Dean’s Note

From the Annette Poulson Cumming Building, our home on the University of Utah Health Sciences Campus, we are fortunate to have one of the most spectacular views of Salt Lake City and our surrounding communities.

However fall is often a season when all eyes turn to us, and our Health Sciences Campus, as we become the foreground to a breathtaking backdrop of foliage along the foothills. Their colors are as bright and bold as the community of faculty, staff, students and alumni that represent the College of Nursing.

The fall season has many meanings. It is a time of transition that takes us from warm summer days to the cold weather of winter, which brings with it “the greatest snow on earth.” It is a time of renewal, as many students return from summer break rejuvenated and eager to continue their studies. It is also a time to plan for the future, as we prepare for the end of the current calendar year and the start of a new one.

In July 2001 I became dean of the College of Nursing. I will retire from my role in July 2013. As I complete my 12th and final year as your dean, we are well-positioned for a strong future. We have a beautiful new building, thanks to the generous support of many public and private contributors, and have successfully completed the Commission on Collegiate Nursing Education (CCNE) accreditation process, thanks to the level of excellence upheld by our faculty and staff.

I am very proud of all we have accomplished together. As we look to the future, we have both the attention of a proud community of advocates, and the focus of our dedicated team, to ensure a smooth leadership transition. Thank you! It has been my honor to serve as your dean.

Sincerely,

Maureen
Alumna Paula Peterson on the Qualities of a Great Nurse, Rewards of a Career in Nursing

As a family nurse clinician and pediatric nurse practitioner with the Spina Bifida Clinic at Primary Children’s Medical Center, Paula Peterson (MS 1980), partners with patients, families and a team of health care providers to help young people with Spina Bifida optimize their health and well being.

Paula’s sphere of influence is broad: her contributions to the fields of Spina Bifida, birth defects education and pediatric neurology include the numerous presentations she has made locally and nationally. She holds a graduate certificate in Conflict Resolution from the University of Utah, has provided consultative services through the bio-ethics committee at Primary Children’s Medical Center and is the Principle Investigator of a Centers for Disease Control and Prevention (CDC) grant for patient registry of children with Spina Bifida. Here, the College of Nursing alumna talks about her own passion for nursing and offers advice for students preparing to become tomorrow’s nurses.

Why nursing?

“My mom was a nurse. I always loved what I witnessed of the way she cared for others. I believe the nurse in her drove many of the contributions she made to the care of our family.”

As a national presenter you have a passion for teaching and sharing your knowledge with others. How did your own education at the College of Nursing influence you?

“To be able to learn from faculty members such as Sue Huether was inspiring, and I thoroughly enjoyed my clinical rotations. Among my favorites was the preceptorship I did with a family practice clinic in Tooele. The clinic was lead by a husband and wife team, and together they taught me a great deal about assessing, presenting, evaluating and managing a diagnosis—across all ages.”

What is the most rewarding aspect of your career?

“The most rewarding part of my career has been all of the many patient contacts I have had. Not that I can necessarily say I changed their world, but together, we changed each other’s worlds.”

As you consider the future of nursing, what advice do you have for the next generation of nurses?

“Nursing is multi-faceted. A strong scientific background is vital, but equal to that is the possession of solid psychosocial skills in order to understand human emotions and human challenges. And, the ability to take a holistic approach to understanding the complexities involved in treating people with chronic illness is key.”
Learning Locally, Acting Globally: Nursing Students Engage in Global Health Practice

During a recent orientation for incoming nursing students, Assistant Professor (Clinical) Amy Cutting, MS, FNP asked how many in the group chose nursing as a profession because of the potential it presents for a career in global health. Students responded with a flood of hands, palms outstretched and minds wide open to the health care concerns of our global community.

In our ever-shrinking world, opportunities to visit resource-poor areas in order to participate in global health practice are increasing. As a world-class educational institution, the University of Utah is ensuring students have access to learning experiences that are not only immersive and experiential, but focused on the development of partnerships that are community-based and solutions that are sustainable. Launched in 2010, the Global Health Study Abroad Program engages students from nursing, medicine and public health with students and faculty from the Kwame Nkrumah University of Science and Technology (KNUST) in Ghana, as well as leaders from surrounding villages, to address the health issues local Ghanaians have identified as their most critical. The interdisciplinary teams analytically explore health care concerns such as those associated with Malaria, maternal nutrition and child mortality, with the goal of producing findings locals can utilize to affect change.

“Our intention is to give the information back to the local people and empower them to do something with it, so the findings don’t simply reside in an article,” says Cutting, who serves as co-director of the College of Nursing’s Global Health in Ghana Study Abroad program. “The learning experiences available to nursing students in Ghana dovetail with the community and global health curriculum in our baccalaureate degree programs, and challenge future nurses to explore alternative means for delivering health services.” The program also intersects with the vision behind the My U Signature Experience (MUSE) Project, a university-wide initiative designed to build opportunities for students to create signature learning experiences—moments in their education that have a defining and empowering effect on their intellectual growth, their professional development, and their path in life. “When nursing students express an interest in global health, the Ghana Study Abroad allows us to offer an experience that represents how public health is best accomplished, which can help students cultivate a career in global health practice.”

At every step working on inter-professional teams, students grew to appreciate the importance of combining resources and backgrounds as they problem solved everything from transportation to how to disseminate research findings about the nutrients missing from breastfeeding mothers’ diets in a way that people with minimal resources and education can understand and implement in their lives. “Global Health is a complex concept to truly understand from a textbook,” Hill says. “Visiting Ghana during my Capstone semester helped me synthesize the knowledge I’ve gained at the College of Nursing. In Ghana, everything I’ve learned was right in front of me and relevant—global health in action.”

Traditional nursing student Raegan Vanderberg says her participation in the study abroad experience further cultivated what is the root of her interest in nursing: a desire to help create a health care system capable of delivering the best care to every patient regardless of race, ethnicity, or culture. “A major career goal of mine is global citizenship,” she says. “This extends beyond a desire to understand global interdependencies, to harboring a concern for health equity, social justice, and universal human rights.”
Go for it! Study it!” That was the advice then dean of the University of Utah College of Nursing, Madeleine Leininger, PhD offered to doctoral student Marilyn (Dee) Ray when Ray expressed her desire to augment her graduate work in transcultural nursing, which explores how nursing interacts with concepts of culture, with coursework in anthropology, and other disciplines, such as philosophy and economics of health. It was 1977, and as one of the first two PhD students in transcultural nursing under the guidance of Leininger, the founder of the discipline, Ray was, much like her mentor, a pioneer. Though her passion for human caring was rooted in her childhood, when a nurse saved her ill father’s life, her interest in human culture had been cultivated along the self-described “adventure” she left her native Hamilton, Ontario in 1958 to pursue.

Indelible Influences

As a young nurse working in Los Angeles at the crux of the Civil Rights Movement, Ray began to notice how race and culture influenced actions and interactions, as well as individuals and communities. By the-mid 1960s she’d become a citizen of the United States, and with the conflict in Vietnam escalating, acted on a strong desire to do something for her country. She joined the Air National Guard as a "live patient care" flight nurse, which led to a 32-year career in the United States Air Force Reserve. “As someone who chose this country, I have a great pride in the United States,” she says. “It was an honor to wear the uniform of the U. S. Air Force.” Over the course of her career in the U. S. Air Force, Ray maintained her commitment to nursing practice and education, and conducted research that would help to influence the military’s health care policy for reservists by granting access to health care for their families when called to active duty.

Transformative Mentoring

At the College of Nursing, Ray was eager to integrate her two passions together, and to share that knowledge with nurses and other professionals around the world. “Dean Leininger encouraged expansiveness, which allowed me to be creative and explore,” she says. At Leininger’s recommendation, Ray built a list of her top 10 professional goals, placing in the culminating position her desire to establish transcultural nursing as a practice within major world organizations so culturally congruent practice, education, research, and administration would become a global standard.

Nearly four decades later, Ray is making major strides in the advancement of her vision, holding meetings in June and September with several of the world’s leading organizations to share her strategy. Leininger died in August, at the age of 87. For Ray, the passing of her mentor just as she is advancing the 10th goal on the list Leininger once encouraged her to build is symbolic. “All of a sudden this last vision, this goal I set in school is now unfolding,” Ray says.
Legacy Giving

To continue to sustain the community of transcultural nurses in the world, Ray established a planned gift in the College of Nursing. “I appreciate the University of Utah’s commitment to global health,” she says. “No one can be who they are if not for their mentors and educational institutions. I look at my career, and the University of Utah has been so significant—the U helped me become the person I was meant to be.”

To learn more about planned giving opportunities, please contact Dinny Trabert, director of development, at (801) 587-9126 or dinny.trabert@nurs.utah.edu.

Faculty and Staff News

Madeleine Leininger, College of Nursing Dean 1974-1979, Dies at Age 87

On August 10, 2012, legendary nurse Madeleine M. Leininger, PhD, died at her home in Omaha, Nebraska. Leininger was dean of the College of Nursing from 1974 through 1979. During this period, the College of Nursing implemented one of the first nursing doctor of philosophy (PhD) programs in the West.

Recognized as the founder and international leader of transcultural nursing, Leininger launched the field in the mid-1950s. Along with her colleagues, she studied almost 100 cultures and established transcultural nursing courses worldwide. A visionary leader, Dr. Leininger was ahead of the times in envisioning the critical need to prepare nurses to generate research and practice transcultural nursing. In the 1960s, she coined the terms “culturally competent” and “culturally congruent care,” which were adopted by federal agencies, universities, therapeutic health centers and accrediting agencies.

Leininger also was known for advocating new ways to treat the mentally ill, publishing a landmark textbook on the subject in 1970. She served as president of the American Association of Colleges of Nursing and founder of the Transcultural Nursing Society and the Human Care Theory and Research Organization.

Leininger graduated from St. Anthony School of Nursing in Denver in 1948. She received a bachelor of science in nursing degree from Mount St. Scholastica College (KS) in 1950. She earned a master of science in psychiatric nursing in 1953 at the Catholic University of America (DC), and she received a doctor of philosophy degree in cultural anthropology from the University of Washington, Seattle in 1965.
Since its inception, the Gerontology Interdisciplinary Program has awarded almost 100 master’s degrees and over 500 certificates in gerontology. With 2012 marking the 40th Anniversary of the program, Director Katarina Felsted, MS talks about what the program has accomplished over the last four decades—and where it is headed.

What sets the Gerontology Interdisciplinary Program apart?

“Its interdisciplinary nature. The program brings together the unique perspectives of a variety of fields including health promotion, human development, sociology, social work, and nursing. Our faculty (pictured at right) collaborate with the Center on Aging, Hartford Center of Geriatric Nursing Excellence, and the Huntsman Cancer Institute. This wealth and breadth of knowledge and resources available to students helps create diverse leaders in the field of gerontology—and makes our graduates very marketable.”

What do you want people to know about the program?

“We are at once broad in our offerings and focused on our mission. Master of Science students have the opportunity to pursue one of several areas of emphasis that include Healthy Aging, Geriatric Care Management, Educational Gerontology and Lifelong Learning, Long-term Care and Aging Services Administration, and Research and Evaluation. And, since both undergraduate and graduate certificates are fully available online, the program is accessible to students across the country.”

Going into the next 40 years, what are the priorities of the program?

“As we look to the future of the Gerontology Interdisciplinary Program, and the rapidly changing needs of an aging society, the program is poised to build on its foundation of excellence. Priorities include increasing enrollment, cultivating new intercampus and intercommunity relationships and expanding the knowledge base and innovative approaches of gerontology professionals to support the needs of our aging population.”

To learn more about the Gerontology Interdisciplinary Program and its faculty, visit:

www.nursing.utah.edu/gerontology
The Board of Regents at the University of Utah approves its participation in the Rocky Mountain Gerontology Program. This five-school consortium is formed to offer credentials to students interested in the field of aging, and to encourage faculty to develop expertise in the field.

First graduates of the Rocky Mountain Gerontology Program complete their undergraduate and graduate certificates in gerontology.

Dean Linda K. Amos offers an administrative home for the program in the College of Nursing.

The program receives Center status at the University of Utah.

First cohort of master’s degree students graduate from the program.

The program begins to offer its certificate program online, expanding access to students throughout the country.

Officially becomes the Gerontology Interdisciplinary Program.

With three tenure/tenure track faculty, three clinical faculty, and six adjunct faculty, the Gerontology Interdisciplinary Program celebrates 40 years of excellence in the preparation of leaders in the field of gerontology.
Helping nurses and other health care providers learn how to manage a patient’s pain while providing compassionate end-of-life care is Patricia Berry’s specialty. She’s taught in the College of Nursing for the past decade, authored more than 50 articles and chapters on palliative and end-of-life care, and helped found the first hospice in the Intermountain West.

In recognition of those accomplishments, Berry received the 2012 Sojourns Award from the Cambia Health Foundation. The award recognizes leadership and innovation in the field of palliative and end-of-life care. It also comes with a $50,000 grant, which she is allocating to Caring Connections: A Hope and Comfort in Grief Program of the College of Nursing, which celebrates its 15th anniversary this year.

“For many patients, nurses are at the heart of their palliative care experience. They help minimize the patient’s pain and suffering, make sure a patient’s care preferences are honored, and provide emotional support to the patient and family,” says Peggy Maguire, Cambia Health Foundation board chair. “Dr. Berry’s work, and her gift to Caring Connections, means more Utahns will have the end-of-life experience they want and deserve.”

According to the Director of Caring Connections, Assistant Professor (Clinical) Katherine Supiano, PhD, LCSW, the Sojourns Award grant will help Caring Connections develop evidence-based training materials for grief group facilitation and support the clinical education of students in health care professions. “This generous gift affirms Dr. Berry’s recognition that high quality bereavement care is an essential component of comprehensive palliative care,” she says.

“We are honored that Dr. Berry has elected to allocate the funds from her Sojourns Award to Caring Connections,” says Director Katherine Supiano. (Posing with Berry at the Sojourns Award Luncheon.)
Celebrating Our Success

Publications


Cleeter, D., Pepper, G., Penrod, J., Bevery, C.J., “Evidence-Based Leadership in the Care of Older Adults: Outcomes of a Rigorous Leadership Development Academy.” Symposium. Sigma Theta Tau 23rd International Nursing Research Congress, Brisbane, Australia.


case study and clinical data on the efficacy of PRONTO training in obstetric and neonatal emergencies in Mexico. This study highlights the importance of interprofessional teamwork and communication in improving patient outcomes. The findings suggest that PRONTO training can enhance nurses’ ability to respond to obstetric and neonatal emergencies effectively.

The study’s results have implications for healthcare providers and organizations looking to improve patient care by implementing similar training programs. It also underscores the need for ongoing education and support for healthcare professionals to maintain and enhance their skills in responding to emergencies.

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Murphy, P., presented Becoming a Peer Reviewer for a Refereed Journal at the 57th Annual Meeting of the American College of Nurse-Midwives in Long Beach, California.

Pepper, G. A. “Safe Medication Use by Older Adults,” 2012 International Conference on Evidence-Based Research and Practice in Older Adults, May 2012, Kaohsiung, Taiwan.

Murphy, CNM, DrPH, FACNM, Professor

Pepper, G. A., Wong, B., Gnatyuk, V., LaStayo, P. “We All Fall Down, but Who Gets Hurt? A Mixed Methods Study.” Presented August 2012 at Sigma Theta Tau 23rd International Nursing Research Congress, Brisbane, Australia.


Awards and Recognitions

Caserta, M. served as a Guest Editor for a Special Issue of the International Journal of Aging and Human Development (2012, Vol. 74, No. 3). The theme of the issue was “Transitions over the Life Course and Healthy Aging.”


Dyer, J. selected as the 2012-2013 University Neighborhood Partners (UNP) Hartland Scholar. The award, provided to enhance the development of the recipient’s scholarship efforts in their program of research, includes a $10,000 grant to offset research time.
Friday, November 16, 2012

Seminar Series
“BirthCare HealthCare: Innovations in Practice”
12:00 p.m.
Katherine W. Dumke and Ezekiel R. Dumke, Jr. Foundation
Lecture Hall, Room 2600

Friday, November 30, 2012

Seminar Series
“Flipping the Classroom”
12:00 p.m.
Spencer F. and Cleone P. Eccles Health Sciences Education Bldg, Room 2948

Wednesday, December 5, 2012

RN to BS Program Presentations & Luncheon
9:00 a.m. - 1:00 p.m.
Katherine W. Dumke and Ezekiel R. Dumke, Jr. Foundation
Lecture Hall, Room 2600

Friday, December 7, 2012

‘Last Aid’ Campaign Celebration & Holiday Open House
11:00 a.m. Program, 11:30 - 2:00 p.m. Open House
Frederick Q. Lawson Student Education Center, 2nd Floor

Seminar Series
“Rubrics and Other Tricks: How to Spice up your Canvas Class”
12:00 p.m.
Stephen and Claire Dumke Ryberg Lecture Hall, Room 2400

Monday, December 10, 2012

College Council
1:00 - 3:00 p.m.
George S and Dolores Doré Eccles Auditorium, 2nd Floor

December 11, 2012

Faculty and Staff Holiday Gathering
Noon – 1:30 p.m.
Stephen and Claire Dumke Ryberg Lecture Hall, Room 2400

View the complete academic calendar at: www.nursing.utah.edu