

## **University of Washington Bothell**

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

**Spring 2021**

### **Master of Nursing Symposium**

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

Wednesday and Thursday of June 9<sup>th</sup> and 10<sup>th</sup>, 2021

9:00 am to 5:00 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.



**Wednesday, June 9, 2021  
At A Glance**

<b>Time</b>	<b>Student</b>	<b>Presentation</b>
9:10-9:15 am	Welcome	
9:15-9:35 am	Anna Callen	Nursing Leadership to Enhance Diversity and Safety in Nursing Workforce
9:40-10:00 am	NA	Presentation Canceled-Break
10:05-10:25 am	Kat Wright	Perinatal Quality Improvement, Patient Safety, and Health Equity through Advanced Nursing Practice
10:30-10:50 am	Anna Philichi	Promoting Cost Conscious Care Through Educating Nurses on Healthcare Spending
10:50-11:05 am	Break	
11:05-11:25 am	Doreen Taulai	A Reflection on Professional Leadership and Individual Development
11:30-11:50 am	Joleen Rodgers	A Journey of Self Discovery
11:50-12:10 pm	Sharon Reed	Addressing Hypertension in African Americans Associated with Implicit Bias of Healthcare Professionals; and Advancing Diversity in Graduate Nursing Programs
12:15-12:35 pm	Costa Herbert	Advancing the role of the Nurse Educators in the Oncology Setting
12:35-1:05 pm	Break	
1:05-1:25 pm	Naomi Halfaker	Reimagining Nursing Education: COVID, Technology, and Our New Virtual Reality
1:30-1:50 pm	Xintong Li	Developing Nurse leadership Competencies in a Skilled Nursing Facility
1:55-2:15 pm	Jamie Peterson	Development of Nurse Leadership Competencies in Acute Care Nursing
2:20-2:40 pm	Patricia Anderson	Transformative Learning: My Metamorphosis from Learner to Educator
2:45-3:05 pm	Lauren Huntoon	A Record of Advanced Learning in Population Health Nursing
3:05-3:20 pm	Break	
3:20-3:40 pm	Stephen French	Self-Compassion: A Life Jacket for the Nursing Profession
3:45-4:05 pm	Emily Howerter	On Becoming a Visionary Nurse Educator
4:10-4:30 pm	Melissa Tiesel	Integrating Perinatal Health and Transcultural Nursing into the Advanced Practice Role of Nurse Educator
4:35-4:55 pm	Maggie Loyet	Advanced Nursing Leadership Roles During COVID-19
4:55-5:00 pm	Closing	

**Thursday, June 10, 2021**  
**At A Glance**

<b>Time</b>	<b>Student</b>	<b>Title</b>
9:00-9:05 am	Welcome	
9:05-9:25am	Kaman Kong	The Intersection of Nursing Informatics and Bedside Nursing
9:25-9:45 am	Severine Chardon	Navigating nursing professional development during a global pandemic
9:45-10:05 am	Amataw Tafesse	My Journey to Nursing Leadership
10:05-10:25 am	Andrea Simmons	COVID-19 Nursing Curriculum Modifications for Critical Care
10:25-10:45 am	Jordan Gumapas	From Nurse to Nurse Educator
10:45-11:00 am	Break	
11:00-11:20 am	Ivanka Vassileva	Pathways and Practice: Inspiring and Challenging Journey to Advanced Practice Nursing and Education
11:25-11:45 am	Zuzana Hathaway	Diabetes Care-Management
11:50-12:10 pm	Gregory Brown	Bend Don't Break: Embracing Rapid Change During COVID-19
12:15-12:35 pm	Jennifer Mathies	A New Leader During Times of Ambiguity
12:40-1:00 pm	Wendy Hill	Inspiring, Teaching, and Creating Change as an Academic Nurse Educator
1:00-1:30 pm	Break	
1:30-1:50 pm	Julianne Ward	Education and Leadership: A Mash-Up
1:55-2:15 pm	Lisa Teeter	Preparing for a Role in the Evolving Field of Nursing Leadership
2:20-2:40 pm	Trisha Carmean	Significance of an Advanced Practice Nurse
2:45-3:05 pm	Krista Marihugh	Leadership Pivots: Nimbleness and Change in a Personal and Professional Context
3:05-3:20 pm	Break	
3:20-3:40 pm	Phuong Huynh	Reimagining Oncology Nursing Practice: A Return to Learning
3:45-4:05 pm	Jill Williams	Advancing Nursing Practice in the Oncology Specialty: A Personal Journey
4:05-4:10 pm	Closing	

## Wednesday, June 9<sup>th</sup>

9:10 am: Welcome

9:15-9:35 am

**Anna Callen**

***Nursing Leadership to Enhance Diversity and Safety in Nursing Workforce***

My journey as an advanced practice leader began with my passion for a better future for the nursing workforce. Focusing my MN journey on one AONE competency, Leadership, I had the opportunity to collaborate with nurse leaders from multiple healthcare organizations addressing the newly implemented workplace violence prevention legislation as well as diversity and health equity issues in the local nursing workforce. Nurse leaders belong in all places where health decisions are made—from bedside to courtroom.

**Scholarly Committee:** Dr. Stefanie Iverson-Cabral and Dr. Meghan Eagen-Torkko

9:40-10:00 am

**Presentation Canceled-Break**

10:05-10:25 am

**Kat Wright**

***Perinatal Quality Improvement, Patient Safety, and Health Equity through Advanced Nursing Practice***

Perinatal health disparities are at crisis point in the United States resulting from multifactorial conditions within a complex system. Clinical excellence through Advanced practice nursing roles can influence key systems issues in perinatal nursing and patient outcomes by improving care delivery. Expert nursing knowledge and leadership impact quality improvement, patient safety, and health equity across the perinatal patient care continuum. I focus on improving patient care at a population level using evidence and best practice guidelines to standardize perinatal care practices at a facility level, within UW Medicine OB/GYN clinics, and at a state level working with The Washington State Hospital Association (WSHA).

**Scholarly Committee:** Dr. Meghan Eagen-Torkko and Dr. Stefanie Iverson-Cabral

10:30-10:50 am

**Anna Philichi**

***Promoting Cost Conscious Care Through Educating Nurses on Healthcare Spending***

In my journey at University of Washington Bothell, in the Master of Nursing Education program, I have mastered nurse educator competencies to help me succeed as I advance my career. In this program, I focused on an ongoing issue our healthcare system faces, unnecessary spending. Through extensive research and planning, I formulated nursing education to make a change in current nursing practice at Seattle Children's Hospital. In this presentation I will discuss how this master's program guided my success on promoting cost conscious care, as well as the process and results I identified when evaluating this education.

**Scholarly Committee:** Dr. Andrea Stone and Dr. Mabel Ezeonwu

**15 Minute Break**

11:05-11:25 am

**Doreen Taulai**

***A Reflection on Professional Leadership and Individual Development***

Being a nurse has taught me many things both professionally and personally. I have learned skills as a bedside med-surg nurse, which I have and continue to share with nursing students and nurse residents on the medical unit where I currently work. Additionally, I have gained leadership skills and the confidence to advocate for patients, my peers, and myself. As a master's prepared nurse educator, I would like to pass these on to future nurses whether in academia or a healthcare setting. This paper will talk about the American Association of Colleges of Nursing (AACN) Master's Competencies that I have used throughout my journey in the MN program at UWB. I will continue to use these guidelines in my role as a nurse educator to increase the retention rate of nurses in the profession in any way I can. As we do our best in giving to our patients and communities, we as nurses should also put forth the same effort to support our fellow nurses to ensure a strong workforce and responsive nursing education, practice and research.

**Scholarly Committee:** Dr. Mo West and Dr. Stoerm Anderson

11:30-11:50 pm

**Joleen Rodgers**

***A Journey of Self Discovery***

The evolution of leadership occurred in September 2019 and May 2021. Learning about nursing theory, evidence-based leadership style, research, and putting projects into action have shaped how I think of myself as an advanced practice nurse. Over the two years in the Master of Nursing program, I was able to put evidence based best healthcare into practice with projects focused on building a nursing leadership program and implementing a rapid Covid policy change communication plan. The opportunity was presented to reflect on past failures and successes as a team leader and I gained valuable insight. I resolved to adopt transformational leadership because of its fluidity and ability to deploy the correct strategies for diverse situations and people.

**Scholarly Committee:** Dr. Mo West and Dr. Jody Early

11:50-12:10 pm

**Sharon Reed**

***Addressing Hypertension in African Americans Associated with Implicit Bias of Healthcare Professionals; and Advancing Diversity in Graduate Nursing Programs***

I work at Harborview Medical Center as a registered nurse in the Adult Medicine Clinic, which has 60% of African American patients with hypertension. In my master's coursework I focused on educating the African American community on addressing hypertension while bringing awareness of implicit bias within our healthcare and educational systems. I found that implicit bias among healthcare providers exist and attribute to treatment of African Americans, whether intentional or unintentional. For my fieldwork, I interviewed 20 faculty members across three University of Washington campuses to explore the gaps in diversity within our graduate nursing programs, staff, and faculty. I found that diversity within campus faculty and students is not proportioned among minorities compared to Caucasians. There is no current data on the University of Washington Profiles for faculty/staff diversity as there is for students, which highlights the ongoing need for recognition of diversity within the UW system. In understanding the necessity of improving educational diversity faculty and staff are currently taking workshops on Diversity, Equity and Inclusion to improve awareness of implicit bias and to assist with implementation of new recruitment of minority staff and students. My goal is to highlight diversity, equity and inclusion issues within our educational and healthcare systems in order to prompt viable discussions that could improve the experiences of minorities, particularly African Americans.

**Scholarly Committee:** Dr. Mabel Ezeonwu and Dr. Jason Daniel Ulloa

12:15-12:35 pm

**Costa Herbert**

***Advancing the role of the Nurse Educators in the Oncology Setting***

After 18 years working in oncology nursing, educating patients and staff alike, I realized my passion for educating and teaching others. In pursuing advanced training as a clinical nursing educator, I followed competencies outlined by the National League for Nursing. The main competencies that will guide my practice include the pursuit of continuous quality improvement in the role of nurse educator, followed by applying clinical expertise to the health care environment.

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

**30 Minute Break**

1:05-1:25 pm

**Naomi Halfaker**

***Reimagining Nursing Education: COVID, Technology, and Our New Virtual Reality***

My fieldwork concentrated on simulation-based learning modalities and using technology that provides realistic, interactive, simulation-based learning via online platforms with the hope of more equitable delivery of nursing education to diversify the nursing workforce. As educators and leaders, it is our responsibility to foster clinical skills, knowledge, caring and encourage the nurses' ability to critically reason, advocate for their patients, our profession, foster change in our health system's accessibility to enable equitable health outcomes to become a reality. To do that, we need to equip ourselves with the latest technology to reach as many diverse students as to deliver equitable care to all patients.

**Scholarly Committee:** Dr. Mo West and Dr. Grace Lasker

1:30-1:50 pm

**Xintong Li**

***Developing Nurse leadership Competencies in a Skilled Nursing Facility***

As a nurse supervisor at Bothell Health Care, my educational goal was to build essential skills to become a successful nurse leader. The American Organization of Nursing Leadership (AONL) Nurse Executive Competencies acted as my skills development guideline. Through my program coursework and fieldwork experience conducting a fall prevention program in a Skilled Nursing Facility to delivery staff education and promote patient safety, I made progress achieving all AONL competencies with an emphasis on building situational leadership skills and constructive feedback skills. The knowledge that I gained will enable me to keep influencing my organization as a competent nurse leader.

**Scholarly Committee:** Dr. Chris Wade and Dr. Meghan Eagen-Torkko

1:55-2:15 pm

**Jamie Peterson**

***Development of Nurse Leadership Competencies in Acute Care Nursing***

Nursing leadership is vital to the success of nursing teams and patient outcomes. It also requires the willingness to integrate and evolve with advances in best practices. I have previously developed leadership skills in my role as assistant nurse manager for a large acute care team, but pursued a Masters education to refine my capacities and gain insight into broader healthcare challenges. I chose the American Organization of Nurse Leaders competencies for nurse executives to expand and augment my leadership approach. The courses I completed at UWB and the fieldwork experience at Northwest Hospital Adult Psychiatry unit, building support for clinical practice changes around falls and workplace violence, as well as working with the Washington State Nurses Association to assess the new implementation of the

workplace violence law, have added to my scholarly knowledge, and provided experiences that enhanced my learning. With this experience I look forward to an advanced practice role in nursing, working to improve the quality of healthcare in acute care.

**Scholarly Committee:** Dr. Christopher Wade and Dr. Maureen West

2:20-2:40 pm

**Patricia Anderson**

***Transformative Learning: My Metamorphosis from Learner to Educator***

Growing up in a family of educators provided early and frequent exposure to ambassadors of the philosophy, good teachers are those who sincerely love learning and create a culture of equitable interchange between student and teachers where all are willing to listen, consider, collaborate, and dream. Here, learning isn't about becoming intelligent, per se. Learning is transformation; a metamorphosis where we become something entirely different than what we were. As we learn, we embrace the possibility the world is much bigger, brighter, and dynamic than our own limited perspective allows. To learn is to change, and in doing so, see ourselves and the world around us more clearly. With that guiding philosophy, I have sought to cultivate a lifelong attitude of learning and openness to change in both my personal and professional life. My intent with graduate school is to couple my clinical acumen and love of learning with the advanced practice nursing skills of leadership, education, and advocacy. A Master of Nursing degree (MN) ought to improve my effectiveness in my current role, as well as position me well for my long-term professional goal of Clinical Nurse Educator (CNE).

**Scholarly Committee:** Dr. Jason Daniel Ulloa and Dr. Mabel Ezeonwu

2:45-3:05 pm

**Lauren Huntoon**

***A Record of Advanced Learning in Population Health Nursing***

My interest in population and public health nursing began during my associate degree program and developed throughout my nursing career in acute and ambulatory care nursing. While clinical experience is important, it does not fully support advanced nursing knowledge essential for advanced nursing practice. The University of Washington Bothell core courses, elective choices, and fieldwork opportunities provided me with the advanced nursing skills crucial for a population health nurse: (a) apply comprehensive problem-solving skills, (b) implement health-promotion programs using public health and nursing theories and models, and (c) incorporate determinants of health—such as social, environmental, and economic determinants. This academic experience has prepared me for a career in population health nursing and community service.

**Scholarly Committee:** Dr. Jason Daniel Ulloa and Dr. Mabel Ezeonwu

**15 Minute Break**

3:20-3:40 pm

**Stephen French**

***Self-Compassion: A Life Jacket for the Nursing Profession***

The purpose of this study is to examine my self-discovery along the MN educator journey, with a desire to become a Clinical Nurse Specialist. A stem cell transplant nurse navigator in oncology upon acceptance to the UWB MN program, I was part of a team of nurses and doctors who regularly experienced secondary traumatic stress. Fieldwork for the MN program gifted me the privilege to mentor UW BSN students for multiple quarters where our research demonstrated how compassion fatigue and burnout have been shown to consistently plague healthcare providers in the acute patient setting. In concert with the oncology social work staff, I was inspired to implement a support group based on the Theory of Human Caring, to bring self-care teaching and interventions to my peers. Staff surveys were conducted to measure the efficacy of the program and help direct the curriculum and overall staff needs for future meetings. Accepting a position as an ICU RN during the recent pandemic, I found myself personally struggling with being able to maintain resilience in my personal and professional life. I attended various support groups while continuing to develop a mindset of self-compassion in the setting of my experience of trauma. My future goals include creating an awareness of these inherent risks associated with the nursing profession along with the restorative opportunities, ultimately being able to establish a self-care core curriculum as a life jacket for nurses everywhere.

**Scholarly Committee:** Dr. Stoerm Anderson and Dr. Chris Wade

3:45-4:05 pm

**Emily Howerter**

***On Becoming a Visionary Nurse Educator***

The NLN competencies and the MN program goals have guided me through my journey of becoming a masters prepared nurse educator. My goals in this program were to transform myself into a nurse educator with more confidence, vision, and leadership to serve nursing education in the community college setting. My fieldwork focused on curriculum design, evaluation, and support through a number of projects. The culmination of my fieldwork focused on addressing diversity, equity, and inclusion in nursing education in my setting. This work has employed all of the MN program goals in my efforts to lay the foundation to create a more inclusive learning environment for future nurses to be prepared to address the healthcare needs of diverse populations.

**Scholarly Committee:** Dr. Meghan-Eagen Torkko and Dr. Dan Bustillo

4:10-4:30 pm

**Melissa Tiesel**

***Integrating Perinatal Health and Transcultural Nursing into the Advanced Practice Role of Nurse Educator***

Nurses are collectively called upon to lead change, promote health, and elevate care in dynamic, challenging environments. Throughout the course of my nursing career, I recognized my strengths to be in facilitating learning and promoting culturally congruent care. To find my place in the nursing profession, I merged the fields of perinatal health and transcultural nursing into the advanced practice role of nurse educator. Through the experiences of integrating active learning strategies into pre-licensure nursing education, a nurse residency program, and a community-based patient education program, I attained the foundational knowledge to facilitate effective learning; design robust, evidence-based curricula; and implement culturally responsive health promotion education. I will utilize these skills to contribute to efforts to transform nursing practice and advance the nursing profession.

**Scholarly Committee:** Dr. Jamie Shirley and Dr. Chris Wade

4:35-4:55 pm

**Maggie Loyet**

***Advanced Nursing Leadership Roles During COVID-19***

Throughout my time in the healthcare world, I have seen areas that need improvement. Finding these areas led me to further my education to earn my Master of Nursing in Administrative Leadership from the University of Washington, so I can be a catalyst for change among other advanced nurse leaders in the State of Washington. I particularly focused on learning how nurse leaders like myself can make changes on a local and state level throughout COVID-19. I collaborated with the Washington Center for Nurses on a research project analyzing the impact of COVID-19 among nurses in the year of 2020. I created reports on the current House and Senate legislation and analyzed how it may impact healthcare for the future years to come. In conversations with nurses in leadership positions I was able to learn the importance of being a nurse that continually advocates for change. I found that as an aspiring leader in the nursing world, I have the ability to influence policies on a state and local level to make changes in healthcare for the better.

**Scholarly Committee:** Dr. Dan Bustillos and Dr. Linda Eaton

**Thursday, June 10<sup>th</sup>**

9:00 am: Welcome

9:00-9:05 am

**Kaman Kong**

***The Intersection of Nursing Informatics and Bedside Nursing***

As a bedside nurse on an acute care float pool at an academic hospital, having knowledge about how to gather and interpret health information is essential to improve patient well-being. In my journey to learn more about nursing informatics, I selected four competencies from the American Medical Informatics Association related to understanding how human behaviors, systems design, and social and behavioral factors affect health and ways of receiving healthcare. Through my fieldwork in improving clinical outcomes and patient safety, and activation and implementation of an electronic health record, I have developed expertise in leading changes in healthcare operations related to health information and technology to foster patient health and provider well-being. I plan to seek an advanced practice role that encompasses both nursing informatics and bedside nursing to improve patient care through evidence-based practice and the use of information technologies.

**Scholarly Committee:** Dr. Jamie Shirley and Dr. Mo West

9:25-9:45 am

**Severine Chardon**

***Navigating nursing professional development during a global pandemic***

I am a unit-based educator in the Pediatric Intensive Care Unit (PICU) at Seattle Children's Hospital. I provide education, onboard new staff, validate competencies, and work on quality improvement (Dickerson, 2017). I started the Master of Nursing program in 2018 as a part-time student, which provided time to focus on each class and educational experience, as well as my fieldwork. I developed a deeper understanding of educational nursing theories as well as my role as an advanced practice nurse educating future and current nurses and participating in process management. I applied these lessons in projects such as a recycling at the bedside intervention as well as analyzing and reviewing guidelines from regulatory bodies regarding back to school for higher education. During the last 18 months, I have developed and provided educational opportunities for the nurses in my unit while navigating many hurdles and roadblocks secondary to the COVID-19 pandemic.

**Scholarly Committee:** Dr. Nora Kenworthy and Dr. Stoerm Anderson

9:45-10:05 am

**Amataw Tafesse**

***My Journey to Nursing Leadership***

My educational journey at the UW Bothell helped me to gain nurse leadership skills and knowledge. I have focused on American organization of Nursing Leadership (AONL) and selected four competencies which are Communication and Relationship Management, Business Skills, Knowledge of the Healthcare Environment, and Professionalism. I improved these competencies through the coursework and fieldwork. The fieldwork project that I carried out at the Issaquah Swedish Hospital focused on staff compliance of infection control and hand washing protocols. Ultimately, I developed nurse leadership skills such as bringing behavioral changes, accountability, delegation, and providing constructive feedback and knowledge such as Knowledge of healthcare environment and healthcare business. I am hoping that I will apply this newfound skill and competencies to further my advanced role at the Veteran Hospital that I am currently working. Also, I will apply my nurse leadership skill in the Ethiopian community and in the king county area that I am living.

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

10:05-10:25 an

**Andrea Simmons**

***COVID-19 Nursing Curriculum Modifications for Critical Care***

As a critical care nurse, I have completed the University of Washington's Masters of Nursing program, Nurse Educator track, with the intent of pursuing an educator position within the critical care specialty. In alignment with The World Health Organization's Nurse Educator Core Competencies (2016), my projects and fieldwork focused primarily on Intensive Care Unit diary project plans, and modifications made to nurse education related to COVID-19 distancing regulations. COVID-19 protocols remain a significant factor in education, and will likely remain so in the future. Approaching nursing curriculum with evidence-based, creative, and accessible alternatives will improve the future of nursing.

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

10:25-10:45 am

**Jordan Gumapas**

***From Nurse to Nurse Educator***

This narrative discusses my transformation from emergency department registered nurse and Nurse Corps Officer in the United States Army Reserve to nurse educator. Using fieldwork and coursework exemplars, I will demonstrate how the Master of Nursing program transformed my understanding of nurse educators and helped me attain the National League for Nursing (NLN) competencies. Through working as a clinical instructor in the academic setting and also as a nurse educator specializing in new-graduate nurse residency programs, I plan to continue using the NLN core competencies to support my personal and professional growth.

**Scholarly Committee:** Dr. Selina Mohammed and Dr. Dan Bustillos

**15 Minute Break**

11:00-11:20 am

**Ivanka Vassileva**

***Pathways and Practice: Inspiring and Challenging Journey to Advanced Practice Nursing and Education***

This presentation will detail my personal journey of becoming an advanced practice nurse. My goal is a complete understanding and practice of nursing and to explore leadership and education pathways. Nurses with an advanced degree positively impact patient's care and safety. They are experts who can re-design healthcare. A master's degree would open doors and connect my experience and goals with nursing theories and concepts. Managing and Leading High-Performance Teams helped me transition to a leadership role as a charge nurse. Curriculum Development in Nursing Education helped me develop my own curriculum materials. My fieldwork experience helped me master the National League for Nursing's (NLN) nurse educator's competencies. This degree is not the end of my journey but the beginning of my new career.

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

11:25-11:45 am

**Zuzana Hathaway**

***Diabetes Care-Management***

This final narrative is a reflection of my journey through the Masters of Nursing in Leadership and Management program at the University of Washington, Bothell. This reflection is a combination of my academic work, the fieldwork and the application of my newly learned skills in my current position as a nurse supervisor. I chose the American Organization of Nursing Leadership (AONL) nurse executive competencies as a framework to guide my studies and achieve the goals set at the beginning of this program. The competencies selected to help me achieve these goals are Communication and Relationship Management, Knowledge of the Healthcare Environment, Business Skills, Professionalism and Leadership. For my fieldwork I developed an improvement program for Diabetes Care Management at Pacific Medical Centers.

**Scholarly Committee:** Dr. Shari Dworkin and Dr. Stoerm Anderson

11:50-12:10 pm

**Greg Brown**

***Bend Don't Break: Embracing Rapid Change During COVID-19***

Healthcare has always embraced process changes at a slow pace. Old modalities of technology are still used to communicate, such as pagers and fax machines. Healthcare often finds itself doing something the same way for years, "because we have always done it this way." The COVID-19 pandemic brought along a massive amount of change to the healthcare sector and other areas of day-to-day life. Healthcare systems trialed many solutions hoping to solve issues around communication, staff exposures, staffing, and logistics. Our daily lives were also greatly affected. Adjustments to working conditions, education, and childcare were all made in flow. Proper change management is essential to finding success during times of great stress. Flexibility, and pragmatism need to be considered to navigate the complex issues around change management during a pandemic in healthcare, and beyond.

**Scholarly Committee:** Dr. Stoerm Anderson and Dr. Dan Bustillos

12:15-12:35 pm

**Jenna Mathies**

***A New Leader During Times of Ambiguity***

Nursing leadership has never been more paramount for the success of the nursing discipline, especially during the COVID-19 pandemic. During my Master of Nursing journey at the University of Washington Bothell, I set out to achieve the competencies of self-evaluation, reflective practice, Evidence Based Practice and ethical accountability. The frameworks of this program have guided me to lead dynamic and successful teams during a time of constant influx of change. Despite the pandemic, my fieldwork has taken me through an amazing journey educating nurses on the current Workplace Violence legislature, as well as prevention of this massive issue facing nursing today.

**Scholarly Committee:** Dr. Jody Early and Dr. Kosuke Niitsu

12:40-1:00 pm

**Wendy Hill**

***Inspiring, Teaching, and Creating Change as an Academic Nurse Educator***

The MN program at UWB has challenged and helped me grow toward my goal of becoming a nurse educator in a prelicensure program. I was guided by the National League for Nursing (NLN) competencies as I chose coursework and fieldwork experiences that supported my development as an educator. I created and delivered multiple lectures to prelicensure nursing students that incorporated learning theory and strategies, assessment, and modeling professional behaviors. These activities, along with my competencies gained throughout the MN coursework, helped me build the skills necessary to become an educator who leads, inspires, and motivates the next generation of nurses.

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

**30 Minute Break**

1:30-1:50 pm

**Julianne Ward**

***Education and Leadership: A Mash-Up***

My goals as an MN student and neuro/spine surgical nurse with charge experience are to improve my skills both in nursing leadership and education. Throughout the MN Program, I narrowed my focus on NLN nurse educator and AONL nurse leader competencies in my coursework and fieldwork experiences in designing a program plan to increase employee engagement, presenting a business case for a smoke free OR, and organizing a second career nursing webinar. The experience I gained in this work will support my aspirations of being a nurse educator and leader.

1:55-2:15 pm

**Lista Teeter**

***Preparing for a Role in the Evolving Field of Nursing Leadership***

I started the MN program with the goal of becoming a Nurse Leader with the necessary skills to make a difference for both nurses and patients. Focusing on the AONE competencies as the framework for my academic pursuit has allowed me to not only gain leadership skills, but to demonstrate how those skills tie into leadership competencies. As an aspiring Nurse Leader, I'm hoping to use these competencies throughout my nursing career to inspire others, lead evidence-based change, and eventually leave the nursing profession better than I found it.

**Scholarly Committee:** Dr. Grace Lasker and Dr. Ko Niitsu

2:20-2:40 pm

**Trisha Carmean**

***Significance of an Advanced Practice Nurse***

Education is a lifelong voyage, and it has a different value and trajectory for each person. In this presentation, I illustrate my passion for nursing education by bringing attention to the new graduate nurse transition phase, the need for advanced practice nurse educators, and utilizing the married state preceptorship model to aid new graduates in their transition to nursing practice. I also discuss how the University of Washington, Bothell- Master's Program of Nursing, has helped me to fulfill three competencies for the certified nurse educator, formulated by the National League for Nursing.

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

2:45-3:05 pm

**Krista Marihugh**

***Leadership Pivots: Nimbleness and Change in a Personal and Professional Context***

As a former AmeriCorps volunteer, travel nurse, and military spouse, I have witnessed first-hand how community constructs impact social determinants of health (SDoH). Determined to promote preventative care and improve community health through an entrepreneurial business venture, I blended competency skillsets from American Organization of Nurse Executives (AONE) and the Public Health Foundation (PHF) for Public Health Professionals. By connecting my experiences with my academic journey, I developed leadership skills that enabled me to pivot in a new direction in the midst of uncertainty during the COVID-19 pandemic to complete my graduate school journey. This program has enhanced my adaptability and ability to perform under pressure during transition and uncertainty. By blending leadership styles, I am going to utilize my skillset from this program as I pursue leadership roles in education and prevention roles to improve healthcare processes.

**Scholarly Committee:** Dr. Shari Dworkin and Dr. Nora Kenworthy

**15 Minute Break**

3:20-3:40 pm

**Phuong Huynh**

***Reimagining Oncology Nursing Practice: A Return to Learning***

The growing number of cancer diagnoses and survivors alongside the evolving innovations in cancer treatments clearly demonstrates the need for advanced practice nurse oncology educators. Quality care and best patient outcomes result when there is facilitation of access to and translation of evidence-based practice. As a nurse embarking on my 24th year in nursing, 10 years dedicated to oncology, my "return to learning" was born out of the opportunity to join the advance practice nurse team as an oncology educator at Seattle Cancer Care Alliance. Anchored by core competencies from Oncology Nursing Society and National League of Nursing, this graduate program has equipped me with new skills and an understanding of the complexity and depth of my role in supporting oncology nursing practice.

**Scholarly Committee:** Dr. Linda Eaton and Dr. Nora J. Kenworthy

3:45-4:05 pm

**Jill Williams**

***Advancing Nursing Practice in the Oncology Specialty: A Personal Journey***

I chose the Master of Nursing program in 2019 at the University of Washington Bothell campus to learn more about advanced nursing practice, education, and leadership. I am an oncology nurse with a passion for teaching and therefore identified nursing education as my career direction. I met identified competencies through curriculum and program planning projects, academic teaching fieldwork, and scholarly writing for publication in an oncology nursing journal. I developed key insights to move forward in my advanced practice nursing including the breadth of my potential and the responsibility to use my position to influence positive changes.

**Scholarly Committee:** Dr. Mabel Ezeonwu and Dr. Andrea Stone

4:05-4:10 Closing

**End**

**To follow:**

**Master of Nursing Graduation Celebration and Student Recognition**