

**University of Washington Bothell School of Nursing and Health Studies  
Spring 2020 Master of Nursing Symposium**

[www.uwb.edu/mn/symposium](http://www.uwb.edu/mn/symposium)

Wednesday and Thursday of June 10<sup>th</sup> and 11<sup>th</sup>, 2020  
9:00 am to 3:40 pm

The Master of Nursing program at the University of Washington Bothell prepares nurses for advanced leadership roles in health care practice, education, administration, community, and research settings. As a School, we are committed to supporting and improving the health of diverse communities through excellence and innovation in education, scholarship, leadership and service.

**Master of Nursing Graduating Class of 2020**



## Wednesday June 10th

Time	Student	Presentation
9:00-9:10 a.m.	-	Opening remarks
9:10 -9:30 a.m.	Michelle Foster	The Role of the Nurse Educator within the Emergency Department
9:35 - 9:55 a.m.	Kristen Hopstad	Advancing the Role of Nurse Manager in the Behavioral Health Setting
10:00 - 10:20 a.m.	Rebecca Wright	Discovering the Characteristics and Responsibilities of an Oncology Nurse Educator
10:25-10:45 a.m.	Morgan Hendricks	Responding to the Call: Pursuit of a Master's Degree Paved the Way Back to My Initial Passion
10:50-11:10 a.m.	Tracy Wellington	Advanced Nursing Leadership Journey: Advocating for Equity
11:15-11:35 a.m.	Dani Yang	Becoming a Professional Development Specialist
11:40-12:00 p.m.	Jarick Huliganga	A Competency Inventory for the Advanced Role in Nursing Professional Development
12:00-12:20 p.m.	-	Break
12:20-12:40 p.m.	Tracey Jaeger	A Purposeful Approach to Leading High Performing Teams
12:45-1:05 p.m.	Brian Velasco	Leading Nursing Education Equity and Social Determinants of Health Screening through Nursing Leadership
1:10-1:30 p.m.	Gurpreet Grewal	My Journey Through the AONE Competencies
1:35-1:55 p.m.	Samantha Sinclair	Pathways Intertwined: Public Health Nursing and Nurse Educator
2:00-2:20 p.m.	Prabina Dahal	From Nepal to Seattle: Strengthening Community and Population Health as a Nurse Leader and School Health Advocate
2:25-2:45 p.m.	Ashley Kaftan	Integrating Behavioral Health into Nursing Education: Strengthening Preparation of The Advanced Practice Nurse
2:50-3:10 p.m.	Aileen Romero	Creating Change through Nursing Leadership
3:15-3:35 p.m.	Jennifer Tyner	A Long and Winding Road: My Journey to an MN Degree
3:35 - 3:40 p.m.	-	Closing remarks

**Thursday, June 11th**

<b>Time</b>	<b>Student</b>	<b>Title</b>
9:00-9:10 a.m.	-	<b>Opening remarks</b>
9:10-9:30 a.m.	Ivy Bond	Development of Executive Competencies for Post-Acute Care Nursing
9:35-9:55 a.m.	Julie Smith	Nurse Educator Competency Development: Skills, Knowledge and Attitudes
10:00-10:20 a.m.	Annie Tsai	Competency Development for Advanced Practice Nursing Leadership
10:25-10:45 a.m.	Laura Hamilton	Transformational Nurse Leader with a Collaborative Approach to Improve Behavioral Health Services
10:50-11:10 a.m.	Emily Sorman	Global Palliative Care Education
11:15-11:35 a.m.	Jordan Tomas	Building Towards a New Direction – Engaging in Public / Community Health
11:40-12:00 p.m.	Laura Flynn	Becoming an Educational Leader for Pediatric Nursing Teams
12:05-12:25 p.m.	Jason Hopper-Cruz	Journey from Hospital to Community: Achieving Community/Public Health Nursing Competencies
<b>12:25-12:45 p.m.</b>		<b>Break</b>
12:50-1:10 p.m.	Antara Roy	Navigating the Road to Nursing Leadership
1:15-1:35 p.m.	Saba Tilahun	Pathway Towards Nurse Leadership
1:40-2:00 p.m.	Carrie E. Stafford	Advancing Professional Development Specialization
2:05-2:25 p.m.	Keith Koga	Becoming a Nurse Leader in the Age of Covid-19
2:30-2:35 p.m.	-	<b>Outstanding Scholar Award and Closing Remarks</b>

## Wednesday, June 10, 2020

9:00-9:10 am

Welcome and opening remarks

9:10-9:30 a.m.

### **Michelle Foster**

*The Role of the Nurse Educator within the Emergency Department*

One of the tools that I use as an educator to ensure that I am meeting all my requirements is the NLN list of competencies. This presentation will highlight four of the most influential competencies to my profession and in my setting. My goals through this program have been to grow into a successful and contributing member of the leadership and education team not only within the emergency department but within the education and leadership teams in the hospital as well. This presentation will focus on the need for clinical nurse educators to be hands-on with their learners within their specialties and identify the educational shortages and fix them.

*Keywords:* competencies, emergency department, learning, leadership, educator

**Scholarly Committee:** Dr. Meghan-Eagen Torkko and Dr. Selina Mohammed

9:35-9:55 a.m.

### **Kristen M. Hopstad**

*Advancing the Role of Nurse Manager in the Behavioral Health Setting*

The purpose of this narrative is to reflect upon the journey I took from being a novice nurse manager for a substance abuse program in a large hospital to a Masters prepared advanced practice nurse, and the lessons in leadership that I learned along the way. The narrative will highlight some of the learning activities that were performed, including fieldwork activities, and demonstrate how these activities helped me meet my professional objectives, grow as a leader, and better understand the significance of becoming an advanced practice nurse.

**Scholarly Committee:** Dr. Andrea Stone and Dr. Jamie Shirley

10:00- 10:20 a.m.

### **Rebecca Anne Wright**

*Discovering the Characteristics and Responsibilities of an Oncology Nurse Educator*

I work on the stem cell transplant unit of the VA Puget Sound Healthcare System as a preceptor for new nurses. My facility does not currently have an oncology nurse educator position. Nurse educators are essential for providing bedside nurses with the resources needed to practice evidence-based care. I entered the UW Bothell MN program with the goal of advocating for this position. My fieldwork hours included time spent with an oncology nurse educator at Swedish Medical Center where I experienced firsthand the characteristics and responsibilities of this advanced practice nursing role.

**Scholarly Committee:** Dr. Andrea Stone and Dr. Jamie Shirley

10:25-10:45 a.m.

**Morgan Hendricks**

*Responding to the Call: Pursuit of a Master's Degree Paved the Way Back to My Initial Passion*

The MN administrative leadership program has prepared me to take on an unconventional nursing role within my community. Through the focus on leadership competencies of the AONL Nurse Manager integrated with the NEMSA 7 Pillars of an EMS Officer I have gained the necessary skills and awareness to become a leader in the field of emergency medical services. My goal is to transform a community fire department into a community healthcare provider.

**Scholarly Committee:** Dr. Annie Bruck and Dr. Jody Early

10:50-11:10 a.m.

**Tracy Marie Wellington**

*Advanced Nursing Leadership Journey: Advocating for Equity*

My passion for a better healthcare system inspired me to examine how policy changes are made in healthcare and how nurse leaders can influence the healthcare system. I had the opportunity to collaborate with nurse leaders from multiple healthcare organizations through the Washington Center for Nursing, to promote nurses taking the lead on assessing and addressing social determinants of health. In this presentation, I will highlight some of my leadership engagements such as my personal testimony to the Seattle City Council in support of permanent supportive housing. This emphasizes the need for nurse leaders to be more politically engaged in our healthcare system. Our strength in numbers and as trusted professionals, we have significant influence on policies that could address SDoH and our healthcare system. We can make a difference if we band together.

**Scholarly Committee:** Dr. Mabel Ezeonwu and Dr. Stephanie Iverson-Cabral

11:15-11:35 a.m.

**Dani Yang**

*Becoming a Professional Development Specialist*

As a clinical educator in an acute care setting, I oftentimes wonder to what extent my role and scope of practice entails. While experience plays an important role in professional development, it can be limited when there is not a strong educational foundation. Through the support of the MN program at UWB, I was not only able to develop my professional role but nurture my personal growth. The program allowed me to focus on selected competencies that highlight the qualities of a clinical educator while exploring the various educational roles in the context of academic and clinical nursing education. It has set the precedent in defining myself as a person, a professional, and in establishing the foundation for becoming a successful clinical educator.

**Scholarly Committee:** Dr. Mabel Ezeonwu and Dr. Grace Lasker

11:40-12:00 p.m.

**Jarick Huliganga**

*A Competency Inventory for the Advanced Role in Nursing Professional Development*

The transition from being an expert clinical nurse to an advanced role as a novice clinical practice specialist in the perioperative services was a big leap for me. Although I met the minimum education requirement for this newly created role, I realized I was not equipped with the knowledge and skills needed to practice successfully. Given my education and practice gap and the unclear, constantly shifting roles and responsibilities, I decided to enroll in the Master of Nursing (MN) program to attempt to better address the challenge. Also, I wanted to investigate whether or not the nursing development educator role was truly the right long-term direction for me. The graduate program has served to clarify, refine and finalize that inquiry. Indeed, I found the Nursing Professional Development (NPD) specialty perfectly aligned with my interests, current skills and competency needs. To bridge the education-practice gap, the revised Nursing Professional Development: Scope of Practice and Standards were adopted as a framework for the inventory of my competency development in preparation for the role of NPD specialist, namely as partner for practice transitions, change agent, mentor, leader, and champion of scientific inquiry.

**Scholarly Committee:** Dr. Mabel Ezeonwu and Dr. Dan Bustillos

**12:00-12:20 Break**

12:20-12:40 p.m.

**Tracey Jaeger**

*A Purposeful Approach to Leading High Performing Teams*

A purposeful choice in the leadership approach you employ makes all the difference in the team you create. Accepting the challenge and opportunity to lead teams and cultivate new cultures in nursing has the propensity for everlasting effects on nurses' and patients' well-being. Throughout this program I have had the opportunity to establish and identify my own leadership styles and analyze how they impact others. My fieldwork journey took a fast change from palliative care to COVID-19 preparedness and policy writing. Leading teams through a pandemic has greatly challenged me and also inched me closer to achieving my established competencies.

**Scholarly Committee:** Dr. Dan Bustillos and Dr. Annie Bruck

Continued on next page

12:45-1:05 p.m.

**Brian Velasco**

*Leading Nursing Education Equity and Social Determinants of Health Screening through Nursing Leadership*  
Nursing leadership is instrumental in the success and growth of healthcare organizations and their staff. After practicing acute care medical-surgical nursing at Harborview for almost a decade, I have witnessed the impact of effective nurse manager and leaders in managing their staff and helping them grow professionally in parallel with their organization, and embracing their workplace culture, mission, and vision. My fieldwork at the Washington Center for Nursing in propelling screening for social determinants and co-authoring a paper about equity in higher-nursing education supports my motivations to develop my skills in financial and human resources management, and performance improvement.

*Keywords:* equity, leadership, social determinants of health, screening.

**Scholarly Committee:** Dr. Dan Bustillos and Dr. Jamie Shirley

1:10-1:30 p.m.

**Gurpreet Grewal**

*My Journey Through the AONE Competencies*

Beginning as an informally trained charge nurse, I have now gained the knowledge and skills necessary to be an effective and efficient nurse leader. This paper details the skills and lessons I have learned in order to become successful leaders. Using AONE's five core competencies of nurse leaders: communication and relationship building, knowledge of the healthcare environment, leadership, professionalism, and business skills, I highlight my journey in discovering my personal leadership style.

*Keywords:* leadership style, nurse leader, AONE competencies.

**Scholarly Committee:** Dr. Grace Lasker and Dr. Stoerm Anderson

1:35-1:55 p.m.

**Samantha Sinclair**

*Pathways Intertwined: Public Health Nursing and Nurse Educator*

In my nursing career, I have had several experiences that have pushed me to where I am today. One of these experiences is my education in advanced practice nursing. Currently, I am a bedside nurse, but in the future, I would love to pursue a position in public health nursing with a background in nursing education. I strongly believe that the two pathways intertwine, and that my success as a public health nurse is dependent on my ability to teach effectively. Using competencies for both roles, I navigated through the course curriculum and applied my new knowledge to multiple fieldwork opportunities including: clinical design for the Nursing Program at Lake Washington Technical College; program development for Mercy House in Lynnwood; and multiple community outreach projects during the COVID pandemic.

**Scholarly Committee:** Dr. Grace Lasker and Dr. Mabel Ezeonwu

2:00-2:20 p.m.

**Prabina Dahal**

*From Nepal To Seattle: Strengthening Community and Population Health as A Nurse Leader and School Health Advocate*

My path into advanced level nursing is built on a foundation of experiences as a community educator in Nepal, a nursing professional in North America, and a school nurse in Seattle. My desire to develop my advocacy and leadership skills lead me to the MN program at UW Bothell. The courses and fieldwork relating to the Masters of Nursing Essentials helped me to better understand how social determinants and policy impact the health and well-being of individuals and communities, and this deepened my practice and scholarship relating child and adolescent mental and behavioral health. In this paper, I use the MN Essentials as a framework to highlight how the program has helped me to develop as an advanced-level nurse and has shaped my long-term goals of improving comprehensive school health and school health nursing.

**Scholarly Committee:** Dr. Jody Early and Dr. Linda Eaton

2:25-2:45 p.m.

**Ashley Kaftan**

*Integrating Behavioral Health into Nursing Education: Strengthening Preparation of The Advanced Practice Nurse*

According to the National Council for Behavioral Health (NCBH), approximately 50% of Americans will experience some type of mental health challenge in their lifetime. As mounting research has shown, the impact of registered nurses on behavioral healthcare outcomes is positive and significant. However, current nursing education rarely provides the experience and information necessary for non-BH nurses to feel confident and competent working with behavioral health (BH) patients. There is a critical need for both new and experienced nurses to gain more understanding of early identification of BH signs and symptoms, early intervention, de-stigmatization, safety, and management in the care of these patients. In my presentation, I will frame the growing need for integrating BH content into nursing education and continuing workforce training. I use the NLN Nurse Educator competencies as well as the AACN MN Essentials to demonstrate my leadership and growth as a behavioral health nurse, and how my fieldwork and curricular experiences in the UWB MN program have strengthened my nursing practice, pedagogy, and leadership in this area.

**Scholarly Committee:** Dr. Jody Early and Dr. Annie Bruck

Continued on next page



2:50-3:10 p.m.

**Aileen Romero**

*Creating Change through Nursing Leadership*

The AONE competencies guided me through my journey of becoming a master's prepared nurse leader. I began this journey to build skills as a nurse leader and gain more knowledge and experience in this role. I worked on a retrospective research project on falls at PRMCE to inform a quality improvement project. Making healthcare practices more efficient, effective, and safe through the implementation of quality improvement projects is something I will support in a nurse executive role. This activity facilitated my achievement of the nurse executive competencies and taught me how nurse leaders can implement change in nursing practice to promote safe and quality care.

**Scholarly Committee:** Dr. Linda Eaton and Dr. Grace Lasker

3:15-3:35 p.m.

**Jennifer Tyner**

*A Long and Winding Road: My Journey to a Master in Nursing Degree*

As the Director of Nursing Services with eleven years in dialysis nursing including eight years in leadership, my coursework and fieldwork opportunities were guided by the AONL competencies and focused on three themes: (1) promote systems thinking as an expectation of leaders and staff, (2) use evidence-based data to inform decision making; and (3) communicate and build relationships by providing effective oral and written presentations. I mentored four BSN students, collaborated with HMC to develop a communication plan, and served on a COVID incident command team. I will use these skills to impact my management team and improve care delivery.

**Scholarly Committee:** Dr. Linda Eaton and Dr. Chris Wade

**Day One Closing Remarks**

Continued on next page

**Thursday, June 11<sup>th</sup>, 2020**

9:00-9:10 am

Welcome and Opening Remarks

9:10-9:30 a.m.

**Ivy Bond**

*Development of Executive Competencies for Post-Acute Care Nursing*

The Future of Nursing report recommends increasing efforts and opportunities for nursing leadership development. As a nurse, I am currently RN Care Manager for heart failure. My educational goal is to build skills and gain knowledge allowing me to effectively collaborate with others regarding quality patient care. From the Post-Acute Care Nurse Executive competency list, I focused on: Evidence-Based Practice/Outcome Measurement, Foundational Thinking Skills, Strategic Management, and Information Management and Technology. I aligned these competencies with several MN courses, and my fieldwork in co-creating a heart failure registry, a database to enter COVID-19 data and PPE inventory.

**Scholarly Committee:** Dr. Chris Wade and Dr. Annie Bruck

9:35-9:55 a.m.

**Julie Smith**

*Nurse Educator Competency Development: Skills, Knowledge and Attitudes*

As adjunct nursing faculty in a prelicensure nursing program, developing skills, knowledge and attitudes to better support student learning is essential. I focused my graduate education using the nurse educator competencies outlined by the National League for Nurses, specifically: facilitate learning, participate in curriculum design, and function as a change agent and leader. Along with required coursework and electives, my fieldwork activity of developing curriculum to educate students on error prevention strategies provided the opportunity to deepen my learning and to apply theory to practice. I am now well-positioned to take on a faculty position in a nursing program.

**Scholarly Committee:** Dr. Chris Wade and Mo West

Continued on next page

10:00-10:20 a.m.

**Annie Tsai**

*Competency Development for Advanced Practice Nursing Leadership*

With an increase of shortage with nurses, it is inevitable for an organization to face nursing leader shortage as well. Organizations can decrease burnout and nurses to leave the workforce is by giving the nurses empowerment in autonomy. The three domains in the AONL of a nurse manager are, managing the business, leading the people, and creating the leader in yourself. The courses I have completed at the UW Bothell, Master of Nursing, along with my fieldwork experience working with the risk management team, I now have the tools to embark on future adventures in my nursing leadership career.

*Keywords:* nurse manager, leadership, three domains, AONL

**Scholarly Committee:** Dr. Chris Wade and Dr. Ko Niitsu

10:25-10:45 a.m.

**Laura Hamilton**

*Transformational Nurse Leader with a Collaborative Approach to Improve Behavioral Health Services*

I am a charge nurse in addiction nursing with a background in chronic disease management and behavioral health. For my fieldwork I worked at UWMC to organize and analyze Code Gray data for their Behavioral Emergency Response Team. I wrote a literature review from evidence-based practice with recommendations contextualized to UWMC's institutional needs, organized informatics, and analyzed data to improve behavioral health care and enhance understanding.

Servant leadership, business acumen, a passion for interdisciplinary teamwork combined with a desire to learn daily builds trust, promotes staff wellness, and improves patient outcomes. This is my mantra. Transforming behavioral healthcare through compelling and authentic leadership is my passion.

**Scholarly Committee:** Dr. Mo West and Dr. Shari Dworkin

10:50-11:10 a.m.

**Emily Sorman**

*Global Palliative Care Education*

The Master of Nursing program at University of Washington, Bothell has prepared me for the role of an advanced practice nurse. The nursing competencies I developed through coursework and experiential learning opportunities in the program allowed me to synthesize apply information in my current role as a hospice nurse, and my future role as a palliative care nurse educator. Examining health systems in Thailand and implementing palliative care education in Bangladesh gave me the international experience necessary to improve health outcomes for patients with life-limiting illness in a global health context.

**Scholarly Committee:** Dr. Nora Kenworthy and Dr. Mabel Ezeonwu

11:15-11:35 a.m.

**Jordan Tomas**

*Building Towards a New Direction – Engaging in Public / Community Health*

The MN program opened up a new avenue for my work, enabling me to shift from medical-surgical nursing to public and community health nursing, with nursing education as a secondary focus. This presentation will show how I developed new expertise in these areas through focused, rigorous coursework and fieldwork experiences, which included being a teaching assistant in public/community health-related courses and developing a project to understand nurse perspectives on continuity of care for homeless patients. Thus, I am prepared to practice as an advanced practice nurse focused on integrating my newfound knowledge and experiences to improve public and community health.

**Scholarly Committee:** Nora Kenworthy and Mo West

11:40-12:00 p.m.

**Laura Flynn**

*Becoming an Educational Leader for Pediatric Nursing Teams*

Education of nursing professionals supports quality patient care. As I transition from a pediatric direct patient care nurse to an advanced practice nurse educator, my goal is to combine relevant research, nursing theory and my professional experiences to prepare student and peer learners for safe and effective practice. Over the last two years in the UW Bothell MN program, guided by the NLN competencies for a nurse educator, I have learned how to work among teams of nurse leaders to design, implement and evaluate educational content reflective of the needs of diverse learner groups.

**Scholarly Committee:** Dr. Selina Mohammed and Dr. Jason Daniel Ulloa

12:05-12:25 p.m.

**Jason Hopper-Cruz**

*Journey from Hospital to Community: Achieving Community/Public Health Nursing Competencies*

Nurses are central to caring for both individuals and communities, during periods of health and illness, and across myriad settings. Community-based nursing is rooted in nursing's inception, when Florence Nightingale sought to change the environment of care to better the outcomes of her patients. Nurses today are faced with equally challenging obstacles including reaching marginalized populations, and mitigating increasingly inequitable social structures that contribute to growing disparities in healthcare access, quality, and outcomes. Here, I present my journey: from hospital-based pediatric solid organ transplant coordinator, to advanced-practice nurse, trained in community/public health nursing competencies established by the Quad Council of Public Health Nursing Organizations. I impart community-based learning experiences in underserved pediatric primary care, and innovative public health outreach to urban homeless in King County and various environmental and clinical settings in Kampala, Uganda.

**Scholarly Committee:** Dr. Selina Mohammed and Dr. Jody Early

12:50-1:10 p.m.

**Antara Roy**

*Navigating the Road to Nursing Leadership*

My journey through the MN program has guided me in establishing my leadership style and philosophy. As I explored various distinct roles of an advanced practice nurse, I found my aptitude in leadership within the Administrative Leadership track. This MN program helped me realize that leadership is a skill that must be learned early on and mastered over time. I have focused on nurse manager competencies from the American Organization of Nursing Leadership (AONL) and carefully selected three competencies that are the foundation for my personal and professional growth. I have developed core competencies in critical thinking, leadership skills, communication and relationship building through coursework, and related fieldworks projects that included: implementation of nurse onboarding plan for Overlake Clinics, curriculum development & resource building for the undergraduate course in Team Leadership & Care Coordination as well as constructing an end-of-life care resources guide.

**Scholarly Committee:** Dr. Shari Dworkin and Dr. Linda Eaton

1:15-1:35 p.m.

**Saba Tilahun**

*Pathway Towards Nurse Leadership*

The purpose of this final narrative is to apply a wider lens to critically examine my educational journey in Master of Nursing in Healthcare Leadership at the University of Washington-Bothell. I define my educational journey in Healthcare Leadership unfolding into two parallel learning opportunities academically and in my fieldwork projects and intersecting to lead me into a successful nurse leadership pathway to improve delivery of care in various healthcare settings. I used the AONE (Association Of Nurse Executive) nurse leader competency set as a framework to reach my desired competencies. The competencies I selected to address my knowledge gap were Communication & Relationship Management, Business Skills, Knowledge of the Healthcare Environment, and Professionalism. My fieldwork had two project components. The primary project was to implement a new process improvement pilot program at Swedish Medical Center for registered nurses to serve as unit-based education champions. The secondary project was to support an organizational wide response to the public health emergency of COVID-19 that unfolded in February 2020.

**Scholarly Committee:** Dr. Shari Dworkin and Dr. Meghan Eagan-Torkko

Continued on next page

1:40-2:00 p.m.

**Carrie E. Stafford**

*Advancing Professional Development Specialization*

Healthcare is a shifting landscape that requires dedicated leaders across practice settings to continually develop and support new and current generations of providers. As a Professional Development Specialist for inpatient medical-surgical nurses, my goal is to provide high quality evidence-based training to support staff caring for patients. This presentation chronicles my Master in Nursing program emphasis on building capacity for curriculum development and leadership in healthcare organizations. Working alongside executive nurse leaders to develop sustainable programs to aid and promote ongoing education has prepared me to support evidence-based nursing practice that will improve the quality and safety of nursing care.

**Scholarly Committee:** Dr. Stoerm Anderson and Andrea Stone

2:05-2:25 p.m.

**Keith Koga**

*Becoming a Nurse Leader in the Age of Covid-19*

Building on my background as a clinic manager at Harborview Medical Center, my educational goals at UWB were to gain the knowledge and experience to be a successful leader who could enable my organization to fulfill its mission to serve the vulnerable and underserved. Throughout the program I focused on learning to motivate, educate, and develop team members, new and old, to embrace the organization's mission by establishing protocols and developing programs to ensure they are trained properly and feel safe, while having empathy to those we serve. Unfortunately, the Covid-19 pandemic began during my journey through the program. The pandemic is disproportionately affecting the underserved and vulnerable and it has become evident to me that now more than ever is the time for nurse leaders like myself to step up and fight for those being affected by this virus. The skills I have learned during my journey at UWB will allow me to be a part of my organization's fight for justice and equality in this age of Covid-19.

**Scholarly Committee:** Dr. Jamie Shirley and Dr. Grace Lasker

**Outstanding Scholar Award  
Closing Remarks**

## **School of Nursing and Health Studies Graduate Faculty**

Eric Anderson, Senior Lecturer  
Annie Bruck, Senior Lecturer  
Dan Bustillos, Assistant Professor  
Jason Daniel-Ulloa, Lecturer  
Jerelyn Resnick, Principal Lecturer  
Shari Dworkin, Professor and Dean  
Meghan Eagen Torkko, Assistant Professor  
Jody Early, Associate Professor  
Linda Eaton, Assistant Professor  
Mabel Ezeonwu, Associate Professor  
Stefanie Iverson-Cabral, Lecturer  
Nora Kenworthy, Assistant Professor  
Grace Lasker, Senior Lecturer and  
Director of Health Studies  
Selina Mohammed, Professor and  
Associate Dean  
Kosuke Niitsu, Assistant Professor  
Jamie Shirley, Senior Lecturer and  
Director of Nursing  
Andrea Stone, Assistant Professor  
Chris Wade, Associate Professor  
Maureen West, Senior Lecturer

## **Congratulations to the Graduating Class of 2020!**

Ivy Bond  
Prabina Dahal  
Laura Flynn  
Michelle Foster  
Gurpreet Grewal  
Laura Hamilton  
Morgan Hendricks  
Jason Hopper-Cruz  
Kristen M. Hopstad  
Jarick Cotillon Huliganga  
Tracey Jaeger  
Ashley Kaftan  
Keith Koga  
Aileen Romero  
Antara Roy  
Samantha Sinclair  
Julie Smith  
Emily Sorman  
Carrie E. Stafford  
Saba Tilahun  
Jordan Tomas  
Annie Tsai  
Jennifer Tyner  
Brian Velasco  
Tracy Marie Wellington  
Rebecca Anne Wright  
Dani Yang



End