CONGRATULATIONS 2018
As I begin my fifth year as dean of the University of Kentucky College of Nursing, I'd like to welcome you to our fourth edition of Engagement, a special edition refreshed with a new look to represent our growth—invigorated, unwavering and determined to tackle whatever challenges we may face as a College and profession.

One of these challenges was brought forth by the National Academy of Medicine (formerly the Institute of Medicine). In 2010, the Academy set a goal for 80 percent of registered nurses to have their BSNs by 2020. The College directly aligned its Strategic Plan with this recommendation to drive these numbers and promote student success—the leading priority for our College and the university.

The past year has gifted us many remarkable milestones. The College celebrated the first cohort of students to graduate from the MedVet-BSN Option, a program designed to capitalize on students’ prior training as military medical professionals. We also doubled our RN-BSN online enrollment through a partnership with Select Medical.

We were also proud to induct five esteemed nurse leaders and alumni into our third cohort of Hall of Fame honorees. Another distinguished nurse leader and former dean of the College, Dr. Carolyn Williams, was our third faculty member to be inducted as a Living Legend—the highest honor bestowed upon a nurse by the American Academy of Nursing.

In addition to recognizing these esteemed individuals, we will showcase the celebration of our PhD program’s 30th anniversary, as well as reflect on its past, which has led us to the pinnacle of nursing research and scholarship. To complement our research, our clinical faculty serve our communities every day and deliver only the best health care with the highest standards of practice.

Perhaps most importantly, the following pages reflect the engagement happening among our faculty, staff and students with whom we are working closely to cultivate a culture of resilience and dissolve the stigma surrounding mental health. The Work-Life Engagement Ambassadors Council in particular is setting a new standard of excellence, one that has brought several initiatives to light, including our new Cultivating Practices for Resilience (CPR) room.

I am most grateful to begin my fifth year as “Engaged” as ever—sparking conversations and insights in a diverse, inclusive environment to ensure our vision is met with crystallized goals. As always, I invite you to connect with us. Please let me know your thoughts on how we can make even more of a difference in our nursing community.

Health and happiness always.

Janie Heath, PhD, APRN-BC, FAAN, FNAP, FAANP
Dean and Warwick Professor of Nursing
The Future of Nursing Science

Awards & Honors
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PROFILES: Clinical & Service
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PROFILES: Students
Delta Psi
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Donor Greg Au: Why Do I Give?
Awards & Honors Recipient List

Congratulations!

2017-2018 College of Nursing Student Awards

- Baptist Health Lexington Nursing Leadership Award Fall 2017
  Savannah Baker
- Carolyn A. Williams Award
  Andrew Bugajski
- Taylor Ann Davis Award Fall 2017
  Chandler Carly
- UK HealthCare Commitment to Nursing Excellence Award Fall 2017
  Liz Carr
- Baptist Health Lexington Nursing Leadership Award Spring 2018
  Caroline Cunningham
- College of Nursing Alumni Association Nightingale Award Fall 2017
  Anna Eastman
- Delta Psi Senior Nurse Award Fall 2017
  Lauren Elliott
- PhD Alumni Award
  Hartley Feld
- Delta Psi Senior Nurse Award Spring 2018
  Ashley Fox
- Sebastian-Stanhope Award
  Caissy Goe
- College of Nursing Alumni Association Nightingale Award Spring 2018
  Maya Huayani
- Omicron Delta Kappa Student Leader Award
  Kelsey Lacroix
- College of Nursing Faculty Award Fall 2017
  Taylor Lewis
- College of Nursing Faculty Award Spring 2018
  Saoirse Lucy
- Taylor Ann Davis Award Spring 2018
  Saoirse Lucy
- UK HealthCare Commitment to Nursing Excellence Award Spring 2018
  Mackenzie Pierce

2018 Other Student Awards

- 2017 Saha Award for Cardiovascular Research and Education
  Joy Coles
- Center for Graduate and Professional Diversity Initiatives Exceptional Student Service Award
  Joy Coles
- University of Kentucky Global Health Case Competition Finalist
  Joy Coles
- Kentucky Coalition of Nurse Practitioners & Nurse-Midwives DNP Scholarship
  Joy Coles
- Lyman T. Johnson Torch of Excellence Award, University of Kentucky
  Mia Jackson
- Center for Graduate and Professional Diversity Initiatives Professional Development Award
  JungHee Kang
- Tamara Mayes
- Nana Ntodi
- Erika Ventura-Castellon
- Robert Wood Johnson Health Policy Research Scholar
  Shannon Parsley

2018 College of Nursing Annual Award Recipients

- Excellence in Service
  Mollie Aleshire
- Louise J. Zegeer Award
  Jennifer Cowley
- Excellence in Undergraduate Clinical Precepting
  Kelli Curry
- Excellence in Graduate Precepting
  Jennifer Drumm
- Gloe L. Bertram Award
  Shannon Ferguson
- Employee of the Year
  Lisa Galvin
- Excellence in Clinical Practice
  Paula Halcomb
- Excellence in Part-Time Teaching
  Sally Kinnaird
- Excellence in Graduate Teaching
  Zim Okoli
- Diversity and Inclusion Champion
  Lateisha Ousley
- Excellence in Support of the College of Nursing
  David Timoney
- Excellence in Undergraduate Unit/Agency
  UK HealthCare Perioperative Services
- Dean’s PUMA Awards for Outstanding Service to and Support of the College of Nursing
  Phyllis D. Corbitt Community Health Center
  Sam Matheny
Leadership Service for STTI Chapter
Mary Gregory

Leadership Service for NONPF
Sheila Melander

Staff Excellence
Joanne Davis

2017-2018 Other Faculty Awards

University of Louisville School of Nursing
Nightingale Award
Kristin Ashford

Inducted as a Fellow of the American Academy of Nursing
Dorothy Brockopp

Inducted into the STTI Nurse Researcher Hall of Fame
Misook Chung

Inducted into University of Kentucky Phi Kappa Phi Honor Society
Janie Heath

Inducted into University of Oklahoma College of Nursing Hall of Fame
Janie Heath

Fulbright Scholar
Ana Maria Linares

Inducted as a Fellow of the American Academy of Nursing
Sheila Melander

University of Louisville School of Nursing Nightingale Award
Gwen Moreland

Sarah Bennett Holmes Award
Debra Moser

Inducted as a Fellow of the American Heart Association
Gia Mudd-Martin

Inducted as a Fellow of the American Society of PeriAnesthesia Nurses
Jan Odom-Forren

Inducted as a Fellow of the American Association of Nurse Practitioners
Julie Ossege

Susan McCabe Lectureship Award
Evelyn Parrish

American Academy of Nursing Living Legend
Carolyn Williams

1 | Drs. Dorothy Brockopp and Sheila Melander, new Fellows of the American Academy of Nursing, and Dr. Carolyn Williams, the Academy’s 2017 Living Legend honoree

2 | Dr. Caissy Goe delivering her award-winning presentation at the CCTS-CON Scholarship Showcase

3 | Joy Coles presenting as a finalist at UK’s annual Global Health Case Competition

4 | Lisa Galvin, winner of the 2018 Employee of the Year Award

5 | Dr. Debra Moser receiving the university’s Sarah Bennett Holmes Award
Faculty Appointments & Transitions

Congratulations!

Faculty Appointments

- **Morgan Chojnacki**
  DNP, APRN, PNP-PC
  Assistant Professor, Clinical Title Series

- **Cassondra Degener**
  DNP, APRN
  Assistant Professor, Clinical Title Series

- **Hartley Feld**
  PhD, MSNEd, RN
  Assistant Professor, Special Title Series

- **Jennifer Miller**
  PhD, MSNEd, RN
  Assistant Professor, Regular Title Series

- **Lovoria Williams**
  PhD, FNP-BC, FAANP
  Associate Professor

- **Debra Anderson**
  PhD, RN, PHCNS-BC (Retired)
  Associate Professor, Director of Work-Life Engagement

- **Kristin Ashford**
  PhD, APRN, WHNP-BC, FAAN
  Professor, Regular Title Series, and Associate Dean of Undergraduate Faculty and IPE Affairs

- **Cathy Catlett**
  MSN, RN
  Senior Lecturer, Lecturer Title Series

- **Fran Hardin-Fanning**
  PhD, RN (Retired)
  Associate Professor, MedVet-BSN Track Coordinator

- **Patricia Howard**
  PhD, RN, NEA-BC, FAAN
  Executive Associate Dean, UKCON-Norton Healthcare Partnership

- **Tom Kelly**
  PhD
  Associate Dean for Research and PhD Faculty Affairs

- **Lovoria Williams**
  PhD, FNP-BC, FAANP
  Associate Professor

We wish our other colleagues well as they transition to new opportunities:

- **Dr. Mollie Aleshire**
  North Carolina

- **Dr. Alexandra Dampier**
  Texas

- **Dr. Jennifer Hatcher**
  Arizona

- **Dr. Nora Warshawsky**
  Florida
We wish our other colleagues well as they transition to new opportunities:

- Clair Abney
- Sarah Alegria
- Kerry Powell
- Greg Williams
- Danielle Johnson

Zachary Schmidt

“I am excited to return to my home state to contribute to UK’s critical mission of reducing health disparities. I believe that UK’s rich, collaborative research environment will allow me to expand my research and improve the health of Kentuckians and beyond.”

—Dr. Lovoria Williams—

“I am excited to be a part of the rich culture and vibrant atmosphere that UK offers. My goal is to help set students up for success so they will have an immediate impact on our great community.”

—Zachary Schmidt—
Five Distinguished Nurse Leaders
Inducted into College of Nursing’s Hall of Fame

“Drs. Hill, Ridner, Stanhope, Swartz and Wolf are pioneers who truly embody the Wildcat spirit—a spirit of curiosity and determination.”
—DR. JANIE HEATH—
Out of more than 7,000 alumni from the University of Kentucky College of Nursing, five distinguished nurse leaders recently joined a select group of 15 as members of the College’s Hall of Fame.

Established in 2006, the College of Nursing Hall of Fame identifies esteemed graduates and their extraordinary contributions to the nursing profession. The College was proud to celebrate its newest inductees at the 21c Museum Hotel on Nov. 10, 2017.

“Drs. Hill, Ridner, Stanhope, Swartz and Wolf are pioneers who truly embody the Wildcat spirit—a spirit of curiosity and determination,” says Janie Heath, PhD, APRN-BC, FAAN, FNAP, FAANP, dean and Warwick Professor of Nursing. “One that impacts nursing practice through teaching with excellence, advancing scholarly practice and generating new, groundbreaking nursing science.”

Karen S. Hill, DNP, RN, NEA-BC, FACHE, FAAN, currently serves as chief operating officer and chief nursing officer at Baptist Health Lexington. Dr. Hill holds an ADN from Lexington Technical Institute (now BCTC), as well as BSN, MSN and DNP degrees from the University of Kentucky College of Nursing.

Dr. Hill oversees operations in the acute care hospital and outpatient centers with over 2,800 employees. Baptist Health Lexington has been designated as a Magnet® organization three times under Dr. Hill’s leadership, recognizing the organization internationally for nursing excellence.

She leads system-wide initiatives in her role as co-chair of the Value-Based Steering Committee and the Operations and Efficiency Council for Baptist Health System, based in Louisville, Kentucky. Dr. Hill has organized over 55 affinity groups of disciplines across the state to share best practices in resources, leadership and staffing.

Dr. Hill serves as the editor-in-chief for the Journal of Nursing Administration (JONA), an international scholarly peer-reviewed journal. She processes over 350 manuscripts for JONA annually and produces 12 editions a year for over 13,000 subscribers in 66 countries. Dr. Hill also presents internationally on leadership development, bringing evidence to practice, publishing and working with an editor, leading an intergenerational workforce and retaining experienced older employees, among other areas of expertise. She has over 65 peer-reviewed publications and is co-author of a book on creating a research environment in a community hospital, to be released later this year. In 2012, she was inducted as a Fellow of the American Academy of Nursing.

She is the chair of Commerce Lexington, the Chamber of Commerce, as well as the chairperson of the Hospital Advisory Commission for The Joint Commission.
Sheila H. Ridner, PhD, RN, FAAN, is a native of Fordsville, Kentucky. She spent her youth working hard on the family farm and credits the work ethic learned during those early years as a primary reason for her success in life. Her current research and scholarly interests include symptom management, lymphedema in cancer survivors, psychological distress, expressive therapies, physiological-based volume measurement methods and interventional studies.

Dr. Ridner is a life-long learner, having obtained her BSN from UK in 1978 and a master’s degree in Health Services Administration from the College of St. Francis in 1988. She received her MSN in 2000 and her PhD in Nursing Science in 2003, both from Vanderbilt.

Dr. Ridner has been fortunate to experience two successful career paths. During her first career, she was a well-respected psychiatric nurse who served in multiple senior administrative positions. In 1999, she resigned from her position as CEO of a psychiatric hospital to pursue a career as a nurse scientist. Since making that career change, Dr. Ridner has become an internationally renowned researcher in the field of cancer symptom management, focusing on lymphedema.

Dr. Ridner is currently the Martha Rivers Ingram Professor of Nursing at Vanderbilt School of Nursing and the director of the school’s PhD program. She has enjoyed continual funding for her research since entering her PhD program and has mentored numerous students, fellows and junior faculty to their first funding awards.

Dr. Ridner’s research and connected public service have impacted patients worldwide. As an acknowledgement of her work, she was inducted into Sigma Theta Tau’s International Nurse Researchers Hall of Fame in 2017.

Marcia K. Stanhope, PhD, RN, FAAN, is a graduate of the Good Samaritan Hospital nursing program of Lexington, the University of Kentucky (UK) College of Nursing (BSN), Emory University (MSN) and the University of Alabama Birmingham (PhD). Her practice/research interests include community/public health, administration, health policy, nurse-managed care, home health and primary care.

She received a fellowship in the office of Senator Robert Dole in 1978 and served on the Kentucky Governor’s Task Force for Health Care Reform in 1992. While at UK, Dr. Stanhope was principle investigator for a number of grants, was involved in developing the DNP program and served as the associate dean of the College of Nursing for 10 years. She was also appointed to the Good Samaritan Foundation Professorship and chair in Community Health Nursing.

Dr. Stanhope’s presentations span local, national and international levels. She has served as a reviewer and editorial board member for several national journals and has authored five textbooks. She is a fellow of the American Academy of Nursing and has served as president of the Kentucky Board of Nursing, president of the Association of Community Health Nurse Educators and vice president of the American Nurses Credentialing Center.

Dr. Stanhope has been inducted into the UK Hall of Fame and the UK College of Public Health Hall of Fame and has received the Public Health Nursing Creative Achievement Award from the American Public Health Association. She was honored with the American Nurse’s Association Pearl MacIver Award for outstanding contributions to public health nursing and with Distinguished Alumni of the Year awards from the UK College of Nursing, Emory University and the University of Alabama Birmingham. She is writing two textbooks and serves as a consultant to a number of nursing programs in the U.S.
Colleen H. Swartz, DNP, MSN, MBA, RN, NEA-BC, FNAP, holds a DNP degree, a master’s degree in nursing as a clinical nurse specialist in trauma/critical care, as well as an MBA. She has completed the Johnson & Johnson Wharton Fellows Program in Management for Nurse Executives and is a Robert Wood Johnson Foundation Executive Nurse Fellow alumna, 2011 Cohort.

Dr. Swartz became chief nurse executive for UK HealthCare in December 2008 and was appointed chief administrative officer in February 2017. Her prior experience includes serving as chief nursing officer at a regional community hospital, director of emergency and trauma services, director of flight nursing services and director of the Capacity Command Center for UK HealthCare. Dr. Swartz was instrumental in regaining Magnet® recognition—the gold standard of nursing care—from the American Nurses Credentialing Center (ANCC) in February 2016.

Dr. Swartz’s primary interest and investigation is the integration of production systems strategies to optimize the care delivery model. Her other research interests include study around clinical deterioration and early warning systems deployment in adult and pediatric populations. She has presented locally, nationally and internationally and has authored several publications.

Dr. Swartz is currently a member of the American Organization of Nurse Executives; Sigma Theta Tau, Delta Psi Chapter; Honor Society of Phi Kappa Phi; and the National Academies of Practice (NAP).

Gail A. Wolf, PhD, RN, FAAN, received her BSN in nursing from West Virginia University, her MSN from the University of Kentucky and her PhD in nursing administration and organizational psychology from Indiana University in Indianapolis, Indiana. Her career interests have centered on issues of leadership, work environment, organizational complexity and organizational development.

Dr. Wolf served as a professor at the University of Pittsburgh School of Nursing from 1995-2015, where she was responsible for the development and implementation of the doctoral programs in nursing leadership. Prior to this appointment, Dr. Wolf spent 23 years at the University of Pittsburgh Health Care System in a variety of senior leadership roles, including 10 years as chief nursing officer. During her tenure, she developed the Transformational Model for Patient Care, which has been shared in national and international publications and has been implemented in numerous health care organizations across the country.

Dr. Wolf is a Wharton Fellow and a member of the American Academy of Nursing, and has served as president of the American Organization of Nurse Executives. She served on the Magnet Commission for 12 years, including two years as chairman. In that role, she was instrumental in designing and developing the Next Generation Magnet Model and served as the co-editor of that publication. She has also published numerous other articles and lectured extensively throughout the U.S., Australia, Italy, Japan, Canada and Finland on issues relating to leadership of patient care.
Soaring High with Excellence: Building the Nursing Workforce One Student (Veteran) at a Time
When Shannon Beebe began working on her CNA as a 16-year-old high school student in Virginia, her ambition was to someday become a nurse. This past May, the 41-year-old mother of five reached that milestone as one of the first two graduates of the University of Kentucky College of Nursing’s MedVet-BSN Option.

Beebe worked full-time as a certified nursing assistant (CNA) for many years, trying to knock out her prerequisites one at a time while raising a family. Frustrated with the slow progress and financial strain, she joined the U.S. Army as a combat medic in 2005. She saw her enlistment as a way to serve her country, get more experience in health care and pay for nursing school upon leaving the military. Her unit was based out of Lexington, Kentucky, and after finishing her service in 2012, Beebe earned her associates degree at Bluegrass Community and Technical College. She was searching for a baccalaureate degree program when she heard about the new MedVet-BSN Option at the University of Kentucky College of Nursing.

“When I found out I was super excited,” she says. “I’d been sending applications to nursing schools everywhere. Between working full-time and raising kids, my GPA wasn’t as high as I would have liked, but they were willing to also look at my life experience and military service as a combat medic.”

The MedVet-BSN Option is one of UKCON’s two more recent BSN tracks for non-traditional students. The second program, the RN-BSN Option, provides a pathway for ADN nurses to come back to school and earn their BSN online. The two new programs join a third, the Second Degree BSN Option, which the College started 10 years ago for graduates in the workforce seeking a new career in nursing.

“We are transforming our BSN curriculum to ensure second career students such as military medics have the appropriate resources to support academic success,” says Janie Heath, PhD, APRN-BC, FAAN, FNAP, FAANP, dean and Warwick Professor of Nursing. “One quarter of our students now are non-traditional,” notes Assistant Dean of BSN Program Studies Darlene Welsh, PhD, MSN, RN. “We’ve seen a lot of growth over the past three years in this area, particularly in the online RN-BSN Option.”

By providing additional BSN options geared toward non-traditional students, the College can not only help deliver more highly educated nurses into the workforce but also offer its students a broader look at the world. Having been out in the workforce, military or both], our non-traditional students add new ideas about the way we do things based on their own experiences,” says Dr. Welsh. “Younger students hear a viewpoint different than their own. Ultimately, it brings a richness to our College.”

This translates into better patient care, she says. By being exposed to a larger range of ideas and people in college, graduating nurses are more prepared to deal with the diversity they encounter in the workplace and among patients.
A Push for a Better Educated Nursing Workforce

Offering more opportunities for non-traditional students to earn their BSN means more highly skilled nurses, which is exactly what the workforce needs, according to the National Academy of Medicine (formerly the Institute of Medicine [IOM]).

In 2010, the organization set a goal that by 2020, 80 percent of registered nurses should have their BSNs to meet the growing complexity of health care. Four years later in 2014, the American Nurses Credentialing Center (ANCC) picked up the mantle. As part of its criteria for Magnet status (a national designation that recognizes nursing excellence), the ANCC requires hospital organizations demonstrate quantifiable steps toward increasing their number of BSN-prepared nurses.

With research showing that better educated nurses lead to better patient outcomes, UKCON adopted the online RN-BSN Option in 2015. Previously, the College had been offering a hybrid program where nursing students came to Saturday classes on campus.

“We transitioned to totally online, recognizing that nurses are so busy,” says RN-BSN Option Coordinator Jessica Wilson, PhD, APRN.

“They work every day of the week on different shifts, and we wanted it to be more accessible for them to come back to school. Also, prior to this, nurses had to be local to this area. Now we have a much farther reach, including rural areas of Kentucky.”

Dr. Wilson says they’ve also developed specific partnerships with national hospital organizations, which pay tuition for their nurses to seek higher degrees.

Dr. Wilson cites a partnership with Select Medical, which operates long-term acute care hospitals across the country and graduated its first UKCON RN-BSN Option cohort this spring. At any given time, as many as 50 of its nurses are enrolled, and currently, those in the program come from 20 different states. But they all treat high-acuity and medically complex patients.

“It’s neat that we’ve been able to partner with them because they really need their nurses to have a lot of expertise to properly care for critically ill patients,” says Dr. Wilson.

Part of that partnership is recognizing what that expertise requires.

“We try and make sure the students’ clinical projects meet their professional development needs and the needs of their organizations,” she continues.

The core curriculum is still the same for everyone, she adds, but the nurses can share their experiences and challenge each other to think outside of the box. “They benefit from each other’s expertise and knowledge because they are learning with and from each other,” says Dr. Wilson, mentioning tools such as online discussion boards, Zoom conferencing, sharing online presentations about their clinical projects and discussing what each other’s experiences on the job teach them.
From Military Medic to Nurse

Implemented and supported through a U.S. Health Resources and Services Administration grant for the past four years, the program for military medics is designed to support the specific needs of student veterans, who are often older and have other life obligations, says former MedVet-BSN Coordinator Fran Hardin-Fanning, PhD, RN, principal investigator and grant author (one of 20 awarded) who laid the groundwork for the program.

“Some are still active in the military or have other jobs and families,” says Stephanie Fugate, MSN, ACNP, instructor and new MedVet-BSN Option coordinator.

Also, having been out of school for several years, many of these students must adjust to studying again.

“We noticed there was a reluctance for them to reach out; these veterans are used to achieving without help,” says Fugate. “We had to get them out of that mindset. Nursing is a rigorous program, and everyone needs assistance with study skills. Now, we go on the assumption they need help, and we make sure they have it.”

This includes access to peer tutors, small classes, a designated study space in the library and a 101 class for all student veterans taught by Lt. Col. Anthony Dotson, coordinator of the Veterans Resource Center. Fugate says veterans who take his class have higher retention and graduation rates and avail themselves of the many services offered by the Veterans Resource Center.

Military medics also often bring a trauma-triage mindset that is different than what’s required in nursing. After noting this, she and Angela Ballard Grubbs, DNP, ARPN, NP-C, created a three-day Clinical Reasoning Bootcamp for MedVet-BSN students before classes begin. Fugate says students who take the boot camp learn about clinical reasoning and critical thinking in the decision-making process. “They learn to think like a nurse rather than in terms of triage,” she says.

Upon the graduation of its first two students in May, Fugate praised the input given by Beebe and fellow graduate Matthew Eubank. In fact, she says, it was their input that helped lead to shortening the MedVet-BSN Option from five semesters to 24 consecutive months, beginning in 2019, to better fit GI Bill requirements.

“It was a learning curve because we didn’t know what to expect,” she says. “Their experiences taught us a lot. They both were very good about providing feedback.”

Fugate says Eubank, an Army medical specialist and mental health specialist who has been awarded the Army Commendation Medal, two Army Achievement Medals and a Campaign Medal with Valor, was instrumental in founding the UK College of Nursing Veterans Nursing Council and served as its co-chair.

Beebe, who now works in the Medicine Pulmonary Progressive Care Unit at UKHC, says going back to school in her 30s was well worth it.

“It was hard to handle at times, but with everyone’s support at the College, and the support of my husband and kids, I succeeded. I realize I’ve become a much stronger person and will be a much stronger nurse in the end.”

—SHANNON BEEBE—
In the 1980s, PhD programs had difficulty gaining acceptance in universities across the country. Terry Lennie, PhD, MS, BSN, senior associate dean at the UK College of Nursing and former director of the College’s PhD Program, says the early nurse researchers were intent to demarcate the intellectual territory that defined their developing discipline to establish legitimacy.

He recalls administrative resistance to opening a nursing PhD program at the University of Wisconsin-Madison, his alma mater. In the 1980s, the administration rejected a proposal for a stand-alone nursing PhD program, as the school of nursing was required to partner with the psychology department. Consequently, students like Dr. Lennie were required to complete a dual PhD in nursing and psychology to gain doctoral-level training. Other schools of nursing were denied the ability of open PhD programs and instead opened doctor of nursing science programs.

“It became clear over the next decades that nursing programs were preparing scientists,” says Dr. Lennie. “At that point, schools were allowed to open stand-alone PhD programs. Additionally, universities that required schools of nursing to open doctor of nursing science programs began to retroactively award nurses with DNP degrees a PhD degree.”

While other university administrations resisted the formation of stand-alone PhD degrees in nursing, leaders at the University of Kentucky College of Nursing were able to convince the administration to allow the College of Nursing to open a PhD program to train doctoral-prepared nurse researchers. Dean Emeritus Carolyn Williams, PhD, RN, FAAN, who served as College of Nursing dean from 1984 to 2006, spearheaded the establishment of the PhD program in the UK College of Nursing.

Thirty years ago, nurses drawn to scientific inquiry and problem-solving were just beginning to carve out a space in the academic terrain to call their own.
Thanks to Dr. Williams’ efforts, the UK Board of Trustees approved the program in 1985, and the school admitted its first PhD class in 1987. Last year, the UK College of Nursing doctoral program surpassed 30 years preparing more than 130 students for careers at top-ranked research institutions and health care organizations across the globe.

Now firmly integrated into the academic framework, today’s nurse scholars are less concerned with defining the scope of nursing research and more focused on making an impact on people’s lives through outcome-driven research. Dr. Lennie says nurse researchers address health problems and seek to improve nursing practice through evidence-based interventions and public policy.

“We’re focused on people, patients and populations, and that includes individuals, families and communities,” says Dr. Lennie. “Helping people live healthy is the bottom line, and that means physically, mentally and emotionally.”

Nurse scholars study a broad spectrum of health issues with a unifying goal of generating new knowledge to improve nursing practice and the treatment of patients inside and outside the health system. While some researchers study workplace efficiency and nursing practices, others disseminate interventions or test the effectiveness of new therapies.

After 30 years of training academic nurses, the College’s PhD faculty have garnered an international reputation for excellence in research, mentorship and service. In the last fiscal year, the College of Nursing was ranked 14th in research funding by the National Institutes of Health (NIH) among all public nursing schools.
Doctoral-prepared nurses are committed to three pillars of academic life: teaching, research and service at the university and in their local communities. Balancing these roles, doctoral faculty in the UK College of Nursing conduct research on a broad spectrum of health issues.

For instance, Elizabeth Salt, PhD, MSN, BSN, associate professor, studies the potential to use cognitive therapy as an alternative to pharmaceutical reliance for low back pain, in addition to conducting nationally funded research examining patient-centered communication and pharmaceutical efficacy. Kristin Ashford, PhD, MSN, BSN, associate dean of undergraduate faculty and interprofessional education affairs, studies and implements interventions to curb tobacco use and improve pregnancy outcomes for women with substance use disorders. Misook Chung, PhD, MSN, BSN, professor, examines the dynamic relationships between chronic cardiovascular patients and their caregivers, focusing on effective interventions to improve the psychological and physical well-being of both parties. Merging research and public policy advocacy, Ellen Hahn, PhD, RN, FAAN, Marcia A. Dake Professor of Nursing, collaborates with the UK Markey Cancer Center to study lung cancer prevention and communicate the risks of radon exposure. Other researchers explore topics including the promotion of breastfeeding mothers, using social media to promote health screenings, nursing protocols in critical care units, occupational health risks of agricultural workers and dietary interventions to reduce cardiovascular disease in the Appalachian region.

Thomas Kelly, PhD, associate dean of research and PhD faculty affairs, oversees faculty scholarship and advises nursing faculty on the pursuit of competitive grants to support their research. He says the strong emphasis on research at the University of Kentucky benefits doctoral students who are engaged in the research process, from forming research questions and project planning, to conference presentations and publication in academic journals.

“Here at the College of Nursing, our faculty are actively participating in research activities as well as training students,” says Dr. Kelly. “That [research] role is a critical role for the University of Kentucky and provides nursing students with broader experiences.”

Known as collaborators in clinical settings, nurse scholars are equally adept at forging relationships and coordinating projects alongside scholars from other disciplines and departments. Dr. Kelly says opportunities for interdisciplinary research abound at UK, with faculty members in the College of Nursing crossing disciplinary divides and joining projects with researchers outside their field of expertise. College faculty members collaborate with researchers from several colleges, including Pharmacy, Medicine, Dentistry, Public Health, Communication and Engineering, and the Department of Psychology.
Another sign of the program’s success is the research faculty’s reputation for acquiring competitive extramural funding from organizations, including the National Institutes of Health and the Patient-Centered Outcomes Research Institute (PCORI). Dr. Kelly provides assistance and mentorship to faculty members seeking extramural research funding. Currently, the research faculty serve as principal investigators on $20 million dollars in total grant funding.

“Faculty in the regular title series are encouraged to develop independent programs of research supported in part through grants and contracts,” says Dr. Kelly. “College faculty with regular title series appointments are highly successful in their efforts, with annual research expenditures per faculty member [$285,000] that are comparable to the most successful colleges at the university.”

Nurse scholars also emphasize teaching and service as integral components of academic life. Nurse scholars dedicate a portion of their time to mentoring graduate-level students and some undergraduate students interested in research. In addition, they seek to deliver excellent academic curricula designed to prepare the next generation of nurses for successful careers in practice. According to Dr. Kelly, researchers will adapt their service and teaching roles depending on their research obligations and funding.

Finally, nurse scholars are involved in academic service, which includes leadership roles at the institution level and with national nursing associations, including the American Academy of Nursing and the American Academy of Nurse Practitioners. Many UK nurse scholars serve as fellows of these two organizations, as well as other stakeholder groups, including the American Heart Association. Others serve as editors and reviewers for academic health journals. Nurse scholars are also keenly aware of the health needs and disparities in their communities. For instance, research faculty members saw a need to volunteer as tutors at William Wells Brown Elementary, a local school at the bottom of the academic achievement rankings.
UK nursing doctoral students have accepted positions at research-one universities including Indiana University, the University of North Carolina at Chapel Hill and Vanderbilt University, as well as at international universities.

**FARDEST DISTANCE**
Lexington, Kentucky >>> Hat Yai, Thailand
9,302 miles

**STATES**
21

**SOUTH STATES**
85%

**SOUTH UNITED STATES**
65%

**Stayed in Kentucky**
38%

**Where Are Our PhD Grads?**

**UK**

**ALABAMA**
Dr. Lillian Jeannette Findlay
Dr. Karen L. Heaton
Dr. Allison Rijken Jones
Dr. Russell C. McGuire
Dr. Amy Lynne Spurlock

**ARIZONA**
Dr. Seongkum Heo
Dr. Karen L. Johnson

**CALIFORNIA**
Dr. Esam Abdullah Al Khasib

**FLORIDA**
Dr. Cheryl Hoyt-Zambroski
Dr. Gail Ruth Moddeman
Dr. Sandra L. Pennington
Dr. Steven Russell Talbert

**GEORGIA**
Dr. Barbara S. Kiernan
Dr. Kathryn M. Moore

**INDIANA**
Dr. Janet S. Carpenter
Dr. Theresa A. Kessler

**MICHIGAN**
Dr. Cynthia Ann McCurren

**NORTH CAROLINA**
Dr. Donald D. Kautz
Dr. Paul C. Lewis
Dr. Jia-Rong N. Wu

**NEW JERSEY**
Dr. Sarah E. Kelly

**NEW MEXICO**
Dr. Mark B. Parshall

**OHIO**
Dr. Michael Lee Callihan, Jr.
Dr. Tracey Vitori

**OKLAHOMA**
Jihan Mahmoud, Ph.D.

**SOUTH CAROLINA**
Dr. Demetrius A. Abshire
Dr. Mary B. Culross

**TENNESSEE**
Dr. Donald D. Kautz
Dr. Paul C. Lewis
Dr. Leslie J. Higginson

**UTAH**
Dr. Marla J. De Jong
Dr. Pamela Lynn Phares

**VIRGINIA**
Dr. Rosalie O. Mainous

**WEST VIRGINIA**
Dr. Lou Ann Hartley
Dr. Barbara L. Nunley
Dr. Sandra Kay Prunty

**INTERNATIONAL**
Dr. Sukjai Charoenrak
Dr. Sopen K. Chunuan

**Where in Kentucky?**

Berea
Bowling Green
Burlington
Crestwood
Danville
Fisherville
Frankfort
Georgetown
Hardy
Harrodsburg
Hartford
Independence
Lexington
Louisville
Nicholasville
Olive Hill
Paint Lick
Pikeville
Prospect
Richmond
Taylorsville
Versailles
Wilmore
Winchester
“When you have stellar researchers doing important work to improve health and wellness and they’re passionate about it, it gets everyone around them excited. Once you have something great going on, people want to be a part of that greatness. That’s what we have here.”

—DR. DEBRA MOSER—

“Our students always come back and are delighted with the process and their preparation. They go on to secure amazing jobs at top-tier universities.”

—DR. JANIE HEATH—

RANKED #14 IN RESEARCH FUNDING AMONG ALL THE PUBLIC NURSING SCHOOL IN THE U.S. (for the 2017 fiscal year)

NATIONAL INSTITUTES OF HEALTH (NIH)

LEADERSHIP
Through the years

1985–1996
Dr. Margaret R. Grier
Associate Dean for Graduate Studies and Research

1996–2007
Dr. Lynne A. Hall
Assistant Dean for Research and the PhD Programs

2007–2015
Dr. Terry A. Lennie
Senior Associate Dean, PhD Studies

2015–PRESENT
Dr. Debra K. Moser
Assistant Dean of PhD Program and Scholarly Affairs

Grads in KENTUCKY

Dr. Mohammad Eid Abu Ruz
Dr. Said KS Abu Salem
Dr. Fawwaz A. Al Aloul
Dr. Abdullah Subhi Alhurani
Dr. Deborah S. Armstrong
Dr. Kristin Beth Ashford
Dr. Brooke Bayer Bentley
Dr. Martha J. Biddle
Dr. Roxanne K. Bowman
Dr. Andrew A. Bugajski
Dr. Linda Beth Cain
Dr. Zohn N. Centimole
Dr. Misook L. Chung
Dr. Donna Jean Conley
Dr. Sherill N. Cronin
Dr. Karen Rae Damron
Dr. Judi Daniels
Dr. Audrey K. Darville
Dr. Rebecca DeYoung Dekker
Dr. Mary G. DeLetter
Dr. Peggy L. El-Mallakh
Dr. Amanda T. Fallin-Bennett
Dr. Janet Lynn Forren
Dr. Paula Sue Gisler
Dr. Celestine Gertrude Gochett
Dr. Debra Sue Hall
Dr. Julia J. Hall
Dr. Muna Hassan Hammash
Dr. Fran Hardin-Fanning
Dr. Jennifer Hatcher
Dr. Gwendolyn Sue Hayes
Dr. Victoria Hensley
Dr. Carla P. Hermann
Dr. Vicki Hines-Martin
Dr. Gwendolyn Lunell Hooper
Dr. Patricia B. Howard
Dr. Patricia K. Howard
Dr. Sharon Hunsucker
Dr. Carol L. Ireson

Dr. Kathy B. Isaacs
Dr. Lynne Andersen Jensen
Dr. Lisa Gale Jones
Dr. Stephanie Ann Kehler
Dr. Sharon W. Lake
Dr. Connie Dee Lamb
Dr. Regina G. Lowry
Dr. Elizabeth W. Maggio
Dr. Susan B. Matthews
Dr. Carrie A. McCoy
Dr. Jennifer L. Miller
Dr. Lora A. Mutiso
Dr. Chizimurzo C.T. Okoli
Dr. Evelyn M. Parrish
Dr. Lukawee Pyabanditkul
Dr. Margaret Kay Price
Dr. Deborah B. Reed
Dr. Lynn P. Roser
Dr. Patricia Y. Ryan
Dr. Usama S. Saleh
Dr. Ziad Taher Saleh
Dr. Elizabeth G. Salt
Dr. Suzette S. Scheuermann
Dr. Melanie Pfohl Schrader
Dr. Judith Anne Schreiber
Dr. Leslie K. Scott
Dr. Celeste Shawler
Dr. Shannon C. Shumaker
Dr. Mary Rado Simpson
Dr. Carol Sue Smith
Dr. Lizbeth Price Sturgeon
Dr. Dean Scott Treadway
Dr. Lisa M. Turner
Dr. Caroline L. Velotta
Dr. Lee Anne Walmsley
Dr. Jessica L. Wilson
Dr. Linda Marie Wray
Dr. Nancy L. York

2007
first BSN-PhD OPTION STUDENTS were admitted

2017
Office of Nursing Research and Scholarship was built

2018
UK COLLEGE OF NURSING prepared more than 130+ PhD STUDENTS

Grads in KENTUCKY

6 to 10 NEW STUDENTS ARE ADMITTED & 3 to 5 STUDENTS DEFEND DISSERTATIONS

EACH YEAR
Given the breadth of expertise available within the doctoral faculty, students in the program partner with faculty mentors who help them develop an individualized research program that mirrors their interests and career goals. Debra Moser, DNSc, RN, FAAN, professor, assistant dean of the PhD program and Scholarly Affairs and Linda C. Gill Endowed Chair of Nursing, says students enter the program with an idea of what they’d like to study and build upon that idea as they matriculate through the program. Doctoral students take two years of course work then typically study for an additional one to two years drafting and refining a dissertation proposal and completing the dissertation project. By the time they defend their dissertation in their third or fourth year, the students have usually published in academic journals and gained a wealth of research experience working alongside faculty members. Each year, six to 10 new students are admitted and three to five students defend dissertations.

While students learn how to conduct an independent research project from start to finish and write up their findings, they also learn how to succeed in an academic or industry career. Dr. Moser says the students receive training on how to define their research agenda, apply for academic jobs and interview for positions. They are encouraged to participate in conferences, network with fellow nurse scholars and collaborate across disciplines.

“We teach them all aspects of the research process—how to see and think as a scientist, how to write papers scientifically and how to conduct rigorous research that is then disseminated through publishing and presenting,” says Dr. Moser. “Essentially, we prepare them to assume the role of an independent research scientist.” They also learn how to be stewards of the profession and effective teachers of the next generation of nurse practitioners or researchers. Dr. Moser invites her mentees to shadow her classes and encourages doctoral students to mentor junior graduate students. She also says opportunities to collaborate and assist with research projects gives UK doctoral student an edge when going on the job market. Several doctoral students have accepted positions at research-one universities, including Indiana University, the University of North Carolina at Chapel Hill and Vanderbilt University, as well as at international universities.

“Our students always come back and are delighted with the process and their preparation,” Dr. Moser says. “They go on to secure amazing jobs at top-tier universities.”

“We teach them all aspects of the research process—how to see and think as a scientist, how to write papers scientifically and how to conduct rigorous research that is then disseminated through publishing and presenting. Essentially, we prepare them to assume the role of an independent research scientist.”

—DR. DEBRA MOSER—
On Feb. 8, administrative leaders, faculty members, alumni and current doctoral students celebrated the program's productivity and reputation preparing prolific nurse scholars for 30 years. Janie Heath, PhD, APRN-BC, FAAN, FNAP, FAANP, dean and Warwick Professor of Nursing, commends the efforts of her predecessors, including Dean Marion McKenna, who originally conceptualized the program, and Dr. Williams, who followed through on McKenna's vision.

“Their leadership and vision has made our success possible,” says Dr. Heath. “They set us on a path that will continue to allow future generations of doctoral students the ability to impact the health and well-being of patient populations and communities around the world.”

Dr. Moser says the success of the program also continues because of the faculty’s dedication to their work and maintaining high standards for their research. Faculty members compete at the highest level for funding, and the awards obtained demonstrate the excellence of the collective department.

“The faculty here really excel in their areas of expertise,” says Dr. Moser. “They all have well-funded programs of research, and they have been successful getting funding from NIH, the Centers for Medicare and Medicaid and PCORI. They can compete successfully at the highest levels.”

Dr. Kelly echoes this view, noting that the doctoral program’s emphasis on science mirrors the research objectives of the institution. Nurse scientists are contributing to a collective effort across the campus to elevate the University of Kentucky’s status as a leading research institution.

He also mentions the College’s newest commitment to advance scholarly research—its new Office of Nursing Research and Scholarship, located on the fifth floor. The office, built in 2017, houses several research powerhouses at the College, including the Perinatal Research and Wellness Center and Occupational and Rural Health Research. In celebration of the newly renovated space, the College held an open house in February to mark a significant, historical milestone in its history.

“The space is a testament to our nurse leaders and their continued commitment to the PhD program since it was first initiated,” says Dr. Kelly. “UK is a tier-one institution, and contributions to knowledge are a critical responsibility of all faculty, and so the commitments to growing that academic research within faculty in the College of Nursing are consistent with the overall mission of the university.”
Making an Impact Through Research

$22,162,605*

THE COLLEGE’S current active research & training awards total

*TOTALS INCLUDE THE LIFETIME AWARD AMOUNT FOR THE REFERENCED ACTIVE SPONSORS // DIRECT AND INDIRECT COSTS AS OF JULY 31, 2018

Karen Butler
RESEARCH INTEREST
Occupational Health Nurse Training
PRIMARY FUNDING SOURCE
NIOSH
TOTAL AWARDS
$628,358

Kristin Ashford
RESEARCH INTEREST
Cardiovascular Health: Secondary Prevention of Cardiovascular Disease
PRIMARY FUNDING SOURCES
Ky. Cabinet for Health and Family Services, NIH-NIDA R01, NIH-NIDA R34, Hillman Foundation, VPR V12P Program, State Medicaid Grant
TOTAL AWARDS
$4,640,732

Misook Chung
RESEARCH INTEREST
Cardiovascular Health: Chronic Patients and Caregivers
PRIMARY FUNDING SOURCE
NIH-NINR, CON Pilot
TOTAL AWARDS
$2,414,267

Martha Biddle
RESEARCH INTEREST
Cardiovascular Health: Secondary Prevention of Cardiovascular Disease
PRIMARY FUNDING SOURCES
CON Pilot
TOTAL AWARDS
$17,000

Jean Edward
RESEARCH INTEREST
Healthcare Access and Disparities Research
PRIMARY FUNDING SOURCE
CON Pilot, ACS IRG
TOTAL AWARDS
$45,000

Hazel Chappell
RESEARCH INTEREST
Continuing Nursing Education
PRIMARY FUNDING SOURCE
AHRQ
TOTAL AWARDS
$49,500

Susan Frazier
RESEARCH INTEREST
Nurse Scholars
PRIMARY FUNDING SOURCE
JONAS, RWJF
TOTAL AWARDS
$315,000

Angela Grubbs
RESEARCH INTEREST
Nursing Education for Veterans
PRIMARY FUNDING SOURCE
HRSA
TOTAL AWARDS
$615,480

Ellen Hahn
RESEARCH INTEREST
Tobacco Policy and Environmental Health
PRIMARY FUNDING SOURCES
NIH–NIEHS, FHKY, KARP, KDPH, Markey Cancer Center, UK CCTS, Interact for Health, VPR Award, State Medicaid Grant
TOTAL AWARDS
$2,594,966

Amanda Fallin-Bennett
RESEARCH INTEREST
Tobacco Policy and Substance Abuse
PRIMARY FUNDING SOURCES
FHKY, ANF, KDPH, CON Pilot, NCI
TOTAL AWARDS
$1,287,320

Hazel Chappell
RESEARCH INTEREST
Occupational Health Nurse Training
PRIMARY FUNDING SOURCE
NIOSH
TOTAL AWARDS
$628,358

Martha Biddle
RESEARCH INTEREST
Cardiovascular Health: Secondary Prevention of Cardiovascular Disease
PRIMARY FUNDING SOURCES
CON Pilot
TOTAL AWARDS
$17,000

Jean Edward
RESEARCH INTEREST
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PRIMARY FUNDING SOURCE
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Tobacco Policy and Substance Abuse
PRIMARY FUNDING SOURCES
FHKY, ANF, KDPH, CON Pilot, NCI
TOTAL AWARDS
$1,287,320

*TOTALS INCLUDE THE LIFETIME AWARD AMOUNT FOR THE REFERENCED ACTIVE SPONSORS // DIRECT AND INDIRECT COSTS AS OF JULY 31, 2018
Our faculty research investigators advance nursing science by promoting preventive health education and health care interventions for individuals, families, communities and populations through a diverse array of research initiatives. These initiatives aim to reduce burdens associated with the most common health problems in Kentucky and the nation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Research Interest</th>
<th>Primary Funding Sources</th>
<th>Total Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dianna Inman</td>
<td>Substance Abuse Treatment</td>
<td>SAMHSA</td>
<td>$758,459</td>
</tr>
<tr>
<td>Gia Mudd-Martin</td>
<td>Cardiovascular Health, Diabetes and the Family Structure</td>
<td>NIH—NINR, UK Cares Pilot, Jonas</td>
<td>$1,918,660</td>
</tr>
<tr>
<td>Lovoria Williams</td>
<td>Delivering Interventions to Reduce Health Disparities Among Minority and Medically-Underserved Populations</td>
<td>Augusta University</td>
<td>$27,687</td>
</tr>
<tr>
<td>Terry Lennie</td>
<td>Nurse Scholars</td>
<td>RWJF, AAOHN</td>
<td>$153,000</td>
</tr>
<tr>
<td>Ana Maria Linares</td>
<td>Intervention to Enhance Breastfeeding and Obesity Risk Reduction</td>
<td>UKCCTS, CON Pilot, COBRE Pilot</td>
<td>$55,735</td>
</tr>
<tr>
<td>Jan Odom-Forren</td>
<td>Peri Anesthesia</td>
<td>ASPAN</td>
<td>$8,194</td>
</tr>
<tr>
<td>Zim Okoli</td>
<td>Tobacco Policy and Substance Abuse</td>
<td>KDPH, State Medicaid Grant</td>
<td>$477,913</td>
</tr>
<tr>
<td>Deborah Reed</td>
<td>Occupational Health—Kentucky Farmers</td>
<td>NIOSH</td>
<td>$1,231,184</td>
</tr>
<tr>
<td>Sharon Lock</td>
<td>Nurse Training</td>
<td>HRSA</td>
<td>$1,770,319</td>
</tr>
<tr>
<td>Deborah Reed</td>
<td>Management of Chronic Pain</td>
<td>Pfizer, CCTS</td>
<td>$491,638</td>
</tr>
</tbody>
</table>
“Being so hands-on in the classroom has taken our student-teacher relationship to the next level. Everyone truly enjoys each other's company, and the friendly environment stimulates exceptional growth in our students,” says Tammy Courtney, MSN, RN, CNE.

Courtney and Carole Haurylko, BSN, RN, are two of three faculty members who teach the lab portion of NUR 201: Assessment and Health Promotion Across the Lifespan. Tricia Rogers (not pictured), MS, RN, rounds out the trio, who work hard on a daily basis to ensure the success of their students.

NUR 201 is the first lab students take when they enter the nursing program. It is located on the fourth floor in the College of Nursing building inside the Clinical Simulation and Learning Center. Courtney and Haurylko teach vital signs, physical assessment, medication math and the art of taking a nursing history. The semester culminates in the lab portion of NUR 201: Assessment and Health Promotion Across the Lifespan. Courtney and Haurylko also facilitate First Aid Fridays, a free mentoring/tutoring service for nursing students. Additionally, students have the option to utilize peer tutors as well as teaching assistants for support.

With high expectations and standards to which professors hold students accountable, it is often a shock for those entering a professional program for the first time.

“There is always some pushback from the students, but the end product is well worth it,” says Haurylko.

Haurylko also notes the great thing about having a “dynamic trio” is that if a student does not connect well with one instructor, chances are they will connect with one of the other two.

“Nursing is all about relationships, and we mentor that early on in our lab,” she says. This mindset has encouraged students to build relationships with each other as well. They've been known to hold annual Thanksgiving potluck dinners to foster a strong sense of community within the group.

Courtney and Haurylko also facilitate First Aid Fridays, a free mentoring/tutoring service for nursing students. Additionally, students have the option to utilize peer tutors as well as teaching assistants for support.

“We do whatever we can to help any College of Nursing student obtain the resources they need to succeed,” says Courtney. “It takes a village to build a toolkit for success.”

Haurylko graduated with her BSN from the College of Nursing in 2009, joining the faculty in 2011. Courtney came to the College in 2013 after receiving her BSN and MSN from Indiana Wesleyan University in 2013 and 2015.

“My research interests are very patient centered. They always have been,” says Elizabeth Salt, PhD, RN, APRN, associate professor.

In her first year at the College of Nursing, Dr. Salt received funding for a quantitative project through the American College of Rheumatology to develop a patient-provider communication scale. Much of her research today has built off the original question she asked during her PhD dissertation: How do patients make decisions about taking medications for rheumatoid arthritis?

“One of the key drivers is patient-provider communication and patient-provider trust. We developed the scale to be able to measure patient-provider communication from the patient's perspective,” she says.

Dr. Salt’s current research projects include studies on medication optimization, methotrexate intolerance in rheumatoid arthritis patients, cognitive treatment for chronic non-cancer pain in rural populations and low-back pain in nursing.

In her primary role at the College of Nursing, Dr. Salt spends the majority of her time on research, and her remaining time is spent on service and teaching patho-pharmacology to undergraduate students. She also practices outside the College as a rheumatology nurse practitioner for KentuckyOne Health.

Dr. Salt sees a direct link between her research, practice and teaching.

“In the Spotlight
Teaching & Research

Elizabeth SALT
PhD, RN, APRN, Associate Professor

Tammy COURTNEY
MSN, RN, CNE, Instructor

Carole HAURYLKO
BSN, RN, Instructor

“Whenever I teach, because I have the clinical background and experience, I try to provide the depth of critical thinking that students are going to need,” she says.

As for service, Dr. Salt is involved in the American Nursing Credentialing Centers Taxonomy Committee to define credentialing; she is the chair of the Nominating Committee in the College of Nursing; and she has served in various leadership positions for the Association of Rheumatology Health Professionals.

Up next, Dr. Salt will be tackling the meaning of life, literally. A recent study in The Lancet stated that patients with higher levels of purpose have a 30 percent increased rate of survival, indicating that finding meaning in life improves health outcomes. “We don’t really do a very good job of even considering that in our current health care and treatment approaches. I’m interested in ways that we might look at that. That’s just where my heart lies,” says Dr. Salt.
When she was young, Kathy Wheeler, PhD, RN, APRN, NP-C, FNAP, FAANP, assistant professor, had an illness and endured four doctor visits before a nurse practitioner made a diagnosis. “I’d been seeing physicians up to that time, but a family nurse practitioner figured out what was really going on. I was so impressed that I decided that’s what I wanted to do,” she explains.

Dr. Wheeler is co-coordinator of the Doctor of Nursing Practice (DNP) primary care nurse practitioner track in the College of Nursing. She has been practicing for 20 years and teaching for 15. She came to UK 10 years ago to teach, and her role includes teaching family nurse practitioners and DNP students.

Health policy is an area of particular emphasis for Dr. Wheeler, having worked on local, national and international levels.

“Early on, I started to be frustrated by some of the policies for nurse practitioners because they made it really hard to practice. So, I started getting involved in health policy at the state level and working to make changes there,” says Dr. Wheeler. She was involved in legislation to change nurse practitioners’ ability to prescribe and ability to practice.

Nationally, Dr. Wheeler became involved with the American Association of Nurse Practitioners™ (AANP) and worked on similar issues on Capitol Hill. She has served as both a state representative and a regional director, and she is currently the treasurer and running to be the organization’s president.

Dr. Wheeler writes exams for the AANP Certification Board, which she has been doing for 20 years.

“With the American Association of Nurse Practitioners, I’ve done a lot of work with health policy and efforts around advanced practice globally. I’m now chair of their international committee,” says Dr. Wheeler. That has led to activities such as teaching programs on international work and working with the International Council of Nurses.

Also on an international level, Dr. Wheeler has participated in UK’s Shoulder to Shoulder Global health initiatives program in Ecuador, where the College has a permanent health clinic.

Having started to retire from practice a couple of years ago, Dr. Wheeler is now volunteering one day a week at the Mission Frankfort free clinic at the First Baptist Church in Frankfort, Kentucky.

Gia Mudd-Martin, PhD, MPH, RN, FAHA, associate professor, has dedicated her career to public health, not just curing people who are sick but also empowering communities to improve their overall health.

“I am a community-engaged researcher, and I’m really guided by the principles of community-based participatory research,” says Dr. Mudd-Martin. “My focus is on communities that experience health inequities and how we can best serve those communities.”

Before coming to UK in 2007, Mudd-Martin was a public health nurse who worked with Hispanic and migrant communities in Kentucky, Texas and in South America. “Born from those experiences, I’ve learned about the concept of the ‘promotores’ or the community health worker,” she says. Dr. Mudd-Martin has developed community health worker outreach programs, where she helps train laypeople in community education and simple medical diagnostics, such as taking blood pressure.

In public health, Dr. Mudd-Martin’s work has focused on preventing type 2 diabetes, cardiovascular disease and exacerbations of chronic diseases by teaching people about their medications and helping people gain access to medical care. Having seen the community health worker model in action, she says, “It’s teaching the community to help itself and empowering the community.”
achieving
WORK-
LIFE
BALANCE

Building Resilience Among Faculty, Staff and Students
"You have to take care of yourself or work can become all consuming. It’s good to have something like this where people can go to take a few deep breaths, get away and look at the light of the day, or take a class."

—Dr. Debra Anderson

With busy and somewhat erratic schedules, demanding classes and clinicals, and the pressures of balancing everyday life, nursing school can be a challenge, even for the best of students.

At the University of Kentucky College of Nursing, a movement is afoot to not only teach students, faculty and staff about how to deal with stress and anxiety but also provide tools to do so. The undertaking is part of a larger campus-wide strategic goal to develop “Work-Life Balance.”

In response, the College of Nursing last year approved establishing a Work-Life Engagement Ambassadors Council for faculty, staff and students to meet monthly and develop recommendations and implement projects that would help everyone at the College find healthy ways to deal with the inevitable strain that training to become a health care worker brings.

The most tangible result is the Cultivating Practices for Resilience (CPR) room, which opened October 2017 on the sixth floor of the College of Nursing. Located in a corner of the building with full-length windows that overlook the campus, the CPR room is dedicated to helping alleviate stress and anxiety. Exercise balls, mats and foam rollers are neatly stacked in one area, leaving open space in the middle of the room to practice yoga, tai chi or meditation. A large-screen smart TV on one wall allows visitors to choose instructional videos if a class is not in session. A rocking chair sits near some plants, and a small fountain adds to the relaxing ambiance.

A gift from two private donors with interests in building healthy working and learning environments jumpstarted the project, says Janie Heath, PhD, APRN-BC, FAAN, FNAP, FAANP, dean and Warwick Professor of Nursing. The Office of the Provost also approved the space so that all six health science colleges’ staff, faculty and students were welcome to participate in CPR room activities.

“A healthy work place is critical to our own well-being and also to the well-being of the patients we serve,” says Dr. Heath. “Dr. Debra Anderson, former director of Work-Life Engagement, was instrumental in pioneering this effort in alignment with our strategic goal to foster and maintain a safe and inclusive environment.”

To accommodate everyone’s busy schedules, early riser and lunchtime yoga classes were added in the spring and can also be viewed online for those who aren’t able to leave their office.

Nursing student Nina Loleng, a recent BSN graduate who served on the Work-Life Engagement Ambassadors Council, was a proponent of the mission and provided the artwork and motivational sayings on the CPR room walls.

“Students’ schedules are so packed with classes and clinicals,” says Loleng. “Because our schedules are so varied every day, it’s hard for us to do things like join clubs. This is a nice alternative because it gives us a chance to do something together between classes that is not school related and addresses the stress we are feeling in our lives.”
Another component of cultivating practices for resilience in addition to the CPR room are events and activities aimed at reducing stress, says instructor Dr. Suzanne Pilon, DNP, RN, who is a member of the Work-Life Engagement Ambassadors Council.

Dr. Pilon works with different pet therapy groups—Love on a Leash, Four Paws for Ability, the Wildcat Service Dogs, Chandler Medical Center's Activity Department—to bring in therapy dogs and cats during stressful times.

“We usually have six to 12 dogs that show up, and our students, staff and faculty have time to visit with them, pet them and receive unconditional love,” Dr. Pilon says. “We do it on the third floor of our building, and people in the Kentucky Clinic can look over through the windows, see what we are doing and come over and take part. It’s been a big success.”

Dr. Pilon says she tries to host a pet therapy event at least once or twice a semester.

“I try to do it during finals week every semester, and other times, too, like at the end of the fiscal year, which can be a stressful time for staff,” she says. “Especially in the stressful times, you need a reminder to take a moment, relax and breathe, and then you can deal with whatever you are dealing with a lot better.”

The Work-Life Engagement Ambassadors Council also sponsored a lavender bag project, where students who were struggling were given a satchel containing motivational verses, lavender oil, lavender tea and chocolate.

“It just reminds them that there are people who support them, are thinking of them and want to help them,” she says.

“Now, there’s a new drive in health care to work on improving resilience in students. It’s an acknowledgement we live in a stressful world and that that is just part of our existence, especially in health care.”

—Dr. Lee Ann Walmsley
Lee Anne Walmsley, PhD, MSN, RN, assistant professor and interim director of the Work-Life Engagement Ambassadors Council, says cultivating practices for resilience is the first real acknowledgment that it’s necessary to formally incorporate strategies to reduce stress and anxiety at college.

“Before, if you wanted to do any type of relaxation or strategies, even for test anxiety, it was more that you were supposed to refer students to the counseling center,” she says. “It was like there was something wrong, rather than normalizing it and preventing it.

“Now, there’s a new drive in health care to work on improving resilience in students,” she continues. “It’s an acknowledgment we live in a stressful world and that that is just part of our existence, especially in health care.”

Health care education presents a unique challenge because most students who want to pursue a career in the field have been very successful in their previous academic endeavors. What students in the College of Nursing and other health sciences colleges quickly discover is a steep and rather unforgiving learning curve.

As an example, she talks about the checkoffs required in the simulation lab before a student can do anything to a patient. “You fail a competency exam if you miss any particular point,” she says, recalling a student who forgot to introduce herself to the patient and did everything else right, but failed the competency because of that oversight. “The stakes are really high because they have to be. In health care you can’t make a mistake, or somebody suffers.”

For most students, it can be the first time they have ever failed at anything in their lives, Dr. Walmsley says, and sometimes the fear of failure in itself becomes paralyzing.

Teaching them to deal with that stress and anxiety, as well as other life stressors, is what the Work-Life initiative at the College is all about, she says. “We are promoting—and dedicating faculty and resources to—a formal CPR room where students can go do things like yoga, tai chi and meditation,” she says. “We’re building the program, bringing in different kinds of practitioners: we are trying to create a space where students can go.”

Dr. Walmsley, who also has an EdS in psychology, says they are also raising awareness among faculty that students need support in a positive way rather than thinking when a student is anxious or depressed that the only solution is to send them to the counseling center.

“Absolutely direct them to a health care worker if someone is having a crisis or is showing symptoms of clinical anxiety or depression,” she says. “But just in a general environment where there are high expectations, we are trying to create a culture where people recognize that normal everyday stressors are real to students.”

Dr. Walmsley says her vision is that every nursing student be formally trained in basic relaxation, meditation and enhancing resilience. “Ideally, they would take it in to their patients’ rooms and help them increase their resiliency with some of these basic practices,” she says.

The College also began a new tradition in the spring, a Circle of Remembrance gathering, to recognize and honor those who may have suffered an illness, injury or even a loss of a family or friend, this past academic year. Faculty, staff and students left heart-shaped notes on the Compassionate and Caring Trees.

Loleng says her own resiliency was the result of having support, and she wants to pass that on to others. “I really love nursing and everything I am learning about,” she says. “But it is so taxing, emotionally as well academically. I have had people around me to help me get through the hard times. I want everyone to have that and a place to go that addresses mental health in an open way. Because in order to take care of others, you have to first take care of yourself.”
Ventura-Castellon, who will graduate in December 2018, is a student with a desire to make a difference not just in the lives of her patients but also entire populations. One eye-opening experience in particular was completing clinical hours at the Fayette County Detention Center. She was one of the first students in the program to complete clinicals in the facility.

“The experience was important to me because incarcerated people often receive poor health care,” she says. “As a nurse, you can make a difference in overcoming health disparities, target changes at a population level and help change policy. It’s an important line of work that I think is often overlooked.”

Her family being from El Salvador, Ventura-Castellon is a first-generation student. Her heritage continues to fuel her passion for nursing every day.

“I didn’t think there were enough people that could provide care in both English and Spanish. I could bridge that language barrier and cultural gap. I think a lot of people in my community look up to me for that reason,” she says.

This sense of responsibility ultimately inspired Ventura-Castellon to get involved with a new organization on campus, “Leading Latinas,” that provides volunteers at Tates Creek High School to talk with young girls about attending college.

“No matter where you come from, if you have the will and desire you can achieve your nursing degree, or any degree for that matter.”

One of Ventura-Castellon’s mentors along her nursing journey has been Ana Maria Linares, DNS, RN, IBCLC, associate professor. “Seeing a Latina succeeding in this profession has really influenced and inspired me. We can share some of our culture and language,” she says.

“I’ve seen Erika grow into a passionate and knowledgeable student with great leadership skills,” says Dr. Linares. “Her richest characteristic is her compassion for others. She dedicates time to help her peers and is especially concerned about disparity and vulnerable populations with scarce opportunities.”

In the future, Ventura-Castellon hopes to return to school to earn her master’s in nursing and tie it together with her love of Spanish.

As a student, Kacy Allen-Bryant always excelled in science and math, and she eagerly participated in extracurricular activities that exposed her to STEM professions. She always knew nursing was in her DNA, and the neonatal intensive care unit (NICU) was calling her name.

However, after finding her way into the NICU during her first round of clinicals, a young Allen-Bryant found herself at a crossroads.

“I wanted to be a NICU nurse my entire life. Why now?”

The following semester she was fortunate to discover her true passion, public health, through a self-esteem seminar at her high school in Bourbon County.

Allen-Bryant has been in the public health sector ever since. She has served on the Lexington-Fayette County Health Department board of public health since 2009 and as chair since July 2017. She chaired the board’s Outcomes and Evaluation Committee and was instrumental in passing a resolution to add electronic cigarettes to Lexington’s smoking ordinance. Additionally, she has been an active member of the American Public Health Association and Chi Eta Phi, Inc., a professional nursing sorority for African-American nurses.

At only 2 years old, Kacy Allen-Bryant, MSN, MPH, RN, lecturer, lovingly tended to her grandmother’s ankle injury. As a teen, she helped her grandmother care for newborns recently discharged from the neonatal intensive care unit (NICU).

A two-time graduate of the UK College of Nursing, Allen-Bryant is also working toward her PhD, practicing as an occupational nurse and teaching NUR 200 as well as public health clinicals at the College. Her research focuses on tobacco policies in manufacturing facilities.

Allen-Bryant sees students twice in their College of Nursing careers, their first and last semesters.

“I love seeing their light bulbs go off. Watching them evolve is the best part. I am there for their first day of nursing school and their last, and it’s incredibly rewarding to see their growth,” she says.

Among Allen-Bryant’s achievements are receiving the Torch of Excellence Award from the University of Kentucky Lyman T. Johnson Constituency Group and being named a Jonas Scholar, a prestigious designation and grant given by the Jonas Center for Nursing and Veterans Healthcare. She is also a scholar in the Central Appalachian Regional Education and Research Center (CARERC) Occupational and Environmental Health Nursing program. Allen-Bryant received her graduate certificate in gerontology in 2006 and her master’s in public health from UK in 2012.
Delta Psi Chapter
Sigma Theta Tau International

2018 Inductees

Graduate Inductees
PhD
Martha Monroe

DNP
Monica Diane Adair
Sarah Michelle Buschmann
Chad C. Eldridge
Carmen Frede
Audrey Frias
Jacob Heil
Jene Kendall
Karen Powers
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Sarah Anderson
Olivia Bedford
Madison Jilian Blocker
Gabrielle Boehman
Cara Elizabeth Braido
Sarah Grace Brightmore
Tessa Cowin
Cara Ann Cox
Kylie Dougherty
Mason Blair Duke
Chelsea Gess
Caroline Anne Holmes
Anne Scott Hopkins
Paige McKenna Kinsella
Alexandria C. Kresse
Rachael Dawn LaMastus
James Landgraf
Matison Elayna Markhardt
Michael Osborne
Rachel Parsons
Mackenzie Walls
Madelyn Lydia Wilke

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Shannon Criswell
Mary Digennaro
Laura Elizabeth Dinnegan
Arden Annastasia Gross
Nicole Katherine Harney
Natalie Elizabeth Harrison
Shelby Johnson
Elizabeth Grace Keene
Michael Alexander Kithcart
Lexi Murphy
Stefany Neal
Allison Nicole Overfield
Juliana Nicole Ricci
Emily Westlake

RN-BSN
Jessica Beringham
Madison Guthrie
Tanya Hughes
Julie Price

Campbellsville University
Crystal Rexroat
Bianca Whittow

Berea College
Gudelia Ramirez Duarte
Logan Price
Dana Noelle Sutton
Brooklin Wiggins

Second Semester Seniors
Erin Elizabeth Fleming
Sunda Kim
Adrienne Letcher
Her junior year of high school, Carolyn Williams, PhD, RN, FAAN, dean emeritus of the University of Kentucky College of Nursing, read “Nurses on Horseback.” The book, which delved into the Frontier Nursing Service and the nurse midwives in Eastern Kentucky who brought family nursing and midwifery services to a poor and isolated population, ultimately inspired Dr. Williams to pursue a career as a nurse.

“For a short time I considered a career as a librarian, but ultimately I decided I wanted to do something in which I would be more actively involved in working with people,” says Dr. Williams.

And so began her career as a nurse—a decision that would change the landscape of nursing forever.

On October 5, 2017, in Washington, D.C., the American Academy of Nursing named Dr. Williams a Living Legend—the highest honor bestowed by the academy upon a nursing professional. The academy has honored just over 100 Fellows with this distinction, recognizing them for their extraordinary contributions to the nursing profession sustained over the course of their careers.
“Dr. Williams is the third faculty member from the College of Nursing to receive this designation, following Drs. Juanita Fleming in 2004 and Muriel Poulin in 2012,” says Janie Heath, PhD, APRN-BC, FAAN, FNAP, FAANP, dean and Warwick Professor of Nursing. “We are truly honored to have a Living Legend among us. Dr. Williams has continually set an unmatched standard of excellence in her career.”

Living Legends are chosen based on their “demonstrated extraordinary and sustained contributions to nursing as a role model and contributor to nursing history, as well as the positive impact of their previously described work in influencing nursing and health care,” according to the Academy.

Her prestigious designation was awarded following nominations from Nora Warshawsky, PhD, RN, NEA-BC, CNE, FAAN, former associate professor; Julie Sebastian, PhD, RN, FAAN, dean of University of Nebraska Medical Center College of Nursing; Marcia Stanhope, PhD, RN, FAAN, professor emeritus; and Polly Bednash, PhD, RN, FAAN, former chief executive officer of the American Association of Colleges of Nursing (AACN).

Prior to her appointment as the third dean of the College in 1984, Dr. Williams held academic appointments at Emory University and the University of North Carolina at Chapel Hill. Dr. Williams served as dean for 22 years, followed by a year as a Scholar in Residence with a focus on health policy at the Washington-based American Academy of Sciences’ Institute of Medicine. She returned to the College as a professor in 2007.

Early in her career, Dr. Williams was actively involved in efforts that led to the creation of the National Institute for Nursing Research (NINR). She championed the emergence and growth of primary care nurse practitioners, and as president of the American Association of Colleges of Nursing (2000-02) she pressed for development of the DNP nationally.

Under Dr. Williams’ leadership, faculty at the College developed two doctoral programs: the first PhD program in the Commonwealth of Kentucky and the region, admitting the first class in 1987; and, the first Doctor of Nursing Practice program in the country in 2001.

“I saw a need to close the gap between the availability of new practice knowledge and its use in practice decision-making,” says Dr. Williams. “It eventually became evident that we needed to also give attention to leadership development; how to make positive and sustained change in practice; and applying a population focus to decision-making.”

Dr. Williams is actively involved in educational, research and practice activities, as well as consultation. Her practice and research interests include public health nursing, community-focused health programs and the use of epidemiological strategies in health services management and evaluation.

She has many publications in nursing, primary care and public health and has held many leadership roles, including president of the American Academy of Nursing, chairperson for the American Nurses Association’s Commission on Nursing Research and board member of Appalachian Regional Healthcare, Inc., in addition to several more.

Her national policy-making roles include an appointment by President Jimmy Carter as a nurse member of the President’s Commission for the Study of Ethical Problems in Medicine, Biomedical and Behavioral Research and membership on the Preventive Services Task Force for the U.S. Department of Health and Human Services. Internationally, Dr. Williams provided consultation to South America through the Pan American Health Organization (WHO), to the WHO in Geneva, and as a member of the WHO’s Nursing Advisory Panel.
Beyond the classroom and the laboratory, UK College of Nursing faculty are practicing cutting-edge advanced practice nursing in the clinic. Not only are they modeling real-world experiences for their students, but they are also improving the overall health of the community.

For more than 20 years, the College has supported an active program of faculty practice in the areas of acute care, adult CNS, leadership and management, pediatrics, primary care, psych/mental health and public health. Faculty and staff have practiced in hospitals, clinics, schools and homeless shelters. Currently the College has 12 faculty practicing as nurse practitioners within UK HealthCare® and 18 practicing outside UK.

Two faculty members, Drs. Jessica Wilson and Angie Hensley, are doing just that.

By participating in clinical advancements and providing day-to-day care to patients in the specialty areas of neurology and hepatology, Drs. Wilson and Hensley are helping fulfill the College’s mission as well as supporting the university’s goal to “improve the quality of life of Kentuckians through engagement, outreach and service.”
An adult nurse practitioner since 2000, Jessica Wilson, PhD, MSN, BSN, ADN, RN, APRN, assistant professor, specializes in neurology. In 2012, she received her PhD from UK focused on injury prevention.

“I’ve always been very fascinated with the nervous system and all of its complexities. My whole career, besides teaching, I’ve tried to stay in clinical practice related to neurology just because I love working with patients, facing the challenges presented by neurologic conditions,” explains Dr. Wilson.

Practicing one day a week in the Kentucky Neuroscience Institute in the UK HealthCare Department of Neurology, Dr. Wilson’s main focus is headache patients. “Headaches are one of the top 10 reasons that people seek medical care, and it is highly rewarding to see patients improve and return to work and the activities they love doing,” she says. With patients ranging in age from 18 to 80, Dr. Wilson notes a particular incidence of headaches in young people.

There are many different types of headaches such as primary headaches, including migraine, tension and medication-overuse headaches, and secondary headaches, which can be caused by hypertension, brain tumors and aneurysms. Coping with chronic headache disorders may predispose patients to other comorbidities, such as anxiety, sleep disorders and depression, and can be disabling and significantly impact quality of life.

Because no two patients are alike, diagnosis and treatment can be particularly complex. “It’s like putting the pieces of a puzzle together—first, making sure we know what the cause of the headache is and then trying to find the treatment options that will work for that particular patient,” Dr. Wilson says.

Dr. Jessica Wilson

The Nurse Practitioner Difference

As a nurse practitioner, Dr. Wilson feels the clinical role she plays differentiates her from other types of practitioners and has benefits for patients. For example, she sees nurse practitioners as natural teachers. “I feel like I spend a lot of time counseling my patients about lifestyle changes that will hopefully help them see an improvement in their headaches—everything from avoiding certain foods that may trigger their headaches to getting adequate exercise and considering some alternative therapies like acupuncture, yoga and mindfulness practice that have all been shown to be effective in management of headaches,” she says.

Having the time to spend with patients to listen to them and validate their concerns is another advantage of the nurse’s role. “By really taking the time and listening to what your patient is saying and how their condition is impacting their quality of life, you’ll get a more holistic picture of the patient, and that helps you figure out how you can best help them. With headaches, you don’t necessarily see that on the outside, what people are dealing with,” Dr. Wilson contends.

From Clinic to Classroom

Dr. Wilson coordinates the online RN-BSN track and has been teaching in the College of Nursing for 14 years. She sees an obvious overlap between her clinic and classroom work and believes her practice is critical to the experience she brings to her teaching.

“I feel like it’s really important as a faculty member not only to be focused on innovative teaching but also continuing to be engaged in practice because I feel that it really informs my teaching. If I weren’t involved in patient care, then it’d be hard to stay up to date and current on the knowledge that I’m trying to share with my students,” Dr. Wilson says.

Although she teaches the RN-BSN research course and RN-BSN capstone project, she uses neurologic case studies whenever possible. She is also asked to guest lecture in the undergraduate program on neurologic topics. For example, for sophomore-year students she typically does a lecture on how to take care of people with spinal cord injuries.
In the College of Nursing, Angie Hensley, DNP, FNP-C, RN, APRN, assistant professor, works closely with Dr. Wilson in the online RN-BSN Option and on research initiatives with RN-BSN students.

As a family nurse practitioner, Dr. Hensley’s specialty focus is hepatology. She practices one day a week in the UK HealthCare liver clinic.

Having received her family nurse practitioner degree from UK in 2008 and her DNP from the University of Cincinnati (UC) in 2013, Dr. Hensley worked for 10 years as an RN in the adult ICUs at UK and then worked as a nurse practitioner in the liver transplant unit at UC.

An Effective Cure

Hepatitis C is the primary focus of Dr. Hensley’s hepatology practice. The Centers for Disease Control and Prevention estimate 3.5 million people in the United States are infected with hepatitis C. If left untreated, 20 percent of patients with hepatitis C will develop cirrhosis after 20 years. The top indicator for liver transplant is hepatitis C-associated liver disease.

“When I was in liver transplant, patients would take interferon injections and ribavirin pills, and treatment would be for six months. Oftentimes, that treatment wouldn’t clear the virus,” says Dr. Hensley. “Now, we are treating patients with just one pill a day for 12 weeks and getting 97 to 99 percent cure rates. The world has really changed with being able to clear hepatitis C.” While not all insurance companies cover this new, very expensive treatment, that is starting to change.

Dr. Hensley also treats patients with hepatitis B, cirrhosis, alcohol-related liver disease and substance use disorders, which are a growing problem in the U.S. It’s one issue Dr. Hensley is seeing in the clinic that is carrying over into the classroom. “I think substance use disorders are a big problem right now. Being able to see it firsthand and then incorporating substance use disorder management into our coursework has been a benefit,” she says. Helping patients in the clinic and then sharing those experiences with RN students, who are practicing as well, leads to great conversations with her students.

“’I think it’s a good balance in my life and benefits my students. I feel more connected with students, being able to share my patient experiences. This enables me to stay up to date on the most current evidence-based practice,’” she explains.

A Research-Driven Approach

Practice and education are only two components of the College’s mission. Both Dr. Wilson and Dr. Hensley are also actively involved in research and are currently working on joint projects. “One study is looking at students, what they need from an online learning environment, and another study is looking at faculty and what type of support they need for online teaching,” explains Dr. Hensley. The projects are trying to evaluate the best evidence-based practices and what both students and faculty need to be successful in an online learning environment.

“Whatever the job, it’s clear Drs. Wilson and Hensley have used their practices to connect all aspects of their roles in service of the College’s mission, to promote the health and well-being of all the communities they touch,” says Sharon Lock, PhD, APRN, FNAP, FAANP, professor and assistant dean of faculty practice.
I think it’s a good balance in my life, and it benefits my students. I feel more connected with students, being able to share my patient experiences. This enables me to stay up to date on the most current evidence-based practice.”

—DR. ANGIE HENSLEY—
The Impact of Faculty Practice on Our Community and Our Students

Why Faculty Practice?

The College of Nursing is proud to have faculty members not only in the classroom and laboratory settings but also in communities across the Commonwealth fulfilling the College’s mission to promote health and well-being through excellence in nursing education, research, practice and service while fostering diversity and inclusion. By practicing in these communities, our faculty also act as preceptors, giving our students hands-on opportunities to learn how nurse leaders work in different environments and engage with patients of unique backgrounds.

Faculty who are practicing at UKHC:

Morgan Chojnacki, Amanda Culp-Roche, Judith Daniels, Cassandra Degener, Angela Hensley, Dianna Inman, Lynne Jensen, Lynn Kelso, Leslie Scott, Zim Okoli, Elizabeth Tovar, Jessica Wilson

Faculty who are practicing in the community:

Erin Chiswell
Lexington Clinic
Rebecca R. Cole
UK College of Nursing Phyllis D. Corbitt Community Health Center
Amanda Culp-Roche
UK College of Nursing Phyllis D. Corbitt Community Health Center
Carrie Gordy
Baby Health Service, Inc.
Angela Grubbs
College of Dentistry Wellness Clinic and UK College of Nursing Phyllis D. Corbitt Community Health Center
Melanie Hardin-Pierce
Veterans Medical Center
Victoria Hensley
Baby Health Service, Inc.
Dianna Inman
HealthFirst Bluegrass
Nancy R. Kloha
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Cincinnati Allergy & Asthma Center
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St. Joseph Hospital
Laura Schrader
Baptist Health Lexington and Bluegrass Orthopaedics
Kathy Wheeler
Mission Frankfort Clinic
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Access Wellness Group
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10 a.m. Hyatt Regency
Hosted annually, this event provides an opportunity for donors and their families to meet the recipients of the scholarships they have established. RSVP required.

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

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

Questions?
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WHY DO I GIVE?

“Our family was profoundly impacted by the care and compassion of nurses during my wife’s courageous battle with breast cancer almost a decade ago. It was the presence of their touch and encouragement in adversity that I will always remember. The students we’ve supported are now working in hospitals in and around the Commonwealth and will impact thousands of lives during their careers just as the nurses in Florida touched ours.”

For more information on ways to give, visit our website: uky.edu/nursing/give
Or contact Aimee Baston, director of Development and Alumni Affairs: aimee.baston@uky.edu | 859-323-6635
“UK is a tier-one institution, and contributions to knowledge are a critical responsibility of all faculty, and so the commitments to growing that academic research within faculty in the College of Nursing are consistent with the overall mission of the university.”

—DR. THOMAS KELLY—