

# Opportunities

OPPORTUNITIES/Fall 2013

## OPPORTUNITIES



{ *school*  
LIFE  
WORK }

BALANCING

# ACT



# Amazing Impressions



Prior to being named interim dean of the College of Nursing, I was keenly aware of the many talents of our students. Since assuming the role, I am even more aware of their capabilities and motivation to learn. The dedicated faculty, staff, preceptors and others who contribute to their education are equally impressive. For these reasons, we are excited about featuring some of our students who are balancing multiple demands while enrolled in rigorous programs of study, yet still find time to do even more!

When you read the “balancing act” article, I believe you will be impressed — and perhaps amazed — about the way DNP student Autumn Roque balances her personal and professional life while coordinating a commute from her home in northern Virginia to her work in Washington, and classes five times a semester at the College of Nursing in Lexington! There is no doubt that using information technology for a variety of curriculum strategies and methods eases her study burden somewhat. Still, it takes resilience, dedication and love for knowledge to maintain oneself whether in the BSN, DNP or PhD program.

Not long ago, I asked two of our BSN students why it was important for them to seek employment in a hospital setting while enrolled in school. Kate McNulty said she planned on applying for a nursing externship during the summer before her last semester in order to have additional nursing experience. Similarly, Ryanne Haga spoke about how grateful she was to have the opportunity to participate in the Norton Extern Program. Ryanne said, “I think this is going to be an optimal time to use everything I have learned here at the UK College of Nursing and practice in real time in a very hands-on manner.”

Finally, when you read about the research grants that faculty members have received since the last issue of Opportunities, you will have a better understanding about why students come to UK for their PhD studies. They get very involved in the research activities of our gifted, talented faculty. Our PhD graduates leave here prepared to be scientists with the capability of addressing clinical problems that our DNP graduates will then incorporate into their evidence-based practice leadership roles.

**In sum, the payback of students’ investment of time and resources is certainly well worth the outlay. Thank you for supporting them in their efforts!**

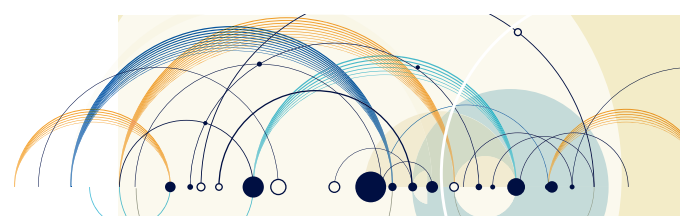
A handwritten signature in black ink that reads "Patricia B. Howard". The signature is written in a cursive, flowing style.

Patricia B. Howard, PhD, RN, NEA-BC, FAAN  
Interim Dean and Professor



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Helping, Healing, Caring Hands



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Amplifying the Art of Education



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## Efforts to Maximize Perinatal Outcomes in Women-at-Risk (EMPOWR)

**Kristin Ashford, women's health nurse practitioner and associate professor**, received a four-year, \$587,038 Start for Mothers and Newborns grant from the Centers for Medicare & Medicaid Services (CMS). The purpose of this award is to test whether or not an enhanced pregnancy centering model will reduce the incidence of adverse perinatal outcomes. EMPOWR will empower women via self-management and peer support.

## A Dietary Antioxidant Intervention for Secondary Prevention of Cardiovascular Disease

**Martha Biddle, assistant professor**, received a University of Kentucky Faculty Research grant for \$20,000 to test the effect of a dietary antioxidant intervention on biomarkers of inflammation in patients who have experienced myocardial infarction.

## Managing Nicotine Withdrawal in Medical and Surgical Patients

**Audrey Darville, assistant professor and certified tobacco treatment specialist for UK HealthCare**, received a two-year, \$199,082 investigator-initiated grant from the Pfizer Medical Education Group. With this award, Dr. Darville and her team will develop and promote participation in web-based training modules to provide information for managing nicotine withdrawal and tobacco use cessation, provide a discussion forum for providers and clinical experts, and monitor withdrawal management practices of providers by specialty at UK HealthCare pre- and post-intervention.

## FRESH: Dual Home Screening for Lung Cancer Prevention

**Ellen Hahn, professor and director, Kentucky Center for Smoke-free Policy and Tobacco Policy Research Program and Marcia A. Dake Professor in Nursing**, received a \$2,100,351 grant from the National Institute of Environmental Health Sciences. The goals of this project are to test a dual home screening and tailored environmental feedback intervention designed to reduce environmental risks for lung cancer, and to identify factors associated with monetary incentives for radon mitigation.

## Promoting Responsive Smoke- and Tobacco-free Policy Adoption and Implementation

**Ellen Hahn, professor and director, Kentucky Center for Smoke-free Policy and Tobacco Policy Research Program and Marcia A. Dake Professor in Nursing**, received \$50,000 for year one of what is anticipated to be a five-year initiative from the Foundation for a Healthy

Kentucky. The goal of the study is to promote smoke- and tobacco-free policy adoption and effective implementation through advocacy, policy analysis and monitoring, and stakeholder engagement.

## Community Partnerships for Tobacco Prevention and Cessation

**Ellen Hahn, professor and director, Kentucky Center for Smoke-free Policy and Tobacco Policy Research Program and Marcia A. Dake Professor in Nursing**, received \$114,263 from the Kentucky Health Services to monitor progress in reducing tobacco use in Kentucky and meeting CDC tobacco prevention and cessation goals.

## Reducing Health Disparities in Appalachians with Multiple Cardiovascular Disease Risk Factors

**Debra Moser, professor and Linda C. Gill Chair in Nursing**, received a \$2,092,473 contract from the Patient Centered Outcomes Research Institute (PCORI) to determine the effectiveness of a patient-centered CVD risk reduction intervention in a major at-risk population living in an environment where CVD risk reduction is difficult.

## Early Detection and Prevention of Mild Cognitive Impairment Due to Cerebrovascular Disease

**Debra Moser, professor and Linda C. Gill Chair in Nursing**, is a multiple principal investigator with Gregory Jicah, associate professor, Department of Neurology and Sanders-Brown Center on Aging, on a \$1,859,780 National Institute of Nursing Research funded study to directly increase the understanding of and impact of the major cause of cognitive decline in the elderly population.

## Aging, Neuromuscular Behavior, and Risk of Occupational Low Back Pain

**Deborah Reed, professor**, is collaborating with Babak Bazrgari, assistant professor, College of Engineering, (principal investigator) on a grant funded for \$413,233 from the National Institute for Occupational Safety and Health (NIOSH). The purpose of the project is to explore relationships between aging and spine biomechanics.

## A Model of Decision-Making in Rheumatoid Arthritis

**Elizabeth Salt, assistant professor and rheumatology nurse practitioner**, received a \$225,000 grant from the American College of Rheumatology to empirically evaluate a process of decision-making used by rheumatoid arthritis patients as they decide to take medications for this disease and to determine if medication adherence impacts disease activity.

### 2012-2013 College of Nursing Student Awards

College of Nursing Alumni Association  
Presidential Award  
**RECIPIENT: Allison Jones**

Carolyn A. Williams Award  
**RECIPIENT: Sharon Lake**

Sebastian-Stanhope Award  
**RECIPIENT: Sarah Lester**

College of Nursing Alumni Association  
Nightingale Award  
**RECIPIENTS:  
Katelyn Dekker (December 2012)  
Kristina Robinson (May 2013)**

College of Nursing Faculty Award  
**RECIPIENTS:  
Kathleen Davis (December 2012)  
Kyndal Riley (May 2013)**

Maurice A. Clay Award (Omicron Delta  
Kappa Leadership Award)  
**RECIPIENT: Naomi Sloan**

Baptist Health Nursing Leadership Award  
**RECIPIENTS: Jacob Higgins  
(December 2012)  
Naomi Sloan (May 2013)**

UK HealthCare Commitment to Nursing  
Excellence Award  
**RECIPIENTS:  
Samantha Quaine (December 2012)  
Meng Zhang (May 2013)**

### 2013 Delta Psi Award Recipient

SPRING ACHIEVEMENT AWARDS  
Marion McKenna Leadership Award  
**RECIPIENT: Patty Hughes**

### 2013 College of Nursing Student Scholarship Showcase Awards

Best Undergraduate Student Oral  
Presentation  
**RECIPIENT: Anthony Carney**

Best Graduate Student Oral Presentation  
**RECIPIENT: Nattarose (Eve) Srihakim**

Best Undergraduate Poster Presentation  
**RECIPIENTS: Nicole Carlon, Shauna  
Sheehy, Nicole Smith, Lindsey Cole and  
Jesslyn Kolpek**

Best Graduate Student Poster  
Presentation  
**RECIPIENT: Cynthia Baxter**

### 2013 College of Nursing Annual Award Recipients

Employee of the Year Award  
**RECIPIENT: Sherry Holmes**

Excellence in Undergraduate  
Precepting Award  
**RECIPIENT: Ellie Scherrer**

Excellence in Graduate Precepting Award  
**RECIPIENT: Christina McGlothlin-Boggs**

Excellence in Graduate Teaching Award  
**RECIPIENT: Lynne Jensen**

Excellence in Part-Time Teaching Award  
**RECIPIENT: Katie Bailey**

Excellence in  
Research/Scholarship Award  
**RECIPIENT: Zim Okoli**

Excellence in Clinical Practice Award  
**RECIPIENT: Carol Martin**

Excellence in Undergraduate Unit/Agency  
Award (tie vote)  
**RECIPIENT: UK Chandler Emergency  
Department**

**RECIPIENT: UK HealthCare Good  
Samaritan Wound Care Clinic**

Gloe L. Bertram Award  
**RECIPIENT: Mary Gregory**

Louise J. Zegeer Award  
**RECIPIENT: Gina Lowry**

Teaching Excellence in Support of  
Professional Nursing  
**RECIPIENT: Magdalena Muchlinski**

### 2012-2013 Other Faculty Awards

Saha Award for Cardiovascular Research  
and Education, UK (2012)  
**RECIPIENT: Demetrius Abshire**

Teacher Who Made a Difference,  
UK College of Education (2013)  
**RECIPIENT: Kristin Ashford**

Academic Leadership Development  
Program Fellow, Southeastern  
Conference Academic Consortium  
(2012-2013)  
**RECIPIENT: Patricia Burkhardt**

Arteriosclerosis/Heart Failure Research  
Award, American Heart Association,  
Council on Cardiovascular Nursing (2012)  
**RECIPIENT: Misook Chung**

Marie Cowan Promising Young Investigator  
Award, American Heart Association  
(November 2012-November 2013)  
**RECIPIENT: Rebecca Dekker**

Inducted as Fellow, American Heart  
Association (2012)  
**RECIPIENT: Susan Frazier**

Certificate of Appreciation, Development  
and Delivery of Nursing Continuing  
Education, UK College of Nursing  
(2012-2013)  
**RECIPIENT: Carrie Gordy**

Alumni Professorship,  
UK (July 2012-June 2017)  
**RECIPIENT: Ellen Hahn**

Teacher Who Made a Difference, UK  
College of Education (2013)  
**RECIPIENT: Lynne Jensen**

Sarah Bennett Holmes Award, UK  
Women's Forum (2013)  
**RECIPIENT: Lynne Jensen**

Fellow, American Heart Association,  
Seminar in Epidemiology and Prevention  
of Cardiovascular Disease (2012)  
**RECIPIENT: Gia Mudd-Martin**

Good Samaritan Foundation Professorship  
and Endowed Chair in Community Health  
Nursing, UK College of Nursing (October  
2012-October 2017)  
**RECIPIENT: Deborah Reed**

Fellow, American Association of  
Occupational Health Nurses (2013)  
**RECIPIENT: Deborah Reed**

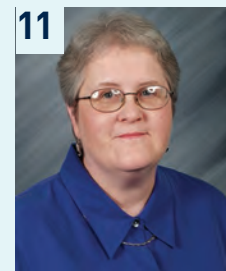
Teacher Who Made a Difference, UK  
College of Education (2013)  
**RECIPIENT: Carol Riker**

Inducted into the UK College of Public  
Health Hall of Fame (2012)  
**RECIPIENT: Marcia Stanhope  
(emerita faculty)**

Distinguished Alumni, University of  
Alabama at Birmingham (2012)  
**RECIPIENT: Marcia Stanhope  
(emerita faculty)**

Kentucky Coalition of Nurse Practitioners  
and Nurse Midwives (2013)  
**RECIPIENT: Kathy Wheeler**

# Award Recipient GALLERY



1/ Teacher Who Made a Difference, UK College of Education (2013): **Carol Riker**; 2/ Fellow, American Heart Association, Seminar in Epidemiology and Prevention of Cardiovascular Disease (2012): **Gia Mudd-Martin**; 3/ Excellence in Graduate Precepting Award: **Christina McGlothlin-Boggs**; 4/ Student Scholarship Showcase — **Dr. Barbara Teague**, donor; Best Undergraduate Poster Presentation, **Lindsey Cole** (not pictured: Nicole Carlton, Shauna Sheehy, Nicole Smith and Jesslyn Kolpek); Best Undergraduate Student Oral Presentation: **Anthony Carney**; Best Graduate Student Oral Presentation: **Nattarose (Eve) Srihakim**; Interim Dean **Patricia B. Howard**; 5/ Sarah Bennett Holmes Award, UK Women's Forum (2013): **Lynne Jensen**; 6/ Excellence in Undergraduate Unit/Agency Award: (tie vote) **UK HealthCare Good Samaritan Wound Care Clinic** (pictured) and UK Chandler Emergency Department; 7/ Excellence in Clinical Practice Award: **Carol Martin**; 8/ Excellence in Research/Scholarship Award: **Zim Okoli**; 9/ Teaching Excellence in Support of Professional Nursing: **Magdalena Muchlinski**; 10/ Employee of the Year Award: **Sherry Holmes**; 11/ Inducted as Fellow, American Heart Association (2012): **Susan Frazier**; 12/ Good Samaritan Foundation Professorship and Endowed Chair in Community Health Nursing, UK College of Nursing (October 2012-October 2017): **Deborah Reed**

## Faculty Transitions

**Kristin Ashford**

Kristin Ashford, PhD, RN, APRN, has been promoted to associate professor with tenure. She received her PhD in nursing from UK

in 2007. She began her research career as an NIH BIRCWH (Building Interdisciplinary Research Careers in Women's Health) Scholar. She currently serves as PI on an NIH COBRE (Centers of Biomedical Research Excellence) study in which she leads a multi-center trial across two states. She is administrator of the Kentucky GIFTS (Giving Infants and Families Tobacco-free Starts) program, working jointly with the Kentucky Department of Public Health to provide smoking cessation and wellness services to prenatal and postpartum women across Appalachia. Dr. Ashford was named the 2010 Nurse Researcher of the Year by the Kentucky Nurses Association Nursing Education and Research Cabinet. She also received the Outstanding Early Career College/University Teacher Award from the Kentucky Academy of Science.

**Patricia Burkhart**

Patricia Burkhart, PhD, RN, has been promoted to professor with tenure. She is the associate dean of the undergraduate

program in the College of Nursing, where she teaches undergraduate parent-child nursing and mentors undergraduate research interns. She co-directs the Deans' Interprofessional Healthcare Honors Colloquium at UK. Dr. Burkhart's research is an expansion of her dissertation study, which focused on testing an intervention to improve children's adherence to asthma self-management. Her work has been published in several nursing and medical journals. Her award-winning presentations have been given at numerous national and

international conferences. She has received research funding from the National Institute of Nursing Research/National Institutes of Health and the National Institute for Occupational Safety and Health. Dr. Burkhart served on the board of directors of the Lexington-Fayette County Health Department from 2003-2012. In 2008 she received the Society of Pediatric Nurses Excellence in Nursing Research Award. She also received the Excellent Undergraduate Research Mentor Award at the 2008 UK Showcase of Undergraduate Scholars.

**Karen Butler**

Karen Butler, DNP, RN, has been promoted to associate professor with tenure. She earned both her MSN and DNP

degrees from UK, finishing her DNP in 2006. Dr. Butler is a clinical course coordinator in the undergraduate program and teaches in the DNP Program as well. In 2006 she joined the Tobacco Research Policy Program as a faculty associate. She has won awards for her work in both scholarship and education, including the Louise Zegeer Excellence in Undergraduate Teaching Award in 2008. Dr. Butler has clinical and research interests in adult health promotion, including tobacco dependence prevention and treatment. Dr. Butler's work related to nursing education, leadership, evidence-based nursing practice, college student health and tobacco has been presented in local, state, national and international venues, and has been published in a variety of journals. She is a member of five professional organizations and serves on multiple manuscript review panels.

**Claudia Diebold**

Claudia Diebold, MSN, RN, CNE, retired in June 2013, after teaching in the undergraduate program at the college since

1994. She was promoted to senior lecturer in 2009. She was the course coordinator of Professional Nursing Care Across the Lifespan, an eight-credit-hour fundamentals course, Career Management, a senior-level course preparing students for their first position; and the NCLEX. She developed the Skills Lab Internship Program, an enhancement course for undergraduate students. She also served as the faculty co-coordinator of the Nurse Residency Program since 2002, when UK was one of the original pilot sites. She served on the original curriculum development task force and the recent curriculum revision task force. She was also the site evaluator for the Commission on Collegiate Nursing Education Nurse Residency Accreditation process.

**Jan Findlay**

Jan Findlay, PhD, RN, APRN, assistant professor, has joined the faculty and UK HealthCare in a collaborative position with the college and

with UK HealthCare Nursing. In addition to service and scholarship, Dr. Findlay's teaching role will primarily be in the DNP Program, in the Psychiatric/Mental Health Track BSN-DNP Option. Her clinical practice will focus on evidence-based practice endeavors at Eastern State Hospital.

Dr. Findlay is a 2012 graduate of the college's PhD Program. Her dissertation was titled "Decision-Making Processes and Health Behaviors among Adults Diagnosed with Schizophrenia." Her practice has focused on psychiatric/mental health since 1991. In 2013 she completed the post-masters certificate, Psychiatric Mental Health Nurse Practitioner, at Eastern Kentucky University, Richmond, Ky. She earned her BSN at Capstone College of Nursing, University of Alabama, Tuscaloosa, and her MSN at the University of Alabama at Birmingham



**Melanie Hardin-Pierce**

Melanie Hardin-Pierce, DNP, RN, APRN-BC, ACNP, has been promoted to associate professor with tenure. She

has an extensive background in adult critical care. Her research interests include improving outcomes in the mechanically ventilated adult critically ill patient population, prevention of ventilator-associated pneumonia, and positional therapy as an adjunct treatment for acute respiratory distress syndrome. She has written numerous textbook chapters in the area of high acuity nursing and is a co-editor of an award-winning, nationally recognized critical care textbook, *High Acuity Nursing* (fifth edition). Dr. Hardin-Pierce teaches in the graduate program, practices as an acute care nurse practitioner at Baptist Health Lexington and is also involved in research with the college's RICH Heart Group.



**Sharon Lock**

Sharon Lock, PhD, RN, APRN, associate professor and coordinator for the Primary Care Track in the DNP Program, is serving

as interim associate dean for MSN and DNP Studies. Dr. Lock is in the position while Patricia Howard is serving as interim dean of the college. In addition to her teaching, research and administrative duties, Dr. Lock continues to practice at the UK Women's Health and Rheumatology Clinic.



**Leslie Scott**

Leslie Scott, PhD, PNP-BC, CDE, has been promoted to associate professor with tenure. Dr. Scott is a 2004 PhD graduate of UK. She

is the coordinator for the Pediatric Nurse Practitioner BSN-DNP Track and a board-certified pediatric nurse practitioner with more than 20 years' experience as a certified

diabetes educator. Her clinical practice is in the pediatric endocrinology clinic at UK. She has provided care to children with diabetes for more than 18 years. Dr. Scott received the Excellence in Clinical Practice Award from the College of Nursing in 2007. She received the Outstanding Community Service Award-Camp Hendon from the Bluegrass Leadership Council in 2006 and she received the Diabetes Educator of the Year Award in 1999 and 2003 from the Kentucky Chapter of the American Diabetes Association and Kentucky Lion's Club.



**Darlene Welsh**

Darlene Welsh, PhD, RN, has been promoted to associate professor with tenure. Dr. Welsh received her MSN from

UK, specializing in adult critical care. Her PhD is in Educational Psychology from the UK College of Education. She teaches critical care nursing and coordinates a senior practicum in the College of Nursing undergraduate program. Her research interests include occupational stress among hospital nurses, nursing care and intervention for heart failure patients, and patient and student education.

**Staff Transition**

**Carol Donnelly**

Carol Donnelly, BA, retired in January



2013 after serving as the college's grants facilitator since July 2000. In this capacity, she assisted research faculty and PhD students with grant applications, renewals and manuscript editing. She also edited and published *Inquiring Minds*, a newsletter highlighting the research and scholarship accomplishments of faculty and students in the college, and served as webmaster for the research section of the college's website. Prior to coming to the College of Nursing, she served for six years in a similar position at the Southeast Center for

Agricultural Health and Injury Prevention. Post-retirement, she does consulting and freelance editing.

**In Memory**



**Gwen Lee**

Dr. Gwen Lee, 77, professor emerita of the College of Nursing, passed away due to Alzheimer's Disease in July 2013. Dr. Lee retired

in 2002. She specialized in parent-child nursing, nurse-midwifery and maternal-child health early intervention. She also conducted research, taught and mentored many nursing students during her tenure. Dr. Lee earned her diploma in nursing from the School of Nursing, Nashville General Hospital, Nashville, Tenn. (1955); a BS from Stetson University, Deland, Fla. (1959); an MS from the University of Colorado, Boulder, Colo. (1969); and a Doctor of Education from University of Tennessee, Knoxville, Tenn. (1973). Prior to coming to the University of Kentucky, she served on the faculties of the University of North Carolina Chapel Hill, Clemson University, University of Tennessee (Memphis) and the University of Washington (Seattle). Contributions are suggested to the Alzheimer's Association, 6100 Dutchmans Lane, Ste. 401, Louisville, KY, 40205.

**University Has New Provost!**



**UK President Eli Capilouto announced that Dr. Christine Riordan — most recently dean of the Daniels College of Business at the University of**

**Denver — is UK's new provost.** Look for more on Dr. Riordan's first months at UK and her vision for education at UK in the next *In Step* magazine, to be released in February 2014.



WRITTEN BY:  
Rebekah Tilley

PHOTOGRAPHS BY:  
Lee Thomas



{ school  
LIFE  
WORK }

## BALANCING

# ACT

In the dark morning hours of 4:30, 5:00, 6:00, a chorus of alarms goes off. Some people start the day with yoga, prayer, or some other meditative activity that centers and grounds the mind and spirit for the day ahead.

*Others just hit the ground running.*

Driving with one hand on the wheel and the other grasping a travel mug of lukewarm coffee, they drop their children off at school and daycare before searching for a parking space at work or school. And so the day begins ...

*...wheh!*

meet...  
**Sonia**  
**YAKSICH**

BSN, BS, RN

Birthing Center Staff Nurse  
UK Albert B. Chandler Hospital  
Lexington, Ky.

 **12HR NIGHT SHIFT** 

IN BED BY **9:00 a.m.** | AWAKE BY **3:00 p.m.**



Always begins the day  
with **PRAYER**

“It helps me  
keep things  
in perspective.”



**DOES NOT  
DRINK CAFFEINE!**



loves herbal tea  
FAVORITE // Rooibos tea



MARRIED



Oh yeah...  
Her **husband** is a  
full-time nursing  
student, too!



*Had a baby while  
going through the  
RN-to-BSN Option!*



CHILDREN

**GETS ME THROUGH THE DAY:**  
I try to eat **dinner with my family** as  
often as possible. That way I am at least  
spending a quality 30-45 minutes with  
everyone. I leave for work at 6 p.m., so  
sometimes it is a very early dinner!



**3**

DEGREES

**OTHER DEGREES:**  
BS in Psychology  
AS in Nursing

### SONIA'S MOTIVATION TIPS

**“Know your limits:** Opt for  
the part-time option when  
needed to balance life.”

**3...2...1...**

“I have a countdown app on my tablet  
that let’s me know how many days until  
graduation. It really helps to see the days  
passing by!”

In one sense, nurses are always students: always studying, always keeping up with the latest in health care research related to patient care.

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*“Self-development is very much a natural part of what a nurse does,” says Patricia B. Howard, PhD, RN, NEA-BC, FAAN, professor and interim dean, College of Nursing.*

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However, formally going back to school takes learning to the next level. Whether they are going back for a second degree in nursing, enrolling in the RN-BSN Option, or are students in the Doctor of Nursing Practice (DNP) or PhD program, nurses juggling school, life and a job perform a balancing act that requires a lot of flexibility and time management skills to be successful.

All of this adds up to a tremendous number of people returning to nursing school while simultaneously working and supporting a family. Fortunately most nursing programs assume that students are working full time and offer options for part-time study. When it comes to balancing work and school, it actually helps that nursing is a 24-7 job. Since nurses can work days or nights, weekdays, weekends and holidays, a resourceful student nurse can work around the demands of work, classes and personal life.

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That’s exactly what Sonia Yaksich, BSN, BS, RN, UK Birthing Center staff nurse, UK Albert B. Chandler Hospital, needed to finish her bachelor’s degree in nursing by enrolling in the RN-BSN Option. She already had earned an associate’s in nursing and a bachelor’s degree in psychology.

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In the RN-BSN Option, says Gina Lowry, PhD, RN, senior lecturer and coordinator of the RN-BSN Option, students meet for class six times in the fall semester, four times in the spring and three times in the summer to limit the amount of time they will need to request time off from work. “The RN-BSN Option is designed around a distributed learning format, which means the classes are a mix of online, in-class and independent study,” says Dr. Lowry. Additionally, most classes are held on Saturdays. Dr. Lowry adds, “You just figure it out,” when she recounts the scheduling gymnastics she did during that time of her life.

Mrs. Yaksich’s example convinced her husband to go back for a second degree in nursing as well. They were both in school until Mrs. Yaksich graduated from the RN-BSN Option in May 2013.

“The end was pretty difficult,” says Mrs. Yaksich. “I have three children and a husband who is in

school full time so it was quite a juggling act. My final semester I worked three night shifts per week and then I had a public health class that had a clinical every Tuesday, and then every Thursday I had a 12-hour Synthesis class. I was doing four 12-hour days and one five-hour day per week just of school and work, and I also had papers to write. All that and my children as well, including one who was born at the beginning of my last semester. So life was pretty crazy.”

Despite the challenging finish, Mrs. Yaksich says the pace of life overall while working toward her BSN “... was really not that bad. At UK, you can choose to go full time for 12 months or you can do part time for two years. I did the part-time option, and as a UK employee my tuition was paid for. Also, the hospital was always accommodating and made sure not to schedule me the nights before I had class or clinical. I think if I can do it working full time with three kids, anybody could do it.”

# JOY

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“I don’t know many nursing students who don’t have at least one pit stop to some coffee shop throughout the day,” says second degree BSN student Joy Coles, BS, whose personal favorite pick-me-up is a caramel macchiato from Starbucks. “If coffee isn’t your thing, it’s tea, or some sort of snack, something to get you through the second half of the day.”

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Ms. Coles earned a degree in biomedical science and worked in clinical research for a few pharmaceutical companies before realizing nursing was her calling. “It just wasn’t fulfilling for me because my passion is to work with and serve people,” says Ms. Coles. “It provoked me to go ahead and pursue my dream of becoming a nurse.”

With three children at the tender ages of 9, 7 and 2 and working one 12-hour shift a week as a student nurse tech at Baptist Healthcare in Lexington, she has learned to take the time management skills she is being taught for nursing and apply them to the rest of her life.

“As I’ve been mentored by registered nurses, I’ve learned that time management is crucial,” says Ms. Coles. “I hope to be an ICU nurse and could have up to two critically ill patients to care for at the same time. It all becomes about prioritizing. One of the skills that UK has really done a great job teaching us is how to prioritize. In my day-to-day life, I work off a grid, literally. I block off my time.”

Her day usually starts at 4:30 a.m. with prayer and doesn’t end until around 11:30 p.m., which makes Ms. Coles’ daily pilgrimage to Starbucks even more understandable. She keeps a realistic yet positive attitude toward the demands placed on her by school, work and family.

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*“It’s a continual **balancing act** that requires support from family and faculty. I have by no means mastered it. I rely on my faith, and I understand I have to be able to adjust. And that’s something about being a nurse, period. You just have to be flexible. And you have to be willing to roll with the punches. Being at UK, I’ve really honed in and learned how to do that.”*

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meet... **Joy COLES**

Student Nurse Tech  
Baptist Healthcare,  
Lexington, Ky.

Joy's  **DAY STARTS AT**  
 **4:30 a.m.**



**A DAY** {drink of choice}  
**CARAMEL MAGGIATO**

**+** Always begins the day  
with **PRAYER**  
{ "To stay centered, rely  
on something bigger  
than yourself." }

  
**MARRIED**


  
**CHILDREN**

**30** **MILES**  
**TRAVELED**  
**PER DAY**

second degree  
*BSN student*



**FIRST DEGREE:**  
Bachelor of Science in  
Biomedical Science

 "My whole life is  
in my iPhone."

**Laughs often!**  
*Natural stress-reliever*

**IN BED BY**   
**11:30 p.m.**



**JOY'S  
MOTIVATION TIPS**

"Be flexible in all aspects of your life."

"Have a support system in place and  
stay positive! You can't move forward  
and look back at the same time."





meet...

# Ashley GUILIANI

BSN, RN

ICU Staff Nurse  
UK Albert B. Chandler Hospital  
Lexington, Ky.

*Ashley's*  
DAY STARTS AT  
5:30 a.m. 



CUPS A DAY



{guilty pleasure drink}  
**NON-FAT VANILLA  
CHAI TEA LATTE**



pick-me-up  
Diet Coke in the afternoon



MARRIED



**1**   
BELOVED  
PUPPY



GETS ME THROUGH THE DAY:  
Knowing that I come home from  
work or clinical to my puppy  
sitting on the stairs to greet me  
(*best thing in the world!*) and  
eating dinner with my husband  
pretty much every evening.

**1** DEGREE



third-year  
BSN-DNP student



**100+**  
texts per week

**WITH CORE GROUP OF FRIENDS**  
about class assignments,  
encouragement or just to decompress...

IN BED BY  
**10:30** p.m. 

# ASHLEY

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More than caffeine, successful working students tend to have extensive networks of support systems in place that make managing school, work and life possible. They include managers willing to be flexible with their work schedules as well as spouses and families willing to shoulder extra family responsibilities. And in the case of Ashley Guiliani, BSN, RN, ICU staff nurse, UK Albert B. Chandler Hospital, the most critical component is a group of friends and co-workers going through the program together.

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While a BSN equips nurses with a broad-based education, a DNP will put Ms. Guiliani at a level where she and her colleagues will apply research findings to practice and lead evidence-based change. “We are preparing leaders in advanced practice to go out and be the ones who actually change practice,” says Interim Associate Dean for MSN and DNP Studies and Associate Professor Sharon Lock, PhD, RN, APRN.

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*“Our families are very supportive, but the support we give each other is really our saving grace. There are times when each of us becomes so overwhelmed that we want to quit. But our motto is ‘no child left behind.’ We’re all going to do this together. Just knowing that you’re not the only one who’s feeling overwhelmed helps put a different perspective on things.”*

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While she is going in a million different directions throughout the week, Ms. Guiliani connects with her group via hundreds of text messages discussing class assignments, offering general encouragement and making arrangements to find a narrow window of time when they can all get together and decompress. Their ability to burn through the data on their iPhones is legendary. “One time we had a group project that was due and we were all texting back and forth. One of my friends hopped in the shower and by the time she got out there were 50 new messages!” laughs Ms. Guiliani.

“I always tell students that it’s helpful if they can go through graduate school on

the buddy system. That way students can bounce ideas off each other and provide support as needed. Ashley and her friends have developed an extensive buddy system that is helping them be successful in the program,” says Sharon Lock, PhD, RN, APRN, associate professor and interim associate dean for MSN and DNP studies.

“My manager is also very encouraging — not only to me but to others on my unit — as we further our careers by going back to school,” says Ms. Guiliani of other factors critical to her success. “There have been some times when I’ve been able to do some weird things with my schedule at work to accommodate some things with school.”

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# AUTUMN

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The BSN-DNP Option is also set up to accommodate a wide spectrum of schedules including people from out of state. Autumn Roque, BSN, RN, clinical care facilitator, MedStar Washington Hospital Center, Washington, is a third-year BSN-DNP student at the college.

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Roughly once a month during the semester, she flies in from her northern Virginia home to attend classes. Years back when Ms. Roque was working toward a BSN at the University of Louisville (U of L), her mentor, Peggy El-Mallakh, PhD, RN, then at U of L but now the track coordinator for the Psychiatric/Mental Health Track at the college, set up a meeting between Ms. Roque and then-associate dean of DNP studies Dr. Howard to talk to her about UK's BSN-DNP Option, which had opened in 2009.

“That kind of dedication and their vision for nurses pursuing graduate education, what UK's programs have to offer, and Dr. Howard taking the time out of her schedule to come to Louisville and talk to someone going to Louisville about her program really said a lot,” recalls Ms. Roque. “When I decided graduate education was something I wanted to pursue, it made a lot of sense to be at a program where people were already invested in my success.”

The former Marine Corp reservist is a second degree nurse who used the life skills she learned

being in the military, living abroad, and even working at Tiffany & Co. to advance from being a bedside nurse to nurse manager in less than two years.

Her decision to begin work toward a DNP was made with long-term goals in mind.

“I decided I really need to go ahead and do the work to make myself more marketable,” says Ms. Roque. “This degree is an important tool to be a leader on a management team or administratively and to be someone who is going to move nursing forward. Certainly with the DNP I think we are on the pointy end of the spear on this movement. For me, I'm not old but I'm 37, I don't have 10 years to figure it out. I need to start making things happen and making my mark now.” Ms. Roque's day starts with a 45-mile, one-way commute in and out of DC four days a week that can take anywhere from an hour and a half to more than two hours, depending on the time of day. With her job, commute and flying back and forth to Kentucky, Ms. Roque has a punishing schedule that wouldn't be possible without the support of her family.

“My husband is tremendous,” says Ms. Roque. “I can't tell you the last time I've seen the inside of a grocery store. He has taken on all the domestic duties. He knows how to do ponytails well, and he can braid our daughter's hair now, too. He has been in the Marine Corp for 22 years and is in a place in his career where if the kids are sick or if there is a snow day, he can stay home with them. On the other hand, I'm essential personnel so I don't get a pass because of the weather or family obligations. He has really stepped up and has embraced moving our focus to where my career has to be the one getting forward momentum.”

On weekends when she comes to Kentucky, Ms. Roque's mother picks her up at the airport in Louisville and feeds her dinner while she's in town. With her husband, mother and the support of her unit director, Ms. Roque is making it work.

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*“Many people are looking out for my well-being and picking up a lot of things for me so that I can be successful,” says Ms. Roque. “I'm the one who will have to do the work involved to succeed, but they take off so much stress.”*

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meet...

# Autumn ROQUE

BSN, RN

Clinical Care Facilitator  
MedStar Washington  
Hospital Center, Washington

Autumn's



DAY STARTS AT

4:00 a.m.



16oz. BOTTLES  
a day

{ "As long as I get a Diet Pepsi  
everything will be OK :)" }



MARRIED



CHILDREN



MILES TRAVELED PER DAY

100



2 DEGREES



third-year  
BSN-DNP student

IN BED BY

11:00 p.m.



## AUTUMN'S MOTIVATION TIPS

"Focus on the task in front of  
you so you're not overwhelmed  
by the big picture."



"Just keep swimming!"

meet...

Lori  
MUTISO

MSN,  
APRN-BC

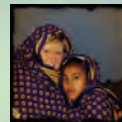
Private Practice  
Adult Psychiatric/Mental Health  
Nurse Practitioner and PhD Candidate  
Lexington, Ky.

Lori's  
DAY STARTS AT  
8:00 a.m. 

NOT REALLY  
A **MORNING**  
PERSON :)

 **1**  
COKE ZERO  
a day

  
MARRIED



TO STAY CENTERED  
"kidogo kidogo  
hujaza kibaba"



SWAHILI FOR  
"little by little fills the pot"



MANY KENYAN  
RELATIVES

**5**  
DEGREES  
and a  
PhD on  
the way



**6**  
MILES  
TRAVELED  
PER DAY  
Lives **very**  
**close** to work!



"I sometimes use my iPhone to  
write prescriptions for patients  
in Kentucky while in Kenya."

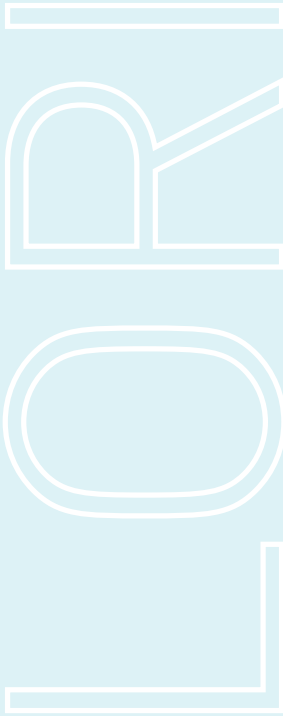
GETS ME THROUGH THE DAY:

PRAYER

EXERCISE

**SUNSHINE!** 

IN BED BY  
1:00 a.m. 



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“Kidogo kidogo hujaza kibaba,” says Lori Mutiso, MSN, APRN-BC, a private practice adult psychiatric/mental health nurse practitioner and PhD candidate, when asked how she manages her life. “It’s a Swahili phrase that means ‘little by little fills the pot.’ ”

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Mrs. Mutiso would know, as she has been in school more or less continuously since 2001. First an RN-BSN, then MSN, post-MSN and now expects to defend her dissertation soon to complete her PhD in nursing. She knows that having a PhD will give her the knowledge and skill set to develop interventions for improving patient care outcomes.

“There is a big push for translational research and nurses are now among the best suited to conduct it,” says Terry Lennie, PhD, RN, FAHA, FAAN, professor and associate dean for PhD Studies. “It’s testing to see how it works in real life situations. It’s helping translate that research into practice.”

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The “kidogo kidogo” mantra works in all areas of her life — academic, professional and personal.

With her native Kenyan spouse, Mrs. Mutiso founded and coordinates a scholarship foundation for Kenyan young people who have demonstrated a clear vision and an active plan for a better Africa. Over the years, several of the students have come to live with them in Lexington until they became acclimated to American culture. Mrs. Mutiso is also a board member and resettlement facilitator of Kentucky Refugee Ministries in Lexington, Ky.

“Education is very important in our home,” says Mrs. Mutiso. “But you cannot just put family relationships on hold. You have to do a little school every day and a little family every day. Life is going on all the time and if I had ignored it, I would have missed out on over a decade of relationships!”

One of the key factors Mrs. Mutiso has learned over her years in school is that her “zone time”

is when she gets the most accomplished.

Mrs. Mutiso isn’t naturally a morning person and sleeps in compared to some of her fellow students. This gives her the energy she needs to serve her patients, focus on her dissertation and enjoy life with her family as fully as possible. Mrs. Mutiso sees patients in her private psychiatric practice from 10 a.m.-8 p.m. This works well with her unconventional home life and benefits her patients because she can accommodate late day appointments.

Sometimes life just happens with a vengeance, however. Mrs. Mutiso’s husband and father both recently suffered major health events on the same day. “The UK faculty has been so supportive of me as a person,” says Mrs. Mutiso. “To them I’ve always been a respected colleague as well as a student. With my father’s and husband’s health difficulties, they have been very compassionate. Deadlines don’t rule everything. I strive for excellence and do what I can, but when crisis comes, they’ve been incredibly supportive of me.”

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“Make sure it’s absolutely your passion,” Ms. Coles advises. “Make sure there is a sense of calling and duty. You can’t decide ‘I want to be a nurse because the field is exploding and it has a good job outlook.’ Nursing is a heartfelt profession. Your heart has to be in it.”

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While their schedules can seem overwhelming, students tend to share the perspective that the long-term benefits outweigh the short-term challenge. “There is, as they say, a light at the end of the tunnel,” laughs Ms. Guiliani who is expecting to graduate with a DNP in May 2014. “Though from here it’s just a glow, but the glow is getting brighter!” It’s more than just enduring the journey through school, it’s also enjoying the process. “I thought I would plow through and then finish and enjoy life, but I found that the process of taking classes and writing the dissertation was really fascinating and enjoyable.”

*They’re taking on the challenge and succeeding.*

With bedside tables stacked with papers and highlighters, lights go out and alarms are set. It’s time to recharge and prepare for another day of the ...

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*balancing act.*

WRITTEN BY:  
Ryan M. Cleary

PHOTOGRAPHS BY:  
Lee Thomas  
Richie Wireman

“As you grow older, you will discover that you have two hands, one for helping yourself, the other for helping others.”

—Audrey Hepburn

helping | healing | caring  
**HANDS**

Finding fulfillment outside  
hospital-based health care



## Nearly 40 percent of employed nurses work outside a medical center setting.

Many work for private practices, public health agencies, primary care clinics, insurance companies, nursing homes, schools, hospices, the military and industry. Others choose academic careers as college professors or research scientists. Across Lexington, UK College of Nursing professors and alumni can be found in myriad non-hospital-based environments.

For many students, their introduction to non-hospital-based health care occurs during their undergraduate community and public health course. Hartley Feld, MSN, RN, PCHNS, lecturer and clinical instructor, connects students with organizations in Lexington that expose nurses to populations most likely to develop chronic health conditions in the future. These organizations serve low-income individuals in both rural and urban areas, undocumented immigrants, refugees, racial and ethnic minorities, people with disabilities, the homeless and the uninsured. Her goal? To transform nursing students' perceptions about the origins of health, wellness and disease. After taking classes that teach how to care for individuals, students attend her class to learn the larger issues related to population health. She hopes to inspire empathetic and passionate nurse advocates for vulnerable populations, not only for that semester but for a lifetime.

"I have the best job. I really do," says Ms. Feld. "I am able to see students, who may be out of their comfort zones at first, have transformational moments. After a couple of weeks they rise to the occasion, build rapport, become great listeners and begin to positively influence their population's health decisions. Most of our students feel they are making a difference in the community, which is very empowering."

Current and former community partner organizations include the Bluegrass Domestic Violence center, AVOL (HIV prevention), Maxwell Street Presbyterian Church (homelessness), Girls on the Run (teen confidence-building), the Lexington Farmer's Market (SNAP and WIC promotion), Bluegrass Pride (environmental health concerns), the East 7th Street Center (after school program/free meals for children) and even the Lexington Academy of Barbering.

"The barbers make sense," she smiles, "when you consider how many at-risk individuals visit their barber more often than their health care provider."

Ms. Feld has seen firsthand that barbers can be strong partners for community health nurses. The nursing students collaborate with the barber students and provide health information for their clients, largely urban male populations that may be at risk for poor health outcomes. The nursing students share knowledge and resources for smoking cessation, HIV/STD prevention, and lifestyle changes that can lower blood pressure, prevent diabetes, and reduce the risk of developing cancer.



*"Most of our students feel they are making a difference in the community, which is very empowering."*

(Hartley Feld, MSN, RN, PCHNS)



Hartley Feld, MSN, RN, PCHNS and Laurie Seegart  
Bluegrass Domestic Violence Facility

For the nurses, an increased awareness of public health issues often brings an increased compassion for the affected populations. The students can be deeply moved when listening to circumstances that lead people to poor health, such as poverty, abuse or discrimination. Ms. Feld recalls a recent student journal entry following a spa and wellness day at the **BLUEGRASS DOMESTIC VIOLENCE FACILITY**. As the student massaged and painted the fingernails of an abuse victim who was afraid to return home, the woman began to cry because she had not been touched in a positive way

by another human being for a long time. However, the young nurse had to smile later on, says Ms. Feld, as the woman "laughed with her friends, pointed at the male genital model on the condom demonstration table, and said 'I never want to see one of those ever again.'"

The mission of the **UK CENTER OF EXCELLENCE IN RURAL HEALTH** is to improve the health of rural Kentuckians through education, research, service and community engagement. Here providers are trained to work in rural areas, and there is a focus on workforce needs, research and the prevention of chronic rural health issues. The center's director, Frances Feltner, DNP, RN, has known her career path since early childhood.

When she was 9 years old, Dr. Feltner had a medical condition that forced her to spend time at Cincinnati Children's Hospital. "I met a nurse named Miss Richter," she says, "and she was very kind, gentle and talented. She became my example, my role model, and from that moment on, there was never a doubt that I'd become a nurse."

However, the hospital setting was only a stepping stone on her career path. Dr. Feltner has more than 30 years of nursing experience, including acute care, but prefers the variety of responsibilities that her current position provides.

"As the center director, I get to wear a lot of hats," she says. "I'm in charge of budgets, goal-setting, mission alignment, grant writing, strategic planning, academic administration and research. I'm also the chief cook and bottle washer."

In leading a team dedicated to addressing Kentucky's health care disparities, Dr. Feltner often relies on her medical center background to give her the "ability to understand the entire spectrum of organizations trying to improve rural community health."

"The high point of my day is when I can see multiple government and grassroots groups working together to reach out and touch people throughout the Commonwealth," she says.

As an advocate for rural health, she is often involved in legislative and legal endeavors, helping people navigate health care systems, dealing with a shortage of rural providers, and improving the transportation, communication and follow-through for patients living in remote areas.

"You don't just walk into a community and say 'this is what you need,'" she explains. "You have to listen to the individuals and get feedback. You need to do your research, but then make sure to report your findings back to that community. Health promotion is a two-way street."

Dr. Feltner believes that today's hospital-based nurses should try to see patients more holistically. "I get to see them at home, where sometimes they don't have the right medication or can't find a ride to a health care facility. It can be heartbreaking. We as a society must take responsibility and do everything within our power to help these folks."

"In a hospital setting, you're focused on the crisis at hand," says DNP student Susan R. Noel, MSN, APRN, RN, clinic director at the **THOMAS H. PINKSTAFF MEDICAL HOME CLINIC**. "You're trying to preserve life or maintain a body function. In the outpatient world, it's more about the long-term health journey."

Ms. Noel works in a Lexington-based clinic that is a joint venture among the Kentucky Cabinet for Health and Family Services, the Commission for Children with Special Health Care Needs and the UK College of Medicine Department of Pediatrics. It's dedicated to bringing primary care to children in foster care and those with special health needs.



*"You don't just walk into a community and say 'this is what you need,' you have to listen to the individuals and get feedback. You need to do your research, but then make sure to report your findings back to that community. Health promotion is a two-way street."*

(Frances Feltner, DNP, RN)

She is working to complete her DNP at the UK College of Nursing, where she is enrolled in the Psychiatric/Mental Health Track. She did her clinical supervision at the UK Center on Trauma and Children.

"I found a lot of satisfaction working with individual children at the center," she explains. "But I learned that there is no quick fix for these kids. You have to be in this for the long haul."

Ms. Noel often sees foster children at the clinic who may be visiting for a physical illness but are exhibiting signs of psychological distress as well. Sometimes the children appear sad or have behavioral problems. She applies her clinical experience from the Center on Trauma and Children to help her patients heal both physically and emotionally.

GINNY SPRANG, PhD, a professor in the College of Medicine Department of Psychiatry and the executive director of the **CENTER ON TRAUMA AND CHILDREN**, appreciates the skills necessary to lead teams in a non-hospital setting. In a single day, she may act as an advocate, legal expert, clinician, researcher and business manager to promote a better understanding of how stress and trauma can affect children.

"Early in my career, I spent time working with a child who had witnessed the murder of his parents and was suffering from severe anxiety and trouble with his foster parents," she

remembers. "I learned that by teaching the child and the foster parents to communicate better, we could decrease the anxiety and improve the situation. It was an incredible experience."

Although she now works for a university, Dr. Sprang believes that while some ideas for therapeutic psychology can be informed by validated research, "the best ideas don't come from the ivory tower. They come from the people doing the work in the trenches."

Ms. Noel agrees. She relies on three main strategies that she explored as a student at the Center on Trauma and Children and has now applied to her new position.

First, she says, the community has a responsibility to identify children suffering from trauma as quickly as possible, because problems can be deterred or diminished if they're recognized early. Second, cognitive behavioral therapy teaches patients healthy ways to deal with the memories and thoughts of what they've been through. "Like deep-breathing exercises when they get that panicky feeling," she suggests.

Finally, Ms. Noel firmly believes in helping children develop stronger communication skills with their parents or guardians, a process that works best in an extended, non-hospital setting. For example, she was surprised and delighted when, after months of therapy with a particularly



*"In a hospital setting, you're focused on the crisis at hand. You're trying to preserve life or maintain a body function. In the outpatient world, it's more about the long-term health journey."*

(Susan R. Noel, MSN, APRN, RN)

frustrated foster child, his seasoned foster parent grew more confident and successful. “The mom was really grateful,” remembers Ms. Noel. “She said, ‘I wish I’d used these techniques to raise my own children!’”

Dr. Sprang appreciates her evolution from working with individual children to providing community-sized solutions for larger populations. “We really must give attention to the most vulnerable, the children without access to quality care,” she warns. “We must care for and defend the weak and defenseless.”

Samantha Todd, MSN, RN, APRN, is also concerned with helping Kentucky’s most vulnerable citizens. She is a family nurse practitioner at the **SAINT JOSEPH CONTINUING CARE CLINIC**, part of the Saint Joseph Physician Enterprise in Lexington. Her clinic provides care to low-income, uninsured patients through the organization’s financial assistance program. New patients for the clinic with no designated primary care

provider are identified upon hospital admission to Saint Joseph Hospital and are often uninsured, but some Medicare/Medicaid patients are also referred for services.

Ms. Todd provides her patients with basic health care screening and helps them manage chronic illnesses such as diabetes and high blood pressure. “I’ve had patients who say to me, ‘I wouldn’t be alive without you,’” she says. “And that can be a pretty humbling experience.”

She serves about 500 patients, mostly low-income adults and many with high-acuity health problems. “I see a lot of chronic illness,” she explains, “I don’t see a lot of sniffles and sore throats.”

“I recently lost a young mother in her 30s who had a cocaine addiction, heart condition and high blood pressure,” she recalls. The patient was on a blood thinner following heart surgery and had been through rehabilitation, but her continued cocaine abuse caused her to avoid the Saint Joseph clinic.

“I had the most knowledgeable, patient preceptors when I was a student,” she says. “I just want to show my admiration and respect for this incredible profession. I love what I do, and I love my students.”

Eric Afuseh, DNP, RN, served as a preceptee under Ms. Todd during his family nurse practitioner DNP studies at the College of Nursing. He believes his time at the Saint Joseph Continuing Care Clinic allowed him time to explore the differences between hospital-based and family care settings and better steer his own career compass.

“I’ve always wanted to work as a family practitioner, because most of the issues you see at a hospital intensive care unit are preventable,” he explains. “You have to get to the root lifestyle cause of problems before a crisis hits. Watching Ms. Todd in action truly reinforced my determination to be a family clinician.”

While studying at UK, Dr. Afuseh also did a rotation at the **FAYETTE COUNTY DETENTION CENTER CLINIC**, where he worked with many patients who suffer from alcohol and prescription medication addictions.

“Most of them are non-functional. They drink for a living, up to half a gallon of vodka per day. There are huge public health ramifications for treating this population,” he says.

The nurse practitioner at the Fayette County Detention Center, Donna Schwartz, MSN, RN, APRN, agrees. “The low point is seeing a 19-year-old incarcerated with an intravenous heroin addiction who has been drinking since the age of 14,” she says. “When they come down, they come down hard. Hallucinations, seizures, sometimes lasting for a week or more.”

But after inmates have detoxed for several days and “have come back to

*“We really must give attention to the most vulnerable, the children without access to quality care,” she warns. “We must care for and defend the weak and defenseless.”*

(Ginny Sprang, PhD)



Ginny Sprang, PhD, Ashley Smith, LCSW, and Heather Risk, Psy.D., Center on Trauma and Children



“We couldn’t find her for six weeks, and then she was referred again after having a stroke. It was devastating when the hospital called to inform us that she had died several weeks after the first stroke, from a second brain hemorrhage,” she remembers sadly.

However, Ms. Todd uses experiences like this one to fuel her inner fire by sharing her wisdom with incoming nursing students. As a preceptor for the College of Nursing, she takes on one student per semester and gives the student a safe environment in which to hone skills.





*"I've had patients who say to me, 'I wouldn't be alive without you,'" she says. "And that can be a pretty humbling experience."*

(Samantha Todd, MSN, RN, APRN)



earth," Ms. Schwartz appreciates their renewed sense of self. "You can see it in their eyes, the clarity," she explains. "And although the relapse rate is 90 percent, it really pleases me when you can tell by their stance, by the confidence in their voice, that they're going to make it this time."

She recalls a gentleman, a severe alcoholic, who although always bright and joyful, had been a repeat visitor to the clinic that she had counseled many times. When a friend of his was committed, Ms. Schwartz inquired about the man and learned that he had gone to rehab and had been clean for eight months. "I was overjoyed," says Ms. Schwartz. "Eight months of sobriety is fantastic!"

Ms. Schwartz began her health care path as a 13-year-old candy striper in a hospital. She later became a

paramedic, a nurse and eventually an advanced practice family nurse practitioner. "But nothing beats the fulfillment I get from working at the detention center clinic," she said. "It's where I'm most needed. It's where I belong."

Whether they care for patients in rural or urban areas, these nursing specialists in non-hospital-based settings have taken the road less traveled. But what about the future? Do they see more or less dependence on acute-care hospitals and medical centers during the coming years?

Dr. Afuseh is amazed at the amount of suffering that people will endure to avoid making lifestyle changes. "Family care and preventive medicine will become our main focus," he believes. "It simply has to."

Dr. Sprang argues that greater centralized decision making and bureaucracy could harm the intimate bond of a nurse-patient relationship. She is excited to see "young nurses putting their patients first, taking responsibility and advocating for their best interests."

Meanwhile, Ms. Feld recently received a text from one of her former students, now employed at a hospital, asking for the Refuge for Women phone number. The former public and community health student wanted to refer a patient, a possible victim of human trafficking, from her hospital unit.

"If you were a poor, victimized girl, what would you want your nurse to do? I was proud of her for stepping in to make that referral," says Ms. Feld.

*Donna Schwartz, MSN, RN, APRN  
and Eric Afuseh, DNP, RN,  
Fayette County Detention Center*



*"Nothing beats the fulfillment I get from working at the detention center clinic," she said. "It's where I'm most needed. It's where I belong."*

(Donna Schwartz, MSN, RN, APRN)



WRITTEN BY:  
Sue Fay

PHOTOGRAPHS BY:  
Lee Thomas



# EARLY IMPACT

Today's early career research faculty members are advancing the science of evidence-based practice — **AND THE FUTURE OF STUDENTS WHO WILL ONE DAY BE PRACTICING IT.**

## IN 2007

the UK College of Nursing doubled undergraduate enrollment to produce more quality, BSN-prepared nurses for Kentucky and the nation. It was a bold and strategic move for the college. Not only did it bring in additional talented, new nursing students each semester, but also a growing number of faculty members to teach them, including early career PhD faculty on the threshold of promising research careers.

"We have several now who have been with us for three to five years, and all have major teaching roles in our undergraduate program," says College of Nursing Interim Dean and Professor Patricia B. Howard, PhD, RN, NEA-BC, FAAN.

"All have completed a dissertation in an area that supports nursing research on a major new front," says Dr. Howard. Dissertation topics included a cost-effective intervention to improve outcomes for post-discharge surgical patients and interventions based on new knowledge in genetics to improve the health of entire communities.

"These undergraduate faculty members are at the beginning of very important research programs," says Dr. Howard. "All have demonstrated the talent and ability to follow in the footsteps of our senior research faculty and are exemplars of the next generation of nursing leaders at the college."

The new associate dean for research at the college is Thomas Kelly, PhD, Robert Straus Professor and vice chair

of the Department of Behavioral Science in the UK College of Medicine; professor of psychiatry and psychology, and director of Research Education, Training and Career Development for the Center for Clinical and Translational Science.

"I've been at the university since 1992 and have had the good fortune to work on research collaborations and on PhD committees with a number of faculty at the college over the years," says Dr. Kelly. "Senior faculty members have worked very hard and very effectively to impact the health of Kentucky as well as the nation."

Like Dr. Kelly, Dr. Howard believes today's new research-focused faculty not only has the ability to impact the future of evidence-based nursing practice but also to impact the

undergraduate nursing students they're teaching.

"They're energetic researchers who are forerunners in several areas of nursing research — and our undergraduates are the recipients of their expertise in the didactic courses and through our Undergraduate Nursing Research Interns program," said Dr. Howard.

**The research focus of Rebecca Dekker, PhD, RN, APRN, assistant professor, College of Nursing,** was

shaped in large part by her own experiences as a graduate student at the college under the guidance and mentorship of Professor and Linda C. Gill Chair of Nursing Debra Moser, DNSc, RN, FAAN, and Terry Lennie, PhD, RN, FAHA, FAAN, professor

and associate dean for PhD studies. Both senior faculty members have been nationally recognized for their seminal research in cardiovascular health and serve as co-directors of the college's RICH Heart research collaborative, where younger researchers such as Dr. Dekker discovered her own calling while serving as a research assistant.

"Dr. Lennie encouraged me to continue my education and go into research while I was still in the MSN Program," says Dr. Dekker. "I'd never even considered it before." She took her mentor's advice. By the time she

had finished her PhD, Dr. Dekker had already been published in a number of peer-reviewed journals, participated in national conferences and had been recognized with a prestigious award as a rising young investigator.

"Dr. Lennie and Dr. Moser saw something in me that even I didn't see," she says. "That's what great mentors can do." Today, Dr. Dekker is teaching pathopharmacology to first-semester junior BSN students while pursuing her own line of research related to the use of cognitive behavioral therapy to treat

depression in heart failure patients. Her current study is supported by a National Institutes of Health (NIH) career development grant through the National Institutes of Nursing Research, which is supporting her training in cognitive behavioral therapy training at the renowned Beck Institute and her training in clinical trial research through the University of Kentucky Center for Clinical and Translational Science. "There's a push today for evidence-based nursing because it's so needed," she says. "And we need to keep pushing for dissemination and translation of the science so we can implement what

we know works to improve patient outcomes." Every semester Dr. Dekker addresses senior nursing students and urges them not to wait to continue their education. "The future of nursing depends on nurse researchers having long career trajectories."

"Nursing is fairly unique in that many will assume their roles as faculty members fairly early after completing their PhD programs," says Dr. Kelly, noting that most research faculty in other health disciplines have spent years in post-doctoral training and are well-established in their research programs before taking on teaching



“..... Rebecca Dekker  
You have a lot of **serious senior investigators** here who are successfully getting funded — and **THEY'RE SERIOUS** about **PASSING THE TORCH** and **SUPPORTING THE NEXT GENERATION OF INVESTIGATORS.**”

**1**  
**Rebecca Dekker**  
PhD, RN, APRN  
ASSISTANT PROFESSOR

TEACHING:  
Pathopharmacology  
to first-semester juniors

INVESTIGATING:  
The impact of cognitive  
behavior therapy on depression  
in heart failure patients

responsibilities. "Early career faculty researchers in nursing don't often have the same extent of formal research training as those in other health disciplines."

As associate dean for research, he's working to help bridge that gap by acting as a resource and a link for the nursing faculty, particularly early career faculty, in research development, grant writing and research training opportunities at UK's NIH-supported Center for Clinical and Translational Science. He's also working with new research faculty members to help them identify

potential mentors and collaborators within the university and even beyond who can help move their research programs forward.

**Ana Maria Linares, DNS, RN, assistant professor, College of Nursing,** received her degree in midwifery from the University of Chile and her Doctor of Nursing Science degree from the University of Nuevo Leon in Monterrey, Mexico. She came to Kentucky in 2009 and joined the undergraduate faculty to teach obstetric nursing and work on her

research interest in the health of women in vulnerable populations. During the summer of 2013, Dr. Linares completed a qualitative research study on the exclusive breastfeeding decision of Hispanic women. An earlier study, funded by the university, found that despite well-documented evidence on the health benefits of exclusive breastfeeding for infants and for mothers, Hispanic women in Central Kentucky were routinely choosing to supplement with formula. Her current study on decisions surrounding exclusive breastfeeding in the population is

supported by funds granted by the College of Nursing.

"These initial start-up financial resources can get research programs off the ground," says Dr. Kelly. "It gives early career faculty the training and the freedom to begin generating the preliminary data required to be competitive for independent awards and funding."

Dr. Linares is now applying for a career development grant that will allow her to conduct clinical trials on an intervention she's developing

“ ..... Ana Maria Linares

AS SOMEONE FROM ANOTHER COUNTRY, I offer students a **DIFFERENT PERSPECTIVE**, and I think they **APPRECIATE THE DIVERSITY** I bring. As nurses, they’ll be interacting with different populations and people from *many different countries and cultures.*”



**Ana Maria Linares**  
DNS, RN  
ASSISTANT PROFESSOR

**TEACHING:**  
Obstetric nursing to second-semester sophomores and supervising second-semester juniors in obstetric clinicals at UK Albert B. Chandler Hospital

**INVESTIGATING:**  
Factors influencing the exclusive breastfeeding decisions of Hispanic women in Central Kentucky

2

through the Center for Clinical and Translational Science.

For **Jan Odom-Forren**, PhD, RN, CPAN, FAAN, assistant professor, College of Nursing, a passion to improve outcomes for perioperative patients was influenced by her years in clinical practice working with recovering surgical patients. Dr. Odom-Forren was already a recognized authority in her field when she decided to pursue her PhD and a career in research. She had lectured nationally and internationally to perioperative nurses,

contributed chapters to books and even authored a book, a nationally recognized text on the care of perianesthesia patients.

Today, Dr. Odom-Forren is writing what she hopes will be another award-winner — her first major grant proposal since completing her PhD program. She’s seeking support from the Patient-Centered Outcomes Research Institute (PCORI) for an investigation into the self-management of symptoms for post-discharge ambulatory surgical patients. It’s a complex study that will involve qualitative research, the

development of an intervention and randomized controlled trials to test the effectiveness of the intervention.

She’s grateful to Dr. Kelly for the help he’s given her in writing the proposal and for the support of her faculty colleagues. Once a week, research faculty meet to talk and share information. “I can get comments on an abstract for a poster I’m working on, or I can send out a piece of the grant I’m writing ahead of time and get feedback at the meeting.” Her work is being supported by collaborators from within the college and from the university at large.

“UK has some unique research strengths as an institution,” says Dr. Kelly. “We have geographically localized expertise in nursing, health sciences, pharmacy, medicine, public health, dentistry ... and the university has been really good about setting up policy that has been supportive and encouraging of interdisciplinary kinds of activities.”

**Gia Mudd-Martin**, PhD, MPH, RN, assistant professor, College of Nursing, has spent close to two decades working with Latino

**Jan Odom-Forren**  
PhD, RN, CPAN, FAAN  
ASSISTANT PROFESSOR

**TEACHING:**  
Evidence-Based Nursing Practice to second-semester juniors

**INVESTIGATING:**  
Management of postoperative symptoms in orthopaedic patients

3



“ ..... Jan Odom-Forren

I tell my students: We have to have **OUR RESEARCHERS** because they’re the **PRODUCERS OF OUR EVIDENCE.** As nurses at the bedside using *evidence-based practice*, they’ll be consumers of that research and using it to *benefit patients.*”



“..... Gia Mudd-Martin  
 We have a **FABULOUS STUDENT BODY** at UK. They're **VERY MOTIVATED** to learn and **EXCITED** about **improving the health of patients.** .....

*That in itself is energizing for me, both as a teacher and as a researcher.”*  
 .....

# 4

**Gia Mudd-Martin**  
 PhD, MPH, RN  
 ASSISTANT PROFESSOR

TEACHING:  
 Public health nursing to first-semester seniors

INVESTIGATING:  
 Gene-environment interactions affecting cardiovascular health in vulnerable populations

communities in South America, in Kentucky and along the Texas-Mexico border. Health barriers common in vulnerable populations, including access to care and support for healthy lifestyle behaviors, were all contributors to the population's high risk for cardiovascular and other diseases.

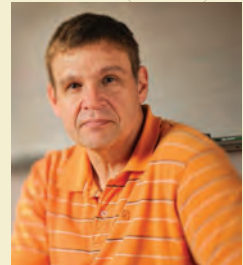
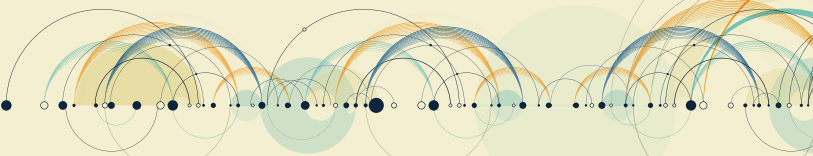
Dr. Mudd-Martin's background is in public health, but she found the influence of new genetic information on health practice and its potential for impacting the health of vulnerable populations intriguing. "In the community setting where I worked, people were asking me about genetic information they were receiving and the health implications of their family history."

Dr. Mudd-Martin entered doctoral studies after completing her master's degrees in nursing and public health. She finished her doctoral program in 2007 under a faculty mentor whose background is in genetics.

She says the community-based participatory research she's pursuing today in Kentucky stemmed from her earlier experiences in the field. That's not uncommon in nursing research, says Dr. Kelly, and in fact, offers a distinct advantage. "Nurses engaged in research have had professional training and often their clinical experiences give them a unique awareness of where the gaps are in patient care and where the challenges are in health management."

Currently, Dr. Mudd-Martin is principal investigator on a study under the umbrella of a larger grant awarded to the College of Dentistry by the Centers of Biomedical Research Excellence (COBRE). COBRE grants are designed to encourage multidisciplinary research and are structured to give mentored junior investigators a chance to lead smaller, stand-alone studies within the larger grant's theme and scientific focus. Earlier this year, Dr. Mudd-Martin's time was dedicated to completing the COBRE study and to her work as a co-investigator on a major PCORI-funded Heart Health study led by Dr. Moser. It was the first time since joining the faculty that Dr. Mudd-Martin didn't teach the undergraduate course in public health. While she was glad to have the time for her research, she missed the students and the energy of the classroom. "To have a student who graduated two years ago and is now working in an emergency department email me and say, 'now I understand the importance of prevention and what we talked about in class. If only I could keep people from having to come to the ER in the first place ... how do I go back and study for public health?' That, for me, is very exciting."

## Research SUPPORT : Thomas Kelly, PhD



Last fall, **Thomas Kelly, PhD**, Robert Straus Professor and vice-chair of the Department of Behavioral Science in the UK College of Medicine; professor of psychiatry and psychology, director of Research Education, Training and Career Development for the Center for Clinical and Translational Science was appointed associate dean for research in the College of Nursing. Dr. Kelly works primarily with early career faculty at the

college on grant development and as a resource to identify opportunities within the university and beyond for support, collaboration and mentorship as they begin their research trajectory. Says College of Nursing Professor and Interim Dean Patricia B. Howard, PhD, RN, NEA-BC, FAAN, "It's been wonderful having Dr. Kelly become part of us. He's been a fantastic resource and a valuable link between the research we're doing at the college and the work of researchers throughout the university at large." Dr. Kelly, a clinical behavioral pharmacologist with a long and respected body of research in drug-use vulnerability, treatment and prevention, says his background in human behavior gave him an understanding and appreciation for many of the research issues nursing faculty are tackling. **"Decision making, pursuing screening activities, altering risk factors, compliance — these are big challenges in health care today," he says. "I recognize the valuable contributions college faculty are making to health care in Kentucky and nationally. They're a talented group."**

WRITTEN BY:  
Ryan M. Cleary

PHOTOGRAPHS BY:  
Lee Thomas

# AMPLIFYING THE ART OF EDUCATION

STUDENTS AND FACULTY EMBRACE NEW  
TECHNOLOGY TOOLS

Across the globe, nurses are working with one hand on a stethoscope and the other on a computer keyboard. Computers and technology have also become integral tools at the **University of Kentucky College of Nursing**, allowing students and faculty to work faster and smarter than ever before. By adapting futuristic tools, the college applies technology to its mission of producing thoroughly instructed, dedicated and compassionate nurses.





THE INFORMATION TECHNOLOGY REVOLUTION THAT SHOOK FORTUNE 500 COMPANIES IS JUST BEGINNING TO PUSH HEALTH CARE AND EDUCATION.

**Jason Harris,**  
Director of Information Technology,  
UK College of Nursing

“I know that I’m prejudiced, but I think we turn out the best quality nurses in the country—no question,” says Brenda Ghaelian, director of instructional technology at the College of Nursing. “We’re tough and it’s a rigorous curriculum, but if our graduates run into a heart attack or a birth their first day on the job, they’ll know exactly what to do.”

“The information technology revolution that shook Fortune 500 companies is just beginning to push health care and education,” says Jason Harris, director of information technology at the college. Before coming to UK in April 2012, he managed systemwide projects for large U.S. corporations, including the management of the centralized help desk that supports Toyota manufacturing across all of North America.

Mr. Harris believes that students have come to expect cutting-edge technology as an integral part of their education experience. “There are so many great reasons to fall in love with this stuff,” he says. “The cost savings for students, time saving for professors, amazing cross-discipline collaboration opportunities, the breaking down of the status quo ... it’s truly an exciting time to be in a university setting.”

### LIGHTS, CAMERA, ACTION!

The ability to digitally record, upload and review the results of a nurse practitioner student interacting with a standardized patient is just one example of how the college is employing new technologies.

“With the digital video, we can give immediate feedback,” explains Lynne Jensen, PhD, RN, APRN-BC. “And by filming our students interacting with actors portraying patients, we dramatically improve our students’ clinical and interpersonal skills.”

To give students the opportunity to test their skills, actors are briefed on a wide-ranging scope of health issues, including diabetes, headaches, bronchitis, high blood pressure, heart disease, abdominal pain and a host of other concerns. As Dr. Jensen elaborates, “I can tell my DNP students that when they begin to study health assessments and then in their specialty courses at UK, that they’ll be exposed to the top 50 diagnoses in their practice. Our standardized patients will get them ready for what they’ll see in the real world.”

Standardized patients also can help teach students how to navigate the fine line between being clinically focused and being emotionally connected and present with their patients. Dr. Jensen recalls a recent evaluation scenario where the actress wore heavy black makeup over one eye to simulate a domestic violence injury.

“It was so moving,” says Dr. Jensen, “because you wanted to applaud the nurse practitioner students for being compassionate and concerned about their patient’s safety. They were even helping her to make escape plans to avoid further violence.”

But it was a powerful lesson in compassion versus concentration when the students reviewed themselves on tape and noticed that in their effort to connect with and protect their patient, they had forgotten to

touch her face to check for broken bones. “It was a tough lesson to learn,” says Dr. Jensen, “but better here than in the real world.”

### MANNEQUINS BRING PATIENTS TO LIFE



As the clinical simulation facility manager, nursing instructor Mary Jayne Miller, BSN, RN, is in charge of the next-generation version of patient assessment—high-fidelity simulation. “Communication is so important,” she explains. “Our simulations teach students how to get the correct information without upsetting their patients, in real time.”

These life-sized, computerized mannequins can respond vocally and physiologically to interventions, allowing nursing students to experience incredibly dynamic scenarios. The simulations can be programmed to be very lifelike, says Ms. Miller. “The students might be working with a catheter and suddenly urine will be running everywhere, and I think to myself, Surprise! Welcome to nursing!”

“A cup of coffee with some yellow food coloring can make a realistic batch of urine,” says Greg Williams, MBA, the simulation technology specialist who programs the high-fidelity health assessment simulators. “We aim for realism as much as possible.”

Currently, the college uses seven computerized patients: two men, two birthing mothers, two babies and an adolescent. The “patients” offer a variety of programmed vocal and physical responses including pulse, blood pressure, heart, lung and bowel sounds,




**I'M ONLY 35, BUT I'M A DIGITAL IMMIGRANT.** THESE 21-YEAR-OLDS HAVE NEVER EVEN SEEN AN ENCYCLOPEDIA BRITANNICA, LET ALONE USED ONE. **I HAD TO CHANGE MY PERSPECTIVE IN ORDER TO REACH THEM.**

**Nick Welker, MSN, RN**

blink rate, pupil dilation and the ability to have artificial blood drawn via injection. The birthing mother simulators can hemorrhage, and the babies can be delivered breech, often providing dramatic results.

Naomi Sloan, an undergraduate nursing student who has worked extensively with the high-fidelity simulators, was initially caught off guard by their realistic nature. During a recent emergency simulation of a birth with a prolapsed umbilical cord, the “baby” began to descend while the simulator mother groaned aloud, “I feel something between my legs.”

“I thought, well, yes, you’re having a baby,” says Ms. Sloan. “And then matter-of-factly you have to insert your hand into the vagina and push the cord back up.” The strange thing about the simulation process, says Ms. Sloan, is that after the baby is born, “the baby just glides back into its mother automatically, like it’s no big deal. Just waiting for another lab class.”

The College of Nursing simulation labs are identical to rooms in the new patient care pavilion at UK Albert B. Chandler Hospital. “These labs were originally the demonstration patient rooms before they built the new health care pavilion,” explains Mr. Williams, “so our students can practice with simulated patients in environments identical to the real thing.”

After graduating from the college in 2010, Nick Welker, MSN, RN, almost immediately encountered several medical cases in the field that directly replicated case studies that he had seen in the simulation lab. “That kind of realism, all of that detail, truly prepared me for my current role as

an acute care provider,” he says. “I like the ICU and critical care simulations, because as students we’re exposed to a broad scope of complex and basic care challenges,” agrees Ms. Sloan. “It helps with our critical thinking skills to be in a realistic setting.”

However, Ms. Miller observes that there is a limit to the amount of realism some non-health care professionals wish to experience. In the past, her team would plan a simulation exercise for touring groups visiting the facility that would include a dramatic cardiac arrest and CPR scenario to show how the technology works. Unfortunately, they had to stop the code simulations because the visitors were disturbed when the patient died. “We thought it was an exciting script,” she explains, “but a non-nurse audience doesn’t appreciate that we make our simulations as realistic as possible.”

## **IT HARNESSSES THE DATA**

Certainly, the goal of using technology in the clinical setting is to create more positive outcomes. Another way that technology benefits the field of nursing is when it facilitates advanced research projects. Mary Kay Rayens, PhD, professor and biostatistician, is dedicated to making that dream come true for students and faculty alike. She primarily uses technology to analyze research data. However, when the sheer number of annual research projects became cumbersome to track, the biostatistics group turned to Mr. Harris and the IT team to provide a solution.

“We have a biostatistics team at the UK College of Nursing that is dedicated to helping faculty and students design and conduct research studies, analyze the data, and develop reports, presentations and publications,” says Dr. Rayens. “Our three-person team works on more than a dozen long-term funded studies and at least 50 pre-funded faculty or student projects every year.”

Once the data have been collected, Dr. Rayens uses statistics software to determine the answers to the research questions posed at the beginning of every project. She believes that biostatistics is an important tool in allowing health care professionals to make objective, evidence-based decisions.

The importance of evidence-based decision-making is stressed with doctoral students. “When a new kind of medicine or therapy comes out, I want my students to be skeptical,” she says. “I want them to go to the literature, read the study and judge for themselves if it’s worthwhile.”

But recently, as the number of research projects within the UK College of Nursing has continued to grow, a system to organize and maintain the information became a necessity, so the biostatistics team called on the IT department for help.

“When Mary Kay asked us if there was a simple way to use technology to track her team’s workload and deadlines, we had to think about it for a minute,” remembers Mr. Harris. “Then, we simply gave her a project management system identical to the system we use in our IT department. Sometimes the simple solution is the best solution,” he says with a smile.





## **THE ELECTRONIC BLACKBOARD**

Another simple solution to the challenge of increasing collaboration and communication is Blackboard, a web-based classroom software. A cloud-based learning application, Blackboard offers students a personalized approach to education, with integrated teaching tools such as discussion boards, embedded multimedia, social networking, interactive rubrics, assessments and testing.

“Blackboard was an integral part of my MSN and even more so with my DNP,” says Mr. Welker. “It’s also the central hub for the undergraduate high-acuity nursing class that I teach.”

“I’m only 35, but I’m a digital immigrant,” he continues. “These 21-year-olds have never even seen an Encyclopedia Britannica, let alone used one. I had to change my perspective in order to reach them.”

Mr. Welker believes that not only does it save him time and energy as the instructor, but it also prompts students to be active learners, allows them to watch lectures ahead of lab time and encourages them to synthesize information and act dynamically rather than simply regurgitate notes from a textbook.

Mr. Harris notes how easy and intuitive the new technology has become. He recently watched as a room of 60 students registered and logged into their accounts for the first time. “Afterward, I asked the students to raise their hands if they thought the process went smoothly. I was elated to see 59 hands shoot up — only one had an account issue.”

## **TECHNOLOGY WITH A LARGER PURPOSE**

The UK College of Nursing is combining each of these technologies: digital cameras, simulated patients, biostatistics and web-based education, to create a 21st century classroom. Now, a typical lab class will watch a PowerPoint presentation with an online voiceover as a pre-lab lecture, then work on the assessment skills in the simulated environment and finish with a review of the video footage.

Ms. Sloan appreciates how these new methods combine to allow nursing students to “put all of the theories into practice while preparing us for real patients in the future.”

Mr. Welker predicts an increase in more handheld tools and applications (apps) for future nurses. He notes that patients with a history of heart problems can already use a smartphone app to perform an EKG that will immediately notify their health care provider of the results. “Soon we will be prescribing apps for patients as readily as we prescribe medications,” he says.

Meanwhile, Mr. Williams thinks that the next level of simulated clinical assessment will include more complicated verbal interaction and more delicate simulated tests. “Imagine what will happen when you can train with a simulated patient that’s getting angry and frustrated with you,” he wonders. “Now that’s real life.”

“I’m looking forward to more remote education,” says Ms. Ghaelian. “You can’t expect people to give up their jobs and move across the country to go to school anymore. We need to connect.”

Ms. Miller is looking forward to more inter-professional simulations among doctors, nurses and pharmacologists. “It’s very rewarding and the students love it,” says Ms. Miller. “They are very, very comfortable with this technology.”

After watching thousands of hours of digital footage of students interacting with standardized patients, Dr. Jensen prefers to focus on the big picture when considering the future of technology and nursing. She believes that the high-tech tools help students and faculty work better and more efficiently. But in the real world, computers and simulations are only part of the story.

“All of this new technology is great,” says Dr. Jensen, “but only in the hands of a compassionate, well-prepared nurse who understands and knows how to use the technology.”



# Events

/2013-2014

## October 5

### Celebrate the Future of Nursing Scholarship Brunch

10 a.m. – Noon, Hillary J. Boone Center

Interim Dean Patricia B. Howard and the UK College of Nursing emeriti faculty host our annual scholarship brunch to recognize scholarship recipients and the generous donors who make scholarships possible in the College of Nursing.



## December 20

### UK College of Nursing BSN Pinning Ceremony

Singletary Center for the Arts

Interim Dean Patricia B. Howard, faculty and staff invite you to attend the pinning ceremony and reception in honor of the December 2013 BSN graduates. Please feel free to join us for this special event. For more information, please visit [www.uknursing.uky.edu](http://www.uknursing.uky.edu).

## November 1

### Homecoming Brunch and Fashion Show

10 a.m. – Noon, Signature Club

The College of Nursing Alumni Association invites all CON alumni to join us for a fun day of fashion, food and fellowship as a kickoff for the UK Homecoming Weekend.

## May 2

### Graduate Student Hooding Ceremony and Reception

Singletary Center for the Arts

Interim Dean Patricia B. Howard, faculty and staff invite you to attend the hooding ceremony and reception in honor of the December 2013 and May 2014 MSN, DNP and PhD graduates. Please feel free to join us for this special event. Visit [www.uknursing.uky.edu](http://www.uknursing.uky.edu) in April for the event time.

### BSN Pinning Ceremony

Singletary Center for the Arts

Interim Dean Patricia B. Howard, faculty and staff invite you to attend the pinning ceremony and reception in honor of the May 2014 BSN graduates. Please feel free to join us for this special event. Visit [www.uknursing.uky.edu](http://www.uknursing.uky.edu) in April for the event time.





# Reasons to **CELEBRATE!**

## COMMENCEMENT 2013 & 2013 MSN CELEBRATION

May was one happy month for students, faculty and staff, as we celebrated the graduation of the latest class of BSN, MSN, DNP and PhD students. Congratulations to all of our graduates ... we are so proud of you and look forward to seeing your careers grow!

In June we held an MSN reunion celebration. It was such fun to bring these graduates back together to reconnect and share memories.



# DONORS

## Giving List

### THANK YOU

#### ALUMNI & FRIENDS GIVING

\* Caring Society | + Fellows Society

The following alumni kindly and generously gave to the College of Nursing during the 2012 calendar year. We thank each and every one for helping to make a difference.

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Mrs. Glenda L. (Cox) Jevans  
Mrs. Donna (Bartley) Osborne

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## Ways TO Give

Through gift and estate planning, there are many ways to help young men and women achieve their education and career goals at the UK College of Nursing. With a bequest, a gift annuity or charitable trust, you can leave a legacy, impact the future and help others follow in your footsteps. For more information on giving opportunities in the College of Nursing, contact Aimee' Baston at **(859) 323-6635** or at **abaston@uky.edu**.

# You Should Always Give Back

## VICKI & CHRIS GORMAN



Vicki Beekman Gorman and  
her husband F. Chris Gorman

### Would you BE Interested?

If you would like to support the College of Nursing through scholarships or in other ways, please contact Aimeé Baston at **(859) 323-6635** or at **abaston@uky.edu**.

The promotion to head nurse meant only 10 cents more an hour, but she still loved being a nurse.

Now she gives back to the place that got her started. Giving back has been part of Vicki Beekman Gorman (BSN '66) and her husband F. Chris Gorman's (A&S '65 and Law '67) lives. Mrs. Gorman says, "I always knew I wanted to be a nurse. I had been a candy striper before going to college and loved that work and being at the hospital — helping people."

Mr. Gorman, a former attorney general of Kentucky, adds, "We believe you should always give back when you become successful, especially to the places that gave you the tools for that success like UK did for us."

Mrs. Gorman began her nursing career at UK's Albert B. Chandler Hospital in the Clinical Research Center Unit after receiving her BSN degree. She and her husband moved to Louisville after he finished his UK law degree, and Mrs. Gorman took a position in Jewish Hospital's ICU. She was quickly promoted to head nurse — a position at the time that only earned her an extra dime per hour.

Mrs. Gorman accepted a director's position with Caretenders in 1987 in their Private Duty Department. "The Private Duty Department was made up of staff who went into homes, mostly seniors, and helped with personal care, light cooking and cleaning, and some driving for errands. I saw firsthand how difficult and frustrating it often was for these folks to get home after being cared for in the hospital only to find that they couldn't get into their kitchen because of a wheelchair or were no longer able to drive themselves to appointments. That's where my group stepped in to help them transition to new ways of taking care of everyday tasks so they could remain in their homes longer."

Caretenders merged with Almost Family, and Mrs. Gorman continued to work for Almost Family, serving in several other administrative leadership positions during her 23-year career there.

For several years, the Gormans helped to support the college through phonathon gifts but then decided to make a firmer, more personal commitment — one that would benefit one selected student each year. Mr. Gorman said, "Vicki supported my political career all along. I wanted to make sure she was recognized in her own right." The result was their establishing the Vicki Beekman Gorman Undergraduate Nursing Scholarship in 2010.

Now they get to know the student who benefits from their philanthropy. The Gormans met their first recipient at the college's annual scholarship brunch. "It was wonderful to meet our first recipient and learn more about her. She had so much energy and enthusiasm. It felt good to know we were helping her achieve her dream to be a nurse," Mrs. Gorman said.

Mrs. Gorman eagerly told her Almost Family co-workers how much she enjoyed giving the scholarship and helping the student she had met. She spoke so highly of the experience that when she retired from Almost Family they honored her and her career through a generous gift to the Gormans' scholarship fund. Since then, the Vicki Beekman Gorman Undergraduate Nursing Scholarship has helped five students pursue their dreams of becoming nurses.

Recently, the Gormans helped in a new way. They hosted a dinner in their home and invited UK nursing students, Louisville health care professionals and even UK Board of Trustee member Jim Stuckert and his wife, Diane, for the first "Dinner and Dialogue."

"The evening was a wonderful success," said Interim Dean Patricia B. Howard, PhD, RN, NEA-BC, FAAN. "The students were able to meet and network with a variety of health care professionals in a comfortable setting."

Mrs. Gorman also sits on the College of Nursing's Dean's Advisory Council. "It feels good to be involved with the college and to see all the changes in how nurses are educated today. It really is all about students! And we are hooked on helping them succeed."

\* Caring Society | + Fellows Society

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The College of Nursing is very grateful to have the generous support of friends. The following friends, foundations and companies provided meaningful support during the 2012 calendar year.

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Thank you to the following friends who have included the UK College of Nursing in their estate planning.

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Alumni, friends, foundations and companies that have given at the \$10,000 level and above. Fellows are also members of the Caring Society.

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## Boomerang Society

Thank you to our alumni who give annually to the College of Nursing Alumni Association. We are pleased to recognize the following alumni who gave to the Boomerang Society in 2012. Gifts to the Boomerang Society provide student support through scholarships and travel to conferences for presentations, as well as underwriting College of Nursing alumni events such as homecoming, Nurses Step Out and the DNP-PhD Anniversary Celebration. For a full listing of Boomerang members, please visit our website at [www.uknursing.uky.edu](http://www.uknursing.uky.edu). Click on Alumni then Boomerang Society.

Mrs. Monica T. Griffith  
Mrs. Marguerite D. Bertram  
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## Caring\* Society

Alumni, friends, foundations and companies that have given at the \$5,000 level and above.

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Margaret T. Sullivan  
Jo Ann M. Wever

## Matching Gifts

Thank you to the following companies and foundations that match alumni and friends' gifts to the College of Nursing.

Abbott Laboratories  
GlaxoSmithKline  
IBM Corporation  
Shell Oil Company Foundation  
State Farm Insurance Co.  
Walmart Foundation

# Delta Psi Chapter Sigma Theta Tau INTERNATIONAL

2012-2013 has been a great year for the Delta Psi chapter! Not only have members continued to pursue excellence in nursing through their research, teaching and staff development, the chapter received the 2011 Chapter Key Award from International to reward the chapter for the excellent work by our members to advance nursing through research, excellent programs, membership recruitment and retention, collaboration with other nurses at the local, national and international level and professional/leadership development. We also had the privilege of having Dr. Suzanne Prevost as a Delta Psi member while she served as the STTI international president for 2011-2013. She represented our chapter very well and did a fantastic job as the international president. We are so proud!

The **Out-of-the-Gate Event** was held in August 2012 to help orient new members and encourage networking among current members. The chapter funded this meeting, which was held at Shillito Park and we had a good turnout of members. This is being considered as an annual event to be held the weekend after the fall semester begins.

The **Fall Scholarship Meeting** was held in October 2012 at the SpringHill Suites near UK's campus. Dr. Lisa Turner, a past research award recipient, gave a great presentation on obesity and long-distance truck drivers.

Our annual **Christmas Dinner and Silent Auction** was held in December 2012 at the Hilary J. Boone Center on UK's campus and many members attended. More than \$1,700 was raised through the auction, of which 100 percent went to funding nursing research and scholarship. Members continue to be generous, donating items for the auction and bidding on various items. The Scholarship and Award Committee gave about \$7,500 in awards between the fall and spring applications. All members are encouraged to apply for awards and scholarships.

The **Spring Business Meeting** was held February 2013. Dr. Kristin Ashford gave a wonderful presentation on her nursing research focusing on the effects of tobacco smoke on pregnancy and preterm labor. We had a Theta Nu member, as well as several students also in attendance.

The year ended with the **Induction Dinner and Ceremony**, held April 2013, at the Central Baptist Education Center. Mendy Blair, current Leadership Succession Chair and 2009-2011 Delta Psi president, was the keynote speaker. She shared the story of her nursing journey, a truly inspiring one for both new and current members.

Members were also very generous by participating in several service projects this year, benefitting the Humane Society, the Simon House, Water.org, Lexington's VA Hospital and the Down Syndrome Association of Central Kentucky. Members donated money, books, baby supplies, personal care items and pet food/supplies. Delta Psi typically supports a service project at each Delta Psi event throughout the year. We welcome any future service project ideas!

The website has been updated. Please check it for chapter news! [www.mc.uky.edu/deltapsi](http://www.mc.uky.edu/deltapsi)

Membership is given to deserving undergraduate and graduate students, and professional nurse leaders. This year we inducted 15 undergraduate students, six graduate students and one nurse leader. Delta Psi is always open to nurses who want to join and learn how they can enhance their own learning and network with other nurses who share the same vision of enhancing the profession. Please contact any of the executive board members for more information.

## 2013 INDUCTEES

### Undergraduate Students

Sarah E. Bertram  
Kathryn E. Campbell  
Rachel Coghill  
Bronte Craig  
Mary Allison Francis  
Sarah Fields  
Sarah Good  
Saralyn Justice  
Ashley Hostetter  
Stephanie Kehler  
Jon Leo  
Lori Nolan  
Elisabeth Overman  
Stephanie Riggie  
Victoria Spansail

### Graduate Students

Melinda A. Baker  
Katherine Layton  
Cheryl Marrs  
Anna G. Parke  
Julie Perry  
Tanya Stone

### Nurse Leader

Lois Lewis

### 2013 Spring Achievement Awards

**Marion McKenna Leadership award**  
Patty Hughes

### Spring and Fall 2012 Scholarship Funding

**Roxanne Bowman**—Research  
**Kate Moore**—Professional Development  
**Tiffany Kelly**—Scholarship  
**Celestine Gotchett**—Research  
**Demetrius Abshire**—Research  
**Stanley Tibong**—Scholarship

### 2012-2013 Delta Psi Executive Board Officers

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**President-Elect**  
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**Vice-President/Program Chair**  
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**Leadership Succession Chair**  
Mendy Blair  
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 Rena Baer, Associate Editor

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Wendling Printing Company

OPPORTUNITIES is published annually by the  
 University of Kentucky College of Nursing

University of Kentucky  
 College of Nursing  
 315 College of Nursing Building  
 Lexington, KY 40536-0232

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College of Nursing and other UK alumni  
who contributed to this issue:

Rebecca Dekker (MSN 2006, PhD 2010)  
 Peggy El-Mallakh (PhD 2005, MSN 1998)  
 Frances Feltner (DNP 2012)  
 Brenda Ghaelian (BS 1980)  
 Ashley Guiliani (BSN 2007)  
 Patricia B. Howard (MSN 1980, PhD 1992)  
 Lynne Jensen (PhD 2007)  
 Gina Lowry (MSN 1999, PhD 2007)  
 Mary Jane Miller (AS 1978, BSN 1983)  
 Lori Mutiso (Post-MSN 2008, MSN 2004, BSN 2003)  
 Susan R. Noel (MSN 1985)  
 Jan Odom-Forren (PhD 2009)  
 Mary Kay Rayens (MS 1989, PhD 1993,  
 College of Arts and Sciences)  
 Naomi Sloan (BSN 2013)  
 Nathan Garrett (BSN 2006)  
 Nick Welker (BSN 2000, MSN 2010)  
 Greg Williams (BA 2006, MBA 2013)

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*“It’s a continual **balancing act** that requires support from family and faculty. I have by no means mastered it. I rely on my faith, and I understand I have to be able to adjust. And that’s something about being a nurse, period. You just have to be flexible. And you have to be willing to roll with the punches. Being at UK, I’ve really honed in and learned how to do that.”*

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**Joy Coles, BS**  
Second degree BSN student