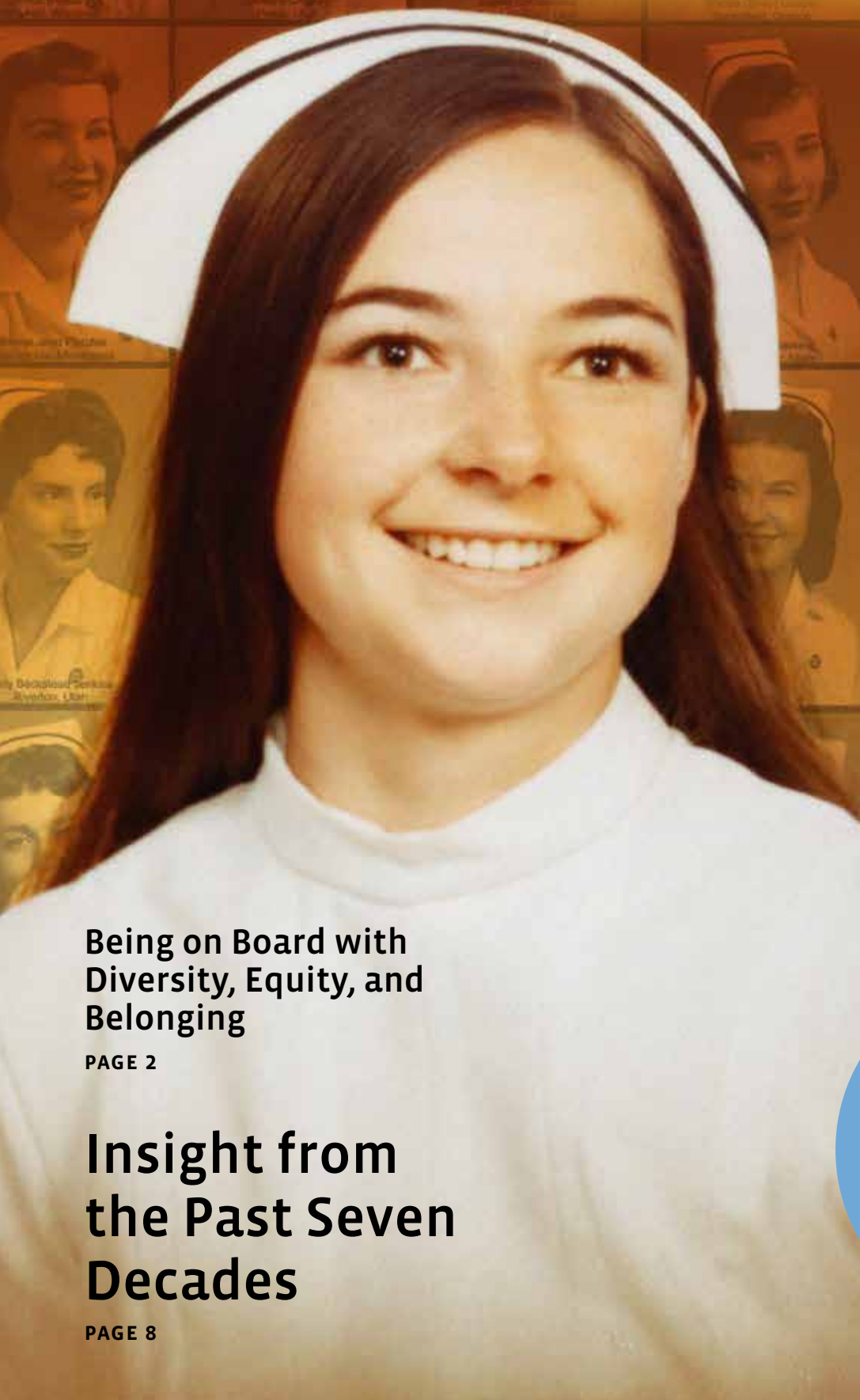


Healer's Art

BYU College of Nursing

SPRING 2022



**Being on Board with
Diversity, Equity, and
Belonging**

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the Past Seven
Decades**

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**ALUMNI
STORIES**

1956–1986

PAGE 8



JANE H. LASSETTER

Dear friend,

From my physics classes, I learned that a reflection is defined as the return of light waves from a surface. I also know that a reflection is the image one would see when looking into a mirror. However, the definition I most like is an act or behavior that reveals an individual's true nature—or, we could say, a reflection of who someone is or what he or she represents.

For seven decades, the BYU College of Nursing has produced compassionate and dedicated nurses, nurse practitioners, and nurse leaders who have strengthened the communities where they live. The college has taught that by serving others we are the hands of the Savior in blessing the children of God.

Past Church president David O. McKay taught, “What you sincerely in your heart think of Christ will determine what you are, will largely determine what your acts will be.”¹

Graduates of our program must reflect the Light of Christ, the values of The Church of Jesus Christ of Latter-day Saints, and the aims of Brigham Young University.

I want to let you know that the college has recently started an introduction to nursing course developed from Tanner's Clinical Judgment Model (2006) and Lasater's Clinical Judgment Rubric (2005). Because of this framework, the course focuses on noticing, interpreting, responding, and reflecting. Part of the final exam is for students to create an artistic expression of how they learn the Healer's art (e.g., poem, song, drawing, etc.).

One example of this artistic expression is from Maya Stephenson of Meridian, Idaho, who created a reflective essay and drawing. She wrote, “The greatest example of compassion is Jesus Christ, the Master Healer. My drawing shows a young nurse about to walk into a patient's room and the Savior's hand reaching out to comfort and strengthen her. I'm so thankful for the Savior's ability to soften my heart and fill it with compassion. In my opinion and experience, two of the greatest gifts of a nurse are to provide comfort and relief to their sisters and brothers in need. It is through the Savior that I receive strength and compassion for my patients, helping me to be the best nurse possible and represent BYU College of Nursing.”

The college's legacy is its caring faculty, determined students, and stalwart alumni who understand the program's mission to learn the Healer's art and then go forth to serve.

This year is our college's 70th anniversary. We have various ways for you to participate in the commemoration of this milestone. Please see pages 38, 43, and the back cover for details. One way to celebrate your time at the college and its impact on your life is to complete a service project of your choice. Whether big or small, by yourself or with a gathering of neighbors, plan to give service this summer and then share your experiences with us. We will publish some stories of service during our anniversary events and homecoming week.

This magazine edition features powerful stories that celebrate the college's 70th anniversary by highlighting one alum from each graduating year from 1956 to 1986. (Spotlights of alumni who graduated between 1987 and 2022 will appear in the fall 2022 magazine.) This edition also highlights how diversity, equity, and belonging are being incorporated into our nursing program and college environment. In addition, there are more inspiring learning stories from students working with faculty members and from the DAISY recognition award recipients.

The publication also spotlights faculty member Dr. Denise Cummins and features Dr. Julie Valentine's and Dr. Daphne Thomas's scholarly works.

I appreciate your interest in and support of our endeavors. Please share feedback and career, family, or academic achievements with us by emailing nursingmagazine@byu.edu. 📧

Jane H. Lassetter
Jane H. Lassetter, PhD, RN, FAAN
Dean and Professor, BYU College of Nursing

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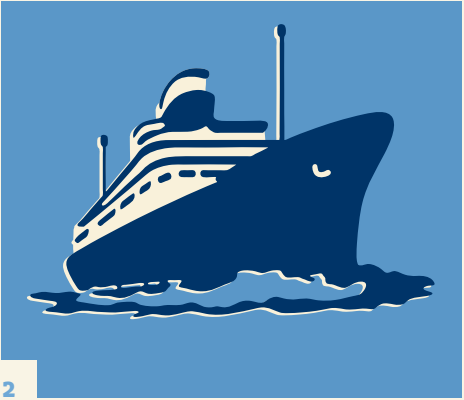
SAVANNA SORESEN

LEFT: CSA-ARCHIVE / GETTY IMAGES; CENTER: CLASS OF 1968 WHITE BOOK; RIGHT: FAVETHEQUEEN/GETTY IMAGES

Healer's Art

BYU College of Nursing

SPRING 2022



2

2 Being on Board with Diversity, Equity, and Belonging

The college recently added a new value and a diversity mission statement to its organizational aims and beliefs.



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8 Insight from the Past Seven Decades, Part 1

As part of the College of Nursing's 70th-anniversary celebration, we highlight one alum's story from each of the years between 1956 and 1986.



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34 10 Years of the Fulton Chair in Nursing

The college celebrates a decade of honoring Myrtie Lee Fulton Chair in Nursing—Compassionate Mother of Ira A. Fulton.

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ON THE COVER


Susan Bentley from the associate degree class of 1972. Image courtesy of Susan Bentley.

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Julie L. Valentine, *Associate Dean*
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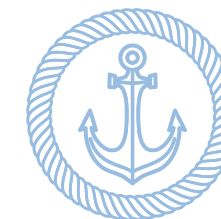
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BEING ON BOARD WITH Diversity, Equity, AND Belonging



BY JEFF L. PEERY

“On a cruise, I observe the diversity of people. . . . But upon further inspection, I find there are many more similarities between the passengers than differences.”

An estimation found that, in 2018, the world cruise industry was worth approximately \$150 billion¹ and that 28.5 million tourists² enjoyed this means of entertainment. I am among those who love a cruise.

For some, the thought of several thousand people confined to a floating vessel in the ocean brings anxiety. But for me, it is the ultimate way to relax, have fun, and watch individuals interact with each other in a variety of settings—sometimes foolishly after consuming alcohol, competitively while playing bingo, cooperatively during the fire drill, and mostly blissfully unaware of each other as they are eating, reading, or doing their own thing.

At first, while on a cruise, I observe the diversity of people, from the spectrum of languages spoken to the types of food eaten at the buffet tables. But upon further inspection, I find there are many more similarities between the passengers than differences. All passengers are there for sun, relaxation, and adventure; they paid for a temporary escape from their routine world; and many are traveling with family or loved ones to celebrate birthdays, anniversaries, or graduations.

The cruise ship produces the perfect showcase for diversity.

What is diversity? According to the Public Relations Society of America,

Diversity can be defined as the sum of the ways that people are both alike and different. The dimensions of diversity include, but are not limited to, race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, or immigration status.

*The way that people react to diversity is driven by values, attitudes, beliefs, and the like. Full acceptance of diversity is a major principle of social justice.*³

To explore this diversity on a cruise ship, we could write about the crew and their favorable or adverse working conditions, the types of passenger classes (you can always pay for an upgrade), or ways the guests receive unique accommodations during their stay (special menus for food allergies, printed materials in various languages, activities for different ages and interests, etc.).

While not everyone on the ship is the same, the cruise line certainly tries to support each guest and employee in unique ways and works hard to accomplish the underlying goal of the passengers having fun.

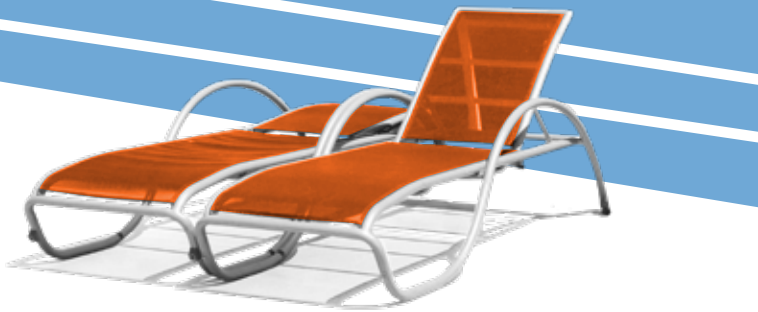
The concept of diversity in nursing in a higher-education setting is no different. However, instead of “having fun,” we strive for quality healthcare learning in a safe and compassionate environment. We aim to promote health equity through our nursing best practices.

According to the Robert Wood Johnson Foundation, “Health equity means increasing opportunities for everyone to live the healthiest life possible, no matter who we are, where we live, or how much money we make.”⁴

Health equity should be a primary concern for nurses and nurse practitioners when interacting with patients and their family members. Nurses and nurse practitioners should also be concerned about and aware of things that influence health equity, including social determinants, cultural understanding, and health disparities.

A *Forbes* August 2019 article suggests that a sense of belonging can be nurtured by creating a stronger sense of community.⁵ Regular interactions and collaboration can foster this sense of community. We stereotype people less and are less fearful of differences when we are more familiar with them or spend more time with them.

In March 2021, BYU College of Nursing faculty and staff added a ninth value to its core belief statements: diversity, equity, and belonging.⁶



This action reminds those associated with the college that these attributes impact how we approach our work, connect with others, and navigate relationships.

All are proactive behaviors that take effort and awareness on our part.

In recent years, the First Presidency of The Church of Jesus Christ of Latter-day Saints and other senior Church leaders have taught about diversity, race, equity, belonging, unity, love, and civility.⁷ In addition, in February 2021, the BYU Committee on Race, Equity, and Belonging released its report and recommendations.⁸

As part of the committee's recommendation eight, the College of Nursing has adopted the following Diversity, Equity, and Belonging Vision Statement for use in its operations and communications:

In the spirit of the Healer's art, the BYU College of Nursing nurtures a Zion community that values diversity, operationalizes equity, and declares that all Heavenly Father's children belong.

To achieve this vision, the College of Nursing:

1. Promotes inclusion, unity, collaboration, innovation, compassion, and charity toward all;
2. Respects diversity in all dimensions, including race, ethnicity, gender, and access;
3. Provides equitable opportunities leading to excellence among faculty, staff, and students, thus empowering all of Heavenly Father's children to thrive, achieve the aims of a BYU education, and go forth to serve;
4. Acknowledges the influence of social determinants of education and that members of diverse groups may need additional support to achieve their full potential; and

5. Commits to an academic environment where students become today's informed citizens and tomorrow's influential leaders.⁹

What does this statement mean to students, college employees, and nursing alumni? Let's consider each area for meaning and clarification.

1 The College of Nursing promotes inclusion, unity, collaboration, innovation, compassion, and charity toward all.

One definition of the term *promotes* is to encourage people to do or support something,¹⁰ and, in this case, to further the efforts to bring about these characteristics.

As nurses, our inherent desire to serve others should reflect the life and example of the Master Healer; all Christlike attributes form the basics of learning the Healer's art.

Jesus Christ exemplified charity toward all. In the book *Gospel Principles*, we read:

The life of the Savior reflects His pure love for all people. He even gave His life for us. Charity is that pure love which our Savior Jesus Christ has. He has commanded us to love one another as He loves us. The scriptures tell us that charity comes from a pure heart (see 1 Timothy 1:5). We have pure love when, from the heart, we show genuine concern and compassion for all our brothers and sisters.¹¹

Nursing student Kara said, "In school, we learn how to address cyanosis in patients, including those of all races. This is so we can give excellent care to all of God's children!"¹²

However, not all undergraduate students feel equally prepared. "Recent years may not always show this, but going forward, the college must not only promote diversity but expand the sense of belonging with those from diverse backgrounds," says recent graduate Keith. "With adjustments to the admissions process made in recent years, I believe the move toward a more diverse and equitable environment where everyone belongs has improved tremendously. I cannot stress enough how much the changes to the admissions process have brightened my outlook for the college."

2 The College of Nursing respects diversity in all dimensions, including race, ethnicity, gender, and access.

Going back to the cruise-ship analogy, cruise lines often showcase employee diversity and ethnicity by promoting country origins on name tags, musical numbers at dinner, and translation services.

The college is considering courses of action to celebrate the races and ethnicities of students and employees.

However, there are many dimensions of diversity beyond race and ethnicity. One student who wishes to be called "H" wrote, "I think the diversity of body types and health situations could be more respected. I noticed during a lecture how individuals who are overweight or obese and have unhealthy lifestyles almost seem to be blamed for their circumstances or what illness they experience. While I agree that many risk factors are

changeable, this is no excuse for mocking the weight or health habits of a hypothetical or actual patient.

"In clinical, there are too many nurses I've seen who judge patients (for their weight, current state of health, substance use, etc.), and I can tell how that affects care. But we don't have to follow in those footsteps. Part of our training needs to include greater humility, empathy, and compassion regardless of patients' various circumstances. This problem also makes it harder for fellow students who may be overweight or struggle with certain health habits to feel like they belong. Nursing students are more likely to judge or blame patients as well because this paradigm is never corrected. True equity should mean providing the same compassion and quality of care no matter what other circumstances or habits a person has. We are healers, not judges. Every human is worthy of healing, support, love, and respect. The diversity- and bias-teaching we do in ethics [courses] is a great way to facilitate this new value and bring greater equity into the practice of nursing students."

To learn more about checking biases at the door, loving unconditionally, sitting still, and listening more, listen to a recent college podcast episode with Dr. Deven Jennings (BS '16) [season two, episode 14; available at thecollegehandoff.podbean.com/e/learning-to-sit-listen-and-love].

If you are not sure how someone identifies with their gender and sexuality, the only harm comes from not treating them as a person. Ensure you understand the difference when referring to a lesbian, gay, bisexual, or transgender individual. Jennings believes if you make a mistake

and misgender a patient, you should apologize and move on. This indicates you've acknowledged them and created a safe place to receive healthcare and social support.

One way to respect diversity with patients is to prompt them with a question and then let them share their identity if they want to. For example, if they have a name you haven't heard before, you could say, "Do you mind if I ask about your heritage?" They'll typically share, and you can share in return.

If you are not sure of a patient's religion, inquire how to support their spiritual needs.

Also, if not shared, enquire about one's preferred pronoun usage ("What pronouns do you use?") and then include the terms in your dialogue when speaking to or about them: she/her/hers/herself, they/them/theirs/themselves, ve/ver/vis/verself, ey/em/eirs/eirself.¹³

We all want to be seen and accepted as who we are.

3 The College of Nursing provides equitable opportunities leading to excellence among faculty, staff, and students, thus empowering all of Heavenly Father's children to thrive, achieve the aims of a BYU education, and go forth to serve.

Nursing student Luke shared, "I think this is an important social and gospel principle."

Individuals at Brigham Young University should have fair and impartial chances to succeed, regardless of their demographics or why they are here. As part of the mission of BYU, "all instruction, programs, and services at BYU, including a wide variety of extracurricular experiences, should make their own contribution toward the balanced development of the total person."¹⁴

We can tailor faculty support to their needs. For example, assistant professor Dr. Corinna Tanner is blind. She has some peripheral vision and is supported during faculty meetings with a large screen monitor for her to view documents being discussed as a group. Not everyone needs accommodation, but the college wants to assist when resources are available.

The college also supports students who have met with the BYU Accessibility Center to receive an accommodation letter. Nursing students all complete the same number of credits. Still, some may require extra time on a test, an additional day for an assignment, or the ability to make up a lab based on various circumstances discussed between a professor and their student.

Capstone student Daria Summers supports this notion. "If there is one thing that nursing has reinforced to me, it would be the value of life and the importance of treating people as a child of God," she said. "No matter their circumstance or beliefs, equality and compassion are the most crucial aspects of patient care."



One suggested improvement to the admission process comes from third-semester Alanis Dominguez, a student from Santiago, Chile. “Students from [outside the United States] have extra prerequisites that must be completed to get in the program.” Such items include having an English-language proficiency score, completing a medical terminology course, and taking speaking and writing exams. She believes in removing these extra demands since they do not offer equal opportunities but usually create extra work for international students.

The college advisement center is looking into ways to better support international students.

A suggested enhancement to the scholarship requirements comes from nursing student Shayla. “I struggle to be okay with grades less than 95 percent due to scholarship requirements. This makes me focus more on points and grades than on the bigger picture.”

4 The College of Nursing acknowledges the influence of social determinants of education and that members of diverse groups may need additional support to achieve their full potential.

To measure the impact of external circumstances on student outcomes, scholars have proposed a framework known as the social determinants of education (SDoEd).¹⁵ This document considers many factors in a student’s life that can influence achievement gaps, including economics, access to food, physical environment, social environment, and health.

The College of Nursing recognizes the impact that these factors may have on current and future students. Using the perspective of the new value of diversity,

equity, and belonging as a guide, the college will continue to develop programs and policies to address the admissions process, curriculum, student and faculty support services, and research opportunities that ensure educational fairness.

Some implemented methods may offer additional support to students in the form of scholarships to financially needy individuals. Faculty members may also provide additional assistance to students that have met with university accessibility center staff to discuss language barriers, physical restrictions, and other disabilities. The BYU Accessibility Center seeks to provide students with disabilities equal access to all opportunities at BYU and create an environment that facilitates learning and assists students in reaching their full potential.¹⁶

For example, there may be students in the College of Nursing for whom English is not their first language or who are considered first-generation college students. To be equitable, some might need added assistance that looks different, such as tutoring, peer-mentoring, and language assistance. We can recognize that this is an issue and point individuals to the resources that exist.

But as a warning, only assist if asked. Nursing student Raylee shared, “I have a friend in my cohort who is Mexican but

has spent her entire life in the United States. She was offered translation support several times on her nursing tests. Although I’m sure it was well intentioned, my friend speaks English perfectly and has no trouble understanding the language. She grew up speaking English and happens to have a darker complexion. Unfortunately, an instructor assumed she couldn’t keep up in the class because of how she looked. We need to pay attention to how our attempts to include others and promote belonging may imply false and mostly hurtful assumptions.”

5 The College of Nursing commits to an academic environment where students become today’s informed citizens and tomorrow’s influential leaders.

Several studies indicate that many students are unprepared to undertake the challenges of citizenship and leadership in a changing world. One report suggests

bridging the gap through strong teaching methods:

Methods for teaching these concepts include identifying key questions for student reflection; integrating experiential learning, including service-learning; promoting study abroad opportunities; and using technology to connect to others across the globe.¹⁷

The College of Nursing utilizes the four outlined methods. Student reflection is found in coursework assignments, simulation lab debriefing, and clinical evaluations. Experiential learning has been a college initiative since 2016, and several funding opportunities exist for students to work on faculty research and evidence-based projects. Study abroad has occurred with the public and global health nursing course since 2005 (not including 2020 and 2021) and allows students to learn about culture, diversity, and healthcare systems. The recent pandemic has taught us that using video conferencing can bring people together in various ways, and students currently connect with nursing programs in Finland, Spain, and the Czech Republic. As our students become better global citizens through connectedness, they better exemplify qualities of diversity, equity, and belonging. The college is excited to return to in-person study abroad experiences in 2022.

In conclusion, nursing student Barbara summed up these five statements. “The college is achieving all of these aims. Learning more about today’s society is especially great as we prepare to enter the field of nursing.”

While these proclamations certainly lay a foundation in the right direction, more will need to occur to achieve the results. For example, nursing alumni will need to look at ways to enhance their work environments to help support diversity, equity, and belonging efforts for their employers or organizations.

Below are student suggestions of ways to further implement these statements in the college or its curriculum:

- Give more time to talking about skin physical assessment, indicating differences for people of color (including bruises, rashes, and anemia).
- Provide more support for international students, such as helping with prerequisites, addressing their fears of not feeling competent enough, and supporting those who speak English as a second or third language.
- Provide better accommodations for people with physical or mental health struggles.
- Ensure images used in college publications, social channels, and university buildings reflect all students and their abilities.
- Teach about different cultures, religions, and sexualities.

Having an inclusive and diverse environment allows broader perspectives to be integrated when problem-solving, developing new ideas, or meeting the needs of one another.

We are all different yet share similarities. We must learn from and support one another; open your heart to a new perspective, and you may find personal enlightenment. 🇨🇭

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ABOVE: PICTISTOCK/GETTY IMAGES

INSIGHT FROM THE PAST SEVEN DECADES

ONE ALUM'S STORY FROM
EACH CLASS YEAR

PART 1

1956–1986

1956

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1986



ON SEPTEMBER 29, 1952, under the leadership of President Ernest L. Wilkinson and Dean Vivian Hansen, the School of Nursing at Brigham Young University opened its doors to nursing students. The following 70 years saw the establishment of a college, attainment of state and national accreditation, the implementation of graduate degree programs, the elimination of an associate's degree program, and the beginning of a legacy of international service.

Today, the BYU College of Nursing educates more than 400 students annually, and these students are among the highest academically qualified in the country. In addition, the baccalaureate program draws students from across the US and several foreign countries. Students enter the nursing program in their sophomore year and complete coursework in three years.

The baccalaureate program ranks 96th among undergraduate nursing programs in the 2022 edition of *U.S. News & World Report's* best bachelor-degree programs. The master's program prepares graduates for advanced-practice nursing as family nurse practitioners and for leadership in the profession of nursing. The program is 68th in the top 100 US graduate nursing programs distributed by *U.S. News* in its 2023 listing.

The college's legacy is its stalwart alumni that understand the program's mission to learn the Healer's art and go forth to serve. Therefore, we wanted to explore what alumni have done with their degrees and see how the university and the college have made a difference in their lives. One alum from each graduating year was randomly selected to be featured in this commemorative edition of *The Healer's Art*. As expected, the memories and experiences are vast, and we printed only half of the material in this publication; the remaining spotlights will appear in the fall 2022 magazine.

1956

NOLA WHIPPLE

St. George, UT

Nola Davis Whipple (BS '56) was one of only 25 graduates out of about 100 students who had started the initial program in 1952. Nola grew up outside of Las Vegas on her family's quarter horse and cattle ranch. She knew she wanted an education after high school but was not sure where or what to study. Then Nola's mother and aunt learned that BYU would be starting a nursing program and encouraged her to apply. All three women were excited about the prospect; Nola applied, and her mother convinced Nola's father to let her go.

Upon arriving in Provo, Nola moved into student housing and met her roommate, who became a lifelong friend. Classes the first year were held mainly in the new Eyring Science Center, and students spent time at the hospital in Provo to get experience. Students moved into the dorms behind LDS Hospital in Salt Lake City in their second year, working and studying. They returned to campus for the remainder of their education and worked clinicals at local schools, Utah State Hospital, the VA hospital, and Utah Valley Hospital.

Nola remembered Dean Vivian Hansen exceptionally well. Hansen insisted on teaching compassion and practical treatments, a concept that was new to the world of nursing at the time. After a lecture one day, Nola complained about an assignment while walking out. She turned a corner and realized that the dean had been behind her the entire time. Nola was nervous that she would get in trouble and receive a reprimand, but the dean simply looked at her, gave a slight smile, and kept walking. Nola was surprised and impressed. She said she is grateful for the lessons she learned from Dean Hansen about having a personal relationship with patients, not taking things personally, and becoming a great leader.

Immediately after graduating, Nola worked at LDS Hospital while she waited for her state board results. After two months, she returned to Las Vegas, working in the pediatric and surgery wards. Later,



IMAGES COURTESY OF ALUMNI AND COLLEGE ARCHIVES

she served a mission in Texas and New Mexico, speaking Spanish. She was one of only three sisters who reported to the mission home in Salt Lake City when she did. Upon returning home, Nola worked as a school nurse for four elementary schools and one high school. She administered ear and eye exams, gave first aid, mended broken bones, and transferred services to a doctor or hospital when necessary.

In 1962, Nola was married, and she brought home her first child the following year. In 1964, a son was born who had severe asthma. Her nursing background was again valuable as she helped him during the first years of his life. By 1969, Nola's husband was offered a position with the US State Department as a diplomat in Guatemala. The family was there for five years before moving to other assignments.

Nola started the first medical unit for the US embassy in Guatemala. Her responsibilities included administering an abundance of immunizations and TB tests and occasionally helping as a nurse in dangerous situations. She was also a great help to members of the community. One woman came to Nola with a baby whose eye was infected. Nola taught the mother how to care for the child's infection. Months later, Nola learned that the disease had cleared up and the child could see,

despite doctors saying he would be blind. She said, "I stood there feeling humbled to my core, and I felt a quiet joy in my heart to have been a part of the baby's healing."

The Whipples moved from Guatemala to Bogota, Colombia, in 1975. Later, they were assigned to Nairobi, Kenya, then to Niamey, Niger. In each of those places, Nola contributed significantly to the health of the Americans in the embassy and the local people. She and her family also helped build up The Church of Jesus Christ of Latter-day Saints wherever they went. For example, in Kenya, they were the only members when they first arrived, but by the time they left, 50 people regularly attended sacrament meetings. Nola also found someone to translate the Book of Mormon into one of the native languages and took the manuscript with her to Salt Lake City, where it was published a few years later.

Nola said, "I never considered myself to be one of the smartest or best students, but I am so thankful to have been a nurse to add to my life's experiences. I'm especially thankful to have been trained at BYU, where you blend learning skills with spirituality. It created the combination I needed to live my life serving others to the best of my ability and with gratitude for all who helped me on my way."

1957

LAJUANA REICHMANN

Weatherford, OK

▼ After graduating from BYU, Lajuana D. Reichmann (BS '57) went on to earn two master's degrees, one from Southwestern Oklahoma State University and another from the University of Oklahoma. Additionally, she obtained her PhD in nursing from Texas Woman's University.

Lajuana worked at LDS Hospital for many years after her undergraduate degree. She started on the pediatric floor but moved to the ICU and stayed there for most of her time. She was employed when President Russell M. Nelson was a physician, and she was able to work closely with him while caring for his patients.

She also taught childbirth classes for 25 years, allowing women to have an option other than general anesthesia.

Lajuana remembers when she went with a medical group to Guatemala. Over two weeks, the group helped deliver nearly 50 babies a day, distribute vitamins and birth control pills, and educate many people about nutrition and hygiene. She feels grateful her education gave her the tools to assist them in their medical needs.

While working as a nurse in western Oklahoma, Lajuana realized that only five nurses in the region, including her, had earned a bachelor's degree. She recognized the need for more opportunities for



higher education. To solve this problem, she advocated starting a nursing program at Southwestern Oklahoma State University in the 1970s. The program has grown immensely and is now thriving, with several different degrees offered. She taught nursing at the university for many years, specializing in ICU education, a dream of Lajuana's since the beginning of her career. Her education was essential to building the program at SWOSU.

Overall, nursing has been an active pursuit for Lajuana her entire life. She has taken no breaks in the duration of her career, as she genuinely enjoys her work in the nursing field.

1958

LAWYNN MURPHY

Orem, UT

LaWynn Murphy (BS '58) was inspired to be a nurse by her aunts, who were also nurses, so she came to BYU to pursue this dream. Her rotations in pediatrics, psychiatry, and public health helped LaWynn begin a career at the Provo City Health Department as a public health nurse and a school nurse for Provo City.

She met her husband during her second year of school, and they were married after his 30-month mission to Brazil. While starting a family, LaWynn worked part-time in the surgical recovery room of LDS Hospital. Later, when her family moved to New Brunswick, New Jersey, she was a stay-at-home mom, but she still found opportunities to use her nursing skills, such as being the nurse at girls' camp or a medic for Boy Scout camps. As her children grew older, LaWynn returned to the workforce. A favorite job was the opportunity to teach the CNA course at Norwalk Community College.

After LaWynn's husband suffered a stroke, LaWynn used her nursing skills to care for him for more than 10 years. She provided most of his medical support and had supplemental help from a home health nurse if needed. Her life has been full of sacrifice and service, and she has exemplified the BYU College of Nursing's motto of learning the Healer's art in all things.



1959

BARBARA CONWAY

Rexburg, ID

▲ Before moving to Utah and attending BYU, Barbara Cheney Conway (BS '59) worked in a Catholic hospital in Oregon for three years. Her experiences there guided her to pursue a degree in nursing so she could serve others.

While in the nursing program, Barbara spent half of her time in Salt Lake City and the other half near BYU. She remembers an assignment to be shadowed for a news story that would spotlight a day in the life of a typical nursing student, and she felt honored to be featured. One of her favorite professors was Maureen Harris. The two stayed in touch after Barbara graduated and remained great friends.

Barbara was married four days after graduating. She and her husband, William, moved to California, where she worked for a VA hospital in public health. Thanks to her husband's job opportunities, her family later moved to Hawaii and American Samoa for seven years. While there, she worked as a school nurse. Later, the Conway family ended up in Rexburg, Idaho, where Barbara worked in a hospital for 12 years.

While in Rexburg, Barbara caught up with Maureen, who suggested she go back to school and teach nursing at what was then Ricks College. Barbara was hired before earning her master's degree and ended up teaching geriatrics and medical-surgical courses. Though retired now, Barbara still finds ways to volunteer in her community and use her nursing degree.



During the busy times in her life, Barbara always tried to remember what mattered most. She made time for her five children when working and going to school, even when it was difficult. Barbara recalls that the most challenging times were the most rewarding, and she is grateful for the lessons.

1960

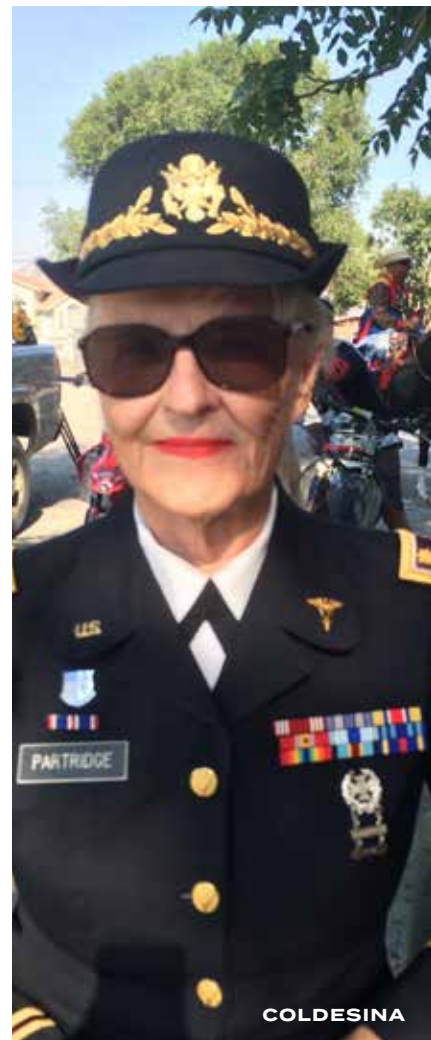
KAY COLDESINA

Wayne, PA

► After her second year at BYU, Kay Henderson Partridge Coldesina (BS '60) joined the US Army and was able to get her remaining years of education paid for by the military. Kay said that she and two peers who joined the army were the first

recruited nursing students from BYU. Her experiences in service took her to many countries, and she was able to practice nursing wherever she went.

During the Vietnam War, Kay was stationed in Okinawa, Japan, where she married her husband, an aviator in the army. However, when she became pregnant with her first child, Kay was discharged from the military because, at that time, women could not be in the army if they were pregnant. However, she continued to travel worldwide with her husband in his service. While in the Philippines, Kay joined a group of nurses serving the community and helped distribute health kits to different schools in rural mountain settlements. She later returned to the Philippines when she was recruited to the army again (the army thought they were drafting her



son). While there, she earned a master's degree in systems management through a long-distance program sponsored by the University of California. She later returned to Utah to work at Intermountain Healthcare in obstetrics and public health nursing.

After retiring, Kay and her husband served a Latter-day Saint mission in Mongolia. While she did not serve as a nurse during her mission, she had opportunities to serve that mirrored the compassion and concern for others that she always possessed in her nursing career.

Looking back on her life and career, Kay said that both her time at BYU and her time in the military were highly influential on the path her life took. She said that if not for her time at BYU, she would not have met many people who influenced her the most.



1961

CAROLYN SCHULTZ

Eugene, OR

▲ Carolyn Schultz's (BS '61) nursing experience began in high school when she worked as a candy striper. She would spend one or two nights a week at her local hospital in Eugene, Oregon, and help nurse aides take care of patients. She fell in love with the compassion she could give others and decided to pursue nursing in Provo.

From her time at BYU, Carolyn primarily remembers how much the nursing class shrank throughout the program. Many first-year students would begin as nursing majors but would then drop out due to the intensity of the courses and the length of time it took for them to start training in hospitals. However, Carolyn decided to stick with her passion and graduated from the College of Nursing the same week she married her husband.

She spent the majority of her career working as a per diem nurse supervisor. Her first experience in nurse supervision occurred as a young nurse when the supervisor on shift failed to show up—and Carolyn stepped up to the plate. She worked per diem because it allowed her to control her schedule and prioritize being a mother. "If you've got control of your schedule, you've got it made," Carolyn said. "Working, for me, the whole rest of

my life, was my hobby. Some people say, 'What do you do for a hobby?' and I say, 'I work a shift.' And that's the great thing about nursing; you can find your niche, and it becomes what you make of it."

For Carolyn, nursing extended beyond her career and motherhood and blended into her religious service. Her husband was called to be both a mission president and a general authority in West Africa throughout her career. As a mission president's wife, she used her nursing knowledge to triage injured and sick missionaries, cutting medical expenses in her mission in half. Carolyn also used her nursing abilities to do immunizations and other medical tasks in the Ghana Missionary Training Center.

"My friends and the nurses at the hospital would say, 'Well, when are you going to retire?' And my answer was always, 'I'll retire when it stops being fun.'" Carolyn jokes that nursing stopped being fun at 75, so she retired from the nursing profession. Her long career allowed her to see a multitude of changes in the industry. She attributes much of this change to more technology, reliance on protocols, and reliance on the technical aspects of nursing. However, she did not let the changes in nursing change her personal view of nursing as a compassionate service. "I always felt I wanted to be a nurse. I knew it was a calling for me and that the patient was more than a specimen or something to be worked on or a problem to be solved."

1962

WILMA RIDDLE

Salem, UT

► When Wilma W. Riddle (BS '62) was growing up in a small community in rural Idaho, nursing and teaching were the primary career options for women. Wilma knew she did not want to be a teacher, leaving nursing as her only choice. She attended BYU and studied at both LDS Hospital and Utah Valley Hospital. She fondly remembers former dean Beulah Allen, particularly her strength when speaking about her time as a surgeon and prisoner of war in World War II.

During Wilma's final year in nursing school, a navy recruiting team came to BYU and convinced her to join the navy. After training in Rhode Island, she was assigned to St. Albans Naval Hospital in New York and spent two years working in the recovery room.

While there, she met a shy man in the navy named Richard Riddle (BS '68). She introduced him to The Church of Jesus Christ of Latter-day Saints, and he converted before they married in 1964. After deciding that Richard should gain an education, Wilma brought her husband to BYU. He studied at the College of Nursing and graduated with his nursing degree in 1968 while Wilma worked at Utah Valley Hospital in the post-anesthesia unit. He then went on active duty as a navy nurse. This job took them everywhere from Washington, DC, to Guam before he went back to school at George Washington University to become a nurse anesthetist.

Wilma and Richard spent 12 years in Portsmouth, Virginia, where Wilma raised their five kids full time and Richard worked as a nurse anesthetist for the navy. Toward the end of Richard's time in the navy, Wilma received a call from Mountain View Hospital in Payson, Utah. They explained that they were looking for more nurse anesthetists and wondered if Richard would consider moving to Utah and working for the hospital. Wilma explained that her husband was on an aircraft carrier in

the middle of the ocean but planned to retire from the navy shortly. Nevertheless, she accepted the job on Richard's behalf.

The Riddles moved to Utah shortly after his naval retirement, and Richard began working as a nurse anesthetist at Mountain View Hospital while Wilma worked as a nurse at the same hospital. She rotated through different units and settled on same-day surgery.

Reactivating her license after not working for several years proved to be a challenge for Wilma. However, due to her connections at BYU, Wilma shadowed a few classes and refreshed her knowledge of nursing before reactivating her license. She said her life forever changed and improved due to her relationship with the university.



1963

JOYCE WESTPHAL

Springville, UT

Joyce M. Westphal (BS '63) was inspired to go into nursing after working as a candy striper in her home state of South Dakota. She spent the first part of the BYU nursing program at Utah Valley Hospital and studied under Ruth Partridge, the hospital's head nurse. Though Ruth was not a member of the BYU faculty, Joyce was deeply impressed by her. Joyce recalled, "Ruth was the epitome of knowledge. She taught us skills of observation, that we shut up and listen, and that we would hold a hand if needed."

Joyce also studied at LDS Hospital, where she worked with the then heart

surgeon President Russell M. Nelson. She said that she experienced the Lord's immense power in the medical field while working with the future prophet. In addition, she notes that the loving treatment she received at BYU taught her to treat others in the same way, a lesson that has stayed with her throughout her career.

After graduation, Joyce served a mission in Germany. Her nursing skills were immediately helpful because her first companion was incredibly sick when Joyce arrived. Due to her nursing knowledge, Joyce recognized the sickness as being related to kidney disease and was able to help heal her companion. Unfortunately, Joyce also became sick and was treated for tuberculosis and rheumatic fever on her mission.

Following her mission, she worked as a floor nurse at a psychiatric hospital and loved it, as it allowed her to practice all of the skills she learned at BYU. However, due to her repeated sickness, her boss suggested she become a nurse anesthetist instead. Joyce then studied at St. Luke's School of Anesthesia in Aberdeen, South Dakota, before working as a nurse anesthetist for 50 years.

Looking back, Joyce realizes that BYU helped prepare her for her career in several ways. BYU emphasized pharmacology, a huge blessing for her since anesthesia also focuses heavily on pharmacology. She also learned to be adaptable. She stated, "You always have a plan A, plan B, and then you have a plan C. And you always keep your eyes open. And if for some reason you get that nagging feeling that something isn't quite right, you listen." Above all, BYU taught her to be sensitive to spiritual impressions and revelations, which she cites as one of her most valuable skills.

1964

MARILYNNE CRAWFORD

Citrus Heights, CA

Marilynne W. Crawford (BS '64) was inspired to become a nurse because of a childhood friend. This friend encouraged

Marilynne to attend a club meeting for future health workers. At the meeting, a nurse spoke about the good and bad aspects of her job. Marilynne was very impressed and decided she wanted to have similar experiences. She and her friend applied to BYU's nursing program together and were both accepted, becoming roommates for their first year.

After graduating, Marilynne and her husband moved to Northern California, where she worked in a small community hospital. Her position was in labor and delivery, but the hospital averaged seven births a month, so she often helped on the floor as well. After a few years, Marilynne decided to become a pediatric nurse practitioner, thanks to the encouragement of a colleague. She earned her master's degree from UC Davis then worked in various settings as a nurse practitioner to educate her patients while treating them.

Outside of her career, Marilynne and her husband raised three boys together. She said there were times when her nursing experience came in handy while her boys were young and rowdy. She also helped out with their Boy Scout physicals and other needs that she saw within her family. After nearly six decades of marriage, Marilynne is now the primary caretaker of her husband. As difficult as that is, she is grateful for the foundation of faith that BYU encouraged and for the knowledge and skills she learned.

1965

ALMA BIGNALL

Bettendorf, IA

► Alma S. Bignall (BS '65) began her career at LDS Hospital in Salt Lake City on the orthopedic floor. She later moved to postpartum care before adding on labor and delivery duties, where she spent most of her time as a nurse.

Alma later moved to Alabama, where she started an organization called the Childbirth Without Pain Education Association. The goal was to make the labor experience better for new parents and improve their education as they navigated the new experience of birth. At the time,

fathers were not allowed to be in the delivery room, leading Alma to advocate for their inclusion. She also taught childbirth classes, coached women through the labor process, and handled the financial side of the association. A few years later, when she moved to New Jersey, she left the association in other hands and transitioned to being a stay-at-home mom.

In 2013 Alma and her husband began serving as Latter-day Saint senior missionaries in the Alpine German-Speaking Mission, with Alma being the mission nurse specialist. One of the struggles of

being the mission nurse specialist was the language barrier between her and the missionaries, some of whom spoke neither German nor English. Still, both parties were able to learn valuable skills in communication. Alma also worked with the mission president to arrange treatments and support for various missionaries.

Though Alma filled many different roles, her nursing career has always been a source of knowledge and empowerment for herself and others. She is grateful for the many experiences she had, all of which were made possible by BYU.



1966

CAROLYN MELBY

Frederick, MD

►▼ Carolyn Melby (AS '66) has lived a life dedicated to helping and teaching others. She started her nursing studies at BYU shortly after joining The Church of Jesus Christ of Latter-day Saints. Although it was a hard transition, she said, "The thing I thought was most helpful at BYU was that everything was personal—they wanted every student to succeed both academically and personally, which I needed." After completing her associate's degree in nursing, she completed her bachelor's degree in nursing and received two master's degrees, one of which focused on being an adult nurse practitioner.

Carolyn took on numerous roles in the nursing realm, from working on the first coronary care unit at the University of Washington to teaching nurse practitioner students in Asia for more than a decade. She even had the opportunity to return to BYU to teach for a time. While there, she was encouraged by former dean Dr. Elaine Dyer to return to school for a doctoral degree, which she received in health policy.

Carolyn's latest endeavor is founding the Carl and Enga Melby Charitable Foundation in honor of her parents. The foundation has supported students in Cambodia, Hong Kong, the Philippines, and Iraq, providing nursing education to those who need it most. Most recently, Carolyn has partnered with both the AMAR Foundation, a London-based charity, and Latter-day Saint Charities to provide better education and services to the people of Iraq. She said, "There was a spirit at BYU about the desire to care for others, and that's why I did what I did around the world. What I carried away from BYU is what animated my whole career: taking care of people and teaching those that need professional nursing and bringing that to the people they take care of."





1967

PAMELA MELBY

Martinsburg, WV

▲ After watching her mother be a great caretaker to her brother, who had Down syndrome, Pamela H. Melby (BS '67) became interested in nursing. Compassion for others has been a core part of her nursing philosophy ever since. She focused on giving exceptional patient care during her career, regardless of where she was working or whom she was treating.

After graduation, Pamela moved back to her hometown in South Carolina before working at the Johns Hopkins Hospital in Baltimore, Maryland. She then married her husband and moved back to Provo so he could attend BYU. She worked at the BYU Health Center, LDS Hospital, and Jordan Valley Medical Center. Her time in the hospitals concentrated mainly on the floors, but she also did some OBGYN work.

Pamela eventually transitioned to working in home health, where she spent most of her career. She loved the work she was doing and the independence she could have with her schedule. Working part-time meant she could spend more time with her children and give them the attention they needed. These reduced



work responsibilities also provided a way for her to feel more balanced in Church assignments and other responsibilities because she could take a break from one and go to another. Ultimately, Pamela feels that her nursing career has enriched each aspect of her life.

[Pamela's sister-in-law is Carolyn Melby, who was the featured alumna from 1966.]

1968

GAIL HOLLOWAY

Mariposa, CA

▲ Gail Holloway (AS '68) got married immediately after graduating from the nursing program and began having

children soon afterward. As such, she started her career working part-time at a nursing home. A few years into her career, however, Gail switched the focus of her work to maternity care, primarily because of medical difficulties and unpleasant experiences Gail encountered during her pregnancies. She became heavily involved in advocating for family-centered maternity care.

Gail continued learning throughout her career. Her childbirth knowledge came from various organizations, one of which was the American Society for Psychoprophylaxis in Obstetrics. She later took part in UCLA's program for lactation consulting.

She began her childbirth education efforts by teaching privately out of her home, then at a junior college for 23



years, and later at a program she started at Doctors Medical Center in Modesto, California. She became a certified childbirth educator and an international board-certified lactation consultant.

Gail said the most gratifying part of her work was being able to change policies she disagreed with within hospitals. Her own traumatic maternity experiences prompted her to advocate for change: "I pushed for four hours in a military hospital, and my eyes had swollen shut. If I was going to have any more children, there had to be a better system." At the time, husbands were not allowed in the delivery room and babies were removed from their mothers immediately after delivery. In response, Gail advocated for a greater emphasis on family-centered maternity care and more support for a mother in labor. As Gail points out, "[Labor is] a very trying, difficult process that most women go through, and you want to make it as pleasant and family-centered and as joyful as it can be."

Childbirth education was a novel concept when Gail began working in maternity care: "I did it for 30 years. Almost all of my nursing had to do with the education of young families, working with support groups, lactation consulting, and childbirth education. It worked

out great for me because I had a big family at home, and I could do part-time in the evenings."

1969

JANICE WARR

Casper, WY

► When Janice R. Warr (BS '69) was a little girl, her mother made her a blue cape, a nursing hat, a nursing bag, and a white pinafore with a red cross that she wore all the time. From that point on, Janice knew she would become a nurse.

As Janice got closer to graduating from BYU, she had difficulty deciding what to do with her degree. She sought to join the air force, as many of her family members had. However, before Janice signed any official paperwork, she told her recruiter she wanted to meet an air force nurse. The recruiter agreed and arranged the meeting. As Janice listened to the air force nurse, she recalls thinking, "I don't want to be like her, but what do I tell the recruiter?" When the recruiter asked her if she was ready to sign, Janice said, "No, I decided I'm going to go on a Church mission instead." The thought of serving a mission had not crossed her mind until that moment, but she decided to save up some money for her mission by



working at a hospital for six months before leaving for her mission in Germany.

When Janice returned from her mission, she began working at the new NICU at the University of Utah. Working with babies became her passion. After a few years, she decided to split her time between working as a school nurse during the school year and as a NICU nurse during the summers. She enjoyed the variety and is confident that she was a better nurse because of it.

Janice later moved to Cache Valley, obtained a master's degree from Weber State University, taught an infancy class as an adjunct instructor for Utah State University, and worked as a nurse in its student health department for several years.

After getting married to her husband, Janice moved to Casper, Wyoming, and began working part-time for a pediatrician to keep her nursing license current. She was involved in opening Martin's Cove to pioneer treks and volunteered at the site's visitors' center on Sundays to enable the missionaries serving there to go to church. Then, through a mission call, she became the designated nurse for Martin's Cove, training trek leaders on first aid and helping care for senior couples if they needed anything.

In the spring of 2019, Janice and her husband were called to be missionaries

again, and she served as the mission nurse for the Colorado Fort Collins Mission until spring 2021. Serving during the pandemic was a difficult task, especially when COVID-19 created obstacles and the mission was full of more missionaries due to reassignment. Despite these challenges, she was happy that she could serve and do her part in gathering Israel.

Janice has prioritized going forth to serve throughout the years since graduating from BYU. She always has willing hands.

1970

VIRGINIA DUNCAN

Springville, UT

►▼ Virginia “Ginny” Duncan (AS ’70) had many opportunities to witness spiritual experiences while being a nurse in the operating room. She recalls one experience regarding a patient who had severely injured his hands.

She said, “Early in my career, I worked at Utah Valley Hospital, and they brought a man in from Geneva Steel with crushed hands from a steel-roller incident. The doctors needed to know what to do with this guy—how we could help him and if we needed to amputate his hands. I remember the doctors laying their hands on that man’s head and giving him a priesthood blessing before we did anything. That was impactful to me.” Ginny noted that this was one of many times she and her coworkers utilized prayer in their work and felt the Spirit. She continued, “Back in the day, we did all the C-section work performed in the operating room. Whenever you have a baby born, it’s quite a spiritual, uplifting experience. It never ceases to amaze me how babies are born: all their fingers and toes and everything. What a miracle that is for them to be born. That was always touching to me.”

Ginny said that she has always strived to be a patient advocate. “They’re relying on you as a nurse to take care of them. They’re frightened, and so it was always something that was in the back of my mind: I’m the frontline person for



this patient. And I think that’s part of the Healer’s art: to be the advocate for a patient and help them learn and teach them the things that they need to know.”

While Ginny loved her work, she notes that it certainly had its challenges. Her family helped her overcome discouragement on the job. “I always kept a



picture—my daughters and my family—on the inside of my locker,” she said. “And whenever I got discouraged, I’d think, ‘I’m doing this for them. I’ve got to keep going

because we have got to have beans on the table, and I’m doing it for them.’”

Looking back at her career, Ginny said that the most significant part of nursing

has been helping people. “I’ve always been a nurturing kind of person, and being able to help people is most fulfilling. I realize many students go into careers to help people, but I felt like during my career I had the opportunity to do that.”

1971

KATHLEEN BOVO

St. George, UT

▼ Nursing runs in the blood of Kathleen N. Bovo (AS ’71). Her mother worked as a nurse at the University of Utah Hospital and would share stories about her career at the dinner table. Despite her admiration for her mother, Kathleen steered away from nursing because of these stories. She started school at the University of Utah and spent a few semesters there, unsure of what major she wanted to pursue. Then, during an appointment at her orthodontist’s office, she heard about the BYU nursing program hosted in Salt Lake City that helped individuals get their associate’s degree in nursing. She immediately went home and told her mom she wanted to become a nurse.

After transferring to the BYU nursing program, Kathleen received a scholarship from the Pink Ladies, a hospital volunteer corps, that paid for her tuition. After graduation, she fulfilled the requirements of her scholarship and worked at LDS Hospital.

Kathleen’s favorite responsibility was taking care of her patients. “My heart was always best at the bedside of my patients, with hands on their backs.” She cites empathy as a core part of her identity as a nurse and the reason why she enjoyed patient care to the extent she did. “I got empathetic with some of the patients, and I felt like I could always put myself in their shoes.”

Kathleen’s career was constantly evolving, from working for a private pediatric practice in Salt Lake City to managing Valley Hospital Medical Center in Las Vegas. Yet despite the chaos that her career changes brought, she cited these changes as an aspect of what made her career flourish: “I didn’t get bored or burned out.”



1972

SUSAN BENTLEY

Saunderstown, RI

◀▼ Susan C. Bentley (AS '72) had nothing but good things to say about her time at BYU: "Loved it. Loved it. I have very fun memories of being there."

After receiving her associate's degree in nursing, Susan and her husband moved to California, where Susan worked at UCLA Santa Monica Medical Center. While beginning her career, she wanted to focus on labor and delivery. As such, she took up another part-time job at Providence Saint John's Health Center to receive training in their labor and delivery unit. Susan's chosen specialty would shape the course of her career and her life. She said that her favorite position was at a family birthing center in Upland, California. "[The birthing center is] no longer there, but I learned so many things that shaped my life." Susan said that along with molding her perspective, the principles of the center aligned with many of her values, one of which is the importance of centering healthcare on home and family. She said, "It was a wonderful experience and environment. I feel it was my honor to be present."

Of her experience working in a hospital, Susan noted that kindness in nursing is a valuable asset. She recounts an incident of calming down a patient in a scary situation. "The patient was worked up and frightened in her early labor. I went in and talked to her with the little Spanish that I had. After some effort, I calmed her down, and she was breathing slowly and



regularly, no longer crying or screaming—totally at peace. Her female doctor came and looked at her chart. She pulled me out of the room to yell at me and said, 'How dare you medicate a patient without an order!' I hadn't."

Susan notes that she hopes those in the medical field continue to combine compassion with their specialized care. "Truly, nursing is best manifest through its art of healing as the Savior would. But, unfortunately—and too often—it is strictly technical."

Susan said that relying on the Spirit has helped her to tend to patients as the Savior would. In addition, she believes that her experience in nursing has shaped her approach to all areas of life, allowing her to react calmly and wisely in the face of trials. She recalled, "I think that my background helps me because charity never faileth; it is a part of nursing. And as I was a nurse, I always wanted to treat other people the way I would like to be treated. That was always the most important to me."

1973

TERESA WOLF

Thousand Oaks, CA

▼ Nursing was not always a clear path for Teresa W. Wolf (BS '73). During her first two years at BYU, she explored many career paths but felt like none of them were the correct direction for her life. It wasn't until she was sitting in a university devotional and heard the speaker talk about "finding yourself in service" that she instantly thought of nursing. After the speaker ended, Teresa recalled, "My feet took me directly to the College of Nursing, and I signed up."

Teresa worked as a nurse for a couple of years in her native Southern California before meeting her husband and taking an 18-year break from the nursing field to raise her children. Then in 1993, Teresa was asked to care for a young woman dying from cancer. The experience gave her clarity about her life

direction. Teresa said "Hospice became my calling."

Soon after the death of her first hospice patient, Teresa joined a hospice program as a volunteer before becoming a case manager for 11 years. She saw the lack of support people had in their dying days and felt the desire to do something more for them. The answer to her passion came when she was inspired to create a non-profit organization dedicated to hospice work. In 2008 she started Community House of Hope, which is dedicated to quality hospice work and end-of-life care regardless of the dying patient's financial state. Through fundraising, her organization obtained a small four-bedroom house in 2012, where they focused on providing peaceful final weeks and creating family reunions. In the five years the home was open, they took care of more than 250 individuals.

With the facility's closure in 2017, Teresa continued to work within the hospice community. She started a training





program for end-of-life doulas, a program that allows individuals to enter homes where hospice is present and act as a source of emotional assistance for families. In addition, she is a founding member of Omega Home Network, a nonprofit organization focused on creating hospice homes throughout the United States. They have built more than 100 hospice homes. Teresa also wrote *Hope in Our Final Season*, a book confronting the hospice crisis in America.

Working in hospice has helped Teresa feel closer to God and has fulfilled her desire to lose herself in the service of His children. Of her experiences in hospice and working with dying individuals, Teresa said, "Serving every person in that bed is like serving the Savior. I feel

His touch. I feel His hand on my back. It's such spiritual work."

1974 MARSHA MORTON Salt Lake City, UT

▲ Before attending BYU, Marsha K. Morton (BS '74) graduated from Ricks College with an associate's degree in nursing in 1968, served a mission in Hawaii, and then worked at LDS Hospital. After graduating from BYU, she worked at Banner-University Medical Center Phoenix in Arizona for four years and then obtained a master's degree from the University of Iowa in adult health nursing

focused on education. Marsha taught at Westminster College in Salt Lake City for 30 years before retiring in 2011.

As a nurse, Marsha strived to continue her education and increase her understanding of the medical world by trying various jobs and not getting too comfortable in one role. From the ENT surgery unit to the neurological team, Marsha has been able to experience many medical situations. However, her favorite unit has been medical-surgical. She also enjoyed interacting with adult patients, especially elderly individuals who told her stories and shared their wisdom with her.

Marsha's assortment of nursing jobs and medical knowledge served her well as she began teaching at Westminster College. She taught many courses, including gerontological nursing, research, adult medical-surgical, and pharmacology. She was also able to work alongside and serve on boards with former deans of the BYU College of Nursing, including Dr. Maxine Cope, Dr. Patricia Ravert (AS '74, BS '75, MS '94), current dean Dr. Jane Lassetter (AS '81, BS '98, MS '01), and associate dean Dr. Julie Valentine.

Her favorite class she taught at Westminster was a course she pioneered, "Exploring Hopi and Diné (Navajo) Nations." The study was inspired by Marsha's relationship with a Hopi family she befriended in Arizona. In Marsha's course, students traveled to southern Utah and northern Arizona and spent time with Native Americans to learn about their medical traditions and healthcare. In addition, students learned about the social, artistic, educational, and political culture of the Hopi and Diné tribes. Throughout this academic expedition, students practiced compassion and respect for all patients, including patients from different backgrounds.

Compassion and respect were two values Marsha learned and began mastering at BYU. She said her time at the College of Nursing instilled "a reverence for life" in her and that she loved "the focus of knowing that you're brothers and sisters with everybody in the world." Marsha has loved all of her patients, students, fellow nurses, and professors from many cultures, religions, and backgrounds.



1975 KOLEEN SHAW Grayson, GA

▲ Immediately after graduating, Koleen P. Shaw (AS '75, BS '80) worked at LDS Hospital. She worked part-time while she had two children, but after her third child was born, Koleen took a break from professional nursing for 20 years to focus on her family.

Though not working in a hospital, Koleen's medical knowledge was helpful when raising her family. On one occasion, she had to take her son to the hospital because of the flu. The provider asked questions about the boy's symptoms and, out of the blue, asked, "Are you a nurse?" Koleen was surprised, but she realized she had been answering the provider's questions with more description than someone without a nursing background would, and she was grateful for the medical knowledge she had.

When her family moved to Georgia in 2003, Koleen decided to return to work. However, being relicensed from Utah to Georgia was a significant task, especially after taking a break from the profession. After retaking the NCLEX and praying to find a solution, Koleen walked out to her mailbox one day to find a nursing license from the state of Utah, despite not yet fulfilling her 160 hours of clinical work. She transferred the license to Georgia, completed her hours, and worked at a local medical center. She said, "It was a faith-promoting experience because I don't know where that license came from or how it got there." While working in the medical



center, Koleen injured her knee and could not return to work in that setting. However, she had a friend who worked for Georgia Perimeter College (now part of Georgia State University) who invited her to apply for an open faculty position. She got the job and taught nursing for 10 years before retiring in 2020.

Koleen notes that the way nursing is taught has changed dramatically since she earned her own degree and has become more hands on. As a result of this discipline shift, Koleen said, "There were holes in what I learned and what I was expected to know," which affected her ability to teach. To make up for some of her knowledge gaps, she did everything in her power to gain the knowledge she needed by asking colleagues how to improve her skills and reading from a nursing skills book. Though this was time consuming, Koleen believed it was her responsibility to be confident enough to provide the best care possible, a belief she learned from her time at BYU.

When asked about the difference between her degrees, Koleen said that the associate's program was very nurturing and supportive. She got a lot of help to

succeed. In contrast, the bachelor's program was intense, and it expected more from her than her associate's program. Koleen has felt the influence of her time at BYU regardless of the job or role she found herself in.

1976 DEBRA B. GEHRINGER Belgrade, MT

▲ Debra Gehring (AS '76) left her home state of Montana at the age of 18 to come to Salt Lake City. She worked at Primary Children's Hospital as a CNA, where she learned about the BYU College of Nursing's satellite campus in Salt Lake City. She attended the program while continuing her work at Primary Children's Hospital and graduated with her associate's degree in August of 1976.

She stated that BYU taught her to have tolerance for all people, a lesson that has stayed with her for decades. "I sometimes struggle with my tolerance of people, and then I remember that we're all special, we're all struggling, we all have our

needs—I think I learned that from BYU. I think I learned the tolerance and the love and the compassionate service that we can provide to one another.”

After graduation, Debra returned to Montana and worked the night shift in a local hospital. While she was there, a family friend who worked in Poplar, Montana, on the Fort Peck Indian Reservation informed Debra that their hospital was in desperate need of nurses. She took the offer and became a nurse on the reservation for four years. Debra stated that while BYU is where she got her nursing foundation, her job on the reservation is where she truly gained her education.

During a brief stint working in Oregon, Debra discovered travel nursing after returning to the local hospital she started at. Her career as a travel nurse took her across the country; Texas, Florida, California, Native American reservations, and Washington, DC, became her second homes. She mainly worked in nursing supervision and labor and

delivery, the latter of which is her favorite part of nursing and her “happy place.”

In 2000, Debra’s nursing career ended abruptly due to a stasis ulcer that developed on her leg. Despite the end of her career, she claimed, “Nursing is the foundation of my adult life. I feel like it has helped me every day of the week in one way or another.” She got married ten years ago and is enjoying life with her husband.

1977

RONDA POPE

Springville, UT

Ronda G. Pope (BS ’77) had previously earned an associate’s degree in nursing from Ricks College before transferring to BYU. She was drawn to nursing because her mother was a nurse—Ronda graduated high school the same year her mother graduated from Ricks College with her nursing degree. Ronda also

worked as a nurse aide before starting college, which brought further interest in being a nurse. Her plan was initially to get her associate’s degree and start working as an RN immediately, but after graduation, she felt like she still needed to learn more.

Ronda’s decision to keep learning led her to BYU, which influenced her life in several significant ways. She met her husband in Provo in a student ward, the religion classes she took expanded her love for the scriptures and the gospel of Jesus Christ, and the legacy of BYU has continued in her family’s lives: her husband is an economics professor at BYU and seven of her sons have graduated from the university. In addition, she has two daughters-in-law who are nursing alumni, and they even share the same name: Megan R. Pope (BS ’07) and Megan E. Pope (BS ’21).

After graduating from BYU, Ronda worked as a surgical and orthopedic nurse at Utah Valley Hospital and as a

public health nurse and school nurse for the Utah County Health Department. She also taught childbirth classes in Iowa while her husband was a graduate student.

Ronda took a break from working while she raised eight boys, seven of whom have survived to adulthood. One son was born with a congenital heart condition and asplenia syndrome. As a result, he underwent surgery immediately following birth and required oxygen and cardiac medications in the hope that he could undergo more surgeries once he was three years old. Instead, Ronda’s son survived nearly a year. Ronda felt helpless and was disappointed with the medicine. Before, she thought that treatment had all the answers, but this problematic experience taught her that sometimes there might not be an answer. Ronda and her family were reminded to lean on God and their faith as much as they relied on science and medicine. This balance has kept Ronda and her family strong despite their lasting heartache from losing a child.

In her community, Ronda has been a support for friends and neighbors who need medical guidance. Ronda, like her mother, keeps a medical book on her nightstand to help her answer medical questions that she can’t answer right away. Ronda’s medical knowledge has blessed her community. She resuscitated a child at a community pool in an accidental drowning and also revived a neighbor’s strangled child. In addition, she was often the camp nurse for girls’ camp and taught first aid to young women, a task that she enjoyed.

1978

ZINA JOHNSON

Provo, UT

► Zina W. Johnson (AS ’78) didn’t grow up wanting to be a nurse and didn’t gravitate toward the profession until she started her schooling at BYU. Her interest in nursing was a gradual change inspired by her family. Her sister was a nurse, and her dad pointed out that nursing came with flexibility and limitless opportunities, unlike other professions. Zina said of nursing, “I fell into it; this was where God needed me



to be, and He guided me here without me heading initially into nursing.”

From her time at the College of Nursing, Zina remembers the friendship and camaraderie associated with the program. “I had such great classmates who were phenomenal.” However, she also recalls the difficulty of the nursing program. Zina admits that learning about nursing was hard and did not come easily

to her: “It didn’t free-fall into my brain, and I felt I had to work for it.” However, she feels like the discipline and hard work she put in to learn the art of nursing has ultimately made her a better nurse. “I paid a big price to become a registered nurse, and I wasn’t going to walk away from that.”

Since graduation, Zina worked as a PRN, psychiatric nurse, and quality



assurance nurse. For most of her career, though, she has worked as a nurse supervisor, a position she loves and finds fulfilling. She also received her bachelor's degree in nursing from Western Governors University in 2011.

Her role as a nurse has taught her the value of patience, tolerance, and understanding other people. In addition, she finds herself learning from her patients. "The grit people have to endure a lot of hard medical things in their life teaches me. I have great respect for how they navigate chronic illness or short-term, life-altering identity and diagnosis. The courage they have has always been an inspiration to me." Additionally, her role as a nurse has put her life into perspective and helped her realize how blessed she is. She said, "There are people who have such life-altering events that happen in a heartbeat, and their lives are irrevocably changed. I always come away with a grateful heart for my little backpack full of problems."

1979

WAYNE WATSON

Orem, UT

▼ Though a bachelor's degree was always his goal, Wayne T. Watson (AS '79, BS '83, MS '95) was married and had his first child when he graduated with his associate's degree, so he was thrilled to be able to support his family by entering the work force while earning his bachelor's degree. He started his career in the ICU



but transferred to the emergency department once a position became available. Since then, Wayne has always had one hand in the ER and a special love for urgent care.

Later in his life, he felt a distinct impression to return to school and earn a master's degree. This impression was unexpected because he loved being with patients. Shortly after his graduation, Intermountain Healthcare opened a position on the corporate level, which required Wayne's recent degree. Wayne applied and got the job, working in a clinical program position that promoted best practices. In this role, he helped lead a team of clinicians to decrease sepsis mortality from 26 percent to 6 percent over several years. The changes he made contributed to the health of thousands of patients, which helped Wayne feel connected to people even though he was not in a bedside role.

Wayne served as a mission president in the Helsinki Finland Mission and as a district president at the Provo Missionary Training Center. While in Finland, there was no on-site mission nurse, so he and his wife were the ones that missionaries would contact, if necessary. Wayne can't imagine being a mission president without his background.

To continue his service, Wayne began another mission in January 2021. He is supporting mission presidents in 38 missions in Africa. "My continued desire to serve comes from BYU and its emphasis on using what you have learned to better the world," he said.

1980

TAMI MILLER

Queen Creek, AZ

▲ Tami B. Miller (AS '80) wanted to be a nurse for as long as she could remember. She said, "I was probably three when I wanted to be a nurse for Halloween. My dolls even had crutches and pillows. It was something that I always knew I wanted to be, and I can't fully explain it. So I focused on that from the very beginning, and I never wavered from it."



Before BYU, Tami had already gained valuable experience that would prepare her for a nursing career. She graduated from high school as a CNA and worked as a nurse aide in the summer between high school and college. After graduating with her bachelor's degree, the hospital that Tami had been working for as a CNA wanted to keep her on their staff, despite not having any available RN positions. Tami said, "They didn't want to lose me, so they gave me a traveling position where I worked on a floor with postpartum, psych, and pediatric patients." While she loved each position, her later job at Orem Community Hospital is where she found her niche: "That's where I got locked into labor and delivery, and I've been a labor and delivery nurse all the remaining years of my career." Tami currently works at Mercy Gilbert Medical Center in Arizona and said it is her favorite place she has ever worked.

Above all, Tami said that it is easy to see the Savior's hand every day on the job. "So many times there are blessings where you feel the influence of the Spirit, helping you navigate the course ahead." Tami loves her job and looks forward to having more beautiful experiences. "The birth of a baby never gets old. It's always a spiritual experience, and it's always an honor to be a part of it."



1981

JANETTE JUDD

Corpus Christi, TX

▲► Janette T. Judd (AS '81) had an interest in nursing from a young age. She said, "My mother bought me a book series called Cherry Ames by Helen Wells about a nurse with different roles. She was a flight nurse and a ward nurse and a hospital nurse, and I was interested in it."

This interest in nursing led to Janette's lifetime involvement in learning the Healer's art. While raising children and working, Janette earned a bachelor's degree in nursing from Tabor College and a master's degree in nursing education from Fort Hays State University.

While working as a registered nurse, Janette discovered her love for pediatrics and spent the next 23 years working as a pediatric nurse in Wichita, Kansas. On the side, she was a pediatric clinical instructor for an LPN program and worked as a part-time researcher.

In 2014, she took a full-time job doing clinical research studying adult psychology, which changed the trajectory of her career. Two years later, she moved to Corpus Christi, Texas, where she started a new research department at Driscoll Children's Hospital. Her department served



as a testing site for the Pfizer COVID-19 vaccine clinical trials for children.

In all of Janette's nursing experience, she said that compassionate service is an essential part of nursing. She said, "I have always felt that nursing is giving service—compassionate service. We're supposed to care about other people and serve them. My career has been a great way to do it."

Janette shows compassion in all areas of life, whether in the hospital or on the street. "BYU gave me a phenomenal foundation on which to build. And because of that, I've been able to do great things. I've been able to impact the lives of so many others. I've been able to sustain myself."

1982

JILL FULLER

Garrison, ND

► When reflecting on her time at BYU, Jill W. Fuller (MS '82) remembers the academic rigor of the university as well as its distinctive culture. She is not a member of The Church of Jesus Christ of Latter-day Saints, but she still loved and appreciated the unique cultural environment the university offered her. Her degree gave her critical thinking skills and a foundational higher education that



has influenced her throughout her career.

Before attending BYU, she received her bachelor's degree in nursing from Minot State University (MSU) in her home state of North Dakota. After graduating from BYU with her master's degree in geriatric nursing, Jill returned to MSU as a faculty member for a couple of years before pursuing her PhD from the University of Utah in 1991. Upon returning to North Dakota, she worked in hospital administration at a local hospital in Minot for several years. Later, she worked in Watertown, South Dakota, for 17 years at Prairie Lakes Healthcare System, working as the CNO and CEO until her retirement in 2018.

As both CNO and CEO, Jill focused on improving patient safety, building connections with outreach clinics, and evolving Prairie Lakes Healthcare System into an innovative rural hospital. As a leader, she participated in nationwide programs, including the Robert Wood Johnson Executive Nurse Fellowship, which is a rare achievement for rural hospitals and nurses. Additionally, her hospital was also among the first 13 hospitals to participate in the Transforming Care at the Bedside initiative. Rural hospitals are often excluded from piloting initiatives despite taking care of half of the nation's healthcare, so Jill's hospital being included in this initiative was significant.

1983

RICHARD BOORTZ-MARX Durham, NC

▼ Richard L. Boortz-Marx (MS '83) grew up in Wisconsin and was raised Roman Catholic. However, a Latter-day Saint physician who Richard knew influenced his choice to come to BYU. The day Richard was accepted to the university is a fond memory for him. Though most BYU students are Church members, Richard did not feel like an outsider. He recalls, "I admired the values that students held and believed in and lived. We would always have discussions in a small group, but it was not an issue. It was refreshing to have these discussions and feel accepted." Richard and his wife raised their children on principles and values similar to those he encountered while at BYU.

Following his graduation from BYU, Richard moved to Ontario, Canada, where he took a job in a neurosurgery department. In 1987, Richard started medical school, going on to complete a residency in anesthesia and neurology. Going to medical school was not always Richard's plan. Before college, he would have described himself as a "rolling stone," but his studies helped ground him. He could not have completed medical school, he said, without the help of his wife and family.

Richard received a fellowship in pain medicine, where he spent the rest of his



BOORTZ-MARX

career before retiring in the fall of 2020. Richard also briefly taught nursing at Oakland University in Rochester, Michigan.

1984

CHERI WRIGHT Orem, UT

▼ After graduating, Cheri C. Wright (AS '84) started working at the Utah State Hospital and stayed there for 15 years. "They were great to work with me as far as a schedule with my family," she said. Cheri eventually left this job to focus on raising her children. After her last child graduated from high school, she began working at Wasatch Behavioral Health in Provo, where she has worked for seven years. She works in a supported housing medical clinic with one other nurse, administering to chronically mentally ill patients. Cheri said, "I love it and feel like I'm making a difference."

Cheri said that becoming a nurse was a "no-brainer" for her. While she had her

mother's example as an LPN, Cheri's own biggest draw to nursing was its flexibility and reliability. Nursing has allowed her to raise her children while working and has helped her feel prepared to provide for her family. Additionally, her nursing education has given her meaningful opportunities in all aspects of her life. She said that many of her church assignments have related to nursing, and her knowledge has been a blessing for her family and friends. She laughingly said the family motto when she raised her kids was, "Ice and Motrin, then we'll see how you feel after that."

Cheri also loves serving her patients. She said, "I think a lot of people are afraid of people who look or act differently, but that doesn't make a difference to me. I feel like I'm a good advocate and support for the chronically mentally ill."

Cheri's career in nursing has been exciting and fulfilling, and she has appreciated the opportunity to have different roles within the profession. "That's the cool part about nursing; you don't have to get pigeonholed into one type of thing."



WRIGHT

1985

KATHLEEN COLLINS Amarillo, TX

▼ Kathleen B. Collins (BS '85) and her experience in the BYU College of Nursing are a testament to the college's focus on academics and intense hands-on training. When asked about her time in the program, she simply laughed before replying, "I remember being stressed out." Then, she laughed again before explaining that she also loved her time at BYU and cherished the lessons she learned.

Of the lessons she learned, she most fondly remembers the example of Dr. Sandra Rogers (BS '74), who later served as dean of the College of Nursing. Kathleen described Dr. Rogers as someone who "knew her stuff but was so compassionate at the same time. You have to take care of the whole patient, which sounds cheesy, but you have to. You have to take care of everything." Dr. Rogers's emphasis on compassion is something Kathleen has carried with her through every aspect of her life.

After graduation, Kathleen and her husband moved to her hometown of Las Vegas. During her years in Nevada, she initially worked on a women's surgical floor while waiting for a labor and delivery nurse position—her dream career—to become available. Once she secured a position as a labor and delivery nurse, she worked in the unit for a few years



COLLINS

and loved every moment of it. She said, "It's a wonderful place to be. Every time you participate in the delivery, it's this little miracle, a slice of heaven happening right there." However, within a few years, Kathleen left the unit to raise her two sons in Amarillo, Texas, where she and her husband have lived for more than two decades. When both boys were in elementary school, Kathleen took a position as a school nurse in her sons' elementary school. While she still preferred labor and delivery, she loved the autonomy of being a school nurse, stating, "It was almost like I was running a small clinic." Of the all patients she has helped in her career, she noted, "They were all unique in their own ways, so I think they all have an impact on me."

1986

EMILY FLORIAN-TYNAN Plantville, CT

▼ Emily Florian-Tynan (BS '86) grew up in Connecticut and currently lives there with her husband and two children.

Emily remembers that her time at BYU was challenging. She said, "I remember a lot of people were out having fun when we were in labs or at the hospital." It took a lot of determination to learn and succeed in nursing school, but Emily was able to keep that determination throughout her life. Her professors

and administrators encouraged hard work and outstanding leadership inside and outside of class.

Emily also had the chance to work in the Utah State Hospital while at BYU, which helped her realize what she wanted to practice. She was on the forensic floor at the hospital, an experience that she considers being what propelled her into psychiatric nursing. As she worked, she found that she gravitated toward those struggling emotionally, wanting to help them. As a result, she never spent much time in another area of the hospital. She said, "I realized that I needed to hang my hat where I was most apt to be most happy."

After graduating from BYU, she served a mission for The Church of Jesus Christ of Latter-day Saints, then worked at a psychiatric hospital in her home state. After two years of working, Emily decided to return to school and earn a master's degree, so she applied to and attended Yale University. She is now a psychiatric APRN with certification in child and adolescent psychiatric nursing. Emily is the sole proprietor of her private practice, where she works with people of all ages using counseling, medication management, and whatever other treatment they may need to feel their best. 🇨🇭

Jill Jackson, Eliza Joy, Morgan Lund, Brooklyn Murray, Kathryn Mulligan, and Jeff L. Peery contributed to the research and writing of this article.



FLORIAN-TYNAN



FIFTH ANNIVERSARY

College of Nursing Continues to Offer Students Unique Opportunities to Learn

By Jeff L. Peery

A Summer Fellowship with the BYU Cancer Center

Sarah Welty (BS '21), a recent graduate from South Jordan, Utah, was a research assistant for Dr. Deborah Himes (BS '91). Together they considered cancer communication and the direct disclosure of genetic information to at-risk family members and their primary care providers.

Last summer, Welty was selected to complete a 14-week full-time fellowship with the BYU Simmons Center for Cancer Research. Welty and classmate Ellie Pebbles (BS '21) of Centennial, Colorado, worked with Himes on a systematic literature review. Their initial work on the review resulted in finding 9,313 studies that needed to have an abstract read to see if the study merited inclusion in the literature review. Of those 9,313 studies, 83 met the criteria for inclusion, and the team read the full text. Ultimately, Welty and Pebbles included 63 studies to see how they answered their selected research questions. Eventually, eight documents matched the method they wanted.

Of this process, Welty said, "Being a research assistant allows you to grow and understand what research is so that you can apply it when you're a nurse and need

to review an article and say, 'Oh, I know what this is talking about!' I can now apply that to my patients and help them."

"You acquire many different skills like working with spreadsheets that help you learn how to interview people, transcribe interviews, and gather data," stated Welty.

She hopes to continue researching after graduation, either as a nurse or a nurse practitioner.

All Things Trauma and Mental Health

Dr. Blaine Winters hired several students to create a blog and podcast entitled *Healthy Brain Banter*. Both the blog and the podcast provide accurate and reliable information about mental health.

Carrollyn Ferderber, a third-semester nursing student from Boulder, Colorado, started researching with Winters at the beginning of fall 2021. She credits Winters with motivating her: "He was my lab instructor in my first semester of the program, and his work in psychiatry inspired me! I also thought his teaching skills and nursing care were admirable and a great example of what kind of a nurse I want to be one day."

Winters's team works together to create easy-to-understand information for non-medical people interested in mental health. Speaking about *Healthy Brain Banter*, Ferderber said, "I love that this project allows team members to learn about mental health and other skills, such as web design, recording a podcast, formal writing, video development, and other skills. We were able to present our research and the resources that we developed at the College of Nursing's annual research conference intending to increase the consumption of materials for those

who struggle or those with loved ones who struggle with mental health concerns. My experience researching with other nursing students and Professor Winters has been positive and meaningful. It has helped me feel part of something bigger than being a student nurse and has helped prepare me to be a better nurse in the future."

Allison Christenson, a fourth-semester student from Roseville, California, has worked with Winters on two projects. "Working with him has allowed me to see what it takes to write an abstract and professionally present our material, and how nursing research applies to our nursing clinical practice. I have also learned how to analyze research journals better to provide our viewers with accurate information. I wish nursing students would better understand their ability to participate in research and help enhance their nursing education experience."

Creating Interactive Vaccine Education for Children in Fiji

In 2018 and 2019, BYU nursing students traveled to Fiji as part of their clinical practicum for public and global health nursing courses. While there, they noted a general lack of knowledge about the importance of and the science behind vaccines, despite the country's high participation rate. BYU nursing students also saw that current vaccination education efforts from the World Health Organization generally focused on adults rather than children.

In response, Rachel Panah, a fourth-semester student from Issaquah, Washington, and Megan Schmitz, a fourth-semester student from Firestone, Colorado, began working with nursing

faculty members Gaye Ray (AS '81, BS '82) and Karen Lundberg (AS '79) to create interactive vaccine education for children in Fiji.

Panah and Schmitz created a flip chart for their teaching module to allow them to effectively teach, since PowerPoint presentations cannot be used in remote villages. Another benefit: it also fits nicely in a student's backpack. The flip chart features illustrations and information for children on the front of each page with notes on the back to ensure the information can be taught consistently. The presentation includes the story of two Fijian children—a girl who decides to receive a vaccination, and a boy who chooses not to receive vaccination and the consequences he experiences.

Panah said one crucial aspect of this project was finding an illustrator to bring the information to life. They revamped the content by teaching focus groups with local children in Salt Lake City and by conducting stakeholder interviews with Fijians in the United States and in Fiji. As a result of these conversations, Panah and Schmitz chose appropriate visual representations to include in their lesson materials. They decided to feature a girl, Mary, with curly hair, representing the indigenous iTaukei population. The boy,



(Bottom left) Recent graduate Sarah Welty; (above) professors Karen Lundberg and Gaye Raye with nursing students Rachel Panah and Megan Schmitz. All helped create vaccine educational material for Fijian children; (bottom) one of the illustrations from the mentored-learning project.

Joni, has straighter hair than Mary, a visual choice that represents the large percent of Fijians who are of Indo-Fijian descent.

"We learned so much from talking with our Fijian friends about making our presentation culturally relevant to Fijian children," said Panah. "One discovery came after presenting a page in our flip chart highlighting the things that illness keeps us from. At the beginning of this process, we created a collage that we thought was culturally relevant to Fijian children highlighting some of the activities they might miss out on when they're sick. However, we soon learned that we had made some assumptions incorrectly. For example, many children in rural Fiji wouldn't have access to ice cream, they wouldn't own musical instruments, and

they certainly do not dress as a typical American child would. Through further research and help from our Fijian resources, we were able to find better depictions of Fijian children enjoying their time together."

Schmitz concurred with Panah's findings. "As I was presenting to one of my Fijian friends, she stopped me and said, 'This is not how a Fijian boy would look when he is sick.' He would not be in a bed but on a mat. Also, ice is not readily available in remote villages; neither are thermometers. This made me realize that I was projecting my image of how a little boy would look sick, and my image isn't how the Fijian audience would interpret it."

Both students believe that creating this teaching module has been culturally enlightening. They feel this makes them better people and better nurses.

Pay It Forward

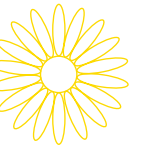
To facilitate mentored learning and allow as many undergraduate students as possible to receive graduate-level experiences, the BYU College of Nursing began raising funds to provide additional mentored learning experiences and opportunities in 2016. The college's endowed fund for inspired learning was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

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



ZAK GOWANS (2)
COLLEGE OF NURSING

10 YEARS OF THE MYRTIE LEE FULTON CHAIR IN NURSING



Compassionate Mother of Ira A. Fulton Endowed Mentorship Award

The College of Nursing celebrates a decade of honoring Myrtle “Myrtie” Lee Markwell Fulton.

THE MYRTIE LEE FULTON ENDOWED CHAIR, which was created in 2011, is named after and honors the mother of Arizona homebuilder, businessman, and philanthropist Ira A. Fulton. He established the endowed chair to create opportunities for nursing faculty to mentor students in research. This annual award and funding are awarded based on several factors: the importance of the study to advancing nursing knowledge, evidence of disseminating research through publication and presentation, and experience of the faculty as a student mentor.

Myrtie Fulton’s life is an example of persistence, dedication to hard work, and kindness and compassion to others. Myrtie was a woman whose courage and faith saw her through difficult times.

Myrtie was born in 1892 in Kentucky and married her first husband, George Floyd Ethington, in 1909. He died in 1928, leaving her to raise six children during the Great Depression. In 1929, she married David Fulton and gave birth to Ira, her last child, in 1931.

As a devoted mother of 11 children, four of whom died in their youth, Myrtie not only raised her children in a Christ-centered home but provided for their physical needs.

“She was a hard worker, and along with my wife, was the greatest woman I have known,” said Ira Fulton, referring to the service of his mother. “She always gave, even when she had nothing to give . . . Thank goodness I had a special mother who showed me how to give.”

In October 2021, Fulton added to the Myrtie Lee Fulton chair and donated another gift to the BYU College of Nursing. His gift brought the endowed fund to total over five million dollars; the available annual earnings from the chair allow for approximately \$100,000 in faculty research grants each year.

When he established the chair, Fulton said, “I want the best return from my investment. At BYU, I get a great ROI. Mary Lou [Fulton’s recently deceased wife] and I see the value of education. Knowing that I am involved with BYU and helping Latter-day Saint boys and girls reach their educational dreams is what it’s all about. When I can participate with these great students and their great professors and help them achieve their goals, that personally excites me.”

While COVID-19 slowed some faculty research and evidence-based projects, the work of those who received the Myrtie Fulton endowment is moving forward. Such work includes studies about the following:

- Dr. Ryan Rasmussen was awarded \$10,000 for his project titled “Exploring trauma room communication using TeamSTEPPS perception questionnaire.”

- Dr. Neil Peterson was awarded \$13,400 for his research titled “Improving the gratitude, exercise, and mindfulness app to build resiliency practice.” He also received \$2,700 for his research titled “Student professionalism and increasing physical activity on campus.”
- Dr. Renea Beckstrand was awarded \$10,000 for her study “Dying in Utah: Families’ experiences with death, dying, and end-of-life care.”
- Dr. Corinna Trujillo-Tanner was awarded \$18,300 for her study titled “A blindness intensive lifestyle training: ABILITY intervention feasibility study.”
- Dr. Bret Lyman was awarded \$9,050 for his research titled “Inter-organizational learning associated with transitions of care: A multi-organizational case study.”

Katie M. Comish (BS ’20) wrote about her experience in working on a project funded by the Fulton endowment: “As I worked with Dr. Rasmussen, I felt that I was a partner in this project while at the same time learning from his knowledge, expertise, and patience.” Comish believes she will use the knowledge and skills she has gained during the rest of her career. “These professors not only gave me an outstanding example to follow but cared about me in a way that increased my confidence, answered my questions, and helped calm my nerves of becoming a nurse.”

Students and faculty at the college of nursing thank Mary Lou and Ira Fulton for their generous gift in the memory of Ira’s mother.

College Continues Tradition of Presenting DAISY Awards

By Jeff L. Peery

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

The DAISY Award for Extraordinary Nursing Students

The College of Nursing recently honored two students:

SHALYN LARSEN, RN

Associate dean Dr. Beth Luthy (MS ’05) nominated second-year graduate student Shalyn Larsen of Brighton, Colorado.

Luthy shared, “Shalyn has an innate drive to care for patients compassionately. As a graduate student, she is already a registered nurse and has many examples of showing compassion to patients in her career. In her own words, Shalyn stated that ‘nursing allows you a glimpse into the most vulnerable moments of people’s lives and the chance to be touched by unconquerable strength. It is an opportunity to help others feel God’s love through me. Nursing is not a job; it is a sacred calling.’

“Seeing how Shalyn treats others around her and patients in clinical reinforces her commitment to compassion. She is a powerful advocate for suffering patients and tries to find ways to support her patients, especially those from particularly vulnerable populations.”

When asked what the recognition means to her, Larsen said, “To me, this award is a reminder that God takes the weak and simple things of the world and magnifies their efforts. It is proof that the Atonement of Christ allows us to bring our best efforts to the table, and Christ makes up the difference by giving us unique talents, strength, vision, and passion. We can be His hands on earth when we allow ourselves to be guided and shaped by His influence.”



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

LAUREN CALLISTER, SN

Fourth-semester nursing student Lauren Callister of Sandy, Utah, was nominated by a non-nursing student, Cade Christiansen. He stated, "I have only known Lauren for a year, but she has defined what it means to be kind, caring, charismatic, and loving. She takes her studies more seriously than anyone I know. She loves what she does and does it well. She makes sure those around her feel heard and get the help they need. I can only imagine what it is like to work alongside Lauren as one of her peers. I know she asks for help when she needs it and isn't afraid to help others when they are struggling."

"One thing Lauren is passionate about is helping the LGBTQ+ community. I am a part of that community, and she always makes an effort to make sure I belong and feel loved. She has often told me of training she has had in the nursing program and how beneficial that has been for her and others around her. She is actively striving to understand all peoples and their differences. Lauren Callister will change the world by helping one person at a time, just like she has helped change me."

After receiving the award, Callister said, "I was blown away to hear that I was nominated for this award and to have it means the world to me. I'm so grateful for the BYU nursing program and how it's helped me become the person I am today!"



The DAISY Award for Extraordinary Nursing Faculty

The College of Nursing recently honored two faculty members:

JEANETTE DRAKE, PHD, RN, MN, ACNP-BC

The College of Nursing honored assistant professor Dr. Jeanette Drake (BS '90) with the DAISY Award for Extraordinary Nursing Faculty.

Fifth-semester nursing student Brianna Aguilera nominated Drake and wrote, "Jeanette goes above and beyond for her students. For example, my first time doing IVs in the lab, she walked in after the class to see a very frustrated third-semester version of myself who felt disappointed she couldn't get a good stick. I was packing up to leave when she noticed me and told me she would stay with me until I got a successful IV placement. I never forgot her kindness that day and will never forget the compassion she bestowed upon me as a stranger."

"Jeanette later became my ethics teacher, a class I was very nervous about because of my writing skills. However, she went out of her way to connect and validate her students' concerns, performances, and learning, and to make sure every student felt heard and seen. I had never met a professor who implemented feedback from her students so openly



and genuinely. She is fantastic, and I would love to be half the nurse she is."

SANDRA ROGERS, RN, PHD

Days before former college dean and international vice president Dr. Sandra Rogers retired from Brigham Young University, the College of Nursing honored her with a DAISY Award for Extraordinary Nursing Faculty.

Rogers was the college dean from 1993 to 1999 and served in the vice president's office from 1999 to 2021; overall, she gave 41 years of service to the university.

Dean Dr. Jane Lassetter (AS '81, BS '98, MS '01) presented Rogers with the award and said, "I had the privilege of being a novice nursing student in the first course [Rogers] taught. I immediately adored her, and my respect and admiration have only grown over the years. I recall being a somewhat clumsy and nervous student, and, without fail, [Rogers] was kind, understanding, and ever so patient. I remember how she expertly modeled compassionate, gentle care for my patients."

"Early one morning, I needed to wash the feet of my elderly, bedridden patient. Although we had practiced this skill in the lab, I wondered how to accomplish it without soaking my patient. Thinking back on it now, I imagine [Rogers] might have rightly thought I was quite hopeless when I asked for her help with such a simple task. However, in her patient way, she came with me and helped me wash the feet of my first patient and simultaneously became acquainted with the patient and assessed her at the same time. For me, it was an unforgettable experience."

Former dean Dr. Patricia Ravert (AS '74, BS '75, MS '94) wrote, "Over the years, I have observed and worked with [Rogers] and know her as a leader with great inspiration and compassion. She is thoughtful and deliberate in her decisions and has given great service to BYU and the College of Nursing. I greatly valued her opinions and input in various situations over the years."



Retiring vice-president D. Sandra Rogers (center) received a DAISY Faculty Award from (left) Beth Luthy, Peggy Anderson, Kathy Whitenight, and dean Jane Lassetter.

Former associate dean Dr. Mary Williams (BS '71) shared a statement about Rogers. She wrote, "William Butler Yeats has said, 'Education is not the filling of a pail, but the lighting of a fire.' Sandra Rogers was a nurse educator who was all about lighting a fire in her students. She helped her students to see what they could become and what they could do to relieve suffering and bring comfort and hope to each patient they cared for while using the best scientific knowledge and skills. She always inspired her students to remember that nursing is much more than tasks and technology; it is emulating the Master Healer in caring for each patient. Today, her former students have gone throughout the world, and because of the fire she lit in them, the world is a better place, suffering has been relieved, and the profession of nursing has been made stronger and better."

The DAISY Circle of Influence Recognition

CARA WILEY

Teamwork is crucial to effective communication and promoting positive patient outcomes, so nurses work closely along-

side supportive providers and staff to provide well-organized comprehensive care. That same teamwork-oriented support is equally important for faculty and students at the college level. Therefore, the college presented a DAISY Circle of Influence recognition to Cara Wiley, the college advisement center supervisor.

Associate dean Dr. Julie Valentine nominated Wiley and said, "We had many students apply to the College of Nursing for the fall 2021 cohort but could only accept 64 students. Cara was responsible for contacting students and letting them know of the admission



decisions. She did this difficult task with extreme compassion. She spent her summer meeting with every student who did not get into the program to offer advice and direction.

"Cara is closely connected to the needs of our students. She keeps a running list of students who need additional support due to family or personal circumstances, financial needs, or mental health issues. She regularly checks in with these students to offer support and resources."

Recipients of the DAISY Award received 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. Because Wiley's award represents teamwork, her statue has three figures connected in a circle. Each piece is hand-carved by members of the Shona tribe in Zimbabwe. 🇿🇼

All individuals received their honors at the annual college research conference in October 2021; Rogers obtained the award in her office before leaving for retirement in July 2021.



We need you as a podcast guest!

To have us feature you, please contact thecollegehandoff@byu.edu.

Listen at thecollegehandoff.podbean.com



Save the date for these 2022 alumni events:

- 9/26 Healer's Touch Unveiling Broadcast
2pm (MDT) or room 490 Kimball Tower
- 9/22-10/4 Decade Class Reunions (see page 43)
- 9/28 Alumni Career Night
- 10/13 Honored Alumni Lecture
- 10/15 Alumni Service Project (for global health)
- 11/12 Graduate Program Nursing Reunion

For activity details, email nursingevents@byu.edu

Registration Opens June 1:
The college needs participants for its new student & alumni mentoring program (SAM); round two begins August 29. Find a mentee and additional details at nursing.byu.edu.

We thank those who helped make our 9th annual Night of Nursing activity in April a success!

Engage with the college:

-  Healer's Art Blog: BYUNursing.com
-  @BYUNursing
-  @BYUNursing
-  College Podcast: thecollegehandoff.podbean.com

Faculty Spotlight: Denise Cummins

Finding and Living Her Religion

By **Eliza Joy**

Assistant teaching professor Dr. Denise Cummins (AS '83) grew up in England. When she was eight, she saw the 1940 film *Brigham Young*, starring Tyrone Power, on television. Although her family wasn't religious, she recalls being intrigued by the Saints' faith and the miracles that sustained them. A few years later, Denise saw an episode of a children's show, *Blue Peter*, in which an English girl went to visit a pen pal in Salt Lake City. There was a warmth and familiarity about the scenes on Temple Square and of the pen pal's family prayers and gatherings that impressed Denise. In her teen years, several of her friends were fans of the Osmond family, who were very famous. Her good impression of The Church of Jesus Christ of Latter-day Saints was reinforced by the family's closeness and positive image.

Small things in her early life made Denise aware of the Church, but a pivotal moment came in high school during a sociology class. A discussion about religion led her to inquire about the Book of Mormon. When she couldn't find a copy in the school or local library, she reached out to a Church leader. Although initially hesitant, Denise began taking the missionary discussions. Intellectual curiosity quickly turned to personal conviction and, three weeks later, she was baptized at age 16.

Coming to BYU as a student was a natural progression of Denise's faith journey. "I thought it would be a Zion society," she

Denise's faith in Jesus Christ and His atonement are her anchor and motivation.

recalled, so she was thrilled when she was accepted. Although BYU wasn't exactly what she expected, she believes it laid a foundation for a faith-filled, purposeful, and happy life. She is very grateful for her BYU education and for meeting her husband here.

Choosing nursing was a pragmatic decision for Denise. At the time, she might have preferred a job involving advertising or traveling, but her husband's graduate school plans, along with a desire for flexible work hours and financial stability as they began their family, pointed to nursing.

After completing her associate's degree, Denise and her husband moved to California at a rare time when nursing job openings were scarce. After hearing OB nurses were needed in a small hospital, she drove straight there and applied for a job. She was shocked when they hired her on the spot. Denise ultimately had a long, rewarding career in low- and high-risk OB, perinatal research, quality improvement, and leadership.

After her youngest child entered first grade, Denise began an online AS to BSN program through BYU-Idaho. Next, she

finished a nurse practitioner and master's degree program through Frontier Nursing University, followed by a DNP degree from the University of Utah. Teaching at BYU had crossed Denise's mind several times, but she was unsure about her qualifications or the timing. She was surprised when someone in the College of Nursing reached out and encouraged her to complete an unfinished employment application she had started some time before. As a result, Denise has been teaching at BYU since 2019.

In her spare time, Denise enjoys home and landscape design. She and her husband, who have five children and 16 grandchildren, are building the home they hope will be their "second-to-final resting place" in the Heber Valley.

Denise's faith in Jesus Christ and His atonement are her anchor and motivation. Another motivator is the deep gratitude she feels for the gospel, family, friends, freedom, life experiences, the beauty of the world, repentance, forgiveness, and all other good things. She believes these good things testify of God's love, and she wants to live up to His love and His trust in her. 🌱



COURTESY DENISE CUMMINS

New Faculty

Two new faculty members recently joined the College of Nursing.

To Make Decisions As a Provider

Sarah H. Davis MS, APRN



New faculty member Sarah Davis (BS '11, MS '18) grew up in a small town in Washington state. Nursing has always been a part of her life in one way or another. "As a young girl, I wanted to be involved," she recalled. "My dad is a physician, so it was something that was always inside of me. I worked at his office, and he would authorize me to phone in refills on prescriptions. I did tasks of everything that was not patient care." These experiences gave her a working

medical vocabulary before she began the nursing program.

She earned three degrees from Brigham Young University: a bachelor's in zoology, a bachelor's in nursing, and a master's degree in nursing with licensure as a family nurse practitioner.

When Davis's fourth child was born, there were some minor complications. Davis recalled, "It was the nurse practitioner who came into the hospital and ordered all the tests and was so knowledgeable." Because of the careful assistance provided by the nurse practitioner, Davis was inspired to become a nurse practitioner: "I wanted to be in the area of decision making, trying to solve the riddle of what was happening with the symptoms and making those decisions."

Davis has joined the faculty as an assistant teaching professor.

Beyond her nursing career, Davis enjoys traveling. She has traveled to Madagascar, France, Spain, Italy, England, Mexico, and many places in the United States. Travel, she said, "helps us develop cultural awareness." She will travel internationally with nursing students in 2022. "As a faculty member, one of my privileges will be to take a group for the clinical practicum for the public and global health nursing course in the spring." This opportunity will help BYU nursing students gain cultural awareness and empathy. 📍

The Spiritual Side of Nursing

Michael S. Robinson DNP, FNP-C



The college is thrilled to welcome assistant teaching professor Dr. Michael Robinson (MS '13) to its community of educators and nurses. After graduating from Weber State University with his bachelor's degree in nursing in 2010, he graduated with a master's degree from BYU's family nurse practitioner program

in 2013. He went on to earn a doctor of nursing practice from Oregon Health and Science University in 2016.

Robinson worked as a family nurse practitioner for eight years but recently transitioned to dermatology. He is a member of the Utah Nurse Practitioner Association (UNP) and the American Association of Nurse Practitioners (AANP). He was awarded a Student Mentor Award from the College of Nursing twice and received the Preceptor of the Year award in 2020.

He currently instructs the health assessment and promotion class.

Robinson's ultimate reason for returning to BYU is simple: "I wanted to come back because BYU is unique." He loves the fact that the "Spirit of the Lord resides on campus and aids those on campus, both faculty and students, because BYU is full of people who are genuinely striving to be good, beautiful people who try their very best to do good things." He also finds peace in the relationship between academics and religion at BYU. He said, "It's just this beautiful place where you can talk about spiritual things and things of science, and they can be married together, and it's okay to discuss. It has to be that way because that's how it is in me. All these things live together in me, in harmony. And I love that about BYU."

Robinson enjoys spending time outdoors, traveling, reading, and engaging in conversation. He and his wife have three children, a daughter and two sons. 📍

Retiring Faculty

Two beloved individuals recently left the College of Nursing.

Keeping an Eternal Perspective

Peggy H. Anderson DNP, RN, PH-C



ZAK GOWANS (4)

After two decades of dedicated service as an instructor at BYU, Dr. Peggy Anderson (AS '83, BS '99, MS '01) is retiring. She taught classes such as community health nursing and public and global health nursing, and many others. Additionally, Anderson has been involved in many organizations throughout her career, including the Association of Community Health Nursing Educators (ACHNE), the BYU Student Nurses' Association, Sigma Theta Tau, and Phi Kappa

Phi. She has also participated in and led many research projects.

Although her career accomplishments are extensive, Anderson's most extraordinary sense of achievement as a nurse comes from keeping an eternal perspective. She said, "As a nurse, no matter what you're doing, you're achieving great things because you are serving Heavenly Father's children. Whether you're a nurse at the bedside or a nurse educator, you are still caring for Heavenly Father's children."

She obtained associate's, bachelor's, and master's degrees from BYU. In addition, she completed a DNP at the University of Utah and a graduate certificate in public health from the University of Missouri. She spent 20 years as an RN before beginning her career as an educator.

Anderson had a note in her office for years that read, "I am a champion." One of her students wrote this note on scratch paper during a test. Anderson has kept it as a reminder for herself ever since. She hopes that all her nursing students will remember that they are champions as they finish school and begin their careers.

Although she will miss many things about BYU—especially her students and colleagues—Anderson is excited for the next chapter of her life. She plans to spend retirement with her family, doing everything from visiting grandchildren to serving a mission with her husband. 📍

Focus on Learning, Not Grades

Karen M. Lundberg MS, RN, CNE



Karen Lundberg (AS '79) is retiring after 15 years as an educator at the College of Nursing. She has taught many courses, mainly focused on pediatrics, and most recently, taught the preview of nursing class (NURS 180).

Lundberg earned an associate's in nursing from BYU. She then received both a

bachelor's and master's degrees in nursing from the University of Utah. For the first part of her career, from 1979 to 2002, she worked as an RN at Primary Children's Hospital. Next, Lundberg spent five years from 2002 to 2007 as a drug research coordinator at South Valley Rheumatology in Sandy, Utah. In 2007, she began teaching at Brigham Young University.

While working as a professor, Lundberg mentored more than a dozen students while they conducted research. She spent time in many organizations such as the American Association of Colleges of Nursing, BYU Student Nurses' Association, the BYU Faculty Women's Association, Phi Kappa Phi Honor Society, and the local chapter of Sigma Theta Tau International. Her overall feeling about her time at BYU is gratitude for her colleagues and students.

During her time at the college, Lundberg and her peers received more than \$73,700 in research grants and funding opportunities to help with study abroad programs, which pursued initiatives such as helping babies breathe in Fiji and supporting a study on a human trafficking in Vietnam.

Lundberg's advice to students is crucial for those in the nursing program. "Focus on learning rather than on grades," she implored. "Ask every question you can think of. There are so many opportunities for students. Put the drive for grades aside because in five years, that's not what's going to matter."

About retirement, Lundberg said, "This is probably the only part of my whole life that I have not had well planned out. So this is a huge leap of faith." Her most significant plans are to travel with her husband, particularly to visit their grandchildren. 📍

Retiring Faculty

Three beloved individuals recently left the College of Nursing.

On Being An Educator and Scholar

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



After teaching at the College of Nursing for 27 years, professor Dr. Sheri Palmer (AS '83, BS '85) is retiring. During her time at the college, she taught several public and global health nursing courses, performed incredible work during clinicals in the ER and ICU, and mentored dozens of undergraduate and graduate students in their research pursuits.

From 1981 to 1983, Palmer served as a full-time missionary for The Church of Jesus Christ of Latter-day Saints in Paraguay. She received her bachelor's degree from Brigham Young University in 1985, her master's degree from Idaho State University in 1990, and her doctor of nursing practice degree from the University of Utah in 2010.

While at BYU, she served as a course coordinator and the public and global health council chair; joined several nursing associations and societies; and served on other councils and assignments. As the highlight of her career, she became a Fulbright Scholar for the Universidad Nacional de Asunción in Paraguay.

Although Palmer is proud of all she has accomplished while working at the college, her proudest feat was balancing her career and her family, as she's a mother to five children. She hopes to spend more time with her husband, children, and eight grandchildren during her retirement. She and her husband also plan to serve a mission and wish to begin traveling together.

Palmer will miss her fellow faculty members, whom she calls her "best friends," as well as her students and the rewarding experience of teaching them. Her final advice to students is simple: "The education is hard and sometimes can be so burdensome that it just kind of takes over your life, but it is worth it!" 🇺🇸

Her Students Are Her Legacy

Gaye L. Ray MS, FNP-C, PH-C, RN



Any small interaction with Gaye Ray (AS '81, BS '82) is an invitation to experience her infectious, loving, and joyful demeanor. After a decade at the College of Nursing, she is embracing retirement with her trademark love and joy.

Ray graduated from BYU with her bachelor's degree in nursing in 1982. She received her master's degree to become a family nurse practitioner from the University of Georgia. Additionally, she completed graduate certificates from the University at Albany and the University in Missouri in 2011 and 2012. She taught at the BYU College of Nursing as an adjunct faculty member in 2011, and beginning in 2012 as an assistant teaching professor, and since 2018 as an associate teaching professor.

Among some of Ray's accomplishments are her roles in collaborating with Provo Community Action to bring a poverty simulation to campus and serving on the Utah County Board of Health. However, she considers her most significant success to be her students. Ray said, "I love watching the light go on in the students' eyes. I love to see them triumph over something hard. I enjoy seeing them make connections and learning this whole new language and way to think and way of being."

During retirement, Ray and her husband plan to serve a mission and spend more time with their three children and three grandchildren. Other than those plans, she is leaving her retirement wide open, ready to experience just about anything.

After years of teaching, Ray still strives to be a student of the Healer's art, and her testimony of nursing and healing is powerful. "Healing is often a lifelong process. As nurses, we tend to play a little part in our patients' journey and help our patients move forward in the healing process. Healing is never pain free, but we can comfort and have compassion and express that compassion." 🇺🇸

Four Decades of College Service

Kathy Whitenight MPA



ZAK GOWANS (3)

Kathy Whitenight started working at the College of Nursing as the associate dean for resource management on May 1, 1980. After 41 years, she retired December 1, 2021.

Growing up, Whitenight wanted to be a nurse but quickly discovered from her first lab in college that nursing was not for her and that her talents resided in administration. Speaking of her work at the College of Nursing, she joked, "This is my way of being a nurse without being a nurse."

Whitenight's administrative responsibilities included managing legal issues, risk management, finances and budgeting, physical facilities, public relations, and technology. Additionally, she taught a graduate class on finance and budgeting within a hospital setting. While this seems like an intense workload, Whitenight gave immense credit and praise to her college teams—public relations and media, finance, and IT—for helping her manage the various tasks at the college.

She was instrumental in several decisions at the College of Nursing. Whitenight has continually led technology development and witnessed the evolution from typewriters and handwritten spreadsheets to computers and digital documents. She also had a hand in implementing "the Healer's art" as the theme for the College of Nursing.

Though not a nurse, Whitenight cites the Healer's art as a crucial component of her life: "What do you do that's not the Healer's art when you work here?" she explained. "It's who I am." She also expressed that the Healer's art has taken her through hard times and has kept her invested in her important work.

Her retirement plans include spending more time with her sister, daughter, son-in-law, grandson, and Yorkshire terrier, Dobby. She and her sister also plan to begin traveling together, with their first stop being the Harry Potter tour in London. 🇺🇸

Virtually, a Class Reunion Not to Miss!

As part of the College of Nursing's 70th-anniversary celebration, consider attending an online reunion:

- **1950s–1970s:**
September 22, 2022
- **1980s:**
September 27, 2022
- **1990s:**
September 29, 2022
- **2000–2022:**
October 4, 2022

All events start at 6:30 pm (MDT).

Visit nursing.byu.edu after September 15 to obtain meeting login details.



nursingevents@byu.edu

Alumni Updates



As part of the nursing graduate program reunion last November, **Morgan Bateman Brock (MS '18)** [front row, third from right] was honored with the 2021 BYU Preceptor of the Year Award from the College of Nursing. Since graduating as a nurse practitioner three and a half years ago, she has precepted seven graduate students. Don't miss our next graduate program alumni reunion on November 12, 2022.

Norma LaWynn Potter Murphy (BS '58) was recently honored when her children established several College of Nursing signature scholarships named after Norma, her aunt Norma Potter (a former BYU nursing professor), and her stepmother Wynona Perkins (also a nurse).

Michelle Bate Kendall (AS '77) is currently serving as a mission health advisor for The Church of Jesus Christ of Latter-day Saints in Laie, Hawaii; she and her husband also served a mission assisting with addiction recovery programs. Michelle appreciates her BYU education. She also obtained a bachelor's degree from Georgia State University in 1983 and an MSN from Bellin College in 2013.

Brenda W. Woodward (AS '77) is now the home health quality and clinical manager for Sequoia Home Health and Hospice in California.

Rodney L. Fisher (BS '84) became a certified registered nurse anesthetist (CRNA) and has practiced since 1988. He served in the US Air Force, received a PhD in 2018, and is now the program director for the Midwestern University Nurse Anesthesia Program in Glendale, Arizona. His son **Michael L. Fisher (BS '08)** is an orthopedic surgeon practicing in Ohio.

Diane Rindlisbacher (AS '84, BS '88) became Intermountain Healthcare's chief nursing officer of community-based care for Utah and Idaho.

Susan S. Anderson (BS '87) is a cardiology registered nurse with Concord Hospital in Concord,

New Hampshire. She also has volunteered for 14 years as a camp nurse at a private, one-week summer camp for girls ages 12 to 18.

Elizabeth Jackson (AS '89) recently retired as the supervisor of clinical health services for one of Aetna's national NICU teams. She enjoyed her 18-year career in nursing management, Medicaid, and palliative care support.

MarLeice Hyde (BS '97) is a pain management specialist in California and owns a business that supports alternative ways to help patients (people and pets) with pain and healing. She was among the alumni featured on the college podcast's second season. (Visit thecollegehandoff.podbean.com to find this and other episodes.)

Jill Lancaster (BS '97) is nearing 25 years as a lactation activist, or as she says, a "lactivist activist." Three years ago, she started a lactation consulting service in Utah County where she visits clients in their homes.

Carly A. Peterson (BS '99) received a Staff and Administrative Employee Recognition Award (SAERA) from the university for innovation. As an adjunct faculty member at the College of Nursing, she teaches the clinical practicum course for nursing care of children and families in the simulation lab.

Melissa S. Swensen (BS '99) graduated from George Mason University in May 2021 with a DNP in psychiatric mental health

nursing and an MSN in nursing education. In October 2021, at the American Psychiatric Nurses Association's national conference, she gave a podium presentation about improving underserved patients' access to care by developing mutually beneficial academic-community partnerships.

Heidi W. Vawdrey (BS '99) has been president and CEO of Beehive Comprehensive Clinic in Riverton, Utah, for two years. She launched her own business in order to provide excellent primary care in partnership with mental health therapy.

Erin Kristine Laney (BS '00) completed five years with Inova Health System in Falls Church, Virginia.

Kimberly C. Greening (MS '05) has been a nurse practitioner with American Fork Pediatrics for 15 years. She has also worked with Elase Spas for three years as an aesthetic injector.

Jennifer G. Hamilton (BS '07) is an associate professor at the University of Utah College of Nursing. She currently teaches pediatric courses and focuses her research on communicating positive newborn screening results for cystic fibrosis to families.

Kami M. Tyler (BS '07) is an assistant professor at Snow College's nursing department, where she teaches courses in pharmacology and introduction to nursing.

Rochelle Taylor (BS '08) is the cofounder of Wild Goose Meditation in Provo. She worked for several years as a public health nurse in well-child care, women's health, and cancer screening. In that time, she saw an overwhelming number of people suffering from chronic illness. Taylor saw a connection between stress and chronic illness, and she realized there was a great need for better stress management techniques. She specializes in the intersection of Western medicine with complementary and alternative therapies, as well as meditation and other mind/body-based disciplines.

Sophia M. Galgiani (BS '11, MS '16) celebrates five years as a nurse practitioner at Valley Women's Health in Provo.

ZAK GOWANS

Jessica B. Kelly (BS '11) is a NICU nurse with Desert Regional Medical Center in Palm Springs, California, and recently started LegalAid Nurse Consulting.

Laura G. Merrell (BS '13) is reaching her fifth year as a plastic and reconstructive surgery nurse practitioner at the Nationwide Children's Hospital in Columbus, Ohio. She also has taught advanced medical-surgical nursing skills at the Ohio State University College of Nursing for two years.

Aubin L. Palmer (BS '13) recently started a life coaching business and uses her nursing skills to support patients with physical, emotional, and intellectual health needs.

Haley K. Williams (BS '13) recently started at Johns Hopkins School of Nursing to earn her DNP. While there, she also is completing a Center for Global Initiatives internship.

Gregory L. Wood (BS '13) is a hemodialysis charge nurse with Fresenius Medical Care North America in Salt Lake City.

Tauna Woodward (BS '14) completed a master's degree from Western Governors University and is a nurse educator at Primary Children's Hospital.

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IN MEMORIAM

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

Past associate dean Dr. **Catherine R. Coverston** taught BYU nursing courses for 23 years. She focused her research on intimate partner abuse and the use of community resources among African American and Afro-Caribbean women. Catherine, 73, died November 2021.

Mary Lee Heiss Peterson Sieverts (BS '56); Murray, UT. After graduation, she began nursing at the Seventh-day Adventist Hospital in Los Angeles, where the staff hired her because of her religious standards. Later she returned to Utah and worked for Cottonwood Hospital for 15 years. She has three children, 10 grandchildren, and five great-grandchildren. Mary Lee, 88, died May 2021.

Myrtle Linnea Smith Barney (BS '58); Orem, UT. After graduation, she worked as a public health nurse in Salt Lake City. She also took on health-care roles at the University of Iowa, Brigham Young University-Hawaii, and the University of Missouri Regional Medical Center. She and husband Ralph have seven children and 26 grandchildren. Linnea, 84, died November 2020.

Barbara Joan Kremkau Shipley (BS '62); Oak City, UT. She and husband Gordon have five children, 14 grandchildren, and 17 great-grandchildren. Barbara, 80, died August 2021.

Carolyn Eccles Schlosser (AS '65); Orem, UT. Carolyn went on to attend St. Luke's Hospital School of Anesthesia in South Dakota and became a nurse anesthetist. She has four children and 16 grandchildren. Carolyn, 82, died December 2020.

Sheila Balmforth Royall (AS '66); North Salt Lake, UT. Sheila worked as a registered nurse for 48 years. She and husband David have seven children and 24 grandchildren. Sheila, 76, died June 2021.

Kathryn Glade Goates (AS '67); Highland, UT. After graduation, she worked at LDS Hospital for 30 years in the neurological ICU as a nurse recruiter and surgical nurse. After retiring, she continued to volunteer at the hospital as a greeter. She and husband John have six children and 20 grandchildren. Kathryn, 92, died December 2020.

Beverly Arline Huff Place Phillips (BS '67); Heber City, UT. She worked as a labor and delivery nurse. She has three children and 10 grandchildren. Arline, 76, died July 2021.

Bonnie Diane Sanford Thomas (AS '73); Draper, UT. Bonnie worked at the University of Utah Hospital for 25 years serving on the IV team, in the ICU, and in the outpatient unit. She was part of the first artificial heart transplant team and took care of Barney Clark, who received the first artificial heart in Utah. Bonnie and husband Allan have two children. Bonnie, 69, died May 2021.

Rich Porter Dean (AS '74, BS '75); Robbinsdale, MN. He has four children and seven grandchildren. Rich, 77, died May 2021.

Alan Kay Jones (BS '74); Groveland, FL. Alan served as president of the Utah Student Nurses' Association during his senior year at BYU. After graduation, Alan moved to Miami Beach to work in the ICU at Mount Sinai Medical Center, then moved to Indiana to receive an MBA in nonprofit management from Indiana University in 1979. His nursing career took him and his family to Georgia, where he began his work with the Veterans Health Administration, and later to Florida, Arkansas, Connecticut, and New Mexico. He retired in 2014 after 34 years in nursing, the last 25 years in nursing administration with the VA. Alan and wife

Natalie E. Haynes (BS '17) has begun a master of science degree in midwifery from Vanderbilt University.

Chelsie Lawter (BS '18) recently completed a master of science degree from Vanderbilt University and is now a psychiatric mental health nurse practitioner with Delve Psychiatry in Las Vegas.

Maryann Shipp Lowe (BS '18) received the Jameson Thissell MD Customer Service Award from Concord Hospital in October 2021 during Emergency Nurses' Week.

Imogene have two children and three grandchildren. Alan, 73, died September 2021.

Linda A. Harris Mortensen (AS '74, BS '82); Pleasant Grove, UT. Linda obtained a master's degree in nursing and became a nurse practitioner specializing in cystic fibrosis at the University of Utah Hospital. She later worked many years in southern Utah helping the Navajo people. Linda cared for seven stepchildren with husband Charles. Linda, 75, died September 2020.

Joyce Webb Gibson (AS '75); Hurricane, UT. Joyce worked at a Veterans Affairs hospital for 11 years, and later she volunteered at Hurricane's senior center. Joyce and husband Brent have five children. Joyce, 95, died June 2021.

Linda Kaye Free Lake (AS '75); Alpine, UT. She began her nursing career as a registered nurse at LDS Hospital in Salt Lake City in 1975 and retired in 2001. Linda and husband Robert have three children and two grandchildren. Linda, 78, died October 2021.

Taaga T. Gautavai Tauvao (AS '77, BS '83); Sandy, UT. After graduation, she obtained a master's degree. Her nursing career spanned 43 years and four hospitals. Taaga and husband Togasisifo have one son. Taaga, 64, died December 2020.

Linda Mae Brailsford Tobler (BS '92); Orem, UT. Linda worked as a labor and delivery nurse for more than 20 years. She was able to assist in bringing 10 of her own grandchildren into this world. Linda and husband Richard have six children and 26 grandchildren. Linda, 73, died May 2021.

Christina Bohn Rudd (BS '10); Columbia, MO. Her first job as an RN was in cardiac care at Baylor University Medical Center in Grapevine, Texas. She later became a cardiothoracic ICU nurse at Intermountain Medical Center in Murray, Utah. Christina and husband Jackson have two children. Christina, 33, died November 2021.

Using Simulation to Integrate Immunization Education

Daphne Thomas, MSN, RN, CEN, Assistant Teaching Professor



BYU faculty members continue to implement evidence-based practices into lab experiences to improve student education through simulation. Among these innovative faculty members are Dr. Daphne Thomas and Dr. Stacie Hunsaker. These two have incorporated training materials to improve the education of student nurses about vaccinations.

With the world experiencing a pandemic, vaccinations are a polarizing topic, and educators and student nurses alike have been searching for updated resources. The Association for Prevention Teaching and Research and the Centers for Disease Control and Prevention (CDC) have developed new teaching methods and immunization resources. These methods and resources, titled Immunization Resources for Undergraduate Nursing (IRUN), can be found at irunursing.org. Educators can implement these methods to effectively teach student nurses about immunization.

Thomas and Hunsaker implemented these new methods of immunization education into their existing coursework and assignments. The new information replaced outdated material with active learning opportunities that simulate educational situations with caregivers.

They also added two new simulations, the infant simulation and the adolescent simulation, to the pediatric course. These simulations use scenarios from IRUN (pediatric vaccination/simultaneous administration and adolescent HPV vaccination). A third scenario (adult vaccination/flu vaccine) was added to an existing adult simulation.

INFANT SIMULATION

In implementing these simulations, Thomas wanted students to practice

appropriate communication and education with caregivers while answering difficult questions. Standardized patients became caregivers; the four-month-old was a manikin. Students were oriented to the scenario by completing a pre-lab case study and by reviewing the recommended vaccine schedule for healthy infants and children.

During the simulation, students verbalized the advantage of combination vaccines in children to a young mother unfamiliar with vaccines. Speaking about the purpose of this step, Thomas said, “We wanted [students] to recognize which antigens are in the selected combination vaccines, then communicate with the mother and address her fears related to the simultaneous administration of vaccines.”

After resolving the mother’s concerns, students prepared the medication aseptically and administered the ordered vaccines. This step in the simulation allowed students to practice infant positioning techniques and to reinforce administration procedures.

ADOLESCENT SIMULATION

For this simulation, students needed to educate an adolescent and their parent about immunization safety and the rationale for recommended immunizations, reinforcing the importance of family-centered care and appropriate communication.

The simulation involved a 12-year-old needing the HPV vaccine. Standardized patients were used for the adolescent and the mother at the bedside. Before students came to the simulation, they could identify conditions frequently perceived as contraindications to vaccines.

Students discussed that while the child was not sexually active, it was still crucial for them to get the vaccine and other recommended immunizations for teens. Thomas added, “The standardized

patients added realism to the simulation as students had to discuss and communicate with the parents in that safe environment.”

ADULT SIMULATION

Hunsaker helped develop the IRUN resources. She determined that the influenza vaccine scenario—one of the scenarios available in the program guide—would be appropriate to integrate into an existing simulation scenario. Her students in the medical-surgical semester participated in a simulation of a patient with congestive heart failure preparing for discharge.

After reviewing the standing order, students explained the advantages of offering vaccines to hospitalized patients. They educated the patient and their family members about the influenza vaccine, addressed the patient’s or family’s concerns, and appropriately taught them the importance of vaccines for adults.

Following this exercise, students felt more confident during their clinical experiences, especially when asked to help with immunization or flu clinics on campus and in the community.

After completing the simulations, students met with clinical instructors to focus on the evidence-based practice and the resources they had received from the IRUN and CDC websites.

PRESENTATION

Hunsaker, Laura Daniel, and Eunhea You of BYU; Jennifer Hamborsky of the CDC; and Sheryl K. Buckner of the University of Oklahoma College of Nursing presented a poster at the American Association of Colleges of Nursing’s Academic Nursing Leadership Conference in Washington, DC, last October. Their poster detailed the results of integrating immunization into the prelicensure curriculum using simulation scenarios. 📍

Justice Denied: Low Submission Rates of Sexual Assault Kits

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



ZAK GOWANS (3)

As a forensic nurse and sexual assault nurse examiner (SANE), associate dean Dr. Julie Valentine focuses her scholarly work on sexual assault (SA). Her research includes submission rates of SA kits, specific types of rape victims (e.g., women, men, adolescents, the elderly, etc.), dating app-facilitated SA, and vulnerabilities for SA.

Recently, Valentine studied how police departments and law enforcement affect sexual assault cases in Salt Lake and Utah Counties. Valentine and her team, including Dr. Leslie Miles (AS ‘83, BS ‘99), collaborated with law enforcement within both counties and the state crime laboratory to compile data.

Valentine’s research in Salt Lake County found slight improvements in the effects of law enforcement on SA cases. Her findings indicated that from 2012 to 2017, 65 percent of SA cases stopped at police departments—meaning that the cases were reported but not prosecuted. This is a 1 percent improvement compared to the 66 percent of SA cases that stopped at police departments from 2003 to 2011. Additionally, 10 percent of these recent cases had charges filed, another 1 percent improvement from the previous 9 percent filed. In Valentine’s new study, the amount of cases with successful prosecutions was 7 percent, a 1 percent improvement from the old study. While these improvements are almost nonexistent, there has been significant improvement in how many SA cases resulted in charges that law enforcement brought to prosecutors. In the new study, 35 percent of cases brought to prosecutors resulted in charges, compared with 24 percent in the old study.

Research suggests over 40 percent of adult patients evaluated for a sexual assault medical forensic examination (SAMFE) have a history of mental illness and that persons with mental illness are more likely to be victims of sexual assault during their lifetime. Additional patient characteristics may influence the likelihood of an SAMFE being offered or performed.

As for Utah County, this was the first time Valentine and her team studied SA trends. To collect data, Valentine’s team examined 368 random cases from 2010 to 2018: 59 percent of cases stalled at law enforcement, while prosecutors formally investigated another 27 percent.

Another area of Valentine’s research considered what conditions made it more likely to file charges for an SA case. Her study found that charges were more likely to be filed if the victim was strangled; a weapon was involved; there were injuries in a victim’s genital area; the suspect was a person of color; an SA kit was submitted, tested, and sent to law enforcement; and the victim was asleep and awakened to the sexual assault.

Besides studying prosecution rates, Valentine and Miles studied the ability to consent to a sexual assault medical forensic examination (SAMFE) in adult patients with serious mental illness. When an adult patient reports an SA, the patient’s medical provider is often responsible for contacting a SANE, who then determines whether to offer an SAMFE. Research suggests over 40 percent of adult patients evaluated for an SAMFE have a history of mental illness and that persons with mental illness are more likely to be victims of SA during

their lifetime. Additional patient characteristics (e.g., age, race and ethnicity, intellectual disability, incarceration status, substance use, homelessness) may influence the likelihood of an SAMFE being offered or performed.

Valentine and alumna Julia Palmieri (BS ‘02, MS ‘20) also reviewed the use of trauma-informed care to address SA and intimate partner violence (IPV) in primary care. They found that believing patients is the best practice guideline on how to respond to an SA/IPV disclosure. Primary care providers can acknowledge the pain, burden, and reality of what the patient has been carrying, which is powerful for the survivor and helps them avoid revictimization. Additionally, the provider can reassure the survivor that the abuse was not their fault.

Forensic nursing is a growing profession that requires ongoing research to evaluate and improve practices and policies. Valentine hopes that law enforcement and individuals in forensic nursing will collaborate more. She also encourages mental health advocacy organizations and professional medical, psychiatric, and forensic organizations to develop and disseminate clear guidelines for working with patients with mental illness. 📍



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Your service should occur June 1 through August 31, 2022. Stories could be shared during other anniversary events.