

# ANEW NEWSLETTER



UNIVERSITY OF  
ARKANSAS

College of Education & Health Professions  
*Eleanor Mann School of Nursing*



**TELEHEALTH  
TECHNOLOGY,  
IN HEALTHCARE**



**MICHAEL VINSON,  
ANEW GRADUATE**



**INTERDISCIPLINARY,  
SOCIAL  
DETERMINANTS**

## **Eleanor Mann School of Nursing has new Executive Director, Dr. Jessie Casida**

Jessie Casida, PhD, RN, ANP-C, FAAN, is an Endowed Professor and Executive Director of the Eleanor Mann School of Nursing at the University of Arkansas, Fayetteville. Dr. Casida is an internationally known academic nurse, scientist, and leader. Over the past 32 years, he held multiple clinical, leadership, and academic appointments in various healthcare systems and universities, most recently at the University of Michigan and Johns Hopkins University. Some of his notable contributions in nursing and healthcare included the development and advancement of the science underpinning caregiving and self-management in individuals living with implantable left-ventricular assist device (LVAD) – a mechanical heart – and a founding member of cardiac surgery critical-care nurse certification examination administered by the American Association of Critical Care Nurses. His research program has inspired and influenced multiple scholars worldwide to examine the effect of LVAD therapy beyond mechanical, physiological, and epidemiological outcomes. Dr. Casida’s sustained impact on nursing education, science, and practice was recognized and validated by multiple awards, including Distinguished Alumni of Columbia University and inducted as a Fellow of the American Academy of Nursing.



*Jessie Casida, PhD, RN, ANP-C, FAAN*





### **Michael Vinson, ANEW Graduate**

Dr. Hope Ballentine first met Michael Vinson when he worked as an adjunct instructor teaching EMSON BSN students in the clinical setting. When Dr. Ballentine first met Mike, his enthusiasm for nursing was palpable, and she knew the BSN students were in good hands. Later, as a student in the DNP-FNP program, Mike’s enthusiasm extended to his practice. Despite a world living in crisis mode during the COVID-19 pandemic, he continued to persist in his commitment to reaching the Latino population and improving rates of colorectal cancer screenings in Northwest Arkansas. He had to overcome many obstacles through this project (clinic closures due to the pandemic and unexpected snow storms just to name a few!), but he worked diligently to implement a project of which he can be extremely proud. Dr. Ballentine asked Mike to reflect on his time in the Doctorate of Nursing Practice program and his plans for the future, and his responses were enlightening!

Mike is pictured above at his DNP graduation with Dr. Hope Ballentine and Dr. Callie Bradley

**Q: When did you decide to become a nurse and eventually, a Family Nurse Practitioner?**

A: “From when I was a kid, I always felt a desire to start a career in the medical field. My mom was registered nurse before she retired, so as a child I would see her in the nursing uniform and always had a fascination with people working in different areas of the healthcare industry. I had long thought about the provider role stemming from my undergrad years. My undergrad major was biology with plans to apply for medical school before switching to nursing, so the idea of becoming a practitioner had been in my mind for quite some time. I decided to apply to the university after many discussions with a girlfriend and my family.”

**Q: What is your most memorable experience in graduate school?**

A: “I’d have to say the time spent with providers had a huge impact on my experience in grad school. I would learn something new every day, understand the “art of medicine” in a science field, and how to educate patients during their clinic visit.”

**Q: What part of the program was the most difficult?**

A: “The amount of studying and written assignments. I had to relearn what worked for me and what made studying more enjoyable.”



## Michael Vinson, ANEW Graduate...continued

**Q: What part of the program did you enjoy the most?**

A: "I absolutely loved the times my cohort was able to meet in person and in Zoom meetings throughout the four-year program."

**Q: How did the pandemic affect your learning? Your work? Your life?**

A: "The pandemic had a tremendous impact on my life, work, and learning. I'm a social person and thrive in environments where social interaction and communication is done face-to-face. When all that was removed for a year, I struggled in all aspects of life, including coursework."

**Q: Do you have future practice plans? If so, where?**

A: "I'm going to apply for internal and family medicine positions because it best follows the education and training I've had during doctoral preparation."

**Q: What advice would you give to new DNP students?**

A: "Perseverance and motivation are two words that come to mind. The program is difficult and requires both to finish. Achieving success in graduate school will require persistence despite the difficulty, and motivation along the way will help to maintain focus during those very difficult moments along the way. A second piece of advice I'd give to new DNP students is to reach out to professors if you're struggling. They're there to assist you, offer support, and provide additional outreach. Your close friends, family, and fellow students in your class can provide extra help that can't be met by your professors."

## Interdisciplinary Social Determinants of Health (SDH) Workshop

Selected ANEW grant FNP students, undergraduate nursing students, and graduate social work students participated in a one-day SDH workshop in early October 2022. This workshop allowed students to work in groups with other disciplines to explore how social determinants of health impact individual families. Working in groups, students were provided with a preselected rural community as well as a family scenario. Groups conducted community assessments in preselected rural communities to assess different communities' ability to serve individuals and families in need.

---

Following group field work, students returned to campus to share their findings with the other workshop participants. Each group provided an overview of the case study specific to their family scenario and community resources they were able to explore. Students debriefed with the ANEW grant team and fellow students as they processed issues related to their case study family, experiences, and team dynamics. The workshop provided an opportunity for students to develop teamwork, interprofessional collaboration, professional identity, critical thinking, and self-care skills. In addition, they completed an interdisciplinary self-assessment survey as well as pre-and post-workshop surveys to gauge expectations, engagement, and workshop satisfaction.

---



## Telehealth: Expanding Technology in Health Care

One technological advancement in the medical field seeing an incredible surge of growth is telehealth. “The telehealth landscape is exploding,” says Anna Jarrett, an acute care nurse practitioner and associate professor of nursing at the University of Arkansas Eleanor Mann School of Nursing. Telehealth now offers a variety of ways for healthcare providers and patients to share valuable information. We talked to Jarrett about the demand for telehealth in general, the rise of telehealth nursing jobs and how nursing programs prepare future nurses, nurse practitioners and even patients for the evolving technology of health care.



### What Is Telehealth, and Why Is It Important?

“Telehealth is a way to evaluate a patient and communicate knowledge when you can’t meet face to face,” Jarrett explains. “Sometimes, this is simply a matter of patient choice, and other times it’s the only way someone can make an appointment.” Telehealth can take several forms, such as videoconferencing, remote patient monitoring to collect clinical data, mobile health communication and even storing and transmitting medical information. Additionally, the collaborative nature of telehealth tools, such as electronic health record systems, helps support a team-based approach to care.

### Benefits of Telehealth in Rural Communities

Telehealth grew in demand and played a significant role during the global COVID-19 pandemic. With lengthy lockdowns and social distancing recommendations, remote access to healthcare providers became a temporary norm. However, the benefits of telehealth have long been recognized in rural communities and other areas with limited access to primary care physicians. For instance, without the barriers presented by the need for transportation or child care, and lost wages from having to miss work to travel for medical appointments, telehealth allows many more patients to have greater access to medical care. With its ability to help providers monitor chronic conditions, telehealth options are especially meaningful to underserved populations. According to the Centers for Disease Control and Prevention, people who live in rural areas of the United States are more likely than urban residents to die prematurely from all five leading causes of death: heart disease, cancer, unintentional injury, chronic lower respiratory disease and stroke. Jarrett adds telehealth is also a way to deliver health promotion and education programs – preventive measures that benefit individuals and overall population health. “Access to smoking cessation, weight management, and alcohol and substance disorder recovery programs can be provided through telehealth,” she says. She adds that developing strategies to cope with or combat the opioid crisis in rural Arkansas is a major focus of the [University of Arkansas ONLINE Doctor of Nursing Practice \(DNP\) program](#).

### Professional Development and Training for the Telehealth Nurse and Other Providers

Today’s nurses will likely be involved with telehealth in one form or another, so Jarrett says it’s essential for nursing bachelor’s degree programs and their graduate counterparts to address this delivery method throughout the curriculum. Jarrett adds that students in the University of Arkansas doctor of nursing practice program can immediately apply their telehealth skills and knowledge to their current work environment or clinical rotation sites. “If a location doesn’t yet have an established telehealth program, our DNP students can use what they’re learning to help the clinical site assess its telehealth needs,” she says. In fact, developing or improving a telehealth program could make for an excellent project for the DNP’s capstone requirement. “I’m really excited for what the future holds in telehealth technology,” says Jarrett, adding that she’s particularly eager to see how nursing education will evolve to keep up. “We’re going to help catapult telehealth to the next generation of users – and nurses.”

606 N Razorback Rd, Fayetteville AR 72701

For more information about the ANEW grant, visit <https://nursing.uark.edu/dnp/aneu-grant.php> HRSA AT94HP30899 (Advanced Nursing Education Workforce (ANEW) Grant)

#### Contact Us:

Marilou Shreve, DNP, CNP-PC -Project Director [mdshreve@uark.edu](mailto:mdshreve@uark.edu)  
Anna Jarrett, PhD, ACNP-BC -Program Manager [ajarrett@uark.edu](mailto:ajarrett@uark.edu)  
Callie Bradley, DNP, FNP -Family Nurse Practitioner Coordinator [cmbradle@uark.edu](mailto:cmbradle@uark.edu)  
Rebecca McCann, MSN, RNC -Program Quality Manager [rxm012@uark.edu](mailto:rxm012@uark.edu)  
Martha Butler, PhD, RN -Preceptor Liaison [mrbutler@uark.edu](mailto:mrbutler@uark.edu)

