

A photograph of a healthcare worker, likely a nurse, wearing extensive personal protective equipment (PPE). She is wearing a yellow protective gown, white gloves, a teal surgical mask, and a clear face shield with a blue headband that says "Face Shield" and "Direct Splash Protection". She is focused on performing a nasal swab test on a patient. The patient is wearing a blue baseball cap and a grey jacket. The background is a blurred clinical setting with shelves of supplies.

LEARNING THE Healer's art

BRIGHAM YOUNG UNIVERSITY COLLEGE OF NURSING | SPRING 2021

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JANE H. LASSETTER

Dear friend,

This past year certainly has offered unique challenges to each of us. I hope this publication finds you and your family safe and well.

I recently received a note from one of our international undergraduate students. She shared with me some of the reasons she decided to become a nurse.

For six years as a teenager, I helped care for my sick mother and had several opportunities to see nurses work in the hospital. The goal of becoming a nurse has been the most honorable and Christlike duty that I have ever pursued. Even though doctors could not cure my mother, I could mitigate her pain, solitude, and afflictions. I want to heal people's bodies and souls. In my country, nursing is a career with low importance and poor preparation. The medical system does not offer the best care for patients. I decided to study nursing at BYU because I want to be an exceptional nurse who will make a difference in patients' care. I have understood the real meaning of being a nurse in this college by learning the Healer's art. I have learned that it is not easy to be a nurse, yet I have found meaning, motivation, and a fulfilling career that I plan to pursue as a nursing student.

The year 2020 was designated the year of the nurse and midwife in honor of the 200th anniversary of Florence Nightingale's birth. Ironically, there may be no better way to showcase the value of a nurse than during a worldwide pandemic.

Just like the student's insight featured above, my heart is touched as I read stories of nurses stepping up to comfort and care for others in various situations. When I see alumni in action working shifts despite long hours and difficult challenges, sewing masks for healthcare professionals, sharing mental health support, and providing thoughtful encouragement to others in their communities, I realize this is why the college was created nearly 70 years ago. We are beginning to fulfill our mission.

Learning the Healer's art is a unique aspect of becoming a nurse at Brigham Young University. One dictionary definition of *healer* is "a person or thing that mends or repairs something." Another is "something that alleviates distress or anguish."¹ Of course, our focus at BYU is on the Master Healer, Jesus Christ.

Nurses who include the Savior in the healing process and act as He would toward patient care can and will influence healthcare. Nurses who practice the Healer's art care for each patient and their family while striving to understand their perceptions and advocating for what matters most to them along their healthcare journey.

This edition of the College of Nursing magazine features commentary on the Healer's art and the Savior, offering ways we can become like Him and foster environments to help our patients heal. We will meet the new associate deans, share ways we have adapted during the pandemic, and learn from a history written by a previous college dean, Dr. Elaine Dyer, before she passed away in December 2020. This edition also introduces us to the College's latest recipients of the DAISY recognition awards, shares inspiring stories from students about being mentored by faculty, features scholarly works by Dr. Shelly Reed and Dr. Marc-Aurel Martial, and spotlights faculty member Gaye Ray.

Thank you for being a great example and for sharing ways you bless others through nursing. I enjoy hearing your feedback. Please continue to share your success, experiences, and love of nursing with us at nursingmagazine@byu.edu. 📧

Jane H. Lassetter

Jane H. Lassetter, PhD, RN, FAAN

Dean and Professor, BYU College of Nursing

1. Lexico.com, s.v. "Healer," accessed January 29, 2021, <https://www.lexico.com/en/definition/healer>.

LEARNING THE Healer's art

SPRING 2021



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LEFT: INTELLECTUAL RESERVE, INC.; CENTER: ZAK GOWANS; RIGHT: DONOVAN KELLY



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The Healer's Art and the Savior

Jesus Christ is our Master Healer. Nurses can connect the Healer's art and the Savior as we become like Him and establish environments to serve others.

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New Associate Deans

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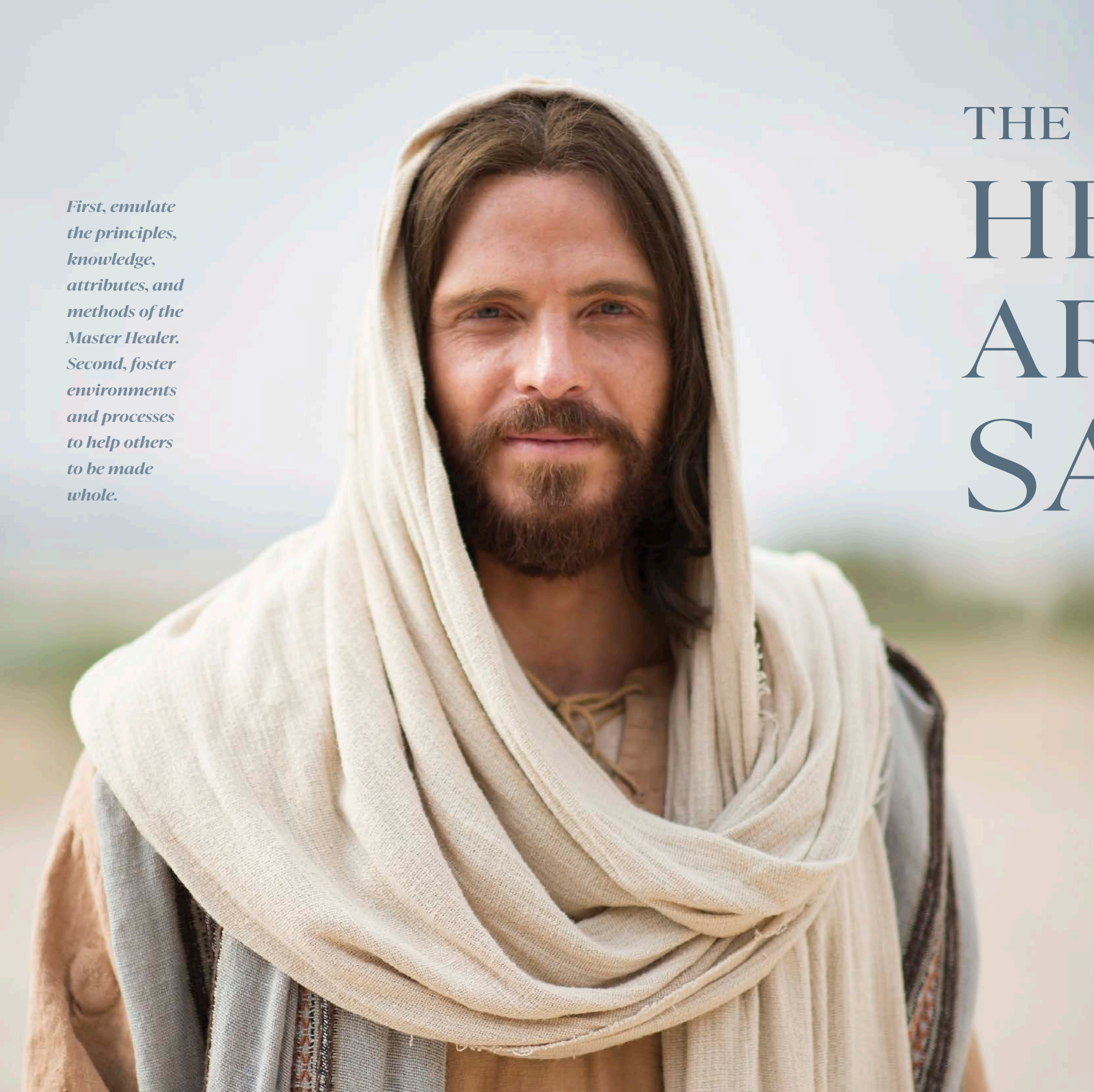
BYU nursing student Alissa Kiser of Mapleton, UT, participates in a university COVID-19 testing event. Photo by Donovan Kelly.

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First, emulate the principles, knowledge, attributes, and methods of the Master Healer. Second, foster environments and processes to help others to be made whole.

THE HEALER'S ART AND THE SAVIOR

By Jeff L. Peery

For 30 years, the focus for the College of Nursing at Brigham Young University has been to assist students in learning the Healer's art so they will *first, emulate the principles, knowledge, attributes, and methods of the Master Healer, and, second, foster environments and processes to help others to be made whole.*

Just as scholars may analyze a poem by each line of the stanza, let's consider the parts of the previous statement as a way to connect the Healer's art and the Savior.

I. Emulate the Principles

President Spencer W. Kimball taught, "We will find it very difficult to be significant leaders unless we recognize the reality of the perfect leader, Jesus Christ, and let him be the light by which we see the way!"¹

Fourth-semester nursing student Allison Lee shares how the Spirit recently taught her to seek inspiration in her work. "I try to reflect the college value inspiration by being receptive to the Spirit when I am with patients. There have been many times where the Spirit has spoken to me in the healthcare setting. On my first day of clinical last semester, a fellow nursing student and I had a patient who requested a carton of milk for breakfast. It seemed an easy task. All of a sudden, I was stopped and reminded to check his diet. He needed thickened liquids and could have aspirated if we had given him that simple and seemingly harmless carton

of milk. If the Spirit had not reminded me, I could have harmed this patient. It's so important always to be receptive to the whisperings of the Holy Ghost, especially as a nurse, because the little things can have serious consequences."

Emulating His example is the best way to follow the Savior. Another modern-day prophet, President Ezra Taft Benson, reminded us of this principle. "The most important thing in our lives is the Spirit. I have always felt that. We must remain open and sensitive to the promptings of the Holy Ghost in all aspects of our lives."²

How can we seek the Spirit in all that we do? The answer is not complicated, and most members of The Church of Jesus Christ of Latter-day Saints can quickly recite a half-dozen "Sunday School" answers. But these principles are true. If we are humble and sensitive, the Lord will prompt us in how to care for others through praying, reading the scriptures, and fasting. The Holy Ghost will abide with us as we honor, respect, and obey God's laws.

Knowledge of a Savior

Janice Kapp Perry, in her 2009 children's song "I'm Learning the Ways of Jesus," captures how we can apply the Savior's example in our lives:

*I'm learning each day to be caring and kind. I think of good deeds in my heart and my mind. I try ev'ry day to give love away. I'm learning the ways of Jesus. So if I see someone who's lost or afraid, I'll offer to help. That's a choice I have made. Or if I see someone who just needs a friend, I'll speak to them kindly and spend time with them. I try ev'ry day to give love away. I'm learning the ways of Jesus.*³

Missionaries for the Church soon realize that one of the most precious gifts

they can give others is their testimony and knowledge of Jesus Christ.

Sister Carole M. Stephens, a past counselor in the Relief Society General Presidency, reminded us that through the Savior's Atonement, individuals do not have to experience the sorrow caused by sin, the pain caused by others' actions, or the painful realities of mortality—at least not alone. "First, the Savior, the Master Healer, has the power to change our hearts and give us permanent relief from the sorrow caused by our own sin. . . . Second, [He] can comfort and strengthen us when we experience pain because of the unrighteous actions of others. . . . Third, [He] can comfort and sustain us as we experience 'painful realities of mortality,' such as disaster, mental illness, disease, chronic pain, and death."⁴

While this publication limits content on the subject, the scriptures and past general conference talks can direct your study of concepts associated with knowing the Savior in relation to healing. Such topics can include the power to heal and be healed, finding peace, maintaining hope, the power of the priesthood, the role of the Atonement, and forgiveness.

Develop Christlike Attributes

The scriptures also teach the attributes of Christlike leadership. Doctrine and Covenants 4:6 identifies some of the characteristics of the Savior's divine character: "Remember faith, virtue, knowledge, temperance, patience, brotherly kindness, godliness, charity, humility, diligence."

Keep in mind that learning to be like the Savior takes time and is a lifelong pursuit. The missionary handbook *Preach My Gospel* says,

Some chapters in Preach My Gospel focus on what you need to do as a missionary

"[We all want/ validation. . . . Every single person you will ever meet shares that common desire. . . . 'Do you see me? Do you hear me? Does what I say mean anything to you?']"

—Oprah Winfrey

[or nurse]. Just as vital as what you do, however, is who you are. . . .

*The restored gospel enables you to become like Heavenly Father and Jesus Christ. The Savior has shown the way. He has set the perfect example, and He commands us to become as He is (see 3 Nephi 27:27).*⁵

One way to acquire these traits is to identify a Christlike attribute from the scriptures and develop it. Study the definition and make plans to apply the characteristic in your life. Then pray and ask God to enhance the attribute in you. You should evaluate your progress often and, when ready, consider another point to pursue.

Methods of the Master Healer

What were the works of Jesus Christ? He loved and served the people, healed the

sick, cast out devils, and even raised the dead. How can we do something similar?

Perhaps the best thing to consider is that Jesus was a listening leader (Mark 5:35–36). For us, listening patiently, sincerely, and lovingly is a valuable support to those who are trying to heal.

He taught us how important it is to use our time wisely (D&C 60:13). To do this properly, we must tune in to the needs of those who are suffering. Sometimes a short visit is in order because our patient or loved one is very tired. Sometimes they are lonely, and a longer visit will meet their needs. It is also important to tune in to their personalities. Some individuals want privacy and quiet, while others want lots of interaction and support. We should first determine their needs and then reach out accordingly.

Jesus loved His followers; He was able to level with them, to be candid

and forthright with them (Luke 22:31–32). To serve as He did, we must be willing to see past our views and experiences. You work with various providers, nurses, hospital staff, and other patient and family advisors who bring their ideas to a problem. Different perspectives can lead to better conversations and outcomes.

Jesus also operated from a base of fixed principles or truths rather than making up the rules as he went along (John 12:49–50).

Shanna Shaffer from NurseChoice.com says, "Just as we say that discharge planning starts on admission, patient education should start on admission as well. Every interaction affords you with the opportunity to teach your patients."⁶

The last thing a patient needs is inaccurate information.

II. Foster Environments

On her final show, Oprah Winfrey said, "I've talked to nearly 30,000 people on this show, and all 30,000 had one thing in common: They all wanted validation. . . . I would tell you that every single person you will ever meet shares that common desire. They want to know: 'Do you see me? Do you hear me? Does what I say mean anything to you?'"⁷

Patients want to be seen, heard, and understood. To truly act as the Master Healer, we must establish an environment for this to happen and for healing to occur.

Speaking during the 2018 BYU Easter Conference, Sister Susan W. Tanner, past Young Women General President, gave the following insight: "As we take the name of Christ the Healer upon us, we try to teach others to rely upon Him in faith as we have had to do in our own healing miracles. And we also strive to give His love, understanding, and compassion to those we are helping."⁸

Tanner also shared that it is a covenant obligation and duty to minister and heal after the pattern Christ has set. Opportunities to serve, minister, love, heal, and "learn the Healer's art" are all around. "To grow, to be strengthened, to be healed, requires all the faith we can muster in Jesus Christ," she said. "To take the name of Healer upon us requires that we acquire His love and charity for others."

Second-year graduate student Michelle A. Oaks says, "I feel so strongly about our body being a gift from God. Our bodies are beautiful, complex, and incredible, and it is amazing how perfectly each system works together to make a whole. This is why I love being a nurse and am going back to school to be a nurse practitioner. I get to help teach and educate and empower people to create a better

environment to heal and be healthy and promote this gift that God has given us. I've often thought about how working on Sundays can be difficult. I wish I could be at church. But then I realize that if I cannot be at church, the next best place I could be is taking care of His children. And that is what I am doing. I can help be His hands here on earth. It is such a great privilege and blessing that I wouldn't give up for anything."

Associate teaching professor Dr. Blaine A. Winters can relate to creating appropriate settings for patients. "Growing up, my sister suffered from severe asthma. A nurse in our neighborhood came to our home several times in the middle of the night to care for my sister so my parents wouldn't need to take her to the hospital. She fostered an environment within our home where she cared for our family."

Utilize Processes

Paul Anderson, in his blog *Book of Mormon Study Notes*, stated this:

As Alma teaches the people of Gideon about the Atonement (Alma 7:11–13), he emphasizes three positive outcomes from the Savior's suffering:

"Our bodies are beautiful, complex, and incredible. . . . I get to help teach and educate and empower people to . . . be healthy and promote this gift that God has given us."

—Michelle A. Oaks

1. *He loosed the bands of death. By willingly laying down His life and taking it up again, He made it a certainty that we will all live again in the flesh after we die.*
2. *He has taken upon Himself our sins, which makes it possible for Him to "blot out [our] transgressions" and make us clean and holy.*
3. *He knows how to succor us in our infirmities, because He has been there.*

Isn't that last point comforting? He can relate to us. The Creator of the Universe not only knows rationally but can relate emotionally to what you and I endure because of what He was willing to suffer.⁹

Assistant professor Dr. Marie M. Prothero (MS '96) shares this thought: "Being a nurse has always meant connecting with my patients and their families. I try to think about the Savior and His love for each of us as I care for others. In my career, I have taken care of individuals who have not always felt the Savior's love in their lives. They have had horrible things happen to them, and they are angry and feel alone. I have tried to show concern and hope as I care for their needs. I often think, 'How would the Savior treat this person?' I believe it is through the Atonement that

we can all feel our Savior's love for us. Keeping the thought of the Savior in my mind allows me to look past the outer exterior of a person and see them as the Savior sees them. It allows me to show empathy and concern."

Fourth-semester nursing student McKenna Brown shares why she decided to become a nurse: "As I prepared to serve a mission, I fell in love with my [CNA] work as I saw patients in all stages of life and all stages of the healing process. I loved being able to care for people in these differing stages and felt like my work was, in a way, sacred. As I became a missionary, I saw deeper into this and understood that sentiment more. I realized that as I was a missionary, I could help people heal spiritually. From the trials and tribulations of life, they could be freed and find relief through the Atonement of Jesus Christ. As a nurse, I knew that I would have even more knowledge and ability to help in the healing process of people physically. I knew that these two healings were connected. I knew that I would be able to enact change and healing in people's lives in both physical and spiritual ways."

Before his passing in August 2013, James L. (Jim) Killen Jr. had retired from

the United Methodist Church after a 45-year career in pastoral ministry. Jim reminds us that God calls us to love Him with our hearts, minds, and souls:

Know that God wants you to be a whole person. If you can get physical health, do it. But if you can't, remember that God can make you a whole person in spite of a physical illness. An amputee has to discover that he or she can be a whole person without the limb that has been lost. A divorcee must discover that he or she can be a whole person without the former partner. An unemployed person must discover that he or she can be a whole person even though unemployed. God wants you to be a whole person, and God is working to help you become one.¹⁰

More than 150 years ago, Florence Nightingale supported holistic nursing education by teaching nurses to care for the whole person and their environment. This includes focusing on mental health, physical health, spiritual health, and social or emotional health; we could list references to dozens of journal articles on each of these areas. There are also volumes of books helping one use expertise and intuition to heal patients and promote overall well-being. I encourage you to seek out training and resources to better support those you serve if there is an area in which you lack understanding.

Help Others to Be Made Whole

Assistant teaching professor Brandon Thatcher (BS '09) reminds us that we help others become whole the most when we lead them to Jesus Christ by sincerely striving (albeit imperfectly) to do what He does the way He does it:

One simple yet powerful moment in my nursing experience happened in 2014 soon

after I started working as a nurse practitioner. I worked in the equivalent of a psychiatric emergency room in Salt Lake City. We often saw persons who were withdrawing from drugs, homeless, and traumatized. While assessing a homeless man resting in a recliner, I felt rushed to finish the assessment since he was not in crisis, and I had much to do elsewhere. I went through the motions by getting the required information for my assessment with my mind on other tasks. Just then, the Spirit brought many scenes from the Savior's life to my mind. Always did He make each person feel they were supremely important. Never did He go through the motions in a conversation without real intent. He was 100 percent present and focused on individuals, and they knew it. I noticed that I was standing and talking down to the man in the recliner. I heard a quiet voice in my mind say, "Get down and look him in the eye." I dropped down to one knee and looked him in the eye. I asked more in-depth questions and then really listened to his answers. All other tasks faded from my mind as I focused completely on being present with this man. I felt a wave of love for him wash over me. The miracle: in striving to make another whole, I became more whole as well. Needed healing happened in both of us.

Fourth-semester nursing student Adia Hansen says her favorite thing about the Healer's art is "the holistic way every patient is viewed. Nurses do not only look at a patient's physical health but also their psychological, social, and spiritual health. Treatment plans include improving all these varying aspects of a patient's health (e.g. receiving proper nutrition, engaging in exercise, taking time to heal, obtaining proper sleep, etc.). Ultimately, the Master Healer saves us from both physical death and spiritual death, restoring us completely."

By using the Savior's life as a model, nurses can be inspired in their work and

can develop attributes that will help them to heal the whole person.

Just as the purpose of poetry analysis is to interpret the meaning of a poem and appreciate it on a deeper level, the Healer's art and the Savior is a personal reflection. Each person can apply its themes to strengthen her or his mastery of the subject and to have a more rewarding appreciation of being a nurse while being a disciple of Jesus Christ. ■

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BIBLE VIDEOS IMAGES © BY INTELLECTUAL RESERVE, INC.

College of Nursing Names New Associate Deans

Associate professor Dr. Julie L. Valentine has been named the new associate dean of undergraduate studies and research. Also, professor Dr. Beth Luthy was named the associate dean of graduate studies and evidence-based practice.



Beth Luthy DNP, FNP-C, FAANP, FAAN

Dr. Luthy (MS '05) has taught Brigham Young University nursing courses for the past 17 years. For the past two years, she has also served as the graduate program coordinator for its family nurse practitioner program. Her research trajectory is in immunization compliance, where she identifies potential barriers to immunization and designs projects and education initiatives to effectively address the obstacles. As an immunization expert, she has served as the chair of the advisory commission on childhood vaccines through the United States Department of Health and Human Services and as the chair of the childhood immunization special interest group through the National Association of Pediatric Nurse Practitioners.

In 2016, the Centers for Disease Control and Prevention recognized Luthy's dedication to improving immunization rates with the Childhood Immunization Champion Award. Two of her four coauthored journal articles published last year focused on vaccinations; the others addressed antibiotic stewardship and end-of-life care.

Her excellence in leadership, research, and education have received both state and national praise. Dr. Luthy's contributions have been recognized with the American Association of Nurse Practitioners State Award for Excellence, the Utah County Commissioner's Friends of Public Health Award, the National Association of Pediatric Nurse Practitioners Outstanding Service Recognition Award, and the Excellence in Clinical Practice Award from the Iota Iota chapter of Sigma Theta Tau. She has also been inducted as a Fellow with the American Association of Nurse Practitioners (FAANP) and with the American Academy of Nursing (FAAN).

Her predecessor was Dr. Jane Lassetter, who was named the college dean and began her new assignment on July 1.

Julie L. Valentine PhD, RN, CNE, SANE-A, FAAN

Besides having taught at BYU for 10 years, Valentine is a certified sexual assault nurse with Wasatch Forensic Nurses. She received her undergraduate degree from the University of Arizona, a master's degree from the University of Utah, and her doctor of philosophy from Duquesne University.

Her research focuses on sexual violence, intimate partner violence, and the criminal justice system's response to sexual violence. She is a nationally known expert in the field of sexual assault research and has received recognitions for her research, including being inducted as a Fellow with the American Academy of Nursing (FAAN), receiving BYU's Young Scholar Award in 2018, and being named the Research Advocate of the Year by the Utah Coalition Against Sexual Assault in 2017.

She has developed a collaborative database of over 7,000 sexual assault cases tracking data from evidence collection through DNA analysis, the largest database of its kind. Findings from this database have informed state and national policies and interdisciplinary practices.

Valentine was appointed to the Sexual Assault Forensic Evidence Reporting Act Working Group of the National Institute of Justice to develop national best practice policies in sexual assault cases. She served on the BYU Advisory Council on Campus Response to Sexual Assault in 2016, which investigated Title IX implementation and recommended substantial policy and structural changes. Additionally, she created a middle-range forensic nursing theory, the constructed theory of forensic nursing care, to serve as an international framework for forensic nursing education, practice, and research.

Valentine replaced Dr. Katreena Merrill, who was in this role since 2017. ➡



ZAK GOWANS (2)

The BYU College of Nursing got creative to meet the challenges of this past year.

ADAPTATION

A STRATEGY FOR LONG-TERM SUCCESS

The College of Nursing at Brigham Young University has overcome many challenges to continue its mission during the past year of the pandemic. The use of technology and other resources required flexibility and unique approaches to networking, clinical, and didactic work.

“While our response was to establish a method to complete tasks, many of them proved to be a valuable approach for students not only during a crisis but as a way to educate students in the future,” says Dean Jane H. Lassetter (AS ’81, BS ’98, MS ’01).

A few of the approaches that were originally implemented as short-term fixes will be used by the college long after the coronavirus threat is gone. Here are a few examples.

College Podcast

With the COVID-19 restrictions implemented this school year, the College of Nursing could not sponsor any in-person events. To fill this void and provide students with information, the college created *The College Handoff*, a weekly podcast series devoted to sharing career knowledge and nursing insight.

The project began by surveying undergraduate students to understand their podcast listening habits and discover how each show should be structured. We learned the ideal length (22 minutes), the best day to release new shows (Tuesday), and what components to include (career information, recruiter tips, and nursing how-tos).



DONOVAN KELLY

to transition into a new branch of nursing, or even those who just want to learn about what other nurses and professionals are doing to share the Healer's art, will find that *The College Handoff* is the perfect way to relax and learn each week.”

Shadow Health & Mentoring

For nursing students, the N292 class (clinical practicum of older adults) is their first clinical experience. Before COVID-19, students completed this clinical in a skilled nursing facility for gerontology patients. However, the pandemic forced these facilities to close their doors to visitors.

Second-semester students now receive their first experience with older adults through an online program called Shadow Health. The digital clinical experience gives students feedback and suggestions based on their care disparity with professional care.

One way to support this learning type is through a unique College of Nursing mentoring program that pairs N292 students with students in N492 (the nursing capstone class).

Feedback on mentor/mentee relationships has been beneficial. N292 student Olivia Snow comments, “I love the mentorship program. I only know nursing students in my cohort semester, and so I wouldn't have anyone to ask questions if I didn't have a mentor.”

She meets with her mentor once a week to talk over any questions she has about clinicals, class, registration, or whatever has helped her mentor throughout Olivia's upcoming semesters.

After the first semester of use, faculty members found that students did much

The show is produced by college communications manager Jeff L. Peery and is cohosted by Corbin Smith (a public relations major) and Adia Hansen (a fourth-semester nursing student). Behind the scenes, Donovan Kelly (a photography major) works as the production sound mixer, and Alex Coleman (an English major) helps write episode talking points and scripts. Each person's unique talents and skillsets combine to produce a new production each week.

By the end of the fall semester, 17 shows had aired, with over 2,000 downloads. While BYU nursing students are the main audience, additional listeners can be found in 28 states and five countries. All episodes are available wherever you can download podcasts, including Spotify, Google Podcasts, Amazon Music, and Apple Podcasts (or online at <https://thecollegehandoff.podbean.com>).

Lassetter says, “While COVID is not allowing us to be together in person, we hope this podcast will help you feel connected to the College of Nursing wherever you may be. Alumni looking

better in the computerized simulations if they had conversations with senior nursing students about each scenario and reflected on their first attempt and outcomes.

Several studies exist to support student/professional relationships. However, college faculty could not find research about mentoring relationships between students. “The research surrounding student mentor/mentee relationships is limited,” says assistant teaching professor Petr Ruda (BS ’09, MS ’15). “We are eager to finalize our data and share the results in a future journal article.”

It can be valuable to draw new teaching methods from within the college. “I don’t see this as a one-time alternative to clinicals,” says Ruda. “After COVID-19, these types of learning experiences can supplement the clinical course, become a refresher between semesters on how to do assessments, or remind students how to be empathetic; this system can be very useful.”

The hope is that the students, both mentors and mentees, will take all that they learn from these relationships with them into the workforce. It will make them better new nurses, prepared to ask the right questions and receive instruction, and more willing to guide in the future when a new nurse comes along and needs their help.

Rural Clinicals

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

Associate dean and associate professor Dr. Julie Valentine arranged for a few nursing students to complete their clinical rotations in rural locations, such as

“I love the mentorship program. I only know nursing students in my cohort semester, and so I wouldn’t have anyone to ask questions if I didn’t have a mentor.”

—Olivia Snow, N292 student

Vernal, Fillmore, and Panguitch, Utah. “Starting in the 2020 fall semester and expanding during the 2021 winter semester, a dozen students had the opportunity to participate in clinical work outside of the greater Salt Lake City area,” says Valentine. “These locations provided unique learning for students as they got to experience smaller hospitals, work with a variety of staff, and spend time on multiple units within those facilities, encounters not usually available in urban settings.”

Two of the capstone students were also roommates and shared an apartment. Lauren Schagel and Jamie Valentine (no relation to Julie) volunteered to spend time in Vernal, a community 150 miles east of Provo. “We would travel there on Wednesday, complete three 12-hour night shifts, then return home on Saturday,” says Schagel. “We did that for a month. The situation offered great out-

comes, as we were able to see the same patients from day to day, help with treatment evaluations, and work on different units of the 39-bed hospital.”

The logistics to accommodate rural clinical shifts came with an unexpected price. However, with a generous college donor’s help, the additional expenses for transportation, lodging, and meals were covered.

“The list of rural hospitals that are eager to allow undergraduate and graduate nursing students is expanding,” says Valentine. “We will continue to find ways to make the situation beneficial to students, the hospitals, and the faculty members that must also support these visits.”

The college also needs to receive donations to support such measures on an ongoing basis, as donor support should also be used in other areas (scholarships, mentored learning, and global health practicums).

Safety Measures

COVID safety measures were implemented throughout all buildings on campus, but a few of the safeguards that occurred in the College of Nursing will continue.

Starting in the fall semester, the college implemented a lab uniform that was different from clinical scrubs. Students must wear ceil blue scrub bottoms with a white top without a logo while working or practicing in the nursing learning center. (NLC)

“The NLC scrubs provide a visual signal and assurance to faculty that students did not wear those same scrubs to clinical that week,” says Lassetter. “Then,



DONOVAN KELLY (2)

when they go to clinical wearing their traditional navy scrub bottoms and white top with the BYU emblem on the sleeve, clinical faculty members know this set of scrubs was not worn on campus, potentially collecting the COVID-19 virus for transportation into the clinical facility.” This simple action allows us to assure our clinical partners that we are doing everything we can to keep their employees and patients safe, helping them feel more comfortable with students in their facilities learning to provide patient care.

“We cannot determine if a student has washed scrubs in between wearing if we have the same set of scrubs for both clinical and the NLC. Previously, we allowed college lab coats to be worn by several students between laundering, but this is no longer possible with COVID precautions,” says Lassetter.

Another precaution makes students responsible for cleaning their lab space before use. Using sanitizing wipes provided in the classrooms and labs, students can disinfect their desks, tables, keyboards, and manikins before instruction. Pre-COVID measures relied on custodial

staff or lab employees to clean surfaces as their schedules or routines allowed.

Other measures that may continue include wearing safety goggles during hands-on labs, having temperatures taken before entering the simulation lab, completing a health screening questionnaire, and, like any nursing professional, the continuation of hand hygiene upon entering or exiting any room.

Telehealth Training

Last year, the College of Nursing introduced standardized patients who “have been trained to answer questions for a particular condition,” says associate professor Dr. Neil Peterson (BS ’07), coordinator for the graduate program. This allows students to have similar experiences, because scenarios are scripted; patients can present the same symptoms for each student.

To keep the cases consistent, patients are trained in their ailments and may wear earbuds during their exams to receive real-time coaching from a faculty member on what to say, or they may refer to script cards during the process.

Because of COVID-19, part of the students’ learning also included treating standardized patients through telehealth sessions.

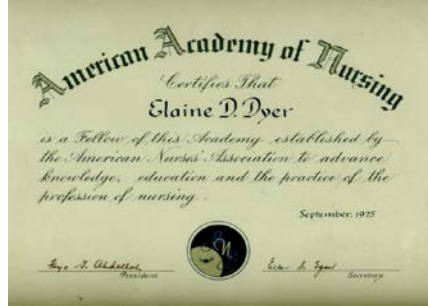
“Assessment via telehealth is something that every practitioner needs to know how to do now,” says Peterson. “Applying the techniques of telehealth and consulting via one-on-one video conferencing gives students the most realistic experience for what they will see in the clinical setting, preparing them to leave the graduate program confident in their ability to administer high-quality treatment.”

Peterson realizes that there is a need for ongoing refinement of the nurse practitioner training, including instruction on following proper video etiquette, collaborating with colleagues and other healthcare professionals, and upholding the standards of ethical conduct, privacy, and informal consultations with patients.

Summary

Most nursing schools significantly changed their curricula as they navigated the complexity of educating students during a pandemic. Some of the modifications were temporary safety measures, while others were significant improvements to training the next generation of nurses. BYU College of Nursing will continue to evaluate its teaching methods and course outcomes and apply key evidence-based practices of peers and industry research. Besides the changes with networking, peer mentoring, rural clinical work, and the increased use of technology in patient care, we are likely to see an expanded role of simulations in nursing education, more ways to learn in smaller group settings, and an increased acknowledgment that lectures and learning can occur both in-person and online. +

Corbin Smith, Alex Coleman, and Jeff L. Peery contributed to the writing of this article.



BYU Nursing Nostalgia Memories from Dean Elaine Dyer

By Sandra S. Mangum (BS '58)

It has been 35 years since Dean Dr. Elaine D. Dyer retired. With her passing in December 2020, her influence continues to be seen in the College of Nursing at Brigham Young University through faculty performance and success in research, scholarly publications, and presentations.

A few weeks before her death, Dyer celebrated her 97th birthday. As the college prepares for its 70th anniversary in 2022, her sense of mission and her legacy of implementing change, stressing research, and applying evidence-based nursing education are still strong and growing in the College of Nursing. Let's consider some of her milestones.

In her history, she wrote:

My first choice for a vocation was to be a medical doctor prepared to do surgery on children. I went to Brigham Young University because I was too young to apply to a medical school. I asked a professor to write a recommendation for me, but he refused because girls do not go into medicine [emphasis added]. The door that was open to me was nursing.

During the four years I spent at a Catholic nursing school in Salt Lake City

(1942–1946), I learned a lot about my religion. I learned more about my testimony [of The Church of Jesus Christ of Latter-day Saints] and about having firm values that I never did deviate from. So many of the values I had were also valued by the Catholic nuns.

I love three things in this life: my family, my testimony of the restored gospel, and my country. I love them equally because the three of them need each other to function properly. I would give my life for all three or any one of them. They are equally important and necessary for God's gospel plan to operate.

While working as a nurse at the Salt Lake City Veterans Administration [VA], I enrolled at the University of Utah and received my master's and doctoral degrees.

At the University of Utah, I completed a PhD in educational psychology in 1967. I had 50 publications, including three books and 47 articles in refereed journals of psychological, medical, nursing, and dental professions.

Dyer spent her career as a teacher, nurse, and researcher. She recalled, "The University of Utah Press published my doctoral dissertation—*Nurse Perfor-*

mance Description: Criteria, Predictors, and Correlates. [When] it went into second publication, and I sold over 10,000 copies, [it] lifted my spirits substantially. I think it is the first fact- and analysis-based dissertation in nursing. I presented professional papers at national microbiology meetings, national psychology meetings, and national nursing meetings."

While at the VA in Salt Lake City, Dyer conducted research projects that brought her to the attention of the Veterans Administration in Washington, DC. Her sphere of influence expanded as she continued research on a national level to improve nursing care in the entire VA system of clinics and hospitals.

Dyer recorded, "I was made chief of clinical nursing research, which required a doctorate for employment. Then I soon began working out of the Washington, DC, Central Office for the Veterans Administration. The responsibility of my job was to improve the quality of nursing care given to veterans. Doors were opened, and I met top nursing people. [Nursing leaders] were going in and out of VA headquarters, and you rubbed shoulders and could talk with and have

breaks with people from all over the United States and other countries."

In 1972, at the end of her 28-year career at the VA, both in Salt Lake City and Washington, DC, she was invited to assist the BYU College of Nursing and work with faculty to improve nursing research skills.

In 1979, she was appointed dean of the College of Nursing, a position she held until retiring in 1986. Her associate deans were Dr. Jennie B. Van Drimmelen and Dr. Camilla S. Wood, and later Leslee S. Boss (BS '61) and Dr. June Leifson (BS '57).

Under her leadership, eight faculty members completed doctoral degrees, and five continued in doctoral study.

By the end of 1981, the college administration decided to discontinue the associate degree program, committing to baccalaureate preparation as entry into the profession. The last class of the associate degree program was admitted in May 1983 and graduated the following year.

From Dean Elaine S. Marshall's book *Learning the Healer's Art: Nursing Education at Brigham Young University*, we learn that

Dean Dyer championed nursing's growth and stature as a profession, promoted research among faculty, and saw research as critical to providing a sound foundation for nursing practice and advancing the College of Nursing.

Nevertheless, Dean Dyer succeeded in leading the progress of an impressive array of faculty research and nursing education. For example, she completed a ten-year study of entering and graduating nursing students. The study examined the personality and psychological factors that affect nursing choice as a profession and nursing success. The study's purpose was to provide data to help improve the selection process and the retention of nursing candidates, students' counseling, and the design of nursing education concepts and practices. She also continued

her expertise in measurement and quantitative analysis. (pp. 93–94)

Dyer was also involved in the planning and construction of the 12-floor Spencer W. Kimball Tower (still the tallest building on BYU Campus, it was named after the 12th president of The Church of Jesus Christ of Latter-day Saints). The college welcomed office space on the fourth and fifth floors during the 1981 fall semester. It later acquired an area on the first floor of the building for its simulation labs.

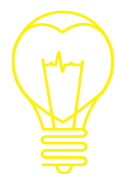
Always the champion of professional nursing at the highest levels, Dyer asserted that nurses must "take learning from the physical [sciences], social sciences, and religion; read and contribute to the professional literature; pose effective research questions; and use such knowledge to solve problems."

We appreciate your example and how you made a difference to the nursing profession. 📖

In preparation for the college's 70th anniversary in 2022, we also want to receive your written memories of the College of Nursing. [Submit experiences to nursingmag@byu.edu](mailto:nursingmag@byu.edu). Authors whose stories are published will receive a college-logo item.

IMAGES COURTESY OF ELAINE DYER FAMILY





Additional Ways Students Gain Mentored Experiences

By Jeff L. Peery

The college's current success in using undergraduate students as research assistants (RAs) indicates that professors can mentor RAs and still complete research and evidence-based projects. Below are six examples of how faculty members have used mentored learning to enhance the education of nursing students:



#1 Jocelyn Tippetts (semester four) had the opportunity to work with associate professor Dr. Neil Peterson (BS '07) and female research participants using activity trackers to see whether the devices motivate women to exercise more. Peterson received funding from a college grant and was able to hire Tippetts as an RA. Through this mentored learning experience, she completed a literature review to understand electronic activity tracking devices and how women are motivated by using these fitness-regimen tools to improve their health. Together they synthesized the results into a summary of what is unknown, identified areas of controversy in the literature, and formulated questions that need further research.



#2 Shaylee Bench (semester five) was among a few speakers selected to share their work at the college's annual research and evidence-based projects conference last December. She and assistant professor Dr. Corinna Trujillo-Tanner discussed studying the social connection among Hispanic older adults with sensory impairments (visual and hearing). They researched whether sensory impairment in a Hispanic elder can increase the risk of social isolation, which can lead to many negative effects like depression, anxiety, and decreased physical health. After months of gathering data, they found that for participants in their sample, sensory impairment does not contribute significantly to social isolation among this demographic. So far, Bench has learned that research can be exciting and complex. Because of a caring professor's guidance in a mentored learning environment, she has gained much more than a greater understanding of nursing. She has also developed new organization and leadership skills for future success.

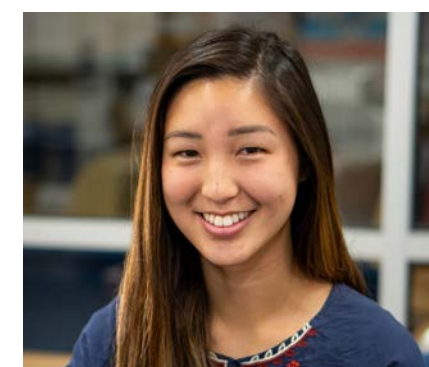


#3 Jessica Bringhurst (semester six) is an RA working with associate teaching professor Dr. Leslie W. Miles (AS '83, BS '99). She had the privilege of working on a project dealing with intimate partner violence and sexual assault in Utah and other western states. Each week, a team of five to six RAs met to code data from sexual assault nurse examiner documentation forms. The data were processed for statistical analysis to better identify how to serve victims of sexual assault. Bringhurst participated in one study to understand demographic data and how current intimate partner victims and ex-intimate partner victims differ. Last September, her team members received third place for their research poster at the International Association of Forensic Nurses 2020 virtual conference. Their project was titled "What about the 'X'?: Exploring characteristics associated with ex-intimate partner sexual assault." Bringhurst says, "Not only has this project benefited me personally with gaining important research and other experience with these incredible professors, but our research is leading to policy change here in Utah and throughout the United States."

FAR LEFT PHOTO COURTESY OF JOCELYN TIPPETTS; ZAK GOWANS (5)



#4 As a student, **Ben Zitting** (BS '19) had the opportunity to work with professor Dr. Sherie Palmer (AS '81, BS '84) on teaching sexual education to reduce the risk for teenage pregnancy in Paraguay. Palmer had received a Fulbright Scholar Award and began studying this topic. She engaged a dozen nursing students over three years in mentored learning outcomes, with experiences such as completing literature reviews, designing teaching modules, and traveling to Paraguay to teach and implement self-produced training materials to teenage students. Zitting was among the RAs that participated in the research and in-country presentations. Due to COVID-19 restrictions, Palmer and her group could not return to Paraguay for final teaching opportunities at local schools in 2020. With the college media team's help, the six sex education modules were filmed and sent to Paraguayan schools. Zitting wanted to ensure the video project was successful, so he returned to campus last November and offered to record the modules that he created (sexual conduct for boys and reproductive health for boys) in Spanish. His 35 minutes of instruction will be an ongoing reminder of how he got to participate in a professor's evidence-based project and have unique experiences outside of a classroom.



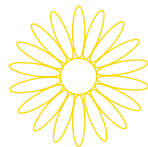
#5 Since 2016, associate professor Dr. Bret Lyman has studied organizational learning—the process of retaining and transferring knowledge within an organization. During those years, he has worked with over a dozen nursing students and created a unique mentored learning environment for each to grow and prosper. With **Cynthia Pao's** (BS '20) help, Lyman developed an instrument for measuring organizational learning mechanisms that included a 39-item investigator-developed tool, based on results from his two prior studies. There are usually visa work restrictions for international students at Brigham Young University, but luckily, Pao was able to be cleared for work, and participating in Lyman's research helped her meet her tuition needs each semester. Her grandmother was a nurse in Taiwan who helped many people in their rural village. Pao was excited to graduate recently so she could go "into the world to make a difference" like her grandmother. By participating in mentored learning opportunities, she is now realizing her goal and lifelong dreams.



#6 Before graduation, **Steven Roundy** (BS '20) worked on an immunization project with associate professor Dr. Janelle Macintosh. They investigated whether nursing students approach the recommended child/adolescent immunization schedule differently in their healthcare plans once they learn about its importance. The team conducted surveys and focus groups and learned that most nursing students promote the vaccine schedule with patients and their parents when appropriate. In terms of mentored learning, Roundy says, "I felt like I was more of a partner than a student being assigned to do different things. Overall, my experience was super positive; it was an opportunity to play an integral role in research and see all the work that goes into a study. My confidence in looking at research is a lot stronger, and I feel like I know what goes on behind the scenes and how valuable the information is that we do get from research projects." 🍌

Through additional donations to the college, more students can have a similar experience and appreciate the value of mentoring in the nursing profession.

give.byu.edu/nursing



Compassionate Individuals Receive College **DAISY Awards**

By **Jeff L. Peery**

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

The DAISY Award for Extraordinary Nursing Students

NICCOLE DUNFORD SN

Nicole Dunford of Pleasant Grove, Utah, was nominated by several of her capstone peers.

Natalie writes, “Nicole always says hello to us as peers and wants to know how we are doing. She is very dedicated to doing her very best in school so that she can be her very best when she cares for patients.”

Lauren says, “She encompasses nursing as she is kind, loyal, compassionate, funny, loving, and an instant joy to any patient who is lucky enough to have her. In moments when I have doubted myself, she has been there to reassure and motivate me.”

The college recognizes compassionate individuals each semester. Pictured are Dean Jane Lassetter and nursing student Niccole Dunford.



And Maria states, “She is caring and nice to everyone in our cohort and always checks in on us to make sure we’re doing okay both in school and in our personal lives.”

Niccole is not only compassionate; she is also very humble. She writes:

I am so very grateful for my husband, Chris. He has supported my dream of being a nurse in every way possible. I think it is vital for nursing students to find a dependable support system. In my case, it was my amazing husband. His support defined my success. We all need someone to encourage our dreams and be a soft place to listen to our setbacks. I wanted to be that person for students who felt alone.

The Savior sought out those who were the outliers, those who needed compassion and kindness. In their darkest times, He was there with them. The Healer’s art, to me, means that I stay close to my Savior. It means that I am a conduit for Him to shine a light on people when they need that light, when they feel darkness and loss of hope. The science behind nursing has always been so important to me, but in addition to that, being able to impact someone’s life in a way that they will feel His light and love through me is the best thing ever.

Niccole Dunford is indeed a light to all those she comes in contact with.

JEFF L. PEERY (3)



The DAISY Award for Extraordinary Nursing Faculty was presented by Dean Jane Lassetter to Dr. Leslie Miles (center) and Dr. Peggy Anderson (right).

The DAISY Award for Extraordinary Nursing Faculty

LESLIE MILES DNP, PMHNP-BC

The College of Nursing is pleased to honor two professors with the DAISY Award for Extraordinary Nursing Faculty.

First, associate teaching professor Dr. Leslie Miles. Leslie received entries from both undergraduate and graduate students, showing her vast level of compassion in nursing.

Kristen says, “She makes me feel so comfortable, and I can tell she cares about me individually as a person. While she’s dedicated to learning and research, I know she cares about me as a person more than anything else.”

Atalie states, “You can always count on Leslie for a listening ear. She’s one of those people that will always put a smile on your face and make you feel just a little happier.”

Another student writes, “Not only does she respect and embrace the differences of others, but she accepts her patients

as strong individuals who fight difficult battles and deserve the best support.”

And Lauren shares, “In every sphere I’ve interacted with her, she has been kind, optimistic, and devoted to those around her. I admire her ability to sit down with a patient, friend, or family and talk things out because she genuinely cares about others.”

Leslie Miles proves to be a professor and friend who enjoys life and strives to put a smile on your face in every interaction.

PEGGY ANDERSON DNP, MS, RN, PH-C

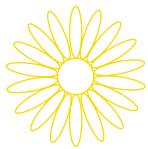
Second, associate teaching professor Dr. Peggy Anderson is the undergraduate studies program coordinator and has worked many unseen hours to ensure students in quarantine or exposed to COVID-19 are safe, have access to clinical learning, and overall have their needs met while in isolation.

One faculty member writes, “Peggy has an uncanny ability to see to the heart of the matter with her heart. She speaks for the vulnerable, cheers for those who

work hard, has a ready smile for all, and intuitively knows what to do or say. Her quiet example of really doing her best in everything is a comfort. Students can feel her warmth and always come away cheered by interaction with her.”

Another faculty writes, “Rarely in my life have I been blessed to encounter someone who is as charitable, guileless, and compassionate as Peggy. She goes about quietly serving the faculty and students of the College of Nursing, usually in ways that are nearly invisible yet indispensable. Recently, Peggy has been one of a small group that follows up with nursing students who are either quarantined for COVID-19 exposure or isolated from the illness. One by one, she does her part to check on these secluded students, asking each if they have essentials, like food, and how they are feeling. I can imagine how much these students appreciate the warmth of her caring.”

Peggy Anderson is an exemplary practitioner of the Healer’s art.



The DAISY Circle of Influence Award

KARL PARKINSON

A third DAISY recognition, the DAISY Circle of Influence Award, was given to Karl Parkinson. The College of Nursing believes that teamwork is crucial to facilitating effective communication and promoting positive patient outcomes as nurses work closely alongside physicians and specialists to provide well-organized comprehensive care. That same support at the college level for faculty and students is no different.

As the college IT manager, Karl Parkinson is a great support to faculty, staff, and

students. His nomination by assistant professor Dr. Corinna Trujillo-Tanner says,

Although a newer member of the BYU College of Nursing team, Karl has forged widespread and positive relationships with each college community member. He is always friendly, and when I have needed assistance with one technical problem or another, he is so helpful and never acts rushed (even though we all know how busy he is). I am a full-time faculty member with a vision impairment and, as such, face unique challenges, especially when it comes to technology and using a computer. Without even being asked or prompted, Karl began exploring options that would make my work easier. He truly went the

second mile to research assistive devices, which he then purchased and, to my surprise, installed in my office, including a large-print keyboard and unique magnification set up for word processing. All of this while his workspace was under construction and he was managing all of the remote learning and video conferencing changes related to the global pandemic.

Because Parkinson's award represents teamwork, his statue has three figures connected in a circle.

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

All individuals received their honors at a college ceremony in October 2020. View recognition videos on each of our recipients on our YouTube channel: youtube.com/BYUNursing.

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

National Honor



Associate teaching professor Lacey Eden (left) received one of five national DAISY Nurse Leader in Policy awards offered by HealthImpact. Associate dean Dr. Beth Luthy presented the recognition materials.

Nursing Faculty Member Receives National Honor

Eden receives HealthImpact DAISY Nurse Leader Award in Policy



HealthImpact, a nonprofit organization dedicated to transforming nursing to advance Californians' health, partnered with the DAISY Foundation to honor nurses whose work in policy promotes compassionate care that improves the populations' health. BYU associate teaching professor Lacey Eden was among the five individuals and one team selected

by a national panel of healthcare policy experts and honored with this award.

LACEY M. EDEN MS, FNP-C

In 2017, Eden spearheaded statewide lobby efforts to change Utah Immunization Law (Utah House Bill 308) to require mandatory vaccine education among parents who exempt their children from receiving vaccines. After helping to write the law, she promoted the proposed legislation across the state. Eden garnered strong support for the bill by working with the media, lawmakers, and health departments, as well as groups such as the Utah Nurse Practitioners, Utah Nurses Association, Utah Medical Association, Utah Pharmacist Association, Utah Hospital Association, Utah School Nurse Association, various university student organizations, and public health nurses. The bill passed with

unanimous support, even though Utah has some of the country's lowest vaccination rates and a strong anti-vaccine lobby.

Eden also led a team of community experts in developing the Best for Baby mobile application to help mothers and parents know what to expect at each check-up during pregnancy and well-child visits.

"We want to thank the honorees for their dedication in advancing compassion in healthcare through their policy work. Communities and populations of patients have benefited from their tireless efforts in ensuring holistic care," says Dr. Garrett Chan, HealthImpact president.

"Seeing the DAISY Award applied to honor work that advances compassionate care through policy is a thrill we never imagined when we created DAISY 21 years ago," says Bonnie Barnes, cofounder and CEO of the DAISY Foundation. 🌟

SUPER SWABBERS

Nursing Students Called On to Be Campus “Super Swabbers”

THE COLLEGE OF NURSING at Brigham Young University was asked to have its students conduct COVID-19 testing for the campus. The week before Thanksgiving break, our college administration had two days to organize the event details with the university and then recruit students. In just four hours, nursing students stepped up and filled 144 shifts. Students were able to test 8,000 individuals in just four days.

Then, beginning winter semester, nursing students and public health students were responsible for swabbing 10,000 people in the first 10 days of class—and 3,000 randomized tests each week. Nursing students could be found in the Garden Court of the Wilkinson Student Center, in the Richards Building, at the BYU Student Health Center, and at the BYU Salt Lake Center.

Because the nasopharyngeal swab test requires shallow samples from the nasal

cavity as opposed to the deep throat oropharyngeal swab, the students were well-received as “super swabbers.” In addition, it was a great opportunity for students to show compassion to their peers, practice bedside manner techniques, and experience public health.

Many also found it a great opportunity to demonstrate the Healer’s art to the campus community.

“I was grateful to help students who seemed nervous about getting the test,” says Alison Semus (semester six).

“I tried to help everyone that sat in my chair relax and crack a smile, if not a laugh. I believe laughter heals,” writes Jenna Lewis (semester six).

“Helping fellow students fight the pandemic has allowed us to practice what we preach,” states Lexi Reeves (semester two).

“I loved knowing I was making a difference, not just with helping with the testing itself, though that was important too, but rather showing those I tested that everything was going to be okay. Many I saw were anxious to be there, but through my healthcare skills and good bedside manner, I could get them to laugh or relax. I think that’s what the Savior would’ve done. He would have done the job He signed up for, but it would not have been the most important focus for Him. People always come first,” offers Madison Jensen (semester three).

“I felt so proud to belong to a program that is so willing to serve when there is a need. Nurses have been giving everything of themselves during this pandemic, and it felt good to be able to provide a little of my time and smile to help out,” says Katelin Peterson (semester six).

“I loved knowing I was making a difference . . . showing those I tested that everything was going to be okay.”
—Madison Jensen

“This pandemic has placed a heavy burden on the healthcare system, and as student nurses, we aren’t able to provide care to COVID patients during our clinicals in fall 2020. Being a swabber is an opportunity to contribute to relief efforts and give back to the BYU community. It is exciting to put the Healer’s art into action by serving my BYU peers and promoting a safe, healthy environment for all cougars!” says Ann Peterson (semester six).


“There is nothing I hate as much as feeling helpless when others around me are suffering. BYU allowing me to help in some small way meant the world to me! I realized that being a part of the solution doesn’t always mean doing something big, like inventing the lifesaving machine or discovering the cure to a debilitating illness. I realized that being part of the solution is being willing to jump in with both hands, whatever my capacity is; being part of the solution is to share the light I have, however small it may be. But if we call upon God to help us and we are willing to jump in, using whatever capacity we have to help, we will be able to channel the powers of heaven to accomplish God’s work. This is how I felt, standing in a room with dozens of volunteers, workers, and students getting tested; I felt like we were doing God’s work,” writes Sarah Larsen (semester four). 



IMAGE COURTESY OF SONIA BLAU

Alum Perspective

Insights from My Legacy of Caregiving

Sonia B. Blau (BS '99)

I HAVE ALWAYS HAD a tender heart toward others’ feelings. My next-door neighbor in high school was an elderly widow who I visited after school. During those same years, I also worked as a dietary aide in a nursing home. I would serve the residents their meals and talk as I placed their tray in front of them. I loved to listen to their stories of a bygone era—they were living history for me.

I continued to develop the skills of caregiving as a home health aide, visiting the elderly in their homes. One memorable patient suffered from amyotrophic lateral sclerosis disease. She allowed me to care for her and never critiqued how I fixed her hair or made a meal, but she thanked me with her sweet smile.


Since I was young and ambitious, I decided to attend nursing school. I was strong, and I felt invincible. My time as a CNA was the beginning of a 20-year career as an RN through three hospital systems across two states. I have cared for many people throughout my years as a caregiver. What have I learned?

Number 1: You can take care of someone, or you can be their caregiver. One way or another, it is the same work, but you decide what your attitude is about it. When you feel called to this kind of work, you are a caregiver. As you do this work, the strength to do it seems to come not only from your physical self but from your spiritual self. This strengthens you to perform the care excellently and care for the person exquisitely.

Number 2: Go to work each day with the true heartfelt intention to do good for others. Many have stated this sentiment over the centuries. Jesus said, “Love one another” (John 13: 34) and “bear one another’s burdens, that they may be light” (Mosiah 18:8). The Buddha taught, “Radiate boundless love towards the entire world” (Karaniya Metta

Sutta). Mahatma Gandhi taught, “The real love is to love them that hate you, to love your neighbor even though you distrust him.”¹ The prophet Muhammad said, “You will never enter paradise until you have faith, and you will not have faith until you love one another” (Ṣaḥīḥ Muslim 54). No matter the culture, we are of the same earthly tribe of human beings. It may be said in different ways, but these concepts are universal.

Number 3: It is essential to take time away from caring for others to care for oneself. When you lift the burden of another, you help the greater good. That greater good rises from within your heart, and there is a warm glow that fills your soul. That is the joy of serving your fellow beings. That feeling is life-giving and sustaining for the caregiver. That glow fuels the desire to do good, to do right, and to do it well. When you feel the warm glow waning, that is a warning sign that you are not giving proper care to yourself. To genuinely love others, one must love themselves—this means taking the time to show that love to yourself. It is essential to recharge mentally, physically, spiritually, and intellectually.

To walk into a total stranger’s life and care for them in an intimately personal manner takes a special kind of someone. Someone who sees beyond the physical limitations of the person but sees them for who they truly are. That is the true heart of a caregiver. 

This story originally appeared in the October 2020 issue of Arizona Nurse publication with excerpts reprinted courtesy of the alumna. Blau is a registered nurse for Sunland Home Care in Mesa, Arizona.

1. *Gandhi on Non-Violence*, ed. Thomas Merton (New York: New Directions, 1965), 72.



JAREN WILKEY/BYU PHOTO 12

Alumni Updates



The College of Nursing is proud to present Michael S. Robinson (MS '13) with the 2020 Preceptor of the Year award. Associate dean and professor Dr. Beth Luthy (MS '05) gave the recognition and says, "Mike is not only an exceptional clinician but also a phenomenal collaborator, mentor, leader, preceptor, and healthcare provider. He is the epitome of what we all strive to become."

Professor emerita Dr. **Lynn C. Callister (BS '64)** was recently recognized among the top 100,000 scientists globally based on a combination of publication metrics from a report funded by Meta-Research Innovation Center at Stanford.

Jane J. Fox (AS '77) recently retired after 42 years with Intermountain Healthcare as a cardiovascular nursing director. She continues to be a part-time adjunct faculty member for the BYU College of Nursing.

Debbie R. Bracken (AS '81) recently retired from a 34-year career with Intermountain Healthcare. She now works as a part-time instructor overseeing nursing simulation debriefing for BYU College of Nursing.

Deborah Matlock Sanborn (AS '81) completed a master's degree specializing in nursing informatics from Capella University. She has worked for five years as the associate director of clinical grievances-compliance and accreditation for UnitedHealthcare Group of Las Vegas, Nevada.

Janette M. Grigg (AS '83) completed a master's degree from the University of Rhode

Island and has been a family nurse practitioner for five years at Southern California Neurological Consultants in Pasadena, California.

Holly T. Richardson (AS '84) is now the editor of *Utah Policy Daily*. She is a nonprofit scholar, communication specialist, political consultant, former member of the Utah House, blogger, mom, and midwife focused on making a difference in the community.

Sharon Soutter (BS '87) has served as a learning specialist and infection control coordinator for the past decade at Primary Children's Hospital (with 19 years at the organization).

Michaeline K. Shiverdecker (BS '91) finished her fifth year as a NICU registered nurse for Dixie Regional Medical Center in St. George, Utah (and her 29th anniversary with Intermountain Healthcare).

Carolyn Lewis (BS '92) is now the director of teaching and learning at the ATS Institute of Technology in Chicago. She utilizes the NCSBN NCLEX-PN blueprint and works with faculty in developing and implementing evidence-based practice learning strategies.

Her doctor of philosophy degree in nursing is from the Texas Woman's University in Dallas.

Lance Buxton (MS '01) is a family nurse practitioner at Terry Reilly Health Services in Idaho.

Rachael E. Andrews (BS '03) completed the neonatal nurse practitioner program from Duke University in 2020 and now works as a neonatology nurse practitioner at Cincinnati Children's Hospital Medical Center.

Jan Q. King (BS '04) has spent 10 years as a registered nurse with the Carondelet Health Network in Tucson, Arizona.

Jonathan G. Yost (BS '05) is a certified registered nurse anesthetist at Madigan Army Medical Center in Tacoma, Washington.

Melissa F. Lewis (BS '06) became an adult nurse practitioner after graduation from the University of California, San Francisco and has worked for nine years as an NP at Stanford Hospital and Clinics in their neuroscience department (and six years in their neurosurgery department as a nurse).

Lisa W. Williams (MS '06) is approaching 15 years as a nurse practitioner at Revere Health's Central Utah Clinic.

Kami K. Tyler (BS '07) completed a master's degree in nursing education from Western Governors University and has taught two years as a nursing instructor at Snow College in Ephraim, Utah.

Jennifer A. James (BS '12) received a master of science in nursing last August from the University of Texas at Arlington and received certification as a family nurse practitioner in October 2019.

Christy Harris Parsons (BS '12) accepted a new role as an intensive care nurse at Doctors Hospital of Augusta in Georgia.

Brontë Dohm Welker (BS '14) obtained a doctorate of nursing practice from the University of South Alabama and now works as an advanced practice nurse practitioner for Urgent Team in Rogers, Arkansas.

ZAK GOWANS

Ashley M. Woodside (BS '14) recently graduated from Georgetown University with a dual master's degree, becoming a certified nurse-midwife and women's health nurse practitioner. She looks forward to taking boards and using her degree.

Amanda L. Christensen (BS '15) started as a VA Quality Scholars Fellow at the US Department of Veterans Affairs in Minneapolis, Minnesota. She is completing a doctorate of nursing practice from the University of Minnesota with a focus on health innovation and leadership.

Kirstin Wells Embree (BS '15) has been a cath lab prep and recovery RN at Advocate Illinois Masonic Medical Center in Chicago for five years.

Jamie E. Gettys (BS '16) is a registered nurse, lactation consultant, doula, and new birth educator. She is the founder of La Luz Birth & Lactation, a community organization that provides many resources (she created) to new mothers in both English and Spanish.

Deven Jennings (BS '16) is completing a doctorate of nursing practice from the

University of Utah and plans to work as a psychiatric/mental health nurse practitioner.

**New promotion?
Advanced degree?
Recently published?**

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

IN MEMORIAM

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

Past dean of BYU College of Nursing (1979-1986) **Elaine Dedrickson Dyer** oversaw the college's move into the Spencer W. Kimball Tower and worked with faculty to expand their nursing research skills. Before BYU, she had a 28-year career at the Veterans Administration in Salt Lake City, Utah, and Washington, DC. Elaine, 97, died December 2020.

Carol June Randall Flanary (BS '56); Providence, UT. She and husband Howard have 14 children, 87 grandchildren, and 79 great-grandchildren. Carol, 86, died June 2020.

Linnea Smith Barney (BS '58); Orem, UT. She began her nursing career in 1958 as a public health nurse in Salt Lake City, Utah. Her professional experience also included nursing roles at the University of Iowa, the Church College of Hawaii (now BYU-Hawaii), and the University of Missouri Regional Medical Center. She and husband Ralph have seven children, 26 grandchildren, and 17 great-grandchildren. Linnea, 84, died November 2020.

Judith Ann Malzahn Ellsworth (BS '58); Sandy, UT. She enjoyed her career as a registered nurse and worked in various positions throughout her life: in the operating room, in labor and delivery, as a nurse educator, and in patient education. She credited nursing as the path that led to meeting her husband. As a student nurse at LDS Hospital, one evening she was assigned to the ICU. While attending to a patient, she didn't see his grandson sitting in the corner and tripped over his feet. The patient received more visits than usual from his

nurse that night, and the rest is history! She and husband Stanford have four children, 15 grandchildren, and 11 great-grandchildren. Judith, 83, died May 2020.

Mary Gwen Tufts (BS '60); Springville, UT. She earned a master's degree from the University of California, Los Angeles, and an education doctorate in institutional management from Pepperdine University. Gwen made a huge impact on countless people's lives throughout her career. Positions include unit leader at LDS Hospital, nursing director at Brotman Memorial Hospital in Culver City, nursing director at Westlake Medical Center, and risk manager at Conejo Valley School District. Mary, 82, died May 2020.

Ingrid Lynne Anderson Martin (BS '66); Caldwell, ID. Ingrid, 77, died March 2020.

Annalee Greenwood Wood (BS '68); Gunnison, UT. As a registered nurse, she worked for many years at hospitals in Utah and California. She and husband Don have five children. Annalee, 74, died August 2020.

Jane Pullan Tolley Lins (AS '71); Hurricane, UT. Jane worked in many hospitals in Salt Lake City, including Holy Cross and the newborn nursery at Alta View Hospital. She and husband Ron have one son. Jane, 75, died June 2020.

Irene Beveridge Simons (AS '72); Pleasant Grove, UT. She worked at hospitals throughout Utah as an RN and an occupational health nurse for Unisys, L-3 Communications, and OrbitalATK. She and husband Mike have four children. Irene, 69, died June 2020.

Lynette Houghton Bird (BS '73); Stockton, CA. She worked for public health departments in Fresno and Stockton, San Joaquin General Hospital, and for more than 25 years in the practice of Param Gill, OB/GYN. Lynette received her master's degree from San Jose State University

in 1991 and became a nurse practitioner. Later in her career, she acted as a health coordinator for female athletes at the University of the Pacific and a nurse for the Sacramento Mission of The Church of Jesus Christ of Latter-day Saints. She and husband David have four children. Lynette, 68, died July 2020.

Pamela Dee Armstrong Pixton (AS '73); She worked in the nursing field for over 40 years, most recently at LDS Hospital. She and husband Gerald have three children. Pamela, 74, died September 2019.

Darlene Bangerter (AS '76, BS '82); Bountiful, UT. She worked for LDS Hospital, the American Red Cross, and other nursing institutions, where "she was an angel to many." Darlene, 65, died June 2020.

Karen Louise Abegg Goodwin (AS '83); Pleasant Grove, UT. She was a labor and delivery nurse. She and husband Gordon have six children. Karen, 58, died July 2020.

Russell Wilshaw (AS '76, BS '90, MS '93); Pleasant Grove, UT. After graduation he worked as a trauma coordinator nurse for Intermountain Healthcare for 31 years at both Utah Valley Hospital and the University of Utah Hospital. He also was a full-time faculty member who taught at the BYU College of Nursing in the ICU course during the 1990s. He and wife Christine have one child. Russell, 73, died January 2021.

Rosemarie "Susie" F. Vega (BS '97); American Fork, UT. After earning her nursing degree while raising young children, Susie became a labor and delivery nurse. She was part of the Hirsche Smile team and donated her time and talents to provide life-saving reconstructive surgeries to children in need throughout Central America. She and husband Angel raised have nine children, 13 grandchildren, and two great-grandchildren. Susie, 64, died August 2020.

New Faculty

Three new faculty members recently joined the College of Nursing.
All are highlighted below.

Combining Goals to Work at BYU

Matthew T. Anderson, Assistant Teaching Professor,
DNP, APRN, FNP-C



The college recently welcomed assistant teaching professor Matt Anderson (BS '13) to its ranks.

Dr. Anderson is an adult congenital heart disease nurse practitioner and has worked for the University of Utah. He also received his doctor of nursing practice degree in 2018, focusing on optimizing coordinated care for pregnant women with heart issues. He also had opportunities to work in the emergency department and the cardiac

catheterization lab for University of Utah Health and to be an adjunct faculty member for Salt Lake Community College and Brigham Young University.

Two of his goals were to be an educator and to work in health-care. As time went on, Anderson realized he could combine both goals. He says, "As a nurse, I can impact individual patients, but as an educator, I can hopefully positively influence many future nurses that will impact hundreds to thousands of patients. Working at BYU combines my love of the gospel with my love for caring for individuals in healthcare. I could not see myself teaching nursing in any other context."

Anderson is a member of the American Association of Critical Care Nurses and the American Association of Nurse Practitioners. He teaches the clinical practicum for the adults in crisis course at the University of Utah Hospital's ICU. He also instructs the advanced health assessment across the life span course for the graduate program. His Spanish-speaking skills will be utilized during the Ecuador section of the clinical practicum for the public and global health nursing course each spring.

Anderson feels incredibly honored, humbled, and blessed to be joining the faculty of the nursing program. He says, "Attending the nursing program at BYU was one of the choicest experiences of my life. I hope to be able to help students along their quest for perfection and eternal life as we learn together the Healer's art." Away from campus and work, Anderson enjoys time with his wife and five young children. His passion comes from playing board games, playing active sports (soccer, tennis, and pickleball), paintballing, and being outdoors. 📍

Being a True Blue Alum

Jeanette Drake, Assistant Professor, PhD, RN, MN,
ACNP-BC



Perhaps there is no better champion for nursing alumni than assistant professor Dr. Jeanette Drake (BS '90), who served on the BYU College of Nursing alumni board in Ohio for several years before starting a doctor of philosophy degree (and post-master's certification in education) from the Cizik School of Nursing at the Uni-

versity of Texas Health Science Center in Houston.

She has experience teaching and training nursing students and professional staff and providing comprehensive care and health education to cardiothoracic surgery, vascular surgery, and heart failure patients and their families. Part of her practice comes from working at the University of Washington Medical Center, the Cleveland Clinic Foundation Medical Center, and most recently as a simulation specialist for the Center for Nursing Research, Education, and Practice at Houston Methodist Hospital's Texas Medical Center.

Drake's current research focuses on the development and psychometric testing of the Drake Atrial Electrogram Assessment Survey (DAEGAS). She is passionate about supporting nurses and is focused on providing them with the training and support they need to enhance their technical performance and the Healer's art. She knows that great nurses make a real difference for actual patients in the real world—and they do it every day.

She co-teaches the ethics in nursing course, presenting an overview of principles and theories while providing instruction in advanced communication skills to enhance professional nursing practice. She also instructs in the adults in crisis course in the classroom, the NLC (simulations development), and clinical practicum at the hospital.

Now that she is at BYU, she looks forward to working with and getting to know the students, faculty, and staff. When not working, Drake is excited to live closer to family, have time to travel, enjoy the mountains, find a singing group that needs a contralto, and experience less humidity. 📍

Keep Every Door Open

Marie M. Prothero, Assistant Professor, PhD, RN,



ZAK GOWANS (3)

Coming to BYU, Dr. Marie M. Prothero (MS '96) is excited to fulfill a personal goal she had set for herself many years ago when she started as a nurse. She wanted to become a BYU Nursing professor.

Prothero started her education experience at Rick's College as an aspiring microbiologist, not a nurse. After a stinky lab experience, she left Rexburg that semester knowing two things: first, Idaho is too cold, and second, she wanted to be a nurse.

She received her associate's degree in nursing from Weber State University, a bachelor's degree from the University of Phoenix, and a master's in nursing from Brigham Young University.

While working for St. Mark's Hospital as the executive director of quality and patient safety, she decided to return to school again for a PhD at the University of Utah. Her dissertation focused on transparency in healthcare and the role of an apology following a medical error. Later, she worked as the chief nursing officer at Shriners Hospital for Children in Salt Lake City.

As an assistant professor, she instructs the scholarly inquiry in nursing course, which helps students acquire a knowledge of the research process, evaluate and use evidence, and engage in advanced writing techniques.

Prothero is a member of the American Organization of Nurse Leaders, the American College of Healthcare Executives, the Western Institute of Nursing, and Sigma Theta Tau International. She is a Fellow in the American College of Healthcare Executives, a past president of the Utah Organization of Nurse Leaders, and a Jonas Nurse Leader Scholar. She received an Outstanding PhD Student Award in 2018 and the BYU Alumni Achievement Award from the College of Nursing in 2016. She was recently elected to the Western Institute of Nursing's nominating committee.

When asked what kind of advice she could give to students based on her nursing experience, she says, "Keep every door open. Use each experience and opportunity to grow, and you will retire one day feeling good about what you were able to accomplish."

Prothero loves to travel, knit, and cook. She and her husband, Brady, have two children and six grandchildren. 📍

We Need You as a Podcast Guest!

BYU College of Nursing created a weekly podcast series devoted to sharing career information and nursing insight with students.

We ask alumni to participate and offer details about their unique jobs and career advice. To have us feature you, please contact thecollegehandoff@byu.edu.



or listen at thecollegehandoff.podbean.com

Be a Ray of Sunshine for Others

By **Corbin Smith**

If you have spent any time around the College of Nursing, you can likely recognize the smiling face of associate teaching professor Gaye C. Ray (AS '81, BS '82). Ray has been a professor at the College of Nursing at Brigham Young University for eight years and, in that time, solidified her reputation of being a perfect representation of her last name: a shining ray of sunshine for all she comes in contact with. The question remains, however, how does Ray maintain such a positive and cheerful attitude every day?



Ray's answer is simple yet resounding: "I love people. Most everybody makes me happy!" This incredible sentiment can be understood by learning more about Gaye's life and unique upbringing.

Ray began her life and spent the majority of her childhood in Pasadena, California. Her mother was a social worker, her father was a professor at Cal Tech, and she was the oldest of six siblings that she would do anything for. When she was a junior in high school, her father accepted a job at BYU, moving the family from sunny Southern California to the beautiful Wasatch Mountains.

After graduating from high school, Ray attended BYU, where she met her husband, Larry (which is a fantastic story that you'll have to ask Ray herself about). After graduation, they moved to Boca Raton, Florida, where Ray worked to help staff a local hospital and the Ray family added a baby girl. From there, they moved to Washington, DC, where two twin boys were added to the family, and Ray's appreciation and love for others grew.

After a few years in DC, Ray and her family moved to Atlanta, Georgia, where they spent the next 20 years. In Georgia, Raye worked as a school nurse and as a telephone nurse with Kaiser Permanente and even found time to complete grad school at Georgia State University. After obtaining her master's degree, she worked at Emory University Hospitals and Clinics in the radiology department as a research and clinical FNP.

In 2012, Ray found herself back in Utah once again, this time in her current position as a professor at the BYU College of Nursing.

Ray has lived in many parts of the country, and it has made a significant

"Everyone I have met from different parts of the country has something special about them. They all have added a unique spice to my life and have made me feel comfortable and happy in their special way."

impact on her. "Everyone I have met from different parts of the country has something special about them," she says, "They all have added a unique spice to my life and have made me feel comfortable and happy in their special way." Although we all live in the same country, we have differing cultures, and Ray has been fortunate enough to experience the best parts of many of them. That is why she is so cheerful. That is why she loves people as much as she does.

One way she makes a difference is by memorizing incoming nursing students' names and faces using flashcards before each semester. This allows her to call on students during the first day of class and makes for a more powerful lecture.

This Christlike love has guided Ray in her life as she impacts the campus with her nursing knowledge and skills.

Truly, Ray has dedicated her entire life to mastering her craft. Along the way, she has learned important lessons that can be beneficial for all of us: "In nursing we laugh, cry, work hard, find joy, and even get frustrated on occasion. Give yourself time to reflect on the good things in nursing, smile at those around you, celebrate that you help people every day, and make a difference."

May we all be a ray of sunshine for others, just like Ray herself. ☀️

Evidence

Measuring Learning and Engagement During Debriefing: A New Instrument

Shelly J. Reed, Associate Teaching Professor, PhD, DNP, FNP, CPNP, CNM, CNE



ZAK GOWANS

DONOVAN KELLY

Most faculty members who participate in nursing simulation understand that the bulk of learning usually occurs during the debriefing process of labs and simulation scenarios. This is due to the need

to determine whether learning occurred and the participants obtained the desired outcomes from the experience.

Associate teaching professor Dr. Shelly Reed (AS '81, BS '84) believes in using evidence-based practices. As a result, she realizes that systematic tool development and analyses are needed to evaluate simulation debriefing, focusing on all key debriefing elements.

Her most recent article, "Measuring learning and engagement during debriefing: A new instrument," was published in the September 2020 issue of *Clinical Simulation in Nursing*.

Debriefing, or the discussion following a simulation or lab activity, has been identified as a crucial part of simulation learning. It provides an opportunity to resolve feelings about the experience and solidify the understanding that has taken place. Through debriefing, students can plan to use what they have learned to improve their future clinical performance.

A search of the literature in 2007 found no simulation debriefing evaluation tools, and as a result, Reed began her research journey studying simulation debriefing. She has designed and refined several instruments that students could

use to evaluate their debriefing experience after simulation, identifying items to be included through literature reviews and peer-review feedback.

Her new instrument evaluates participant learning and engagement activities during debriefing. The tool is behaviorally anchored and is called Debriefing Engagement and Learning Behaviors (DELB). Instrument anchors (constructs) include critical review of actions, connecting learning, planning for future experiences, sharing with peers, excitement and engagement, and direct expressions of learning. Behaviors are identified for each anchor. For example, an action for the connecting learning anchor is "gives solutions connecting past and present learning." The instrument is contained on one page and includes three columns. The first contains the constructs (behavioral anchors), the second includes the behaviors, and the third column is empty for observer scoring.

The instrument's data are count data, meaning that the statements or behaviors are coded into only one category. Each idea or action is tallied and does not have a number assessment to it. For example, if a debriefing participant "comments on peers/group performance" (sharing with peers construct), a tally is given, but it is not assigned a scaling such as low, medium, or high.

Kolb's experiential learning theory was used to inform tool development.¹ The new instrument's focus is behav-

iors that indicate engagement with the learning process as the learner moves through Kolb's learning cycle. A qualitative study of debriefing facilitators was performed, and a behaviorally anchored instrument was then created. A subject matter expert review process was used to help establish validity. Reliability was evaluated in a research study looking at interrater consistency.

Over 50 simulation experts reviewed the tool at the Great Researcher session at the 2017 International Nursing Association for Clinical Simulation and Learning (INACSL) annual conference. It was used in a pilot study comparing debriefing sessions. Study results were used to refine the instrument further, incorporating feedback given by the research team who used it in the study. Refinements included collapsing duplicate items and reformatting the tool for easier use.

Reed's new instrument measures learning and engagement behavior exhibited as debriefing participants move through the learning cycle. When combined with other existing debriefing measures, it has the potential to contribute to a simulation debriefing assessment that is both rigorous and feasible. Using appropriate evaluation can lead to improved simulation experiences, including meeting learning outcomes.² With the possibility of increasing learning, continued investigation of simulation debriefing seems well worth the effort. ☑️

A sample of the instrument is available at <https://bit.ly/2NRBxiV>.

Notes

- 1 Kolb, A. Y., & Kolb, D. A. (2017). Experiential learning theory as a guide for experiential educators in higher education. *Experiential Learning & Teaching in Higher Education*, 1(1), 7-44.
- 2 INACSL Standards Committee. (2016). INACSL standards of best practice: SimulationSM simulation design. *Clinical Simulation in Nursing*, 12, S5-S12.

Debriefing . . . provides an opportunity to resolve feelings about the experience and solidify the understanding that has taken place. Through debriefing, students can plan to use what they have learned to improve their future clinical performance.

The Impact of a Haitian Anemia Prevention Protocol

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



After years of working in the United States as a registered nurse and completing an MPH at Brigham Young University and a PhD at the University of Utah, assistant professor Marc-Aurel Martial’s (BS ’00) love for his native home of Haiti has taken him back to study the impact of an anemia prevention protocol in Timo, a remote, ancestral Haitian village.

In 2010, an earthquake of 7.0 magnitude struck Haiti and killed an estimated 300,000 people. Three months after that, Haiti was hit with a cholera epidemic that made things even worse. To address a great need for access to basic public health, nursing, medical, and dental services in rural parts of the country, Dr. Martial founded the nonprofit organization Haiti Health Initiative (HHI) and joined an effort with a Haitian sister organization Inisyativ Sante Peyizan (ISAP).

Currently, Martial’s research is centered in Timo, a small community located at the base of the mountains, accessible only through steep footpaths by foot or mule. Medical help and resources are scarce in this community. Martial’s work is focused on (1) evaluating the outcomes of health services provided by HHI/ISAP,

including the Timo Anemia Prevention Program (TAPP) for children and pregnant women, (2) understanding social determinants or factors that contribute to disease in the community, and (3) making culturally congruent recommendations for managing complex health problems in settings with limited resources.

Anemia is a moderate-to-severe public health epidemic in Haiti, affecting 49 percent of women of reproductive age (15–49 years) and 66 percent of infants, toddlers, and preschoolers (6–59 months). The mortality rate for children under five in Haiti is more than twice the child mortality rate of the Dominican Republic. In such a compromised community as Timo, anemia prevalence rates are much higher. In a child’s early life, the presence of an anemic condition means experiencing shortness of breath, fatigue, stunted growth, a weak immune system, and learning deficits. As children grow into adults, lack of improvement in their condition can contribute to psychiatric disorders, lower productivity, and social disadvantage. In short, a child’s untreated anemia can lead to a much lower quality of life for the rest of their lives.

This iron deficiency is a multifaceted global health problem. In developing

countries, it tends to be intergenerational because social disadvantage, cultural norms, and sanitary conditions often cause it to endure, and lifestyles are passed down from parent to child. Anemia can perpetuate poverty because it is likely to interfere with an individual’s ability to work. Despite collaboration between the Haitian Ministry of Health and Population and local and international partnerships to address the problem, anemia’s prevalence has increased. The TAPP is an effort to implement an evidence-based, multifaceted, and transcultural program to curb the anemia epidemic among children and women and meet the people’s social and safety needs.

In implementing the TAPP, Martial has organized biannual outreach clinics since 2011, staffed by local Haitian nurses and community health workers aided by American and Canadian nurses, doctors, and pharmacists. During free outreach clinics, clinicians administered anemia treatment (vitamin A and Albendazole, an anti-worming medication) to local children with their parent’s permission. They also dispensed iron-rich multivitamins for the child’s daily consumption at home and offered medication counseling and education related to water, sanitation, hygiene, and nutrition to parents. Following this education, parents received hygiene kits and shoes for their children, which decreased their child’s exposure to soil-borne helminths, leading cause of anemia in underdeveloped countries. HHI/ISAP also sponsored a community water project that provided water from underground springs to 53 fountains.

Martial’s research demonstrated that TAPP was important in improving or stabilizing anemia in children aged

ZAK GOWANS

HAITI HEALTH INITIATIVE



Educating families is part of Dr. Martial’s research to understand the factors that contribute to anemia.

6–59 months. Following its implementation, anemia prevalence among this age group decreased from 83.2 percent to 62 percent if they attended three clinics or more. Overall, children showed improvement in their anemic conditions, and parents reported similar observations reflected in the child’s health. Parents also said that several positive factors that influenced clinic attendance were (1) receiving an invite or a reminder from a friend or a nurse and (2) having a short waiting time once they arrived. If the lines were too long, parents would often leave before receiving treatment. The number of clinic visits was the strongest indicator of improvement, demonstrating a distinct additive effect of multiple clinic visits.

The research also exposed areas for the TAPP to improve. For example, there was no direct effect attributed to the iron-rich multivitamin. However, many mothers reported that their children

refused to take the vitamin pill because they did not like how it tasted. In some families, the lid was left off the bottle, and the vitamin’s oxidation caused it to lose potency. Older siblings and even parents would often take some of the vitamins rather than the children, which leads to underdosing. Study results showed that Haitian mothers were aware of the food groups that make up a nutritious diet. Still, those healthy foods were unaffordable due to a lack of employment opportunities in the country. Some mothers reported that nurses were not aware of their financial state, “which may diminish our ability to follow what they told us,” as one mother says. This mother explained an important phenomenon: the primary cause of malnutrition was not a lack of knowledge but rather a lack of compliance with dietary guidelines due to social disadvantage.

This social disadvantage was further evidenced by the consumption of

contaminated river water, which is the only drinking water option for many living further in the countryside. Several families also reported they did not buy shoes for their children or build or maintain sanitary facilities because of their economic circumstances. Many families also consume cornmeal multiple times every day, which is an iron-rich food. However, cornmeal has low bioavailability, which means that the body does not absorb much iron from it.

Martial’s work in Haiti is making a significant contribution to the health and development of a remarkably impoverished community and nursing science. The anemia study results among children show that improvement is possible but complex and difficult. Martial’s research demonstrates that often vulnerable individuals know about problems and generally intend to follow health guidelines, but many experience nearly insurmountable social barriers that prohibit them from doing so. Martial believes that the first step to providing culturally congruent care is recognizing and acknowledging that compliance with health recommendations is complex. Rather than tell patients what to do, nurses and other health providers should show compassion as they inform patients of the impact of health behaviors and help them explore locally feasible alternatives. Finally, healthcare providers should be responsive by adjusting clinic protocols, workflows, and processes to accommodate special populations’ needs.

Martial’s work to lift the people and improve their quality of life will continue to bless the isolated community of Timo and other marginalized and underserved communities worldwide. His research in Haiti will progress as he received BYU IRB approval to study anemia in pregnant and lactating women. Even during a pandemic, he continues recruiting and training local research assistants via video conferencing to proceed with interviews, following Haitian Ministry of Health and BYU COVID-19 guidelines. 🇸🇰

Faculty Achievements

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

ARTICLES		
Beckstrand, R. L., Jenkins, J. B.,* Luthy, K. E. B., & Macintosh, J. L. (2020). Family behaviors as unchanging obstacles in end-of-life care: 16-year comparative data. <i>American Journal of Critical Care</i> , 29(4), e81–e91. doi:10.4037/ajcc2020661	Hamilton, R. M.,* Merrill, K. C., Luthy, K. E. B., & Nuttall, C. (2020). Knowledge, attitudes, and perceptions of nurse practitioners about anti-biotic stewardship. <i>Journal of the American Association of Nurse Practitioners</i> . doi:10.1097/JXX.0000000000000467	Miles, L. W., Williams, N.,* Luthy, K. E. B., & Eden, L. M. (2020). Adult vaccination rates in the mentally ill population: An outpatient improvement project. <i>Journal of the American Psychiatric Nurses Association</i> , 26(2), 172–180. doi:10.1177/1078390319831763
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Callister, L. C.‡ (2020). Promoting child and adolescent health. <i>MCN: The American Journal of Maternal/Child Nursing</i> , 45(6), 375. doi:10.1097/NMC.0000000000000667	Hung, M., Licari, F. W., Hon, E. S., Lauren, E., Su, S., . . . Lassetter, J. H. , . . . & Carroll, W. B. (2020). In an era of uncertainty: Impact of COVID-19 on dental education. <i>Journal of Dental Education</i> . doi:10.1002/jdd.12404	Palmieri, J.,* & Valentine, J. L. (2020). Using trauma-informed care to address sexual assault and intimate partner violence in primary care. <i>The Journal for Nurse Practitioners</i> . doi:10.1016/j.nurpra.2020.08.028
Callister, L. C.‡ (2020). Self-help-plus: Making a difference for vulnerable women. <i>MCN: The American Journal of Maternal/Child Nursing</i> , 45(5), 311. doi:10.1097/NMC.0000000000000648	Lyman, B. R., Biddulph, M. E.,* Hopper, V. G.,* & Brogan, J. L.* (2020). Nurses’ experiences of organizational learning: A qualitative descriptive study. <i>Journal of Nursing Management</i> , 28(6), 1241–1249.	Shuman, H. B.,* & Himes, D. O. (2020). Hereditary cancer syndrome recognition and testing for the primary care nurse practitioner: Beyond BRCA. <i>All Student Publications</i> . 294. scholarsarchive.byu.edu/studentpub/294
Davis, S.†, Miles, L. W., Valentine, J. L., & Mabey, L.‡ (2020). The intersection between sexual assault and mental illness: Psychiatric nurse’s role. <i>All Student Publications</i> . 300. scholarsarchive.byu.edu/studentpub/300	Lyman, B. R. , & Parchment, J. (2020). Sustaining exemplary practice: Leading through the lens of organizational learning. <i>JONA: The Journal of Nursing Administration</i> , 50(11), 557–559. doi:10.1097/NNA.0000000000000935	Yorgason, J., Tanner, C. M. T. , Richardson, S., Hill, M. S., Stagg, B., Whettstein, M., & Ehrlich, J. (2020). The association of late-life self-reported vision and hearing impairments with cognitive function: A 3-year longitudinal mediation analysis through social isolation. <i>MedRxiv</i> . doi:10.1101/2020.09.30.20204271
Graham, E. M.† & Merrill, K. C. (2020). Sunscreen and tanning bed use in high-risk college-aged students. <i>Journal of the Dermatology Nurses’ Association</i> . doi:10.1097/JDN.0000000000000577		
BOOK CHAPTERS		
Cummins, D. (2020). Content contributor: Planning and developing community programs and services. In Rector, C. (Ed.), <i>Community and public health nursing</i> (10th ed.). Philadelphia, PA: Lippincott.	Reed, S. J. (2019). Key concepts in simulation: Debriefing and reflective practice. In Palanganas, J., Ulrich B., & Mancini, B. (Eds.), <i>Mastering simulation</i> (2nd ed.). Indianapolis, IN: Sigma Theta Tau.	Tesseyman, S. , Brooks, J., & Hallett, C. (2021). Nurses and surgical dressers: Medical students’ impact on hospital nursing work in Philadelphia and London, 1870 to 1910. In Keeling, A. W. (Ed.), <i>Nursing history review: Official publication of the American Association for the History of Nursing</i> (Vol. 29, pp. 117–141). New York, NY: Springer Publishing Company.
PRESENTATIONS		
Brimhall, J.,* Ray, G. L., Valentine, J. L., & Miles, L. W. (2020, September 24). What about the ‘X’?: Exploring characteristics associated with former-intimate partner sexual assault. Poster presentation at the International Association of Forensic Nurses virtual conference.	adults. Poster presentation at the Utah Conference on Undergraduate Research, Logan, UT.	undergraduate nursing. Podium presentation at the International Meeting on Simulation in Healthcare virtual conference.
Caten, R.,* Valentine, J. L., & Miles, L. W. (2020, February 18). Testing sexual assault kits leads to justice for both victims and suspects. ⁵	Heaston, S., Palmer, S. P., Ruda, P., & de la Cruz, K. H. (2020, October 22). Influencing cultural awareness of nursing students in a study abroad nursing course: Lessons learned. ³	Lyman, B. R. (2020, November 13). Pre-licensure nursing students’ experiences with psychological safety. Podium presentation at the virtual Association for Leadership Science in Nursing international conference.
Dustin, T., & Blad, K. D. (2020, October 23). Transforming a student nurse’s cultural awareness of veterans care through a global health immersion program. ⁴	Hildt, A.,* Anderson, A.,* Miles, L. W., & Valentine, J. L. (2020, February 7). Ouch! The painful truth regarding sexual assault and pain management. ⁷	Lyman, B. R., Biddulph, M.,* & Rainey, G.* (2020, November 13). Front line nurse manager leadership and organizational learning. ²
Dustin, T., Winters, B., & Ostlund, M.* (2020, February 7). Development of a post-fall physical assessment teaching module for nursing staff caring for older	Howard, M., Tanner, C. M. T., Thatcher, B. , Tanner, B. (2020, February 7). Vaping, not a safe alternative to smoking: What nurses need to know. ⁷	Lyman, B. R., Brogan, J.,* Thorum, K.,* Mendon, C.,* Biddulph, M.,* Rainey, G.,* & Frandsen, M.* (2020, April 16). Inter-organizational learning in patient transitions of care: A case study. ¹
	Hunsaker, S. , & Thomas, D. (2021, January 10). Using simulation to integrate immunization education in	

Lyman, B. R., Smith, E.,* (2020, November 13). Mechanisms of organizational learning: An instrument development study.²

Martial, M. A. (2020, October 23). A mixed-method study investigating determinants of anemia outcomes in rural Haitian children.⁴

Martial, M. A., Morse, J., & **Bunn, M.*** (2020, December 7). Culture-bound syndromes in Haitian populations: A guide for nurse practitioners.⁶

Momberger, J.,* Pugh, S.,* Valentine, J. L., & Miles, L. W. (2020, February 7). Uncovering data for susceptible populations: STR DNA findings on male rape victims;⁷ (2020, February 18). Giving a voice to male rape victims through Novel STR DNA findings.⁵

Oeding, N. B. (2020, February 15). Neonatal nursing: Caring with your whole heart. Podium presentation at Utah Student Nurse Association Convention, Provo, UT.

Ray, G. L., Macintosh, J. L., & Lundberg, K. M. (2020, October 22). A method for developing cultural sensitivity in American nursing students during study abroad transcultural experiences.³

Richardson, D.,* Schagel, L.,* Momberger, J.,* Valentine, J. L., & Miles, L. W. (2020, December 7). Debunking myths about sexual assault: Post-assault bathing and time constraints on perpetrator DNA degradation.⁶

Richardson, D.,* Valentine, J. L., & Miles, L. W. (2020, February 7). Does it wash away? The impact of bathing and showering on DNA analysis findings from sexual assault kits;⁷ (2020, February 18). Does it wash away? The impact of bathing or showering on DNA analysis findings from sexual assault kits.⁵

Rowe, E.,* Miles, L. W., & Valentine, J. L. (2020, February 7). Adolescent patients seen for sexual

assault forensic examination: Using data to inform practice.⁷

Schagel, L.,* Valentine, J. L., & Miles, L. W. (2020, February 7). How long is too long? Developing CODIS eligible profiles from sexual assault evidence collection;⁷ (2020, February 18). Time between sexual assault and evidence collection: Implications for development of CODIS-eligible DNA profiles.⁵

Summers, S., & **Nuttall, C.** (2020, February 15). Temperatures to the extreme: Hypothermia and heat illnesses; Getting high: A nurse’s guide to altitude illness. Podium presentations at the Utah Student Nurse Association Convention, Provo, UT.

Swanson, A.,* Martial, M. A., & Hopkins, E. B. S. (2020, October 22). A scoping review of anemia in Haiti: Implications to culturally congruent nursing care.³

Tanner, C. M. T. (2020, December 7). Facilitating positive outcomes among patients with age-related macular degeneration: Pathways to posttraumatic growth.⁶

Tanner, C. M. T., Bench, S.,* & Carteciano, S.* (2020, December 7). Social isolation among Hispanic elders with sensory impairments.⁶

Tanner, C. M. T., Caserta, M., Clayton, M., Guo, J., Kleinschmidt, J., Bernstein, P., & **Bench, S.*** (2020, April 16). Pathways to posttraumatic growth: Facilitating the positive legacy of vision loss.¹

Tesseyman, S. (2020, February 14). Nightingale’s “linchpin”: Ward sisters, head nurses, and the quality of hospital nursing care by nursing students and attendants in the UK and USA between 1920 and 1949. Podium presentation at European Association for the History of Nursing International Conference on the History of Nursing, Florence, Italy.

Tesseyman, S., Peterson, K.,* & Beaumont, E. (2020, December 7). Early twentieth century transition from

student nurse to registered nurse service in hospitals and effects on bedside patient care.⁶

Thomas, D., & **Hunsaker, S.** (2020, October 22). Undergraduate nursing students’ attitudes towards eastern medicine practices following an immersive experience.³

Valentine, J. L., Miles, L. W., Worthen, A., & Hamblin, K. (2020, December 7). Online dating: The new hunting ground for sexual assaults.⁶

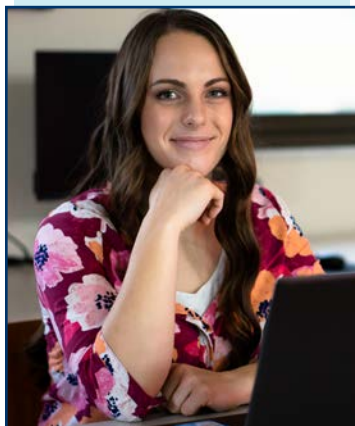
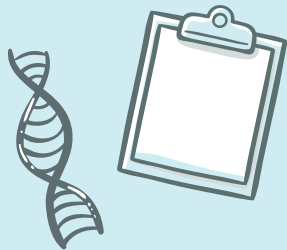
Winters, B., Dustin, T., & Ostlund, M.* (2019, April 17). Give the VIP treatment to prevent missed injuries after a fall.¹

Worthen, A.,* Miles, L. W., & Valentine, J. L. (2020, September 24). Sexual assaults following online dating app meetings: Using data to inform practice. Poster presentation at the International Association of Forensic Nurses virtual conference.

- Notes**
- 1 Poster presentation at the virtual Western Institute of Nursing annual conference.
 - 2 Poster presentation at the virtual Association for Leadership Science in Nursing international conference.
 - 3 Poster presentation at the virtual Transcultural Nursing Society annual conference.
 - 4 Podium presentation at the virtual Transcultural Nursing Society annual conference.
 - 5 Poster presentation at the American Academy of Forensic Sciences, Anaheim, CA.
 - 6 Podium presentation at the virtual Brigham Young University College of Nursing research and evidence-based practice annual conference, Provo, UT.
 - 7 Podium presentation at the Utah Conference of Undergraduate Research, Logan, UT.

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

AWARDS / CERTIFICATIONS		
Associate dean and professor Dr. Julie Valentine was inducted as a Fellow in the American Academy of Nursing at its virtual conference in Washington, DC, in October.	Associate professor Dr. Katreena Merrill completed certification in infection control at CBIC (Certification Board of Infection Control and Epidemiology Inc.).	Associate teaching professors Dr. Leslie Miles and Gaye Ray , along with two nursing students, Aubrey Worthen and Jessica M. Brimhall, received third place for their research posters at the International Association of Forensic Nurses 2020 virtual conference in September.
Teaching professor Sondra Heaston was inducted as a 2020 Fellow of the Academy of Emergency Nursing in September.	Associate teaching professor Stacie Hunsaker successfully passed her CHSE certification exam (Certified Healthcare Simulation Educator) in September.	
APPOINTMENTS		
Associate teaching professor Matthew Anderson became the treasurer of the Utah chapter of American Association of Critical-Care Nurses; it had been 16 years since Utah had a chapter, and Anderson, along with other nursing leaders, reestablished the group.	Associate professor Dr. Neil Peterson was appointed cochair of ACSM’s Exercise Is Medicine: On Campus (EIM-OC) committee, an international committee on improving campus health through physical activity assessment and promotion.	Associate teaching professor Brandon Thatcher was elected president of the Utah chapter of American Psychiatric Nurses.
Assistant professor Dr. Deborah Himes was asked to chair the steering committee to develop a national credentialed nurse educator in genomics for the International Society of Nurses in Genetics.	Assistant professor Dr. Corrina Trujillo-Tanner became a member of the Alzheimer’s Disease and Related Dementias Coordinating Council for the Utah State Health Department.	Hunsaker was appointed secretary of the Emergency Nurses Association Utah State Council.
		Merrill joined the research committee of the Society for Healthcare Epidemiology of America.



BYU
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Learning the Healer's Art™

Applying the Healer's art

My Success Story with Mentored Learning Opportunities in Nursing

Upon graduating in December, nursing student Camie Mendon coauthored four journal articles with College of Nursing associate professor Dr. Bret Lyman. She also participated in two podium presentations at national nursing conferences and prepared two research posters for professional peers.

Lyman's and Mendon's research focuses on organizational learning in healthcare systems. Besides the experience of working with a professor outside of the classroom, Mendon better understands nursing as she has practiced knowledge application, organization, and leadership skills as she participated in these projects the past two years.

The experiences themselves are usually the best outcome for undergraduate students who have mentored learning opportunities while at BYU.

For Mendon, it has prepared her to work in a local cardiac intensive care unit and use her refined logical thinking and analytical skills to apply new methods to understanding compassion in healthcare.

"Nursing is so much more than just fixing broken bones and diseased bodies," she says. "We can take the time to share a smile, sit for a brief conversation, or help a stranger in need. As we do so, we will truly be embodying what it means to learn the Healer's art."

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

