



LEARNING THE Healer's art

BRIGHAM YOUNG UNIVERSITY COLLEGE OF NURSING | FALL 2017

The College of Nursing: 65 Years Strong

PAGE 8

New Associate Deans

PAGE 21

Reputation and the Legacy of a Name

As I attend meetings or conferences, I am often told, “Oh, you’re from Brigham Young University; we love your [student] nurses,” or, “It is so nice to have your students at our facility, as they are so knowledgeable.”

A positive reputation says a lot about a person, place, or organization. A favorable one can even carry a legacy with it. As a leader, I cannot take credit for these statements. Such prominence and curriculum standing is a result of devoted faculty (both current and retired), exceptional students, and 65 years of hard-working alumni who have made a difference in the community. (This fall marks the 65th anniversary of the college.)

Yes, the BYU College of Nursing is known for offering a solid program. Our 2016 NCLEX-RN licensure first-time examination pass rate for undergraduate students was 97.3 percent, with the state average at 82.1 percent and the national average of 84.6 percent. Our graduate program and its family nurse practitioner

students also enjoy a high percent pass rate on the American Nurses Credentialing Center certifying exam.

Our nursing courses focus not just on understanding skills, treatment, and theory but on thinking critically, interacting with patients, and using a holistic approach to healing; we focus on clinical application and not just on having “book smarts.”

We are fortunate to have such creditability with our clinical partners and healthcare employers. A recent BYU study by University Career Services found that the majority of capstone students had a full-time job offer two months before graduation! Students are sought after, and alumni find a favorable job market wherever they live across the nation.

This issue of the magazine displays nursing alumni and students celebrating the college’s 65th anniversary with a social media logo campaign. We also highlight the strength of our simulation learning center and the ways we learn from Eastern medicine. This issue also includes articles on four new faculty members and discusses the scholarly works of Dr. Renea Beckstrand, Stacie Hunsaker and Michael Thomas, and Dr. Blaine Winters, with a faculty spotlight on Debbie Mills.

This issue also marks some major changes within the college. Professor Dr. Jane Lassetter has been named the new associate dean for graduate studies and scholarly works and contribution to the discipline. She replaces associate professor Dr. Mary Williams, who served in



this role for 27 years. (Talk about creating honor and respect for our school.) Also, associate professor Dr. Katreena Merrill was named the associate dean for undergraduate studies, replacing Dr. Kent Blad, who served there for the last five years.

In addition, I was asked by the university to continue as dean for a second term. I appreciate the vote of confidence given to me and will strive to move the college forward to provide a superb nursing education and to contribute to the discipline in alignment with the mission of the university.

I appreciate the opportunity to represent you—our great alumni, faculty, and friends of the College of Nursing—and wish you much happiness and success. 🍀

Patricia Ravert
Dean and Professor, BYU College of Nursing

CHANCE HANSEN

LEFT: JEFF PEERY; CENTER: COURTESY CELESTE WOLDEN BARKER; RIGHT: RACHAEL LANGSTON



2



8



18

2 The Reality of Virtual Learning

Simulation in nursing education is a high-tech environment that makes clinical application a reality for students in ways that would otherwise be impossible for them to experience.

8 65 Years Strong: The College Anniversary

Read how BYU College of Nursing alumni and students took the college logo worldwide to celebrate the 65th anniversary of the college.

18 Merging East and West in Taiwan

BYU nursing students travel to Taiwan each spring to learn of its culture, traditions, and healthcare practices that involve both Western medicine and Eastern philosophy.

COLLEGE NEWS

- 21 New Associate Deans
- 22 New Faculty
- 24 Faculty Spotlight
- 25 Essay Contest Winner
- 29 Research
- 30 Contribution to the Discipline
- 32 Faculty Achievements

ALUMNI NEWS

- 26 Alumni Perspectives
- 28 Alumni Updates and In Memoriam

ON THE COVER

BYU nursing students participate in the college’s 65th-anniversary campaign while visiting with Hmong families living in mountain villages of Vietnam. Photography by Karen Lundberg.

A positive reputation says a lot about a person, place, or organization. A favorable one can even carry a legacy with it.

Patricia Ravert, *Dean*
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THE REALITY OF VIRTUAL LEARNING

BY JEFF
L. PEERY

THREE YEARS AGO the Mary Jane Rawlinson Geertsen Nursing Learning Center (NLC) transformed as a facility with a \$4 million gift from the Fritz B. Burns Foundation and established a higher level of learning within the BYU College of Nursing program. Through nursing simulation with computerized manikins and video cameras, the students gain skills, rehearse understanding, and build self-confidence. The lab experiences enhance their learning and improve decision-making skills.

Simulation provides students with a wide variety of patient problems and fosters an opportunity to learn the appropriate care. Most agree that the realism, transferability, and value of the patient simulation experiences add to nursing education and help skills transfer smoothly into clinical situations. The reality of virtual learning is not futuristic; it is a way of life at BYU.

ABOVE: The BYU College of Nursing simulation lab uses high-fidelity manikins to replicate experiences and situations found in various nursing clinical practicums. Each adult manikin costs thousands of dollars and lasts an average of five years. These types of resources are expensive, but the educational outcomes they produce are worth the added expenditures.



TECHNOLOGY

“Our simulation program became even stronger after the remodel of the NLC,” says Colleen Robertson Tingey (AS ’82, BS ’88), NLC supervisor. “The project brought greater technology opportunities to the 11,000-square-foot structure. It also created a setting where students can practice skills with medical equipment they may not encounter routinely until after beginning their careers.”

One key technology source is the six high-fidelity manikins the lab uses to

teach judgment and reasoning. These devices are quite realistic, with reactive pupils, blinking eyes, prerecorded sounds and voices, and the ability to create customized messages via a wireless microphone. They breathe, depicting bilateral and unilateral chest rise and fall (offering breath sounds, heart tones, and palpable pulses), and have airway-management features that include the ability to suction airway secretions, aspirate and infuse fluids, perform a cricothyrotomy, and treat a

bronchial occlusion.

The four adult manikins allow for a variety of med/surge or acute-care situations. The pediatric version provides for learning opportunities with younger patients, while the maternal version can simulate birth, with labor lasting five minutes to two hours. The baby can even be born breech or with complications.

The environment provides for enhanced communication. With a large-screen monitor and video cameras in



ABOVE LEFT: A lab instructor/RN leads a group of nursing students in a debriefing exercise to talk about what they learned and experienced during their lab scenario.

ABOVE RIGHT: Assistant lab supervisor Kristen Whipple helps students use the Pyxis MedStation 4000, an electronic medication dispenser used in simulation to teach safe and accurate pharmaceutical dispersal.

RIGHT: The nursing learning center uses high-tech equipment, such as video cameras and microphones, to capture student interactions for evaluative purposes.

OPPOSITE: Trained lab staff work in a control room to choreograph manikin vitals, patient interactions, camera angles, and clinical filming.



RIGHT AND PREVIOUS PAGE: BRADLEY SLADE (2)

LEFT: CHANCE HANSEN (3)

ONE KEY TECHNOLOGY SOURCE is the six high-fidelity manikins. These devices are quite realistic, with reactive pupils, blinking eyes, prerecorded sounds and voices, and the ability to create customized messages via a wireless microphone.

most rooms, staff can record, watch, or broadcast lab occurrences throughout the lab. For example, an exam with a standardized patient in one room may be broadcast to the class in another area. The facility uses tablets and computers to control the cameras, manikins, and monitors. The system also allows faculty and students to view training videos and lecture notes from a centralized source.

“Faculty members and lab staff continue to find new ways to teach or reinforce nursing skills,” says Tingey. “They evaluate and look for new software and products to implement, making the lab a constant evolution of up-to-date products.”

Some recent acquisitions include an electronic stethoscope that is programmed to teach a student specific heart and blood pressure sounds; ear buds worn by standardized patients to hear coaching from a faculty member in what to say or not say during an exam; a procedural camera to broadcast micro-techniques to a group (such as demonstrating suturing for the first time); and a scanning system to track inventory through barcodes and teach medication administration.

Thanks to another donation from the Fritz B. Burns Foundation, the newest enhancement for the fall semester is the acquisition of two Pyxis MedStation 4000 systems. These machines will help student nurses learn to dispense the right medication for the right patient at the right time. “The computerized resource will teach how to improve medication safety and clinical efficiency,” says Tingey. “It features the latest in new safety enhancements to help prevent



possible medication errors and adverse drug events.”

Last year the college also rolled out electronic health records (EHR) software to nursing program semesters one through four, with a goal to roll it out for all semesters within a year. As students complete their labs in the NLC, they record what they did in the system. MedAffinity was selected to teach routine EHR documentation with the input of descriptions of treatment and patient reaction.

Assistant professor Dr. Deborah Himes sees additional benefits in teaching students how to document their work beyond just their legal protection.

“In a sense, learning how to chart well makes you a better nurse because

you think about the outcomes you have to chart when you get to the end,” says Himes. “You do a care for a patient, and you go back to chart it, and you can evaluate how it went based on how the patient reacts.”

HEALTHCARE SCENARIOS

The manikins are especially valuable because of the variety and complexity of medical scenarios that NLC staff can create with them. Students are introduced to several patients when starting the nursing program. As they progress each semester, the unfolding cases expand, and the patients develop medical complications, present new symptoms, or experience additional healthcare needs.

“The cases are not simple to develop



THE FACILITY LOOKS REAL; students don't have to pretend they are in the hospital, because the environment appears accurate. The atmosphere sounds real, with functioning equipment, buttons, and accessories.

and require much coordination to program the manikin, a script to be created for the lab instructors to follow, patient outcomes established, and supporting materials preloaded into the EHR system," says Tingey.

The benefit of using patient scenarios is that they are repeatable for specific lab sessions and produce the same results. They contain patient results, which are the core objectives of each training and serve as goals and a measurement tool to determine whether the students learned.

"Another advantage to producing patient situations is that they use tasks and materials that are familiar to them and apply to the clinical locations,

patients, and type of exposure students will encounter during their practicums," says Himes.

DEBRIEFING

Simulation is not just role-playing and method rehearsal. When properly done, it also involves debriefing as a critical learning tool.

"This is not the professor standing in front of the group stating what they did that day or what they should have learned from being in the lab," says Kristen Whipple, NLC assistant supervisor. "Debriefing is not a mini-lecture. Instead a trained lab instructor acts as a facilitator and leads the group in a discussion,

allowing the student to share experiences, feelings, or outcomes."

Whipple believes the conference room acts as a safe haven, where no answer is wrong and where students can share insights freely. The group will sit around a table to view each other's simulations and learn from their lab practice.

The main feature of our program is the ability to capture video of activity in most lab rooms and provide session playback during debriefing. This feature allows for students to view themselves interacting with a professor, a manikin, or their peers, strengthening their understanding of what they did correctly, why their patient's condition changed, or even why the patient died during the training.

Being able to discuss patient outcomes makes learning real and almost brings the situation to life; it is not just a situation on paper but something the student just underwent.

SAFETY THROUGH EDUCATION

By participating in the simulation, students can apply what they learn in their books and class lectures before seeing it in actual clinical situations.

The simulation lab reinforces various healthcare policies and procedures to create a learning environment where students do not just practice but use methods that become routine as they begin their nursing careers.

Whipple knows that as in any situation, patient care is paramount. This includes basics like rechecking a patient wristband, raising bed railings, or placing the call button within reach. Students also have the opportunity to practice best policies that any healthcare organization requires, such as realizing why six points of med-checking are necessary or understanding that undocumented procedures (from a legal perspective) did not happen.

Proper care is applied through opportunities to practice communication and teamwork. Students can use an in-lab phone system that connects patient rooms to a control center, where things such as obtaining lab results, contacting the patient's provider, or providing updates to family members on the phone

become genuine. Simulation encourages students to work together to implement problem solving, critical thinking, and SBAR and TeamSTEPPS strategies that are discussed in class and utilized in clinicals.

FACILITY

Even the NLC facility itself is designed to strengthen nursing education. One of its unique abilities is room adaptation, ranging from dividing walls that collapse into the ceiling to defining space for classes to meet or groups to immediately apply techniques learned from a lecture.

Graduate students working to become family nurse practitioners also utilize the facility. They value the exam rooms where they can practice hands-on opportunities with standardized patients or during campus baby and toddler clinics.

While some schools ask students to pay for materials up front, a unique feature of our program is that students are not charged a lab fee. The program benefits from kind donors that generously give to the annual college fund to purchase supplies and materials. The walk-in lab provides a safe environment to practice skills as well as learn from mistakes. With most techniques, the supplies are reused or even repackaged to save money; some exceptions are syringes and IV catheters.

The college has also benefited from kind organizations such as medical

suppliers Henry Schein and Becton Dickinson, which have given pallets of materials to our program. We would usually buy these materials, but because of this generosity, we could purchase other needed items. Their gifts help make the NLC possible.

Another distinct feature of the facility is that it encompasses all of the senses. It looks real; students don't have to pretend they are in the hospital, because the environment appears accurate. The atmosphere sounds real, with functioning equipment, buttons, and accessories.

Whipple brags that, on occasion, our simulations even smell real. "Any registered nurse can cringe when the words 'GI bleed' are mentioned," she says. "We help student nurses to learn empathy with this distinct smell to avoid dry heaving or embarrassing their patient by laughing about them. Instead students learn what to do when they experience that smell at a later date."

In 2016 the site Nursing School Hub generated a list of progressive nursing programs in the United States based on investment in advanced technology, an experienced teaching staff, and opportunities for learning experience while in school. BYU College of Nursing ranked no. 3 for technology that expands opportunities for students to be recorded and evaluated on performance.

The college is privileged to have dean

and professor Patricia Ravert as a faculty member. She is a pioneer in nursing simulation and is a national leader in the development of virtual learning scenarios. In March 2015, Mometrix Test Preparation released a listing of the 30 most influential nursing deans in the nation. Dean Ravert was 19th on this prestigious list.

The simulation lab combined with clinical practice experiences can provide students an appropriate background for their nursing career. It integrates more than just learning a skill.

"You're practicing the interaction, and you're bringing things together," Whipple says. She knows the investment the college and the university have made to make the NLC happen and hopes nursing students and even alumni realize the resources they have before them.

BELOW LEFT: The simulation scenarios look, sound, and in many cases smell real as lab workers use a variety of products to create blood, urine, vomit, bowel movements, pus, and other items.

BELOW RIGHT: Laura Cook, a fourth-semester nursing student, practices her IV insertion skills in the walk-in lab.

OPPOSITE: The high-fidelity childbirth manikin can complete labor in five minutes to two hours, with normal delivery and breech birth options.

BRADLEY SLADE (3)



65 Years Strong

Images from Nursing Alumni and Students

BY JEFF L. PEERY

“Wherever you fly, you’ll be best of the best. Wherever you go, you will top all the rest.” Perhaps Dr. Seuss in his book *Oh, the Places You’ll Go* was summarizing the great accomplishments of BYU College of Nursing alumni, faculty members, and students. Many responded to our request to take the college logo across the world to celebrate 65 years of a strong, well-respected nursing program. The images on the following pages tell a powerful and fun narrative that shows how one thing (a college or a printed paper) can influence many.

“We did not want to write another history of the college for this anniversary but rather to highlight some of the faces that inspire and make a difference in unique ways,” says dean and professor Dr. Patricia K. Ravert (AS ’74, BS ’75, MS ’94). “Sometimes letting a picture tell the thousand words brings more significance than when reading the story alone; even better is when you have the image and an explanation!”

Additional images will be featured next month during homecoming and on our college blog (BYUNursing.wordpress.com).



Victoria Fisher Anderson (BS '93) and Mother-in-Law Kathryn Larsen Anderson (BS '67)

Alpharetta, GA, and Providence, UT

Victoria and Kathy attended the Paris France Temple open house in April 2017. One of the things that Victoria loves most about nursing as a profession is the flexibility that it offers. “I currently work part-time in a hospital and have chosen to work one shift a week for 23 years because the hours fit my family’s needs,” she says. “When the children were younger, I slept while they were in school, and then I was able to get them off the bus after school; they hardly knew I was at work.”

Susan Boggess Denney (AS '74, BS '75)

Murray, UT

Susan was a school nurse for 30 years, working mostly in special education, helping children with chronic health conditions, and serving on the school nurse associations in both California and Utah. She even served a term as the president of the Utah School Nurse Association.

Not long ago she returned from Boston, Massachusetts, where she served as the mission nurse specialist with her husband, Brad, who worked as the mission vehicle coordinator. “The Lord guided me many times to know who needed our help and what to do for all different kinds of health concerns,” says Susan. “It was amazing to see how the Lord used my nursing experience and skills to help the missionaries in our area.”



Student Nurses at the BYU Jerusalem Center Rocking Arab Culture Night!

BYU students celebrated Arab culture by learning about the prayers that Muslims say five times a day, reciting parts of the Quran, enjoying a feast of authentic food, and learning some traditional Palestinian dancing. Pictured are, left to right, Jessica Butterfield, Hailey Coburn, Ashley Dyer, Alayna Hübner, Shannon Beech, Maggie Gunn, Abbie Palmer, and Katie Glaus. They are mostly fourth-semester nursing students participating in the center’s spring/summer program.

“We learned so much and expanded our views to apply our nursing skills globally,” Shannon says.

“Being in Jerusalem helped me see the culture of the people living there while I also studied it,” says Katie. “This experience will help me as I further my studies in the nursing program!”



Amy Boswell Usevitch and New Husband, Matthew

Provo, UT

Amy is graduating from the College of Nursing this December with a 3.88 GPA. As a BYU women’s volleyball captain, she led her team to an NCAA championship appearance in 2014 and two Sweet Sixteen appearances in 2015 and 2016. She has many titles to her name, including All-WCC First Team, BYU Senior Class Award, and 2017 HERO of the Year finalist (honoring student athletes who have demonstrated tremendous athletic, academic, and leadership skill throughout their collegiate careers). She represented the college well!



BYU Alumni Association, Arizona Chapter

“Reppin’ the Y” was chapter chair Duane Oakes (right) along with several nursing and university alumni in Arizona. They gathered at one of 24 satellite locations for the fourth annual Night of Nursing event. (The next event is March 1, 2018.) Attending were Maryanne Edwards Taylor (AS ’79), Teresa Moessing Williams (BS ’94), Erin-Elizabeth Munk (BS ’95), Theresa Mooney Bess (BS ’04), Krista Wilson Nielsen (BS ’04, MS ’08), Shauna Tuft Evanson (BS ’05), Dayna Fosson Slack (BS ’05), Sarah Broadbent Evans (BS ’06), and Karen Sumsion Sessions (BS ’14).



Torrie Robinson Jordan (BS '15) and Husband, Greg

Provo, UT

Torrie was an RN on neuro shock trauma ICU at Utah Valley Hospital. She pointed out how nurses go back and forth between a patient's room and the nurses' station to crush pills that had been prescribed. Her idea to have a pill crusher in every patient room was submitted, and manager Curt Lester (BS '92) supported it. Individual crushers were added, and the benefits were seen almost immediately. "We save almost 500 miles a year in walking time as a team by having one in each room," says Lester.

Shown are Torrie and her husband, Greg, attending the Night of Nursing Provo event (with a cardboard cutout of Cosmo). They were able to see Dean Ravert host a video conference with many of the other locations across the nation having similar alumni gatherings in their community. The couple recently moved to Southern California for Greg's master's program.



International Nursing Conference

Pamplona, Spain

Several BYU nursing faculty and students attended the International Family Nursing Conference in Pamplona, Spain, and gave podium presentations on their current research findings. Funding for this experience came from university and college monies that were established for mentored-learning opportunities so students could work alongside faculty members and share in their scholarly work gathering data, writing results, or presenting on the topic. Those in the picture are, front row, left to right, assistant professor Dr. Deborah O. Himes (BS '91), Nicki Broby (MS '17), assistant teaching professor Debra K. Wing, assistant teaching professor Gaye C. Ray (AS '81, BS '82), and Whitney Dixon (BS '12) (second-year graduate student); back row, left to right, Maren Topham (second-year graduate student), Becky Rasmuson (BS '91, MS '17), associate dean and professor Dr. Jane Lassetter (AS '81, BS '98, MS '01), Mike McNeil (sixth-semester student), Erin Marshall (fourth-semester student), and Sarah Davis (second-year graduate student).



Class of 1967 Reunion

Provo, UT

This spring 16 alumni from the 1967 nursing class got together for a 50-year reunion. They enjoyed having lunch, reminiscing, and touring the college's nursing simulation lab. Those pictured are, left to right, Wanda Marshall Loveridge, Laurie Drawhorn Franklin, Betty "B. J." Sowards Mortensen, "Genie" Duprey Cragun, Karla Call Bugnet, Arlene Huff Phillips, Karen Ramey Bueler, Deanna Dillion Bunnell, Barbara Taylor Robinson, and Annette Monson Pierce. To their surprise, they were standing in front of a picture of classmate Christine Payne Olsen (who was at the reunion but not on the tour).



Sister Megan Drake

Mason, OH

For this picture Sorella Drake was a deferred student serving in the Italy Milan Mission, but she recently returned home to begin the nursing program. "My time in Italy offered wonderful experiences as I served individuals and taught the gospel of Jesus Christ," says Megan.

Class of 2017

Provo, UT

The College of Nursing was ranked 97 in the nation by *U.S. News & World Report* for graduate nursing education (up 2 places from 2016 and 18 from 2014). Some of the master's students who graduated in August felt quite relieved after their last day of class and wanted to celebrate by taking a picture for the college's 65th anniversary. Left to right: Meridith Lind, Becky Hirschi Rasmuson (BS '91), Emily Groth Dunn (BS '09), Nicki Broby, Alicia Anderson (BS '08), Cynthia Preece Whiting (BS '05), Valynn Haslam, and Elizabeth Smith Harding (BS '02).



Julie Jensen Price (AS '84, BS '85)

Salt Lake City, UT

Julie traveled to Berlin to see her grandchildren. While there, she visited Checkpoint Charlie, a name given to the best-known Berlin Wall crossing point between East Berlin and West Berlin during the Cold War. "[Holding the college logo] caused a stir at the checkpoint because everyone wanted to know why I was holding that paper," says Price. "However, I was able to put in a plug for the BYU nursing program!"



Gretchen Snyder Fors (BS '01, MS '04) and Carolyn Snyder (her mom)

Boise, ID

Gretchen has worked as a nurse for 35 years and is a certified health coach who assists individuals in living a healthy lifestyle and losing weight. She was among the 65 alumni who attended the annual college luncheon offered the first day of BYU Women's Conference. (The next event is May 3, 2018.)

Her advice for those beginning their career is to enjoy the ride. "One thing I love about nursing is that it's so flexible and diverse," Gretchen says. "Nursing education has blessed my life, my family's life, and those I have had the opportunity to work with and serve."

Refugee Nursing Students

Provo, UT

Each year the college sponsors 10 clinical practicum for the public and global health nursing course. Three local sessions work with at-risk populations, veterans, and, as pictured, refugees and immigrants. The international locations include the Czech Republic, Czech Republic/Finland, Ecuador, Ghana, Taiwan, Tonga, and Vietnam. Here, two professors, Dr. Linda Mabey (far left) and Debra Mills (BS '82, MS '89) (second from right), with six nursing students—Pamela Tanner, Katie Stout, Collin Janke, Justin Illum, Sage Williams, and Kennedy Dohm—helped new refugees in the Salt Lake area and gained clinical experience through home visits and teaching opportunities.



WIN Conference College Reception

Denver, CO

As part of the Western Institute of Nursing (WIN) annual conference, the BYU College of Nursing sponsored a gathering for local alumni and friends of the college. Over 65 individuals participated in the college's reception at the Colorado Convention Center in April. The informal evening included a free buffet dinner and custom-made donut holes with a choice of toppings. It was a great opportunity to meet alumni in the Denver area as well as visit with nursing professionals attending the conference. Pictured, left to right, are Lisa Echols, Sarah Corr (a nursing student from Azusa Pacific University), assistant professor Dr. Bret Lyman, a cardboard cutout of Cosmo, Nancy Williamson Gibbs (BS '92), Elizabeth Kerr (BS '17), Hannah Hoyt (BS '17), and Britney Rencher. Watch for details about our next event in Spokane, Washington, in April 2018!

Kathleen Burton Poulson (AS '68)

Salt Lake City, UT

Kathy planned to retire in March of this year, but the iCentra EHR practice management system training began then, and Intermountain Healthcare needed her help (and she wanted the training). She did officially stop full-time shifts after 40 years of employment, but she says, "I'm six years past retirement age and can't seem to let go."



Susan Brown Neibaur (AS '74)

Paul, ID

For the last 25 years, Susie has been a registered nurse at the Pocatello Asthma and Allergy Clinic in Idaho. Last year during a humanitarian trip, she was part of a group that trained more than 100 nurse midwives, nurses, and doctors in Cusco, Quillabamba, and Puno, Peru. The group's training workshops included postpartum hemorrhage, newborn resuscitation, vacuum delivery assist, difficult deliveries, and leadership principles. They expect the trainees to help thousands in need as they work in maternal-fetal health facilities in Peruvian cities and rural areas.

Susie is pictured above at the Gettysburg Battlefield Historic District in Pennsylvania.

Margaret O'Brien Dayton (BS '72)

Orem, UT

Senator Margaret Dayton, R-Orem, is the longest-serving woman in the Utah State Legislature. Dayton worked for several years as an RN until after her marriage and then chose to become a full-time stay-at-home mother to her five children.



Tracey Bates Long (BS '86) and Nevada Chapter Nursing Alumni Group

Las Vegas, NV

Tracey (front row, left) hosted a Night of Nursing for the Nevada chapter of BYU alumni. Her gathering offered the opportunity to network, win prizes, and become updated on the college's new state-of-the-art high-fidelity simulation center at BYU. Her location included 14 alumni (although some were not able to stay for the photo). Back, from left to right: Janel Higham Hillstrom (BS '05), Natalie Hansen Waite (BS '09), Mindi Hanson Johnson (BS '02), Heather Camp Humphrey (BS '97), Laura Jarboe Cruz (BS '88), Deborah Matlock Sanborn (AS '81), and Nichelle Sanborn (daughter). Front, from left to right: Tracey Long (BS '86), Linda Kerr McCallister (AS '77).

On the contents page

Celeste Wouden Barker DNP, FNP-C (BS '12)

Celeste is a family nurse practitioner with Meritas Health in Kansas City, MO.



Lisa Tanner Hansen (AS '79)

Concord, CA

Lisa has worked for 36 years as an OR nurse at Alta Bates Summit Medical Center in Oakland, California. Her sister is Christine A. Tanner (BS '89) of Provo (pictured below). "Nursing has been the perfect career for me, and I love what I do," says Lisa. "It has allowed me to be a wife and a mother and has sustained me when times have been difficult. I love that I continue to learn new things every time I go to work, and I have met so many amazing people."



Natasha A. Tanner (BS '03) with Aunt Christine A. Tanner (BS '89)

San Diego, CA, and Provo, UT

Tasha and Christine traveled to the Holy Land this summer and took a picture near Masada, Israel, where the Dead Sea Scrolls were discovered. While walking in a city, they saw a medical clinic and thought it would be fun to get a picture of the sign in Hebrew.

Tasha is a registered nurse and works at Rady Children's Hospital, which staffs for seven hospitals in the San Diego area. She believes that "there is a world of opportunities out there for nurses. If you don't like the job or specialty you are in, then find another, because there are so many different things to do with a nursing education. It's a great career that involves truly making a

difference in people's lives and influencing the world for good!"

Christine is the director of BYU OneStop, an office that combines commonly accessed student services in one place, such as financial aid, scholarships, admissions, and registration. While her current full-time work is nonmedical in administration, she contracts for a long-term care company doing in-home assessments and evaluations. She says, "We are a family of BYU nursing grads, and each of us is grateful for our nursing education and the blessing it has been in our lives."

Christine's sister Lisa is pictured above with the Eiffel Tower.



Napapiiri—the Finnish Word for the Arctic Circle

Rovaniemi, Finland

Assistant teaching professor Debra K. Wing, associate teaching professor Dr. Leslie Wilden Miles (AS '83, BS '99), and college alumni board member Curtis Newman (AS '83) visited the Arctic Circle during spring term.



Clarín Williams Havig (AS '79)

Gilbert, AZ

Clarín is a high school nurse with Gilbert Public Schools. She says it is very different from hospital nursing. "You are a team of one and act independently in caring for both students and teachers," she says. "For some students, I am the first line in detecting the need for further medical evaluation or finding medical services they can afford. Sometimes it is more of a public health feel to my job: advising, educating, and encouraging."

Earlier this year she enjoyed a vacation with her 12 grandchildren and extended family in Puerto Peñasco, Mexico, a resort city on the Gulf of California.



Quite the Team Players (and Presenters)

Cleveland, OH

Two nursing faculty and three nursing students presented in the annual TeamSTEPPS National Conference. To celebrate their successful 90-minute session on "Threading TeamSTEPPS Throughout a Baccalaureate Nursing Program Without Unraveling," they relaxed that evening by visiting the Rock and Roll Hall of Fame. Assistant teaching professors Michael Thomas and Stacie Hunsaker have studied whether student peer teaching is an appropriate method for teaching nursing students. Results indicate promising evidence that peer mentoring can improve academic performance and reduce the anxiety of nursing students. Pictured, left to right: Stacie Hunsaker, Sara Durrant Weeks (fifth-semester student), McCall VanLeeuwen (BS '17), Abigail Sutton Wilkinson (BS '17), and assistant teaching professor Michael Thomas.



Doris Kenison Jackman (AS '74, BS '76) and Dan P. Moyes (BS '72, MS '80)

Bakersfield, CA

Dan hosted a 2017 Night of Nursing gathering for his community. He retired after working for 28 years as a family nurse practitioner in the family practice residency training program at Kern Medical Center in Bakersfield, California. During this time he was a clinical preceptor for NP and PA students from Stanford University and for FNP students from California State University, Bakersfield, and UCLA. He was appointed as an associate clinical professor at UCLA. He also has served as a service missionary for the Church as the medical advisor to the California Ventura Mission.

Doris works full-time on an oncology unit as a nurse and as a nurse educator. Her advice to those in the industry is to "get certified, seek out other nurses who share your interest, and become a nurse who is that go-to person. Make your job more than just days at work. Read, study, and pay attention to what's going on in your area of interest. Ask for opportunities. It is amazing to me how many nurses sit in a rut and never learn anything new!"

Plan now to participate
in these fun alumni
networking activities:

Oct. 7 • 10:30 a.m.

Alumni Service Project

Kimball Tower

Nov. 2 • 12 p.m.

Speed Luncheon

Hinckley Center

Feb. 1 • 12 p.m.

Speed Luncheon

Hinckley Center

Mar. 1 • 7 p.m.

**Night of Nursing
Gatherings**

Locations: NightOfNursing.com

Mar. 17 • 9 a.m.

**Magic Yarn
Service Project**

Wilkinson Center Ballroom

Apr. 12 • 6:30 p.m.

College Reception

Spokane, Washington

May 3 • 11:45 a.m.

**Women's Conference
Luncheon**

Kimball Tower



Czech Republic Nursing Students

Stockholm, Sweden

BYU nursing students who participated in the Czech Republic/Finland clinical practicum for the public and global health nursing course stop at a statue at city hall in Stockholm.



Elizabeth Corless (BS '09)

Taylorsville, UT

Elizabeth took this picture in Copenhagen, Denmark. She is a registered nurse at Primary Children's Hospital. A couple of years after graduating, she obtained a master's in nursing education. "I now get to use all the education I have received both in the care of patients and in developing and sustaining education at the unit and hospital level," she says. "My advice for new nurses: don't get so caught up in the hows of nursing that you forget about the whys of nursing."



Salt Lake Valley Night of Nursing Gathering

South Jordan, UT

The annual college-sponsored Night of Nursing event brings nursing alumni together in small gatherings across the nation to network, reminisce, and have fun. Visit NightofNursing.com to host a location or find a get-together in 2018. The South Jordan Night of Nursing was at the University of Utah Health Center in the Daybreak community. Those attending were (front row) Lynette Thunstrom Evans (BS '07), Brittany Newman Garritson (BS '13), Joe Ann Ratton Watts (BS '07), Myra Froerer Gurr (AS '77), and Kent D. Blad (MS '99); (back row) Curtis C. Newman (AS '83), Jean M. Bigelow (AS '80, BS '82), Tiffany Noss (BS '97), Coleen Murray Graham (BS '08), Laurel Loveridge Parkinson (AS '80), Mary Williams (BS '71), and Raquel Greep (pre-nursing student). +



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Merging EAST and WEST in Taiwan

Lisa Smith (BS '17) smiled while watching her friend Jane react to seeing snow for the first time. Jane, a small Taiwanese woman, accompanied Smith to church, and as they walked to the car, it began snowing. Jane ran as fast as she could to touch the white flakes falling from the sky. They spent the rest of the day in Provo Canyon walking around in the snow, building snowmen, and having snowball fights.

This wasn't Jane's first trip to America, but it was her first trip to Utah. She had come to meet with alumni who had befriended her in Taiwan eight years ago as nursing students in a clinical practicum for the public and global health nursing course.

While students have the opportunity every spring to travel abroad with this learning experience (including this year), it is not often that the people they help and work with on these trips get to visit them or BYU campus. In this case Jane has volunteered for years as a translator

and aide for BYU students while they are in her country.

"To me her trip was a time for us to give a little back to her, since she gives so much to nursing students each year in Taiwan. Without Jane the Taiwan clinical wouldn't be the same," says Smith.

Since 2009, groups of nursing students have been visiting Tainan, Taiwan, for a dynamic multiweek learning experience that merges East and West.

In May 2016, 11 nursing students, accompanied by assistant teaching professors Dr. Craig Nuttall (MS '11) and Ryan Rasmussen (MS '11) as well as the dean of the college, Patricia Ravert, became immersed in Taiwan's culture through clinical rotations in the Chi Mei Medical Center, home visits with community nurses, and weekend cultural trips.

"In the Chi Mei ICU, our students experienced firsthand the mutual respect and camaraderie between healthcare providers and



nurses in Taiwan," says Rasmussen. "I noticed how the providers respected and valued the nurses' opinions. And the nurses appreciated the doctors' points of view. Because of this kind environment, our students felt at ease around them."

This group of students also had the unique opportunity to learn firsthand from Dean Ravert. While she tried to spend as much time as possible with the students, she was often separated from them because, upon realizing the dean's importance, Taiwanese leaders gave her upgraded lodging and chauffeured travel accommodations to show respect for her position as dean of the college and to express gratitude for her willingness to visit them. Though this made it more difficult for the students to learn directly from the dean, it also demonstrated the importance of treating others with respect in Taiwanese culture.

The student nurses learned how Taiwanese doctors and nurses treat their patients using a combination of modern medicine and traditional Chinese medicine. One of these traditional methods, cupping therapy, uses suction cups on a patient's back to eliminate negative energy, while another, coining, rubs the body surface with a flat instrument to stimulate blood flow and identify areas of stress.

"Many believe the outcome of these holistic practices is to equalize a patient's soul," says Nuttall. "Nursing students saw advantages to the Taiwanese approach of caring for the whole patient—mind, body, and spirit."

Nuttall believes that allowing the BYU students to observe nursing procedures in a culture completely different from their own can positively change their philosophy of nursing and their idea of

Each year the college participates in clinical rotations in the Chi Mei Medical Center in Taiwan. Pictured are Dean Patricia Ravert (on the left), two nursing faculty, 11 students, and three hospital staff.

what it means to truly care for others.

The doctors in Taiwan first receive training in Western medicine and afterward return to school specifically to learn Eastern medicine. The doctors in Taiwan gave the BYU students a small glimpse into what Eastern medicine practices like herbal treatments and acupuncture include, even letting the students practice acupuncture on each other.

Despite this different healing philosophy, the dean believes that Taiwan's hospitals are every bit as advanced as hospitals in the United States. "They have the same technologies and use the same

By Marissa Brown Jensen

PHOTOS BY CRAIG NUTTALL



LEFT: Jenny Taggart Perez (BS '17) receives acupuncture during a clinical practicum in Taiwan. RIGHT: BYU nursing students receive instruction that herbal medicine is for everyday life and not just for sickness.

procedures employed in medical centers here, but some specialties such as cancer treatments have been used in Taiwan for several years ahead of usage in our hospitals,” says Dean Ravert.

Another group of 14 students visited this year with the same professors. They also appreciated the perspectives they gained from observing healthcare professionals in Taiwan. “We watched how healthcare personnel would carefully observe patients and treat an ill-

However, in Taiwanese custom, death is stated with a patient’s last breath. Many religions in the country feel that a person’s spirit can travel easier to a spirit world if it departs from that person’s home. Not declaring death until after their last breath allows hospital staff to connect a patient to a ventilator and transport them home to take their last breath with their families.

Langston also believes that in Taiwan, families and patients are more willing to

The BYU students were interested in how much time Taiwanese nurses spent visiting and treating patients in their homes and even involving the patients’ family in the care. They observed that the community nurses became part of the families, often eating and celebrating personal occasions with them.

However for most students, the language was a barrier. While some had served Mandarin-speaking missions before participating in the clinical, others were forced to try and get by with hand gestures or charades. Many of the Taiwanese nurses were encouraged to practice their English during the BYU group’s visit, but there were still times when no one knew what the other was saying. It was interpreters like Jane who helped in these moments, translating between Mandarin and English.

One thing that never needed to be translated was the love the nurses felt for their patients and the love infused in the care process by family members and others who came to visit the afflicted. Nursing in Taiwan is about giving not just medical care but emotional care as well.

“Learning the Healer’s art in Taiwan was easy,” says Dean Ravert, “because the people practiced what they believed and exemplified this love through everything they did.” 🇹🇼

“Nursing students saw advantages to the Taiwanese approach of caring for the whole patient—mind, body, and spirit.”

— Dr. Craig Nuttall

ness rather than rely on the results of their lab values, statistics, etc., to guide their diagnoses,” says Rachael Langston, a fifth-semester nursing student from Orem, Utah, who was part of the 2017 group that went to Taiwan. “Perhaps one difference in treatment in Taiwan is that they don’t order a bunch of blood tests, X-rays, scans, and other procedures to find additional ailments of the patient. Instead they treat the main problem and let the body take care of the rest.”

The nursing students also realized the importance of end-of-life care. With American healthcare, patients are considered deceased with their last heartbeat.

accept inevitable death rather than implementing multiple life-sustaining devices. “Sometimes end-of-life care in the United States adds uncomfortable, costly measures that can prolong death but may not always be needed,” Langston says.

The nursing students also saw hospital and community nurses making great efforts to teach family members of the patients how to best care for their loved ones. “For example, patients in our hospitals are given compression socks to prevent blood clots; however in Taiwan, family members massage the patient’s legs, eliminating the need for such devices,” says Langston.

College Names New Associate Deans; Current Dean Reappointed

Professor Dr. Jane H. Lassetter was named the new associate dean for graduate studies and scholarly works and contribution to the discipline. Associate professor Dr. Katreena Merrill was appointed the associate dean for undergraduate studies.

Lassetter (AS ’81, BS ’98, MS ’01), PhD, RN, received three nursing degrees from BYU before obtaining a terminal degree in nursing from Oregon Health Sciences University in 2008. She was honored with the BYU Muriel Thole Teaching and

Merrill (AS ’83, BS ’85), PhD, RN, received a PhD from the University of Utah in 2011. She was given the College of Nursing’s 2017 Dr. Elaine Dyer Research Endowment Award as well as its Myrtie Fulton Nursing Award in 2011. Her research and faculty specialties deal with quality improvement, patient safety, and nursing leadership in acute-care settings. She was honored with the Marriner S. Eccles Foundation Scholarship Award in 2006 and a Nursing Excellence Award

contribution to the discipline. Her service was recognized in 2009 with the university’s Wesley P. Lloyd Award for Distinction in Graduate Education. Williams’s knowledge and insight about the College of Nursing allowed her to chair the college’s 40th, 50th, and 60th anniversary celebrations.

Dr. Blad developed the veteran section of the clinical practicum for public and global health nursing course, in which nursing students are taught how to care for the veteran population. During spring term, the students then spend a week in Washington, DC, learning firsthand from various veterans, veteran groups, historical sites, and clinical settings. Students also serve as guardians to veterans on a yearly college-sponsored Utah Honor Flight experience, which takes veterans to Washington, DC, to view war memorials and historic sites in their honor. Blad received a presidential citation for Contributions to the Society of Critical Care Medicine from the Society of Critical Care Medicine earlier this year.

Additionally, Dr. Patricia K. Ravert (AS ’74, BS ’75, MS ’94) PhD, RN, CNE, ANEF, FAAN, was asked by the university to continue as nursing dean for a second term, effective July 1.

Dean Ravert is a pioneer in nursing simulation and a national leader in the development of virtual learning scenarios. She was the 2015 Alice Louise Reynolds Women-in-Scholarship Lecturer at BYU, and she received the 2009 Excellence in the Academic Setting Award from the International Association of Clinical Simulation and Learning as well as a 2006 Excellence in Research Award from Sigma Theta Tau, Iota Iota Chapter at Large.

Assistant dean Kathy A. Whitenight, MBA, remains in her current position and oversees resource management for the college. 📧



Pictured left to right: Jane Lassetter, Kathy Whitenight, Patricia Ravert, and Katreena Merrill.

Learning Faculty Fellowship last August. She recently completed a graduate certificate in healthcare ethics from Creighton University. Lassetter is the president of the International Family Nursing Association and governor-at-large for the Western Institute of Nursing. She was also inducted in 2015 as a member of the Western Academy of Nursing. Her research focuses on childhood obesity and the roles of families and culture. She is replacing associate professor Dr. Mary Williams (BS ’71), PhD, RN, who served in this position for 27 years.

from Intermountain Healthcare Urban South Region in 2005. She is replacing teaching professor Dr. Kent Blad (MS ’99), DNP, FNP-c, ACNP-BC, FCCM, FAANP, who was in this role for the past five years.

Williams began in this job at the start of the 1990 academic year and has worked under five college deans. While the exact wording of her title may have changed over the years, she was always responsible for the graduate program and for the scholarly works of the college, which include faculty research and

New Faculty

Several new faculty members recently joined the College of Nursing. Four are highlighted here.

There's a New Explorer in Town

DAPHNE THOMAS, ASSISTANT TEACHING PROFESSOR, MS, RN, CEN



“Do you remember that time we took Grandma spelunking?”

Assistant teaching professor Daphne Thomas gets that question from her sons every once in a while when they want to remind her of the escapades she took them on when they were younger. Those exploits have made for good memories for the adventurous Thomas as well as her family.

“That’s the main reason I do it,” she says.

“I love those memories, and I love for my kids to have those memories and experiences.”

Some of her usual pastimes include hiking, kayaking, traveling, and occasionally snowmobiling (assuming the weather is not too cold). She’s always been prone to leaving her comfort zone and seeing what else is out there in the world, like the time she took her two young sons and their grandmother on a spur-of-the-moment road trip through California and Oregon.

“I just love life,” she says. “[I] try to live for each moment and make each moment better.”

One in Ten Million

PETR RUDA, ASSISTANT TEACHING PROFESSOR, FNP, MS



Which is better: American food or Czech food? It depends, claims assistant teaching professor Petr Ruda (BS ’09, MS ’15). If it’s a meat-and-potato meal, then Czech food takes the gold. But what Ruda craves the most when he travels to his home country of the Czech Republic is Mexican food.

Ruda has lived in the United States for 17 years after serving a mission for the Church in San Diego, California. After Ruda completed his mission, the father of

one of his mission companions graciously offered to sponsor his return to the United States. He applied to all three Brigham Young University locations and finally settled on the Provo campus. Being close to Salt Lake City also allowed him to help in the Czech translation of general conference.

Initially Ruda was interested in studying accounting. He went through the prerequisite classes, but when it was time to apply for the program, the Spirit indicated that it was not the right course for him. Though this was very confusing to both him and

This attitude has helped her in her 27-year career as a nurse and a nurse educator. Thomas only began teaching nursing a few years ago, and in February she started working at BYU. She loves the College of Nursing for its focus on helping everyone become a better person.

Thomas has been around the block when it comes to nursing positions, with some of hers including staff nurse, charge nurse, trauma coordinator, and nursing manager. Management was the job that stretched her the most, she says.

Wherever she works, Thomas always keeps a focus on the big picture. One of her favorite areas of study is how to retain people in the nursing profession despite burnout. Her life is an example of overcoming stress and not feeling overburdened.

For Thomas that experience includes continuing to work occasionally as an emergency department nurse at American Fork Hospital. She looks forward to each shift, knowing that she will be able to make someone’s day a little better.

“I guess that’s what I try to aim my life at—just making a difference, whether that’s a difference in myself or my family or my friends or even people that I don’t know,” she says. “I love to do that.”

his wife, he eventually was guided into nursing by a close friend, and he is happy with his career change.

“I like the connections between the patient and me and the relationship I have with the patient and the patient’s family,” Ruda says. A naturally friendly person, he cannot think of another job that would offer the same chance to help people interactively.

To keep his license current, Ruda works part-time occasionally as a family nurse practitioner with Premier Family Medical in Lindon, Utah. He also instructs adults in a crisis course that completes clinical hours by serving military individuals at the local Veterans Affairs Medical Center in Salt Lake City.

Ruda enjoys reexperiencing Czech culture on visits to his home country since it helps him remember why he has certain social habits that sometimes seem out of place in the United States. For example, in the Czech Republic personal space is less of an issue and people are more direct in what they say. On a recent clinical practicum in the Czech Republic for the public and global health nursing course, Ruda enjoyed watching students acclimate to this environment and in turn understand him a little better.

“It’s not just me,” he says. “There’s another 10 million people in a small country who act like me.”

How the West Was Won—by Nurse Practitioners

RODNEY H. NEWMAN, ASSISTANT TEACHING PROFESSOR, FNP, MS



CHANCE HANSEN (3)

Meet assistant teaching professor Rod Newman (BS ’79, MS ’82), one of our newest faculty members. He’s a mild-mannered teacher, nurse practitioner, and . . . a cowboy action shooter?

This is just a sampling of his many interests and hobbies.

Newman has been a nurse practitioner since 1979. He started studying at Ricks College to be a nurse anesthetist, but he quickly found that the field was not for him.

“I like patient interaction a lot more, so I decided to go in that direction,” he says. After getting his associate’s degree at Ricks, he came to BYU for his bachelor’s and master’s degrees in nursing.

Since then he has worked at various places in Utah Valley, including a 25-year stint at Revere Health. He worked mainly in cardiology and critical care, with some work in internal medicine.

From Newman’s perspective, being a nurse practitioner offers multiple benefits. It is an expanding job field that lets nurses have real patient interaction. Newman still has patients at Revere Health who refuse to see anyone but him due to the relationship

A Love of Nursing and Nursing History

SHERI P. TESSEYMAN, ASSISTANT PROFESSOR, PHD, RN



CAT KELILIKI

With experience in international and humanitarian medicine, internal medicine, and nursing science, assistant professor Dr. Sheri Platt Tesseyman (MS ’89) is prepared to offer her talents and skill sets to the BYU College of Nursing beginning this fall semester.

She completed her master’s degree with the college but did undergraduate nursing work and a second master’s degree in anthropology at the University of Utah. For

her terminal degree—a PhD from the University of Manchester (United Kingdom) School of Nursing, Midwifery, and Social Work—she wrote a dissertation on the relationships between nursing and medicine in Britain and the United States between 1860 and 1914.

Tesseyman has taught at the Westminster College School of Nursing since 2004, with a five-year part-time assignment at Weber State College and its Intermountain Healthcare Education Center refresher programs. Her experience includes being an ICU charge RN in the Salt Lake Regional Medical Center and a public health nurse in Hidalgo, Mexico. She even spent a year as a staff RN in the thoracic intensive care unit at Leeds General Infirmary in England.

of trust he has established with them.

BYU offers Newman the chance to teach the importance of this trust to students in what he calls “a wonderful environment.”

“This is a choice place to be,” he says. “The College of Nursing is fantastic and supportive, and I can’t say that professionally I’ve been happier anywhere else.”

Newman will be using the college’s ultrasound machine to examine ways that nurses can measure pulmonary hypertension without having to resort to either an expensive procedure or partially accurate tests.

When he is not at the hospital or teaching, you can often find Newman at the shooting range. One of Newman’s biggest hobbies is cowboy action shooting, which involves shooting authentic guns from the late 19th century.

“The big thing is you dress up like a cowboy, so you go back to your childhood,” he says. Firearms include old Winchester rifles and single-action revolvers. What’s more, Newman has won several shooting competitions.

The one thing that has lasted longer than his career as an NP is his marriage of 42 years. He has seven children and 23 grandchildren.

Her professional focus is on cultural issues in health, illness, and healthcare; nursing theory; community nursing; nursing education; and nursing history, with membership in the American Association for the History of Nursing, a professional organization open to everyone interested in the history of nursing.

Tesseyman teaches scholarly inquiry in nursing and acute and chronic illness undergraduate courses. During the 2018 winter semester, she will teach a course about ethics in nursing and graduate classes on the theoretical foundations of advanced practice nursing.

She is currently collaborating with Dr. Christine Hallett (University of Manchester) and Dr. Jane Brooks (Westminster College) on a publication examining how nursing work differs from medical practice. She was also involved in a qualitative research project on the use of ventilator weaning protocols in the ICU.

In her spare time, Tesseyman enjoys traveling with her husband, David, singing with the Westminster faculty and student choir (last Christmas they sang Handel’s Messiah at Abravanel Hall in Salt Lake City), and supporting various church and community groups. A year ago she and David got the opportunity to volunteer for *Antiques Roadshow* when it came to Utah.

The Tesseymans have three children: two sons and a daughter.

Humbly Serving in the Background

By **Marissa Brown Jensen**

There, in the background, a persistent woman keeps the college running. Associate teaching professor Debra Ann “Debbie” Mills (BS ’82, MS ’89), RN, MS, CNE, is the faculty member who helps make a nursing student’s life run smoothly. She organizes each semester’s class schedule, supervises the standardized testing, arranges a calendar for the ATI Nursing Education Program, and orders supplies. She trains faculty members to understand test results, works with the clinical agencies, and ensures that students pick up their books—all to help students fulfill their potential in learning the Healer’s art.

While on campus, Mills is the undergraduate program coordinator and a facilitator for her colleagues.



As she was leaving the floor that day, the unit manager stopped and said, “Thank you for taking care of one of God’s children.” At this point Mills knew she was going to be a nurse. It would be hard, but it would be worth it.

However, as soon as she leaves, she is an avid exerciser.

She regularly completes P90X, R.I.P.P.E.D., kickboxing, weightlifting, U-JAM Fitness, water aerobics, and TRX Endurance routines. She tries to be physically active for two hours a day and considers exercising her second job.

If you have met Mills, you will know she is a petite, gentle lady and does not seem to fit the mold of an aggressive gym rat. However, rumor has it that one day she got so caught up in her hard-hitting sets and reps that she broke the nose of her sparring partner.

Mills decided to become a nurse during her senior year of high school after having an opportunity to talk with a neighbor who served as a naval nurse.

After graduation she attended Ricks

College to pursue a nursing degree. There she had the opportunity to learn in a classroom and a hospital. At that time there was no lab, so the nurses learned by watching filmstrips and practicing on each other.

The start to her nursing education had a few bumps. From not being able to find a pulse to being told to go home, Mills faced many discouraging challenges. However, she overcame them in a defining moment that concreted her desire to become a nurse.

The day after being told that she was not smart enough to be a nurse, Mills returned to the same hospital but under the direction of a different supervisor. This manager assigned her to care for a small senior woman who soiled herself daily. Mills’s first thought was, “You must

be miserable—let me get you cleaned up.” So she did. She took care of this patient, cleaning her up and trying to make her as comfortable as possible. However, giving such quality care made Mills late in giving some medication. She was certain the nurses would be upset.

However, as she was leaving the floor that day, the unit manager stopped and said, “Thank you for taking care of one of God’s children.” At this point Mills knew she was going to be a nurse. It would be hard, but it would be worth it.

Mills worked in different places—Primary Children’s Hospital and Salt Lake Community College, to name a few—before finding a home at the Y in 1982. After receiving her bachelor’s and master’s degrees from the BYU College of Nursing, she accepted an offer to teach there and has been helping students and faculty ever since.

Mills’s list of accomplishments is extensive: a decade as baccalaureate studies coordinator, five years as a MORE evaluator to review evidenced-based nursing articles with a pediatric education focus, and 21 years as a college representative for the Primary Children’s Hospital Consortium.

She is a Utah State Board of Nursing committee member, was nominated for a 2005 Excellence in Pediatric Nursing Education Award from the Society of Pediatric Nurses, and was a 2002 recipient of the Excellence in Teaching Award from the Utah Nurses Association.

Mills is a great example of persistence, diligence, and hope.

Her experiences as a student help her to advise and encourage those students who are struggling as well as those who are exceeding expectations. From U-JAM to helping a student in a jam, Mills does it all so that people, including herself, find success. 📖

CHANCE HANSEN

ERIVALIM / GETTY IMAGES

Strong Character and Values Are Just as Important as Knowledge

By **Claire Hunsaker**

Whether nursing students are learning about safe patient handling, isolation precautions, or bowel elimination, there is always something that I have learned that applies to building my character as I continue in my career of becoming a nurse. This has taught me that no matter



what we learn, the true point is to shape our character to provide the best care possible.

The idea of strengthening values and building character also influenced my actions in my clinical experience [last] semester. I had the opportunity to work at a nursing home, and I dealt with many patients who had a variety of health problems.

One week, I was working with a patient. (I’ll call her Katie.) I was nervous to work with this patient as a new student nurse. Not only did she suffer from hemiplegia and paraplegia, which severely limited her movement, she also could not speak.

She had suffered a stroke a few years back and had lost her ability to talk. Her only speech was three nonsensical syllables that she would say over and over

again. She communicated by the tone of her voice saying those syllables and by moving the one arm that she still had control over.

Nothing in nursing school had prepared me for this. How was I supposed to help someone that could not even express to me what she needed?

I spent over an hour looking for her glasses that first day. She became upset with me, and I left at the end of the day feeling extremely frustrated.

That weekend I completed my mid-semester evaluation, and one of the categories was evaluating my caring ability. I rated myself on how I met my client’s biopsychosocial needs in a caring and compassionate manner. I knew this was something I needed to improve, and I remembered back to my N295 fundamentals class, where the professor would

explain that the important lesson was not just the knowledge that we learned but how it contributed to our character and values.

I went to the care center the following week with a renewed resolve on how to care for my patient.

Since this was the second week caring for Katie, I knew more of her daily routine. I was able to get her ready for breakfast, but we arrived 20 minutes early, and preparation for breakfast was still underway.

I saw a piano in the room and asked Katie if she had ever played the piano. She nodded that she had and then motioned to ask me if

I knew how to play. I responded in the affirmative, and she pointed at me again to go to the piano as if she wanted me to play.

I knew accompaniment was not in the scope of my duties as a student nurse. However, I had promised myself to do all that I could to care for her, so I sat down at the piano. The only book on the piano was an LDS hymnal; I knew she was LDS, so I started playing for her.

The amazing thing was that even though she could not speak, the stroke did not affect the area of her brain that dealt with singing. She sang the notes of the melody to every song I played. I have never seen someone happier than Katie at that moment. For a brief time I even had the whole room singing a hymn with me.

When I finished, even though she could not fully express it, I knew she was thankful that I had played the piano. I appreciate the opportunity to go out of my comfort zone and do my best to be sensitive to Katie’s needs, even though what I did was not a normal nursing duty.

The next week at the care center I found out that Katie had passed away. I am thankful that I took the advice of my professor and worked attentively to meet Katie’s needs and lift her spirits. I am blessed to know that in her final days, I was able to provide the best care possible. 📖

Winner of the college’s annual essay contest, Claire is a third-semester nursing student from El Dorado Hills, California.

I knew accompaniment was not in the scope of my duties as a student nurse. However, I had promised myself to do all that I could to care for her, so I sat down at the piano.

My Career as an Adrenaline Junkie

I was a graduate in the fourth graduating class of our great college of nursing. I am an adrenaline junkie and had a fabulous 50-year career as a certified emergency nurse and mobile intensive care nurse. I had the pleasure of precepting many RNs and paramedics and saved many lives with the help of the Holy Ghost and the

A Lifesaving Education

As I was submitting the top three choices for my nursing capstone, I felt like I should put med/surg down as my first choice, even though I wasn't particularly interested in that area. I was able to create a relationship with the med/surg director where I was placed and got hired there after graduation. The director was fantastic to work with, and after a few months of being there, I had my second baby. She let me come back to work PRN status and work just one shift per week, which was perfect for my family. On Christmas Eve that year, my grandpa had a horrible, racking cough. He sounded just like the many pneumonia patients I had taken care of on the med/surg unit over the last year. He had been sick for a while but had refused to go to the doctor. Even

Nursing at the Darkest Hour

At the beginning of my nursing education, I was shy and lacked confidence. The education I received from my professors expanded my knowledge and skills immensely. It was my clinical experiences that enabled me to become the nurse I have always wanted to be. These experiences over the years have formed me into the nurse I am today, particularly one event.



educational start at BYU. Wish I lived closer so I could help once in a while with alumni events!

Eleanore Hacking Scott (BS '59)
TRINITY CENTER, CA

that night as I talked to him, he wasn't willing to seek medical help. I talked to my mom and grandma and told them that I took care of lots of pneumonia patients in the hospital and that I thought they should take him in. They went to the ER, where the doctor diagnosed him with pneumonia and told them that they'd "gotten him there in time." The doctor seemed to think that if they hadn't brought him in that night, he would have died. I'm so grateful for my nursing education and career that enabled me to save my grandpa's life.

Julie Jacobs Taggart (BS '07)
OREM, UT

My patient had an open-heart surgery one week earlier, and the doctors were suggesting withdrawing support. After his family had left, the patient became more restless and agitated. Support and relief is achieved through medication, treatment, and the soothing balm provided by loving and attentive family members with support from conscientious nurses. As I attentively cared for the patient, I was developing a relationship with him. Although he was not vocal and I did not know him very well, I felt personally invested in his comfort and care. On one afternoon, my patient began to cry. It was difficult to see him distressed. I had no other patients, which allowed me the luxury of staying in his room, holding his hand and talking to him as he cried. With the extra time, I provided comfort and compassion during a desperate time in one patient's life. Exceptional nursing includes standing by the patient, mourning with them, empathizing with their pain, and providing a consoling hand to help them through their darkest hour. True healing happens when the physical, mental, and spiritual aspects of the patient are addressed.

Kaylee Belen Hunsaker (BS '17)
BELLBROOK, OH

A Life-Saving Story

As nurse practitioner student Sharla E. Morgan tipped her head back, the bulge momentarily appeared just to the right of her windpipe, an inch above her collarbone. Associate teaching professor Dr. Sabrina D. Jarvis (MS '90), who was teaching her students how to examine the head and neck in a fall 2009 BYU nurse



Kimberli Seely (left) and Sharla Morgan (right).

practitioner class on physical assessment, caught a glimpse of the mass on Morgan's neck. After inspecting the mass more closely, Jarvis urged Morgan to see a healthcare provider right away. Morgan soon learned that the lump was suspected of being cancer, and within a week she was in surgery to have her thyroid removed. Being in the right place at the right time helped save Morgan's life, but she never imagined her story would help save another's as well. At first Morgan felt hesitant to share that story publicly. In the end she decided to take a leap of faith and agreed to do a story in the spring 2012 issue of *BYU Magazine*. Her experience was later

Healing God's Children

I incorporate the Healer's art in my everyday life by trying to treat each patient as a child of God, and I pray for that blessing before I go to work each day. I met a man the other day who was only receiving a flu shot. At the end of the visit, with tears in his eyes, he thanked me for just taking a few minutes to talk with him and treat him like a human being with thoughts and feelings. I was

covered in newspapers and a BYU-created video. "If somebody else could benefit from this story being told, then it was worth putting myself into an uncomfortable place," she said. Three years later Kimberli K. Seely, a happily married BYU alumna and mother living in Idaho, noticed a lump on her neck. Having already battled breast cancer, she knew not to dismiss a lump. Just then she recalled a BYU-produced video she had seen several years earlier—Sharla Morgan's story. "Her teacher found the lump in her neck and said, 'You should have it checked out.' I'd always remembered that," Seely says. "So when I found that lump, I thought, 'I need to have that checked out.'" Soon Seely found herself sitting in her doctor's office speaking with a nurse practitioner, who asked how Seely had discovered the small lump and determined to have it checked out. As Seely described the video she had seen, she made a sudden realization. "I looked at her and it was almost like there was just this light bulb, this connection between the two of us," Seely says. "You know, that video was about me," the nurse practitioner, Morgan, told her. Seely is grateful for the network of BYU alumni and their willingness to share their successes and their trials with others. With their unique bond, Morgan and Seely remain in touch today. "We don't realize sometimes [that] in sharing our stories, it blesses other people," says Seely, who is now cancer free. "The fact that I paid attention to that video that one, single day—what a difference."

Sharla E. Morgan (BS '05, MS '12)
PROVO, UT

Note: The preceeding was written by Kendra L. Smith, an alumni relations student employee. Sharla currently is employed by the Thyroid Institute of Utah and is certified by the American Academy of Nurse Practitioners. Due to her struggle with thyroid cancer, she relates well to patients' concerns and can provide personal experience regarding the medical treatment associated with thyroid disorders.

blown away. We truly are treating the entire person, spiritually and physically.

Celeste Wouden Barker (BS '12)
KANSAS CITY, MO

As a BYU alum, how has your College of Nursing degree blessed or saved a life? Submit experiences to nursingpr@byu.edu. Authors whose stories are published will receive a college-logo key tag.

Alumni Updates



This spring the College of Nursing teamed up with The Magic Yarn Project and sponsored a campus wig workshop. The cofounder of the nonprofit organization is **Holly Willardson Christensen (BS '06)** (back row, third from left). Together with hundreds of community volunteers, nursing alumni, faculty, students, and friends of the college they made 185 princess-style wigs for childhood cancer patients. We are planning another event March 17, 2018 and hope to make 250 hairpieces at that service project.

Darlene Sherrow Hansen (AS '74) is a nursing instructor at Mira Costa Community College in the greater San Diego, CA, area.

Pam Nance Cleveland (AS '77) is currently a nurse practitioner for Utah County Health Department.

Elizabeth Betts Lowery (AS '79) is a caring registered nurse of 36 years. She currently works as a critical care transport nurse with Southwest Ambulance in Mesa, AZ.

IN MEMORIAM

- Marilyn Saville Shaw (BS '57)**
- Sharon Jane Turman Smith (BS '57)**
- LuDean Wilcox Harris (BS '59)**
- Jean Shelby Stafflund (AS '70)**
- Secelia May Williams Ellsworth (BS '70)**
- Jo Nell Ricks Davis (BS '71)**
- Judith Dyer Barker (BS '74)**
- Sandra Jo Hansen White (AS '76)**
- Marianne Putnam Stoddard (AS '78)**
- Marie Blanche Fuller (AS '82)**
- Deanna Poppleton Murray Coombs (MS '83)**
- Kathleen Fitzgerald (AS '83)**

Nancy Kuehner Kraus (AS '80, BS '82) 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 5, at 11 a.m. in room 270 SWKT. Kraus is the service line director of clinical care and director of clinical excellence and innovation at Children's Hospital of Orange County. She has dedicated her life to bringing humanitarian aid and comfort wherever there is a need.

David L. Larsen (AS '82) has worked for 27 years as the director of quality improvement at SelectHealth (a not-for-profit health insurance organization serving individuals in Utah and Idaho).

Lisa Hulme Taylor (AS '82, BS '84) has spent the last eight years as an RN-credentialed school nurse for Campbell Union Elementary School District (near San Jose, CA). Her career also includes serving 21 years as a registered nurse for the newborn ICU of the Santa Clara Valley Medical Center.

Diane Rindlisbacher (AS '84, BS '88) is reaching 30 years of service as a nurse; she is currently the chief nursing information officer for Intermountain Healthcare.

Kim Trump Thompson (BS '91, MS '14) is now working as a family nurse practitioner at Hibbing Minnesota Clinic for Weatherby Healthcare.

Karen Durrant (BS '92) is president and founder of the Autoinflammatory Alliance (a nonprofit

charity dedicated to supporting people with autoinflammatory diseases) and a registered nurse/staff nurse for inpatient pediatrics at Kaiser Permanente in San Francisco, CA. Her career also includes two decades as a pediatric nursing clinical instructor for Samuel Merritt University and Chabot College.

Judy L. Austin (BS '95) spent the last seven years as a travel nurse working at various hospitals across the United States; she has licenses in New York, California, Washington, and Utah.

Heidi Spencer Vawdrey (BS '99) recently graduated with a doctorate of nursing practice from the University of Utah. Community service is important to her. She has volunteered with the Timpanogos Emergency Response Team for 20 years and currently supports the Healthy River-ton initiative, focusing on suicide and head injury prevention in her community.

Among the master's students starting the BYU College of Nursing family nurse practitioner program (spring 2017) are **Virginia Faber Jefferies (BS '02)**, **Millie Carter Harper (BS '03)**, **Casey Kochevar Neeley (BS '12)**, **Jasmine Burson (BS '13)**, and **Kalene Mears Ethington (BS '15)**.

Julia Conger Olsen (BS '02) is a certified health coach at Take Shape For Life in Aurora, CO. She helps patients reduce medications, lose weight, and establish a healthy lifestyle.

Drutika Chhibber (BS '04) has been a certified registered nurse anesthetist for Harbor-UCLA Medical Center in Torrance, CA, since 2013.

Elizabeth Piercy Bighorse (BS '05) has completed 10 years as a registered nurse for Lucile Packard Children's Hospital in Palo Alto, CA, and works in its vascular access department placing PICC lines and PIVs.

Laura Catchpole Holt (BS '09) spent the last two years working as an adult nurse practitioner for Delaware Valley Community Health in Philadelphia, PA. She earned an adult/gerontology primary care doctorate of nursing practice from the University of Utah in 2015.

Janica Wilcox Schmuck (BS '14) started a doctorate of nursing practice degree with Frontier Nursing University in Hyden, KY.

New promotion? Advanced degree? Recently published? Let your peers across the country know of your success and status. Email nursingpr@byu.edu. Your news may be included in the next edition of Learning the Healer's Art.

JEFF PEERY

BARRY THORNBURG



Research

Improving End-of-Life Care in Emergency Departments

Renea L. Beckstrand, Professor, PhD, RN, CCRN

While care in the emergency department focuses on saving lives and returning patients to a healthy state, death cannot always be prevented. Many emergency nurses face obstacles to providing quality end-of-life (EOL) care when death occurs. To learn of these difficulties, nursing professor Dr. Renea Lindstrom Beckstrand (AS '81, BS '83, MS '87) recently completed a study that identified suggestions from emergency nurses to improve EOL care, specifically in rural emergency departments (REDs).

Beckstrand sent a 57-item cross-sectional survey to 53 rural hospitals in Utah, Idaho, Nevada, Wyoming, and Alaska. Of the 508 questionnaire packets mailed to managers for distribution, 236 (46.4%) were returned. Of those returned, 132 rural emergency nurses responded to a question asking respondents to identify one aspect of EOL care they would change if they had the ability to do so.

Each qualitative response was individually reviewed by a research team, including Kelly Smith Shoell (MS '96), associate professor Dr. Beth Luthy (MS '05), and assistant professor Dr. Janelle Macintosh, and then coded into a theme. Four major themes appear in the research: providing greater privacy during EOL care for patients and family members, increasing availability of support services, providing additional staffing, and improving staff and community education. Three minor themes also included futility (performing ineffective or futile procedures), pain control (managing or withholding meds), and knowing the patient personally (when the community is small, most people know each other).

Emergency nurses ($n = 52$) identified privacy for patients and for family members of patients as the top priority when providing EOL care in the ED. Restrictions in providing adequate privacy is largely due to poor department design, especially in REDs where space is limited. Several nurses in the study identified the need for a separate family consultation

knowledge on topics like DNR and CPR or a realistic understanding of the fact that the patient is going to die regardless of whatever the hospital staff attempts.

Beckstrand's research has commonalities across state lines. Administrators of rural hospitals should consider these nurses' suggestions for improved privacy as they plan upgrades or design new

Four major themes appear in the research: providing greater privacy during EOL care for patients and family members, increasing availability of support services, providing additional staffing, and improving staff and community education.

room or area dedicated for the use of family members.

Many emergency nurses ($n = 32$) expressed the need for increasing availability of support services (social work, chaplains, or just another nurse to be able to focus on the family needs) to provide quality EOL care. Being able to pay for this help is a possible limitation that prevents the presence of more staff.

Nurses also reported ($n = 26$) that staffing ratios decreased their ability to provide optimal EOL care. They would like to be able to devote more time to their dying patient or the patient's family with one-on-one care and be relieved of other patient assignments and department duties. Again costs, especially for a small hospital, play a major factor in providing more staff.

Offering education to staff and the community was the final theme ($n = 23$). Most responding nurses wanted some form of training on how to deal with dying patients, especially ones that are friends (more likely to be known in a rural setting). Also community members desire

emergency facilities. Department managers and nurse educators should seek to include EOL education routinely in staff meetings and updates. If budget realities prohibit funds for additional skilled help, managers may also consider opening more volunteer community positions for their REDs as a means to increase help for nurses, even if the help is not specifically skilled in healthcare delivery.

Patient deaths are a common occurrence in EDs nationwide, and providing care to dying patients is a demanding task that requires significant resources. Providing EOL care is especially difficult in rural settings, where resources and staffing are limited. However by identifying and implementing supportive behaviors and acknowledging the obstacles that rural ED nurses encounter during EOL care, changes can be made to improve the treatment they provide to patients and family members during this trying time. Because of the current lack of research in RED settings, additional research is needed in the area of rural EOL nursing care. ☒

Establishing Team Communication in the BYU Nursing Curriculum

Michael Thomas, Assistant Teaching Professor, MS, APRN, PMHNP-BC
Stacie Hunsaker, Assistant Teaching Professor, RN, MSN, CEN, CPEN



Many nurses know that Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS or TS) is a teamwork system developed by the Agency for Healthcare Research and Quality (AHRQ) and the Department of Defense to improve communication and teamwork in healthcare. In fact, studies have validated its effectiveness in improving the efficiency of care provided in an emergency setting, reducing nosocomial infections and falls, and improving overall team performance (Capella et al., 2010; Thomas and Galla, 2013).

Research is limited, however, regarding how to most effectively teach students TS protocol. Also AHRQ has identified peer-teaching as the preferred teaching method for TS in the healthcare setting. With this knowledge, assistant teaching professor Michael Thomas set out to accomplish both tasks. He created a blended-learning model to enable faculty control of course content while also providing his undergraduate teaching assistants (TAs) adequate support to fulfill a TA mentoring role effectively.

The process began when Thomas became certified as a TS master trainer and incorporated the TS system into his Communication for Nurses (N293) curriculum. He also wrote a university mentoring environment grant to get the TAs for the class and other nursing faculty trained as TS trainers.

Thomas asked students to complete reading assignments and watch video slide presentations on TS tools and strategies before class. They apply TS skills

to scenarios that are completed and videotaped in class using smartphones. Debriefing of scenario videos also occur in class and then situations are practiced again to reinforce the effective use of TS.

The process focuses on improving the team as TS is organized into five key principles: team structure, communication, leading teams, situation monitoring, and mutual support. Each area contains specific communication tools and strategies that can be utilized effectively in nursing simulation to teach students vital communication techniques.

For Thomas’s study, students in the N293 course were invited to participate; 57 out of 61 enrolled students participated in the pretest data collection and 58 participated posttest data collection.

The TS Teamwork Attitudes Questionnaire (T-TAQ) instrument was administered. Mean aggregate responses were higher following implementation of the peer-teaching TS methodology on each of five sub-scales of the T-TAQ instrument, with significant improvements in team structure, leadership, and situation monitoring. There was also a significant improvement in the overall aggregate mean posttest responses (4.52 compared [out of 5] with 4.26 of the pretest).

The numbers suggest that TS communication can empower nursing students to become more effective communicators and members of a healthcare team. The blended, peer-teaching model utilized in this course has been well received by students. It did not happen accidentally.

Rather Thomas ensured that the system was utilized not just in his class, but throughout the second semester of the nursing program. This included involving course coordinators, educating clinical

instructors, conveying weekly areas of focus, and empowering students to practice TS skills in the simulation lab.

With her emergency department background, assistant teaching professor Stacie Hunsaker is now involved with the project in hopes of expanding the material into her third-semester Acute and Chronic Illness (N341) class. She has worked extensively with various nursing handoff communication tools such as SBAR and has begun implementing the SHARQ tool in the third semester simulation course to utilize the principles of TS.

Hunsaker is currently working with sixth-semester nursing student Abigail Sutton Wilkinson to conduct research on the implementation of a consistent handoff tool for the BYU nursing program. Wilkinson received an Office of Research and Creative Activities (ORCA) grant from the university to be able to work with Hunsaker on this task.

At the request of AHRQ, Thomas and Hunsaker are preparing a case study to highlight their success. In June they were able to take three nursing students—Wilkinson, fifth-semester student Sara Durrant Weeks, and recent graduate McCall VanLeeuwen (BS ’17)—to Cleveland, Ohio where the group presented their findings at the annual TeamSTEPPS National Conference.

Usually attendees at these conferences are mainly hospital representatives who are trying to implement specific techniques into their hospitals. However, by learning the tools now, nursing students are further ahead and can be leaders to those around them through their example in using these skills. 📺

BARRY THORNBURG (3)



Keeping Patients, Clinicians, and Families Informed on Head Injuries

Blaine A. Winters, Assistant Teaching Professor, DNP, ACNP-BC

According to the Centers for Disease Control and Prevention (CDC), approximately 153 people die daily from head injuries in the United States. While head injuries have been gaining greater recognition in recent

years, there is still a great deal of misunderstanding about these injuries. This is exactly what assistant teaching professor Dr. Blaine Winters is trying to solve with the help of nursing students and the internet.

Winters worked for nearly 12 years at the University of Utah Hospital in trauma services. While there he saw thousands of head injuries. One thing that struck him is that many people do not think about the long-term consequences of head injuries. These consequences can last decades past the date of the actual injury and can cause massive complications that could have been prevented or prepared for if both patients and medical care providers had understood head injuries better.

One of the most interesting parts of this project is the role played by students in the project—they are doing the majority of the work.

patients but also family members and medical providers wishing to keep up to date on the latest treatments.

The plan is that the website will provide basic information, and then a newsletter will be sent monthly to subscribers describing new developments in the field. Student employees selected topics to focus on for the website and completed literature searches to identify scholarly work on those topics. Winters’s previous research into falls and injuries among the elderly in nursing homes will also be important in helping care providers to prevent injuries among their patients.

One of the most interesting parts of this project is the role played by students in the project—they are doing the majority of the work. Winters supervises, guiding and advising his research assistants as they conduct a literary search and develop the website. Every few weeks

The website aims to present accurate and updated information on head injuries and their treatment. The intended audience is not just patients but also family members and medical providers wishing to keep up to date on the latest treatments.

That is what inspired Winters to obtain a college-sponsored mentored-learning grant with the purpose of working with students to create www.headinjuryproject.com, an informative website about head injuries. The website aims to present accurate and updated information on head injuries and their treatment. The intended audience is not just

they meet to plan and evaluate their progress, which helps the students keep themselves accountable to deadlines and goals. This also offers them extensive learning opportunities as they act to develop the project further; in this manner, they learn how an effective project is conducted and maintained.

Winters also is partnering with

assistant teaching professor Dr. Craig Nuttall (MS ’11) for content and project support. Nuttall is studying concussions and recently released a mobile app called Concussion Diagnostic Tool (available in the iTunes store) to help healthcare providers, parents, and coaches quickly recognize and diagnose concussions.

Winters has done this mentoring previously. He conducted a literature review with then-student Megan Alynda Parr (BS ’16) on falls in nursing homes. They found that the most effective way to avoid falls in nursing homes is to educate all staff in the home on falls, since this seems to reduce the number of falls that occur. Parr and Winters presented their findings in two different conferences and brought attention to this critical healthcare issue.

Winters feels that while he is technically the students’ mentor, they are mentoring him in many ways. They are very knowledgeable with technology, and this is allowing the creation of the website to move forward while he educates them in the discipline. Currently Winters is working on obtaining additional funding to hire more students to assist with the project. The idea is that there will be a continual grant for the website to be maintained for the long-term.

Winters, Nuttall, and two students plan to attend the Emergency Nurses Association’s national conference in St. Louis, Missouri, and will present their latest guidelines for head injuries as two podium presentations. 📺

Faculty Achievements

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

JOURNAL ARTICLES PUBLISHED		
Beckstrand, R. L., Lamoreaux, N.,* Luthy, K. E., & Macintosh, J. L. (2017). Critical care nurses’ perceptions of end-of-life care obstacles: Comparative 17-year data. <i>Dimensions of Critical Care Nursing</i> , 36(2), 94–105. doi:10.1097/DCC.0000000000000234	Freeborn, D. S., Dyches, T., & Roper, S. O. (2017). Lessons learned from a life with type 1 diabetes: Adult perspectives. <i>Diabetes Spectrum</i> , February, ds160032. doi:10.2337/ds16-0032	Macintosh, J. L., Eden, L. M., Luthy, K. E., & Schouten, A. E.* (2017). Global immunizations: Health promotion and disease prevention worldwide. <i>MCN: The American Journal of Maternal/Child Nursing</i> , 42(3), 139–145. doi:10.1097/NMC.0000000000000337
Beckstrand, R. L., Smith, K. E.,† Luthy, K. E., & Macintosh, J. L. (2017). Rural emergency nurses’ suggestions for improving end-of-life care. <i>Journal of Emergency Nursing</i> , 43(3), 214–220. doi:10.1016/j.jen.2017.03.012	Graves, A. P.,* & Lassetter, J. (2017). Mindfulness interventions for preventing and treating eating disorders in adolescent and young adult females. <i>All Student Publications</i> . 199. http://scholarsarchive.byu.edu/studentpub/199	Palmer, S. P., Lundberg, K., Corbett, C., Heaston, S., Reed, S., & Williams, M. (2017). Long-term effects on nursing alumni: Assessing a course in public and global health. <i>Journal of Professional Nursing</i> . doi:10.1016/j.profnurs.2017.03.005
Callister, L. C., & Edwards, J. E.† (2017). Sustainable development goals and the ongoing process of reducing maternal mortality. <i>Journal of Obstetric, Gynecologic & Neonatal Nursing</i> , 46(3), e56–e64, doi. org/10.1016/j.jogn.2016.10.009	Hill, D. W.,* & Nuttall, C. (2017). The peanut allergic patient: Diagnosis, treatment, and prevention. <i>All Student Publications</i> . 198. http://scholarsarchive.byu.edu/studentpub/198	Reed, S. J., Callister, L. C.,‡ Kavaefiafi, A., Corbett, C., & Edmunds, D. (2017). Honoring motherhood: The meaning of childbirth for Tongan women. <i>MCN: The American Journal of Maternal/Child Nursing</i> , 42(3), 146–152. doi:10.1097/NMC.0000000000000328
Eden, L. M., Lind, M. G.,* & Luthy, K. E. (2017). Best practice for treatment of vaccination side-effects with antipyretic and analgesic medications. <i>All Student Publications</i> . 195. http://scholarsarchive.byu.edu/studentpub/195	Luthy, K. E., Larimer, S. G.,* & Freeborn, D. S. (2017). Differentiating between lactose intolerance, celiac disease, and irritable bowel syndrome-diarrhea. <i>The Journal for Nurse Practitioners</i> , 13(5), 348–353. doi:10.1016/j.nurpra.2017.01.018	Tesseyman, S., Hallett, C., & Brooks, J. (2017). Crisis at Guy’s Hospital (1880) and the nature of nursing work. <i>Nursing Inquiry</i> . doi:10.1111/nin.12203
Lyman, B., Ethington, K. M., King, C.,* Jacobs, J. D.,* & Lundeen, H. (2017). Organizational learning in a cardiac intensive care unit: A learning history. <i>Dimensions of Critical Care Nursing</i> , 36(2), 78–86. doi:10.1097/DCC.0000000000000233	Ward, B., Tanner, B. S., Mandleco, B.,‡ Dyches, T. T., & Freeborn, D. S. (2016). Sibling experiences: Living with young persons with autism spectrum disorders. <i>Pediatric Nursing</i> , 42(2), 69. doi:10.1111/jspn.12117	
PRESENTATIONS DELIVERED		
Broby, N.,* & Lassetter, J. (2017, April 20). A qualitative study on effective international medical disaster relief teams; (2017, April 21). A qualitative study of the challenges facing refugees in Jordan and Greece; ³ (2017, June 16). A study of the challenges facing refugee families in Jordan and Greece: Implications for family nursing. ¹	presentation at National Conference on Pediatric Health Care, Denver, CO.	presentation for International Society of Nurses in Genetics, Pittsburgh, PA.
Corbett, C., & Gettys, J.* (2017, June 16). Exploring the sociocultural meaning of childbearing to Hmong women. ¹	Heaston, S., & Palmer, S. P. (2017, May 28). Improving global health: Utilizing nursing students in international nursing research in Ecuador. Poster presentation at International Council of Nurses Congress, Barcelona, Spain.	Kerr, E.,* & Freeborn, D. S. (2017, April 21). Parents of type 1 diabetics: Experiences with healthcare providers. ⁴
Corbett, C., Lundberg, K., & Harmon, I.* (2017, June 16). Using family assessments as a strategy to teach cultural sensitivity in nursing students. ¹	Heaston, S., & Ray, G. (2017, July 28). Nuts and bolts of nursing study abroad: Logistics and funding. ⁵	Lassetter, J., Hill, D.,* & Nuttall, C. (2017, June 15). Caring for families and individuals with peanut allergies: The latest evidence. ²
Davis, S.,* & Himes, D. O. (2017, June 17). Relationship between perceived family communication and knowledge about breast cancer genetics. ¹	Heaston, S., & Romero, A. S.* (2017, April 7). Improving anemia in Ecuador: The journey to a sustainable intervention in a global health nursing course. Poster presentation at Global Health Conference Consortium of Universities for Global Health, Washington, DC.	Lundberg, K., Corbett, C., & Edmunds, L., (2017, July 28). Preparing nursing students for international learning experiences. ⁵
Dixon, W.,* & Himes, D. O. (2017, June 17). Sharing information in families at risk for genetic disorders: A systematic review of the literature. ¹	Hill, D.,* & Lassetter, J. (2017, April 22). The latest evidence on caring for people with peanut allergies. ⁴	Mabey, L. (2017, July 29). Understanding peritraumatic symptoms of sexual assault: Transforming nursing care of victims worldwide. ⁵
Echols, L.,† Lyman, B., & Hoyt, H.* (2017, April 22). Organizational learning in a college of nursing: A learning history. ⁴	Himes, D. O. (2017, May 25). Caring for families with cancer risk. Featured speaker for 2017 Cancer Research Series of the BYU Simmons Center for Cancer Research, Provo, UT.	Merrill, K.C. (2017, April 19). Moderating podium presentations at a professional conference: Nuts and bolts. Podium presentation at Western Institute of Nursing annual conference, Denver, CO.
Eden, L. M., & Macintosh, J. L. (2017, March 16). Standardized education requirements for immunization exemptions across the nation. Poster	Himes, D. O., & Gammon, A. (2017, May 17). Women at increased risk for breast cancer based on family history: Calculating lifetime risk and ordering screening MRI based on current U.S. guidelines. Webinar	Miles, L. (2017, July 29). Descriptive study of 2,300 sexual assault victims: Identifying vulnerabilities to promote healthy communities. ⁵
		Miles, L., & Summers, S. (2017, July 28). Six continents: One undergraduate public and global health nursing course. ⁵

Mills, D., & Lundberg, K. (2017, April 7). Ensuring no harm in pediatric nursing students’ nursing practice. Poster presentation at Society of Pediatric Nurses, Palm Beach, FL.

Najjar, R. H., & **Lyman, B.** (2017, April 22). The simulation learning model: Student experience.³

Palmer, S. P., & Heaston, S. (2017, May 28). Nursing roles around the world: Student observations. Poster presentation at International Council of Nurses Congress, Barcelona, Spain.

Palmer, S. P., & Hunsaker, S. (2017, July 28). Outcomes of a global health nursing course: Does the end justify the means?²⁵

Palmer, S. P., & Montgomery, E.* (2017, April 8). Health systems and human resources: Improving continuing education in a hospital system in Ecuador. Poster presentation at Global Health Conference Consortium of Universities for Global Health, Washington, DC.

Peterson, N., & Wiser K.* (2017, May 31). 2017 Exercise Is Medicine on campus recognition awards. Podium presentation at American College of Sports Medicine annual meeting, Denver, CO.

HONORS

The College of Nursing awarded the Mary Ellen Edmunds “Learning the Healer’s Art” Fellowship to professor **Dr. Renea Beckstrand**. This three-year fellowship includes a \$16,500 fund; a new fellow will be selected each academic year.

Other top funding recognition included assistant professor **Dr. Deborah Himes**, who was given the Dr. Elaine Dyer Research Endowment Award, and assistant professor **Dr. Julie Valentine**, who received the Myrtie Fulton Endowed Membership Award.

Assistant teaching professor **Lacey Eden** was chosen as the Utah State 2017 Childhood Immunization Champion by the Centers for Disease Control and Prevention; she was also honored by the National Association of Pediatric Nurse Practitioners (NAPNAP) with the Shuren Grassroots Advocacy

APPOINTMENTS

Associate professor **Dr. Beth Luthy** became the chair of the Advisory Commission on Childhood Vaccines and of the Federal Commission for the United States Secretary of Health and Human Services.

Dr. Leslie Miles was asked to cochair the national forensic council of the American Psychiatric Nursing Association; **Dr. Linda Mabey** will serve as the education chair for the Utah Chapter of APNA.

Associate teaching professor **Dr. Sabrina Jarvis** is now the Region 8 Leader of the American Association of Nurse Practitioners.

Rasmussen, R., & Carrington, J. (2017, April 21). State of the science exploring communication in the trauma room.⁴

Rasmussen, B.,* & Freeborn, D. S. (2017, June 16). Parents advising parents: Raising a child with type 1 diabetes.¹

Ray, G., & Marshall, E.* (2017, June 16). Improving immunization rates among pregnant women and their children.¹

Ray, G., Wing, D., & McNeil, M.* (2017, June 16). Poverty simulation: A glimpse into the stress and struggles experienced by impoverished families.²

Reed, S. J., Krumwiede, N., & Royle, C. (2017, June 16). The art of teaching about family nursing through simulation.¹

Rencher, B., & **Lyman, B.** (2017, April 20). Learning from errors in hospitals: A realist review of the literature.⁴

Romero, A. S.,* & Heaston, S. (2017, February 17). Reducing anemia rates with fortified soy milk in impoverished Ecuadorian communities. Poster presentation at Utah Conference on Undergraduate Research, Orem, UT.

Award, a national award given to one nurse practitioner each year to recognize advocacy for children’s health in the policy arena.

Professor **Dr. Jane Lassetter** was honored with the Muriel Thole Teaching and Learning Faculty Fellowship from the university. She completed a graduate certificate in healthcare ethics and policy from Creighton University and was an invited member of the academic advisory board for Ethics of Powerlessness, a research project based in the School of Philosophy and Art History at the University of Essex, United Kingdom.

Assistant teaching professor **Dr. Craig Nuttall** completed his doctorate of nursing practice at the University of Arizona. His dissertation is titled “Development of an education module on

Assistant teaching professor **Dr. Blaine Winters** is a director-at-large for the Utah Nurses Association.

Several leadership roles changed in the college’s Sigma Theta Tau International, Iota Iota Chapter this spring. Top positions include assistant professor **Dr. Bret Lyman**, president; associate teaching professor **Dr. Peggy Anderson**, secretary; assistant teaching professor **Debra Wing**, treasurer; assistant teaching professor **Tracy Dustin**, program chair; assistant teaching professor **Scott Summers**, service; and assistant teaching professor **Daphne Thomas**, archivist.

Schiel, K.,* Wing, D., & Ray, G. (2017, March 2). Identifying stigma of domestic violence victims through simulation. Podium presentation at Human Patient Simulation Network World Conference, Ponte Vedra Beach, FL.

Topham, M.,* & Macintosh, J. L. (2017, June 16). Parental attitudes of immunization in children with special healthcare needs: A qualitative study.¹

Valentine, J. L. (2017, July 29). Sexual assault evidence kits: Interprofessional research on submission rates and implications on practice.⁵

Notes
¹ Podium presentation at International Family Nursing Association Conference, Pamplona, Spain.
² Poster presentation at International Family Nursing Association Conference, Pamplona, Spain.
³ Podium presentation at Western Institute of Nursing annual conference, Denver, CO.
⁴ Poster presentation at Western Institute of Nursing annual conference, Denver, CO.
⁵ Podium presentation at Sigma Theta Tau International Nursing Education Research Conference, Dublin, Ireland.

*Denotes current BYU nursing student (BS or MS)
†Denotes BYU nursing alumni
‡Denotes emeriti faculty member

concussions in youth for primary care nurse practitioners in Utah.”

Brigham Young University was identified as a bronze-level campus by the Exercise Is Medicine: On Campus national initiative. The local academic group is led by assistant professor **Dr. Neil Peterson** and **Dr. Nuttall**; both sponsored a Pokéthon event last fall and other efforts to make the campus more active. Peterson also received an excellence in research award from Sigma Theta Tau International, and associate teaching professor **Cheryl Corbett** accepted an STTI Excellence in Teaching Award.

Congratulations to **Karen de la Cruz, Dr. Linda Mabey**, and **Dr. Leslie Miles**; they all were granted continuing faculty status and advanced to the rank of associate teaching professor.

Assistant dean **Kathy Whitenight** will serve on the nominating committee of the business officers of nursing schools network of the American Association of Colleges of Nursing. Public relations supervisor **Jeff L. Peery** became the special projects chair for the nursing advancement professionals network of AACN.

Advisement center supervisor **Cara Wiley** was asked to be BYU’s state representative for the Utah Advising Association; graduate secretary **Cherie Top** recently became the campus office professionals association conference (OPAC) speakers subcommittee chair.

A WINning Opportunity for Elizabeth

Before graduation, Elizabeth Kerr (BS '17) had the unique opportunity to gain insight directly from nursing professor Dr. Donna Freeborn (AS '74).

As part of the university's inspiring learning initiative, they collaborated to implement research techniques, understand project data, and find ways to present obtained outcomes.

Kerr was able to share the results of their diabetes study with nursing professionals at the Western Institute of Nursing (WIN) annual conference in Denver.

We are grateful for 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 (and select the "Nursing Mentored Learning" account).



[some of the inspiring learning outcomes]	Mentored-learning Experience	Classroom Experience
Work one-on-one with a professor	✓	✓
Learn new healthcare standards and medical trends	✓	✓
Participate in a faculty member's scholarly work or contribution to the discipline project	✓	
Assist in writing inquiry findings	✓	
Coauthor a scientific poster	✓	
Attend a nursing conference	✓	✓
Present findings to peers/associates at a nursing conference	✓	



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