



# ALUMNI NEWSLETTER 2012

**BRINGING RESEARCH  
TO LIFE**  
Through Evidence-Based Practice

**“After seeing a [research] project from start to finish, I know I will make the extra effort to stay up-to-date on research studies. For that is the best way that I can provide the best and most current care to my future patients.”**

—Adara Lindt (p. 5)

Pictured: (l-r) Nursing students Jeffrey Rutz and Jelena Kalem present their research for an evidence-based practice course (p. 3)



# LETTER FROM THE DEAN

In this newsletter we are featuring the fourth and last goal of the school of nursing's academic plan: To expand the Nightingale Center for Nursing Scholarship (NCNS) to enhance research capacity within the Fay W. Whitney School of Nursing (FWWSON), the university, and the state focusing on rural health and health care outcomes.



Dean Mary Burman

## RESEARCH AND SCHOLARSHIP IN FWWSON

Research has been a fundamental part of nursing going back to Florence Nightingale who undertook impressive studies to improve outcomes of care for soldiers and other hospitalized patients. Her involvement in the Crimean War lead her to believe that many of the deaths in war were due to poor sanitary conditions. She presented her research on military health care to the Royal Commission on the Health of the Army. She creatively used graphics to illustrate

her findings, including pie charts and circular histograms, sometimes called the Nightingale rose diagram. She was the first woman to be elected to the Royal Statistical Society!

As a leader in professional nursing, outreach and rural health, the mission of the School is to promote health through education, scholarship, and service. We take this tripartite mission seriously, focusing on providing education, scholarship, and service to the school, university, state, and profession. To help in fulfilling this mission, the Nightingale Center for Nursing Scholarship was founded to promote the development, exchange, dissemination, and utilization of scholarship related to nursing and health. As you'll read in this issue, the Center supports faculty and students in their research and scholarship. Moreover, students in all of our programs take specific coursework focused on evidence-based practice, one of the cornerstones of our school's philosophy. It is more important than ever that nurses use evidence, including nursing and other medical research, to inform and guide practice decisions.

## IN THIS NEWSLETTER

In this newsletter, we highlight some of the research and scholarship in the School, focusing on both faculty and student work. You'll read about the research of three of our relatively new faculty, all of whom are addressing questions that are critical to health and health care of Wyoming and the region. Under the leadership of Anne Bowen, their work is supported by the NCNS which is highlighted in this issue as well. Also you'll learn about the research and evidence-based practice our students are in engaged in through their course work and other extracurricular activities. We are pleased that several of our students have been able to present their research at national conferences.

We are excited by the contributions that our faculty and students make to nursing and health care through research and scholarship. And as always, we appreciate your support as well as your thoughts and comments.

A handwritten signature in black ink that reads "Mary E. Burman". The signature is fluid and cursive.

Mary E. Burman  
Dean and Professor

P.S. Previous newsletters are available on the school's Web page at [www.uwyo.edu/nursing](http://www.uwyo.edu/nursing) under "Alumni." The school's academic plans, as well as the college's and university plans, are available at [www.uwyo.edu/acadaffairs/plans/](http://www.uwyo.edu/acadaffairs/plans/).

## IN THIS ISSUE

LETTER FROM THE DEAN .....	2
EVIDENCE-BASED PRACTICE .....	3
UNDERGRADUATE RESEARCH .....	4
NCNS.....	6
FACULTY RESARCH .....	8
SCHOOL UPDATE.....	12
DISTINGUISHED ALUMNI .....	13
COMMUNITY PARTNER & PRECEPTOR AWARDS .....	14-16
DONORS/SCHOLARSHIPS/ GIFT FORM.....	17-19

Editor: Claire Hitchcock; Graphic designer: Elizabeth Ono Rahel; Main photographers: Ted Brummond, Trice Megginson, Claire Hitchcock, Jolesch Photography.





Pictured: (l-r) Nursing students Jeffrey Rutz, Jelena Kalem, and Loryn Kempton “enjoy sharing their [evidence-based] projects in a public format,” says instructor Jenifer Thomas.

## EVIDENCE-BASED PRACTICE (EBP) FOR ONE AND ALL

### UNDERGRADUATE STUDENTS: Exposing Undergraduates to EBP

“Scholarship for evidence-based practice (EBP) is a critical component of the BSN curriculum,” says faculty member Jenifer Thomas. “Students who successfully complete our ‘Evidence Based Nursing’ course are able to generate practical clinical questions, as well as search for and evaluate related research literature. Students actively learn this process during a group project. They collaborate with classmates, participate in specialized learning experiences with the health sciences librarian, and conduct a professional presentation of the project to classmates [above].” Jeffrey Rutz [left] says, “The EBP class helped us evaluate research articles and make sound judgments on whether or not the findings would be feasible/relevant enough to put into practice. This can be a daunting task for those not used to working with computers and evaluating online journals. A class in EBP helps develop those skills, easing any worries or hesitations of looking towards computers for help.”

Thomas notes, “The skills learned in EBP are also applied final semester during the capstone practicum experiences. Students conduct an EBP project addressing a clinical question that has arisen during their clinical rotation.” Rutz sees how this knowledge can help in his future: “Nursing is such a progressive field. EBP keeps us up on new treatment modalities being developed; on non-pharmacological alternatives improving the work of nurses and quality of patient experiences; on new discoveries curtailing rising healthcare costs associated with longer hospital stays and adverse events. EBP is invaluable!”

### GRADUATE STUDENTS: Why is Evidence-Based Health Care important? And what is the new Doctor of Nursing Practice (DNP) program doing about it?

By Anne Bowen, PhD and Ann Marie Hart, PhD, FNP-BC

As health care consumers, we benefit when our health providers use the best available research evidence. Currently, the United States spends more than twice as much per capita as 14 comparable countries, yet our life expectancy is 38th in the world—behind Puerto Rico! One approach to changing this statistic is to ensure that providers understand and are comfortable with evidence-based practice (EBP), or in other words, the integration of 1) best research evidence, 2) clinician expertise, and 3) patient values and preferences.

The FFWSON faculty are committed to providing our students at all educational levels with a solid foundation in EBP. With respect to our new Doctor of Nursing Practice (DNP) program, we have developed two EBP courses: “EBP I” introduces students to the role of EBP in health care with a focus on understanding/evaluating research as evidence (interpreting basic clinical statistics and research designs) and evaluating evidence for NP practice, including finding/appraising research evidence and integrating the three types of evidence (research, clinician expertise, and patient values/preferences). “EBP II” focuses on incorporating patient preferences into clinical practice, generating and evaluating evidence in clinical practice. Recognizing that NPs have a professional responsibility to share best practices with others, EBP II will also address how to disseminate newly found evidence.



# UNDERGRADUATE RESEARCH OPPORTUNITIES BEYOND CURRICULUM



“It is essential to make research opportunities available for undergraduate nursing students, as they are the future of nursing education. Providing hands-on research experiences can ignite and maintain the excitement of clinical inquiry and curiosity. Undergraduate students who are simultaneously learning about the value of clinical practice and research will continue to consider the relationship between practice and research throughout their professional careers. This is an important quality in future nurses and academics as evidenced based practice is an important part of nursing and healthcare.”

—Jenifer Thomas, PhD

## ENTHUSIASM FOR RESEARCH:

Jenifer Thomas started out working as an undergraduate research assistant, and as a result of that positive experience has made sure to include undergraduates in her research throughout her academic career. One of her goals in working with students is to generate and support enthusiasm for research. Therefore, as she began her research at the University of Wyoming, she invited undergraduate nursing students to apply as research assistants. She received a tremendous response! All of the students who applied were interested in learning more about research and were passionate about nursing and health. Thomas selected four students from the applicant pool—two junior nursing students and two pre-nursing students. The resulting “Thomas Lab” research team began meeting in August 2011, and meets once per week during school sessions to discuss current and future research projects and to prioritize research tasks. The topic of their research this past year was “Caring for the Prediabetic: What do NP’s and MD’s Recommend?” [Refer to page 8 of this newsletter for more information about Thomas’ research.]

## THOMAS’ MENTORSHIP STYLE

“I mentor how I was mentored,” says Thomas. Her doctoral advisor, Dr. Evelinn Borrayo at the University of Colorado-Denver, and her post-doc advisor, Dr. Silvia Canetto at Colorado State University, mentored Thomas in research and the team approach to research. So Thomas’ philosophy for mentoring students mirrors her own experience where she had the opportunity to learn about research in a supportive environment. Thomas views the research team as a collaborative process. She prioritizes activities and assigns tasks to students, but also involves students in the

decision making and creative aspects of the projects. Says Thomas Lab team member Terra Harvey, “Even though my title is a research assistant, I feel they allow us to take part in the actual research process. They listen to what we have to say and take our ideas into consideration. They make us feel like we are valuable members of the team.”

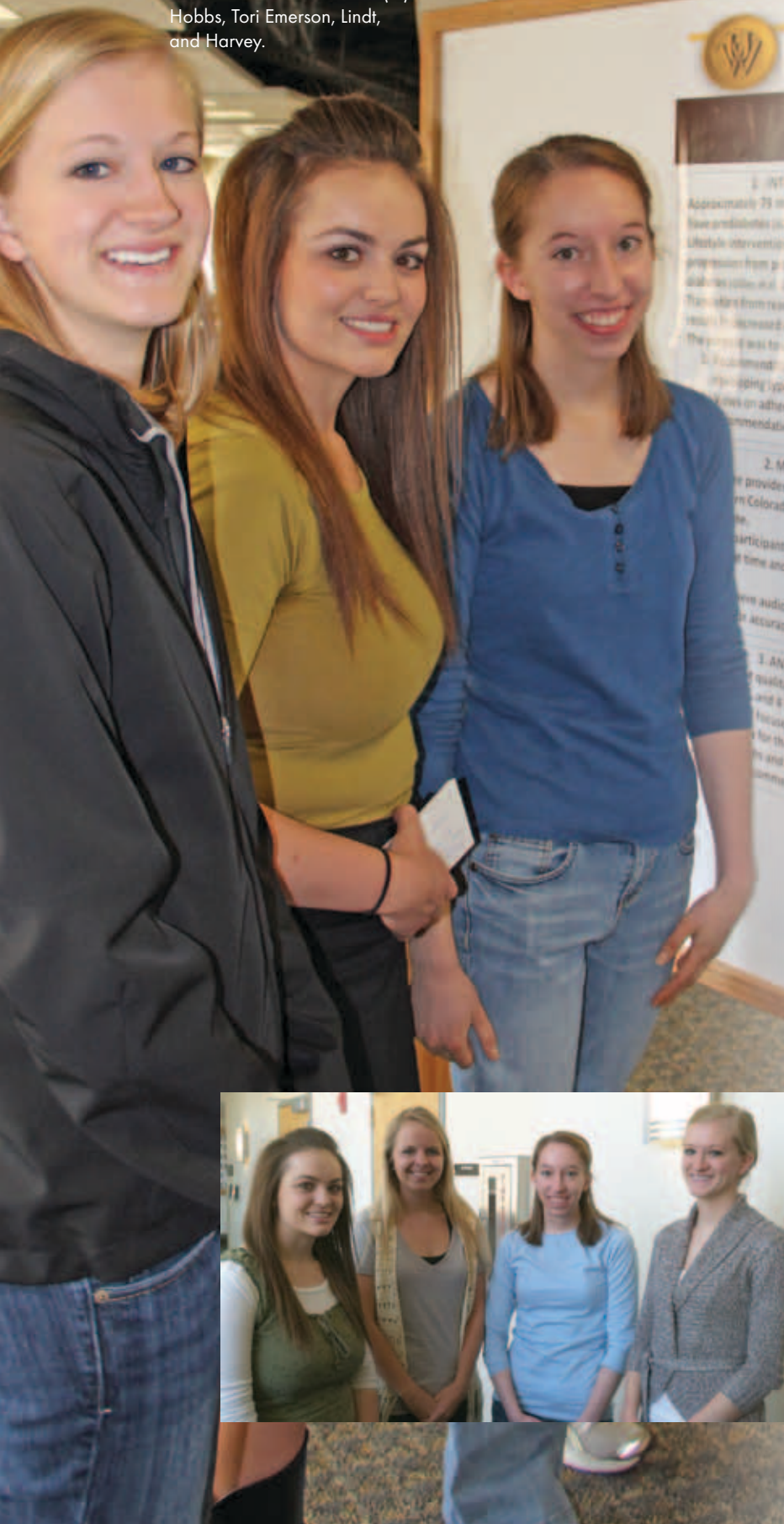
Thomas believes students can learn more about the research process and become excited about research when working in a team environment. Team member Talisha Hobbs’ experience is a case in point. Talisha says, “The team created a fun and comfortable environment as we worked together to achieve results. The research became more than just a task or assignment and I soon found my desire to continue my involvement with research growing immensely.”

Thomas is also passionate about allowing students to explore their own research questions, and this is where we see Thomas’ mentoring style bringing forth great results. For example, her undergraduate student team created a research question based on a Thomas Lab research project. The team’s resulting research culminated with not only a poster presentation at the College of Health Sciences Grand Rounds Research Day, but with an invitation to present their research at the Western Institute of Nursing (WIN) Conference in Portland, Oregon this past spring 2012.

## WHY PARTICIPATE IN A RESEARCH TEAM?

Participation in a research team or on a research project can positively impact students both academically and professionally. Thomas says, “Students can refine their teamwork and communication skills, connect with other students who have similar interests, and enhance their resumé. Also, any student who is considering graduate school would benefit from gaining research knowledge

Thomas Lab Research Team members (l-r) Terra Harvey, Talisha Hobbs, and Adara Lindt have their research poster ready for presentation at the College of Health Sciences Grand Rounds Research Day spring 2012. Inset: The full Thomas Lab Team includes (l-r) Hobbs, Tori Emerson, Lindt, and Harvey.



and skills.” Team member Hobbs adds, “Being on a research team is a career building experience. Taking advantage of undergraduate opportunities provides students with a great outlook on the future of health care and the impact of research. I think research is essential to increase the potential of each student.”


## HOW DO STUDENTS GET INVOLVED?

Students can explore opportunities for research experience in a variety of ways and Thomas encourages students to be open to the possibilities. Even students who do not have any research experience should not be afraid to inquire about opportunities. “First,” says Thomas, “students should notice when faculty members recruit research assistants through email or classroom announcements. Second, students should seek out faculty members who are doing research on a topic that is of interest to them.” That’s what happened with Tori Emerson, another Thomas Lab team member. She said, “I decided to become involved because the topic of this research project really interested me [in regards to] what I want to possibly do as a career in my future. I would highly recommend other students getting involved in research of a topic that interests them.”

In conclusion, the fourth member of the Thomas Lab research team, Adara Lindt, sums this topic up best: “I think the biggest advantage for involving undergraduate students in the research process is that they perhaps would come to value and understand research better. Learning how to understand the results of study, analyzing if the results are applicable to your patients’ care, and then learning how to implement the necessary changes is most important for undergraduate nurses. After seeing a project from start to finish, I know I will make the extra effort to stay up-to-date on research studies. For that is the best way that I can provide the best and most current care to my future patients.”







NCNS "Research Group" activities include faculty pairing off with and mentoring graduate students in their research.

## NCNS STAFF

### NCNS DIRECTOR

**Anne Bowen, PhD** [pictured above, 2nd from right] is a clinical psychologist with an emphasis in pediatric and adult health psychology. She has focused her research career on rural populations at risk for HIV infection and utilizes technology to improve rural health care delivery. Bowen has a special interest in developing interventions for behavioral and mental health problems that nurses can implement in primary care settings. Bowen was awarded the 2012 College of Health Sciences Outstanding Researcher Award.

### NCNS GRADUATE STUDENTS

**Tigist Tsega, MS** [pictured above, far right] (**Educational Psychology**) is a doctoral candidate from Ethiopia, and plans to return there to focus on women's health and mental issues.

**Julie Angiola, MS** [pictured above, 3rd from right] (**Clinical Psychology**) is originally from New York State, but plans to focus her research and practice in the rural west.

## RESEARCH OPPORTUNITIES BEYOND CURRICULUM:

### Graduate students, faculty and the Nightingale Center for Nursing Scholarship (NCNS)

**The Nightingale Center for Nursing Scholarship (NCNS)** was founded in 2000 as a resource for the faculty of the Fay W. Whitney School of Nursing, the UW College of Health Sciences, and the Wyoming health care community. The NCNS mission is to promote the development, exchange, dissemination, and utilization of scholarship related to nursing and the human health experience.

NCNS activities focus on assisting scholars in evaluating, generating, and disseminating evidence that focuses on improving health care. The primary goals of the NCNS are to first help faculty in nursing with all types of scholarship and to promote Evidence Based Nursing (EBN). The NCNS Web site (<http://www.uwyo.edu/ncns/>) is currently being updated to include links to nursing relevant funding agencies, information about Institutional Review Boards (including a frequently asked questions section), and information on evidence based practice.

**NCNS activities highlights:** First, we conduct a weekly research meeting [now called "The Research Group"] that is open to all faculty and graduate students in the school. The meetings range from developing new research ideas to providing

Like the pieces to a puzzle, an NCNS Research Group member's research project is literally taken apart by the group and improved in reassembly. The hard work of planning, writing, critiquing, and producing their research pays off: sixteen abstracts have been accepted for presentation at national conferences since this "Research Group" began meeting two years ago.



feedback on methods and critiquing our written work. “What a great job! We get paid to spend two hours a week thinking and talking about health behavior and planning how to improve it!” says faculty member Jenifer Thomas.

A second area of focus is promoting individual faculty scholarship. Recently the Center staff has mentored faculty in Doctor of Nursing Practice (DNP) coursework such as Evidence-Based Practice and Statistics; helped write grants to evaluate Web sites for rural people at risk for diabetes; developed an internet-based therapy program for depressed rural men; used photography to help rural women overcome fears of breast cancer screening; and examined the gaps in health care needs of rural elderly. We also conducted a workshop on using a reference manager for literature searches.

Thirdly, the Center maintains an active role in conducting research studies. NCNS research team studies include:

**Transcending fear of mammography: inspiring critical self-reflection through photography.** (PI: Mary Anne Purtzer) Goal: to help women be able to live their personal health values, not their fears and anxieties. This will allow them to make informed decisions about cancer prevention strategies such as mammography-screening.

**Chronic ringing in the ears: do thoughts make it worse?** (PI: John Moring, Jenifer Thomas, Anne Bowen) People who have chronic ringing or buzzing in one or both ears (Tinnitus) may have subconscious thoughts about it. We wonder if negative thoughts make the ringing/buzzing worse or increase risk of depression. If we can identify the thoughts, we can help people change them, reducing symptoms.

**What does it mean to be a “prediabetic”? Health care providers’ and patients’ perceptions.** (P.I.: Jenifer Thomas, John Moring) More than a third of people in the U.S. can be classified as pre-diabetic. The healthcare community tells at-risk people to change diet and up exercise, but many people are not successful. We hope to learn more about what medical providers tell their patients, as well as what pre-diabetic patients know and think about their condition. We wonder: Is there some miscommunication? Do people respond better to certain kinds of information? How can we better motivate people to change their behaviors?

**What’s in her purse?** (PIs Lindsey Ross, John Moring, Julie Angiola, Anne Bowen) Question: How do the things a woman carries in her purse affect peoples’ attitudes about her? Participants watch a video; look through the contents of a purse; then answer questions about the young woman’s attitudes and behaviors.



NCNS Research Group tests out a video and activities that volunteers will be asked to take part in with the study, “What’s in her purse?”

**Mental health practices in a free primary care clinic.** (PI Mary Burman, Anne Bowen, John Moring, Tigist Tsega, Julie Angiola) Low income people without health insurance have high stress in their lives that may lead to health/mental health problems. Free health clinics providing mental health services are uncommon. This study examines clients’ mental health needs in a free integrated primary care clinic.

**Recently graduated nurse practitioners: do they feel ready for independent practice?** (PI: Ann Marie Hart, NCNS staff) Family Nurse Practitioners (NP) typically go through two-three years additional training after their BSN. While clinical training is strong and patient outcomes good, previous research suggests they want more training, yet there are few residency programs for NPs. This project seeks to understand current mentoring needs/desires of new NPs.

**Staying on track with calorie tracking.** (PI Julie Angiola, Anne Bowen supervising) Goal: To help people who keep paying for weight loss programs (but can’t seem to track calories) clarify health values, recognize tracking barriers, accept what they can’t change, and focus on the life they want to live.





Thomas explains her research project to faculty and staff at the annual Scholarship Celebration at the NCNS.

## GRADUATE FACULTY AND THEIR RESEARCH

JENIFER THOMAS, PHD  
ASSISTANT PROFESSOR

Jenifer Thomas's area of research is in the psychosocial and social cognitive factors related to health and illness behavior. "Two projects related to this research are in progress," says Thomas. "First, the 'Influence of Psychosocial Factors on Illness Behavior in Individuals with Type 1 Diabetes and at risk for Type 2 Diabetes.' The goal of my research is to examine the risk perception and health behaviors of individuals at risk for developing type 2 diabetes, as well as the psychosocial factors (social support, coping skills, stress) that may impact disease management behaviors of emerging adults diagnosed with Type 1 Diabetes.

My second project is the 'Examination of Social Cognition Related to Illness Behavior.' The goal of this research is to examine dimensions of health related self-concept, as well as the implicitness of attitudes related to health, and their impact on symptom reporting, symptom recognition, and healthcare seeking behaviors."

MARY ANNE PURTZER, PHD, RN  
ASSISTANT PROFESSOR

The context of the research conducted by Mary Anne Purtzer is rurality and associated cancer health disparities. Her primary area of inquiry addresses mammography-screening decision-making processes. "The purpose of this research area," says Purtzer, "is to develop theoretical explanations of screening behavior of rarely or never-screened women that will underpin interventions to assist women in making informed decisions." Purtzer is currently investigating how to facilitate changes in cognitive schema or habits of mind that move women from non-screening to screening. This work is being expanded to include cervical cancer screenings as well.

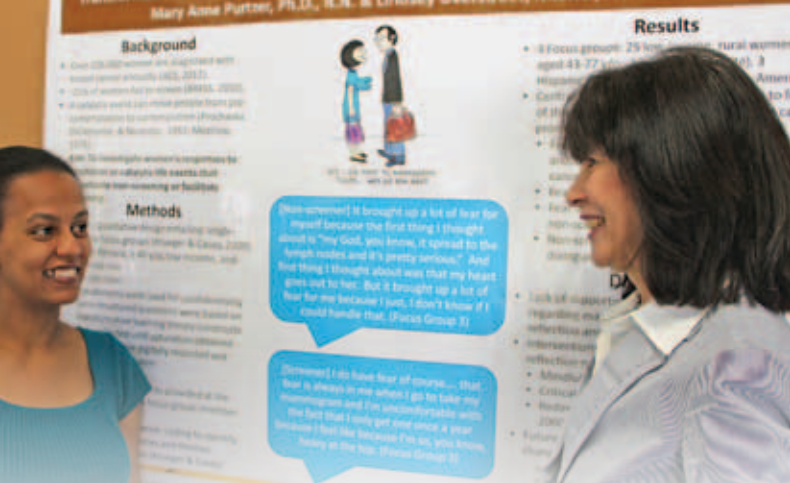
In partnership with a nursing graduate student, Katrina Suzi, Purtzer is expanding her research in cognition to the classroom setting. Purtzer and Suzi are examining critical self-reflection, a vital nursing skill that fosters ongoing self-improvement and life-long learning. Following completion of an integrated literature review, a study designed to assess nursing students' ability to critically self-reflect will be conducted with the intent of providing teaching strategies that facilitate the development of this skill.

Lastly, an interdisciplinary research effort is being conducted in collaboration with Carol J. Hermansen-Kobulnicky,



Graduate Assistant John Moring and Thomas Research lab member Terra Harvey position themselves at the Ivins Memorial Hospital Fair where they recruited participants for Thomas' diabetes research.





A Nightingale Center for Nursing Scholarship (NCNS) graduate assistant and counselor education doctoral student, Tigist Wuhiltsega (left), is assisting Purtzer (right) with her mammography research. “In turn,” says Purtzer, “I have the honor of providing consultation regarding Tigist’s dissertation.”

PhD, RPh, an associate professor in the School of Pharmacy. Purtzer and Kobulnicky are examining personal health information management and self-monitoring behavior of cancer survivors. The goal is to improve cancer-related health outcomes and quality of life.

## BARBARA ROBINSON, PHD, MBA, RN ASSISTANT PROFESSOR



The specific focus of Barbara Robinson’s research study is to understand the challenges of living with chronic illness from the perspective of frontier elders.

“Although there is a great deal of existing research evaluating the health needs of elders with chronic illness,” says Robinson, “there is little information that is specific to the perceptions of elders living

in frontier Wyoming. Long distances, inclement weather, culture, and isolation complicate access to healthcare for these elders. A chronic shortage of healthcare providers adds to these challenges.” Wyoming ranks forty-sixth of the fifty states in physicians per population (U.S. Census Bureau, 2010). Ten of the twenty-three counties qualify as Medically Underserved Areas (Health Resources and Services Administration, 2011) with 200,000 citizens residing in areas without access to adequate primary care. The entire state qualifies as a Mental Health Shortage Area (Wyoming Department of Health, 2012). With the exception of Natrona and Laramie counties, the entire state qualifies as frontier with fewer than six residents per square mile (Wyoming Department of Health, 2012).

“Understanding the perceptions of frontier elders will contribute to knowledge of healthcare needs, planning for

healthcare services, and policy decisions for this vulnerable population,” notes Robinson. She continues, “I think that the importance of the research is reflected in the following statement:

‘Often dependence comes as residents age, and too frequently this dependence leads the older adult to a long-term care situation. By implementing some of the recommendations... (We) can create and enhance a climate of *interdependence* rather than *dependent isolation*... A primary goal of the Older Americans Act is to avoid the institutionalization of older residents, seeking to support older residents as they age in their communities. The 2010 cost comparison of older adult options demonstrates the great cost savings in preventing premature nursing home placement.’ (Northwest Colorado Council of Governments, 2011, p. 60)

“This initial study,” says Robinson, “fits within my overall research agenda of supporting frontier elders’ ability to age in place by increasing access to healthcare.”



“Long distances, inclement weather, culture, and isolation complicate access to healthcare for these [frontier Wyoming] elders.”

—Barbara Robinson



# PUBLICATIONS, GRANTS, AND PRESENTATIONS

## ACTIVE GRANTS

**Purtzer, M.A.** (2012-2013) Research Grant-in-Aid. Transcending fear of mammography: Inspiring critical self-reflection through photography. Funded by: UW, College of Health Sciences, \$5,000.

**Purtzer, M.A.** (PI) & Koblunicky, C. (2012-2013) Faculty Grant-in-Aid. Integrating cancer patient self-monitoring into practice: Are we ready? Funded by: UW Research and Economic Development Office, \$7,494.

**Purtzer, M. A.** (2011-2012). UW College of Health Sciences INBRE Grant. Transformative learning theory: Can it help us encourage mammography screening? Funded by: NIH, \$2,792.

**Burman, M.** (PD) (2011-2014) Nursing Education and Leadership in Wyoming (NELW). Funded by: Robert Wood Johnson Foundation "Partners Investing in Nursing" program through the Wyoming Community Foundation, \$450,000.

**Bowen, A.** & Williams, M. (2011-2012) Rural AIDS prevention project—Depression intervention. Funded by: Florida International University (seed grant), \$30,000.

**Bowen, A.** (Co-I) (2010-2012) Tanzanian drug treatment as AIDS prevention—Reliability and validity study (D-TAPP). Funded by: NIH/NIDA, (R21), \$275,000.

**Clarke, P.** (PI/PD) & **Diaz Swearingen, C.** (Co-PD) (2010-2012) LEAP from RN to MS: Preparing nurse educators. Funded by: HRSA, \$1,108,708.

## RECENTLY COMPLETED GRANTS

**Bowen, A.** (2009-2012) Wyoming Addicts Recover with Microfinance (WARM) program. Wyoming Women in Transition Web Site: <http://www.wywit.org>. Funded by: Dept. of Justice, \$75,000.

**Bowen, A.** (2009-2012) Transition service needs for recovering methamphetamine users research project. Funded by: Dept. of Justice, \$50,000.

**Burman, M.** (2009-2011) Nursing workforce project of Wyoming: Industry partnership project. Funded by: Wyoming Workforce Development Council and Department of Workforce Services, \$280,000.

## RECENT PUBLICATIONS

### 2012

Gray, M., Hassija, C., Gantenbein, R., Wolverton, R., James, T. & **Robinson-Phillips, B.J.** (in press) Provision of evidence-based therapies to rural survivors of domestic violence and sexual assault via telehealth: Preliminary treatment outcomes and clinical training benefits. *Professional Psychology: Research and Practice*.

**Purtzer, M.A.**, & Hermansen-Koblunicky, C. J. (in press) Rural cancer patients' coping through self-monitoring and information management. *Cancer Nursing: An International Journal for Cancer Care*.

**Purtzer, M.A.** (2012). A transformative decision-making process for mammography screening among rural, low-income women. *Public Health Nursing*. Advance online publication. DOI: 10.1111/j.1525-1446.2011.00994.

Williams, M., **Bowen, A.**, Atkinson, J., Nilsson Schönnesson, L., Diamond, P., Ross, M., and Pallonen, U. (2012) An assessment of brief group interventions to increase condom use by heterosexual crack smokers living with HIV infection. *AIDS Care*, 24, 220-231.

### 2011

**Steiner, S.**, Hewett, B., Floyd, E., Lewis, N., & Walker, E. (2011) Creating a learner-centered environment in nursing education: An immersion experience. *Journal of Adult Education*, 39(1), 11-17.

**Purtzer, M.A.** (2011) A transformative decision-making process for mammography screening among rural, low-income women. *Public Health Nursing*, 29(3), 247-255.

Caldwell is no stranger to concern for poor populations in foreign countries. Here she shows her delight in a baby's progress during a clinical visit to Honduras.



## FACULTY DOCTORAL CANDIDATES

### PENELOPE CALDWELL, RN, MS, CNM ASSISTANT LECTURER

I am a DNP candidate at the University of Northern Colorado. The goal of my research is to reduce the rate of cervical cancer in a resource-poor country by developing a training program that will teach local health care workers an alternative low-cost cervical cancer screening and treatment method. If successful, these trained health care workers will then be qualified to be the new trainers. This research and training program will target a population of indigenous Mayans who are from a poor rural district in the highlands of Guatemala.

#### PHASE I

First I will conduct an ethnographic study to understand the perceptions of cancer and what beliefs and cultural barriers women may have about cervical cancer screening. I plan to use Participatory Action Research (PAR) as my methodology.

This initial phase of my research and 'PIO' question is: How do Mayan women age 30 and higher (P) who may have pre-cancerous or early cancerous cervical lesions (I) perceive cervical cancer and early screening and prevention for cervical cancer (O)?

#### PHASE II

The second phase of my research is to design and conduct a training program in this region of Guatemala. This will be a quantitative study that measures the level of skill health care workers retain after a five-day training program. The health care



**Thomas, J.,** & Borrayo, E. (2011) An examination of moderators of stress and illness behavior. *Psychology, 2*(6).

**Bowen, A.,** Moring, J., Williams, M., Hopper, G., & Daniel, C. (2011, online first) An investigation of bio-ecological influences associated with first use of methamphetamine in a rural state. *Journal of Rural Health, 28*(3), 286-295.

## CONFERENCE PRESENTATIONS

### 2012

**Purtzer, M.A.** & Overstreet, L. (2012, April) Transformative learning theory: Can it help us encourage mammography screening? Poster presentation: Annual meeting of the Society for Behavioral Medicine. New Orleans, LA.

**Purtzer, M.A.** (2012, June) Educating faculty and students about the transcultural nature of rural nursing practice. Poster presentation: Association of Community Health Educators' 2012 Annual Institute. Portland, OR.

**Moring, J., Tsega, T., Bowen, A., Angiola, J., & Burman, M.** (2012, April) Mental health needs of low income individuals attending a rural free clinic. Poster presentation: Annual meeting of the Society for Behavioral Medicine. New Orleans, LA.

**Moring, J., Thomas, J., & Bowen, A.** (2012, April) Implicit attitudes about sound and their effects on tinnitus maintenance. Poster presentation: Annual meeting of the Society for Behavioral Medicine. New Orleans, LA.

**Bowen, A., Burman, M., Trimmer, S., Robinson, B., & Purtzer, M.A.** (2012, April) Reducing the nursing shortage by increasing educational capacity in Wyoming. Poster presentation: Annual meeting of the Society for Behavioral Medicine. New Orleans, LA.

**Bowen, A.,** Williams, M., Kilonzo, G., & Atkinson, J. (2012, April) Readiness for drug treatment as HIV prevention among Tanzanian heroin injectors. Poster presentation: Annual meeting of the Society for Behavioral Medicine. New Orleans, LA.

Hopper, G., & **Bowen, A.** (2012, April) Rural women in drug treatment: Increasing recovery capital through photovision. Poster presentation: Annual meeting of the Society for Behavioral Medicine. New Orleans, LA.

### 2011

**Thomas, J.,** Wynstra, C., Stoops, T., Canetto, S., & Trott, C. (2011, August). Plans for children of female and male students in STEM. Poster presentation: American Psychological Association Convention. Washington, D.C.

Trott, C., Canetto, S., **Thomas, J.,** Wynstra, C., & Stoops, T. (2011, April) Career plans of atmospheric science graduate students: Does gender matter? Poster presentation: Rocky Mountain Psychological Association Conference. Salt Lake City, UT.

**Angiola, J. & Bowen, A.** (2011, April) Cowboy up?: Rocky Mountain males HPV vaccination intention. Poster presentation: Annual meeting of the Society for Behavioral Medicine. Washington, D.C.

**Bowen, A.** & Hopper, G. (2011, April) Methamphetamine recovery: Availability of recovery capital in rural communities. Poster presentation: Annual meeting of the Society for Behavioral Medicine. Washington, D.C.

Hopper, G. & **Bowen, A.** (2011, April) Rural women: Quitting & relapsing from methamphetamine. Poster presentation: Annual meeting of the Society for Behavioral Medicine. Washington, D.C.

**Moring, J., & Caldwell, P.** (2011, April) Improving cultural competency among nursing students. Poster presentation: Annual meeting of the Society for Behavioral Medicine. Washington, D.C.

**Purtzer, M.A.** (2011, February) Mammography screening: A transformative, decision-making process. Poster presentation: 11th National Conference on Cancer Nursing Research. Los Angeles, CA.

**Thomas, J., Moring, J.,** Hopper, G., & **Angiola, J.** (2011, April) Health-related self-concept and report of physical symptoms. Poster presentation: Annual meeting of the Society for Behavioral Medicine. Washington, D.C.

workers will be trained to perform visual inspection with acetic acid and visual inspection with Lugol's iodine (VIA VILI), an alternative method to diagnose cervical cancer lesions. The health care workers will then learn to treat the lesions in a single visit, or the 'see and treat' method using cryotherapy (freezing).

The PICO question for the second part of the research is: Can local health care workers (P) be trained adequately in a five-day training course using VIA and VILI, and the 'see and treat' screening method using cryotherapy (I) as measured by pre- and post testing (C- Issue of interest), to prepare them to become qualified trainers for a new cohort (O) of trainees.

## CONNIE DIAZ SWEARINGEN, MS, RN, PHCNS-BC ASSISTANT LECTURER

My doctoral studies are working toward a PhD in Nursing Education at the University of Northern Colorado.

Research interests lie in public health services research, and more specifically in the area of workforce development. My current research examines issues in continued formal education for the current nursing workforce. Projects include exploring factors that support continued formal education, and my dissertation work focuses on perceptions and preferences in advising approaches among RN/BSN students.



## ELIZABETH GOODWIN, MS, RN ASSISTANT LECTURER

I am a PhD candidate at the University of Oklahoma College of Nursing with a research focus on disparities in cancer survivorship in vulnerable populations.





# SCHOOL UPDATE

## NEW FACULTY

Please visit our “New Faculty/Staff Highlight” page on the Web to get acquainted with new faculty and staff members. Go to [www.uwyo.edu/nursing](http://www.uwyo.edu/nursing). Click on “Faculty/Staff” in the horizontal button bar beneath the nursing banner.

**Cheri Bellamy**, MSN, RN, CGRN, has been teaching part-time in the RN/BSN Completion program, but now will go full-time in the undergraduate program, teaching both theory and clinical courses related to acute and long-term care.

**Deborah Nemetz**, MSN, RN, ACNP-BC, joins the BRAND program faculty, teaching didactic and clinical courses with an emphasis in acute care.

**Sherrie Rubio-Wallace**, RN, MS, FNP, is no stranger to the school’s faculty. After a year’s absence she returns to the undergraduate program, where she will be teaching in both theory and clinical courses related to public health, health promotion, and assessment.

**Candace Tull**, MSN, RN, WHNP-BC, will be teaching didactic and clinical courses in the BRAND program.

## FACULTY, STAFF, AND STUDENT AWARDS

### FACULTY AND STAFF AWARDS

**Anne Bowen**, College of Health Sciences (CHS) Outstanding Researcher Award for 2012

**Mary Burman**, Wyoming Women’s Foundation (WYWF) Trailblazer

**Erin Dobyns**, University of Wyoming Staff “Unsung Hero” Award

**Carrie Deselms**, CHS Innovation in Teaching Award 2012

**Holly Miller**, CHS Outstanding Teacher Award 2012

**Pamela Larsen**, CHS Outstanding Teaching in Geriatrics Award 2012

**Linda Williams**, NCNS “Communication of Wisdom” Award

### STUDENT CONVOCATION AWARDS

On May 5, 2012, 207 graduates were honored: 47 Basic BSN, 30 BRAND, 99 RN/BSN Completion, 12 MS Nurse Educators, 9 MS Family Nurse Practitioner (FNP), and 9

MS Psychiatric Mental Health Nurse Practitioner (PMHNP). Awards were presented at the ceremony as follows (more information on awardees can be found on the school’s Web site ([www.uwyo.edu/nursing](http://www.uwyo.edu/nursing)) in the left sidebar under “News” for 2012.

### BASIC BSN AND BRAND STUDENT AWARDS

**Laci Little**: Passion for Nursing Award, *devotion, allegiance, and commitment to profession of nursing*

**Lauren Armstrong**: Rudolph “Rudy” and Louise Anselmi and Jeri Kirk Family Trust Nursing Scholarship, *leadership and responsibility*

**Kylie Stern and Annita Uwamahoro**: Amelia Leino Memorial Award, *outstanding in family nursing*

**Rebecca May**: Gertrude Gould Memorial Award, *excellence in public health nursing practice*

**Barbara Cook and Loryn Kempton**: Beverly McDermott Award, *leadership and public activism*

**Jeffrey Rutz**: Dorothy Tupper Memorial Award, *caring, compassion, and interpersonal communications*

**Erin Butcher**: Lina Kennedy White Memorial Award, *interest in and aptitude for geriatric nursing*

**Jenna Woodard**: SoN Spirit Award, *exceptional spirit and enthusiasm*

### RN/BSN STUDENT AWARDS

**Trisha Shambon**: Professional Nurse Award, *practice, community service, and professional service*

**Mary Madsen**: 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 STUDENT AWARDS

**Katrina Dielman**: Courage to Teach Award, *personification of a critically reflective attitude about learning and teaching*

**Colby Butler**: Alpha Pi Chapter of Sigma Theta Tau Award, *exemplary rural practice*

**Patricia David**: Carol Macnee Scholarship Award, *excellence in scholarship and/or research*

**Janet Warner**: Susan McCabe Psychiatric/Mental Health Graduate Award, *academic excellence, passion for knowledge, and superior clinical practice*



## RECOGNIZING DONNA DIERS

In May, the school hosted a reception to give students and faculty the opportunity to meet UW Honorary Degree recipient Donna Diers. A distinguished leader of the nursing world originally from Sheridan, Wyoming, Diers rose to become one of a select group of nurses nationally who have been honored as “Living Legends” for their influence on nursing and health care. Diers wrote the first textbook on clinical nursing research in 1979 and has published heavily in all major nursing journals.

Diers spent her career at Yale School of Nursing, starting as a lecturer in psychiatric mental health nursing and ultimately serving as the Dean for 13 years. She is now the Annie W. Goodrich Professor Emeritus and Lecturer in Nursing at Yale, and adjunct professor at two universities in Sydney, Australia. Continuing to consult and publish, Diers works to improve nursing in the U.S. and beyond.

## DISTINGUISHED ALUMNA

### CHERIE R. LOWELL, MSN, RN (BSN, '00)

*Read the full story on our site: [www.uwyo.edu/nursing/alumni](http://www.uwyo.edu/nursing/alumni).*

Cherie Lowell was named 2012 Distinguished Alumna due to her outstanding contributions to the nursing profession through excellence in administration. Only three years out from her bachelor's degree, Lowell rose to an administrative role as Director of Surgical Services for Mountain West Medical Center in Tooele, Utah. While in that position she completed her masters in nursing with an emphasis in healthcare administration and became Director of Clinic Operations. “She has consistently been recognized as one of our top managers,” said a nominator, “and because of her exceptional skills and leadership qualities, Cherie was asked to join the Surgical Advisory Board for Community Health Systems—the largest publicly traded healthcare provider within the United States.”

Making career changes to benefit her organization, Lowell's performance elicited more praise: “Cherie...is highly motivated to assure that whether it be a clinical outcome, a major renovation project, a complex contractual negotiation, targeted growth, or meeting business financial expectations, the objectives are not only met, but often times exceeded. Her demeanor skill set and attitude are exceptional, and packaged in a brilliant, compassionate, and extraordinary woman.”



Health Science Dean Joseph Steiner helps hood UW Honorary Degree recipient Donna Diers, PhD, RN, FAAN.



Dean Mary Burman (r) presents the 2012 Distinguished Alumna plaque to Cherie Lowell.





Cheyenne Regional  
Medical Center

## COMMUNITY PARTNER OF THE YEAR

### BASIC BSN COMMUNITY PARTNER: CHEYENNE REGIONAL MEDICAL CENTER (CRMC), CHEYENNE

The clinical partnership between FWWSON and CRMC has been both enduring and successful. CRMC provides our students with excellent clinical experiences and actively seeks to hire our graduates. We continue to enhance our clinical partnership each year. CRMC's Karen Bowen, BSN, RN, CRMC Clinical Education Manager, works very hard at and is successful in facilitating the CRMC clinical experience for our students. She has been particularly diligent in helping faculty find the best experience for every senior capstone student who wishes to be placed at CRMC.

In addition to Bowen's administrative support, School of Nursing faculty member and clinical instructor at CRMC Deborah Retz sings the praises of the staff in the various CRMC units. "I am privileged to have had the honor of working for CRMC for 33 years. I can tell you that the Telemetry, Cardiac Catheterization Lab, ICU and OR

staff are wonderful to work with and are very pro-student. They go out of their way to share knowledge about their specific area and to look for learning opportunities for the students. The physicians are incredible teachers. The cardiologists, the cardiac surgeon and the anesthesiologists all spend a lot of time with students, assuring the best clinical experience possible."

We are fortunate to have a strong partnership with CRMC in providing the best clinical instruction for UW's nursing students.

### GRADUATE PROGRAM COMMUNITY PARTNER: WYOMING STATE HOSPITAL, EVANSTON

From the earliest beginnings of UW's Psychiatric Mental Health Nurse Practitioner (PMHNP) program, the Wyoming State Hospital in Evanston has been one of its strongest supporters. The State Hospital has served as a regular (and eager!) clinical training site for our PMHNP







(l-r) BRAND students Rachel Stuck and Tyler Stevenson review patient charting daily assessments while UW faculty member and St. John's Medical Center clinical supervisor Cathy Beck looks on. Says Stevenson, "My experience at St. John's exceeded my expectations. The individual nurses I had the chance to work with were patient, knowledgeable, and had the heart of a teacher." Stuck agrees: "The nursing staff at St. John's Medical Center was very receptive to teaching and having BRAND students. Each and every one of them has made an impact on my educational experience and my future!"

students and has demonstrated an active interest in the curricula. In fact, Dr. Jack Roniger, Director of the State Hospital, has served on the school's NP advisory board for years, driving back and forth to Laramie multiple times a year to do so. In addition, Roniger and colleagues at the State Hospital routinely go above and beyond for our students doing clinical rotations at the State Hospital—holding after hours case study and psychopharmacology reviews and welcoming students into their homes in the evenings for dinner and a movie (related to mental health!). As well, Dr. Roniger has worked to secure free or reduced cost lodging and meals for students. Furthermore, the Wyoming State Hospital has shown a vested interest in our PMHNP graduates, hiring several of them and serving as mentors to these individuals. The support the Wyoming State Hospital has demonstrated for our PMHNP program is both impressive and unparalleled.

### **BRAND COMMUNITY PARTNER: ST. JOHN'S MEDICAL CENTER, JACKSON**

St. John's Hospital in Jackson, WY has partnered with the BRAND Program for several years. Cathy Beck, MSN,

RN-BC, is adjunct faculty for the FWWSO and has been a clinical instructor for BRAND since 2008 in addition to her current duties at St. John's as Director of the Medical/Surgical Unit. St. John's and Cathy have always welcomed BRAND students to their facility and provided excellent clinical experiences. The students who have been there are consistently positive in their evaluations of St. John's for the friendliness of the staff and facility as well as the wide variety of clinical learning opportunities. We wish to thank St. John's Hospital by making them our Community Partner of the Year.



St. John's Medical Center Campus



# PRECEPTOR RECOGNITION

## BASIC BSN: LOUIE RAE, PARKER-ADVENTIST HOSPITAL EMERGENCY DEPARTMENT; PARKER, COLORADO



“I would like to recognize Louie for not only setting an example of how a nurse should be, but for also believing in me and encouraging me more than anyone else has throughout nursing school. As a preceptor, he supervised my work, but did so in a way that wasn’t constantly looking over my shoulder or directing what I should do. Louie allowed me the

opportunity to think critically, carry out nursing duties, and communicate with other staff independently. I was able to communicate effectively with patients, families, nurses, physicians, laboratory, etc. with his encouragement. I gained confidence along with knowledge from new experiences. He took the time to teach me things and review concepts at the bedside with patients so we could provide patient education at the same time that I was learning too. He stood up for and advocated for me on multiple occasions; I am very grateful for the clinical experience that I had with him...”—*Basic BSN student 2012*

## BRAND: BRENDA TETER, PLATTE COUNTY MEMORIAL HOSPITAL (BANNER HEALTH), WHEATLAND



“I was fortunate enough this semester to have Brenda Teter. She was my preceptor on the Med/Surg floor at Platte County Memorial Hospital for part of May and for most of July and has been a great example of what it means to be a nurse. She has approximately 22 years of nursing experience in many different areas including the ICU, Med/Surg and Care Coordination. Through her

actions and patient care Brenda has shown me what a difference a kind word, a sympathetic ear, and a willingness to teach can make in the overall wellness of the patients

she serves. Specifically, she demonstrates a passion for patient education and she becomes wonderfully animated when talking about cardiac care. When admitting patients she is conscientious about asking how each patient learns best so that she can teach to each patient’s preferences. She makes good use of the teach-back method with both her patients and with me. Throughout our working relationship she made it a point to quiz me on medications, patient interventions and teaching methodologies. She also consistently challenged and encouraged me to be a better nurse by examining the entire patient when forming my nursing diagnoses and plans of care. I feel very fortunate to have had the benefit of her vast experience and knowledge.”—*BRAND student 2012*

## RN/BSN: VIVIAN WATSON, CAMPBELL COUNTY PUBLIC HEALTH, GILLETTE



“Vivian gave me a splendid insight into public health and all the possibilities that the career choice offers. She opened my eyes to the fact that there are so many different stages of life served as a public health nurse; for an example, she exposed me to an adult visit and a baby wellness with lactation education all in one day. She has precepted many nursing

students as evidenced by the first day when she gave me a Preceptor/Orientation Plan that she developed. In the introduction she says, “Preceptoring new students is a fun, challenging way to pass on our knowledge, experience, and expertise.” Vivian has done this; and she has laid out a plan that allowed me to be involved with all of the staff of Campbell County Public Health. I knew many of these people before, but experienced them in action and saw the passion they have for what they do. Vivian has been a catalyst, igniting in me a flame and interest for public health. She has become a mentor and friend. She is a wonderfully wise guide in a sometimes confusing career, showing me that professionalism and compassion can work hand in hand, and makes me aware of the worthiness of an excellent nurse.”—*RN-BSN Completion student spring 2012*

## CALL FOR NOMINATIONS: DISTINGUISHED ALUMNI AWARD 2013

Please consider submitting a nomination for the 2013 Distinguished Alumni Award. Submit online at: [www.uwyo.edu/nursing/alumni](http://www.uwyo.edu/nursing/alumni). Click on Distinguished Alumni Nomination Form. The deadline is February 1, 2013.



# LIST OF DONORS TO SCHOOL AND/OR TO HONDURAS PROJECT

The faculty, staff, and students are grateful to the many who have donated generously to scholarships, equipment, Honduras, and the dean's discretionary fund. Donor support of the school enriches our program, supports students and school projects, and enables us to reach out to the state of Wyoming.

## THANK YOU, MCMURRYS, FOR YOUR INVESTMENT IN NURSING!

Because of the McMurry Foundation's generous \$1 million donation to the Fay W. Whitney School of Nursing at the University of Wyoming, nurses from Wyoming Medical Center and surrounding areas now have the opportunity to advance their degrees in nursing. Students with bachelor's degrees in other fields who now wish to earn a nursing degree from UW will also benefit.

Associated Students  
of Social Workers (ASSW)  
Jared Baker  
Gaurdia Banister  
Jane and A.J. Barghothi  
Mercedes Batty  
Jerome and Mary Behrens  
Cheri and William Bellamy  
Patricia Bennett  
David Bodily  
Juanita Bonner  
Yvonne and Allen Brady  
Ted Brummond  
Ann Marie and Robert Brusenhan, III  
Bonnie Bullock  
Mary Burman and Charles DeWolf  
James and Barbara Caldwell  
Albert and Carolyn Carollo  
Susan and Ronald Cheshier  
Randal Cole  
Connie and Michael Coleman  
Therese and Carlos Comella  
Michael and Colleen Cova  
Nicole Cova  
Bonnie Crawford  
Bethany Cutts  
Bill and Marcia Dale  
Renee and Thomas Davis  
Keri and Matt DeDeo  
Allory and Dawn Deiss  
Zachory Deiss  
Suzey and Stephen Delger  
Jeffery and Nancy Denhoed  
Janice and Stanley Denoo  
Carrie Deselms  
Constance Diaz-Swearingen  
Cary and Zane Durham  
Ramona Duskin  
Daniel and Susan Dyer  
Sarah Eichman  
Michael Enright  
Karen and James Esten  
Beth and John Ewing  
Linda and James Farver  
Henry Ferreira  
Curtis and Michele Foist  
Mary and James Forrester

Jean and Thorm Forseth  
Ray and Denise Gable  
Mona and Ruben Gamboa  
Barry Gasdek  
Krista Geary  
Kelly Gebauer  
Ghazi Ghanem and Karen Dahrouge  
Kari and Brent Goerke  
Lynn and Jay Goff  
Julian and Raina Good  
Melanie Graber  
Thomas Grace and Clea Caldwell  
Paula Green Johnson and Peter Johnson  
Kathleen Gregson  
Ij and Charles Guthmann  
David and Barbara Harper  
Ann Marie and Andrew Hart  
Edward and Ianne Henry  
Dennis and Claire Hitchcock  
Ann Hobson  
Carol Holland  
Diane Holl-Rambo and James Rambo  
B. Jean and Kenneth Holwell  
Kim and Bill Hopkins  
Carole Hoveland  
Ronald Iverson  
Janice and Raymond Jacoby  
Linda Johnson  
Faith and Gregory Jones  
Jennifer Jones  
John and Linda Keller  
Marilyn Kloksiem  
Randy and Pam Larsen  
Pamela Lewis-O'Connor  
Joyce and Charles Lyford  
Laura Mallett  
Dolores and Walter Marshall, Jr.  
Rebecca May  
Christopher and Judith McDowell  
Sally McJunkin  
Laura McMennamin  
The McMurry Foundation—  
Mick & Susie McMurry  
Thomas and Diane Merchant  
E. Gerald Meyer  
Holly and David Miller  
Monica Money

Trudy and Dave Munsick  
Jeanine and Robert Niemoller  
Susan and Clyde North, Jr.  
Lisa Palmer and Clifford Bullock  
Candace Paradis  
Chris and Steffany Peters  
Terry and Tina Pruitt  
Phyllis Puckett  
Mary Anne Purtzer  
Rick and Debby Quest  
Frank and Elizabeth Rahel  
Mary Louise Reutter  
Kymberly and Robert Riddle  
Rotary Club of Laramie  
Leslie and William Rozier  
Craig and Caroline Kirsch Russell  
Elisa Sanchez and Wellington Hengst  
Kelli Schaefer  
Carol Sednek  
Robert and Lana Shepard  
Kelly Shields  
James and Dorothea Shuman  
Norma and James Sibbet, III  
Patty Slack  
Megan Slensker  
Claudia and Howard Spear  
Kara Springer  
Joe and Sue Steiner  
Mary Beth and Joseph Stepan  
Jan and John Stephens  
Maria and Steve Stoughton  
Ann and Steve Strenger  
Mary Swirzcki  
Veronica and Frank Taylor  
Joanne and Ted Theobald  
Thomas and Jean Tonoli  
Sonja and John VanErdewyk  
Christel and David Walrath  
William and Tracy Wasserburger  
Stuart and Janet Webster  
Marjory and Randall Wells  
Joan and J. Walden Westerhausen  
Roy and Fay Whitney  
Betsy Wiest  
Mary Yeik  
Michelle and Erich Zwaagstra



# 2012-2013 SCHOLARSHIP AWARDS

Many thanks to our generous donors for continuing their support of nursing education through scholarships.

## Basic BSN Transition Practicum Scholarship (for Spring 2012)

Lauren Armstrong, Kimberly Buch, Kristen Flachbarth, Mary George, Sarah Lindemood, April Pasono, Arlene Powers, Melinda Skinner, Amy Steele, Kylie Stern, Samantha Stutzman, Nicole Suppes, Erica White, Jenna Woodard

## Bonnie M. and George E. Nugent Nursing Scholarship

Kanti Devkota

## BRAND Scholarship

Sarah Lange

## BRAND Transition Practicum Scholarship (Paula Green Johnson)

Deborah Bedford, Erin Butcher, Anthony Getz, Andrew Kerrigan, Brandi Ogg, Jeffrey Reynolds, Kendra Sayles, Tyler Stevenson

## Carolyn Bennett Miknis '59 Nursing Scholarship

Shelby Fitzhugh

## Charles and Ruth Rile Scholarship

Frank Vitale

## Clay Unger Endowed Nursing Scholarship

Cornelia Rounds, Nichole Barr

## Dorothy Tupper Nursing Scholarship

Larissa DeVries

## Elizabeth Wendt Woodward Memorial Scholarship

Emily Stewart

## Frances E. Gasdek-Eaglehouse and

## Barry D. Gasdek Scholarship

Laci Little

## Frank R. and Dorothy M. Gruden Scholarship in Nursing

*For Sophomores:* Kelsey Kazmar

*For Juniors:* Rachel Porterfield

*For Seniors:* Carly Temple

## Gertrude Gould Lindsay Scholarship

Grant Bacon

## Gordon S. and Charlott Myers College of Health

## Sciences Scholarship

Shannon McDonald

## Jana Leigh Pruitt Memorial Scholarship

Carly Temple

## John and Lois Malmquist Nursing Scholarship

Angela Carlow, Julia Brown

## Mabel C. Sargent Scholarship

Sarah Bailey, Rachel Dowd, Terra Harvey, Sean Johnson, Adara Lindt, Rachel Porterfield

## Marcia L. and William G. Dale Nursing Scholarship

Emily Bandel

## Marge Wilson Scholarship

Sherry Bailey

## McMurry (Susan McMurry Strategic Partnership in Nursing in Wyoming)

Chelsey Anderson, Geraghty Berntson, Bryony Bonds, Idalia Hecker, Deanna Hedlund, Christopher Hines, Tessa Huizenga, Kala Jackson, Leslie Keeler, Stacie McFall, Alex Milberger, Michelle Miles, Rebecca Myler, Stephanie Nemece

## Mildred Agnes Kimball and Adele Colling

## Memorial Scholarship

Emily Stewart

## Nursing Alumni Scholarship

Elizabeth Mondragon, Meron Telekearegay

## Paul Stock Scholarship

Susan Stephens

## Pearl Crossley O'Kieffe Memorial Scholarship

Angela Dangerfield

## Polly Garner Leik Chase Scholarship

Marcia Male, Arika Oberholtzer, Geneva Schueler

## Robert Wood Johnson New Careers in Nursing Scholarship

Carmela Coles, Jennifer Cook, Dounia Mouhouche, Brace Robinson, Joi Smith

## Rudolph "Rudy" and Louise Anselmi and Jeri Kirk Family Trust Scholarship

Robbalee Peterson

## Tracy L. Jones Scholarship

Megan Wilson

## Virgil Thorpe Scholarship

Taylor Lenz

## Wenger Nursing Scholarship

Angela Arnautov, Marie Bradley, Hillary Carmen, Heather McOmer, Ane Peters, Cierra Peterson, Kendra Sayles, Tyler Stevenson, Carly Temple

## Wiest Nursing Scholarship

Darcey Cwardin



Jana Leigh Pruitt Memorial Scholarship recipient ChyAnn Weaver (I) and family enjoy the annual Scholarship Reception celebration.



# SCHOLARSHIP SPOTLIGHT

## CAROLYN BENNETT MIKNIS '59 NURSING SCHOLARSHIP



Carolyn Bennett Miknis, a 1959 UW nursing graduate, began her career in the surgery unit at Iverson Memorial Hospital. As time went by, she gravitated toward school nursing for elementary schools, spending most of her nursing career in the Laramie Public Schools system. "She loved school nursing because she loved the children she served," says Pat Bennett, Carolyn's

sister." Carolyn's activities extended well beyond her one-to-one patient care, heading up the Albany County health education curriculum program, serving on a national advisory board for an educational movie about puberty, developing funding for the State of Wyoming's throat culture program, organizing seminars for school nurse health education at UW, and facilitating the first City of Laramie "Jump Rope for Heart" event. Believable, Carolyn was honored with the 1985 National School Nurse of the Year Award. "Because Carolyn was so dedicated to her career and wanting others to follow," says Bennett, "I chose to honor her and encourage others into nursing careers (especially school nursing) by establishing this scholarship."

Senior nursing student Shelby Fitzhugh is this year's scholarship recipient. "I am so grateful for this award," says Fitzhugh. "The funds will help me complete my final year

at UW to pursue my dream of becoming an RN. Because of Bennett's generosity, I will graduate without student loans. Upon completion of my BSN with a minor in Spanish I plan to give back to this great state, working at a WY hospital and gaining experience in healthcare."



Scholarship recipient Shelby Fitzhugh (l) practices skills with student Sheryl Anderson.

### GIFT FORM



UNIVERSITY OF WYOMING

Name: \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Preferred e-mail address \_\_\_\_\_ Preferred phone number \_\_\_\_\_

**Please accept my/our gift to UW Fay W. Whitney School of Nursing in the amount of:**

\$50    \$100    \$200    \$500    \$1,000    Other \$ \_\_\_\_\_

**This gift is designated for:**

(please specify) \_\_\_\_\_

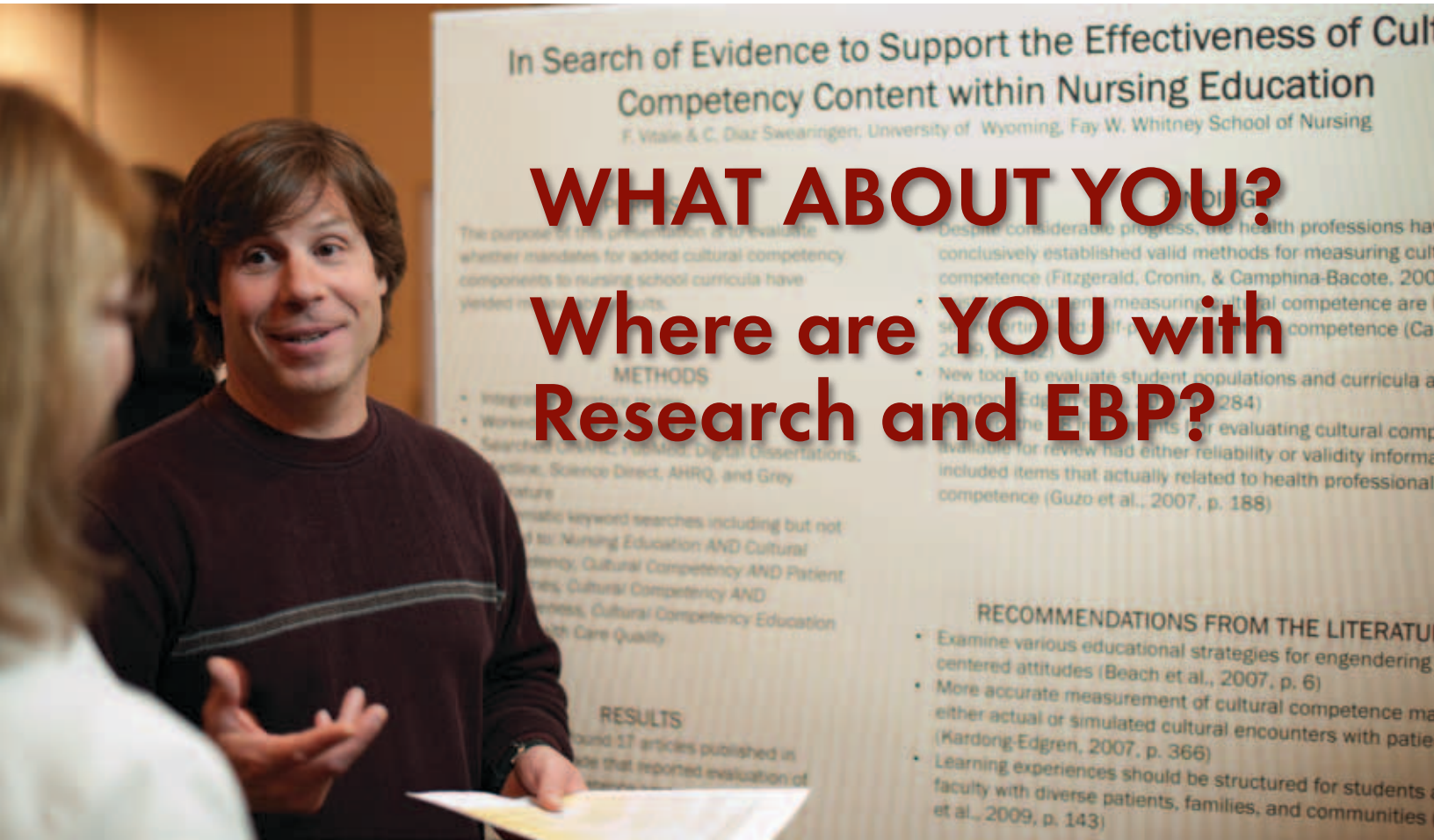
**Online:** Make a payment online using our secure server: [www.uwyo.edu/giveonline](http://www.uwyo.edu/giveonline)

**Phone:** Call the University of Wyoming Foundation during normal business hours: (307) 766-6300 or (888) 831-7795

**Mail:** Please mail your payment and form to: University of Wyoming Foundation, 1200 East Iverson Street, Laramie, WY 82070

- Yes**, please send me information about planned giving (wills, trusts, etc.)
- Yes**, UW is named in my will.
- Yes**, my company matches my gifts. I have included a form from my company.





Undergraduate nursing student Frank Vitale has taken advantage of opportunities to get involved in faculty research. He works with RN/BSN Completion Program faculty member Connie Diaz-Swearngen in a project called LEAP (Leadership Education to Advance Practice). During the spring semester of 2012 Vitale submitted his abstract, "In Search of Evidence to support the Effectiveness of Cultural Competency Content within Nursing Education", which was accepted by the Association of Community Health Nursing Educators (ACHNE). He presented his research in June at their national conference in Portland, Oregon.