

# LEARNING THE Healer's art

BRIGHAM YOUNG UNIVERSITY COLLEGE OF NURSING | FALL 2016



The Graduating Class  
of 1956 PAGE 2

The Treasures  
of Samoa PAGE 8

# The Value of a Good Example



We see the power of example in the scholarly works and endeavors of those who lead our students toward a rewarding career.

One of the goals of the BYU College of Nursing is “to ensure teaching excellence to prepare nurses and leaders, locally and globally, who provide evidence-based patient-centered care.”

I would like to share a couple of ways we achieve this endeavor.

During the past academic year our faculty and staff completed the requirements to have the national accrediting body for nursing, the Commission on Collegiate Nursing Education (CCNE), extend our program’s accreditation through 2025—a significant recognition that reflects on the contributions and teaching skills of faculty members. They not only know the subject matter but also help students implement it in clinical applications. Our faculty members are great examples of excellence both in and out of the classroom setting.

We appreciate good nursing role models throughout the world. The value of a good example is evident as our nursing students work with registered nurses during their clinical practicum for the Public and Global Health Nursing course. Good examples are also abundant in alumni accomplishments and the success we share with others. In addition, we see the power of example in the scholarly works and endeavors of those who lead our students toward a rewarding career.

This magazine features a story about how nurses in the Samoan Islands provide excellent care in hospitals and in the community and a story about the need for individuals to serve as mission nurse specialists for The Church of Jesus Christ of Latter-day Saints. It also highlights the 25 alumnae of the first graduating year of the nursing program. Further, the publication shares the scholarly works of Dr. Julie Valentine, Dr. Linda Mabey, Dr. Leslie Miles, and Dr. Janelle Macintosh, and it includes a faculty spotlight on

Dr. Katreena Collette-Merrill as well as tributes to some devoted staff and faculty members who are retiring or leaving the college.

As I announced in the spring 2016 magazine, the college began a mentored-learning campaign to raise money so faculty can receive in-house grants to hire students whom they will mentor in scholarly works projects. This funding benefits both faculty and students as it advances the discipline, ensuring the quality and commitment of the next generation of nurse scholars. I encourage you to make a donation through the envelope provided in the spring issue or online at [give.byu.edu/nursing](http://give.byu.edu/nursing).

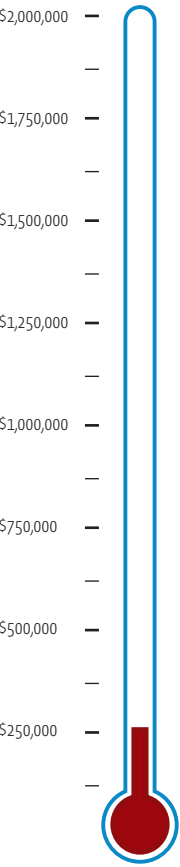
The number of college alumni events continues to expand each year. We now offer six activities for your participation: the annual Night of Nursing in March, the semiannual speed networking luncheons in October and February, the BYU Women’s Conference luncheon in May, the alumni service project in October, and a college reception at the Western Institute of Nursing annual conference—which will be in Denver next April. I encourage your engagement with our social media channels for college updates and event information.

I enjoy hearing your feedback and learning about your successes with career, family, or academic achievements (when you email [nursingpr@byu.edu](mailto:nursingpr@byu.edu)). Thank you for being a great example and for sharing ways you bless others through nursing. 🇺🇸

*Patricia Ravert*

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

## Mentored-Learning Endowed Fund Goal



We need your gift to move the thermometer!

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# LEARNING THE Healer's art FALL 2016



2



8



16

## 2 A First-Class Legacy: The Graduating Class of 1956

Alumnae of the first graduating class have made a difference in their communities for the past six decades. Read what they have done with their careers and for the nursing profession.

## 8 The Treasures of Samoa

BYU nursing students traveled to the Samoan Islands to learn from native nurses and to gain clinical experience through home health visits and door-to-door health promotion.

## 16 Mission Nurses Make a Difference

There is a real need for nurses—particularly nurse practitioners and those with foreign-language abilities—to serve as mission nurse specialists throughout the world.

### COLLEGE NEWS

- 12 Points to Ponder
- 19 Faculty Spotlight
- 20 Staff and Faculty Departures
- 22 Research
- 23 Contribution to the Discipline
- 24 Faculty Achievements

### ALUMNI NEWS

- 14 Alumni Events
- 18 Alumni Updates and In Memoriam

### ON THE COVER

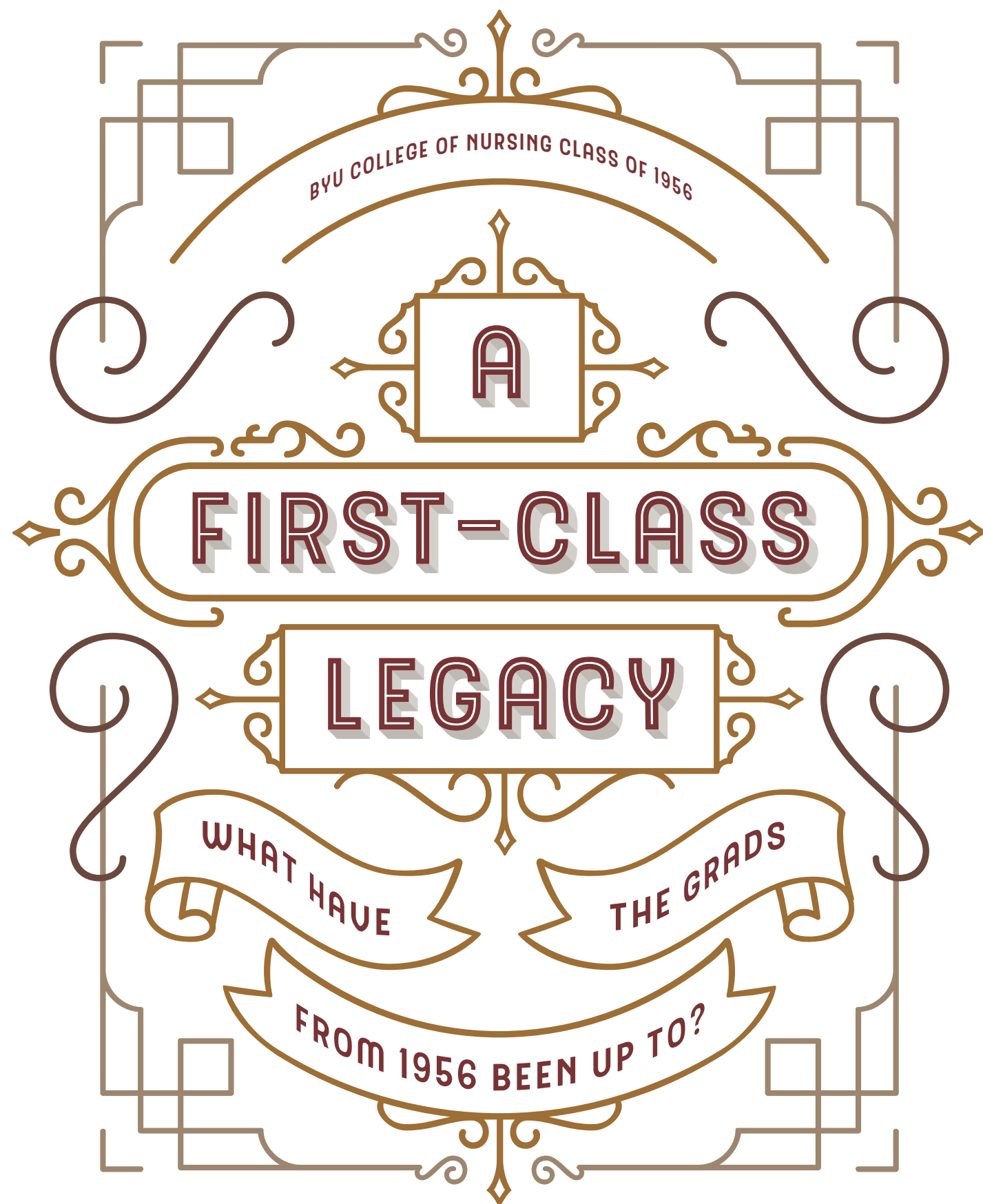
BYU nursing students Amanda Holloway Speth (left) and Debbie Byrne instruct children at Sauniatu Primary School in Samoa. Photograph by student Nicole Wiscomb.

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BY JEFF L. PEERY

WHILE THE HISTORY OF THE BYU COLLEGE OF NURSING EXISTS IN VARIOUS PUBLICATIONS, NOT MUCH IS WRITTEN ABOUT THE FIRST 25 NURSING STUDENTS TO GRADUATE, 60 YEARS AGO.

“We felt like guinea pigs at times,” says Yolande Tew, an alumna from the group, “because it seemed the program was formulated just ahead of us, just enough for students to take the next step.”

She chuckles at the uniqueness of nursing in the mid-1950s compared to the current program, with its computerized manikins and global clinical practicums. “We could laugh now about having to sharpen and clean our syringe needles and get them ready for the autoclave to sterilize for the next use; disposable did not exist at that time,” says Tew.

She also remembers giving shots to oranges and then to the arms of peers (this practice at least has not changed): “That first time was always, ‘Ohhh, did I hurt you?’ And then you’d get the feel of what it took to do it again without pain.”

The new BYU School of Nursing started in spring 1952 with an enrollment of more than 120 students, more than half of whom were from outside of Utah. This was significant because only 109 nurses had graduated the previous year in the

entire state (as reported in the scrapbook of Vivian Hansen, the first dean of the nursing program). Attrition soon cut the class by nearly 80 percent. Tew indicates that “individuals left the program due to marriage, [difficulty] with studies, financial concerns, or additional reasons.”

The *Deseret News* reported that the most significant moment of BYU’s June

1956 commencement was when the first nursing graduates stood and recited the Nightingale pledge—a modified Hippocratic oath composed in 1893 and named after Florence Nightingale.

Other traditions that originated during those first years include the college’s nursing cap, pin, yearbook, and uniform (a light blue dress with a white collar and sleeve cuffs). The pledge and yearbook traditions continued for several decades.

As a way to celebrate the legacy of the first class, the College of Nursing shares the following life accomplishments of these remarkable alumnae.



SIXTY YEARS AGO, 25 WOMEN RECEIVED A BACHELOR’S DEGREE IN NURSING, RECITED THE NIGHTINGALE PLEDGE, AND MADE HISTORY BY BECOMING BYU’S FIRST NURSING GRADUATES. AFTER GRADUATION, THEIR NURSING CAREERS TOOK THEM TO VARIOUS LOCATIONS AROUND THE WORLD THAT PROVIDED UNIQUE OPPORTUNITIES AND EXPERIENCES. READ THE FOLLOWING SHORT BIOGRAPHIES TO DISCOVER THEIR FIRST-CLASS LEGACY. (NOT PICTURED: WAITY SKYM)

**LOIS JANE ABBOTT ALEXANIAN** started work at King County hospital in Seattle. She later went back to school to receive a master of nursing in psychiatric and mental health before serving as an assistant professor at the University of Texas at Austin for 18 years. Lois resides in Houston and is married to Raymond, a pioneering myeloma physician.

**GERALDINE JOHNSON ANDERSON** worked as a public health nurse for more than a decade in Orange County, California. She loved working with and helping children during her nursing career. While raising her two children, she volunteered as a school nurse. Geraldine loved to do silk ribbon embroidery, smocking, and other heirloom sewing. Her greatest joy was spending time with her family, including her 15 grandchildren. She died October 2010 at age 76.

**JANICE LOUISE ASAY ANDERSON** served for two years as an events nurse for concerts at Arizona State University. Among her patients were Elvis Presley, Neil Diamond, and Olivia Newton-John. Janice says her BYU education gave her a background to teach others and to help raise her five children. Janice resides in Payson, Utah.

**NORMA TEW BERNTSON** developed great friendships at BYU and has stayed close with many. After graduation she worked in Elko, Nevada, where she met her husband, a surgeon. Later she became a head nurse in the recovery center at Primary Children's Hospital in Salt Lake City. In 1999, after she had retired, her grandson was in the hospital, and she directed the staff on the best treatment for him. Norma loved her job. She resides in Salt Lake City.

**CAROL BETH WHEELER BRUMFIELD** devoted 50 years to nursing. After serving a mission in Brazil, she joined the faculty at the BYU College of Nursing, where she taught for 16 years. Her three children recall that their mother was voted one of the two most influential instructors at the college's 40-year anniversary. Carol worked as an RN at LDS Hospital in Salt Lake City and at Woman's Hospital in Baton Rouge, Louisiana; as director of women and children's services at Mountain View Hospital in Payson, Utah; and as community education director for Primary Children's Hospital. She was the college's 2003 Honored Alumna. Carol died December 2012 at age 79.

**ELSIEMAE PATTERSON BRYAN** devoted her life to the service of others. She enlisted as a nurse in the United States Air Force, became a chief nurse of several medical units, participated in the evacuation of troops from Vietnam, was selected as an outstanding U.S. reserve nurse on two occasions, was called to active duty during Desert Storm, and retired with the rank of colonel. Her daughter says she also served as a nursing director at Primary Children's Hospital. Elsiemae died September 2008 at age 79.

**MARGARET JANENE FERRE BRYSON** was employed by LDS Hospital, Utah Valley Hospital in Provo, Cottonwood Hospital in Murray, Utah, and Cottonwood Surgery Center; altogether her career spanned 48 years. She says her education "provided the skills and confidence to work in several areas of surgery, recovery room, and intensive care. It was also a great resource in raising my family, who are my greatest treasures—eight children, 31 grandchildren, and 33 great-grandkids." Margaret resides in West Jordan, Utah.

**MARY ALICE COOK DOTSON** worked as a nurse in an Oregon hospital early in her marriage. She and her husband moved to Logandale, Nevada, where they owned and operated Moapa Valley Market. Mary continued working as a nurse and was instrumental in starting a clinic in Overton, Nevada. She was the first dispatcher for the volunteer ambulance service in Moapa Valley. Her three children say she loved music and enjoyed volunteering as a foster grandmother at a local elementary school. Mary died January 2009 at age 75.

**GAYLA LLOYD DYE** spent four months as a nurse at LDS Hospital before serving a mission in England from 1956 to 1958. She later worked as a public health nurse for Weber County in Utah. After two years, she suspended her nursing career to mother her six children. She resumed work in 1983 at a nursing home near Weber and retired from the Ogden Clinic after 12 years. Gayla credits her BYU education for making her a better parent and church leader. She enjoys traveling, quilting, painting, and completing family history work. Gayla resides in Uintah, Utah.

**CAROL JUNE RANDALL FLANARY** worked at Utah Valley Hospital after graduation. A few years later she moved to Colorado and had a variety of jobs, including head nurse, general duty nurse, and evening supervisor. Carol worked at St. Luke's Meridian Medical Center in Meridian, Idaho. She was a clinical assistant at Boise State University and taught psychiatric nursing and refresher registered-nursing courses. Carol resides in Logan, Utah.

**MARJORIE ANN JONES GIBBONS** met her husband shortly after graduation. Their five children tell the story of how she went to the University of Utah Institute to meet boys; their father, a med student, was there to meet girls. Later in life the two served a mission together that covered the Europe East Area, where they responded to medical problems in more than 40 missions, from Portugal to Siberia. Marjorie died November 2012 at age 78.

**RUTH MIGNON KENNINGTON** was the college's first valedictorian, and she gave the graduation speech in 1956. She received her master's degree in nursing from the University of Washington in 1964. She taught pediatrics at the University of Toronto and then obstetrics and pediatrics as an associate professor for 22 years in the BYU College of Nursing. Ruth died December 1989 at age 55 (due to an auto-pedestrian accident).

**EVELYN FALSLEV LARSEN** was selected to join the honor society Phi Kappa Phi because of her exceptionally high grade point average. Through her 44 years of work, she touched lives at LDS Hospital, Budge Clinic in Logan, Utah, Cooley Memorial Hospital in Brigham City, Utah, Brigham City Community Hospital, and in an Alzheimer's unit at Sunshine Terrace. Now retired, Evelyn encourages her large extended family to pursue careers in medicine. Within her family are six registered nurses, two nurse anesthetists, and an anesthesiologist (this list includes her son, five nieces, and a sister—Arlene Falslev Hobbs [BS '67]). Evelyn resides in Brigham City, Utah.

**MARY KATHERINE PHELAN MILLER** worked as a registered nurse for 20 years. At age 46 she was reported missing by her family, in July 1979. A few weeks later her vehicle was found along a dirt road in American Fork Canyon, Utah. Foul play is suspected in her disappearance, which remains unsolved.



LOIS JANE  
ABBOTT ALEXANIAN



CAROL BETH  
WHEELER BRUMFIELD



ELSIEMAE  
PATTERSON BRYAN



MARJORIE ANN  
JONES GIBBONS



MARGARET LOUISE  
PARK PITT



PEARL ROGERS REYNE



BARBARA JO  
WHIPPERMAN

**OPPOSITE PAGE:** BESIDES MEDICAL TRAINING, NURSING STUDENTS IN THE 1950S RECEIVED INSTRUCTION IN NUTRITION, HOME ECONOMICS, AND HOW TO PROPERLY STARCH THEIR NURSING UNIFORM AND CAP.

**MARGARET LOUISE PARK PITT** married her husband two days after graduation and later became the mother of two boys and four girls. She was a registered nurse at LDS Hospital and later at Lakeview Hospital in Bountiful, Utah, where she specialized in intensive care nursing. Her nursing career spanned 58 years. Margaret died May 2014 at age 80.

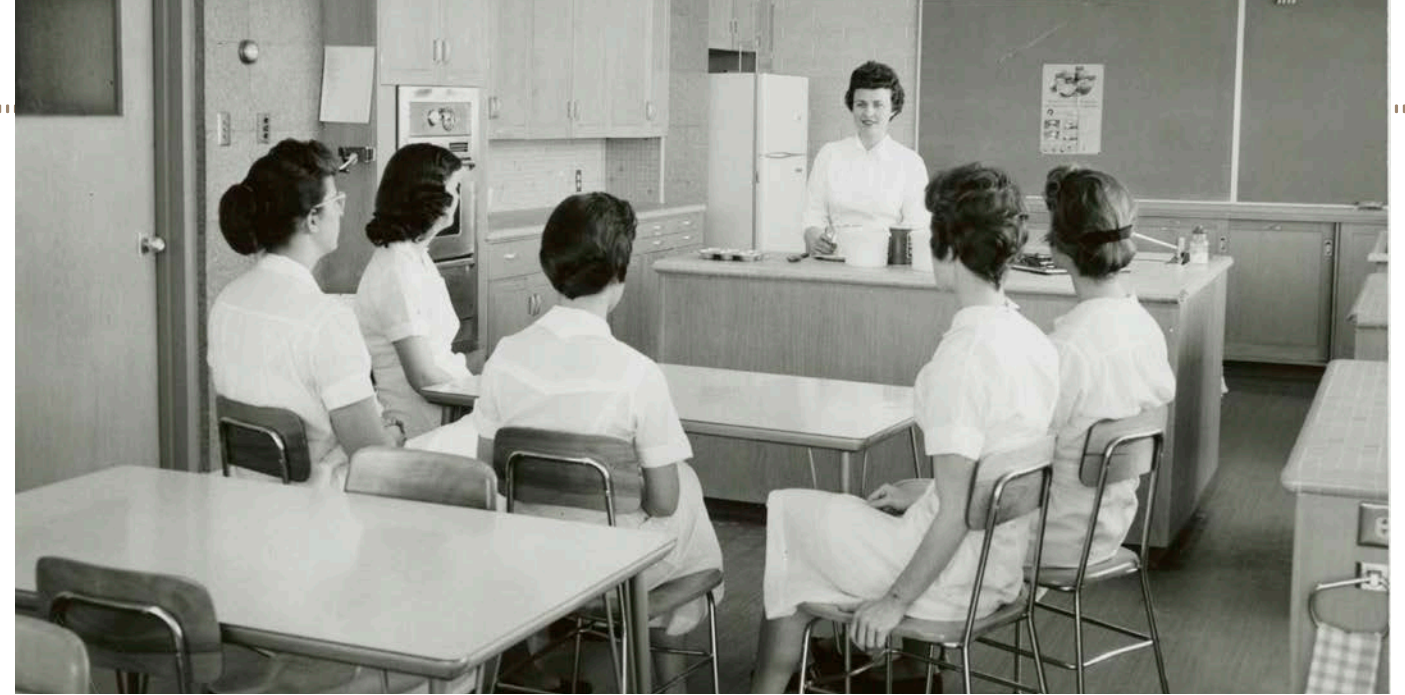
**PEARL ROGERS REYNE** worked at LDS Hospital and then joined the Army Nurse Corps and worked at Madigan Army Medical Center in Washington State. She left the army in 1958 to start a family. Pearl worked at a small hospital in McMinnville, Oregon, over the next 14 years while raising three children and two step-children. Pearl loved giving one-on-one care. She dedicated 40 years to nursing, including 25 years at Mesa Lutheran Hospital in Arizona as a staff nurse, head nurse, and administrative coordinator. Her greatest joy was her children, grandchildren, and great-grandchildren. Pearl died December 2009 at age 75.

**MARY ANN HATCH SALISBURY** worked at Utah Valley Hospital for six months in the surgery clinic. After marrying her husband, Todd, she served as a substitute nurse at the Budge Clinic in Logan for five years and later became the clinic's director of nursing until her family of four kids started moving around the country. While in Logan, Mary Ann volunteered at the first-aid booth at the yearly Tupperware convention; one hot summer, she helped revive more than 200 people who had passed out due to heat exhaustion by giving them oxygen and cold rags. Mary Ann resides in Brigham City, Utah.

**ALDA JANE BENNETT SHELDON** completed a master's degree from the University of Utah. She taught for several years, was an associate chief nurse, treated HIV patients, and worked with the Denver Center for Human Caring. Alda resides in Lake Bluff, Illinois.

**MARY LEE HEISS PETERSON SIEVERTS** began nursing at the Seventh-day Adventist Hospital in Los Angeles, where the staff hired her because of her standards. Later she returned to Utah and worked for Cottonwood Hospital and then Doxey-Hatch Medical Center in Salt Lake City. Her career covered nearly 25 years. Mary Lee says she is grateful for and proud of her nursing degree. She resides in Sandy, Utah.

UAP 2; EDWIN BUTTERWORTH COLLECTION FOR THE BRIGHAM YOUNG UNIVERSITY CENTENNIAL CELEBRATION; L. TOM PERRY SPECIAL COLLECTIONS



**WAITY HAWS MILLER SKYM** graduated in August 1956. She worked as an RN in a hospital in McNary, Arizona, until 1962 and then served a mission in Northern California. She later married Frank Skym and moved to Wentworth, Missouri, where they had three daughters—and eventually ten grandchildren and one great-grandchild. Waity returned to nursing in 1983 and worked as an RN at the Missouri Veterans Home in Mt. Vernon, Missouri, until retiring in 1993. She says her time at BYU made her a stronger Latter-day Saint. Waity resides in Wentworth, Missouri.

**LETHA EILEEN DOMAN STEELMAN** married her husband, Don, while in the nursing program. Their three daughters say Letha actively served in the Church's youth and genealogy programs and in the Dallas Texas Temple. In Idaho, Letha worked with the Boise Health Department. In California, she worked as head nurse at Inglewood General Hospital, as director of nursing at Hawthorne Community Hospital, and as a school nurse at Hawthorne School District. She finished up her career as a school nurse in Redondo Beach. Letha died March 2008 at age 73.

**YOLANDE ALLEN THIRL TEW** was not sure if nursing or teaching seemed the better path to take for school. Her mother encouraged healthcare because she could see its potential for growth. After graduating Yolande worked in the post-surgery recovery room at LDS Hospital. Several years later she quit to enjoy her time as a mother. She received a 15-year volunteer service award from the American Red Cross in 1975. Yolande values her experiences as a nursing student and appreciates being in the first graduating class. She resides in Provo.

**BARBARA JO WHIPPERMAN** worked as a nurse's aide at LDS Hospital and graduated from the BYU College of Nursing with honors. While working as a public health nurse in Salt Lake City, Barbara converted to Catholicism. She received the name Sister Mary Joseph of the Sacred Heart and the Infant Jesus when she became a nun. She later became a member of the Carmelite Order and lived in a monastery for more than 40 years. Her energy and organizational skills helped produce the annual Carmelite Fair in Holladay, Utah, each fall. Barbara died July 2010 at age 77.

**NOLA JEAN DAVIS WHIPPLE** worked in the heart surgery unit at LDS Hospital and then in the surgery unit at the Southern Nevada Memorial Hospital in Las Vegas. After serving a mission in Texas and New Mexico, Nola met her husband, had two children, and moved to Guatemala, where she started the first nursing office for the U.S. embassy there. She and her family later relocated to Kenya for three years, where Nola worked in the U.S. embassy medical unit and was the local medical doctor for the Peace Corps. Nola resides in St. George, Utah.

**NAOMI LUIKA KAAWA WILKINSON** returned to the island of Molokai, Hawaii, after graduating from BYU. She worked at Molokai General Hospital for two years, received RA training, and moved to Oahu. Later she worked at the Children's Hospital in Kuakini, where she enjoyed working in the pediatrics operating room, before moving across the street to Shriners Hospital for Children, where she helped with reconstructive surgery. Kids came with disabilities, she helped treat them, and they left with smiles on their faces. Naomi resides in Kaneohe, Hawaii. 🌺

*Special thanks to college public relations assistants Brooke Tait and Kylee Spjut, who contributed to this article.*

# THE TREASURES OF SAMOA

BYU nursing students gain clinical experience from Samoan nurses.

BY JEFF L. PEERY

THE coconut is more than just a fruit from a tropical palm. Vital to Samoan food preparation, the coconut has white flesh and clear liquid that add flavor and substance to cuisine, and its fibrous husk is used as fuel to heat rocks for cooking meals in a traditional above-ground earth oven, or *umu*.

BYU College of Nursing students encountered these uses of the coconut during their learning experience in the Samoan Islands. For the annual

clinical practicum for the Public and Global Health Nursing course, ten students and two faculty members spent almost four weeks in May learning from the Samoan people and culture.

"I'm impressed with the many uses of the coconut," says Brady Shepherd, a sixth-semester nursing student from Auburn, Washington. "At first glance it seems to be a creative use of a resource, as it is utilized everywhere, but it is more of a culture, known as *fa'a Samoa*, which

means 'the Samoan way.' It involves the social factors and traditional ways of life of the Samoan people."

Assistant teaching professor Gaye Ray (AS '81) says, "The purpose of our visit is to experience the culture and learn how it impacts healthcare, nursing roles, and healthcare systems. We quickly learned the staple foods include taro, breadfruit, bananas, coconut, and fish and how the typical diet and *fa'a Samoa* influence lifestyles and the social fabric of communities."

The Samoan Islands are located south of the equator in the Pacific Ocean, about halfway between Hawaii and New Zealand, and include the independent country of Samoa in the west and the U.S. territory of American Samoa in the east.

Nursing students lodged in Apia, the capital of Samoa, and had clinical experiences in Sauniatu on the island of Upolu and in Vaiola on Savai'i, which required a lot of driving and taking ferries. They also spent time in American Samoa. The students found that Samoan nurses make a valuable difference in local healthcare—in hospitals, home visits, and door-to-door health checks. Like the coconut, native nurses are treasures of Samoa.

• • • • •



NICOLE WISCOMB (2)

ABOVE: BYU nursing student Brady Shepherd and a Samoan girl review the anatomy lesson he taught her elementary school class. LEFT: Brittany Martin Valdez (right) learns from a Samoan nurse as part of her clinical practicum for the Public and Global Health Nursing course.

Most students were surprised that a nurse in Samoa works an average of five days, rather than three 12-hour shifts as is typical in the United States. After putting in 50 or more hours each week, they spend their days off and other available time making home visits to patients.

BYU nursing students experienced two types of home visits when accompanying public health nurses. First, on the island of Aunu'u, American Samoa, they performed door-to-door visits in which they knocked on doors and shared a message tailored to the inhabitants of the home. The nurses promoted personal health, screened for chronic diseases, and answered any health- or wellness-related questions the residents had.

"Based on who was home," says Shepherd, "we would offer different types of

healthcare training, such as a blood pressure check, a discussion about managing diabetes, or suggestions for healthy eating habits. Our patients were of all ages and were quite appreciative that we came to their home for assistance. They also seemed pleased that we would serve the community in this way." The students prepared in advance and created flip charts on a variety of subjects to help in these presentations.

On one stop, Shepherd and his peers met a woman whose neighbor had died the year prior because no one in the area knew how to administer CPR. He says, "We asked her if she would like to learn

CPR so she could assist someone in the future if needed, and she agreed." They spent the next 30 minutes practicing this lifesaving technique on a plastic water jug, as a manikin was not accessible.

Second, on the island of Tutuila, American Samoa, they visited those who were elderly, had received prior hospitalization care, or needed a follow-up review. Nursing students and their mentoring nurses were able to evaluate the care, use of medications, and need for additional treatment of those they met.

"I most appreciate that there was only one elderly care center on the island," says Stephen Winert, a sixth-semester nursing



NICOLE WISCOMB (6)

student from Cedar Park, Texas. “Instead, family members take care of each other. It could mean having multiple generations in one home, but they certainly care for the older population.”



Elizabeth Kerr, a fifth-semester nursing student from Paso Robles, California, had never been outside of the United States before leaving for this practicum. “I had to get a passport for the class,” she explains. “While my culture [preparation] course helped me anticipate many things about Samoa, learning from [the Samoans] firsthand was powerful.”

Kerr was in awe of the family support she witnessed while completing clinical rotations at the Lyndon B. Johnson Tropical Medical Center in Pago Pago, American Samoa. “I love how the family is so important to this population,” she says. “While spending shifts in the ICU and the ED, I would see how family members would travel home and bring back items of comfort for their loved ones—things like pillows, extra blankets, or food.”

She was also surprised by the limited number of beds at the hospital. “People would be sitting on benches in the hallway—with an IV pole,” she says. “They

CLOCKWISE FROM TOP LEFT: Lindsay Dixon Leonard checks the heartbeat of a Samoan boy; Joni Lybbert (center) teaches health using a stethoscope; college leadership on the trip included Christine Peters (left) and Gaye Ray; Elizabeth Kerr applies a fluoride treatment on a girl in Samoa; Nicole Wiscomb (center) learns from two local nurses; and Stephen Winert makes a new friend.

were not considered severe enough to have a bed. Even if you had a room, there might be four or five beds in the space.”

In such a crowded hospital environment, these Samoan nurses show great resourcefulness. Winert observed nurses in action in the medical-surgical, intensive-care, and emergency units at LBJ Tropical Medical Center. “The hospital may not be stocked with the latest equipment or [may be] low supplied,” he says. “That did not stop those working there from finding ways to make do, such as using a glove as a tourniquet when drawing blood or starting an IV. At no time was a patient’s care jeopardized; the nurses just found unique ways to accomplish needed tasks.”

Another element that makes the registered nurses of Samoa so essential is their zeal for camaraderie and unity. In a post-clinical conference, nursing students shared with their faculty the unique relationships that Samoan nurses created with their peers. “In many ways the nurses, doctors, and other hospital

staff were one in purpose,” says Winert. “I watched how they worked together as a team for the benefit of the patient. They were not worried about egos or who had the best idea.”

This concept of teamwork also played out midafternoons around 3:00 p.m. Many nursing shifts ended at this time, and the nurses and administration got together in the courtyard and participated in Zumba (an aerobic fitness program featuring Latin American-inspired dance moves and music) as a group. “The nurses gathered as a way to relieve stress and exercise,” says Ray. “Mostly they assembled to have fun and build friendships with each other. Our BYU group joined them each day as a way to show our appreciation for their mentoring.”

As the BYU group departed the LBJ Tropical Medical Center for the final time, four nurses gave them gifts, sang and danced to native music, and said they were grateful that the group came to the island to help their people and to spend time in their hospital.

CHARLES WIRGMAN

“They’re grateful to us? We were grateful to them!” says Kerr. “They may not have a lot of worldly possessions, but their actions made me want to be more generous, more kind, more loving.”



In addition to working at hospitals and outreach clinics, the group instructed grade school children about dental hygiene and anatomy at three primary schools on two islands in American Samoa and at two schools on two islands in Samoa.

Ray’s son Andrew attends the University of Utah School of Dentistry and trained the BYU nursing students to administer a dental fluoride varnish, which provides extra strength and protection against tooth decay. Following dental hygiene instruction, the nursing students also distributed toothbrushes, toothpaste, and floss.

Hundreds of these dental kits had been donated by the BYU College of Nursing alumni board as part of its annual service project each October. Every year on the Saturday of BYU Homecoming, kits like these are assembled from donated items and then given to student groups to distribute each spring during their clinical practicums.

The BYU nursing students also taught a few abbreviated Anatomy Academy lessons to the young Samoan students (see Ray’s work regarding this subject on page 21 of the fall 2014 issue of *Learning the Healer’s Art* [online at <http://bit.ly/1tfjqUj>]). The topics for these lessons included keeping your heart healthy and making your lungs stronger.



Enhancing the experience was a second college employee, NLC instructor Christine Peters (AS ’84, BS ’85), who not only lives in Samoa for nearly two months each year but also understands the culture, works for LBJ Tropical Medical Center, and has many key contacts in friends and associates.

THE BYU NURSING STUDENTS  
LEARNED HOW TO BE **KINDER** AND  
**MORE UNDERSTANDING**  
TO THEIR PATIENTS AS  
A RESULT OF **SERVING** IN  
**THESE ISLANDS.**

“[Peters] benefited our learning by sharing her love for the Samoan people and teaching us how to use appropriate phrases when shopping at the market and greeting patients and new friends,” says Ray. “American Samoa is small, and because she lived there for nearly 20 years, she knows almost everyone. Her knowledge and friendships helped us to feel like insiders rather than spectators during our time there.”

Kerr feels that the local people wanted to share what is so special about their country. “They were flattered to hear us attempt to learn their language,” she says. “Our efforts were either correct and they felt touched, or slightly off and they would smile some then offer a pronunciation of the right word.”

Each Friday of the trip, Ray required her students to record in their journals how they were responsible for learning that week. Responses included acquiring characteristics of the mentoring nurses, observing and respecting the local customs, and sharing insight into Samoa’s culture and traditions.

Throughout the experience Ray kept telling the students, “I just want you to be a little bit more Samoan.” She knows that when you leave the country, you take a piece of it in your heart. The BYU nursing students learned how to be kinder and more understanding to their patients as a result of serving in these islands.

Ray says, “You can’t not come back a different person if you let the Samoan Islands shape and change you!” +

**ROBERT LOUIS STEVENSON**, the Scottish novelist who wrote *Treasure Island*, *Kidnapped*, and *The Strange Case of Dr. Jekyll and Mr. Hyde*, fell in love with Samoa, and the Samoan people adored him. His restored estate in Vailima, Apia, Samoa, has been transformed into a museum dedicated to memorializing his work and his relationship with the Samoan people. Because of generous donors Rex and Ruth Maughan, the BYU students were able to tour the museum and gain a greater appreciation for Stevenson’s influence on Samoa.

Just like Stevenson, the Maughans love Samoa and wanted to share its beauty with the nursing students. Their substantial gift to the BYU College of Nursing’s public and global health nursing account helped subsidize the costs of this practicum. You too can support future students in their global health experience by making a gift at [give.byu.edu/nursing](http://give.byu.edu/nursing) (and select the public and global health nursing account).



# POINTS TO PONDER

## COLLEGE OF NURSING

2016 TOP NURSING SCHOOL LISTS  
NURSINGSCHOOLSALMANAC.COM



**#81** nursing school in the U.S. (top 3%)  
**#39** among private nursing schools  
**#11** nursing school in the West

**#3** 2016 Top 50 Most Progressive Nursing Schools  
NURSINGSCHOOLHUB.COM

**#22** 50 Best Value Colleges for a Nursing Degree 2015  
BESTVALUESCHOOLS.COM

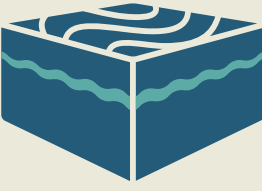


**#10** 2014 Top Nursing Schools in the U.S.  
COLLEGEATLAS.ORG



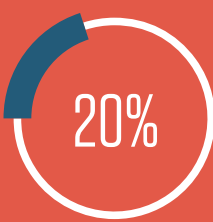
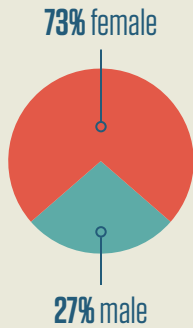
**250**  
Contracted facilities where students can complete clinical practice

**2,000**  
Brownies served at college events (2015)



## GRADUATE PROGRAM

**45 students** 15 students admitted each year (spring term)



Acceptance rate

**3.76** Average entering GPA

**100% PASS RATE** American Nurses Credentialing Center certifying exam

**#99** Graduate program ranking up 16 spots from the last report  
U.S. NEWS & WORLD REPORT BEST GRADUATE SCHOOLS 2016



**1,440**

Bottles of hand sanitizer distributed by the Student Nurses' Association in the 2015 BYU Homecoming parade

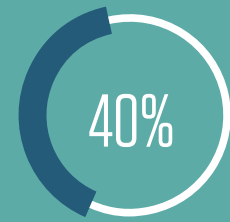
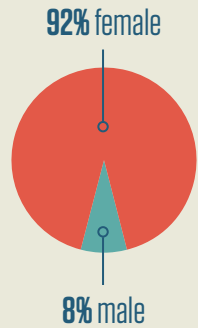
**3** 5-year recognitions from the National Student Nurses' Association Stellar School Chapter



**161** student-nominated Outstanding Student Mentor Awards presented to clinical nurses and facility staff (2015-16 school year)

## UNDERGRADUATE PROGRAM

**384 students** 64 students accepted twice a year (fall and winter semesters)



Acceptance rate

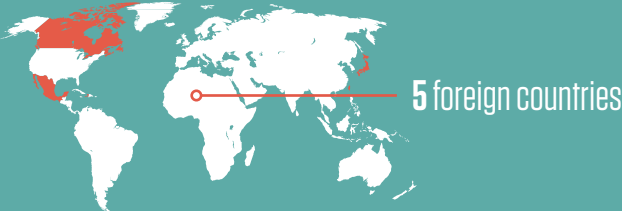
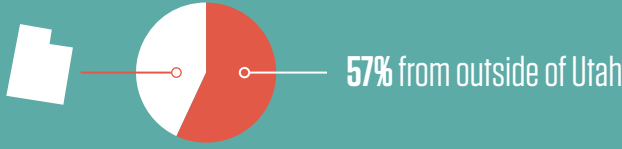
**3.82** Average entering GPA

**98% PASS RATE** first-time test takers, Q2 '16 NCLEX-RN exam (10 points above national average)

**21** Average age **28** Average ACT score

**1,176** Clinical hours completed by each student

### CURRENT STUDENT STATS (FALL 2016)



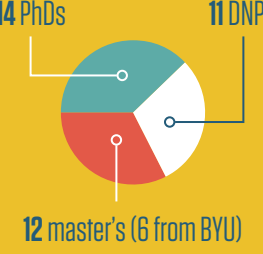
## FACULTY

**37 full-time faculty**



**12 part-time adjunct faculty**

### TERMINAL DEGREES



**#19** Dean & professor Dr. Patricia Ravert's ranking 30 Most Influential Deans of Nursing in the United States 2015

### SCHOLARLY WORKS (2015)



**98** podium presentations



**41** poster presentations



**7** book chapters and case studies



**38** manuscripts



**4** webinars

MARY JANE RAWLINSON GEERTSEN

## NURSING LEARNING CENTER



**13** low-fidelity simulation manikins

**11,000 square feet** of skills and clinical simulation laboratories, a computer study center, classroom space, and an extension site for the Harold B. Lee Library

**6** adult high-fidelity simulation manikins

**\$4 million** remodel/expansion in 2014 added 4,000 square feet



A



## PICTURE YOURSELF AT OUR EVENTS

Each year dozens of alumni participate in events with nursing students and faculty members—both on campus and throughout the nation. Make sure to like the College of Nursing at Facebook.com/BYUNursing to receive notices for upcoming activities.

PHOTOGRAPHS BY  
MADISON SMITH and  
JACOB SHEFFIELD

**A Semiannual Speed “Nurseworking” Luncheon.** This luncheon, which occurs on campus in October and February, allows alumni to share their career insights with senior nursing students. The event is similar to speed dating, with alumni changing tables each course of the meal to meet more people. It is free for alumni to participate, but space is limited. RSVP to nursingpr@byu.edu.

**B Alumni Service Project.** On the Saturday of BYU Homecoming (October 15 in 2016), alumni, faculty, and students gather annually to assemble materials for different kits. Each spring term, senior nursing students distribute these kits during their clinical practicum sessions of the public and global health nursing course. Kits are for newborns, personal hygiene, dental care, first aid, and home cleaning. The college appreciates the financial gifts and donated items received for this project. For more information on assembling kits or donating materials, email nursingpr@byu.edu.

**C Annual Night of Nursing** (a nursing alumni gathering in your local community). On one night each year, BYU College of Nursing alumni meet together in small groups across the nation to reminisce, network, and have fun. In 2017 we will gather on Thursday, March 2. Large parties on campus and in the Salt Lake Valley will connect via videoconference with all sites. Plan now to host or attend one of these gatherings; the college will help plan and organize your event.

**D Women’s Conference Alumni Luncheon.** If you are attending BYU Women’s Conference next year, make sure to stop by on May 4 for a free lunch! We will be on the northwest patio of the Kimball Tower (enter from outside or through room 130 SWKT) and will offer food from 11:45 a.m. to 1:00 p.m. A guest is welcome to attend with you. Attendees will receive a unique college promotional item and can tour the Mary Jane Rawlinson Geertsen Nursing Learning Center. Even if you are not attending the conference, please come and enjoy our company. To participate, just show up—no RSVP needed! 🍷

1. Kathy Jarvis Thatcher (AS ’82, BS ’89) participates in a recent speed luncheon.

2. Alumni share their career insights with students at the event.

3. Nursing students ask questions and listen intently to professional advice from alumni.

4. The College of Nursing receives hundreds of donated items each year for the annual service project.

5. Alumni join with faculty and students to assemble kits for clinical practicum distribution.

6. The service project occurs each BYU Homecoming, on Saturday.

7. A large crowd participates at the Provo location for the Night of Nursing.

8. Donna Larson Davidson (BS ’60) wins a raffle prize during the campus event.

9. Dean Patricia Ravert (AS ’74, BS ’75, MS ’94) shares program information via videoconference to other participating communities during the annual Night of Nursing.

10. Alumnae at the Denver location say hello during the videoconference portion of the gathering; pictured are Lyndsie Card Oldroyd (BS ’02), Linda Bezdek Brotzman (BS ’73), Jennifer Loucks D’Haenens (BS ’05), and Nancy Williamson Gibbs (BS ’92).

11. Alumni and guests gather at the annual luncheon offered the first day of BYU Women’s Conference.

12. Rebecca Anderson (guest), Mykin Matson Higbee (BS ’95), and Robin Baker Thomas (AS ’74) visit during lunch.

13. Nursing alumni enjoy this free event sponsored by the college alumni board.



# Mission Nurses

## MAKE A DIFFERENCE

BY SHANNON FRANCIS-CLEGG (AS '83, BS '87), RN, MBA, AND CHRISTINE WEILER LAKE (AS '83), RN

**I**magine yourself as a mission nurse helping oversee the health and well-being of the Lord's missionaries. What does that look like? What would you be doing? Would you really make a difference?

Many BYU College of Nursing graduates have served as a mission nurse. Responsibilities differ depending on the mission, but consider doing the following:

- Triaging in-field missionary calls and handling minor healthcare problems
- Scheduling medical and dental appointments
- Facilitating insurance coverage and payments
- Helping missionaries obtain needed medications or medical supplies
- Teaching health principles and illness-prevention techniques

As members of the Mission Nurse Specialist Committee, we have the privilege of teaching, supporting, and interviewing junior and senior mission nurses. We have learned of miracles in which the Spirit has guided nurses as they triage and manage healthcare. Mission nurses do make a difference! We know that in missions where nurses are utilized, several crucial things are achieved:

- Improved missionary health
- Lower healthcare costs
- Better relations with local physicians and hospitals
- Increased follow-up care and record-keeping

Many are unaware that nurses can volunteer and receive a formal call to missionary service. Currently there are 113 full-time mission nurses (28 junior

and 85 senior) and 83 church-service volunteer nurses who serve part-time in the mission where they reside. However, there are 421 missions around the world.

We need more mission nurses to meet the challenge to "have a nurse in every mission," given by Elder Gregory Schwit-zer, General Authority Seventy and chair of the Missionary Medical Health Services Division. Young single nurses and senior (married or single) nurses are valuable resources in hastening the work of salvation as they keep the missionary force healthy, strong, and proselytizing.

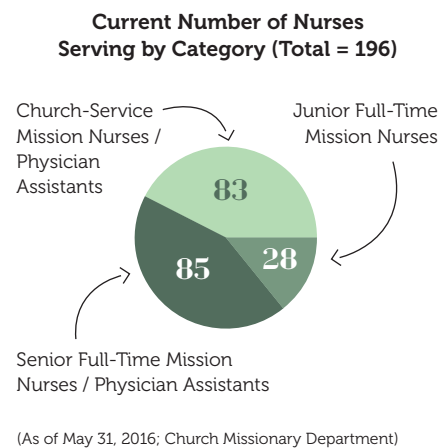
Wherever they serve, mission nurses are having a huge impact. Mary Tanner (BS '09) served as a junior mission nurse specialist in the Ecuador Guayaquil South Mission. Tanner and the mission nurse specialist helped implement an educational program about cleanliness and food preparation for missionaries and the *mamitas* who often feed them. Through this education and a creative approach to triaging missionary calls, they were able to reduce gastric illnesses by 50 percent, which allowed more healthy missionaries to preach the gospel of Jesus Christ.

"Although it was sometimes difficult to coordinate and fulfill both proselyting and nurse responsibilities, I'm grateful for my experience as a mission nurse because

of the opportunity it gave me to serve the missionaries," says Tanner.

Diane Farnsworth Teichert (BS '75) describes how she came to be a mission nurse: "The Lord directed me into nursing many years ago when my brother broke his leg. I saw how the BYU student nurse helped him through a very difficult time and made his life better. I wanted to do that, so I switched my major to nursing. I feel confident that the Lord was preparing me at that crossroads to serve this mission." After graduating and working for one year as an RN, Teichert focused on raising her family and taught piano for the next three decades. When she submitted her papers to serve a mission, she had no idea that she would be called as a senior mission nurse specialist to the Marshall Islands.

**We need more mission nurses to meet the challenge to "have a nurse in every mission."**



Nursing alumna Mary Tanner (right) served as a junior mission nurse specialist in Ecuador.

"There are hard things [as a mission nurse], but the benefits and growth seem to far outweigh things that are difficult. Being a full-time missionary changed my life," Teichert says. "The Spirit brought much of my medical training back to me quickly and guided my decisions in healthcare. Mission nurse specialists on the Lord's errand are blessed with His help."

The Lord inspires the mission nurses to appropriately care for each missionary. Asha Despain Himmighoefer was serving as a junior mission nurse in the El Salvador San Salvador West/Belize Mission when, after taking calls from sick missionaries, she was thinking about a particular elder who had become ill within the past few days. His symptoms were different from what she had seen before, and she was having a difficult time determining the best way to care for him.

As she entered her bedroom to begin her personal study, Himmighoefer felt prompted to kneel and pray. As she finished praying, she says, "a powerful impression came that I needed to send the missionary to the doctor right away!" Himmighoefer hesitated for a moment,

knowing from previous experience that if she stopped to make the arrangements she would lose precious study time. Realizing, however, that this was an impression from the Spirit, she postponed her study and made the necessary arrangements to send the missionary to the doctor.

"I was so grateful to our Heavenly Father because the missionary was found to have appendicitis," Himmighoefer says. "It had presented in such a way that it appeared more like gastritis. The impression I received strengthened my

testimony that the Lord does watch out and care for His missionaries. He also inspires those in charge of their care to know what to do to care for their health and well-being."

Of her mission nurse experience Himmighoefer says, "It was perfect for me. Although it was very hard work in conjunction with the proselyting work, I loved it and am so grateful to have been able to serve in such a capacity. I learned a great deal more than I would have otherwise."

Many married, senior mission nurse specialists ask, "What will my spouse do?" The spouse, in addition to supporting the nurse role, takes on a complementary role in areas like facilities management, transportation, leadership, or office support. Junior nurse companions assist senior nurses, and together they also fulfill normal proselytizing responsibilities. While mission nurses are busy, President Thomas S. Monson promised in the April 1996 general conference, "When we are

**Nurses are valuable resources in hastening the work of salvation as they keep the missionary force healthy, strong, and proselytizing.**

on the Lord's errand, we are entitled to the Lord's help. Remember that whom the Lord calls, the Lord qualifies."

The Lord needs nurses. What a privilege to serve, to make a difference. But don't just visualize the impact you could have by serving as a mission nurse—make it a reality! 🇺🇸

**IF YOU ARE INTERESTED IN SERVING AS A MISSION NURSE SPECIALIST**, be sure to note your medical expertise on the paperwork when you submit your recommendation to serve a full-time mission. You do not need a current RN license, but you must be a nursing graduate. If you are interested in becoming a part-time church-service volunteer nurse in the mission where you live, or if you want more information on these opportunities, contact:

**Chris Lake, RN**  
bcclake@ldschurch.org  
801-240-7740

**Shannon Clegg, RN, MBA**  
shannon.clegg@ldschurch.org  
801-547-7684



# Alumni Updates



On April 7, 52 alumni, faculty, and friends of the College of Nursing gathered for a reception at the Disneyland Hotel in Anaheim, California, as part of the Western Institute of Nursing research conference. Participating alumni included **Elizabeth Manning McCombs (AS '79, BS '84)**, **Nancy Kuehner Kraus (AS '80, BS '82)**, **Marie Mellor Prothero (MS '96)**, **Stephanie Jensen Bills (BS '12)**, and **Stacie Seymour Vaughn (BS '12)**, as well as **Mariellen Ferrin Sereno (AS '79, BS '84)**, pictured here with a cutout of Cosmo the Cougar.

**Debra Seeley Lundskog (AS '80)** has worked as an RNC-OB AirMed at the University of Utah School of Medicine for more than 10 years.

**Lorie Hammond Mitchell (AS '81)**, a nurse manager with Intermountain Healthcare, is celebrating 17 years of service.

## IN MEMORIAM

- Lynda Jean LaTronico VanWagoner (BS '62)**
- Lyn Jacobsen Phillips (AS '68)**
- Colleen Seal Bozarth (AS '73)**
- Leslie Ann Hills Harward (AS '80, BS '83)**
- Mary Ellen Jackson (AS '83, BS '84)**

**Jacqueline Drewery Grange (AS '83)** completed an 18-month service assignment last March as a mission nurse specialist in the Dominican Republic Santiago Mission.

**Linda Welker Swenson (BS '86)** is a legal nurse consultant for Fabian VanCott attorneys in Salt Lake City. She also enjoys participating in the college's semiannual Speed Nurseworking Luncheon (in October and February), where she offers career insights to senior nursing students.

**Suzanna Mitchell Livingston (BS '91)** recently brought 22 young women from the Lindon 11th Ward to tour the Mary Jane Rawlinson Geerts Nursing Learning Center. They learned about blood pressure and got to experience pregnancy mobility issues by wearing an empathy belly.

**Jennifer Lawrence Colarusso (BS '95)** is now tele-ICU program coordinator for the University of Utah Hospitals and Clinics.

**Marie Mellor Prothero (MS '96)** 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 13, at 11 a.m. in room 270 SWKT. Prothero has served three years as the executive director for quality services at St. Mark's Hospital in Salt Lake City. Prior to this role she was the CEO of Utah Valley Specialty Hospital in Provo for seven years.

**Kathryn R. Millar (BS '08)** led the Maternal Health Task Force for the Harvard School of Public Health and created a training kit to promote and practice team preparedness for obstetric emergencies. Download free materials at <http://bit.ly/25BKXNR>.

**Looking for a December 2012 alumna!** At 6:25 p.m. on September 19, 2011, a BYU student nurse helped with the delivery of Rachael Langston's youngest son at Orem Community Hospital. At the time, Langston did not know that she would go on to pursue nursing. She would like to find the alumna and let her know that one of the mothers whose delivery she observed ended up in BYU's nursing program as well. "I love that there was a BYU-SN at my delivery and then I ended up going into nursing," Langston says. If you remember this and would like to reconnect with Langston (now a third-semester nursing student), please email [nursingpr@byu.edu](mailto:nursingpr@byu.edu).

**Kelsey Sax (BS '14)** recently accepted a new position in a burn trauma ICU in Washington, DC.

**New promotion? Advanced degree? Recently published? Let your peers across the country know. Email [nursingpr@byu.edu](mailto:nursingpr@byu.edu). Your news may be included in the next edition of *Learning the Healer's Art*.**

JEFF PEERY

JACOB SHEFFIELD

## Faculty Spotlight: Katreena Collette-Merrill

# A Passion for Helping

By **Nathan Brown**

Katreena's eyes lit up as she heard the faint bell ringing from her sick older brother's bedroom. She rushed down the stairs and in seconds was at his side, ready to help. Katreena's little figurine-shaped bell stood on his nightstand. The whole family knew that whenever they got sick, all they had to do was ring, and Katreena would be there to care for them.

Associate professor Dr. Katreena Collette-Merrill (AS '83, BS '85) has always wanted to be a nurse. From a young age, she recognized the value of serving others with the healer's art. "Honestly, I do not remember ever not wanting to be a nurse," she says. "I would take those aptitude tests, and it would always tell me that I was meant to be a nurse. I did not know any nurses or what they did, but I always wanted to help people, so I thought it was a good fit."

Growing up in Southern California, Collette-Merrill planned to work at Children's Hospital of Orange County. Yet when it came time to apply for school, she seemed drawn to the atmosphere of Brigham Young University and its high-caliber nursing program.

Although Collette-Merrill knew she wanted to be a nurse, she did not know about some of the less appealing parts of the job. "I remember thinking, 'What am I doing here? This stuff is gross,'" she says. "I was interested in the medical stuff I was learning, but it just did not resonate with me. But when I got into pediatrics,

that is when I realized I had found my niche—plus they had crackers and cookies!"

From her undergraduate experience, Collette-Merrill realized that she also wanted to teach. She remembers sitting in a research class, looking at her professor, and realizing that that was what she wanted to do. So she set a goal to have her master's degree by the time she was 30 and a PhD by 40.

"I did not quite make it," Collette-Merrill says. "Something a little more important, called family, came up. But I set my mind to it and received both from the University of Utah, even if it was a little bit later than I planned."

She began teaching at BYU in 2009 as an adjunct professor and a year later became an assistant professor. When she compares her work with other nursing groups to her work with BYU, she realizes how important spirituality is in the nursing profession. "I do not think you can take care of people in the most difficult situations in their lives without that spiritual component," she says. "That is something that I think is so great about BYU. If I were teaching at a non-faith-based university, I would not be able to bring that component into my lecture, and for me it is not something I can separate. It is key."

At the end of the day, Collette-Merrill—whose research and faculty specialties deal with quality improvement, patient safety, and nursing leadership in acute-care settings—keeps on doing what she is doing because of her students. "It is having students in my office, whether they are struggling with the program or personally; it is



**At the end of the day, Collette-Merrill keeps on doing what she is doing because of her students.**

the one-on-one interaction," she says. "I can mentor them in research and life and make a difference."

Her peers feel that the college is better because she is a member of the faculty. "Katreena's research allows nursing students to see the personal impact they can have on improving patient care," says assistant professor Dr. Janelle Macintosh. "She is innovative and seeks every opportunity to improve teaching."

Collette-Merrill is married with three children. She also has two dogs: a chocolate lab and a golden retriever. Upon returning home after work, the first thing she wants to do is spend time with her family; however, Collette-Merrill thinks her family would probably say she goes for her dogs first. 🐾

# Departing Staff and Faculty

Four beloved individuals recently left the College of Nursing.

## PROMOTION

### Contributing Much to the College Holly Skelton



Holly Glazier Skelton served as the executive assistant to six deans in the College of Nursing and gave 30 years of service to its programs. Throughout this time, she had the opportunity to work with and observe the skills of the various deans. “They were all amazing in different ways,” says Skelton. “They each had different strengths, and because we had a close working relationship, I was able to learn their leadership styles. I also have a lot of fond memories of being able to interact with the faculty.”

Some of the key projects Skelton worked on include the 40th, 50th, and 60th anniversary celebrations for the College of Nursing, which she says are “moments that help to build relationships, camaraderie, and positive connections for all involved.”

Skelton witnessed many changes to the nursing program—from adding computers to the office in the late 1980s to seeing the recent \$4 million remodel of the nursing simulation lab—all of which have enhanced the daily life and business of working, teaching, serving, and scholarship in nursing.

She contributed much of her time and talents to the College of Nursing over the years and received two university awards: the Staff President’s Appreciation Award in 2011 and the Fred A. Schwendiman Performance Award in 2014. She leaves the college to work for advancement vice president Matthew O. Richardson and will be involved in BYU athletics, broadcasting, and campus devotionals.

Skelton and her husband, Kevin, have two daughters, Taylor and Mckenzie. ☺

Skelton witnessed many changes to the nursing program—from adding computers to the office in the late 1980s to seeing the recent \$4 million remodel of the nursing simulation lab.

## RETIREMENT

### Learning from the Academic Advisor Mark White, PhD



Mark E. White spent the last decade as the supervisor for the College of Nursing’s Undergraduate Advisement Center.

White was born and raised in Dallas. He served in the Argentina North Mission and graduated from BYU with a BA in English. After graduation he returned to Texas to earn a master’s degree in counseling from the University of North Texas. He used

that knowledge to work as a high school counselor and later earned an MEd in secondary curriculum and instruction and a PhD in educational psychology from BYU.

After completing the PhD program, he returned to Texas to serve first as principal of Keller High School and later as superintendent for Keller Independent School District. In 2005 he came to BYU as a professor of ancient scripture and began his role with the College of Nursing.

Dean Patricia Ravert states that White has been instrumental in moving the advisement center toward greater efficiency, particularly by digitizing the student records. She says, “He is an expert in human resources and helped the college to handle many issues.”

Cara Wiley, White’s replacement and former assistant, is proud to have worked for him. “He has hilarious stories, amazing gospel insights and knowledge, and is gifted in counseling and teaching,” she says.

White and his wife, Kathy, have five children and six grandchildren. Their retirement plans include taking a long, relaxing cruise to Europe. ☺

White has been instrumental in moving the advisement center toward greater efficiency, particularly by digitizing the student records.

## RETIREMENT

### Passionate About Nursing James Kohl, DNP, RN, ACNP-BC



BARRY THORNBURG (4)

Associate teaching professor James E. Kohl is passionate about nursing and the courses he instructed over the past 12 years. He jokes that he became a nurse to get dates more easily. However, losing his dad while he was a teenager was the main influence in Kohl’s career choice. He wanted to have a personal and profound connection with those who grieved through the process of losing a loved one.

Because of his strong sense of patriotism, Kohl decided to join the U.S. Navy Nurse Corps in 1978. His navy career

included working in the CCU, surgical ICU, ED, and ICUs of U.S. Navy hospital ships (USNS *Mercy* and USNS *Comfort*); he was also the only nurse onboard an aircraft carrier (USS *Dwight D. Eisenhower*) with a population of 6,000 navy and marine corps personnel. He completed two education tours to receive his bachelor’s degree from the University of San Diego and his master’s from the University of Maryland, Baltimore. Kohl also served as the nursing CEO of Naval Hospital Oak Harbor in Washington State.

After 26 years in the navy, Kohl was offered a teaching position in BYU’s College of Nursing. Having always been passionate about academia, he felt excited about teaching students who were pursuing the same career. His best paydays, he says, are the ones when he receives a heartfelt thank-you card from a student whose life he impacted for the better. One student wrote, “Jim pushed me to learn, and I came away from the course feeling much more confident as a student nurse.” Another said, “He is patient, kind, and willing to solve, manage, and answer the questions and concerns of each student.”

Kohl plans to return home to the Seattle area to be with his family and continue cheering for his favorite football team, the Green Bay Packers. ☺

Kohl’s best paydays, he says, are the ones when he receives a heartfelt thank-you card from a student whose life he impacted for the better.

## RETIREMENT

### A Champion for Gerontology Programs Barbara Heise, PhD, APRN, CNE



Dr. Barbara Heise received her PhD in nursing from the University of Virginia in 2007. Her dissertation was based on extensive research on the patterns and outcomes of healthcare use among at-risk alcohol users. Heise earned bachelor’s and master’s degrees in nursing from Missouri Southern State College and State University of New York at Binghamton, respectively.

Before living in Utah, Heise held various clinical positions in Missouri, Virginia, and New York. She joined the BYU College of Nursing in 2005 and changed her research focus to supporting education on caring for older adults.

Career highlights as an associate professor include coordinating a course on nursing care of older adults and facilitating the cross-listing of a course on end-of-life care to make the class available to non-nursing majors. She also helped integrate gerontology training into other nursing courses.

Heise served on the BYU Gerontology Program committee from 2007 to 2015. She worked with several local and national boards related to gerontology, including the National Center for Assisted Living National Quality Award Program and the Utah Aging Alliance.

In 2011 she was selected for LEAD, the National League for Nursing’s leadership development program. Two years later she was appointed by Gary Herbert, governor of Utah, to serve on the seven-member board of Aging and Adult Services.

Heise published several aging-related articles during her career and most recently conducted research about ready access for older adults to their personal health records. Especially during the last several years while at BYU, she has championed service for the elderly. ☺

Especially during the last several years while at BYU, Heise has championed service for the elderly.

# Who’s Calling the Shots? Immunizations in the NICU

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



In the United States approximately 500,000 infants are born each year before 37 weeks gestation. The American Academy of Pediatrics (AAP) recommends that clinically stable preterm and low-birth-weight infants receive all immunizations at the same chronologic age as full-term infants regardless of gestational age or weight at birth.<sup>1</sup>

Despite the AAP recommendation as well as several studies suggesting that immunizations should be administered in the neonatal intensive care unit (NICU) to allow for 48-hour monitoring, many infants in the NICU are not being immunized on the recommended schedule. One study reported that only 51 percent of infants discharged from the NICU were up to date for routine immunizations and 27 percent had not received any immunizations.<sup>2</sup>

BYU College of Nursing faculty member Dr. Janelle Macintosh wanted to determine vaccination rates of infants that are 2 months old and being cared for in a level-III, in-state NICU. She also wanted to identify potential risk factors for non- or under-immunization of NICU graduates. Her research team—consisting of peer faculty members Lacey M. Eden (BS ’02, MS ’09), Dr. Karlen “Beth” E. Luthy (MS ’05), Dr. Katreena Collette-Merrill (AS ’83, BS ’85), and several graduate and undergraduate nursing students—began a pilot study

Initial analysis revealed that approximately 85 percent of infants were fully immunized at discharge, which is significantly higher than previously reported in literature.

that was the initial phase of potentially larger studies and interventions to enhance adherence to health promotion and disease prevention practices for NICU graduates.

Their cross-sectional descriptive study included charts for 44 infants. For inclusion in the study infants must have been less than 60 days of age when admitted to the NICU and greater than 60 days of age when discharged from the NICU between January 1, 2010, and December 31, 2011. Institutional Review Board approval was received before data collection. The research team used SPSS for descriptive analysis and logistical regression.

Information from charts of all qualifying infants was reviewed. Records indicate that DTaP, Hep B, Hib, and IPV immunizations were given during an infant’s stay in the hospital. Initial analysis revealed that approximately 85 percent of infants were fully immunized at discharge, which is significantly higher than previously reported in literature.

There were no associations between gender and immunization status. Logistical regression analysis identified that age at discharge and steroid use

were predictors of immunization status. For every one-week increase in age at discharge, infants were 1.75 times more likely to be immunized before discharge. This is significant because all infants in the study were at least 2 months old and should have received some immunizations already; with younger infants being less likely to be up to date on their immunizations, this analysis reveals that immunizations may be delayed in infants in a NICU.

Additionally, steroid use was a negative predictor of immunization. Infants who had recently received steroids were statistically less likely to be immunized. This practice, though anecdotally common, is not in accordance with current guidelines given by the Centers for Disease Control and Prevention.

These findings have led the researchers to continue studying immunization rates. They are currently in phase two of collecting data from seven level-III NICUs along Utah’s Wasatch Front to see if the high immunization rates can also be found in other hospitals. Additionally, they are beginning a study to explore parental attitudes and beliefs about the immunization of children with chronic issues, many of whom were NICU infants. ☒

**Notes**

1. Saari, T. N. (2003). Immunization of preterm and low birth weight infants. *Pediatrics*, 112(1), 193–198.

2. Navar-Boggan, A. M., Halsey, N. A., Escobar, G. J., Golden, W. C., & Klein, N. P. (2012). Underimmunization at discharge from the neonatal intensive care unit. *Journal of Perinatology*, 32(5), 363–367. doi:10.1038/jp.2011.111

Infants who had recently received steroids were statistically less likely to be immunized. This practice, though anecdotally common, is not in accordance with current guidelines given by the Centers for Disease Control and Prevention.

# Understanding Forensic Nursing Principles: Providing Trauma-Informed Care

Julie Valentine, Assistant Professor, PhD, RN, CNE, SANE-A; Linda Mabey, Assistant Teaching Professor, DNP, APRN, PMHCNS; Leslie Miles, Assistant Teaching Professor, DNP, APRN-BC



JACOB SHEFFIELD (4)

Nurses work with many individuals who have suffered trauma. BYU College of Nursing faculty members Dr. Julie Valentine and Dr. Linda Mabey—along with Dr. Leslie Willden Miles (AS ’83, BS ’99) and several undergraduate nursing students—are researching the neurobiology of trauma, the repercussions of experiencing trauma, and interventions to improve the lives and functioning of traumatized individuals. They are specifically focusing on the impact of sexual-assault trauma.

The most frequently encountered traumas involve a life-threatening accident, a natural disaster, or witnessing a traumatic event. A nurse who is caring for a patient who has experienced significant trauma should remember that it is not the event that determines whether something is traumatic to someone but the individual’s experience of the event and the meaning they make of it. Those who feel supported after the event (through family, friends, spiritual connections, etc.) and who had a chance to talk about and process the traumatic event are often able to integrate the experience into their lives, like any other experience.

It is important for nurses to understand and remember that there are no right or wrong reactions to trauma, as there is significant variability in behaviors. Some patients cry uncontrollably while others may become nonresponsive or emotionally displaced. During trauma, a hormonal flood is released, triggering a fight, flight, or freeze response. While some individuals fight or flee during trauma, others freeze—a response known as tonic immobility. Sexual-assault victims often experience tonic immobility, which makes them unable to run, fight, or yell.<sup>1</sup>

In addition to meeting basic needs and physical care, it is vitally important to address the psychological needs of the traumatized patient. During and after a traumatic event, individuals feel a loss of control. Nurses can help patients regain a feeling of control by informing them of what will happen next and providing choices in their care. Research supports that when nurses express compassion, believe victims, explain care, and provide choices to victims of sexual-assault trauma, the victims report that the nurses’ actions help in their emotional recovery from the trauma.<sup>2</sup>

The influence of these professors’ studies is far-reaching. Last year Valentine, Mabey, and Miles coauthored a chapter on

the neurobiology of trauma in a textbook published by Sigma Theta Tau.

Mabey recently completed and published a literature review on the treatment of post-traumatic stress disorder in patients with severe mental illness. Her mental-illness materials suggest that nurses should be part of the efforts to develop, test, and implement treatment models.

For the past two years, Valentine has worked with the police department of West Valley City (WVC), Utah, and with the Utah Prosecution Council to train officers on the impact trauma has on sexual-assault victims. This collaboration led to implementing new protocols that aim to ensure compassionate treatment and support for sexual-assault victims.

After reviewing the cases of 2014, the results of Valentine’s work with WVC showed that sexual-assault prosecution jumped from 6 percent to 24 percent. Her work helped validate the importance of the Trauma Informed Victim Interview, which takes into account the effect of trauma on a victim’s memory and behavior. With that impact in mind, investigators conducting the interviews were more successful and comprehensive when compared to interviews gathered with previous investigative techniques. Valentine conducted a survey of the victims and found high levels of satisfaction. She also analyzed the data regarding screening and prosecution rates.

There are plans to expand the study to other law enforcement agencies and prosecutors’ offices, depending on funding. ☒

West Valley City Sexual Assault Prosecutions, 2014	BEFORE STUDY		DURING STUDY	
Screening of Adult Sexual-Assault Cases	33%		68%	
Declination Rate	75%		56%	
Charges Filed	9%		32%	
Prosecuted	6%		24%	

**Notes**

1. Campbell, R. (2012). The neurobiology of sexual assault. An NIJ Research for the Real World Seminar. Retrieved from <http://nij.gov/multimedia/presenter/presenter-campbell/Pages/presenter-campbell-transcript.aspx>

2. Bryant, R. A., Friedman, M. J., Spiegel, D., Ursano, R., & Strain, J. (2011). A review of acute stress disorder in DSM-5. *Depression and Anxiety*, 28(9), 802–817.

# 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	PRESENTATIONS DELIVERED
<p><b>Callister, L. C.</b><sup>^</sup> (2016). Global strategy for the health of women, children, and adolescents: 2016–2030. <i>MCN: The American Journal of Maternal/Child Nursing</i>, 41(3), 190.</p> <p><b>Callister, L. C.</b><sup>^</sup> (2016). What do childbearing women in your clinical practice look like? <i>Nursing for Women's Health</i>, 20(1), 9–11.</p> <p><b>Callister, L. C.</b><sup>^</sup> (2016). Where have we been and where are we going in global health for women and children? <i>MCN: The American Journal of Maternal/Child Nursing</i>, 41(2), 127.</p> <p>Chamberlain, A.*, <b>Palmer, S. P., Williams, M., &amp; Lassetter, J. H.</b> (2015). Social disparities: Household income in poverty-stricken Ecuador affecting cognitive function in children. <i>Annals of Global Health</i>, 81(1), 217–218.</p> <p><b>Luthy, K. E.</b>, Bainum, J. L.*, <b>Beckstrand, R. L., Macintosh, J. L., Eden, L. M., &amp; Saunders, B.*</b> (2016). Promoting adult pertussis vaccination in the workplace. <i>Workplace Health &amp; Safety</i>, 64(6), 269–278. doi:10.1177/2165079916628883</p> <p><b>Macintosh, J. L., Luthy, K. E., Merrill, K. C., Beckstrand, R. L., Eden, L. M., &amp; Wright, E. L.</b> (2016). Vaccination perceptions of urban school employees. <i>The Journal for Nurse Practitioners</i>, 12(7), 438–444. doi:10.1016/j.nurpra.2016.05.014</p> <p>Ward, B., Tanner, B. S., <b>Mandleco, B. A.</b><sup>^</sup>, Dyches, T. T., &amp; <b>Freeborn, D.</b> (2016). Sibling experiences: Living with young persons with autism spectrum disorders. <i>Pediatric Nursing</i>, 42(2), 69–76.</p> <p>York, A.*, <b>Heise, B. A.</b>, &amp; Thatcher, B. (2016). Child suicide screening methods: Are we asking the right questions? A review of the literature and recommendations for practice. <i>The Journal for Nurse Practitioners</i>, 12(6), 410–417. doi:10.1016/j.nurpra.2016.01.003</p>	<p><b>Anderson, P., &amp; Ray, G. L</b> (2016, June 3). Bridging the gap: Using “face-time” hours during an undergraduate didactic public-health nursing course. Poster presentation at the Association of Community Health Nursing Educators meeting, Indianapolis, IN.</p> <p><b>Beckstrand, R. L., &amp; Rogerson, A.</b> (2016, April 8). NICU nurses’ perceptions of EOL care obstacles and supportive behaviors.<sup>1</sup> [This poster was chosen as a finalist and was a participant favorite at the WIN Conference.]</p> <p>Berg, J., &amp; <b>Merrill, K. C.</b> (2016, April 6). How to write a WINning abstract.<sup>2</sup></p> <p><b>Blad, K. D., &amp; Ulberg, R.</b> (2016, March 23). Establishing a nursing course on caring for veterans. Day-long seminar to all nursing faculty at Texas A&amp;M University–Corpus Christi. (2016, April 9). What students learn through serving veterans: An education project.<sup>1</sup></p> <p><b>Blad, K. D., Ulberg, R., &amp; Robinson, T.</b> (2016, April 9). To know them is to care for them better: Teaching healthcare educators on caring for veterans.<sup>3</sup></p> <p><b>Corbett, C.,</b> Gettys, J.*, &amp; <b>Callister, L. C.</b><sup>^</sup> (2016, April 7). Childbirth perceptions of Hmong women living in Vietnam.<sup>2</sup></p> <p><b>Corbett, C.,</b> Gettys, J.*, &amp; Corbett, R. (2016, April 7). Challenges in conducting international research: Observations in India, Vietnam, and Ghana.<sup>2</sup></p> <p><b>de la Cruz, K.</b> (2016, April 8). IRB cultural considerations: A clinical intervention study in rural Ghana.<sup>1</sup></p> <p><b>de la Cruz, K., &amp; Robinson, E.</b> (2016, April 8). Coping strategies of hospice nurses: A qualitative evaluation.<sup>1</sup></p> <p>Echols, L.*, <b>Lyman, B., &amp; Shaw, L.*</b> (2016, April 8). Health system learning: Understanding performance improvement in nursing education.<sup>1</sup></p> <p><b>Eden, L. M., &amp; Luthy, K. E.</b> (2016, April 7). Improving immunization rates among pregnant women.<sup>1</sup></p> <p><b>Eden, L. M., Macintosh, J. L., &amp; Luthy, K. E.</b> (2016, March 16). Who’s calling the shots? Immunizations in the NICU. Podium presentation at the National Conference on Pediatric Health Care of the National Association of Pediatric Nurse Practitioners, Atlanta, GA.</p> <p><b>Eden, L. M., &amp; Ray, G. L.</b> (2016, June 3). Improving MMR immunization awareness through media: A community collaboration. Poster presentation at the Association of Community Health Nursing Educators meeting, Indianapolis, IN.</p> <p><b>Edmunds, D., &amp; Mabey, L.</b> (2016, June 13). Cultural preparation for healthcare workers serving refugee families. Podium presentation at the North American Refugee Health Conference, Niagara Falls, NY.</p> <p>Goodman, K., &amp; <b>Miles, L. W.</b> (2016, April 9). Collaborating with Finnish nursing students: Expanding nursing education and global health.<sup>3</sup></p> <p><b>Himes, D. O.</b> (2016, April 7). A cross-sectional study of breast-cancer risk assessment and screening.<sup>2</sup></p> <p><b>Himes, D. O.,</b> Root, A. E.*, Gammon, A., &amp; <b>Luthy, K. E.</b> (2016, August 5). When to order screening breast MRI: Calculating lifetime risk for breast cancer using the Tyrer-Cuzick model. Podium presentation at the International Society of Nurses in Genetics World Congress, Dublin, Ireland.</p> <p><b>Himes, D. O.,</b> Zaro, M. L.*, <b>Williams, M., Freeborn, D., Eggett, D. L., &amp; Kinney, A. Y.</b> (2016, August 6). Breast-cancer risk assessment: Evaluation of referral tools for genetic consultation. Podium presentation at the International Society of Nurses in Genetics World Congress, Dublin, Ireland.</p> <p><b>Hunsaker, S.</b> (2016, February 17). Emergency department simulation: Practice makes perfect. Podium presentation at the Human Patient Simulation Network international conference, Tampa, FL.</p> <p><b>Hunsaker, S., &amp; Heaston, S.</b> (2016, April 9). The development of a difficult-intravenous-access algorithm in Guayaquil, Ecuador: Trials and triumphs.<sup>3</sup></p> <p>Jennings, D.*, <b>Blad, K. D., Hunsaker, S., Mabey, L., &amp; Moore, A.*</b> (2016, March 30). Increasing awareness of post-traumatic stress disorder (PTSD) and suicide risk among the veteran population. Poster presentation at the National Student Nurses’ Association annual conference, Orlando, FL.</p> <p><b>Lassetter, J. H.</b> (2016, April 7). Psychometric testing of self-efficacy and recall questionnaires for children.<sup>2</sup></p> <p><b>Lyman, B.</b> (2016, April 8). The learning history: A research method to study health system learning.<sup>1</sup></p> <p><b>Lyman, B.,</b> Mears, K., Shaw, L.*, &amp; Echols, L.* (2016, April 8). Health system learning: An emerging field for research and practice.<sup>1</sup></p> <p><b>Mabey, L., Miles, L. W., &amp; Valentine, J. L.</b> (2016, March 30). Kaboom! The intersection of mental illness and sexual assault. Podium presentation at Generations Conference, Salt Lake City, UT.</p> <p>Mears, K., <b>Lyman, B., &amp; Lundeen, H.</b> (2016, April 8). Health system learning: Understanding performance improvement in a critical care unit.<sup>1</sup></p> <p><b>Merrill, K. C., Whitt, K. J., McEwan, K.,</b> Adams, B., Sanderson, B., &amp; Shepherd, B.* (2016, May 26). Implementation of patient safety month using the learn, do, teach method in an undergraduate nursing program; The effect of patient safety month on undergraduate nursing students’ knowledge of patient safety. Poster presentations at Quality and Safety Education for Nurses National Forum, San Antonio, TX.</p>

**Miles, L. W.** (2016, April 4). Writing appropriate civil commitment reports. Keynote lecture at Provo Canyon Behavioral Hospital, Orem, UT.

**Mills, D.** (2016, April 23). Fostering transition from pediatric nursing student to practicing pediatric nurse; The use of capstone projects to enhance student learning and patient outcomes through applying EVB practice concepts in a pediatric setting. Podium and poster presentations at the Society of Pediatric Nurses annual conference, Minneapolis, MN. (2016, June 5). Facilitating students’ end-of-life care of the pediatric patient. Poster presentation at Pediatric Nursing Journal annual conference, Philadelphia, PA.

**Peterson, N. E.** (2016, February 29). So you want to go to grad school? An overview. Podium presentation at Brigham Young University College of Nursing’s Professionalism Conference, Provo, UT.

**Ray, G. L., & McNeil, M.\*** (2016, April 9). Interdisciplinary students increase poverty understanding through simulation.<sup>1</sup>

**Ray, G. L., Wing, D., & Anderson, P.** (2016, June 3). My paradigm shifted: A qualitative analysis of nursing students’ reflections following poverty-simulation participation. Poster presentation at the Association of Community Health Nursing Educators meeting, Indianapolis, IN.

**Reed, S. J.,** Blair, D., & Reed, M. (2016, February 29). Dell Blair: Intervening between life and death.

## HONORS

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

Other top funding recognition included associate professor **Dr. Katreena Collette-Merrill**, who was given the Dr. Elaine Dyer Research Endowment Award, and faculty members **Lacey Eden, Stacie Hunsaker, Dr. Bret Lyman**, and **Dr. Neil Peterson**, who received the Myrtie Fulton Endowed Membership Award.

A \$15,000 Graduate Mentoring Award was presented to associate teaching professor **Karen Lundberg** for three graduate students—Sophia Galgiani Larimer

Podium presentation at Brigham Young University College of Nursing’s Professionalism Conference, Provo, UT.

Shatzer, C., & **Reed, S. J.** (2016, April 9). Honoring motherhood: The meaning of childbirth for Tongan women.<sup>3</sup>

Shaw, L.\*, **Lyman, B., & Echols, L.\*** (2016, April 8). Health system learning: Understanding performance improvement in a post-surgery unit.<sup>1</sup>

**Thomas, M.** (2016, April 8). Integrating TeamSTEPPS in nursing education using peer teaching. Poster presentation at the Nursing Education Research Conference, Washington, DC. (2016, June 9). Peer teaching TeamSTEPPS among nursing students: A pilot study. Poster presentation at the TeamSTEPPS National Conference, Washington, DC.

**Ulberg, R., Blad, K. D., & Newman, P.\*** (2016, April 9). Understanding diversity and culture in caring for our veteran population.<sup>3</sup>

**Valentine, J. L., Miles, L. W., & Mabey, L.** (2016, March 18). The collision course between mental illness and victims of sexual assault in Utah. Podium presentation at the annual conference on the Intervention and Treatment of Sexual Violence, Salt Lake City, UT. (2016, March 23). The intersection between mental illness and sexual assault: What does it mean? Podium presentation at the End Violence Against Women International annual conference, Washington, DC.

(BS ’11, MS ’16), Sarah Roberts (BS ’11, MS ’16), and Megan Zitting (BS ’09, MS ’16)—to each mentor an undergraduate student during the clinical practicum for their Public and Global Health Nursing course.

Graduate student Nicole Broby (with professor **Dr. Jane Lassetter** as committee chair) received a \$15,000 Graduate Research Fellowship Award from the BYU Office of Graduate Studies.

Two faculty members obtained PhDs in 2016: **Dr. Shelly Reed**, from University of Nevada, Las Vegas, with her doctoral dissertation “Identifying learning acquired during debriefing”; and **Dr. Julie Valentine**, from Duquesne University, with her doctoral dissertation “Justice denied: Low submission rates of sexual assault kits and predicting variables.”

## APPOINTMENTS

Dean and professor **Dr. Patricia Ravert** was appointed as a board member to the corporate board of trustees for Intermountain Healthcare.

Assistant professor **Dr. Julie Valentine** became an appointed member of the Utah Sexual Violence Council.

Associate teaching professor **Karen Lundberg** is now serving as a membership committee member for the International Family Nursing Association; associate professor **Dr. Donna Freeborn** became the association’s membership committee chair.

**Whitt, K. J., & Dixon, L.\*** (2016, July 20). Electronic health records and patient safety: Nurse practitioners’ experience in clinical practice. Podium presentation at Summer Institute in Nursing Informatics. Baltimore, MD.

**Whitt, K. J.,** Hughes, M., **Eden, L. M., & Merrill, K. C.** (2016, April 21). Nursing students’ assessment of EHR safety utilizing the clinician communication and computerized provider order entry SAFER Guides. Podium presentation at the American Nursing Informatics Association annual conference, San Francisco, CA.

**Whitt, K. J.,** Wright, H., & O’Brien, T. J. (2016, March 8). Utilization of pharmacogenetic profiles as a basis for prescribing by nurse practitioners. Podium presentation at the American College of Medical Genetics and Genomics annual meeting, Tampa, FL.

### Notes

<sup>^</sup> Denotes emeritus faculty member

<sup>\*</sup> Denotes current BYU nursing student (BS or MS)

<sup>1</sup> Poster presentation at the Western Institute of Nursing’s Annual Communicating Nursing Research Conference, Anaheim, CA.

<sup>2</sup> Podium presentation at the Western Institute of Nursing’s Annual Communicating Nursing Research Conference, Anaheim, CA.

<sup>3</sup> Poster presentation at the Consortium of Universities for Global Health annual conference, San Francisco, CA.

Associate professor **Dr. Barbara Heise** received the Distinguished Service in Gerontology Award at BYU’s 26th Annual Russell B. Clark Gerontology Conference in March.

**Dr. Julie Valentine** was honored with the Utah Pillar of Hope Award at the Rape Recovery Center’s 2016 Hope and Healing Gala in May.

**Dr. Beth Luthy** was inducted as a fellow in the American Association of Nurse Practitioners in June.

Nursing learning center supervisor **Colleen Tingey** received a Staff President’s Appreciation Award from the university in August.

**Dr. Jane Lassetter** advanced to the rank of professor, and **Dr. Katreena Collette-Merrill** became an associate professor.

Associate teaching professor **Dr. Peggy Anderson** became the first vice-president for the Utah Nurses Association.

The Iota Iota Chapter of Sigma Theta Tau International chose assistant professor **Dr. Bret Lyman** to be president-elect.

Graduate studies secretary **Cherie Top** is now a design team member for the LDS Publishing Professionals Association.



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## Creating a Mentorship Relationship

Helping individuals use electronic activity tracking devices takes patience and understanding; the same is true for mentoring paid research assistants.

With guidance from nursing professor Dr. Neil Peterson (BS '07), nursing students like Austen Tullis (BS '16) receive hands-on experience while learning. In the study pictured above, they observed participants who are using fitness-regimen tools to improve their health.

Mentoring is as vital to a faculty member's success as is teaching and participating in scholarly works. The

college's new mentored learning initiative provides faculty with in-house grants to hire students to assist in their research. This funding benefits both mentors and students as it advances the discipline and ensures the quality and commitment of the next generation of nursing scholars.

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](https://give.byu.edu/nursing).



*A Mentored-Learning  
Experience and You!*

To make a gift to the mentored learning endowed fund, contact Carol Kounanis at 801-422-8294 or [cek@byu.edu](mailto:cek@byu.edu).