



UNIVERSITY OF WYOMING

FAY W. WHITNEY SCHOOL OF NURSING



ALUMNI NEWSLETTER 2016

Leader in Mental Health
Education & Practice



Leader in
Health
Policy



The Faces of **Nursing Leadership**

Leader in
Student
Nursing



LETTER FROM THE DEAN

*“Every time you open your mouth,
it’s an opportunity for leadership.”*

—Benjamin Zander
Conductor of the Boston Philharmonic
and co-author of the Art of Possibility

The Institute of Medicine, in their very influential report on the Future of Nursing, strongly recommends that “Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States.” In order to accomplish this, strong nursing leadership is needed. The report goes on to note, “Nurses at all levels need strong leadership skills to contribute to patient safety and quality of care. Yet their history as a profession dominated by females can make it easier for policy makers, other health professionals and the public to view nurses as ‘functional doers’—those who carry out the instructions of others—rather than ‘thoughtful strategists’—those who are informed decision-makers and whose independent actions are based on education, evidence, and experience.”

This issue of the Fay W. Whitney School of Nursing (FWWSON) Alumni Newsletter focuses on leadership, especially on leadership that goes beyond the functional doer to thoughtful strategist, as the IOM report puts it, in all settings and at all levels of nursing. In other words, nurses who use every opportunity for leadership as Benjamin Zander urges.

In the FWWSON we are taking leadership development seriously. Our BSN, MS, and DNP programs all have coursework focused specifically on leadership. For example, we expect our BSN graduates to be able to demonstrate leadership by application of quality improvement processes in the provision of safe client care across the lifespan, while our DNP graduates take leadership to another level by engaging in leadership activities to promote excellence in rural health care.

In this issue, you’ll learn about some of the amazing nurse leaders connected with the FWWSON. We provide highlights on leaders from a variety of settings and at all levels, including a highlight on the leadership impact of a nursing **student**. We think you’ll enjoy hearing these nurses’ thoughts about their leadership.



Mary Burman, Dean

In addition, you will read about the new MS Nurse Leader program, which faculty have been working on diligently this last year or so. The program, slated to start in fall 2017, offers options for nurses interested in leadership in clinical or educational settings. The program is based on transformative learning and leadership, concepts critically important to nurses in both education and practice.

Finally, you’ll also read about the incredible impact of nurses who serve as preceptors for our students in our clinical programs. These preceptors are truly leaders in clinical nursing education; our students are greatly benefited by their active engagement in their education.

Please share with us your stories of nursing leadership!

Mary E. Burman
Dean and Professor

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

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leadership in nursing

RECOGNIZING NURSE LEADERS IN DIVERSE ROLES



Health Policy

The reason for this newsletter is to show why nursing leadership is important, how it works, where it works, how to apply it. Nursing leadership takes many forms. Each of the individuals pictured here have unique and equally important nursing leadership positions. In the next several pages, each of these leaders explain what constitutes nursing leadership in their particular role...



Direct Patient Care



Public Health Nursing



Military Nursing



**Mental Health
Education & Practice**



**Professional
Association**



Rural Primary Care



Student Nursing



Nursing Education



School Nursing

leadership in nursing

RECOGNIZING NURSE LEADERS IN DIVERSE ROLES



Faith M. Jones, MSN, RN, NEA-BC
Nurse Leader in Health Policy

With over 3.4 million RNs in this country, our voice in the political process is imperative. Health policy leadership begins with becoming informed and raising our voice. Collectively our voice allows us to advocate with colleagues across the nation and make a difference on behalf of our profession, the patients in our communities, and ultimately the health of our nation. ***Advocacy is nursing at its core, and taking a leadership role in advocating for policies that protects and improves the health of our patients is our ethical duty.***

I began my health policy leadership journey right in my own backyard as all politics is local as they say. Being a member of the Wyoming Nurses Association and the American Nurses Association provided me with mentors and opportunities to learn, grow, and volunteer for a variety of leadership positions including being a member of the ANA Board and the Chair of the ANA-PAC. The ANA-PAC is a non-partisan membership political action committee that supports candidates in congress that support nursing issues. I am a honored to be a leader in ANA and in the ANA-PAC.

For uncondensed submissions and ongoing Nurse Leader Spotlights, go to www.uwyo.edu/nursing/profiles/2016-nurse-leader-profiles.html



Jennifer Anderson
MS, RN
Nurse Leader
in Nursing
Education

The most effective leaders are those who are comfortable with their leadership abilities and are

able to allow those around them to be creative and do their jobs. I don't think I am necessarily the best nursing educator, but I have great leadership skills, and therefore, am able to let the gifted educators take care of the day-to-day learning while I stay focused on the big picture and orchestrate all of the moving parts to create and maintain a top-notch nursing program. This has allowed the nursing faculty to try new things, advance their education and provide nurses who are professional, competent, and empowered to the community and surrounding region.



Julian Good
MS, FNP,
FPMHNP
Nurse Leader in
Mental Health
Education and
Practice

In my 13 years of experience as a nurse practitioner, ***I believe successful***

primary care practice includes a coordinated integration of mental health care and primary care. Nurse leaders, psychiatric mental health nurse practitioners in particular, hold key positions in this health integration model. At the Educational Health Center of Wyoming-Cheyenne Family Medicine Residency Program I am fortunate to be involved in the primary care/mental health care integration by providing direct patient care and participating in the education of University of Wyoming College of Health Science students.

leadership in nursing

RECOGNIZING NURSE LEADERS IN DIVERSE ROLES

Danielle Johnson, RN, BSN Nurse Leader in Direct Patient Care

To be a leader in direct patient care, you must be a teacher, an advocate, confident in your knowledge, and be willing to promote change in practice.

If you cannot teach your patients how to succeed when they leave your care, you have not been a leader. Being an advocate means standing up for your patients' safety, even if that means you will be getting push back from others. Leaders are confident in their knowledge, yet know their limits and know where to find the answer if they don't know it right away. Being confident allows you to make sound judgments that will ultimately benefit your patient, and influence others around you to do the same. Finally, promoting change in practice is a huge aspect of leadership. There is not just one way to do things, and being creative and innovative gives you the ability to create an environment that is always changing to become better. If you promote evidence based practice and encourage those around you to look at why they are doing things the way they are, amazing changes happen in the environment in which you are doing your best to heal people.



For uncondensed submissions and ongoing Nurse Leader Spotlights, go to www.uwyo.edu/nursing/profiles/2016-nurse-leader-profiles.html



Melanie Pearce, DNP, RN Nurse Leader in Public Health Nursing

"A leader is one who sees more than others see, who sees farther than others see, and who sees before others do."

—Leroy Eims

Public Health challenges are growing, not diminishing. With the goal of improving population health, **there is an increasing need for public health leaders who can see what change is needed and organize people, agencies, and communities to tackle those changes.** My position in public health allows me to influence those at the local level as well as the program and service decision makers at the state level to help move change along.



Emily Hill RN, BSN Nurse Leader in Professional Association

I have enjoyed serving as president of the University of Wyoming Alumni Association Nursing Chapter as a way to give back for an

education for which I am extremely grateful.

I believe that engaging nursing students is paramount, so I enjoy being involved with them, letting them know of opportunities they have as nurses and as UW graduates. Even though we UW grads are from a small school, it is important to know that we have clinical hours and a strong program to rival any. UW grads are absolutely qualified and capable to work anywhere! I also enjoy mentoring students into exciting nursing careers. **I hope my leadership in UWAANC will set a positive example of remaining engaged and giving back to UW and students after graduation.**

leadership in nursing

RECOGNIZING NURSE LEADERS IN DIVERSE ROLES



Kali Howe, RN, BSN
Leader in Student Nursing

I believe leadership is important across all levels. Just as your skills and experience grow with your nursing career, so do your leadership skills. ***It is important to start establishing a sense of leadership early on so those skills will continue to develop and progress throughout your career.*** Being a part of leadership at the student level has given me so many opportunities I would have otherwise missed out on such as: traveling to Phoenix, Arizona for the National Student Nurses Association Convention, attending the Student Policy Summit in Washington, D.C., advocating for health policy on Capitol Hill, organizing events for UWSNA, and networking with other nurses in leadership positions around the state and nation. These opportunities have served to heighten my awareness of the

importance of leadership as I begin my career after graduation! I hope to continue being involved in leadership efforts throughout my nursing career and down the road by advancing my education.

For uncondensed submissions and ongoing Nurse Leader Spotlights, go to www.uwyo.edu/nursing/profiles/2016-nurse-leader-profiles.html



Kimberly Schindler, MS, NP-C
Nurse Leader in Rural Primary Care

Nursing leadership usually brings to mind a nurse who is an example to other nurses. However, nursing leadership in rural Wyoming may look quite different because I'm not usually leading other nurses as I may be the only nurse present. As an NP in a rural clinic, I may be the primary or even solitary access point to health care for a number of families in the community. Therefore, a focus on education with my patients is critical in order to equip them to manage their health issues and maintain wellness.

Nurses in rural communities must remember that their behavior in and out of work may be scrutinized more closely by their patients than nurses in urban areas because of our overlapping lives. ***Our patients in rural communities have the unique opportunity to see how we lead by example in how we treat others with respect in our personal lives and, often, how we take care of our own health.*** The patient I care for today may be my cashier at the store tomorrow or my child's teacher, etc. Our emphasis in nursing to consider the whole person extends beyond our professional lives in rural communities.

leadership in nursing

RECOGNIZING NURSE LEADERS IN DIVERSE ROLES

Christina Bartholomew, RN, MS, NCSN **Nurse Leader in School Nursing**

Research shows that healthy students learn better, but challenges abound in the education world, and sometimes the health needs of children become displaced. ***School nurse leaders are the voice for students with healthcare needs; they are the translators of health care to the education administrative and teaching staffs.*** Often, school nurses are the sole person in a school with any healthcare background. So the leaders must be in tune not only with what's happening in the schools, including maintaining clinical skills, but also with what's happening at the district level, constantly asking whether any issues will affect school nurses and the care that is required for students. To be most effective, nurse leaders require a high level of collaborative and communication skills; they must be involved in committees, both at the district and community level. Developing contacts with the local public health departments, local health care providers, community agencies and the Wyoming Departments of Education and Health is vital to the ability of school nurses to meet the health care needs of students. They must evaluate those needs in the school setting and set standards so that children with similar disabilities receive the highest level of evidence-based care in order to learn at their fullest potential.



For uncondensed submissions and ongoing Nurse Leader Spotlights, go to www.uwyo.edu/nursing/profiles/2016-nurse-leader-profiles.html

Samuel Millar, Maj. USAF AFMC USAFSAM/ETT **Nurse Leader in Military Nursing**

As an aeromedical evacuation nurse educator I am fortunate to be in a position to positively shape the future of Aeromedical Evacuation in the Air Force. Military nursing leadership is not just leading a team of nurses; it's leading a team of multidisciplinary individuals from different backgrounds such as nursing research, flight medicine, and medical technicians.

Leadership is an art and science geared toward influencing and motivating personnel to accomplish the mission! It's being flexible enough to understand and develop a group of individuals, define tasks, and set realistic goals while motivating them toward accomplishing those goals. As a leader I have assisted in forging advancements in how we educate our future flight medics and warfighters as aeromedical evacuation crew members.

Strong leadership is a requirement in the military. ***You motivate your people...leading by example, and leading from the front, while maintaining integrity, discipline, and a good moral compass.*** Ineffective leadership in aeromedical evacuation can damage equipment, lead to mission failure, or worse, can get people killed.



leadership in nursing

RESPONDING TO THE CALL FOR NURSE LEADERS

NURSE LEADER SHORTAGE LOOMING

As evidenced by the wisdom expressed by our featured nurse leaders, nurse leadership occurs in diverse settings and entails wide-ranging roles and responsibilities. Nurses serve as leaders “throughout the system from the bedside to the boardroom” (Institute of Medicine [IOM], 2010, p. 7). Although Wyoming is fortunate to have extraordinary nurse leaders, a major concern is the looming nurse-leader shortage: 75 percent of nurse leaders will retire by the year 2020 (Kram, 2016). This concern is coupled with numerous challenges of the 21st century healthcare system. These challenges include an aging and diverse population, prevention and management of chronic conditions, excessive hospital death rates secondary to adverse events, and a complex and costly healthcare system (IOM, 2010).

IOM CALLS NURSES TO RE-ENVISION LEADERSHIP ROLES

In response to these challenges, the IOM has called for a redesign of the healthcare system. Nurses have been called to “re-envision their leadership roles and step up as full partners in collaboration with other healthcare professionals” (IOM, 2010, pp. 7-8). Nurses’ expertise in patients/families/communities and their advocacy for safety, quality care, and improved healthcare outcomes places them in a unique position to lead and influence healthcare reform (IOM, 2010).

FWWSON STAKEHOLDERS REQUEST NURSE LEADER PROGRAM

Moreover, FWWSON stakeholders and community partners are keenly aware of these challenges and the contributions of nurse leaders to effective patient-

centered care and to intra- and interprofessional teams. Consistent with this, they have requested a nurse leader master’s program.

In response to these needs, the school introduces...

THE FWWSON MASTER OF SCIENCE (MS) NURSE LEADER PROGRAM

(also offering a Nurse Educator Concentration within the Nurse Leader Program)

This MS program is a part-time, three-year program of study requiring completion of 36 credit hours. All students take eight core leadership courses during the first two years. In the third year, students either take advanced leadership courses and a leadership practicum OR education courses and an education practicum.

The first student cohort will start classes fall 2017. Please note that the application deadline has been extended to March 1, 2017 and that an on-campus intensive is required for all students (September 5–8, 2017). Nurse educator students **only** are also required to attend an on-campus intensive during the final semester. Please see the FWWSON website for more information (www.uwyo.edu/nursing/programs/ms-nurse-leader/).

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Kram, S. (2016). Nursing leadership crisis: Who is ready to take their place? Retrieved from <http://exclusive.multibriefs.com/content/nursing-leadership-crisis-who-is-ready-to-take-their-place/healthcare-administration>

“...FWWSON stakeholders and community partners...have requested a nurse leader master’s program.”

leadership in nursing

NEW UW NURSE LEADER PROGRAM

The MS program mission is “to prepare transformational learners and leaders to advance nursing education and practice, thus, addressing the complexities in the 21st century healthcare system.” Program outcomes are two-fold. Graduates of the MS Nurse Leader program are:

1. Transformational **learners** who seek new perspectives and foster a spirit of inquiry to create synergy among the learning community. They develop humility and a balance of ways of knowing to optimize a sense-of-self for the purpose of influencing others.
2. Transformational **leaders** who are authentic, articulate and collaborative communicators. They discover the leader within for the purpose of optimizing influence, and use innovation and an interconnected system’s perspective to promote population health.

Core curricular concepts woven through the curriculum include transformation, communication, interconnected global perspective, outcomes orientation, and rural population health. Essential content required by the Commission on Collegiate Nursing Education’s (CCNE) includes organizational and systems leadership, quality improvement and safety, translating and integrating scholarship into practice, informatics, health policy and advocacy, and population health.

The MS Nurse Leader curriculum designers are the FWWSON professors pictured below. These individuals bring many years of leadership and education expertise and experience. Please see the FWWSON website for their curriculum vitae and contact information.

Questions? Please contact Mary Anne Purtzer, MS Program Director, at mpurtzer@uwoyo.edu or (307) 766-6576.



Susan Steiner
PhD, RN, FNP

Lori Liebl
PhD, RN, CNE

Pamela Clarke
PhD, MPH, RN, FAAN

Mary Anne Purtzer
PhD, RN

Shelly Fischer
PhD, RN, NEA-BC, FACHE

SCHOOL UPDATE



SAYING GOODBYE TO FACULTY/STAFF

Dean Burman (right) poses with leaving faculty/staff during an appreciation ceremony at the school. (L-r): Nursing faculty member Ann Wislowski, graduate program staff Crystal McFadden, RN/BSN Program Director Terri Wolff (Not pictured, leaving nursing faculty members Cheri Bellamy, Linda Johnson and Lori Liebl; leaving staff member Kayla Boshell.)

2016 FACULTY & STAFF AWARDS

Diane Boyle: 2016 College of Health Sciences Outstanding Researcher Award

Claire Hitchcock: 2016 University of Wyoming Staff Incentive Award

Sarah Kooienga: Sharron S. Humenick Fund Award for project, *Patients' Use and Experience of Patient Portals (E-Portals) in New Zealand Rural General Practice*

Linda Johnson: UW Faculty Award for Internationalization

Nancy McGee:

- ▶ Lillian Wald Fund awardee to assist in funding Post-Master's FPMHNP Certificate
- ▶ 2016 Outstanding Professional Student Affairs Employee Award

J'Laine Proctor: FWWSON Communication of Wisdom (C.O.W.) Award

Mary Anne Purtzer: Sharron S. Humenick Fund Award for project, *Generating and Exploring Points of Connectedness that Hold Transformative Potential*

STUDENT CONVOCATION AWARDS

On May 13, 2016, 203 graduates were honored: 34 Basic BSN, 18 BRAND, 133 RN/BSN Completion, 8 MS Nurse Educators, and 10 DNP students from the Family Nurse Practitioner option. Awards were presented as follows:

BASIC BSN AND BRAND AWARDS

Samantha Baker: Gertrude Gould Memorial Award, *excellence in public health nursing practice*

Rachel Choquette and Joseph Falcone: Dorothy Tupper Memorial Award, *caring compassion and interpersonal communications*

Jordan Davis: School of Nursing Spirit Award, *exceptional spirit and enthusiasm*

Kelby Dickerson: Amelia Leino Memorial Award, *outstanding in family nursing*

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

Mariah Kepler: Beverly McDermott Award, *leadership and public activism*

Kalee Plowman: Passion for Nursing Award, *devotion, allegiance and commitment to profession of nursing*

Lucas Simmons: Lina Kennedy White Memorial Award, *interest in and aptitude for geriatric nursing*

2016 RN/BSN COMPLETION AWARDS

Randy Baxter: Making A Difference in WY's Health Award, *WY RN/BSN Completion student with demonstrated commitment to continued education and excellence in nursing practice*

Cheryl Thomas: Professional Nurse Award, *practice, community service and professional service*

2016 MS AWARDS

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

2016 DNP AWARDS

Diana Charlson: Dr. Patsy Heslen Haslam Leadership Award, *displayed both leadership and grace in DNP program*

Michelle Dowling: Alpha Pi Chapter of Sigma Theta Tau Award, *exemplary rural practice in nursing*

Nellie Simon: Carol Macnee Scholarship Award, *demonstrated excellence in scholarship*

GRANTS, PUBLICATIONS

ACTIVE GRANTS

Boyle, D. (Co-PI), Bergquist-Beringer, S. (Co-PI), Cramer, E. (Co-I) (2015–2016). The Relationship between Nursing Specialty Certification and Surgical Site Infection Rates in Acute Care Hospitals. Funded by the Competency and Credentialing Institute and the Medical-Surgical Nursing Certification Board, \$71,804.

Burman, M. (PD) (2015–2017). ReNEW: Seamless Nursing Education for Students in Wyoming. Project funded by the Robert Wood Johnson Foundation “State Implementation Program,” \$225,000.

Carron, R. (PI), **Boyle, D.**, Alvero, R., Womack-Shultz, T., and **Gilman-Kehrer, E.** (2015–2016). Polycystic Ovary Syndrome in American Indian Women: An Exploratory Study. UW INBRE & NIGMS (2P20GM103432) at NIH/DHHS, \$36,000.

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

Fischer, S. (Co-PI) (2016). Rural hospital nurse leader retention: an evidence-based management project. Funded by Banner Health, \$13,400.

Kelly, L. (PI), **Fischer, S.** (Co-I) (2016). Compassion fatigue in nurse leaders. Funded by the American Organization of Nurse Executives Foundation 2016 Small Grant Award, \$5,000.

Kooienga, S. (PI) (2015–2016). Ethnographic Exploration of New Zealand Primary Care Practice and Use of Patient Portals. Project funded by the College of Health Sciences, \$7,500.

Kooienga, S. (PI) (2015–2016). Ethnographic Exploration of New Zealand Primary Care Practice and Use of Patient Portals. Project funded by UW International Programs Office-Travel Grant, \$2,000.

Kooienga, S. (PI) and Carryer, J. (Co-PI). Massey University, New Zealand (2016–2017). Patient Use and Experience of Patient Portals (e-portals) in New Zealand Rural General Practice. Funded by the Fay W. Whitney School of Nursing Humenick Award, \$5060.50.

Purtzer, M. A. (PI), & **Thomas, J.** (Co-PI) (2015–2016). Native American Perceptions of Qualities of Effective Nurse Leadership within the Context of Health Promotion Services. Project funded by Fay W. Whitney School of Nursing Humenick Award, \$4,950.

Thomas, J. (PI) (2015–2016). Lifestyle health-related self-concept and type 2 diabetes prevention. Funded by Mountain West Clinical Translational Research Infrastructure Network, CTR-IN Mini Grant, \$8,457.

Thomas, J. (PI) (2015). Diabetes in San Jose Tecoh, Yucatan: Research project development and collaboration. Funded by University of Wyoming International Programs Office, International Travel Grant, \$2,000.

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Park, S., Gass, S., & **Boyle, D.** (2016). Comparison of reasons for nurse turnover in Magnet® and non-Magnet hospitals. *Journal of Nursing Administration*, 46, 284–290.

Gharabeh, B., Gajewski, B., Al-smadi, A., & **Boyle, D.** (2016). The relationships among depression, self-care agency, self-efficacy, and

diabetes self-care management. *Journal of Research in Nursing*. [Epub ahead of print].

Ballard, N., **Boyle, D.**, & Bott, M. (2016). Evaluation of elements of the Nurse Work Life Model using unit level data. *Western Journal of Nursing Research*, 38, 183–199.

Garrard, L., **Boyle, D.**, Simon, M., Dunton, N., & Gajewski, B. (2016). Reliability and validity of the NDNQI® injury falls measure. *Western Journal of Nursing Research*, 38, 111–128.

Harris, P., & **Burman, M.** (2016). Nurses returning to school: Motivators, inhibitors and job satisfaction. *Journal of Professional Nursing*, 32, 85–93.

Clarke, P. (2016). Culture: Distinct or illusion? *Nursing Science Quarterly*, 29(2), 122–123.

Clarke, P., and Garner, C. (2016). Transitions in leadership: Life after deanship. *Nursing Science Quarterly*, 29(1), 35–37.

Fischer, S. (2016). Transformational leadership in nursing: A concept analysis. *Journal of Advanced Nursing*. [Epub ahead of print].

Kooienga, S., Wilkinson, J. (2016). RN Prescribing: an expanded role for nursing. *Nursing Forum*. [Epub ahead of print].

RECENT PUBLICATIONS 2015

Boyle, D., Cramer, E., Potter, C., & Staggs, V. (2015). The effect of longitudinal changes in RN specialty certification rates on total patient fall rates in acute care hospitals. *Nursing Research*, 64, 291–299.

Park, S., & **Boyle, D.** (2015). How hospitals view unit-level nurse turnover data collection: Analysis of a hospital survey. *Journal of Nursing Administration*, 45, 100–106.

Clarke, P., Garcia, J. (2015). Evolution of nursing science: Is open access the answer? *Nursing Science Quarterly*, 28(4), 284–287.

Clarke, P. (2015). Nursing science: An answer to lateral violence. *Nursing Science Quarterly*, 28(1), 34–35.

Diaz, C., **Clarke, P.**, & Gatua, M. (2015). Are we there yet? An assessment of cultural competencies in rural nursing education. *Nursing Perspectives Journal*, 36(1), 22–26.

Fischer, S. (2015). The problem with nursing today. *Reflections on Nursing Leadership: Sigma Theta Tau International Online*, 41, (3).

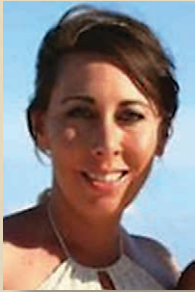
Hart, A. (2015). Respecting influenza: An evidence-based overview for primary care nurse practitioners. *Journal for Nurse Practitioners*, 11(1), 41–48

Kooienga, S., & Carryer, J. (2015). Globalization and Advancing Primary Health Care Nurse Practitioner Practice. *The Journal for Nurse Practitioners*, 11(8), 804–811.

Moring, J., Bowen, A., **Thomas, J.**, & Bira, L. (2015). The emotional and functional impact of the type of tinnitus sensation. *Journal of Clinical Psychology in Medical Settings*, 1–9.

Moring, J., Bowen, A., **Thomas, J.**, & Joseph, J. (2015). Acceptance mediates the relationship between tinnitus-related cognitions and anxiety sensitivity. *American Journal of Audiology*, 24(2), 235–242.

PRECEPTOR RECOGNITION



BASIC BSN: SIERRA WRIGHT, RN

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

Nominated by Lauren Shoop, Basic BSN Student:

“My senior capstone practicum preceptor, Sierra Wright, was a wonderful preceptor. She helped me greatly in the role transition from student to RN. She is knowledgeable about the common conditions and medications and was able to educate me on these subjects. She went out of her way to give me experience using my skills and making everything a teaching opportunity. She taught me time management and how to prioritize my day. Sierra guided me out of my comfort zone and helped me to feel confident in my skills, critical thinking/clinical judgement, and communication with patients and other team members of the multidisciplinary team...I now feel confident that I could care for 4 or 5 patients by myself. More than teaching me the technical skills of nursing, Sierra taught me how to be an attentive and compassionate nurse. Her kindness, humor, and knowledge made her a favorite among patients, and they often complimented her saying, ‘I hope you are my nurse again tomorrow,’ and ‘I wish you could be my nurse every day.’ She is a great example of how nurses should educate and advocate for their patients. I look up to her as an example of the kind of nurse I want to be!”



BRAND: NIKKI PACKER, RN

Lander Regional Hospital • Lander, Wyoming • ICU

Nominated by Julie Ferwerda, BRAND Student:

“Nikki Packer is a very skilled, knowledgeable nurse, but more importantly, she is able to successfully translate her nursing process to her students. She is very deliberate about taking time to teach, demonstrate, and impart her nursing knowledge and skills. She frequently took time to model all aspects of excellent nursing, including looking up pathophysiology and disease processes on patients, as well as looking up latest evidence-based practices—and teaching me to do the same. We had several complex patients while I worked in ICU, and Nikki never shied away from opportunities to teach me hands-on skills, even though it took a lot of extra time in our already hectic days. She would frequently quiz me on things like, why this procedure? Why this med? What do I need to watch for according to this lab value? She introduced me to how to put the whole process together. I am so happy to recognize Nikki for her incredible dedication to this mentoring profession!”



PETER K. SIMPSON APNF AWARD

Katy Hartman, MD, physician with UW Student Health Services, stands with Peter Simpson and the award given in his name, the 2015 Peter K. Simpson “Advanced Practice Nursing Fan” award.

Dr. Hartman’s selection for the award was based on several reasons:

- (1) She routinely serves as a preceptor for UW’s nurse practitioner program, nurturing struggling students into confident, successful clinicians.
- (2) She chairs the Quality Improvement Committee at Student Health and believes in providing current, evidence-based care. In addition to role modeling best practices to students, she also assisted a DNP student in conducting a quality improvement project at Student Health regarding BMI and weight management.
- (3) During the UW DNP national accreditation site visit, Hartman volunteered to meet with site visitors about her experiences precepting DNP students.
- (4) Hartman views NP’s as partners with physicians, and routinely comments on how much she respects and learns from nurse practitioners. DNP program director Ann Marie Hart says, “On more than one occasion she has admitted she would like to be considered an ‘honorary DNP.’”

**“Katy Hartman is priceless,
both as a practicing
physician and as a preceptor/
teacher to our students.”**

—DNP program director
Ann Marie Hart

COMMUNITY PARTNERS OF THE YEAR

BASIC BSN: ALBANY COUNTY PUBLIC HEALTH

Albany County Public Health (ACPH) has been involved with University of Wyoming nursing students for as long as we can remember! We treasure the ACPH nurses who teach breastfeeding classes in our maternal-child courses. We are grateful for all of the staff at ACPH, who consistently support our students in their public health clinical rotations and in the capstone practicum. These wonderful nurses work closely with us to tailor experiences to the interests of the students while still addressing the global aspects of public health.

ACPH nurses work on building strengths and interests of our students while always keeping a focus on providing the best possible learning experiences. Because public health is such a broad discipline, ACPH nurses typically expose our students to all aspects of public health nursing and the various roles of public health nurses.

Not only are the ACPH nurses excellent role models, but they expect, allow, and equip our students to carry out the various roles of the public health nurse while under their supervision. We greatly appreciate all of their efforts in the education of our students.

BRAND: PLATTE COUNTY MEMORIAL HOSPITAL

Accompanying this article, Platte County Memorial Hospital nurses in Wheatland send a picture thanking the school for the Community Partner Award. But the thanks comes from UW FWWSON to Platte County Memorial Hospital's staff and management, who went above and beyond to support our accelerated BRAND nursing students' clinical education this year, being extremely supportive in encouraging and facilitating an additional clinical group of students. The clinical experience at Platte



Platte County Memorial Hospital employees/ Back row l-r: Aubrey Bremer, Director of Nursing; Jennifer Querry, OR manager; Audrey Cotterman, Infection Preventionist; Betty Holkan, Employee/Occupational Health; Ann Harris, ED manager. Front row l-r: Darla Patterson, Education Coordinator; Kimm Malody, HUC; Jamie Kuper, Med/Surg Manager.

County has been consistently valuable for students in our medical /surgical practicum course. Platte County staff and management have also facilitated capstone course placements as well, and the experiences and support students have received is superlative.

As an example of Platte County's commitment to the students' education, they have developed the Clinical Practice/Shared Leadership Committee, which includes a member of the Fay W. Whitney School of Nursing faculty. The purpose of this committee is to ensure coordination of students and quality of clinical experience. Students consistently report the support and encouragement of the staff of the hospital in their clinical learning experiences.

Albany County Public Health Nurses



COMMUNITY PARTNERS OF THE YEAR

RN/BSN COMPLETION: LARAMIE COUNTY COMMUNITY COLLEGE

LCCC has been extremely supportive of students' attaining their BSN in as timely/seamless a manner as possible. Encouraging and counseling students to select appropriate classes needed for the BSN has been crucial, resulting in 145 LCCC ADN graduates attaining their BSN from UW between 2010 and 2015.

Looking to the future, many LCCC nursing faculty participated in the development of the ReNEW curriculum, now in effect and transforming Wyoming nursing. This is yet another example of LCCC and UW working together to encourage continued education among nurses, ensuring safe, quality, patient-centered care in Wyoming.

DNP: PATHWAYS MENTAL HEALTH PROFESSIONALS—LARAMIE

Pathways, a locally owned/operated mental health group since 2004, serves individuals, families, couples, adolescents, and children in Laramie and surrounding communities. This group of mental health professionals is known for high quality care/commitment to ethical practice. Though Pathways does not advertise, the clientele of some twenty mental health professionals continually nears capacity.

The DNP program partnered with Pathways for the first clinical rotation in the new Psychiatric Mental Health



(Pictured l-r): Pathways' clinic owners and/or personnel—James Kuster (UW DNP Student), Glen and Kay Lynn Hammer (clinic owners), Nancy McGee and J'Laine Proctor (UW Nursing PMHNP faculty).

Nurse Practitioner (PMHNP) program option. Pathways provided an excellent clinical experience, a friendly atmosphere, and an ideal interdisciplinary team approach to treating complex mental health issues. Student feedback also highlighted the willingness of Pathways' clinicians to assure variety and depth of clinic experience.

This partnership exceeded student and faculty expectations. We trust students will continue to benefit from the partnership with Pathways in Laramie.

(Pictured l-r): LCCC nursing faculty and staff—Jennifer Anderson, Karen Clark-Bond, Marcy Holford, Jeni Wolfe, Jean Zlomke, Marlene Shaw, Christina Warren, Molly McNeely, Robin Duncan, Paula Belknap, Dawn Williams, Marie Koenings and Geoffrey Green.



DISTINGUISHED ALUMNI AWARD 2016

LEISSA A. ROBERTS, DNP, FACNM (BSN '81)

Leissa Roberts is currently Associate Dean of Faculty Practice for the University of Utah College of Nursing. Her nominators recommended her for the Distinguished Alumni Award based on contributions to the nursing profession, including excellence in clinical practice, education, administration and research; outstanding contributions to the community; and leadership in professional organizations. Roberts will receive her award during Fall 2016 Homecoming week on Friday, October 7.

Upon her 1981 graduation from UW, the Wyoming Nurses Association foresaw a bright future for Roberts, naming her “Most Likely to Succeed.” Their prediction shows fulfillment in her 28-page academic vita, spanning an impressive 31-year career.

In her current role at the University of Utah, Roberts has “significantly expanded faculty practice,” notes a nominator, “now managing more than 100 providers, nurses and staff,” while continuously providing clinical care to women. Roberts also developed the Sutter Health Graduate Assistantships program, making it possible for students to obtain a graduate assistantship while serving patients at a nurse triage call center.

SELECTED HIGHLIGHTS

- ▶ In June 2015 Roberts was inducted as a Fellow in the American College of Nurse-Midwives, a prestigious honor given to an elite group of midwives who have demonstrated leadership, clinical excellence, outstanding scholarship, and professional achievement



Leissa A. Roberts, DNP, FACNM (BSN '81)

both within and outside the midwifery profession.

- ▶ Roberts was Principal Investigator for three research studies contributing to the development of Coping with Labor Algorithm, “...which has had global impact as it is now utilized throughout the US and internationally,” notes her nominators. Her 2012 article on the subject was the “Best Article of 2010” and “Most downloaded article of 2011” in the *Journal of Midwifery and Women’s Health*.

- ▶ Roberts has been awarded over 11 million dollars in grant funding and contracts to support the college’s faculty practices, including partnership with the

State of Utah Juvenile Justice Services to provide health care to incarcerated adolescents and the homeless, APRN psychiatry services to vulnerable populations, and to support an innovative group prenatal care program at a BirthCare HealthCare clinical site that provides health care to an underserved population of women.

- ▶ Roberts’ resume shows heavy participation in professional organizations and recognition from nurses, faculty, organizations, and even Utah businesses. The latter took the form of awards in two separate years as “Health Care Hero” by Utah Business Magazine, recognizing the international success and effect of her research (2011), and her leadership in development of a clinic for underserved women and their families (2005).

CALL FOR NOMINATIONS: DISTINGUISHED ALUMNI AWARD 2017

Please consider submitting a nomination for the 2017 Distinguished Alumni Award.

Submit online at: www.uwo.edu/nursing/alumni
Click on “Distinguished Alumni Nomination Form”

Deadline: February 15, 2017

UW ALUMNI ASSOCIATION Nursing Chapter



Emily Hill, RN, BSN

FROM THE PRESIDENT

Greetings! I am Emily Hill, a 2013 BSN graduate of the University of Wyoming Fay W. Whitney School of Nursing. I work at Mayo Clinic in Rochester as a hematology, oncology, and bone marrow transplant RN and am pursuing my adult-gerontology acute care DNP at Winona State University. I am writing to you as president of the UW Alumni Association Nursing Chapter (UWAANC). Being involved in this

chapter has allowed me an outlet through which to express my tremendous gratitude for an amazing education.

The University of Wyoming Alumni Association Nursing Chapter was formed by a development board in 2014, launching the official chapter in the spring of 2015. We are excited to be celebrating the first full year serving alumni and students. Our main goals this year have been to foster membership and support students. In accordance with those goals, we enjoyed hosting the following events this past March...

“Speed Mentoring” session for students

During this session, we had six nurses represent different nursing specialties, providing 1:1 mentoring to students. The specialties addressed and the nurses involved were Emergency Room (Marilyn Hall), Geriatrics (Pete Skorcz), Hematology/Oncology/ Bone Marrow Transplant (Emily Hill), Labor & Delivery (Elaine Volin), Pediatrics (Elizabeth DePrince), and Public Health (Darcey Cowardin).

“Résumé Blitz”

This event helped students prepare for summer internships and job applications. Two UW nursing alumni who have held leadership roles in nursing—Karleen Goerke and Jeanine Niemoller—reviewed the résumés electronically.

It is our hope that such exciting opportunities to assist and encourage the next generation of nurses will help us foster our membership. We would love to talk to you about the benefits of joining UWAANC and how you can be part of one of our events in the future. If you have questions about or ideas for the UWAANC, please feel free to email me at emilynhill13@gmail.com.

Sincerely,

Emily Hill

JOIN THE UW ALUMNI ASSOCIATION NURSING CHAPTER!

Meet up with old friends

Stay involved
with your alma mater!

To sign up:

Click on “Sign up for UWAANC” to the right of the picture on the UWAANC web page:

www.uwyo.edu/nursing/alumni/uwaa-nursing-chapter/index.html



You don't have to be in Laramie to participate! Emily Hill was able to contribute electronically to the Speed Mentoring (thanks to school manikin Geri for “completing her look”).

LIST OF DONORS TO SCHOOL (JUNE 2015–MAY 2016)

A HUGE thank you to the following donors, who together contributed more than \$240,000 in gifts to the school.

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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.

N17NU

2016–2017 SCHOLARSHIP AWARDS

The school awarded \$269,500 in scholarships and \$100,000 in BRAND state-funded loan repayment funds for the 2016–2017 academic year. A big thank you to donors who make nursing education more manageable financially for some students, and make nursing education possible for others.

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

Rebekah Sabados, Monica Teichert

Marcia Dale Aspire Scholars Program Scholarships

Taylor Clark, Rebekah Davis, Allyson Kish, Brianna Siebert

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For Sophomore: Lindsey Henderson
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For Senior: Toni Pinkam

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UW President’s Society: Combination of gifts of \$1,000 or greater during a fiscal year

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

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Please complete our survey and share your interests by filling out a simple survey at...

www.uwyo.edu/nursing/give-to-nursing/survey.html

A HELPING HAND

Clay Unger never graduated from UW, but held a special place in his heart for the university. In 2003 he established a **Charitable Gift Annuity (CGA)** to support students in UW FWWSON as well as in the Colleges of Business and Health Sciences. Over the years his gift has made an impact on numerous students, creating opportunities for each to gain the skills needed to become successful in their lives and careers.

“Clay’s scholarship in nursing is somewhat unique because he really wanted to be able to give to a student who needed a hand up,” says FWWSON Dean Mary Burman. So the Clay Unger Endowed Nursing Scholarship supports single parent students in good academic standing with financial need.

CHARITABLE GIFT ANNUITIES

Charitable Gift Annuities like Clay Unger’s support UW’s mission and allow donors to receive steady payments during retirement. Through a simple contract, the donor agrees to make a donation of cash, stocks, or other assets to UW. In return, the donor (and someone else, if donor chooses) receives a fixed payment amount each year for the rest of their lifetime. In addition, donors also receive the following benefits:

- ▶ Initial gift: partially income tax-deductible
- ▶ Payments: partially income tax-free through estimated life expectancy and not affected by ups/downs in economy
- ▶ CGA: for one or two people, so donor’s spouse or another loved one can also receive payments for life
- ▶ If donor uses appreciated stock gift: may eliminate tax on capital gains and spread gain over donor’s life expectancy

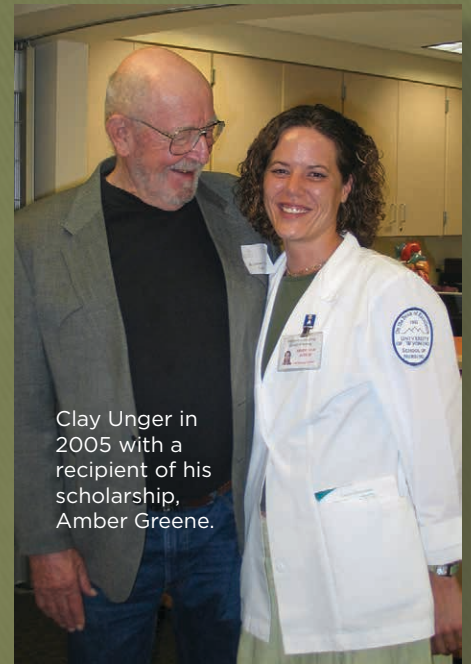
OTHER WAYS TO MAKE AN IMPACT

Individual retirement accounts [IRA, 401(k), 403(b), etc.] are another simple, effective tool to accomplish giving goals. Donors can allocate all or a portion of their IRA to UW to support a campus program or fund.

By utilizing such tax advantaged funds to make charitable estate gifts, the tax burden for heirs is decreased. Donors over 70.5 years of age can take advantage of tax laws that allow giving directly from IRAs to a charity, avoiding income taxes on the amount given. Such gifts can be used as part or all of a person’s required minimum distribution and up to \$100,000 per year.

Life insurance policies also provide opportunity to make meaningful gifts. UW can be named beneficiary of all or a portion of life insurance proceeds with the designation to benefit a specific program/fund at UW.

The most common way to make charitable estate gifts is through a **donor’s will or trust**. UW Foundation can discuss with donors how to plan for their heirs and the charities they love; can provide sample estate language; and can answer any questions that arise.



Clay Unger in 2005 with a recipient of his scholarship, Amber Greene.

Clay Unger was born in 1928 in Wheatland. He worked as a ranch hand for Swan Land & Cattle Co., then enlisted in the U.S. Air Force, serving in WW II and the Korean War. Unger then worked for Mountain States Telephone and Telegraph as a lineman, retiring after 30 years. Throughout life he remodeled and built homes, learning carpentry skills from a distinguished Wheatland architect. Clay was a Master Mason with the Masonic Lodge #1, A.F. and A.M. in Cheyenne.

WE KNOW YOU CARE

...about the future of UW, and that many of you have already included UW in your estate plans. For that we thank you! We would like to discuss plans in order to ensure your gift is properly designated to make the maximum impact for future generations of students. If you have any questions about Charitable Gift Annuities or planned giving or have already included UW in your estate plans, please contact:

Angela Ver Ploeg
(307) 766-1939
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