

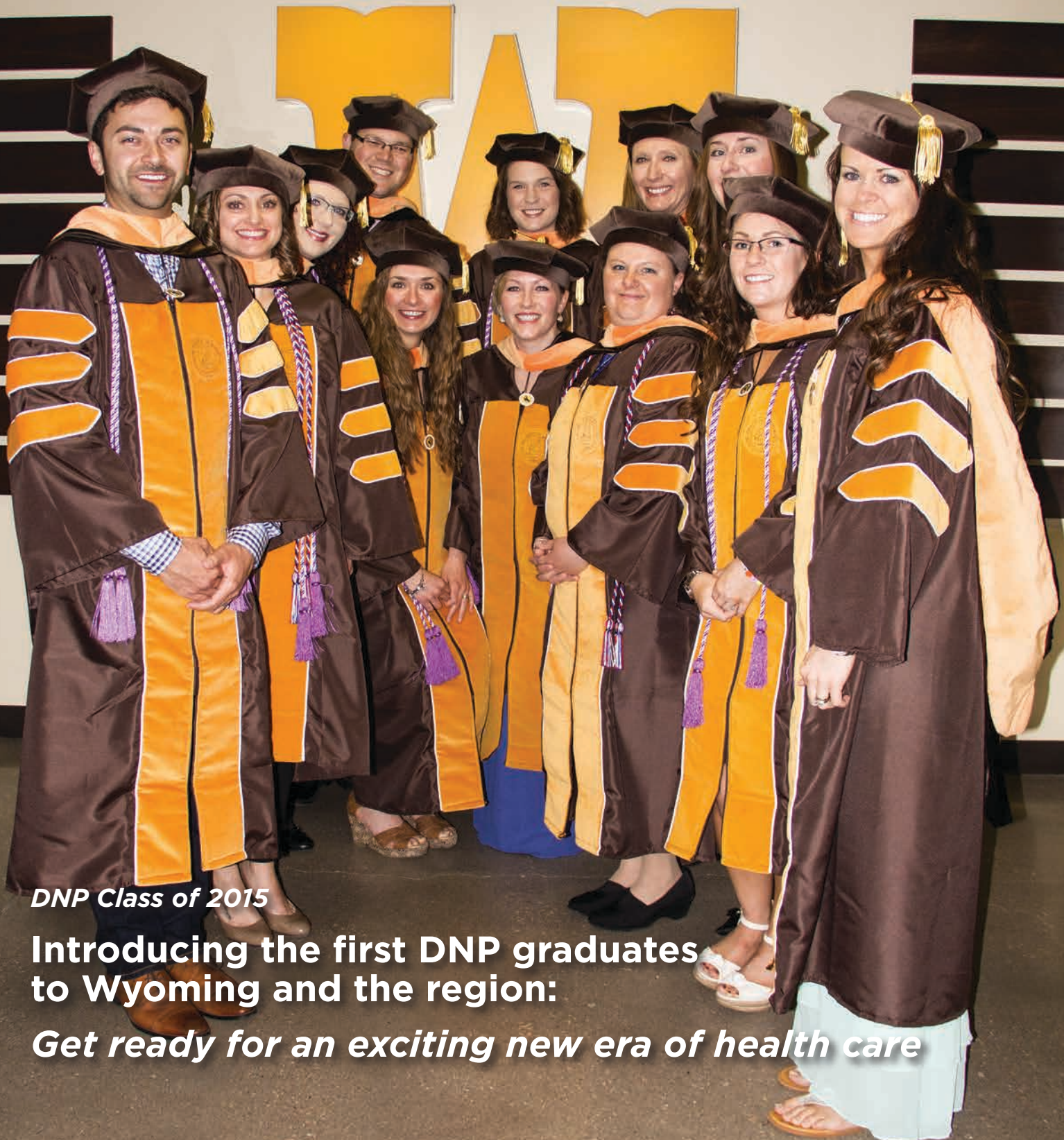


UNIVERSITY OF WYOMING

FAY W. WHITNEY SCHOOL OF NURSING



ALUMNI NEWSLETTER 2015



DNP Class of 2015

**Introducing the first DNP graduates
to Wyoming and the region:**

Get ready for an exciting new era of health care

LETTER FROM THE DEAN

After a lengthy and thoughtful planning process on the part of nursing faculty, the University of Wyoming Board of Trustees approved the Doctor of Nursing Practice (DNP) program in 2010. Our first DNP students started in fall 2012. And now, much to our delight (and their delight as well—it isn't always easy being the first class in a new program!), those first DNP students have finished the program. They are an incredible group of graduates who I suspect will have a significant impact on health care in Wyoming and the region.

Our inaugural class is composed of students who will be sitting for national certification as family nurse practitioners. However, we are excited that we have been able to add another track focused on psychiatric mental health in the DNP program. Our first DNP-PMHNP students started in that option in fall 2014.

The move to the DNP started some time ago when members of the American Association of Colleges of Nursing (AACN) voted to change the level of preparation necessary for advanced practice nursing from the master's degree to the doctorate level (DNP) by the year 2015. At the Fay W. Whitney School of Nursing (FWWSON) we began the planning process back in 2005 by taking a forward-looking approach, thinking about what primary and mental health care would look like in 2020, and what kind of nurse practitioner is needed to provide that care. In the end, the faculty "threw out" the master's level nurse practitioner curriculum, not because it wasn't a good one (on the contrary, it had been very successful with many graduates), but because the move to the doctoral level opened up so many possibilities for us to enhance the core of the program in the areas of health promotion and health behavior change, leadership and evidence-based practice.

The DNP program is critical to statewide efforts to increase the number of nurses with doctoral degrees. The Institute of Medicine, in their Future of Nursing report, recommends that the number of nurses with doctoral degrees be doubled by 2020. In summer of 2014, the state of Wyoming had just 19 nurses with doctoral degrees—one of the lowest, if not the lowest, number in the country. As of this spring, we are up to 28 nurses with doctoral degrees. With our twelve new DNP graduates, we will be able to increase that number even more and meet this national goal.



Mary Burman, Dean

So enjoy this year's FWWSN 2015 *Alumni Newsletter* focusing on the DNP program. In this issue, you will learn about the innovative approach that faculty members have used to make this an accessible, rigorous and challenging program to nurses across the state and region. For example, our DNP students participate in weekly Wednesday webinars from their own homes, having the benefits of a face-to-face meeting but without having to travel farther than from their kitchen to the computer! These weekly webinars are complemented with a variety of other approaches, including on-campus intensives, online course work and clinical experiences. The DNP program culminates in a scholarly project, and you'll learn about the projects that this first class completed this year. Finally, you'll get to hear the students' thoughts and reflections about the DNP program in their own words.

A handwritten signature in black ink that reads "Mary E. Burman".

Mary E. Burman
Dean and Professor

P.S. Previous newsletters are available on the school's webpage at uwoy.edu/nursing/alumni.

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DISTINGUISHED ALUMNI AWARD 2015

Josh Hamilton (MS'03, FNP) DNP, RN-BC, FNP-C, PMHNP-BC, CNE



Josh Hamilton

Josh Hamilton is the 2015 Distinguished Alumnus for the Fay W. Whitney School of Nursing at the University of Wyoming. The school plans to honor Hamilton for his outstanding contributions to the nursing profession during UW Homecoming festivities October 16.

One of Hamilton's nominators sums up his career: "Hamilton's career is laden with outstanding accomplishments and awards. He is a dean, president and chief clinical officer; he has experience as a clinical professor, contributing professor, psychiatric NP, associate medical director. He has achieved honors as outstanding educator, doctoral scholar, Phi Theta Kappa 'terrific learning coach'; he is a published author and a team player."

Another nominator continues: "Hamilton is an experienced educator with a dynamic and enthusiastic role model for all nursing educators and students alike. Working as an administrator, he was accountable for operations across multiple service lines. His doctorate study encompassed innovation in informatics, technology and distance learning with cutting edge performance standards. He has also given back to the nursing leadership community as a trained evaluator for the Commission on Collegiate Nursing Education. Dr. Hamilton is currently a nationally recognized consultant in educational program development and

evaluation in nursing. He holds not only a doctorate from Rush University in 2007, but also is a certified nursing educator, with psychiatric and family nurse practitioner certifications."

Hamilton is currently dean of the Engelstad School of Health Sciences at The College of Southern Nevada. He is also president and chief clinical officer of The Hamilton Group, LLC, an innovative behavioral health center in Las Vegas. He is an adjunct clinical professor for the College of Medicine at Roseman University in Henderson, and a contributing professor at Walden University in Minneapolis, Minnesota.

CALL FOR NOMINATIONS: DISTINGUISHED ALUMNI AWARD 2016

Please consider submitting
a nomination for the
2016 Distinguished Alumni Award.

Submit online at:
www.uwyo.edu/nursing/alumni

Click on "Distinguished Alumni
Nomination Form"

Deadline: February 1, 2016

JOIN THE NEW NURSING CHAPTER OF THE UW ALUMNI ASSOCIATION

Meet up with old friends
Stay involved with your alma mater!

To sign up:
www.uwyo.edu/nursing

Click on
"Join the Nursing Alumni Chapter"
in the top call-out
of the right sidebar

DNP learning strategies

Clinicals/Preceptors

The next six pages cover learning strategies incorporated into the Doctor of Nursing Practice program at FWWSN: Clinicals & Preceptors, Wednesday Webinars, Standardized Patient Scenarios, On-campus Intensives, Coursework and Research Projects. We follow those pages with some feedback from our inaugural DNP class members. Read on!

CLINICALS—VITAL PREPARATION FOR PRACTICE

Students take the knowledge they've learned in didactic classes and put it into practice in the clinical setting. Though the minimum number of clinical hours required for the DNP nationally is 1000, the UW DNP program requires 1260 clinical hours, 360 of which are in the final immersion practicum.

Following the first two semesters of didactic coursework, DNP students have an Advanced Health Assessment class that combines didactic and clinical coursework. After that, practicum experiences are introduced—always paired with a corresponding didactic course, for example NURS 5872

Practicum for Wellness for Adults in Primary Care pairs with NURS 5871 Wellness for Adults in Primary Care.

CLINICAL SITES

In the fall semester of the first year of the program, students meet with the DNP clinical coordinator to do “clinical mapping” for their studies ahead. Students can do their clinical rotations in Wyoming, southern Montana and northern Colorado. Annually the DNP program formally recognizes a strong clinical setting by granting a “DNP Community Partner of the Year” award. Read about the 2015 award to Saratoga's Platte Valley Medical Center on p. 15 of this newsletter.

Pictured below: (l-r) Preceptor Jennifer Oiler (MS'09, FNP) NP-C, acquaints DNP student Shawn Snyder with Emergency Room equipment during his final clinical placement at Saratoga's Platte Valley Medical Center.

PRECEPTORS AND ROLE MODELS

Preceptors—physicians, nurse practitioners and physician assistants—provide practical experience and training for students. They are crucial to the DNP program. In each site, preceptors work with students one-on-one, guiding them to develop clinical skills and confidence.

Recognizing the importance of advanced practice nursing role models, the DNP program annually selects and formally acknowledges an individual. Read about the 2015 Excellence in Advanced Practice Nursing Awardee, Nancy Brown, FNP-BC, Casper Dermatology Clinic, on p. 16 of this issue.



DNP learning strategies

Wednesday Webinars

By Ann Marie Hart, PhD, FNP-BC

Wednesday morning webinars are one of the most successful and rewarding aspects of the DNP program. Webinars are synchronous, web-based classes where students and faculty virtually come together in a format where they can see, talk to, and hear one another. Webinars occur through “Big Blue Button”—a feature of WyoCourses, UW’s new online learning system. In addition to allowing participants to see and hear each other, Big Blue Button also allows for uploading and viewing of PowerPoint presentations, websites, Word and PDF documents, photos, etc. Webinars are truly what make UW’s DNP program distance accessible. With a computer and internet access, students and faculty can participate in webinars from anywhere in the world.

The DNP program uses Wednesday morning webinars primarily for a seminar course (which covers varied topics, such as caring for vulnerable and underserved populations, collaborative practice, business and legal aspects, etc.) and for augmentation of other online courses that students take (faculty lectures, student or guest presentations, oral exams). Secondly, the webinars

Despite the distance nature of the DNP program, both students and faculty report that webinars foster and strengthen relationships similar to what occurs in an actual classroom.

are used for student advising meetings and weekly office hours as well as learning and practicing behavioral change skills (e.g., motivational interviewing and accept and commitment therapy).

Despite the distance nature of the DNP program, both students and faculty report that webinars foster and strengthen relationships similar to what occurs in an actual classroom. The possibilities for these webinars are endless, and DNP faculty members are constantly exploring new ways to connect and reach out to students through webinar.

Professor Ann Marie Hart holds Webinar with DNP students.



DNP learning strategies

Standardized Patients

By Esther Gilman-Kehrer, DNP, MS, FNP, CNM

A number of health-related professions utilize standardized patients to help students improve interviewing and communication, clinical physical examination and relationship-building skills. Experiences are designed to evaluate students' performance of skills. Standardized patients portray a realistic clinical problem that affords students the opportunity to build on foundational skills, such as obtaining a health history, performing a full physical examination and formulating a plan of care in a faculty-observed setting. Additionally, these experiences provide a safe, controlled environment that enables students to refine anxiety-provoking skills that are difficult to learn in a clinical setting (such as pelvic, breast or digital rectal exams).

Faculty indirectly observe encounters through a one-way mirror, evaluate students' performance utilizing standardized checklists, and provide each with written and

The standardized patient program at the FWWSON continues to grow. The school's vision is to include *interprofessional* standardized experiences in the future.

Stay tuned!

individualized feedback. Following the encounter, students can view a digital recording and reflect on their individual performance. Each standardized patient experience is followed by a group debriefing in which students lead the process of analysis and reflection in a supportive climate amongst peers. This type of experiential learning can be anxiety provoking, but can also be an opportunity for great growth.



DNP student Kurtis Crawford checks health records during a standardized patient encounter.

DNP learning strategies

On-campus Intensives

The DNP program is designed to be distance-accessible with the provision of an online learning component. But students are still required to come to campus for orientation and for Standardized Patient Scenarios (p. 6), normally combined with a number of intensives throughout the three years of the program. Intensives fill an identified need and cover “skill gaps” for special skills that cannot be learned adequately online and are normally not performed during clinical rotations.

NP BOOT CAMP: During this one-week intensive, students learn and practice advanced physical assessment, history-taking techniques, and how to make medical diagnoses for clients who present with undifferentiated concerns.

WENDY WRIGHT WORKSHOP: At this one-day intense workshop, UW adjunct faculty Wendy Wright teaches office-based skills essential for primary care practice: suturing, incision and drainage of abscesses, toenail removal, fish hook removal, and biopsy of skin lesions. (Read more about Wright at www.4healtheducation.com/aboutwendy)

WET PREP WORKSHOP: Teri Anderson and Denver Prevention Training Center teach students to perform wet preps and provide Wet Prep Microscopy clinical training, setting up slides to review common vaginal infections.

JOINT INJECTION WORKSHOP: Julie Hummer-Bellmyer and Denise Curtis, both nurse practitioner experts in orthopedics from the Veteran’s Administration Center in Cheyenne, Wyoming, present hands-on opportunities with injection simulators to perform skills potentially needed in practice.

SPECIAL EVENTS: On-campus intensives provide opportunities to bring in special speakers. Celebrating the first graduating DNP class, Jean Watson came to speak on “Caring Science: Disciplinary foundation for Nursing” as part of the day-long seminar in which DNP students presented their scholarly projects (see p. 9). Watson is the nation’s first endowed Chair in Caring Science. (See 4/2015 article at www.uwyo.edu/nursing/news/2015)

HUMAN CADAVER LAB/SEMINAR (*pictured*): The purpose of these intensives is for students to take their knowledge of general anatomy and apply it to the real world.

DNP students look on while a professor explains anatomy in the cadaver lab as part of one of the on-campus intensives provided by UW’s DNP program.

Cadaver labs “. . . help to see where organs actually are, as opposed to how a book pictures them in a physical assessment class,” says Esther Gilman-Kehrer, clinical assistant professor in the DNP program. “Students can also see the anatomy of how a cancer travels and how it affects the organs surrounding it.”

DNP learning strategies

Coursework

Relationship-building is foundational for success with health behavior change.



Chelsea Carter (left) won the 2015 “Change Agent” award for excellence in Health Behavior Change Coursework and Clinical Practice.

HEALTH BEHAVIOR CHANGE COURSE

By Jenifer Thomas, PhD

It is imperative that all NPs acquire knowledge and skills to provide evidence-based health promotion and disease prevention, since both are foundation to nursing practice and critical to nurse practitioner (NP) practice. Preparation for the application of such knowledge and skills should begin during graduate NP education. Therefore the FWWSON DNP program includes coursework in and experiences for the application of theories and techniques of health behavior change (HBC) through three courses: HBC I—learning theories and techniques of HBC; HBC II—applying theories and techniques of HBC and epidemiology to issues of primary prevention; HBC III—building NPs’ skills for changing a patient’s behavior, thoughts, and feelings with a focus on secondary and tertiary prevention.

The goal of each course is to apply HBC theories and techniques to clinical situations. For example in HBC III, we developed a 4-step process based upon behavior change implementation literature (Thomas, Hart, & Burman, 2014). This process entails 1) preparation, 2) relationship building and assessment, 3) theory-based intervention, and 4) follow-up and evaluation. The four steps are presented as content within a course, serving as a guide for the implementation of skills with an individual patient/client within the course assignment. We have already seen growth in NP students’ ability to develop and implement theory-based HBC strategies.

INNOVATIVE PRACTICE MODELS COURSE

By Ann Marie Hart, PhD, FNP-BC

As its name implies, the Innovative Practice Models course exposes DNP students to innovative models of health care delivery that result in cost-effective care with improved patient outcomes and high patient and provider satisfaction. The idea for this course stemmed from my spring 2012 sabbatical, where I studied innovative primary care and visited primary care practices around the country. After practicing primary care the same way for 16 years, I found it difficult to envision doing primary care differently. But seeing different models firsthand convinced me that primary care can be delivered in a more efficient, evidence-based manner resulting in improved patient outcomes and reduced costs.

The Innovative Practice Models course is offered during the second summer of DNP curricula. In addition to reading about and discussing innovative models, students spend one week visiting an innovative practice, talking to providers, administrators and staff, observing how these practices bring mission statements to life. UW’s first cohort of DNP students visited Denver Health (Colorado), Intermountain Health Group (Utah), Kaiser Permanente (Hawaii), Mayo Clinic (Minnesota), Innovative Primary Care (Arizona), and Virginia Mason (Washington).

Dyan Thompson (right): “My innovative practice was on the island of Maui. I observed the daily routines from one of the leading innovative health care facilities in the nation, Kaiser Permanente (KP). One of the primary traits I was impressed with was KP’s constant state of change. The everyday life, attitude, and culture revolves around change with the ultimate goal of improving patient outcomes.”



DNP learning strategies

Research Projects

CULMINATION: DNP PROJECTS

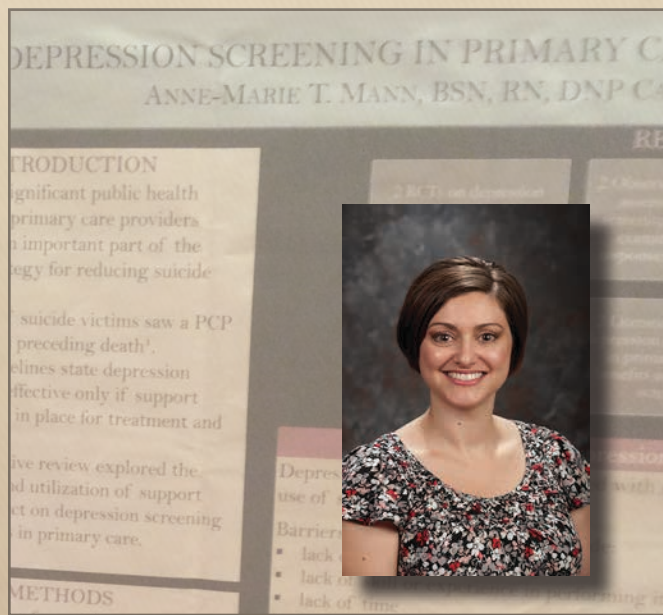
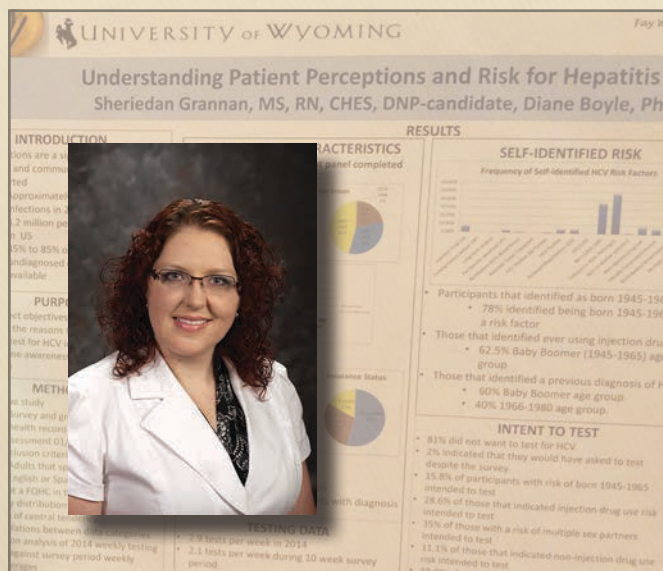
By Diane Boyle, PhD, RN, FAAN

The DNP scholarly project is a two-semester course sequence. In the first semester, each student identifies a practice problem in primary care or a quality improvement need in a particular clinical site. The student then analyzes the practice problem or quality improvement need in relation to existing research literature, integrates related literature into a project plan, and professionally presents the plan in a written proposal. In the second semester, students implement their project plans, evaluate the outcome, and professionally disseminate the results in both poster and podium format. They also prepare written findings of the project according to guidelines of a specific professional journal of the student's choice.

DNP PROJECT LISTING

[abstracts available at www.uwyo.edu/nursing/news/2015/2015-dnp-scholarship-day.html]

- ▶ **Lisa Aldrich:** System Improvement for Age and Gender-Appropriate Health Screening Practices
- ▶ **Chelsea Carter:** Effect of Behavior Counseling on Weight Loss in Primary Care
- ▶ **Kurtis Crawford:** A Review of Factors Contributing to Successful Shared Medical Appointments for Patients with Type 2 Diabetes
- ▶ **Sheriedan Grannan:** Understanding Patient Perception and Risk for Hepatitis C Screening
- ▶ **Laci Little and Joslyn Thompson:** Factors in the Initiation and Longevity of Breastfeeding in Adolescent Mothers
- ▶ **Temberly Long:** The Role of Obesity on Chronic Kidney Disease in Primary Care: An Integrative Review
- ▶ **Ann Marie Mann:** Depression Screening in Primary Care and Impact on Suicide Prevention
- ▶ **Shandra Shepard and Kristen Trefren:** Physical Activity in the Treatment and Prevention of Depression in Adolescents
- ▶ **Shawn Snyder:** Observational Outcomes of a Multicomponent Diabetes Management Program in Inmates
- ▶ **Dyan Thompson:** Enhancing Childbirth Satisfaction through a Brief, Targeted Education Intervention



DNP students Sheriedan Grannan (top) and Anne Marie Mann (bottom) enjoyed the honor of presenting their DNP scholarly project at the 2015 Western Institute of Nursing research conference this spring.

DNP learning strategies

Graduate Feedback



2015 DNP graduates reflect on the program, how it has prepared them for their future, and how they imagine their ideal practice. Read on!

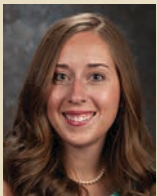
Lisa Aldrich



Q: As a student coming into the DNP program immediately after the BSN, what ways has the program supported you or built your confidence as a nurse?

A: My classmates and I all seem to be feeling the same struggles and triumphs throughout our DNP education regardless of RN experience level. Entering the program without clinical practice experience can be intimidating, but overcoming the challenge is feasible. Novice RN students may need to approach studying or clinical rotations in different ways, but adapting to the graduate program is what will make the difference. Entering right into a DNP program may be a slight benefit as you are still in student mode. You truly get out what you put in.

Chelsea Carter



Q: How have the Health Behavior Change courses influenced how you will approach your future practice in primary care?

A: One of the most important aspects of the Health Behavior Change courses is the emphasis on motivational interviewing. As a future primary care provider, I plan to utilize this technique to gain deeper understanding of patients' preferences, needs and values to ultimately empower them to make positive lifestyle changes.

Kurtis Crawford



Q: Could you please describe the ideal team-delivered primary care practice that you hope to have?

A: I hope to be a member of a team-delivered primary care practice, the main focus of which is the wellness of the patients. I see every member of the care team equally as valuable as the next. All are needed to provide optimal patient care. I also see a focus on clinic transparency and an open mind to new concepts. Every member, especially the patient, should feel as if they are valued. No idea is too big or too small when it comes to the continual improvement of patient care.

Sheridan Grannan



Q: What are your plans for ensuring quality improvement or implementing evidence-based care in your future practice?

A: I will use the Plan-Do-Study-Act (PDSA) method with a group comprised of members from all levels of the care team to assess areas of improvement. Ensuring quality improvement encompasses four focus areas: patients, being part of the team, use of data, and systems and processes. Quality improvement is ongoing. With the PDSA method, the team has the ability to address many areas of improvement, leading to better care and outcomes for the patient.

Laci Little



Q: How has the program supported you during the intense three years of the program?

A: The DNP program is truly like a family system. Our DNP instructors strive to develop mentor-like (instead of traditional instructor-student) relationships. Over the course of the last three years, we have experienced many personal life events that have affected us for better or worse. For me, the DNP faculty have been supportive and positive, offering kind words or adjusted due dates, assignments, and clinical schedules, but without compromising quality of studies.

Temberly Long



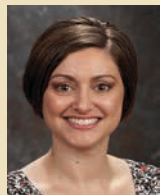
Q: How have your precepted clinical experiences challenged you to be a better primary care provider?

A: Precepted clinical experiences have challenged me to expand beyond what is familiar and comfortable to embrace growth, sharpen my critical thinking, and refine decision-making skills. I have experienced the importance of learning from every challenge, accepting them as opportunities to improve personally and within the system of health care. Primary care providers have the opportunity to transform health care and further improve the lives of our nation.

DNP learning strategies

Graduate Feedback

Anne Marie Mann



Q: How has the DNP project influenced your thoughts or perceptions of DNP scholarship and its application to practice?

A: Since the DNP is a practice-focused doctorate, I find application of evidence to practice the capstone of DNP scholarship. It means to be vigilant in your care, keeping current with the evidence but also listening to your patient and individualizing care based on that person's values and goals. The DNP project gave me insight into finding innovative ways to solve problems, using a systematic and collaborative approach.

Shandra Shepard



Q: How has the program prepared you to go back and practice in your rural community?

A: The program has prepared me to practice in my rural community by teaching me the importance of collaboration. Collaboration is key in providing high quality care, and in rural communities is a must since access can be a concern. By using the expertise and available resources within and near the community, patients are able to receive complete and effective care.

Shawn Snyder



Q: What value does the DNP degree bring to the FNP role?

A: Wyoming's primary health care system presents many challenges surrounding access to quality health care services such as geographical isolation, and limited primary care professionals. The DNP offers advanced practice preparation with a focus on rural and underserved populations, preparing family nurse practitioners to enter the workforce with knowledge regarding current evidence-based practices. This knowledge and preparation serves to foster a high level of more autonomy with the goal of encouraging DNP's to return to Wyoming's rural communities, thus increasing access to care and improving the health and wellness of our state's residents.

Dyan Thompson



Q: As a student coming into DNP program after completing BSN, what ways has the program supported you or built your confidence as a nurse?

A: My innovative practice was on the island of Maui. I observed the daily routines from one of the leading innovative health care facilities in the nation, Kaiser Permanente (KP). One of the primary traits I was impressed with was KP's constant state of change. The everyday life, attitude, and culture revolve around change with the ultimate goal of improving patient outcomes.

Joslyn Thompson



Q: Describe the innovation that left the biggest impression on you from your innovative practice experience.

A: Denver Health was a wonderful innovative practice to visit. One of the innovative items that Denver Health utilizes is the LEAN management model. This model has helped this facility to make progress not only as a business but also as a health care organization in a largely underserved area. The LEAN process allows for employees to take part in the brainstorming and implementation of new ideas. As an organization they embrace change and are consistently looking for new improved ways of completing tasks. Denver Health is a safety net institution that sees anyone regardless of their ability to pay. This facility and its employees are truly living their mission every day; high-quality care for every patient!

Kristen Trefren



Q: Describe the innovation that left the biggest impression on you from your innovative practice experience.

A: I had the privilege of visiting Virginia Mason Health Care System (VM), Kirkland Clinic, north of Seattle, Washington. I had an extremely positive experience. If I had to pick one part of their system that was the most beneficial for patient care, it would be their very sophisticated phone system that gives maximum scope of practice to their medical assistants (MAs) running phone lines. VM developed flow diagrams to guide MAs as they assist patients to decide if they can wait out an illness or need an emergent appointment, a regular appointment, or a visit to the ER. All calls/messages to and from providers go into central processing. Each communication is digitally tracked and receives a time, date, and signature as tasks are accomplished. The system allows any person to take a return call and know what the conversation was about.

SCHOOL UPDATE

NEW FACULTY

Lori Liebl, PhD, RN, Assistant Professor: Liebl comes to the school from the U. of Nebraska Medical Center. She will teach in the graduate nursing program. Her interests center on qualitative work, looking at health behavior change, health promotion and self-identity issues following weight loss.



Nancy McGee, DNP, APRN-B, Clinical Assistant Professor: McGee is teaching in the DNP-FPMHNP program. She has been a practicing PMHNP since 2008 at the University of Wyoming Student Health Service. McGee is passionate about providing evidence-based, quality mental health care to the vulnerable populations in the rural state of Wyoming.



J'Laine ("Jill") Proctor, DNP, FNP, PMHNP, Clinical Assistant Professor: Proctor is teaching in the DNP-FPMHNP program. Over the past 14 years of her nursing career, she has enjoyed a rich and diverse clinical experience as both an FNP and later a PMHNP. She has maintained private practice as a psychiatric practitioner at Pathways in Laramie since 2007.



2015 FACULTY AND STAFF AWARDS

LeAnn Amen-McConnell: School of Nursing Lillian Wald Award, funding attendance at Boston's NursingCAS meeting to learn more about the centralized nursing application service

Diane Boyle: Fellow, American Academy of Nursing

Mary Burman: Wyoming Nurses Association 2014 Lifetime Achievement Award

Rebecca Carron: 2014 American Society for Reproductive Medicine research award co-winner for research titled "Psychosocial Distress, Coping, and Health-Related Quality of life in Adult Women with Polycystic Ovary Syndrome"

Mary Anne Purtzer: School of Nursing Humenick Research Grant awardee for work on nursing leadership and health promotion on the Wind River Indian Reservation

Debbie Shoefelt: School of Nursing Lillian Wald award, funding attendance at Boston's NursingCAS meeting to learn more about the centralized nursing application service

Jenifer Thomas: School of Nursing Humenick Research Grant awardee for work on nursing leadership and health promotion on the Wind River Indian Reservation

Ann Wislowski: UW School of Nursing Communication of Wisdom award for recent publication about wilderness nursing; School of Nursing Lillian Wald award, supporting attendance at

wilderness nursing meeting in preparation for developing case study for DNP program

2015 STUDENT CONVOCATION AWARDS

On May 15, 2015, 207 graduates were honored: 46 Basic BSN, 30 BRAND, 112 RN/BSN Completion, 7 MS Nurse Educators, and 12 DNP students—all in the Family Nurse Practitioner option. Awards were presented at the ceremony as follows:

BASIC BSN AND BRAND AWARDS

Carly Baker and **Lydia Kindred**: Dorothy Tupper Memorial Award, caring compassion and interpersonal communications

Carmen McDermott and **Kathleen Sullivan**: Amelia Leino Memorial Award, outstanding in family nursing

Margaret McDonnell: Gertrude Gould Memorial Award, excellence in public health nursing practice

Jesse Moore: Passion for Nursing Award, devotion, allegiance and commitment to profession of nursing

Zachary Schreiter: Lina Kennedy White Memorial Award, interest in and aptitude for geriatric nursing

Peter Skorcz: School of Nursing Spirit Award, exceptional spirit and enthusiasm

Brooke Weiss: Beverly McDermott Award, leadership and public activism

Amber Wright and **Nicole Strom**: Rudolph "Rudy" and Louise Anselmi and Jeri Kirk Family Trust Nursing Scholarship, leadership and responsibility

RN/BSN COMPLETION AWARDS

Sheilah Boswell: Professional Nurse Award, practice, community service and professional service

Jessica Valdez: Making a Difference in WY's Health Award, WY RN/BSN Completion student with demonstrated commitment to continued education and excellence in nursing practice

MS AWARDS

Kathleen Spera: Courage to Teach Award, personification of a critically reflective attitude about learning and teaching

DNP AWARDS

Chelsea Carter: Change Agent Award, demonstrated excellence in DNP health behavior change coursework and passion for assisting individuals with behavior change in clinical practice

Sheriedan Grannan: Carol Macnee Scholarship, demonstrated excellence in scholarship

Laci Little: Alpha Pi Chapter of Sigma Theta Tau Award, exemplary rural practice in nursing

Shawn Snyder: Dr. Patsy Heslen Haslam Leadership Award, displayed both leadership and grace in DNP program

GRANTS, PUBLICATIONS

ACTIVE GRANTS

Boyle, D. (Co-PI), Sandra-Bergquist-Beringer, PhD, RN (Co-PI), Emily Cramer, PhD (Co-PI) (2015). The Relationship between Nursing Specialty Certification and Surgical Site Infection Rates in Acute Care Hospitals. Funded by Competency and Credentialing Institute and the Medical-Surgical Nursing Certification Board, \$71,804.

Burman, M. (PD) (2013-2015). Revolutionizing Nursing Education in Wyoming (ReNEW). Funded by Robert Wood Johnson Foundation "State Implementation Grant" program, \$225,000.

Burman, M. (PD) (2015-2017). ReNEW: Seamless Nursing Education for Students in Wyoming. Funded by the Robert Wood Johnson Foundation "State Implementation Program," \$225,000.

Carron, R. (PI), **Boyle, D.** (Mentor), Alvero, R. (Co-PI), **Gilman-Kehrer, E.** (Co-PI), Womack-Shultz, T. (Co-PI) (2015-2018). Polycystic Ovary Syndrome in American Indian Women: An Exploratory Study. Funded by INBRE 3 Thematic Research Project, \$25,000 for first year.

Clarke, P. (PI/PD) (2010-2015). LEAP from RN to MS: Preparing Nurse Educators. Funded by Health Resources Administration (HRSA), \$1,108,708.

Hart, A. (PI) (2014). New Nurse Practitioner (NP) Transitional Experiences in NP Residency Programs. Funded by Sharon S. Humenick Award, \$4,000.

Kooienga, S. (PI), Carryer, J. (Consultant) (2015). Ethnographic Exploration of New Zealand Primary Care Practice and the Use of Patient Portals. Seed grant funded by College of Health Sciences, University of Wyoming, \$7,500.

Kooienga, S. (2015). Travel Grant for New Zealand. Funded by International Office, University of Wyoming, \$2,000.

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COMMUNITY PARTNERS OF THE YEAR

BASIC BSN: MOUNTAIN VIEW REGIONAL HOSPITAL

The Basic BSN Program's 2015 Community Partner is Mountain View Regional Hospital in Casper (MVRH). "Matt Jacobson, Chief Nursing Officer, is instrumental in arranging clinical experiences for our capstone students," says Basic BSN Coordinator Holly Miller. "Matt also happens to be a graduate of our program, of whom we are very proud. He is so welcoming to our capstone students and will take students at a moment's notice when we need a last minute placement. Everyone at Mountain View Regional Hospital continually provides rich learning experiences for our students. MVRH staff members are flexible, easy to work with, and always try to accommodate the interests of our students."

Miller continues, "Always thinking of the students' needs, MVRH provides leadership opportunities as well as opportunities to polish interviewing skills. This spring MVRH personnel came to Laramie to hold job interviews with our senior students and mock job interviews with our junior students. MVRH has also generously provided assistance and financial support for the Marcia Dale Aspire Scholars program students."

Mountain View Regional Hospital



"We greatly appreciate MVRH efforts and support," Miller concludes. "Our collaboration with them has been extremely beneficial to our students, and at the same time has been a wonderful experience for our faculty and staff."

BRAND: MEMORIAL HOSPITAL OF SWEETWATER COUNTY

The BRAND program's 2015 Community Partner is Memorial Hospital of Sweetwater County (MHSC). Says BRAND Coordinator Candace Tull, "MHSC has always been very willing to take students, in fact truly seeking after the BRAND students. Clinical personnel Kristy Nielson, Director of Education, and Amanda Molski, Quality Coordinator, have been wonderful to work with—very pro-student and pro-UW. They provide exceptional experiences for the students in all areas: Med-Surg, ER, OB, etc."



Physicians and nurses work together as a team at MHSC. (l-r) Dr. Chris Brown, BRAND student Lydia Kindred and Director of Education Kristy Nielson work through a procedure with simulated patient, Quality Coordinator Amanda Molski.

BRAND students agree with Tull. Lydia Kindred comments on her placement with MHSC: "I had the pleasure of spending two semesters at MHSC. This wonderful facility is dedicated to producing skilled and compassionate nurses. I feel so lucky to be learning in a facility that cherishes my education so highly. First off we are blessed with an amazing clinical coordinator, Kristy Nielson—a woman who wrote questions for the NCLEX, not to mention has years of extensive nursing experience! Amanda Molski is a clinical instructor who is incredibly supportive and an inspiration to me personally, as she is a graduate of the very program I'm finishing up. Next we have staff nurses who are dedicated and caring not only to their patients but also to students. And finally we have doctors who view nurses as equal partners in the patient care experience. It is a unique environment that MHSC has fostered between nurses and physicians. Many doctors give us lectures ranging from internal medicine to anesthesiology. I highly recommend students seek out a clinical experience at MHSC."

COMMUNITY PARTNERS OF THE YEAR



(Pictured l-r): Marlene Ethier, E.A. Whitney Endowed Nursing Chair, and Phyllis Puckett, Director of Nursing, Sheridan College.

RN/BSN COMPLETION: SHERIDAN COLLEGE/WHITNEY BENEFITS

Whitney Benefits and Sheridan College share the RN/BSN Completion Program award for the 2015 Community Partner. Whitney Benefits instituted an endowment at Sheridan College to enrich nursing and nursing education in the community in 2008. The endowment established a collaborative between the University of Wyoming and Sheridan College through appointment of an endowed nursing chair. This chair serves as a liaison between the University of Wyoming and Sheridan College nursing students and practicing

associate degree nurses. The Edward A Whitney Endowed Chair position provides face-to-face advising and academic support for those pursuing the RN/BSN Completion degree. The establishment of an endowed nursing chair at a community college is a unique arrangement and has served as the model for future endeavors to facilitate RN to BSN education statewide.

DNP: PLATTE VALLEY MEDICAL CLINIC, SARATOGA

The DNP Program 2015 Community Partner is Platte Valley Medical Clinic, P.C. (PVMC), a rural health clinic in Saratoga. PVMC shares a decades-long relationship with the FWWSN in providing outstanding clinical experiences to family nurse practitioner students in both the former Master's and the current DNP programs.

The providers at PVMC routinely serve as preceptors to the UW DNP students and offer an authentic rural primary care experience. Casper area DNP student Shawn Snyder says, "Experiences included rural clinic visits, house calls, after-hour emergency calls, practicing with limited resources, lack of specialty services, and practicing as a patient-centered medical home. The whole experience was an excellent learning opportunity and allowed me to gain a greater understanding for rural primary care and an idea of how I would like to model my own future practice."

PVMC was recently recognized as a level 3 Patient-Centered Medical Home in a process endorsed by the National Center for Quality Assurance. DNP students have benefited from exposure to this process, and have also benefited from experience with the innovative telehealth strategies offered by the clinic.

The staff at PVMC (l-r). Back row: Shandi Foos, Jennifer Oiler, Lana Elder, Jen Wagy, Dean Bartholomew, Ed Sheils. Front row: Conna Marie McGuire, Tonya Bartholomew, Lisa Bifano, [Picture taken by Saratoga Sun].



EXCELLENCE IN ADVANCED PRACTICE NURSING AWARD

Says Candace Stidolph, UW DNP Clinical Coordinator, “Nancy Brown is an accomplished advanced practice nurse who warmly welcomes our students for clinical placements. DNP students respect her skill in the specialty of dermatology, mingled with her understanding of primary care and aptitude for teaching. She is a role model for advanced practice nurses throughout our state, and we honor her for the holistic, patient-centered nursing care she provides.”

DNP student Shawn Snyder writes, “The care and attention Nancy takes with each one of her patients enables her to establish long lasting patient/provider relationships. Her patients are fiercely loyal to her, and she is well known throughout our community as a quality provider. She pushed me to step outside my comfort zone and encouraged my independence. My time with her was a huge confidence builder and helped me to be more successful in subsequent clinical rotations. One of the greatest things I learned from Nancy was how to approach patients and establish a strong patient/provider relationship. She approaches every patient the same way every time and takes all the time necessary to explain everything she is doing or thinking, which helps patients relax and feel comfortable. This same approach made me feel comfortable as a student and made for a great learning experience.”



Nancy Brown, FNP-BC, Casper Dermatology Clinic, Casper, Wyoming

PRECEPTOR RECOGNITION

BASIC BSN: ANNE WALLACE, RN

North Colorado Medical Center • Greeley, Colorado • Ortho/Neuro/Surgical Unit

Nominated by Terra Harvey, Basic BSN student: “I looked forward to my rotation every day because Anne created a challenging but comfortable learning environment. She encouraged me to ask questions, practice my skills and interact with the patients. She looked for learning opportunities to make sure I got the most out of my time there. She constantly had a smile on her face, was extremely positive, demonstrated tremendous professionalism, worked great with her coworkers, and treated patients with respect and dignity. She made me feel as if I was her teammate, not just her student. Under Anne’s guidance, I was able to develop my confidence, knowledge, skills and professionalism as a new nurse, quickly becoming proficient and confident in my role on the unit. I hope other senior students in the future have the opportunity to work with her; she is exceptional.”

BRAND: REGINA “CHASE” OMMEN, RN, BSN

Sage West • Lander, Wyoming • Women’s Health Unit

Nominated by Beverly Menghetti, BRAND student: “Chase Ommen, a previous BRAND student, went above and beyond as a preceptor. Not only is she a hardworking and intelligent nurse, but on top of that she is a hard-working and talented teacher. She advocated for me as a student just as she advocated for her patients. Even on the busiest and most trying days, she was patient and focused on her patients and on making sure that I was developing as a student at the same time. Chase is an asset to the nursing field as both a nurse and a teacher, greatly deserving to be recognized.”



Chase Ommen

LIST OF DONORS TO SCHOOL (JUNE 2014-MAY 2015)

A HUGE thank you to the following donors, who together contributed more than \$132,000 in gifts to the school.

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Read more at www.uwyo.edu/foundation/ways-to-give/presidents-society.html

2015–2016 SCHOLARSHIP AWARDS

The school gave \$196,200 in scholarships, \$125,000 in BRAND state-funded loan repayment funds and \$75,000 in Psychiatric Nurse Practitioner Loan Funds for the 2015–2016 year. A big thank you to donors who make nursing education more manageable financially for some students, and make nursing education possible for others.

Rudolph “Rudy” and Louise Anselmi and Jeri Kirk
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SCHOLARSHIP SPOTLIGHT

NURSING ALUMNI SCHOLARSHIP

Are you interested in donating to student scholarships, but don't want to start your OWN scholarship? Here's one scholarship you might want to support: the Nursing Alumni Scholarship. This fund was started in 1971 by alumni and organizations around the state to support nursing education. In 2001, a commitment was made to endow this scholarship. With the generosity of alumni from the FWWSO, this scholarship has been endowed since 2005. The investment earnings from this fund have provided an annual scholarship to a deserving student studying nursing.

To be considered for this scholarship's funding, students must be accepted into one of the nursing programs, and should fill out the Nursing General Scholarship Application (available at www.uwyo.edu/nursing/scholarships/), including a 250-word letter (1) describing their career goals, and (2) explaining why they chose nursing as a major.

To contribute to the Nursing Alumni Scholarship, please contact the UW Foundation as follows:

Phone: (307) 766-6300 or (888) 831-7795

Email: foundation@uwyo.edu

Mail: University of Wyoming Foundation • Marian H. Rochelle Gateway Center
222 South 22nd Street • Laramie, Wyoming 82070-5204

2015 NURSING ALUMNI SCHOLARSHIP RECIPIENT

Arika Oberholtzer graduated from the school's Basic BSN program in 2008 and is now enrolled in the UW School of Nursing Master's Nurse Educator program.

"I am thankful to be the recipient of the Nursing Alumni Scholarship," says Oberholtzer. "Because of this scholarship I am able to continue staying at home to raise my young children while furthering my education. I am able to concentrate on learning how to be a more advanced nurse and educator without financial strain. Thank you for making it possible for me to further my education. I am very much looking forward to giving back to the community and nursing profession by becoming a nurse educator."



Oberholtzer is already giving back, serving this past spring as a mentor in the school's recent online mentoring session. She staffed the Long-Term Care Booth since she has worked as the Director of Nursing at an assisted living facility.

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