ALL DONORS WHO MADE CONTRIBUTIONS TO THE COLLEGE OF NURSING BETWEEN JANUARY 1 AND NOVEMBER 1, 2014

We are grateful to the following individuals and organizations who generously support the College of Nursing. Thank you for including the college in your charitable gift plans and helping us move closer toward our shared vision of becoming one of the top nursing colleges in the nation.

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The College of Nursing’s strategic plan includes the six imperatives on the cover. We are making progress in achieving our goals, and our external fundraising has achieved an all-time high of $3.55 million.

ON THE COVER:
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DEAN’S MESSAGE

“Unless we are making progress in our nursing every year, every month, every week, take my word for it, we are going back.”
——FLORENCE NIGHTINGALE

The hallmark of excellence in care for patients and families hinges on strong collaborations, innovation, and cohesive teamwork of the health care team. And now it is widely recognized that these are also crucial elements in educating the next generation of nurses, advanced practice nurses, nurse leaders, and nurse scientists. This edition of the Nursing Report provides a glimpse of the many initiatives at the College of Nursing that support collaboration, innovation, and teamwork.

The collaborations that we are building with our local, national, and international partners strengthen our ability to provide students with different perspectives to ignite their curiosity about the nursing profession. As you read about the inaugural Scotland student exchange, you will get a preview of this boundary-spanning experience for our undergraduate nursing students.

Today’s challenges in health and health care will not be resolved with yesterday’s solutions, and those who find innovative approaches to critical health issues will improve care in hospitals, communities, and other health settings. In this issue we introduce you to the new Health Information Technology and Simulation (HTS) Lab, where nursing faculty and students are working side by side with engineers to discover new solutions to perplexing health care problems.

It takes a concerted effort to build effective teams to provide patient-centered care to individuals, families, and communities. The RIDE program, funded by a $1.1 million grant from the US Department of Health and Human Services, focuses on building interprofessional patient care teams. Faculty and students from nursing, pharmacy, nutrition, and exercise physiology are learning teamwork while promoting health in patients with multiple chronic conditions.

In this fortieth year of the College of Nursing, I applaud the dedicated faculty, staff, alumni, friends, and leaders who built the foundation of this amazing college. I am humbled by the support of alumni and friends who provide their time, energy, and resources to support the college. And I look to a very bright future of moving forward together to lay the foundation for the next forty years and beyond—a foundation built with collaboration, innovation, and teamwork! Please keep in touch and Go VOLS!

Victoria Niederhausen, PhD, RN, PNP-BC
Dean and Professor

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January 2014

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Photo left: It has always been a tradition that on the day of class in Foundations of Professional Nursing Practice, senior nursing students make a visit to the Tickleboh in Circle Park to mark their transition to upper division nursing courses. Joined by Chancellor Jimmy G. Cheek and tuck tradition members, the students were again joined with the beginning

RIDE Prepares Graduate Students in Psychiatric Mental Health

An innovative new option known as RIDE—Recovery-based Interprofessional Distance Education—supports advanced practice graduate nursing students as part of an interdisciplinary team as they provide care to persons with mental health needs. Funded by a three-year grant from the US Health Resources and Services Administration, RIDE incorporates distance education and clinical simulation for graduate students in nursing with the psychiatric mental health (PMH) concentration, along with graduate students in exercise science, nutrition, and pharmacy. The program prepares students in recovery-based care through the Helen Ross McNabb Center, serving persons with multiple chronic conditions from rural settings in Knox County and surrounding counties. This online-blended model allows students to attend weekly online lectures, with two meetings a semester held on campus in Knoxville and an eight-week online-blended rotation that includes three on-site days. PMH nursing students work with accomplished faculty and researchers in unique interprofessional settings where they learn how to deliver and evaluate exceptional care to patients.

The psychiatric mental health concentration is available in all graduate nursing degree and certificate programs. Graduate students are qualified for certification and service as either a clinical nurse specialist or psychiatric mental health nurse practitioner. Applicants must have an BSN from an accredited institution, a competitive GPA, and credit for a graduate-level statistics course. In some cases, GRE scores may be required.

For more information about RIDE or the PMH concentration, contact nursing.utk.edu or e-mail CONNews@utk.edu.
The College of Nursing and the Haslam College of Business are joining forces to hold a nursing leadership program. The program is an executive development program designed for nurses at all levels of leadership and those who are already in leadership positions and want to expand their health care business knowledge and leadership skills. It uses interactive learning, individual and team coursework, lectures, and experiential and multimodal simulations to push participants to learn, think, and lead at higher levels.

The curriculum is designed for nurses who are preparing to move into positions of leadership and those who are already in leadership positions and want to expand their health care business knowledge and leadership skills. It uses interactive learning, individual and team coursework, lectures; and experiential and multimodal simulations to push participants to learn, think, and lead at higher levels.

Five to six two-day sessions a year with a focus on the development of critical thinking skills and leadership skills. The first cohort includes nurses from three regional health care systems, who can immediately apply the concepts they are learning to their organizations.

A customized curriculum integrates business acumen with leadership skills from a nursing perspective—something that isn’t found in generic leadership courses. We are committed to providing nurses refine their leadership abilities while they learn the business of health care,” said Bruce Belin, associate dean of graduate and executive education in the Haslam College of Business Administration.

UT students Victor Andrea, Allie Anette, Allie Munday, Lauren Arp, and Matt Black, are the first cohort to be launched. The program is designed to help nurses refine both approaches put the patient at the center of the care plan,” said Black.

On July 13 UT nursing students Lauren Speck, Allie Anette, Victoria Anderson, and Alex Munday arrived in Aberdeen, and the group stayed in Scotland until the end of the month. The program was the first visit to Scotland for all four members of the UT contingent, who are all senior BSN students. While in Northeast Scotland, they engaged in the program of nursing, academic, and social activities, all led by students and staff at RGU’s School of Nursing and Midwifery.

“We’ve had such a great time in Aberdeen,” said Anette. “Everyone has been really friendly and it’s been fascinating to see how nurses are trained in Scotland as well as how they work together on the wards.”

Anderson added: “I’ve learned so much in such a short space of time. The nurses here have given me a lot of their time and it’s gone beyond the call of duty to make sure they’re helping us.”

One of the biggest differences between the two countries was the technology used. Nurses in Scotland still use pen and pad to record patient notes, while electronic devices are used for the same job in the United States.

Speck said, “There are some differences in nursing in the UK compared to the USA, but there are advantages to both systems. It’s great to be able to see and understand why some things are done the way they are here, which definitely helps our understanding when we’re caring for people back home.”

Leanna Williams, lecturer and USA coordinator at RGU’s School of Nursing and Midwifery, said, “It has been very positive to see this first nursing exchange between the two universities develop from the planning stage to the delivery of the program.

The students involved have experienced a variety of clinical and community settings tailored to their particular nursing interests and has been encouraging to hear their insights. In addition they have enjoyed some interesting cultural experiences unique to Aberdeen and Scotland. All four students have been excellent ambassadors for their university in Knoxville, Tennessee.”

The College of Nursing Alumni Club Enters Its Second Year

Our alumni, as a 40-year collective, have an amazing depth of experience, skill, and business acumen with leadership skills from a large professional network of alumni. Our alumni are here to help celebrate and support your current and future professional successes.

Please take a moment to reflect on your nursing education at UT and what that experience led you to accomplish, professionally and personally, since your graduation.

Then learn more by getting involved by emailing UT/alumni@utk.edu.

Nursing Exchange Provides Academic and Cultural Experience for BSN Students

New initiative with Robert Gordon University in Aberdeen, Scotland, spans continents

A new transatlantic initiative between the College of Nursing and Robert Gordon University’s School of Nursing and Midwifery, in Aberdeen, Scotland, is already giving BSN students an opportunity to experience a combination of clinical, academic, and cultural experiences. In June, BSN students Jill Mellick and Charlotte Scott spent two weeks in Knoxville, where they shadowed medical and nursing professionals in area hospitals and clinics. The pair’s first plans included discussions with UT students on the perceptions of health care delivery in their respective countries. Camye Myers, associate professor of nursing and expert in health policy in Knoxville, also contributed.

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Excerpts adapted with permission from Robert Gordon University’s Nexus Online, July/August 2014

Living and Learning Communities Connect Undergrads

At the beginning of fall semester the College of Nursing launched a new living and learning community, the Pulse.

In developing an LLC specific to the College of Nursing, Dean Niederhauser envisioned a way in which freshman nursing students could engage with the college, developing their identity as nursing students early in their academic experience. Goals of the Pulse are engaged engagement with nursing faculty, increased student retention and graduation, and increased opportunities for forge strong, lasting connections with the College of Nursing.

The twenty-three members of the Pulse are drawn from all three regions of Tennessee as well as from out of state. All pulse members are enrolled in two common courses, allowing them to develop study groups and support one another’s academic progress. They are also provided with exclusive opportunities to connect with College of Nursing leadership, faculty, and alumni.

To learn more about the Pulse, contact the Student Services Office at 865-974-3306.

Living and learning communities, or LLCs, are small communities of students who share an academic major, special interest, or other unique characteristic. They are aimed at increasing undergraduate student engagement and retention. The addition of the Pulse and several other new LLCs brings UT’s total to eighteen.

The College of Nursing and Midwifery, in Aberdeen, Scotland, spans continents.

A nursing student is seated at a table in a classroom, surrounded by books and papers.
In 1971, the College of Nursing is established at the University of Tennessee in Knoxville. Sylvia Hart becomes the first dean. The college partners with the Tennessee Valley Authority on a rural outreach program, and the Hospital Education Learning Program and Services Project is housed in a trailer that travels to 13 rural hospitals, delivering continuing education classes and patient education classes and patient education projects. The Hospital Education Learning Program is housed in a trailer that travels to 13 rural hospitals, delivering continuing education classes and patient education projects.

In 1972, the Bachelor of Science in Nursing (BSN) program enrolls its first students. The first nursing class becomes the first dean. In 1974, the College of Nursing building officially opens on January 15. The Master of Science in Nursing (MSN) program is launched. Dean’s Student Advisory Council is formed.

In 1977, full accreditation by the National League for Nursing (NLN) is granted. The number of nursing faculty doubles in an eight-year period. Grant funding for training and research reaches an all-time high of $3.55 million.

In 1978, the Learning Laboratory is established to provide materials and resources to nursing faculty and students for curriculum and instructional support as well as self-enrichment.

In 1982, the College partners with the Tennessee Valley Authority on a rural outreach program, and the Hospital Education Learning Program and Services Project is housed in a trailer that travels to 13 rural hospitals, delivering continuing education classes and patient education classes and patient education projects.

In 1984, the College celebrates the 20th anniversary of its first graduating class. First nursing alumni newsletter is distributed.

In 1988, the College becomes a Fuld Institute of Technology for Nursing Education, selected as a demonstration site for educational through interactive video, and receives two interactive video systems.

In 1992, Joan Uhl Pierce is appointed dean upon Sylvia Hart’s retirement.

In 1998, a new partnership with the Vultee Automotive Center establishes health care clinics for homeless. Nurse practitioner faculty staffs the clinic part-time, and students work with them to learn through experiences.

In 1999, the College of Nursing celebrates its 30th anniversary.

In 2001, the College of Nursing receives its first federal research grant as it moves into its new space.

In 2004, Center for Health Science Research is established.

In 2008, Second Nursing Building officially opens.

In 2009, the RN-to-BSN program becomes a demonstration site for a new technology to deliver health care services nationwide.

In 2010, the College of Nursing launches an innovative new software package that integrates electronic health records into a clinical simulation for students. The technology is validated by the US Department of Health and Human Services supports interprofessional education of advanced practice nurses with medical, pharmacy, and industrial engineering students.

In 2011, the College of Nursing launches an online option for education through interactive video, and receives two interactive video systems.

In 2014, a $2.2 million grant from the US Department of Health and Human Services supports interprofessional education of advanced practice nurses with medical, pharmacy, and industrial engineering students.
In the Spotlight: HITS Lab

The Health Information Technology and Simulation (HITS) Laboratory is an organized research unit built on a collaborative research partnership between the Colleges of Nursing and Engineering. The lab is 7,600 square feet of simulated health care space located in the old student health center, which was renovated to house the new lab.

1. The lab uses the latest technology, including cameras in each room, to monitor and instruct students who are applying their skills in a simulated environment before caring for live patients.

2. Technology in the lab allows faculty to monitor, video, and interact in health care scenarios. Faculty can control the vital stats of manikins, making scenarios even more authentic. Clinical faculty and students debrief scenarios using a large classroom area. The lab employs staff and faculty who are trained specifically for the technology and teaching techniques.

3. Students work with multiple high-fidelity manikins in various types of health care settings, including primary care exam rooms, a pediatric suite, an operating room, an emergency room, an obstetric suite, and medical/surgical patient rooms.

4. Realistic interchangeable backdrops allow the students to immerse themselves in different scenarios by giving the feel of various types of health care settings.

5. Students practice patient care using current technologies such as the bedside electronic health record system, DocuCare, which was created in the HITS lab. DocuCare is now owned by Wolters Kluwer and is the leading educational electronic health record in the United States.

Find out more about the HITS lab and its mission of simulated training and research and development of health information technology at tiny.utk.edu/HITS.
A "practice makes perfect" holds true, medical and assisted living facilities could see a marked improvement thanks to a new center that opened at UT this spring.

The College of Nursing and College of Engineering teamed together to come up with the HITS—Health Information Technology and Simulation—Lab, creating spaces identical to a variety of care facilities, complete with actors and manikins serving as patients. (Not to be confused with their mannequin counterparts, manikins are able to breathe, react to light, emit various fluids, and even answer questions via teachers.)

"Student nurses need to develop critical thinking about a patient situation and learn to act quickly with the correct intervention," said Dean Niederhauser. "Research shows that learning is enhanced by creating realistic scenarios where students can practice high-stakes situations in a safe learning environment."

"Students can study and prepare for things all they want, but they never know what it is like until they are faced with the real thing," said Assistant Professor Tami Wyatt. "That's why it's never enough to provide them with simulations in a classroom environment."

"Hospitals, retirement homes, hospice care facilities—whether it's our nurses giving feedback to the engineers, the engineers designing the platforms we use, or even students from the art department painting the walls, our ability to work across colleges really has no boundaries," added Wyatt. "That partnership lies at the core of that. They all stand to benefit from what can be learned here, whether it's our nurses giving feedback to the engineers, the engineers designing the platforms we use, or even students from the art department painting the walls, our ability to work across colleges really has no boundaries."
THEIR PAINFUL JOURNEY

Just like Charlie has been to her, Bobbie’s been a human life vest to her husband of fifty years. She championed for his health while Charlie wrestled with Crohn’s disease; she was Charlie’s right hand in his subcontracting business of installing acoustic ceilings for thirty years.

When their only child, Connie, became delirious by the relentless pain of an untreated, mutating trigeminal nerve at the base of her brain, hospital waiting rooms and treatment centers became Bobbie’s home away from home. Bobbie’s had her fair share of medical appointments, too, as a two-time breast cancer survivor, but one more emergency room visit was a good day because “Connie was still here,” she says, “fighting a battle I wanted to go to war for.”

Described by the medical world as the most excruciating pain known to humanity, trigeminal neuralgia “took us from Vanderbilt to Duke to the Cleveland Clinic in Ohio,” says Bobbie, “and from hypnosis to acupuncture.”

In the dichotomy of sickness and darkness, Bobbie, an exquisite grande dame still-life painter, adamantly looked for ways to crawl out and find morsels of splendor through her paintbrush. Even if it meant tightly shutting her eyes to imagine a spring day trekking with her easel to Cades Cove to gaze upon the intricate, yet delicate, petals of orchids and trillium covering a mountainside like carpet.

“Their pain brought agony to a halt in 2003. At 37, Connie died.”

CONNIE’S LOVE FOR MEDICINE

A relentless patient for a decade, Connie never stopped being a nurse.

The 1993 College of Nursing graduate was figuring out what side effects ailed her body from her hospital bed.

“Cardiac tamponade,” Connie wrote on a dry-erase board, unable to speak, after the near-death episode caused her heart to function abnormally because of blood filling up between her heart muscle and the heart’s outer cover sac. “Lucky” was all she had to write where the nurse confirmed her suspicions of what happened in surgery.

“I thought she was going to write ‘I love you, mom,’” Bobbie said, laughing.

“Even in that dire moment, she was still very much a nurse.”

HONORING CONNIE

At 5 feet 2 inches tall, 175 pounds, with strawberry blonde hair, Connie dreamed about becoming the next Barbara Walters. But by her junior year of studying communications, she knew asking someone how they felt in the midst of tragedy was not her calling; nursing was. It meant she could be part of phenomenal healing in the worst of times.

Like a gifted kindergarten on a sugar rush, Connie, by then a nursing student, hatched into the house, “Mom, mom, let me see your hand.”

“Did you know that this bone is made specifically to fit into this bone, and this bone fits into this one, and there is not another bone in all the universe like it,” Connie rattled off while examining her mother’s hand. “Oh mom, what an architect we have!”

Excited about every class and clinical rotation, Connie especially admired former nursing

professor Kathleen Conlon.

“She was always coming home and telling me something about Mrs. Conlon,” says Bobbie.

“I didn’t know Mrs. Conlon, but something told me to call Mrs. Conlon.”

That phone call, nine years after grieving the loss of her daughter, was anything but serendipitous for Bobbie.

“That phone call,” she says, “opened the door for me to think about establishing a scholarship in memory of Connie.

“I was exactly where I needed to be.”

As the years came and went, the daily constant for Bobbie was being in front of a canvas in her art studio, tucked away down the hill from a retirement haven on Douglas Lake.

“The opportunity to capture on canvas the beauty of color and light makes my heart sing,” says Bobbie, who picked up her first paintbrush in her twenties. Under the watchful tutelage of Aline Hoff, who was trained at the National Academy in New York, Bobbie began creating oil paintings that warranted her signature, and she still remembers what Hoff pressed upon her as she teaches others her passion.

With a palette containing only the three primary colors, Bobbie is moved, time and time again, “by the emotional attachment of an object or scene.”

As the years came and went, the daily constant for Bobbie was being in front of a canvas in her art studio, tucked away down the hill from a retirement haven on Douglas Lake. This feature originally appeared in the winter 2014 issue of Legacies.

“Making Nurses” IS BOBBIE LOVELL’S SPECIAL CALLING

BY CHANDRA HARRIS-MCCRAY • PHOTO BY STEVEN BRIDGES

As the years came and went, the daily constant for Bobbie was being in front of a canvas in her art studio, tucked away down the hill from a retirement haven on Douglas Lake. After losing her only child, Bobbie Lovell found her ultimate calling—“to make nurses” by establishing an endowed nursing scholarship in memory of her daughter, Connie, who graduated from the College of Nursing in 1993. Lovell and her husband, Charlie, also have generously named the College in their estate plans.
SIXTH ANNUAL NIGHTINGALA

The sixth annual Nightingala was held on Friday, November 7, at the Holiday Inn World’s Fair Park. The past, present, and future converged as we honored forty years of nursing graduates, celebrated our current standing in our mission to transform health care, and anticipated a bright future of excellence in nursing education.

This fun-filled evening featured a silent and a live auction, a plated dinner, an awards ceremony, and a toe-tapping performance by VOLume, a student a cappella ensemble from the UT School of Music. The evening served as a time to reflect, renew, and reconnect with the College of Nursing. We celebrated by presenting the Dr. Sylvia E. Hart Distinguished Alumni Award to Peggy Pierce, a graduate of the college who exemplifies excellence through outstanding achievement, creativity, and service to the profession. The 2014 Outstanding Clinical Preceptors were recognized, and we presented the inaugural VOLunteer Nursing Champion award to Gail Brabson for her support of the College of Nursing, the nursing profession, and the community.

This year’s Nightingala welcomed more than 275 alumni, faculty, and friends. Money was raised to support the college’s efforts to develop and educate the next generation of health care providers and leaders. The live “give to the cause” auction raised money specifically for the Precious Prints Project and the Nursing Honors program. To learn more about these programs, visit the College of Nursing website at nursing.utk.edu.

The success of this event is credited largely to our sponsors, who lend their names and financial support to the Nightingala.
Distinguished Alumni Award

MARGARET (PEGGY) PIERCE

has been a nurse educator and advanced practice nurse for forty years. She is the current chair of the DNP program and former coordinator of the family nurse practitioner concentration in the MSN program. She has taught at the undergraduate, master’s, and doctoral level, reaching more than 4,000 students over her career, which included teaching at Boston University and St. Louis University. Students have honored her as the outstanding clinical instructor in the undergraduate program and the outstanding graduate faculty on more than one occasion. Throughout her career, Pierce has maintained clinical practice in advanced practice oncology nursing and FNP roles. She led the development of infusion oncology units at two Knoxville hospitals and taught oncology nursing continuing education courses in many settings. She volunteered as an FNP at the Volunteer Ministry Clinic for the Homeless for many years, and in that capacity worked to improve access to cancer screening for the underserved.

For many years she served on the national board of the American Cancer Society and chaired the National Service and Rehabilitation, International Cooperation in Cancer Control, and Nursing Advisory Committees. She chaired the second National Cancer Nursing Conference for the ACS and represented the society at many national and international conferences speaking about cancer prevention, detection, and management. She currently serves on the National Primary Care Advisory Group, and she is the recipient of the National Voluntary Leadership Award and the St. George Medal of the ACS.

Pierce is currently engaged in the development of interprofessional education and clinical practice opportunities for graduate students in nursing, pharmacy, medicine, and industrial engineering. She has brought together graduate students and faculty in these four professions to collaboratively deliver patient care utilizing both telehealth technology and face-to-face patient visits in pediatric and family practice settings. She currently has a three-year $1 million grant from the U.S. Health Resources and Services Administration for the development and evaluation of this program.

GAIL BRABSON

The Inaugural VOLUNTEER NURSING CHAMPION AWARD recognizes the Volunteer spirit in support of the College of Nursing, the profession, and the community. It was created to recognize and thank nurses who, by commitment and example, inspire others to engage in volunteer service. Recognizing volunteers sets a standard for service, encourages a sustained commitment to community involvement, and inspires others to make service a central part of their lives.

Gail Brabson was selected for this inaugural award because of her dedicated service to the college and other organizations that benefit the community such as Associated Milk厥 Treutre Nurses, Smokey Lake Protestant Coalition, Holston Home for Children, and Free Flu Shot Saturday (for which she was nominated as a candidate to the YWCA Tribute to Women in 2000). She is involved in the Knoxville Academy of Medicine Alliance and the Tennessee Medical Association Alliance, for which she will serve as president for 2015–16.

A graduate of St. Mary’s School of Nursing who has kept her RN license current since 1971, Brabson continues to work in obstetrics and gynecology at Tennova Physician’s Regional Medical Center. She is an active College of Nursing Advisory Board member and was instrumental in the development of the annual Nightingale Gala. She is married to Leonard Brabson. They have five children, whom they adopted when they married 22 years ago, and nine grandchildren whose ages range from ten months to ten years.
“...in all the ways you can, in all the means you can...”

With a caterpillar-slim figure, blond hair and a sweet smile, Molly has brown hair and eyes and a sweet smile, just like her mother who she will never know.

“But she’ll know all about her,” says Ellen’s mother, Connie Bradshaw, through teary eyes.

“She’ll know how badly she was wanted,” says Herb Bradshaw, Ellen’s father. “She knew her and named her long before she was formed.”

Trey adds, “She’ll know how strong she was, how proud of her she was. She’ll know how deeply she loved her and so, many others.”

Jill Lancaster never knew Ellen either. But Ellen’s legacy gave (right to Lancaster’s) dream of becoming a nurse when she was named the inaugural recipient of the Melissa Ellen Bradshaw Sherrill Endowed Scholarship. In pursuit of a similar dream, Lancaster, who graduated in May, says she too wants to make a difference in the world, “however small it may be, by helping other people.”

“Our prayer,” says Connie, is that one day, Molly, standing in her mother’s lace, “will understand Ellen’s nurse’s heart” as she presents the scholarship to one aspiring nursing student after another.

“She lives within each of us. She’s still changing and impacting one life at a time.”

“... as long as ever you can.”

After holding the minute baby she wanted to sadly just pass, Ellen Bradshaw Sherrill (Knoxville, ’08, ’10) died from childbirth complications in 2012. Her legacy lives on in an endowed nursing scholarship created by her parents, Bob and Connie Bradshaw, both UT graduates.

“Do all the good you can...”

Dangling past her waist, an oversized yellow-and-red stethoscope hugs her ample bosom. The treasure beside her – a bobby pin – each pinning a hidden accessory in place.

“Be all the you can...”

In 12-hour shifts, Ellen Bradshaw Sherrill, a nurse, compassionately labored over the care of dozens on 3-East. The mother/baby floor of UT Medical Center was her training ground, so she was more than familiar with the process of delivering her unborn.

While it didn’t go according to plan, she still had the joyful glimpse of motherhood after she was delivered on a Thursday morning by an emergency Caesarean.

“How are you leaving?” Ellen asked her mom extradurally, but with a smile, after being welcomed back into the hospital room from holding her miracle child for the first time Friday.

“To be Molly,” her mom said softly.

“You’ve got to get better so you can see Molly in the morning. I’ll be back in the morning.”

Ellen’s father calmly whispered “No, don’t you worry about anything,” as he softly kissed her forehead.

“Oh, Daddy, I am not at all worried,” she said, effortlessly, despite the weight of pain and sesamoid bone body handled with delivery complications.

By the next morning, a rotating infection mix brought a chance, forcing her to be monitored in ICU. By the six hours of Sunday morning her heart began failing.

At 26, on Dec. 16, 2012, she died where she found and gave her greatest joy, first as a nurse, and then as a mother.

“It was a long two days for you,” her mom said softly.

“By the next morning, a ravaging infection made breathing a chore. While it didn’t go according to plan, she still had the joyful glow of giving birth.”

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“Ellen, I can see Molly in the morning. I’ll be back in the morning,” says Sandy, Ellen’s mother.

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Juniors and accelerated Bachelor of Science in Nursing students in the College of Nursing were clad in a white coat ceremony. The event took place on Tuesday, September 16, in the Carolyn P. Brown Memorial University Center auditorium. Gary Ramsey, chair of undergraduate programs, and Dean Niederhauser welcomed more than 100 students and 200 family members and guests to this inaugural event.

“Cloaking with the white coat demonstrates to the students our welcoming of them into the profession and our dedication to their success,” said Ramsey. “It is our personal gift of faith, confidence, and compassion in their journey.”

Janice McKinley, vice president of nursing operations for Covenant Health System, was the keynote speaker for the event. McKinley, a first-generation college graduate and nurse, shared stories of compassionate patient-centered care that she has encountered in her personal and professional experiences. She encouraged students to always keep at the forefront the ultimate reason they chose the nursing profession—serve others.

Fifteen faculty from the undergraduate program served as faculty “clakers” placing the white coat on the shoulders of our newest nursing students. The ceremony coincided with the students’ last week in the simulation and skills labs and their transition to the hospital units.

“The ceremony was reaffirming of my decision to pursue nursing,” said Abby Delisi, a junior in the program. “The faculty is entrusting us with a great responsibility to be caring, compassionate, and patient-centered student nurses and future nursing professionals. I am very excited to begin this journey.”

The ceremony is a pilot program between the Arnold P. Gold Foundation and the American Association of Colleges of Nursing. A hundred schools across the country were selected to receive funding support for the ceremonies, which are designed to instill a commitment to providing compassionate care among future health professionals.

Though white coat ceremonies have been an important rite of passage at medical schools for more than twenty years, this new collaboration between the foundation and the American Association of Colleges of Nursing marks the first time a coordinated effort has been developed to offer similar events at schools of nursing.

Students also received a specially designed pin that will serve as a visual reminder of their oath and commitment to providing compassionate care among future health professionals.

Since 2011, UT’s DNP program has been preparing graduates to be leaders in the promotion of the highest quality health care through education, clinically based scholarship, evidence-based practice, and interdisciplinary collaboration. Graduates are expert clinicians who provide advanced nursing care in a variety of settings, serve as leaders in improving the health care system, and educate future nurses.

The role of information systems/technology in supporting and improving nursing care and health care systems and in preventing illness and disability.

To learn more about the DNP, including admission requirements and detailed program information, contact congrad@utk.edu.

Next-Level Clinical Nursing: DNP Studies at UT

In the past, advancing your nursing education to the doctoral level meant a career path in education or research. But increasingly, nurses and administrators are recognizing the value of doctoral preparation in clinical practice. The Doctor of Nursing Practice degree, or DNP, prepares nurses to evaluate patient care, develop new and innovative clinical and educational approaches, and become leaders in nursing. According to the American Association of Colleges of Nursing, the DNP is “designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused (PhD) doctoral programs.”

Doctorally prepared nurses are qualified to lead and support appropriate clinical practice for an increasingly diverse population. Nurses who obtain a DNP will be prepared to succeed in a competitive job market and to bring about positive change in their community and the medical field.

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AREAS OF EMPHASIS

- Integration of nursing science with other disciplines as the basis for the highest level of evidence-based practice
- Professionalism, advocacy, ethical principles, and scientific integrity in advanced nursing practice
- Collaborative leadership in the development of clinical practice models, health policy, and standards of care for diverse populations
- Use of system and outcomes research and analysis of other evidence to guide improvements in practice
- The role of information systems/technology in supporting and improving nursing care and health care systems and in preventing illness and disability

ENROLLMENT OPTIONS

The structure of the program allows you to enter with either an MSN or a BSN.

MSN to DNP

- Offered via distance education with intensive on-site days on campus each semester
- Requires part-time study (approximately 6 credit hours a semester) over seven semesters
- Includes minimum of 1,000 hours of post-MSN supervised practicum experience in a specialty area as well as a capstone project

BSN to DNP

- Concurrent MSN and DNP study
- Curriculum adds advance practice nursing courses and clinical experiences
- Weekly campus time is required for the first semester and 100-hour intensive term
- MSN component is available with a family nurse practitioner concentration that blends online and classroom study with full- and part-time options

CURRICULUM FOCUS

- Health policy and planning
- Leadership in complex systems
- Epidemiology
- Meta-analysis
- Translation of research
- Individually-tailored capstone project
Planning a Positive Life

BY KATIE ELYCE JONES

This story originally appeared in the spring-summer 2014 issue of Quest.

Appalachia’s geography, poverty, and culture conspire to put HIV patients in jeopardy. It’s not hard to find a quiet place to live out your life in the South. Stretches of farmland and tree-blotted mountains offer plenty of peace and isolation. But sometimes a side effect of seclusion is silence, and it may shackle many to learn that 45 percent of the country’s new AIDS diagnoses occur in the South.

“This area has a lot of responsibility for the people who are newly diagnosed. It also accounts for the majority of deaths by HIV,” says Sadie Hutson, associate professor in UT’s College of Nursing.

That’s why Hutson and research colleagues at UT and the University of Alabama are studying how patients living with HIV/AIDS in one of the poorest, most rural areas of the South—Appalachian Tennessee and Alabama—are preparing for the end of their lives.

Due to decades of research and advancements in HIV therapeutic care, death by HIV is no longer a direct result of the disease itself. Because the virus compromises the immune system, many patients die from heart disease, cancer, and other chronic illnesses before HIV develops into AIDS.

Hutson, who has dedicated much of her research career to oncology, was familiar with the end-of-life needs of cancer patients and the general population. So when the National Institutes of Health issued a call for proposals focused on end-of-life care for HIV/AIDS patients in urban areas, her team took a risk and instead submitted a proposal to call for proposals focused on end-of-life care for HIV/AIDS patients in the general population. So when the National Institutes of Health issued a call for proposals focused on end-of-life care at all stages of the disease in general population.

These preliminary efforts helped establish the strategy for conducting the forty interviews and 300 surveys planned for the main study.

“We’re recruiting patients at all stages of illness with the rationale that you shouldn’t wait until death is imminent to be planning for end-of-life care,” Hutson says. “The idea is to get people to plan early and outline their wishes—having a good death is part of having a good life.”

Interviews with twenty Tennessee and twenty Alabama patients will gather qualitative information about their physical, psychological, and legal needs, including their logistical access to health care; their spiritual, religious, and ethical beliefs; and how they perceive their diagnosis is received in Appalachian culture. Portrait study interviews, Hutson believes the stigma associated with HIV/AIDS, as well as the unique cultural roles of religion and family in rural Appalachia, influences how patients seek and respond to available health care services.

“I thought, if they’re calling on people to do this research in large urban areas, we certainly don’t know what this looks like in rural areas,” Hutson says. The gamble paid off with a grant for more than $420,000 from the National Institute of Nursing Research.

Work began with a pilot study in 2013. Researchers interviewed nine patients in the region living with HIV/AIDS at all stages of the disease. The maps will demonstrate disparities in quantity as well as access, Hutson says. “For instance, it will depict travel time from where people live to care facilities.” The maps will then be integrated into a Geographic Information Systems approach to compare the availability of and access to services.

The researchers expect the study to inform health care providers and policymakers where critical resources are needed. They also hope it will encourage patients to think about their future care needs. Further, the findings will provide valuable information to health care providers who will be critical in initiating end-of-life planning earlier in the patient care continuum. It’s a long road, and everyone needs to be prepared for what lies ahead.
Hyung Nam Kim received her PhD in industrial and systems computing engineering from Virginia Tech. Her research interests are health information technology, human factors, human computer interaction, and safety. Before joining the faculty at UT, she was a postdoctoral fellow at Northwestern University’s Feinberg School of Medicine, where she focused on understanding how to develop smart health information technology in line with patient-centered design principles to improve the quality of health care, prevent medical errors, and improve access to health care.

Mary Boynton passed away peacefully at home on June 14, 2014. Boynton joined the College of Nursing faculty during its infancy in 1974 and retired in 1993 with emeritus status. Her area of expertise was community health nursing, and she taught three courses over the many years during her tenure. She authored the introductory nursing course and the seminar seminar course for seniors. A native of Knox County, Tennessee, she graduated with a BSN from Duke University in 1950. She earned her MSN from the State University of New York at Buffalo, and a PhD from Vanderbilt University. After serving as a staff nurse at Saratoga Hospital and the Buffalo VA Hospital, she began her teaching career in the medical school at SUNY Buffalo. She was a faculty member of the college, beloved teacher with a gift for making complex topics understandable. We were saddened to learn of the death of our friend and colleague Mary Boynton, passed away on September 28, 2014. Her former students, located all across the country, remember her as a demanding but caring teacher.

Laura E. Odom received her bachelor’s in biology from the University of North Carolina at Chapel Hill for her BSN degree. She is a certified nurse practitioner and has practiced in pediatrics and internal medicine for the past twenty years. She is currently co-directing the CME program of Vanderbilt’s Vanderbilt; her course content includes the development and implementation of an active learning environment for nurses. She recently presented an active case study at the annual meeting of the American Academy of Nurse Practitioners. She is a clinical instructor in the Vanderbilt IBN program.

Terri A. Nalle was named Outstanding Nurse of the Year for 2013. Nalle served in the US Army, from which she retired as a major. She was a lifelong and passionate volunteer with many organizations, including Red Cross and Volunteer Ministries, and served on multiple medical missions to Ghana and Haiti.

We are saddened to learn of the death of our friend and colleague Maureen Nalle. Maureen was born on November 19, 1955. Nalle served as an integrative and leader in health care on the local, state, and national level. She was a respected faculty member who focused on innovative education, leadership, and community service. Nalle was inducted into the official University of Tennessee Nursing Alumni Association Hall of Fame. She served as an advocate and educator for nurses. She was a role model in the community. She was a leader in the community. She was a leader in nursing. She was a leader in the community. She was a leader in nursing. She was a leader in the community. She was a leader in nursing. She was a leader in the community. She was a leader in nursing. She was a leader in the community. She was a leader in nursing. She was a leader in the community. She was a leader in nursing. She was a leader in the community. She was a leader in nursing. She was a leader in the community. 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Dean Receives Patriot Award

In March, Dean Victoria Niederhauser received a Patriot Award from the Department of Defense, Employer Support of the Guard and Reserve. She was nominated by Clinical Instructor Captain Teresa Kennard, who was deployed to Kandahar, Afghanistan, as a member of the US Navy Reserve Nurse Corps from July 2012 to March 2013.

“Dean Niederhauser was instrumental in providing me a seamless transition back to work,” Kennard said. “I was not expected to work through the summer, since I am a nine-month employee—and she supported this upon my return. This greatly facilitated my integration back home and decreased my stress regarding work.”

Army Reserve Ambassador Sharon Davis presented Niederhauser with a certificate and lapel pin during a brief ceremony at the college.

FACULTY ACCOLADES

Mary Lynn Brown was selected to receive the 2014 Outstanding Classroom Teacher Award by the Mayo Clinic Graduate School of Nursing. She was recognized for her dedication to the development of new nursing curriculum and innovative teaching techniques.

Bonnie Callen was elected international member at large for the Association of Community Health Nurse Educators.

Sharon Davis received the American Public Health Association Award for her work on prevention and nursing education. She was also awarded the American Academy of Nursing, an honor awarded to only a small number of reviewers on a national level.

Susan Fancher was chosen as one of six fellows of the Tennessee Simulation Association and became a certified healthcare simulation educator through the International Society for Simulation in Healthcare.

Mary Lynn Brown

Sandra Thomas

Joanne Hall

Lisa C. Lindley

Sally Helton

Susan Fancher

Mary Lynn Brown

Dean Receives DAISY Faculty Award

The DAISY Faculty Award was presented to Professor Sally Helton during the college’s spring Commencement ceremony. A College of Nursing faculty member since 1998, Helton developed the undergraduate nursing honors program, teaches across programs, serves in multiple roles, practices in the community, and has a very productive program of research.

One of her student nominations describes Helton’s strengths: “As a nurse educator, she is both an inspiration and a motivator. Her compassionate nature and caring demeanor make her very approachable as a professor, which consequently helps to facilitate engagement and learning by students who get an opportunity to work with her. Dr. Helton’s teaching strategies are innovative and student-focused, and she works diligently to ensure that students are offered ample opportunities to understand and grasp important course content. She attends to student participation and concerns and always provides feedback that encourages students to succeed. She is a wonderful professional role model as a nurse educator, advisor, funded researcher, and women’s health nurse practitioner. Knowledge and compassion are traits she exudes in contact with her students and her patients.”

A collaborative program of the DAISY Foundation and the American Association of Colleges of Nursing, the DAISY Award recognizes Extraordinary Nursing Faculty, a national recognition program that honors teachers for their contributions to future generations of nurses.

Extraordinary Nursing Faculty is a national recognition program that honors teachers for their commitment and inspirational influence on future generations of nurses.

Leaving A Legacy

Many of us want to provide for our loved ones—and we also want the College of Nursing to thrive for generations to come. How is it possible to do both?

There are many options available to you:

• Making a bequest through your will or living trust
• Naming the college the full or a partial beneficiary of your retirement plan, stock, mutual fund or brokerage account, savings account, CD, or checking account
• Creating a charitable gift annuity that will provide you and or a loved one with income for life

These options can help you now, protect what you’ve earned for the future, and provide for the people and causes you care about in the years to come.

Some gift plans can be put into place today without any loss of income.

For more information on other ways of supporting the college, please contact Debby Powell, Director of Development, at dpowell@utfi.org or 865-974-3597.