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{ COMMEMORATIVE ISSUE }

2013

# welcome message

*In 2012, University of Utah College of Nursing Dean Maureen R. Keefe announced her decision to retire in June 2013.*

*Here, Senior Vice President of Health Sciences, Vivian Lee joins Dean Keefe in a celebration of 12 years of transformative leadership of the College of Nursing.*



**VIVIAN:** When College of Nursing Dean Maureen Keefe shared with me her decision to retire following 12 years of transformative leadership, I must admit: I tried to convince her that retirement would be a road better left less traveled.

**MAUREEN:** I arrived at the College of Nursing in July 2001 eager to return to the west where I began my career as a nurse practitioner—for a new journey in academic leadership. Two months later, on September 11, unbelievable tragedy struck our nation. Suddenly our College of Nursing community was adapting not only to a new dean, but to a new, post 9/11 society.

Understanding nursing as the science of human caring and building strong internal and external relationships has been the foundation that has directed me throughout my career. While we grieved as a global community, we found unity as a College of Nursing through concepts of caring and connectedness, and resilience through forged coalitions.

With 2008, as we were launching our doctor of nursing practice (DNP) program and raising funds to renovate our outdated building, came a second storm—an economic recession that temporarily abated the clinical nursing shortage and more permanently reduced state funding for our program. Though the link between the shortage of nurse faculty and the need for clinical nurses had already

been well documented, the recession required us to work together to avoid losing momentum. Again, we not only adapted, we advanced—increasing the number of donor-funded faculty fellowships in the College of Nursing and in 2012, completing our \$24 million building campaign.

**VIVIAN:** Maureen's story illustrates my belief that successful leaders share their specific vision often with those around them—and inspire people to work collaboratively toward a common and particular goal. Dean Keefe has kept the College of Nursing steadfast and focused—principles which have inspired the College to:

- Double its number of endowed chairs—powerful in the recruitment and retention of faculty
- Establish both a Hartford Center of Geriatric Nursing Excellence and a VA Nursing Academy
- Engage students in undergraduate research and interprofessional, simulation-based curriculum
- Boost its position as a leader in nursing education—8th in the preparation of midwives according to US News and World Report, 16th in NIH Funding

For more about these achievements, read on. To understand the true measure of Maureen's impact, look at the cover of this publication. Just as the stakeholders who submitted their feelings in words are diverse—alumni, donors, faculty and staff—the words have individual meanings which vary. Together, they define Dean Maureen Keefe's impact.

**MAUREEN:** Thank you for taking this journey with me. I am incredibly proud of all we have accomplished together. With the commitment of our advocates, and the dedication of our faculty and staff, the College of Nursing is well positioned for a strong future and a smooth leadership transition.

It has been my honor to serve as your dean.



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# *visionary*

**L**ong before the strain of the nursing faculty shortage began to compound the need for clinical nurses, College of Nursing Instructor (Clinical) Sherri Evershed recognized the importance of building the pipeline of educators. Her great grandfather, grandmother and her mother all taught in—and later retired from—Utah’s public school system.

A clinical nurse for more than three decades, Evershed gravitated toward the teaching spectrum early in her career. “Teaching nursing allows me to have a broader and more in-depth influence on people, through education, and to advocate for students much like I advocate for patients,” she says.

In 2008 College of Nursing Dean Maureen R. Keefe asked Evershed to take on an even greater role in the preparation of nurses: she offered Evershed the opportunity to complete a Doctor of Nursing Practice (DNP) degree at the College of Nursing while continuing to teach. “I knew the chance to augment my career in academia with a doctorate degree was an opportunity I shouldn’t and couldn’t pass up,” Evershed says.

The retention and recruitment of stellar faculty has been a priority for Keefe since she arrived at the College of Nursing in 2001. Executive Director of the R. Harold Burton Foundation, Rick Horne, says that soon after Keefe became dean the two met to discuss the nursing shortage: why it exists, what the implications are and how it can be alleviated. “Dr. Keefe enlightened our foundation to the root problem affecting the nursing shortage and acted upon it,” Horne says. “She put into motion what needed to happen to solve the problem.”



One of Keefe’s solutions: recruit and retain nurse educators through named faculty fellowships, which offer donors a direct role in addressing the nursing shortage—and promising students, including faculty, the financial resources to make advanced education possible. “Without the private support I received as a R. Harold Burton DNP Fellow, earning my doctorate would have been very improbable,” says Evershed, who completed her DNP in 2012. “Our two children were both in college at the time when I decided to go back to school. We would not have been able to afford the cost of three college tuition payments.”

Today five different named fellowships exist in the College of Nursing. While the R. Harold Burton DNP Fellowship is awarded solely to DNP students, others, such as the Marriner S. Eccles Fellowship, are open to all graduate students. In the case of current faculty, such as Evershed, the protected time a fellowship provides can make earning a doctorate degree while continuing to teach a reality. “My situation is not unique,” Evershed says. “Private funding is pivotal in reducing the stress of the faculty shortage.”



Keefe's reputation for excellence was a key factor in the R. Harold Burton Foundation's decision to establish the named fellowship program. "Support of these DNP fellowships is important to the R. Harold Burton Foundation because it matches Mr. Burton's mission of funding both health and education, but that wasn't the only factor in our decision," Horne says. "When Dr. Keefe approached us with the idea, she had been dean for several years; we had witnessed her leadership style which created stability and trust."

Echoes longtime contributor Annette Poulson Cumming '68, who was engaged by Keefe to review the curricula vitae of candidates for the Annette Poulson Cumming Endowed Chair in Reproductive Health, "Dr. Keefe doesn't simply share her vision. She engages you, learns your vision and creates a synergistic path toward achieving shared goals." In Cumming's case, the opportunity to have a role in selecting a national leader in women's and reproductive health to help advance the objectives she had in establishing the chair was important. "I'll never forget reading the resume of Dr. Murphy, our inaugural chair holder. It was a foot thick! I couldn't believe there was somebody out there with her level of involvement in the things I care about."

In 2011, the Commission on Collegiate Nursing Education (CCNE) awarded the DNP program a five-accreditation—the maximum level of accreditation possible for a new degree program. Horne says the DNP's endorsement by the nation's top nursing program review board is "very important to us; we want to be a part of a program that is excelling and providing an exceptional education for nurses."

Exceptional, and according to Evershed, "arduous." She says the experience of earning her DNP at the College of Nursing challenged her as a student and educator. "Dean Keefe has been very committed to excellence in education by, and for, faculty. As an alumna, I now have an even greater appreciation for the role she has played in fostering excellence."

*Far Left: Sherri Evershed is a clinical instructor at the College of Nursing and a 2012 graduate of the Doctor of Nursing Practice (DNP) Program.*

*Below: In 2004, Patricia A. Murphy (left), a nurse-midwife and nurse practitioner, became the first recipient of the Annette Poulson Cumming Endowed Chair. (Right, the chair's namesake.)*





When Mandi Vlam left her job as a financial planner in order to become a full-time caretaker for her mother who was suffering from multiple sclerosis, the University of Utah alumna, with undergraduate degrees in Humanities and Social and Behavioral Science, knew the decision would have both personal and professional implications. She understood the disease would likely take her mother's life. What she did not realize at the time was how, in her mother's death, Mandi would miss her role as caretaker.

Through a volunteer position at a retirement home, Mandi sought to fill the void. In doing so, she discovered that the fulfillment she'd found in caring for her mother was not limited to the experience of assisting a family member; helping others, particularly older adults, was her passion. "I decided to change course and pursue a career in nursing," Mandi says.

For students, learning moments such as those Mandi experienced can have a profound and empowering impact on their intellectual growth, their professional development and their path in life. Recognizing this, the University of Utah in 2011 launched the My University Signature Experience (MUSE) Project, designed to help students shape their careers through signature learning experiences. "The University of Utah has a myriad of programs, projects and centers where students can have experiences that broaden their minds and enrich their lives," says Assistant Professor Alexa Doig, who is the director of the MUSE Project in the College of Nursing. "The MUSE Project has gathered these opportunities in one place so all students have the chance to find an opportunity that excites them."

A cornerstone of the MUSE Project within the College of Nursing is the Undergraduate Research Scholars Program. The program offers pre-nursing and nursing students interested in research the chance to participate in research projects early in their education and cultivate first-hand knowledge

of how the evidence for their future evidence-based nursing practice is generated. A special fast track in the PhD program is also available for baccalaureate-prepared nurses whose career goal is to become an independent research investigator. "Our hope is that the mentoring and role modeling nursing students receive from the nurse researcher may motivate some to pursue a career as a PhD-prepared researcher leading their own investigations," says Doig, who, during her own undergraduate studies participated in a work abroad program in England, conducted research with nationally recognized gerontologists, served in student government, taught at a science and engineering camp, and played rugby on a collegiate team. "I could not have foreseen the enormous impact that each opportunity would have on my career."

Throughout her pre-nursing work and now undergraduate studies at the College of Nursing, Vlam has honed her interest in issues surrounding gerontology through her involvement with several research projects, including Professor Kathi Mooney's *Partners in Hospice Care: A Program Project Grant Exploring and Supporting Family Caregivers During Hospice Care Through Bereavement*. Assisting on the PO1 project

has been meaningful to Mandi, not only because of her own

experience as a caregiver, but because it has helped her develop a strategy for her own career in nursing research. "Working on the PO1 project opened my eyes to how much research is needed in helping the aging population," says Vlam, who will graduate in August and plans to attend graduate school beginning in 2014. "Many faculty members have supported me, listened to me and advised me on my research career."

Other MUSE Projects available to nursing students include academic service learning, designed to help students apply their academic knowledge to com-



munity issues and develop leadership and organizational skills necessary for future civic involvement, global health study abroad experiences conducting community health nursing in Ghana, and participation with the Innovation Center for Patient Care. Dedicated to the advancement of products, services, processes and education related to providing an exceptional patient experience, this multi-disciplinary lab connects students, clinicians, researchers and the broader community to spark new ideas to life.

Regardless of a student's entry point into the MUSE

Project, Doig is committed to ensuring all come away from the experience engaged—and empowered. "At the College of Nursing

we prepare leaders in health care delivery whose actions and discoveries change the health of individuals and communities worldwide. When a student tells us a MUSE Project has changed their life, we know they have the potential to leverage their experience to positively change the lives of others."

*Far Left: (From left) Nursing student Mandi Vlam and Assistant Professor and MUSE Project Director Alexa Doig. "Dean Keefe is committed to helping students expand their learning well beyond the classroom," says Doig of the infrastructure Keefe has built to ensure the success of the MUSE Project.*

*Pictured above: Before coming to the College of Nursing, Vlam participated in myriad undergraduate research projects, including a genetics study, literature reviews and a project through economics which had her tracking stock trends.*

*collaborative*



# *re-envisioning simulation-based learning*

In the College of Nursing's Intermountain Healthcare Simulation Learning Center, the care of a 43-year-old patient has been compromised by a medical error. It's a collaborative effort as the patient's health care team—students from medicine, nursing, pharmacy and health—apply the simulated situation in practice, where the stakes are even higher and time stops for no one.

Educating and empowering students to deliberately work together to promote patient safety and quality through patient-centered care is the primary goal of the University of Utah's Interprofessional Education (IPE) initiative. Launched in 2011 by Senior Vice President of Health Sciences, Vivian Lee, the integrative approach to health professions education is transcending professional parameters by preparing students from across health sciences together. Utilizing the nearly 13,000 square foot simulation center and HSEB clinical suites as a pedagogical tool, instructors guide teams of health sciences students through scenarios based on the four

core competency domains for Inter-professional Collaborative Practice: 1) Values and Ethics, 2) Roles and Responsibilities, 3) Interprofessional Communication, and 4) Teams and Teamwork.

"Many of us have experienced in our own interactions with health care, the fragmentation of care that can exist when it is not a coordinated experience," says Lee, who often cites the simulation center as being 'integral' to her decision to come to the U. "The appeal of team-based care is its unlimited potential to tap human capacity. Data show that decisions are better when the decision-making team includes diverse perspectives."

Working with IPE teams at clinical, administrative and academic levels, College of Nursing Dean Maureen Keefe developed a proposal for internal funding to support the utilization of the simulation center to help deliver a quality IPE program. "The U's program has grown extensively in a short period of time due to the contributions of a large number of faculty and staff who believe in IPE," says Jean Shipman, director of the Eccles Health Sciences Library and chair of the IPE Initiative's core leadership team. "It takes a lot of time to create these pro-

# *progressive*





grams, a lot of flexibility and contributions from a wide variety of individuals from diverse areas. Without everyone's major contributions, we would not have been as successful in achieving the program that exists."

College of Health Dean James Graves says it is important to acknowledge that like any new program, the U's IPE Initiative is still evolving, its team leaders still working through complexities such as coordinating schedules and choosing the most effective pedagogical tools. "As collaborators, we are all learning together," he says. "I believe we have taken a team-based approach to developing a team-based IPE program." Future plans call for the integration of at least two more inpatient scenarios as well as two outpatient scenarios—and in time, the inclusion of students from disciplines beyond the health sciences. As professional accreditation organizations move toward requiring IPE, Graves believes the U's program has "positioned us at the forefront in preparing students to promote health and well-being and provide excellent clinical care."

Also on the cutting edge will be graduates of the U's Health Sciences Center who will enter the clinical setting with first-hand knowledge of the unique resources each member brings to the health care team—and experience combining resources to maximize patient-centered care. "By its very nature, collaboration requires mutual trust, respect and recognition," says Assistant Professor Connie Madden. "The feedback we are receiving from students overwhelmingly supports that through IPE, students are learning how everybody's role is important—and that often, more than one idea or solution is viable."

Just as students are experiencing the potential that exists in partnership, so, Madden adds, are leaders of the IPE Initiative. "Now that we, as faculty, clinicians and administrators have a better understanding now of our strengths and resources, there's truly no limit to what we can accomplish with inter-professional education at the U; it is boundless."



*Left: In the Advanced Preparation Studio of the College of Nursing's Intermountain Healthcare Simulation Learning Center, students from medicine, nursing pharmacy and health analyze a simulated medication administration error.*



Above the fifth floor of the Annette Poulson Cumming Building, a glass skylight infuses the College of Nursing with light, and beholds a view that symbolizes the reach of the College's research, education and practice. Here, in the atrium of the Emma Eccles Jones Nursing Research Center, Maureen R. Keefe, Louis H. Peery Presidential Endowed Chair and dean of the College of Nursing, who will retire in June, stops to reflect on 12 years as dean.

"The opportunity to renovate this building was to say, 'Let's dream big about what the future of nursing education should look like,' and then design that into the building," says Keefe, referring to what many stakeholders resoundingly assert will be the crux of her legacy in the College of Nursing: the \$24 million transformation that brought the building down to the studs in order to create a state-of-the-art learning laboratory for the future.

Keefe's capacity to analyze and plan for the future transcends bricks and mortar and pushes the boundaries of skylights—and even the sky. "Nothing is ever daunting for Dean Keefe," says Capital Campaign Co-Chair and Development Board member Barbara Polich, who served as board chair from 2007 to 2010. "It is simply, 'how do we get this accomplished?'"

#### **Excellence in Extramurally Funded Research**

The Emma Eccles Jones Nursing Research Center is a source of pride for Keefe. Under her leadership, extramural funding to the College of Nursing has more than tripled. The growth necessitated the dedication of the building's entire fifth floor to research, and has been marked by the 2010 awarding of a \$7.7 million Program Project Grant (PO1), from the National Cancer Institute, National Institutes of Health for *Partners in Hospice Care: A Program Project Grant Exploring and Supporting Family Caregivers During Hospice Care Through Bereavement*. The central theme of the PO1 (the College's first), led by principal investigator Kathi Mooney, is to advance knowledge and interventions that improve end-of-life care and bereavement experiences for spouses providing care at home.

Keefe attributes the College's jump in national rankings among nursing programs (16th in the nation in 2012 for NIH funding, according to US News and World Report) to contributions made by Mooney, whose 36-year career at the University of Utah is characterized by innovative, paradigm shifting research exploring the pattern and mechanisms of symptoms associated with cancer and cancer treatment and the development of ways to decrease unrelieved symptoms. Considered a thought leader in research, teaching and service in both cancer and the discipline of nursing, Mooney has been the

*Above: The College of Nursing's PO1 team includes (from left): Michelle Kelly, Christina Echivarrea, Mardie Clayton, Kathi Mooney, Michael Caserta, Bob Wong, Maija Reblin, Rebecca Utz, Natalie Smith, Amiee Maxwell Lee Ellington and Seth Latimer.*

# *forward-thinking*

principal investigator on funded research that has generated over \$16 million for the College of Nursing. “Dr. Mooney exemplifies the full spectrum of academic excellence,” says Keefe, who in 2012, successfully nominated Mooney for the rank of Distinguished Professor at the University of Utah. The award marks yet another milestone: Mooney is the first member of the College of Nursing faculty to receive the honor.

## **Innovation in Interdisciplinary Education**

When Katarina Felsted became the director of the University of Utah’s Gerontology Interdisciplinary Program in June 2012, her first priority was to make the 40-year-old program, housed in the College of Nursing, more accessible to more people. “Population trends in Utah and across the United States demonstrate the need to prepare professionals beyond health care and social services to understand the needs of a large and growing number of older adults,” Felsted says. “Dean Keefe not only supported my desire to expand the program, she helped me devise an action plan to make that happen.”

The two collaborated on the development of a minor in gerontology that offers students from across disciplines, including architecture and business, the opportunity to develop knowledge and expertise in addressing the needs of aging adults. The minor received unanimous approval by the Academic Senate and is slated to launch in the fall. “This generation of boomers, focused on healthy aging and independence, will challenge us all to think creatively about new models for aging in place and maximizing the talents and contributions of older adults,” says Keefe. “This minor in gerontology will allow the College of Nursing to share the incredible expertise of our faculty in the Gerontology Interdisciplinary Program with a wider proportion of tomorrow’s workforce.”

## **Integrity in Practice**

Two of the characteristics Jane Dyer, assistant professor and interim director of the nurse midwifery and women’s health nurse practitioner program, noticed early on about Dean Keefe are that Keefe “takes a seat at the table for nursing” with fellow

leaders in health care delivery, and, as a pediatric nurse practitioner with an appreciation of midwifery, “advocates at the table in a way that has elevated awareness of midwifery.”

The College of Nursing’s BirthCare HealthCare (BCHC) faculty practice program provides opportunities for faculty to ‘practice what they teach,’ exposing future nurse midwives and nurse practitioners to top tier clinicians in well women health care and family centered birth experiences, and to the College’s multiple missions of research, education and practice. Combined with Keefe’s support of the program’s pioneering faculty, the unique model helped the College achieve and maintain, since 2006, the position of 8th in the nation among nurse midwifery programs, according to US News and World Report. Dyer points to the experience of doctor of nursing practice (DNP) student Erin Johnson Cole, who holds a previous degree in Education and has been able to cultivate at the College of Nursing her interest in global health and research. “Erin has gone out of her way to participate in research opportunities that are very specific and not necessarily the norm,” says Dyer. We have been able to foster her research interests because of the infrastructure Dean Keefe has built.”

## **Tomorrow’s Health Care Today**

The College is leading the creation of simulation-based learning scenarios for interprofessional education and team-based care. Its curriculum has been transformed to prepare experts in process and system improvement as well as practitioners in the art and science of health and healing. A new care management program is in place to prepare experts in care management to work with adults and children with chronic illness or special needs in order to keep them healthy and active in their communities.

Keefe concludes her nod to the past with an eye toward the future. “The College of Nursing is well positioned to lead the transformation of health care delivery,” she says. “Our graduates will be the face and heart of the new health care—as opposed to illness care—system we all envision.”



## Jana Lauderdale Selected as 2013 Distinguished Alum



*"Transcultural Nursing afforded me a highly competitive skill set that has been pivotal in my research, practice and education," says Jana Lauderdale, 2013 recipient of the University of Utah College of Nursing Distinguished Alumni Award.*

The late poet Ruth Whitman once said, "In every art beginners must start with models of those who have practiced the same art before them." A member of the Comanche Nation and the third of four generations of women in her family to become a nurse, Jana Lauderdale (PhD 1992), selected the doctoral program at the University of Utah College of Nursing for the opportunity it presented to learn the humanistic art and science of transcultural nursing under the mentorship of the theory's founder, Madeleine Leininger, as well as esteemed faculty in the field.

Two decades after completing her doctorate, Lauderdale is highly regarded for her knowledge about cultural competence standards in nursing research, practice and education, and for her advocacy on behalf of American Indians. The College of Nursing Alumni Association is celebrating her impact by honoring Lauderdale with the 2013 Distinguished Alumni Award.

Lauderdale says the strong mentorship she received from faculty along with the flexibility of the doctoral program, afforded her an opportunity to seek knowledge outside the core curriculum in fields such as anthropology, which "connected me with culture in a way I never understood before."

Today Lauderdale's cultural connectedness is evidenced by the major role she has played in the

recruitment of American Indians into nursing as a way to decrease health disparities. She has forged partnerships locally, regionally and nationally to ensure that American Indian research projects are conducted in a culturally congruent manner, that research findings build tribal capacity and that community-based interventions improve American Indian health.

Besides being a sought-after consultant on research and educational training grants focusing on increasing diversity in the health care workforce, cultural impacts on health behavior and recruitment and retention of minority nursing students, Lauderdale is an associate professor and assistant dean for diversity and inclusion at Vanderbilt University (for which she wrote her own job description).

Lauderdale also values her time as a mentor to students and new research faculty. "You reach a point in your career that you finally become comfortable in your own skin," she says. "A lot of hard work and mentoring helped me reach that point. Dr. Joyceen Boyle, as great mentors do, saw something in me as a doctoral student at the College of Nursing. Over the course of two decades she has helped me define who I am as an American Indian nurse researcher. I think of her every time I 'pay it forward' with my doctoral students."

## 'Last Responders' Partner to Complete Building Campaign

The College of Nursing's \$24 million building campaign is complete thanks to a 'Last Aid' \$500,000 matching challenge from donor Frederick Q. Lawson and the many gifts it generated from other longtime contributors, alumni, faculty and staff.

December 7, 2012 supporters gathered at the college to celebrate and tour the newly named areas, including the Janet Quinney Lawson Administrative Suite, the George S. and Dolores Doré Eccles Auditorium and the Barbara Polich, Jayne Servais and Mary Coppersmith Dean's Suite.

During the program Dean Maureen R. Keefe thanked donors for the impact the building renovation has had on nursing education at the U, stating, "When we launched our renovation in 2009 the college ranked 28th in the nation for National Institutes of Health funding according to U.S. News & World Report. Two years later, we achieved 16th in the nation; today, we are working steadfast to secure a place in the top 10."

With the building campaign complete, the college moves into Phase II: *The Caring Continuum*, a \$9.5 million initiative to recruit and retain faculty, engage students and expand distance education and simulation-based learning.



*Donors to the College of Nursing's Last Aid Campaign include alumni, faculty and staff.*

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