

University of Kentucky®
College of Nursing

Engagement

ENGAGEMENT

ENGAGEMENT Engagement

in this
ISSUE

Embracing Our Differences:
*The Dean's Diversity & Inclusivity
Advisory Council*



Pursuing OUR VALUES OF Excellence



With each new year comes a new edition of Engagement—a new opportunity to connect with you and show how we are reaching our aspirations and pursuing our values for excellence. We are bursting with unique and rich colors similar to those surrounding Lexington's Abraham Lincoln mural, exemplifying our growing efforts to celebrate and empower our community of bright and diverse individuals. Just as these colors stem from President Lincoln, our branches are stretching far and wide, becoming more diverse and more inclusive, while our roots ground everything we do.

There are endless possibilities for growth, but we can't do it alone! We want you to help nourish our roots and be a part of our journey as we continue to grow and expand our reach through our new 2020 Strategic Plan that outlines our five goals:

- Promote academic excellence and growth in the undergraduate program
- Strengthen graduate student growth and success
- Enhance faculty and student research and scholarly work
- Improve diversity and inclusivity across learning and working environments
- Advance community and faculty practice engagement

Student success is the leading priority for our College and University of Kentucky, and we believe you will be particularly pleased to read about our efforts to move the needle forward on a baccalaureate-prepared Kentucky nursing workforce—a goal set by the Institute of Medicine that confronts one of health care's biggest challenges yet.

Equally important for student success is our work toward improving diversity and inclusivity, especially through our new Dean's Diversity and Inclusivity Advisory Council, which was restructured to bring diversity issues to light and to nurture a community that will work together to find the best possible solutions.

We are committed to making sure every student, faculty and staff member in the College feels he or she is a valuable contributor to our shared success. This kind of culture will help us collaborate across disciplines, stimulate intellectual innovation and help our students meet the many challenges they will face after graduating. It will revitalize their sensitivity and shift their mindset at the bedside as they care for patients of different backgrounds.

Spearheading our effort to make our environment as welcoming and as unique as possible is our new director of diversity and inclusivity, Dr. Jenna Hatcher. With her help, we have quickly transitioned from a bold new era into an exciting phase of development. Our goal for this year is clear: to use our unique position as a top academic institution to not only embrace our diversity but also to expand it; consequently, we will advocate for and provide quality care to patients of all backgrounds in hospitals, offices, clinics and the community.

We invite you to stay connected with our nursing family to see our tangible shift from the ordinary to the extraordinary. As always, please let me know your thoughts on how we are making a difference in our nursing community.

Health and Happiness Always,

Janie Heath, PhD, APRN-BC, FAAN
Dean and Warwick Professor of Nursing



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2015-2016
College of Nursing
Student Awards

Carolyn A. Williams Award
Abdullah Alhurani

College of Nursing Alumni Association
Nightingale Award Fall 2015
Peyton Blanton

Taylor Ann Davis Starbucks Award Fall 2015
Peyton Blanton

Sebastian-Stanhope Award
Michael Boling

Delta Psi Senior Nurse Award Fall 2015
Nicole Church

Omicron Delta Kappa
Maurice A. Clay Award
Elizabeth Combs

College of Nursing Faculty Award
Spring 2016
Grace Clark

Baptist Health Lexington Nursing
Leadership Award Spring 2016
Keelie Dyson

College of Nursing Alumni Association
Alumni Award
Sarah Gabbard

College of Nursing Faculty Award Fall 2015
Hannah Greer

UK HealthCare Commitment to Nursing
Excellence Award Spring 2016
Jill Jones

Council on Cardiovascular and Stroke
Nursing Early Career Research Travel
award, American Heart Association
Chin-Yen Lin

Baptist Health Lexington Nursing
Leadership Award Fall 2015
Alan Ruiz

College of Nursing Alumni Association
Alumni Award
Shannon Shumaker

Sigma Theta Tau Research Award
Tracey Vitori

UK HealthCare Commitment to Nursing
Excellence Award Fall 2015
Katie Voigts

College of Nursing Alumni Association
Nightingale Award Spring 2016
Drew Walls

Taylor Ann Davis Starbucks Award
Spring 2016
Drew Walls

Delta Psi Senior Nurse Award Spring 2016
Janie Young

2016
Other Student Awards

Top 10 Student Poster, 2016 Southern
Nursing Research Society
Adebola Adegboyega

Lyman T. Johnson Torch of Excellence,
University of Kentucky
Kacy Allen-Bryant

Baptist Health Fellowship
in Nursing Research
Andrew Bugajski

Occupational Health Nursing Fellow,
University of Kentucky
Michael Callihan Jr.

Robert Wood Johnson Foundation
Future of Nursing Scholar
Sara Duggan

Lyman T. Johnson Torch Bearer Award,
University of Kentucky
Keelie Dyson

Robert Wood Johnson Foundation
Future of Nursing Scholar
Jessica Harman

Cardiovascular and Stroke Nursing
Minority Research Travel Stipend,
American Heart Association
JungHee Kang

Dorothy Luther Fellowship
JungHee Kang

JONAS Scholar Award
JungHee Kang

Spring Delta Psi Chapter,
Sigma Theta Tau Scholarship
JungHee Kang

2015 Saha Award for Cardiovascular
Research and Education
Sooksai Kaewbua

JONAS Scholar Award
Stephanie Kehler

Karen Hall Sexton Scholarship Award
Stephanie Kehler

2015 Saha Award for Cardiovascular
Research and Education
Jennifer Miller

Top 10 Student Poster, 2016 Southern
Nursing Research Society
Jennifer Miller

Nursing Professional Advancement,
Silver Status
Dawn Profit

American Association of Colleges of
Nursing Student Policy Summit Fellow
Tracey Vitori

Occupational Health Nursing Fellow,
University of Kentucky
Cheryl Witt

2016
College of Nursing
Annual Award Recipients

Louise J. Zegeer Award
Stephanie Fugate

Excellence in Graduate Teaching Award
Melanie Hardin-Pierce

Excellence in Part-Time Teaching Award
Christy Hubbard

Excellence in Undergraduate Clinical
Precepting Award
Courtney Hollis

Excellence in Unit/Agency Award
UKHC Clinical Decision Unit (CDU)

Excellence in Graduate Precepting Award
Rif El-Mallakh

Teaching Excellence in Support of
Professional Nursing Award
Allison Sault

Excellence in Service Award
Elizabeth Salt

Gloe L. Bertram Award
Dan Rios

Employee of the Year Award
Joanne Davis

Puma Award for Staff Excellence
Amy DelRe

Puma Award for Faculty Excellence
Sharon Lock

2015-2016
Other Faculty Awards

Inducted as an Associate of the UK Center
for Interprofessional Health Education
Mollie Aleshire

Inducted as a Fellow of the American Academy of Nursing
Kristin Ashford

Sarah Bennett Holmes Award, UK Women's Forum
Kristin Ashford

UK Chairs' Academy, University of Kentucky
Kristin Ashford

Inducted as a Fellow in the American Academy of Nursing
Patricia Burkhart

Inducted as a Fellow of the UK Center for Interprofessional Health Education
Patricia Burkhart

Outstanding Alumnus Award, UK College of Nursing Alumni Association
Karen Butler

Inducted as a Fellow of the UK Center for Interprofessional Health Education
Cathy Catlett

Anthony Battaglia/Pocket Nurse Conference Scholarship Award
Tammy Courtney

UK Chairs' Academy, University of Kentucky
Susan Frazier

UKHC-CON Academic-Clinical Engagement Award
Stephanie Fugate

2016-2017 Research Professor, University of Kentucky
Ellen Hahn

Kentucky Nurse Practitioner Advocate of the Year, AANP
Kathy Wheeler

Inducted as an Associate of the UK Center for Interprofessional Health Education
Hartley Feld

Inducted as an Associate of the UK Center for Interprofessional Health Education
Lee Anne Walmsley

Inducted as an Associate of the UK Center for Interprofessional Health Education
Jennifer Cowley

Inducted as a Fellow in American College of Healthcare Executives
Debra Hampton

Inducted into the Omicron Delta Kappa National Leadership Honor Society
Frances Hardin-Fanning

William S. and Elizabeth M. Morgan Professorship and Research Award, UK College of Nursing
Frances Hardin-Fanning

Inducted as a Fellow of the AACN-Wharton Executive Leadership program, American Association of Colleges of Nursing
Janie Heath

Inducted as a Fellow of the UK Center for Interprofessional Health Education
Lynne Jensen

Provider of the Month, Advanced Practice Providers
Lynne Jensen

Inducted into the Sigma Theta Tau International Nurse Researcher Hall of Fame
Terry Lennie

Inducted as a Fellow of the American Association of Nurse Practitioners
Sharon Lock

Inducted as a Fellow in the National Academies of Practice
Sharon Lock

Innovative Alumni Leading Nationally, University of Alabama School of Nursing
Sheila Melander

UK Chairs' Academy, University of Kentucky
Sheila Melander

2015 President's Award from the Friends of the National Institute of Nursing Research
Debra Moser

Inducted as a Fellow in the American Academy of Nursing
Cecilia Page

Inducted as a Fellow in the American Academy of Nursing
Deborah Reed

Gainesway Community Empowerment Center Thank You Award
Carol Riker

Baptist Health Lexington Health Services Leadership Scholar
Nora Warshawsky

Inducted as a Fellow of the UK Center for Interprofessional Health Education
Darlene Welsh

UK Chairs' Academy, University of Kentucky
Darlene Welsh

Inducted as a Distinguished Public Policy Fellow National Academies of Practice
Kathy Wheeler

Award Recipient GALLERY

1 | **Joanne Davis** showcases her pins, each representing five years of service at the University of Kentucky. **2** | **Ana Linares, DNS, RN, IBCLC**, assistant professor, with PhD candidate **Adebola Adegboyega, BSN, RN**, and **Terry Lennie, PhD, RN, FAHA, FAAN**, professor and associate dean of graduate faculty affairs, at the annual Student Scholarship Showcase. **3** | **Mary Ellen Roberts, DNP, RN, APRN, APN-C, FNAP, FAANP, FAAN**, president of the Fellows of the American Association of Nurse Practitioners (FAANP); **Audrey Darville, PhD, RN, APRN, CTT, FAANP**, associate professor and new FAANP inductee; **Kathy Wheeler, PhD, RN, APRN, NP-C, FNAP, FAANP**, assistant professor and primary FAANP sponsor at the FAANP national conference in San Antonio, Texas. **4** | **Fellows & Associates of the Center for Interprofessional Health Education** gather in the UK Biological Pharmaceutical Building.



Faculty Appointments



Tammy Courtney, MSN, RN, is a new lecturer in the College of Nursing. Courtney began serving full-time as a simulation specialist in the Clinical

Simulation and Learning Center in fall 2015; however, she will now teach NUR 201: Assessment and Health Promotion Across the Lifespan. Courtney worked in the intensive care unit for 12 years.



Amanda Culp-Roche, MSN, APRN, FNP-BC, is a new instructor in the College of Nursing. Culp-Roche has more than 20 years of experience as

an RN in acute care, home health and supervision. She has spent the last six years practicing as a board certified family nurse practitioner and is currently working toward her PhD at UK. Culp-Roche joins the faculty in the online RN-BSN Option.



Alexandra (Lexie) Dampier, DNP, APRN, NP-C, is a new instructor in the College of Nursing. She has taught several courses in the undergraduate

curriculum and is currently the co-course coordinator for NUR 201: Assessment and Health Promotion Across the Lifespan. She is a board certified family nurse practitioner who practices as needed at University Health Services.



Judith Daniels, PhD, APRN, FNP, PNP, has been appointed to assistant professor in the College of Nursing. She is dual board certified in family

and pediatrics and maintains an active practice at the Polk Dalton: Internal Medicine/Pediatrics Clinic in Lexington. Her research interests center on weight management, motivational interventions and teaching-learning issues.



Debra Hampton, PhD, MSN, RN, FACHE, NEA-BC, is the College's new Executive Nursing Leadership Population and Organizational System Track

and MSN-DNP Option coordinator. Dr. Hampton has served as first line manager, middle manager, chief nursing officer and as a senior executive (System Site CEO). She has developed and taught various courses as a part-time instructor for the College's undergraduate, master's and DNP programs. She currently teaches full-time in the DNP program, including courses in technology/informatics, finance, leadership and others.



Angie Hensley, DNP, APRN, is a new instructor in the College of Nursing. She has 15 years of acute and critical care nursing experience. She teaches both

traditional BSN and RN-BSN students in the undergraduate program. As an APRN, Dr. Hensley practices one day a week in the hepatology clinic and is a board certified nurse practitioner.



Julie Ossege, PhD, APRN, has been appointed to associate professor and coordinator for the Primary Care DNP Track, where she oversees clinical placements.

She has been a board certified and practicing family nurse practitioner for 26 years. She has more than 20 years of academic experience, including graduate program management.



Suzanne (Suzie) Pilon, PhD, BSN, RN, is a new instructor in the College of Nursing. She has more than 16 years of acute care nursing experience. Dr. Pilon graduated in 2016 with her

DNP as a clinical nurse specialist in adult/gerontology, where she focused on palliative care and fall prevention in the older adult. She joined the College of Nursing in 2012 as a teaching assistant and is currently working full-time instructing the lab portion of the undergraduate course NUR 211: Fundamentals of Adult Nursing Care.



Tricia Rogers, MSN, RN, is a new clinical lab instructor in the College of Nursing for NUR 201: Assessment and Health Promotion Across the Lifespan. She has more than 20

years of nursing experience with 15 of these devoted to the education and development of RNs in the acute care hospital setting.



Amanda Wiggins, PhD, is a new lecturer in the College of Nursing. In addition to providing research support to faculty and students, Dr. Wiggins teaches NUR 903: Applied Biostatistics

for Outcomes Evaluation to DNP students at the College's outreach education location at Norton Healthcare in Louisville. Dr. Wiggins's dissertation focused on the psychological impact of a false positive ovarian cancer screening test result, assessed via mixed and trajectory modeling.



Cheryl Witt, MSN, RN, is a new pathopharmacology lecturer in the College of Nursing and has been a nurse for 25 years. She is a PhD candidate in the College and also

serves as the clinical coordinator for NUR 301: Family Centered Care of Adults with Common Health Problems. Witt's research interests lie in Appalachian and Rural Health, and she currently works with two major research teams at UK.

Faculty Transitions



Kacy Allen-Bryant, MSN, MPH, RN, has transitioned from part-time to full-time lecturer and clinical instructor for the public health nursing course. In

addition to working in the home health and occupational health arenas, she has been an active member of the American Public Health Association and Chi Eta Phi, Inc., a professional nursing sorority for African American nurses. She is also a member of the Lexington Fayette County Health Department Board of Health and the Mayor's Alliance Committee on Substance Abuse.



Karen Butler, DNP, RN, associate professor, has been promoted to assistant dean of academic affairs. Dr. Butler teaches in the DNP Program and is also a faculty

associate in the BREATHE Program (Bridging Research Efforts and Advocacy Toward Healthy Environments) and the Tobacco Research Policy Program. She has won awards for her work in both scholarship and education. Her clinical and research interests are adult health promotion, including tobacco dependence prevention and treatment.



Misook Lee Chung, PhD, RN, FAHA, FAAN, has been promoted to professor. Dr. Chung serves as co-director and research scientist with the RICH

Heart Program, where she has also conducted a number of observational/interventional research studies as a project director. She has studied patients with heart failure and family caregivers since 2002, and her research emphasizes the interdependent relationship between patients with chronic cardiovascular disease and family caregivers.



Rebecca Dekker, PhD, RN, APRN, has resigned from her position as assistant professor. Dr. Dekker is the founder of Evidence Based Birth, which

aims to promote evidence-based care by putting the research evidence about childbirth into the hands of families and professionals. She serves as a peer reviewer for maternal health research journals, volunteers on the advisory boards for Improving Birth and DONA International and has presented to a number of leading organizations in the childbirth field, including the American College of Nurse-Midwives, the March of Dimes, Lamaze and DONA International.



Peggy El-Mallakh, PhD, PMHNP-BC, RN, has been promoted to associate professor. Dr. El-Mallakh's most recent research investigated the

experiences of family caregiving for people with comorbid schizophrenia and diabetes mellitus. Her studies have been published in several psychiatric nursing journals, and she has presented research at numerous conferences.



Jennifer Hatcher, RN, PhD, MPH, associate professor, has been promoted to director of diversity and inclusivity. She is vice president and a founding

member of the Lexington Chapter of the National Black Nurses Association. She is currently the principal investigator of SEEDS (Sisters Educated in Emergency Departments)—a five-year project funded by the National Cancer Institute that focuses on promoting mammography for African-American women. Dr. Hatcher also co-investigates an NIH-funded project, Faith Moves Mountains, which promotes breast and cervical cancer prevention for Eastern Kentucky women, and Heart Health—a multi-year project designed to promote heart health in vulnerable Kentucky residents.



Terry Lennie, PhD, RN, FAHA, FAAN, professor, has been promoted to associate dean of graduate faculty affairs. Dr. Lennie currently serves as co-director for the

RICH Heart Program. His research focuses on the development of interventions to promote self-management of prevention and treatment of cardiovascular disease with a particular interest in optimizing nutritional intake. Dr. Lennie has received several awards and was recently inducted into the Honor Society of Nursing, Sigma Theta Tau International (STTI) Nurse Researcher Hall of Fame. He is also a Fellow of the American Heart Association and the Academy of Nursing.



Debra Moser, PhD, RN, FAHA, FAAN, professor and Linda C. Gill Endowed Chair of Nursing, has been promoted to director of the Office for Faculty Collaboration and

Scholarship. Dr. Moser is co-director of the RICH Heart Program and researches ways to improve outcomes and quality of life in people with heart failure and other cardiac conditions. She also directs the Center for Biobehavioral Research in Self-Management of Cardiopulmonary Disease at the College. She recently earned the 2010 Nurse Practitioner Advocate State Award for Excellence from the American Association of Nurse Practitioners.



Jan Odom-Forren, PhD, RN, CPAN, FAAN, has been promoted to associate professor. In addition to being a Fellow in the American Academy of Nursing, Dr. Odom-Forren is

an international lecturer on perianesthesia and sedation issues and has authored/edited two books: "Practical Guide to Moderate Sedation/Analgesia," edition two; and "Drain's the PACU: A Critical Care Approach," edition six. Her research area of interest is management of postoperative symptoms. She is the past president of the American Society of PeriAnesthesia Nurses (ASPAN).

Faculty Transitions & Staff Appointments



Nora Warshawsky, PhD, RN, CNE, has been promoted to associate professor. Dr. Warshawsky conducted the first quantitative studies of job

satisfaction and turnover in U.S. nurse managers. Her work has been disseminated internationally through numerous publications and presentations. She has coached nurse leaders in evidence-based leadership and continues to shape graduate education nationally.

Staff Appointments



Mandy Bucy has been appointed to coordinator of human resources and faculty affairs. Her HR functions include position management, employment/

hiring process, faculty and staff recruitment, employee relations, onboarding, immigration affairs, performance evaluation process and the development of job descriptions. Bucy has been at the university for 25 years and brings a rich, varied employment history in the Office of Development, the College of Medicine Department of Surgery and seven years in the College of Pharmacy's Dean's Office.



Jackie Carbuccia is the new administrative assistant for graduate faculty affairs. She provides key administrative services support

for graduate faculty and the associate and assistant deans for graduate faculty affairs, including project management. She also serves as liaison with the dean's office, business office, student services and external constituents. Prior to coming to UK, Carbuccia worked at St. Joseph Hospital, where she managed the front desk of a primary care office.



Jennifer Chien is the College's new instructional designer. Chien previously worked as an instructional designer for UK Analytics and Technologies

in the College of Arts & Sciences and the Human Development Institute. She assists faculty in the design and development of online courses, conducts needs assessments, analyzes data and makes recommendations regarding best practices and learning technologies. She also provides guidance and training in the implementation of effective and diverse learning strategies.



April Everman works with the RICH Heart Team as a research assistant senior. She graduated from Morehead State University with two degrees,

in biology and Spanish.



Kari Flora joined the team at the Phyllis D. Corbitt Community Health Center in Wilmore in 2016 as a clinical services technician. She is a certified medical assistant

and a graduate of Sullivan University in Lexington. Flora is furthering her education by pursuing her RN degree.



Michael Hendrix is the College's new recruitment coordinator. In this role, he designs and implements a strategic recruitment plan for the BSN, DNP

and PhD programs. He also coordinates the College's scholarship opportunities and manages other student events such as pinning and hooding ceremonies.



Danielle Johnson has been appointed to administrative services assistant. She previously served as an admissions coordinator for the Colleges of Pharmacy and Medicine. In

her role, she provides key administrative services support for the executive dean for academic affairs and partnerships, which includes all academic programming, student services, teaching and simulation lab and the Office of Assessment.



Hannah Keeler has been appointed to program coordinator I in the College. She works as both the administrative associate for BREATHE (Bridging Research Efforts and

Advocacy Toward Healthy Environments) and the Kentucky Center for Smoke-free Policy. Her past experience includes coalition building, conference planning, evaluation, recruitment, human subjects protection and program coordination.



Tammy Mickschl is the College's new patient relations assistant. Mickschl will provide customer service and support to the Wilmore Clinic practicing providers and patients. She

will be responsible for registration and scheduling of patients, fee entry and claims, as well as clerical duties. She has more than 23 years of service in the health care industry.



Emily Woods has been appointed to continuing education coordinator, where she supports live and online continuing education courses for nurses across the state. Woods is

pursuing her master's degree in educational policy and evaluation studies. Prior to her new role, Woods worked as an English language instructor at Chengdu Institute Sichuan International Studies University and returned to UK to work as staff support for Human Resources.

Staff Transitions



Mary Gregory has been promoted to graduate program assistant. She has been with the College of Nursing for 11 years and previously served as staff associate for

academic programs. She now supports the director of the graduate programs, as well as the DNP option coordinators. Gregory also supports the students in the program and assists with facilities, safety and emergency management within the College.



James Hayhurst has been promoted to undergraduate program assistant. Hayhurst has worked for UK for six years, three in the College. His new responsibilities

include supporting the director of the undergraduate programs and BSN Option coordinators in addition to supporting students.



Sherry Holmes, MSN, RN, previously assistant dean of academic operations and assessments, retired from the College. Holmes spent 40 years at UK Chandler

Hospital and within that time was director of nursing for Kentucky Children's Hospital for 24 years. In 2010 she joined the College of Nursing as the coordinator of assessment and special projects and was promoted to assistant dean for academic operations and assessments. Since 2003, she has served as a site evaluator for the Commission on Collegiate Nursing Education.



Tricia MacCallum has been promoted to project manager for the UKCON/ Norton Healthcare academic partnership. MacCallum has worked in nursing

education and professional development for more than 10 years in both academic

and health system capacities. In her new role, she provides support to the DNP faculty and students in the program while working toward obtaining her master's in organizational leadership.



Nancy McDevitt has retired from the UK College of Nursing, where she worked as the coordinator of academic affairs. McDevitt was responsible

for course and instructor evaluations, promotion and tenure dossiers, faculty appointments and annual reports. She also reviewed faculty evaluations/merits, in addition to maintaining the faculty database.



Kerrie Moore has been promoted to alumni and annual giving coordinator, where she is responsible for alumni relations, special events and philanthropy

activities. Moore first worked for the College as the senior administrative assistant to the associate dean before she left in 1997 to work as a mental health technician in the Charter Behavioral Health System. She returned in 2008 as the student affairs coordinator. She was recently honored for the second time as the UK College of Nursing Employee of the Year (1996, 2015).



Rene Palumbo has been promoted to undergraduate faculty affairs support. Among Palumbo's duties are new nursing student orientation, the Pinning Ceremony,

the application process for nursing licensure and the application process for NCLEX testing. Palumbo was previously the administrative assistant to the associate dean for undergraduate studies.

IN Memory



Shayn Elexendere passed away in May 2016. He was a second year Med-Vet student and a wonderful husband and father. Shayn was a proud veteran of the U.S. Army and of his Catholic faith. Shayn will be remembered for his devotion to serving others and bringing out the best in everyone he met.



Ross McCoy passed away in March 2016 and was working toward earning his degrees in psychology as well as nursing at UK. He was a member of the UK Honor Society. Ross will be missed for his kindness and his contagious smile and laugh by all who knew him.

WRITTEN BY:
Rena Baer

PHOTOGRAPHS BY:
Shaun Ring
Photography



EMBRACING OUR DIFFERENCES

The Dean's Diversity & Inclusivity Advisory Council

The University of Kentucky College of Nursing is working to better mirror the increasingly diverse community its graduates will serve in the health care world.

“Strategically creating space to embrace diverse populations opens the opportunity to better understand different views, values and traditions,” says Dean Janie Heath, PhD, APRN-BC, FAAN. “We have failed all those we serve if we do not build an inclusive and diverse environment.”

Rather than relying solely on increasing awareness, the College has made developing diversity and inclusivity one of the top goals in its 2015-2020 Strategic Plan. This has led to taking definitive steps that acknowledge and reflect shifting demographics and the need for a culture of acceptance and understanding within the College.

Among the actions being taken are the creation of a new position to direct the effort, an internal and an external advisory board and a budgetary commitment to the initiative. Also included are the metrics to gauge progress, with a goal of doubling underrepresented minorities in the College's student body, staff and faculty by 2020.



GOALS FOR 2020

15%

INCREASE of overall student enrollment will be underrepresented minorities

2x

the number of URM faculty and staff recruited and retained in the College

100%

of faculty, staff and students will participate in annual Unconscious Bias Training

“Strategically creating space to embrace *diverse populations* opens the opportunity to better understand *different views, values and traditions.*”

—Dean Janie Heath, PhD, APRN-BC, FAAN



“We need to make an accelerated and intentional effort,” says Dr. Heath. “We are way behind on this.”

Dr. Heath had already noted the College’s homogeneity as she “did her homework” before coming to Kentucky two years ago to serve as the College’s dean. “Diversity has always been important to me, and the glimpse I saw did not reflect what I was hoping to see,” she says.

Dr. Heath says part of diversity is race and ethnicity, but also gender identification, sexual orientation, disabilities, socioeconomic status, religious affiliation and life experience. All of these are important elements of diversity that must be addressed, as is making sure everyone at the College feels welcome and is a valuable contributor.

Engaging in a structured effort versus a concerted effort at incorporating diversity and inclusivity “makes all the difference in the world,” she says. “Leadership makes it a priority and makes the commitment to get the outcomes that we want.”

Appointing Associate Professor Jennifer Hatcher, PhD, MPH, RN, in July 2015 to fill the newly created position of director of diversity and inclusivity at the College was a key element among the structured efforts taking place.

Dr. Hatcher, vice president and a founding member of the Lexington chapter of the National Black Nurses Association, has focused her research on improving the health of vulnerable populations. She is also director of the Disparities Researchers Equalizing Access for Minorities (DREAM) Center, which generates and disseminates knowledge that helps equalize access and eliminate disparities in health care for minorities through research, education and community outreach.

“She has done the research; she knows our faculty, she knows our staff and she knows how to get the job done,” says Heath.

“Throughout my career, I have been a mentor to minorities and people who felt out of place. I’ve always encouraged *those who don’t march to the same tune as everyone else* or think they wouldn’t fit into the PhD program to succeed.”

—Jennifer Hatcher, PhD, MPH, RN



Dr. Hatcher says she is energized about helping lead the change.

“Throughout my career, I have been a mentor to minorities and people who felt out of place,” says Dr. Hatcher. “I’ve always encouraged those who don’t march to the same tune as everyone else or think they wouldn’t fit into the PhD program to succeed.”

“We need more diversity in the health care workforce,” continues Hatcher. “We treat people from all over the world, and when we reflect that same diversity, the outcomes are better for everyone.”

Changing that reflection starts with accepting more minorities into the College by looking more holistically at applicants rather than using only GPA and test scores as a gauge. “Life experiences and different viewpoints are also valuable, in addition to good grades and test scores, not instead of them,” says Dr. Hatcher. “It’s part of creating a culture that accepts and values people for their differences.”

Diversity and inclusivity should reach all the way through the program, she continues. “It needs to be from the top down and the bottom up,” she says. “We are not there, but we are making an effort to get there. As the College starts to change and as we value what each person brings to the table, we will automatically attract diverse populations.”



What is **DIVERSITY?**

Diversity describes a community of individuals with varied ideas, world views and personal characteristics, including but not limited to race, ethnicity, gender, gender identity and expression, age, socio-economic status, national origin, geographical region, sexual orientation, disability, religion and life experiences.

What is **INCLUSION?**

Inclusion is a culture that encourages collaboration and fairness and leverages diversity so that all individuals are empowered to participate and contribute to their full potential.



DEAN'S DIVERSITY & INCLUSIVITY ADVISORY COUNCIL

PURPOSE

- Provide advice and counsel, collectively and individually, to the dean on issues related to diversity and inclusivity.
- Participate in selected College of Nursing diversity and inclusivity initiatives.
- Increase awareness of the College of Nursing in Lexington and Kentucky.
- Serve as an advocacy network and ambassadors for the College of Nursing.

MEMBERSHIP

- A minimum of two full-time faculty and two nursing students (including an undergraduate and a graduate student).
- A minimum of two University of Kentucky employees from outside of the College of Nursing.
- A minimum of five community members, including nurses and non-nurses.
- Membership shall be limited to 15 individuals.
- Non-student members will serve for three-year terms and can be renewed three times for a total of nine years. Student members can serve until they graduate.
- All members are selected by the dean in collaboration with the director of diversity and inclusivity.

MEETINGS

The Dean's Diversity and Inclusivity Advisory Council will meet at least biannually in Lexington and other times when necessary.

DIVERSITY & INCLUSIVITY AMBASSADORS COUNCIL

PURPOSE

- Provide advice to the dean and the director of diversity and inclusivity on issues related to diversifying the College of Nursing community, including students, faculty and staff.
- Participate in College initiatives related to diversity and inclusivity to include but not limited to: faculty search committees, admissions committees, strategic planning and grant writing.
- Initiate, conduct and participate in activities that promote an environment where all College of Nursing faculty, staff, students and visitors feel recognized, respected and welcomed.

MEMBERSHIP


- The committee will be chaired by the director of diversity and inclusivity.
- The committee will include four full-time faculty members, two full-time staff members, and a graduate and undergraduate nursing student.
- Standing members will also include the director of external relations and communications and an administrative support person appointed by the dean.
- Members will be appointed by the director of diversity and inclusivity in consultation with the dean.
- Non-student members serve a three-year term that is renewable up to two times for a total of nine years, at which time they must leave the committee for at least three years. Student members may serve until they graduate.

MEETINGS

The Diversity and Inclusivity Ambassadors Council will meet at least once a quarter and more times as necessary.

TRAINING

Diversity and inclusivity ambassadors will undergo unconscious bias training, safe training (LGBTQ* services) and other appropriate training as identified by the dean and the director of diversity and inclusivity. The College of Nursing will be responsible for any costs associated with the training and will provide appropriate release time.



Professor and Associate Dean for Graduate Faculty Affairs Terry Lennie, PhD, RN, FAAN, praised Dr. Heath for creating the position of director of diversity and inclusivity.



“We have always strived for diversity among our graduate students in both the PhD and DNP programs but never had a formal strategy to achieve it,” he says. “In her new director role, Dr. Hatcher is helping us develop a variety of recruitment strategies targeting potential students from a wide range of backgrounds. Greater diversity will enrich the learning environment for all of our students.”

Another piece in changing the College’s fabric has been the resurrection of an advisory board, now called the Dean’s Diversity and Inclusivity Advisory Council. The former board had gone dormant as the College transitioned between deans. The new council comprises both new and former members, including five members of the community, all of whom provide counsel to the dean.

“This is a group that is invested in our success,” says Dr. Hatcher. “They are partners who can offer critical input on issues and how we might fix them.”

One external council member, retired nurse leader and nurse executive LaJava Chenault, MSN, RN, says the previous board, on which she also served, was convened when nursing students of color expressed concerns about not feeling included in classes, study groups and university life.

Chenault says former Dean Jane Kirschling was taken aback by what the students were saying and formed the council to study the issues and see whether they extended more pervasively through the College to the African American, LGBTQ* (lesbian, gay, bisexual, transgender, and queer [and/or questioning]) and male nurse populations as a whole.



“ We know that diversity recruitment and retention is everyone’s job. It’s not just hiring a person to increase your numbers. It needs to be a change of culture, ongoing and intentional. *It needs to be real—from the inside out.*”

—LaJava Chenault, MSN, RN

“I think she was surprised and very genuine in wanting to make a difference,” says Chenault. “We [the advisory board] were just starting to address a strategy on the issue when Dean Kirschling announced she was leaving. We had spent a lot of time gathering data and information to understand the scope of the problem to develop our action plan.”

Also a founding member of the Lexington chapter of the National Black Nurses Association and someone who had made diverse hires a priority in her career, Chenault says she had seen the number of black student nurses coming from the local chapter of the Black Nurses Association dropping off in recent years. The implications of the decline concerned her about the diversity of the graduating nurses and its effect on the local workforce.

Her concerns and vast experience as an African American nurse leader and graduate of the UK College of Nursing led to her meeting with Dr. Heath and Colleen Swartz, DNP, MBA, RN, NEA-BC, FNAP, chief nurse executive at UK HealthCare®, to get their thoughts on this issue.

Chenault says Dr. Heath has been very candid about the College’s current lack of diversity and deliberate in providing the advisory board with a mission statement, a roadmap and a timeline, along with soliciting its input on how the College can most effectively increase diversity and evolve into a more inclusive culture.

“We know that diversity recruitment and retention is everyone’s job,” says Chenault. “It’s not just hiring a person to increase your numbers. It needs to be a change of culture, ongoing and intentional. It needs to be real—from the inside out.”

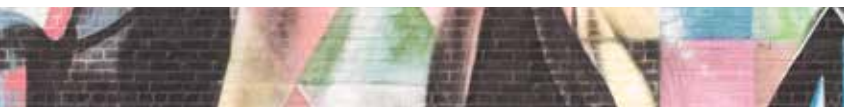
Dr. Heath says part of the challenge is recognizing unconscious bias and making a concerted and conscious effort in daily practice to overcome preconceptions.

“We need to be in an environment without the divisiveness and fear that we’ll hurt each other without realizing it,” says Dr. Heath. “We always need to be on a path forward. I think we can do that with collective wisdom and the compassion to change.”



“They are creating a sustainable structure and opportunities essential to creating a campus that is open and welcoming. I can count on the College of Nursing as one of the most supportive units I have collaborated with since I got here.”

—Lance Poston, director of UK LGBTQ* Resources



Part of that collective wisdom will be gleaned from the new Diversity and Inclusivity Ambassadors Council, a complement to the Dean's Diversity and Inclusivity Advisory Council. The ambassador's council is composed of students, staff and faculty, who are in the College every day and see what goes on. They will advise on diversity issues and participate in related activities and initiatives.

Keelie Dyson, who serves on the Dean's Diversity and Inclusivity Council, graduated in May 2016 and is pursuing the BSN-DNP Option at the College. She says their first meeting opened her eyes to the importance of diversity and inclusivity. “Over the past five years, minority students have remained under-represented at 7 percent with no growth,” says Dyson. “It made me wonder what other colleges are doing that we aren't.”

“According to the AACN [American Association of Colleges of Nursing], the demographics of our country are changing and it's important that our college reflects that to better serve as health care providers.”

Dyson says Dr. Heath also brought up the idea of eventually incorporating unconscious bias training into the nursing curriculum. “This is going to enrich our program,” she says. “As future health care employee, we have to understand our own biases.”



Lance Poston, director of UK LGBTQ* Resources (a position the university added last year), says the College has been a leader in diversity and inclusivity on campus by taking action. The College is committed to adding a gender-neutral bathroom and recently hired faculty member Amanda Fallin-Bennett, PhD, RN, assistant research professor, who has endowed an annual LGBTQ* scholarship and has hosted awareness events, such as Transgender Remembrance Day.

“They are creating a sustainable structure and opportunities essential to creating a campus that is open and welcoming,” says Poston, who serves on the Dean's Diversity and Inclusivity Advisory Council. “I can count on the College of Nursing as one of the most supportive units I have collaborated with since I got here.”

Terry Allen, vice president of UK's Office for Institutional Diversity, also says the College of Nursing should be lauded for its organized and structured effort at diversity and inclusivity, which fits in purposefully with the university's overall efforts.

“It begins with leadership, but to be effective, it must filter throughout the institution as a whole with every member of the community embracing it,” says Allen. “The benefit is passed on to the individual student.”

Students gain from not only having role models and mentors, but also by simply feeling more comfortable, says Allen, who also serves on the Dean's Diversity and Inclusivity Advisory Council. And the benefit extends to all students, who must be prepared to live and work in a rapidly changing and diverse world.

“Learning in a very diverse group of students will happen in a way that might otherwise not in a homogenous group, with differing opinions and perspectives,” he says. “Conversations will occur with ideas or points that may have not been considered. The dialogue will take students places they want to be in a learning environment.”

“They will learn about different ways of life that will never leave them and will serve them well in the nursing field,” says Allen. ■

STEPHANIE FUGATE

MSN, ACNP, Instructor



It's not every day that a faculty member gets to work alongside her students, says Instructor Stephanie Fugate, MSN, ACNP, who works as a pulmonary acute care nurse practitioner and also coordinates the senior high-acuity course at the College of Nursing. "I love that about my job. To them, I'm their instructor. But after they graduate, I become their colleague."

In her high-acuity course, Fugate and her students discuss ethical dilemmas that often arise in a high-intensity clinical setting. "Nurses are ultimately everything for everybody, and they have to be willing to discuss the tough moral struggles that come with their job. We know our students are academically solid, but there's a professional compassion they need—they must be able to understand patient and family needs and then to express the best care."

To Fugate, it's simple—if students never see or experience these ethical or moral dilemmas, how should they be expected to confront them on their own someday?

One of the most rewarding aspects of her position as clinical coordinator, she says, is when she sees students come back to be clinical instructors for the course. "The high-acuity course defined their transitions into their present nursing roles, and who better to say, 'I was here just a few years ago; I get this; I understand what you're going through.'"

In addition to working as the course and clinical coordinator for high-acuity nursing, Fugate also serves as the course coordinator for Leadership in Nursing, a class for first-semester seniors, and as the undergraduate program committee chair. She works with new graduate nurses in the BSN Residency Program, the nephrology group at UK HealthCare® and with the hospitalist group at Central Baptist Hospital.

Fugate is committed to the success of her students and the health of the Commonwealth of Kentucky. "My commitment to these students is that they'll be better nurses when they leave my class. We are not preparing people who can pass tests—we're preparing people who can take care of human beings."

CHIZIMUZO OKOLI

PhD, MPH, MSN, RN, Assistant Professor



Assistant Professor Chizimuzo Okoli, PhD, MPH, MSN, RN, picked up his first and last cigarette when he was just 6 years old—a mistake that landed him in the emergency room but inspired his life's work to study mental illness and substance use among marginalized populations.

Through his research, Dr. Okoli found that the smoking rate among people with mental illness in the United States had virtually stayed the same since the 1950s compared to a decrease in population smoking rates overall. To combat this issue and better serve this population, he is currently working with patients living with schizophrenia at Eastern State Hospital (ESH) to create a tobacco treatment program tailored for people with the same mental disorder. In his study, he elicits the experiences of smoking cessation among current and former smokers living with schizophrenia.

"Dr. Okoli is an exceptional colleague and scientist. His caring and compassion for helping individuals with mental illness quit using tobacco is the driving force for his timely and important research program," said Ellen Hahn, PhD, RN, FAAN, professor and mentor of Dr. Okoli's.

As the director of Tobacco Treatment Services and Evidence-Based Practice at ESH, Dr. Okoli also supports and showcases the hospital's PALS [Providing Acceptance, Love & Support] program that aims to boost patient morale and mood by reminding them that the community cares about them. Of the approximately 2,900 patients ESH takes every year, only 10 percent receive visitors. Volunteers for PALS provide friendship and support to patients, spending one-on-one time playing games, reading or simply talking and listening.

Dr. Okoli also serves as the director of the Tobacco Treatment and Prevention Division of the Tobacco Policy Research Program. He has been involved in several studies addressing secondhand tobacco smoke exposure policies in indoor and outdoor public spaces, as well as using biomarkers of tobacco exposure. Dr. Okoli was an integral part of the research team assisting Dr. Hahn in the implementation of Lexington's smoke-free law policies which passed in 2004.

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James Morris

2016 INDUCTEES



Berea College Inductees

| | | |
|--------------------|---------------|------------------|
| Chioma Amaechi | Kendra Messer | Stephanie Walden |
| Gladys Kamau | Marian Popa | Yunpeng Xia |
| Ifeanyi Madujibeya | Rachel Snider | |

Undergraduate Students

| | | |
|----------------------|----------------------|-----------------------|
| Bailey Anderson | Abigail Kolzow | Anna Slack |
| Carrie Ayers | Kimberly Lakocy | Shana Smallwood |
| Lauren Blount | Camille Laval | Hannah Spurlock |
| Morgan Brown | Abby Lerner | Mackenzi Steenken |
| Katelyn Brown | Joseph Lohr | Samantha Tallman |
| Victoria Cherolis | Rachel Marynowski | Anna Troutman |
| Grace Clark | Rachel Mortensen | Jacqueline Trowbridge |
| Brianna D'Alessandri | Caroline Newman | Jenna Vignale |
| Michaela Douglass | Hillary Nolan | Shelley Wallace |
| Christina Doukas | Carolyn Palmer | Drew Walls |
| Shannon Dwyer | Rebecca Pangallo | Paige Williams |
| Keelie Dyson | Alexandra Passamonte | Jessica Willis |
| Stephanie Fahs | Thamara Pires | Sarah Wilson |
| Meredith Frankel | Meghan Sallee | Regan Wilson |
| Abby Grooms | Emily Sawyer | Amanda Wilson |
| Cristen Hagood | Emily Schaeffer | Sara Wolk |
| Adam Hall | Sophia Schnack | Mary Zierenberg |
| Spencer Hallquist | Michaela Sherman | |

RN-BSN Students

| | | |
|------------------|--------------|---------------|
| Tiffany Burchett | Billi Ingram | Megan Spencer |
|------------------|--------------|---------------|

Graduate Students

| | | |
|-----------------------|-------------------|-------------------|
| PhD | Joy Coles | Ashton Miller |
| Fatema Alsada | Blair Eberhardt | Susan Peak |
| Michael Callihan, Jr. | Frances Gilliland | Kristin Reid |
| Chin-Yen Lin | Angela Goldring | Miranda Roark |
| Jennifer Smith | Susanna Gorton | Stephanie Steele |
| Cheryl Witt | Kelley Hayden | Leslie Sullivan |
| | Christina Higdon | Allison Theobald |
| | Krista Johnson | Kandace Vanhoozer |
| DNP | Rachel Lazar | Xin Zeng |
| Miranda Adkins | Whitney Lynn | Mary Zody |
| Kelly Bohl | Samantha Mancuso | |
| Nicole Brink | Beth Meade | |
| Erin Chiswell | | |

Nurse Leaders

| | | |
|-------------------|------------------|-----------------|
| Danica Amos | Shana Cunningham | Lorrie Thompson |
| Jennifer Cherolis | Angela Hensley | |

Fall 2015 & Spring 2016 Scholarship Recipients

| | | |
|--------------------|-------------------------|-------------------|
| Jung Hee Kang | Stephanie Kehler | Kacy Allen-Bryant |
| Bryan Boling | Amanda Carney | Leslie Sullivan |
| Abdullah Alhurani | Cynthia Brubaker-Vicent | Patrick Nolan |
| Adebola Adegboyega | | |

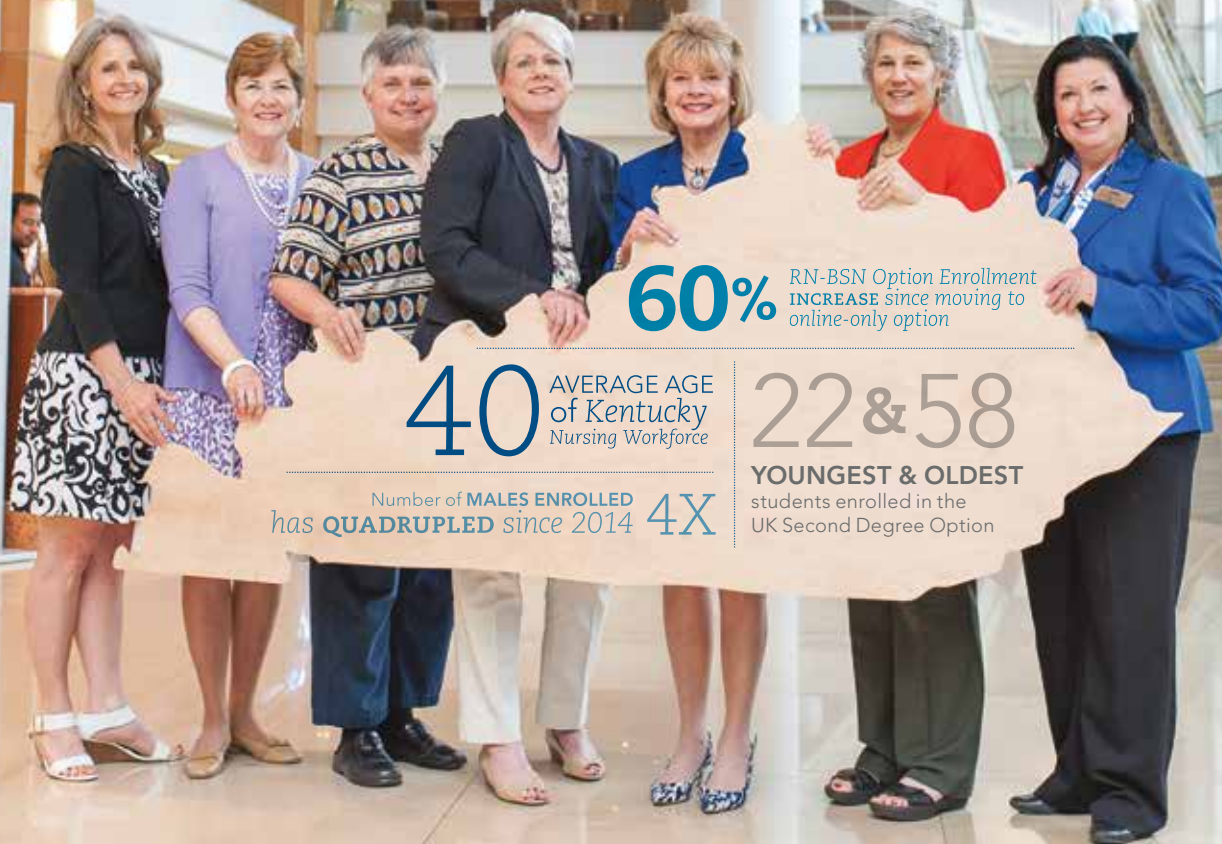
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Moving the Needle: Advancing Kentucky's Nursing Workforce Toward the IOM Recommendations

Left to right: **Dr. Lee Anne Walmsley**, Instructor, Coordinator of Second Degree Option; **Dr. Patricia Burkhart**, Professor, Associate Dean of Undergraduate Faculty Affairs; **Dr. Darlene Welsh**, Associate Professor, Assistant Dean of Undergraduate Faculty Affairs, BSN Program Director; **Dr. Nora Warshawsky**, Assistant Professor; **Dr. Janie Heath**, Dean; **Dr. Pam Cipriano**, President, American Nurses Association; **Dr. Teresa Huber**, President, Kentucky Nurses Association



60% RN-BSN Option Enrollment INCREASE since moving to online-only option

40 AVERAGE AGE of Kentucky Nursing Workforce

Number of MALES ENROLLED has **QUADRUPLD** since 2014 **4X**

22 & 58

YOUNGEST & OLDEST students enrolled in the UK Second Degree Option

WRITTEN BY:
Rebekah Tilley

PHOTOGRAPHS BY:
Shaun Ring
Photography

The long-anticipated nursing shortage has begun. Baby boomers are retiring. The Affordable Care Act has increased access and demand for health care. Overburdened bedside nurses at short-staffed hospitals are leaving in such great numbers that the American Hospital Association has labeled the phenomenon a “public health crisis.”

Six years ago nurse leaders from across Kentucky anticipated this shortage and joined forces to form the Kentucky Center for Nursing (KCN). The mission of the KCN is to position nursing to meet the needs of the Commonwealth and to advance the recommendations published in the Institute of Medicine's (IOM) Future of Nursing report, which proposes that **80 percent of the nursing workforce should be educated with a minimum of a baccalaureate degree.**

In conjunction with the KCN, the College of Nursing has dedicated leadership and research to move the needle forward on a baccalaureate-prepared Kentucky nursing workforce. This includes expanding enrollment, changing the delivery of its time-honored non-traditional BSN programs and the publication of two major pieces of landmark research by Assistant Professor and KCN Co-Chair Nora Warshawsky, PhD, RN, CNE, in the prestigious Journal of Nursing Administration.

"Before we could set goals for workforce improvement, we needed data to understand our baseline," says Dr. Warshawsky. "We recruited two PhD students into our group, and together we launched the survey during the license renewal period that year."

Their findings were published in two parts. Part one, *Achieving 80% BSN by 2020: Lessons Learned From Kentucky's Registered Nurses*, assesses the barriers and motivations for Kentucky's registered nurses when deciding to go back for a BSN. The second part, *Achieving 80% BSN by 2020: Chief Nurse Executive role and ANCC Influence*, examines the impact of a hospital's chief nurse executive and credentialing programs like Magnet® and Pathway to Excellence® in prompting institutional changes that encourage the nursing workforce to return to school.

The first part of the study revealed something largely suspected but never confirmed: the Kentucky nursing workforce is aging. **The average age of a registered nurse in Kentucky is 40.** Most are already halfway through their careers and can see retirement on the horizon. For these nurses, going back for a baccalaureate degree seems unnecessary. The study also found that there is no statistically significant difference between rural and urban distribution of the percentage of RNs with a BSN or higher degree.

A key finding from this study is that most registered nurses have easy access to computers and the internet, which had a direct impact on the College's decision to move its RN-BSN Option fully online in fall 2015.

"I know UK has been as actively involved from the beginning of the consortium to the Kentucky Center for Nursing as it is today," says Kentucky Nurses Association President Teresa H. Huber, DNP, MSN, RN, professor, Northern Kentucky University Department of Nursing. "It appears to me that UK has contributed considerably through Nora's work, which was the first study to pull it all together."



The second part of Dr. Warshawsky's study focused on the institutional level and included some disturbing findings. **In Kentucky, there are still hospitals staffed with 100 percent ADN-trained nurses.** "That finding is very concerning to me," confesses Dr. Warshawsky.

“ We have growing evidence that links nurses with higher levels of education to better outcomes, lower mortality and fewer complications from surgery. When you think about hospitals that are staffed with only ADN nurses—including the chief nurse —it suggests that those hospitals have higher safety concerns and the quality of care is potentially lower. That is alarming.”

Dr. Warshawsky's study also uncovered solutions.

Chief nurse executives who set a goal to achieve Magnet or Pathways to Excellence recognition are more likely to hire BSN-prepared nurses, require ADN-prepared nurses to earn a BSN within a designated number of years and support their ADN-prepared nurses with flexible schedules and tuition reimbursement.

"Nora's research was very eye-opening," says Dean Janie Heath, PhD, APRN-BC, FAAN. "Her work was a spark for all Kentucky nursing organizations to stop and consider what kinds of programs and resources encourage our nurses to earn a BSN degree. These studies really put Kentucky in the limelight. It allowed us to take a close look at the way we are conducting our clinical and academic operations to support these initiatives."

After the publication of Dr. Warshawsky's research, Kentucky nurse leaders throughout the state quickly initiated solutions:

- In Morehead, Kentucky, Lerae Wilson, DNP, RN, NEA-BC, regional vice president of Patient Services and chief nursing officer at St. Clare Regional Medical Center, **secured grant funding from the Kentucky Department of Workforce Investment to sponsor 40 nurses to earn their BSN degrees.** Then Dr. Wilson partnered with Morehead State University to develop a custom RN-BSN program.
- In Western Kentucky, Murray State University **created a dual enrollment process with three different community colleges in their region.** Students enrolled in these community college ADN programs can seamlessly transition into Murray's BSN program.
- Baptist Health Lexington's Chief Operating Officer and Chief Nursing Officer Karen Hill, DNP, RN, NEA-BC, FACHE, FAAN, **petitioned to have the limits for tuition reimbursement increased to support further nursing education.**
- The Kentucky Center for Nursing audited transcripts of students enrolled in RN-BSN programs. They learned that students in these programs completed as many as 30 additional credit hours compared to the traditional BSN student. This **prompted associate degree program faculty to focus on making sure every ADN graduate has 60 credit hours of general education credits.** Subsequently, when students enroll in an RN-BSN program, they aren't lacking basic math and science credits, which slows their progress.

Within its own walls, the College has taken Dr. Warshawsky's findings and applied them to how it trains non-traditional baccalaureate students. This includes moving its RN-BSN Option completely online, working to boost the diversity and financial support of students in the Second Degree Option and winning a grant to become one of 20 nursing programs in the country offering an innovative new program for Armed Forces combat medic-trained veterans pursuing a BSN, the MedVet-BSN Option.

Moving the College's RN-BSN Option 100 percent online was the task of RN-BSN Coordinator Jessica Wilson, PhD, APRN. The payoff was immediate.

"It has tripled the number of new students enrolling in the degree option in one calendar year," says Dr. Wilson. "The College surveyed ADN-prepared nurses in the state and found that **92 percent were likely to return to school for their BSN within one to five years and that 85 percent preferred online course delivery.** Those results and Nora's work were our call to action."

It has also opened opportunities for Kentucky nurses who live and work far from Lexington to participate in traditional classrooms. Most RN-BSN students are from outlying counties and could not make the long commute to Lexington for classes under the previous model.



The same faculty members who teach in traditional classroom settings also teach online classes. They secured university eLearning grants that allowed them to receive training on the best practices for online teaching and learning.

RN-BSN students have access to resources such as a specially trained distance learning librarian and advisors from the UK Writing Center, who provide innovative mechanisms to ask questions. Dr. Wilson notes that online classes force students to exercise excellent written communication skills—such as participating in online discussion boards—a critical skill for nurses.

"Online learning also promotes looking at the most current evidence and helping nurses apply it to their practice," explains Dr. Wilson. "We can reserve cutting-edge articles for the required assignments, whereas in the traditional classroom, faculty are more likely to rely on traditional textbooks."

The online courses go through the College's rigorous curriculum protocols, which are overseen by Assistant Dean of Undergraduate Faculty Affairs and BSN Program Director Darlene Welsh, PhD, MSN, RN.

"Our course standards are very high within the College. We also have to meet the university's stringent standards, which require UK faculty members from a variety of disciplines to take a close look at our curricular plans," Dr. Welsh explains. "We engage in instructional methodologies that have been successful for us in the past while integrating innovative ways to improve student learning."



In addition to finding creative ways to help practicing nurses return to school, **the College is one of 20 colleges of nursing in the country offering combat medic-trained Armed Forces veterans the option to complete a BSN in five semesters rather than the traditional six.**

In 2014 the College responded to a call from the Health Resources & Services Administration (HRSA) for colleges of nursing to pilot an accelerated program for combat medic-trained veterans. The College, which has a long history of working with veterans programs, as well as the Reserve Officers' Training Corps, was one of the few colleges awarded the HRSA grant and accepted its first class of students in fall 2015.

According to Anthony Dotson, director of the UK Veterans Research Center, programs like the College's MedVet-BSN Option are essential for building the nursing workforce. "The intent behind them is to get trained medical professionals the credentials they require and into the workforce in an expedited manner."

Frances Hardin-Fanning, PhD, RN, the MedVet-BSN Option coordinator and HRSA grant primary investigator, says combat medic-trained veterans bring a tremendous amount of experience and leadership to the table. "These students are excellent at thinking through problems and finding solutions," she says. "They are very team oriented. They tend to take charge and lead their classes. They are very good at communicating with peers, patients, instructors and other professionals in the health care system."

The MedVet-BSN Option is part of the College's well-established Second Degree Option that Lee Anne Walmsley, PhD, EdS, MSN, RN, instructor and coordinator of the Second Degree Option, helped build from the ground up 12 years ago.



"We are enrolling more diverse students in terms of gender and ethnicity," she says of the Second Degree Option's contribution to Kentucky's nursing workforce. "We are graduating experienced leaders who are ready to step into the role of nursing with a different level of maturity than someone at the age of 22."

Strong connections with health care officials across the state have allowed the College to increase enrollment while providing necessary clinical sites for this new influx of students—all while maintaining UK's reputation for excellence.

“The College has built collaborative partnerships with hospitals and health care agencies to address the urgent need for a professional nursing workforce,” says Associate Dean of Undergraduate Faculty Affairs Patricia Burkhart, PhD, RN, FAAN, professor.

"With a first-time pass rate of 97 percent for more than a decade on the national nursing licensing exam, our alumni are highly regarded as knowledgeable, competent, professional and compassionate nurses."

Each BSN-training program at the College serves to graduate a diverse group of highly trained and practice-ready nurses each semester. **Each class pushes the needle closer toward the statewide 80 percent BSN by 2020 goal.** Since the data for Dr. Warshawky's articles were collected, the College has contributed to an expansion of the nursing workforce. **Already the number of BSN-prepared registered nurses practicing in the Commonwealth has swelled from 40 percent BSN prepared in 2014 to more than 50 percent BSN prepared in 2016,** according to the Kentucky Board of Nursing's RN Current Licensure Count report on April 19, 2016.

The ultimate goal: to exceed IOM standards and provide the highest quality of care to everyone in Kentucky. ■

20

CLINICAL

WRITTEN BY:

Sue Fay

PHOTOGRAPHS BY:

Shaun Ring
Photography

FOLLOWING THE Clinical Leaders

THEORY | THE CLASSROOM | EVIDENCE-BASED PRACTICE



Today, national nursing leaders are standing front and center in the research lab, in the boardroom, at the bedside and alongside colleagues and collaborators in medicine, dentistry, pharmacy and other health sciences to improve patient outcomes across the board.

Many of those national leaders are standing front and center in classrooms at the University of Kentucky College of Nursing, inspiring a new generation of nursing professionals to follow their lead.

When you look at the history of the way that disciplines have developed over time, nursing has truly come of age. We have a wealth of knowledge that has come from our science, yet there is a tremendous gap in applying those research findings in practice. Our focus here in the College is preparing nurses not only with advanced skills but with the interdisciplinary leadership to work with others to implement programs that will improve outcomes, quality of life and safety.”

—Patricia B. Howard, PhD, RN, NEA-BC, FAAN,
executive vice dean of academic affairs and partnerships,
and Marion E. McKenna Professor of Nursing



Jan Odom-Forren, PhD, RN, CPAN, FAAN, assistant professor, is a leading national authority on postoperative/perianesthesia symptom management and the faculty leader behind the perioperative BSN elective.

She is currently involved in the early stages of a pilot study involving patients recovering at home from ambulatory surgery who are managing pain, nausea, loss of function and other post-surgical complications that affect health outcomes.

“When students see Dr. Odom-Forren make discoveries to help patients live healthy lives, they become excited to be a part of our future in advancing the profession,” says Janie Heath, PhD, APRN-BC, FAAN, dean and Warwick Professor of Nursing.

“The clinical research I do lends itself well to the class I teach,” says Dr. Odom-Forren of the Research for Evidence-Based Nursing Practice course, the BSN student’s first formal introduction to the science that supports nursing practice. While leadership in evidence-based practice is a common thread throughout the academic nursing program, it’s here that students are grounded in its underlying practices and principles—the measured and exacting process of forming clinical questions, finding and analyzing evidence and implementing evidence in practice while evaluating its effectiveness on patient outcomes.

In the early ’90s, while working with patients as a clinical nurse specialist in a Post-Anesthesia Care Unit (PACU), Dr. Odom-Forren had some clinical questions of her own. Perianesthesia was a relatively new field for nurse-led inquiry at the time and what she found surprised her. “I discovered I wanted to take it a step further and generate evidence myself,” she says.

By 1998, when she became the second perianesthesia nurse in the country inducted as a fellow into the American Academy of Nursing, Dr. Odom-Forren had already served as national president of the American Society of PeriAnesthesia Nurses (ASPAN) and was co-editor of the organization’s prestigious nursing journal, a role she continues today. She’s also served on consensus panels to develop national, evidence-based guidelines and recently helped formulate a national policy statement for the American Academy of Nursing on Do-Not-Resuscitate in the surgical/procedural area.

In 2009, Dr. Odom-Forren was named co-editor of Drain’s PeriAnesthesia Nursing, widely considered the specialty’s seminal text. She is now at work on its seventh edition, her second as sole editor.



“Her passion and commitment to improving teaching using simulation is unmatched. She is an excellent and highly valued clinician who provides important leadership in advancing women’s health.”

—Terry Lennie, PhD, RN, FAHA, FAAN,
professor and associate dean of graduate faculty



Lynne Jensen, PhD, RN, APRN, associate professor, is a key member of the College’s clinical faculty and a leader in nursing practice, research and interdisciplinary education.

A nurse practitioner since 1979, Dr. Jensen is now medical director for clinical care at the Center for the Advancement of Women’s Health at UK and a founding member of the center’s popular women’s health clinic, where she sees patients three days a week.

And those aren’t the only patients she sees on a regular basis. Since 2001, Dr. Jensen has been working with standardized patients, actors trained in the patient role, and writing scenarios for simulations to evaluate student progress in several DNP tracks. BSN-DNP students in the primary care nurse practitioner track, for example, meet one-on-one with a standardized patient and must demonstrate competencies specific to the nurse practitioner role—taking histories, performing physical examinations, making assessments and developing care plans. “These are high-stakes exams,” says Dr. Jensen of the simulations students must pass each semester.

An early member of UK’s Center for Interprofessional Health Education (CIHE), Dr. Jensen was among its first fellows and developed the simulation piece for UK’s Interprofessional Collaboration and Teamwork Skills (iCATS) curriculum. Now in its second year, iCATS brings together medical students and undergraduates from nursing, pharmacy, dentistry and other UK health sciences for learning experiences modeled after today’s team approach to patient care.

In addition to her active clinical practice and role as a nursing educator, Dr. Jensen is also collaborating on two major research studies, one involving interprofessional collaboration and the other on the use of simulation in substance abuse education.

“Professor Kelso’s extensive nursing practice background informs her teaching. She regularly shares her own clinical experiences and enthusiasm for the nursing profession with her students.”

—Patricia Burkhart, PhD, RN, FAAN,
professor and associate dean of
undergraduate faculty affairs



Lynn Kelso, MSN, APRN, FCCM, FAANP, assistant professor, teaches the academically rigorous Pathophysiology/Pharmacology course to BSN students and is a clinical instructor for their first major clinical experience in the hospital. They couldn’t be in better hands.

In 1995, Kelso was a nurse practitioner on the care team in the liver transplant unit at the University of Pittsburgh Medical Center when she earned acute care credentials, one of the first practitioners in the country to do so.

Just a year later, she was recruited by the University of Kentucky and joined the College of Nursing faculty to help design and coordinate the state’s first acute care program for nurse practitioners and to continue her practice in acute care clinical practice at UK HealthCare®. She’s now a provider on the care team in the UK Department of Medicine in the Division of Pulmonary, Critical Care and Sleep Medicine.

Kelso currently holds the designated council seat for Nursing in the prestigious Society of Critical Care Medicine (SCCM), the world’s largest non-profit medical organization for the promotion of

excellence in the practice of critical care and the only organization representing all professional components of the critical care team. Her growing body of published work includes the high-acuity chapter in the textbook taught in academic nursing programs across the country. She was also recognized by the University of Kentucky with the Provost’s Award for Outstanding Teaching.

In her classroom and by her example, Kelso offers students an exciting, up-close look at what their own future could look like as nursing leaders. “The research we do in the undergraduate program, the experiences these students are getting and the clinical faculty members they’re exposed to—they’re really getting a flavor of what’s possible for them as nurses throughout the entire program.



“Thanks to Dr. Hardin-Pierce’s vision and leadership, the track is now faster, smoother and more direct for experienced nurse practitioners seeking acute care certification and a richer, deeper academic experience for the College’s BSN-DNP students.”

—Patricia B. Howard, PhD, RN, NEA-BC, FAAN, executive vice dean of academic affairs and partnerships, and Marion E. McKenna Professor of Nursing



Melanie Hardin-Pierce, DNP, RN, APRN, ACNP-BC, associate professor, is the adult-gerontology/acute care nurse practitioner DNP track coordinator.



After nearly two years of examining evidence and talking with national nursing leaders in adult-gerontology acute care education and certification, Dr. Hardin-Pierce recently instituted an innovative gap analysis instrument to determine clinical hours for seasoned practitioners based on experience and demonstrated competencies. Preparing more acute-care-certified practitioners is critical, she says, but so is keeping them in the workforce while they’re studying. “We wanted to individualize the post-graduate curricular experience as much as possible while staying well within the requirements of boards of nursing, specialty competencies and certifying bodies.”

Dr. Hardin-Pierce, who earned her own advanced practice credentials in 1998 and was among Kentucky’s first nurse practitioners, is editor of *High Acuity Nursing*, the award-winning critical care textbook now in its sixth edition. She’s conducted nationally funded research in cardiovascular care and has been a leader in the development of graduate-level courses with a multidisciplinary focus.

Today, Dr. Hardin-Pierce is still breaking new ground. She recently joined Lexington’s Veterans Administration Hospital as an advanced practice nurse intensivist in critical care, a practice role she pioneered at Central Baptist Hospital.

Dr. Hardin-Pierce has high expectations for the students she’s preparing. “I want our graduates to lead the discipline on a national level, and I want them to be able to take care of my family and me. That’s how I want them trained.” ■

JENNIFER COWLEY

MSN, RN, Senior Lecturer



When Jennifer Cowley, MSN, RN, was 20 years old and a junior in nursing school, she had extensive back surgery that kept her in the hospital for 27 days and out of school for a full academic year. Throughout her recovery, Cowley witnessed the importance of the nurse-patient relationship. “I realized it’s the little things that can make a difference in a patient’s experience.”

Now, as senior lecturer in the College of Nursing, Cowley teaches the adult med-surgical course, the career management course and co-coordinates the Student Nurse Academic Practicum (SNAP). Her ambition to develop the very best nurse leaders and form deep relationships within the nursing community is known to students and faculty as the “Cowley Effect,” a term coined by dean and Warwick Professor of Nursing Janie Heath, PhD, APRN-BC, FAAN.

Cowley is making strides in the College of Nursing every day. She recently led a fundraising effort to support fellow NUR 301 instructor Samantha Eddington, BSN, RN, after her daughter experienced a traumatic accident and needed several surgeries to recover. Cowley told her students she would match any donations, but she spoke too soon—her class returned less than a week later with much more raised than expected. She turned to her colleagues for assistance, and together they were able to make a significant contribution to Eddington’s medical expenses.

Cowley continues to declare that her favorite day of the week is when she is working directly with the students, whether it be in the classroom or clinically, at the patient’s bedside. The “Cowley effect” prepares nurse leaders with top knowledge of patient care. When she was asked what she wants the “Cowley Effect” to stand for, she replied that she wants her students to be personable, appreciative and enthusiastic in the field. She wants her students to call their patients by their names and to teach their patients and families freely and regularly.

“I want my students to make their patients laugh at least once a shift. I want them to be skilled practitioners who have clinical reasoning down to a science—knowing the ‘why’ behind everything they do. And I want them to proudly represent the University of Kentucky College of Nursing as the best and the brightest.” But most of all, Cowley points out: “I want them to be someone I would be delighted to work a 12-hour shift with.”

ANA LINARES

DNS, RN, IBCLC, Assistant Professor



Assistant Professor Ana Linares, DNS, RN, IBCLC, is breaking new ground as the only nurse researcher to study human lactation in Kentucky—at UK’s very own College of Nursing.

Dr. Linares immigrated to the United States in 2009 from Chile, where exclusive breastfeeding of infants is the norm. She was alarmed to see a shifting approach to breastfeeding among Hispanic mothers in the U.S. Here, they are less likely to practice exclusive breastfeeding than mothers of other races or ethnic groups, and they are more likely to initiate early introduction of solid foods.

To help these mothers and their children, the Center for Clinical and Translational Science (CCTS) awarded Dr. Linares \$25,000 for 1.5 years for her study Early Childhood Obesity Risk-Reduction Program in Hispanics (ECOR-H) that seeks to determine the feasibility and evaluate the clinical impact of a novel, tailored, culturally and linguistically appropriate community-based exclusive breastfeeding intervention.

Her work does not stop there. Dr. Linares has also been funded \$50,000 by the Passport Health Plan, Improved Health Outcomes Program (iHOP) to test the efficacy of a tailored peer counselor intervention for one year. The study will test a community-based peer counseling breastfeeding support program in which breastfeeding peer counselors—local community women who have successfully breastfed and have training in breastfeeding education—will work with their peers to improve breastfeeding outcomes.

Her impact as an assistant professor extends far beyond the classroom. In spring 2017, Dr. Linares will lead a service experience through the University of Kentucky Office of Education Abroad to the Universidad de Tarapaca, in Arica, Chile, where students will earn academic credit for Nursing in Global Health Settings (NUR 382). The course will provide students with an opportunity to learn about geopolitical issues surrounding health, ethics of global health, health disparities and specific information about the culture and health of communities where the nurses will be working.

“I want students to appreciate their significant role as a nurse and their impact in local, national and global levels,” said Dr. Linares. “With this experience, students can apply their knowledge to reduce diseases and improve health around the world and, specifically, in vulnerable populations.”

Making an Impact Through Research

\$20,493,105*

The College's
current active research
& training awards total

*DIRECT AND INDIRECT COSTS
AS OF JUNE 1, 2016

Debra Anderson

RESEARCH INTEREST

**Occupational Health
Nurse Training**

PRIMARY FUNDING SOURCE

NIOSH

TOTAL AWARDS

\$628,358

Amanda Fallin-Bennett

RESEARCH INTEREST

**Tobacco Policy and
Substance Abuse**

PRIMARY FUNDING SOURCES

BIRCWH,
UK Markey Cancer Center

TOTAL AWARDS

\$192,552

Misook Chung

RESEARCH INTEREST

**Cardiovascular Health:
Chronic Patients and
Caregivers**

PRIMARY FUNDING SOURCE

NIH-NINR

TOTAL AWARDS

\$2,404,267

Dianna Inman

RESEARCH INTEREST

**Substance Abuse
Treatment**

PRIMARY FUNDING SOURCE

SAMHSA

TOTAL AWARDS

\$758,459

Chizimuzo Okoli

RESEARCH INTEREST

**Nicotine and Tobacco
Product Use in
Cardiac Patients**

PRIMARY FUNDING SOURCES

NIH subcontract

TOTAL AWARDS

\$10,000

Kristin Ashford

RESEARCH INTEREST

Maternal and Child Health

PRIMARY FUNDING SOURCES

AADE DPP, CMS,
Ky. Cabinet for Health and
Family Services, NIH-NIDA

TOTAL AWARDS

\$4,375,383

Elizabeth Salt

RESEARCH INTEREST

**Management of
Chronic Pain**

PRIMARY FUNDING SOURCE

NIH-NCATS

TOTAL AWARDS

\$230,296

Terry Lennie

RESEARCH INTEREST

Nurse Scholars

PRIMARY FUNDING SOURCES

RWJF

TOTAL AWARDS

\$1,361,490

(includes NIH NINR "Nifty" grant)

Debra Moser

RESEARCH INTEREST

Cardiovascular & Cerebrovascular Health—Risk Self-Management

PRIMARY FUNDING SOURCES

PCORI, NIH-NINR

TOTAL AWARDS

\$4,143,662

Deborah Reed

RESEARCH INTEREST

Occupational Health—Kentucky Farmers

PRIMARY FUNDING SOURCE

NIOSH

TOTAL AWARDS

\$1,293,752

Ana Maria Linares

RESEARCH INTEREST

Intervention to Enhance Breastfeeding and Obesity Risk Reduction

PRIMARY FUNDING SOURCES

Passport Health Plan, UK CCTS

TOTAL AWARDS

\$75,547

Jennifer Hatcher

RESEARCH INTEREST

Cancer Screening and Health Disparities—Appalachia

PRIMARY FUNDING SOURCES

NIH-NCI, NIDDK, UK Markey Cancer Center

TOTAL AWARDS

\$974,745

Ellen Hahn

RESEARCH INTEREST

Tobacco Policy and Environmental Health

PRIMARY FUNDING SOURCES

AHA, ANRF, NIH-NIEHS, FHKY, KARP, KDPH, UK Markey Cancer Center, UK CCTS

TOTAL AWARDS

\$2,878,665

Francis Hardin-Fanning

RESEARCH INTEREST

Cardiovascular Health and Nutrition in Appalachia, Nursing Education for Veterans

PRIMARY FUNDING SOURCE

NIH-NINR, HRSA

TOTAL AWARDS

\$995,929

Susan Frazier

RESEARCH INTEREST

Nurse Scholars

PRIMARY FUNDING SOURCE

JONAS, RWJF

TOTAL AWARDS

\$170,000

Our faculty research investigators advance nursing science by promoting preventive health education and health care interventions for individuals, families, communities and populations through a diverse array of research initiatives. **These initiatives aim to reduce burdens associated with the most common health problems in Kentucky and the nation.**



CARDIOVASCULAR



MATERNAL HEALTH



OCCUPATIONAL HEALTH



TOBACCO



OTHER

High-Impact Leaders Join the Nursing Conversation: The Dean's Advisory Board



WRITTEN BY:
Jennifer Theriot

PHOTOGRAPHS BY:
Shaun Ring
Photography

For UK College of Nursing Dean and Warwick Professor of Nursing Janie Heath, PhD, APRN-BC, FAAN, one of the greatest sources of insight for decisions impacting the College is the Dean's Advisory Board. A diverse group of 19 members, the Dean's Advisory Board assists with long-term planning and philanthropic efforts, helps achieve goals and ensures the College is succeeding and leading in teaching, practice, service and research.

“The board is really helping Dr. Heath raise awareness about how the College impacts health and wellness in Kentucky and beyond,” says Dr. Barbara Teague, PhD, MSN, CPNA, chair of the Dean's Advisory Board. “The board's diversity and vast experience also provides a wonderful forum for discussion and problem solving.”



Since joining the College in 2014, Dr. Heath has transformed the board, creating a more formal structure and broadening its representation to include diverse perspectives by adding students and faculty members to the board.

When the College was creating its 2015–2020 Strategic Plan, board members were vital in providing feedback on how the College could strengthen its strategic goals. The board has also helped fortify relationships with local health care organizations, which helped establish the Norton Healthcare partnership with the College's DNP Program. Other matters the board has worked toward addressing include increasing the numbers of doctorally prepared nurses, the need to support students through scholarships and discussions about how to best serve the Eastern Kentucky region.



Chief nurses help bridge nursing practice and education

A key feature of the board is the membership of chief nurses from three major health care organizations throughout Kentucky: Colleen Swartz, DNP, MSN, MBA, RN, NEA-BC, FNAP, chief nursing officer at UK HealthCare®; Karen Hill, DNP, RN, NEA-BC, FACHE, FAAN, chief operating officer/ chief nursing officer at Baptist Health Lexington; and Tracy Williams, DNP, RN, FNAP, senior vice president and system chief nursing officer at Norton Healthcare.

“It’s very unusual to have three chief nurses of three premier health care organizations serving on one board at the same time,” says Dr. Heath. “To have their influence on one board is pretty powerful. It’s a gift.”

As board members, these nurse leaders foster a synergistic relationship between nursing practice and academe, ensuring the College is effectively preparing its nurses to support health care needs.

“ *It’s about finding that mutual benefit we can gain from being participants in shaping the College and how the College can gain value in being part of the conversations that are happening with their partners in the community they serve,” says Dr. Williams. “We can drive outcomes together on both sides.”*

According to Dr. Swartz, this mutual partnership between the College and health care organizations is especially important given the shifting health care landscape. “Health care is complicated and uncertain right now, and I think nursing can provide some stabilization. The advisory board can guide the leadership of the College to position itself for the future.”

Dr. Hill agrees that the chief nurses on the board play a key role in helping the College develop the nurses that changing health care systems most need. “We can advise the College in what competencies and skills are going to be necessary for nurses in the new health care systems,” she says. “Things are rapidly changing in practice, and this board is a way to help ensure the nurses being prepared by the College are able to meet workforce needs.”

Varied backgrounds bring a diversity of perspectives

The strength of the Dean’s Advisory Board truly lies in its members and their unique perspectives. The board includes nurses and non-nurses. There are members from clinical, academic and business backgrounds, as well as faculty, students and members who have former military and government positions. The varying experiences and areas of expertise on the board add immeasurable value to its discussions.

“In health care it’s important not to be so isolated that you only learn things from health care. It’s important to learn things from other industries,” says Dr. Hill.

One board member who contributes a strong business perspective is Gregory Au, MBA, BS, a senior vice president at Walmart Stores, Inc. An alumnus of the Gatton College of Business and Economics, Au became involved with the College of Nursing after establishing the Lynn Garman Au Undergraduate Nursing Scholarship in 2009 in memory of his first wife, Lynn, to honor the nursing care she received as a breast cancer patient.

“We had a great medical team working with us, but we were particularly touched by the nursing care,” says Au. “So my reasons for serving on the Dean’s Advisory Board are pretty clear. It’s a way of showing appreciation and paying it forward.”

For James Holsinger, MD, PhD, Wethington Endowed Chair in the Health Sciences and professor of preventive medicine and health management and policy, serving on the board is also a way of paying it forward and lending his professional expertise to the nursing profession.

“When I was a resident, I learned more about the correct practice of medicine from the hospital’s evening nurse supervisor than I did from physicians or professors,” says Dr. Holsinger. “She was helpful to everyone and taught us more about how to function in a hospital setting than anyone else did. As a consequence, I’ve always had great respect for my nursing colleagues. This is a way I can give back.”

Overall, members of the Dean’s Advisory Board work together to help ensure that the College is heading in the best direction for its students, faculty and the community.

“Everyone on the board is contributing their perspective and experience for the same mission,” says Dr. Heath, “to help the College of Nursing continue to flourish and advance the nursing profession.” ■

From Point of Care to Community Care: William Wells Brown Elementary



WRITTEN BY:
Sally Evans &
Elizabeth Adams

PHOTOGRAPHS BY:
Shaun Ring
Photography

A student falling behind in math class at William Wells Brown Elementary counted figures on a color-coded worksheet aloud with help from a guest tutor on March 11, 2016.

On her first day as a volunteer, Elizabeth Salt, PhD, RN, APRN, associate professor in the College of Nursing, pulled a chair up to the young boy's desk in the hallway of the school, providing individual attention as they solved problems as a pair. For Dr. Salt, who is more accustomed to teaching students at the doctoral level, working with a young mind was a refreshing reminder of her values.

“Periodically, I have to step back from my life and reflect on my teaching. Spending time at William Wells Brown reflects my value in believing, helping and loving other people when you can,” says Dr. Salt.

Working one-on-one with children at Williams Wells Brown, as well as other struggling elementary schools in the area, became a priority for faculty members and students across the University of Kentucky's campus after the school was listed at the bottom of statewide rankings during the 2014-2015 academic year. With assistance from United Way and support from College of Nursing Dean and Warwick Professor of Nursing Janie Heath, PhD, APRN-BC, FAAN, Dr. Salt organized a cohort of faculty members and students from the College to spend one hour a week working with students at the school. She believed it was unacceptable for an elementary school within the vicinity of the state's flagship university to suffer from low academic scores.

“It occurred to me that the incredible resources available at the university were likely not being accessed at their maximum capabilities,” Dr. Salt said. “I started to brainstorm on what I could do to help. I thought I could likely recruit my colleagues—the College has an awesome group of faculty and staff with so many unique talents and an incredible capacity to give and care for others.”

With nearly 40 people volunteering for first through fifth grades on a regular basis, William Wells Brown is certainly using every resource it has at its disposal. Not only are College of Nursing faculty and staff members making strides at William Wells Brown, but so are several nursing students who volunteer every Friday starting at 7:45 a.m.

College of Nursing BSN student Amelia Metz uses her past struggles in reading comprehension to fuel her desire to help William Wells' students excel. "I had a teacher in first grade who took the time to work with me, which gave me the confidence to succeed and enjoy reading," said Metz. "I've been wanting to get more involved in the Lexington community, and I love working with kids, so this volunteering opportunity seemed like a great fit for me."

William Wells Brown, which recently replaced Johnson Elementary and Russell Elementary, is a joint project between the Fayette County Public Schools and the Lexington-Fayette Urban County Government. The school sits on the grounds of the old Bluegrass-Aspendale Housing Project, currently between a new higher quality public housing project and privately owned family homes. In 2015, 88 percent of its students qualified for free or reduced lunch, one challenge among many the school faces daily.

William Wells Brown boasts an unrivaled \$15 million facility as the first true community school of its kind in the district. It prioritizes the approximately 400 students during the day but allows the community to use the facility in the evenings with the hopes of increasing opportunities for student achievement through family involvement.

It's very unique, and in the past year alone the school has seen a drastic increase in student performance and test scores because of community engagement and volunteers, says Butch Emerson, director of volunteers and family community liaison for William Wells Brown. "When volunteers visit the students regularly, they become mentors," Emerson said. "It gives these kids the opportunity to interact with professional people and ask them questions, and it also gives the volunteers the opportunity to stress the importance of education in achieving their goals or dreams."

Once a month, students complete as many addition and subtraction problems as possible during a 90-second assessment on the computer, said Williams. Because of volunteers, only one child did not perform in the green area last month, which was a huge improvement from the month prior. "Having someone who can give additional help to these students as well as listen to them really helps," said Williams. "It's important to have someone say 'let's look at this again' if they make a mistake because it gives them the basic math and comprehension practice they need."



William Wells Brown's deep ties to the community and individual focus on its students has paid off: the school has seen an increase of 19.2 points on the Kentucky Performance Rating for Educational Progress (K-PREP) tests as reported in fall 2015. With the hopes of continually increasing performance rates year by year, Williams says, "The more volunteers, the merrier!"

The College of Nursing is joined by other UK groups in its community engagement at William Wells Brown. Currently, pre-practicum students studying elementary education and special education are earning clinical hours at the school. Future plans include students being paired with a second-grader through the Big Brothers/Big Sisters School Plus Program to improve their reading and math skills.

A group of graduate students at UK studying applied behavioral analysis, led by Allan Allday, associate professor in the Department of Early Childhood, Special Education and Rehabilitation Counseling, also partners with the school to make behavior observations, collect data and support William Wells Brown staff with behavior interventions.

While there is still work to be done for William Wells Brown Elementary, the College of Nursing and Dr. Salt have much to say about the long-term success of its students.

“ Sometimes believing in someone is all they need to accomplish a dream. I want these students to have big dreams and for them to have the resources to make them come true,” says Dr. Salt. ■

ISAAC JONES
MedVet-BSN Student

Ten years after Isaac Jones enlisted into the U.S. and Kentucky National Guard in 2005, he enrolled in the University of Kentucky College of Nursing as one of the first students in the MedVet-BSN program.

Jones was first deployed in 2009, and as the only medic in his unit, he conducted more than 300 missions—more than anyone else on his team. He was mobilized to Active Duty three times: once for eight months at Ft. Dix where he worked with the Warrior Transition Unit and twice to Afghanistan to support Operation Enduring Freedom. Now, Jones uses both his military and clinical experiences to understand nursing concepts at a deeper level.

“The MedVet-BSN program has had a huge impact on me professionally and personally,” said Jones. “All of my experiences in the military have been applicable to my time in the program this semester, and I am able to take everything that I learn here and apply it in some manner to my military role with the U.S. Army and Kentucky Army National Guard.”

During his first deployment to Afghanistan, Jones worked with an embedded Special Forces battalion to provide medical care to local villages. He worked with a higher brigade during his second deployment to help develop medical enrichment opportunities within the community surrounding his outpost. Jones was awarded the Bronze Star for his service, which recognizes a member of the U.S. Armed Forces for his or her heroic or meritorious achievement.

Angela Grubbs, project director for the MedVet-BSN Option, notes Jones’ success in the program. “Isaac, now in his second semester, continues to demonstrate not only his knowledge, but his work ethic and desire to be of service. I have no doubt he will be an outstanding registered nurse, representing not only our university but our country as he continues his career.”

Jones is now taking what he has learned in the College and teaching it to lower-enlisted soldiers during drill. He will continue to encourage and mentor future veterans interested in the nursing field as he pursues his DNP and works in adolescent medicine.

“We are so grateful for our veterans and their sacrifice to our country,” said Dean and Warwick Professor of Nursing Janie Heath, PhD, APRN-BC, FAAN. “As a College, we want to give them everything they need to nurture their medical skills in a personalized environment that benefits from and respects their prior knowledge in the field.”

ZOHN CENTIMOLE
UK HealthCare CRNA, PhD Student

For the last decade, Zohn Centimole, PhD, CRNA, has juggled the rigors of earning his PhD, working clinical hours as a full-time nurse anesthetist for UK HealthCare® and serving as a husband and father to a 6- and 11-year-old—a feat he’s conquered with help from the UK College of Nursing.

Originally from Plum Springs, Kentucky, Dr. Centimole earned his BSN from Western Kentucky University in 2000 and afterward worked for Vanderbilt’s Trauma Center for three years. He then earned his master’s in nurse anesthesia from the Middle Tennessee School of Anesthesia before beginning his current work for the University of Kentucky Department of Anesthesia in 2006. “I thought there was something powerful in nursing. There’s something you can address and be a part of—helping a situation that could otherwise be helpless,” says Dr. Centimole.

Dr. Centimole realized there was a scarcity of doctorally prepared nurse anesthetists in the field and saw an opportunity to better understand the process of research production. Now, his aim is to reduce the occurrences of postoperative cognitive dysfunction (POCD), which he had seen the year prior in a patient who had undergone anesthesia. The purpose of his dissertation, which he finished May 2016, was to develop a technique of general anesthesia guided by the Bispectral Index™ (BIS) system entropy monitor to improve clinical outcomes in patients undergoing surgery.

“Most colleges would not allow a doctoral student to research a topic that did not match a faculty’s expertise,” says Dr. Centimole, noting that there are no other nurse anesthetists in the College. “Although that was the case, the College of Nursing still accepted me, which is a testament to its dedication to advancing nursing practice through clinical research.”

Dr. Centimole is currently working to submit a journal article through the American Association of Nurse Anesthetists (AANA) Foundation. “I would hope that after this research is disseminated, people will recognize that there are patients who are vulnerable to anesthesia and there are different ways to use anesthesia with tools that we already have,” says Dr. Centimole.

“Zohn is constantly seeking knowledge about the optimal ways to improve outcomes in the patients he works with every day,” says Debra Moser, PhD, RN, FAHA, FAAN, professor and Linda C. Gill Endowed Chair of Nursing and faculty advisor for Dr. Centimole. “As a nurse anesthetist, he applies scientific findings and clinical knowledge to individualize his care for every patient; as a nurse scientist, he is at the forefront of discovering new knowledge that will improve patient outcomes for those undergoing surgery with anesthesia.”



CONGRATULATIONS!

| | | |
|--|--|---|
| <p>BSN PINNING DECEMBER 2015 & MAY 2016</p> | <p>DNP & PhD HOODING MAY 2016</p> | <p>NORTON POST-GRADUATE CERTIFICATE MAY 2016</p> |
|--|--|---|

Congratulations to all of our graduates! Those late-night study sessions and crucial coffee trips have finally paid off. We are confident each of you will use your advanced nursing education to set the profession on fire. You have the tools you need to succeed and a lifelong community of supporters. **YOU** are unstoppable! We wish you the best in all of your nursing endeavors, and we'll always be here cheering you on.



Dr. Janie Heath and the College's faculty and staff invite you to attend the following scheduled events in Lexington. For more information, please visit our website: www.uky.edu/nursing.

2016

September 10

Scholarship Brunch

10 a.m. Hyatt Regency

Hosted annually, this event provides an opportunity for donors and their families to meet the recipients of their established scholarships. RSVP required.

OCTOBER 7

Homecoming Luncheon

11:30 a.m. Signature Club

Come celebrate our Golden Wildcats—the Class of 1966—on their 50th anniversary! Also the anniversaries for the classes of 1976 (40th), 1986 (30th), 1996 (20th) and 2006 (10th). RSVP required.

December 16

BSN Pinning Ceremony

10 a.m. Singletary Center for the Arts

Pinning Ceremony for the December graduates.



2017

May

5 BSN Pinning and Graduate Student Hooding Ceremonies

Singletary Center for the Arts

10 a.m. BSN Pinning Ceremony

1 p.m. Hooding Ceremony

MAY 7

UK Commencement

TIME TBD Rupp Arena

UK Graduation Ceremonies

for undergraduate and graduate students.



Coming Soon!

Phonathon

Calling and direct mail campaigns are conducted year-round to support our mission to Envision, Engage and Empower nursing students in education, research, practice and service. If you have already supported the College, we THANK YOU! If you would like more information, please contact Alumni and Annual Giving Coordinator Kerrie Moore: kerrie.moore@uky.edu or (859) 323-1966.

Continuing Education Opportunities

We offer live events, web courses, courses for college credit, the State Registered Nurse Aide (SRNA) course and MORE! For more information, go to: www.ukconce.org or contact Continuing Education Coordinator Emily Woods: eawo223@uky.edu or (859) 323-5851.



Events to be Scheduled:

Hall of Fame Ceremony

Induction ceremony for notable alumni

Nursing Leadership Lecture Series

Hear national leaders speak about their vision for nursing's future

Spring Alumni Event

Join fellow alumni for fun and fellowship

Questions?

Graduation ceremonies:

Contact Recruitment Coordinator Michael Hendrix mwhend2@uky.edu or (859) 323-6227

Other events:

Contact Kerrie Moore kerrie.moore@uky.edu or (859) 323-1966

General information:

Call our number (859) 323-5108

UK College of Nursing & Baptist Health PARTNER TO CREATE FELLOWSHIP

DEVELOPMENT
PROFILE

WRITTEN BY:
Sally Evans



Left to right: PhD Candidate Andrew “Drew” Bugajski, BSN, RN; College of Nursing Professor Emeritus Dorothy Brockopp, PhD, RN; PhD Candidate Alex Lengerich, MS.

“My desire to research chronic obstructive pulmonary disease [COPD] started in nursing school at UK,” says Andrew (Drew) Bugajski, a PhD candidate in the College and this year’s recipient of the Fellowship in Nursing Research from Baptist Health Lexington. “I was intrigued with the pathophysiological manifestation of obstructive diseases: emphysema, chronic bronchitis and bronchiectasis. When it was time for me to start looking for jobs, I knew I had to involve myself in a unit with a high prevalence of pulmonary patients. I knew I had to learn the ins and outs of these types of patients,” Bugajski says.

Bugajski’s research would not be possible without Baptist Health Lexington’s Fellowship in Nursing Research—an initiative to create a team of PhD students interested in conducting research and a testament to the hospital’s ongoing commitment to advance the overall nursing practice. “It is truly an amazing opportunity and experience,” says Bugajski. “I am working with hands-on, applicable and practical research within the hospital, and I get to help health care professionals develop their ideas and implement studies or research projects.”

Bugajski is a 24-year-old from Cincinnati, Ohio, and currently works in the Medicine West Intensive Care Unit at UK. He received his BSN from the UK College of Nursing in December 2014 and is expected to graduate with his PhD in May 2018.

“Getting a PhD allows me to impact whole populations instead of one to two patients at a time,” says Bugajski. “Having the ability to help more people in more ways is truly gratifying.”

Indeed, Baptist Health is allowing him to do just that. Recognized for its excellence in heart care, cancer care, nursing and the hospital’s Clinical Research Center, Baptist Health Lexington was established in 1954 and serves as a major medical research and education center, as well as a 383-bed Magnet®-designated tertiary care facility. It has a longstanding history of collaboration with colleges of nursing in providing research expertise for clinical and leadership staff to implement projects based on clinical questions or opportunities for improvement.

Dorothy Brockopp, PhD, RN, professor emeritus at the College of Nursing, has led the department for several years as Baptist Health’s nurse researcher and Nursing and Allied Health research coordinator. “She has been the consistency in the process,” says Karen Hill, RN, DNP, NEA-BC, FACHE, FAAN, chief operating officer/chief nursing officer of Baptist Health. “Through her teaching and mentoring expertise, we have worked with colleges to place both key faculty researchers and promising students like Drew to help support the numerous projects we have in promoting excellence.”

Bugajski plans to continue his research on self-management in populations with chronic obstructive pulmonary disease (COPD) and develop electronic-based self-management platforms that patients can use to help self-manage their disease. He has conducted research on hourly rounding, psychiatric inpatient fall risk, safety huddles and nursing retention.

What’s in store for Bugajski’s future? A way to give back and help students just like him. “I’d love to pursue a faculty position where I can continue my research and begin working toward becoming the dean of a research-intensive nursing school.”

“Our relationship with Baptist Health Lexington is one of mutual understanding that the dissemination of research will bring holistic change to quality patient care,” says Dr. Janie Heath, dean and Warwick Professor of Nursing. “Its grant is a gift not only for our scholar, Drew, but for the limitless lives he will impact through his deeper knowledge of COPD.”

To be a part of our partnership efforts or for information on giving, contact Alumni and Development Coordinator Aimee Baston aimee.baston@uky.edu or (859) 323-6635.

Engagement

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Meet the New President OF CONAA!

ALUMNI
ASSOCIATION

WRITTEN BY:
Sally Evans



We are excited to welcome Patricia (Patti) K. Howard, PhD, RN, FAEN, FAAN, adjunct assistant professor, to her new role as president of the College of Nursing Alumni Association (CONAA)! She will spearhead our ongoing effort to assist more than 6,000 alumni in staying connected through networking, mentoring and more. Dr. Howard earned her BSN, MSN and PhD all from the UK College of Nursing and is now the enterprise director of Emergency Services for UK HealthCare.

Dr. Howard's interests include pain, family presence and injury-prevention initiatives. Recognized as one of the 50 most distinguished alumni by the UK College of Nursing, she has made significant contributions to the profession of nursing and the specialty of emergency nursing. She speaks nationally on emergency care topics and is co-section editor for the research-to-practice column of the Emergency Nurses Association (ENA) Journal as well as the co-editor of the sixth edition of Sheehy's Emergency Nursing Principles and Practices text. Dr. Howard received the Judith Kelleher Award from ENA in 2011.

Not only has Dr. Howard served on several national committees, she previously served as the 34th president of the ENA, where she is currently serving a three-year term on the national board of directors. Dr. Howard is also a member of ANA, Sigma Theta Tau, NAEMSE, AHA and AONE and is a Fellow of the American Academy of Nursing.

Thank you to our generous donors who contributed to our College in 2015-2016.

To learn more about giving or to view a full list of donors, visit www.uky.edu/nursing/giving.



Our Mission

The mission of the University of Kentucky College of Nursing is to promote health and well-being through excellence in nursing education, research, practice and service while fostering diversity and inclusion.

Our Vision

The College of Nursing will be one of the nation's top nursing programs in education, research, practice and service.

Our Values

- U** Unique and innovative contributions to healthcare
- K** Knowledge and evidence-based practice
- C** Collaborative and diverse learning environments
- O** Open and respectful relationships
- N** Nursing leadership and recognition

***“We need more diversity
in the health care workforce.
We treat people from all over the
world, and when we reflect that
same diversity, the outcomes
are better for everyone.”***

—Jennifer Hatcher, PhD, MPH, RN