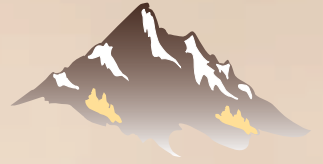




# UNIVERSITY OF WYOMING




*Fay W. Whitney*

**SCHOOL OF NURSING**

*On the Peak of Excellence!*

**ALUMNI NEWSLETTER  
2009**



"When I was about ready to become a member of AARP, I went back to school and obtained my post-master's nurse practitioner degree. You can always continue your formal education regardless of age! I have had wonderful, diverse job opportunities because of my lifelong learning."

—Sue Hume, MS, FNP



# LETTER FROM THE DEAN



*Above: Mary E. Burman, PhD, APRN, BC, FAANP.*

*Left: BRAND (accelerated BSN) graduates August 2009. Graduates from this program increased from 16 in 2008 to 20 in 2009, and there are 28 students in the current class who should graduate in 2010.*

*Right: Basic BSN Student Etna Sacato prepares to insert an IV on a simulator. Laura Mallett works with Etna to ensure that she has the appropriate nursing skills to provide safe care.*

Greetings on behalf of the Fay W. Whitney School of Nursing (FWWSON)! In this issue of our annual newsletter, we focus on the first of our academic goals for the period 2009 to 2014. Every five years, the University of Wyoming (UW) undertakes extensive academic planning. As part of this process, the FWWSON also developed a five-year plan. We outlined four broad goals for our plan: 1) facilitate a culture of professional nursing development to meet workforce needs for Wyoming and the region; 2) foster student learning through use of active learning pedagogies and stimulating on-line, classroom, and clinical learning environments; 3) enhance community partnerships with clinical facilities and other educational institutions and businesses to provide state-of-the-art clinical education in nursing, and 4) expand the Nightingale Center for Nursing Scholarship (NCNS) to enhance research capacity within the FWWSON, the university, and the state focusing on rural health and health care outcomes.

## OUR PLANS FOR ATTAINING THE FIRST GOAL

In this newsletter, we'll tell you more about our first goal, to facilitate a culture of professional nursing development. As part of this goal, faculty and staff are working on several action items:

1. Develop and implement a doctor of nursing practice (DNP) program focused on advanced practice nursing in two areas: family nurse practitioners and psychiatric mental health nurse practitioners.
2. Streamline the RN to MS/DNP educational process in partnership with the community colleges in Wyoming in order to maximize the number of RNs in the state with baccalaureate or higher degrees.





3. Expand the BRAND (fast-track BSN) program statewide to take full advantage of clinical facilities to increase the number of graduates.
4. Revise the Basic BSN curriculum to strengthen student clinical experiences and integration of clinical with didactic coursework.
5. Develop a recruitment, retention, and compensation plan for both tenure track and academic professional faculty.
6. Examine the feasibility of other educational models (e.g., Clinical Nurse Specialist or Clinical Nurse Leaders programs) for nursing leadership in Wyoming.

## PROGRESS ALREADY MADE ON ACTION ITEMS FOR FIRST GOAL

In this newsletter, we highlight some of the things we are doing to streamline the educational process so that nurses can obtain baccalaureate and graduate degrees with as few barriers as possible. We are making great progress! Our RN-BSN completion program is bursting at the seams with students, and we are pleased that Wyoming community college nursing students can now be enrolled concurrently in UW and a community college. We've also collaborated with regional doctoral programs to enhance access to doctoral education. You will learn about one of our graduates who is now at the University of Colorado Denver working on her PhD with the assistance of one of our faculty. Our BRAND program has grown from approximately 20 students to 28 students this year, and we made significant changes in our Basic BSN program, enhancing clinical experiences and adding new courses in aging and mental health. Students in this program will be better prepared for the work place and for graduate education should they choose to go on.

## WORK IS STILL TO BE DONE, BUT THE GOAL IS WITHIN OUR REACH!

We still have work to do. We are pleased that UW's Academic Affairs has asked us for a proposal for a DNP program. This year, we will work with the new Dean of the College of Health Sciences, Dr. Joseph Steiner, for program approval. We still have many approvals to get before we can offer the DNP, but this is a positive step for us. As you probably know from recent reports on the nursing shortage, a key factor in that shortage is the shortage of nursing *faculty*. As a result, we will be looking very closely over the next several years at recruitment and retention of nursing faculty and will explore the feasibility of offering other graduate options beyond our nurse educator and nurse practitioner programs. This is a long range vision and challenge for us but one we want to think seriously about as we make programmatic changes to the DNP at the graduate level. As always, we welcome your ideas and suggestions as we work to implement this academic plan for the FWWSON.

*Many E. B.*

## GLOSSARY OF TERMS

**BRAND:** Bachelors Reach for Accelerated Nursing Degree (accelerated 15-month summer to summer baccalaureate degree program for students who have a previous non-nursing baccalaureate degree)

**BASIC BSN:** On-campus baccalaureate degree program (for students who are not registered nurses but want to become RNs)

**BSN:** Bachelor of Science in Nursing

**FWWSON:** Fay W. Whitney School of Nursing at the University of Wyoming

**MS:** Master of Science

**RN:** Registered Nurse

**RN/BSN Completion:** online baccalaureate degree program for students who are already registered nurses but have associate degrees in nursing or diplomas in nursing and now wish to complete their bachelor's degree

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*Persons seeking admission, employment, or access to programs of the University of Wyoming shall be considered without regard to race, color, religion, sex, national origin, disability, age, veteran status, sexual orientation, or political belief. • 2009/600/BG*



Helping students to further their education:

## HOW OUR CLINICAL PARTNERS ARE WORKING WITH US TO MAKE IT HAPPEN!

*Featuring: Wyoming Medical Center, Casper*

*Wyoming Medical Center (WMC) is **recruiting** excellent nurses. UW School of Nursing is **educating** excellent nurses. The basis for a great partnership!*



*Top: Mary Burman, Dean FWWSON; Julie Cann-Taylor, WMC Chief Nursing Officer; Vickie Diamond, WMC Chief Executive Officer (CEO); Carrie Deselms, Coordinator of FWWSON BRAND Program.*

*Bottom: Wyoming Medical Center in Casper. Picture used by permission.*

As WMC's CEO Vickie Diamond says, "WMC's collaborative partnership and friendship with the FWWSON is crucial to continuing our mutually successful achievements. WMC is pleased to be a very significant part of the BRAND program's statewide campus for educating BSN nurses." How is WMC helping our program to educate students? Not only do they take our students for clinical placements, but they have also stepped forward to help provide housing for them. And most significantly, WMC has paved the way for Wyoming facilities to work even more closely with UW by offering their nurses as adjunct faculty for our programs.

How does WMC benefit from this partnership? Last year they recruited four of our BRAND program graduates, recruiting the same students they helped mentor. It's a win-win situation!

The BRAND program is not the only FWWSON program benefitting from this clinical partnership. WMC has been offering scholarships to RNs seeking to complete their BSN degrees through our RN/BSN Completion Program. They have also helped to give a "face" to the online program by allowing our faculty member Susie Hager to provide on-site advising for potential students.

Thank you, WMC, for helping to educate the next generation of nurses!





*Who says nursing faculty can't have any fun? FWWSO RN/BSN Program faculty and staff enjoy a lighter moment at a recent program retreat. These great folks have commitment and personalities that carry through to make online programs interesting and creative. (Nursing faculty and staff present at the retreat include, L to R, back row: Terrie Wiederich, staff support for RN/BSN program project, "Leadership Education to Advance Practice" (LEAP); Connie Diaz-Swearingen, LEAP project director; Linda Williams, RN/BSN faculty; Pam Larsen, RN/BSN Program Coordinator. (L to R, front row: Karen Benjamin, Susie Hager, Jan Stephens and Linda Johnson, all RN/BSN faculty. Not pictured: LeAnn Carpenter, RN/BSN Office Associate).*

**Helping students to further their education:**

## **HOW WYOMING COMMUNITY COLLEGES ARE WORKING WITH US TO MAKE IT HAPPEN!**

*Featuring: Western Wyoming Community College, Rock Springs, Wyoming—Marlene Ethier*



*Marlene Ethier, MS, RN, CNE,  
Director of Nursing Program at  
WWCC in Rock Springs, Wyoming.*

### **FACILITATING COLLEGE NURSING STUDENTS' TRANSITION TO BSN EDUCATION**

**A**s a result of a new statewide partnership between Wyoming community colleges and UW, it is now possible to be dually enrolled in a Wyoming community college nursing program *and* the online RN/BSN Completion program at UW. Not only is it possible, eight students are already doing it. What does this mean for them? Upon graduation from the community college, most of them will have very few courses left to complete for their BSN, so their time commitment has been significantly diminished. And all along, students will have received advising by both the community colleges and the university, making sure requirements of both institutions will be met.

"Wyoming is fortunate in that the community colleges and UW are able to work together so well. UW has done an excellent job of smoothing the way for AD graduates to complete their BSNs. At the same time, the community colleges support BSN education and actively promote it. Many community college faculty view the associate degree as the first step in nursing education, not the end point. It is recognized that higher degrees provide different skills and perspectives and that higher education means better opportunities for nurses. While all levels of educational preparation are valued, students are encouraged to be life-long learners and pursue higher degrees."—*Marlene Ethier*

# Professional development: streamlining access to nursing degree **FOR STUDENTS WITH NON-NURSING BACHELOR'S DEGREE (BRAND)**

*Written by Carrie Deselms, MSN, RN, FNP, Coordinator of the BRAND Program*

## CAREER CHANGE EFFICIENT THROUGH FWWSON

A fresh perspective on professional development: ABRAND (Bachelor's Reach for Accelerated Nursing Degree). Students with non-nursing bachelor's degrees can efficiently change careers to nursing through this innovative program. Because the core basics required of all bachelor's degrees have already been completed, students can totally immerse themselves in the concepts of professional nursing in an accelerated format. Many who return to higher education want to obtain their goal in an expedited manner as adult responsibilities do not always allow the luxury of a lengthy period of time for schooling.

## REMAIN IN YOUR WYOMING HOME TOWN WITHOUT RELOCATING

The BRAND Program provides an accelerated format for the delivery of professional nursing courses based on adult learning principles. This format allows students to remain in their Wyoming home towns without relocating. The use of innovative technology provides didactic courses, while

collaborative partnerships with clinical agencies help make the entire state of Wyoming the campus for BRAND. Nursing faculty are positioned around the state to limit student travel to clinical sites.

## VARIED, INTENSE CLINICAL EXPERIENCES IN CONCENTRATED CURRICULUM

The first summer semester uses four to five week-long intensive class sessions for the initial introduction to physical assessment and technical skills. After that, time on campus is rare. The fall semester has concentrated medical-surgical clinical experiences in various locations such as Jackson, Rock Springs, and WMC in Casper. Spring semester has concentrated clinical in OB at WMC; psychiatric experiences at the Wyoming State Hospital; and pediatrics, community and public health in the student's Wyoming home town. The final summer for these students is their fulltime professional residency, a capstone course, at an acute care agency in Wyoming. The mature and goal-oriented adult learner can achieve a BSN in 15 months with this concentrated curriculum as one option for seamless entry into nursing practice.

*Left: The ambitious students pictured here with previous degrees in just about everything from Animal Science to Zoology began the BRAND program in May 2009 and will complete their studies in August 2010 to become registered nurses. Over 60% of the students, ranging in age from 21 to 40, are from Wyoming.*

*Right: BRAND students Judene Rohde, Dubois, and Emily Kritzler, Jackson, charting at their hospital clinical placement in Jackson, Wyoming.*





# Professional development: streamlining access to higher education FOR REGISTERED NURSES

*Written by Pamala Larsen, PhD, CRRN, FNGNA, Associate Dean of the School of Nursing*

## REASONS FOR RETURNING TO SCHOOL

Returning to school is never easy whether one is looking at BSN, MS, or PhD education. Complicating the issue is the question, “When is the best time to do so?” From a personal perspective and also from my experience of working with students over the past 25 years, I can say there never is a perfect time to return to school! Education requires a huge commitment while balancing family, personal, and work obligations, and there never is enough time to accomplish everything. However, health care organizations are encouraging (and often financially supporting) more nurses to return to school. Although there may be personal reasons for going back to school, the work of Dr. Linda Aiken and her colleagues from the University of Pennsylvania has influenced all of our thinking about higher education. Aiken and colleagues’ work on educational levels of registered nurses and patient outcomes supports the belief that more education



*Associate Dean Pamala Larsen*

positively affects patient outcomes. Their groundbreaking study, published in the *Journal of the American Medical Association* in 2003, indicated that surgical patients experienced lower mortality and failure-to-rescue rates when cared for in hospitals that had higher proportions of nurses educated at the baccalaureate level or higher (Aiken, Clarke, Cheung, Sloane and Silber, 2003).

Additionally, hospital administrators pursuing Magnet certification have encouraged many of their nurses to return to school to demonstrate a higher proportion of BSN or MS prepared nurses. This push for more education has, in turn, caused schools of nursing, including the FWWSN, to examine their educational programs for access, relevancy to the “real world,” and how to better work with the student who is most likely employed full time while going to school.

## MAKING IT EASIER TO GO BACK TO SCHOOL: ONLINE PROGRAMS

As mentioned previously in the newsletter, the FWWSN has been working with Wyoming associate degree programs to streamline the application and enrollment process for that level of student. The RN-BSN program is a completely on-line program that does not require on-campus time. Thus, the FWWSN has students from across the country enrolled. This mix of “local” students and students from other parts of the country provides an excellent learning forum for students to compare and contrast practices.

*Continued on page 13*

## WHY WE ENCOURAGE HIGHER EDUCATION

A cross-sectional analysis of the outcomes of 232,342 general, orthopedic, and vascular surgery patients revealed that hospitals with greater proportions of nurses educated at the baccalaureate level or higher had better patient outcomes. The main patient outcome measures included risk-adjusted patient mortality and failure to rescue within 30 days of admission. These measures were then analyzed with nurse educational levels at 168 nonfederal adult general Pennsylvania hospitals. The proportion of baccalaureate and higher degree nurses in these hospitals ranged from 0 to 77%. After adjusting for patient characteristics and hospital characteristics, as well as for nurse staffing, nurse experience, and whether a patient’s surgeon was board certified, a 10% increase in the proportion of nurses holding a bachelor’s degree was associated with a 5% decrease in both the likelihood of patients dying within 30 days of admission and the odds of failure to rescue.

Aiken, L.H., Clarke, S.P., Cheung, R. B., Sloane, D.M., and Silber, J.H. (2003). Educational levels of hospital nurses and surgical patient mortality. *Journal of the American Medical Association*, 290(12), 1617-1623.

# STUDENT STORIES: UNIQUE PATHS TO HIGHER EDUCATION



## Kathryn Heimer

*From BASIC BSN directly to MS FNP*

Kathryn Heimer knew that she wanted to go back to school for her nurse practitioner degree (FNP) following a summer internship at the Mayo Clinic after her junior year of nursing school at UW. “Working with a magnificent NP who demonstrated compassionate, evidence based primary care seemed to have a ‘light bulb effect’ on me,” Heimer stated. So she planned to begin the MS FNP program the fall after her BSN graduation, knowing the transition would be easy “since the art of balancing life as a nursing college student was ingrained into my daily habits,” she said. In the summer between programs, Heimer completed an independent study of the French National Health Care System in Angers, France, then worked in an ICU after obtaining her RN license. Both experiences in that busy summer confirmed her desire to continue graduate school.

Since Heimer’s husband is an officer in the US Army, she is glad she is an FNP. First stationed in Oklahoma, she needed to specialize in newborns/well-baby care. Now in Germany, she serves a wide range of patients as an FNP. “I found that I have the ability to provide primary care to patients literally anywhere in the world where my husband’s military career happens to lead us. I am thankful for my UW education!”



## Holly Silvers

*From Biology to BRAND*

“Why did I decide to go into nursing?” Holly Silvers has always enjoyed helping people, no matter the situation. She also acknowledges that nursing is a reputable career and believes the report that people trust nurses more than any other professional. But she had another reason for becoming a nurse: “It only seemed natural to go into nursing since my mom and both my older sisters are registered nurses. I never thought I would do it, but it just seemed right at the time and now I love it!” Her younger sister has even followed suit and is in the BRAND program. Holly (back left) is pictured above with her sisters and mother.

Going back to school for a second degree, says Silvers, “was a little scary at first, but I met some of the most incredible people who have changed my life forever. Staff members at the FWWSO were so warm and welcoming that I was not uneasy at all. Any time I needed help, all I had to do was ask. Now don’t get me wrong. BRAND is an accelerated nursing program and is to not be taken lightly. The workload is intense but definitely do-able and well worth it!”

“I am proud that I went to UW to get my nursing degree. I recommend this program to those interested in getting a great education in a very short time.”



## Joshua Hayes

*From Chemistry to BRAND to MS FNP*

Joshua Hayes completed his first bachelor’s degree in chemistry in 1997 in Arkansas. When he began the BRAND accelerated program eight years later, he said that it was initially difficult transitioning to a student role after being out of school so long. So he stresses to others, “I think the most important thing to remember is not to procrastinate with what you want to do in your career because time goes by faster than you think!”

Hayes delved into nursing with the ultimate goal of becoming an FNP, so he finished the accelerated program in August and started the MS FNP program in September. The only pressing issue he found with such a tight timeframe was that of scrambling to take the RN-NCLEX exam for licensure immediately after graduating. After that stress was over, he settled into part-time enrollment so he could work and gain experience and confidence as a nurse while pursuing his FNP studies.

“I cannot emphasize enough how happy I am that everything fell into place as it did and that I am close to completing my FNP,” Hayes adds more advice for individuals considering higher education: “Don’t look back and regret not having attempted to reach your goals. The sacrifice is worth it in the end.”



# STUDENT STORIES: WHAT WILL YOUR STORY BE?



## David Bodily

*From ADN to RN/BSN to MS nurse educator*

"Prior to entering both the RN/BSN and MS Nurse Educator programs, I was not fully convinced that I needed further education. I was 'already a nurse' when I was completing the BSN program, and I am 'already a nurse educator' as I complete the master's program. In both cases, I have found that I 'didn't know how much I didn't know' until I began."

Transitioning from an associate degree RN into the BSN program and then from the BSN into the MS was "not difficult," says Bodily, "but not simple either. There were catches along the way and unforeseen circumstances, but each 'change' was absolutely worthwhile."

"I chose to be a nurse educator based on several factors: (a) I had gotten feedback as a student and as a nurse that education might be a good fit for me, (b) I'd been impressed with the educators I'd known, (c) my mother was a nurse educator, and (d) I knew I could have a broader influence on the discipline if I chose this direction."

For RNs who are considering higher education, Bodily said that online learning was crucial to his success. He also stresses that early planning for both the BSN and MS was vital for funding and scheduling.



## Kimberly Schindler

*From ADN to RN/BSN to MS FNP*

"The last two semesters of my associate degree program were so stressful, both personally and scholastically, that I never thought I would return to school." But as Kimberly Schindler's life started to turn around through her marriage and her husband's adoption of her two children, she decided to work toward her BSN.

"I was very nervous about returning to school and worried about failure. But I had no reason to be nervous because I continually encountered fantastic instructors who truly wanted to help their students be successful. The online course format in the RN/BSN Completion program was easy to use, convenient, and enjoyable. And with every success in my coursework, I gained confidence and grew professionally." Further building her confidence and to her great surprise, Schindler won the Professional Nurse Award at her BSN graduation based on faculty nominations. Through many and varied scholastic and professional experiences, she began to consider education beyond the BSN and found herself drawn toward the FNP program at UW. "If you had told me in 1997 that I would be a nurse practitioner someday, I would have laughed at you!" But she did just that in 2008, and concludes, "I am so glad I had the opportunity to experience the programs UW offers!"



## Rebecca Carron

*From MS FNP to PhD*

"I received lots of terrific support and encouragement from the faculty at the Fay W. Whitney School of Nursing to continue my nursing education. This support was a key factor in my decision to continue at the PhD level. I feel that UW prepared me very well for the program I am now attending at the University of Colorado Denver (CU-Denver). I would not have missed this tremendous experience for anything!"

"The classes in my PhD program are fun and have stimulated my thinking about the discipline of nursing and how to integrate nursing research and theory with clinical practice. The CU program emphasizes synthesizing literature and research into focused papers based on research related to the course content."

"I would encourage anyone who is interested in pursuing a PhD in nursing to follow your dream and go for it! Investigate PhD programs that you are interested in, and talk to the nursing faculty about continuing on."

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*Please read the next article on "Streamlining MS students to doctoral programs" and "Funding for higher education" for more insight and tips from Carron in regard to preparation for doctoral education.*



## Professional development:

# STREAMLINING MS STUDENTS TO DOCTORAL PROGRAMS

We asked MS FNP graduate Kathryn Heimer (see Student Stories prior to this article) if she is considering going on for her doctorate. Heimer said, “Absolutely! Learning is a lifelong activity, and it never hurts to continue to stimulate the neuro synapses! At this time I am debating DNP (doctor of nursing practice) vs. PhD (doctor of philosophy in nursing), as well as the important logistics of where, when, and how.”

We can’t tell Kathryn or you “where, when, and how”, but we can offer support and guidance. Please read on below to see if we can peak your interest in doctoral education. We hope you will join Heimer in her quest to continue lifelong learning and that you will also consider joining the ranks of nursing faculty responsible for educating the next generation of nurses.

## WHAT DOCTORAL DEGREES ARE AVAILABLE IN NURSING?

*We asked Ann Marie Hart, PhD, FNP, and director of the graduate nurse practitioner programs at UW, to explain the differences between doctoral nursing programs. To assist in choosing the doctoral path appropriate for you, please read her following contribution.*

There are two main types of doctoral programs in nursing: 1) research-focused and 2) practice-focused.

1) Research-focused doctoral programs in nursing typically grant the Doctor of Philosophy degree (PhD); however, a few offer the Doctor of Nursing Science degree (DNS, DSN, or DNSc). Research-focused programs began in the 1950s and are designed to prepare nurse scientists and scholars to advance the discipline and theory of nursing. These programs focus heavily on scientific content and research methodology and typically require students to complete an extensive research project or dissertation. Research-based programs generally do not require clinical or practice-related experiences. In addition, most research-focused doctoral programs encourage students to enter their studies with thoughts on the topic or problem they wish to pursue for their dissertation so that an appropriate mentor can be found.

2) Practice-focused doctoral programs in nursing grant the DNP (doctor of nursing practice). The DNP was first offered in 2004 to prepare nurses in one of four advanced practice nursing (APN) roles, including nurse practitioner (NP), clinical nurse specialist (CNS), certified nurse midwife (CNM), and certified registered nurse anesthetist (CRNA). DNP programs are designed to prepare expert clinicians who will advance the practice of nursing through excellence in care and outcomes-based innovations. Practice-focused doctoral programs generally include integrative practice experiences and an intense clinical practice immersion experience. Rather than a dissertation, students in practice-focused programs generally carry out application-oriented “final DNP projects,” which are integral parts of the reflective, evidence-based practice experience.



*Ann Marie Hart, PhD, FNP*

## IS ONE DOCTORAL DEGREE “PREFERRED” OR “BETTER THAN” THE OTHER?

No. Although research- and practice-focused doctoral nursing programs differ in their goals and graduate competencies, they both represent complementary, alternative approaches to the highest level of educational preparation in nursing. Research- and practice-focused doctoral programs in nursing share rigorous and demanding expectations: a scholarly approach to the discipline and a commitment to the advancement of the profession. Both are terminal degrees in the discipline, one in practice and the other in research.



## WHICH DOCTORAL DEGREE IS BEST IF I ASPIRE TO BECOME A TENURE-TRACK NURSING FACULTY MEMBER IN A UNIVERSITY SETTING?

As noted in another article in this newsletter, well-qualified, doctorally-prepared candidates for nursing faculty positions are few and are expected to become even rarer due to the anticipated wave of faculty members reaching retirement age within the next 10 years. This is a sobering thought, since schools of nursing must maintain a minimum core of doctorally-prepared faculty to meet their scholarly mission. Traditionally, tenure-track faculty in university-based schools of nursing had PhDs and pursued research or theory-based scholarship in addition to their teaching responsibilities. However, with the advent of the new DNP degree, many are beginning to speculate how these doctorally-prepared nurse clinicians will be welcomed and utilized in university-based tenure-track faculty roles. Although it is too early to predict how DNP-prepared nurses will be viewed by universities and schools of nursing, it is our hope that DNP-prepared faculty who wish to pursue a publishable trajectory of clinical scholarship will be eligible for and thrive in university-based tenure-track faculty positions.

## WHAT KIND OF SUPPORT DOES THE FWWSO OFFER?

We don't offer anything tangible, but we do offer lots of moral support! Most of our tenure-track faculty members are willing to serve as local mentors to PhD students. And if the PhD-granting institution allows it, we can even serve on the students' comprehensive exam and dissertation committees.

Rebecca Carron, MS FNP alumna from FWWSO (see student stories prior to this article) is grateful for faculty moral support and guidance. "While I was in my MS program, faculty encouraged me to consider applying to a PhD nursing program, helped me evaluate PhD nursing programs in the surrounding area, helped me get information and application forms, and even offered to write references for my application."

Ann Marie Hart is adjunct faculty at the school where Carron is now completing her PhD. Therefore, Hart is able to serve on Carron's PhD dissertation committee. "This is a tremendous asset for me, since I can meet locally with Dr. Hart to discuss my dissertation plans." Carron also had the

opportunity to work with FWWSO Dean Mary Burman, who served as her research mentor for a nursing course that required a 40-hour research practicum. Carron said, "It was great to work with Dean Burman in Laramie on nursing research that was applicable to nurses in Wyoming."

## WHAT IS THE TIME COMMITMENT? CAN I WORK WHILE COMPLETING THE PROGRAM? WHAT IS THE COURSE DELIVERY LIKE?

Doctoral programs typically take from three to six years to complete, depending on full-time or part-time study, type of degree (DNP or PhD), and whether the student starts the doctoral program with a baccalaureate or master's degree. Rebecca Carron noted that most of her classmates work—many of them full time. As to required campus time, Carron says, "Some PhD programs are completely online. But CU-Denver requires an 'Intensive Week' on campus at the beginning of the semester, which I enjoy, since time on campus is allowed to get to know the faculty and other students. With weekly on-line course modules, you can do threaded discussions and other assignments when you are not working. The courses follow a similar format to the UW courses with student lead discussion modules."

## WHERE CAN I FIND A PhD NURSING PROGRAM?

Please visit the American Association of Colleges of Nursing (AACN) website for a listing of all doctoral nursing programs in the United States: [www.aacn.nche.edu/Education/nurse\\_ed/nep\\_index.htm](http://www.aacn.nche.edu/Education/nurse_ed/nep_index.htm).

## WHERE CAN I FIND A DNP NURSING PROGRAM?

The FWWSO's proposal for a DNP program is currently being reviewed by administrators on campus. Pending approval, we will offer the DNP degree for both the post-baccalaureate and post-master's students with FNP and PMHNP options. But for now, please refer to the above AACN website link where you will find DNP and PhD programs listed.

## WHAT ABOUT FUNDING?

Please read the article on the next page about funding for higher education.



## Professional development:

# FUNDING FOR HIGHER EDUCATION

So, how do you pay for all this higher education? Doctoral student Rebecca Carron says, “Let me stress: There is financial aid available if you want to continue your education.” RN/BSN and MS Educator student David Bodily notes, “It was complex for me to fund my AD program and the BSN prerequisites concurrently; I had to plan.” So in this section, we intend not only to encourage you that your choice to seek higher education is financially doable but also to equip you with the tools to plan ahead for a bright, successful nursing career.

**Fortunately in the nursing field, many scholarships and financial aid options are available.**

### ► UW Graduate Student Assistance

This should be your first resource. Go to the Graduate Student Resources website at [www.uwyo.edu/UWGrad](http://www.uwyo.edu/UWGrad). Click on “Financial Assistance” in the right sidebar menu. That section will lead you to the Financial Aid Help Center for more ideas for financing your education.

### ► Employers

Some employers help finance higher education for their employees and/or offer loans to students that will be forgiven if students work for them after graduation.

### ► Professional organizations, civic groups

Scholarships are often available through a variety of professional organizations and civic groups in your community. Contact them to see if they offer educational assistance.

### ► School of Nursing Website

Check out our website at [www.uwyo.edu/nursing](http://www.uwyo.edu/nursing). Click into “Scholarships” in the right hand menu bar. A multitude of scholarship/financial aid options for UW students and all of our UW programs are listed there with links to needed forms and information. Check that page often since scholarship opportunities are frequently added.

**Due to the nursing shortage, many special funding opportunities have been made available. Each of the following can be accessed on our web Scholarship page for more information and needed application forms:**

### ► Wyoming Legislative Scholarship Fund (“Wyoming Investment in Nursing – WYIN”)

This funding is basically a loan that can be forgiven for students who work in Wyoming for a specified time period following graduation. Students considered for this funding must be residents of Wyoming or graduates of a Wyoming high school. The funding applies to three different groups of students:

- For a student admitted to the School of Nursing in one of the options leading to a BSN degree
- For a Registered Nurse (RN) with a baccalaureate degree who holds a nursing license in Wyoming, has one year of service teaching in a Wyoming nursing program, and who is pursuing a master’s degree in nursing.
- For an RN with a master’s degree who holds a nursing license in Wyoming, has one year of service teaching in a Wyoming nursing program, and is pursuing a doctorate level degree in nursing.

### ► For students interested in the BRAND accelerated BSN program:

#### • BRAND Education Loan Repayment Program

The 60th Legislature of the State of Wyoming 2009 General Session created an education loan repayment program for students in the FWWSO accelerated BSN program known as BRAND. Four students will be loaned up to \$25,000 for the 15-month program. If the student practices in Wyoming as a registered nurse for two years following graduation, the loan will be forgiven. This loan will have a very positive impact on the nursing shortage in the state of Wyoming.





- **BRAND RWJ Scholarship Grant**

The Robert Wood Johnson Foundation (RWJF) New Careers in Nursing Scholarship (NCNS), working in partnership with the American Association of Colleges of Nursing (AACN), has awarded a scholarship grant to the BRAND program. The grant from RWJ will provide \$10,000 each for ten BRAND students while they are in the program. This grant is for accelerated BSN programs specifically and is intended to help students who are from disadvantaged backgrounds or are underrepresented in the field of nursing to pursue and obtain a BSN and professional nursing licensure.

► **For students interested in the graduate level program for Psychiatric Mental Health Nurse Practitioners Wyoming Advance Practice RN Psychiatry Loan Program**

This loan provides up to \$10,000 for fall and spring semesters and \$2,500 for the summer semester. The loan is forgiven if the student actively engages in professional practice as an advanced practice registered nurse in psychiatry in Wyoming for up to one year (but not to exceed two years) for each academic year of full-time attendance for which payments under this section are made. Qualified work shall be granted on a proportional basis. Students who do not start working after the one-year grace period or are not practicing in Wyoming will have 48 months to pay back the money with interest.

## **FOR REGISTERED NURSES** *Continued from page 7*

During the past 2 years, efforts have been made by RN-BSN program faculty to minimize the steps involved with admission and enrollment into the courses. The majority of our students state that the BSN is only the first step in their educational plan and that MS and PhD degrees are in their future. Access to a quality on-line BSN program is a critical step in their quest for lifelong learning.

### **NEED FOR NURSING EDUCATION FACULTY**

Along with the current nursing shortage facing the country is a shortage of nursing education faculty. Nursing faculty are aging, and a wave of faculty retirements across the country is expected within the next 10 years. Nationwide, the current age of doctorally prepared professors is 59.1 years, while the age of an MS prepared professor is 58.9 years (AACN, 2009). Unfortunately, there aren't enough younger faculty members to replace those retiring. Wyoming mirrors the national data. As a result, the on-line MS program with an option as a nurse educator fulfills a niche within the state and the nation. Being on-line provides access to students in rural parts of Wyoming and the country. The program is designed to prepare nurse educators for community colleges, university settings, and health care facilities. Currently, there are 33 nurse educators in the program, with 15 of them being Wyoming residents. At the present time, the program does not require on-campus time, but that will change with a mandatory on-campus orientation in 2010.

## **ENCOURAGEMENT FROM STUDENTS REGARDING FUNDING**

“There are many kinds of funding assistance for master’s and doctoral studies,” says doctoral student Rebecca Carron, “so do not let finances be a hindrance to continuing your education...As a Wyoming resident, I was able to attend CU-Denver and pay in-state (CO) tuition since I qualified for the Western Regional Graduate Program, which is part of the WICHE (Western Interstate Commission for Higher Education) program. With this program, residents of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming can enroll in eligible programs outside of their home state at resident tuition rates without having to demonstrate financial need. In addition, there are many scholarships and other financial aid options available. There are also loan repayment programs if you plan to teach

nursing after you finish your degree. Again, let me stress: There is financial aid available if you want to continue your education.”

For those of you unsure of securing funding for the accelerated BSN program, BRAND graduate Holly Silvers comments, “I used the Free Application for Federal Student Aid (FAFSA) to get student loans and supplemented those with private loans. The BRAND program helped with funding for some students by offering a \$10,000 scholarship to five different students in our program, which was great!” Other assistance has been provided by UW’s clinical partners. Holly adds, “When I did my summer residency clinicals at Powell Valley Health Care in Powell, WY, the hospital let me stay in the traveling nurse apartment all summer for free. I couldn’t believe it!”

# LIST OF DONORS

The faculty, staff, and students are grateful to the many who have donated generously to scholarships, student research grants, equipment, 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.

Ms. Afsaneh Arefie  
Dr. Gaurdia E. Banister  
Mr. Dean W. Bartholomew  
Dr. and Mrs. Jerome A. Behrens  
Dr. and Mrs. William D. Bellamy  
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## PLEA FOR SCHOLARSHIPS!

What difficult circumstances students are willing to weather in order to become a nurse! One shining example is Alicia Grove, senior nursing student. Days before her nursing program began she broke her leg, underwent complex surgery, and on her way home from the hospital hobbled into the School of Nursing to make sure she could start the program in spite of her injury. Then school began and so did trips to the physical therapist, wedged in between Grove's part-time working hours at UW Information Technology. She also took on the presidency of the Student Nurses' Association, becoming one of the most active, ambitious presidents in our history. Grove participated in a campus sorority that year and was inducted into the Mortar Board honor society due to her high grade average.

Amazingly, such an excellent student leader still needs to take out loans every year to afford school. Next semester will be harder since she will not be able to work and complete the senior residency at the same time, a plight many nursing students face.

Please consider financial support for tomorrow's (and today's) leaders. A donation form can be found on the back cover of this newsletter. Thank you for supporting our students!



*Alicia Grove, Senior Basic BSN nursing student, speaks to high school students and their parents about nursing at UW Discovery Days.*



# SCHOLARSHIP AWARDS FOR THE 2009-2010 ACADEMIC YEAR

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

## **Accelerated Nursing B.S.N. Track Scholarship**

Emily Bodner, Heidi Kipers, Audry Van Houweling

## **Rudolph “Rudy” and Louise Anselmi and Jeri Kirk Family Trust for Nursing**

Maggie Derington

## **Polly Chase Memorial Scholarship**

Kathleen Bertone-Kellogg, Teresa Cady, Cari Dittus,  
Brenda Mosher

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

Lauren Schlotthauer

## **Frank R. and Dorothy M. Gruden Scholarship in Nursing for Sophomore, Junior, Senior**

Robyn Meacham, John Kenny, Ashley Carswell

## **Robert Wood Johnson Accelerated Scholarship Program**

Ryan Kiser, Rich Akers, William Birmingham,  
Christina Weickum

## **Tracey L. Jones Scholarship**

Richard Akers

## **John V. Leino Memorial Nursing Scholarship**

Angela Buyan

## **Gertrude Gould Lindsay Scholarship**

Danielle Bamberg

## **John and Lois Malmquist Nursing Scholarship**

Sarah Mulholland, Audry Van Houweling

## **Carolyn Bennett Miknis '59 Nursing Scholarship**

Sabra Hoffman

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

Sylvia Jones

## **Nursing Alumni Scholarship**

Ashley Love

## **Nursing Scholarship for Graduate Students**

Corrie Kennedy, Diana Rogers-Gray, Mary Williams,  
Christy Green, Brenda Mosher, Maria Mendoza,

Leah White, Cody McVay-Barker, Sherrill Bates,  
Erika Moedl, Jennifer Bartel, Jill Girany, Joshua Hayes

## **Pearl Crossley O’Kieffe Memorial Scholarship**

Lilian Ogana

## **Jana Leigh Pruitt Memorial Scholarship**

Rashele Bartels

## **Mabel G. Sargent Scholarship**

Camlyn Dampman, Alicia Grove, Ashley Lair,  
James Marquez, Margaret Molloy, Jessica Sebastian

## **Dorothy Tupper Nursing Scholarship**

Robyn Meachum

## **Clayton Unger Endowed Nursing Scholarship**

Heather Dronek, Emily Thompson

## **Wiest Nursing Scholarship**

Cody Telsrow

## **W. K. Wolff, MD Memorial Scholarship**

Rachel Steele

## **Jennie Enger Scholarship for Graduate Students**

Kathleen Bertone-Kellogg, Teresa Cady,  
LaDawn Cole, Christy Green, Corrie Kennedy,  
Brenda Mosher, Diana Rogers-Gray, Mary Williams

## **Wyoming Loan Scholarships for 2008-09 for undergraduates in the nursing major and graduate students in the Psychiatric Mental Health Nurse Practitioner Option**

Thirty-two students have taken advantage of these programs that will benefit both the state of Wyoming by providing health care providers and the students with educational funding.

## **Scholarship funds to support relocation for the Senior Residency**

Transition Practicum Scholarship for 2008-09  
Senior Residency donated by Albert and Carolyn (Mortimer, '58) Carollo, Jr. and Mr. William Dale and Dr. Marcia Dale (Bradley, '60): Thirteen students were helped with relocation costs.



*Left: Dr. Elizabeth Wiest.*

*Right: Wiest Scholarship Recipient, Lindsey Hayes.*

## Spotlight on Donors:

### DR. ELIZABETH WIEST

Dr. Elizabeth Wiest says that she created the Wiest Nursing Scholarship for non-traditional generic nursing students “because my own experience made me very conscious of the struggles that non-traditional students have. I feel that every little bit of help is good and reduces the strain of being a full-time student.” After graduating from her diploma school of nursing, Wiest knew she would need a bachelor’s degree in nursing if she wanted to advance in her career. Financial support would have been very helpful since she was working as a staff nurse at the same time she was taking courses.

Another reason Wiest supports scholarships is best said in her own words: “It would be my hope that all nursing graduates today would participate in life-long continuing education.” Wiest has set a prime example. From her diploma school graduation in 1957 to the completion of her doctoral degree in 1980, she noted that she took at least one course every semester. She was fortunate to have been awarded a full scholarship and stipend to complete her master’s degree. Wiest continued on to doctoral studies

since it became necessary to earn her doctorate if she wanted to continue teaching in a school of nursing.

A visit to Wyoming in 1972 enticed Wiest to seek employment at the University of Wyoming School of Nursing, where she served as the continuing education director, director of off-campus nursing programs, coordinator of student affairs, and clinical coordinator for the undergraduate program before retiring in 2002. How fortunate we are to have her legacy and support for future nurses and faculty!

## Spotlight on Scholarship Recipients:

### LINDSEY HAYES

“Scholarships like those given by Dr. Wiest demonstrate a very special relationship between alumni and future graduates. They inspire hard work and continued generosity in students; in addition, such generosity confirms the faith of alumni in the institution of learning. I am thrilled to be entering the field of nursing and am so appreciative of the scholarships I received to help me through the program.”





*Left: Susan McCabe, graduate students Nancy McGee and Robin DeCastro, and Carol Macnee at the national Sigma Theta Tau convention in 2007. With the guidance and support of McCabe and Macnee, both students won the coveted "Rising Stars" award that year for their excellence in research.*

*Right: Norma Wilkerson with her husband, Gary.*

## SCHOOL UPDATE

### TRIBUTE TO DRS. MCCABE AND MACNEE

**F**WWSON faculty members Carol Macnee, PhD, RN, and Susan McCabe, EdD, APRN, BC, were tragically killed in a car accident in December 2008. Their untimely deaths have been felt throughout the university, community, state, and nation.

Susan McCabe was a dynamic and highly sought after speaker and a nationally respected expert in psychiatric mental health nursing. She coordinated the Psychiatric Mental Health Nurse Practitioner MS program option.

Carol Macnee was the coordinator of the Nightingale Center for Nursing Scholarship in the FWWSON. She was active in nursing throughout the state of Wyoming, coordinating the Wyoming Nursing Summit, and was director of the Wyoming Nursing Workforce Project.

In memorial, awards have been instituted for outstanding graduate-level students upon completion of their degrees: The Susan McCabe Psychiatric/Mental Health Graduate Award, *For Academic Excellence, Passion for Knowledge, and Superior Clinical Practice*; and The Carol Macnee Scholarship Award, *For Excellence in Research*.

### NORMA WILKERSON RETIRES

**I**n this new retirement section of our newsletter, we backtrack to 2008 to give special notice to the retirement of Norma Wilkerson, PhD, RN, who served the University of Wyoming School of Nursing for 25 years. She earned the respect of faculty, students, and administration for her high standards and commitment to the state of Wyoming.

Wilkerson amassed numerous professional honors and awards during her tenure with UW. She has multiple publications to her credit, as well as grants in the area of maternal child health and substance abuse prevention.

Wilkerson built rapport with new freshmen students by overseeing the nursing Freshman Interest Group (FIG), and at the other end of the spectrum, served as faculty coordinator of the popular online Nurse Educator master's of science option until her retirement. Our school is grateful to Wilkerson for her dedicated service to students, the school, and the profession of nursing in the state of Wyoming over the last 25 years.

### NURSE EDUCATOR UPDATE

**T**he Nurse Educator (NE) Master's program option has been revised as follows for fall 2010 to better meet the NLN competencies for nurse educators and address the needs of university and community college educators: (1) nursing education specialty courses increased from two to four—Introduction to Nursing Education, Teaching Methodologies, Curriculum in Nursing Education, and Nursing Education Practicum; (2) epidemiology requirement added; (3) final 120-hour practicum course must be with a preceptor in an educational setting; (4) applicants must demonstrate a clinical area of expertise evidenced by national certification or a portfolio demonstrating that expertise; (5) NE option now 36 hours in length with two- year, three- year, and four-year plans of study available; (6) previously required thesis/non-thesis option eliminated; (7) on-campus orientation required for new students. If you have questions, please contact Dr. Pamala Larsen at [PLarsen1@uwyo.edu](mailto:PLarsen1@uwyo.edu) or (307) 766-6575.



## NEW FACULTY/STAFF

Please visit [www.uwyo.edu/nursing](http://www.uwyo.edu/nursing) and click on “Faculty/Staff” to visit our “New Faculty/Staff Highlight” feature on the web. New full-time faculty: Ronda Kinsey, MSN, RN; Susan Steiner, PhD, RN, FNP. New coordinator for the Nightingale Center for Nursing Scholarship: Anne Bowen, PhD, professor of psychology. Adjunct part-time faculty: Cathy Beck, MSN, RN; Jan Beeken, PhD, RN; Cheri Bellamy, MSN, RN, CGRN; Terri Wolff, MS, RN. Other team members: Julian Good, MS, RN; Jane Hartsock, MA, RN, CNS, AOCN. New full-time staff: Crystal McFadden, Matt Sholty, Sarah Trimmer.

## AWARDS

**FACULTY AWARDS:** **Mary Burman**—Downtown Clinic Daniel S. Klein Spirit of Volunteerism award; inducted as a fellow into the American Academy of Nurse Practitioners. **Kristy Nielson**—College of Health Sciences (CHS) Innovative Teaching award. **Connie Diaz-Swearingen**—“Communication of Wisdom” award from the school for her publication in *Research in Nursing and Health*. **Laura Mallett**—UW Mortar Board “Top Prof” award. **Holly Miller**—UW Mortar Board “Top Prof” award.

**STAFF AWARDS:** **Le Ann Carpenter**—CHS Outstanding Staff Award. **Claire Hitchcock**—UW Mortar Board “Tip of the Cap Award”. **Joan Ryan**—2009 Favorite Administrative Professional from the UW Bookstore.

## 2009 PUBLICATIONS

**Macnee, C., McCabe, S., Clarke, P.N., Fiske, M., & Campbell, S.** (2009). Typology of high users of health services among a rural Medicaid population. *Public Health Nursing*, 26(5), 396-404.

**Diaz Swearingen, C.** (2009) Using nursing perspectives to inform public health nursing workforce development. *Public Health Nursing*, 26(1), 79-87.

**Clarke, P., Allison, S.E., Berbiglia, V., Taylor, S.,** (2009). The Impact of Dorothea E. Orem's Life and Work: An Interview with Orem Scholars, *Nursing Science Quarterly*, 22 (1), 41-47.

**Burman, M. E., Hart, A. M., Conley, V., Brown, J., Sherard, P. & Clarke, P.** (2009). Reconceptualizing the Core of Nurse Practitioners Education and Practice. *Journal of the American Academy of Nurse Practitioners*, 21, 11-17.

**Heimer, K. & Hart, A.M., Martin, L., & Rubio-Wallace, S.** (2009). Examining the evidence for the Use of Vitamin C for the Prophylaxis and Treatment of Upper Respiratory Infections. *Journal of the American Academy of Nurse Practitioners*, 21, 295-300.

**Williams, M., Bowen, A., \*Clayton, S., & Ei, S.** (2009, online first). An evaluation of the experiences of rural MSM who accessed an internet delivered HIV risk reduction intervention, *Health Promotion Practice*.

**Czuchry, M., Timpson, S., Williams, M., Bowen, A., & Ratliff, E.** (2009). Improving condom self-efficacy and use among individuals living with HIV: The Positive Choices Mapping Intervention. *Journal of Substance Use*, 14, 230-239.

**Harzke, A., Williams, M., & Bowen, A.** (2009, online). Binge use of crack cocaine and sexual risk behaviours among African American HIV-positive users. *AIDS & Behavior*,

**Diaz Swearingen, C., Hayes, J.** (2009). Faculty advising in nursing education: Necessary evil or opportunity for excellence? *International Journal of Nursing Education Scholarship*, 6(1).

## 2009 DISTINGUISHED ALUMNUS

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

Our school is proud to honor a dedicated serviceman, Capt. Samuel Millar of the United States Air Force, with the 2009 Distinguished Alumnus award. Millar is stationed in Hawaii where he oversees the entire Aeromedical Evacuation Program and Operations for the Pacific Theater. He has distinguished himself in military nursing through his confidence, perseverance, determination, and ability to keep a cool head in tense situations as a flight nurse. Among his accomplishments, Millar was awarded the Air Force Achievement Medal in 2008 for in-flight emergency care for a Canadian water polo Olympian on his return trip to Toronto from competing in the Beijing Olympic Games. He also won the Aerial Achievement Medal in 2009 for in-flight care for 15+ urgent/priority patients enroute from Antarctica to New Zealand. Millar was previously stationed in Okinawa serving as Chief of the 18th Operations Group Aeromedical Evacuation Squadron. *Other noteworthy accomplishments can be found on the school web page under “Alumni” along with the 2010 Distinguished Alumni Nomination form.*



Caption: Capt. Samuel Millar, RN, MS (BSN '02)



# HONDURAS UPDATE

The FWWSON is embarking on our fourth trip to Honduras. Last year our teams saw a total of 1,300 people. Our efforts reach more and more of the rural underserved population of Honduras each year.

For the current student-faculty brigade, we have 32 people, 23 of them from UW. This year's participants include 16 senior nursing students and one FNP student, as well as two pre-med students and one UW graduate fluent in Spanish. Four of Cheyenne's UW Family Medicine doctors and residents will be joining us, and three nursing faculty will oversee the teams, provide health care, and precept our students in their work.

The Honduras project presents valuable experiences that have challenged students on many levels and made lasting impressions on their lives and careers. The quality and quantity of health care services and learning opportunities that we are able to provide are possible due to the support from the International Programs Office, the Cheney Grant, the President's Office, the Rotary Club, First Interstate Bank, Fay Whitney, and the FWWSON. Students themselves raised funds for the trip by raffling a quilt and selling cookies at Laramie's Farmer's Market. We have also received and are grateful for the community donations of medical supplies and support for purchasing more materials for the clinics in Honduras.



*Recent BSN graduate and current MS FNP student Ashley Howe enjoyed working with the Honduran children in her trip with the School of Nursing brigade last year. Learning to relate to people in a different culture is one of the benefits of these Honduran trips. But even more important is each student's experience seeing firsthand how valuable their nursing skills are for reaching out to those in need.*

# CONVOCATION

The Fay W. Whitney School of Nursing Convocation ceremonies were held on May 9, 2009, when we honored 146 graduates: 44 Basic BSN, 20 BRAND, 46 RN/BSN Completion, 18 MS Nurse Educator, seven MS Family Nurse Practitioner (FNP), two FNP post-master's certificate, six MS Psychiatric Mental Health Nurse Practitioner (PMHNP), and three PMHNP post-master's certificate.

## Basic BSN student awards

Rudolph "Rudy" and Louise Anselmi Memorial Scholarship for Leadership and Responsibility: *Lindsey White*

Amelia Leino Memorial Award, Outstanding in Family Nursing: *Lauren Konkel*

Gertrude Gould Lindsay Memorial Award for Excellence in Public Health Nursing Practice: *Sarah Eichman*

Dorothy Tupper Memorial Award for Caring, Compassion, and Interpersonal Communications: *Taylor Mendenhall*

Lina Kennedy White Memorial Award for Interest in and Aptitude for Geriatric Nursing: *Ruth Emily Johnson*

Beverly McDermott Award for Leadership and Political Activism: *Brenna Huckfeldt*

School of Nursing Spirit Award for Exceptional Spirit and Enthusiasm: *Whitney Carlson*

## Accelerated BSN student awards

"Passion for Nursing" Award: Devotion, Allegiance, and Commitment to Profession of Nursing: *Nancy Howes*

## RN/BSN student awards

Professional Nurse Award: *Michael Johnson*

Making A Difference in WY's Health Award: *Amy Wyatt*

## MS student awards:

Courage to Teach Award: *Beth-Annis Satter*

Alpha Pi Chapter of STT Award for Exemplary Rural Practice: *Holly Friesen*

Carol Macnee Scholarship Award: *Nancy Hooge*

Susan McCabe Psychiatric/Mental Health Graduate Award: *Jamie Bennett*



FAY W. WHITNEY  
SCHOOL OF NURSING  
College of Health Sciences  
Dept. 3065  
1000 E. University Avenue  
Laramie, WY 82071

## CALL FOR 2010 DISTINGUISHED ALUMNI NOMINATIONS

Please consider submitting a nomination for the 2010 Distinguished Alumni Award. You can easily submit your nomination online at:

**[www.uwyo.edu/nursing/alumni](http://www.uwyo.edu/nursing/alumni)**

Click on "Distinguished Alumni Nomination Form"

Nomination deadline: February 1, 2010

## PLEASE SEND YOUR EMAIL ADDRESS!

Our school hopes to email a digital newsletter with updates and notice of upcoming events. Please email us at [uwnursingalumni@uwyo.edu](mailto:uwnursingalumni@uwyo.edu) and we will add you to our distribution list!

## ALUMNI NEWSLETTER STAFF

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## GIFT FORM

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

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

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Please mail form to: University of Wyoming Foundation, 1200 East University Street, Laramie, WY 82070