

# Healer's Art

**BYU College of Nursing**

FALL 2021



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JANE H. LASSETTER

### *Dear friend,*

The word *experience* has always interested me as it applies to wisdom gained from observation or encounters.

It used to be enough for undergraduate students to spend four years on assignments, labs, and exams to earn a degree that showed competence for a good job. However, over the years, employers began looking for ways to distinguish applicants from each other. Now, nursing students seek opportunities to learn and apply subject matter in ways that enhance their education and put the knowledge to use almost immediately.

I am so impressed at the number of ways BYU nursing students receive experience in preparation for their careers. The pandemic taught us that online learning could take several forms and that its outcomes could be quite rewarding. Students also can receive skills or knowledge through simulation and lab scenarios, peer-to-peer mentoring sessions, clinical shifts, alumni and student encounters, and faculty research or projects.

All of these factors add to our students' education and better prepare them for their first nursing position. Even if you are an alum, the outcomes from the College of Nursing make you more proficient, more marketable, and better prepared for leadership and administrative duties.

As dean, one of the things I enjoy hearing is of others' success. To have students, faculty members, or alumni share awards, publications, or attainments with me is pleasurable, and I cannot wait to pass the information on to the college as a way of showcasing the strength of our employees, curriculum, or student body.

I recently received a message from Alexa, a recent graduate, about her excitement about starting a new job; the note also contained an experience she had after completing her first semester of the nursing program:

For years, I have dreamt of understanding the human body better and helping others care for theirs. While boating with my friend, I noticed several large, uneven moles on her back. I recalled my nursing assessment class and recognized that these spots were concerning. I asked my friend if she had ever seen a doctor about them, to which she said she hadn't, so I recommended that she do so shortly. A few weeks later, I received a text from my friend thanking me profusely. I was confused until she reminded me of the suggestion I had given her to see a provider.

She told me of her visit and learned that many of the moles were precancerous and needed removal. I was thrilled to have helped her take care of herself and prevent a worse situation. Just thinking about being able to do the same for thousands of others excites me. I love acquiring nursing knowledge.

This edition of the magazine features insight from dozens of alumni who participated in the first season of the college podcast and shared details about their careers. It also provides experiences of rural clinicals, responses to COVID-19 support, and information on the college's new student and alumni mentoring program. In addition, we share more inspiring learning stories from students working with faculty members and the college DAISY awards' latest recipients.

The publication also features Dr. Janelle Macintosh's research and Cheryl Corbett's scholarly works and spotlights faculty member Dr. Sheri Palmer.

I am always grateful to receive your feedback and long to hear of your memories and experiences. Please share your achievements, successes, and love of nursing with us at [nursingmagazine@byu.edu](mailto:nursingmagazine@byu.edu). 🇺🇸

A handwritten signature in black ink that reads "Jane H Lassetter".

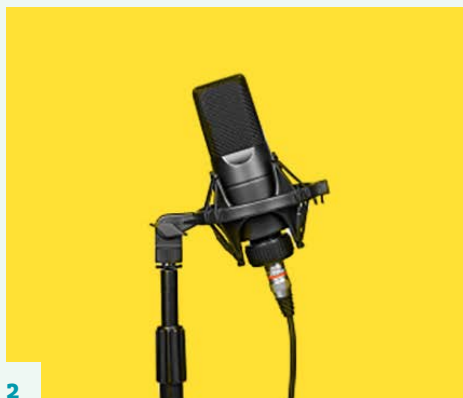
**Jane H. Lassetter, PhD, RN, FAAN**

Dean and Professor, BYU College of Nursing

# Healer's Art

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## College Podcast: Alumni Insight

Review the best commentary from selected guests of *The College Handoff*, a weekly podcast series that has featured over two dozen BYU nursing alumni.

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## Introducing the Student and Alumni Mentoring Program

The College of Nursing is seeking participants in its new mentorship program.

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## Alum Perspective: Street Medic

Remember last summer's riots and protests? Read what it takes to be a street medic in a major American metropolitan area from a BYU nursing alum's point of view.

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Bailey Gleason (BS '21), from Spanish Fork, Utah, attends an alumni/student mentoring event. Image by Zak Gowans.

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**THE  
“BEST OF”  
PODCAST GUEST  
INSIGHT**



**With COVID-19 restrictions**, the College of Nursing at Brigham Young University could not sponsor any in-person events during the 2020–21 academic year. To fill this void and still offer students helpful information, it created The College Handoff, a weekly podcast series devoted to sharing career information and nursing insight. All 32 episodes are available at [thecollegehandoff.podbean.com](http://thecollegehandoff.podbean.com), but key takeaways by selected guests from season one are highlighted below. Season two of the podcast began in August and will spotlight even more guests!

### **1 Learning from a Forensic Nurse**

The premiere show discussed what a forensic nurse is and how to become one. It featured associate dean and associate professor Dr. Julie L. Valentine, who works as a sexual assault nurse examiner. She said, “My favorite part of caring for somebody who has experienced a traumatic event is to be able to work with the patient and feel that you can make an impact in just helping them see that there is a pathway to healing and giving them some hope and guidance on that healing.”

### **2 What a Nursing Recruiter Wants**

The second episode featured nurse recruiter Gregg Hale of Steward Health Care. His best interviewing tip for new grads or seasoned nurses: “Write down unique situations that occur . . . where you had to do something outside of the realm of your job. When asked, ‘Tell me about a time where you had to think quickly or act fast,’ you have a list of three or four occurrences. You’ll have these examples ready to go and ready to rattle off.”

Another guest was assistant teaching professor Matthew T. Anderson (BS ’13). As a new faculty member, he shared why he came to BYU. “An aim of the university is to help individuals in their quest for eternal life and exaltation. I thought that is a mission statement I can get behind 100 percent. And so I love being able to teach nursing in the context of the gospel and being able to use scriptures in class.”

### **3 A Wellness Specialist Talks Stress-Reduction**

The third episode included BYU nutritionist Savannah Topham. Among her advice: “I want to add for nurses to be kind to yourself and know that you’re amazing. I encourage you to take care of your body and put your self-health at a high priority, because I know that you can’t give from an empty basket.”

### **8 FIXING HOMES, HELPING FAMILIES, AND SAVING LIVES**

In the eighth episode, pediatric intensive care unit nurse Joanna L. Ostler (BS ’19) said, “You have to be understanding as a nurse. Recognize that you’re the middleman—you’re going to be the person that gets yelled at the most. But you’re also the person that is the best person there to help them the most.”

Another guest, public health nurse Nancy W. Gibbs (BS ’92), was asked which nursing skill she uses most frequently. “I would say assessment. Learning to assess is the key,” she said. “When you walk in the door, you have to be able to look at everything in that home—the children you’re not even there to see, the spouse that may not even be present, or the boyfriend or the girlfriend or the parents or the living situation. You have to assess the mental condition of the client. There are just several things. So a set of assessment tools [is] key in this area of nursing, which will determine what resources you bring to the family.”

## 9 Law and Order in Nursing

Two nursing alumni were featured in show nine. First, nurse attorney Cami R. Schiel (BS '12) talked about working at a nonprofit in Salt Lake City. She said, "One of the things I got to do was to look at some medical cases and kind of dig through the records and see what my impression was of the state of the person at the time they died or . . . recommendations for areas we should look at to help find new evidence. . . . It was really interesting to look at that from a nurse's perspective."

Second, appeals coordinator Jennifer W. Maruri (BS '00) talks about making sure patients receive proper treatment and proper care. "We can see the results of what we do. When we run reports and consider the appeals that we've won, we're bringing the hospital over \$12 million last year because of our work. So that part's satisfying."

## 10 Do You Have What It Takes to Work in Oncology or a Burn Unit?

In episode 10, we hear burn nurse Emily C. Miller (BS '19) say, "Making patients move and get up with therapy so that they don't end up having complications ends up feeling like we're adding more trauma to their experience. I think that's the hardest part [of my job]."

We also listen to cancer and transplant nurse Kimberly Stevenson (BS '19) say, "I think our unit is special because it's very family oriented. And the kids are so close to each other, and the parents are close to each other. And the relationship that the nurses, techs, and doctors have with the patients is incredible because they might be being treated for one year or two years. So you know them well. And they're all friends."

## 11 GETTING SCHOOLED ABOUT NURSING

Episode 11 includes an interview from Dr. Erin D. Maughan (BS '94), the director of research for the National Association of School Nurses. She said, "I saw that there were a lot of things that could be changed. In public health, we do many systems thinking of changing policy and the context. Children don't vote, and they don't have a voice in us as adults. We give them a voice. And so I felt like that was something I do."

## 13 Paving the Road to Addiction Recovery

The second guest on episode 13 was nursing alumna Tracey B. Long (BS '86). Among her insights, she said, "I help nurses and nursing students see the world and global health that you would never see from a textbook. I love to watch the nurse's eyes open up and go, 'Whoa, I had no idea about this need or this disease or this treatment or how to communicate to someone with a dirt-floor home about health.' . . . That's one of the many things that you can do with a nursing degree beyond floor nursing in the hospital. The world opens up as soon as you have an RN after your name."

## 14 An Ounce of Prevention Makes Great Nursing Careers

As part of episode 14, infection preventionist Cherie L. Frame (BS '94) shares, "I'm always learning something new; I get the opportunity to learn about new diseases, new opportunities for devices that come out that are supposed to help us be safer, as well as the chance to learn whatever is going on right now. So that makes it fun."

***“The world opens up as soon as you have an RN after your name.”***

**TRACEY B. LONG (BS '86), EPISODE 13**

**15 *The Entrepreneur Side of Nursing***

Episode 15 features lactation consultant Jamie P. Gettys (BS '16), who started her own business. “While I was working with Nurse-Family Partnership, I became aware that there weren’t services available for women who didn’t speak English as their primary language. Many of the women we worked with were Spanish speaking, and there weren’t birth classes or doula services available for them. After I graduated, I decided to open my own business. I got a team of people to help me with the curriculum and translation and recording relaxation recordings and decided to do what I could to help fill that gap. And then it grew from there.”

**16 *Called to Educate: Being a Nurse Educator***

During show 16, nurse educator Nancy K. Kraus (AS '80, BS '82) advises current nursing students. She said, “I would tell them that there are a lot of purposes in the challenges and the exactness that’s required of you. And the training that you have will make you a better professional; you’ll see that further down the road when it doesn’t always perhaps make sense when you’re right in the middle of it.”

Another guest, Megan H. Prause (BS '08), a clinical educator, shares what the fulfilling part of her job is. “It’s kind of nice to know so many people and to have so many people know me and just to be able to interact with so many different people and have an impact on how they take care of patients.”

**17 *The Art of Being Mentored***

For episode 17, pediatric nurse practitioner Dr. Elizabeth M. McCombs (AS '79, BS '84) explained her job. “Being a nurse practitioner allows you so much independence and freedom, where you do get to put your education to work. And patients come to rely on your judgment and expertise.”

**20 *The Example of a Strong, Global Leader***

As part of episode 20, nursing recruiter Beth J. Vanderwalker (BS '95) of WorldWide HealthStaff Solution said, “I have hospitals and clinics reaching out to me almost daily, looking for nurses to fill their positions. So trust that [your profession] has so much value in the world today, you are highly in demand, never shorten the value that you bring to the organization, and trust the process because you’re where you’re supposed to be.”

Another guest was IVF coordinator Sage H. Paul (BS '20). She exclaims, “My favorite aspect of my job is getting to make a phone call after their first pregnancy test and telling them that they’re pregnant. There is nothing that beats that feeling.”

**22 *SUNSCREEN ISN’T JUST FOR THE BEACH***

For episode 22, nurse educator Nancy W. Bardugon (BS '94) summed up her career by saying, “It was about me creating an environment that allowed others to lead. . . . It’s about creating that place for others to succeed, and then you grow leaders.”

Associate professor Dr. Katreena C. Merrill (AS '83, BS '85) also discussed her recent research. After talking about the results of college students not wearing sunscreen, she said, “It’s okay to get some sunshine; it’s not okay to get sunburned.”

### **23 Like Father, Like Son: Following a Nurse's Footsteps**

While explaining what makes anesthesia his passion in episode 23, nurse anesthesiologist Brady L. Williams (BS '99) tells listeners, "I enjoy the autonomy that is associated with being able to use the education that you have, and to be able to make decisions based on what you know. . . . I run the anesthesia department; you're able to do everything on your own, to see your problems and make a diagnosis, and to perform your intervention based on what you studied and what you've learned."

### **24 A Flight Path to Nursing**

Episode 24 focused on being a flight nurse. Critical care transport nurse Kelsey Sax (BS '14) of Duke Life Flight said, "It is a phenomenal adrenaline rush. However, I do think that there's this perception that every single day, we're landing on a highway and we're doing all these cool things. But that's not always the picture that we have. You have to be ready for those days."

### **25 The Impact of ER Nursing and Compassion-Fatigue**

The 25th episode of the podcast highlighted ER nurse Renee E. Atwood (BS '86). She tells of developing programs for her new and seasoned nurses to adjust to changes at her hospital. "So helping to think of creative ways to educate, and practical ways so people can retain that information through simulation, competitions, and among other ways. I enjoy that a lot."

### **26 NURSING INFORMATICS**

For episode 26, clinical logistics coordinator Erin K. Laney (BS '00) discusses her job's challenges. "It's a job where you put puzzle pieces together. Many patients come from different areas (directly from home, from the doctor's offices, or the emergency department). And then internally, they're being upgraded to a higher level of care, or they're being downgraded to a medical floor. . . . Since we have so many patients, we have to use our resources in the best way possible."

New associate professor Dr. Marie M. Prothero (MS '96) also discussed her dissertation. "I'm focused on supporting nurses following either a medical error or organizational learning and taking a bigger, broader perspective. I'm also looking at how to support nurse leaders and what they need to be able to support nurses in helping them learn and grow from their mistakes."

### **28 Using Data to Improve Healthcare**

Part of episode 28 features clinical informatics Catherine J. Delmain (AS '78) of Cerner Corporation, a company focused on high-tech healthcare solutions. She discusses ways nurses use technology to improve their patients' care. "At one point, I was given an opportunity to work with a company developing computer systems for nurses, and being a little bit burned out, like we often get, and was looking for a different opportunity. I took it, and that was many years ago, and I haven't looked back."

Another guest highlighted faculty research from associate professor Dr. Neil E. Peterson (BS '07). "I feel like being physically active, exercising, or keeping a healthy body is an eternal principle. I want to do research that will help solidify what we can do to improve our bodies and, and make it the best experience that we can have on this earth."

### **29** ***OR Nursing—The Hardest Job You'll Ever Love***

The entirety of episode 29 discusses being an operating room nurse. We have surgical nurse Wendy L. Duplantis (BS '03) share her knowledge. "You're a nurse manager of your room," she said. "You manage the anesthesiologist, the surgeon, the surgical tech, and any x-ray personnel in your room—you have to manage all of them plus the patient. You want to make sure everything is prepared and done correctly and paperwork signed, plus their vitals are good the whole time. You're paying attention to everything all at once. And so it comes really with a little bit of experience. But it is just constantly being aware of everything around you paying attention and listening."

### **30** ***Prison RNs—One of the Toughest Jobs in Nursing***

The 30th show promotes the role of correctional nursing. It features Colleen G. Guymon (BS '93), deputy director of clinical services at the Utah State Prison in Salt Lake City. "The role of [a correctional nurse] is the same as it would be for like a small-town nurse, where we see patients with all different kinds of healthcare issues. So we take care of any medical issue any person here would have. And so we don't necessarily specialize in just one area that we'll see anybody of any age."

Another guest on this episode is trauma nurse James F. Reinhardt (BS '19). He shares some prison clinical observations from his capstone experience. "You're not showing favoritism to the patient," he said. "That's easy, but you're respecting the patient who has acted bipolar as much as you would the one who has coronary heart disease. I think that safety and empathy are huge."

***"My favorite aspect of my job is getting to make a phone call . . . telling them that they're pregnant. There is nothing that beats that feeling."***

**SAGE H. PAUL (BS '20), EPISODE 20**

### **31** ***THE INFLUENCE OF NURSING AROUND THE WORLD***

During episode 31, Amy C. Underwood (BS '91), an ambulatory care nurse at Kaiser Permanente in California, explained how she provides telehealth support for patients to access care, appointments, and treatment plans. "We use critical thinking skills all of the time. And we also have to listen carefully. First, we listen for them to tell us their story, and second, we use our skills to hear what they're saying and then decide what to assess that's the most important facts."

### **32** ***Providing Care to Indian Health Service***

In the final episode, Emily H. Royce (BS '19), a registered nurse at the University of Utah, talks about her unique role of supporting the Indian Health Service program in the state and how her nursing career influences Native Americans to make health a priority. She said, "I often think of how much my spiritual beliefs affect my daily choices. Although I do not share the same religious practices as many Native Americans, I still feel a deep connection with them because I understand how important spirituality is in my life. And that helps me understand how important it is to them and how important it is to use spiritually competent care." 🇺🇸

# Experiencing Rural Clinicals

By Jeff L. Peery

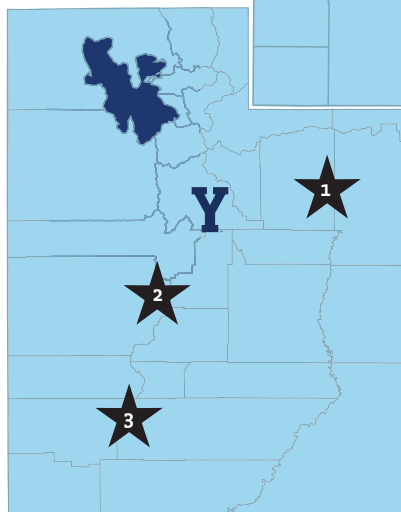
With many of our partner facilities not allowing clinical placement during the pandemic, BYU College of Nursing administration had to consider alternative locations, especially for capstone students. One solution was to think outside of Salt Lake and Utah counties.

This past academic year, the college arranged for several nursing students to complete their clinical rotations in rural locations. These locations provided unique learning for them as they got to experience smaller hospitals, work with various staff, and spend time on multiple units within those facilities—encounters not usually available in more urban settings.

Lauren Schagel (BS '20) and her roommate Jamie Valentine (BS '20) were two of the capstone students that volunteered during the fall semester to spend time in Vernal (1), a community 150 miles east of Provo.

For four weeks, Schagel and Valentine traveled to the Ashley Regional Medical Center on Wednesday, complete three 12-hour night shifts, and return home on Saturday. The situation offered great outcomes because they could see the same patients from day to day, help with treatment evaluations, and work on different units of the 39-bed hospital.

The logistics to accommodate rural clinical shifts came with an unexpected price. However, with a generous donation from Ira Fulton, the additional expenses for transportation, lodging, and meals were covered.



This type of experience expanded during winter semester as family nurse practitioner students met with preceptors in Vernal and as additional undergraduate nursing students completed clinical shifts in Fillmore (2) and Panguitch (3), Utah, and Cheyenne, Wyoming (4).

Another set of nursing student roommates, Emma Beaumont (BS '21) and Harper Forsgreen (BS '21), completed clinical rotations in Fillmore, a town 90 minutes south of Provo that served as Utah's first territorial capital.

They would drive to Fillmore on Monday, complete a short evening shift, then work 12-hour shifts during the next two days and return home Wednesday night.

Harper said, "Because it's a small hospital, we did medical-surgical, emergency department, and OB work." And Beaumont added, "You can become

**"You can become more of an expert generalist as you're exposed to different types of procedures, events, and disease processes than maybe if you were just on a specific unit."**

—Emma Beaumont

more of an expert generalist as you're exposed to different types of procedures, events, and disease processes than maybe if you were just on a specific unit."

Both gained a new appreciation for nurses who have to be trained to work in the emergency department and on the unit.

Fillmore Community Hospital has 18 beds and limited patients, so there was some downtime. Beaumont and Harper got the most of their experience by talking with the nurses and staff and asking many questions about different medications or disease processes. Beaumont said, "The nurses created an environment where we felt comfortable asking those questions, even if it felt like it was a dumb, silly, or basic question. They were willing to lend a hand and explain those things to us."

Harper added, "It was interesting to see, as we went into this rural area, how there are a lot of different underserved populations (homeless population, drug addicts, veterans, racial minorities, etc.), but I never considered that the rural community is also a very underserved population. There are lots of little towns in the surrounding area, and there's one little hospital. So it may be difficult for people to get there with transportation, or they're worried about the type of healthcare they'll receive, or there might not be the resources at the facility that they need."

Master's students collaborating with preceptors learned that there are few, if any, specialists with whom to consult in rural settings. So they diagnosed and treated patients with various and complex health disorders with the resources that existed in the rural area.

College officials want to expand rural clinical opportunities and will continue to look for permanent funding measures to allow for more experiences like these. 🏠

# Understanding the College's Heroic Support of COVID-19

By **Peggy H. Anderson, DNP, MS, RN, PH-C**

On December 19, 2019, the novel coronavirus was first reported to the World Health Organization. Since then, the healthcare response to COVID-19 has been multifaceted, with providers, scientists, and world leaders working to meet the healthcare and economic needs of the world.

Likewise, the College of Nursing at Brigham Young University responded to the pandemic with multiple strategies to ensure continuity of education, fortify academic program requirements, maintain academic-practice partnerships, and proactively assist and support the healthcare community.

For the undergraduate program, multiple course-level learning strategies were developed as faculty grappled with the movement of course content to online modules during the pandemic. Faculty members teaching public health content sought to educate students about the new reality of the pandemic and public health interventions.

In October 2020, all undergraduate students in the public and global health nursing course and the capstone nursing course completed the Johns Hopkins University COVID-19 contact tracing certification; 260 students completed the certification. Local health departments hired multiple students to contact tracing positions, and all capstone students participated in contact tracing efforts through a partnership with the Trula

organization. In addition, students completed Trula online orientation and training. Student contact tracing efforts continued from October 2020 until the end of April 2021.

In November 2020, Utah governor Gary R. Herbert mandated that state-owned universities and colleges increase student COVID-19 testing. Although Brigham Young University is a privately owned university, the administration opted to support Governor Herbert's testing request. The university had one week to organize testing for most of the student body the week before Thanksgiving break, when students would leave for the remainder of the semester. University officials reached out to the College of Nursing to staff this monumental public health effort. The College of Nursing hired approximately 200 nursing students to run the COVID-19 swabbing stations.

Nursing students assumed all roles within the testing center, working in the reception line, initiating data entry, collecting the swabs, completing the tests, analyzing test results, and entering the online portal. Students were also instructed on providing holistic care to anxious students. College administration arranged for counseling center staff to be available as needed to provide emergency services to students with high levels of anxiety about COVID testing.

The testing efforts resumed in January 2021 and continued through April 2021, with 2,000 to 4,000 randomly selected students tested per week. Almost 250 undergraduate students worked in this large university public health effort, administering 43,536 COVID-19 tests.

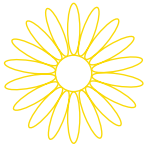
By mid-December 2020, COVID-19 vaccinations began to arrive in Utah. The College of Nursing approached the local health department to assist with vaccination efforts. During February 2021, Col-



lege of Nursing undergraduate students were engaged with vaccination administration efforts, either through their clinical courses or as volunteers.

Students assisted with process flow, keeping everybody in line, checking paperwork, administering vaccinations, and monitoring patients post-vaccination. Nursing fundamental students participated in these vaccination efforts during specific clinical shifts accompanied by their faculty members. When administering vaccinations, these students were paired with RN volunteers. According to their schedule, upper-level undergraduate students volunteered through the College of Nursing website, each completing a four-and-a-half or a five-hour shift. Registered nurses from the local health department provided oversight for these students. Overall, our student body of 398 students filled over 250 timeslots, giving an excess of 1,200 hours of vaccine administration support during February, March, and April.

As students reflected on their volunteer roles and work opportunities, they wrote of learning compassion and patience, developing people skills, and practicing the Healer's art in unique ways. College officials are pleased with the efforts of its students and the ways they were able to make a difference to the campus and the community. +



## Compassionate Individuals Receive College **DAISY Awards**

By **Jeff L. Peery**

In the 1998 romantic comedy *You've Got Mail*, Meg Ryan's character, Kathleen Kelly, offers a profound statement when she asks Joe Fox, played by Tom Hanks, "Don't you think daisies are the friendliest flower? I love daisies!"

We think so. 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 Students**

The College of Nursing recently honored two students:

#### **EMMA BEAUMONT SN**

Nursing student Allison Hyer nominated Emma Beaumont (BS '21) of British Columbia, Canada.

Hyer said, "Emma lights up any and every room she walks into. She is kind and outgoing toward every person she meets. No patient could feel unloved around Emma. She takes the time to chat with patients, get to know them, and show them how much she cares."

"She does not let differences affect her love for others, fights for what is right, and consistently loves those who might not share her views. She has friends on both sides of every political or social debate because she truly loves as the Savior does."

"Also, Emma works hard, excels in her school work, and applies her knowledge in simulations and clinical. She is a light in many lives, and I have no doubt she will change the world."

When asked what the recognition means to her, Beaumont replied, "The DAISY Award is a meaningful way to acknowledge the incredible sacrifices that nurses quietly make every day. I am honored and humbled to be the recipient of the DAISY Award, as my scope of nursing influence has been small and modest at best. I hope to live up to the incredible standard nurses set around the world in the altruistic, compassionate, daily service they tirelessly provide."

#### **ALYSSON HOUSTON SN**

Amelia Tolman, our SNA president, nominated Alysson Houston (BS '21) of Riverton, Utah.

Tolman stated, "As one of the publicity directors on the SNA Board, Alysson accepted the challenge of taking on the Healthy Student Nurse Challenge despite a busy fifth semester and, later on, a busy capstone placement. She showed commitment to fellow nursing students as she provided meaningful challenges, fun prizes, and timely social media updates. Alysson recognized the importance of providing challenges that kept students socially distanced and engaged during the pandemic. Her involvement and

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 recognize exceptional nurses worldwide.



Dean Jane Lassetter presented DAISY Awards to nursing faculty Sondra Rogers (second from left) and nursing students Emma Beaumont (next to banner) and Alysson Houston.

commitment to the Student Nurses' Association and its Healthy Student Nurse Challenge have shown how she advocates for her fellow nursing students during challenging times."

Regarding the honor, Houston said, "I remember learning about the DAISY Award and what it symbolizes in my very first semester. I think it is so awesome that this organization honors amazing nurses across the country! I feel honored to have been nominated and selected as a recipient while in nursing school. With graduating in April, this award only motivates me to work hard to be the best nurse that I can be for my future patients."

### The DAISY Award for Extraordinary Nursing Faculty

#### SONDRA HEASTON MS, NP-C, CEN, CNE

The College of Nursing is pleased to honor teaching professor Sondra S. Heaston (MS '05) with the DAISY Award for Extraordinary Nursing Faculty.

Nursing student Jessica Daynes nominated Sondra. She wrote, "Sondra has reached out to me multiple times to make sure I am on track regarding assignments and tasks, and she genuinely cares about my success as a student and person. As someone who has been on the BYU Student Nurses' Association board for two years, I've worked with Sondra closely. She has frequently checked on what I was accomplishing for my position with SNA, but she also would check in and take the time to ask about my life. Great nurses not only get tasks done and follow up, but they also care about the individual. Sondra does this as she takes the time to ask about the lives of her students. She makes you feel like you're the most important person she's talking to when she's one-on-one, and that's what I imagine the Savior does. She wants her students to feel valued and important.

"As someone who learned from her in the fifth-semester ICU course, I also know that Sondra wants to help students succeed. When she taught, she wanted

our honest feedback on what concepts didn't make sense and needed clarification. She then took the time to review those concepts and make sure we were on the same page to continue. As nurses, we are educators. We educate our patients, and Sondra takes the time to make sure they understand the content they need to learn. I appreciate all that Sondra has taught me in the classroom setting and just through her example. To me, she is a great exemplar of what a nurse should be and an exemplar of the Savior."

Each were presented with a unique sculpture as a symbol of their recognition. The small stone statue is called *A Healer's Touch* and shows two figures embracing—the nurse and the patient. Each piece is hand-carved by members of the Shona Tribe in Zimbabwe. 🇿🇼

*All individuals received their honors at a college ceremony in March 2021. View the recognition ceremony on our YouTube channel: [youtube.com/BYUNursing](https://youtube.com/BYUNursing).*

## Night of Nursing is February 24, 2022



**Nation-wide In-person Events**  
We plan on 60+ locations & 500 alumni

NIGHT OF NURSING



BYU College of Nursing  
needs locations for its annual  
Night of Nursing gatherings.

Email us if you will host:  
**nursingevents@byu.edu**

*We will send you a party kit with  
items to make your site successful.*

After January 2022,  
find a site to attend at:  
**NightofNursing.com**

*The college is seeking  
participants for its new  
student & alumni mentoring  
program. Find a mentee at  
[nursing.byu.edu](http://nursing.byu.edu).*

See page 13 for details

Next year marks BYU College of Nursing's  
70th Anniversary. Plan to join one of its  
online reunions for nursing alumni!

- 1950s–1970s: Sep 22, 2022
- 1980s: Sep 27, 2022
- 1990s: Sep 29, 2022
- 2000s–2022s: Oct 04, 2022

*All events at 6:30 pm (MDT)*



## Save the date for these 2022 alumni events:

- |         |   |
|---------|---|
| Feb 24  | Night of Nursing (local in-person events)   |
| Mar 19  | Campus Wig Workshop, WSC Ballroom   |
| Apr 7   | WIN Conference Reception, Portland OR   |
| Apr 28  | BYU Women's Conference Luncheon<br>(with a virtual connect on Apr 29 at noon MDT) |
| Sep/Oct | 70th Anniversary Online Reunions  |
| Oct 15  | Alumni Service Project (for global health)  |

For activity details email  
**nursingevents@byu.edu**

## Engage with the college:



Healer's Art Blog:  
[BYUNursing.WordPress.com](http://BYUNursing.WordPress.com)



@BYUNursing



@BYUNursing



College Podcast:  
[thecollegehandoff.podbean.com](http://thecollegehandoff.podbean.com)

# Introducing SAM: Student and Alumni Mentoring Program

As part of an effort to assist nursing students in learning about the many options for work in health care, the College of Nursing at Brigham Young University wants to pair caring alumni with students through its new student and alumni mentoring (SAM) program.

College administration hears two similar questions quite often. First, students are always looking to meet successful alumni and ask them questions about specific careers. Second, alumni ask how they can give back to the college and share their career knowledge with students. The SAM program combines the solutions to both, allowing students and alumni to form a one-on-one mentor relationship as they connect for the semester.

In addition to help deciding on a career path, the mentoring program allows students to hear practical advice from experienced nurses. Alumni can help students refine their résumés, prepare for interviews in their chosen fields, or gain contacts from their networks.

The program is for alumni who wish to share their experiences and professional wisdom with the next generation of nursing leaders, broaden their leadership and mentoring skills, and give back to their alma mater even if they live outside of Provo.

It is also for fourth-, fifth-, and sixth-semester students who wish to learn about the career paths of successful alumni, improve their leadership and management skills, stay informed about the latest trends in the nursing industry, and establish connections with BYU College of Nursing alumni.

Visit [nursing.byu.edu](https://nursing.byu.edu) to sign up for the mentoring program.

## Frequently Asked Questions

### *Who can participate in the Student and Alumni Mentoring Program?*

Any student in semesters four through six may join; participation is voluntary and does not correlate to a class credit or assignment. Alumni should indicate their number of years since graduation and whether they are actively working or retired to help gauge participants' career goals.

### *How long does the program last?*

This program formally takes four months to complete.

### *When is the Student and Alumni Mentoring Program available?*

The program is offered twice a year during the winter and fall semesters.

### *What is required for mentors and mentees to participate?*

- Watch the orientation video.
- Initiate three conversations with your student/alum during the semester; these can be via phone, email, Zoom, or in person. Additional discussions past the minimum may occur as desired.
- Submit a brief program reflection to the College of Nursing.
- Indicate whether you want to participate for another semester.

### *How are students and alumni matched?*

Interested students and alumni complete a survey on [nursing.byu.edu](https://nursing.byu.edu) that asks specific questions about careers, job experiences, and mentoring goals. They are then paired with indicated measures (specialty, state, years of work, etc.).

### *What do students and alumni talk about?*

Students initiate three conversations with their alumni on exploring employment options, beginning a career, work-life balance, and using their degree in the workplace.

### *Can I participate more than once?*

Yes! You can participate as many times as you would like. However, if you do not complete the program, you are not allowed to participate again.

## TIMEFRAME

Winter Semester	Fall Semester	Event
Oct-Nov 2021	Jun-Jul 2022	Alumni and students enroll as participants
Dec 2021	Aug 2022	Matching process
Jan 3, 2022	Aug 29, 2022	Mentoring program begins
Jan 10-Feb 5, 2022	Aug 29-Oct 1, 2022	Alumni/student conversation #1
Feb 7-Mar12, 2022	Oct 3-Nov 5, 2022	Alumni/student conversation #2
Mar 14-Apr 16, 2022	Nov 7-Dec 17, 2022	Alumni/student conversation #3
Apr 20, 2022	Dec 20, 2022	Mentoring program concludes Program reflection due



## FIFTH ANNIVERSARY

# College Continues to Offer Students Unique Opportunities to Learn

By **Jeff L. Peery**

As the College of Nursing at Brigham Young University reaches its fifth year of offering inspiring learning opportunities, we highlight a few additional ways in which faculty members involve nursing students in their research and evidence-based projects.

### Prep Work for a PhD

While in school, Emma Trent (BS '20) received mentoring on precision medicine and cancer family genetics from associate professor Dr. Deborah Himes (BS '91).

As a research fellow, Himes taught her how to code and pull out certain details from the study. Then they would use that data to further understand the study about breast cancer and communication.

"I didn't realize that a big part of the research was getting to know what was already being done there," said Trent. "So a lot of the research I was doing was being familiar with different studies that have been previously done and then seeing how we fit with that."

Himes and Trent coauthored a paper about communication problems between people who have family members with breast cancer and their doctors. "[When] someone comes in and they have a family history of breast cancer, some things need to happen to talk to the doctor, and then the doctor should order certain tests or go from there," said Trent. "But we found that that's not always happening. And there are some problems with communication of what to tell them."

Trent is grateful for her inspiring learning experiences with Himes and plans to continue this type of research when she begins a future PhD program.

### A Foundation for Research

For associate professor Dr. Bret Lyman, mentored learning and involving students in his research is the foundation for his scholarly projects. Since 2017, of his 14 published articles, Dr. Lyman has included students as coauthors in all but three of them (and of those, he wasn't the lead investigator on two). He is currently mentoring eight nursing students this year.

Kaitlyn George (semester five), from Houston, Texas, is currently working on three projects with Lyman and has a peer-reviewed article under review.

"I certainly value the opportunity to work side by side with Dr. Lyman to learn about organizational learning. Organizational learning refers to a positive change in an organization's collective knowledge, cognition, or action, which helps lead to improved hospital performance," stated George. "I have been able to study various topics such as what motivates CNAs and how diversity affects organizational learning. I have developed many new skills such as interviewing, writing professionally, and data analysis. I have learned how to systematically review articles and decipher the reliability and validity of articles. Most importantly, I have learned how to find and implement evidence-based practice in my workplace. Mentored learning has provided a safe environment where I can learn and grow in my research abilities."

Alyssa Oman (semester six), from Springville, Utah, is being mentored by Lyman on two data collection projects and a mentored systematic review of the literature on organizational learning.

"I have enjoyed working as a research assistant for Dr. Lyman, and I have learned so much from him," explained Oman. "As a research assistant, I have been able to help gather data for research projects, interview research participants, analyze data we have collected, and help write manuscripts summarizing our findings. Some of my research projects have focused on organizational learning during the COVID-19 pandemic, diversity in healthcare teams, and women's power in the nursing workplace. Being involved in Bret's research team has helped me understand and become more comfortable with the research process, professional writing, and academic journals."

"Last October, I attended the ALSN conference and listened to speakers from



ZAK GOWANS (2)

across the United States. It was fun to interact with nursing leaders and researchers who have so much knowledge and experience to share. I would encourage any nursing student to become more involved in mentored learning and research.”

### Learning from Great Role Models

Current capstone student Katie DiDonna (semester six) of Highlands Ranch, Colorado, is one of five students completing research on sexual assault cases in Utah.

“Associate professor Dr. Julie Valentine and associate teaching professor Dr. Leslie Miles are two of the most inspirational, driven, and hardworking women I have ever been associated with,” said DiDonna. “Their fiery passion for service is shown not only in the classroom but in our research.”

DiDonna has had the opportunity to work with both Dr. Valentine and Dr. Miles (AS ’83, BS ’99) individually and observe how they implement the Healer’s art in everything that they do. She is currently being mentored by Miles, where they code variables into a database of forensic electronic medical records. This research aims to identify trends, bring awareness about sexual assault, and provide adequate representation for survivors of sexual assault in the judicial system.

“Through working on this research team, I feel that I have developed a greater knowledge of the Savior and His infinite love for each of us,” she stated. “These professors have been phenomenal role models, leaders, and teachers. Getting involved in research helps you broaden your knowledge, deepen your compassion, and get to know your professors on a higher intellectual level. Working on this research team has been the highlight of my BYU nursing career.”

DiDonna and her mentors plan to give a podium presentation on their research at the 2021 International Conference on Forensic Nursing Science and Practice on September 23.

### Supporting Humanitarian Research and Causes

All BYU nursing professors have the opportunity to mentor students outside of class in their projects. Doing so may



(Bottom left) Nursing students Kaitlyn George (standing) and Alyssa Oman enjoy researching organizational learning projects with Dr. Bret Lyman; (Above) student Sophia Almeida helped design a research project with Dr. Marc-Aurel Marital. Together they are studying how to empower women in Haiti to improve anemia rates for individuals and families.

take more time than researching themselves because they must teach and train students along the way.

Our last spotlight of mentored learning comes from assistant professor Dr. Marc-Aurel Martial (BS ’00). Although he is just starting his third year as a faculty member, he makes the effort to mentor six nursing students in his studies. Among them is Ashley Gold (semester five) of Hillsboro, Oregon.

“Being a research assistant has been an opportunity for me to learn and grow as a student,” explained Gold. “I started as a research assistant in December 2020 and have helped with data transcription, wrote a literature review [for another project put on hold], and participated in research planning and organization. I’ve come to appreciate how much work and effort it requires to go through the research process.”

Their current project is a mixed-methods study that examines factors related to anemia among pregnant and lactating women in Haiti. Participants fill out a survey, learn about diet and prenatal vitamin guidelines, receive prenatal vitamins, and are then evaluated based on their survey answers and whether they take their prenatal vitamins. The goal is to empower women in Timo, Haiti, with the knowledge to prevent or improve anemia for themselves and their families.

Another student working on the same project is Sophia Almeida (semester five) from Beaver, Utah.

“Under the mentorship of Dr. Martial, I have had the opportunity to design a research project, write grant proposals for funding, and compose the IRB [application],” said Almeida. “I wish other nursing students would consider researching because it is such a great way to learn about the research process and change as a result of research.”

### Pay It Forward

To facilitate mentored learning and allow as many students as possible to receive a graduate-level experience as undergraduates, the BYU College of Nursing began raising funds to provide additional mentored-learning experiences and opportunities in 2016. The college’s endowed fund for inspired learning was fully funded this past academic year. Administration can now use the annual earnings to fund additional inspiring learning projects.

We are grateful to generous alumni and friends of the BYU College of Nursing who help create these types of experiences for nursing students. Please consider making a gift today at [give.byu.edu/nursing](https://give.byu.edu/nursing) (select the “Nursing Mentored Learning” account). 🙏

# The World Needs Nurses

By **Jill Jackson**

Teaching professor Dr. Sheri P. Palmer (AS '83, BS '85) didn't always want to be a nurse. "I grew up wanting to be an architect," she explained. It wasn't until after her first year attending Brigham Young University that Palmer thought about nursing. "I had to go to the emergency room with one of my brothers who had an accident, and I thought, 'This is where I need to be.'"

The rest is history. Palmer received a bachelor's degree in nursing from BYU, a master's from Idaho State, and a doctorate of nursing practice from the University of Utah. She joined the BYU College of Nursing faculty in 1995. In her time at BYU, she has taught medical-surgical nursing and capstone classes, and she has worked to expand the college's international reach.

Palmer's love for global nursing started in Paraguay. "After I graduated with my RN from BYU, I went on a health and welfare mission to Paraguay, and I just fell in love with the people there. So when I came back and started my other schooling, I always wanted to work in international health and nursing."

In 2018, after receiving the US Fulbright Scholar Award, Palmer was able to return to serve the people of Paraguay with a team of students and faculty members for the first leg of a multisegment project. Working with the University of Paraguay and a non-government organization, Palmer began studying the issue of teenage pregnancy in the region.

"The first year, we studied the perceived factors contributing to teenage pregnancy to get a foundation and basis," she said. "And that led to one of the

**"Sometimes our students get so caught up in skills like starting a certain amount of IVs, but I try to emphasize that we are treating God's children . . . they need us to care for them and to reach out and help to lift them. We're taking care of God's children—we're not just doing skills on patients."**


biggest interventions, which was to teach maturation and sex education because . . . there was a need among the adolescents to learn the basics."

Palmer's next trip in 2019 was spent applying the solutions they found in her research. With modules Palmer and her students had prepared, the group was able to teach 700 kids in 10 days. "It was fantastic," she stated.

But for Palmer, it's not about the statistics—it's about the individuals. "The first year when we were doing

sex education, a lot of the emphasis, of course, is not to get pregnant, contraception, and stuff like that. I was in the back of the room watching a couple of students teach it, and also in the back of the room was a teenage girl, and she was kind of standing off to herself and very timid. I approached her, and immediately I could see she was pregnant, pretty far along. I said, 'Are you okay? Are you okay with what we're teaching?' And she said, 'Yes, but it's too late for me.' And that just broke my heart." Palmer jumped into action, teaching this young woman the importance of seeking continued education after giving birth. "It's not just preventing pregnancy, but it's also about helping the girls that already are."

In fact, for Palmer, it has always been about the people. "Sometimes our students get so caught up in skills like starting a certain amount of IVs, but I try to emphasize that we are treating God's children, and there's a whole bunch of them in the world, and they need us; they need nurses, and they need us to care for them and to reach out and help to lift them. We're taking care of God's children—we're not just doing skills on patients."

Palmer truly emulates the college's invitation to learn the Healer's art. "I believe this is a chosen profession and that we are the hands of our Savior," she said. 



# Helping Utah Nurse Practitioners Receive Full Practice Authority

By **Emily Felt**

“Nurse practitioners (NPs) are not physicians, and physicians are not NPs, but we are capable and trained practitioners who can provide an untapped resource to Utahns,” explained Trissa Lyman (MS ’21), reflecting on when she met Rep. Marsha Judkins (R-District 61), sat on the floor of the Utah House of Representatives with her during a bill discussion, and shared insight on how to strengthen the NP’s role in healthcare and the community.

“Every day, Utah’s healthcare providers work and communicate well with each other, and most working relationships are based on value and respect as colleagues. Access to care, provider choice, patient safety, cost efficacy, and similar clinical outcomes speak to evidence that NPs can and do provide necessary care independently. Modernizing our NP practice act language creates an even stronger healthcare industry in Utah and aligns us with our 14 surrounding states who have no practice restrictions.”

This past Utah legislative session, BYU College of Nursing faculty and nurse practitioner students advocated for House Bill 287, which eliminated the requirement for a consultation and referral agreement for new nurse practitioners. This requirement meant that in order to prescribe schedule II medications, new NPs needed to have a collaborative agreement with another healthcare provider. However, according to state law, the collaborating provider didn’t have to practice at the same clinic as the NP or be in the same specialty, but at times, the NP was required to pay significantly for this agreement. Thanks to the new bill, nurse practitioners who want to open an independent practice right out of school now have access to a mentor that doesn’t necessarily need to be paid.

Assistant teaching professor Dr. Petr Ruda (BS ’09, MS ’15) explained, “House Bill 287 increases access to quality healthcare for all residents of Utah, eliminates additional barriers for residents to access quality care, invites nurse practitioners to collaborate equally with all healthcare members, and allows early identification and intervention for substance abuse disorder.”

Associate dean and professor Dr. Beth Luthy (MS ’05), who teaches healthcare policy to second-year master’s students, was heavily involved in the Utah Nurse Practitioners’ Association and was a major advocate for the bill. During each class period this past winter semester, she and her students discussed the bill’s status, what they were doing to help it get passed, and other measures to support legislative efforts.

Heather Merrill (MS ’21) is one student who was instrumental in getting this bill approved. “I reached out to the chair of the human health and services committee, and originally he was just going to block us from being heard in the committee until we negotiated with the other organizations involved,” she said. “Surprisingly, he gave me a thumbs-up over text, and it got onto the floor! I hope that my text helped get it heard in the committee.”


During the committee meetings, the house and the senate allowed time for public comments, and Merrill spoke for all NP students in Utah.

Other students in the cohort reached out to state representatives, spread the word, and banded together with students from Weber State and the University of Utah to gain approval for the proposal.

On March 17, 2021, Governor Spencer J. Cox signed the bill, and it became effective May 5, 2021.



Governor Spencer J. Cox signed bill 287.

Because of BYU graduate student and their colleagues, barriers to practice have been removed, and practice has been enhanced. NPs can use their education to its fullest capacity, and patients can continue to receive the high-quality care NPs provide. 

*Emily Felt is a senior majoring in communications; she plans to attend law school to pursue a career in healthcare law, where she hopes to advocate for and represent medical personnel.*

## Practicing the Healer's Art as a Street Medic

BYU Nursing Alumna (BS in the 2010s)  
*Alumna requests to remain anonymous to protect herself and her career*

I am a nurse practitioner in a major American metropolitan area. My effort to live the Healer's art, coupled with my training at BYU's College of Nursing, has led me to an unexpected role: street medic. I believe that others within the BYU nursing program and its alumni network would find my experiences inspiring and could broaden their vision of ways that they can "go forth to serve."

A background on street medics: A street medic is a volunteer with medical training who attends public events, especially protests, and provides first aid and medical assistance to those in need. They frequently are not part of the protest itself; instead, they hold themselves as separate support personnel ready to aid any injured. Some street medics work as part of a larger organization, allowing themselves to pool resources and better coordinate their efforts. Others volunteer what time and resources they have on an individual basis. Volunteers usually wear distinctive markers and clothing to distinguish themselves from protest participants, seeing themselves as similar to Doctors Without Borders or the American Red Cross. Their neutrality is supposed to be honored by protestors, counter-protestors, police, media, and politicians. The presence of a street medic at an event is seen as a public good for all.

Street medics can be called upon to treat a wide variety of injuries and cases. Even the most outwardly peaceful protest can keep providers busy. Skinned knees,

twisted ankles, sunburn, heatstroke, and foot blisters are common ailments at any large rally. Even if there is no call for any medical assistance throughout the demonstration, medics are still useful because their presence provides peace of mind to protestors. Often, all that a person needs from a medic is a friendly demeanor and a snack or water bottle. However, sometimes situations can become more hostile. The injuries requiring treatment quickly multiply, and medics swing into action. I have treated lacerations, broken bones, and chemical irritant (pepper spray) exposure and have performed neurological exams for possible concussions. Other street medics here and across the country have treated knife wounds, gunshot wounds, shattered skulls, ruptured eyeballs, and vehicle-inflicted trauma.

The stakes can be high working as a street medic. We can encounter dangerous situations and life-threatening injuries where every second counts. EMS can be unavailable; blocked roads and police lines can prevent any ambulance from arriving. Some protestors are afraid of seeing a doctor about a protest-related injury because they worry about being

identified by police or extremists who would target them. Additionally, some injured activists and bystanders are too poor to afford an ambulance ride or seek professional medical care. For many, a street medic is the only source of medical treatment for anything short of imminent death. It makes the quality of care they receive from someone like me even more important.

When not attending protests, street medic organizations focus on community outreach and public health campaigns for underserved community members. Individual medics and street medic organizations assist homeless individuals and other public health efforts. While there is no official governing or licensing body or formal qualification process for street medics, there are generally accepted practices, policies, and training programs for those who claim the mantle of being a street medic. Even experienced medical providers should receive supplemental training specific to street medicine if they wish to be involved. Being a street medic is different from what you are used to as a nurse. The environment, limitations, and situations are unusual. You



MAX BENDER / UNSPLASH

have to learn new skills and techniques (like eye washing), new tricks of the trade (always have a partner working with you, and never use milk to counteract chemical irritants), rules to follow (never film protestors without their explicit individual permission), and how to navigate a sometimes chaotic situation. Truthfully, things are usually boring and uneventful at protests, but there are times it can be quite scary.

Not all street medics and organizations have identical philosophies. Specifically, some street medics decline to treat non-emergent injuries among groups that historically are violent towards protestors. While I respect the personal choices of other medics, I have cared and will continue to care for injured individuals that others may not treat. I feel it is part of the Healer's art to treat any wounded, regardless of their actions at the protest, their affiliation with any group, or their profession. I have diagnosed independent activists, protestors, journalists, bystanders, police, and anyone else caught in harm's way. When the shout of "Medic!" goes up, I run through danger, chaos, and clouds of pepper spray to render aid and get the person to safety.

One does not need to have strong political ideals to get involved in street medicine. While some medics and street medic organizations have aligned with specific political or community causes,

**"The needs of my community have led me to do my best to lift where I stand by using my skills and education to uplift others and mitigate harm."**

others strive to maintain an apolitical public face as I do. I do not see my work as political activism. Instead, having witnessed the suffering meted out to members of my community, I feel compelled by professional obligation and a need to embrace the Healer's art to step forward fully. I can't entirely agree with all of the goals, policy positions, and slogans of the people I help and the rallies I attend, but the needs of my community have led me to do my best to lift where I stand by using my skills and education to uplift others and mitigate harm. The values instilled through The Church of Jesus Christ of Latter-day Saints and my education at Brigham Young University compel me to step outside of my normal comfort zone and walk into harm's way to assist the injured.

As a street medic, I also have a new appreciation for the strengths and weaknesses of others. I have seen incredible acts of courage, kindness,

humanity, solidarity, faith, and community spirit alongside some of the ugliest behavior that fellow children of God can muster. I have been shouted at and threatened; I have been mocked, shoved, and pepper sprayed; I have been called treasonous, un-American, and unpatriotic and have been heckled with the foulest language possible. It has been a story of inspiration—seeing the best of some people—and disappointment—seeing the worst in others. Though there are hazards in work, this is how I strengthen and serve in my community, uphold the values of BYU nursing, and practice the Healer's art—as a street medic. Clad in a gas mask and a bike or hockey helmet, covered in Red Cross patches and medical insignia, carrying as much medical equipment and first-aid supplies as I can afford, I support my community.

I pray that the Lord will protect us as we seek to do that which is right. We strive to help "lift the hands that hang down" (Hebrews 12:12), "comfort those that stand in need of comfort" (Mosiah 18:9), and bring respite and relief to those most in need. I feel that it is our moral duty as neighbors and members of a community and our spiritual duty as followers of Christ and members of the restored gospel. Whatever the case, the core values remain the same: compassion for all of God's children, especially the downtrodden. 🇺🇸



# Alumni Updates



**Marilyn H. Sorensen (AS '76, BS '79, MS '82)** (left) is the daughter of veteran Gail Halvorsen (middle), better known as the "Berlin Candy Bomber." He was recently honored by the Utah Honor Flight organization for his US Air Force service during World War II; he also turns 101 years old this October. Dr. Sorensen is a certified family nurse practitioner and works at the Health & Vitality clinic in Orem, Utah, with Dr. **Arlene Johnston (BS '13)**. Also pictured is Marilyn's older sister Denise.

**Mary Williams (BS '71)** will be honored during homecoming with the college's Alumni Achievement Award and will present a campus lecture to alumni, students, and friends on Thursday, October 7, at 11 a.m. in room 1060 of the Harold B. Lee Library (take the north entrance to level one and turn left). Williams is a past BYU College of Nursing interim dean and served the college for 41 years as an associate professor and 27 years as an associate dean. She will speak on "The Healer's Art: A Light Unto the World."

**Sheryl B. Steadman (BS '72)** completed her 13th year as dean of nursing and health sciences at Westminster College in Salt Lake City. Dr. Steadman received her PhD in 2003 from the University of Utah.

**Lynn Rowley (AS '76)** reached her 15th anniversary as an internal medicine nurse practitioner in Mesa, Arizona.

**Alison B. Conyee (AS '77)** is an RN case manager for OptumHealth in Phoenix, Arizona.

**Dalana Ostlie (AS '80)** is a government programs system clinical informatics liaison for Providence Health & Services in Spokane, Washington. She is currently working in regulatory compliance with a healthcare policy focus.

**Helen Medeiros Taylor (AS '80)** has been the owner and director of nursing education for 15 years at the Professional Medical Careers Institute in Ventura County, California.

**Eileen Fawcett (AS '81)** is working part-time but getting close to retirement. She worked several years in hospital nursing in the Los Angeles area after leaving BYU. Her specialty is in human resources and healthcare management. Eileen also worked in the nursing registry for many years, where she was sent to different hospitals and worked various floors. "This worked well while raising my children, as I could set my schedule," she said.

**Nancy Osmond (BS '93)** is celebrating five years as a functional nutrition counselor in the Salt Lake City area.

**Mykin M. Higbee (BS '95)** is an assistant professor of nursing at Utah Valley University. She received a doctorate of philosophy in nursing research from the University of Texas at Tyler in 2017. Her studies focus on caffeine consumption and sleep habits of clinical nurses and nursing students and nursing student success in clinical settings.

**Jared W. Ollerton (BS '98)** started his 15th year as a nurse anesthetist for Madison Anesthesia Services in Idaho Falls.

**Allison Showalter (BS '99)** is the advanced practice provider (APP) director at Intermountain Healthcare in Murray, Utah. She completed master's and doctorate of nursing practice degrees from the University of Utah.

**Liana K. Kinikini (BS '00)** is a nurse practitioner at Jordan Landing Family Clinic in West Jordan, Utah.

**Ethel Toval Christensen (BS '06)** has served as a nurse educator for the past 5 years in the NICU at Primary Children's Hospital in Salt Lake City (and also celebrated her 15th year with Intermountain Healthcare).

**Melissa Bassett (MS '07)** has been a family nurse practitioner with Crosspointe Medical Clinic in Houston, Texas, for two years. During that time, she helped grow a struggling clinic from a few patients a day to a booked-out schedule in under a year.

**Kathryn R. Millar (BS '08)** is a certified nurse-midwife with an MPH and neonatal nurse background. She currently works for the Permanente Medical Group, and Sutter Health Palo Alto Medical Foundation in the San Francisco Bay area.

**Laura R. Shellman (MS '12)** recently completed a psychiatric mental health nurse practitioner certificate from the University of South Alabama. She just celebrated five years as a family nurse practitioner at Sweet Medical Center in Chinook, Montana.

**Brooke E. Stacey (BS '16), Erin S. Minhondo (BS '18), Angela T. Jacobs (BS '19), McKinsey Owen (BS '19), and Robert A. Kemsley (BS '20)** recently started the nursing master's program at Brigham Young University.

**Brittany B. Ogden (BS '16)** recently received a DAISY Award thanks to a nomination from a patient she cared for during her time working in the trauma surgical ICU at Banner University Medical Center in Phoenix. She has since accepted a post-anesthesia care unit position with Intermountain Medical Center.

**Anne E. Dansie (BS '17)** also received a DAISY Award during her new position as a rapid response RN for Baylor Scott & White Health in Dallas, Texas.

**James F. Reinhardt (BS '19)** started an acute neurology position at Providence Health & Services in Spokane, Washington. He was among the alumni featured on the

college podcast the first season. Read on page 7 a clinical observation from his time as a capstone student working in the Utah State Prison.

**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 *Healer's Art*.

## IN MEMORIAM

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

**Mary Ann Salisbury (BS '56);** Grantsville, UT. A member of the first graduating class from the College of Nursing, Ann worked as an operating room nurse at Utah Valley Hospital and the Budge Clinic in Logan, Utah. She and husband Todd have four children, 16 grandchildren, and 16 great-grandchildren. Ann, 86, died February 2021.

**Roxalene Ridd Belliston (BS '58);** Brigham City, UT. While a student at BYU, Roxalene lived in what she called the "nursing home" near LDS Hospital, where students would go for clinical studies. Roxalene spent over 30 years working as a nurse in the neuro and cardio units at LDS Hospital, where she would often go the extra mile to serve her patients or their families by bringing home laundry. She and husband John have two children and two granddaughters. Roxalene, 84, died January 2021.

**Beverly Colleen Roberts Thornley (BS '60, MS '86);** Sandy, UT. While working as a student nurse, Beverly met her husband Paul, and they were married the same year she graduated from BYU. They soon moved to California, where she worked for the Riverside County Health Department. The family later moved to Salt Lake City, where Beverly worked as a school nurse for the Granite School District and where she was the president of the Utah School Nurse Association for several terms. After earning a master's degree from BYU, Beverly worked in public health for the Salt Lake County Health Department for more than 20 years. She

and Paul have four children and 11 grandchildren. Beverly, 82, died January 2021.

**Kathryn Rice Goates (AS '67);** Magna, UT. Kathryn always wanted to be a nurse, so she went back to school while raising her children. After graduating, she worked for 30 years at the LDS Hospital in the neurological ICU as a surgical nurse and as a nurse recruiter. When she retired from her career, Kathryn volunteered as a greeter at the hospital. She has four children, two step-children, 20 grandchildren, 53 great-grandchildren, and one great-great-grandchild. Kathryn, 92, died December 2020.

**Annalee "Ann" Greenwood Wood (BS '68);** Gunnison, UT. While raising young children, Ann often worked night shifts as a nurse at the hospitals nearby. Her family lived in several states and Brazil, and she took her skills with her wherever she went. She and husband Don have five children, 19 grandchildren, and one great-grandchild. Ann, 75, died August 2020.

**Lennox Ann Larson DeMill (AS '77);** Salt Lake City, UT. After graduating with a bachelor's degree in health science from the University of Utah, Ann earned an associate's degree in nursing from BYU. She moved to California with her family, where she worked as an RN on a postsurgical floor. After returning to Salt Lake City, Ann worked in the operating rooms at LDS Hospital, where she was a shift supervisor. She and husband Ted have three sons and four grandchildren. Ann, 66, died April 2021.

**Mary Lu Gatewood (MS '78);** Fayetteville, AR. Lu earned her bachelor's degree in nursing from the University of Arkansas in 1975. She then became a student in one of the first classes in the family nurse practitioner program at BYU. After graduating, Lu worked at the Northwest Medical Center in Springdale, the VA Hospital

in Fayetteville, becoming its director of nursing, and the University of Arkansas Health Center, where she helped create the first women's clinic. She and husband Willard are the parents of two and the grandparents of five. Lu, 83, died February 2020.

**David Elmo Scott (AS '78);** Orem, UT. David was working as a professor of physical education at Prairie View A&M University when he decided to earn an associate's degree in nursing. After graduating, he worked at Eastern Idaho Regional Medical Center as an RN house supervisor. He and his wife have five children, 11 grandchildren, and five great-grandchildren. David, 83, died April 2020.

**Karen Louise Abegg Goodwin (AS '83);** Pleasant Grove, UT. Karen was employed as a labor and delivery nurse. She and husband Gordon are the parents of six children. Karen, 58, died July 2020.

**Caryn Dee Tobler Trumbo (BS '88);** Orange, CA. After working as an LPN, Caryn felt a desire to do more with nursing. She began working on her bachelor's degree while continuing to work as an LPN. While raising her family, Caryn worked part-time in intensive care and the emergency room in Southern California. Later, she served as a volunteer mission nurse for the California Anaheim Mission. She worked as a nurse for a total of 36 years. She and husband David have seven children. Caryn, 56, died July 2020.

**Steven LeGrand Badger (BS '96);** Midway, UT. Steve graduated with degrees in both nursing and international relations. He later earned an MBA from the University of Phoenix. His career of nearly 30 years was dedicated to bettering healthcare by working with stakeholders, overseeing physician relations, and improving the quality of patient care. Steve and wife Cherice have five children. Steve, 51, died January 2020.

# Student Nurses' Immunization Knowledge and Confidence

Janelle L. B. Macintosh, Assistant Professor, RN, PhD



Vaccines are likely the most significant public health initiative the world has ever seen outside of clean water. Vaccinations are relatively inexpensive, minimally invasive, and highly effective

against deadly diseases. According to the World Health Organization, regular immunizations prevent between four and five million deaths each year.<sup>1</sup> Associate professor Dr. Janelle Macintosh has been working on vaccine research for over 10 years at BYU, often with Dr. Beth Luthy (BS '03, MS '05), Dr. Renea Beckstrand (AS '81, BS '83, MS '87), and several student research assistants. Dr. Macintosh teaches undergraduate and graduate classes on ethics, writing, research, and interdisciplinary connections for the honors program. This fall, she is also teaching a pediatrics course.

In a continuation of her vaccine research, Macintosh recently surveyed second- and fourth-semester BYU nursing students. They were asked questions about pediatric immunization schedules, their confidence in their knowledge of immunizations, and their ability to administer immunizations. Students were surveyed at the beginning of the semester then again at the end of the semester, and the responses were recorded.

At the end of the semester, the mean number of CDC-recommended pediatric vaccines that students correctly identified increased significantly. Recognition of some vaccines decreased, and there were several that less than 50 percent of students identified correctly during both surveys. Yet overall, there was more knowledge about which vaccines should be administered after students attended pediatrics or public health classes.

In one of the knowledge questions, students were asked where they primarily obtained information about vaccines. The percentage who responded "from friends and family" decreased dramatically between the beginning and end of the semester—something Macintosh thought was thrilling. Students were also asked several information-based questions about illness and vaccines: Is the flu spread via cold temperatures? Are gloves required to administer a shot? Is mild illness a reason to delay immunization? These questions had a correct answer and were scored. Again, scores improved significantly from pre- to post-assessments.

Generally, students felt confident in their immunization knowledge and abilities. There were significant increases in six of the 10 confidence-based questions, even though students may not

have known more or had more skills. Dr. Macintosh will need to conduct an additional study to determine whether clinical skills had improved. However, the increase does show that students are learning about vaccines in their classes and retaining enough information that they feel better prepared.

The study has been submitted for publication and is expected to be published later this year.

The main takeaway from the results is that the College of Nursing teaches its students about pediatric vaccinations, but there is still room for growth and improvement. As Macintosh prepares to lead the pediatric nursing course, she is applying these findings and adjusting the curriculum to incorporate more emphasis on vaccinations. Macintosh explained, "It's exciting to say, 'Hey, there was a hole—here's this gap in our knowledge. Now we can do something about it because we've identified it.'" A follow-up study may be conducted in the future to determine how well Macintosh's changes were implemented and what effect they had on nursing students' knowledge and confidence.

Macintosh hopes that nursing students will be more prepared to be on the frontlines of protecting people from deadly diseases wherever they end up. She added, "If we can make a change with such low effort and we are a strong army of people who can do this, what a great and powerful opportunity we have to be the Lord's hands in treating all of His children." 🇺🇸

## Notes

- 1 "Immunization Coverage." World Health Organization, *World Health Organization*, 15 July 2020, [www.who.int/en/news-room/fact-sheets/detail/immunization-coverage](http://www.who.int/en/news-room/fact-sheets/detail/immunization-coverage).

**At the end of the semester, the mean number of CDC-recommended pediatric vaccines that students correctly identified increased significantly. . . . Overall, there was more knowledge about which vaccines should be administered after students attended pediatrics or public health classes.**

# Combating Human Trafficking of Ethnic Minorities in Rural Vietnam: A Global Collaboration

**Cheryl A. Corbett**, Teaching Professor, APRN, MSN, FNP-C



Human trafficking is the fastest-growing and second-largest criminal industry in the world. Despite government efforts to eradicate it, human trafficking survives because of its high profitability. While

human trafficking permeates and persists in every part of the world, it is especially prevalent in Southeast Asia. It is estimated that at least 225,000 women and children are trafficked in the region each year, accounting for one-third of the global trafficking trade.

Within the Southeast Asia area, Vietnam is one of the largest hubs for human trafficking. Northern Vietnam is especially a target for traffickers because of its proximity to the Chinese border, allowing easy border crossings. The area is also vulnerable due to the social marginalization of ethnic minority groups that dominate the region. Within these groups are many young, uneducated girls who are easy targets for exploitation. As a result, it is increasingly common for young ethnic girls to disappear from the area.

BYU teaching professors Cheryl Corbett (BS '89, MS '96) and Karen Lundberg (AS '79) believe that a start to addressing the problem of human trafficking is through education and identified strategies. At the Sigma Global Nursing Excellence Congress event in 2019, Corbett presented her study and methods for improvement. She gave a collaborative approach to fighting human trafficking through partnerships between established social enterprises and nursing students studying global health in Vietnam.

The region's vulnerability to traffickers is rooted in societal imbalance and subsequent marginalization resulting from poverty, harsh living, and general naivety regarding the danger of trafficking. Many ethnic minorities rely on subsistence farming and there are

**Students trekked to outlying villages with their guides, working together to teach locals health education and tactics to reduce human trafficking. The group increased awareness about the dangers of trafficking among village women and prompted a discussion with the women brainstorming ideas to deter trafficking.**

minimal opportunities for education, especially for women. The general cultural practices in the region favor male dominance in communities, and child and teen brides are common. These practices cause young girls and families to be especially vulnerable to the manipulative tactics of traffickers, who may promise well-paying jobs, wealth, or husbands.

Corbett's evidence-based project and study began with a three-week immersive program in Vietnam for nursing students studying global health. The students collaborated with a social enterprise agency in Vietnam to promote economic advancement for young Vietnamese women by employing them as female trek guides. In years previous to the immersive in-country experience, students and faculty worked to teach the female trek guides first-aid and health education. Before their in-country experience, students asked the trek guides and organization directors what the specific needs of the local villages were; human trafficking was the key area of concern.

Before their arrival, students became familiar with human trafficking and the cultures of the local villages where they would be teaching, and they prepared educational materials that would help combat human trafficking. Upon their

arrival, students trekked to outlying villages with their guides, working together to teach locals health education and tactics to reduce human trafficking.

The group increased awareness about the dangers of trafficking among village women and prompted a discussion with the women brainstorming ideas to deter trafficking.

The collaboration between nursing students and the social enterprise successfully educates and inspires a continuing local dialogue about human trafficking. While this is a great start in curtailing the trafficking industry, Corbett emphasized the importance of raising awareness of the worldwide trafficking issue, educating communities about the tactics traffickers may use to deceive families, and promoting economic stability in areas that suffer from social inequality. 📌

*Note: This article shares a podium presentation from teaching professor Cheryl Corbett; it does not include references. Conference slides and the abstract for the material can be obtained from Corbett, C. A., Lundberg, K. M., & Corbett, A. W. (2019). Combating human trafficking of ethnic minorities in rural Vietnam: A global collaboration. Retrieved from <https://sigma.nursingrepository.org/handle/10755/17359>.*

# 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.

## ARTICLES

**Beckstrand, R. L., Willmore, E., Macintosh, J. L., & Luthy, K. E. B.** (2021). Critical care nurses' qualitative reports of experiences with physician behaviors, nursing issues, and other obstacles in end-of-life care. *Dimensions of Critical Care Nursing*, 40(4), 237–247.

**Bunker, C.,\* & Peterson, N. E.** (2021). Prehabilitation prior to CABG. *All Student Publications*, 312. scholarsarchive.byu.edu/studentpub/312

**Callister, L. C.†** (2021). Care for childbearing women around the world during the COVID-19 pandemic. *MCN: The American Journal of Maternal/Child Nursing*, 46(3), 179.

Cwynar, C., Cairns, C., **Eden, L.†**, Vondracek, H., & Eller, B. (2021). Barriers to the use of pain prevention techniques during immunization. *Journal of Pediatric Health Care*, 35(2), e1–e3.

**Drake, J.** (2020). Development and preliminary psychometric testing of the Drake Atrial Electrogram Assessment Survey: DAEGAS®. *UT SON Dissertations (Open Access)*, 48. digitalcommons.library.tmc.edu/uthson\_etd/48

**Eden, L. M.†, Merrill, H.,\* & Luthy, K. E. B.** (2021). Empowering nurse practitioners to make health policy CHANGE: Steps to successful passage of legislation in Utah. *Journal of the American Association of Nurse Practitioners*. doi:10.1097/JXX.0000000000000561

Leighton, K., Foisy-Doll, C., Mudra, V., & **Ravert, P.†** (2020). Guidance for comprehensive health

care simulation program evaluation. *Clinical Simulation in Nursing*, 48, 20–28.

**Lyman, B., & Mendon, C. R.\*** (2021). Pre-licensure nursing students' experiences of psychological safety: A qualitative descriptive study. *Nurse Education Today*, 105026. Available online 18 June 2021. doi:10.1016/j.nedt.2021.105026

**Lyman, B., & Parchment, J.** (2020). Sustaining exemplary practice: Leading through the lens of organizational learning. *JONA: The Journal of Nursing Administration*, 50(11), 557–559.

**Lyman, B., Biddulph, M. E.,\* Hopper, V. G.,\* Horton, M. K.,\* Mendon, C. R.,\* Thorum, K. C.,\* & Smith, E. L.** (2021). Creating a work environment conducive to organizational learning. *The Journal of Continuing Education in Nursing*, 52(6), 281–285. doi:10.3928/00220124-20210514-07

**Martial, M. A., Sward, K. A., Morse, J. M., Wilson, A. R., Martial, C., Penney, D. S., & Nicolas, E.** (2021). Anemia management in rural Haitian children: A mixed methods study. *Journal of Transcultural Nursing*. doi:10.1177/10433659620986616

**Macintosh, J. L., Eden, L. M.†, Luthy, K. E. B., & Beckstrand, R. L.** (2020). What keeps neonatal nurses up at night and what gets them up in the morning? *Advances in Neonatal Care*, 20(6), E111–E117.

Mody, L., Akinboyo, I. C., Babcock, H. M., Bischoff, W. E., Cheng, V. C. C., Chiotos, K., **Merrill, K. C.,** . . . & Anderson, D. J. (2021). COVID-19 research agenda for healthcare epidemiology. *Infection Control & Hospital Epidemiology*, 1–11.

**Palmer, S. P., Matthews, R. T.,\* Heaston, S., & Reed, S. J.** (2021). Perceived risk factors for adolescent pregnancy in rural Paraguay. doi:10.21203/rs.3.rs-152631/v1

**Rogerson, A.,† Allen, M. R., Beckstrand, R. L., & Granger, B. B.** (2020). A clinic-based intervention achieves target doses of guideline-directed medical therapy in heart failure. *Circulation*, 142(Suppl\_3), A15483–A15483.

**Tanner, C. M. T., Yorgason, J., & Ehrlich, J.** (2020). Sensory health and social well-being. *Innovation in Aging*, 4(Supplement\_1), 616–616.

**Titensor, D.,\* & Merrill, K. C.** (2021). Talking to your patients about antibiotics: What nurse practitioners need to know. *All Student Publications*, 313. scholarsarchive.byu.edu/studentpub/313

**Valentine, J. L., Presler-Jur, P., Mills, H., & Miles, S.** (2021). Evidence collection and analysis for touch deoxyribonucleic acid in groping and sexual assault cases. *Journal of Forensic Nursing*. doi:10.1097/jfn.0000000000000324

Wickwire, K., **Valentine, J. L.,** Downing, N., Cochran, C., Drake, S. Sekula, L. K., & Jennings, S. (2021). Forensic nursing research: The basics explained. *Journal of Forensic Nursing*. 23 June 2021. Advance online publication. doi:10.1097/JFN.0000000000000336

**Yeates, M.,\* & Lassetter, J. H.** (2020). Prevention of eating disorders in children: A guide for nurse practitioners. *All Student Publications*, 303. scholarsarchive.byu.edu/studentpub/303

## PRESENTATIONS

**Anderson, M.** (2021, July 9). Nurse practitioner's role in the transition and care of congenital heart disease patient. Poster presentation at the National Nurse Practitioner Symposium in Keystone, Colorado.

**Anderson, P. H., & Benson, J.\*** (2021, July 1). Intimate partner violence education guided by undergraduate nursing student empathy and reflection.<sup>4</sup>

**Benson, J.,\* Anderson, P. H., Ray, G. L., Cummins, D., & Thomas, M.** (2021, April 14). Undergraduate nursing course update: Domestic violence simulation & student empathy.<sup>2</sup>

**Bradshaw, A.,\* Valentine, J. L., Miles, L. W.** (2020, September 23). Anogenital and non-anogenital injuries following sexual assault: Implications for interdisciplinary practice. Podium presentation at the International Association of Forensic Nurses virtual conference.

**Bunker, C.,\* & Peterson, N. E.** (2021, June 28). Families should help CABG patients be active before surgery.<sup>6</sup>

**Corbett, C., Lundberg, K., Ray, G. L., & Reed, S. J.** (2021, June 30). Family assessments: A teaching strategy for promoting cultural sensitivity. Poster presentation at the International Family Nursing Association virtual conference.

**Eden, L.†** (2021, February 22). Nurses are the muscles behind vaccines: Change the scene of COVID-19.<sup>3</sup>

**Corbett, C.** (2021, June 29). Racial disparities in the United States: Factors contributing to the high maternal mortality rate for black women.<sup>4</sup>

**Hovey, L.†** (2021, February 22). Vanquishing the foe: A community connection.<sup>3</sup>

**Lundberg, K., Ray, G. L., & Macintosh J. L.** (2021, March 12). Closing the gap in patient health education by promoting a culture of teaching in an undergraduate global health experience. Poster

presentation at the Consortium of Universities for Global Health virtual conference.

**Kraus, N.†** (2021, February 22). Living, leading, and working thru the uncharted territory of a pandemic.<sup>3</sup>

**Mills, D.** (2021, June 29). Enhancing family connection strategies to promote health and wellness for refugee and immigrant families.<sup>4</sup>

**Oaks, M.,\* & Lassetter, J. H.** (2021, April 14). Prevention of eating disorders in children: A guide for nurses and nurse practitioners.<sup>2</sup>

**Peterson, N. E., Hunsaker, S., & Thomas, M.** (2021, April 14). Effect of GEM phone app on burnout for NICU staff: A pilot study.<sup>1</sup>

**Platt, C.,† & Gephart, S.** (2021, April 13). Foster family adaptive theory (FFAT): A MID-range approach to complex family systems.<sup>1</sup>

**Prothero, M.** (2021, February 22). Getting a job after graduation: How to stand out!<sup>3</sup>

**Prothero, M., & Morse, J.** (2021, April 15). Reestablishing competency following an error that has caused harm to a patient.<sup>1</sup>

**Rasmussen, R.** (2021, February 22). Graduate school options: What are the differences in MS, DNP, and PhD degrees?<sup>2</sup>

**Ruda, P., & Child, C.** (2021, April 14). Decreasing inappropriate antibiotic prescribing for all ages presenting with cough.<sup>2</sup>

**Tanner, C. M. T., Utley, M.,\* Didonna, K.,\* Macintosh, J. L., & Clayton, M.** (2021, April 14). Paving the way for nursing students with disabilities: A qualitative case study.<sup>2</sup>

**Thatcher, B., Yang, H.,\* & Tanner, C. M. T.** (2021, April 14). Vaping: What nurses need to know.<sup>2</sup>

**Thomas, D., Bullock, R., & Merrill, K. C.** (2021, April 14). Are we meeting theory-to-practice gaps? Evaluation of new graduates.<sup>2</sup>

**Trent, E.,\* Himes, D. O., Austin, K.,\* Guymon, C.,\* & Hickman, C.** (2021, April 14). Breast cancer risk and screening: Discussions between women and primary care providers.<sup>1</sup>

**Valentine, J. L.** (2021, May 25). A woman was groped at the University of Utah. Skin cells on her clothing helped investigators catch her attacker. *Salt Lake Tribune*. Retrieved from <https://www.sltrib.com/news/2021/05/25/case-changed-how-utah>; KUTV 2News. Touch DNA can help solve more groping, sex assault cases, BYU professor says [Video file]. Retrieved from <https://kutv.com/news/local/touch-dna-can-help-solve-more-groping-sex-assault-cases-byu-professor-says>.

**Valentine, J. L., Mills, H., & Miles, L. W.** (2020, September 24). Stuff you need to know! Emerging trends in DNA

analysis and laboratory processes. Podium presentation at the International Association of Forensic Nurses virtual conference.

**Young, L.†** (2021, February 22). Top ten tips to vanquish your fears about working as an RN!<sup>3</sup>

#### Notes

1 Podium presentation at the virtual Western Institute of Nursing annual conference.

2 Poster presentation at the virtual Western Institute of Nursing annual conference.

3 Podium presentation at Brigham Young University College of Nursing's annual professionalism conference, Provo, UT.

4 Podium presentation at the International Family Nursing Association virtual conference.

\* Denotes current BYU nursing student (BS or MS)

† Denotes BYU nursing alumnus

‡ Denotes emeritus faculty member

## HONORS / AWARDS

**Katreena Merrill** received a faculty promotion to professor and **Deborah Himes** received continuing faculty status and was advanced to the rank of associate professor.

**Merrill** was also inducted as a Fellow of the Association for Professionals in Infection Control and Epidemiology in June.

Assistant professor **Neil Peterson** completed a Harvard Catalyst certificate in applied biostatistics in May.

The College of Nursing awarded the Mary Ellen Edmunds "Learning the Healer's Art" Fellowship to professor **Renea Beckstrand**. Her research focuses on educating critical-care nurses on the safest IV medication administration practices for the critically ill population.

The college also presented two Dr. Elaine D. Dyer Research Endowment Awards for 2021: **Peterson** received funding to support his research project "What Women Want: Motivating Factors of Activity Trackers for Women," and assistant professor **Marc-Aurel Martial** received funding for his research on the "Effects of a Tailored Community Intervention Bundle on Knowledge and Guideline."

Associate teaching professor **Stacie Hunsaker**, assistant teaching professor **Petr Ruda**, and assistant teaching professor **Daphne Thomas** recently completed doctorates of nursing practice from the University of Utah. The titles for their

quality improvement project manuscripts are, respectively, "Meeting Patients Where They Are: A Nurse-Driven Quality Improvement Project to Provide Influenza Vaccinations in the Emergency Department," "Decreased Inappropriate Antibiotic Prescribing for All Ages Presenting With Acute Bronchitis in an Urgent Care," and "Evaluation of a Nurse Residency Program in Meeting New Graduate Theory-to-Practice Gaps."

**Hunsaker** received an outstanding post-master's DNP student award for her work.

**Thomas** also successfully passed her certified nurse educator exam in April.

Associate teaching professor **Karen de la Cruz** was awarded a teaching award from the BYU Faculty Women's Association in April.

Associate dean and professor **Beth Luthy** was the advocate recipient for the 2021 State of Excellence Award from the American Academy of Nurse Practitioners in February.

Associate teaching professor **Blaine Winters** was recognized with a regional nurse leader award from the American Red Cross in January.

Associate teaching professor **Shelly Reed** received a postgrad midwife certificate from the Frontier Nursing University last December.

The college presented DAISY Faculty Awards to teaching professor **Sondra Heaston**, and associate

teaching professors **Peggy Anderson** and Dr. **Leslie Miles** the past academic year.

**Heaston** and **Hunsaker** were also university Phi Kappa Phi inductees for 2020; assistant professor **Jeanette Drake** was inducted in 2021.

The college's simulation operations specialist, **Kristen Whipple**, successfully passed her CHSOS exam (Certified Healthcare Simulation Operations Specialist) in January.

Nursing advisement center supervisor **Cara Wiley** received a 15-year service award.

**Jessica Daynes**, a recent graduate student and past president of the Utah Student Nurses' Association, received the Isabel Hampton Robb Leadership award in April from the National Student Nurses' Association.

The College of Nursing was selected to present an informative session at the university's President's Leadership Council spring meeting. Representing the college were **Sarah Larsen**, **Lauren Schagel**, and **Heather Merrill**.

**Morgan Utley** and **Haley Branham** received funding from the BYU Simmons Center for Cancer Research to participate in a full-time paid fellowship in cancer research at the Ohio State University Cancer Control Center; they were two of three BYU students that participated in the program this summer.

## APPOINTMENTS

Dean and professor **Jane Lassetter** was selected to serve on the executive committee of BYU's David E. and Verla A. Sorensen Center for Moral and Ethical Leadership; it was created in September 2020 to support leaders through teaching, scholarship, and policy engagement.

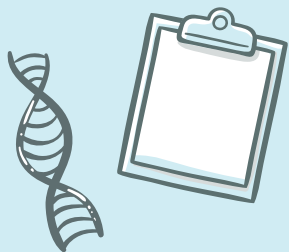
Teaching professor **Kent Blad** was asked by President Worthen to serve on the university's faculty awards committee.

**Martial** was appointed to represent the College of Nursing on AACN's Diversity, Equity, and Inclusion Group (DEIG).

Assistant teaching professor **Denise Cummins** recently became a board member for the Utah Women and Newborns Quality Collaborative.

Associate professor **Bret Lyman** is now the chair of the grant review committee of the Association for Leadership Science in Nursing.

Associate professor **Ryan Rasmussen** became the president of the Utah Emergency Nurses' Association.



**BYU**

College of Nursing  
*Learning the Healer's Art™*

### *Applying the Healer's art*

## My Success Story with Mentored Learning Opportunities in Nursing

Semester-six nursing student Aubrey Worthen Gibbons was fortunate to start working with associate professor Dr. Julie Valentine and her coding team over a year ago. She believes working with a professor outside of class is incredibly rewarding. "You can learn new skills, focus your work and effort on different areas of nursing, and get to know your professors in a different atmosphere," explained Gibbons.

Valentine's and Gibbons's research focuses on evidence collection in groping and sexual assault cases. While working with the coding team, she has learned how to code DNA charts from crime lab reports, enter that data into the database they use, understand different aspects of sexual assault and the victims affected, and learned how to be reliable to her peers.

With university and college funding for mentored learning opportunities, Gibbons has presented some of their research as a virtual poster to an international forensics conference last September and plans a podium presentation to share the same information later this year.

"Nursing school has not been easy, but working with professors outside of class has helped me understand how important nursing is in this world and the endless opportunities to further study, explore, and pass along the knowledge we will come across in our careers," she stated.

We are grateful to generous alumni and friends of the BYU College of Nursing who help create these types of experiences for nursing students. Please consider making a gift today at [give.byu.edu/nursing](https://give.byu.edu/nursing).

