



ENGAGEMENT

FALL 2022

The first
AND
FUTURE YEARS

LEADERS IN DNP EDUCATION

DEAN'S LETTER

Fall 2022

This past year has been especially meaningful to me, as it will be my last as dean of the UK College of Nursing. My decision to retire was not an easy one, but family, especially “GiGi time” with five grandchildren, will be my priority.

In this edition of Engagement, I had the opportunity to not only reflect on my time as dean but also on my entire 46-year nursing career. In my exit interview, you’ll get a peek into what inspired me throughout the years—some serious and some lighthearted—and how my life experiences, leadership mentality and symbolism shaped my career.

While this moment for me is bittersweet, I want to use it to celebrate the College—our people, programs and partnerships—as we continue to excel in nursing education, research, practice and policy.

Our cover story is a celebration of our highly touted and top-ranked Doctor of Nursing Practice program. The UK College of Nursing launched the nation’s first DNP program 20 years ago and continues to be a leader in advanced practice education. You’ll hear from administrators, faculty and students about how our unique immersion experience separates our program from many others and prepares our graduates to be leaders in their fields.

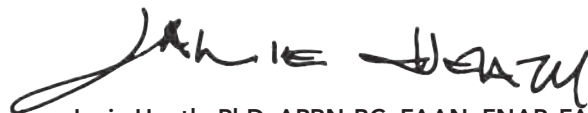
Our College continues to innovate and lead in our other graduate and undergraduate programs as well. We recognize the many challenges both our profession and nation face, from a growing health care workforce shortage to addressing health equity and inclusion.

In “Timing is Everything,” you’ll learn about how our Accelerated BSN program is training students with varied life experiences (former military medics, licensed practical nurses and those with degrees in other fields) to earn their BSNs in an intensive, expedited format. In “Driven to Act,” you’ll learn about our College’s newest undergraduate internship program: Health Equity Scholars. In this innovative format, students are not only learning about specialty areas in diversity but also implementing original ideas within the community to positively impact marginalized populations.

I am beyond proud of the work and impact our College’s people and programs have made over the past eight years. It has been the privilege of a lifetime to serve as dean of this remarkable institution, and I will never forget the meaningful moments and people—our faculty, staff, students, alumni and donors—who have helped shape my time here.

The new dean will quickly learn why “I’ve been the luckiest dean alive” as the Big Blue Nursing Nation will always lead the way in saving lives, transforming communities and inspiring hope!

Health and happiness always,



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





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Get to know our DEGREE PROGRAMS

UNDERGRADUATE

GRADUATE

TRADITIONAL BACHELOR OF
SCIENCE IN NURSING

BSN

In person | Full time
(5 semesters, excluding summers)

WHO IS THIS DEGREE FOR?

Students with no other degree or certification—
high school students, currently enrolled UK
students, transfer students

RN-BSN

Online | Full time or Part time
(3 semesters) or (6 semesters)

WHO IS THIS DEGREE FOR?

Registered nurses who have an
associate degree in nursing

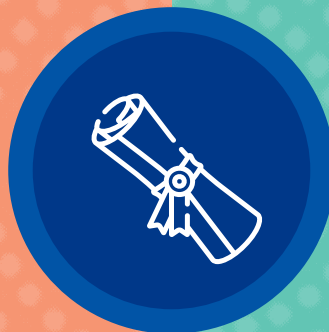
ACCELERATED BACHELOR
OF SCIENCE IN NURSING

ABSN

Hybrid | Full time
(4 semesters, including summer)

WHO IS THIS DEGREE FOR?

Students who have an LPN license, have
served as a medic in the U.S. military or
who have a degree in another field



MSN

MASTER OF
SCIENCE IN NURSING

TRACK *Healthcare Systems Leadership*

Online | Full time or Part time
(5 semesters, including 1 summer) or (8 semesters, including 2 summers)

REQUIREMENTS

BSN

DNP

DOCTOR OF
NURSING PRACTICE

TRACKS *Family NP*

Acute Gerontology Acute Care NP

Pediatric Acute Care NP

Pediatric Primary Care NP

Psychiatric-Mental Health NP

Executive Leadership in Health Care

Clinical Leadership in Health Care

Hybrid | Full time or Part time
(2 or 4 years) or (3 or 5 years)

REQUIREMENTS

BSN or MSN degree

PhD

DOCTOR OF PHILOSOPHY
IN NURSING

In person and/or online | Full time or Part time
(Customized curriculum plans)

REQUIREMENTS

BSN or DNP degree

AWARDS & HONORS RECIPIENT LIST

Congratulations!

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2022

UK COLLEGE OF NURSING CELEBRATION OF EXCELLENCE AWARDS

Louise J. Zegeer Award
Jennifer Cowley, MSN, RN

Gloe L. Bertram Award
Cynthia Fentress

Employee of the Year
Patty Foster

Excellence in Graduate Teaching Award
Karen Butler, DNP, MSN, RN, FAAN

Excellence in Part-Time/ Adjunct/
Voluntary Teaching Award
John Harley, PhD

Excellence in Support of the
College of Nursing Award
Lee Anne Walmsley, PhD, EdS, MSN, RN

Diversity and Inclusion Champion Award
**Anthony Carney,
DNP, APRN, CCRN, FNP-C**

Excellence in Graduate Precepting Award
Beth Bennett, MSN, APRN, FNP, CPNP-PC

Excellence in Undergraduate
Unit/Agency Award
**Acute/Progressive Trauma Med/Surg
(Night Shift PAV A, 7th Floor Tower 100)**

Excellence in Clinical Practice Award
**Lori Fugate, DNP, APRN, FP-C,
WHNP-C, PMHNP-BC**

Excellence in Undergraduate
Precepting Award
Christy Hubbard, MSN, RN

Excellence in Engagement for
Research-Based Team Members
Heather Robertson

Excellence in Service
Jacob Higgins, PhD, RN, CCRN-K

Dean's Puma Awards
Karen Butler, DNP, MSN, RN, FAAN
**Anthony Carney,
DNP, APRN, CCRN, FNP-C**

Lisa Galvin

Christie Henson

Jacob Higgins, PhD, RN, CCRN-K

**Patricia K. Howard, PhD, RN, CEN,
CPEN, TCRN, NE-BC, FAEN, FAAN**

Angela Knapp

Julie Marfell, DNP, APRN, FNP-BC, FAANP

**Evelyn Parrish, PhD, APRN,
PMHNP-BC, FAANP**

Paula Kral, MSN, RN, CHSE

**Suzanne Pilon, DNP, APRN,
AGCNS-BC, RN**

Elizabeth Salt, PhD, RN, APRN

J. Darlene Welsh, PhD, MSN, RN, FNAP

2021-22

OTHER FACULTY & STAFF AWARDS

Fellow of the American Academy of Nursing
Ana Maria Linares, DNS, RN, IBCLC

Gia Mudd-Martin, PhD, MPH, RN, FAHA

Kim Tharp-Barrie, DNP, RN, SANE, FNAP

Fellow of the American Organization of
Nurse Leadership
**Debra Hampton, PhD, MSN, RN,
FACHE, NEA-BC, CENP**

Research Center (BBDOC) Fred and
Dmarcielle de Beer Award
**Lovoria Williams, PhD, FNP-C,
FAANP, FAAN**

Kentucky Nurses Association Nurse
Researcher of the Year
Gia Mudd-Martin, PhD, MPH, RN, FAHA

Sigma Theta Tau, Delta Psi Chapter
Distinguished Researchers Hall of Fame
Zim Okoli, PhD, MPH, MSN, RN, NCTTP

UK's 2022 Outstanding Advisor of the Year
for Student Organizations
Paula Kral, MSN, RN, CHSE

UK HealthCare and UK College of Nursing
Academic-Clinical Engagement Award
for Excellence
**Candice Falls, PhD, MSN,
ACNP-BC, CVNP-B**

AWARD RECIPIENT Gallery



1 | **Zim Okoli** at the Sigma Theta Tau, Delta Psi Chapter Distinguished Researchers Hall of Fame induction ceremony.

2 | **Paula Kral** was named UK's 2022 Outstanding Advisor of the Year for Student Organizations.

3 | **Dr. Candice Falls** (right) recipient of the UK HealthCare and UK College of Nursing Academic-Clinical Engagement Award for Excellence. Pictured with Dr. Sheila Melander.



APPOINTMENTS, PROMOTIONS & TRANSITIONS

Congratulations!

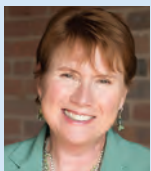
FACULTY PROMOTIONS



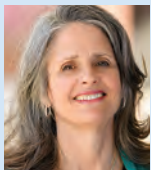
Jean Edward
PhD, RN, CHPE
Associate Professor with Tenure



Amanda Fallin-Bennett
PhD, RN
Associate Professor with Tenure



Julie Marfell
DNP, APRN, FNP-BC, FAANP
Associate Professor



Lee Ann Walmsley
PhD, EdS, MSN, RN
Associate Professor, Chair of Work
Life and Student Wellness,
Military and Veteran Student Liaison



Jessica Wilson
PhD, RN, APRN
Associate Professor
Director of Online Innovation;
Director of Professional Development

FACULTY APPOINTMENTS



Cathy Catlett
DNP, RN
Assistant Professor,
Clinical Title Series



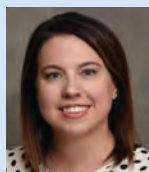
Misty Ellis
DNP, APRN, CPNP-PC/AC
Assistant Professor, Special Title
Series; Pediatric ACNP Track
Coordinator



Julianne Ewen
DNP, APRN, FNP-BC;
Assistant Professor,
Clinical Title Series



Candice Falls
PhD, MSN, ACNP-BC, CVNP-BC
Assistant Professor,
Special Title Series; AGACNP Track
Coordinator



Holly Gray
DNP, PMHNP-BC
Assistant Professor,
Special Title Series



JungHee Kang
PhD, BSN, RN
Post-Doctoral Appointment



Abigail Latimer
PhD, LCSW, APHSW-C
Post-Doctoral Appointment



Sandra Rogers
PhD, MBA, RN, CNE
Assistant Professor,
Clinical Title Series



Tricia Rogers
MS, RN
Lecturer



Megan Walden
MSN, RN
Lecturer

STAFF APPOINTMENTS



Whitney Beckett
Data Management Assistant



Rhonda Burke
Financial Analyst



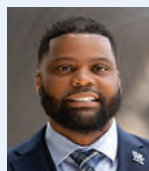
Emily Koyagi
Program Manager,
Behavioral Health Wellness



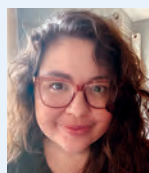
Guipsy Lopez-Ramirez
Research Associate,
RICH Heart Program



Herlinda Martinez
Research Associate,
RICH Heart Program



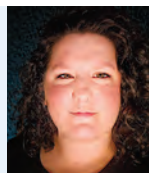
Corey Moore
EdD (c), MA, BS
Assistant Dean of Academic
Advising and Student Success



Kristy Piersawl
RN, BSN
Provider, Wilmore Clinic



Todd Stoltzfus
Chief Administrative Officer/
Assistant Dean of Finance



Amanda Trent
Instructional Designer

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

RETIREMENTS

Audrey Darville, PhD, APRN, NCTTP,
FAANP, *retired*

Dean Janie Heath, PhD, APRN-BC, FAAN,
FNAP, FAANP, *retired*

Marianne Hutti, PhD, WHNP-BC, FAANP,
FAAN, *retired*

Paula Kral, MSN, RN, CHSE, *retired*

Terry Lennie, PhD, RN, FAHA, FAAN, *retired*

Sharon Lock, PhD, APRN-BC, FNAP, FAANP,
FAAN, *retired*

*We wish our colleagues well as they transition to
opportunities outside of the College of Nursing*

STAFF TRANSITIONS

Parry Barrows

Megan Combs

Jennifer Downey, MA

Melissa Johnston

Andrea McCubbin, MPH

Janet Otachi, PhD, MA

DELTA PSI CHAPTER

Sigma Theta Tau International

2022 INDUCTEES

Haylee Irene Boehm

Abigail Marie Camp*

Mallory Grace Cole

Michael Conn

Ivy Malia Dantic

Ethan Michael Davis

Kayla Floriani

Olivia Gibbons

Claire Marie Hall

Elizabeth Park Hardy

Whitni Nicole Hartsell

Kylie Higgins

Victoria Christine Holt

Maxwell Charles Inabnit

Caslen I. Johnson

Kendall Adair Jones

Grace Marie Katz

Tekoa Kuras

Tracy Marie Kuykendall

Rachael Lappin

Hanna Lurtz

Kelsey Lyszkowski

Elvie Nykol Morgan*

Ojaswi Piya

Tate Elizabeth Rigby

Alexis Ann Rodgers

Seth Roller

Sarah Nicole Sams

Sarret Seng

Allison Marie Sills

Jacqueline Stakelin

Sarah Stokes

Tyeisha Taylor*

Shekinah Mae Leyson

Villahermosa*

Mary Elizabeth Ward

Halley White

Madison Ann Yohn

*Berea College



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WRITTEN BY
Holly Rudolph

PHOTOGRAPHS BY
Shaun Ring Photography

DRIVEN *to Act*

UNDERGRADUATE INTERNS TAKE ON HEALTH INEQUITIES

The first class of the Health Equity Internship program will graduate this year. Over the course of the program, they have fundraised for local nonprofits through events such as Dining Out for Life. They also helped procure and distribute rainbow name badges that identify nursing students and their commitment to helping create safe spaces for conversation.



Health care isn't always fair, BUT THESE STUDENT INTERNS HOPE TO CHANGE THAT

You went to high school?
Move forward three spaces.

You have no access to public
transportation? Move back one space.

You developed a substance-use
disorder? Move back two spaces.

These are the cards you were dealt,
and the rules of this game may not
seem fair.

Yet these scenarios—written for a
simulation game by two students at
the UK College of Nursing—are a part
of something remarkable that's been
underway at the College since 2020.



Planting seeds of change WITH A HEALTH EQUITY INTERNSHIP

The Health Equity Internship
program launched in Fall 2020 and
was supported by the UK Center
for Service-Learning and Civic
Engagement.

The goal is to help students become
effective advocates for equity in
groups that have been historically
underrepresented and marginalized,
specifically the BILPOC and LGBTQ+
populations.

"This generation is going to be
creating more equity in health care
environments," says Hartley Feld,
PhD, MSN, RN, PHCNS-BC, one of
three of the College's faculty who
helped develop the program.

"My hope is that we inspire them to
use their voices and not just hope that
somebody else does it or think that
they're powerless," Dr. Feld adds.

The program's co-founders also hope
the focus leads to a more welcoming
environment for diverse students in
the nursing program.



Facing health inequities IN KENTUCKY AND THE WORLD

The three-credit-hour internship
program currently spans three blocks
and includes two track options:
LGBTQ+ health, and racial and ethnic
justice. An earlier track focused
on rural and global care has been
integrated into those two programs.

Knowing the disparities and the
barriers that many patients face can
only improve the care these future
nurses give, according to co-founder
Megan Walden, MSN, RN.

"It will make them better leaders, as
far as being able to challenge what
other people say on the units where
they work or anything else they see
or hear. I hope the students are more
empowered to challenge stereotypes
or stigma in their settings," she says.

Walden was inspired to launch the
internship at the College a few years
ago based on her students' interest
and her own passion for addressing
health inequities, concerns and
misunderstandings.

She realized it was something
Kentucky has long needed, yet
even she has been surprised at
the response.

"We had more than we ever expected
to sign up for the first semester three
years ago—and then that doubled by
the second semester," Walden says.



Increasing immersion AND IMPROVING UNDERSTANDING

Anthony Carney, DNP, BSN, APRN,
FNP-C, is the third co-founder of the
internship program.

"We hope this partnership helps
students grow as clinicians and also
helps them grow as people who are
able to connect with and understand
the communities they'll be serving in
their careers," he says.

Students not only learn about
inequities in health care systems,
but they also earn service hours
by volunteering with Kentucky
nonprofits like Black Soil and the
Lexington Pride Festival. Their
classes also choose relevant films to
watch and discuss—everything from
Netflix documentaries on indigenous
populations to horror films.

"These students have a fierce drive to
do this work, and we've really enjoyed
seeing them grow," Dr. Carney adds.

MEET THESE STUDENTS

*Here are just a few of the interns who are
committed to doing meaningful work, along with
an introduction to the projects they created.*

>>>>>>>



ETHAN DAVIS



“I’M FROM A SMALLER TOWN, AND GROWING UP I WAS IN SUCH A BUBBLE. WHEN I FINALLY CAME TO UK, IT WAS LIKE THE BUBBLE BURST. *It was a cultural shock.*”

“I’m from a smaller town, and growing up I was in such a bubble. When I finally came to UK, it was like the bubble burst. It was a cultural shock,” says Ethan Davis.

Ethan Davis and Lily Kasey both came to Lexington from small towns in Kentucky; in Kasey’s case, there was just one high school in the entire county. The “culture shock” the two students experienced made them realize how little they knew about people from other backgrounds.

“I wanted to know as much as I could, so I could take care of others the best way possible,” says Davis. “That’s really what drew me to this program, to learn more about minority populations who aren’t treated the same.”

For Kasey, the impetus was growing up in a rural area and seeing firsthand how many residents don’t have access to equitable care, as well as the stigma on expectant mothers suffering from opioid addiction.

“Imagine having a heart attack and knowing you live too far away to get to a cath lab in time. That was my initial interest in health equity, along with a focus on labor and delivery, but I’ve grown to learn so much about every single group and how we can help provide equitable care for everyone,” Kasey says.

When the two were deciding on a project for their internship, they heard from a professor about a board game used for simulation training.

Kasey and Davis identified dozens of situations Kentuckians face every day. They discussed dozens of disparities, both positive or negative, such as living in areas with safe syringe exchange programs and receiving COVID vaccines.

They wrote the situations on game cards. Players roll dice, land on game tiles and draw a card that moves them forward or back.

Davis and Kasey’s game cards will be used as the simulation during their public health semester.



Faith-based
organizations
in Lexington



JU EUN KANG



“THERE
SHOULDN'T BE
ANY STIGMAS;
THEY'RE ALL
JUST PEOPLE.
*They just have
different
stories.*”

You can read about different groups of people and think you know them, say Ju Eun Kang and Kylie Higgins.

“People are about more than the stigmas they have,” says Higgins. “I feel really lucky that in this internship we’ve gotten to go into communities and see people and know their real character.”

As an international student, Kang was especially concerned about the health issues faced by Kentucky’s immigrant population.

“Then I learned more about how the LGBTQ+ community faces such stigmas, as well as people dealing with drug-addiction disorders,” Kang says. “There shouldn’t be any stigmas; they’re all just people. They just have different stories.”

When it came time for their project, Higgins and Kang reached out to faith-based organizations providing care for people needing treatment for substance abuse. They worked with Voices of Hope, a local recovery community center, to help them identify the best options for those they served.

“Everyone defines recovery differently, so we wanted to look at the resources the faith-based organizations offer, taking into account how faith and spirituality may work for some and not for others,” Higgins says.

“If we were going to refer people to these resources, we wanted to make sure we didn’t refer them to places where they would be stigmatized if they use medication to aid in their recovery,” she adds.

The two developed a brochure that identifies suitable treatment centers, such as Isaiah House, Revive Life House and Addiction Recovery Care, as well as churches that are LGBTQ+ affirming.

Their brochure also included a QR code that they hope people seeking treatment will use to contribute stories of their own experiences.



INCREASED RISK OF STI'S, MALE AND FEMALE CONDOM
S, HOW STI'S ARE RISK FOR ALL SEXUALITIES AND GENDER
EVIDENCE-BASED PRACTICE FOR HEA
ONS HAVE LIMITED RESOURCES
CERVICAL SCREENING VE
WILLIEU SO PATIE

LAURA WIEDEMANN



“EVERYONE
HAS A RIGHT
TO A HEALTHY
LIFE, AND IF
THEY JUST
HAD THE
RIGHT TOOLS,
*they could
all achieve it.*”

Everyone has a right to a healthy life, and if they just had the right tools, they could all achieve it, acknowledges nursing student Laura Wiedemann.

“That’s why I wish everyone could learn what we’re learning in our internship program, so all nurses can better meet diverse health needs,” Wiedemann says.

To some extent, she’s getting her wish.

When Wiedemann presented her internship project, she was thrilled to see that students throughout the nursing school attended her presentation. Several faculty encouraged their students to take part.

Wiedemann’s research focused on HPV vaccines, which are needed to prevent infection against some types of human papillomavirus. The virus is associated with most cases of cervical cancer.

Although the vaccines are designed to be given to teenagers or young patients, many parents delay the vaccination or choose not to have their children get it altogether because of the stigma that the virus is often spread through sexual contact.

The problem is made worse for trans or LGBTQ+ young people.

Lesbian women may believe their sexual history means they have no need for vaccination or screenings. Boys aren’t usually encouraged to get the vaccine. Trans people, who are at risk for cervical and other cancers, may fear discrimination from health care providers or suffer from gender dysphoria.

“I focused on the disparities they face, what we have available to treat people with HPV and how can we meet people in the middle who are disproportionately affected,” Wiedemann says.

She adds, “If you went to an elementary school or a high school where abstinence-only education was taught, there’s a lot of risk that comes with future sexual encounters.”

Wiedemann explored data about educating nurses and physicians to assure that safe sex practices are taught, along with getting a full, inclusive sexual health history.

She also interviewed several health care providers, some of whom told her that in their entire eight years of medical training, they received no more than four hours of training focused on serving LGBTQ+ and BILPOC communities.

What she learned through the project—and throughout the internship—may have changed Wiedemann’s future, too.

“I’d never really thought about going into research before, but I’ve had a great experience with this project, and now I’m thinking about it.” ■

Publish or Perish? THE RICH WRITING INSTITUTE

"Publish or perish" is a well-known phrase in academia. But it is no surprise that written in the DNA of the University of Kentucky's College of Nursing is the desire not to see anyone perish. With that comes a plan of action: a one-week workshop, the RICH Writing Institute, to teach graduate students and faculty in nursing and health care fields how to write, get published and survive.

"Publication is the currency of academia," says Debra K. Moser, assistant dean of PhD program and scholarly affairs and Linda C. Gill chair. "One of the most important parts of getting tenured is showing you can take a research project from planning to dissemination. It not only tracks what you've done, but it's also important for the advancement of knowledge in your profession."

A co-director of the RICH (Research and Interventions for Cardiovascular Health) Heart Program, Dr. Moser is one of nearly a dozen College faculty members and grad students who run the intensive workshop each summer. They provide overarching lessons and lectures in scholarly scientific writing, one-on-one consultation that meets participants where they are in the process of publication, and time to work on or finalize their manuscripts.

"If they are close [to finishing a manuscript], we love to have them send a draft beforehand to see what they need from us in order to be successful," says Senior Associate Dean Terry Lennie, Marion E. McKenna Professor in Nursing Leadership, PhD, RN, FAHA, FAAN. "If they are not close, we check where they are and figure out what lectures and lessons would be most beneficial. Or, if their manuscript wasn't accepted and needs revision, we offer feedback."

The workshop, started in 2017, draws participants from around the world to UK, accepting 20 to 25 students each year. The past three years, though, COVID has forced the workshop to go virtual with synchronous lectures and

"face-to-face" meetings that have to be scheduled with time zones in mind. All lectures are also recorded for asynchronous viewing.

As COVID abates, the hope is to move to a hybrid offering that allows foreign and domestic students who can't travel to participate. And no one should be concerned if English is not their first language, says workshop co-director and professor Misook Chung, PhD, RN, FAHA, FAAN.

With English being the international language of science, many foreign scholars have to adapt their publications accordingly, and the writing workshop can be a big help. "Among our faculty, we have people who speak South Korean, Cantonese, Chinese and Spanish," says Dr. Chung. "This is helpful for people who normally wouldn't come to something like this because they think their English is bad."

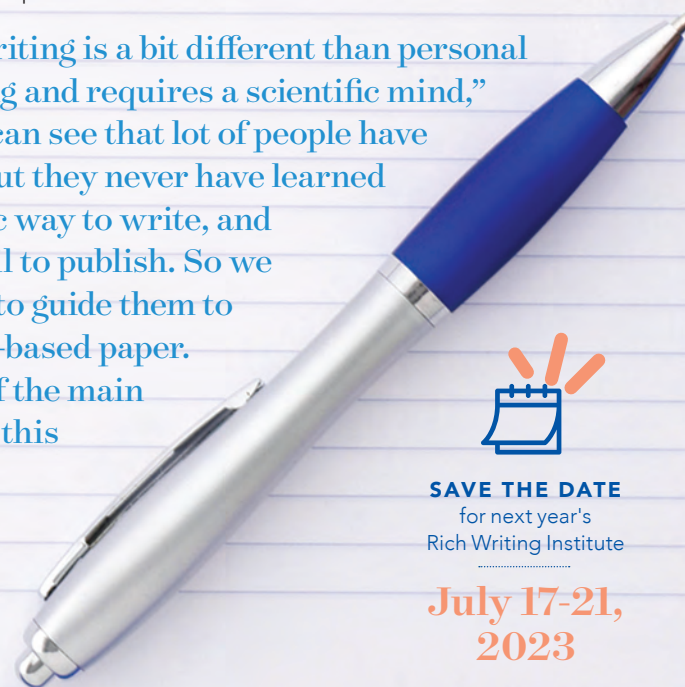
But Dr. Chung is quick to point out that publishing can be just as difficult for native speakers.

"Scientific writing is a bit different than personal essay writing and requires a scientific mind," she says. "I can see that lot of people have good data, but they never have learned the scientific way to write, and then they fail to publish. So we really want to guide them to write a data-based paper. That's one of the main strengths of this program." ▣



SAVE THE DATE
for next year's
Rich Writing Institute

**July 17-21,
2023**





IN THE SPOTLIGHT *Graduate Student*



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WRITTEN BY
Lynn Davy

PHOTOGRAPH BY
Yoshika Azuma

Deborah ADAMS

MSN, BSN, RN

Since she was a girl, there was one person whom Deborah Adams could always count on for support and guidance. That person was her aunt, Juanita Fleming, PhD, MSN, RN, FAAN, an American Academy of Nursing Living Legend and the first African American professor at the UK College of Nursing.

Today, Adams is following in her aunt's footsteps and pursuing her doctorate at the college where her aunt served as a trailblazer in nursing research and education. Adams says she sees her aunt's loving influence in many phases of her life—as a nurse and as a health care leader in her community.

"My aunt was always encouraging me to do more with my nursing work—to seek out new challenges and continue pursuing my education," says Adams, who lives in Port Tobacco, Maryland. "She has been a forceful influence in my life, especially in education and professional development."

When an elderly family member was diagnosed with Alzheimer's disease, Fleming encouraged Adams to open her own assisted living facility to care for the family member and provided financing to open the facility. Fleming, who held an associate's degree in nursing at the time, ran the eight-bed facility for 11 years, winning accolades from local officials for the quality of care provided.

When the facility closed, Adams went back to school to earn her BSN and then her master's degree, which she completed in 2020, just a year after her beloved aunt's death in 2019. Adams also works full-time at Kaiser Permanente in Fair Oaks, Virginia.

"I have always had a passion for excellence in nursing, just like my aunt," says Adams. "But now I want to make an even bigger impact, so I decided to pursue a PhD. I want to prepare myself to shape the future of nursing and health care and help others living with cardiovascular disease and heart failure."

For Adams, there is no more extraordinary gift than giving to others, a lesson that Fleming taught her well.

"Everything she did for me, every bit of advice and encouragement she gave me, put me in the right place to take the next big step in my career," says Adams. "She set me on the right trajectory." ■



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WRITTEN BY
Holly Rudolph

PHOTOGRAPHS BY
Shaun Ring Photography

20 YEARS

The first
AND
FUTURE

LEADERS IN DNP EDUCATION



2001

THE UNIVERSITY OF KENTUCKY CREATED THE FIRST DNP PROGRAM IN THE NATION OVER TWO DECADES AGO.

Just as the final days of the Spring 2022 semester were drawing to a close, the good news made its way to Sheila Melander, PhD, APRN, ACNP-BC, FCCM, FAANP, FAAN, who is associate dean of MSN and DNP Faculty and Practice Affairs at the University of Kentucky College of Nursing.

One of the soon-to-be graduates of the College's Doctor of Nursing Practice (DNP) program was already making a national impact, even before she could pick up her diploma.

Dr. Melander had just learned that more than 250 correctional facilities across the United States had begun utilizing the student's project intervention—completed just months before—on a prison wellness tool that could improve the screening of prisoners for severe mental illness.

"It is exciting, because we want what our students are doing to really matter—in patient outcomes and in system outcomes," says Dr. Melander. "They're not just checking a box with their projects."

The national adoption of the mental health screening project was just the latest accomplishment for the College's DNP program—which was the first program of its kind in the nation. The UK College of Nursing first launched the DNP program two decades ago in 2001, and in 2019 the College added a Master of Science in Nursing Leadership.

The College's DNP program is not just the nation's oldest: It's recognized as among the best. In the past two years, the program received historically high rankings.

In the 2022 edition of the U.S. News and World Report's "America's Best Graduate Schools," the **UK College of Nursing DNP program was ranked fourth among public universities and ninth overall.**

With the DNP program celebrating its 20th year in 2021-22, this was just the icing on the birthday cake.



..... **UK** Proud

Dr. Tukea Talbert (DNP 2005) was the first African American DNP in the country and was in the first DNP class at the University of Kentucky College of Nursing. She is now the chief diversity officer at UK HealthCare, tasked with overseeing the effort to promote and expand diversity, equity and inclusion efforts across the entire enterprise.



TAKING RESEARCH *to the Next Level*

The DNP projects, carried out through partnerships with health care providers across Kentucky, are an integral part of the in-depth study required of students in the program. And the results students achieve through their projects can be remarkably meaningful to the health care facilities in which they are implemented.

One student's DNP project was initiating a palliative care rounding team. It was a new concept for the health care system but was quickly accepted. Soon, two other students in different DNP cohorts started these teams at other facilities within the health care system.

"Other students are helping us take their research to the next level," Dr. Melander says, by using past research projects as a jumping-off point. Many national forums, including other DNP programs, have shown interest in modeling this strategy.

"We try to never duplicate our efforts, so this modality helps decrease redundant efforts dramatically when future projects are applicable for the institution and the student."

Students' DNP projects can be viewed online at the UKnowledge website by anyone with internet access. On average, more than 2,000 visitors each month read materials published by the UK College of Nursing on the site.

Dr. Melander is also very proud of the College's academic practice partnerships, such as that with UK HealthCare, which has supported students' clinical rotations and provided mentorship for DNP graduate students. Through those partnerships, more than 480 nurses have been educated and received their DNP. As a result, there are many College alumni in key system leadership positions across Kentucky.

"We talk to our community partners to make sure our curriculum includes the aspects important to them, so our graduates are ready to meet those needs, as we don't want any excessive onboarding to have to happen after graduation," she says.

BUILDING *Role Models*

Debra Hampton, PhD, MSN, RN, NEA-BC, CENP, FAONL, FACHE, says Dr. Melander is a transformational leader, and she credits her with bringing national recognition to the College.

That's in part, Dr. Hampton says, due to Dr. Melander's service with national organizations such as the American Academy of Nursing, the American Association of Colleges of Nursing and the American College of Cardiology.

Dr. Hampton joined the College of Nursing as a part-time faculty member in 1996, then moved into a full-time position in July 2015. Today she heads the MSN program and is assistant dean of the MSN and DNP programs.

The UK College of Nursing, she believes, is a place for developing the next great generation of nursing role models. "Whether in the nurse practitioner or leadership program, our students are leaders in nursing, and everyone is looking at them to see what they do," Dr. Hampton says.

"We tell our MSN Leadership students and DNP Executive Leadership students that they are on stage all of the time," she adds. "Everybody is constantly looking to them and what they are doing and modeling their actions. That's why I encourage them always to produce the absolute best work they can."



Dr. Sheila Melander &
Dr. Debra Hampton



FINDING *True Passion*

Students at the College also often mention the caring concern and guidance of newer faculty members, like Misty Ellis, DNP, APRN, CPNP-AC/PC, who joined the program in 2021.

Dr. Ellis is dual-certified in pediatric acute care and primary care, and she is a member of the Pediatric Cardiac Intensive Care Society. She encourages students to learn the skills and teamwork needed for working in a large, multidisciplinary environment.

In addition to her experience and leadership, Dr. Ellis admits to being a “good solid cheerleader” for her students.

“I hope that I’m able to mentor each student in a direction where they not only become clinically competent, but they also seek passion in their career choice. I know

firsthand what it feels like to appreciate what drives you and what it means to truly have meaningful passion about your career. Having the opportunity to care for children, advocate for their health, safety and wellbeing, and then teach others about those things is what drives me every day,” Dr. Ellis says.

Dr. Ellis says she tries to help students get all the support they need to make independent decisions for their career trajectories.

While some follow a clinical path, she has encouraged others to take on executive leadership roles.

“It’s so gratifying, and while my students may not know for some time exactly what their future will be, I want them to be headed in the right direction when they leave.”

“WHETHER IN THE NURSE
PRACTITIONER OR LEADERSHIP
PROGRAM, **OUR STUDENTS ARE
LEADERS IN NURSING, AND
EVERYONE IS LOOKING AT THEM
TO SEE WHAT THEY DO.**”

—DR. DEBRA HAMPTON

A SHORT HISTORY LESSON

The UK College of Nursing created the first DNP program in the nation two decades ago, enrolling its initial cohort in 2001-02. Until that time, nurses with a BSN could only earn a master’s degree or PhD in nursing. The College’s DNP program admitted its first cohort of 13 students in 2001, and they graduated in 2005. Since then, 490 have graduated from the program.



STUDENTS *Weigh in*

What makes the College so unique from a student's perspective?

"There were a lot of reasons to pick UK's DNP program, which is well known for the types of nurses it graduates," says student Taylor Bergman, who was looking for a high level of training in pediatric acute care.

"What first attracted me was the immersion style of the program, because a 100 percent online program wasn't appealing to me," she adds. An assistant nurse manager at a Louisville hospital and a certified pediatric hematology and oncology nurse, Bergman expects to graduate from the College in 2024.

In addition to the immersion aspect of in-person simulation labs that provide hands-on learning, Bergman says she has appreciated getting to meet in person with faculty and students during her sessions.

"I feel like the faculty are really invested in student success, not just the rigidity of the program."

She calls the UK College of Nursing program robust.

"It's a big investment in time, money and energy to go to graduate school, so it was important that the program felt just as invested in me," Bergman adds.

FUTURE-ORIENTED *Leaders*

While the UK College of Nursing is celebrating its 20th year, Dr. Melander and the other faculty are looking ahead to the future of nursing.

Encouraged by the success of nurses who provided expanded care during the coronavirus pandemic, the College is working with accreditors to define the future of advanced practice nursing, which allows more autonomy for nurses with advanced degrees.

"My hope is that we in Kentucky are able to have full scope of practice before long," Dr. Melander says.

"During COVID, the governor's emergency orders did allow pretty much full scope of practice by nurse practitioners, and none of the worries people had about it came to fruition," she adds.

"It was like having a two-year pilot study, and it showed that in Kentucky during that time we increased our practices, we increased our insurance coverage ability, and we actually prescribed narcotics and opioids less than our physician partners."

When the emergency orders were rescinded, 1,500 APRNs in Kentucky were affected. If each APRN saw 15 patients Monday through Friday, Dr. Melander points out, that adds up to more than 110,000 Kentuckians with reduced access to care.

Another change Dr. Melander would like to see is more focus on telehealth incorporated into the College's curriculum. She talks about the benefits of learning more from the "big data" supplied by fitness watches and the impact of artificial intelligence (AI) on nursing.

"We're really, truly invested in trying to make a difference with patients and system outcomes," she says. "Being strategic and intentional about that and having that always out front is what makes you head and shoulders above the rest." ■



IN THE SPOTLIGHT *Graduate Student*



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WRITTEN BY
Lynn Davy

PHOTOGRAPH BY
Shaun Ring Photography

Anna **SELEPINA**

BSN, RN, CCRN

Anna Selepina is a Ukrainian immigrant with close ties to her native land, which has been devastated by war. Watching the chaos from afar is heartbreaking, but Selepina is determined to help by organizing local food drives and fundraisers.

This desire to help others is the main reason Selepina is pursuing a Doctor of Nursing Practice at the UK College of Nursing. Selepina will graduate next year and hopes to use her training to work directly with immigrants, including Ukrainians fleeing the war, to help them overcome the obstacles her own family encountered when they arrived in the U.S. more than 20 years ago.

"Because of my own experience, I have a certain sensitivity embedded in me," Selepina says. "I understand how difficult it can be for immigrants to find good medical care and trust a medical provider."

Selepina was 12 years old when her family left Ukraine for a new life in the U.S., and while they have adapted to life in North America, they continue to keep close ties with family and friends who still live in the Eastern European nation. Selepina is well aware of the cultural differences between the two countries and how those differences can impede medical access.

A Ukrainian mother told Selepina she was shocked when an American doctor suggested giving her child a popsicle to ease a sore throat. "There was a cultural disconnect during the conversation, and after that, she didn't trust him anymore," explains Selepina. Another immigrant mother came to Selepina with questions about the difference between urgent care and emergency care. There are many similar stories, she says.

A bedside nurse for 11 years already, Selepina wasn't initially convinced she needed to go back to school. But she says when she realized how many immigrants live in Kentucky and how many of them don't have access to regular primary medical care due to lack of medical insurance or lack of information, she wanted to do more.

With her new degree in hand, Selepina hopes to open a clinic that specializes in treating immigrants. "I want to focus on primary care and help people who have nowhere else to turn," says Selepina. "I want to break down barriers for them to get the care they need." ■



Follow Louis on social media



Louis BASER

TRADITIONAL BSN STUDENT

When BSN student Louis Baser talks about his experience at the UK College of Nursing, he can't help but get excited. Baser has a lot of plans for his life and career, and he's laying the groundwork for those plans now, even as an undergraduate who still isn't quite sure where his future path may lead.

"I am still working out what I want to do in the long run, but I know that I want to be a nurse because nurses have the liberty to change specialties, get a higher degree, or become a professor and work in academia," says Baser, who is from Illinois. "There are so many pathways."

After his first year, which was primarily spent in online courses due to the COVID-19 pandemic, Baser is now enjoying in-person instruction, deepening friendships and helping to lead instruction in a pre-nursing anatomy course under Dr. Kathleen Salmeron. In the course he helps students memorize complex human organ systems by creating TikTok and Instagram posts, including quizzes and trick questions. Students create their own posts, too.

"The idea is to increase student engagement and use a medium they know and appreciate to share information and help everyone absorb more information," says Baser. "Some of the

TikTok videos the students have created have gone viral, with one of them getting 100,000 or more views."

Baser is writing an academic paper about using social media in the classroom and presented some of his findings at the May 2022 Human Anatomy and Physiology Society conference in Fort Lauderdale, Florida. He says he never thought he would conduct research as an undergraduate and that he is grateful to his professors, like Dr. Salmeron, for making it happen.

"To be the primary author on an academic paper, give a presentation at a national convention, and run a workshop for health professionals are things I didn't expect to do at this stage of my life," says Baser. "These experiences make me want to strive for even bigger goals: I want to make an impact, and I want to do that through nursing and teaching. I want to help others reach their goals, too." ■

WRITTEN BY
Lynn Davy

PHOTOGRAPH BY
Shaun Ring Photography

EXIT

{ life, leadership & symbolism }

INTERVIEW

DR. JANIE HEATH
REFLECTS *on the* PAST
EIGHT YEARS AS DEAN

FAVORITE QUOTE

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

– MAYA ANGELOU

AFTER EIGHT YEARS AT THE HELM OF THE UNIVERSITY OF KENTUCKY COLLEGE OF NURSING, Dean Janie Heath is retiring so she can slow down and enjoy quality time with her family and friends.

Serving as the university’s top academic nurse leader has been the most impactful time of her 46-year nursing career. Raising the College’s prominence in national rankings, advancing diversity, equality and inclusion among students and staff, and promoting stand-out programs such as health Colleges Advancing Team Skills (hCATS) to bring health care services to rural and underserved Kentucky communities are a few highlights of her tenure.

Before she leaves, Dean Heath agreed to sit down for one last chat to reflect on the people and life experiences that helped shape her as a nurse and leader, important lessons learned along the way and the things she loved most about being dean.

raised
UKCON's
NATIONAL RANKING
24th TO 4th
(US NEWS AND WORLD REPORT)

advanced
DIVERSITY
EQUALITY &
INCLUSION
AMONG STUDENTS
AND STAFF

promoted
PROGRAMS TO BRING
HEALTH CARE TO
**RURAL &
UNDERSERVED**
KENTUCKY
COMMUNITIES



STARTED NURSING
EDUCATION AT
**CAMERON
UNIVERSITY**
in OKLAHOMA

influential DEANS
DELORES KRUGER & **DORRIE FONTAINE**
CAMERON UNIVERSITY, OKLAHOMA UNIVERSITY OF VIRGINIA COLLEGE OF NURSING

{ life }



Tell us about your journey to becoming dean of the UK College of Nursing. You often tell students about being born in Fukuoka, Japan, and the hurdles you overcame while growing up in Lawton-Fort Sill, Oklahoma.

Many leaders attribute their success to overcoming adversities. My journey is no different, albeit a bit more 'colorful.' When I was 10, my mother received a terminal brain tumor diagnosis, and our father, a military officer, started making poor choices to cope with her death. My younger brother, Phillip, and I rapidly became the 'parent' figures to stepsiblings and a half brother. The theme song of our childhood was Elton John's 'Yellow Brick Road' because it's a song about following your own path and not regretting your decisions. Those early struggles taught us how to learn, grow and rebound through life's storms.

One such storm happened during my first semester of nursing at Cameron University in Oklahoma, as I was failing most of my coursework. At the time, I was on my own and working several part-time jobs to pay for school and gas for my car. I put

tremendous pressure on myself to do well in school so I could take care of myself and family after graduation, but I was struggling to juggle it all.

I felt embarrassed going to the learning resource center, but I went because I promised Dean Kruger. I put in my hours; I hunkered down and studied; and I graduated on time and passed my boards on the first attempt. My transcript was not pretty, but I graduated, and I felt confident about my next steps.

Those early mistakes and struggles gave me the resilience and the grit to keep going and keep climbing throughout my career. I always knew I wanted to be a dean; it was a goal I kept close to my heart because I knew I wanted to use my experience in life, good and bad, to help others. I decided a long time ago I wanted to make a difference.



JANIE QUIRKS

Handwrites notes for all occasions

FUN FACT

She wrote roughly 1,000 in the 8 years she has been dean.

Can't help but start firing off emails at 4 a.m.

Powerwalks around the College

Rah-rah talks to get folks motivated

FUN FACT

Dean Heath was a cheerleader in high school.



DEAN quotables

I always knew wanted to be a dean; it was a goal I kept close to my heart because I knew I wanted to use my experience in life, good and bad, to help others. I decided a long time ago I wanted to make a difference.



{ leadership }



What do you love most about being dean?

I absolutely love elevating the voice for nursing—it is what I believe I was called to do.

Serving at the highest executive table, where I sit shoulder to shoulder with deans from 18 colleges, including six health care colleges, I proudly wear my UK employee ID badge, so they know the College of Nursing is in the house. I always say if there is a question about health care delivery or health profession education and nursing is not at the table, the meeting needs to be rescheduled. It is a huge honor to drive quality nursing education, strengthen the nursing workforce and help improve population health at the university, state and national levels. Being an advocate for nursing students, faculty and staff is not a job for me but pure joy.



DEAN quotables

Being an advocate for nursing students, faculty, and staff is not a job for me but *pure joy*.



What are you most proud of about your tenure as dean?

I'm most proud of making people feel valued.

When I arrived, the College was coming out of a grim period of budget tightening and performance pressures. I sensed it had taken a toll on the faculty and staff, and it would be my mission to shift the culture to make our people feel appreciated, valued and worthy.

I started with our working and learning environment—the nursing building itself. We didn't have the budget to renovate, so we spent what money we could to refresh the paint and add new lighting, and we did this floor by floor until the entire building felt cleaner and brighter. It lifted everyone's spirits and made them feel good about coming to work.

I also focused on unlocking the College's treasure chest of talent and wisdom. We have a lot of native Kentuckians as faculty, people who have deeply ingrained values of hard work and humbleness. Their work was impressive, and the world needed to know about it. I homed in on confidence-building or giving that extra nudge to faculty to help them feel good about sharing and being proud of their innovative clinical practices or cutting-edge research.

I also made a point to make students feel valued. When I first arrived, they asked me, 'Are you going to be the type of dean who welcomes us [on the first day] and then congratulates us [at graduation]?' I always check in on students, in fact, it is the first thing I do every day. The student lounge is on the same floor as my office, so I am very intentional about visiting with them. They know I care about them and about their success.

the DEAN'S READING LIST



FAVORITE AUTHORS TO HELP HER "TURN IT OFF"

JOHN GRISHAM, NICHOLAS SPARKS
& PAT CONROY

LEADERSHIP BOOKS

"Wait, What?"

BY JAMES E. RYAN

"The President and the Freedom Fighter:
Abraham Lincoln, Frederick Douglass,
and Their Battle to Save America's Soul"

BY BRIAN KILMEADE

"Reframing Organizations:
Artistry, Choice, and Leadership"

BY LEE G. BOLMAN &
TERRENCE E. DEAL





What prepared you most for being dean?

During my mother's illness and death, I learned a lot about responsibility, commitment and caring from the strong women who raised me—my mother and my 'other mothers,' as I call them.

Marion Hanlin Parker, my paternal grandmother, drove from Oklahoma City to Lawton-Fort Sill to ensure my brother and I attended school. Aunt Betty, my mother's sister-in-law, taught me about unconditional love and that one does not have to be 'blood of blood nor bone of bone' to be loved and supported. And Nadine Livingston, a widow and manager of a military dry cleaners where I worked part time, allowed my brother and me to live with her when we had no other place to go.

I have also learned so many important professional lessons from women under whom I have worked. Dorrie Fontaine, the former dean of the University of Virginia College of Nursing, was a very powerful force in my professional development. She taught me to be a confident leader and to tackle difficult problems with a clear strategy. She also encouraged me to keep learning and improving. When I received less-than-glowing evaluations, Dorrie told me to get a coach. I took her advice, and while it was painful to examine my shortcomings, it was the only way to improve my performance.

But overall, my all-time leading supporter and guiding influence has been my partner, my husband, 'the Colonel.' Through my many stages in life and career, he has been the consistent pillar behind it all, and I cannot thank him enough for his love and support.

BLOOPERS (SHE'S GOT SOME GOOD ONES!)

She gave a TV interview from her home office and didn't realize her educational hookah pipe was in full view behind her.

She accidentally ran into the men's restroom at the College. When she came out, she apologized to a group of students gathered nearby. One of them replied: "It's OK, Dean Heath, we are an inclusive environment, so you can feel safe."



{ symbolism }



You love using symbols to communicate your leadership style and goals. What do these symbols mean to you?

Any given day of the week, I will be wearing a symbol to keep me grounded and inspired—a device I learned to employ during a Harvard University executive leadership program.

The two symbols I use the most are horses and pumas.

The puma was the first symbol I chose to represent my leadership style. Years ago, when I was associate dean of academics at Georgia Health Sciences University, a group of faculty members students traveled to Peru for a medical mission. I helped them find the funding for the trip, and when they got back, they gave me a puma broach. When I investigated the meaning of the puma in Peru, I found out that it is considered as a sort of shepherd of men. I nearly dropped to my knees when I read this description, because I have always seen myself as a shepherd, as someone who leads and cares for those around me—my patients, my students and my staff.

The horse is my symbol to represent Kentucky. There are pictures of horses throughout the College, and each picture tells a story, a story of our College and the people who work here. My favorite of the pictures is one of the large, watchful eyes of a horse, which to me represents the College's loving watch over our students and faculty, it says: **'We're watching; we'll take care of you.'** ■

Timing is
EVERYTHING

Accelerated BSN program helps to meet nursing workforce challenge

FACT

by 2024,
THE NATIONAL NURSING
SHORTAGE IS GOING TO
RESULT IN KENTUCKY
NEEDING AN *additional*
16,000
NURSES.

To help the state reach that goal, the University of Kentucky College of Nursing offers an accelerated BSN (ABSN) program. The program is geared toward licensed practical nurses (LPNs), second-degree students and veterans with medic experience. Primarily taught online, the ABSN program is designed to allow nontraditional students, those with full-time jobs and those who don't live in close proximity to UK, to pursue their bachelor's degree in nursing on a faster, more intensive schedule.

**COMBATING A
GROWING SHORTAGE**

"With a growing number of nurses nearing retirement, a burgeoning geriatric population and the increased job stressors due to the current shortage, more new nurses are needed than ever before," says Karen Butler, DNP, MSN, RN, FAAN. Butler serves as a professor and assistant dean of academic operations at the College.

"The average age for an RN right now is 50, so a large number are nearing retirement age," she says. "Our demographics are also changing. The baby boomers are getting older, and with that comes increased health care demands that require more nurses."

At UK, Dr. Butler says the College of Nursing is devoting resources toward increasing enrollment and plans to double the size of the ABSN program in the coming years.

"Accelerated programs have been around a long time, but this program really lends itself to the nursing shortage," says senior lecturer Jennifer Cowley, MSN, RN. "[Being online] is such a huge time saver even by the mere fact students don't have to drive to campus and find parking each weekday. And with clinical opportunities available on the weekends—which is unusual in most programs—it allows students who work Monday through Friday to go back to school."



“We are all in this together working toward a nursing degree; age is not a factor. Everyone in this program, from other students to faculty, rallies around you and supports you.”

— SHIRRE HODGES



Second-degree

SHIRRE HODGES

Shirre Hodges entered the ABSN program in 2021 as a second-degree student in her early 40s after raising three kids and with one still at home. She and her partner moved to Lexington from Florida in 2019 for his job at UK. Hodges earned her original degree in business management but always felt a calling toward health care.

“My initial goal was to go to law school, but I kept getting drawn into health care,” she says. “Even when I was interning for a medical malpractice attorney I was more interested in the medical part.”

Hodges says she began working in health care settings, including at a hospital and at group homes with people with developmental disabilities.

“There’s always been something about taking care of people that has interested me,” says Hodges, who is currently working at St. Joseph Hospital. “Even in health care management and as part of an interdisciplinary team, people would come to me for recommendations because I knew the patients so well.”

Before moving to Kentucky, Hodges says she was pursuing a BSN but some of the credits she’d earned did not transfer, so when she received a conditional acceptance to UK’s ABSN program, she was thrilled.

“I hammered them out and I was in!” she recalls.

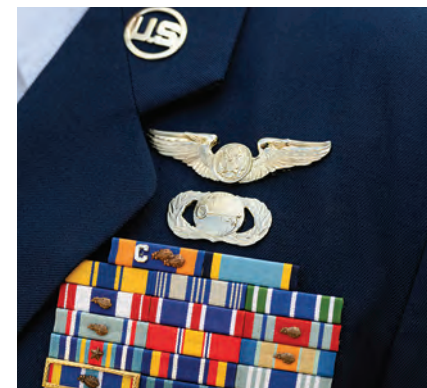
Initially worried her age would be a factor, Hodges says she has found a lot of comfort in going back to school with non-traditional students like herself, but she also came to a realization: “We are all in this together working toward a nursing degree; age is not a factor. Everyone in this program, from other students to faculty, rallies around you and supports you.”

Hodges says the program is very content dense and moves quickly. And even with classes being primarily online, she gets together with her fellow classmates to study.

“We spend a lot of time on the computer, but we still get to interact,” she says.

Her plans after graduating waver between working in a cardiac unit and a trauma unit, something she’ll be able to explore during her last semester when she and the other students will each work with a nurse preceptor in a specific area of practice.

“This has been a great move for me,” says Hodges.



“These teachers are some of the best I’ve had the pleasure working alongside and learning from. They have provided me not only the strongest nursing foundation but also have been true mentors and shining examples of the epitome of professional nursing.”

— KYLE HERZBERG

Med-Vet

KYLE HERZBERG

Kyle Herzberg, a married father of two young children, has been in the U.S. Air Force for more than nine years, having served as a Russian airborne linguist before joining the ABSN program in 2021. Prior to enlisting, he had earned his EMT certification. Herzberg enjoyed the work so much that when he realized he could go to college and study nursing on a full scholarship through the Air Force’s nurse enlisted commissioning program, he jumped at the chance.

“At this point in my life, I was more focused and decided I wanted to pursue nursing,” he said.

The Las Vegas native had never even been to Kentucky, but UK’s ABSN program, in particular, fit the bill and fell within the parameters the Air Force required to grant the scholarship. When he was accepted, he and his family packed up and moved to Lexington.

“I chose UK because it has a really strong relationship with the military, and the College of Nursing has a reputation for excellence,” he says, adding that the med-vet component

of the ABSN program and the accelerated aspect made it even more appealing.

“I knew because of the shortened time it would be more intensive and challenging,” Herzberg says. “But going through the Air Force’s Russian linguist program, I learned time management.”

He says he has found the program to be top notch. “I’ve learned so much in the time I’ve been here; you can tell the instructors, and everyone involved, really cares about the students and the future of nursing. You can reach out at any time with questions, and they will get right back to you.”

When he graduates from the ABSN program, Herzberg will become a commissioned officer in the Air Force Medical Service Corps. He is looking forward to it and expresses a lot of gratitude for the opportunities he has been given at UK.

“These teachers are some of the best I’ve had the pleasure working alongside and learning from,” he says. “They have provided me not only the strongest nursing foundation but also have been true mentors and shining examples of the epitome of professional nursing.”

“It’s definitely been challenging,
but it’s rewarding at the same time.”

— BRITTANY SCHNEIDER



LPN

BRITTANY SCHNEIDER

For 33-year-old Brittany Schneider, going to nursing school has been a lifeline of sorts. Unsure of what she wanted to do after high school, she attended Bluegrass Community and Technical College but never took her classes seriously.

“I was young; school wasn’t high on my priority list,” she says. “So this is a chance for me to prove myself.”

In her mid-20s, Schneider became involved in a ministry centered around

recovery at her church, eventually becoming a leader of a women’s group and finding it very fulfilling to help others. She began to think seriously about her future. “My older sister is a nurse, so that got me thinking down this route of how to give back to others,” says Schneider.

She went back to community college for her LPN, finishing up in 2019 with a 3.9 GPA and later going to work in urgent care for UK HealthCare. “Getting my LPN was a good entry point, and I knew from the start I wanted to go further with my education,” she says. “When I heard

about the ABSN program starting, I began getting all my prerequisites in order.”

Schneider says the accelerated timeline is a big plus, as is not having to spend additional time completing her ADN (Associate Degree Nursing) and instead being able to immediately work toward her BSN.

In addition, the ABSN program has allowed her to continue working three 12-hour shifts a week. “It’s really the only way I could do it,” she says. “If I had to be in class all day, every day, I don’t think it would have been possible. I would have had to have

quit my job. It’s the same for a lot of the other LPNs in the program. It gives us a way to further our degrees while we continue to work.”

Schneider, who plans to go on and get her Master of Science in Nursing, says her schedule is “hectic but doable.”

“It’s definitely been challenging, but it’s rewarding work, and I could not be prouder to be a part of this program.” ■



\$35,860,502



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 June 30, 2022

KRISTIN ASHFORD

RESEARCH INTEREST
MATERNAL AND CHILD HEALTH

PRIMARY FUNDING SOURCES
Ky. Cabinet for Health and
Family Services, RWJF,
University of Vermont

TOTAL AWARDS
\$618,294

LOVORIA WILLIAMS

RESEARCH INTEREST
DELIVERING INTERVENTIONS TO
REDUCE HEALTH DISPARITIES
AMONG MINORITY AND MEDICALLY
UNDERSERVED POPULATIONS

PRIMARY FUNDING SOURCES
NIDDK, ASCO-ACCC
Pilot Project

TOTAL AWARDS
\$2,970,935

MARTHA BIDDLE

RESEARCH INTEREST
CARDIOVASCULAR HEALTH:
SECONDARY PREVENTION OF
CARDIOVASCULAR DISEASE

PRIMARY FUNDING SOURCES
CON Pilot, UK CCTS Pilot,
NIH Pilot

TOTAL AWARDS
\$37,000

KAREN BUTLER/ELLEN HAHN

RESEARCH INTEREST
OCCUPATIONAL HEALTH
NURSE TRAINING

PRIMARY FUNDING SOURCES
NIOSH

TOTAL AWARDS
\$628,358

JAN FORREN

RESEARCH INTEREST
PERIANESTHESIA NURSING

PRIMARY FUNDING SOURCES
ASPEN

TOTAL AWARDS
\$10,000

MISOOK CHUNG

RESEARCH INTEREST
CARDIOVASCULAR HEALTH: CHRONIC
PATIENTS AND CAREGIVERS

PRIMARY FUNDING SOURCES
CON Pilot,*Multi PI NINR

TOTAL AWARDS
\$20,000

JEAN EDWARD

RESEARCH INTEREST
EQUITABLE HEALTH CARE ACCESS
AND DISPARITIES RESEARCH

PRIMARY FUNDING SOURCES
RWJF, CCSG Supplement,
MCC UNITE Pilot

TOTAL AWARDS
\$599,268

AMANDA FALLIN-BENNETT

RESEARCH INTEREST
TOBACCO POLICY AND
SUBSTANCE ABUSE

PRIMARY FUNDING SOURCES
NCI, UK CHET Pilot

TOTAL AWARDS
\$1,239,236

JENNIFER MILLER

RESEARCH INTEREST
PALLIATIVE NURSING AND
CARDIOVASCULAR HEALTH

PRIMARY FUNDING SOURCES
UK CCTS Pilot

TOTAL AWARDS
\$25,000

DEBRA MOSER

RESEARCH INTEREST
CARDIOVASCULAR AND
CEREBROVASCULAR HEALTH—
RISK SELF-MANAGEMENT

PRIMARY FUNDING SOURCES
NIH-NINR, PCORI

TOTAL AWARDS
\$5,516,707

JULIE MARFEL / LEE ANNE WALMSLEY

RESEARCH INTEREST
NURSING LEADERSHIP, RURAL
HEALTH, FARMER STRESS AND
NURSING WORKFORCE ISSUES

PRIMARY FUNDING SOURCES
State of Kentucky, AARP/RWJF

TOTAL AWARDS
\$118,181

ANGELA HENSLEY

RESEARCH INTEREST
**ONLINE ENGAGEMENT
AND SATISFACTION OF
NURSING STUDENTS**

PRIMARY FUNDING SOURCES

King's Daughters

TOTAL AWARDS

\$10,000

LESLIE SCOTT

RESEARCH INTEREST
DIABETES MANAGEMENT

PRIMARY FUNDING SOURCES

State of Kentucky

TOTAL AWARDS

\$30,954

ANA MARIA LINARES

RESEARCH INTEREST
**INTERVENTION TO ENHANCE
BREASTFEEDING AND
OBESITY RISK REDUCTION**

PRIMARY FUNDING SOURCES

UNITE UK Internal pilot

TOTAL AWARDS

\$25,000

TYRONE BORDERS

RESEARCH INTEREST
RURAL HEALTH RESEARCH

PRIMARY FUNDING SOURCES

HRSA, NIH

TOTAL AWARDS

\$3,232,861

GIA MUDD-MARTIN

RESEARCH INTEREST
**CARDIOVASCULAR HEALTH,
DIABETES AND THE
FAMILY STRUCTURE**

PRIMARY FUNDING SOURCES

NINR, NIH OD,
OBSSR, CCTS

TOTAL AWARDS

\$5,119,663

ELLEN HAHN

RESEARCH INTEREST
**TOBACCO POLICY AND
ENVIRONMENTAL HEALTH**

PRIMARY FUNDING SOURCES
NIH-NIEHS (P30 and R01), KDPH,
UK CCTS, Interact for Health,
State Medicaid Grant, Radon,
Health Department Grants

TOTAL AWARDS

\$11,770,839

STACY STANIFER

RESEARCH INTEREST
**AVOIDANCE OF CIGARETTES &
REDUCING EXPOSURE TO RADON
& SECONDHAND SMOKE TO
PREVENT LUNG CANCER**

PRIMARY FUNDING SOURCES

CCSG Pilot,
CCTS Early Career pilot

TOTAL AWARDS

\$75,000

SHARON LOCK

RESEARCH INTEREST
NURSE TRAINING

PRIMARY FUNDING SOURCES

HRSA

TOTAL AWARDS

\$1,770,319

JIA-RONG WU

RESEARCH INTEREST
**IMPROVING MANAGEMENT OF
HEART FAILURE/UNCONTROLLED
HYPERTENSION**

PRIMARY FUNDING SOURCES

CON Pilot

TOTAL AWARDS

\$20,000

ZIM OKOLI

RESEARCH INTEREST
**TOBACCO POLICY AND
SUBSTANCE ABUSE**

PRIMARY FUNDING SOURCES
Kentucky Cabinet for Health
and Family Services

TOTAL AWARDS

\$1,000,747

ADEBOLA ADEGBOYEGA

RESEARCH INTEREST
**WOMENS HEALTH AND
CANCER DISPARITIES RESEARCH**

PRIMARY FUNDING SOURCES

NCI, ACS UK Internal Pilot

TOTAL AWARDS

\$797,140

ELIZABETH SALT

RESEARCH INTEREST
**CHRONIC PAIN MANAGEMENT/
WORKFORCE DEVELOPMENT**









PRIMARY FUNDING SOURCES

Pfizer, CCTS, RWJF/AARP

TOTAL AWARDS

\$225,000

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

 CARDIOVASCULAR	 MATERNAL HEALTH
 DISPARITIES	 OCCUPATIONAL HEALTH
 NURSE EDUCATION	 RURAL HEALTH
 TOBACCO	 OTHER

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PHOTOGRAPHS BY
Shaun Ring Photography

Meet the ADVISORS

... AND READ THEIR TOP TIPS FOR NURSING STUDENTS

At the UK College of Nursing, we are focused on student success above all else. A big part of that success comes from the system of support and resources we provide for our students. Our academic advisors are the backbone of that student support system. Take a minute to meet our academic advising staff who work day in and day out to support our students on their academic journeys and to read their top tips for success.



Corey Moore

ASSISTANT DEAN FOR ACADEMIC ADVISING
AND STUDENT SUCCESS

ALMA MATER

Virginia Tech

HOMETOWN

Eads, Tennessee

UNIQUE PERSONAL FACT

I played college football for the legendary Coach Frank Beamer.

TOP ADVISING TIP

"Students should be honest and prepared when meeting with their advisors. **Advisors will offer the best advice to students who are open and honest about what their goals are and their current standing—whether it is good, bad or somewhere in between.**"

ADDITIONAL JOB/PROGRAM INFO TO HIGHLIGHT

BSN graduates have an average NCLEX first-time pass rate of 98%.



Shaun Ketterman

ACADEMIC ADVISOR

ALMA MATER

Western Kentucky University

HOMETOWN

Kalamazoo, Michigan

UNIQUE PERSONAL FACT

I was once the highest ranked women's roller derby referee in Kentucky and one of the highest ranked in the country.

TOP ADVISING TIP

"It's important to ask for help when you need it. **You're not in college alone!**"

ADDITIONAL JOB/PROGRAM INFO TO HIGHLIGHT

I have been an advisor at UK since 2007 and know a lot about different colleges and resources. In addition to advising, I am the communications chairperson for the UK Advising Network and serve on the university's general education exception committee. In the College of Nursing, I am responsible for degree certification, end of term processes and overseeing the College of Nursing Pinning Ceremony.



Zac Schmidt

ACADEMIC ADVISOR/
STUDENT SUCCESS COORDINATOR

ALMA MATER

Northern Arizona University
University of Northern Colorado

HOMETOWN

Mesa, Arizona

UNIQUE PERSONAL FACT

I used to coach boys JV and varsity basketball for a small high school in Flagstaff, Arizona.

TOP ADVISING TIP

“Reach out to professors and peers sooner rather than later to create a safety net of resources. You’ll want and need to utilize them more than you may think.”

ADDITIONAL JOB/PROGRAM INFO TO HIGHLIGHT

I recruit second-, third- and fourth-year nursing students as tutors and connect them with their peers who might be struggling on a certain topic or course.



Hadley Sensing

ACADEMIC ADVISOR/
COMPLIANCE COORDINATOR

ALMA MATER

University of Iowa
University of Louisville

HOMETOWN

Paducah, Kentucky

UNIQUE PERSONAL FACT

I have lived in eight states and traveled to 46 out of the 50 states. Kentucky will always be home though!

TOP ADVISING TIP

“Nursing students CAN study abroad! It just takes a bit of planning, and as advisors, we are here to help guide you through that process.”

ADDITIONAL JOB/PROGRAM INFO TO HIGHLIGHT

Your advisor isn’t just for academic support and planning classes. Nursing school can be stressful, and we want our students to do more than just survive it. We’re here to help you succeed, thrive and enjoy your nursing school experience!



Jennifer Sherwood

ACADEMIC ADVISOR

ALMA MATER

Undergrad: Messiah University
Grad: University of Maryland, College Park

HOMETOWN

Alexandria, Virginia

UNIQUE PERSONAL FACT

I have a love for golden retrievers—I not only own one but hope to become a hobby breeder. So far, we have had one litter and are hoping for the next one soon!

TOP ADVISING TIP

“Using campus resources can be like personal training. You don’t have to be doing poorly to benefit from a tutor or success coach.”

ADDITIONAL JOB/PROGRAM INFO TO HIGHLIGHT

I work only with pre-nursing students and have the distinct pleasure of being the College’s support team member for the Interprofessional Healthcare Residential College.

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WRITTEN BY
Lynn Davy

PHOTOGRAPHS BY
Shaun Ring Photography

On a MISSION

How academic nurse leaders are shaping the future of health care

Academic nurse leaders Elizabeth Salt and Jake Higgins are determined to use their knowledge and skills to help other nurses confidently lead health care teams in Kentucky and across the nation.

Their work—in classroom teaching, student mentorship, academic research and health care improvement—exemplifies the exceptional versatility of the academic nurse leader. And as health care demands intensify and technological innovations multiply, it's clear they and other academic nurse leaders will play central roles in the continuing evolution of health care in the U.S.

Academic nurse leaders like Drs. Salt and Higgins serve as vital links between hospitals and nursing colleges, helping to reform nursing education to meet patient needs. They can also provide health care expertise to communities struggling with complex health and social issues. In addition, they often mentor and instruct nursing students who want to conduct academic research and use their findings to improve health conditions.

"Nurse leaders have multiple functions and roles, but they are almost always people who are problem-solvers, people who want to grow the science of nursing to improve patient care," says Darlene Welsh, assistant dean of BSN Program Studies, PhD, MSN, RN, FNAP. "It's a role that is constantly evolving because nursing is constantly evolving—and is crucial to the advancement of our profession."



“The solutions to improving health care are coming from the front line; they are coming from nurses.”

— DR. JAKE HIGGINS



For Drs. Salt and Higgins, their diverse clinical and academic roles allow them to provide a unique perspective they hope will inspire their nursing students, colleagues and others to rethink what a nurse can be.

“When people think of the role of nurses, they can have a limiting view,” says Salt, PhD, RN, APRN, chair of UK College of Nursing’s faculty council. “But people are starting to see nurses as trusted partners in improving communities’ health care. They are starting to understand nurses will not just be a part of the team, they will lead the team.”

Higgins, PhD, RN, CCRN-K, feels an urgency about his work and the work of all nurses in leadership.

“The solutions to improving health care are coming from the front line; they are coming from nurses,” says Dr. Higgins, who also serves as president of the Delta Psi chapter of Sigma Theta Tau International. “It surprises me that more people don’t see the importance of listening to nurses and learning from their work with patients. But I believe that is changing; we are on the edge of a major shift.”

A JOB LIKE NO OTHER

When Dr. Higgins got into nursing as an undergraduate student at the University of Kentucky, he quickly realized he wanted to go as far as possible in the field. After graduating with his BSN, he spent five years in the trauma intensive care unit at UK HealthCare and then launched into doctoral studies.

As he progressed, Dr. Higgins realized there was an unmet need in his unit: a nurse who knew how to use data and research to improve patient care. He presented the need to UK HealthCare’s director of Nursing Professional Development, Kathy Isaacs, PhD, RN, NEA-BC, who then named Dr. Higgins as the hospital’s first nurse scientist.

In this role, Dr. Higgins has helped trauma nurses develop several new patient care protocols, including one for trauma patients suffering from alcohol withdrawal.

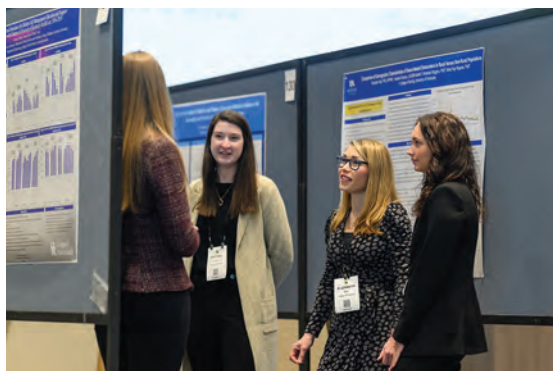
“It was uncharted waters,” says Dr. Higgins, recalling his early days as a nurse scientist. “There was no job description, let alone anyone to emulate in the role. So, I focused on building relationships with trauma

clinical staff and fostering an environment that supported clinical inquiry.”

When Dr. Isaacs witnessed Higgins’ success in the trauma unit, she decided to create more nurse scientist positions in other departments.

“Great leaders have the keen ability to identify problems or needs and then successfully execute solutions to address them. This is exactly what Dr. Higgins exhibited,” said Dr. Isaacs.

“Thanks to his initiative, we now have nurses intentionally reviewing patient outcome data, vetting best practices and adjusting practice standards. This just goes to show the value of having academic nurse leaders in clinical health care settings and why their role is critical to both the success of the nursing profession and the continuous improvement in patient outcomes.”



COMMITTED TO SERVICE

Dr. Salt compares the mission of an academic nurse leader with that of a land grant higher education institution such as the University of Kentucky: to produce research that improves society, to teach and mentor the next generation of leaders, and to serve local citizens and the communities in which they reside.

"Helping people is at the core of who I am; it goes beyond my nurse leader title," she says. "I prefer not to think in terms of my title, but what I can give to my community, what I can do to improve the world in which I live."

For Dr. Salt, working as a nurse leader means dedicating much of her time to training the next generation of nurses. She is the director of the Undergraduate Honors in Nursing Program and serves on the Council for the Advancement of Student Scholarly Activity. Dr. Welsh, who has worked closely with Dr. Salt for years, has high praise for her colleague's commitment to student academic achievement and for her ability to think big.

"Elizabeth is often an early adopter, one of the first to grab onto a new mode of thinking or doing," says Dr. Welsh. "She mentors some of our brightest and most ambitious students, and she doesn't waste a minute with them—she pushes them and guides them. She has high expectations for them, and they rise to those expectations."

Dr. Salt relishes opportunities to innovate and think outside the box. When the College faces a complex problem and a group of administrators and academics convene to find a solution, Dr. Salt is often at the table. She is perceived as a deep thinker—someone who will consider all angles of a problem and then look for angles she might have missed.

She also serves on several high-profile boards, including the Citizen Foster Care Review Board in Fayette County, where she lives, and Kentucky's Child Fatality and Near Fatality External Review Panel.

"We nurses have the training and expertise to be helpful to our communities," says Dr. Salt. "When I sit on a local board, I am there as a citizen, but I am also there as a nurse. I think it's important to share my expertise, and I encourage my students to do the same—to take a chair at the table and make their voices heard."

LOOKING AHEAD

The wide range of health care roles that competent academic nurse leaders can fill is impressive. It is the main reason the demand for these types of professionals will significantly grow in the coming years.

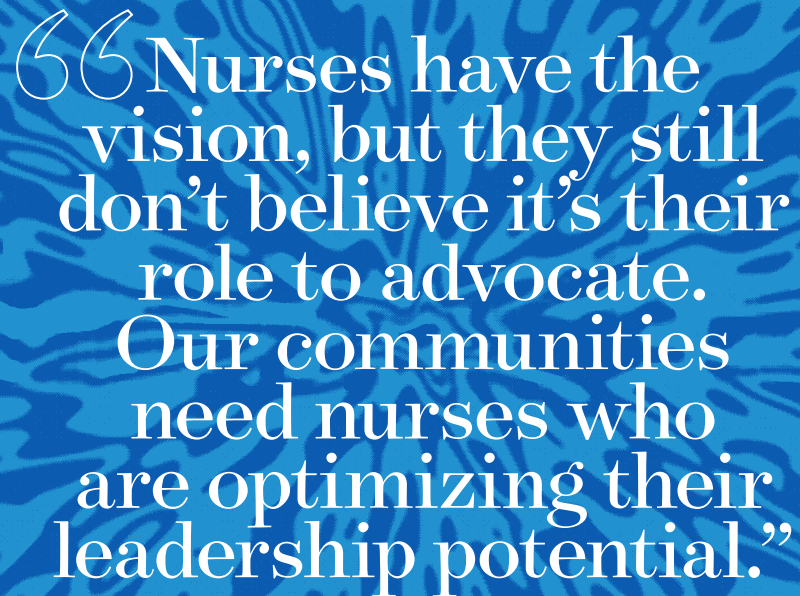
According to the American Association of Colleges of Nursing (AACN), which produced a 2022 report on the state of PhD in nursing programs in the U.S, there must be more support for nurses and nursing students considering a doctorate. The report recommends that colleges create streamlined and hybrid programs and expand financial aid access. It also encourages colleges to implement marketing and communication strategies to recruit more men and minorities, including members of the LGBTQIA+ community.

"Preparing more nurses to engage in scientific inquiry and dissemination is essential to advancing the nursing profession and bridging the gaps in health care," said Dr. Deborah Trautman, AACN president and chief executive officer. "AACN is committed to ... advocating for more resources for PhD programs and ... to creating a more diverse community of nurse scholars."

Drs. Welsh and Isaacs believe it is vital for organizations like the AACN to encourage nurses to pursue career trajectories outside of traditional roles.

"Nursing is at a very pivotal moment in time," says Dr. Isaacs. "We have proven during the COVID-19

In the near future, Dr. Welsh sees opportunities for academic nurse leaders to bridge the gap between hospital care and community care, especially as the U.S. population ages. "This is an area where nursing could develop and grow, and academic nurse leaders could lead the way," she says.



Nurses have the vision, but they still don't believe it's their role to advocate. Our communities need nurses who are optimizing their leadership potential."

pandemic how agile nursing can be. Now is the time to push forward to advance our profession, and academic nurse leaders will be at the head of that push. The nurse who understands the academic and clinical setting has the right skill set to empower those in the nursing field and help us all strive for continuous improvement in the outcomes of our patients."

At the College, Drs. Salt and Higgins see opportunities to groom nursing students for exciting futures as academic nurse leaders. When they teach and mentor students, they often discuss their work with them and explain the benefits of a role that allows for career flexibility and wide-ranging research project management. Still, Dr. Salt cautions that some students don't think of pursuing a PhD in nursing because they haven't encountered many academic nurses. She believes exposure is key to educating students about this career option.

"There's still work to be done to give nurses and nursing students the confidence to make their voices heard," says Dr. Salt. "Nurses have the vision,

but they still don't believe it's their role to advocate. Our communities need nurses who are optimizing their leadership potential." ■

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Alumni UPDATES

f t i @ukynursing

FALL 2021 / SPRING 2022
— HIGHLIGHTS —
COLLEGE of NURSING
ALUMNI ASSOCIATION AWARDS (CONAA)
winners

NIGHTINGALE AWARD

Brennan Woosley, BSN (2021) &
Caslen Johnson, BSN (2022)

CAROLYN A. WILLIAMS AWARD

JungHee Kang, PhD, MPH, BSN, RN
(PhD 2022)

SEBASTIAN STANHOPE AWARD

Jacob Heil, DNP, FNP-C, RN, CCRN,
CEN, CPEN (DNP 2022)

PRESIDENTIAL AWARD

Ronald Duerr, MSN, BSN, RN, CEN
(BSN 2017; MSN 2022)

2022

Congratulations New Alumni!



In 2022, we welcomed
298 UNDERGRADS
TO THE **BIG BLUE**
NURSING NATION FAMILY

8 MSN

36 DNP

7 PHD



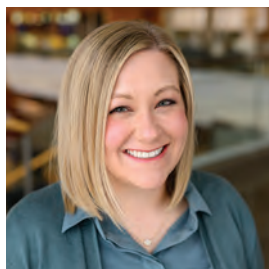
UK COLLEGE OF NURSING ALUMNI CONTACT

Kerrie Moore, alumni program coordinator (Acting)
859-323-1966 | Kerrie.Moore@uky.edu

2020s



Dr. Benjamin Hughes, DNP, RN (DNP 2022) received the Diana Weaver Leadership/Management award.



Anna Marcinko, MSN, RN (MSN 2022) received the Cheryl Smith Nursing Professional Advancement Award.

2010s



Susan Germann Yackzan, PhD, APRN, MSN, AOCN (PhD 2018) received the 2021 Lulu Wolf Hassenplug Alumni Award for Distinguished Career in Nursing from Vanderbilt School of Nursing.




Adebola Adegboyega, PhD, RN (BSN 2013, PhD 2018) received the 2021 Lyman T Johnson Torch of Excellence Award.


2000s




Amy Spurlock, PhD, RN (PhD 2003) was named associate dean/chief nursing administrator at Boise State University.



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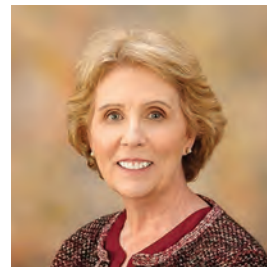
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1990s



Dr. Cynthia McCurren, PhD, RN (PhD 1992) was appointed chair of the AACN Board of Directors.



Dr. Gwendolyn Hooper, PhD, RN, APRN, FNP-BC, CUNP, FAUNA (MSN 1999, PhD 2013) was inducted as a 2022 Fellow of the American Association of Nurse Practitioners.

1970s



The Honorable **Linda Gorton**, BSN, RN (BSN 1971) received the 2022 UK Alumni Association Distinguished Service Award.

EDITOR'S NOTE: Alumni updates are submitted by alumni and are not verified by the editor. While we welcome alumni news, Engagement magazine is not responsible for the information contained in these submissions.

VISIT THE UK COLLEGE OF NURSING'S ALUMNI PAGE



Let us know about it!

Are you a University of Kentucky College of Nursing alumni?

Do you have a new job/ appointment? Award? Degree?

Visit the UK College of Nursing's alumni page to submit any news or updates you have related to your nursing career—

[uky.edu/nursing/alumni](https://www.uky.edu/nursing/alumni)

Special RETIREMENTS

FEATURE

The University of Kentucky College of Nursing is proud to honor the five outstanding faculty members who are retiring this year. We thank them not only for their contributions to the UK College of Nursing but also to the profession of nursing as a whole. They dedicated their careers to advancing excellence in nursing practice, research, policy and education; and we are proud to call them lifetime members of the Big Blue Nursing Nation!

*Congratulations to all of our 2021-22 retirees,
and best wishes for a happy retirement!*



TERRY A. LENNIE

PhD, RN, FAHA, FAAN

Senior Associate Dean, Office of Academic Operations, Faculty Advancement, Professional Development, and Global Affairs; Marion E. McKenna Professor in Nursing Leadership; Co-director, RICH Heart Program

“

The College of Nursing has been my home for the past 19 years, longer than I have worked anywhere else. The reason I have been here so long is because of all the great people I have had the privilege to work with. I'm proud to be a part of this college community of dedicated educators, scholarly practitioners and exquisite researchers. The people do indeed make the place, and this has been a wonderful place to finish out my career. *Thanks to all of you.*”

“



MARIANNE H. HUTTI

PhD, WHNP-BC, FAANP, FAAN
Professor; Nurse Scientist

I have two degrees from the UK College of Nursing, so coming back to the College at the end of my teaching career has been like coming home. I love this city, campus, college and university. I have had an opportunity to teach, research and serve with amazing colleagues and have found forever friends here. I have always felt that I was called to be a nurse, nurse practitioner, educator and nurse scientist. I am so very honored and grateful to have been able to use this calling as a member of the UK College of Nursing community and to close my teaching career in a place that I love. *Thank you!*



PAULA ROBERTS KRAL

MSN, RN, CHSE

Senior Lecturer/Simulation Specialist: Faculty Advisor for Undergraduate Nursing Activities & Advisory Council

“

I am very thankful for the opportunity to have worked in the UK College of Nursing. Each day has been an adventure that I have looked forward to because of the wonderful people I have worked with. I will keep you all in my heart forever and treasure those friendships and memories. Hopefully, in some way, no matter how small, I have contributed to the future of nursing, ultimately, the health of others. Keep whistling a cheerful tune to inspire happiness in yourself and others. *Take care, be well and stay safe!”*



AUDREY DARVILLE

PhD, APRN, NCTTP, FAANP

Certified Tobacco Treatment Specialist; Associate Professor; Course Director, BREATHE Tobacco Treatment Specialist Training

“

Working for the UK College of Nursing has been more than just a job for me. It is the place where I have experienced the joy of learning as a student, the joy of collegiality and working with students as a member of the faculty, the joy of nursing as a health care provider and the joy of working to make a difference as a researcher with the BREATHE research team. I am grateful to all those who contributed to my experiences here and trust that the College of Nursing will continue to provide these amazing experiences for faculty and students into the future. *I am blessed to have been a part of this exceptional community!”*



SHARON LOCK

PhD, APRN-BC, FNAP, FAANP, FAAN
Professor, Assistant Dean of Faculty Practice,
Director of Wilmore Faculty Practice

“

Looking back, I see that my career at the College of Nursing has allowed me to focus on generativity and not become stagnate.

I had the privilege of teaching and mentoring the next generation of primary care nurse practitioners to participate in the development of the first Doctor of Nursing Practice program in the country. My most significant practice achievement is the establishment of the College of Nursing Phyllis D. Corbitt Community Health Center in Wilmore.

I am grateful for the opportunities I have had at UK and thankful for the wonderful friends I've made at the College. *Thank you to the deans, faculty and staff who have supported me over the years.”*

“



JOHN HARLEY

PhD, Professor of Pathophysiology


It has been a true joy to teach advanced pathophysiology to hundreds of APRN students at UK. For over 25 years I've learned more from you than you'll ever know. *Thanks!”*





ENGAGEMENT 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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[@ukynursing](https://www.instagram.com/ukynursing)

The University of Kentucky is committed to a policy of providing opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability.

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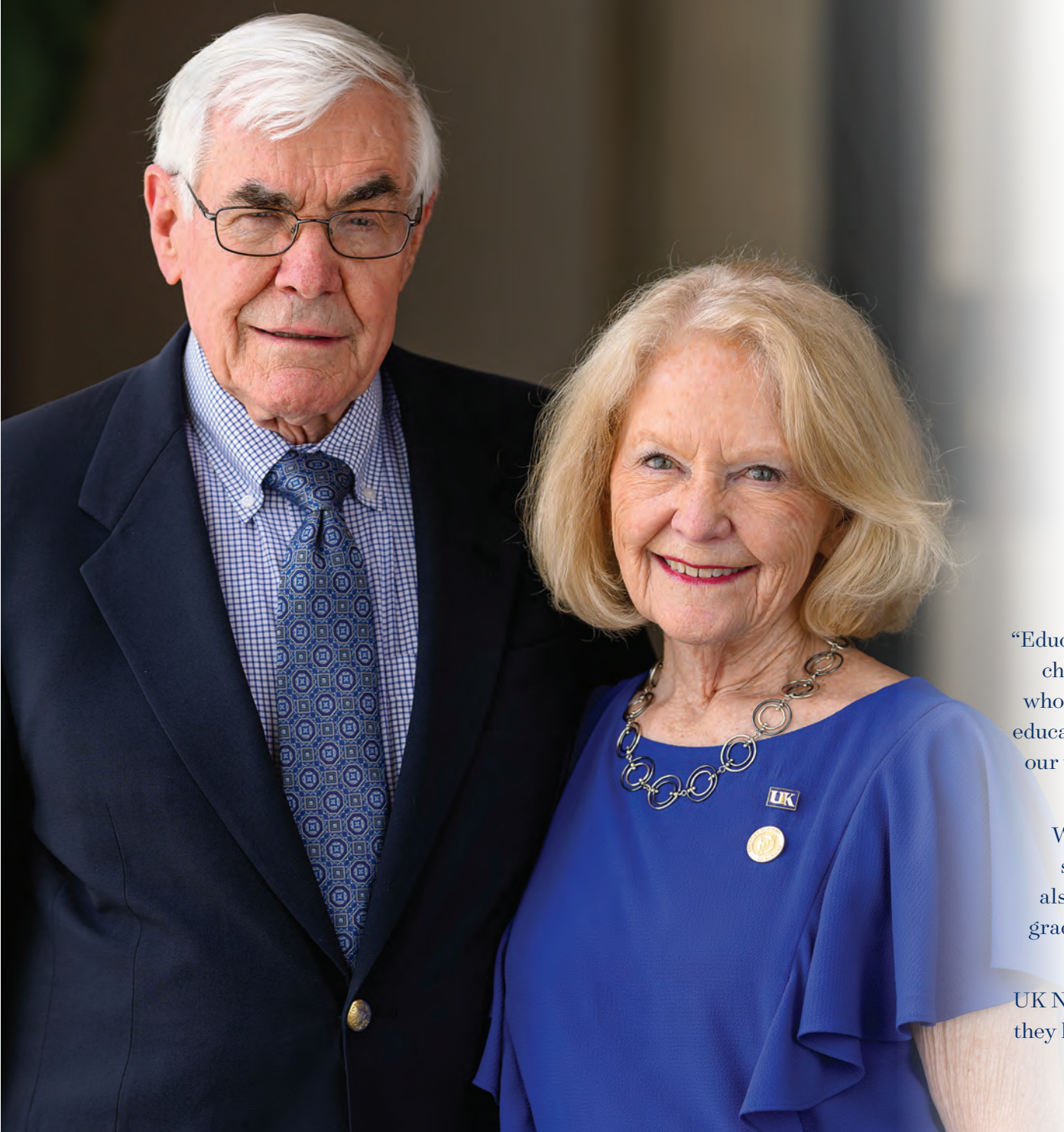
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Shaun Ring Photography

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Copy Express

College of Nursing & other UK alumni *who contributed to this issue*

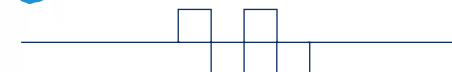
Karen Butler (MSN 1990, DNP 2006)
Anthony Carney (BSN 2014, DNP 2019)
Misook Chung (PhD 2001)
Jennifer Cowley (MSN 1987)
Hartley Feld (MSN 2007, PhD 2018)
Jake Higgins (BSN 2012, PhD 2019)
Kathy Issacs (MSN 2007, PhD 2013)
Elizabeth Salt (BSN 2001, MSN 2005, PhD 2009)
Anna Selepinina (BSN 2014)
Megan Walden (BA 2001)
Darlene Welsh (BSN 1987, MSN 1989, PhD 2006)



Tony & Pat
HOWARD

PAT HOWARD,
PhD, RN, FAAN, Emeriti faculty,
UK College of Nursing

WHY DO WE *Give?*



“Education is the foundation for growth and affecting positive change in the world. As first-generation college students who supported one another, Tony and I instilled the value of education in our children and grandchildren, not only through our words but with our actions. One example is our support for the UK College of Nursing.

We give to the College because it goes directly toward supporting students on their academic journeys. We also give because we see firsthand the positive outcomes graduates make toward people’s health and wellness in the Commonwealth, nationally and internationally.

UK Nursing students and graduates prove time and again that they have the power to make a difference, and we are proud to support their successes in school and beyond.”



WOULD YOU LIKE TO *Give?*

For more information on ways to give, visit our website: uky.edu/nursing/give
Or contact Kerrie Moore, director of alumni and philanthropy:
kerrie.moore@uky.edu | 859-323-1966





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“ I always knew I wanted to be a dean;
it was a goal I kept close to my heart because
I knew I wanted to use my experience in life to
help others **reach their full potential and live
a life filled with joy, purpose and meaning.**”

—JANIE HEATH, PHD, APRN-BC, FAAN, FNAP, FAANP
Dean and Warwick Professor of Nursing