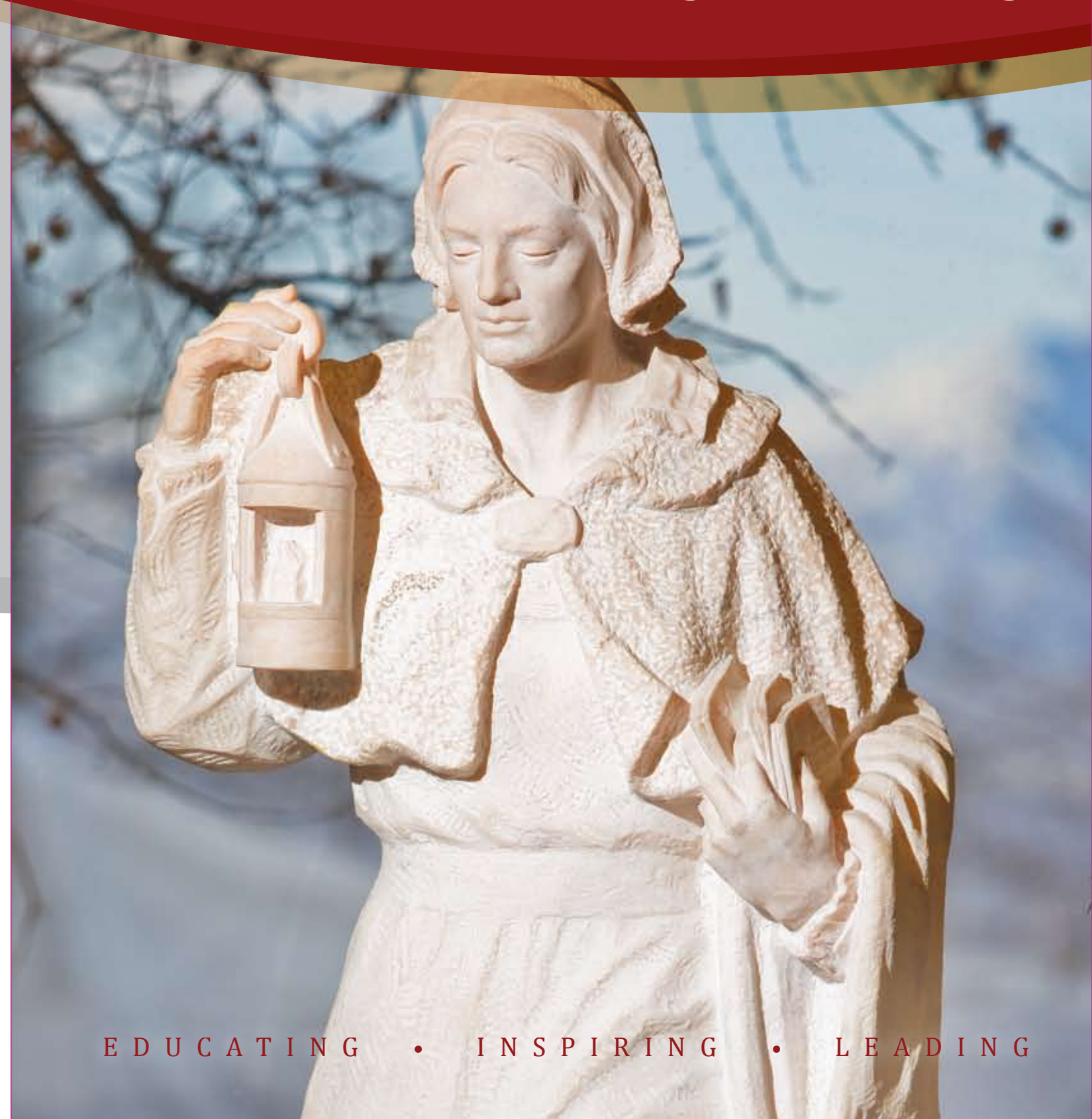


2009

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College of Nursing



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EDUCATING • INSPIRING • LEADING



The past year has brought many disruptions and displacements; throughout the journey our seven-foot, solid marble statue of nursing's "founder" Florence Nightingale has become our symbol, our anchor and our guide.

What an eventful year it has been for the University of Utah College of Nursing! In December 2008 we graduated our first Doctor of Nursing Practice (DNP) students: these nurse leaders will truly make a difference in our community with the advanced skills they have acquired. Some of their innovative work is captured for you in this issue. The U. College of Nursing is the only nursing program in the state to offer both the DNP and the PhD in Nursing; both programs continue to thrive and expand with renewed student interest in graduate and doctoral education. We are so proud of our students' accomplishments, including Fogarty Scholar Sarah Iribarren, who is highlighted in this issue. Our success with the oncology-focused PhD cohorts has resulted in the admission of our first geriatric nursing focused cohort supported by the Hartford Center of Geriatric Nursing Excellence and the Ray and Tye Noorda Foundation.

2008 was also the year of the BIG MOVE! Following the resounding success of Phase I of the College's Capital Campaign, *Building for the Future of Nursing Education*, we faced a monumental task never before tackled at the University of Utah: relocating faculty, staff and students during the \$23 million, 18-month building renovation. In December we emptied the entire College of Nursing building of every book, copy machine, desk, chair, stapler and paper clip before turning it over to the construction crews. The bulk of the College's faculty and staff relocated to downtown Salt Lake City's Royal Wood Office Plaza, now known as the College's official temporary "hub." Fortunately students continue to attend classes on campus at the Spencer F. and Cleone P. Eccles Health Sciences Education Building. In this issue you can read more about the steps we are taking to minimize literal and figurative gaps created by housing faculty and staff apart from campus and each other for the duration of the project.

The past year has brought many disruptions and displacements; throughout the journey our seven-foot, solid marble statue of nursing's "founder" Florence Nightingale has become our symbol, our anchor and our guide. Nightingale symbolizes our ongoing commitment to nursing excellence, she has become our anchor as we are cast to all corners of the campus and beyond; and most importantly, she is our guiding light to the bright future that lies ahead.

Maureen R. Keefe, RN, PhD, FAAN
Dean and Professor
Louis H. Peery Presidential Endowed Chair



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With care and consideration a team of movers relocated the College's seven-foot marble statue of Florence Nightingale to her temporary home in the Eccles Health Sciences Library. The statue was a gift from the late Dr. Avard Fairbanks, a distinguished member of the University of Utah faculty. Over the years it has become a symbol of the U. College of Nursing.

Creating a virtual college of nursing



Relocating more than 175 faculty and staff during a building renovation is a monumental task—and an unprecedented one on the University of Utah Campus. For the U. College of Nursing, it was also a necessary step in order to renovate its 40-year-old building. The major \$23 million project, made possible by the success of Phase I of the College's Capital Campaign: *Building for the Future of Nursing Education*, began in January 2009. To expedite the work, the building was completely emptied and all faculty and staff have been relocated to eight different locations throughout the community. While geographically separated, all are utilizing technology—and a little creativity—to stay connected during the 18-month absence from the building.

"Once it became apparent that one location would not be able to accommodate our entire group during the renovation, minimizing the impact on students became our primary concern," says Maureen Keefe, RN, PhD, FAAN dean of the U. College of Nursing and Louis H. Peery Presidential Endowed Chair. Students continue to attend classes on campus in the Spencer F. and Cleone P. Eccles Health Sciences Education Building, adjacent to the College of Nursing building, and student services moved to the nearby School of Medicine. The Learning Resource Center for students was moved to Research Park, adjacent to the Health Sciences campus and accessible by the University's free campus shuttle. The faculty practice enterprise and development team also found new temporary homes in Research Park.

Even the College's iconic seven-foot marble statue of Florence Nightingale, the founder of modern nursing, had to go. A "bubble-wrapping" ceremony and press conference served to launch the renovation project and prepare Florence for the move. From her temporary home in the Eccles Health Sciences Library, she continues to illuminate the path to excellence in the nursing profession for students and faculty alike.

Downtown Salt Lake City's Royal Wood Office Plaza, with its free parking and access to the TRAX light rail transit system connecting downtown to the university campus, was selected as the official "hub" of the college. And 43 faculty members volunteered to become telecommuters, establishing home offices.

Lauren Clark, RN, PhD, FAAN U. College of Nursing professor and PhD program director, one of the first faculty members to begin telecommuting in August 2008, says the transition has been surprisingly smooth. "Students and colleagues can connect with me via video or audio teleconferencing, and we handle our work just as efficiently—or even more efficiently—than when I was at a static office," she says. "Having all my academic papers, files, and books in one place has also made me feel more organized."

To facilitate a smooth transition for faculty and staff, Keefe has taken steps to create a "virtual" College of Nursing with the introduction of a Wiki web site, instant messaging, and teleconferencing and the dean's blog. Faculty and staff have organized social groups such as book and coffee clubs to ensure they stay connected—and perhaps even develop some new relationships—during the temporary relocation and renovation process.

Keefe anticipates Fall 2010 will mark everyone's return to the College of Nursing building: a state-of-the-art, high-performance energy building expected to become LEED certified. "Safety and technological improvements, expanded learning spaces and creation of a 12,600 square-foot virtual in-patient/hospital environment will all contribute to this becoming a facility able to meet the needs of nursing education for the next forty years," she says.



The Royal Wood Office Plaza (pictured top and center) has become the official "hub" of the U. College of Nursing, while 43 faculty members, such as Lauren Clark, (bottom) are telecommuting from home.

"Once it became apparent that one location would not be able to accommodate our entire group during the renovation, minimizing the impact on students became our primary concern."

Maureen Keefe, RN, PhD, FAAN dean of the U. College of Nursing and Louis H. Peery Presidential Endowed Chair



Psychiatric Mental Health Nurse Practitioner Program responds to need for mental health services in rural communities

The growing mental health needs of rural communities—especially in young and elderly populations—is well-documented. Unfortunately, the problems of limited access to services and lack of continuity of care is just as well-documented. Add to this situation a lingering societal stigma about mental illness and the task of addressing these issues becomes complex if not overwhelming.

U. College of Nursing Associate Professor (Clinical) and Psychiatric/Mental Health Nurse Practitioner Program Director Dr. Jodi Groot, PhD, APRN is leading an effort to respond to these challenges and improve mental health services in rural communities. In Fall 2007 the U. College of Nursing launched a comprehensive program designed to recruit, educate, and support Psychiatric Advanced Practice Nurses (APRNs) who not only come from rural areas, but also remain connected to them throughout their programs of study and clinical experiences.

According to Groot, who has more than 20 years of experience as a clinician working in psychiatric in-patient and out-patient settings, 56 of Utah's 58 counties are designated as mental health provider shortage areas.

"Just as underserved, disadvantaged and culturally marginalized communities suffer due to lack of primary health care services, so they suffer from



Students in rural communities connect with faculty and classmates via video conferencing technology.

lack of effective mental health care," she says. In July 2008 Groot received a three-year \$750,000 Health Resources and Services Administration (HRSA) grant to increase the number of qualified APRNs living and working in rural settings by recruiting and educating at least 30 psychiatric APRN students over the duration of the grant period. At least 15 of these individuals will represent underserved rural communities. When fully certified and licensed these APRNs will address the mental health needs of rural areas by building the resources and networks of providers necessary to make referrals, thereby filling gaps in continuity of care across the spectrum of health services. By August 2008, 24 students had enrolled in the psychiatric nurse practitioner program—a rapid increase from its Fall 2007 enrollment of 14 students. Regional designation from the Western Interstate Commission for Higher Education (WICHE) allows out-of-state students within the WICHE consortium to participate in the program at in-state tuition rates.

The program combines learning objectives and threaded content specific to the mental health needs of rural and diverse communities with an innovative distance education format. Course work and supervision are facilitated through synchronous and asynchronous teaching technologies. According to Groot, a significant factor in the program's success to date has been its innovative faculty. "This specialty group has expertise in mental health across the lifespan and a willingness to deliver coursework through new and evolving methods," she says. There are currently six distance-based students enrolled in the program, connecting to class via video conferencing technology. These students are placed in their local communities for advanced clinical work, and are limited to no more than four days of on-campus requirements per semester. While it is essential that distance-based students feel comfortable working with a high level



of autonomy, faculty members have developed a cohort that is also working collaboratively regardless of geographic barriers. "Despite the fact that they are geographically spread out, the students have become very attached to their peers," says Groot. "They socialize via video conferencing just as if they were seated in class together."

The unique nature of the program has attracted a tenacious group of students with a strong commitment to learning. "I have a great deal of respect for this cohort of students," Groot says. "Not only are they obtaining their education in an unconventional manner, but by being among the first students to participate, they are playing an important role in helping us refine what is the best way to deliver the product."

Pictured above: Distance-based students visit campus once per semester for hands-on experiences, standardized patient examinations and lectures. Pictured Below: Psychiatric Mental Health Nurse Practitioner Program Manager Jason Allen (left) collaborates with U. College of Nursing Associate Professor (Clinical) and Psychiatric Mental Health Nurse Practitioner Program Director Jodi Groot, PhD, APRN (right).





U. College of Nursing PhD student becomes second nurse ever to receive prestigious NIH Fogarty Fellowship

*Pictured above:
Fogarty Scholar
Sarah Iribarren*

Research and policy have always enthralled U. College of Nursing graduate student Sarah Iribarren. “That’s where change can be made,” says the PhD student and critical care nurse. Creating change often means leading the way, something with which Iribarren is quite familiar: she recently became the second nurse ever to receive a prestigious National Institutes of Health/Fogarty Center fellowship for a year-long experience as a mentored scholar in global health research.

As a Fogarty scholar, Sarah is one of 33 top graduate students from around the world selected to participate in global health research in low- and middle-income countries. The program, supported by the

Fogarty International Center and National Institutes of Health, is administered through Vanderbilt University’s Institute for Global Health and the Association of American Medical Colleges. Under the program U.S. graduate students are teamed with experienced scientists in countries around the world to conduct clinical research abroad under the guidance of NIH-funded universities or other research institutions working on infectious or chronic diseases.

A world traveler who is fluent in Spanish, Iribarren is cultivating plans to eventually work in international public health by spending a year in Buenos Aires, Argentina. She has been teamed with Juan Calcagno, MD, MSc candidate, University of Buenos

Aires and is working at the Institute for Clinical Effectiveness and Health Policy (IECS) under the mentorship of José M. Belizán, MD, PhD, and Fernando Rubinstein, MD, MPH. Sarah was attracted to the IECS site because of its broad research focus. As a Spanish-speaking location it is also helping her further hone her language skills.

To prepare for the fellowship Iribarren and the other Fogarty scholars underwent orientation and training at the National Institutes of Health before departing to their respective sites in 18 countries. The induction has proven helpful as she has immersed herself in the intricacies of health care research.

“My experience has been broad in that on a daily basis I might work on various projects and collaborate with other researchers at IECS to review manuscripts, back-translate questionnaires or perform the daily organizational tasks of an ongoing project,” says Iribarren, who has spent time doing data collection for a cardiovascular investigation and development of an NIH proposal for research in the area of Tuberculosis care. She credits time spent writing grants as great training for the process of designing and conducting her dissertation research.

“Sarah is an extraordinary doctoral student — focused, determined and has always set her sights on working in international health and infectious disease,” says Patricia Pearce, MPH, PhD, APRN, FNP-BC, U. College of Nursing assistant professor and Iribarren’s faculty advisor and NIH/Fogarty home institution mentor. “Through this fellowship she is experiencing the entire process—and products—of research under the mentorship of experts in the environment in which she wants to work.”

In addition to the access to the daily life of a health science researcher, Iribarren says she is amassing valuable cultural lessons too. “Being away from home and working in another language—in a technical, scientific context at that—has provided me with a better sense of cultural humility and the skills to adapt and be flexible in new settings,” she says.

“The NIH/Fogarty Fellowship will serve as a solid foundation for Sarah to not only complete her dissertation research, but also situate her for a trajectory of leadership in global health following completion of her PhD studies,” says Pearce.



“Living in South America has provided me with a better sense of cultural humility,” says U. College of Nursing PhD student Sarah Iribarren. (From left): Visiting the Iguazu Falls, exploring the Valdes Peninsula and working in her office.

First cohort of DNP graduates demonstrate their impact on health care

In December 2008 the U. College of Nursing graduated its first cohort of Doctor of Nursing Practice (DNP) students. With an emphasis on clinical practice, the DNP is designed to prepare experts in specialized advanced nursing practice. Each student concludes their degree with a project addressing a critical issue in practice using newly acquired skills in evidence-based practice, leadership, health care policy, bio-statistics and information technology. Thirty-two nurse practitioners and clinical nurse specialists representing Utah, Idaho and even New York were among the College's first DNP cohort. Their capstone projects reflect the innovative, evidence-based focus of nursing's first new graduate degree in more than 30 years.

"Nursing has two overlapping but very distinct career paths: research-focused and practice focused," says Dianne Fuller, DNP, MS, FNP-BC, College of Nursing assistant professor (clinical) in the family nurse practitioner program, who was among the program's inaugural cohort. In her capstone project Fuller explored increasing access to care for victims of sexual assault. Through collaboration with key stakeholders, including nurse

examiners, administration and staff of hospitals, criminal justice system representatives and legislators, Fuller helped develop and implement a statewide protocol in response to new regulations set forth by the Violence Against Women Act. Stakeholders agreed and supported the implementation plan and the new regulation went into effect January 9, 2009.

Fuller says she has been amazed by the breadth and depth of knowledge she gained in the DNP program. "I have been in leadership roles for most of my career," she says, "but the lessons in quality improvement have given me a new understanding of the steps necessary in evaluating success and keeping stakeholders invested in the process."

Acute care nurse practitioner Blaine Winters, DNP, ACNP-BC entered the DNP program to gain a deeper understanding of how to evaluate and use evidence-based practice in caring for the patients he treats in the hospital and in clinics. As a clinical instructor and director of the acute care NP/CNS program at the U. College of Nursing, he also saw an opportunity to better prepare his students to do the same.

Winters designed his capstone project based on his personal experience in witnessing an increase in the number of older adults being admitted to the hospital with traumatic rib fractures. These injuries put patients at a particularly high risk for the development of complications such as pneumonia and increase mortality rates. Winters developed an evidence-based clinical guideline to assess and manage pain in older adults with traumatic rib fractures and presented the guideline to University Health Care Trauma Service, which approved it for use. In addition, an article Winters wrote about his research and development of the guideline is scheduled for publication later this year in the *Journal of Trauma Nursing*. "The DNP program has provided me with the tools to become a better health care provider with deeper knowledge of how to deliver safe and effective patient care," says Winters. "Not only am I more skilled at using evidence-based clinical information in clinical practice but additional courses in curriculum development and classroom instruction have made me a more effective teacher."

Westminster College Assistant Professor Julie Balk, DNP, FNP-BC was also among the first cohort of

DNP graduates. Her capstone project identified the need to establish a mentoring model for Utah nurse practitioners (NPs) that would foster effective professional development and facilitate role transition. Through a cross-sectional and descriptive study, Balk gathered data from Utah NPs regarding mentoring needs, experiences and expectations. "The role of the nurse practitioner is multi-faceted, and the transition from the academic setting to independent clinical practice, can be a tumultuous one," she says. "As NPs continue to provide primary care services for an increasing number of Americans, it will be important to facilitate role transition for these individuals." Balk found the majority of respondents believed a mentoring program for NPs would be helpful, and most respondents would be willing to serve as mentors.

Regardless of their specialty, U. College of Nursing Executive Director of Clinical Graduate Programs, Patricia Murphy, CNM, DrPH, FACNM says DNPs are critical in shaping the future of health care. "With their combined focus on patient care and clinical leadership DNPs can set the direction for future health care delivery," she says.

"Nurses and nurse practitioners have always provided outstanding patient care, but the DNP's areas of focus bring an expanded view of the role of a care provider and clinical leader."

Dianne Fuller, DNP, MS, FNP-BC College of Nursing assistant professor (clinical) in the family nurse practitioner program

DNP program graduates (from left): Dianne Fuller, DNP, MS, FNP-BC, Blaine Winters, DNP, ACNP-BC with a patient and Julie Balk, DNP, FNP-BC.



Stay connected with the U. College of Nursing—on your own schedule and at your own pace

Many things change over the years after graduation, but hopefully the relationships and experiences from your time at the U. College of Nursing continue to stay among your most memorable. The U. College of Nursing offers a number of ways to keep you connected to the people—and place—that are the foundation for those memories:

Join the Alumni Association

In partnership with the University of Utah Alumni Association we are pleased to offer an exclusive, new joint Alumni Association membership. For \$50 you can receive the benefits of both alumni associations. Whether you are living along the Wasatch Front or have relocated elsewhere, the joint membership gives you access to special benefits and discounts on a wide variety of events, travel and merchandise.

Serve on the Alumni Advisory Board

The Alumni Advisory Board is actively involved in providing employment opportunities for students through Career Day, recognizing those in our profession through *Honors for Nursing* and reuniting alumni through the *Decades of Caring* class reunions.

2009 Distinguished Alumna

Dr. Joyceen S. Boyle, PhD, a member of the U. College of Nursing's first PhD class, is the recipient of the 2009 Distinguished Alumni Award. Boyle held positions of assistant professor and associate professor at the U. College of Nursing. She later served in a number of administrative appointments at the School of Nursing at the Medical College of Georgia, and in 2003 became professor and associate dean for academic affairs, University of Arizona. Currently she is a part-time professor of nursing.

Internationally renowned for her role in the development of transcultural nursing, Boyle was

Nominate a classmate for the Distinguished Alumni Award

Each year a U. College of Nursing alum is recognized during convocation for their contributions to nursing. This individual reflects a high level of achievement in their professional activities and has impacted the community through their actions.

Mentor a Student

Influence the next generation of nurses and nurse leaders by becoming a mentor for a U. College of Nursing student.

Share Your Achievements

Visit us online at www.nursing.utah.edu/alumni to submit a message keeping us informed of your personal and professional achievements. From here you can also learn more about the many ways to stay connected with the college and reconnect with former classmates via social-networking web site Facebook.

Together we can build a better future for tomorrow's alumni!

instrumental in establishing the Transcultural Nursing Society. Her numerous publications and presentations include Transcultural concepts in nursing care, which received the American Journal of Nursing Book of the year award in 1996.

"Joyceen is a role model for future generations of nursing students, faculty, and practitioners," says Jan Morse, PhD, FAAN U. College of Nursing professor and Barnes Presidential Endowed Chair. "Many institutions have benefited from her leadership, but she has remained, by reputation and philosophy, a 'grad from the U!'"

Susan Beck appointed as Robert S. and Beth M. Carter Endowed Chair

Susan Beck, PhD, APRN, FAAN has been appointed as the inaugural holder of the Robert S. and Beth M. Carter Endowed Chair. One of seven endowed chairs in the U. College of Nursing, this chair was created with a \$1 million gift from siblings Robyn Carter Keller and Thomas Carter, in memory of their late parents.

Dr. Beck has dedicated her scholarly pursuits to improving the quality of life for individuals with cancer by improving management of their symptoms. Her program of research includes serving as the principal investigator of a Robert Wood Johnson Foundation funded study to measure perceptions of patients about their pain management. Currently she is also a principal investigator of a multi-site clinical trial of a nursing intervention to mitigate cancer treatment-related symptoms in older men with prostate cancer, funded by the National Cancer Institute.

"The College conducted an extensive, national search and did not find a more accomplished and deserving individual than Dr. Beck, a member of our own faculty," says Maureen Keefe, RN, PhD, FAAN, dean of the College of Nursing and Louis H. Peery Presidential Endowed Chair, of Beck's appointment. "This appointment is a tribute to Dr. Beck for the incredible body of work she has produced and the many contributions she has made to the field of nursing."

Beck plans to expand her research to focus on patient care for vulnerable populations, including the elderly and those living in rural communities. In January she began a six-month sabbatical and is currently traveling through South America, strengthening her Spanish-language skills. She believes the skill set will shape her work to improve the quality of care and quality of life for underserved individuals and their families.



Susan Beck, PhD, APRN, FAAN has more than 25 years of experience as an advanced practice oncology nurse.

College welcomes new associate dean for academic programs

The College of Nursing is delighted to welcome Julie E. Johnson, PhD, RN, FAAN as the Associate Dean for Academic Programs. Dr. Johnson brings to the college more than 15 years of experience in educational administration, having served as the Associate Dean at Montana State University's College of Nursing and Interim Director for the Center on Gerontology, Director of the School of Nursing at the University of Nevada, Reno and Interim Director for the Sanford Center for Aging, Dean of the School of Nursing and Dental Hygiene at the University of Hawaii at Manoa and Dean of the College of Nursing at Kent State University. Her research, focused on the self-care activities and health promotion of older women living in frontier and rural America, has resulted in numerous peer-reviewed publications and presentations.

Throughout her career Dr. Johnson has been a leader in organizing efforts to address the nursing

shortage at the state level. From 2003-2005 she served as chair of the Hawaii Statewide Nursing Shortage Task Force. As co-chair of Nevada's Statewide Nursing Shortage Task Force, Dr. Johnson was integral in lobbying for legislation directing the doubling of enrollment in Nevada's schools of Nursing. She is an appointed member of the Commission on Collegiate Nursing Education's (CCNE) 18-member Accreditation Review Committee and also serves as a lead accreditation site evaluator.

"Dr. Johnson brings a wealth of experience in nursing education, research, and service. She is a valued and respected member of our leadership team," says Maureen Keefe, RN, PhD, FAAN, dean of the College of Nursing and Louis H. Peery Presidential Endowed Chair. "The College of Nursing will benefit from her leadership and dedication to the nursing profession."



"As the associate dean for academic programs, I am committed to listening carefully to the needs of the faculty, students and community in order to maintain—and build on—the College's program of excellence and innovation," says Julie E. Johnson, PhD, RN, FAAN.



U. College of Nursing Alumni Advisory Board President Allyson Dang speaks during the College of Nursing's building renovation kickoff ceremony in November.



Joyceen S. Boyle, PhD will be recognized during convocation in May.

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