Saying Goodbye; My Success Came from Many

This will be my final message as dean of the College of Nursing at Brigham Young University. My time in this position found exciting challenges and unique opportunities—both for the college and me.

During the past eight years, I have seen our college flourish. We had a successful accreditation visit from the Commission on Collegiate Nursing Education, added roughly 512 alumni to our nursing association, and hired 21 faculty and 9 staff to our roster.

Growth came in many ways. With a $4 million gift from the Fritz B. Burns Foundation, we reimagined what nursing simulation can become for our curriculum with high-fidelity manikins, cameras, and microphones. The expansion of the Mary Jane rawlinson Geertsen Nursing Learning Center also allowed for the implementation of new resources for learning, including electronic health records, modules for end-of-life care, and expanded communication skills with incorporated TeamSTEPPS nomenclature. We found our roster.

Our stories found a voice through expanded social media channels, additional magazine publications, a college blog, and a year in print calendar. All messages showcased the strengths of our program, the abilities of faculty members, the educational uniqueness of students, and the generosity of donors to the college.

Most recently, we ended 2019 with Arizona philanthropist Mr. Ira A. Fulton making a $1 million contribution to his already established Myrtle Fulton Mentored Learning Award. This fund allows the college to use the account’s interest each year to provide nursing students with experiential learning opportunities as they work with faculty members who have received these grants. The projects conducted by recipient faculty members and their students significantly impact not only the patient populations but also the community.

Overall, I am pleased with the collective efforts of students, faculty, and alumni to expand the influence of the college as we practice the art of nursing and continue to learn the Healer’s art.

This magazine features a story on areas in which to apply compassion and some highlights of my tenure as the college dean. It also contains excerpts from our Homecoming-honored alumni, the latest recipients of the DAISY Award, and mentored learning experiences from nursing students and faculty members.

My heart is full, and I appreciate the relationships I have known in this position. I will always be honored and grateful to have served as your dean.

The publication also features the scholarly works of Dr. Sheri Palmer and Dr. Neil Peterson, spotlights faculty member Dr. Peggy Anderson, introduces two new college professors, and includes a tribute to a beloved retired faculty member, Dr. Sabrina Jarvis.

As I reflect on my time as the college leader, I am quite mindful that my efforts and accomplishments come as a result of many individuals working to do their best to fulfill the mission and objectives of our organization. My heart is full, and I appreciate the relationships I have known in this position.

I will always be honored and grateful to have served as your dean. While it is hard to consider the appropriate time for retirement, I know the college will be in good hands with my replacement. (Watch for an announcement later this spring.)

I will always be honored and grateful to have served as your dean. While it is hard to consider the appropriate time for retirement, I know the college will be in good hands with my replacement. (Watch for an announcement later this spring.)

We can look forward to finding ways to support the new leadership team and will see many achievements from them in the coming years.

Patricia Ravert
Dean and Professor, BYU College of Nursing

Compassion Takes HEART
Nursing is a profession that incorporates both science and art. It is a gift that can be acquired through practice, kindness, and greater insight. Consider some areas that nursing faculty focus on to help students learn the Healer’s art.

Dean Ravert’s Legacy
In August, Dr. Patricia Ravert will retire after 21 years of service to the university. Review some of her accomplishments and lasting influences on the College of Nursing.

Honored Alumna Award
Each year, Brigham Young University honors alumni with significant professional accomplishments from each college. Read excerpts from the lecture given by the college’s 2019 recipient, Dr. Kelly Wosnik.

Patricia Ravert
Dean and Professor, BYU College of Nursing

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LAST SUMMER, my wife and I, as non-healthcare professionals, cared for a family member following a surgery. Our home’s open floor plan allowed for mobility without stairs as well as health-care support from us during her recovery.

Not long into the stay, my kindness waned with my patient for her lack of appreciation for my limited nursing skills (bandage wrapping, med dispensing, etc.). My charity was limited, and practicing compassion did not come easily for me. I wondered how nurses even develop this trait with their patients.

Associate teaching professor Dr. Michael Thomas shared this insight with me: “Some individuals possess a greater natural capacity to experience and exhibit compassion towards others. I think developing true compassion requires a change in perspective. I try to help students develop compassion by teaching them there is a reason for all behavior. Every human being has similar desires and needs, but some have learned to satisfy these needs in maladaptive ways. Taking time to understand someone else’s perspective enables us to develop empathy and act towards them in a nonjudgmental, compassionate manner.”

While my desires were good, I just needed practice applying compassion. Yes, there were dressings to change, but there were also fears to console, concerns to resolve, and reassurances to give.

Teaching professor Dr. Kent Blad (MS ’99) reminded me that students are not taught these skills but are given opportunities to apply them in clinical settings. “We do this by practicing the art of nursing, not just science,” he says. “At Brigham Young University, we call that the Healer’s art. Nursing is a wonderful profession because it incorporates both science and art. The characteristic of compassion is an art, not a science.”

Another faculty member suggested that exhibiting this trait is more of a process. “I believe it is one of our Christlike attributes, an ability many people are not in touch with for their own unique special skill sets,” says associate teaching professor Dr. Leslie Miles (AS ’83, BS ’99). “The experiences students have in the classroom, in the simulation lab, and with patients at clinicals all help individuals to uncover their style and talent of being compassionate.”

One of assistant teaching professor Dr. Noreen Oeding’s favorite stories of the Savior showing compassion is when He was on His way to heal His friend Lazarus (John 11). “The Savior took time to weep with family and friends before He raised Lazarus from the dead. He felt their pain and anguish after losing someone they all loved and exercised compassion in their most fragile moments. Students can apply this same type of love and compassion by sitting by their patients and families, reassuring them in difficult moments, and yes, even crying with them,” Oeding says.

“To show kindness to others, remember to use HEART. HEART—or hear, empathize, apologize, respond, and thank—allows anyone the ability to apply these attributes with compassion.”

—DENISE CUMMINS

BY JEFF L. PEERY

Photography by Zak Gowans

Compassion and the HEART of Caring
For nursing, empathetic listening is about really understanding the person who is talking to you. That means hearing them with an open mind and without judgment. Perhaps they mostly want to be heard and may not necessarily want you to provide a solution.

Assistant teaching professor Tracy Dustin provides this reflection: “I observed one of my students caring for a patient’s family in the ICU. The patient was very ill, and there had been a lot of traffic in the room attending to this patient throughout the day. Several times during the shift, I found my student sitting beside the family member in the corner of the room just talking. The student answered questions and provided information and comfort. The final interaction I saw was the student holding a family member’s hand. The student could have spent her time doing any other activity and instead noticed a need and selflessly went about caring for the patient’s family by listening to their needs. She understood compassion and that it is about being other-centered.”

Another insight comes from associate teaching professor Dr. Shelly Reed (AS ’81, BS ’84): “We have assignments in our OB clinical that help students apply compassion. The first assignment is where students write up the story of their birth, as told by a parent. Part of this assignment is for their parents to share advice for nurses, and often the advice the parent has to give is related to compassion that a nurse did or did not show. These are powerful to students because it is something that happened to their parent at their birth.

“The second assignment is a postpartum diversity interview, where students sit down and interview two mothers about their birthing outcomes and then compare and contrast the experiences. This project is a compassionate one in and of itself. They learn a lot of lessons in these interviews, and I remind them as nurses to try to take time to sit and listen to patient experiences.”

Empathize

The Greater Good Science Center from the University of California, Berkeley, says that “the term ‘empathy’ is used to describe a wide range of experiences. Emotion researchers generally define empathy as the ability to sense other people’s emotions, coupled with the ability to imagine what someone else might be thinking or feeling.”

“I’m dealings with students,” says Cummins, “I try to remember how I felt when I was a student, then treat them the way I would have liked to be treated.”

Dr. Reed feels that “the easiest way to teach compassion is to show compassion,” she says. “Next is to provide teaching opportunities where students can serve others and learn compassion through recognizing that others have needs and then meeting those needs. Finally, talking about these opportunities through debriefing and reflection exercises also helps students learn to be compassionate.”

In pediatric clinical rotations, Dr. Oeding’s nursing students visit the NICU. She says, “This is a place that is very close to heaven as precious babies are born—some thriving and some that do not make it. It is a time and place where we rejoice and weep.”

On one occasion, she asked a student how her day was going, and the student replied, “This unit is different. I can feel something different, and it is sweet.” The student stood there with tears in her eyes, feeling love and charity for her little patients and their parents, along with the overwhelming spirit of compassion. Oeding believes her student felt what the Savior termed “bowels . . . filled with compassion” (3 Nephi 1:76).

“Compassion is a gift of the Spirit that can be acquired in this life. It is developed by trying to pattern our lives after that of the Savior and following the principles He taught.”
—DENISE CUMMINS

Associate teaching professor Gaye Ray (AS ’81) also feels that empathy is an initial step toward compassion. “I believe the college provides unique learning experiences to help students empathize with others. In such things as poverty simulation, public and global health clinical practicum experiences, and case studies during lectures, nursing faculty design and provide opportunities to develop or enhance compassion.”

Teaching professor Karen Lundberg (AS ’79) philosophy: “I ask my N180 [an introduction to nursing course] students to define nursing or what it means to be a nurse. After they have written down a response, I tell them my definition of nursing. First, I read the story of the good Samaritan (Luke 10:30–35), and then I explain the ideas of a compassionate stranger. Like the good Samaritan, I don’t know my patients, and I don’t know their families. I know nothing about them, but yet I feel compassion towards them. So I see myself as a compassionate stranger.”

Associate teaching professor Lacey Eden (BS ’02, MS ’09) instructs her graduate students working to become family nurse practitioners to listen to what they are asking their patients. She says: “In a standardized patient assessment, a clinical visit is simulated with an actor patient who has a new diagnosis of lupus. In the debriefing session, we discuss the importance of asking patients about their families and friends and what kind of support they will need. We teach students to invite the patient’s family members to attend the next office visit so they too can understand the course of the disease. I try to help the student recognize this need by imagining they were the patient, how would they feel if they had just been told they had lupus? Trying to understand the patient’s situation will improve the capacity for compassion.”

“I believe the college provides unique learning experiences to help students empathize with others. . . . Nursing faculty design and provide opportunities to develop or enhance compassion.”—GAYE RAY

Delivering Difficult News

In the second semester, students have the opportunity to practice compassion through simulated lab experiences. During one lab, students have to relate bad news to a patient who has just woken up from surgery. The patient’s surgeon has explained that her tumor was more extensive than they thought it would be, so the surgical team had to perform a celiotomy. Un fortunately, the patient was still fairly sedated, and by the time the student nurse gets to the bedside for care, the patient has forgotten and does not want to believe the news. The students must be emotionally present and demonstrate genuine care and compassion for this patient as she learns that her greatest pre-operative fear has come to pass.

Through preparing simulated experiences, faculty in the College of Nursing at Brigham Young University strive to provide students opportunities to care for patients as whole people. Rather than only teaching skills in the skills lab, they embed the skills into real-life scenarios that challenge the students to think on their feet. Students provide feedback about every lab. Below are some things students said about working with this scenario.

“I like scenarios where I get to practice demonstrating empathy. This is one of my favorite parts of being a nurse—being someone that patients can trust and talk to and emotionally lean on for support.”

“I wish I knew better how to console the patient.”

“This lab helped me realize the importance of patient care, especially when they receive hard news.”

For more on empathy, see the handbook, In the Presence of Pain: A Nursing Practice Framework for Human Compassion, by Mary Ann Delahunty, RNC, PhD, RN-BC.
“ Compassion is one of our Christlike attributes. . . .

The experiences students have in the classroom, in the simulation lab, and with patients at clinicals all help individuals to uncover their style and talent of being compassionate.”
—Leslie Miles

Managing compassion fatigue

Over time, compassion fatigue can have an impact on a nurse’s professional and personal life due to continual exposure to direct or secondary traumatic events. Below are a few techniques to help you and your peers manage:

• Find ways to cope with stress, such as exercise, yoga, or meditation.
• Manage your family/work balance; be aware of what is meaningful for you and your family, and be consistent.
• Develop a healthy support system—people who build your self-esteem, listen, and care.
• Advocate for a healthy work environment with meaningful recognition, open communication, and adequate staffing.

(RN.com; compassionfatigue.org)

Turn to page 23 to read about a study BYU College of Nursing professors are conducting to help nurses overcome compassion fatigue.

able and allow a follow-up response from the patient.

One alumna shared an online response to this approach. Nurse Jen says, “Saying that sounds x, where x can be any description that’s relevant to the specifics of the person’s experience—difficult, overwhelming, sad, hectic, exciting, unexpected, etc.—leads to a more human response.”

For example: “How frustrating! Is there something I can do to assist you?” or “That sounds unexpected. Do you want to talk about the situation?”

But when something upsetting happens to a patient, it can be difficult to know what to say. Even if you have not lost a spouse or been diagnosed with cancer yourself, you can consider what it would be like if those things had happened to you. That is what expressing regret in compassion looks like—connecting with the other person’s pain and making an effort to understand how he or she might be feeling.

For example: To acknowledge their pain, say, “I can see how that would be difficult,” or to share how you feel, say, “My heart hurts for you,” and to be supportive, state, “I’m here for you.”

Respond

There is no script for compassion; it is less about what you say and more about showing up and listening well.

“Students and nurses need to take time to feel—don’t rush so much you miss the greatest teacher of all time teaching you His compassion,” says Oeding. “Nurses have the blessing and gift to be a conduit from heaven for their patients as they exercise compassion and love.”

So how do nurses respond? Perhaps the best way is through a social touch, a gentle placement of their hand on a shoulder or a soft grasp of another hand; by facial expressions, eye contact, or a needed smile; or by being present, just being there for the patient or their family at that moment.

Professor Dr. Renea Beckstrand (AS ’81, BS ’83, MS ’87) shared this tender experience: “I was working one afternoon at a local ICU when I received a new neurosurgery patient who had suffered a sudden head trauma. The patient was young, with a spouse and a small child. The surgery confirmed the earlier MRI that this patient would not survive his head injury. My fellow staff nurse Nicole Lamoreaux (BS ’09, MS ’16) was also at that time my graduate student in the BYU ENP program. She came into the room and, without saying a word, put her hands gently on the distraught and grieving spouse’s shoulders. With tears running down Nicole’s face, she truly exemplified ‘mourn with those that mourn’ [Mosaic 18:9]. It was one of the most compassionate moments I have witnessed as a nurse.”

Dr. Miles encourages all to apply compassion in any hospital or clinical setting. “Be kind to everyone you meet, for everyone is fighting a great battle that you probably do not know.”

On understood.org, Amanda Morin writes, “You’re probably familiar with the Golden Rule: Treat others the way you want to be treated. But empathy relies on the Platinum Rule: Treat others the way they want—and need—to be treated. This approach puts the focus on understand-

ing what a person needs from you instead of what you think they need.”

Morin also suggests not jumping immediately into “fix it” mode. “As teachers [or nurses], we are so used to fixing things that you may immediately try to find solutions. Sometimes, it is more useful to listen to and understand what’s wrong. Individuals might not even want you to fix the problem. After you understand the situation, you can talk with them about possible solutions and what support they may (or may not) want from you.”

Thank

Assistant professor Dr. Cortina Tanner believes an essential part of successful clinical practice is our outlook and honoring the humanity of our patients. She says, “The moment we dehumanize them as being ‘just a patient, just a case of pneumonia, just a knee replacement,’ etc., we dehumanize ourselves as being ‘just the nurse.’ When we see and value our patients as unique and precious individuals, compassion comes naturally. The care we provide is enhanced, and our work as nurses becomes deeply rewarding.”

Compassion goes hand in hand with gratitude by helping us move beyond feeling appreciation and encourages us to take action. Being thankful feels good, and there is science to support it. The Greater Good Science Center from the University of California, Berkeley, also published research suggesting that being thankful with compassion not only strengthens others, but it also improves us in these ways:

• Physical—You can lower blood pressure, be less bothered by aches and pains, and have a stronger immune system.

• Social—It encourages individuals to be more forgiving, more helpful, and more generous.

• Psychological—Being compassionate leads to being more alert, awake, and having higher levels of positive emotions.

Summary

“I believe compassion is a gift of the Spirit that can be acquired in this life,” says Cummins. “It is developed by trying to pattern our lives after that of the Savior and following the principles He taught.”

Blad agrees that more than the spoken word, we learn compassion through others’ examples and actions. He has had many great examples of compassion in his life, which motivated him to seek the nursing profession as a career.

“The experience that changed me involved my father,” he says. “I had worked at the VA Medical Center for many years when my father began getting his care there, being a veteran of World War II. It started me thinking that, given the right scenario, my father could be one of the patients at any given time. Then it hit me that the patients I was caring for every day were someone’s father or son or brother, etc. I took a personal pledge at that time to treat every veteran patient that I cared for as if he or she was my father in that bed. That changed my

professional life. All patients deserve to be treated with the love and respect that we would give to our parents.”

For me, it was my patient. Her recovery success came with me: listening more, finding ways to empathize, being specific in my responses, being less quick to respond with comments not supporting the situation, and showing appreciation to my patient.

I believe that compassion is at the HEART of learning the Healer’s art. “Christ has compassion for all of us, that is why He atoned for our sins and died for us,” says Reed. “When we show compassion for others, we are just a little more like Him.”

Notes


4. Morin, 7 “Ways to Respond to Students with Empathy.”


“It hit me that the patients I was caring for every day were someone’s father or son or brother, etc. . . . All patients deserve to be treated with the love and respect that we would give to our parents.”

—Kent Blad
During the past eight years, much in the college has been modified or improved under Dean Ravert’s guiding influence. She was the catalyst for many progressive changes to push the college to a higher academic standard. To highlight her impact, let’s consider some of the areas she has affected during her tenure as dean.

Ravert became the dean of the College of Nursing on August 1, 2012, after serving as an associate dean for five years. Before that, she had a professional career with Intermountain Healthcare for over 20 years. She returned to BYU and obtained a master’s degree in nursing administration in 1994 and later received a doctorate from the University of Utah in 2004. She joined the BYU faculty in 1999, teaching senior nursing courses and serving as the coordinator of the college’s nursing and learning center (NLC) and clinical simulation laboratory. She is a certified nurse educator and was inducted as a fellow with the National League for Nursing in 2010 and with the Academy of Nursing Education in 2011.

Ravert has a desire to prepare students for their clinical experiences adequately and has focused on high-fidelity simulation for many years. Her efforts to improve the college’s simulation laboratories reflect her passion for the subject. Under her guidance, the NLC was expanded in 2014 by 4,000 square feet (now totaling 11,000 square feet) and was renamed the Mary Jane Rawlinson Geertsen Nursing Learning Center after the college received a $4 million gift from the Fritz B. Burns Foundation. The additions include six full-simulation rooms, four debriefing rooms, five exam rooms, a 10-bed skill lab, a four-bed walk-in lab, and two procedure training areas. The increased space allows more students to have the opportunity to experience simulation regularly, as it operates approximately 70 hours each week with a staff of 26 student workers/registered nurses and two full-time employees. During the last academic year, there were 15,891 student encounters in the NLC (students spending at least 20 minutes in the lab) and 25,611 cumulative student hours.

The expansion of the NLC also incorporated new technology to make learning encounters more realistic and valuable. This included adding 6 high-fidelity manikins, 14 mid-fidelity manikins, a birthing simulator, and pediatric and infant devices. The NLC uses high-tech equipment such as video cameras and microphones to capture student interactions for evaluative purposes. For example, an exam with a standardized patient in one room may be broadcast to the class in another area. Tablets and computers are used to control the cameras, manikins, and monitors. Electronic health records became a staple in simulation, preparing students for their first clinical experience and allowing them to enter the hospital setting adequately equipped to document care.

The NLC is a central and invaluable part of BYU’s nursing program. During the six program semesters, each nursing student completes at least 50 simulations in the center. Students are immersed in a simulated environment and have more room to practice skills and can enjoy more hands-on opportunities than ever before. Ravert’s efforts to incorporate simulation into the college’s curriculum were recognized in 2015 when she was listed as number 19 among the 30 most influential nurse educators.

This coming August, the College of Nursing at Brigham Young University will say goodbye to an inspiring leader, confident supporter, and dear friend. Dean and professor Dr. Patricia Ravert (AS ’74, BS ’75, MS ’94) is retiring after a long and fulfilling career. Her presence has impacted each of us individually. We are the ones that will carry on her mission. We are her legacy.

By Quincey Taylor
LEARNING THE HEALER’S ART  |  SPRING 2020

#19

DEAN RAVERT

OF THE 30 MOST INFLUENTIAL DEANS OF NURSING IN THE UNITED STATES

(2015)

Ravert has brought many new faces to the college, adding to the college’s wealth of collective knowledge and diversity with each individual. Out of the 39 current faculty members, Ravert hired 21 of them (with two more in process). Additionally, she oversaw the implementation of a university-approved college rank and status document, outlining in detail the steps faculty members must take to receive tenure and advance as professors. For example, faculty members with PhD degrees are on the professorial track and focus on nursing research, while individuals with master’s or DNP degrees are on a professional track and work on projects, present at conferences, and serve on national committees as they contribute to the nursing discipline.

She also hired 9 of the 11 current administrative and staff employees. The team Ravert has built over the years and their commitment to the college rank and status document, outlining in detail the steps faculty members must take to receive tenure and advance as professors. For example, faculty members with PhD degrees are on the professorial track and focus on nursing research, while individuals with master’s or DNP degrees are on a professional track and work on projects, present at conferences, and serve on national committees as they contribute to the nursing discipline.

As part of improving the nursing alumni association experience, the number of alumni events has expanded. These new events include the Night of Nursing, speed “nurseworking” luncheons, alumni career night, the master’s reunion, and the WIN Conference college reception, while the annual alumni service project each Homecoming weekend and the Women’s Conference luncheon have continued. Amplified college publications have told the story of alumni and students, growing to include an annual college calendar, biannual college magazines, and the college blog. Learning the Healer’s Art. Ravert believes each student has their own story and seeks to make every individual that comes in contact with the college feel appreciated and heard. She was also responsible for partnering with the DAISY Foundation for the implementation of the DAISY Awards for outstanding faculty and students. Each winter and fall semester, one student and one faculty member are recognized as individuals that show extraordinary compassion. These individuals are honored for the efforts they might have thought had gone unseen. By promoting selfless acts, Ravert has encouraged students to practice integrity and to love everyone with whom they come in contact.

Another significant change from her leadership is the expansion of sites for the clinical practicum of the public and global health nursing course to include the Czech Republic, Fiji, Finland, India, Samoa, Spain, and Vietnam. While the experiences still focus on learning unique healthcare systems and viewing community and cultural perspectives, each of these locations has offered immeasurable benefits to students who immerse themselves in different ways of living. No country performs healthcare in the same way. Each site holds new ways students can glean nursing knowledge. Nursing students are also able to teach nurses around the world new techniques to help save lives. For example, the 2018 Fiji section tutored local nurses and nursing students on how to help newborn babies breathe better, and the 2016 Samoan group worked with hospital leaders in American Samoa to teach intraosseous vascular access and practice IO insertions with their medical staff.

With each passing year, students have had the college’s curriculum become ingrained in them. Students are eager to enter a program with such a stellar record. The BYU College of Nursing was named third among the 50 most progressive nursing school in 2016 by NursingSchoolHub.com, the number 1 most preferred nursing program in 2017 by TheKnowledgeReview.com, and the number 12 best college for nursing in 2019 by Niche.com. The college prides itself on accepting only the best students, taking into account their extracurricular and emotional intelligence along with their academics.

Ravert’s replacement will be named later this spring. While we are confident Ravert will continue on an exciting new path in her life, we cannot help but miss her already. She has helped each person with whom she has come in contact to come unto Christ through her quiet acts of selflessness. Each person—whether student, faculty, staff, or alumni—will go on as part of her legacy, a history of love and devotion that will not be easily forgotten.

NLC Expanded by 4,000 square feet; it also added
6 full-simulation rooms
4 debriefing rooms
5 exam rooms
10-bed skill lab
4-bed walk-in lab

AVERAGE 1ST-TIME PASS RATE ON THE NCLEX-RN (SINCE 2013)

96.9%

OF THE 50 MOST PROGRESSIVE NURSING SCHOOLS

(2016, NursingSchoolHub.com)

MOST PREFERRED NURSING PROGRAM

(2017, TheKnowledgeReview.com)

BEST COLLEGE FOR NURSING

(2019, Niche.com)

MOST SOCIAL-MEDIA-FRIENDLY NURSING SCHOOL (OF 996)

(2018, GraduateNursingEdu.org)

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#12

#44

PHOTOS OF DEAN RAVERT BY MARK A. PHILBRICK

PHOTOS OF DEAN RAVERT BY MARK A. PHILBRICK
Enhancing a Baccalaureate Nursing Program through the Integration of Global Women’s Studies

The newly created global women’s studies (GWS) minor encourages students to be more compassionate and caring when interacting with and caring for women. Learning more about women, especially from a global perspective, can help nurses to be more effective in the workforce.

When associate dean and associate professor Dr. Katreena C. Merrill (AS ’83, BS ’85) received funding from the Myrtle Fulton Mentored Learning Award, the first thing she thought of was how to bring awareness of the GWS initiative to as many undergraduate students as possible. Merrill believes that receiving a minor without delaying graduation or adding too many extra classes to their schedule. It requires only one three-credit introduction course, two one-credit colloquium classes, two three-credit electives such as women in science and women’s health issues, and two nursing classes they are already taking: the public and global health nursing course practicum and the nursing capstone project.

Merrill believes that receiving a minor in global women’s studies will encourage nursing students to become better nurses. To promote the initiative, Merrill found three students interested in the minor: Electra Cochran (semester five), Emma Beaumont (semester four), and Harper Forsgren (semester four). As part of the research award, these students received a scholarship to participate in a study abroad in England at the BYU London Centre, where they completed one of the GWS minor courses.

Beaumont says this of her opportunity: “Today, we went to the Florence Nightingale Museum and came away feeling so much more grateful for the contributions Nightingale made, not only to nursing but to so many other fields as well! It was truly inspiring. Tomorrow, we are going to Bletchley Park, where women broke the code for World War II. It is empowering to visit places and listen to the women who speak- ers about such fascinating topics that are directly related to nursing.”

Of her experiences, Cochran says: “I plan to become a nurse practitioner in women’s health, and this study abroad helped me to bring this goal into a lens of reality. Bariness Nicholson, the founder of the AMAR Foundation, told us that the most important thing we as students can do right now is develop our talents with a motive to help and create a place in our hearts for those who don’t have the opportunity to gain an education. Out of the billions of women in this world, I am one of the few to have an education and one of the few to have the gospel. This privilege suddenly becomes a mandate when I think about that way. I am very optimistic about the future, and I can’t wait to use my talents to make a difference in the world.”

Since returning home, the students have given two presentations on the experience and have recruited more than 40 students to complete the new minor. Merrill and her students have also established a nursing group—NEW (Nurses Empowering Women)—that meets monthly with interested students to discuss women’s issues and how they relate to healthcare and being a future nurse.

“Out of the billions of women in this world, I am one of the few to have an education and one of the few to have the gospel. This privilege suddenly becomes a mandate when I think about it that way. I am very optimistic about the future, and I can’t wait to use my talents to make a difference in the world.”

— Electra Cochran
Compassionate Individuals Receive College DAISY Awards

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

The DAISY Award for Extraordinary Nursing Faculty

STACIE HUNSAKER RN, MSN, CEN, CPEN, CNE
Associate teaching professor Stacie Hunsaker received DAISY Award entries from several students, each one testifying of her compassion in nursing.

Student Hannah Hoffman says, “I spent time with Stacie during a veteran clinical practicum. One Sunday while in Washington, DC, an older woman fell leaving the church building and twisted her ankle. Stacie first addressed the immediate medical concern but then took the time to listen to the women’s concerns, calm her fears, and ease her anxiety.”

Another nomination says, “I had only been in Stacie’s class for three weeks when I was admitted to the hospital. Stacie took time out of her busy schedule to visit me there; it meant the world to me. The care, concern, and compassion Stacie has for individuals are exemplary and beyond admirable!”

An additional student shares, “Stacie goes above and beyond to help those around her thrive. She took the time to tell me my strengths and applaud me, helping me to feel confident at a time that I was struggling to feel competent. She shared experiences from when she was a young nurse and then laughed! The situation helped me realize that we could laugh at mistakes and the things we were stressing (about)”

Emily Henstrom, another student, says, “During the third semester, Stacie would set a lunchtime for her clinical group, not because she had to but because she wanted to spend those moments with us and get to know us. She has shown me so much love since I met her, and I can’t imagine my college experience without her.”

The DAISY Award for Extraordinary Nursing Students

ALLISON BINGHAM NOEL RN
Sixth-semester nursing student Allison Noel from Eagle, Idaho, was nominated by her peer Keeley Austin, who writes, “Any person who meets Alli knows she is a special person. She has an infectious positive attitude and a laugh that makes everyone smile. I attended my global health clinical practicum with Alli in Fiji, and every day I became more impressed with her ability to connect with others. She became a role model for me as she found the ones who were in need and addressed those needs with her talents.”

Another nomination says, “I had only been in Stacie’s class for three weeks when I was admitted to the hospital. Stacie took time out of her busy schedule to visit me there; it meant the world to me. The care, concern, and compassion Stacie has for individuals are exemplary and beyond admirable!”

An additional student shares, “Stacie goes above and beyond to help those around her thrive. She took the time to tell me my strengths and applaud me, helping me to feel confident at a time that I was struggling to feel competent. She shared experiences from when she was a young nurse and then laughed! The situation helped me realize that we could laugh at mistakes and the things we were stressing (about)”

Emily Henstrom, another student, says, “During the third semester, Stacie would set a lunchtime for her clinical group, not because she had to but because she wanted to spend those moments with us and get to know us. She has shown me so much love since I met her, and I can’t imagine my college experience without her.”

During their clinical practicum, Noel and Austin had assignments to teach a group of third-grade Fijian students about the human body. Many of their activities required the children to jump, run, and dance, but they did not account for any children who might have disabilities.

Austin continues, “When we started the lessons, I saw Alli sitting at the back of the group with a student in a wheelchair. She was attentive and helped that student participate in ways that were adjusted to meet his needs. I couldn’t believe how quickly she was able to assess the situation and find a solution.”

Noel constantly looks outward, so when she is faced with situations like this one, she adapts well. Austin and peers know they can be the kinds of nurses that don’t just go through the motions. They can follow Noel’s example of compassion by seeking out and addressing individuals’ needs.

Hunsaker and Noel were presented with a unique sculpture as a symbol of their recognition. The small stone statue is called A Healer’s Touch. Each piece is hand carved by members of the Shona tribe in Zimbabwe.

Both individuals received their honors at the college’s annual scholarly works conference in October 2019.
IN MEMORIAM

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

Carol Louise Gadd Kingsolver (BS '61, MS '88)
- While attending high school, Carol worked as a nurse’s aide, which helped her decide to become a nurse. After attending BYU, Carol worked as a nurse at Utah Valley Hospital and was later an instructor in the College of Nursing, during which time she also earned her master’s degree. She and her husband, Donald, have two sons and six grandchildren.
- Dated: July 2, 2019.

Sharon Gail Cartwright McMurdie (AS ‘66)
- Avondale, AZ. She and her husband, John, have four children, 20 grandchildren, and 4 great-grandchildren:
  - Sharron, 74, died August 2019.
  - Judy Ann Hamilton Carr (AS ‘69)
  - Draper, UT. She and her husband, Dave, have four children, 15 grandchildren, and a great-grandchild, Judy, 72, died September 2019.
  - Joelene Ann Bernig Wallin (AS ‘69)
  - Salt Lake City, UT. Joelene spent her career as a nurse working for Intermountain Healthcare, where she was instrumental in the launch of its insta-care program. She and her husband, Robert, have three children and three grandchildren. Joelene, 72, died August 2019.
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Rely on the Lord

By Kelly K. Wosnik

Excerpts from her BYU Homecoming 2019 address

“We all have a story. And even if you do not feel like yours is anything unique or different, we all make a difference in people’s lives,” says Dr. Kelly K. Wosnik (BS ’99, MS ’03).

In October 2019, Wosnik received the university’s Alumni Achievement Award from the College of Nursing in recognition of her contribution to the nursing profession. Wosnik, a nurse practitioner and founder of Bristol Health, first learned about medicine as a patient, not as a provider. Born with a genetic condition called dentoalveolar dysplasia (CCD) that affects teeth and most of the bones in the body, she underwent many difficult surgeries while growing up. Her experiences led her to study nursing at BYU, where she was befriended and mentored by caring faculty.

“One day, a nursing instructor talked with me in the elevator,” Wosnik recalls. “She asked about my intentions after graduation, and I told her my passion was to work in an emergency room. Many people had already told me that hospitals do not hire new nurses for their EIs, so you must first gain experience on the floor—and I did not want to work on the floor. This wise professor turned to me and without hesitation said, ‘They’ll hire you!’ ”

Confidence from a mentor and gentle reassurances can make a huge difference to anyone. “I’ve had a lot of those reassuring people throughout my life,” she says. “The biggest thing is to rely on the Lord. You can try on your own, but I guarantee that you cannot succeed without His help.”

And anyone who works with Wosnik knows she says quite frequently, “I don’t know what I’m doing. I’m just doing it. And the Lord assists. The one thing I know for sure is that Heavenly Father helps us each and every day. He knows how to help us do it.”

Wosnik completed the family nurse practitioner program at BYU in 2003, graduating as valedictorian. In 2009, she earned a DNP from the University of Utah. Since then, she has established an on-site medical clinic for Mountain Country Foods, a dog food treat manufacturer with more than 400 employees. She now employs 20 people through her own clinic as she bridges family medicine and psychiatry to meet patients’ mental health needs.

As part of her master’s thesis on CCD, she found dozens of people with similar experiences to hers. (The congenital disability affects approximately one in a million births.) There was limited medical information about it. “Most of the time, those living with it were teaching doctors about their symptoms and conditions.”

In 2017, to develop awareness for CCD and support those with the condition, she established the nonprofit organization CCD Smiles. “To help promote the resources, she teamed up with Gaten Matarazzo, the actor who plays Dustin on Stranger Things, who also has the disorder.”

In her 2019 BYU Homecoming address, she told a lecture audience that “each of us is broken. I can testify that you do not have to be perfect—emotionally or physically—to help others. You also need not be the smartest or the most qualified. We are promised that as we trust in the Lord, He will make weak things strong in His own time.”

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She often says that her heart is not big enough to continue caring for so many. “It’s so hard to show the emotional strength to help people with depression, anxiety, heartache, or CCD. But [the Lord] continues giving strength to me, and I feel connected to Him. When I walk into my clinic, it is almost like having Heavenly Father right there helping me,” she concludes. “I love mental health.”

Caring for His Children

By Lyndee Johns

“I’m not very exciting,” claims associate teaching professor Dr. Peggy H. Anderson (AS ’83, BS ’99, MS ’01). “I’m just kind of a normal person that comes in and gets her work done.” But anyone that knows about her dedication, her compassion, and her love of service knows there’s much more to her than that.

Anderson currently works as the undergraduate program coordinator and as the faculty rank and status council chair. She teaches community health nursing and public and global health undergraduate classes, leads a nursing capstone group each semester, and teaches the vulnerable populations section of the public and global health nursing course each spring. She and her students work with at-risk populations, which includes refugees, immigrants, and the incarcerated.

Her work with the prison began about 15 years ago when she was called as a Relief Society president for the Utah State Prison. “I’ve always volunteered in the community, but this was perhaps the most life changing,” Anderson says.

One experience from this time particularly stands out to her. She had decided that for this Relief Society meeting, they would teach the sisters the words to Primary songs. The first song, “A Child’s Prayer,” caused a sister who was at the meeting for the first time to start weeping. “By the time we got to the end of the song, we’re all crying,” Anderson says. When asked to share her story, the sister talked about the first time she was in jail. She had been in a cell, awaiting her sentencing, when she heard the song “A Child’s Prayer.” Despite never having been religious, she had knelt in her cell to say her first prayer. During this prayer, she had asked to learn the words to that song. The song is now a staple of the yearly fireside at the prison.

Anderson also volunteered for the Bedtime Stories program, which allows incarcerated women to record themselves reading bedtime stories for their children or grandchildren. Inspired by her experiences at the prison, Anderson created the global health clinical practicum curriculum.

“I’ve always volunteered in the community, but [serving in the Utah State Prison] was perhaps the most life changing.”

Anderson describes as “the absolute correct choice.” After graduating, she worked in pediatrics and then moved to a surgical center. She became a clinical educator for surgical services, and BYU later reached out to her, asking her to work with clinical students. Anderson is a woman of service. Even during her limited free time, she continues to serve her ward and her community, to teach Primary, and to help refugees learn how to sew.

When not working, teaching, or volunteering, Anderson enjoys spending time with her family of 8 children and 17 grandchildren. She also loves to read and to sew, and she plans to extend her hobbies with her new quilting machine.

Her love for the Lord and her students is apparent. She admonished students to be engaged in their work, to be open to promptings, and to look for tender mercies during their classes and their careers.

“I have such a testimony of nursing, and I just feel so strongly that the Lord has a tender place in His heart for nurses, because we care for His children.”

By Kelly K. Wosnik

“Rely on the Lord. You can try on your own, but I guarantee that you cannot succeed without His help.”
Assistant professor Dr. Marc-Aurel Martial (BS ’90) was born to some of the first Church members in Haiti. He is married to his college sweetheart and is the father of three children whose ages range from 21 to 2. His passion for helping others has led to a successful career in the nursing field, and he now light to the College of Nursing. After graduating with a bachelor’s degree in nursing from Brigham Young University in 2000, Martial became a registered nurse in the adult intensive care unit of the Banner Desert Medical Center in Mesa, Arizona, later switching to Hospice Family Care. He returned to BYU to complete his master of public health, graduating in 2004. This experience prepared him for the rigor of working in the intensive care unit at the University of Utah Hospital. But Martial never forgot his origins. He organized humanitarian health missions to Haiti and the Dominican Republic for seven years. He impacted the lives of many through International Aid Serving Kids, an organization that has provided care to over 21,000 impoverished children and their caretakers. This led him to establish the Haiti Health Initiative in Orem, a nonprofit raising awareness about the needs of Haiti’s citizens. Additionally, he served as the Haitian Creole language coordinator for the translation department of The Church of Jesus Christ of Latter-day Saints for over a decade. In 2004, Martial continued his volunteer work by serving as a float nurse in the Timpanogos Regional Hospital, serving as an intern at the Canadian Council for Tobacco Control, and becoming a site regulatory coordinator for multiple hospitals in Utah. Later, he continued his education by pursuing a doctor of philosophy in nursing from the University of Utah, from which he graduated in 2019. While in school, he worked as a graduate research assistant, analyzing data and presenting his findings at different conferences. In 2016, he became a clinical instructor for nursing students at the University of Utah, teaching and managing various undergraduate and graduate courses. Martial loves to play racquetball and soccer, and he enjoys having more time to do so after finishing his PhD. He keeps an avid journal and advocates for adoption, the means by which his family grew by two people.

Sometimes, circumstances in life push you right in the direction that you need to go. For assistant professor Dr. Corinna Tanner, that precisely the case. Tanner was diagnosed with Stargardt disease, a genetic condition that causes progressive damage to the macula, the area of the eye that is responsible for straight-ahead vision. This means that those affected can only see out of their peripheral vision. It wasn’t until later in her life that Tanner fell in love with nursing. As a young single mother, she began school at Metropolitan State University, where she received a bachelor of science in health science in 2005. However, Tanner was not done. She went on to earn another bachelor of science in nursing from the University of Colorado in 2006, followed by a master’s degree in nursing from the same university in 2008. Tanner’s desire to serve the public that she was a part of expanded. Having grown up understanding the obstacles those with a vision impairment face, she began to work as a sensory impairment specialist for the Division of Services for the Blind and Visually Impaired in Utah. That role led her to an opportunity at the John A. Moran Eye Center at the University of Utah Hospital to teach as a health educator, where she continues to teach the visually impaired to be empowered from their circumstances. Last fall, she led Grand Rounds for the University of Utah’s Department of Ophthalmology and Visual Sciences, reframing expectations of visually impaired older adults. She also oversees a clinical practicum for the nursing care of older adults in Provo and recently completed a post-master’s gerontology certificate in the University of Utah. Her experiences working with the blind inspired her to further her education in nursing. Through her hard work, Tanner graduated last summer with a PhD in nursing from the University of Utah. Having completed her doctorate, she now focuses on reframing, teaming up with assistant professor Dr. Neil Peterson to establish training programs and health initiatives for the visually impaired in the country of Barbados. Tanner has four children, but she has only a five-year-old to keep her and her husband company at home. She enjoys going to concerts, traveling with her family, and maintaining a small garden.

Never one to stop learning, associate teaching professor Dr. Sabrina Jarvis took an educational path that reflects her celebrated dedication and hard work. She received an associate’s degree in nursing from Cochise College in Douglas, Arizona, in 1976 and a bachelor’s degree in nursing from Grand- view University in Des Moines, Iowa, in 1985. In 1990 she received her nursing master’s degree from BYU, where she was honored as valedictorian. She completed her doctor of nursing practice from the University of Utah in 2009. For more than 40 years, Jarvis has worked as a nurse in many settings, including piloting the nurse practitioner role in the adult surgical intensive care unit at the Veterans Medical Center Hospital in Salt Lake City and its Surgical Service Excellence Award in 1991 and 2000 and two national recognitions from the Depart- ment of Veterans Affairs. She enjoys the challenges of caring for critically ill patients and giving service to veterans as a certified family and acute-care nurse practitioner at the Center for Change Psychiatric Hospital in Orem, Utah. Her academic career began as a part-time clinical instructor for the University of Utah in 1992 and continued with Salt Lake Community College. She started at BYU in 2001 as an adjunct faculty member and became an assistant teaching professor in 2008. She became an associate teaching professor in 2014 and spent the last six years mentoring graduate students. Jarvis obtained a presidential citation from the Society of Critical Care Medicine (SCCM) in 2013 and received two recogni- tions from Utah Nurse Practitioners: Excellence in Education in 2006 and Excellence in Clinical Practice in 2007. As an honor to her significant career achievements, she became a fellow in the American Academy of Nurse Practitioners in 2011. Her creative works are as impressive, with 7 manuscripts reviewed, 5 articles published in peer-reviewed journals, 6 book chapters published, 3 invited online educational modules developed, and over 20 invited podium presentations given during her career. (Some SCCM annual lectures involved keeping the material fresh and exciting for over six hours at a time!) Jarvis looks forward to more road trips and adventures with family and friends, traveling in her convertible car, enjoying her fur babies (two dogs and a cat), and gardening. But she will always enjoy her time at BYU.

For her significant contributions to the University of Utah, she was named 2011 Educator of the Year by the Utah Academy of Nursing. Jarvis was also chosen in 2007 as one of nine simulation experts selected by the National League for Nursing/Laerdal Simulation Project to deliver content and provide resources related to the effective use of simulation with a focus on faculty development. Additionally, Jarvis was named the university’s 2015 Alice Louise Reynolds Women-in-Scholarship Lecturer, receiv- ing the Muriel Thole Teaching and Learning Fellowship in 2007, being inducted as a fellow by the American Academy of Nurs- ing in 2011 and by the Academy of Nursing Education and the National League for Nursing in 2010, and being named 2001 RN of the Year for her excellence in nursing education by the Utah Nurses Association.

She will not be replaced as dean until August, but her leader- ship will continue for years to come. (See a related legacy story on page 8.) Ravier’s retirement plans include traveling to new places, trying unique recipes, serving in the Church, and being with fam- ily. She is the mother of 5 children, grandmother of 14, and great-grandmother of 1.

Professor Dr. Patricia Ravert (AS ’74, BS ’75, MS ’94) has been on the faculty at BYU since 1999 and was appointed the dean of the College of Nursing in 2012. She has also served as the undergraduate associate dean and did the coordinator of the nursing learning center and clinical simulation laboratory.

Ravert received her associate’s, bachelor’s, and master’s degrees in nursing from BYU, after which she received her doctorate from the University of Utah in 2004.

Before coming to BYU, she was employed as a registered nurse in various roles with Intermountain Healthcare from 1974 to 1999. She currently volunteers as a member of its corporate board of trustees and professional standards committee and as a member of its Utah County hospital board of trustees.

Her example is felt in many ways. In 2015, she was listed as num- ber 19 among the 30 most influential deans of nursing in the United States. The reasons for selection include her work with simulation in nursing education as well as the high pass rates of undergradu- ate students taking the NCLEX-RN certification (95.4 percent for 2019). She was also a key player in the college’s $8 million expan- sion of the Mary Jane Rawlinson Gerstein Nursing Learning Cen- ter in 2014 (with support from the Fritz R. Burns Foundation).

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Additional honors include being named the university’s 2015 Alice Louise Reynolds Women-in-Scholarship Lecturer, receiv- ing the Muriel Thole Teaching and Learning Fellowship in 2007, being inducted as a fellow by the American Academy of Nurs- ing in 2011 and by the Academy of Nursing Education and the National League for Nursing in 2010, and being named 2001 RN of the Year for her excellence in nursing education by the Utah Nurses Association.

Sharing His Love for Haiti
Marc-Aurel Martial, Assistant Professor, PhD, MPH, RN

Empowering Others in Her Situation
Corinna Tanner, Assistant Professor, PhD, RN

New Faculty
Two new faculty members recently joined the College of Nursing, and two beloved individuals are leaving.

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A Nursing Example of Service and Caring
Sabrina D. Jarvis, Associate Teaching Professor, DNP, FNP-BC, ACNP-BC, FAANP

Retiring Faculty
A Nursing Example of Service and Caring
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Forever a Leader, Advocate, and College Friend
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Contribution to the Discipline

**Studying Teenage Pregnancy in Paraguay**

Shari P. Palmer, Teaching Professor, RN, DNP, CNE, CTNA

Teaching professor Dr. Sheri Palmer (AS ’81, BS ’84) is a firm believer in helping lift people out of poverty by education and has taught vulnerable populations during her career as a nurse educator. A cultural group of interest for Dr. Palmer is Latin American people.

Recently, Palmer was awarded a Fulbright U.S. Scholar grant to be a cultural and academic ambassador to Paraguay. With assistance from this grant, she was able to teach and study in Paraguay for up to six weeks at a time in 2018, 2019, and 2020.

The funding also allowed her to be a visiting scholar at the National University of Asunción in Paraguay and to teach nursing classes to faculty members and students of the college in five different cities.

Palmer first came in touch with the people of Paraguay while serving a welfare mission for The Church of Jesus Christ of Latter-day Saints shortly after receiving her RN license 30 years ago. Since her time as a missionary, she has had a strong desire to return and serve the people that she loves.

In Latin America, both poverty and teen pregnancy rates are among the highest in the world. Fundación Paraguay is a Paraguayan foundation working to combat these challenges of poverty and related health issues. Foundation leaders reached out to Palmer to help them develop a solution to address women’s health issues and teenage pregnancy.

For the past two years, Palmer, teaching professor Sondra Heastion (MS ’05), and associate teaching professor Dr. Shelly Reed (AS ’81, BS ’84), with the help of 22 nursing students, have been conducting research and implementing teaching projects in western Paraguay. The research team determined that the rate of teen pregnancy, specifically in rural villages, was higher than average. They interviewed community members to identify their perception of what possible risk factors contributed to teenage pregnancy, as well as possible successful interventions. After the study, it was clear that one risk was inadequate education. A possible solution was to educate school-aged youth about health, maturation, and sex.

With encouragement from local community leaders and teachers, Palmer and her research team studied the most effective way to teach sex education. They found that the United Nations Education, Scientific, and Cultural Organization (UNESCO) and the World Health Organization (WHO) have recommended guidelines used all over the world. This resulted in developing a course consisting of seven different modules ranging from personal relationships and the human body to sexual reproductive health. Each module highlights specific points that are considered essential for youth to understand. Palmer and her team interspersed gospel beliefs about the sacredness of sex and reproduction as well as the role of the family in educating youth.

In addition to creating a new curriculum for sex education, Palmer also discovered techniques on how to teach these materials more effectively. First, the information needs to be taught consistently throughout the schools and covered periodically. Second, educators must use correct language and terminology while talking about sex and be able to control the conversation while making students feel comfortable with a sensitive subject. It is highly recommended to separate boys from girls in teaching these delicate topics. Finally, cultural norms and barriers must be considered and must direct this type of education.

In 2019, Palmer and her team taught the sex education course to groups of students in 11 schools over a week and a half. When the classes ended, they had taught almost 700 students. The classes were highly successful, with student-teacher interaction, and will continue to be taught through efforts of the local Paraguayan Foundation. Palmer and her team are in the process of teaching the teachers to carry on this vital educational project.

She plans to continue her research on the health, maturation, and sex education class over the next few years to determine its effects on the youth in this area of Paraguay. Palmer believes the added benefit of mentoring BYU nursing students so that they can experience this type of research and service is what nursing is all about.

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**Too Tired to Care? Strategies to Build Resiliency and Reenergize Nurses**

Neil Peterson, Assistant Professor, PhD, RN, NP-C, AGACNP-BC

Any alumnus that being a nurse is physically and emotionally demanding. Complex patient loads, long shifts, fast-paced environments, and working in emotionally and physically challenging areas cause stress for healthcare workers. According to one benchmark study, burnout conditions affected 49 percent of registered nurses under the age of 30 and 40 percent of RNs over 30 (Aiken et al., 2001).

To try to reduce compassion fatigue and burnout and improve personal and professional wellness, assistant professor Dr. Neil Peterson (BS ’07) recently studied three intervention strategies delivered via a smartphone application: gratitude, exercise, and mindfulness. He was one of the recipients of the Myrtle Foulton Mentored Learning Award, an in-house college grant that provided several thousand dollars to support this research initiative.

Peterson relates that the simple act of purposefully and consistently expressing gratitude helps people become happier, more energetic, and more hopeful. He also notes that expressing gratitude can improve the ability to cope and adapt to challenging circumstances. Multiple studies have linked physical activity to improved mental health. Healthcare givers can benefit from exercise as they deal with work stress. The lack of regular exercise may predict an intention to leave the work environment.

He also suggests that mindfulness makes individuals more self-aware, more open, and more accepting of difficult situations while also helping them experience more feelings of peace. These factors can help minimize burnout and compassion fatigue among healthcare workers.

Peterson joined with two fellow nursing faculty, associate teaching professors Stacie Hunsaker and Dr. Michael Thomas. They hired two nursing students, Ashley Rankin (BS ’19) and Marlie Murray (semester five), along with Tevin Stewart, an information technology student from the BYU College of Engineering, to develop a phone application: gratitude, exercise, and mindfulness. The app gave daily reminders to engage in their chosen intervention during the study and prompted participants to record their involvement daily.

A total of 83 participants enrolled, with 36 completing all aspects of the study. Participants were primarily female (98.8 percent) and nurses (85.5 percent). Participants in the gratitude group (n = 18) experienced significant increases in compassion, satisfaction, and subjective happiness scores and a significant reduction in burnout scores. Peterson stated that the ratings in the exercise and mindfulness groups were trending towards significance but were limited by small sample sizes.

The results of this pilot study are promising. Peterson and team members plan to share the complete study at a professional conference. They also anticipate that the data will be published in a nursing journal in 2021.

Plans are underway to expand the study to multiple nursing units and hospitals to track progress for a more extended time. The next phase will also allow participants to select and utilize more than one strategy.

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Screenshots from the Compassion Fatigue App Peterson assisted in developing.
College of Nursing faculty members continue to showcase their dedication to and expertise in the healthcare industry through a variety of achievements and publications. Following are a few notable examples of what they have accomplished.

**Faculty Achievements**

**Presentations Delivered**


Luther, B. J., Barra, J., & McCain, M. A. (2019) Essential nursing care management and coordination. **Chaplains**


**APPOINTMENTS**

Professor Dr. Renee Beckstrand was selected to serve on the national research grant review panel for the American Association of Critical-Care Nurses (AACN) and will review submissions for AACN grants. She will also continue to serve on the AACN annual conference occurring this May in Indianapolis, IN.

Assistant teaching professor Dr. Michael Thomas was appointed the president of the American Psychiatric Nurses Association, Utah Chapter.

**AWARDS AND SUCCES**

Associate professor Dr. Janale Macintosh received the Alcuin Fellowship honor award from Brigham Young University. Associate teaching professor Dr. Blaine Winterton was honored with the university’s Merle Thune Teaching and Learning Faculty Fellowship.

Two assistant professors recently completed doctoral degrees and will continue their research from the University of Utah: Dr. Marc-Auréle Martial, whose dissertation research explored the impact of an anxiety prevention and treatment program among preschool children in a rural mountainous community in Haiti, and Dr. Corinna Tanne, whose research considered post-traumatic growth among older adults with vision loss as a by-product of marital degeneration.

The Utah Nurse Practitioners (UNP) recently honored second year graduate student Charlie Rodríguez with its Outstanding Student Award.

Arizona philanthropist Mr. Ira D. Fulton made a $250,000 scholarship donation to Brigham Young University. Mentorship Award in the College of Nursing. The college said the scholarship will help expand the interest each year and provides nursing students with mentorship opportunities.

The Fritz B. Burns Foundation established a $36,200 scholarship in the College of Nursing. Dr. Peggy Anderson was named faculty of the year for her contributions to scholarships for tuitions, mentorship, and participation in global health sites.

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Help Celebrate Florence Nightingale’s 200th Birthday!

2020 is the “Year of the Nurse and Midwife,” honoring the 200th birth anniversary of Florence Nightingale. Celebrate by printing our bicentennial adventure list, taking a scene picture with you and the Nightingale logo, then posting your image with the hashtag #LiveLikeFlo. Details at http://bit.ly/2N1UBYs.

#4: Visit the Nightingale Museum

Dean Patricia Ravert
#7: Visit Egypt (Florence studied there)

Karen Lundberg and granddaughter
#86: Hold a plush owl (Florence had a pet owl)