Learning the Healer’s art

Brigham Young University College of Nursing | 2011

Learning to Lead in Nursing
Dean’s Message

Leading with Faith and Integrity

We strive not just to teach what is known but to ask new questions and to solve issues in new ways that advance the discipline.

A decision was made over a decade ago to focus most of the university resources on creating an outstanding undergraduate education and selected graduate programs of real consequence. While the content areas are familiar to most nurses, our faculty continually seek and implement new teaching methods to enhance student learning. It may seem like a rather simple task to educate nurses, but the knowledge in the health care field is burgeoning. Faculty take seriously their responsibility to teach current knowledge along with the necessary skills for the practicing nurse. We gratefully acknowledge their leadership as educators.

During the past year faculty edited books and wrote book chapters and journal articles. They presented locally, nationally and internationally. They collaborated with others in scholarly efforts, they mentored students, and they pursued truth and knowledge. Their scholarly leadership ultimately advances the knowledge of the discipline.

The College of Nursing offers one master’s program, the curriculum for preparing family nurse practitioners. These talented graduate students come from a wide variety of backgrounds in nursing. They have a strong curriculum in the sciences and evidence-based practice along with supervised clinical experiences. By the time they enter our programs, many have established themselves as community and professional leaders. They are outstanding examples of learners and leaders.

Leading with faith and integrity means drawing on one’s beliefs, practices, and principles of religious faith as one provides nursing care. Being careful not to impose their beliefs on others, nurses synthesize their faith and their professional knowledge and skills to create an environment for health and healing. Faith in Jesus Christ and all that the gospel brings helps nurses define their relationships to others, their work ethic, their commitment to the profession, etc. Leading with faith and integrity is to take that synthesis and be a guide, a director, an organizer, and a leader for nurses and nursing.

To educate more than 400 students a year requires more than just the faculty at the College of Nursing. It takes many dedicated nurses and a wide range of other health professionals beyond our own faculty. Much of the education of our students takes place in hospitals, long-term care facilities, physician and nurse practitioner offices, public schools, and community health centers. We are indebted to all of the agencies and their staffs for facilitating the learning experiences of our students.

We are also grateful for outstanding leadership among our alumni and friends of the college who support us in our efforts. To our alumni, friends, faculty, and many student preceptors, we say thank you for an untried example of leadership that bids our students to follow.

Beth Vaughan Cole
Dean, BYU College of Nursing

A Leadership Toolbox

Discover the resourceful tools BYU College of Nursing graduates use to become successful leaders in the medical field, as taught by BYU nursing professors.

Ofa Atu (With Love)

For eight nursing students, a four-week visit to Tonga meant far more than beautiful beaches. As they absorbed the culture and learned nursing the ‘Tongan way, they quickly fell in love with the islands’ dedicated nurses.

Learning, Serving, Following, and Leading in Ghana

Twelve nursing students and their instructor braved the tropical jungles of Ghana, West Africa, to share their medical knowledge. They learned how to work within the existing health care system and to value available resources.

Beth Vaughan Cole
Dean, BYU College of Nursing

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Institutions worldwide recognize BYU College of Nursing graduates as highly skilled professionals. But they are also known for another attribute: their ability to step into formal and informal leadership roles.

“Our students are recognized as leaders by outside agencies that they work for,” said BYU nursing professor Jim Kohl, who teaches the College of Nursing’s capstone course in management and leadership. “What prepares them is their willingness to go the extra step in many cases and to really incorporate lessons they learn from the examples that they see around them.”

Kohl, a Navy veteran who spent 25 years in a variety of military leadership positions, including CEO of a hospital, makes sure each College of Nursing graduate leaves with a fully stocked “leadership toolbox”—an internal collection of principles, ideals, and experiences that will help them know what to do when they encounter situations in which they need to be leaders.

“You put tools in a toolbox and then draw them out when you need them,” Kohl said. And he believes it’s the same with leadership—each time a student observes a good leader handle something well, they put that memory in their “toolbox” and draw on it later. “You learn by bad examples too,” he said. “You learn the outcomes aren’t good, and you tend not to do those things.”

Kohl and other nursing faculty members instill the following nuggets of leadership truth for their students to take with them throughout their careers.

**Solve problems by drawing on things you’ve observed**

“As long as a person keeps their eyes and ears open, they can learn immensely,” Kohl said. “I pose questions to students and ask them, ‘How would you solve this issue?’ or ‘How would you respond to this problem?’ I think as a leader that is one of the key, critical factors and skills they need to have—to think outside the box and not just blindly follow the person in front of them.” Throughout their course work, BYU students learn not only to analyze the information they’ve learned in class but also to do something with it.

Recent graduates Jane Leavy and Alexa Kohl used this principle when they turned a visit to Taiwan as students into an opportunity to teach what they’d learned to nursing students from across the United States. “While we were in Taiwan, we observed the use of traditional Eastern medicinal practices that we did not expect to see in an ICU setting,” Leavy said. “We learned about the various practices, like acupuncture and baquan, and put together a poster about our observations. When I returned, I got together with my classmate, and we submitted a poster idea to the National Student Nurses Association (NSNA).”

The poster discussed the blending of Eastern and Western medicine in ICUs and was accepted for the 2010 NSNA Convention in Orlando, Florida. Leavy, who has ambitions to pursue a CRNA and get a DNP or PhD, said the achievement will benefit her as she pursues leadership opportunities in her career. “As a nurse anesthetist, I will need to be a leader by performing my own responsibilities with expertise and cooperating as a team member in patient care,” she says. “I will have to understand and respect the responsibilities of other team members and know how to effectively delegate jobs to anesthesia techs and other nurses working in the operating room.”

“A good leader needs to be aware of current evidence to support decisions that affect the people they serve,” she says. “I want to be a leader by providing the best current practices in patient care.”

BY Marla Sowards and Natalie Holloway

**A Leadership Toolbox**
Realize you don’t need a formal position to be a leader

“Everyone is a leader,” Professor Kohl said. “Do they have to lead large groups of people? No. They may just lead one person. And they may not even realize they are leaders.”

Senior Erin Zundel has learned a great deal about this principle as she has worked with fellow classmates. “Being a leader means that you see a need and fill it,” she said. “You set an example and lift those around you. Even if you don’t have a title or position, being a leader in small things is just as important.”

Leadership often comes through example, and nursing students are being taught the importance of keeping their actions and attitudes in the workplace consistent with those expected of them.

Learn from your mistakes

Running into challenges and making mistakes is inevitable. On challenging days, Kohl encourages his students to ask themselves, “What can I learn from that?”

How am I going to overcome those barriers tomorrow?“

“That’s why the toolbox is so important,” Kohl said. “Guaranteed, the first time on that floor, something is going to come up that is not in any one of their books, and they will need to think quickly on their feet.”

Senior Corrinne Jackman says, “Everybody makes mistakes, but you need to learn from them and not repeat them. When you do this you are constantly becoming a better nurse and person.”

When students use their mistakes and challenges as learning tools, they are more able to face difficult situations with the poise of a confident leader.

Learn to be a good follower

“Without followers, there is no leader,” says Kohl. “To be a good follower, you have to learn to discern whether or not you are following a leader who will take you in the right directions. By learning from effective leaders, students can determine what kind of leader they would like to become.”

Mentored-student learning provides great opportunities for students to learn leadership and scholarship from skilled faculty members. BYU nursing students are grateful for the opportunities they have to work hand-in-hand with faculty. “Doing research has helped me see the importance and the benefit of research in the nursing profession,” says Leavy. “By participating in research as a student, I became a better reader, writer, and critical thinker.” BYU Office of Research and Creative Activities (ORCA) grants provide financial support to students and mentors to perform research that is often published or presented at state and national nursing research conferences.

Focus on the individual

“A leader makes each individual person feel important,” Kohl said. “Nurses need to make all the people they work with feel that way as well. If the people who work with and for you know you are there to help them, then they’re more likely to follow you.”

The BYU chapter of the Student Nurses Association (SNA) is a vital instrument in helping students learn this principle. “It’s an opportunity for them to fine-tune and polish the rough edges off their leadership abilities, to learn more of the skills that are needed to be a successful leader in the field of nursing,” he said.

Current BYU–SNA president Amy Monteverde is trying to increase leadership opportunities for BYU nursing students by focusing on increasing organization membership as well as “promoting state- and national-level involvement.” Monteverde says the objectives of the SNA are “to foster, provide, and encourage leadership and involvement in the nursing profession and to help nursing students feel empowered and ready for the professional world.”

Zundel was the 2009–2010 SNA president and was elected to the National Student Nurses Association board for 2010–2011. She will help plan the 2011 NSNA convention in Salt Lake City. At the NSNA convention, students will have the opportunity to increase their leadership skills by attending nursing seminars, learning from seasoned nursing professionals, and even participating in national legislation.

In her leadership capacities Zundel has learned and practiced the principle of focusing on the individual. “As a leader, it’s important to be aware of the group you are leading,” she says. “However, the progress of any organization is dependent on individuals. Individual students are the ones who decide who they want to be and what they want to become, and they are the ones who really make the difference. When you focus on individuals, you empower them to make necessary changes in their lives and in their surroundings that make a difference to those around them.”

Follow the example of the ultimate Healer, Jesus Christ

“We hope that the legacy our nurses will have when they leave the profession is that through their knowledge and skill they have touched the lives of thousands of patients, relatives, and family members and provided them some measure of comfort, hope, and love.”

And what about students who don’t think they’ll be leaders? That doesn’t apply to anyone, according to Kohl. “We try to instill in them the importance of Jesus Christ’s example,” he says. “If they can even begin to walk a little bit in His footsteps, they will be great leaders wherever they go.”
In the South Pacific Ocean, two-thirds of the way between Hawaii and New Zealand, lies an archipelago of more than 170 islands known as the Kingdom of Tonga. Its inhabitants replicate a rich, centuries-old culture and enjoy a relaxed, tranquil way of life.

For eight BYU nursing students and their instructors, Jane Lassetter, PhD, and Shelly Reed, DNP, a four-week visit to Tonga meant far more than magnificent beaches and traditional feasting. As they absorbed the culture and learned nursing the Tongan way, they quickly fell in love with the “Friendly Islands” and their dedicated nurses.

At the Prince Ngu Hospital in Vava’u, the students increased their skills by assisting in the labor and delivery room, where nurses deliver babies. Although women are encouraged to come to the hospital for labor and delivery, some do not because they lack a blanket and clothing for their little one. It was a thrill for students to be able to present newborn kits to some of the mothers. “It brings tears to your eyes,” said Dr. Lassetter. “They have so little and are so appreciative.” The newborn kits were assembled by College of Nursing alumni during their annual Homecoming Service Project to bless the lives of others locally and abroad.

Nurses in Tonga are the sole individuals responsible for carrying out the rich tradition of preparing the deceased’s body for burial. “It was a great privilege to be invited to observe burial preparations,” said Dr. Lassetter. “Nurses care for the individual and family from before they are born until after they die—they literally have a ‘womb-to-tomb’ role.”

“Preparation for burial is a process that encompasses a lot of rich culture,” said student Danielle Davidson. “Witnessing the preparation and all the cultural aspects of the process helped me better understand the importance of cultural traditions. My experience in Tonga opened my eyes to the fact that people have traditions that are important to them, and I look forward to learning the traditions of many other cultures I will encounter in my nursing career.”

Tongan nurses are an important link to family well-being and health. They travel regularly through each community in government vans, assessing infant growth, offering health care advice, and providing immunizations. The effectiveness of the public health system is evident in a 99-percent immunization rate. Not a single person is omitted on these routine visits. Even though street addresses are generally nonexistent, the nurses know exactly where to find each family. It is common for nurses to walk through the village chatting and laughing with each mother while discussing ways to improve family health practices.

When BYU students participated in a health fair held at the Saturday market, they were amazed at the handwritten

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Nursing students visited the island nation of Tonga, where they absorbed the culture, conducted research, and learned nursing the Tongan way. (With Love)
He isn’t the first baby to be named after Brigham Young, nor is he the last. However, in Tonga, where the baby’s paternal grandmother traditionally selects the newborn’s name, he may have set a precedent.

During their stay in Tonga, Dr. Lasseter and her students conducted research that was both educational and culturally beneficial. In an attempt to learn and appreciate the Tongan way of life, each student accompanied Dr. Lasseter on home visits, where they interviewed parents about their perception of infant nutrition and body weight. The purpose of the focused ethnographic study is to describe patterns of Pacific Islander infants’ feeding and health-related activities and their caregivers’ values, attitudes, and beliefs regarding infant body habitus (physical characteristics and appearance). Later, collected data will be the basis for nutrition education of Pacific Islander populations to encourage sound family health practices. Dr. Lauren Clark of the University of Utah is the coinvestigator in the study.

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Applying the Theory of Leadership

Theoretical Framework

Heaston always have a well-planned agenda for the trip. Each year they fine-tune the agenda, which results in a remarkable Global Health and Human Diversity (GHHD) field study.

In spring 2010, Palmer and Heaston encountered a proverbial brick wall when they realized they didn’t have enough Tongan speakers to accompany the group. What were they going to do? Call it inspiration, intuition, or common sense, they sent an e-mail to BYU nursing alumni requesting a response from Tonga-speaking RNs who were interested in going to Ecuador for two to four weeks (at each individual’s expense, no less). BYU nursing alumni are incredible, within a week there were more than 60 replies from across the United States.

Alumnus William H. Smith (’76) has extensive world travel experience, although never in a medical capacity and never to Ecuador. He decided to take a break from his demanding job as a nurse anesthetist at a eye clinic in Richland, Washington, to join the team. “It is important to speak the language so you can be helpful to students and communicate with the people,” said Smith. “It’s a great experience. As I get older I’m concerned about who will take care of me. The concern is put to rest when I see how well we are educating nurses. BYU student nurses are the cream of the crop.”

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Smith mentioned how much he enjoyed mentoring students. His operating room experience in the United States made it possible for students to accompany him in the ORs in Ecuador, where they witnessed open-heart and eye surgeries.

Stephen Freeborn (’07) of Spanish Fork, Utah, was also among the group of six alumni who participated in Ecuador. He had gone there in 2005 as a Global Health and Human Diversity nursing student and decided to “see things from a nonstudent perspective this time.”

“We did a lot of teaching,” Freeborn said. “I taught EKG [electrocardiogram] recognition, which was a lot of fun. We taught CPR [cardiopulmonary resuscitation] 15 or 20 times while there. We typically taught at a Latter-day Saint meetinghouse, where firefighters and paramedics, along with others from the community, came to learn advanced cardiac life support [ACLS]. In the community we did a lot of first-aid teaching to more than 400 people.”

Susie Kochevar (’83) is a registered nurse in Las Vegas, Nevada, experienced in trauma and emergency nursing, who also trains paramedics and firefighters for the city. Her know-how and ease in teaching lifesaving skills perfectly matched the needs of the Guayaquil community. She and her alumni colleagues were instrumental in teaching hundreds of firefighters, paramedics, health volunteers, and local leaders the skills of first aid and rescue.

Christine Vail is an experienced diabetic educator and community health nurse in Seattle, Washington. Like many nurses, her career has placed her in a variety of settings. She was able to use her vast repertoire of skills on a daily basis in Ecuador. Even more important, she recognized the need to be a mentor for the nursing students. Her example of dedication and hard work for the benefit of the students and the nursing program was recognized by all who associated with her.

Other alumni instrumental in the success of the 2010 field study experience were Amy Faw Miner (’87) and Cassidy Lee Tomao (’10). Current FNP students Scott Summers and Nate Littlefield were also part of the team.

Alumni and students alike made wonderful memories in Ecuador as they worked side by side. The work was difficult and the hours were long. There were many tears and many smiles. Spirits were strong, and the community flourished. Regardless of age, nursing alumni have much in common. Their careers and lives typically flourish. Challenges and successes made it possible for students and alumni to train nurse leaders as they positively influence others. They understand the connection between service and leadership. They exemplify the continuation of the BYU experience and the Spirit of the Y as a genuine and powerful entity in the world.
A visit to Ghana taught nursing students how to use available resources to improve the nation’s health care.

Those who travel the dirt roads connecting rural villages of Ghana, West Africa, soon learn that a tropical rainstorm quickly turns the roads to muddy rivers, and falling branches of trees snap power lines, leaving clinics and homes without electricity for days at a time.

Twelve students and their instructor experienced this and much more when they completed Global Health and Human Diversity course work in Ghana. They learned how to live without the amenities of everyday life at home. Some days there was no electricity to operate a fan for dispelling hot, muggy equator temperatures. Often there was no running water. Ironing clothing was necessary after washing to destroy tsetse flies that breed in wet clothing. Hardship! The monthlong stay was filled with experiences that put inconvenience far in the background. While students sharpened their skills and shared their medical knowledge, they gained a deep respect for the people and culture.

They learned how to work within the existing health care framework and to appreciate available resources. Unforgettable was the cheerful driver of a large van that transported the group through the jungle to and from locations within the Atiwa Health District, which spans some 300 miles. Each morning students received assignments to various locations: four at the central clinic in Abomousu, four at the local elementary schools, and four at various health outposts in the smaller villages, accessible by traveling rough dirt roads. On arrival at the appointed destination, the students set to work assisting with health assessment or teaching groups of people topics ranging from hand washing to management of hypertension.

The central clinic was busiest on market day. Many of the patients were expectant mothers who combined their prenatal visits with selling and buying produce in the market. On such days it was usual to provide health screening to more than 100 people. At rural clinics the most common illness in children and expectant mothers is malaria, which the students learned to identify. Another common problem is machete wounds, since a machete is a necessity in the jungle-like environment.

In the eight schools students visited, topics such as nutrition, personal hygiene, and proper hand washing were important for elementary-age children. Their exuberance in singing the ABC song paralleled their diligence in learning to wash their hands properly. The children loved to use the giant toothbrush to demonstrate that they knew how to clean their own teeth.

Students quickly discovered the value of teaching health to adults in a place where access to current health information is limited. Local farmers and their family members gathered in the LDS branch chapel each Tuesday evening to learn about first aid and rescue breathing. More than 500 women learned first aid and about topics on women’s health in four separate health fairs. Nutrition and methods of treating bed nets for malaria prevention were also important educational topics presented by BYU nursing students.

A highlight for students was an opportunity to participate with their instructor, JoAnn Abegglen, DNP, as she taught neonatal resuscitation. Representative midwives from throughout the district attended sessions to learn the life-saving techniques. They will, in turn, disseminate the information to other midwives in their area. Dr. Abegglen travels to Africa periodically under the sponsorship of LDS Humanitarian Services, providing instruction on neonatal resuscitation to midwives. Stillbirth rates have significantly decreased since inception of the program several years ago. More than 5,000 health care workers are currently trained in neonatal resuscitation throughout Ghana.

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ABOVE: Airin Bresock triages patients at a health clinic in Abomousu, Ghana.
LEFT: Airin Bresock and a Ghanaian child wait for the Queen Mother to arrive and participate in a Children’s Wellness Fair in the small village of Asunafo.

“Whenever I visit Ghana, I frequently hear stories from midwives who saved a baby whom others considered dead.”
“I learned that sometimes it is better to help build than to make change.”

Ghana and have appropriate equipment in their delivery settings.

“Whenever I visit Ghana, I frequently hear stories from midwives who saved a baby whom others considered dead,” said Dr. Abegglen.

Another highlight for students was their association with eight local nurses in the district who recently finished a motorcycle-riding course, enabling them to make monthly or weekly visits to small villages 8 to 10 miles from their health post. Previously, the nurses walked or rode bicycles to distant villages and were only able to provide care to patients who could more easily transport supplies. Each backpack included a stethoscope, basic exam equipment, a quantity of first-aid supplies.

ABOVE: Student Erica Cruz uses a hand-held whiteboard to teach health principles to primary school children in Abomosu, Ghana.

Finding time away from a rigorous work schedule was sometimes difficult for the students; yet every afternoon at 4:30, rain or shine, neighborhood children and nursing students headed down the dirt road to the local elementary school for a game of soccer. Having no nets on the rudimentary goal post and an uneven playing field didn’t diminish the fun. If parents in Abomosu were missing their children, they knew where to find them Monday through Saturday afternoons. For some of the children, playing with a real soccer ball was a new experience.

Student Alison Henry summarized her experience in Ghana by saying, “Their medical systems may not be like ours or anywhere close to it, but it works for them. With this noted, I think I’ve changed my personal attitude from needing to change their system to be like ours—because it’s better—to needing to help their system grow stronger. That was a big take away message for me—to be sensitive not only to the what of other cultures but also to the why. I learned that sometimes it is better to help build than to make change.”

Expressing Gratitude

Thanks to the generosity of the Loflin Anaya Foundation and in partnership with the World Joy Foundation, transportation and housing were available to BYU nursing students during their stay in Ghana. These amenities enabled them to provide expanded clinical assessments and health education in remote areas, an otherwise impossible venture.

Transportation

“Our highest level of gratitude is reserved for the transportation provided. Roads and highways in Ghana are difficult to navigate at best. The paved infrastructure is indifferently kept up, and many of the roads are packed dirt. Having a vehicle in excellent running condition and an experienced, considerate driver were the most thoughtful provisions.”

—Karen De la Cruz, Faculty Member

“Because we had the van, we were able to have a large presence in the town of Abomosu. There had never been that many health care workers in the area before. We would not have been able to do our health care work without the van.”

—JoAnn Abegglen, Faculty Member

Housing

“Daily observance of village living conditions made us so grateful for running water and electricity in our ‘home away from home.’”

—Karen De la Cruz, Faculty Member

“Without the house we would not have even considered having this rural nursing experience. We did our own cooking and cleaning. It was an experience of a lifetime for all of us.”

—JoAnn Abegglen, Faculty Member

Commemorating the centennial anniversary of the nurse’s death, a Nightingale exhibit prepared by Harold B. Library curators and representatives from the College of Nursing showcases many original Nightingale documents and books held in the library’s Special Collections. An impressive video series featuring Nightingale researcher and author Dr. Barbara Dossey, as well as nursing students and faculty, informs the viewer of nursing today versus nursing in the 1850s. Complete with timeline, illustrations, and historical information, the exhibit is open to students and campus visitors through December 2010. Group tours may be scheduled by e-mailing betsy_hopkins@byu.edu. For more information, visit http://nightingale.byu.edu.

The College of Nursing sponsored a student essay competition focusing on how Florence Nightingale’s legacy influences the lives of current nursing students. Cash prizes were awarded to the first-place winner, Stephanie Hoyt, and to the second-place winners, Elise Corbett and Melina Ghersi. Hoyt’s essay was accepted for publication in The Journal of Holistic Nursing.

An official declaration by Utah governor Gary R. Herbert designated the week of February 21–27, 2010, as Florence Nightingale Week, during which time the College of Nursing cosponsored a statewide Nightingale celebration in partnership with Intermountain Healthcare and the University of Utah College of Nursing. Many Utah colleges and schools of nursing joined in the commemoration.

In special tribute the Student Nurses Association prepared a BYU Homecoming parade float to extol the life of “the founder of modern nursing.”

The College of Nursing joins Florence Nightingale in a challenge to nursing students and alumni throughout the world: “Let our Master be able to say some day that every one of the Patients has been the better, not only in body but in spirit—whether going to life or to death—for having been nursed by each one of you” (Florence Nightingale to Her Nurses [Stillwell, Kansas: Digiread.com Publishing, 2007], 65).
FACULTY RESEARCH

Intimate Partner Abuse and Use of Community Resources Among African-American and African-Caribbean Women

Catherine Coverston, PhD

While on sabbatical from the BYU College of Nursing to the University of the Virgin Islands (UVI) on St. Thomas, Dr. Catherine Coverston not only taught in the School of Nursing there but also was engaged in research funded by a National Institute of Health Grant for Health Disparities, awarded to Gloria Callwood, director of the Caribbean Exploratory Center at UVI. Dr. Coverston’s assignment was to work on research identifying intimate partner violence (IPV) among African-American and African-Caribbean women. A comparison group of African-American women in Baltimore is also participating in the study. The principle investigator, Jacqueline Campbell of Johns Hopkins University School of Nursing, is an internationally known expert on domestic violence.

Data about IPV in the Virgin Islands is available to some extent; however, this is the first large-scale study to identity prevalence of partner violence. The research is unique in that it identifies IPV among African-American and African-Caribbean women. A comparison group of African-American women in Baltimore is also participating in the study. The principle investigator, Jacqueline Campbell of Johns Hopkins University School of Nursing, is an internationally known expert on domestic violence.

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Kent D. Blad, DNP, FNP-BC, ACNP-c, FCCM, FAANP

Cardiac arrest in the post–cardiac surgery patient from excessive bleeding, cardiac tamponade, malignant arrhythmia, or re-occlusion of a coronary artery bypass graft occurs in approximately 0.5 percent to 2.9 percent of patients. Studies show that morbidity and mortality in these patients may be reduced if a patient’s chest can be reopened in the intensive care unit within 5 to 10 minutes while waiting for the cardiac surgeon to arrive. Studies also show that proper training on this procedure can decrease chest reopening time by half.

The purpose of this project was to design and implement a guideline and educational module for acute care nurse practitioners and physician assistants who care for post-cardiac surgery patients in the critical care environment. Proper protocols were established, along with effective methods of teaching the high-risk procedure of open-chest reexploration in the post-cardiac surgery arrest patient.

Initially practiced at the Salt Lake City Veteran Affairs Medical Center (VAMC), the module was implemented and then evaluated by ICU providers and staff. All participants successfully passed the course, which included simulated reopening of the patient’s chest within 10 minutes. They will review the educational component annually.

The American Academy of Nurse Practitioners (AANP) plans to implement an open-chest reexploration webinar based on Dr. Blad’s guideline and educational module, which is slated for distribution at national and regional levels in the near future. The webinar will educate nurse practitioner and physician assistant ICU providers in effectively performing the procedure and thereby decreasing morbidity and mortality in this patient population.

For more information, contact Kent Blad at kent_blad@byu.edu.
The module was by far the most popular CE program offered in its first month. One participant wrote, “This was one of the most helpful lectures I have ever listened to.”

The purpose of this project was to provide a basic online chest radiography webinar module to serve as the first in a series of radiographic educational modules for the AANP Continuing Education Center. The module helps provide consistent and easily accessible chest radiographic education to NPs practicing in their communities.

Titled Chest Radiography 101: It’s All Black and White to Me, the program is available to nurse practitioners at the AANP Continuing Education Center (see http://www.aanp.org/AANPCMS2).

The module went live in mid-November 2009; more than 130 nurse practitioners accessed it within the first few weeks of availability. According to AANP Web analysts, the module was by far the most popular CE program offered in its first month. One participant wrote, “This was one of the most helpful lectures I have ever listened to.”

According to Mary Jo Goolsby, EdD, MSN, NP-C, CNE, FAANP, director of research and education at AANP, “Sabrina was the first DNP student to contribute to the Continuing Education Center library of offerings, and she has made a significant contribution to the professional development of other NPs.”

Jarvis is recognized at the national level as an expert in chest radiology. She presented several podium lectures at the American Academy of Nurse Practitioners national conference on the topic.

“Nurses in the Russian Federation struggle with resources. They desire to acquire knowledge to improve their nursing practice.”

The Russian version of the module is nearly complete and will be available without cost to Russian nurses. It enables them to expand their knowledge of evidence-based clinical practice as a component of safe, quality nursing care.

“Nurses in the Russian Federation struggle with resources,” said Callister. “They desire to acquire knowledge to improve their nursing practice, and this is one innovative way for us to help with long-lasting, positive effects on the profession of nursing in Eastern Europe.”

The above chest X-ray is an example of the type of radiographic films that nurse practitioners interpret daily. It is one of many presented in Chest Radiography 101: It’s All Black and White to Me.
Faculty Spotlight: Erin Maughan

Professor Returns Home to Serve

By Rachel Scroggins

“THERE’S NO PLACE LIKE HOME.” This familiar phrase is often exploited at BYU, with many students eventually returning to the university to teach classes in their field. Erin Maughan, PhD, is no different.

“One reason I wanted to come back to BYU was the starting of the Global Health and Human Diversity course,” she said. “It’s important to learn about other cultures and to tie nursing into it.”

Maughan loves to travel, both for work and for pleasure. This last summer she visited Ecuador with a Global Health and Human Diversity section for two weeks. In August she volunteered aboard the USNS Mercy in the pediatric hospital. After a recent trip to the United Kingdom with students, she and her sister headed to Italy to explore the ruins of Pompeii and the wonders of Rome instead of coming directly back to Utah.

“It’s through these different international experiences that you learn how similar people are and how similar their motives are,” she said.

After graduating from BYU in 1994, Maughan served a mission for The Church of Jesus Christ of Latter-day Saints in San Juan, Puerto Rico. There she learned Spanish along with the history of the Seneca in San Juan, Puerto Rico. She learned Spanish along with the history of the Seneca in San Juan, Puerto Rico.

“Because of my professional background, I felt that as a citizen I needed to stand up and make a difference,” Maughan said in reference to the Utah County Teen Pregnancy Council. She is also a member of the Utah County Board of Health and the Utah Association of Local Board of Health Members.

As part of her professional career, Maughan also worked with the Utah Department of Health as a state school and adolescent nurse consultant. She represented school nursing for the state at local and national levels and provided technical assistance and consultation to local school nurses and other administrators regarding school health issues.

Throughout her career Maughan has participated in many service organizations, including serving as chair for the Global Health Research Focus Group and the Utah County Teen Pregnancy Council. She is also a member of the Utah County Board of Health and the Utah Association of Local Board of Health Members.

An assistant professor in the College of Nursing, Maughan serves as international coordinator, ensuring that graduates are globally aware and culturally sensitive. She is also a member of many professional organizations, including the American Public Health Association and the National Association of School Nurses. Maughan enjoys the outdoors and playing with her nieces and nephews.

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2009 Honored Alumni: Ann Carlson Eves

Alumna Exhibits Intelligence and Compassion in Nursing

By Mary Coleman

“YOU’RE NOT COLLEGE MATERIAL.” To a young Ann Carlson Eves, this statement by her high school guidance counselor was difficult to hear. But she was determined.

Albert Einstein failed his university entrance exam but is now a legend known for his great contributions to science. Just as Einstein proved his peers wrong, Eves proved her counselor wrong.

Eves graduated from the BYU College of Nursing in 1988. She spent 10 years working in labor and delivery and then as a nurse manager at Orem Community Hospital. It was in this position that she was awarded the hospital’s Manager of the Year Award. In 2004 she became nursing director for the Urban South Region of Intermountain Healthcare, where she received the first Manager of Distinction Award.

In 2009 the College of Nursing welcomed Eves back as an honored alumna for its Homecoming festivities—not bad for a person who wasn’t “college material.”

But today Eves sees her guidance counselor’s statement as a biased view of intelligence.

“Intelligence isn’t always someone’s IQ or measured by taking a test,” she said in her Homecoming address to students. “Intelligence is not only learning but also adapting to new environments. Being able to adapt to change is essential in nursing. Sometimes what you need to do isn’t in the book.”

Compassion comes in, too—intelligence and compassion. For Eves it’s a two-sided cape that nurses wear in their profession: intelligence to learn and to adapt as well as compassion to think of the patients in their suffering. Developing these two characteristics isn’t always easy.

“Gaining intelligence is hard work,” Eves said. “I had a great gift from my parents, and that was knowing how to work. Even if you have a high IQ, it doesn’t do you any good without hard work. Recognizing the personal and individual needs of each patient is a key to being a good, compassionate nurse.”

It was one of her BYU instructors who taught her the importance of intelligence in caring for patients with compassion. The instructor would quiz Eves on the patients she was caring for. At the time, she thought this practice was irritating, having to answer question after question on things she didn’t always know about the patient. But the instructor knew what would make Eves an even better and alert nurse, one who thought beyond the charts and surface information.

“She wanted me to think further, and it was hard,” said Eves. “She taught me a great lesson, and I’m grateful for that.”

Today Eves uses these lessons in her everyday practice. She has countless stories about times when she was called upon to use intelligence and compassion to provide excellent care or when she has seen others exhibit these characteristics, from adoption stories to the time a nurse cared for a new mother who had lost her newborn and was alone.

“For me, that’s Christlike compassion,” said Eves. “I really think nursing is that higher vocation, and we cannot afford to be cold.”

Eves currently serves as chief nursing officer of the Urban South Region of Intermountain Healthcare. She and her husband, Howard, are the proud parents of four children.

Please help identify the persons in this photo. E-mail us at nursing-deans-ptsec@byu.edu or call us at 801-422-1847.

Photo courtesy of BYU Harold B. Lee Library Special Collections, Digital Historical Collection

History in the Making

Subjects in the 1972 photo (left) that appeared in the 2010 issue of Learning the Healer’s Art were correctly identified as Rich Porter Dean (’74) and Maxine Cope, dean of the College of Nursing. Those who correctly identified the photo included Marla Henderson Hicks, Vanice Jensen, Naomi L. Kleinlein, Thomasene Lybbert, Liz Mortensen, Elaine Murphy, and Mary Ann Young.

Please share your favorite photo of days gone by for possible publication in a future issue of Learning the Healer’s Art. Send submissions to History in the Making, BYU College of Nursing, 500 SWKT, Provo, UT 84602. All photos will be returned promptly. Send electronic images to nursing-deans-ptsec@byu.edu.
THE ANNUAL COLLEGE OF NURSING HOMECOMING SERVICE PROJECT continues to bless others at home and abroad. Alumni, friends, and students are invited to participate by contributing newborn items throughout the year and by helping with kit assembly during BYU Homecoming week.

For more information, call 801-422-4143 or e-mail nursing-deans-ptsec@byu.edu.

263 domestic newborn kits assembled

2,300+ items donated

72 international newborn kits assembled

Additional donated items:
- 24 newborn kits, preassembled
- 44 hygiene kits, preassembled
- 32 baby quilts, fleece blankets, and crocheted blankets
- 40 international pediatric blankets

The annual College of Nursing Homecoming Service Project

Alumni Updates

Thana W. Harding ('68) retired after 42 years with Intermountain Healthcare hospitals and clinics in Utah, including 34 years in thoracic ICU. Her nursing career extended over 39 years at LDS Hospital in Salt Lake City and three years at Intermountain Medical Center in Cottonwood, Utah.

Barbara Kay Wright ('71) and her husband, Shelley, own and operate Country Care Homes, LLC, an assisted living center in Sandy, Utah. Nearly all of their 11 children have worked there, where they learned the joy of interacting with the elderly. Shelley, a contractor, built the facility.

Shirley Weight ('74) worked for the past 30 years as an NICU nurse in Idaho Falls, Idaho. She is on the unit’s transport team and is a neonatal resuscitation instructor. During the past summer she volunteered with LDS Humanitarian Services in Malaysia, where she taught NRP to doctors and nurses.

Lynn Birrell ('75) retired from the U.S. Army three years ago, just short of 40 years of service, having served in Operation Desert Storm and Operation Iraqi Freedom.

Deanne E. Welch ('80) celebrated her 30th year in nursing at Stanford Medical Center, Palo Alto, California, where she began her career as a staff nurse. She continued her career in home care, followed by neurology, and later she became the short-stay manager. She currently works part-time as a float case manager.

Jill Fullmer ('82) is president and CEO of Prairie Lakes Hospital, an 81-bed, short-term acute care hospital located in Watertown, South Dakota.

Sheri Stringham ('82) is a flight nurse for AirMed. In 2009 she was named Medical Professional of the Year. After graduating from BYU, she earned her MPH/HA from the University of Utah.

Colleen B. Koga ('85) is the chief nursing officer at McKay Dee Hospital in Layton, Utah.

Emily Umliebey ('99) works in adult and pediatric medical-surgical in Winchester, Massachusetts. She has traveled twice to Guatemala with the International Family Church, offering medical clinics for those in remote areas.

Emily Israelsen Volk ('99) has worked at Mayo Clinic in Scottsdale, Arizona, and as a school nurse in Caswell County, North Carolina. She is currently a staff nurse at the Prospect Hill Community Health Center in North Carolina.

Jill Fullmer ('82) is a flight nurse for AirMed. In 2009 she was named Medical Professional of the Year. After graduating from BYU, she earned her MPH/HA from the University of Utah.

IN MEMORIAM

Mary Alice Cook Dotson ('56) • Pearl Rogers Reyne ('56) • Barbara Jo Whippman ('56)
Marjorie Elizabeth Stock Christensen ('57) • Audrey Olpin Haight ('57)
Myrna Loy Williams Warnick ('58) • Betty Logena Wallin Bailey ('71) • Gertrude Bigelow Cluff ('71)
Debra Lynne Olson ('77) • Maxine Cope, BYU College of Nursing Dean ('70–'79) • George Oliver Cornish ('81)
Barbara Ruth Collett Solomon ('82) • Leilannae Hale Carr ('83) • Jaleen Harris Stauffer ('83)

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Development

Leading in the Profession

By Jennifer Lloyd

There is much to celebrate at the BYU College of Nursing. Thanks to alumni and friends of the university, in 2010 we reached our goal of fulfilling the Mary Ellen Edmunds Nursing Endowment for the Healer’s Art. The endowment is dedicated to educating nursing leaders who have expert clinical judgment and skill, accompanied by the compassionate touch of the Divine. We appreciate committed alumni and friends for their good works as they continue to support our students and nursing education at BYU.

Kelly Wosnik (’99) is just one example of a BYU nurse leader. She completed the family nurse practitioner (FNP) program at BYU in 2003, graduating as valedictorian. In 2009 she earned a DNP from the University of Utah. In addition to her work focusing on refeeding syndrome.

The following is more from my interview with Kelly:

Q: What did scholarships enable you to do?
A: My entire master’s program was funded by scholarships, which enabled me to return to school and further my education, thus opening doors to endless employment. At the time, scholarships enabled me to focus on work and making ends meet and more on my studies to get the best test scores and grades possible. I was able to spend more time in the clinical setting, learning from preceptors and sharpening my clinical skills.

Q: How did a BYU education provide a framework for graduate studies or for your current practice?
A: My professors showed me the importance of continuing education, furthering research, and being competitive in the nursing/nurse educator market. They were the very beginning of my network in the medical field. They stressed the importance of being not just any nurse but of being the best in the field. After graduation they became my colleagues and continue to be part of the network that has helped me to advance professionally. I continuously draw on the foundation provided at the BYU College of Nursing.

Q: How did your BYU education prepare you to be a nurse leader?
A: The goal of the FNP program is not just to produce nurse practitioners but also to prepare leaders in the community and in nursing education. My professors, who were also nurse practitioners, modeled the role of nurse practitioner, nurse educator, and leader.

If you are interested in helping with scholarships or learning of ways you can participate in preparing nurses like Kelly Wosnik, please contact me by phone at 801-422-9219 or by e-mail at jennifer_lloyd@byu.edu.


The BYU College of Nursing taught me the importance of thinking critically, which is the foundation of everything I do as a nurse practitioner.

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To discuss helping the college with a special gift, contact Jennifer Lloyd at 801-422-9219 or jennifer_lloyd@byu.edu.

EVERY GIFT MATTERS
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Identical twins Kelsey and Kazia Wetzel came into our nursing world largely because of donations to the College of Nursing Annual Fund. Both of these remarkable students received scholarships that have blessed their lives. Kelsey said, “The scholarships eased the financial burden and encouraged me to keep working hard to earn them.” Kazia added, “I would not have had the money to go through school without the scholarship.”

Kelsey and Kazia also received scholarship money that allowed them to experience a semester in Tonga as part of Nursing 400: Global Health and Human Diversity. Out of that has come a greater love for God’s children and a strong desire to apply nursing skills among people of different cultures.

We invite you to consider a generous donation in support of scholarships for students in the College of Nursing.