I AM nearly through my second year as dean of the BYU College of Nursing and find my position filled with exciting challenges and phenomenal opportunities. I am so grateful for the overwhelming support from our alumni community and those associated with the college. Many have contributed in various ways.

In this issue we highlight three stories of donors who hand knit or crochet infant items for nursing students to distribute to individuals they work with during their public and global health clinical experiences, both local and abroad. These experiences provide public health and cultural learning prospects for students as they promote health in global communities. The students are also able to observe healthcare policy and delivery while engaging in public and global health clinical experiences, both local and abroad. These experiences provide public health and cultural learning prospects for students as they promote health in global communities. The students are also able to observe healthcare policy and delivery while engaging in rich cultural understandings.

Other donors contribute scholarship funds, which decreases the financial difficulty of obtaining a college degree. These scholarships make it possible for our nursing students to continue their education and concentrate on their studies.

I am happy to state that our nursing graduates are successful in obtaining employment soon after their graduation. The August 2013 family nurse practitioner graduates are all employed. The majority of those who sought employment from the April 2013 and December 2012 classes of the baccalaureate program are employed as registered nurses: 84 percent are currently working in a variety of settings.

Donations from the Fritz B. Burns Foundation are financing a revision and expansion of the Nursing Learning Center (first floor of the Spencer W. Kimball Tower). The planning for this project has taken almost two years, with construction beginning soon after the start of the spring term and a planned move-in scheduled for August 2014—just in time for use during the fall semester.

The new center, named the Mary Jane Rawlinson Geertsen Nursing Learning Center, will feature six rooms designed for full simulation experiences with high-fidelity manikins, a control center, designated debriefing rooms, two wet/dry lab areas, five exam rooms, a nine-bed skill lab, and a four-bed walk-in lab. The space is designed to keep the look and feel of actual patient-care settings, allowing students to learn and practice in a simulated environment.

This is an ambitious project, with many individuals spending countless hours during the planning phase. I truly appreciate the generous donors and the university resources that make this project possible. Please keep an eye on our website (nursing.byu.edu) and the next issue of this magazine, as both will keep you informed of the exciting things happening in the college and how we are utilizing the valuable resources you share with us.

In this issue of our magazine we share with you the outstanding achievements of our faculty, staff, students, and alumni. We introduce you to four new faculty and also say good-bye to two retiring professors.

We are eager to have you join us in our mission to educate outstanding students and facilitate their success in the nursing profession. We appreciate your interest and support in our endeavors.

Patricia Ravert
Dean and Professor, BYU College of Nursing

The Lord Desires Your Success
Dr. Peggy Anderson shares educational insights at a BYU devotional.

Balancing Family and Nursing
Alumni and faculty share thoughts on how to have a well-rounded life.

The Knack for Knitting: Why I Give
Meet a few of the college donors who knit materials for nursing students to distribute during public and global health sessions.
BYU student nurses learn much from the poor in Ghana who are rich in knowledge of the Healer’s art.
n Ghana there are many ways to get from Abomosu to the capital,” says assistant teaching professor Karen de la Cruz, MSN, RN, ACNP-FNP. “You can walk, you can ride a bicycle, or you can ride a cow. They do not have horses.” You can use the tro-tro—their public transportation system of crammed minibuses, which visitors may find terrifying—or you can get a taxi that is horribly expensive. While there are many ways to get there, in the end they all take you to the same place.

Similarly, nursing students in Ghana recognize that just as there are many ways to get from point A to point B, there are also many ways to approach healthcare. Says de la Cruz, “Nursing students understand that we have our way of delivering healthcare in the United States. Though we have our own way of interacting, that does not mean it is the only way, or the best way, or even the right way. Our students learn to be a lot more flexible in how they look at the world and other peoples.”

Emily Adams (‘14) adds, “It is beneficial for us to get out of our BYU bubble and have experiences in the real world. We must learn how to interact and communicate with people of other cultures.”

This example of thinking flexibly is one of many unique learning opportunities available to students in the college’s Ghana session of the public and global health practicum. Along with flexibility, students also learn how to think creatively.

During the clinical last summer, de la Cruz directed students in the rural village of Abomosu while assistant teaching professor Debra Wing, MSN, RN, BSN, led students in the capital city of Accra. In the city students worked side by side with community nurses.

“The highly-trained nurses in Accra love their patients and are doing the best they can, but their resources are very limited,” says Wing. “We see innovation in all aspects of nursing—something that I think is fitting for students to learn. We do not need high-tech equipment to provide excellent care.”

For example, this creativity can be seen when administering an IV. “Sometimes nurses don’t have tourniquets to start a line,” Wing says, “so they will tear apart a glove to use instead, which surprises our students.”

Without the high-tech equipment, Natalie Waldron (‘14) further developed a skill while in Dr. Emmanuel Abu Kissi’s clinic in Accra. “I got to spend a lot of time in the prenatal clinic,” says Waldron. “Dr. Kissi’s wife, Elizabeth, is the clinic’s nurse midwife. They do not have ultrasound machines but rely on a Doppler heart rate monitor and other basic measurements. I have always struggled with finding the prenatal heart rate, but Dr. Kissi’s wife took the time to show me how to get it and how to feel for the baby.”

Adams also worked in the prenatal clinic and added that she “appreciated the hands-on experience,” as that is not always available to students in the United States.

Stephen Abu, who serves as the branch administrator of Abomosu for The Church of Jesus Christ of Latter-day Saints and at the country director for the charitable organization World Joy, sees value in this hands-on experience, “as that is not always available to students in the United States. When helping administer vaccines in Abomosu, Waldron saw how important service was. Often the volunteers are not nurses by trade but received training to administer vaccines. This speaks primarily to how Ghanaians value their community. ”

“In Accra students visited with the commandant (or matron) of military services, who offered the following advice: “We cannot look at nursing as a job. Nursing is a job. We should not even think of it as a career.”

While the public and global health practicum is not a humanitarian program, students have the opportunity to provide service by assisting local initiatives and projects to improve the Ghanaian community. This includes removing garbage around a local school, administering vaccines, delivering newborns, and dental hygiene kits provided by college donors and alumni.

Paul Kuasi, who serves as the director of the medical clinic in Abomosu, says, “At any time the BYU students are here, there is a rise in the number of patients because the students have love for them. The language is a barrier, but they try their best to care for patients. I like them because when they come, we accomplish so much more. When they come, they come to augment what we are doing.”

De la Cruz has also taken on the role of responsibility of a community health worker in Ghana students learn lessons that will last a lifetime—lessons of flexibility, creativity, and responsibility. Says de la Cruz, “We can never pay the Ghanaians back for the opportunities they receive. While in Ghana students learn lessons that will last a lifetime—lessons of flexibility, creativity, and responsibility, and service. Says de la Cruz, “We can never pay the Ghanaians back for the opportunities our students receive. Our impact in Ghana is small. Their impact on our students is life changing.”
Excerpts from Her BYU Devotional Address Given October 15, 2013

BY PEGGY H. ANDERSON, ASSOCIATE TEACHING PROFESSOR, DNP, MS, RN

THE LORD DESIRES YOUR SUCCESS

Excerpts from Her BYU Devotional Address Given October 15, 2013
Learning The Healer’s Art | Spring 2014

8

Knowledge and Intelligence

One of my favorite growth and development theories comes from a well-known psychologist, Erik Erikson. According to Dr. Erikson, during the course of our lifetime, each one of us moves through specific stages of development that are framed with opposing core conflicts. He proposed that each conflict must be successfully mastered before progressing to the next stage. Speaking very simplistically, as we successfully resolve each stage of development, we are prepared to move forward to the next phase. Each phase of development builds upon the prior stage.

As I look back at my own personal growth and development and acquisition of knowledge and intelligence, I can see light, truth, and faith guiding my personal development. I would like to share with you a few educational insights I have gained as I have moved through some of the stages of development.

Engage Your Mind

At the stage of Industry vs. Inferiority [6–11 years] is a time of learning and productivity. When I was a young girl in this stage, my father—an engineer—would encourage me to think logically and to reason. “Use your brain,” he would say as he encouraged me to seek knowledge and additional understanding in all areas of my life. He taught me to reason and to think critically. He taught me to seek for light and truth in both the academic and spiritual realms. For many years I did not truly understand the context of his comment, but over time I grew to recognize the beauty of knowledge and intelligence, the empowerment of education, and the importance of spiritual faith coupled with secular learning.

Be a Better Person

The conflict of Identity vs. Role Confusion during our teenage years is difficult for many. During this time we incorporate our personal beliefs with those of society and begin to make decisions about the future. When I was a teen, I would occasionally defy my parents’ suggestions regarding my performance in life. I remember very distinctly being frustrated with my mother one day as she proposed recommendations for my future. As my mother was advising me, I angrily turned and began to walk away—and then I heard her quietly comment, “only want you to be a better person than I am.” My heart immediately softened, and I wondered how anyone could possibly be better than my own dear mother. As a teen, and even now, that challenge has motivated me to be a better person—it taught me the importance of applying my learning.

As a result of my parents’ teachings during the first stages of development, I set goals for my life—goals for my future family, goals regarding my education, and goals for my spiritual growth. I feel that when goals are combined with faith and reason, they empower us throughout all life stages as we seek to resolve many of these developmental conflicts. Goals enable us to engage our minds in righteous endeavors and motivate us to be better people.

Follow Righteous Goals

Setting righteous goals during the stage of Intimacy vs. Isolation [young adults] has provided positive direction for my spiritual and academic learning. In a timeless address, Elder M. Russell Ballard said:

I believe you can train yourself to become a positive thinker, but you must cultivate a desire to develop the skill of setting personally worthy and realistic goals. I am so thoroughly convinced that if we don’t set goals in our life and learn how to master the technique of living to reach our goals, we can reach a ripe old age and look back on our life only to say that we reached but a small part of our full potential. When you learn to master the principle of setting a goal, you will then be able to make a great difference in the results you attain in this life.

He then instructed us:

If your goals are righteous, of God given perspective, eternal in their nature, then go for them. Pray for the inner strength to have the discipline to do those things that will guarantee through your activity and your life that you will reach your goals. Then, I think, perhaps as important as anything, we have to have faith. We have to have faith in God. We have to have faith in the Lord Jesus Christ. And oh, how desperately we have to have faith in ourselves.

Trust in the Lord

I have found that my spiritual goals and my educational goals complement each other and have provided strength to overcome many of the vicissitudes of life. I have learned to trust in the Lord as I pursue my goals. My educational journey and my life journey in life have not been without challenges. Some of my greatest challenges were encountered while I was a single mother. For 25 years I raised my children alone. This “adventure,” however, did not deter me from my goals of raising a righteous family, seeking for spiritual learning, and continuing my education.

I remember feeling very old when I returned to school, then in the stage of Generativity vs. Stagnation [middle age]. I had been a registered nurse for 14 years, and my youngest child was 16 years old. But the prompting to return to school was so strong that I knew I should continue.

Go Forward with Faith

Love the motto of Brigham Young University. It provided guidance as I completed my education, and it continues to guide my service today. Elder David H. Bednar offered insight regarding our motto:

On the landmark sign located at the entrance to Brigham Young University, the following motto is found: “Enter to learn; go forth to serve.” This expression certainly does not imply that everything necessary for a lifetime of meaningful service can or will be obtained during a few short years of higher education. Rather, the spirit of this statement is that students come to receive foundational instruction about learning how to learn and learning to love learning. Furthermore, students’ desires and capacities to serve are not “put on hold” during their university years of intellectual exploration and learning.

I respectfully suggest an addition to this well-known motto that is too long to put on the sign but important for us to remember regardless of which university or college we attend: “Enter to learn to love learning and serving; go forth to continue learning and serving.”

In a lecture given to students in the BYU Honors Program, James S. Jarinde suggested that we “have a prescribed duty to develop the gifts and talents, including intellectual gifts, bestowed on us by God.” He said that in order to con-}

The full text of this address is at http://bit.ly/1DKdm

The Lord Desires Your Success

President Henry B. Eyring has instructed us:

No service that matters can be given over a lifetime by those who stop learning. A great teacher is always studying. A nurse never stops facing the challenge of dealing with something new, be it equipment or procedure. And the workplace in every industry is changing so rapidly that we have to put on the sign but important for us to remember regardless of which university or college we attend: “Enter to learn to love learning and serving; go forth to continue learning and serving.”

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Balancing Family and Nursing

How do you balance your family and career?

My husband and I are both RNs. We take turns working nights and alternate shifts so we can have one of us home with the kids most of the time. We have busy lives right now, but in the end it will be worth it.

Peggy England Steward (’12)

Well, it is tricky, but I was determined to keep my hand in clinical nursing. I felt like I wanted to stay current, so I worked part time in the evenings at our local hospital for many years, until our children were in school. My husband was able to work flexible hours and could be home to provide child care for most of those years. Now that our children are grown, I have started working more and am grateful that I have not had to start over.

Cheri Greenier Thompson (AS ’78)

I incorporate the Healer’s art outside of nursing every day: with my kids, with my neighbors’ kids—everyone comes to you when you are a nurse. And honestly, I love it. I feel like it is something I have to offer.

Lacey Miller Eden (’02, MS ’09)

What have you done to stay current in the nursing profession?

I attend continuing education classes whenever I can. I usually go to at least two or three conferences or classes a year.

Norma Jean Gile (’97)

I attend conferences when possible and complete continuing education sessions online to keep my license current—even though, due to a disability, it is unlikely that I will ever work again. But I worked too hard to become an RN, and I refuse to let my license expire!

Mariana Hanson Pugmire (AS ’83)

I recommend never letting your license lapse. I used to teach the nurse refresher course for Utah, and it was so hard for nurses to come back into nursing after being out of touch for 20 to 30 years. There are so many ways to keep your continuing education hours up to date; I have loved going to nursing conferences with friends from my unit. Not only was I updating myself professionally, but it was also girls’ weekend!

Sheri Patton Palmer

How do you incorporate the Healer’s art outside of nursing?

Following the teachings of Christ incorporates the Healer’s art into our day-to-day lives. In a clinical setting, it is easy to see our clientele as a diagnosis—heart disease, ruptured tympanic membrane, or the like; it is more difficult to look beyond the illness and care for the patient and their family. A young mother who has been awake overnight with a sick child may feel overwhelmed by the demands of her child, acknowledging her stressful situation and assisting her to cope is an integral part of caring for this pediatric patient.

Michelle Kate Kendall (AS ’77)

I try to keep my family involved with me in community health by participating in volunteer projects at the Food and Care Coalition and the Community Action Services and Food Bank.

Mary Faye Wright (‘91)

In the next issue we will feature responses to the following questions:

What advice would you give to those just beginning their career?

What unique opportunities have you found because of your nursing background?

If you would like to share a response, please email nursrgr@byu.edu.

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“Everyone comes to you when you are a nurse. And honestly, I love it.”
All in a Day’s Work

Annie Kitchen of Orem, Utah, starts her day at 7:00 a.m. by reading in the scriptures and meditating in her office—a bedroom converted to a workroom, complete with television, music, and pictures of grandchildren. By 7:30 a.m. she has selected the yarn color of the day and begins to make a pair of booties.

“I have to keep my hands busy and mind alert,” she says. “Making a pair of baby booties each day does that.” At age 96, Kitchen finds her hobby relaxing, yet it allows her to keep her hand and eye motor skills active and engaged.

Kitchen has been crocheting since she was six years old, and her family members were usually the recipients of her earlier projects. With nine children, 43 grandchildren, and 99 great-grandchildren, everyone has received something from her talents over the years. Later she began making items for a ward nursery, neighbors, and then the Provo humanitarian center of The Church of Jesus Christ of Latter-day Saints. When the Church changed its emphasis a few years ago and asked that products be distributed locally rather than internationally, Kitchen needed a new outlet for her creativity. Then one day her home teacher, Kevin Stocks, a professor in the BYU School of Accountancy, suggested she give items to the College of Nursing.

Each year in October for the college’s alumni service project, alumni and friends assemble newborn kits for nursing students to deliver during their spring term public and global health clinical experiences. Kitchen now donates hundreds of booties to the project, and new mothers in Ecuador, Ghana, India, and Tonga, as well as in the Salt Lake City area, receive her gifts.

Although it takes Kitchen about three and a half hours to finish a pair of booties, she no longer follows a pattern and has the patience required to keep working, stitch after stitch after stitch. “The yarn is the most important part,” says Kitchen, who has a particular fondness for fiber. “I use the same strand size for feel and consistency but also to ensure that each one is as soft as the other.” For this reason she prefers not to receive yarn donations from friends. “I just buy the materials myself and do not worry about the cost of my hobby.”

But Kitchen doesn’t stop with baby booties. After lunch each day she works on a jigsaw puzzle or reads for a few minutes and then starts another crochet project: stuffed animals. The benefactor of her afternoon handiwork is Primary Children’s Hospital in Salt Lake City. “Everyone needs a toy,” says Kitchen. “I make toys for those who may need to cuddle with someone the most.”

Her favorite animal to fashion is an elephant, then a kangaroo. She makes dozens of kinds of animals—many from patterns and some from her own design. Regardless of how long it takes, Kitchen crochets into the evening, finishing an animal each day. By 9:30 p.m. she is ready for bed, but she sleeps comfortably, knowing her efforts will warm a baby’s feet or brighten a sick child’s day.

“I work six days a week,” says Kitchen. “While these are worthwhile projects, I have never felt they should be done on Sunday. Besides, that is a day of rest—even for me.”
Hats Off to Ecuador
Renee Stubbs of Roseburg, Oregon, loves attending BYU Education Week each year. “My husband, Rand, and I get to deliver handmade hats to the College of Nursing while we are in town,” she says. “It is a privilege to do so, and I will keep doing this as long as I can.”

Stubbs is one of a few individuals who knits hats for nursing students to distribute with other items while completing clinical experiences in the mountains of Ecuador. She tends to make hats in the cooler months, which has the benefit of keeping her warm while she works on them.

Depending on the pattern, Stubbs can produce one hat a day on a loom if she works through the evening. A few items are hand knitted and can take up to three days to complete. The time needed for each hat also depends on the yarn—the smoothness or softness of it. A stiffer yarn takes longer than one that flows through the fingers because it is more difficult to lift off the pegs of the loom or harder to hold while knitting.

“One of my favorite yarns is the Sumptuous by Classic Elite Yarns, which is an aran weight, and they come in many colors, but I particularly like the cranberry color,” she says. “It feels soft and easy to work with.”

When Covey told her yes, Cook said she would talk with her grandmother, who might have some blankets to donate. A few days later, Cook was at the door with a large garbage bag containing blankets and coordinating burp cloths that her grandmother, Rowena Neeley, had sewn to fill the time after the death of her husband. “I remember telling Cook that I had more,” and took Covey to her car to find three additional bags with items to donate.

Covey was overwhelmed by the generosity and kindness of Mrs. Neeley. There were 80 blankets and 80 burp cloths for newborn infants around the world, each with handmad lace edges and beautiful patterned, fleecy fabric. While expressing gratitude, Covey mentioned that this gift was an answer to prayer and that somehow she would get the last 100 blankets needed for the project.

Meanwhile, Covey had a missed call and a message on her phone from Charlotte Dodge of Looney Loomers—a quilting guild formed by several Relief Society sisters who originally completed a service project together 16 years ago in the Orem Lakeview Fifth and Sixth Wards. Dodge had heard about the project from Covey’s great-aunt, Jeannam Hutchings, and she and the other ladies at Looney Loomers wanted to help.

Willing to share their talents and give to needy children across the world, the two dozen ladies responded quickly to the challenge and donated time, patience, and expertise along with yards of fabric and several longarm quilting machines. They utilized some materials already sewn that were in storage and crafted new blankets.

“There are so many things we do each day that do not matter,” says Dodge. “It feels good to choose to make a difference to people who really need us.”

Blankedet in Love
One week before the college’s annual service project last October, Emily Vest Covey (’08), the event’s organizer, found herself needing nearly 200 receiving blankets for newborn kits. A neighbor, Amie Cook, stopped by her house and asked if she was still collecting blankets.

Valentine’s motivations for wide-reaching research are extremely personal. “It is not like I am researching something from afar,” she says. “I am in the trenches and still examine patients. I feel like what drives me to do this work is that I can see that in the prosecution rates. “I give all of my patients a card that says ‘Bloom,’ “ says Valentine. “I tell them that my favorite flower is the crocus because no matter how cold it is, no matter how long the winter, the crocus always blooms, and it just gets stronger. My favorite flower is the crocus because no matter how cold it is, no matter how long the winter, the crocus always blooms, and it just gets stronger.

Faculty Spotlight: Julie Valentine
The Voice of Collaboration

“IF YOU CAN BELIEVE IT, we had protesters attending our meetings,” says Julie Valentine, MS, RN, CNE, SANE-A. “We even had threatening phone calls and letters. Though the work was controversial, Valentine and her husband, Mark, and Uludus for Better Dental Health worked for seven years to pass legislation to fluoridate Utah’s water. Valentine says, “This experience has highlighted how important it is for nurses to be involved with health policy—something I continue to feel very strongly about.”

Today Valentine centers her research on data collection and prosecution rates for sexual assault cases in Utah. In this research she is collaborating with local and national organizations. Locally, Valentine, a certified sexual assault nurse examiner (SANE), partners with the Utah Department of Forensic Services (also known as the Crime Lab) and local law enforcement agencies. They analyze patient and suspect characteristics, factors that impact DNA identification, and variables that determine if an evidence collection kit will be processed.

Nationally, Valentine collaborates with the National Institute of Justice (NIJ), which recently funded the creation of a research toolkit to assess prosecution outcomes in sexual assault cases where SANE programs exist.

An assistant teaching professor and mother to eight children, Valentine completed her undergraduate nursing studies at Arizona State University, received a master’s in nursing education from the University of Utah, and is currently completing her doctoral studies at Duquesne University. She instructs the college’s acute and chronic illness class (and its associated practicum lab at the VA hospital in Salt Lake City) and leads the refugee session of public and global health.

Through her current research Valentine has seen an urgent need for collaboration between organizations. Local rates for processing and prosecuting cases are far below the national average for comparable communities. From 2003 to 2011 only 34 percent of sexual assault cases received screening from law enforcement agencies, and of that 34 percent only 25 percent of cases received criminal charges. In total, only 6 percent of sexual assault cases result in prosecution.

While this data has strong policy implications, Valentine explains that she is not looking to put the blame on anyone but rather to encourage collaboration and development. “I am in the trenches and still examine patients. I feel like what drives me to do this work is that I can collectively give these patients a voice. And these are patients that simply do not have a voice; they have not been heard. You can see that in the prosecution rates.”

“I give all of my patients a card that says ‘Bloom,’ “ says Valentine. “I tell them that my favorite flower is the crocus because no matter how cold it is, no matter how long the winter, the crocus always blooms, and it just gets stronger.”

This is my hope for you: that you will use this horrible thing that has happened and you will be stronger. You will recover.” This is my life’s work.”

“Some yarns feel sumptuous and are a joy to work with.”
“With constant learning opportunities, the emergency room is rewarding and challenging.”

Attending and teaching at BYU was always at the top of his list for career goals.

Craig Nuttall (MS ’11) grew up less than a mile from BYU campus. With his father, Ron Nuttall, serving as a physical therapist and athletic trainer for the Department of Dance, the university had a strong influence in his family. Even as a child he was a big Cougar sports fan. Attending and teaching at BYU was always at the top of his list for career goals.

“As I got older and became a nurse practitioner, my clinical practice took me in a different direction that did not include the university,” says Nuttall. “However, as an adjunct faculty I was enamored with education and helping students develop the skills they needed to be great clinicians. That is why I chose to return to BYU.”

After earning an associate in nursing at Utah Valley University and a bachelor’s in nursing at BYU–Idaho, Nuttall completed a master’s in nursing at BYU. He worked in the emergency department at American Fork Hospital as a registered nurse and then started with Central Utah Clinic after becoming a family nurse practitioner.

As an assistant teaching professor, Nuttall works with undergraduate capstone students and instructs a graduate diagnosing and managing chronic disorders course. He is a member of the American Association of Nurse Practitioners (AANP) and the Utah Nurse Practitioner Association (UNP), serving on its board of directors and as chair of its education committee.

He and his wife, Kristin, have four children. His hobbies include doing anything outdoors, especially hiking and camping. He is often found playing basketball or soccer with the kids, and he’s the reigning champion of handstand competitions with his daughter.

“Stacie’s love is the key to being a great nurse,” says Nuttall. “Always recognize that everyone has something of value to teach you, and don’t be afraid to ask questions. Never stop learning.”

NEVER STOP LEARNING

CRAG NUTTALL, MS, FNP-C

The experiences she had in the NICU sparked her desire for further education to care for children of all ages.

BELIEVE IN YOURSELF

STACIE HUNSAKER, MSN, RN, CEN, CNP

Stacie Hunsaker is in her element in the ER. “With constant learning opportunities, the emergency room is rewarding and challenging,” says Hunsaker. She has enjoyed her employment with Intermountain Healthcare as a registered nurse of 25 years, working eight of those years as a regional nurse educator for three emergency departments, and still completes 3 to 4 shifts a month in a Provo ER.

In 1992 Hunsaker received an associate in nursing from Rick’s College, now BYU–Idaho. Then she earned a bachelor’s in nursing from the University of Phoenix and a master’s focusing on nursing education from Utah Valley University. While working at Intermountain, Hunsaker admired and respected the BYU nursing students during their hospital service with her, and she developed a secret desire to teach in the college. “The only reason I consid- ered leaving was to teach—and only to teach at BYU,” says Hunsaker. Now an assistant teaching professor, Hunsaker instructs an acute and chronic illnesses course and its clinical practicum. Her contribution to the nursing discipline is vast. As Utah's state council president for the Emergency Nurses Association, she conducts training courses for nurses, including trauma nursing and emergency nursing pediatrics.

Hunsaker met her husband on a blind date while he was a BYU student and she was a nurse working in a nearby hosp- ital. They have five children and enjoy camping and four-wheeling together.

“If you believe in yourself, you can do anything,” says Hunsaker. “I tell my students that if they have dreams of advancing their education, they should pursue those goals and believe they can succeed.”

“Find something you are passionate about and excel at it.”

ACCELERATE WITH PASSION

RYAN RASMUSSEN, MS, FNP-C

“Everyone wanted to succeed not only as students but as people. This created an environment I knew that I could not have anywhere else; it is the reason I wanted to be a part of this experience for other students.”

Rasmussen participated in the graduate program with fellow student Craig Nuttall. A month before graduation they dis- cussed teaching together for the college as part of their 10-year plan. Just two years later a faculty member suggested they apply for some open positions. Their 10-year plan became a two-year plan, and they are now on the nursing faculty both had respected so much.

Earning an associate in nursing at Utah Valley University in 2001, Rasmussen began a bachelor’s in nursing in 2008 with the intent to apply to the college’s master program. For five years he was in the emergency room at Timpanogos Regional Hospital, where he worked as a staff nurse, charge nurse, and house super- visor. He also spent time as a nursing supervisor at the Utah State Prison, returned to emergency nursing at Mountain View Hospital, and has worked at Lone Peak Pediatrics the past 30 months.

As an assistant teaching professor and member of AANP, UNP, and Sigma Theta Tau International, Rasmussen teaches the med/surg didactic course and its clinical practicum, along with managing graduate-level clinical experiences.

Ryans’ wife, Laurie Trapnell (’00), is a nurse for Central Utah Surgical Center. They enjoy their five children—three girls and two boys—and love to go boating together on Lake Powell.

His advice to others: “Do what you love and love what you do. If you don’t enjoy what you do in life, it quickly becomes apparent to everyone around you. Find something you are passionate about and excel at it.” Rasmussen follows this mantra and truly enjoys being able to teach students the Healer’s art and inviting the Spirit into the classroom—a combination that makes nurses ready to go forth and serve in so many areas.

STRONG COLLEGE CONNECTION

LACEY EDEN, MS, FNP-C

Lacy Miller Eden (’92, MS ’09) spent most of her early years in San Antonio, Texas, but considers herself a local girl, as she has lived in Utah Valley since her time at BYU—where she earned both her bachelor’s and master’s of science in nursing.

The experiences she had in the NICU sparked her desire for further education to care for children of all ages. She returned to BYU to pursue a master’s, leading to certification as a family nurse practitioner, and has worked in urgent care and a pediatric clinic since.

Eden’s connection to the college is strong—first as a preceptor and affiliate faculty for the nurse practitioner program, then as an adjunct faculty clinical instructor. She belongs to the UNP, AANP, and the National Association of Pediatric Nurse Practitioners, serving on its special interest group for pediatric pallia- tive care and immunizations.

Working with students Eden discovered how rewarding it is to teach, and she has enjoyed the challenge. As an assistant teaching professor, she instructs several health assessment and promotion classes, along with a graduate-level clinical.

“I want to provide for college students what BYU faculty have provided for me—a loving and safe atmosphere to learn and incorporate the gospel in teaching,” says Eden. “Nurses that graduate from BYU stand out among their peers, along with having incredible nursing skills; they are leaders, examples, inventors, and researchers in their units. I want to help continue this incredible educational experience.”

Her love of caring for children has exponentially grown over the years, and she also volunteers at her children’s elementary school with its fall carnival, dance festival, or school musical.

“I have an incredible family; my husband, Brett [whom she met while serving on the cheer squad at BYU], and three children are a true blessing in my life,” says Eden. She enjoys cooking, hiking, and a love for the outdoors. “Our favorite way to spend summer evenings is in American Fork Canyon with a fire and s’mores.”

ACCELERATE WITH PASSION

RYAN RASMUSSEN, MS, FNP-C

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Barbara Mandleco, PhD, RN

Do What You Love
KAREN DEARING, PHD, APRN-BC

“Do What You Love”

Barbara Mandleco, PhD, RN

For the past 20 years professor Dr. Barbara Mandleco partnered with an interdisciplinary research team on campus to study families raising children with disabilities or chronic conditions.

Project investigators included faculty in the college, including assistant professor Donna Freeborn (AS '74), the School of Family Life (Susanne Roper), and the McKay School of Education (Tina Dyches). Elaine Marshall, former college dean, was one of the early members of the team as well.

Mandleco has several articles pending publication and plans to visit Patagonia next month and attend a conference in Brazil next year.

Mandleco received her bachelor’s in nursing from the University of Wisconsin-Madison, a master’s in pediatric nursing from the University of Florida, and a PhD from BYU in human development. Before starting as an assistant professor at the Salt Lake Center, Mandleco taught pediatric nursing at the University of Utah for seven years and supervised students clinically at the University of Utah Medical Center.

Since coming to BYU in fall 1977, the spectrum of classes she has taught has included nursing research, nursing management, families and chronic illness, and various graduate-level courses.

She reminds faculty to include students on their scholarly projects. “These experiences allow for pooling talents, provide new perspectives for looking at problems, and help socialize students into the world of scholarship,” says Mandleco. Likewise, she encourages students to get involved in faculty scholarship: “Such experiences allow direct involvement in scholarly projects and provide experiences different than within classrooms that seem to be a routine work day.”

As a professor emerita, Mandleco will continue to stay busy:

1. Always keep your license current, and work at least one day a week. Mangum explained that nurses never know when they will need to work full-time. Keeping your license current allows you to be available for both employment and volunteer opportunities.

2. Be observing. In a world where machines can easily become the center of attention, Mangum advises nurses to have the courage to care about the individual and to remember that each patient is one of God’s children. Being a patient-centered nurse will take you far and create joy in daily tasks. “The Spirit will guide you during what seems to be a routine work day,” Mangum says.

3. Have a questioning mind. Be proactive in determining your patient’s care by constantly analyzing what the patient will need next, possible side effects of medication, and other aspects of care. Always read and study research involving your area of work. Be at the forefront of nursing knowledge.

4. Serve a mission some time in your life. There are more than 190 nurses serving as full- or part-time missionaries for The Church of Jesus Christ of Latter-day Saints. These opportunities can come at the start or at the end of a nursing career.

Mangum has several articles pending publication and plans to visit Patagonia next month and attend a conference in Brazil next year. She likes to read, sew, quilt, hike, camp, and spend time with her husband, Carl, and their two children and four grandchildren.
Karen Johnson Whitt (AS ’84) completed a bachelor’s and master’s at George Mason University and a PhD from George Washington University. She joined the college faculty in January as an assistant professor and instructs capstone students and a course in scholarly inquiry in nursing.

Nekoll Bassett Bjorn (’01) is a certified legal nurse consultant and works with lawyers determining case merits based on medical aspects.

Neil E. Peterson (’07) anticipates receiving a PhD in nursing science from the University of Virginia in May. He is currently a nurse practitioner for employee health, same day clinic, and workers’ compensation cases at the university hospital in Charlottesville, Virginia.

Jacob T. Nunney (’08) started in a certified registered nurse anesthetist program last year at Allegheny Valley Hospital School of Anesthesia in Pittsburgh, Pennsylvania.

Allie Holt Larkin (’10, MS ’13) recently started as an advanced practice registered nurse in the maternity and pediatric units of Thomas Jefferson University Hospital in Philadelphia, Pennsylvania.

Christy Harris Parsons (’12) is a staff RN with Sentara Healthcare, helps with patient education, and works with college faculty to edit and assist with their journal-writing processes.

Celeste Wouden (’12) recently started in a doctor of nursing practice program at the University of Utah and served the past year as a registered nurse with Primary Children’s Hospital.

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Marilyn Winterton Edmunds (’64) is the editor-in-chief for The Journal for Nurse Practitioners and an adjunct faculty for Johns Hopkins University School of Nursing. She is also working with college faculty to edit and assist with their journal-writing processes.

Janet Croft Sandy (’65) is a nurse practitioner (with two shifts a day) at Shoshone Family Medical Center in Pocatello, Idaho, and has taught nursing courses for 41 years at Idaho State University.

Michelle Rate Kendall (AS ’77) finished her bachelor’s at Georgia State University and a master’s in nursing education at Bellin College in Green Bay, Wisconsin. She works part-time as a triage nurse in a pediatric office and serves as an adjunct clinical instructor at North-east Wisconsin Technical College.

Nancy Kuehner Kraus (AS ’80, ’82) says that her time at BYU was “the best nursing education ever that I could have asked for and it prepared me for all I have done in nursing.” Kraus recently celebrated working 30 years as a PICU nurse for the Children’s Hospital of Orange County in California.

Alan F. Luthy, Assistant Professor, DNP, FNP-C

For decades childhood vaccinations have been required prior to school entry in the United States and have been closely tracked after enrollment. Now, thanks to the research of assistant professor Dr. Beth Luthy (’03, MS ’05), data on the vaccination status, perceptions of vaccines, and barriers to vaccination for school employees in Utah are becoming available.

Luthy gained a passion for vaccinations mostly from her public health nursing background but partly because 25 years ago her one-year-old son needed a liver transplant. Because of his compromised immune system—both before the transplant and for a couple of years after—he could not receive childhood vaccinations. The family felt helpless and hoped those around them in their community were adequately immunized. Sadly, Luthy’s son ended up contracting pertussis and chickenpox—diseases preventable by vaccines—and his life was threatened further and his recovery delayed.

Luthy’s published materials, coauthored with several peer faculty, including professor Dr. Riena Beckstrand, focus on immunization compliance and indicate why some Utah parents either refuse to vaccinate or delay immunizations for their children. This research was meant to determine parental concerns and to develop educational messages that can alleviate these fears.

In 2013 Luthy switched her focus from parents to adults in the workplace. She partnered with a group of nursing students and the Utah County Health Department to increase the number of adults vaccinated at work in an effort to help protect infants in the community. Infants cannot obtain their own pertussis vaccine until they are at least two months old, but they almost always contract the disease from an adult.

Luthy’s two most recent articles, found in the August 2013 issue of the Journal of School Nursing, published data from studies conducted in two Utah school districts: Provo and Box Elder. This research was inspired by an April 2011 measles outbreak in Salt Lake City, in which unimmunized children who were exposed to measles while traveling in another country started spreading the disease throughout the Utah school system and community before they knew they were sick. While trying to find out if students were immunized, many teachers and administrators realized they did not know their own vaccination levels.

Luthy found that children attending school in Utah have immunization mandates according to Utah state law, yet there are rarely requirements for school employees. During the Provost study she sent questionnaires to 277 school employees (with a 53.8 percent response rate) to ask about their vaccination rates and if they thought this process should be mandated for school employees, just as it is for children; 62.2 percent believed themselves to be fully vaccinated and 48.6 percent responded that immunizations should be mandated for school employees. The Box Elder study had similar results.

These and other findings show that adult vaccination knowledge is lacking in the school employee population. School employees were generally unaware of their vaccination status for diseases such as measles and pertussis. Most subjects believed vaccinations to be safe and effective, although they believed vaccinations to be more beneficial for children than adults (94.3 percent compared with 73.2 percent). Luthy’s efforts to teach others expands later next month with the publication of a children’s book. Michael’s Superheroes, scheduled to be available for purchase on amazon.com or at creativeworks.byu.edu, is a story about a little boy who needs to go to the clinic to get a shot. He is worried about it—until his mother explains that the shot gives his body superheroes (a simple way of describing the immune system).

The main character in the book, Michael, is named after Luthy’s son who had the liver transplant. The goal of the book is to provide parents with a resource to help explain shots to their kids. Hopefully, as a result children will have a little less anxiety about getting immunized.

In April 2012 the Utah County Health Department honored Luthy for her efforts and dedication to the health and welfare of the citizens of Utah County. Most recently, she received the Utah Nurse Practitioner 2013 Nurse Educator of the Year award.

IN MEMORIAM

Pearl Rogers Royne (’56)
Patricia Christiansen Busk (’57)
Genevieve Elaine Lollar Huber (’60)
Mildred Gayle McRae (AS ’67)
Elaine Parry Murphy, former acting college dean (1967-70)
Rosanne Marie Acton Wall (’69)
Catherine Vandenburgh Wagstaff Chapman (AS ’72)
Lyman William Willardson (AS ’75)
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Karen Johnson Whitt (AS ’84)
TAMO 

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TAMO
To Know Them Is to Care for Them Better

Excerpts from the experiences of nursing students Arlene Johnston, Jason Egan, Marthea Hale, and Michelle Herrig while serving the veteran population.

Ron Ulberg, Associate Teaching Professor, MSN, RN, CDRN
Kent Blad, Associate Dean and Teaching Professor, DNP, FNP-BC, ACNP-BC, FCCM, FAANP

In 2012 Michelle Obama and Jill Biden announced the Joining Forces campaign and charged 150 organizations and 625 nursing schools—including BYU—with educating nurses to meet health needs unique to military service members, veterans, and their families. According to the Department of Veterans Affairs, 22,923,399 veterans lived in the United States in 2013. Only an estimated 33 percent of all veterans receive care in the Veterans Affairs (VA) healthcare system.1 At some point in their careers, all nurses will likely care for veterans—and they can better serve these individuals by understanding military culture and appreciating what they have experienced in combat. Each war plagues its veterans with specific postdeployment exposure and health concerns. Vietnam veterans exposed to Agent Orange now battle various cancers. Gulf War veterans face respiratory illness caused by inhaling chemicals and smoke from burning waste. Many soldiers who served in Iraq endure traumatic brain injuries, amputations, and hearing loss related to an improvised explosive device (IED). And regardless of where they served, many veterans suffer the unseen wounds of post-traumatic stress disorder and other mental health issues.2 Developing empathy and emotional understanding for these patients is one clinical aim of the College of Nursing’s public and global health course. Designed and implemented by associate dean and teaching professor Dr. Kent Blad and associate teaching professor Ron Ulberg, this course began in 2005 and teaches students to safely and competently care for the veteran population. Blad and Ulberg—veterans themselves—recently teamed up with 12 others to publish the Enhancing Veterans’ Care Tool Kit for the American Association of Colleges of Nursing, partnering with the Department of Veterans Affairs.3 To become even better caretakers for these former soldiers, 16 senior BYU nursing students step away from their textbooks each spring and spend a term learning military culture from its best teachers: the veterans themselves.

These students sit down with veterans and listen to their stories. They visit with veterans in rural Utah and several areas of military importance in Washington, DC, to further immerse themselves in this culture, such as the VA War Related Injury and Injury Study Center, VA Central Office, Arlington National Cemetery, and multiple veterans memorial, monument, and museum sites.

The difference between gaining knowledge from just reading accounts versus from engaging with veterans directly is immeasurable. The experiences’ success will be judged on the differences between the personal conviction of individuals who have not immersed themselves in military culture and those who have.

The impact of this experience is shared below as four students provide insight into their encounters with veterans.

A Listening Ear

While interning in a rural hospital in Panquitch, Utah, I cared for a man who had served in the Vietnam War. He had been a prisoner of war for a year and his back was broken twice during that time.

As I talked to him about his service and how it affected his life, he confided that he had not talked about any of his military experiences until he broke down one day while teaching school in 1999. The floodgates opened, and he started talking about things that had been bottled up for years. He said he felt like it would have been beneficial for him to talk about these things when he was younger.

—Arlene Johnston

At some point in their careers, all nurses will likely care for veterans.

Bringing History to Life

Never will a textbook exist that would render history as powerful as meeting face-to-face with a veteran who has helped make history real. Sitting down at a table in the Warrior Cafe at Walter Reed National Military Medical Center, I conversed with a below-the-waist amputee. He had stepped on an IED in Afghanistan, which exploded three of the 12 live grenades he was carrying around his waist. A few things caught me off guard: first, he was younger than me, and second, he had a positive attitude and outlook. I asked myself, How could I ever have a bad day again?

—Jason Egan

The Price of Freedom

The students learned that nurses must be better listeners to not just their veteran patients but to all in their care.

The Price of Freedom is Visible Here. Never have truer words been written. While visiting with wounded warriors at the Walter Reed Center, I had the opportunity to meet a staff sergeant of the United States Marine Corps. This marine’s job was to search for and destroy explosive devices that could be used to injure U.S. troops. When deployment in Afghanistan, he was wounded while attempting to disable an IED. Despite his extensive injuries, this marine’s only concern was the safety of others. Through this experience I came to realize that this is an extensive healing process. The wounded veteran will require considerable time and support in his recovery. This is not the typical “time week in the hospital and I will never see you again” patient, as is often the case in mainstream hospital healthcare. As we understand the deep commitment and perseverance these men and women put into their recovery, we can also as nurses make a lifelong commitment to help veterans heal emotionally, spiritually, and mentally, which will increase the quality of life in this population.

One year past both his legs, four fingers, and most of the tissue in his lower arms. For 18 months he worked to become functional again. Despite his injuries he was pleasant, motivated, and happy. I was down to him because of the smile on his face and the welcoming nature he had about him.

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One measurement of success for this study is that six of 27 students from the past two years have been hired at VA facilities due to their desire to work with veterans after taking this class.

—Michelle Herrig

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Patience in Healing

Matthew Wood (‘14) reflects on the names of soldiers who gave their lives in service to their country and are listed on the Vietnam Veterans Memorial.

The students learned that nurses must be better listeners to not just their veteran patients but to all in their care.

Notes


Faculty Achievements

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

### Honors

- Associate dean and teaching professor Dr. Kent Blod received a Presidential Citation from the Society of Critical Care Medicine. 4 Mar. 2013.
- A research poster by associate teaching professor Cheryl Cornett and undergraduate students earned Overall Judges Award at Evidence-Based Nursing Research Conference, Intermountain Healthcare. 27 Aug. 2013.
- Associate professor Dr. Darla LaCruz received second place in the research poster contest (education category) at American Psychiatric Nurses Association Conference. 9 Oct. 2013.
- Assistant professor Dr. Beth Lytht was honored with the 2013 Utah Nurse Practitioner Educator of the Year Award, Utah Nurse Practitioners, Salt Lake City. 14 Nov. 2013.

### Presentations Delivered


### Appointments

- Associate professor Dr. Barbara Haines was appointed by Governor Gary Herbert to serve on the seven-member Board of Aging and Adult Services for the State of Utah. She was also appointed to be a master examiner for the American Health Care Association (AHCA)/National Center for Assisted Living (NCAL) National Quality Award Program. 27 Aug. 2013.
- Associate teaching professor Steve Hunsaker will serve on the National Emergency Nurses Association Annual Meeting Planning Committee.
- Associate professor Dr. Cheryl Allyn was appointed by Governor Gary Herbert to serve on the seven-member Board of Aging and Adult Services for the State of Utah. She was also appointed to be a master examiner for the American Health Care Association (AHCA)/National Center for Assisted Living (NCAL) National Quality Award Program. 27 Aug. 2013.

### Other Information

The Utah Nurse Practitioners Board of Directors named Kelly Smith, an MS FNP graduate student, as one of three students recipients of their 2013 UNP Scholarship Award. Oct. 2013.

Undergraduate student Katie Stansfield is one of 20 national recipients of the American Psychiatric Nurses Association Board of Directors Student Scholarship. 25th chapter anniversary plaque from Sigma Theta Tau International Inta Eta Chapter at-large. (third-time Key recipient), Indianapolis, IN. 19 Nov. 2013.
THE SPIRIT of Giving
You may be the answer and you do not even know it.

John Rossi—husband, father, 10-year naval veteran, and senior nursing student. Due to circumstances many nontraditional students face, last semester he became financially overwhelmed while trying to balance home, family, and the need to work extra hospital shifts as a medical technician with the demands of his class schedule.

A caring professor became aware of his situation and asked if any scholarship monies were available. Surprisingly, a donation had arrived that morning with a note from a kind couple that stated they felt prompted to make an additional gift without knowing why. The funds became a partial scholarship and were given to John for assistance, which allowed him to reduce his workload and focus on his studies while still taking care of his wife and five children.

After graduation John plans to pursue a doctor of nursing practice degree with a concentration in nurse anesthesia. He says, “As soon as we’re able, we’ll be college donors.”

We are grateful for thoughtful and generous alumni and friends of the BYU College of Nursing who continue to provide similar experiences for nursing students. You may never know if you are the answer to a student’s need. Please consider making a gift today at give.byu.edu/nursing.

To find out how to give to the scholarship fund or other College of Nursing programs, please contact Carol Kounanis at 801-422-8294 or cek@byu.edu.