



ALUMNI NEWSLETTER 2017



Students from three UW BSN nursing programs discuss the different ways each are approaching their quest for a BSN. (l-r): Ethan Atwood (BRAND accelerated second bachelor's); Taylor Schumann (RN-BSN Completion online); Noah Katz (Basic BSN on campus); Daniel Asman (BRAND). "ReNEW" offers yet other options, accessible to so many across the state of Wyoming

"ReNEW"
Revolutionizing Nursing
Education in Wyoming

LETTER FROM THE DEAN



Mary Burman, Dean

ReNEW has been launched! ReNEW (Revolutionizing Nursing Education in Wyoming) is a statewide bachelor of science in nursing (BSN) curriculum built upon strong partnerships among Wyoming's community colleges and University of Wyoming. In ReNEW, Wyoming students can earn the BSN degree (or higher), starting at any

Wyoming community college and continuing on to UW. Students starting at a community college will be awarded the associate degree in nursing (ADN) at the end of the third year of the four-year curriculum. Following the ADN, these nurses can complete the BSN through UW with didactic courses on-line and practicum experiences in population focused care and leadership in or near students' home communities.

The key features of ReNEW are as follows:

- ▶ Curricular integration with shared prerequisites and nursing courses
- ▶ Articulation with transfer of courses/credits to UW
- ▶ Waived application fee at UW
- ▶ Statewide oversight of curriculum to maintain relevance and currency
- ▶ Ongoing faculty development to teach in concept-based curriculum

What does this mean for Wyoming's employers, students and communities?

Nurses are in high demand, and state and national projections are that demand will remain high and probably increase given the aging of both the nursing workforce and the US population.

The Institute of Medicine, in their widely read and cited Future of Nursing report, recommend that 80% of nurses have a baccalaureate degree or higher by 2020. Nationally, about 51% of nurses have a BSN or higher, although we are significantly lower in Wyoming, with about 35–40% of nurses having a BSN or higher. Moreover, increasingly, hospitals and other healthcare facilities prefer or require nurses to have the BSN given national recommendations

and research documenting the positive impact of higher nursing education on patient outcomes.

A recent study by Linda Aiken from the University of Pennsylvania published in Health Affairs in March 2013 found that “a ten-point increase in the percentage of nurses holding a baccalaureate degree in nursing within a hospital was associated with an average reduction of 2.12 deaths for every 1,000 patients.” The complexity of coordination of patient care, especially transitional care from hospital to home, requires BSN competencies focused on leadership, population-focused care and evidence-based practice.

In this newsletter, learn more about ReNEW from the perspectives of UW and community college faculty and students and our clinical partners. This is really an exciting time for nursing in Wyoming.

Mary E. Burman
Dean and Professor

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How ReNEW Evolved: A Timeline

2003

Linda Aiken, PhD, RN, publishes article concluding that in hospitals with higher proportions of nurses educated at baccalaureate level or higher, surgical patients experienced lower mortality and failure-to-rescue rates—a jolt provoking serious thinking about increasing educational levels of Wyoming nurses.

2008

Establishment of Wyoming Center for Nursing (WCN) at UW: First Robert Wood Johnson Foundation (RWJF) grant through the “Partners Investing in Nursing’s Future” (PIN) program helps to establish the Center, which began issuing nursing recruitment and retention project grants for nursing.

2009

Initial support for nursing education redesign: The Center receives funding through the Wyoming Workforce Development Council (WWDC) to increase awareness of nursing and to redesign nursing education.

2010

IOM Landmark Recommendation: Institute of Medicine issues recommendation to increase the proportion of nurses with a baccalaureate degree to 80 percent by 2020, fueling the push for action in Wyoming.

First Nursing Education Summit: The Center hosts the first summit, where the new initiative called ReNEW begins as a joint project between Wyoming community colleges and UW. ReNEW is committed to Revolutionizing Nursing Education in Wyoming by empowering nurses to pursue their BSN, because improving the quality of the state’s health care starts with strengthening Wyoming’s nursing workforce.

2011

Foundation for statewide curriculum: The goal of the 2011 Nursing Education Summit was to lay the foundation for a statewide curriculum, including identifying future health care trends and coming to a consensus on a beginning framework for development of competencies and a new curriculum. Experts from the Oregon Consortium for Nursing Education led a curriculum redesign workshop, inspiring Wyoming nurses that a statewide curriculum is indeed possible.

2013

Evaluation of interest in BSN education: The Center conducts a workforce study on RN mobility in Wyoming and interest in BSN nursing education with a second grant from the WWDC. The Center also receives its first RWJF State Implementation Project (SIP) grant, which continues the development of ReNEW.

2014

First draft of ReNEW curriculum: The first draft of ReNEW curriculum is sent to colleges and UW for review.

2015

Online preceptor training and clinical toolkits: The second RWJF SIP grant is received by the WCN to support ReNEW. An online preceptor training program is developed to enhance the clinical experience of student nurses throughout Wyoming. This program is available to nurse preceptors in Wyoming. Clinical toolkits are developed to help faculty with concept-based clinical experiences in the ReNEW curriculum.

2016

ReNEW BSN curriculum launches at the University of Wyoming and six Wyoming community college nursing programs. The 2016 Wyoming Nurses Association President’s Award was presented to the WCN in recognition of the development of ReNEW.

2017

UW and ALL Wyoming community colleges are united through ReNEW . . . to prepare nurses for the changing healthcare landscape.

“The mission of ReNEW is to enhance the quality of nursing and health care in Wyoming by revolutionizing nursing education, while honoring nursing education at both the ADN and BSN level. The ReNEW project has created shared, concept-based statewide curriculum where students can earn an associate degree or continue seamlessly to the BSN degree (or higher) starting at any of the community colleges or UW. . . . The ReNEW Project . . . has consisted of five committees over the years with over 100 volunteers. . . . It has taken many people working on ReNEW over the seven years to make it become a reality starting in fall 2016.”

—WNA web site at <http://www.wyonurse.org/about/awards/>



Kathy Wells, DNP, MS, RN, CNE
ReNEW Curriculum Committee
VP for Academic Affairs
Central Wyoming College (CWC)

From the CWC website:

“Kathy Wells has worked at Central Wyoming College for more than fifteen years. Initially hired as a nursing faculty member in 2000, Kathy’s professional experience as a nurse from multiple patient care departments for Sage West Hospital in Lander brings a wealth of knowledge in nursing and leadership to the college. As Academic Dean and now VP for Academic Affairs, Kathy has the privilege of working with faculty and students from multiple academic programs. Kathy volunteers for statewide nursing education initiatives, and serves as a national nursing accreditation program evaluator.”

Why is ReNEW amazing for Wyoming?

“The ReNEW curriculum provides the educational framework to prepare Wyoming’s nursing workforce for the current and the future healthcare needs for our families and communities,” says Kathy Wells, from her viewpoint as chair of the ReNEW Curriculum Committee. “Focused on the concepts that are core to nursing, this curriculum is flexible and adaptable to constant shifts and changes in today’s healthcare environment. Most importantly, it provides students across the state with the foundational tools critical to their success in the nursing profession.”

The ReNEW Curriculum

Wells describes the unique aspects of the ReNEW Curriculum:

- ▶ **Design:** The ReNEW curriculum is designed as a baccalaureate curriculum with an Associate Degree benchmark. This is an important necessity in a rural state like Wyoming, where not all students have ready access to a traditional BSN education.
- ▶ **Model:** The ReNEW curriculum model meets the state’s healthcare workforce needs while allowing for ready access and flexibility for the state’s nursing students.
- ▶ **Values:** The curricular framework is designed around those values that are core to nurses and nurse educators—Safety, Clinical Judgement, Leadership, Patient Centeredness, Professionalism, and Health Promotion.
- ▶ **Delivery:** The curriculum is intended to be delivered using the Concept Approach, which has been proven to be an effective learning methodology for adult learners.
- ▶ **Individual program autonomy:** The curriculum includes shared, statewide semester student learning outcomes and end of program student learning outcomes, but allows for individual program autonomy in how each program will meet those outcomes. This supports the need for each program to maintain their individual national accreditation requirements, and preserves the program’s philosophy emulated by the faculty.
- ▶ **Seamless transition to higher education:** The curriculum is designed to assist in seamless transitions from an ADN program to UW for the BSN.



Exciting Times

Participating community colleges and UW launched the first year of the shared ReNEW nursing curriculum in the fall of 2016. “I’m seeing years of effort and hard work on the part of many collaborators come to fruition,” says ReNEW Program Director David Bodily. “I’ve been able to check in with every ReNEW school across the state of Wyoming. I’ve had high-spirited discussions with innovative and enthusiastic faculty and supportive program directors. I’m watching as ReNEW undertakes to fulfill its mission ‘to enhance the quality of nursing and health care in Wyoming by revolutionizing nursing education’, and I’m grateful to be a part of that.”

Perspective of ReNEW students from statewide visits

This past spring semester, Bodily visited with ReNEW students from around the state, hearing their perspectives. He has been collating what he learns from everyone he interacts with about ReNEW. “I’ll work to translate it all into best practices and communication channels,” says Bodily. “This is a big and important undertaking, and I’ll strive to keep abreast of it as it evolves.”

What’s the next step?

“At the Fay W. Whitney School of Nursing,” says Bodily, “we’re working out the final semesters of the ReNEW curriculum to be as perfectly prepared for the first ReNEW cohort as we can be. We’re collecting information about the best way to deliver to ReNEW ADN graduates from around the state and to those students pursuing ReNEW here at UW. We’re comparing current methods and research, and we’re being proactive based on what we’re learning.”

Bodily continues: “We’re eager for ReNEW graduates to begin practicing in our state and others because we know they’ll be making a difference for healthcare. All the ReNEW participant schools are reporting marked progress toward the shared ReNEW outcomes as students work through the curriculum. That makes us all the more excited to see that progress in action as ReNEW grads make their professional transitions.”

“Over time,” predicts Bodily, “we’ll be checking in with these graduates, their patients, and agencies where they practice. We know ReNEW is good but we know never to ‘let the good be the enemy of the best’. The collaborative and the curriculum will be continually improved based upon what we learn.”



David Bodily, MS, RN, CHSE
ReNEW Program Director
UWW School of Nursing

From the UW Nursing website:

Bodily came on board as ReNEW Director in the summer of 2016. “I couldn’t have created a more spot-on job description or progression for myself,” says Bodily. “I’m passionate about Nursing Education. I’m a product of Wyoming higher education and of the FWWSON. The Associate Degree to RN-BSN pathway is lived experience for me. My time as nursing faculty at a community college gives me very real perspective to bring to the ReNEW collaboration—I ‘speak the language.’”

David test-drives virtual reality goggles, a cutting-edge teaching tool that can serve a cutting-edge curriculum. “The ReNEW curriculum is perfectly suited to innovative teaching methods like virtual reality,” says Bodily. “Such a tool fits the ReNEW philosophy like a data glove.”





Kathy Luzmoor, MS, RN, CNE
WWCC Nursing Program Director
Retired June 2017

“Creating problem solvers!”
—Luzmoor



Ann Marie Clevenger, MSN, RN
Incoming WWCC Nursing
Program Director

“ReNEW provides the platform for collaboration among the nursing professionals in our state. This vital collaboration encourages innovation in nursing education that positively impacts the caliber of students who will ultimately graduate and become nurses.”
—Clevenger

Western Wyoming totally on board!

Western Wyoming Community College’s Associate Degree Nursing Program faculty embraced the call to create a concept based curriculum. “There was never a question of ‘if’ we should join ReNEW,” says Kathy Luzmoor, WWCC Nursing Program Director. “Only ‘what do we need to do!’ It has been a tremendous amount of work, but very worthwhile. Our goal was to enhance nursing education for the future.”

Encouraging higher education

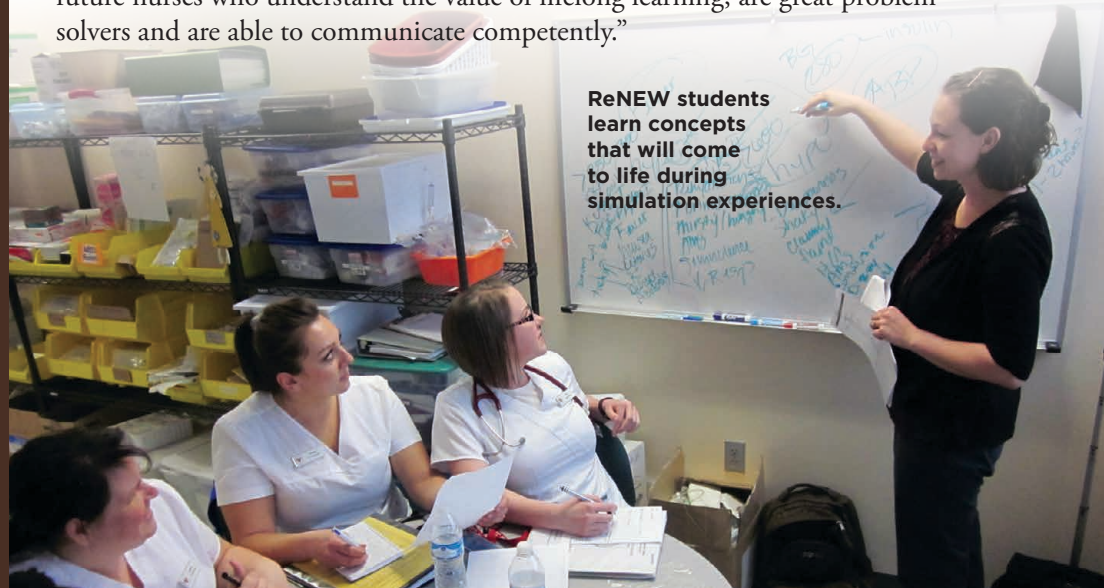
The WWCC nursing staff set an example for students as they set about to encourage higher education. “I’m a UW nursing alum 1985 BSN, 2009 MSN,” says Luzmoor. Ann (Clevenger, incoming program director) also received her BSN from UW. Six of our full-time faculty are UW alumni.” So not only have faculty been focused on advising students of the need to pursue a bachelor’s degree, they have patterned that path for their students.

Are they successful? “In a poll of our first ReNEW cohort of 32 students,” says Luzmoor, “21 said they planned to complete their BSN at UW within one year of their ADN graduation. This spring 18 of the cohort remains on track to complete a BSN within one year, and another six students by 2020. They are a very energetic, motivated and dedicated group of students. The ReNEW curriculum has made them stronger nursing students sooner in their nursing education.”

WWCC ReNEW student Brandy Sytsma exemplifies the attitude of her peers: “ReNEW is a wonderful opportunity for nursing students who graduate from a community college with their ADN. It is great to know that a BSN is so accessible and won’t take a long time to achieve. I look forward to pursuing my Bachelor’s degree after I graduate from WWCC!”

Improving on innovation

ReNEW has pushed WWCC faculty to improve on an already innovative nursing education program. “We provide many activities and experiences to enhance student learning,” says Luzmoor. “ReNEW has stretched faculty to think outside their comfort zone to create meaningful classroom, lab and clinical experiences. The communities in our very large service area will benefit from these well prepared future nurses who understand the value of lifelong learning, are great problem solvers and are able to communicate competently.”



Memorial Hospital of Sweetwater County foresees benefits from ReNEW

By Kristy Nielson, DNP, CCRN, CNE

Bachelor's degrees important to employers

ReNEW has many advantages from an employer's standpoint. A primary advantage is that associate degree nurses will be able to seamlessly transition to a bachelor's degree through the University of Wyoming. This will help employers meet the Institute of Medicine's (IOM) recommendation that 80% of nurses in the United States should have a minimum of a bachelor's degree by the year 2020. This is very important in the healthcare environment as research has shown that having **nurses with a bachelor's degree or higher helps improve patient outcomes.**

Concept-based nursing a plus for employers

The other component of ReNEW that is helpful to employers is that, at the current time, nursing curriculums are content laden. And healthcare is changing so rapidly with new information coming out constantly on a daily basis! It is getting more and more difficult to memorize so very much information and then be able to apply the information to patient care situations.

With ReNEW and its curriculum focus on concepts, student nurses can learn key foundational concepts and transfer those concepts to the care of patients across all types of settings—at hospitals, at a community health system, in schools, any place where nurses interact with patients. In addition, a focus on concepts, or conceptual learning, can help nurses reason through unfamiliar situations when caring for patients through the development of pattern recognition. When nurses take on new and different roles, such as case management, clinical documentation improvement, informatics and quality improvement, nurses can transfer those concepts learned in the ReNEW curriculum to ever-evolving nursing roles as well. A focus on in-depth knowledge of key foundational concepts is, and will be, hugely beneficial in this rapidly changing landscape of healthcare.



Kristy Nielson, DNP, CCRN, CNE
Chief Nursing Officer
Memorial Hospital of Sweetwater County

Below: Current UW BSN students Sara Pepper and Michael Frakes participate in group case studies with students from other professions. Such case studies help students better understand and apply concept-based nursing and will likely be a useful tool in the ReNEW curriculum.





Susan Steiner, PhD, RN, FNP
UW Nursing Associate Dean

Why freshman admission at UW had to happen as a result of ReNEW

By Susan Steiner, PhD, RN, FNP

The ReNEW curriculum necessitated a number of changes in our UW Basic BSN program of study, the most significant of which was the addition of a fifth semester of nursing courses. Under ReNEW at UW, students begin the nursing major in the spring of their sophomore year. As we re-envisioned a program of study that was no longer an upper division major, it was logical to admit students to the nursing major as freshmen.

The BSN program now includes three semesters of pre-clinical courses and five semesters of clinical courses. Following admission as freshmen, students complete the usual prerequisite courses during the first three semesters and move right into the sophomore clinical courses, which include pathophysiology, growth and development, health promotion, and fundamentals of nursing. We are very excited about the changes in the program and believe the education will be even better than before!

Freshman Admissions a “Big Hit” with students



Stromberg



Lichtenfels



Kindt

According to one of the first 2016 freshman admits, **Hayley Stromberg**, the freshmen admission process was “a huge draw” for coming to UW. “I had applied to multiple other schools,” says Stromberg, “all of which had nursing programs. But Wyoming was the only one that had a freshman admittance option. “Being admitted as a freshman alleviates the stress of having to apply to nursing programs in the sophomore year,” says Stromberg. But she is realistic about the upcoming rigor of her new major: “As long as you are able to work hard and maintain the standards of the program, you will be able to graduate with a BSN.”

Another freshman admit, **Margaret Lichtenfels**, is appreciative that the new policy “relieves the stress of competing with hundreds of students for a spot in the program later on.” She adds, “The program allows us to start the nursing coursework after three semesters of pre-nursing studies rather than four. This is appealing to me, because I am excited to start learning nursing skills as soon as possible.”

Jenna Kindt agrees with Stromberg and Lichtenfels that freshman direct admittance is an exciting and unique opportunity. “I can launch directly into

the courses I am most interest in,” says Kindt. “It is reassuring to be in the program from the start of college versus testing to get in the junior year.”



Faculty introduce themselves to the new freshman admits last fall. Though freshmen are not yet in nursing classes, nursing faculty and staff routinely meet with the students during their freshman year to foster relationships between the students and with the faculty. Pictured: Professor Marilyn Hall, Kimberly Raska-Miller (standing), looking on from the right, Dean Mary Burman. Looking on from the lower left, graduate assistant Kellie Creaser.

SCHOOL UPDATE

2017 Faculty and Staff Awards

Rebecca Carron: Sharron S. Humenick Grant for follow-up study on women and polycystic ovarian syndrome

Denise Gable: UW Staff Supervisor of the Year Award

Elizabeth Goodwin: FWWSON Communication of Wisdom (C.O.W.) Award for excellent publication

Ann Marie Hart: Sharron S. Humenick Grant for pilot academic-primary care practice partnerships between DNP program and select primary care practices in Wyoming

Claire Hitchcock: CHS Outstanding Staff Award (+5 years)

Joanne Prah: CHS Outstanding Staff Award (under 5 years)

Kimberly Raska-Miller: Ellbogen Faculty Summer Institute Award

Sherrie Rubio-Wallace: Lillian Wald Award for purpose of completing genetics course in preparation for creating modules for nursing curriculum

Susan Steiner: CHS Career Achievement Award

Jennifer Thomas: CHS Innovation in Teaching Award

Linda Williams: Ellbogen Faculty Summer Institute Award

Student Convocation Awards

On May 12, 2017, 198 graduates were honored: 45 Basic BSN, 26 BRAND, 99 RN/BSN Completion, 12 MS Nurse Educators, 12 DNP students from the Family Nurse Practitioner option, and four DNP students from the Psychiatric Mental Health Nurse Practitioner option. Awards were presented as follows:

2017 Basic BSN And Brand Awards

Drew Adriaens: Rudolph "Rudy" and Louise Anselmi and Jeri Kirk Family Trust Nursing Scholarship, *leadership, responsibility*

Lawrence Boram: Lina Kennedy White Memorial Award, *interest in and aptitude for geriatric nursing*

Kristy Gambill: Gertrude Gould Memorial Award, *excellence in public health nursing practice*

Kristin Kapeles: Amelia Leino Memorial Award, *academic excellence, strong aptitude for family nursing*

Mackenzie McCoy: School of Nursing Spirit Award, *exceptional spirit and enthusiasm*



Susan Steiner Honored With 2017 CHS Career Achievement Award

College of Health Sciences Career Achievement Award was presented to Nursing Associate Dean Susan Steiner (right) by Holly Miller, nursing faculty/CHS awards committee member. Steiner held associate dean and clinical associate professor positions with UW Nursing since 2009, gathering many honors while at UW, including outstanding teacher award in 2014. Steiner retired in July.

Gretchen Palmquist: Dorothy Tupper Memorial Award, *caring, compassion, interpersonal communication*

Rebekah Sabados: Beverly McDermott Award, *leadership, public activism*

Sarah Stone: Passion for Nursing Award, *passion, a spirit of eagerness, devotion for nursing*

2017 RN-BSN Completion Award

Barbara Eakin: Professional Nurse Award, *excellent practice, community and professional service*

2017 MS Award

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

2017 DNP Awards

Anna Felton: Carol Macnee Scholarship Award, *excellence in scholarship/research*

Anne Monahan Jones: Change Agent Award, *commitment to improving and changing health*

James Kuster: Dr. Patsy Heslen Haslam Leadership Award, *leadership and grace in the DNP program*

Sarah Smith: Susan McCabe Psychiatric/Mental Health Graduate Award, *academic excellence, passion for knowledge, superior clinical practice in the PMHNP program*

FACULTY RESEARCH/PUBLICATIONS

Diane Boyle
PhD, RN, FAAN



Research Focus: Improving nursing work environment, workforce, patient safety through expertise in developing/evaluating standardized, value-driven metrics; sustained investigation of relation between nursing/patient outcomes.
Key Publications: Boyle, D.K., Bergquist-Beringer, S., & Cramer, E. (2017) Relationship of wound, ostomy, and continence certified nurses and healthcare-acquired conditions in acute care hospitals. *Journal of Wound, Ostomy, and Continence Nursing*, 44(3), 283-292; Boyle, D.K., Jayawardhana, A., Burman, M.E., Dunton, N., Staggs, S., Bergquist-Beringer, S., & Gajewski, B.J. (2016) A pressure ulcer and fall rate quality composite index for acute care units: A measure development study. *International Journal of Nursing Studies*, 63, 73-81.

Rebecca Carron
PhD, RN, NP-C



Research Focus: Coping strategies and symptom management in American Indian and non-American Indian women with polycystic ovary syndrome (PCOS). Other faculty members working with Carron include Diane Boyle, Sarah Kooienga, and Esther Gilman-Kehrer.
Key Publications: Carron, R. (2016) Update on polycystic ovary syndrome: What dermatology nurses and nurse practitioners need to know. *Journal of the Dermatology Nurses Association*, 8(6), 380-387; Carron, R. (In press) Spirituality. In P.D. Larsen (Ed.), *Lubkin's chronic illness: Impact and intervention* (10th ed.). Burlington, MA: Jones & Bartlett Learning.

Pamela Clarke
RN; MPH, PhD; FAAN



Research Focus: In the area of nursing theory and articulating the uniqueness of nursing knowledge, as compared to other disciplines.
Key Publications: Clarke, P. and Fawcett, J. (2016) Nursing knowledge driving person-centered care. *Nursing Science Quarterly*, 29(4), 285-287; Clarke, P. (2016) A model for peaceful practice and leadership. *Nursing Science Quarterly*, (29)3, 206-7; Clarke, P. and Dreher, M. (2017) Transitions and transformations in nursing leadership. *Nursing Science Quarterly*, 30(1), 34-37.

Shelly Fischer
PhD, RN, NEA-BC, FACHE



Research Focus: Improving patient safety through leadership at point of care. Program of research aims to improve patient safety in acute care setting by improving leadership decision-making. Entails gaining better understanding of transformational leadership and how to teach any nurse transformational leadership knowledge/skills. Partnering with practice setting helps assure that research is current and relevant to nurses caring for patients.
Key Publications: Fischer, S., Jones, J., & Verran, J. (In press) Consensus achievement of organizational, individual, and leadership factors that influence safety climate, *Journal of Nursing Management*; Fischer, S. (2017) Transformational leadership in nursing education: Making the case, *Nursing Science Quarterly*, 30(2), 124-128.

Ann Marie Hart
PhD, FNP-BC, FAANP



Research Focus: NP transition into practice. Hart & Bowen (2016) documented NPs' preparedness for practice post-education. Hart & Flinter (founder, nation's first NP residency program in CT) analyzed 24 NP residents' reflective journals, demonstrating effectiveness of residency program, as well as facilitators and barriers of transition process.
Key Publications: Hart, A.M. & Bowen, A. (2016) New NPs' Perceptions of preparedness for and transition into practice. *Journal for Nurse Practitioners*, 12(8), 545-552; Flinter, M. & Hart, A.M. (2017) Thematic elements of the postgraduate NP residency year and transition to the primary care provider role in a Federally Qualified Health Center (FQHC). *Journal of Nursing Education and Practice*, 7(1), 95-106.

Sarah Anne Kooienga
PhD, FNP, ARNP



Research Focus: Promoting excellence in primary care. Specific Research Interests: EHR/Patient Portal Implementation in rural primary care practice; RN roles in primary care practice.
Key Publications: Kooienga, S. (2017) (in press) Rural patients' and primary care clinic staffs' perceptions of EHR implementation: an ethnographic exploration. *Journal of Ambulatory Care Management*. Data based.; Kooienga, S., Wilkinson, J. (2017) RN Prescribing: an expanded role for nursing. *Nursing Forum*, 52 (1), 3-11. Data based.; Kooienga, S., Singh, R. (2017) Pharmacy and primary care perspectives on e-prescribing: a focused ethnography. *Research in Social and Administrative Pharmacy*, 13(4), 820-830. Data based.

Mary Anne Purtzer
PhD, RN FNP, ARNP



Research Focus: Exploring and fostering personal and collective growth through transformative learning. This focus is operationalized within the academic and clinical contexts with faculty, staff, students, nurses, and clients/patients.
Key Publications: Purtzer, M. A., & Hermansen-Kobulnicky, C. J. (2016) Optimizing the benefits of self-monitoring among patients with cancer. *Oncology Nursing Forum*, 43(6); Purtzer, M. A., & Overstreet, L. (2014) Transformative learning theory: Facilitating mammography screening in rural women. *Oncology Nursing Forum*, 41(2), 176-184.

Jenifer Thomas
PhD



Research Focus: Promote health behavior change by examining psycho-social and cultural factors. Special interest in assessment of risk, maintenance of health behavior change as related to type 2 diabetes prevention. Particular interest in addressing health disparities associated w/ type 2 diabetes risk among rural Hispanic individuals.
Key Publications: Thomas, J., Moring, J., Harvey, T., Hobbs, T., & Lindt, A. (2016) Risk of type 2 diabetes: Health care provider perceptions of characteristics that increase prevention adherence. *Applied Nursing Research*, 32, 1-6; Thomas, J., & Borrayo, E. (2016) The impact of perceived stress and psychosocial factors on missed class and work among college students. *Journal of College Counseling*, 19(3), 246-260.

PRECEPTOR RECOGNITION



2016 Basic BSN Preceptor Award: Anne Crecca, RN

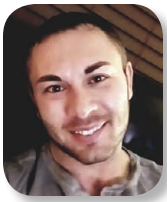
University of Wyoming Lab School • Laramie, Wyoming

“Ms. Crecca opened my eyes to the full potential each of us has as a nurse. Every day I saw her fulfill a different role: caring for mental health needs, providing unexpected wound care, educating on everything from diabetes to eating disorders, pushing preventative care, and always preparing for emergencies. She encouraged my transition from student to nurse not only by allowing me to dabble in her shoes, but by pushing me to go above and beyond. As a team, we contacted outside resources, did research, kept open lines of communication with family members and providers, and created a safe environment in which each student could find comfort. She talked me through my future plans and gave me insight on how my personal strengths would play a part. I am so happy to have encountered such a warm and welcoming spirit who had such dedication for her line of work. I want to recognize her for the profound affect her mentoring has had on me, and the potential it holds for future students from our UW nursing program!”—*Heather Beaman, Basic BSN Student*

2016 Brand Preceptor Award: Heather Dronek, RN

Wyoming Medical Center: Progressive Care Unit • Casper, Wyoming

“Heather was absolutely amazing. She has over 27 years of experience as an RN, and is so willing to share her knowledge. She always took the time to explain what we were doing and why. She balanced a rigorous workload, always had a smile on her face and a kind word for her patients, colleagues, and myself as a student.”—*Marie Cook, BRAND Student*



2017 Basic BSN Preceptor Award: Belit Tolluoglu, RN

Cheyenne Regional Medical Center: Emergency Room • Cheyenne, Wyoming

“If nursing school built the foundation for my nursing career, Belit built the house. He shaped me from an inexperienced, naive student into a more knowledgeable, capable one. He helped me become competent with nursing skills, assessments, and time management. If there was an opportunity to learn, Belit did his best to provide it. Most importantly, his love of nursing sparked in me passion for this career I had never before felt, and for that I am forever indebted. Because of his diligent, patient instruction, I feel ready to start my career as a new nurse. Belit genuinely cared about my success as a student nurse and fully invested his time and energy into training me. I am so thankful I had him as my practicum preceptor.”

—*Alaina Gillogly, Basic BSN Student*



2017 Brand Preceptor Award: Mike Hafner, RN

Memorial Hospital of Sweetwater County: ICU • Rock Spring, Wyoming

Mike Hafner is one of the best educators I've had. His love, enthusiasm for nursing is contagious. He challenged me to think critically, develop clinical skills, and most importantly, examine the big picture when it comes to patient care. As a student nurse, clinical experiences are overwhelming, yet Mike has managed to push me out of my comfort zone while guiding me when I am unsure of myself. He goes over and beyond to find different methods and situations to foster learning. He encourages questions and the use of all information I've learned to make solid, evidenced-based clinical decisions and to deliver safe, effective patient care. A former BRAND student himself, Mike has shown me what excellent nursing care looks like in practice. I will look back and have him to thank for my nursing career.—*Abbie Hale, BRAND Student*

Mike was a phenomenal preceptor with a true passion to teach. He pushed me to become the best nurse I can be. He held me to a high standard and expected me to push myself, yet was very aware of my limits and hesitation and was always there as support. When I had a question, he would challenge me to come to the answer by asking me pertinent questions. When I found a patient interesting, we would dive into their diagnosis and pick it apart until I truly understood the pathophysiology and care plan for the patient. He would consistently quiz me on side effects and mechanism of action of medications and what would need to be reassessed. I am grateful for such a clinical teacher as Mike, who is passionate about teaching students, ensuring they are ready and confident to provide care.

—*Casey Joyner, BRAND Student*

EXCELLENCE IN NURSE PRACTITIONER PRACTICE AWARD

2016 Award: Julian Good, DNP, PMHNP-BC

Peak Wellness • Cheyenne, Wyoming



Julian Good earned this award for significant contributions in the areas of clinical practice and leadership. He joined UW Family Practice Residency Program at Cheyenne as an FNP, providing primary care services and assisting in general management of the residency. During that time, he saw a need for psychiatric expertise, both in the residency and Cheyenne area, so returned to school to obtain a post-master's certificate as Psychiatric Mental Health Nurse Practitioner (PMHNP) and later DNP. Good developed a proposal for a mental health position at the residency, which UW administration approved. He then provided desperately needed mental health services, teaching mental health to family practice residents. He also facilitated training needs of UW's students, routinely collaborating with our faculty regarding proposals to improve primary/mental health care at the residency.

2017 Award: Jim Fleenor, MS, PMHNP-BC

Wyoming State Hospital • Evanston, Wyoming



Jim Fleenor has manifested not only a commitment to providing excellent psychiatric care to individuals experiencing severe mental illness, but a commitment to educating the next generation of Psychiatric Mental Health Nurse Practitioners (PMHNPs). Fleenor graduated from UW's Master's FNP Program in 2005 and began working as an FNP at Cathedral Home for Children. During this time he displayed a passion for psychiatric mental health care, returning to UW in 2009 to pursue a post-master's certificate as a PMHNP. After completing the program, he took a position as PMHNP at the Wyoming State Hospital in Evanston, where he has been employed since 2011. Fleenor specializes in Forensic nursing—the intersection of the legal system with the health care system. Jim also precepts PMHNP students at the Wyoming State Hospital. He recently became an adjunct faculty member with the school of nursing (UW FWWSON).

PETER K. SIMPSON ADVANCED PRACTICE NURSING FAN AWARD

2016 Award: Jack Roniger, M.D.

Wyoming State Hospital • Evanston, Wyoming



Since the beginning of UW's Psychiatric Mental Health Nurse Practitioner Program (PMHNP), Dr. Roniger has remained one of its strongest supporters. He has mentored generations of PMHNP students—many of whom continue to work and serve our Wyoming communities. Roniger is passionate about psychiatry and truly cares about his clients. He has taken time to individualize unique educational opportunities for each student precepted, and actually returned from semi-retirement to foster a meaningful learning opportunity for the first DNP cohort of PMHNP students. Dr. Roniger is valued by all as an expert clinician, but even after a work day is complete, he has welcomed students into his home in order to further invest in these students as leaders and colleagues.

2017 Award: Sue Lowe, O.D., FCOVD, FAAO

Snowy Range Vision Center • Laramie, Wyoming



Dr. Lowe earned this award because of her decades-long enthusiasm and support for advanced practice nurses (APNs). She has been supporting APNs since the 1980s, when she first formed a relationship with UW Nursing to help teach vision and eye health to nurse practitioner students. Every year, Lowe has worked with her colleagues from Snowy Range Vision Center to hold a vision night for the UW nurse practitioner students. The future nurse practitioners receive intense, hands-on instruction on vision and eye exam techniques. Lowe also presents guest lectures on a variety of eye and vision topics, and provides guidance to nursing faculty on eye and vision health curricula as well. Lowe respects the work of NPS, advocates for expanded NP roles, and is always complimentary of their role.



Representing the nursing care at the Spring Wind Assisted Living Center in Laramie are (l-r), Katie Mann, RN; Peter Skorcz, RN; and Jessica Stalder, RN, Clinical Services Director.

COMMUNITY PARTNERS OF THE YEAR

Basic BSN: Spring Wind Assisted Living

The recipient of the Community Partner Award for 2017 from the Basic BSN Program is Spring Wind Assisted Living in Laramie. “We have been using the Memory Care Unit for several years as a clinical placement in our program,” says Basic BSN Program Director Holly Miller. “Peter Skorcz and the nursing staff have helped our students to understand the needs of the elderly with dementia and Alzheimer’s Disease and the loving care needed for these patients. Spring Wind’s dedicated staff are positive role models for our students.” Miller continues, “Our students come away from this experience with more understanding and interest in this patient population. Spring Wind involves our students in all aspects of care and makes them feel like part of their team. The staff continually go above and beyond in helping educate our students within their facility. We appreciate all of their efforts and their support of the Fay W. Whitney School of Nursing.”

BRAND: Platte County Detention Center

“Platte County Detention Center is a rotation for BRAND’s mental health nursing practicum,” says Program Director Candace Tull, “and has been a most unusual but extremely valuable clinical partner. Sadly, many patients with mental health issues receive little or no treatment, ending up within the penal system.” So BRAND students observe a variety of mental health conditions, learn helpful techniques for de-escalation and interacting with the acutely mentally ill, and observe health care as provided through the penal system.

“The staff of the facility have worked hard to ensure a good learning experience,” says Tull. BRAND faculty member Rachel Thomas elaborates:

“**Deputy Harvey Cain** works one-on-one with students, introducing skills/techniques and dialogue to best address behavioral issues. He shows how to guide conversations, interpret and understand body language, and speak with those whose behavior begins to escalate, keeping situations calm and maintaining effective communication.

“**Sheriff Clyde Harris** organizes the experience to allow students to work with inmates to better understand behavioral issues, and work with deputies to best manage/prevent behavioral outbursts/escalations when caring for patients under significant stressors.”

Thomas describes **Undersheriff Grady Winders’** contributions: “Grady allows students to ride with deputies, observing interactions when responding to behavioral situations. He also developed a video series of behavioral incidents that took place in the detention center and placed the students ‘in the scenario’, asking how they might best handle the situation. Students were quite challenged by this in a very positive way.”

(l-r) Deputy Harvey Cain, Sheriff Clyde Harris, and Undersheriff Grady Winders.





DNP Community Partner of the Year. Pictured l-r: Director Ann Marie Hart; UW DNP Student Kanti Devkota; LRH employee Dr. Lisa Aldrich, FNP; LRH Interim Executive Director Matt Miller; UW Nursing Associate Dean Susan Steiner; UW DNP Nursing Faculty Candace Stidolph and Esther Gilman-Kehrer.

COMMUNITY PARTNERS OF THE YEAR

DNP: Laramie Reproductive Health

“Laramie Reproductive Health (LRH), formerly Albany County Family Planning, has been providing quality reproductive and sexual health care services to women and men in Albany County and precepting UW nurse practitioner students for several decades. DNP Program Director Ann Marie Hart says, “The private nature of reproductive and sexual work doesn’t exactly lend itself to ‘strangers’, which is often how patients view students. Yet the dedicated staff at LRH help patients to feel comfortable discussing private aspects of their lives and to do so with students.”

DNP student Kanti Devkota shares about her clinical placement at LRH: “I was given the opportunity to practice independently (but under strict supervision and guidance),” says Devkota. “I was provided with an astounding example of how to treat patients with respect, compassion, and critical thinking skills . . . while diagnosing and treating them.”

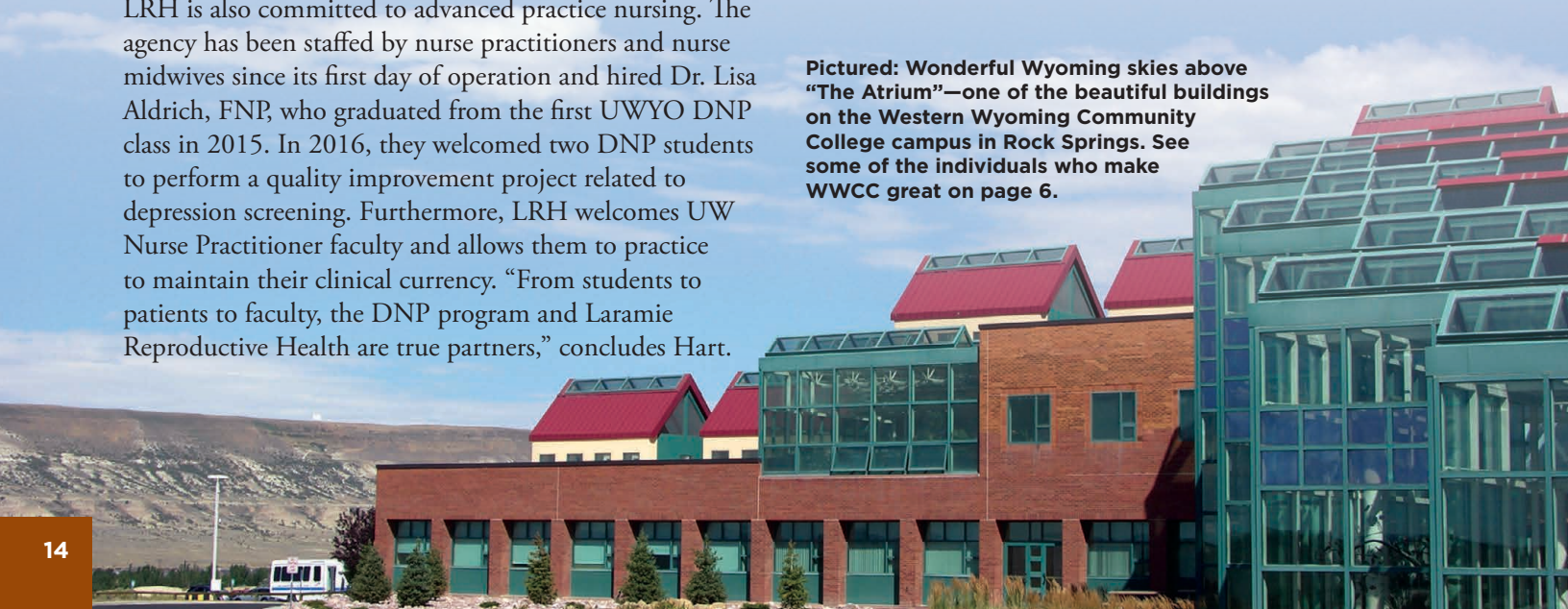
LRH is also committed to advanced practice nursing. The agency has been staffed by nurse practitioners and nurse midwives since its first day of operation and hired Dr. Lisa Aldrich, FNP, who graduated from the first UWYO DNP class in 2015. In 2016, they welcomed two DNP students to perform a quality improvement project related to depression screening. Furthermore, LRH welcomes UW Nurse Practitioner faculty and allows them to practice to maintain their clinical currency. “From students to patients to faculty, the DNP program and Laramie Reproductive Health are true partners,” concludes Hart.

RN-BSN Completion: Western Wyoming Community College

“Our partnership with the nursing program at Western Wyoming Community College (WWCC) in Rock Springs,” says RN-BSN Program Director David Bodily, “has been a great help to many RNs who are graduates of both WWCC and UW nursing programs. The faculty and staff at Western are devoted to the ongoing success of their students and graduates. They have consistently gone above and beyond to help their students and graduates navigate their way into the RN-BSN completion program at UW.”

Bodily continues his praise for Western Wyoming: “WWCC faculty and staff are patient professionals who share our values and dedication to not only patients, students, and nurses, but to the better health of Wyoming. There is no question that our program is better for our relationship with the nursing program at Western. It is a pleasure to name them as our Community Partner of the Year.” (Read more about WWCC on p.6)

Pictured: Wonderful Wyoming skies above “The Atrium”—one of the beautiful buildings on the Western Wyoming Community College campus in Rock Springs. See some of the individuals who make WWCC great on page 6.



DISTINGUISHED ALUMNI AWARD



UW Nursing 2017 Distinguished Alumna Awardee: Johnna French

2011 RN-BSN Completion Program Alumna

Albany County Public Health Maternal Child Home Visiting Nurse

Award honors French's passion for public health nursing and her outstanding involvement and contributions to the community.

Johnna French, BSN, CLC ('11)

**Award presentation: October 28, 2017 (Homecoming week):
College of Health Sciences Distinguished Alumni Reception**

Background

After earning an Associate of Arts in Nursing in '93 in South Dakota, French worked as an office nurse at Laramie's Spring Creek Family Medicine. UW nursing faculty Dr. Ann Marie Hart was an FNP student during that time when she first met French: "I was extremely impressed with Johnna as a primary care nurse," says Hart. "She functioned very autonomously and was respected by patients and physicians as an innovative nurse in a primary care practice—ahead of her time, as the profession now promotes an expanded role for the RN in primary care."

Online learning

French then took on a variety of nurse positions (from head office nurse to a fertility center IVF Coordinator) across three states (Idaho, Tennessee, Wyoming)—while enrolled in UW's online (and portable!) RN-BSN Completion Program. She graduated in 2011 with her BSN while working for Family Physicians of Laramie.

Passion for Public Health Nursing

After completing her degree, French found her nursing niche as Maternal Child Home Visiting Nurse with Albany County Public Health. Her exuberance and love for public health nursing helps recruit young nurses into the field. "French's passion for public health nursing permeates those around her," says Nursing Associate Dean Susan Steiner. "She shares that passion with UW nursing students both as preceptor and in mentoring sessions."

Mentoring

In 2012, the school began "Speed Mentoring" sessions. Alumni shared careers with students in rotational, timed formats. French—one of the first alumni volunteers—helped populate every mentoring panel, recruiting many students into her beloved public health profession.

Community Involvement

French's passion for community is evident in both practice and personal life," says Steiner. "As a member of Zonta (global organization of professionals empowering women worldwide through service and advocacy), she continually works to better the community." French also served as Laramie's Breastfeeding Coalition Director, Head Start Advisory Board member, and lactation counselor.

French's concern for community extends to her college community, serving as a UW nursing school capstone preceptor. She also took on the vice-presidency for the inaugural board of the UW Alumni Association Nursing Chapter (UWAANC), staffed nursing alumni tables at Homecoming Open House and UW Nursing Career Fair events, and spoke to graduating students to encourage membership in UWAANC. As French stepped off the board, she mentored one of her public health nurses into her VP office, continuing to role model in all she does.



French gave the new the UW Alumni Association Nursing Chapter a welcoming presence by staffing alumni tables at Homecoming and UW Nursing career fairs.

**CALL FOR NOMINATIONS
DISTINGUISHED ALUMNI AWARD
FOR 2018**

Submit nominations for the 2018 award online:
www.uwyo.edu/nursing/alumni
Choose "Distinguished Alumni Nomination Form"
Deadline: February 15, 2018

UW ALUMNI ASSOCIATION

Nursing Chapter

FROM THE PRESIDENT:

Hello everyone! I am taking this opportunity to touch base with you about our upcoming plans for the year. We have a lot in the works for the fall and would love to have your involvement in some of our activities.

HOMECOMING 2017 (October 27–28)

Want to reunite with old classmates and connect with graduates from a wide range of years? We are planning a nursing alumni reunion during the Homecoming festivities this year. Homecoming plans include:

Friday, October 27

- ▶ 9–11 a.m.: Tour of nursing Clinical Simulation Center, 3rd floor Health Sciences building
- ▶ 1:30 p.m. (est): Distinguished Alumni Interdisciplinary Panel Discussion (time/location TBD)
- ▶ 4 p.m.: Nursing meet and greet hour at the Gateway Center—includes refreshments
- ▶ 5 p.m.: Large meet and greet session for all UW alumni at Gateway Center

Saturday, October 28

Parade and football game! We need to estimate the number of people interested in attending, as we have an option to get a group of tickets seated together specifically for nursing alumni. Interested? Email uwnursingalumni@uwyo.edu

RÉSUMÉ BLITZ (Starting Wednesday, October 18)

Last spring we held a “Blitz” in the spring where interested seniors from any UW Nursing program could submit a résumé for revisions/edits to alumni who had backgrounds in management/hiring. We had great feedback on this, but one of the requests was to do the blitz earlier so seniors could be better prepared for job applications. So we are holding the Blitz in the fall. If you have a background reviewing résumés and would like to participate, email uwnursingalumni@uwyo.edu

SPEED MENTORING: Wednesday, November 8

...for junior/senior nursing students. Every year, the FWWSON puts on a speed mentoring session for students, targeting areas of nursing in which a particular class has specific interest. UWAANC is partnering with the school to involve our UW nursing alumni to represent different nursing specialties. Interested in being a mentor? Email uwnursingalumni@uwyo.edu

MEMBERSHIP DRIVE

If you don't know already, we are doing an UWAANC membership drive this year. The first 50 people to sign up for the alumni association will receive a free t-shirt. Signing up is easy, and will allow you to stay connected with the group.

We are very excited about all the events coming up. Our goals this year are to begin bringing alumni of all geographic locations, specialties, and walks of life together to share our stories. If you have any questions, or would like to be involved in any way, please email uwnursingalumni@uwyo.edu and we will be in touch with you. I hope your careers are going wonderfully.



UWAANC President Dani Johnson (center) and Vice President Samantha Baker (right) give input as alumni during a strategic planning session with the Friends of the Fay W. Whitney School of Nursing Development Board meeting in June.


Danielle Johnson
UWAANC President

**Join the UW Alumni Association
Nursing Chapter!**

Click on “Sign up for UWAANC”
www.uwyo.edu/nursing/alumni/uwaa-nursing-chapter/index.html

LIST OF DONORS TO SCHOOL (JUNE 2016–MAY 2017)

A HUGE thank you to the following donors, who together contributed over \$500,000 in gifts as noted below.

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Thank you!

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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:

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

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- 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.

2017–2018 SCHOLARSHIP AWARDS

The school awarded **\$208,950** in scholarships and **\$100,000** in BRAND state-funded loan repayment funds for the 2017–2018 academic year. The following donors make nursing education more manageable financially for some students, and make nursing education actually *possible* for others. A big **THANK YOU** for encouraging hard-working students with your gift of support.

Rudolph “Rudy” and Louise Anselmi and Jeri Kirk Family Trust Scholarship

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For Junior: Hannah Nieslanik
For Senior: Nichole Ferguson

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Brooke Lensegrav

The Larsen Family Scholarship

Mary Nelligan
Emily Zachman

John V. Leino Memorial Nursing Scholarship

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Lauren Stovall

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In June 2017, Marcia Dale's portrait and her story were installed in the "Distinguished Leaders and Alumni" exhibition in the McMurry Foundation UW Legacy Hall at the Marian H. Rochelle Gateway Center. Dale's family checks out the new exhibit.

A LEGACY OF CARE

A LEGACY OF SUPPORTING OTHERS TO CLIMB THEIR OWN PEAKS OF SUCCESS

As you visit with nursing alumni who graduated or were students before 2003, one discovers a common theme: a deep respect and gratitude for how Marcia Dale shaped their nursing career. Dedicated to nurse education, Marcia was the "epitome of a leader," says Nursing Dean Mary Burman. "She modeled leadership and shared her passion for nursing students through an amazing 42-year career at UW."

A 1960 alumna of the UW School of Nursing, Marcia continued her education at the University of Washington where she earned her master's degree before returning to UW as a nursing instructor. Becoming a full professor in 1975 before completing her EdD at University of Northern Colorado in 1981, Marcia had a profound impact on thousands of students throughout her career. She served as dean from 1993–2003 and was well known as a dedicated educator and mentor to both students and faculty. In a letter written to Marcia, an alum writes, "Even after twenty-eight years I clearly recall your impact on students, my class, and particularly me."

The Art of Caring

Most significant to her dedicated leadership was the lesson that caring, above all, is most important to the success of being a nurse. The "art" of caring may be the single most important lesson that Marcia instilled in her students as its impact rippled from alumni into their practice as nurses and into the future nurses they would teach. "I passed that knowledge and smile on to students and families, and now back to the one who unknowingly gave me a most wonderful gift so many years ago" says an alum.

Supporting Students Outweighed all Dale's Honors

Marcia has been recognized with several honors at the University of Wyoming and nationally, including being among the first three nurses from Wyoming to

be accepted as a fellow of the prestigious American Academy of Nursing; however, her greatest joy was in supporting students. "My admiration for students who were struggling to improve their lives led Bill and me to establish a scholarship that would ease the burden of paying tuition, buying books, and in some cases, paying for daycare," said Marcia of the scholarship she and her husband Bill established in 2000. "Seeing the recipients succeed and become professionals is very rewarding."

Dale Remains Cornerstone to Nursing Education at UW

Marcia, who passed away in 2012, remains a cornerstone to nursing education at the University of Wyoming. In 2013, the nursing chapter of the "Aspire" leadership program for College of Health Sciences students was named the "Marcia Dale Aspire Scholars" program. Marcia and Bill also created the Marcia L. and William G. Dale Nursing Scholarship and the Marcia L. and William G. Dale Dean's Excellence Fund in Basic BSN Education, which will support students and nursing education in perpetuity.



Interested in how you can give back to the University of Wyoming?

Please contact:

Angela Ver Ploeg, Major Gift Officer
College of Health Sciences
(307) 766-1939
angela.verploeg@uwyo.edu

MARY GULLIKSON ESTABLISHES ReNEW SCHOLARSHIP IN HONOR OF THE STEINERS



Mary Gullikson

Joseph and Susan Steiner, College of Health Sciences (CHS) Dean and School of Nursing Associate Dean, respectively, retired this summer from careers that heavily impacted the University, state of Wyoming, students of the health sciences, and even healthcare in Wyoming. In honor of their retirements, Mary Gullikson (B.S., Home Economics '58) established the Joseph F. and Susan H. Steiner ReNEW Nursing Scholarship. "I want them to know what myself and many others feel they have accomplished," says Gullikson about Joe and Sue's full careers in educating tomorrow's health professionals. My hope is to inspire others to give to this scholarship in the Steiners' name.

Gullikson has always shown interest in nursing and the CHS.

She has served in various capacities at UW, including participation on many boards and committees such as the Health Sciences Vision Committee, the CHS Development Committee, the UW Foundation Board, the UW Art Museum National Advisory Board, and the UW Alumni Association Board.

**To give, contact Angela VerPloeg,
UW Foundation: (307) 766-1939 or
angela.verploeg@uwyo.edu**



**Susan and
Joseph Steiner**