Kansas State Board of Nursing Landon State Office Building, Room 509 Continuing Nurse Education & IV Therapy Committee Agenda September 9, 2025

NOTE: The audience may attend in person or via Zoom. Link to access meeting to follow agenda.

Time: 12:30 p.m. - 2:00 p.m.

Committee Members: Andrea Watson, RN, BSN, OCN, CCRP, Chair

Vacant, Vice Chair

Melanie Burnett, MSN, RN

Summer Baker, RN, BSN, CMSRN

Allison Benner, MSN, RN, NPD-BC, CMSRN

Staff: Carol Moreland, MSN, RN – Executive Administrator

Stacy Johnson – Senior Administrative Assistant

- I. Quorum (minimum of 3 members present) Yes or No
- II. Call to Order
- III. Review of On-Site Packet
- IV. Additions/Revisions to the Agenda
- V. Announcements
- VI. Approval of Minutes June 10, 2025

Consent Item Agenda

- 1. IOA Statistical Report
- 2. Single Providers Approved 5/25 thru 8/25
- 3. Provider Relinquishments

VII. Unfinished Business

- 1. K.A.R. 60-9-106 revision update
- 2. Update on 2024 Delinquent CNE Providers
- 3. Update on the status of the IV task force
- 4. Revised reapproval checklist
- 5. Five-Year Combined Statute and Regulation Review Process

VIII. New Business

- 1. LTP 5-Year Renewals
 - a. B.E. Education Group LLC LT 0258-0310
 - b. Olathe Public School District Health Services LT 0242-0950
- 2. Initial LTP Applications
 - b. Nurse Gwenny, LLC

IX. Agenda for December 2025 Committee meeting

a. 2025 Annual Report for CNE Providers and IV Therapy Providers

X. Adjourn

Committee Responsibilities:

To review continuing nursing and mental health technician education; to review and recommend revisions to CNE statutes and regulations; to monitor and approve CNE providers for both initial and renewal status; to review statistical information regarding providers of CNE. To review and recommend revisions in educational statutes and regulations for IV therapy programs. To review educational policies for IV therapy programs; to review all repots and evaluations of IV therapy programs.

Please note: Additional items which have come to the attention of the Board or Committee will be handled as time permits. Agenda is subject to change based upon items to come before the Board. Handouts or copies of materials brought to the Board or Committee for discussion by Committee Members or visitors must be submitted to staff 30 calendar days prior to start of the meeting. Any items received after the 30th calendar day may be addressed at the meeting at the discretion of the President of the Board or Chairperson of the Committee.

You are invited to a Zoom webinar!

When: Sep 9, 2025 12:30 PM Central Time (US and Canada)

Topic: Kansas State Board of Nursing - CNE/IV Therapy Committee

Join from PC, Mac, iPad, or Android:

https://us02web.zoom.us/j/87249851528?pwd=BRYgkrVtChfSlSGIH1zDM2J72SubCO.1

Passcode:KsbnCEComm

Phone one-tap:

- +13092053325,,87249851528#,,,,*3288021553# US
- +13126266799,,87249851528#,,,,*3288021553# US (Chicago)

Join via audio:

- +1 309 205 3325 US
- +1 312 626 6799 US (Chicago)
- +1 301 715 8592 US (Washington DC)
- +1 305 224 1968 US
- +1 646 876 9923 US (New York)
- +1 646 931 3860 US
- +1 669 444 9171 US
- +1 669 900 6833 US (San Jose)
- +1 689 278 1000 US
- +1 719 359 4580 US
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 360 209 5623 US
- +1 386 347 5053 US
- +1 507 473 4847 US
- +1 564 217 2000 US

Webinar ID: 872 4985 1528 Passcode: 3288021553

International numbers available: https://us02web.zoom.us/u/kcMVtXts9r

May 2025

IOAs

Received: 54 Approved: 51 Denied: 3 Pending: 0

LTP Applications & Renewals

Received: 2 Approved: Denied: 0 Pending: 2

SP Applications

Received: 0 Approved: 0 Denied: 0 Pending: 0

IVT Providership Applications

Received: 0 Approved: 0 Denied: 0 Pending: 0

June 2025

IOAs

Received: 65 Approved: 57 Denied: 8 Pending: 0

LTP Applications & Renewals

Received: 1 Approved: 3 Denied: 1 Pending: 1

SP Applications

Received: 3 Approved: 3 Denied: 0 Pending: 0

IVT Providership Applications

Received: 0 Approved: 0 Denied: 0 Pending: 0

July 2025

IOAs

Received: 48 Approved: 39 Denied: 9 Pending: 0

LTP Applications & Renewals

Received:0 Approved:0 Denied:0 Pending:0

SP Applications

Received: 2 Approved: 1 Denied: 0 Pending: 1

IVT Providership Applications

Received: 0 Approved: 0 Denied: 0 Pending: 0

Single Provider Approvals 5/2025 – 8/2025

- Kansas Department for Aging & Disability Services Unlocking Survey Potential with iOies
- Penwell-Gabel Cremations, Funerals & Receptions Tending to Your Broken Heart When Someone Dies
- Penwell-Gabel Cremations, Funerals & Receptions The Art of Companioning the Mourner
- Kansas Breastfeeding Coalition Breastfeeding 301: Lactation Skill Day

CNE Provider Relinquishments:

- Heart of American Professional Network
- Manhattan Area Technical College

IV Provider Relinquishments:

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New IV Therapy Providers Approved:

•

Follow-up from 5-1-25 IV Therapy Task Force

1. Need definition for nursing process:

The nursing process is a five-step method that guides nurses in assessing patient needs, developing care plans, implementing interventions, and evaluating outcomes

2. What is included in administration:

Administration is defined in 60-16-101(a) as utilization of the nursing process to deliver the therapeutic infusion or injection of substances through the venous system.

3. What is "initiating:

Initiating is defined in 60-16-101 (h) as starting IV fluid therapy based on an authorized order by a licensed individual. Initiating shall include the following:

- Assessing the patient
- Selecting and preparing materials
- Calculating; and
- Inserting and stabilizing the cannula

4. Definition of "pausing" and differentiate between "pausing" and "discontinuation"

Pausing is a temporary interruption with the intent to resume the infusion Discontinuation is a permanent stopping of the infusion

5. Which fluids can LPNs not administer but can assess

K.A.R. 60-16-102 includes the list of fluids/medications LPNs cannot administer

6. Definition of intravenous fluids

Intravenous fluids are liquids administered directly into a vein, typically through a needle or catheter. They are used to replace fluids, electrolytes and nutrients and can be used to administer medications

7. Definition of "basic" and "parenteral" fluids

Basic IV fluids are often used for hydration and electrolyte replacement. Examples include normal saline (0.9% Sodium Chloride), Lactated Ringer's and Dextrose solutions. Parenteral fluids are administered through various routes of which intravenous is one route.

8. Examples of intravenous therapy fluid

Any fluid administered through the intravenous route

9. Administration of TPN - clarify if initial fluid or also if content changes

According to K.A.R. 60-16-102 LPNs cannot initiate total parenteral nursing or lipids and this would include the initial fluid. The LPNs role focuses on monitoring the patient's condition and the TPN infusion and maintaining the basic fluid infusion once established by the RN. LPNs cannot remove a central intravenous access device or any intravenous access device exceeding three inches in length.

10. Definition of supervision

Included in K.S.A. 65-1136 and states supervision means provision of guidance by a qualified nurse for the accomplishment of a nursing task or activity with initial direction of the task or activity and periodic inspection of the actual act of accomplishing the task or activity. A LPN may perform an expanded scope of intravenous fluid therapy under the supervision of a registered professional nurse after meeting the requirements listed in K.S.A. 65-1136.

11. Does supervision need to be on-site or present

As stated in K.S.A. 65-1136 the qualified nursing needs to provide initial direction and periodic inspection of the actual act of accomplishing the task or activity after competency has been determined.

12. LPN role in maintaining IV fluids

Maintaining is defined in K.A.R. 60-16-101.

13. Clarification of what an LPN can do after completing course and what LPN cannot perform

K.A.R. 60-16-102 includes what LPNs under supervisions may perform, what IV certified LPNs can perform in an expanded role under supervision, and what LPNs cannot perform

14. Better definition of LPN role with blood

K.A.R. 60-16-102 states LPNs cannot administer blood and blood products, including albumin. LPNs in Kansas can assist with blood transfusions by observing the patient and reporting any potential complications with supervision of the RN

15. Can LPN initiate an IV

K.A.R. 60-16-102 states IV certified LPNs with supervision can insert intravenous access devices that do not exceed three inches in length and are located in peripheral sites only

16. Need clarification on LPN role in de-accessing a port

Implanted ports are considered central venous access devices (CVADs). Accessing or deaccessing them requires a higher level of skill and training, which falls outside the defined scope of practice for LPNs in Kansas

17. What is the initial assessment and what is monitoring

Initiating is defined in K.A.R. 60-16-101 as starting IV fluid therapy based on an authorized order by a licensed individual and includes the initial assessment. This includes site assessment, preparation, and documentation. Ongoing monitoring is an ongoing basic assessment for any signs of complications, observing, and communicating each patient's response to prescribed IV fluid therapy.

- 18. Are providers able to change competency and test or do they need to use a central test bank will determine at a later date
- 19. **Update the competency checklist and test** will do after any regulation revisions are decided

Kansas Administrative Regulations

Agency 60

State Board of Nursing

Article 16.—Intravenous Fluid Therapy for Licensed Practical Nurse

60-16-101. Definitions. Each of the following terms, as used in this article of the board's regulations, shall have the meaning specified in this regulation:

- (a) "Administration of intravenous (IV) fluid therapy" means utilization of the nursing process to deliver the therapeutic infusion or injection of substances through the venous system.
- (b) "Admixing" means the addition of a diluent to a medication or a medication to an intravenous solution.
- (c) "Calculating" means mathematically determining the flow rate and medication dosages.
- (d) "Clock-hour" means 60 continuous minutes.
- (e) "Competency examination" means a written examination and demonstration of mastery of clinical components of IV fluid therapy.
- (f) "Discontinuing" means stopping the intravenous flow or removing the intravenous access device, or both, based on an authorized order or nursing assessment.
- (g) "Evaluating" means analyzing, on an ongoing basis, the monitored patient response to the prescribed IV fluid therapy.
- (h) "Initiating" means starting IV fluid therapy based on an authorized order by a licensed individual. Initiating shall include the following:
- (1) Assessing the patient;
- (2) selecting and preparing materials;
- (3) calculating; and
- (4) inserting and stabilizing the cannula.
- (i) "Intravenous push" means direct injection of medication into the venous circulation.

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- (j) "IV" means intravenous.
- (k) "Maintaining" means adjusting the control device for continuance of the prescribed IV fluid therapy administration rate.
- (I) "Monitoring" means, on an ongoing basis, assessing, observing, and communicating each patient's response to prescribed IV fluid therapy. The infusion equipment, site, and flow rate shall be included in the monitoring process.
- (m) "Stand-alone," when used to describe a course, means an IV fluid therapy course offered by a provider that has been approved by the board to offer the course independently of an approved practical nursing program.
- (n) "Titration of medication" means an adjustment of the dosage of a medication to the amount required to bring about a given reaction in the individual receiving the medication. (Authorized by and implementing K.S.A. 65-1136; effective Nov. 21, 1994; amended June 12, 1998; amended Oct. 29, 1999; amended June 14, 2002; amended Jan. 17, 2020.)

***** Authenticated Kansas Administrative Regulation *****

Kansas Administrative Regulations

Agency 60

State Board of Nursing

Article 16.—Intravenous Fluid Therapy for Licensed Practical Nurse

60-16-102. Scope of practice for licensed practical nurse performing intravenous fluid therapy.

- (a) A licensed practical nurse under the supervision of a registered professional nurse may engage in a limited scope of intravenous fluid treatment, including the following:
- (1) Monitoring;
- (2) maintaining basic fluids;
- (3) discontinuing intravenous flow and an intravenous access device not exceeding three inches in length in peripheral sites only; and
- (4) changing dressings for intravenous access devices not exceeding three inches in length in peripheral sites only.
- (b) Any licensed practical nurse who has met one of the requirements under K.S.A. 65-1136, and amendments thereto, may perform, in addition to the functions specified in subsection (a) of this regulation, the following procedures relating to the expanded administration of intravenous fluid therapy under the supervision of a registered professional nurse:
- (1) Calculating;
- (2) adding parenteral solutions to existing patent central and peripheral intravenous access devices or administration sets;
- (3) changing administration sets;
- (4) inserting intravenous access devices that meet these conditions:
- (A) Do not exceed three inches in length; and
- (B) are located in peripheral sites only;
- (5) adding designated premixed medications to existing patent central and peripheral intravenous access devices or administration sets either by continuous or intermittent methods;

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- (6) maintaining the patency of central and peripheral intravenous access devices and administration sets with medications or solutions as allowed by policy of the facility;
- (7) changing dressings for central venous access devices;
- (8) administering continuous intravenous drip analgesics and antibiotics; and
- (9) performing the following procedures in any facility having continuous on-site registered professional nurse supervision:
- (A) Admixing intravenous medications; and
- (B) administering by direct intravenous push any drug in a drug category that is not specifically listed as a banned drug category in subsection (c), including analgesics, antibiotics, antiemetics, diuretics, and corticosteroids, as allowed by policy of the facility.
- (c) A licensed practical nurse shall not perform any of the following:
- (1) Administer any of the following by intravenous route:
- (A) Blood and blood products, including albumin;
- (B) investigational medications;
- (C) anesthetics, antianxiety agents, biological therapy, serums, hemostatics, immunosuppressants, muscle relaxants, human plasma fractions, oxytocics, sedatives, tocolytics, thrombolytics, anticonvulsants, cardiovascular preparations, antineoplastics agents, hematopoietics, autonomic drugs, and respiratory stimulants;
- (D) intravenous fluid therapy in the home health setting, with the exception of the approved scope of practice authorized in subsection (a); or
- (E) intravenous fluid therapy to any patient under the age of 12 or any patient weighing less than 80 pounds, with the exception of the approved scope of practice authorized in subsection (a);
- (2) initiate total parenteral nutrition or lipids;
- (3) titrate medications;
- (4) draw blood from a central intravenous access device;
- (5) remove a central intravenous access device or any intravenous access device exceeding three inches in length; or
- (6) access implantable ports for any purpose.
- (d) Licensed practical nurses qualified by the board before June 1, 2000 may perform those activities listed in subsection (a) and paragraph (b)(9)(A) regardless of their intravenous therapy course content on admixing.

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(e) This regulation shall limit the scope of practice for each licensed practical nurse only with respect to intravenous fluid therapy and shall not restrict a licensed practical nurse's authority to care for patients receiving this therapy. (Authorized by and implementing K.S.A. 65-1136; effective Nov. 21, 1994; amended Dec. 13, 1996; amended June 12, 1998; amended Oct. 29, 1999; amended Jan. 24, 2003; amended May 18, 2012; amended Oct. 18, 2013.)

***** Authenticated Kansas Administrative Regulation *****

Kansas Administrative Regulations

Agency 60

State Board of Nursing

Article 16.—Intravenous Fluid Therapy for Licensed Practical Nurse

60-16-103. Stand-alone course approval procedure; competency examinations; recordkeeping.

(a) Each person wanting approval to offer a stand-alone course shall submit a proposal to the board.

The proposal shall contain the following:

- (1) The name and qualifications of the coordinator;
- (2) the name and qualifications of each faculty member of the course;
- (3) the mechanism through which the provider will determine that each licensed practical nurse seeking to take the course meets the admission requirements;
- (4) a description of the educational and clinical facilities that will be utilized;
- (5) the outlines of the classroom curriculum and the skills curriculum, including time segments. These curricula shall meet the requirements of K.A.R. 60-16-104(b);
- (6) the methods of student evaluation that will be used, including a copy of the final written competency examination and the final skills competency examination; and
- (7) if applicable, a request for continuing education approval meeting the following requirements:
- (A) For each long-term provider, the stand-alone course provider number shall be printed on the certificates and the course roster, along with the long-term provider number; and
- (B) for each single program provider, the single program application shall be completed.
- (b) To be eligible to enroll in a stand-alone course, the individual shall be a nurse with a current license.
- (c)(1) Each stand-alone course shall meet both of the following requirements:
- (A) Consist of at least 30 clock-hours of instruction; and
- (B) require at least eight clock-hours of supervised clinical or skills lab praction by the half include

- at least one successful peripheral venous access procedure and the initiation of an intravenous infusion treatment modality.
- (2) Each stand-alone course, final written competency examination, and final clinical competency examination shall meet the board-approved curriculum requirements specified in K.A.R. 60-16-104(b) (1)-(23).
- (d)(1) Each stand-alone course coordinator shall meet the following requirements:
- (A) Be licensed as a registered professional nurse;
- (B) be responsible for the development and implementation of the course; and
- (C) have experience in IV fluid therapy and knowledge of the IV fluid therapy standards.
- (2) Each primary faculty member shall meet the following requirements:
- (A) Be currently licensed to practice as a registered professional nurse in Kansas;
- (B) have clinical experience that includes IV fluid therapy within the past five years; and
- (C) maintain competency in IV fluid therapy.
- (3) Each guest lecturer shall have professional preparation and qualifications for the specific subject in which that individual instructs.
- (e)(1) The facility in which skills practice and the competency examination are conducted shall allow the students and faculty access to the IV fluid therapy equipment and IV fluid therapy recipients and to the pertinent records for the purpose of documentation. Each classroom shall contain sufficient space, equipment, and teaching aids to meet the course objectives.
- (2) There shall be a signed, written agreement between the provider and each affiliating health care facility that specifies the roles, responsibilities, and liabilities of each party. This written agreement shall not be required if the only health care facility to be used is that of the provider.
- (f)(1) The stand-alone course coordinator shall perform the following:
- (A) Ensure that the clinical record sheet is complete, including competencies and scores;
- (B) award a certificate to each licensed nurse documenting successful completion of both the final written competency examination and the final skills competency examination;
- (C) submit to the board, within 15 days of course completion, a typed, alphabetized roster listing the name and license number of each individual who successfully completed the course and the date of completion. The coordinator shall ensure that each roster meets the following requirements:
- (i) RN and LPN participants shall be listed on separate rosters; and

- (ii) the roster shall include the provider name and address, the single or long-term provider number, the stand-alone course provider number, and the coordinator's signature; and
- (D) maintain the records of each individual who has successfully completed the course for at least five years.
- (g) Continuing education providers shall award at least 32 contact hours to each LPN who successfully completes the course according to K.A.R. 60-9-106. Continuing education providers shall award 20 contact hours, one time only, to each RN who successfully completes the course.
- (h) After initial approval, each change in the stand-alone course shall be provided to the board for approval before the change is implemented.
- (i)(1) Each stand-alone course provider shall submit to the board an annual report for the period of July 1 through June 30 of the respective year that includes the total number of licensees taking the course, the number passing the course, and the number of courses held.
- (2) The single program providership shall be effective for two years and may be renewed by submitting the single offering provider application and by paying the fee specified in K.A.R. 60-4-103(a)(5). Each single program provider who chooses not to renew the providership shall notify the board in writing of the location at which the rosters and course materials will be accessible to the board for three years.
- (3) Each long-term provider shall submit the materials outlined in subsection (a) with the five-year long-term provider renewal.
- (j) If a course does not meet or continue to meet the requirements for approval established by the board or if there is a material misrepresentation of any fact with the information submitted to the board by a provider, approval may be withheld, made conditional, limited, or withdrawn by the board after giving the provider notice and an opportunity to be heard. (Authorized by and implementing K.S.A. 65-1136; effective Nov. 21, 1994; amended June 14, 2002; amended July 29, 2005; amended May 18, 2012; amended Jan. 17, 2020.)

***** Authenticated Kansas Administrative Regulation *****

Kansas Administrative Regulations

Agency 60

State Board of Nursing

Article 16.—Intravenous Fluid Therapy for Licensed Practical Nurse

60-16-104. Standards for course and program curriculum content. (a) The purpose of the intravenous fluid therapy content and stand-alone course shall be to prepare practical nursing students or licensed practical nurses to perform safely and competently the activities as defined in K.A.R. 60-16-102. The course shall be based on the nursing process and current intravenous nursing standards of practice.

- (1) Intravenous fluid therapy content provided as part of a practical nursing program's curriculum as specified in K.A.R. 60-2-104 or as a stand-alone course offered by an approved provider shall meet the requirements of this regulation.
- (2) Each provider of a stand-alone course shall obtain approval from the board before offering an intravenous fluid therapy course as specified in K.A.R. 60-16-103.
- (3) Each provider of a stand-alone course shall submit documentation of the use of the curriculum required in this regulation to the board.
- (4) Each practical nursing program administrator wanting to implement the intravenous fluid therapy curriculum as required in this regulation shall submit a major curriculum change form as specified in K.A.R. 60-2-104(g).
- (b) Each stand-alone course or practical nursing program curriculum in intravenous fluid therapy shall include instruction in the following topics:
- (1) Definition of intravenous fluid therapy and indications as specified in K.A.R. 60-16-101;
- (2) scope of practice as specified in K.A.R. 60-16-102;
- (3) types of vascular-access delivery devices;
- (4) age-related considerations;
- (5) legal implications for intravenous fluid therapy;
- (6) anatomy and physiology;

- (7) fluid and electrolyte balance;
- (8) infusion equipment used in intravenous fluid therapy;
- (9) patient care;
- (10) infusion therapies;
- (11) parenteral solutions and indications;
- (12) infection control and safety;
- (13) site care and maintenance;
- (14) vascular-access device selection and placement;
- (15) insertion of peripheral short catheters;
- (16) administration, maintenance, and monitoring of peripheral intravenous fluid therapy;
- (17) infusion-related complications and nursing interventions;
- (18) central and peripheral vascular devices;
- (19) administration, maintenance, and monitoring of central intravenous fluid therapy;
- (20) documentation;
- (21) patient education;
- (22) a testing component through which each student is able to demonstrate competency related to intravenous fluid therapy; and
- (23) a means to verify that a student has successfully completed the stand-alone course or practical nursing program curriculum in intravenous fluid therapy as specified in this regulation. (Authorized by and implementing K.S.A. 65-1136; effective Nov. 21, 1994; amended Dec. 13, 1996; amended Oct. 29, 1999; amended April 20, 2001; amended June 14, 2002; amended July 29, 2005; amended May 18, 2012; amended Jan. 17, 2020.)

***** Authenticated Kansas Administrative Regulation *****

Long Term CNE Provider Checklist

(K.A.R. 60-9-107)

Renewa	lor	Ini	tial
TECHNOTIC			****

Name of Provider:	LT
Name of Program Coordinator:	
Date Received:	
Date to CNE Committee:	
Approved	
Not Approved:	
Date Notified:	

	Information Required	Received	NA
1.			
2.	The name and address of the organization on the application		
3.	The name and address of the department or unit within the organization responsible for approving CNE, if different from the name and address of the organization		
4.	The name, education and experience of the program coordinator responsible for CNE		
	A. Be a licensed professional nurse		
	B. Have three years of clinical experience		
	C. Have one year of experience in developing and implementing nursing education		
	D. Have a baccalaureate degree (unless held this position for the provider at least five years immediately prior to January 1, 1977)		
	Policies & Procedures:		
5.	Written policies and procedures, including at least the following areas:		
	A. Assessing the need and planning for CNE activities		
	B. Fee assessment		
	C. Advertisements or offering announcements. Published information shall contain the following statement: "(name of provider) is approved as a provider of continuing nursing education by the Kansas State Board of Nursing. This course offering is approved for contact hours applicable for APRN, RN, or LPN relicensure. Kansas State Board of Nursing provider number:		
	D. Notice of change of coordinator or required policies and procedures. The program coordinator shall notify		

the board in writing of any change of the individual responsible for the providership or required policies and procedures within 30 days 6. For long term providers, the policies and procedures for the approval process shall include the following: A. A summary of the planning B. The behavioral objectives C. The content, which shall meet the definition of CNE in KSA 65-1117 D. The instructor's education and experience, documenting knowledge and expertise in the content area E. A current bibliography that is reflective of the offering content. The bibliography shall include books published within the past 10 years, periodicals published within the past 10 years, periodicals published within the past five years, or both F. An offering evaluation that includes each participant's assessment of the following: 1. The achievement of each objective 2. The expertise of each individual presenter 7. An approved provider may award any of the following: A. Contact hours as documented on an offering agenda for the actual time attending, including partial credit for one or more contact hours B. Credit for fractions of hours over 30 mins to be computed towards a contact hour C. Instructor credit, which shall be twice the length of the first-time presentation of an approved offering, excluding an standardized, prepared curriculum D. Independent study credit that is based on the time required to complete the offering, as documented by the provider's pilot test results E. Clinical hours Documentation of Attendance 8. Each provider shall maintain documentation to verify that each participant attended the offering. The provider shall require each participant attended the offering. The provider shall require ach participant attended the offering. The provider shall contain the following information: A. The provider's name, address, provider number, and
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shall contain the following information:
A. The provider's name, address, provider number, and
coordinator
B. The date and title of the offering, and the presenter
or presenters
C. The participant's name and license number and the
number of contact hours awarded
9. Each provider shall maintain documentation to verify
completion of each independent study offering, if
applicable. To verify completion of an independent
study offering, the provider shall maintain documentation that includes the following:
documentation that includes the following.
A. The provider's name, address, provider number, and

B. The participant's name and license number, and the	
number of contact hours awarded	
C. The title of the offering	
D. The date on which the offering was completed	
E. Either the completion of a posttest or a return	
demonstration Certificate of Attendance/CE Transcript	
10. A certificate of attendance shall be awarded to each	
participant after completion of an offering, or a CE	
transcript shall be provided according to the policies and	
procedures of the long-term provider	
11. Each certificate and each CE transcript shall be	
complete before distribution to the participant	
complete colore distribution to the participant	
12. Each certificate and each CE transcript shall contain the	
following information:	
A. The provider's name, address and provider number	
B. The title of the offering	
C. The date or dates of attendance or completion	
D. The number of contact hours awarded and, if	
applicable, the designation of any independent study or	
instructor contact hours awarded	
E. The signature of the individual responsible for the providership	
providership	
F. The name and license number of the participant	
Recordkeeping & Storage	Maria III.
13. For each offering, the approved provider shall retain the	
following for two years:	
A. A summary of the planning	
B. A copy of the offering announcement or brochure	
C. The title and objectives	
D. The offering agenda or, for independent study, pilot	
test results E. A bibliography	
F. A summary of the participants' evaluations	
G. Each instructor's education and experiences	
H. Documentation to verify completion of the offering	
14. The record storage system used shall ensure	
confidentiality and easy retrieval of records by	
authorized individuals	
Program Evaluation Plan	
15. For long-term providers, a copy of the total program	
evaluation plan	l

12/2018

Two Proposed Offerings	
The provider shall submit two proposed offerings, including the	
following:	
16. Offering #1	
A. A summary of planning	
B. A copy of the offering announcement or brochure	
C. The title and behavioral objectives	
D. The offering agenda or, for independent study, pilot	
test results	
E. Each instructor's education and experience	
F. A current bibliography	
G. The offering evaluation form	
17, Offering #2:	
A. A summary of planning	
B. A copy of the offering announcement or brochure	
C. The title and behavioral objectives	
D. The offering agenda or, for independent study, pilot	
test results	- AND A FEET - STATE OF THE STA
E. Each instructor's education and experience	
F. A current bibliography	
G. The offering evaluation form	

12/2018, Rev 6/2025

Kansas State Board of Nursing (KSBN) Combined Statute and Regulation Review Plan

August 14, 2025

Current Situation: In June 2025, the KSBN decided to integrate and align the internal standard and governance policy for statutes and regulations review to include the K.S.A. 77-415 statutory review of regulation on a <u>five-year</u> cycle.

The purpose of this document is to assign all the statutes and regulations of The Kansas Nurse Practice Act (NPA) to at least one committee to be reviewed once every five years.

The goal of this legislative statute and regulation review plan is for each KSBN Committee to approval this proposed five-year schedule for their own committee.

The KSBN 2025 to 2028 Strategic Plan states the importance of this work as described in...

Priority #1: Promoting Nursing and Allied Health Standards; safe nursing through education, licensure, and regulation

Strategic Objective 4. Legislative Engagement

The intention of this work is to identify opportunities and prepare priorities for partnership with the Kansas legislature in the revision of specific statutes and regulations in the next legislative session.

The objective of this process is to have each KSBN Committee make a motion similar to this statement:

Proposed Committee Motion: After reviewing the proposed five-year legislative statute and regulation review schedule for our committee, I am moving approval of this proposed plan as amended with the priorities for the next two years and the quarter scheduled for review.

KSBN Five-Year Combined Statute and Regulation Review Plan August 14, 2025, Page **2** of **10**

Introduction:

The following attachments list the statutes and regulations of the <u>Kansas Nurse Practice Act</u> (KNPA) approved by the Kansas Legislature listed by KSBN Committee in the order they appear in the KNPA.

Each statute and regulation has a hyperlink to the actual KNPA language to be reviewed by each committee in the next five years.

Committees are listed in the sequence of meeting each quarter as listed on the KSBN website.

The column with "Review Year*" needs to be reviewed for by each committee to agree are the priorities for the next two years.

The column with "Quarter Review**" needs to be reviewed for by each committee to agree are the quarter scheduled for review for the next two years.

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DRAFT - KSBN Revised Statutory and Regulatory Review Form	

KSBN Five-Year Combined Statute and Regulation Review Plan August 14, 2025, Page **3** of **10**

Investigative Committee Legislative Review Schedule

Article Title	Review Year*	Quarter Review**
74-1110 - Civil fine.	2026	
65-1114 - Unlawful acts.	2026	
65-1120 - Grounds for disciplinary actions; proceedings; witnesses; costs; professional incompetency defined; criminal justice record information.	2026	
65-1120a - Reinstatement of revoked licenses; burden of proof; board of nursing report to legislature.	2026	
65-1121a - Judicial review of board's actions.	2026	
65-1122 - Misdemeanors; penalties.	2028	
65-1123 - Injunctions.	2028	
65-1127 - Reporting of malpractice incidents and other information; immunity from liability in civil actions for reporting, communicating and investigating certain information concerning alleged malpractice incidents and other information; conditions.	2027	
65-1135 - Complaint or information relating to complaint confidential; exceptions.	2026	
60-3-110. Unprofessional conduct	2026	
65-4209 - Grounds for disciplinary actions; proceedings; witnesses; costs; professional incompetency defined; criminal history record information.	2026	
65-4210 - Disciplinary proceedings; complaint; notice and hearing.	2026	
65-4211 - Judicial review.	2027	
65-4213 - Injunctions.	2028	
65-4214 - Violations; penalties.	2026	
65-4216 - Report of certain actions of mental health technician; persons required to report; medical care facility which fails to report subject to civil fine; definitions.	2027	
65-4217 - Immunity from liability in civil actions for reporting, communicating or investigating certain information.	2027	
60-7-106. Unprofessional conduct	2028	
60-7-111. Reporting of certain misdemeanor convictions by the licensee	2029	

^{*} These are the priorities for the next two years.

^{**} on the quarter scheduled for review for the next two years.

KSBN Five-Year Combined Statute and Regulation Review Plan August 14, 2025, Page **4** of **10**

Nursing Education Committee Legislative Review Schedule

Article Title	Review Year*	Quarter Review**
65-1119 - Schools of nursing; approval; approval of providers of continuing education offerings; application fee; criteria for evaluating out-of-state schools; nationally accredited schools of nursing.	2026	
60-1-102. Approval procedure	2028	
60-1-103. Discontinuing a school of nursing	2028	
60-1-104. Definitions	2026	
60-2-101. Requirements for initial approval	2026	
60-2-102. Reapproval requirements	2028	
60-2-103. Nursing program faculty and preceptor qualifications	2027	
60-2-104. Curriculum requirements	2026	
60-2-105. Clinical resources	2026	
60-2-106. Educational facilities	2026	
60-2-107. Student policies	2026	
60-2-108. Reports	2026	
60-3-114. Satisfactory completion of a refresher course approved by the board	2026	
60-17-101. Definitions	2029	
60-17-102. Requirements for initial approval	2029	
60-17-103. Reapproval requirements	2029	
60-17-104. Administrator, faculty and preceptor qualifications	2029	
60-17-105. Curriculum requirements	2029	
60-17-106. Clinical resources	2029	
60-17-107. Educational facilities	2029	
60-17-108. Student policies	2029	
60-17-109. Reports	2029	
60-17-110. Discontinuing an advanced practice registered nurse program	2028	
60-17-111. Requirements for advanced practice registered nurse refresher course	2026	
60-5-102. Approval procedure	2029	-
60-5-103. Discontinuing a program for mental health technicians	2027	
60-6-101. Requirements	2026	

^{*} These are the priorities for the next two years.

^{**} on the quarter scheduled for review for the next two years.

KSBN Five-Year Combined Statute and Regulation Review Plan August 14, 2025, Page **5** of **10**

CNE & IV Therapy Committee Legislative Review Schedule

Article Title	Review Year*	Quarter Review**
65-1136 - Intravenous fluid therapy; qualifications of licensed practical nurses to administer; definitions; rules and regulations; advisory committee established; prohibitions; exceptions.	2026	
60-9-105. Definitions	2028	
60-9-106. Continuing nursing education for license renewal	2029	
60-9-107. Approval of continuing nursing education	2026	
Exceptions	2026	
60-16-101. Definitions	2026	
60-16-102. Scope of practice for licensed practical nurse performing intravenous fluid therapy	2028	ž
60-16-103. Stand-alone course approval procedure; competency examinations; recordkeeping	2027	
60-16-104. Standards for course and program curriculum content	2027	
65-1159 - Qualifications of applicant for renewal of an authorization to practice; continuing education.	2026	
65-4206 - Approved courses of mental health technology; standards; qualifications; providers of continuing education offerings.	2026	
65-4207 - List of approved courses; survey of proposed course and institution; resurvey; notice to deficient institution; removal from list; records.	2026	
60-12-104. Approval of continuing education offerings	2027	
60-12-105. Definitions	2027	

^{*} These are the priorities for the next two years.

^{**} on the quarter scheduled for review for the next two years.

KSBN Five-Year Combined Statute and Regulation Review Plan August 14, 2025, Page 6 of 10

APRN Committee Legislative Review Schedule

Article Title	Review Year*	Quarter Review**
65-1130 - Advanced practice registered nurse; standards and requirements for licensure; rules and regulations; roles, titles and abbreviations; prescription of drugs authorized; licensure of currently registered individuals; malpractice insurance coverage required	2026	
65-1131 - Advanced practice registered nurse; licensure; fees; license with temporary permit; exempt license; inactive license.	2026	
65-1132 - Renewal of license for advanced practice registered nurse; reinstatement of lapsed license.	2027	
65-1133 - Same; educational and training programs for advanced practice registered nurses; approval; survey; nationally accredited programs.	2027	
60-11-101. Definition of expanded role	2027	
60-11-102. Roles of advanced practice registered nurses	2026	
60-11-103. Licensure and educational requirements for advanced practice registered nurses	2027	
60-11-104. Functions of the advanced practice registered nurse in the role of nurse practitioner	2027	
60-11-104a. Prescription orders	2027	
60-11-105. Functions of the advanced practice registered nurse in the role of nurse-midwife	2027	
60-11-106. Functions of the advanced practice registered nurse; nurse anesthetist	2026	
60-11-107. Functions of the advanced practice registered nurse in the role of clinical nurse specialist	2027	
60-11-113. License renewal	2027	
60-11-116. Reinstatement of inactive or lapsed license	2029	
60-11-118. Temporary permit to practice	2028	
60-11-120. Expiration dates of licenses; applications	2028	
60-11-121. Exempt license	2028	
65-1151 - Definitions.	2028	
65-1152 - Qualifications for authorization to practice as a registered nurse anesthetist; approval of schools of nurse anesthesia, criteria.	2028	
65-1153 - Temporary authorization to practice.	2028	
65-1154 - Application; fees; deposit of moneys.	2026	
65-1155 - Expiration of authorizations to practice; renewal; lapsed authorization; reinstatement fee.	2026	
65-1158 - Duties of registered nurse anesthetists.	2027	
60-13-102. Approval procedure	2029	
60-13-103. School approval requirements	2029	
60-13-104. Exam approval	2029	
60-13-110. Reinstatement of inactive or lapsed authorization	2029	
60-13-111. Continuing education definitions	2026	1
60-13-111. License renewal	2029	†
60-13-113. Approval of registered nurse anesthetist continuing education	2026	
00-13-113. Approval of registered flurse affestitletist continuing education	VE/IV The	rapy 31

KSBN Five-Year Combined Statute and Regulation Review Plan August 14, 2025, Page **7** of **10**

Practice Committee Legislative Review Schedule

Article Title	Review Year*	Quarter Review**
65-1113 - Definitions.	2026	
65-1115 - Licensure of professional nurses; qualifications of applicants; examination; refresher course; renewal license; title and abbreviation; temporary permit; exempt license.	2027	
65-1116 - Licensure of practical nurses; qualifications of applicants; examination; refresher course; renewal license; title and abbreviation; temporary permit; exempt license.	2027	
65-1117 - Renewal of license; inactive license, fee; continuing education requirements; rules and regulations; notification of change in name or address or criminal conviction; multi-state license.	2027	
65-1124 - Acts which are not prohibited.	2026	
65-1165 - Supervision of delegated nursing procedures.	2028	
60-3-101. Licensure	2029	
60-3-102. Duplicate of initial license	2026	
60-3-103. Change of name	2026	
60-3-105. Reinstatement of license	2026	
60-3-106. Licensure qualifications	2027	
60-3-106a. Temporary permit	2027	
60-3-107. Expiration dates of applications	2026	
60-3-108. License expiration and renewal	2026	
60-3-109a. Standards of practice	2028	
60-3-111. Inactive license	2026	
60-3-112. Exempt license	2027	
60-15-101. Definitions and functions	2027	
60-15-101. Delimitions and functions	2027	
60-15-103. Supervision of delegated tasks or procedures	2027	
60-15-104. Medication administration in a school setting	2027	
65-1162 - Unlawful acts.	2026	
65-4202 - Definitions.	2026	
65-4203 - Licensure of mental health technicians; application; qualifications; examination;		
refresher course; temporary permits; exempt license; rules and regulations.	2027	
65-4204 - Title and abbreviations.	2027	
65-4205 - Renewal of license; application; fees; continuing education; renewal of lapsed license; notification of change in name or address or criminal conviction.	2027	
65-4212 - Exclusions.	2028	
65-4215 - Practice of medicine not authorized.	2028	
60-7-101. Licensure	2027	
60-7-102. Duplicate of initial license	2026	
60-7-103. Change of name	2026	
60-7-104. Reinstatement of license	2026	
60-7-105. Standards of practice	2027	
60-7-108. Inactive license	2026	
60-7-109. Exempt license	2028	
60-7-110. Expiration dates of licenses; applications	2028	
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Finance and Risk Management Committee Legislative Review Schedule

Article Title	Review Year*	Quarter Review**
74-1106 - Board of nursing; appointment; terms; vacancies; qualifications; duties and powers; executive administrator and other employees; rules and regulations; compensation and expenses.	2027	
74-1108 - Board of nursing fee fund.	2026	
74-1109 - Fees for institutes, conferences and other educational programs offered by board; education conference fund.	2026	
74-1111 - Assistant attorneys general to represent board in proceedings or litigation arising from discharge of board duties; appointment; salary.	2027	
74-1112 - Board of nursing; fingerprinting and criminal history record check; fees; criminal background and fingerprinting fund.	2026	
65-1118 - Fees.	2026	
65-1118a - Fees; consultants' travel expenses.	2026	
65-1126 - Invalidity of part.	2027	
65-1129 - Rules and regulations.	2026	,
65-1166 - Nurse licensure compact.	2028	
60-4-101. Payment of fees	2026	
60-4-103. Fees and travel expenses for school approval and approval of continuing education providers	2026	
65-1134 - Citation of Kansas nurse practice act.	2026	
60-11-119. Payment of fees	2026	
65-1163 - Application of act.	2027	
65-1164 - Rules and regulations.	2026	
60-13-101. Payment of fees	2026	
65-4201 - Citation of act.	2026	
65-4208 - Fees.	2026	
60-8-101. Payment of fees	2026	

^{*} These are the priorities for the next two years.

^{**} on the quarter scheduled for review for the next two years.

KSBN Five-Year Combined Statute and Regulation Review Plan August 14, 2025, Page **9** of **10**

DRAFT - KSBN Revised Statutory and Regulatory Review Form

NOTE: The majority of the information in this DRAFT Form will be automatically populated by KSBN Staff. Board Committees would be focus primarily on the <u>four</u> questions with a "*".

IDENTIFY THE STATUTE, RULE AND REGULATION

Number
Article Title
Statute, Rule and Regulation Title
Type (new, amended)
Effective Date (history)
Authorizing KSA(s) and/or Related KAR(s)
Implementing KSA(s) and/or Related KAR(s)
Legislative History

KSBN STRUCTURE

KSBN Oversite Committee Staff Review Owner Review Year Cycle Number Quarter of Review

PURPOSE: Briefly describe the public purpose of the statute, rule and regulation. (*limited to 400 characters*)

Environmental Assessment

Is KSBN operating in good faith and reasonable compliance with this statute, rule or regulation?

Is the statute, rule or regulation in agreement with current healthcare practice?

How does this statute, rule or regulation compare with other states, model legislation, or healthcare accreditation standards?

Have there been any changes in the National Licensure Compact, case law, statutes, rules or regulations that might impact this statute, rule or regulation?

*If changes are needed in statute, rule or regulation, what are the key elements of the substance of the revisions that need to be made?

NECESSITY (Primarily for Rules and Regulations)

*Is the rule and regulation necessary for the implementation and administration of state law, or could it be revoked? (necessary/ could be revoked)

Does the rule and regulation serve an identifiable public purpose in support of state law? yes/no

Is the rule and regulation broader than necessary to meet its public purpose? (yes/no)

KSBN Five-Year Combined Statute and Regulation Review Plan August 14, 2025, Page **10** of **10**

TIES TO FEDERAL PROGRAMS (Typically not applicable to KSBN)

*Is the rule and regulation federally required for state participation in a federal program or authority?

Is the rule and regulation necessary for federal delegation of enforcement authority to the State?

If the rule and regulation is federally required, the state and federal program names and the federal agency name (*yes/no*)

Could federal moneys be in jeopardy under current law if the rule and regulation were repealed? (yes/no)

If federal moneys could be in jeopardy, the approximate amount received for the most recent fiscal year.

POTENTIAL FOR REVOCATION (Primarily for Rules and Regulations)

Briefly describe how revocation would affect Kansans. (limited to 600 characters)

If the rule and regulation is not in active use, would revocation require a change to the authorizing or implementing statute? (in active use/ yes/ no)

the rule and regulation is not in active use and revocation would require a change to the authorizing or implementing statute, which change(s)? (*limited to 400 characters*)

ADDITIONAL INFORMATION

Additional information necessary to understanding the necessity of this rule and regulation (*limited to* 1,200 characters)

Long Term CNE Provider Checklist

(K.A.R. 60-9-107)

Renewal or Initial: Renewal

Name of Provider: B.E. Education Group LLC LT 0258-0310

Name of Program Coordinator: Barbara Wiman, BSN, RN

Date Received: 7/14/25

Date to CNE Committee: September 2025

Approved	
Not Approved:	
Date Notified:	

***************************************	Information Required	Received	NA
1.			
	renewal for LT CNE providership shall be submitted at	X	
	least 60 days before a scheduled board meeting		
2.	The name and address of the organization on the	X	
	application		
3.	The name and address of the department or unit within		
	the organization responsible for approving CNE, if		X
	different from the name and address of the organization		
4.	The name, education and experience of the program	Barbara Wiman	
	coordinator responsible for CNE		
	A. Be a licensed professional nurse	X	
	B. Have three years of clinical experience	X	
	C. Have one year of experience in developing and		
	implementing nursing education	X	
	D. Have a baccalaureate degree (unless held this position		
	for the provider at least five years immediately prior to	l x	
	January 1, 1977)		
	Policies & Procedures:		
5.	Written policies and procedures, including at least the		
	following areas:		
	A. Assessing the need and planning for CNE activities	X	
	B. Fee assessment	X	
	C. Advertisements or offering announcements.		
	Published information shall contain the following		
	statement: "(name of provider) is approved as a provider		
	of continuing nursing education by the Kansas State	X	
	Board of Nursing. This course offering is approved for		
	contact hours applicable for APRN, RN, or LPN		
	relicensure. Kansas State Board of Nursing provider		
	number: "		
	D. Notice of change of coordinator or required policies	X	
	and procedures. The program coordinator shall notify		

	the board in writing of any change of the individual responsible for the providership or required policies and		
6.	procedures within 30 days For long term providers, the policies and procedures for		PIES CONTRACTOR
0.	the approval process shall include the following:		
	A. A summary of the planning	X	
	B. The behavioral objectives	X	
	C. The content, which shall meet the definition of CNE	X	
	in KSA 65-1117		
	D. The instructor's education and experience,		
	documenting knowledge and expertise in the content	X	
	area		
	E. A current bibliography that is reflective of the		
	offering content. The bibliography shall include books	X	
	published within the past 10 years, periodicals published		
	within the past five years, or both		
	F. An offering evaluation that includes each		
	participant's assessment of the following:		
	1. The achievement of each objective	X	
	2. The expertise of each individual presenter	X	
7.	An approved provider may award any of the following:		
/·	A. Contact hours as documented on an offering agenda		
	for the actual time attending, including partial credit for	X	
	one or more contact hours	Λ	
	B. Credit for fractions of hours over 30 mins to be		
	computed towards a contact hour	X	
	C. Instructor credit, which shall be twice the length of		
	the first-time presentation of an approved offering,	X	
	excluding an standardized, prepared curriculum		
	D. Independent study credit that is based on the time		37
	required to complete the offering, as documented by the		X
	provider's pilot test results E. Clinical hours		X
	Documentation of Attendance Each provider shall maintain documentation to verify		
8.	that each participant attended the offering. The provider		
	shall require each participant to sign a daily roster, which		
	shall contain the following information:		
	A. The provider's name, address, provider number, and	X	
	coordinator		
	B. The date and title of the offering, and the presenter	X	
	or presenters		
	C. The participant's name and license number and the	X	
	number of contact hours awarded		77 27 700
9.	Each provider shall maintain documentation to verify		
	completion of each independent study offering, if applicable. To verify completion of an independent		
	applicable. To verify completion of an independent study offering, the provider shall maintain		
	documentation that includes the following:		
	A. The provider's name, address, provider number, and		X
	coordinator		
-			

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12/2018

Two Proposed Offerings	
The provider shall submit two proposed offerings, including the	
following:	CONTRACTOR
16. Offering #1	Level I Core Training
A. A summary of planning	X
B. A copy of the offering announcement or brochure	X
C. The title and behavioral objectives	X
D. The offering agenda or, for independent study, pilot	
test results	X
E. Each instructor's education and experience	X
F. A current bibliography	X
G. The offering evaluation form	X
17, Offering #2:	Level 2 Core
	Competency
	Class
A. A summary of planning	X
B. A copy of the offering announcement or brochure	X
C. The title and behavioral objectives	X
D. The offering agenda or, for independent study, pilot	X
test results	
E. Each instructor's education and experience	X
F. A current bibliography	X
G. The offering evaluation form	X

12/2018, Rev 6/2025

Renewal application reviewed and checklist completed

LONG-TERM CNE PROVIDER APPLICATION

COVER PAGE

Initial Application:

Name of Provider: B.E. Education Group, LLC

Provider Number (For Renewal): LT 0258-0310

Logal Body (If different from provider):

A lidress of Provider: 1432 S. Lindenwood Drive, Olathe, KS 66062

Collephone: 913-636-4788 or 913-626-1887 (both are Cell numbers)

Email: Barbara@beeducatior:group.com

Program Coordinator (RN): Barbara Wiman, BSN, RN

Date (mm/dd/yyyy): 07/14/2025

Program Management

Assessing Need and Planning CNE

Please describe what advisory groups of planning committees were formed and what factors were reviewed to determine what CNE subjects should be presented and how those presentations will meet the definition of CNE in KSA 65-1117(a).

Ellication Group, LLC has worked with a variety of organizations to offer continuing education for specialized programs directed to nurses, social workers and counselors in the health care fields. Each orgaization has their own advisory groups and planning committees of which B.E. Education Group, LLC is a partner for each conference or offering that is being planned. A variety of factors are considered in each organization based on past offering evaluations, suggestions on topics from membership, current events, grant funding and requests from their funders/partners such as KDHE, health care related Foundations and mental health and addiction organizations. The offerings or conferences are designed to meet the definition of content that is above the basic level of nursing education in specialized areas of nursing such as maternal child, addiction education, advocacy efforts, public health including education on chronic illness and prevention, and ethics related to best practices and confidentiality of patients. A summary of the planning process is submitted to B.E. Enlucation Group as part of the planning committee's recommendations and is then approved for Child content. Behavioral objectives for each offering are necessary for the participants and the instructors to show measurable outcomes and utilization of the information in their clinical practice

Proposs for Fee Assesment

Destribe the method for determining the price to charge for CNE, what procedure is used in case of insufficient fund checks, and refund requests due to cancellations.

Pricing for the CNE offerings is based on the length of the program, content, whether it is offered via Zcom/virtuall and market value for similar national, state, and local offerings related to health care. The partner organizations sometimes have funding for speakerrs and programming so the costs can be covered. This is determined and reflected in the planning summary. The partner organizations handle the checks/payments and use our recommendations for cancellations and refunds which is determined by overall cost of the offering and fees for location, speakers, etc. This is determined by the organizational planning committees with our recommendations.

Process for Advertisements or Announcements

Describe what material will be distributed or used to announce your CNE. Include all information sources used and the media used, printed or electronic. Copies of each announcement must be attached. All announcements are required to contain the required lans tage in KAR 60-9-107(b)(3)(C).

Materials and announcements come electronically from the organization's mail list and B.E. Education Group's mail list as applicable for the topics in the offerings. Organizations are given the verbiage to include for the required language during the planning process. Website links are sent as acceptation with speaker information, agenda topics, behavioral objectives, target audience, concellation information and registration process. Since not all attendees are APRN, RN or LPN's some of the registration pages will indicate profession or desired CNE units, such as Social Worker, Counselors that may need behavioral health CNE unites. Some may be able to KSBN CNE's for re-censure or credentialing depending on specialties and clients they serve.

Process For Offering Approval

Please verify in writing that all information listed below will be completed for each offering before it is presented. 1. Summary of planning. 2. Behavioral objectives of the offering; 3. The content of the offering meets the definition of CNE pursuant to KSA 65-1117; 4. Documentation is received of each instructor's experience and education; 5. The bibliography of each presentation is received and up to late; 6. The evaluation form for the learner to assess achievement of the objectives and the expertise of the presenter. KAR 60-9-107(d)

Prior review of content, presenters, handouts, and frequency of offerings will be reviewed prior to any new offerings being advertised to professionals and at a minimum of 6 months after the first offering. All content, speaker bios and objectives are in place prior to advertisement. Meeting smmaries are shared with planning committee members via email. Included in the offering planning are the following: 1. Summary of planning; 2 Behavioral Objectives; 3. Content of the offering; 4.Decumentation of each presenters experience, education, and conflict of interest as applicable; 5. Bibliography of each presentation and is up-to-date within the past 10 years; 6. Evaluation form for the learner to assiss achievement of the objectives and the expertise of the presenter to include the behavioral objectives, plans for utilization of information presented and suggestion of future topics.

Process for Awarding Contact Hours

Describe the method of calculating contact hours for actual attendance that will be awarded for each presentation, utilizing the attendance oster. This must include your method of calculating partial credit, more than one hour, because of early departures or late arrivals.

Describe also how instructor credit is calculated and how independent study credit is calculated. If you offer independent study, you must provide the complete pilot study which determines the amount of contact hours the completed material is worth. KAR 60-9-107(e)

The method of calculating contact hours is based on KSBN recommendations of 50 minutes equals one contact hour. Offerings that cover longer periods of time and include activities are based on the activities of the presentation/activity and are computed towards a contact hour minute. Partial credit is generally not an issue for many of the course offerings since instructors have make up work or the Coom/virtal meeting is recorded. In-Person event offerings attendance sign in representative will note late arrivals or early departures and adjustments may be made dependent on the number of minutes. Recommendations of the provider and planning committee determine guidelines for each offering and award of contact hours and partial credit during the planning and assessment process.

Instructor credit is based on twice the length of the first-time presentation of an approved offering. Independent Study offerings are not offered by B.E. Education Group, LLC at this time.

Process for Verifying Participation and Completion of Offering

Desc: :e the contents of the roster of attendance and certificate of completion which you use, and documentation of independent study. A sample copy must be attached of each. KAR 60-9-107(f)(g)

The contents of the roster of attendance include the name of the person, credentials as applicable, the date, topic of offering, email address, state license number as applicable, and type of license/credential for their profession. The presenter or organizational representative is responsible for completing attendance records during the presentations whether in person or virtually. Zoom attendees are asked to keep camera on during the presentation to verify attendance.

Certificates include: Logo for the partner at top of Completion Certificate, name of participant & license number if applicable, title of offering date(s) of completion, presenter(s), virtual or in-person, KSBN provider number, and signature of organization representative and B.E. Education Group Coordinator. Certificates are either emailed to participants or downloaded after the evaluation is virtually completed or given at the end of the offering if in-person wehn evaluation is turned in to organization's representative.

Process for Record Keeping and Storage

Please verify that you will keep the records of the offerings for a minimum of two years after presentation. List what records will be retained, the location of the records and the steps taken to ensure confidentiality and security of the records. KAR 60-9-107(h)

Records are kept in a secure, electronic file only accessable by personel authorized by B.E. Education Group or the partner organization representative. The information on the attendance/registration form will be part of the records kept along with a Summary of the evaluation forms from participants. Planning summary, presenter's information and vitae, daily roster/attendance forms, completion certificate for each attendee and date of completion. Other handouts used during the offering as applicable.

Continuing education provider and organizational partner representative are responsible for confidentiality and access to records for 2 years after the presentation.

Proces for Notice of Change of Coordinator or Required Policies

Description what methods will be used to notify KSBN of a change of coordinator or policies, and verify that you will notify KSBN of any shange within 30 days. KAR 60-9-107(b)(3)(H)

Notification fo KSBN related to changes to current provider will occur no later than 30 days of said changes via email. Any change in ownership of B.E. Education Group, LLC will also occur no later than 30 days as well.

Total Program Evaluation Report delivered each year will also reflect changes as a back-up mode of Co: dinator and Required Policy changes.

Process for Verifying Participation and Completion of Offering

Descripte the contents of the roster of attendance and certificate of completion which you use, and documentation of independent study. A samp a copy must be attached of each. KAR 60-9-107(f)(g)

The contents of the roster of attendance include the name of the person, credentials as applicable, the date, topic of offering, email address, state license number as applicable, and type of license/credential for their profession. The presenter or organizational representative is responsible for completing attendance records during the presentations whether in person or virtually. Zoom attendees are asked to keep camera on during the presentation to verify attendance.

Confidence include: Logo for the partner at top of Completion Certificate, name of participant & license number if applicable, title of offering date(s) of completion, presenter(s), virtual or in-person, KSBN provider number, and signature of organization representative and B.E. Education Group Condinator. Certificates are either emailed to participants or downloaded after the evaluation is virtually completed or given at the end of the offering if in-person wehn evaluation is turned in to one enization's representative.

otal Program Evaluation
rerify hat you will perform a total program evaluation each year. A copy of the proposed evaluation must be attached.
Note: Uach applicant must attach all documents required by KAR 60-9-107(i)(1) for two separate offerings which have been level (1) ted for presentation.
Ittes to lion: really: that this application is a legal document and that by signing below I am declaring under penalty of perjury under the laws of the state of Kansas that the information I have provided is true and correct to the best of my knowledge. If all the above information is correct please sign below. Otherwise, please go back and correct any information that is necessary.
Signature: Date: 07/14/2025

Barbara Wiman, RN, BSN President, B.E. Education Group, LLC 1432 S. Lindenwood Drive, Olathe, KS 66062

Cell: 913-636-4788 E-Mail: Barbara@beeducationgroup.com

Education: Saint Louis University, School of Nursing, Bachelor of Science in Nursing

Current Nursing License: Missouri and Kansas

Certifications: Childbirth Educator, Teen Specialist Training Program

Current Professional Brief: Broad Clinical and Educational Nursing background in Women's and Family Services and Community Public Health, with expertise in community education related to health and wellness and prevention of chronic diseases for all age groups. Emphasis since 2010 to present time has been Public Health related teaching and developing the Community Health Worker (CHW) course for the States of Missouri and Kansas and consulting with clinics and hospitals to establish the services for Community Health related courses and Community Health Worker programs for chronic disease management in rural and urban areas.

- President, B.E. Education Group, LLC established in 2009. Expertise in curriculum development of health care courses for the community and continuing education programs for nursing and allied health care professionals. KS provider for continuing education through KS Board of Nursing (2010-2025) and KS Behavioral Health Regulatory Board. (2010-present)
- Adjunct Faculty for the Community Health Worker Course at Metropolitan Community College, Institute for Workforce Innovation, Health Care in Kansas City, MO. 2012-2024
- Lead Instructor for the KS CHW Coalition Community Health Worker Course 2020-Present. Teaching members of the community and developing partnerships with clinics, hospitals, and community-based organizations to promote the health, well-being and resources for rural and urban communities.
- Co-Chair for the KS CHW Coalition's Education Committee. 2020-2024
- Attended the CHW Train the Trainer Course through MARC and the KS CHW Coalition. 2020
- Board Member and Officer of the KS Community Health Worker Coalition 2020-2024. Advocacy Co-Chair for the MARC (Mid-America Regional Council) Community Health Worker Collaborative in Kansas City, MO.

Publications, Health Care Course Development, Continuing Education: Project Editor for "Practical Strategies for Childbirth Educators", published by Educational Resources, Inc. 1995.

- Quarterly Newsletter for the Council of Childbirth Educators, Inc. 1986-1999.
- Fetal Heart Monitoring Certification Course Study Guide, 1989, 1991, 1997.
- Birth Educators Special Training Certification Study Guide, 1986, revisions yearly to 1999.
- Short Stay Maternity Course Study Guide, 1996.
- Continuing Education Independent Study Guides and Post Tests, 15 courses for the professional with one to four continuing education credits, 1992-1995.

- Consultant for testing and item writer for LPN and RN NCLEX Review Courses, 1986-1999.
- Riley, S., Schwakopf, J., Wiman, B. (1996) "Carousel of Choices, Your Personal Guide to Childbirth Before and After", Kansas City Area Childbirth Educators, Inc., Kansas City, KS.
- Bridgewater, N., Wiman, B. (1998) "Childbirth Education Options, Exploring One-Day Classes. <u>AWHONN Lifelines</u>, 2 (2), 49-52.
- Women's Health Passages through Menopause Course and other health related courses for women in midlife during employment at Saint Luke's Health System, Kansas City, MO. 1999-2009
- Development, coordination and teaching of entry level advanced health care specialty courses at Metropolitan Community College to include: Community Health Worker, Hospice and Palliative Care, Health Unit Coordinator, nine courses for Advanced Medical Interpreting to include Sign Language Interpreting and. OSHA for Healthcare and Associate in Healthcare Supply Chain 2011-2014.
- Part of a team at Metropolitan Community College, Mid-America Regional Council and MO Department of Health and Senior Services to develop, implement, and offer the Community Health Worker curriculum adopted in MO and KS. 2012-Present Currently teaching the Community Health Worker 160 -hour course in KS and MO. 2012-present
- Worked with EITAS and UMKC Institute for Human Development to design a curriculum to educate personal care assistants and Community Health Workers who are working with persons with intellectual and physical disabilities. 2015-2018.

Representative Achievements:

Taught at Jewish Hospital School of Nursing and DePaul School of Nursing – St. Louis, MO before moving to Kansas City Area. Supervised student nurses in clinical practice in Maternity and Medical Surgical units in addition to classroom lectures. 1969-1976

Staff Nurse Labor and Delivery 1977-1978. Clinical Director for the Maternity/Postpartum Unit 1978-1979. Coordinator of community education and childbirth education courses for Saint Joseph Medical Center in Kansas City, MO 1979-1986. Co-Founder of the KC Childbirth Educator's Group involving all hospitals in Kansas City who offered Childbirth Education courses.

National Director, Council of Childbirth Educators, Inc., Vice President, Director of Childbirth Education, Educational Resources, Inc. Merriam, KS (1986-1999) Authored, designed, coordinated and marketed the "Birth Educator's Special Training Course" a 3-day certification course for childbirth educators recognized nationally, one of 5 in the U.S. Offering 24 hours of continuing education for professionals.

System Coordinator, Perinatal and Women's Health Education, Saint Luke's Health System, Kansas City, MO (1999-2009). Initiated a Perinatal and Women's Mental Health program to include individual and group counseling services. Coordinated

and taught the "Passages through Menopause" course to Corporations and Community based organizations. Supervised 11 System based hospital Women's Perinatal and Health Education Departments.

Participated in a year-long project in 2021 with the National Leadership Academy for Public Health. Our team of 7 people representing Kansas was organized by Elaine Johannes, PHD with the Extension Service at K-State University. The title of the project was "Kansas Community Health Work Partnership". The project goals were to:

- Identify gaps in roles and skill-sets within the team so the team's capacity is strengthened.
- Plan, execute, report and celebrate projects that are mutually beneficial to the team members and that improve community-based contexts for positive, relevant, sustainable health for all.
- Sustain and replenish the partnership/team in-spite of policy, political, funding and health (physical, mental, social and economic) challenges.

Outcomes achieved during this project for Kansas included:

- In targeted regions of Kansas, the project team members completed a needs and resources assessment to determine community readiness for development of the community health worker networks.
- Implement a social networking campaign in targeted regions to build awareness for relevant responses to "diseases of despair", encourage solutions, and pose Community Health Worker networks as a viable step towards addressing the diseases.
- Implement an online CHW training course with focus on rural context and concerns. A 100- hour virtual and in-person course with 60 hours of service learning was implemented in Kansas. This course now is offered through the Kansas CHW Coalition, WSU, K-State, and Garden City Community College along with the community-based organization in Wyandotte County, Community Health Council. During 2024 this course was offered at the Topeka Women's Correctional Facility in Topeka, KS as a result of the project.

Professional Organization Involvement:

- Past Board Chair (2005-2006) and Advisor for Mother and Child Health Coalition (now Nurture KC) Kansas City, MO
- Past member of the Women, Infants and Children's Health Committee, Kansas City, MO Health Commission (1999-2009)
- Mid America Regional Council, Regional Health Care Initiative/Collaborative, Community Health Worker Advisory Committee, Kansas City, MO (2010-present)
- Mid-America Regional Council (MARC) Community Health Worker Collaborative & Forum. Past Executive Committee member and Advocacy Co-Chair (2016-2020)
- KS CHW Coalition Officer of Executive Committee and Education Committee Co-Chair (2020-2024)
- Member of the MO Community Health Worker Association and Curriculum Provider Committee (2014-present)

 Greater Missouri Leadership Foundation member. 2005-present. Past Board Member and Kansas City Regional Council Coordinator for Kansas City's 3-day Leadership Session. (2009-2020)

Passionate about: Helping those in need by meeting them where they are in life. We never know until we understand what it might be like to walk in their shoes. Systemic policies that need changing to empower voices that do not always get invited to speak. Our future begins at birth and in the family supported by community throughout our life time.

Optimistic about: Collaborations and team efforts that include everyone being invited to share their stories and suggestions for change.

Inspired by: Human resiliency in the face of adversity at all stages of our lives if we have the support and encouragement from someone who cares.

B.E. Education Group: Registration/Attendance Sheet for Level 1 and Level 2 Advanced course Academy for Addiction & Mental Health Nutrition 1432 S. Lindenwood Dr., Olathe, KS 66062
Barbara Wiman, BSN, RN Coordinator, Continuing Education KSBN Provider Number LT 0258-0310
Date(s) of Offering(s): Offered via Live Zoom Time of offering(s): Number of Contact hours:

Offered via Live 200m 1m	ie or oriering(s).	Number of Contact nours:				La commence de la co	ASSESSMENT OF STREET		rue carre samuration de la carre de la carre
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Academy of Addiction & Mental Health Nutrition

Certificate of Attendance

Core Training Level 1 for Certified Recovery Nutrition Coaches

Name of participant and License Number

5 Month program – Dates entered here
Presenters: Christina Veselak, LMFT, CN;
Online Lecture with Case Consultation and Student Presentations via ZOOM

Attended 24 hours of this continuing education program via Zoom.

LT 0258-0310 B.E. Education Group, LLC is an Approved Provider by the Kansas Board of Nursing #14-002 Approved Provider Kansas Behavioral Sciences Regulatory Board

Christina Veselak, LMFT, CN

Academy of Addiction & Mental Health Nutrition 65 Dana Drive
Wayne, WV 25570
303-888-9617
www.AddictionNutritionAcademy.com

Barbara Wiman, RN, BSN
Barbara Wiman, RN, BSN
B.E. Education Group, LLC
1432 S. Lindenwood Drive
Olathe, KS 66062
913-636-4788
Barbara@beeducationgroup.com

KSBN Total Program Evaluation 2024 Report

The format on this sample will be used to include Area, Frequency, Responsible Person, Criteria, Findings and Actions/recommendations by B.E. Education Group, LLC for each offering.

During the time period of July, 2023 to June, 2024 adjustments and class offerings occurred due to the continued hesitation to meet in-person, along with the success and increased participation and the convenience of Zoom class sessions that reach a larger number of participants from across the nation.. Re-evaluation of all programs and courses has been in the process and changes have been implemented to offer classes on ZOOM. Meetings are ongoing with our partners and grants are being evaluated for the use of telehealth techniques, online course offerings and distance learning modules being developed. The following guidelines are being used with each of our partners to see what method of delivery will be best for their audiences along with assessments to make sure participants are acquiring the skills and information needed as defined in each offering objectives. Changes to partner websites have been in progress to reflect the adaptations we plan to implement and the permanency for the future. Topics and types of classes that will be offered are evaluated dependent of the needs of the professionals and their communities with an emphasis on mental health, addiction recovery and overall well-being. Currently, we have strong partners in the substance abuse field and mental health fields for all age groups and families. Courses are being added related to CBD use, vaping, addictions (drug & alcohol) and behavioral counseling techniques along with how nutrition and dietary recommendations play a Instructors for these programs are social workers, medical part in recovery. specialists and behavioral health counselors. All are research based with medical advisors and counselors in private practice.

Program Administration

Frequency of evaluation will be one time per year done by the President of B.E. Education Group, LLC and a designated partner. Job descriptions and suggestions for management of the programs will be made.

Ongoing contracts with speakers and providers of educational offerings is reviewed at the end of each offering and the end of the calendar year. Summary Evaluations from participants are carefully reviewed. Most of the offering hours are being taught related to substance abuse and recovery by a LMFT during this current year. There were programs also aimed at helping mothers, infants, and families get resources, education, and addressing infant mortality in communities both rural and urban.

Policies for assessed need and planning:

Assessment of policies related to evaluation tools and handouts for repeated programs will be done immediately following and on a 3-6 month basis. Comments from the presenters and participants will be taken into consideration prior to making changes. Responsible person will be the company President, designated partners and presenters.

Review of policies and procedures for each offering along with marketing logistics for each offering or multiple offerings is reviewed with partners. Participant and speaker

comments are reviewed and suggestions impacting the offering content are implemented based on evaluation by participants. Current events and health policies are part of the planning process.

Fee Assessment:

Fees will be assessed for all new offerings, as well as existing offerings, based on enrollment figures and comments from participants related to reasonable market value and expenses for producing the course to include instructor fees, handout printing, refreshments, space expenses, etc. This will be done every 6 months by the company planners and President.

This is done as new partners/course offerings are added each year. Fees vary depending on the quantity of participants, length of course offerings and frequency of repeated offerings. Pricing is based on market share and course content timeliness for licensed professionals. There are some offerings that are now grant funded so that participants may attend at no charge. Agreements are between the partner and B.E. Education Group, LLC if grant funding is available.

Announcement Review

Review of the announcement will be done with each offering and will be reviewed every 6 months if the same offering is repeated or with changes in the offerings by the President of the company. Templates will be established for ease with compliance to the requirements by KSBN. This is done when initial offering is marketed according to the guidelines by KSBN. Review of offerings occurs as courses change in content..

Offering approval process:

Prior review of content, presenters, handouts, and frequency of offerings will be reviewed prior to any new offerings being advertised to professionals and at a minimum of 6 months after the first offering. All content, speaker bios and objectives are in place prior to the offering being advertised as part of the planning committee responsibilities. If the offering is planned to be repeated then review of this process takes place prior to marketing. Some partners repeat offering up to three times per year dependent on the demand by participants throughout the United States.

Award of contact hours for credit:

All agendas and time of presentations will be monitored to ensure compliance at the time of each offering. All credits awarded will be in compliance with KSBN standards related to partial and full credit. Responsible person will be the President and designated partner/employee.

Due to the online ZOOM participation for partner offering we are experiencing questions from compact States and participants about whether KSBN continuing education offerings are acceptable in other states and countries. So far, we have not heard that this is a problem for license renewal in other states outside of KS.

Verification of participation/completion:

Verification of participation and completion will be the responsibility of the designated person handling registration and certificate preparation the day of the course offering.

This might be the President of the company or partner or the instructor of the course offering dependent on the number of participants. This will also be done as participants sign in on the roster at the beginning of the offering. All registration materials are monitored and provided to B.E. Education Group, LLC by the first day of the offering. Certificates are usually awarded within 2 weeks of completion of course requirements. Many of the evaluations are being done electronically and at the end of the evaluation the Certificate of Attendance can be printed by the participant or the certificate for the continuing education offering is sent via email to the participant by B.E. Education Group, LLC President. This plan has been shown to be convenient and cost effective for all.

Record keeping:

Record keeping will be started at the onset of each offering through verification of attendance by the designated person at the course offering. Upon completion of the offering records will be reviewed by the President or designated person prior to storage. A check list of required items will be completed prior to storage to ensure compliance required by KSBN. At the end of the year, an audit of information will be completed and an annual report will be filed with KSBN.

Notification of changes:

Notification of changes related to the coordinator of continuing education or changes in ownership of B.E. Education Group, LLC will be made to KSBN no later than 30 days of said changes.

Total Program Evaluation effectiveness:

The Total Program Evaluation and contents to KSBN requirements will be reviewed and adjusted as necessary annually by the President of the company and reflected in written format to include actions and recommendations to correct or change policy as required. This is done with each partner group/planning committee after every offering with summary evaluations from participants being provided. Review of offerings is done yearly with partner organizations.

Summary of the planning for the Level 1 and 2 Core Competency Courses and calculation of contact hours for continuing education. Total Program Evaluation Process included.

Planning meetings for these courses took place periodically over a period of time and are based on the evaluations of shorter 1-5 hour presentations that were made by the Academy for Addiction and Mental Health Nutrition also known as Amino Therapy and Nutrition presentation titles.

It was determined that more and more information and actual physiological systems were needed for practitioners and counselors to understand and present to clients. Problem solving discussions were also added to these courses to further help counselors to work with clients in recovery and to help prevent relapses.

Planning and review for each course occurs each year with B.E. Education Group, LLC and the Executive Administrator/President/Instructor of the Academy for Addiction and Mental Health Nutrition Christina Veselak.

Continuing education contact hours is based on the number of 50 -minute hours in the course and is based on lecture, presentations by class participants and hands-on activities such as motivational interviewing, physiological findings, individual's metabolism/stage of life and recovery techniques for treating mind/body of clients served. All current research and historical research are considered by the presenter and developers.

To calculate the number of contact hours for the Level 1 and Level 2 courses, I used the 50 minutes per CNE. Both courses meet twice a month (every 2 weeks) for 2 hours via Zoom, either in the AM from 11-1 EST or from 7:15-9:15 PM EST. Using the 50-minute time frame this allows for breaks during the classes. The course times are offered to participants as they register and also allow for make up options if they miss a class. Refer to the attachment outlining the Monthly schedule. Level 1 is 24 CNE and Level 2 Advanced is 32 CNE.

Policy for Total Program Evaluation Process and Record Keeping for each program

At the end of each offering an evaluation of the total program is done with the Planning committee of the organization and evaluations are read by the committee for future ideas and references regarding content. Included in the process are comments referencing the amount of detail covered based on the participant needs and current knowledge of the topic. In the evaluation form the behavioral objectives are listed with the ranking of how well they were met and if the participant would recommend this course to others. The content is evaluated based on the specialty of practice for nurses, counselors, and social workers. The level of content is above basic education in professions and is geared toward enhancement of specialties post basic education/entry level jobs. Presenter bios and experience are evaluated and applicable to content and activities in the course. Bibliography is based on relevance to the content to include historical and current beliefs, patterns, research, and opinions for analysis is courses offered. Evaluations are personal reflections of the content, timing, relevance to job, and desire for future course topics. Participants are asked to tell 2 ways they plan to immediately utilize what they learned, indicating relevance of topic content and activities done during the course.

Attendance records are stored electronically for at least 3-5 years, as is the summary of planning, advertisement types used, content/agenda, instructor bios/vitae, conflict of interest forms by instructors/planners, all course handouts including power points, participant evaluation summaries, and copy of certificate of completion.

Advertising verbiage from the website for Academy for Addiction & Mental Health Nutrition What about addressing anxiety, depression, violence, or insomnia—naturally and effectively?

If you're not using **amino acid therapy**, you might be missing a powerful tool in your practice. Amino acid therapy can be a game-changer for practitioners working to manage neurotransmitter imbalances and emotional challenges. With the right amino acid protocols, you can quickly reduce cravings and improve mood, sleep, and overall mental health.

Elevate your practice with advanced nutritional solutions that address the root causes of these issues.

Course Overview for becoming a Certified Recovery Nutrition Coach

This LEVEL 1 CORE training is a six-month training program that thoroughly introduces students to the use of amino acids, specific crucial nutrients, and diet in addressing symptoms of neurotransmitter depletion, such as depression, anxiety, insomnia, addiction, cravings, and relapse. The use of vitamin and mineral co-factors, blood sugar regulation, and the 5-Star Pro~Recovery Diet ©, all of which are critical to brain function are covered in detail.

The Academy for Addiction & Mental Health Nutrition believes that all addictive disorders, as well as MANY MENTAL HEALTH ISSUES, are driven by nutrient and neurotransmitter imbalances in the brain that can often be successfully addressed without the need for psychotropic medication.

Amino Acid Therapy Course

Level 1 Core Training Is Right For You if...

- You're a dedicated health practitioner seeking to expand your skills and confidently support your clients.
- You aspire to make a meaningful impact by guiding individuals toward successful recovery.
- You are eager to delve into the best practices of Amino Acid Therapy.
- You or a family member are on a recovery journey and seeking powerful nutritional strategies to aid in the process.
- You've envisioned integrating your nutrition expertise to assist those grappling with mental health or addiction challenges.
- You relish connecting with like-minded professionals, discussing health, nutrition, and the path to recovery. any of these apply to you, then we would like to invite you to join

a growing community of mental health and addiction professionals, just like you, who are passionate about changing the face of treatment by "feeding the brain, FIRST!"

Certified Recovery Nutrition Coaches Level 1 (CRNC 1) are trained to:

Behavioral Objectives

- Assess the potential need for amino acid and nutrient support of neurotransmitter
 function in clients who are detoxifying and recovering from substance use disorders,
 other addictive behaviors, psychotropic drug dependencies, depression, anxiety,
 insomnia and other behavior disorders.
- Understand the relationship between specific nutrient deficiencies and mental health and behavioral symptoms.
- Design an individualized and targeted amino acid and supplement protocol to address this potential need.
- Give information about the 5-Star Pro~Recovery Diet ©, which may address these insufficiencies and support clients in making and maintaining these dietary and lifestyle changes.
- Identify common insufficiencies in diet, such as missing a meal or over-consumption of sugar, which may contribute to the above symptoms.

Continuing Education for Level 1 and Level 2 for Certified Recovery Nutrition Coaches

Certification The Academy for Addiction & Mental Health Nutrition is pleased to provide CEU's for all courses through: B.E. Education Group, LLC. 1432 S. Lindenwood Drive Olathe, KS 66062 B.E. Education Group, LLC is approved as a provider of continuing nursing education by the Kansas State Board of Nursing, Provider Number LT0258-0310. B.E. Education Group, LLC is a pre-approved provider for Social Workers through the Kansas Behavioral Sciences Regulatory Board, KSBSRB Provider Number 14-002.

The Level 1 CORE Training is approved for 24 contact hours applicable for RN's, APRN's, LPN's and LMH re-licensure at a cost of \$60. Internship is approved for 16 contact hours for \$40. The Level 2 ADVANCED Training is approved for 32 contact hours applicable for RN's, APRN's, LPN's and LMH re-licensure at a cost of \$80. Pre-Approval by BSRB for continuing education credit is not required for mental health professionals. BSRB-approved providers for Social Workers is accepted for Psychologists, Professional Counselors, Master's Level Psychologists, Clergy, Marriage and Family Therapists and Addiction Counselors. It is the responsibility of each professional to know what their credentialing body accepts and what documentation needs to be sent for re-licensing.



Certified Recovery Nutrition Coaches Level 1 (CRNC 1) are trained to

- Assess the potential need for amino acid and nutrient support of neurotransmitter function in clients who are detoxifying and recovering from substance use disorders, other addictive behaviors, psychotropic drug dependencies, depression, anxiety, insomnia and other behavior disorders.
- Understand the relationship between specific nutrient deficiencies and mental health and behavioral symptoms.
- **Design** an individualized and targeted amino acid and supplement protocol to address this potential need.
- Identify common insufficiencies in diet, such as missing a meal or over consumption of sugar, which may contribute to the above symptoms.
- **Give information** about the 5-Star Pro~Recovery Diet @, which may address these insufficiencies and support clients in making and maintaining these dietary and lifestyle changes.

Level 1 Core - Course Curriculum

Month 1: Amino Acids, Neurotransmitter Function, Addiction/Mood Disorders, Part 1

- Amino Acid Therapy Foundations
- Using the Amino Acid Therapy Chart for Neurotransmitter Assessment
- Catecholamines, Tyrosine, Reward Deficiency Syndrome & Stimulant Addiction

Month 2: Amino Acids, Neurotransmitter Function, Addiction/Mood Disorders, Part 2

- Serotonin/Melatonin & 5HTP/Tryptophan
- Endorphins, D-Phenylalanine, Opiate Addiction & Chronic Pain Relief

Month 3: Amino Acids, Neurotransmitter Function, Addiction/Mood Disorders, Part 3

- GABA, Theanine, Benzodiazepine Addiction
- Reactive Hypoglycemia: How/Why Blood Sugar Dysregulation Affects Mood, Behavior, and Addiction Recovery
- Use of Food Diaries and Other Hypoglycemia Assessment Tools with Clients
- How to Keep Blood Sugar Stable Using Diet and Supplements

Month 4: Crucial Nutrients for Brain Function, Mood, and Behavior

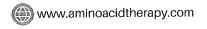
- Vitamins, Minerals, Amino Acids, Fatty Acids, Water
- Pyroluria
- Supplement Protocols for Addiction Recovery
- Relevant Lab Tests and Assessments

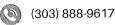
Month 5: The 5-Star Pro-Recovery Diet © (taught by Pati Reiss)

- · Characteristics of the 5-Star Pro-Recovery Diet @ and Adapting to Different Lifestyles/Blood Types
- Role of Protein, Fats, Carbs, Fiber, Water; Dangers of Food Additives
- Shopping, Cooking, and Kitchen Tips from a Master Holistic Chef

Month 6: Student Presentations

Student Case Presentations





A Selection of Reference and Resources for Level 1 &1 Certification Courses

The Academy for Addiction and Mental Health Nutrition

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- Larson, Joan Mathews; Seven Weeks to Sobriety, Random House Publishing Group, 1997
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Linkedin Facebook Youtube

About Christina

"I'm about saving and transforming lives through my work as a mental health nutritionist, by using and teaching the use of amino acid and nutrient therapy."

Christina T. Veselak is the founder and director of the Academy for Addiction and Mental Health Nutrition. She has been a licensed psychotherapist for over 30 years, and currently provides online Relapse Prevention Coaching and Mental Health Nutrition to a wide variety of clients.

Christina consults for supplement companies as well as IV detox programs and residential addiction treatment, helping them integrate this life-saving nutritional approach into their programs.

She is an experienced public speaker, and has presented at conferences and trainings around the country. Christina is also a founding member and former Executive Director of the Alliance for Addiction Solutions, a non-profit organization which promotes the use of nutritional and other natural modalities to support repair of the addicted brain.

Christina is committed to staying abreast of the rapidly growing science of orthomolecular psychiatry and functional nutrition & biochemistry for mental health, and is passionate about sharing her knowledge with both the general public and professionals in the fields of addiction recovery & mental health treatment.

Coaching, Speaking or Interviews

Invite me to Interviews, Speaking Engagements, Summits or Request a Book Review, please contact me for more information.

Continuing Education Evaluation



Program: Level 1 Core Competency Course – Certified Recovery Nutrition Coaches Provider: B.E. Education Group, LLC Coordinator: Barbara Wiman, RN, BSN 1432 S. Lindenwood Dr, Olathe, KS 66062 KSBN LT0258-0310 & KBSRB 14-002

Date:	CNE contact hours: 24					
Location:						
Specialty:	RN/LPN Addiction Counselor S	ocial Wor	ker/Cou	nselor		
•	hear about this course? /Pamphlet	☐ Ot	her			
		5 Strongly	4 Agree	3 Neutral	2 Disagree	1 Strongly
I Speaker Ev	aluation:	Agree				Disagree
Speaker 1: Ch	ristina Veselak, LMFT, CN of subject					
2. Organization	and clarity of content					
3. Appropriate audiovisuals)	and effective use of teaching materials (handouts,					
4. Balanced an	nount of theory and application in presentation					
II Content Ev						THE STATE OF THE S
Now that I have I AM ABLE TO:	e attended this course,					
1. Describe the	four neurotransmitter systems.					
	rugs of abuse associated with each system.					
3. Discuss deta	ox strategies using targeted amino acid therapy.					
4. Identify two	amino acids that relieve anxiousness, agitated					
depression or o	obsessive thinking that interfere with sleep.		-			
Serotonin stud						
6. Discuss way	s one can rebuild the endorphin system.					
7. Identify wha amino acids.	at nutrients help relieve an adverse reaction to					
See other si	ion Evaluation de to complete questions					
1. The content as a profession	of this offering was relevant to my learning needs nal.					
	of this offering was what I expected it to be from n brochure/flyer description.					
3. Information patients/client	I learned will be beneficial to me and my care of solutions.					
4. Overall I was	s satisfied with this educational offering.					
5. I would reco	mmend this education offering to a co-worker.					

Continuing Education Evaluation

Comments/additional classes I would like:				
Name 2 ways you plan to use the information you heard from these presenters:				
1,				
2,				

Thank You for your time to give us your feedback!

Advertisement for Level 2 Advanced Training program listed on the website of Academy for Addiction and Mental Health Nutrition for Certified Recovery Nutrition Coaches

Course Overview

The eight-month, Level 2 ADVANCED Training program applies the tenets of functional biochemistry and functional nutrition to mental health and addiction recovery including a focus on digestion and absorption, dysbiosis and food intolerances, hormone regulation, nutritional causes of major mental illnesses, nutritional approaches to pain and insomnia, and the effects of toxicity and brain inflammation on mood, pain and behavior.

What Skills Will I Be Building?

Graduates will be able to assess their clients for possible issues in the above areas, refer out for further testing and treatment, and recommend basic nutritional and herbal interventions.

- You are a health practitioner who wants to deepen this knowledge and apply it to your clients in a confident, systematic way
- You desire to make a difference in the world by helping people to create a successful recovery
- You are keen to learn the best practices of Amino Acid Therapy
- You are a family member or person in recovery who wants to add powerful nutritional strategies to your recovery toolbox
- You have ever wanted to apply your nutrition training and skills to clients who are struggling with mental health or addictive issues
- You enjoy connecting with others and talking about health, nutrition, mental health and addiction recovery.

If any of these apply to you, then we would like to invite you to join a growing community of mental health and addiction professionals, just like you, who are passionate about changing the face of treatment by "feeding the brain, FIRST!"

Bring your practice to success! Behavioral Objectives

- Recognize and assess for the basic symptoms of physiological disorders which impact mental health, such as hormone imbalance, gut dysbiosis, food intolerances, toxicity and inflammation.
- Recommend certain laboratory tests, which the clients can access themselves.

- Give information about nutrient support shown to be useful in these conditions.
- Refer to appropriate practitioners for diagnosis and treatment as necessary.
- Some Level 2 coaches may already possess the necessary medical training and credentials to directly diagnose and treat these disorders.

Level 2 ADVANCED Training Curriculum Agenda – a more detailed agenda is listed in Level 2 Advanced course curriculum in another attachment

Month One: Healthy Digestion and Absorption, Part 1

- Healthy Digestion
- Digestive And Absorption Issues
- Candida And Other Pathogens
- Testing, Assessment And Special Diets

Month Two: Healthy Digestion and Absorption, Part 2

Month Three: Eating Disorders

Month Four: Thyroid and Adrenal Hormone Issues

Month Five: Reproductive Hormone Issues

Month Six: Brain Inflammation: Symptoms, Causes & Solutions

Month Eight: Case Presentations

Month Seven: Major Mental Illness and Putting It All Together

The Academy for Addiction & Mental Health Nutrition is pleased to provide CEU's for all courses

through:

B.E. Education Group, LLC.

1432 S. Lindenwood Drive Olathe, KS 66062

 B.E. Education Group, LLC is approved as a provider of continuing nursing education by the Kansas State Board of Nursing, Provider Number LT0258-0310. Applicable for APRN's, RN's, and LPN's re-licensure.

- B.E. Education Group, LLC is a pre-approved provider for Social Workers through the Kansas Behavioral Sciences Regulatory Board, KSBSRB Provider Number 14-002.
- The Level 1 CORE Training is approved for 24 contact hours applicable for RN's, APRN's, LPN's and LMH re-licensure at a cost of \$50.
- The Level 2 ADVANCED Training is approved for 32 contact hours applicable for RN's, APRN's, LPN's and LMH re-licensure at a cost of \$80.
- Approval by BSRB for continuing education credit is not required for mental health professionals. BSRB-approved providership for Social Workers is accepted for Psychologists, Professional Counselors, Master's Level Psychologists, Clergy, Marriage and Family Therapists and Addiction Counselors.
- It is the responsibility of each professional to know what their credentialing body accepts and what documentation needs to be sent for re-licensing.



Certified Recovery Nutrition Coaches Level 2 (CRNC 2) are trained to

- Recognize and assess for the basic symptoms of physiological disorders which impact mental health, such as hormone imbalance, gut dysbiosis, food intolerances, toxicity and inflammation.
- Recommend certain laboratory tests, which the clients can access themselves
- Give information about nutrient support shown to be useful in these conditions.
- Refer to appropriate practitioners for diagnosis and treatment as necessary. Some Level 2 coaches may already possess the necessary medical training and credentials to directly diagnose and treat these disorders).

Level 2 Advanced - Course Curriculum

Month 1: Normal & Abnormal Digestion and Absorption

Healthy Digestion

- · Candida and Other Pathogens
- Digestive and Absorption Issues
- · Testing, Assessments, Special Diets

Month 2: Food Intolerances & Allergies

- · Gluten and Casein Intolerance

Month 3: Food Addiction & Eating Disorders

- Sugar and Carbohydrate Addiction
- Compulsive Overeating, Bulimia, Anorexia
- Using Amino Acids, Nutrients, and the 5-Star Pro-Recovery Diet ©

Month 4: Thyroid & Adrenal Hormone Issues

- Endocrine System, Thyroid Function, Tests, Solutions
- Co-Dependency and Adrenal Dysregulation
- · Adrenal Function, Tests, Nutritional Solutions

Month 5: Reproductive Hormone Issues

- PMS, Pregnancy, Menopause: Tests and Solutions
- Andropause: Tests and Solutions

Month 6: Brain Inflammation, Toxicity & Mental Illness

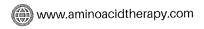
- · Leaky Blood Brain Barrier, Micro-Glial Up-Regulation
- Heavy Metal Toxicity, Environmental Toxins
- Bio-Toxin Illness including Mold, Lyme Disease and Co-Infections

Month 7: Nutritional Approaches to Major Mental Illness

- Genetic and Biochemical Causes of CNS Disorders
- · Methylation Issues
- In-Depth review of ADHD and other disorders along with potential nutritional solutions
- How to think through a complex case to effectively use nutritional solutions

Month 8: Student Presentations

Student Case Presentations





Continuing Education Evaluation



Program: Level 2 Advanced Core Competency Course: Recovery Nutrition Coach Provider: B.E. Education Group, LLC Coordinator: Barbara Wiman, RN, BSN 1432 S. Lindenwood Dr, Olathe, KS 66062 KSBN LT0258-0310 & KBSRB 14-002

Date:	CNE contact hours: 32					
Location:						
Specialty: Other	RN/LPN/APRN Addiction Counseld	or 🗌 Soc	ial Work	er/Coun	selor	
	hear about this course? Pamphlet	☐ Ot	her			,,,
		5 Strongly	4 Agree	3 Neutral	2 Disagree	1 Strongly
I Speaker Eva	aluation:	Agree				Disagree
Speaker 1: Chr	istina Veselak, LMFT, CN					
1. Knowledge o	f subject					
2. Organization	and clarity of content					
3. Appropriate a audiovisuals)	and effective use of teaching materials (handouts,					
4. Balanced am	ount of theory and application in presentation					
II Content Ev	aluation					
	attended this course,					
impact mental						
2. Apply this kn systematic way	owledge to your clients in a confident and					
	x strategies using targeted amino acid therapy.					
	amino acids that relieve anxiousness, agitated					
depression or o	bsessive thinking that interfere with sleep.					
5. Discuss nutri	tion therapy as it applies to individual clients.					
	opriate practitioners for diagnosis and treatment					
as necessary.	t nutrients help relieve an adverse reaction to					
amino acids.	t nutrients help relieve all auverse reaction to					
	on Evaluation le to complete questions					
	of this offering was relevant to my learning needs					
	of this offering was what I expected it to be from brochure/flyer description.					
patients/clients						
4. Overall, I was	s satisfied with this educational offering.					

5. I would recommend this education offering to a co-worker.

Continuing Education Evaluation

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omments/addition	onal classes I w	ould like:				
lame 2 ways you	plan to use the	information you	ı neard from the	se presei	iters:	
• 9						
· · ·						

Thank You for your time to give us your feedback!

Skip to content

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- student@aminoacidtherapy.com
- (303) 888-9617

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Level 1 Core Training starts on February 6, 2025 Reserve Your Spot Now!

Become a Certified Recovery Nutrition Coaches Level 1 (CRNC 1)

W. I. I. S. C. . T. J. J. . Alan

Is amino acid therapy missing from your practice?

Discover the Power of Amino Acid Therapy in Our Level 1 Core Training

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Enroll to Level 1 Core training in			
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Are you equipped to turn off cravings within 20 minutes—without medication?

What about addressing anxiety, depression, violence, or insomnia—naturally and effectively?

If you're not using **amino acid therapy**, you might be missing a powerful tool in your practice. Amino acid therapy can be a game-changer for practitioners working to manage neurotransmitter imbalances and emotional challenges. With the right amino acid protocols, you can quickly reduce cravings and improve mood, sleep, and overall mental health.

Elevate your practice with advanced nutritional solutions that address the root causes of these issues.

Course Overview

This LEVEL 1 CORE training is a six-month training program that thoroughly introduces students to the use of amino acids, specific crucial nutrients, and diet in addressing symptoms of neurotransmitter depletion, such as depression, anxiety, insomnia, addiction, cravings, and relapse. The use of vitamin and mineral co-factors, blood sugar regulation, and the 5-Star Pro~Recovery Diet ©, all of which are critical to brain function are covered in detail.

The Academy for Addiction & Mental Health Nutrition believes that all addictive disorders, as well as MANY MENTAL HEALTH ISSUES, are driven by nutrient and neurotransmitter imbalances in the brain that can often be successfully addressed without the need for psychotropic medication.

Amino Acid Therapy Course

Level 1 Core Training Is Right For You if...

- You're a dedicated health practitioner seeking to expand your skills and confidently support your clients.
- You aspire to make a meaningful impact by guiding individuals toward successful recovery.

CNE/IV Therapy 75

- You are eager to delve into the best practices of Amino Acid Therapy.
- You or a family member are on a recovery journey and seeking powerful nutritional strategies to aid in the process.
- You've envisioned integrating your nutrition expertise to assist those grappling with mental health or addiction challenges.

•	You relish connecting with like-minded professionals, discussing	g health, nutrition, and the path to recovery.
™ 7		
		A PARTY CONTRACTOR OF THE PART

If any of these apply to you, then we would like to invite you to join a growing community of mental health and addiction professionals, just like you, who are passionate about changing the face of treatment by "feeding the brain, FIRST!"

Do you want to learn more about our Level 1 Core Training? Join our FREE IN-HOUSE LIVE SESSIONS!

Unlock the potential of amino acid therapy and take your understanding to the next level! This live session will provide you with a comprehensive overview of Level 1 Core Training.

Certified Recovery Nutrition Coaches Level 1 (CRNC 1) are trained to:

- Assess the potential need for amino acid and nutrient support of neurotransmitter function in clients who are detoxifying and recovering from substance use disorders, other addictive behaviors, psychotropic drug dependencies, depression, anxiety, insomnia and other behavior disorders.
- Understand the relationship between specific nutrient deficiencies and mental health and behavioral symptoms.
- Design an individualized and targeted amino acid and supplement protocol to address this potential need.
- Give information about the 5-Star Pro~Recovery Diet ©, which may address these insufficiencies and support clients in making and maintaining these dietary and lifestyle changes.
- Identify common insufficiencies in diet, such as missing a meal or over-consumption of sugar, which may contribute to the above symptoms.

	The state of the s
	danata
	-
Certification	
Certification The Academy for Addiction & Mental Health Nutrition is pleased to provide CEU's for all courses thru Lindenwood Drive Olathe, KS 66062 B.E. Education Group, LLC is approved as a provider of continuing nursing ed Nursing, Provider Number LT0258-0310. B.E. Education Group, LLC is a pre-approved provider for Social Workers Regulatory Board, KSBSRB Provider Number 14-002.	lucation by the Kansas State Board of
The Level 1 CORE Training is approved for 24 contact hours applicable for RN's, APRN's, LPN's and LMH re-licens for 16 contact hours for \$40. The Level 2 ADVANCED Training is approved for 32 contact hours applicable for RN' cost of \$80. Pre-approval by BSRB for continuing education credit is not required for mental health professionals. Workers is accepted for Psychologists, Professional Counselors, Master's Level Psychologists, Clergy, Marriage and Counselors. It is the responsibility of each professional to know what their credentialing body accepts and what discensing.	s, APRN's, LPN's and LMH re-licensure at a . BSRB-approved providers for Social d Family Therapists and Addiction
Mental Health Coaches	
Mental Health Coaches	

Level 1 Core Training - Academy for Addiction and Mental Health Nutrition

7/15/25, 6:37 AM

Family Member Support

CNE/IV Therapy 77

207 .21	
Psychotherapist or Licensed Therapist	
Health Coach	
course	
Health Coach	
Medical	
Practitioner	
Medical Practitioner	
Nutritionally Oriented Treatment Center	
Level 1 Core Training Curriculum MONTH 1	
MONTH 1 MONTH 2	
MONTH 3	
MONTH 4 MONTH 5	
MONTH 6	
MONTH 1	

Amino Acids, Neurotransmitter Function, Addiction and Mood Disorders, Part 1

- Amino Acid Therapy Foundations
- Using the Amino Acid Therapy Chart for Neurotransmitter Assessment
- Catecholamines, Caffeine, Stimulants, SNRIs, ADD, Tyrosine and L-Phenylalanine
- Reward Deficiency Syndrome

MONTH 2

MONTH 3

MONTH 4

MONTH 5

MONTH 6

Course Fees & Payment Plans

Monthly Installment & Full Payment Plans

\$398/monthly

Level 1 Core Training & Level 2 Advanced Training Certification

Monthly Plan / 18 months

Enroll Now

\$5099/Full payment

7/15/25, 6:37 AM

Level 1 Core Training & Level 2 Advanced Training Certification One-time Payment Enroll Now

\$398/monthly

Level 1 Core Training & Certification

Monthly Plan / 9 months

Enroll Now

\$2,999/Full payment

Level 1 Core Training & Certification

One-time Payment

Enroll Now

\$498/monthly

Level 1 Core Training Only *Uncertified*

Monthly Plan / 6 months

Enroll Now

\$2,499/Full payment

Level 1 Core Training Only *Uncertified*

One-time Payment

Enroll Now

Frequently Asked Questions What Skills Will I Be Building?

Who is this course for?

How is the course delivered?

Investment

Certification Requirements

Course Materials & Resources

How to Make the Cost of Your Investment Go Away?

What is your Refund Policy?

A stable, well-functioning, and well-nourished brain is required for clients to effectively address the emotional, psychological, social, and spiritual issues, which impact their lives and need to be worked through for a successful recovery.

Live Introduction: Level 1 Core Training Learn from previous students & hear what they say about our Level 1 Core Training

CNE/IV Therapy 79

Understand the relationship between specific nutrient deficiencies and mental health and behavioral symptoms.

Enroll to Level 1 Core Training Now Academy for Addiction and Mental Health Nutrition

The Academy provides cutting-edge, in-depth, on-line and live education and consultation services for the purpose of thoroughly training mental health and and volunteers in the skills necessary to identify and effectively address the biochemical aspects of client symptoms through nutrient interventions.

Ouicklinks

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- · Amino Acid Therapy Courses
- Events
- Certification Internship Group & Prerequisites
- · Certified Recovery Nutrition Coaches
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CNE/IV Therapy 80

7/15/25, 6:37 AM	Level 1 Core Training - Academy for Addiction and Mental Health Nutr	ition
ALLEGATION		

Long Term CNE Provider Checklist

(K.A.R. 60-9-107)

Renewal or Initial Renewal

Name of Provider: Olathe Public Schools District, Health Services LT0242-0950

Name of Program Coordinator: Sarah Gilliland

Date Received: 6/13/25

Date to CNE Committee: September 2025

 Approved
 Not Approved:

Date Notified:

	Information Required	Received	NA
1.	Completed application for initial approval or five-year renewal for LT CNE providership shall be submitted at least 60 days before a scheduled board meeting	X	
2.	The name and address of the organization on the application	X	
3.	The name and address of the department or unit within the organization responsible for approving CNE, if different from the name and address of the organization		X
4.	The name, education and experience of the program coordinator responsible for CNE	Sarah Gilliland	
	A. Be a licensed professional nurse	X	
	B. Have three years of clinical experience	X	
	C. Have one year of experience in developing and implementing nursing education	X	
	D. Have a baccalaureate degree (unless held this position for the provider at least five years immediately prior to January 1, 1977)	X	
	Policies & Procedures:		
5.	Written policies and procedures, including at least the following areas:		
	A. Assessing the need and planning for CNE activities	X	
	B. Fee assessment	X	
	C. Advertisements or offering announcements. Published information shall contain the following statement: "(name of provider) is approved as a provider of continuing nursing education by the Kansas State Board of Nursing. This course offering is approved for contact hours applicable for APRN, RN, or LPN relicensure. Kansas State Board of Nursing provider number:	X	
	D. Notice of change of coordinator or required policies and procedures. The program coordinator shall notify	X	

	the board in writing of any change of the individual responsible for the providership or required policies and		
	procedures within 30 days		
6.	For long term providers, the policies and procedures for the offering approval process shall include the following:		
	A. A summary of the planning	X	
	B. The behavioral objectives		
		X	
	C. The content, which shall meet the definition of CNE in KSA 65-1117	Λ	
	D. The instructor's education and experience,		
	documenting knowledge and expertise in the content	X	
	E. A current bibliography that is reflective of the		
	offering content. The bibliography shall include books published within the past 10 years, periodicals published		
	within the past five years, or both		
	F. An offering evaluation that includes each participant's assessment of the following:		
	The achievement of each objective	X	
	2. The expertise of each individual presenter	X	
7	An approved provider may award any of the following:		
7.			
	A. Contact hours as documented on an offering agenda for the actual time attending, including partial credit for	W	
	one or more contact hours	X	
	B. Credit for fractions of hours over 30 mins to be		
	computed towards a contact hour	X	
	C. Instructor credit, which shall be twice the length of		
	the first-time presentation of an approved offering,	X	
	excluding an standardized, prepared curriculum		
	D. Independent study credit that is based on the time		77
	required to complete the offering, as documented by the		X
	provider's pilot test results E. Clinical hours		X
			71
	Documentation of Attendance		Report of the second
8.	Each provider shall maintain documentation to verify		
	that each participant attended the offering. The provider		
	shall require each participant to sign a daily roster, which shall contain the following information:		
	A. The provider's name, address, provider number, and	X	
	coordinator		
	B. The date and title of the offering, and the presenter	X	
	or presenters		
	C. The participant's name and license number and the	X	
	number of contact hours awarded		marking salah salah
9.	Each provider shall maintain documentation to verify		
	completion of each independent study offering, if		
	applicable. To verify completion of an independent		
	study offering, the provider shall maintain documentation that includes the following:		
	A. The provider's name, address, provider number, and		X
	coordinator		
L	Coordinator	1	

B. The participant's name and license number, and the	X
number of contact hours awarded C. The title of the offering	X
D. The date on which the offering was completed	X
E. Either the completion of a posttest or a return	X
demonstration	11
Certificate of Attendance/CE Transcript	
10. A certificate of attendance shall be awarded to each participant after completion of an offering, or a CE transcript shall be provided according to the policies and procedures of the long-term provider	X
Each certificate and each CE transcript shall be complete before distribution to the participant	X
12. Each certificate and each CE transcript shall contain the following information:	
A. The provider's name, address and provider number	X
B. The title of the offering	X
C. The date or dates of attendance or completion	X
D. The number of contact hours awarded and, if applicable, the designation of any independent study or instructor contact hours awarded	X
E. The signature of the individual responsible for the providership	X
F. The name and license number of the participant	X
Recordkeeping & Storage	
13. For each offering, the approved provider shall retain the following for two years:	
A. A summary of the planning	X
B. A copy of the offering announcement or brochure	X
C. The title and objectives	X
D. The offering agenda or, for independent study, pilot	
test results	77
E. A bibliography	X
F. A summary of the participants' evaluations	X
G. Each instructor's education and experiences	X
H. Documentation to verify completion of the offering	X
14. The record storage system used shall ensure confidentiality and easy retrieval of records by authorized individuals	X
Program Evaluation Plan	
15. For long-term providers, a copy of the total program evaluation plan	X
12/2019	

12/2018

Two Proposed Offerings	
The provider shall submit two proposed offerings, including the	
following:	
16. Offering #1: Digital De-Stress: Supporting Health Digital Communication in Youth	
A. A summary of planning	X
B. A copy of the offering announcement or brochure	X
C. The title and behavioral objectives	X
D. The offering agenda or, for independent study, pilot	
test results	X
E. Each instructor's education and experience	X
F. A current bibliography	X
G. The offering evaluation form	X
17, Offering #2: Student Anxiety, Risk Factor and Warning Signs for Suicide	
A. A summary of planning	X
B. A copy of the offering announcement or brochure	X
C. The title and behavioral objectives	X
D. The offering agenda or, for independent study, pilot test results	X
E. Each instructor's education and experience	X
F. A current bibliography	X
G. The offering evaluation form	X

12/2018, Rev 6/2025

Application reviewed and approval checklist completed by Carol Moreland, MSN, RN

Carol Moreland [KSBN]

From:

Sarah Gilliland <slgilliland@olatheschools.org>

Sent:

Tuesday, June 24, 2025 2:34 PM

To:

Carol Moreland [KSBN]

Subject:

RE: Initial review of renewal application

Attachments:

Sarah Gilliland Resume 062025.docx; OPS Long-Term-CNE-Provider-Renewal 06242025.pdf; OPS CNE Content Presentation by Ric Steele 04192024.pdf; OPS Offering

Agenda 04192024.pdf; OPS CNE Certificate Template 062025.pdf; OPS CNE Roster
Template 062025.xlsx; OPS Total Program Evaluation 2024-25.pdf; OPS Sample 2 Content Presentation by Guzman and Kanya 02092024.pdf; OPS Sample 2 - Summary of

Planning.pdf; OPS Sample 1 - Evaluation of Offering.pdf

Follow Up Flag:

Follow up Flagged

Flag Status:

EXTERNAL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Dear Carol,

Sarah

Please see the attached supporting documents and comments in RED below. Please let me know if additional information is needed after your review. The one thing I am not clear on is the "offering agenda", what exactly is this? Is it a copy of the actual presentation? Or a copy of the meeting agenda for the day? I would appreciate if you could please clarify. I have attached the presentations provided by the instructors if this is what you are needing. Thank you!



Sarah L. Gilliland, DNP

Director of Health Services

Mill Creek Campus 300 E. Loula St. Olathe, KS 66061 Phone: (913) 780-8231 Fax: (913) 780-8104 VOIP: 5880-8231

Email: slgilliland@olatheschools.org

www.olatheschools.org

From: Carol Moreland [KSBN] <carol.moreland@ks.gov>

Sent: Tuesday, June 17, 2025 11:59 AM

To: Sarah Gilliland <slgilliland@olatheschools.org> **Cc:** Stacy Johnson [KSBN] <stacy.johnson@ks.gov> **Subject:** Initial review of renewal application

EXTERNAL EMAIL

This email was sent from outside the district. Use caution when opening links or attachments. - Olathe Technology Division

Sarah,

I have completed the initial review of your CNE provider renewal application. Here is what I need (or am not finding):

- 1. We need a resume for you since you are the CNE provider Resume Attached
- 2. I didn't see in the policy and procedures section information for behavioral objectives and current bibliography. Corrected, please see updated submission dated 6/24/2025.
- 3. The provider address is not on the attendance roster. The address is on the top banner of the roster, in the middle box of the roster. A blank CE Roster template is also attached, the address is underlined.
- 4. The offering agenda was not mentioned in the information that is retained with the course records. Corrected, please see updated submission dated 6/24/2025.
- 5. A template of your total provider evaluation plan was not included. Attached.
- 6. For Digital De-Stress offering I didn't find the offering agenda Attached and the offering evaluation form. Attached (OPS Sample 1- Evaluation of Offering).
- 7. For Student Anxiety offering I didn't see a summary of the planning. Attached.
- 8. I need a template for the CE certificate with no participant name and license number on it (this will become a public document). Attached
- 9. I need a template of the CE roster with no participant name and information on it (this will become a public document). Attached

Please email this information to me by 7/14 so I can ensure your renewal application is complete before it goes to committee for review in September. Thank you for your assistance with this and let me know if you have any questions.

Carol Moreland, MSN, RN Executive Administrator Kansas State Board of Nursing 900 SW Jackson, Suite 1051 Topeka, KS 66612 785-296-5752 Fax: 785-296-3929

The mission of the Board of Nursing is to assure the citizens of Kansas safe and competent practice by nurses and mental health technicians

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LONG-TERM CNE PROVIDER APPLICATION COVER PAGE

Initial Application: Renewal:

Name of Provider: Olathe Public Schools District, Health Services

Provider Number (For Renewal): LT0242-0950

Legal Body (If different from provider):

Address of Provider: 300 E. Loula St., Olathe, KS 66061

Telephone: 913-780-8231

Email: slgilliland@olatheschools.org

Program Coordinator (RN): Sarah Gilliland, DNP, APRN, RN, Director of Health Services

Date (mm/dd/yyyy): 06/11/2025

Program Management

Assessing Need and Planning CNE

Please describe what advisory groups or planning committees were formed and what factors were reviewed to determine what CNE subjects should be presented and how those presentations will meet the definition of CNE in KSA 65-1117(a).

Nursing PLCs (professional learning communities) review and submit the annual Nursing Staff CNE Survey to the Director of Health Services. The Director of Health Services plans educational offerings/programs to meet the needs of the nursing staff based on the survey, and the availability of instructors. Current needs for the upcoming year include: introducting stock Albuterol district-wide, asthma and breathing difficulties, implementing Cardiac Emergency Response Plans district-wide. Other requested topics include mental health, opioid awareness and response, neurologic exams.

Process for Fee Assesment

Describe the method for determining the price to charge for CNE, what procedure is used in case of insufficient fund checks, and refund requests due to cancellations.

We do not charge fees to attend our CNE offerings. We have not had providers ask for payment, nor do we typically provide an honorarium. If payment is requested, the Health Services Department will review and fund that out of our departmental budget.

Process for Advertisements or Announcements

Describe what material will be distributed or used to announce your CNE. Include all information sources used and the media used, printed or electronic. Copies of each announcement must be attached. All announcements are required to contain the required language in KAR 60-9-107(b)(3)(C).

We utilize our Health Services departmental newsletter "Friday FAQs", direct emails, and Outlook scheduling to announce CNE offerings to our staff. Please see attached samples. The published information contains the following statement: Olathe Public Schools is approved as a provider of continuing nursing education by the Kansas State Board of Nursing. This course offering is approved for ____ contact hours for RN, LPN, or LMHT relicensure. Kansas State Board of Nursing Provider Number: LT0242-0950

Process for Offering Approval

Please verify in writing that all information listed below will be completed for each offering before it is presented. 1. Summary of planning; 2. Behavioral objectives of the offering; 3. The content of the offering meets the definition of CNE pursuant to KSA 65-1117; 4. Documentation is received of each instructor's experience and education; 5. The bibliography of each presentation is received and up to date; 6. The evaluation form for the learner to assess achievement of the objectives and the expertise of the presenter. KAR 60-9-107(d)

The Director of Health Services (program coordinator) reviews all CNE materials to be provided to ensure compliance with KSBN CNE requirements. We utilize a "CNE Planning Summary & Checklist" to ensure that all offerings meet KSBN requirements. See attached sample.

The planning summary & checklist includes obtaining and checking:

The behavioral objectives

The content (must meet the definition of CNE in KSA 65-1117)

Instructor's Education and Experience, documenting knowledge and expertise in the content area (resume/curriculum vitae)

Current Bibliography, reflective of the offering content (KAR 60-9-107(d)(5)

Offering Evaluation which includes:

The learners achievement of each objective

The learners evaluation of the expertise of each individual presenter

Process for Awarding Contact Hours

Describe the method of calculating contact hours for actual attendance that will be awarded for each presentation, utilizing the attendance roster. This must include your method of calculating partial credit, more than one hour, because of early departures or late arrivals. Describe also how instructor credit is calculated and how independent study credit is calculated. If you offer independent study, you must provide the complete pilot study which determines the amount of contact hours the completed material is worth. KAR 60-9-107(e)

"Contact hour" is calculated as 50 total minutes of participation in a learning experience that meets the definition of CNE in K.S.A. 65-1117, and amendments thereto. Credit for fractions of hours over 30 minutes to be computed towards a contact hour. Total minutes will be divided by 50 to determine total contact hours. For example, a 90-minute program would be awarded 1.8 contact hours.

Instructor credit is twice the length of the first-time presentation of an approved offering, excluding any standardized or prepared curriculum.

We do not currently offer independent study credit.

Process for Verifying Participation and Completion of Offering

Describe the contents of the roster of attendance and certificate of completion which you use, and documentation of independent study. A sample copy must be attached of each. KAR 60-9-107(f)(g)

Each participant must sign the attendance roster, which includes the KSBN requirements:

- a) Our provider name, address, and LT provider number;
- b) The date of attendance
- c) The title of the offering;
- d) The name and credentials of the instructor
- e) The number of contact hours awarded
- f) The typed name, address, and KS nursing license number of the participant.
- g) The signature of each participant verifying attendance

The Certificate of Achievement (Completion) for each participant who completes the offering is created and stored in an Access Database. We maintain this database annually to remove nurses CNE/kW/Jelegaryo01

Process for Record Keeping and Storage

Please verify that you will keep the records of the offerings for a minimum of two years after presentation. List what records will be retained, the location of the records and the steps taken to ensure confidentiality and security of the records. KAR 60-9-107(h)

We retain the following hard copies of documentation for a minimum of 2 years after the offering:

- a) The CNE planning checklist
- b) A copy of the announcement
- c) The offering agenda
- d) The Title and Objectives of the offering
- e) The Instructors name and credentials
- f) The bibliography
- g) A summary of the participants evaluations
- h) The completed roster with participant signatures
- i) Electronic copy of each participant's Certificate of Completion

The record storage of hard copies are in a locked filing cabinet, electronic records are kept on a secured district server.

Process for Notice of Change of Coordinator or Required Policies

Describe what methods will be used to notify KSBN of a change of coordinator or policies, and verify that you will notify KSBN of any change within 30 days. KAR 60-9-107(b)(3)(H)

+

KSBN will be notified in writing within 30 days of any changes in coordinator or policies.

Process for Verifying Participation and Completion of Offering

Describe the contents of the roster of attendance and certificate of completion which you use, and documentation of independent study. A sample copy must be attached of each. KAR 60-9-107(f)(g)

Each participant must sign the attendance roster, which includes the KSBN requirements:

- a) Our provider name, address, and LT provider number;
- b) The date of attendance
- c) The title of the offering;
- d) The name and credentials of the instructor
- e) The number of contact hours awarded
- f) The typed name, address, and KS nursing license number of the participant.
- g) The signature of each participant verifying attendance

The Certificate of Achievement (Completion) for each participant who completes the offering is created and stored in an Access Database. We maintain this database annually to remove nurses CNE/IX/VIII/2009092

Verify that you	will perform a total program evaluation each year. A copy of the	e proposed evaluation must be attached.
Note: Each app developed for p	olicant must attach all documents required by KAR 60-9-107 presentation.	7(i)(1) for two separate offerings which have been
State of Kansas If all the above i	s application is a legal document and that by signing below I am that the information I have provided is true and correct to the be information is correct please sign below. se go back and correct any information that is necessary.	declaring under penalty of perjury under the laws of the est of my knowledge.
Signature:	Sarah L. Gilliland, DNP, Director of Health Services Program Coordinator	Date: <u>06/24/2025</u>

Total Program Evaluation

Process for Offering Approval

Please verify in writing that all information listed below will be completed for each offering before it is presented. 1. Summary of

planning; 2. Behavioral objectives of the offering; 3. The content of the offering meets the definition of CNE pursuant to KSA 65-1117; 4.

Documentation is received of each instructor's experience and education; 5. The bibliography of each presentation is received and up to

date; 6. The evaluation form for the learner to assess achievement of the objectives and the expertise of the presenter. KAR 60-9-107(d)

The Director of Health Services (program coordinator) reviews all CNE materials to be provided to ensure compliance with KSBN CNE requirements. We utilize a "CNE Planning Summary & Checklist" to ensure that all offerings meet KSBN requirements. See attached sample.

The planning summary & checklist includes obtaining and checking:

The behavioral objectives

The content (must meet the definition of CNE in KSA 65-1117)

Instructor's Education and Experience, documenting knowledge and expertise in the content area (resume/curriculum vitae)

Current Bibliography, reflective of the offering content (KAR 60-9-107(d)(5)

Offering Evaluation which includes:

The learners achievement of each objective

The learners evaluation of the expertise of each individual presenter

Participants complete a written evaluation of the objectives and provide speaker feedback. This feedback is collated and provided to the provider. The evaluation also evaluates how much of the offering was new to the participant, whether the time alloted was appropriate, what additional resources/learning the participants need, what was the most valuable portion of the offering, and a space for additional comments. See attached samples.

Process for Verifying Participation and Completion of Offering

Describe the contents of the roster of attendance and certificate of completion which you use, and documentation of independent study. A sample copy must be attached of each. KAR 60-9-107(f)(g)

Each participant must sign the attendance roster, which includes the KSBN requirements:

- a) Our provider name, address, and LT provider number;
- b) The date of attendance
- c) The title of the offering;
- d) The name and credentials of the instructor
- e) The number of contact hours awarded
- f) The typed name, address, and KS nursing license number of the participant.
- g) The signature of each participant verifying attendance

The Certificate of Achievement (Completion) for each participant who completes the offering is created and stored in an Access Database. We maintain this database annually to remove nurses who are no longer employed, and to add new nurses. The Director of Health Services compares the Roster to the attendees at the course, and to the evaluations that are completed at the end of the offering. The certificate contains:

- a) Our provider name, address, and LT provider number;
- b) The date and title of the offering;
- c) The name and credentials of the instructor
- d) The number of contact hours awarded
- e) The name, address, and KS nursing license number of the participant.
- f) The electronic signature of the Director of Health Services (program coordinator) who has verified completion of all requirements.

We do not provide independent study credit.

Process for Verifying Participation and Completion of Offering

Describe the contents of the roster of attendance and certificate of completion which you use, and documentation of independent study. A sample copy must be attached of each. KAR 60-9-107(f)(g)

Each participant must sign the attendance roster, which includes the KSBN requirements:

- a) Our provider name, address, and LT provider number;
- b) The date of attendance
- c) The title of the offering;
- d) The name and credentials of the instructor
- e) The number of contact hours awarded
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- c) The name and credentials of the instructor
- d) The number of contact hours awarded
- e) The name, address, and KS nursing license number of the participant.
- f) The electronic signature of the Director of Health Services (program coordinator) who has verified completion of all requirements.

We do not provide independent study credit.

Sarah L. Gilliland, DNP, FNP-BC, APRN

13595 S. Spoon Creek Rd. Olathe, KS 66061 (816) 591-6400 (cell) sarahqilliland5@gmail.com

Clinical Interests:

- Preventative healthcare and the physical, social, and mental health and development of children, adolescents, adults, and families.
- Access to healthcare and reducing health disparities for ethnic and racial minorities.
- Adverse Childhood Experiences (ACEs) and trauma informed care.

Nursing Experience:

- 08/2022 Present, USD 233 Olathe Public Schools, Director of Health Services
 Direct and manage healthcare services in the second largest school district in the state
 of Kansas. Recruit, interview, and hire health services staff to ensure schools have
 nursing coverage. District nurse CNE coordinator; facilitate speaker presentations,
 professional development, and provide education and guidance to nurses. Secure
 funding for health services endeavors through multiple grant sources. Guide district
 leadership, parents, and students regarding policies and local health department
 regulations and enforcement. Interact closely with public health department and state
 and local authorities.
- 10/2020 07/2022, USD 233 Olathe Public Schools, Health Services Coordinator
 Provide training and education to new school nurses and substitute school nurses.
 District nurse CNE coordinator; facilitate speaker presentations, and provide education
 and guidance to nurses. Provide COVID contact investigator training and ongoing
 guidance to school nurses and temporary employees.
- 07/2014-10/2020, USD 233 Olathe Public Schools, School Nurse
 Physical assessment, examination, and care of students and staff. Planning and
 implementation of health services that promote and protect the optimal wellness of
 children including assessment and monitoring of acute and chronic conditions,
 generation of individualized healthcare and Section 504 plans, administration and
 monitoring of medications, and provision of nursing procedures and first aid.
 Participation in health education and health counseling to assist students, staff, and the
 school community to achieve their health goals. Identifying and obtaining resources for
 families in need. Protection of students and staff through promoting a safe environment,
 and involvement with emergency and disaster preparedness. Implementation of health
 policies established by the Olathe Board of Education and the State of Kansas.
 Classroom presentations and staff teaching on topics including chronic disease
 management such as diabetes and asthma in pediatrics, hand hygiene, dental hygiene,
 first- aid, and drug/medication safety.
- 01/2013-12/2014, Clinical Nurse 1
 Truman Medical Centers, Kansas City, Missouri
 '3-Gold' Acute Care Medical-Surgical Unit (19-bed telemetry monitored). Acute care of adult patients with a variety of medical/surgical problems. Performed routine

assessments, medication administration, assisted with ADL's, phlebotomy and IV catheter insertion and maintenance. Interpretation of lab results and data. Experienced in telemetry monitoring, diabetes management, tracheostomy care, balanced skeletal and Buck's traction, indwelling and suprapubic urinary catheters, nasogastric and PEG/PEJ tubes, colostomy/ileostomy care, TPN administration, and wound care. Patient advocate and educator. Member of the Evidence Based Practice Committee and Wound Care Committee.

Education:

• 2021 - Doctor of Nursing Practice, Family Nurse Practitioner

University of Kansas School of Nursing, Kansas City, Kansas Capstone Project: Implementation of Adverse Childhood Experiences (ACEs) Screening in a Midwestern Elementary School.

Scholarships & Awards:

2021 Kansas School Nurse Organization: School Nurse of the Year

2020 Kansas School Nurse Association Scholarship

2019 Sigma Theta Tau International Honor Society of Nursing

2018 Lora and Sam Woods Scholarship

2017 Kansas School Nurse Association Scholarship

2012 - Accelerated Bachelor of Science, Nursing

MidAmerica Nazarene University, Olathe, Kansas

1998 - Master of Science, Pharmacology
 University of Kansas Medical Center, Kansas City, Kansas

 1993 - Bachelor of Science, Biology Clarkson University, Potsdam, New York

Professional Affiliations

- National Association of School Nurses Member 2014-Present
- Kansas School Nurse Organization Member 2014-Present, Board of Directors -Secretary 10/2021-Present

Licenses & Certifications:

- Kansas State Board of Nursing, Certified Nurse Practitioner, License # 53-80403-051 exp. 05/27
- Kansas State Board of Nursing, Registered Nurse, License # 13-121636-051 exp. 05/27
- Missouri State Board of Nursing, Registered Nurse, License # 2013000847 exp. 04/27
- American Heart Association BLS Instructor, exp. 9/25
- NPI # 1679192967

Clinical Leadership:

- Olathe School District, CNE coordinator and Nursing Staff Development Committee Chairwoman
- Olathe School District, Wellness and Nutrition Council Chair

- Mentee in the Robert Woods Johnson Foundation (RWJF) NCIN Doctoral Advancement in Nursing Project
- Mentor for the 2013 RWJF NCIN Mentoring Program (undergraduate)
- Preceptor for student nurses from KU, UMKC, MNU and St. Luke's

Other Research and Employment Experience:

- 01/02- 11/07, SAFC Biosciences, Lenexa, KS.
 Technical Writer and Product Information Specialist. Liaison between the Marketing and Technical Departments; prepared marketing literature based on scientific data prepared by the Technical and/or Research & Development departments.
- 01/99-10/00, SAFC Biosciences Inc., Lenexa, KS.
 Technical Services Associate. Provided technical support regarding product utilization and company services. Responsibilities included: interacting with internal and external customers via phone, email or in person; troubleshooting; research; cell culture (mammalian and insect); giving educational seminars; and preparation of marketing literature.
- 01/98-12/98, University of Kansas Medical Center, Kansas City, KS.
 Research Technician. Pharmacologically characterized the atypical antipsychotic olanzapine at cloned human dopamine receptors using the [35S]GTPgammaS binding assay.
- 10/94-04/96, Gold Biotechnology Inc., St. Louis, MO.
 Research Technician. Participated in product development projects, DNA and RNA preparation; DNA sequencing; cloning and transformations; PCR and RT-PCR.

Research Publications and Abstracts:

- 1. Sarah L. Gilliland, Richard H. Alper and Beth Levant (2000). Pharmacology of quinpirole-stimulated [35S] GTPgammaS binding: discrepancy with receptor binding profile. European Journal of Pharmacology, 392, 125-128.
- 2. Sarah L. Gilliland, Richard H. Alper (2000). Characterization of dopaminergic compounds at hD_{2short}, hD_{4.2} and hD_{4.7} receptors in agonist-stimulated [³⁵S] GTPgammaS binding assays. Naunyn-Schmiedeberg's Arch Pharmacol. 361: 498-504
- 3. B. Levant, S.L. Gilliland, K.E. Culver and H. Szechtman (1998). Novel Drug Interactions at CNS Dopamine Receptors: Potential Role in Psychopathology and Toxicity. In: Molecular Drug Metabolism and Toxicity. (G. Williams and O.L. Auroma, Eds.) OICA International, St. Lucia.
- 4. S.L. Gilliland, R.H. Alper and B. Levant (1998). Characterization of Quinpirole-Stimulated [35S] GTPgammaS Binding in Rat Striatal Membranes. Society of Neuroscience Abstract, vol. 24 part 1, p.597.

Olathe Public Schools #233

Department of Health Services 300 E. Loula Olathe, Kansas 66061

CERTIFICATE OF ACHIEVEMENT

For Having Successfully Completed

"Title of Offering"

Date:					
			Total (Contact Hou	ırs:
Name					
Address:					
	Instr	uctor(s) Nai	me & Cre	dentials:	
License#:					
Saiah L. Gillilan	d, DNP				
Sarah L. Gilliland, DNP					

Director of Health Services

CNE Educational Offering Announcement

This is an announcement that an educational presentation worth 2-hours of CNE will be offered on 04/19/2024.

Title: Digital De-Stress: Supporting healthy digital communication in youth.

Presenter Name and Credentials: **Ric G. Steele, Ph.D., ABPP.** Department of Applied Behavioral Science, Office of Graduate Studies, University of Kansas.

Objectives: At the end of the session attendees will be able to:

- 1. Explain the association between **social media use** and indicators of **psychological health** and distress.
- 2. Describe the components of digital stress that impact psychological functioning.
- 3. Describe mindfulness-based approaches to protect against digital stress.

Location: MCC - Auditorium

Olathe Public Schools is approved as a provider of continuing nursing education by the Kansas State Board of Nursing. This course offering is approved for 2 contact hour(s) for RN, LPN, or LMHT relicensure. Kansas State Board of Nursing Provider Number: LT0242-0950

Olathe Public Schools #233, is approved as a provider of continuing education by the Kansas State Board of Nursing. The course offering is approved for 2.0 contact hours applicable for RN or LPN Lecensure. Kansas State Board of Nursing Provider number: LT 0242-0950, Olathe Public Schools #233, 300 E. Loula, Olathe, KS 96012, 913-780-9251 Name Signature Address City State Usensur # Usensur #			A CONTRACTOR OF THE CONTRACTOR		1	
Name Signature Address City State Uicense #	Workshop Title: Instructor Name and Credentials:	Board of Nursing. The cours	Board of Nursing. The course offering is approved for 2.0 contact hours applicable for RN or LPN Licensure. Kansas State Board of Nursing Provider number: LT 0242-0950, Olathe Public Schools #233,			
	Name	Signature	Address	City State	License #	
	Name	Oignature				
					4.4444	

Olathe Public Schools Health Services KSBE Continuing Nursing Education Long Term Provider **Total Program Evaluation**

Instructions:

To be completed minimally once per year prior to July 1.
 Completed evaluation to be kept on file in Health Coordinator's office

Date: 6/11/2025

Area	Frequency	Resp. Person	Criteria	Findings	Actions/ Recommendations
Administration	Annually	Director of Health Services	Review job description	No change	None needed
Policies: Assess need, planning - written tool - evaluation summaries	Annually	Staff Development Committee/Dir ector of Health Services	Review survey for appropriateness; were survey findings and identified needs from evaluation summaries used in program planning.	School nurses were surveyed by email. In addition, evaluations and comments were compiled after our offering. Planning committee meets to plan programs based on identified educational needs identified through staff request or practice issues.	Requested topics include: - Asthma - Upcoming stock albuterol legislation - Cardiac Emergency Response Plans - Neuro exams - Opioid/fentanyl awareness - Student mental health
Policies: Fee Assessment	Annually	Director of Health Services	Review budget to determine needs based on current year's usage.	No speakers charged fees this past year, so we were able to offer all programming at no cost to our employed nurses. We typically do not provide an honorarium unless requested.	If speaker charges a speakers fee, Health Services or Learning Services may pay the fee if deemed appropriate.
Policies: Announcement	Annually	Director of Health Services	Review to be certain reflects necessary information.	Continued to utilize the departmental newsletter ("Friday FAQs") and organization email for program announcements. Also utilize Outlook Invite feature to feed events into nurses' calendars. Ensure that announcements contain required content as specified at right.	Program announcement contains the following information: "Olathe Public Schools #233 is approved as a provider of continuing education by the Kansas State Board of Nursing. The course offering is approved for contact hours applicable for RN or LPN Licensure. Kansas State Board of Nursing Provider number: LT 0242-0950
Policies: Offering approval process	Annually	Director of Health Services, staff development committee	Review policies and compare to KSBN requirements	No change in policy announced by KSBN this past year.	Staff Development Committee and communication to presenter was utilized to develop behavioral objectives, content

Policies: Awarding contact hours	Each offering and annually check KSBN requirements	Director of Health Services	Review agendas/pilot test results to verify contact hours awarded; review documentation of partial credit. "Contact hour" means 50 total minutes of participation in a learning experience that meets the definition of CNE in K.S.A. 65-1117, and amendments thereto. Credit for fractions of hours over 30 minutes to be computed towards a contact hour. Total minutes will be divided by 50 to determine total contact hours. For example, a 90-minute program would be awarded 1.8 contact hours.	 Program coordinator's name is required to be listed on the roster. Use 50 minutes=1 contact hour and fractions for one program that included a partial hour. Provide instructor credit for twice the length of the first-time presentation of an approved offering, excluding any standardized, prepared curriculum; Abide by independent study credit requirements if offered in the future (not currently offered). 	based on the definition of CNE in K.S.A. 65- 1117 and ensure that bibliography includes books published within the past 10 years, periodicals published within the past 5 years, or both. Follow current policy and processes for awarding contact hours. No changes needed.
Policies: Verifying participation/ completion	Each offering and annually check KSBN requirements	Health Services and Health Serv. Secretary	and certificates; include KSBN requirements: (A) The provider's name, address, and provider number; (B) the title of the offering;	contains an required components. We continue to use an Access data base to process certificates. Annually we update this data base to remove resigning nurses and add newly hired nurses and substitute school nurses attending our	electronic signature of the program coordinator this past year. Director of Health Services attended offering and monitored attendance. Attendance roster matched to certificates.

			(C) the date or dates of attendance or completion; (D) the number of contact hours	programs.	
			awarded and, if applicable, the designation of any independent		
			study or instructor contact hours awarded;		
			(E) the signature of the individual responsible for the		
			providership; and (F) the name and license number of the participant.		
Policies: Program Evaluations	Each offering	Director of Health Services	Ensure each program evaluation contains required assessments.	Current program evaluation template includes participant's assessment of the following: the achievement of each objective and the expertise of each individual presenter	No change needed. Continue current policies.
Policies: Record keeping	Each offering	Director of Health Services	Audit contents of files for compliance with KSBN requirements	Completed and met compliance.	No change. Continue current policies.
Policies: Notification of changes	Annually	Director of Health Services	Review procedures for changes reported to KSBN	OK	No change needed. Continue current policies.
Total Program Evaluation Effectiveness	Annually	Director of Health Services (HS) and Chair of Staff Development Committee	Review total program evaluation and compare contents to KSBN requirements	Ongoing, completed 6/11/2025	Total Program Evaluation and review by Staff Development committee and HS staff utilized to determine completing of requirements.



Olathe Public Schools #233 Department of Health Services

Olathe Public Schools #233, as an approved provider of continuing education by the Kansas State Board of Nursing offers 2.0 contact hours, applicable for relicensure for this workshop.

Kansas Provider No. LT 0242-0950, Olathe District Schools #233, 300 E. Loula, Olathe, KS 66061, 913-780-8231

Course Title: "Digital De-Stress: Supporting Healthy Digital Communication in Youth"

Instructor(s): Ric G. Steele, Ph.D., ABPP

Course Date: April 19, 2024

Please respond to the following items as completely and candidly as possible by circling the appropriate response for each question. Please feel free to make additional comments.

5 = strongly agree 4 = moderately agree 3 = agree 2 = disagree 1 = strongly disagree

OBJECTIVES:

- 1. After completion of the program, the participant will be able to:
 - a. Explain the association between social media use and indicators of psychological health and distress.

5-40 4-8 3 2 1

b. Describe the components of digital stress that impact psychological functioning.

5-42 4-6 3 2 1

c. Describe mindfulness-based approaches to protect against digital stress.

5-40 4-8 3 2

2. The speaker(s) was/were articulate, knowledgeable and understandable.

5-46 4-2 3 2 1

Comments:

Always an enjoyable speaker!

So enjoyablel

Fantastic info!

Would make this 1 ½ hours not 2, But awesome information.

Such appropriate learning.

It was great to hear about both positives and negatives of social media.

Great public speaker, kept me engaged!

Dr. Steele's presentations are intelligent, real and practical. They are very helpfull I would love to have his slides, at least the main points and research ones.

Great presentation!

Great timely topic!

Very knowledgeable, easy to listen to. Not scripted and flat. It felt very genuine, casual and interesting. Easy to follow and I appreciated not being "talked to", felt comfortable.

Did well at making info extra relatable.

3. The content of the program was appropriate to the time frame.

5-37 4-11 3 2 1

Comments:

Good content but 2 hours is a long time for 1 session. Need a break from sitting.

Seemed a bit long. Some people got restless and it was distracting.

Appreciative of the credit hours being given. I did need a break to stretch and get up.

4. What percentage of material was new to you? (Circle one.)

<u>50%</u>	<u>25-50%</u>	<u>25%</u>	less than 10%
19	14	12	3

5. What resources and/or additional learning are needed to implement learning/strategies discussed today?

I'd love to do more reading on the topic.

Would love the slides.

Would love the PowerPoint.

Mindfulness application

Are there specific websites? A questionnaire to help assess setting goals or evaluating why's and how's of personal social media use.

I would like to see the research that was done with OPS student data.

I would love to have a list of the studies he referenced.

I just out of pure curiosity, I wonder what is the average age of a child when they get a cell phone in Kansas. What are the other parents around me doing?

List of mindfulness behaviors/instructions.

Age appropriate, similar content for students would be so healthy and supportive for our youth.

Strategies to help determine which students need help with social media stress and anxiety.

PowerPoint to refer back to.

CBT approaches, more ideas and strategies.

Copy of slides.

Physical copy of slide strategies/questions to ask self.

I really like the case studies. It allows my brain to remember concepts because I remember the case vs. facts.

Reading materials for the students to occupy their time while resting in the nurse's office.

I plan to look more into some of the strategies discussed.

Mindfulness use with SMU

Technology strategies for adaptive functioning and productive framing of events.

Mindfulness based approach in various situations and age groups.

6. What was the most valuable portion of today's program?

The awareness of this topic. What to look for, mindfulness of the topic.

Ways to practice mindfulness in regards to social media use.

Mindful use of social media, less mindless scrolling.

How to have concrete ways to address social media concerns of its use, how impacts students, how to address it with them. How to have intentional and active use of social media to lessen negative effects and enhance positive effects.

The discussion of mental health impacts.

Social media is a tool. It can be good or negative. Mindful social media use makes sense

Recognizing the generational impact of technology and the psychosocial importance of perception and self-regulation.

The speaker's stories and insight.

All of it! I really like talking through vignettes.

Enjoyed the entire discussion but the mindfulness discussion was so helpful.

Very relevant to a nurse, a mom and an adult.

The breakdown in the types of digital stress and the percentage of people affected.

Steps for helping students manage digital stress.

Mindful based approaches and examples for self-awareness. How use of an app aligns with goals.

Tips for mindful social media use and how it can have beneficial affects too.

Making data relatable, giving examples and analogies.

Mindfulness and resiliency related to media= completely new concept for me! Thank you.

General knowledge and thoughts regarding social media.

Studies and data that show correlations, sometimes surprising.

My takeaway is that it's not necessarily what is happening/they are doing, but teaching how to

deal with what is happening.

All of it was valuable. I liked the connection between self-view of oneself and self-esteem with social media. It holds so much power over us and how we define happiness and feeling fulfilled. How to deal with digital stress.

Comparing mindless scrolling to mindless eating.

Learning about mindfulness with using social media. Being more thoughtful on time spent on phones and social media.

Understanding digital stress and its implications. Questions to ask before I pick it up.

We always hear so much negative about SMU, good to put mindfulness with it.

All of it, especially mindfulness.

All of it, great information!

Too much valuable information to list!

Mitigating digital stress, different types and ways to mitigate mindfulness-based approaches.

7. Other comments:

Dr. Ric was fantastic as always.

Come back every year!

Excellent all around! Thank you!

Bring him back.

Great presentation. Very helpful information!

Love the "thought bubble". Very relevant and important topic. Thank you for the work you are doing and sharing it with us!

Very interesting. Validating to know what we are seeing has a reason often may be a related to social media. Once we know cause can work on helping them.

Really important and relevant topic. Thank you for the great info!

Great job, great topic, it felt relatable and relevant to all of us as humans and not just about our jobs. It was refreshing to have a topic totally nursing focused.

Great job! Thanks for your time.



Nurse Meeting Agenda, 04/19/2024

Morning Location: MCC, Auditorium

Afternoon Location: Technology Center, LC 1&2 (14090 S. Black Bob Rd.)

8:00- 8:45 am	Bagels and Coffee, EOY Nurse Meeting
8:45-9:00 am	Break
9:00 – 11:00 am	CNE Presentation: Digital <i>De-</i> Stress: Supporting healthy digital communication in youth. Ric G. Steele, Ph.D., ABPP.
	Department of Applied Behavioral Science, Office of Graduate Studies, University of Kansas.
11:00 am	Lunch: 90 minutes (on your own)
12:30 – 2:00 pm	Meet at Technology Center (14090 S. Black Bob) – MANDATORY for ALL
	District Neurodiversity Presentation and Interactive Learning
	Presenters: Sarah Gilliland and Leigh Ann Rogers
2:00 - 2:15 pm	Break
2:15 – 4:00 pm	End of year report training (mandatory for new nurses, optional for everyone else to attend, but this will be the only time it will be offered, bring your laptop).

CURRICULUM VITAE RIC G. STEELE, Ph.D., ABPP

CONTACT INFORMATION

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2785,864,0550

Google Scholar Page

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Office of Graduate Studies

Strong Hall, Room 213A 1450 Jayhawk Blvd.

University of Kansas Lawrence, KS 66045 Clinical Child Psychology Program

Dole Human Development Center, Room 2013

1000 Sunnyside Ave. University of Kansas

Lawrence, KS 66045

ACADEMIC DEGREES AND TRAINING

B.S.

1992

Psychology, Cum Laude

Texas A&M University, College Station, TX

M.S.

1995

Psychology (Clinical)

University of Georgia, Athens, GA

Clinical Internship

1996-1997

Professional Psychology Internship Consortium

(APA Approved)

University of Tennessee School of Medicine,

Memphis, TN

Ph.D.

1998

Psychology (Clinical)

University of Georgia, Athens, GA

Post-doctoral

Fellowship

1998-2000

Division of Behavioral Medicine,

St. Jude Children's Research Hospital

Memphis, TN (Pediatric Psychology)

PROFESSIONAL APPOINTMENTS

University of Kansas, Lawrence, KS

2024 to present

Associate Vice Provost for Graduate Studies

Professor, Department of Applied Behavioral Science

Member, Clinical Child Psychology Program

2022 to 2023

Interim Chair, Department of Economics

Provost Fellow for University Assessment

Professor, Department of Applied Behavioral Science

Member, Clinical Child Psychology Program

LICENSURE/CERTIFICATION

2000 to Present

Licensed Psychologist

Behavioral Sciences Regulatory Board,

State of Kansas, License number 1086 (Issued 8/17/2000)

2006 to Present

Diplomate in Clinical Child and Adolescent Psychology,

American Board of Professional Psychology (ABPP)

Diploma number 6224 (Issued 10/21/2006)

RESEARCH GRANTS AND AWARDS

University of Kansas New Faculty General Research Award

Award Date: June 20, 2001

Project title: Examination of predictors of adherence to antiretroviral medication among

children with HIV-infection: Pilot investigation.

PI: Ric G. Steele, Ph.D. Status: Completed

KAN30472

Kansas Health and Nutrition Fund Grant

Funding Agency: State of Kansas Office of the Attorney General

Project dates: 8/1/2002 - 7/31/2004

Project title: Achieving positive behavioral change in nutritional choices and exercise in

Kansas children.

PI: Ric G. Steele, Ph.D.

Status: Completed

University of Kansas General Research Fund Award (2301132)

Award Date: March 4, 2003

Project title: Psychosocial factors associated with adherence in pediatric transplant

patients.

PI: Ric G. Steele, Ph.D.

Status: Completed

R40MC06631-01-00

U.S. Department of Health and Human Services

Project dates: 1/01/2006 - 12/31/2009 (no-cost extension through 12/31/2010)

Project title: Effectiveness of a treatment for pediatric obesity

PI: Ric G. Steele, Ph.D., ABPP Co-investigator: Ann Davis, Ph.D.

Status: Completed

PUBLICATIONS

Books

- 1. **Steele, R.G.**, & Roberts, M.C. (Eds.). (2005). *Handbook of mental health services for children, adolescents, and families*. New York: Kluwer Academic/Plenum Publishers. ISBN: 978-0-306-48560-2
- 2. Jelalian, E., & Steele, R.G. (Eds.). (2008). Handbook of childhood and adolescent obesity. New York: Springer. ISBN: 978-0-387-76922-6
- 3. **Steele, R.G.**, Elkin, T.D., & Roberts, M.C. (Eds.). (2008). Handbook of evidence-based therapies for children and adolescents: Bridging science and practice. New York: Springer. ISBN: 978-0-387-73690-7
- 4. Roberts, M.C., & Steele, R.G. (Eds.). (2009). Handbook of pediatric psychology (4th ed.). New York: Guilford. ISBN: 978-1-60623-328-3
- 5. Roberts, M.C., & Steele, R.G. (Eds.). (2017). Handbook of pediatric psychology (5th ed.). New York: Guilford. ISBN: 978-1-4625-2978-0
- Steele, R.G. & Roberts, M.C. (Eds.). (2020). Handbook of evidence-based therapies for children and adolescents: Bridging science and practice (2nd ed.). New York: Springer. ISBN: 978-3-030-44225-5 (eBook) ISBN 978-3-030-44226-2

Peer Reviewed Articles

- 1. Steele, R.G., Forehand, R., Armistead, L., & Brody, G. (1995). Predicting alcohol and drug use in early adulthood: The role of internalizing and externalizing behavior problems in early adolescence. *American Journal of Orthopsychiatry*, 65, 380-388.
- 2. David, C., Steele, R., Forehand, R., & Armistead, L. (1996). The role of family conflict and marital conflict in adolescent functioning. *Journal of Family Violence*, 11, 81-91.
- 3. Steele, R., Forehand, R., & Devine, D. (1996). Adolescent social and cognitive competence: Cross-informant and intra-individual consistency across three years. *Journal of Clinical Child Psychology*, 25, 60-65.
- 4. Kotchick, B.A., Summers, P., Forehand, R., & Steele, R.G. (1997). The role of parental and extrafamilial social support in the psychosocial adjustment of children with a chronically ill father. *Behavior Modification*, 21, 409-432.
- 5. **Steele, R.G.,** Forehand, R., & Armistead, L. (1997). The role of family processes and coping strategies in the relationship between parental chronic illness and childhood internalizing problems. *Journal of Abnormal Child Psychology*, 25, 83-94.

- 16. Steele, R.G., Anderson, B., Rindel, B., *Dreyer, M. L., Perrin, K., Christensen, R., Tyc, V. L., & Flynn, P. M. (2001). Adherence to antiretroviral therapy among HIV-positive children: Examination of the role of caregiver health beliefs. *AIDS Care*, 13, 617-629.
- 17. Phipps, S., & Steele, R.G. (2002). Repressive adaptive style in children with chronic illness. *Psychosomatic Medicine*, 64, 34-42.
- 18. *Johnston, C. A., Steele, R.G., *Hererra, E.A., & Phipps, S. (2003). Parent and child reporting of negative life events: Discrepancy and agreement across pediatric samples. *Journal of Pediatric Psychology*, 28, 579-588. doi: 10.1093/jpepsy/jsg048
- 19. *Maikranz, J., Steele, R.G., & Forehand, R. (2003). Longitudinal correlates of depressive symptoms among urban African American children: II. Extension of findings across 3 years. *Journal of Clinical Child and Adolescent Psychology*, 32, 606-612. doi: 10.1207/S15374424JCCP3204_14
- 20. **Steele, R.G.**, Elliott, V. E., & Phipps, S. (2003). Race and health status as determinants of anger expression and adaptive style in children. *Journal of Social and Clinical Psychology*, 22, 40-57.
- 21. **Steele, R.G.**, & Grauer, D. (2003). Adherence to antiretroviral therapy for pediatric HIV infection: Review of the literature and recommendations for research. *Clinical Child and Family Psychology Review*, 6, 17-30. doi: 1096-4037/03/0300-0017/0
- 22. Steele, R.G., Long, A. M., **Reddy, K. A., **Luhr, M., & Phipps, S. (2003). Changes in parental distress and child-rearing strategies across treatment for pediatric cancer. *Journal of Pediatric Psychology*, 28, 447-452. doi: 10.1093/jpepsy/jsg035
- 23. *Herrera, E., *Johnston, C.A., & Steele, R.G. (2004). Comparison of cognitive and behavioral treatments for pediatric obesity. *Children's Health Care*, 33, 151-167. doi: 10.1207/s15326888chc3302_5
- 24. Steele, R.G., *Dreyer, M., & Phipps, S. (2004). Patterns of maternal distress among children with cancer and their association with nurse reported child distress. *Journal of Pediatric Psychology*, 29, 507-517. doi:10.1093/jpepsy/jsh053
- 25. Steele, R.G., **Nesbitt-Daly, J., *Daniel, R.C., & Forehand, R. (2005). Factor structure of the Parenting Scale in a low-income African American sample. *Journal of Child and Family Studies*, 14, 535-549. doi: 10.1007/s10826-005-7187-x
- 26. *Nelson, T.D., & Steele, R.G. (2006). Beyond efficacy and effectiveness: A multifaceted approach to treatment evaluation. *Professional Psychology: Research and Practice*, 37, 389-397.doi: 10.1037/0735-7028.37.4.389
- 27. *Nelson, T.D., **Steele, R.G.,** & *Mize, J. (2006). Practitioner attitudes toward evidence-based practice: Themes and challenges. *Administration and Policy in Mental Health and Mental Health Services Research*, 33, 398–409. doi: 10.1007/s10488-006-0044-4

^{*} denotes graduate or undergraduate (**) student co-author or co-presenter

- 38. **Cole, B.P., *Nelson, T.D., & Steele, R.G. (2008). The effectiveness of peer-based HIV/AIDS education: Evaluation of the BASE program. *Journal of HIV/AIDS Prevention in Children & Youth, 9*, 84-96. doi: 10.1080/10698370802126485
- 39. *Hunter, H.L., Steele, R.G., & *Steele, M.M. (2008). Family based treatment for pediatric overweight: Parental weight loss as a predictor of children's treatment success. Children's Health Care, 37, 112-125. doi: 10.1080/02739610802006510
- 40. *Nelson, T.D., *Aylward, B.S., & Steele, R.G. (2008). Structural equation modeling in pediatric psychology: Overview and review of applications. *Journal of Pediatric Psychology*, 33, 679-687. doi:10.1093/jpepsy/jsm107.
- 41. *Nelson, T.D., & Steele, R.G. (2008). Influences on practitioner treatment selection: Best research evidence and other considerations. *Journal of Behavioral Health Services and Research*, 35, 170-178. doi: 10.1007/s11414-007-9089-8
- 42. *Raad, J.M., *Bellinger, S., *McCormick, E., Roberts, M.C., & Steele, R.G. (2008). Brief report: An update of reporting practices of demographic, methodological, and ethical procedures in journals of pediatric and child psychology. *Journal of Pediatric Psychology*, 33, 688-693. doi:10.1093/jpepsy/jsm130.
- 43. *Rosno, E.A., Steele, R.G., *Johnston, C.A., & *Aylward, B.S. (2008). Parental locus of control: Associations to adherence and outcomes in the treatment of pediatric obesity. *Children's Health Care*, 37, 126-144. doi: 10.1080/02739610802006544
- 44. Steele, R.G., **Cushing, C.C., *Bender, J.A., & *Richards, M.M. (2008). Profiles and correlates of children's self-reported coping strategies using a cluster analysis methodology. *Journal of Child and Family Studies, 17,* 140-153. doi 10.1007/s10826-007-9153-2
- 45. Steele, R.G., *Richards, M.M., *Benson, E.R., *Corbin, S.R., & **Cushing, C.C. (2008). Repressive adaptation in a non-clinical sample: Consistent and inconsistent reports of child psychosocial functioning across informants. *Journal of Personality Assessment*, 90, 286-291. doi: 10.1080/00223890701885035
- 46. Steele, R.G., **VanAllen, J., *Benson, E.R., *Hunter, H.L., & McDermott, D. (2008). Associations between the repressive adaptive style and hope in Mexican American and Euro-American children. *Journal of Personality Assessment, 90,* 375-381. doi: 10.1080/00223890802108071
- 47. *Wu, Y.P., *Aylward, B.S., **Steele, R.G.**, *Maikranz, J.M., & *Dreyer, M.L. (2008). Psychosocial functioning of pediatric renal and liver transplant recipients. *Pediatric Transplantation*, 12, 582–587. doi: 10.1111/j.1399-3046.2007.00895.x
- 48. *Steele, M.M., Steele, R.G., & *Hunter, H.H. (2009). Family adherence as a predictor of child outcome in pediatric obesity intervention: Different outcomes for self-report and

^{*} denotes graduate or undergraduate (**) student co-author or co-presenter

- 58. Kazak, A.E., & **Steele, R.G.** (2011). Translating science to practice: Clinical Grand Rounds Series in *Health Psychology*. *Health Psychology*, 30(5), 501-502. <u>doi:</u> 10.1037/a0025057
- 59. *Nelson, T.D., *Jensen, C.D., & **Steele, R.G.** (2011). Weight-related criticism and self-perceptions among preadolescents. *Journal of Pediatric Psychology*, 36(1), 106–115. doi:10.1093/jpepsy/jsq047
- 60. Steele, R.G., & *Van Allen, J.M. (2011). Introduction to the Special Issue on the treatment of pediatric obesity: Bringing contexts and systems into focus. *Children's Health Care*, 40(3), 171-178. doi: 10.1080/02739615.2011.590384
- 61. Steele, R.G., *Wu, Y.P., & **Pankey, S., Davis, A.M., *Aylward, B.S., & *Jensen, C.D. (2011). School nurses' perceived barriers to discussing weight with children and their families: A qualitative approach. *Journal of School Health*, 81, 128-137. doi: 10.1111/j.1746-1561.2010.00571.x
- 62. *Wu, Y.P., *Selig, J.P., Roberts, M.C., & Steele, R.G. (2011). Trajectories of postpartum maternal depressive symptoms and children's social skills. *Journal of Child and Family Studies*, 20, 414–423. doi: 10.1007/s10826-010-9407-2
- 63. *Wu, Y.P., & Steele, R.G. (2011). The development and evaluation of a measure assessing school nurses' perceived barriers to addressing pediatric obesity. *Journal of School Nursing*, 27(5), 372 379. doi: 10.1177/1059840511413604
- 64. *Cushing, C.C., & **Steele, R.G.** (2012). Psychometric properties of *Sizing Me Up* in a community sample of overweight and obese 4th- and 5th-grade students. *Journal of Pediatric Psychology*, 37(9), 1012-1022. doi: 10.1093/jpepsy/jss075
- 65. *Jensen, C.D., & Steele, R.G. (2012). Longitudinal associations between teasing and health-related quality of life among treatment-seeking overweight and obese youth. *Journal of Pediatric Psychology*, 37(4), 438-447. doi: 10.1093/jpepsy/jsr108
- 66. *Jensen, C.D., *Aylward, B.S., & Steele, R.G. (2012). Predictors of attendance in a practical clinical trial of two pediatric weight management interventions. *Obesity*, 20(11), 2250-2256. doi: 10.1038/oby.2012.96
- 67. Steele, M.M., Steele, R.G., & *Cushing, C.C. (2012). Weighing the pros and cons in family-based pediatric obesity intervention: Parent and child decisional balance as a predictor of child outcomes. *Children's Health Care*, 41, 43-55. doi:10.1080/02739615.2012.645726
- 68. Steele, R.G., *Aylward, B.S., *Jensen, C.D., *Cushing, C.C., Davis, A.M., & Bovaird, J.A. (2012). Comparison of a family-based group intervention for youths with obesity to a brief family intervention: A practical clinical trial of *Positively Fit. Journal of Pediatric Psychology*, 37(1), 53-63. doi: 10.1093/jpepsy/JSR057 Recipient of the 2012 Diane J. Willis Award for Outstanding Article in the *Journal of Pediatric Psychology*.

^{*} denotes graduate or undergraduate (**) student co-author or co-presenter

- 79. **Beauchamp, M., *Mitchell, T.B. & Steele, R.G. (2016). Effects of weight cue reactivity on self-report measures of body dissatisfaction. *Journal of Psychopathology and Behavioral Assessment*, 38(3), 485-492. doi: 10.1007/s10862-015-9532-8
- 80. *Cordts, K.P. & Steele, R.G. (2016). An evaluation of the *Children's Report of Sleep Patterns* using confirmatory and exploratory factor analytic approaches. *Journal of Pediatric Psychology*, 41(9), 993-1001. doi: 10.1093/jpepsy/jsw013
- 81. Leffler, J.M., Harbeck-Weber, C., & Steele, R.G. (2016). Integrating board certification expectations and examination practice into clinical child and pediatric psychology training programs. *Evidence-Based Practice in Child & Adolescent Mental Health*, 1(1), 51-59. doi: 10.1080/23794925.2016.1167573
- 82. **McGuire, A.B. & Steele, R.G. (2016). Impact of social networking sites on children in military families. Clinical Child and Family Psychology Review, 19(3), 259-269. doi: 10.1007/s10567-016-0206-1
- 83. *Mitchell, T., *Amaro, C., & Steele, R.G. (2016). Pediatric weight management interventions in primary care settings: A meta-analysis. *Health Psychology*, 35(7), 704-713. doi: 10.1037/hea0000381
- 84. *Mitchell, T.B. & Steele, R.G. (2016). The effect of body mass index, negative affect, and disordered eating on health-related quality of life in preadolescent youth. *Journal of Pediatric Psychology*, 41(7), 768-776 doi: 10.1093/jpepsy/jsv163
- 85. *Noser, A.E., & Steele, R.G. (2016). Emotional impact of teasing moderates the association between teasing frequency and self-worth in youth. *Journal of Child and Family Studies*, 25(8), 2387-2394. doi: 10.1007/s10826-016-0420-y
- 86. Van Allen, J., Steele, R.G., Nelson, M.B., Peugh, J., Egan, A., Clements, M., & Patton, S. (2016). A longitudinal examination of positive expectancy constructs and their role in Type 1 Diabetes in youths. *Journal of Pediatric Psychology*, 41(7), 741-749. doi:10.1093/jpepsy/jsv113
- 87. Steele, R.G., *Gayes, L.A., Dalton, W.T., Maphis, L., Conway-Williams, E., & Smith, C. (2016). Change in health-related quality of life in the context of pediatric obesity interventions: A meta-analytic review. *Health Psychology*, 35(10), 1097-1109. doi: 10.1037/hea0000362
- 88. Van Allen, J., Seegan, P., Haslam, A., & Steele, R.G. (2016). Hope mediates the relationship between depression and quality of life among youths enrolled in a family-based pediatric obesity intervention. *Children's Health Care*, 45(4), 441-454. doi: 10.1080/02739615.2015.1065744

^{*} denotes graduate or undergraduate (**) student co-author or co-presenter

Book Chapters, Commentaries, Reviews, Encyclopedia Entries

- Armistead, L., Forehand, R., Steele, R., & Kotchick, B. (1998). Pediatric AIDS. In T. H. Ollendick & M. Hersen (Eds.), Handbook of child psychopathology (3rd ed., pp. 463-481). New York: Plenum.
- 2. Steele, R.G., & *Mayes, S. (2001). Commentary: HIV-infection and family processes: Toward the next generation of research. *Journal of Pediatric Psychology*, 26, 363-366.
- 3. *Richards, M.M., & Steele, R.G. (2003). Pediatric infectious diseases. In T. H. Ollendick & C. S. Schroeder (Eds.), *Encyclopedia of clinical child and pediatric psychology* (p. 462-465). New York: Kluwer Academic/Plenum Press.
- 4. Roberts, M.C., & Steele, R.G. (2003). Predoctoral training in pediatric psychology at the University of Kansas Clinical Child Psychology Program. *Journal of Pediatric Psychology*, 28, 99-103.
- 5. **Steele, R.G.** (2003). Children with parents or siblings with HIV-infection. In T.H. Ollendick & C. S. Schroeder (Eds.), *Encyclopedia of clinical child and pediatric psychology* (pp. 105-107). New York: Kluwer Academic/Plenum Press.
- 6. Steele, R.G. (2003). Pediatric Human Immunodeficiency Virus-1 (HIV). In T.H. Ollendick & C. S. Schroeder (Eds.), *Encyclopedia of clinical child and pediatric psychology* (pp. 457-460). New York: Kluwer Academic/Plenum Press.
- 7. **Steele, R.G.,** & Roberts, M.C. (2003). Therapy and interventions research with children and adolescents. In M.C. Roberts & S.S. Ilardi (Eds.), *Handbook of research methods in clinical psychology* (pp. 307-326). Oxford, U.K.: Blackwell.
- 8. Steele, R.G., & Roberts, M.C. (2005). Mental health services for children, adolescents, and families: Trends, models, and current status. In R.G. Steele & M. C. Roberts (Eds.), Handbook of mental health services for children, adolescents, and families (pp. 1-14). New York: Kluwer Academic/Plenum Publishers.
- 9. Roberts, M.C., & Steele, R.G. (2005). Program evaluation approaches to service delivery in child and family mental health. In R.G. Steele & M. C. Roberts (Eds.), Handbook of mental health services for children, adolescents, and families (pp. 351-369). New York: Kluwer Academic/Plenum Publishers.
- 10. Steele, R.G., & Roberts, M.C. (2005). Future service organization and research agenda. In R.G. Steele & M. C. Roberts (Eds.), *Handbook of mental health services for children, adolescents, and families* (pp. 403-412). New York: Kluwer Academic/Plenum Publishers.

^{*} denotes graduate or undergraduate (**) student co-author or co-presenter

- 23. Jelalian, E., Steele, R.G., & *Jensen, C.D. (2008). Directions for future research in pediatric obesity prevention and intervention. In E. Jelalian & R.G. Steele (Eds.), Handbook of childhood and adolescent obesity (pp. 461-470). New York: Springer.
- 24. Steele, R.G., *Mize Nelson, J.A., & *Nelson, T.D. (2008). Methodological issues in the evaluation of therapies. In R.G. Steele, T.D. Elkin, & M.C. Roberts (Eds.), Handbook of evidence based therapies for children and adolescents (pp. 25-43). New York: Springer.
- 25. Steele, R.G., *Nelson, T.D., & Jelalian, E. (2008). Child and adolescent obesity in context: Trends and epidemiology. In E. Jelalian & R.G. Steele (Eds.), Handbook of childhood and adolescent obesity (pp. 3-10). New York: Springer.
- 26. Steele, R.G., Roberts, M.C., & Elkin, T.D. (2008). Evidence-based therapies for children and adolescents: Problems and prospects. In R.G. Steele, T. D. Elkin, & M. C. Roberts (Eds.), Handbook of evidence based therapies for children and adolescents (pp. 3-8). New York: Springer.
- 27. *Nelson, T.D., & Steele R.G. (2009). Evidence-based practice in pediatric psychology: Issues and challenges. In M. C. Roberts & R.G. Steele (Eds.), *Handbook of pediatric psychology* (4th ed.; pp.99-113). New York: Guilford.
- 28. **Steele, R.G.,** & *Aylward, B.S. (2009). An overview of systems in pediatric psychology research and practice. In M. C. Roberts & R.G. Steele (Eds.), *Handbook of pediatric psychology* (4th ed.; pp. 649-655). New York: Guilford.
- 29. *Cushing, C.C., & Steele, R.G. (2011). Establishing and maintaining physical exercise. In J. K. Luiselli & D. D. Reed (Eds.), Behavioral sport psychology: Evidence-based approaches to performance enhancement (pp. 127-141). New York: Springer.
- 30. Roberts, M.C., Biggs, B.K., Jackson, Y., & Steele, R.G. (2011). Clinical child psychology: Research and practice applications. In P. Martin, F. Cheung, M. Kyrios, L. Littlefield, M. Knowles, B. Overmier, & J. M. Prieto (Eds.), *The IAAP handbook of applied psychology* (pp. 3-27). New York: Wiley-Blackwell.
- 31. Steele, R.G., & Nelson, T.D. (2011). Medical adherence. In G. P. Koocher & A. M. La Greca (Eds.), Parent's guide to psychological first aid: Helping children and adolescents cope with predictable life crises (pp. 54-61). Oxford, UK: Oxford University Press.
- 32. **Steele, R.G.** (2013). Editorial: The social construction of professional mentorship. *Journal of Pediatric Psychology*, 38(2), 126-131. doi: 10.1093/jpepsy/jss177
- 33. **Steele, R.G.,** & Janicke, D.M. (2013). Changing times call for changing methods: Introduction to the Special Issue on Innovative Treatments and Prevention Programs for Pediatric Obesity. *Journal of Pediatric Psychology*, 38(9), 927-931. doi: 10.1093/jpepsy/jst066

^{*} denotes graduate or undergraduate (**) student co-author or co-presenter

Treatment Manuals and Training Programs

- 1. **Steele, R.G.** and the Pediatric Health Promotion and Maintenance Lab. (n.d.). *Therapist manual for* Positively Fit: *A family-based group intervention for child and adolescent weight management.* Unpublished manuscript: University of Kansas.
- 2. Steele, R.G., Wu, Y.P., Cushing, C.C., & Jensen, C.D. (n.d.). Responding to the crisis: Equipping school nurses to facilitate change in families of overweight youth.

Selected Papers and Conference Presentations

- 1. Steele, R.G., Forehand, R., & Armistead, L. (1995, November). The role of family processes and coping strategies in the relationship between parental chronic illness and childhood adjustment. Poster presented at the Annual Convention of the Association for the Advancement of Behavior Therapy, Washington, D.C.
- 2. Forehand, R., Klein, K., Armistead, L., Brody, G., & Steele, R. (1995, November). Impact of parental hemophilia and HIV on family functioning. Poster presented at the Annual Convention of the Association for the Advancement of Behavior Therapy, Washington, D.C.
- 3. Steele, R.G., Tripp, G., Kotchick, B., Summers, P., & Forehand, R. (1996, November). Uncertainty in the family about paternal chronic illness: The relationship with child functioning. Poster presented at the Annual Convention of the Association for the Advancement of Behavior Therapy, New York, NY.
- 4. Kotchick, B.A., Steele, R.G., Forehand, R., Brody, G., Armistead, L., et al. (1997, November). Maternal HIV-infection, parenting, and child psychosocial adjustment among low-income, urban, ethnic minority families. Poster presented at the Annual Convention of the Association for the Advancement of Behavior Therapy, Miami Beach, FL.
- 5. **Steele, R.G.**, Armistead, L., Forehand, R., et al. (1998, November). Concurrent and longitudinal correlates of depressive symptoms among urban African American children. Poster presented at the Annual Convention of the Association for the Advancement of Behavior Therapy, Washington, D.C.
- 6. Phipps, S., & Steele, R.G. (1999, April). Development of an anger expression scale for children. Poster presented at the Florida Conference on Child Health Psychology, Gainesville, FL.
- 7. Andersen, B., Rindel, B., Perrin, K., Christensen, R., Steele, R., Clark, S., Donohoe, M., & Flynn, P. (1999, July). Adherence to solid dose antiretroviral therapy within a pediatric sample. Poster presented at the Annual AIDS Clinical Trials Group Meeting, Washington, D.C.

^{*} denotes graduate or undergraduate (**) student co-author or co-presenter

- 17. *Dreyer, M., & Steele, R.G. (2004, April). Relationships among self-reported parenting strategies, maternal distress, and child cooperation in children with cancer. Poster presented at the National Conference on Child Health Psychology, Charleston, SC.
- 18. *Hunter, H.L., & Steele, R.G. (2004, April). Influence of parenting on children's adherence to a program for pediatric weight loss. Poster presented at the National Conference on Child Health Psychology, Charleston, SC.
- 19. *Richards, M.M., *Benson, E., **Cushing, C., & Steele, R.G. (2004, April). An examination of the relationships between repressive adaptive style and self-reported coping behaviors. Poster presented at the National Conference on Child Health Psychology, Charleston, SC.
- 20. *Richards, M.M., & Steele, R.G. (2004, April). Are self-report measures valid among children with repressive adaptive style? Poster presented at the National Conference on Child Health Psychology, Charleston, SC.
- 21. Varela, R.E., & Steele, R.G. (2004, April). The contribution of ethnic minority status to adaptive style: A comparison of Mexican, Mexican American, and European American children. Poster presented at the National Conference on Child Health Psychology, Charleston, SC.
- 22. *Benson, E.R., **Steele, R.G.**, & *Hunter, H. (2004, October). Repressive adaptation in children of divorce. Poster presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- 23. *Hunter, H.L., **Steele, R.G.**, & *Benson, E.R. (2004, October). Comparison of depressive symptomology among Mexican-American and European-American middle schoolers. Poster presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- 24. *Hunter, H.L., *Steele, M.M., & Steele, R.G. (2004, October). Pediatric obesity treatment: Associations between types of adherence and specific outcome variables. Poster presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- 25. Steele, R.G., *Hunter, H.L., *Benson, E.R., & McDermott, D. (2004, October). Acculturation and adaptive style: Effects on reported depression and hope in Mexican American and European American Children. Poster presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- 26. *Hunter, H.L., *Beasley, L.O., *Steele, M.M., & Steele, R.G. (2005, November). Monetary investment as a predictor of service utilization and treatment outcome in a pediatric obesity program. Poster presented at the Annual Meeting of the Kansas Psychological Association, Topeka, KS.

^{*} denotes graduate or undergraduate (**) student co-author or co-presenter

- 37. *Nelson, T.D., Steele, R.G., & *Mize, J.A. (2007, April). Pediatric obesity and children's academic-related behaviors. Poster presented at the Great Lakes Regional Conference in Child Health, Cincinnati, Ohio.
- 38. *Wu, Y.P., *Aylward, B.S., **Steele, R.G.**, *Dreyer, M.L., & *Maikranz, J.M. (2007, April). Psychosocial adjustment of children following solid organ transplant. Poster presented at the Great Lakes Regional Conference on Child Health, Cincinnati, Ohio.
- 39. Steele, R.G., & Jelalian, E. (co-chairs) (2007, August). Evidence based treatment of pediatric overweight in culturally diverse populations. Symposium presented at the Annual Convention of the American Psychological Association, San Francisco, CA.
- 40. Bovaird, J.A., Kupzyk, K.A., *Mailkranz, J.M., *Dreyer, M., & Steele, R.G. (2007, August). Missing data and standard errors with partial least squares. Poster presented at the Annual Convention of the American Psychological Association, San Francisco, CA.
- 41. **Anderson, R.A., Steele, R.G., *Jensen C.D., & *Benson, E.R. (2008, April). The mediating role of anti-fat stereotypes in the relationship between body mass index and self-esteem in a community sample of preadolescent children. Paper presented at the National Conference in Child Health Psychology, Miami, FL.
- 42. *Aylward, B.S., Little, T.D., *Wu, Y.P., *Nelson, T.D., & Steele, R.G. (2008, April). Patterns of adherence to immunosuppressant medication among pediatric renal and liver transplant recipients. Poster presented at the National Conference on Child Health Psychology, Miami, FL.
- 43. Davis, A.M., **Felts, S., & Steele, R.G. (2008, April). Brief in-home community-based intervention to promote healthy nutrition with a high risk population. Poster presented at the National Conference on Child Health Psychology, Miami, FL.
- 44. *Jensen, C.D, Steele, R.G., *Benson, E.R., & *Anderson, R.A. (2008, April). The moderating role of body dissatisfaction in the association between weight-related criticism and self-reported physical activity among preadolescent children. Poster presented at the National Conference on Child Health Psychology, Miami, FL.
- 45. *Sampilo, M.L., *Van Allen, J.M., & Steele, R.G. (2008, April). Characteristics associated with adherence to a pediatric weight management program. Poster presented at the National Conference on Child Health Psychology, Miami, FL.
- 46. **Steele, R.G.**, *Aylward, B.S., *Jensen, C.D., *Benson, E.R., Davis, A.M., & Bovaird, J. (2008, April). Evaluation of *Positively Fit*: A behaviorally-based family intervention for pediatric obesity: Initial results of an RCT in an applied clinical setting. Poster presented at the National Conference on Child Health Psychology, Miami, FL.
- 47. *Aylward, B., Steele, R.G., *Benson, E., & *Jensen, C. (2008, October). Patterns of diet and exercise among children enrolled in a family intervention for pediatric obesity and

^{*} denotes graduate or undergraduate (**) student co-author or co-presenter

- 58. *Jensen, C.D., *Cushing, C.C., *Aylward, B.S., **Craig, J.T., **Sorell, D.M., & Steele, R.G. (2010, April). Effectiveness of motivational interviewing interventions for pediatric health behavior change: A meta-analytic review. Paper presented at the Annual Meeting and Scientific Sessions of the Society for Behavioral Medicine, Seattle, WA.
- 59. *Sampilo, M.L., Biggs, B.K., & Steele, R.G. (2010, August). Associations among peer victimization, social anxiety, and children's self-reported physical activity. Poster presented at the Annual Convention of the American Psychological Association, San Diego, CA.
- 60. *Van Allen, J., & Steele, R.G. (2010, August). Hope as a predictor of change in physical activity in a pediatric weight management program. Paper presented at the Annual Convention of the American Psychological Association, San Diego, CA.
- 61. **Craig, J., *Cushing, C.C., & Steele, R.G. (October, 2010). Psychological adjustment measures as mediators of peer-victimization and physical activity in a pediatric obesity weight management program. Poster presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- 62. *Cushing, C.C., *Van Allen, J., & Steele, R.G. (October, 2010). An exploratory analysis of predictors of response to weight management treatment within a pediatric community-based trial. Poster presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- 63. *Harris, A.R., *Cushing, C.C.,*Jensen, C.D., & Steele, R.G. (October 2010). An evaluation of the tripartite influence model of body dissatisfaction. Poster presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- 64. *Jensen, C.D., *Cushing, C.C., *Harris, A.R., & Steele, R.G. (October, 2010). Body dissatisfaction, global self-worth, and quality of life among pre-adolescent children. Poster presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- 65. *Wilcox, L.B., *Kessler, E., *Schwartz, S., *Jensen, C.D., & Steele, R.G. (October, 2010). Weight-related criticism and criticism during physical activity as predictors of sedentary behavior in pre-adolescent school children. Poster presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- 66. *Wu, Y.P., & Steele, R.G. (October, 2010). Psychosocial profiles predicting health related quality of life in obese youth. Poster presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- 67. *Cushing, C.C., *Jensen, C.D., *Harris, A.R., & Steele, R.G. (October, 2010). Measure validation of the sizing me up weight-related quality of life inventory: A community-based study. Poster presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.

^{*} denotes graduate or undergraduate (**) student co-author or co-presenter

- on participants' physical activity. Poster presented at the National Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- 78. *Elledge, A., Cushing, C.C., Jensen, C.D., & Steele, R.G. (2012, October). Gender differences in the measurement of sociocultural influences on body dissatisfaction in preadolescent children. Poster presented at the National Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- 79. *Gayes, L.A., *Borner, K.B., & Steele, R.G. (2012, October). Association between weight reduction and depressive symptoms in a behavioral weight loss intervention for overweight children. Poster presented at the National Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- 80. *Borner, K.B., & Steele, R.G. (2013, November). Tracking daily physical activity and health-related quality of life among overweight adolescents: Implications for depressed youth. Paper presented in D. Eckshtain & J. Hennen (chairs), A tale of sciences: Utilizing other disciplines to advance child and adolescent depression research. Symposium presented at the Annual Convention of the Association for Behavioral and Cognitive Therapies, Nashville, TN.
- 81. *Gayes, L.A., *Borner, K.B., *Poppert, K. M., & Steele, R.G. (2013, November). A meta-analysis of motivational interviewing in pediatric populations for obesity-related behavior change. Poster presented at the Annual Convention of the Association for Behavioral and Cognitive Therapies, Nashville, TN.
- 82. *Poppert, K.M., *Borner, K.B., *Gayes, L.A., & Steele, R.G. (2013, November). Impact of the "Sports Skills and Fitness School" at the University of Kansas: A pilot investigation. Poster presented at the Annual Convention of the Association for Behavioral and Cognitive Therapies, Nashville, TN.
- 83. *Borner, K.B., & Steele, R.G. (2014, March). Dynamic interactions among daily physical activity, mood, and health-related quality of life among obese treatment-seeking adolescents: A small-N demonstration of Dynamic P-Technique. Society of Pediatric Psychology Annual Conference, Philadelphia, PA.
- 84. *Gayes, L.A., *Mitchell, T.B., & Steele, R.G. (2014, March). Comparison of two measures of weight criticism in youth: Associations with physical activity engagement and attitudes, weight status, and health-related quality of life. Society of Pediatric Psychology Annual Conference, Philadelphia, PA. [Winner of the 2014 Society of Pediatric Psychology Student Poster Award and the 2014 SPP Obesity Special Interest Group Poster Award]
- 85. LaGreca, A.M., Steele, R.G., Janicke, D., Davis, A.M., & Jelalian, E. (2014, August). *Child obesity interventions: Innovative strategies for underserved communities.* Panel discussion at the Annual Convention of the American Psychological Association, Washington, D.C.

^{*} denotes graduate or undergraduate (**) student co-author or co-presenter

- 96. *Mitchell, T.B., & Steele, R.G. (2017, August). Physical activity and sedentary behavior patterns in preadolescents: A latent profile analysis. Poster presented at the American Psychological Association Convention, Washington, D.C. (Peer Reviewed) *Noted as a Society of Pediatric Psychology APA Poster Award Winner.
- 97. Hall, J.A., Steele, R.G., *Christofferson, J., & *Mihailova, T. (2020, May). Development and initial evaluation of a multidimensional measure of digital stress. International Communication Association, Gold Coast, Australia. (Peer Reviewed)
- 98. **Kimrey, K., *Christofferson, J., Hall, J. & Steele, R. (2021, April). Social media use before and after the COVID-19 stay-at-home orders. Poster resented at the 2021 Virtual Biennial Meeting of the Society for Research on Child Development. (Peer Reviewed).

STUDENT MENTORSHIP ACTIVITIES

Doctoral Dissertations Chaired

- Benson, Eric R. (2009). Physical activity as a mediator in the association between self-efficacy and body mass index in a non-clinical sample of children.
- Borner, Kelsey B. (2017). The associations between parenting style, physical activity parenting practices, and objectively measured engagement in physical activity among elementary school children.
- Cordts-Poppert, Katrina. (2017). Trajectories of sleepiness in preadolescent children and the associations with health related quality of life.
- Cushing, Christopher C. (2012). Validation of a measure of Weight-Related Quality of Life in a community sample of normal weight, overweight, and obese 4th and 5th grade students.
- Dreyer, Meredith L. (2005). Psychosocial factors associated with adherence among pediatric transplant patients.
- Elledge, Allison R. (2014). Weight-related teasing and body dissatisfaction in adolescents: Moderated-mediation by self-perceived size and weight status.
- Gayes, Laurie A. (2016). Influence of best friends on children's athletic competence and physical activity engagement: A longitudinal analysis.
- Herrera, Eve A. (2005). The relationship of parental psychosocial factors, adherence, and outcomes in the treatment of pediatric obesity.
- Hunter, Heather L. (2009). Family factors and risk behavior in adolescent dating relationships: Heterosocial competence as a mediator between interparental conflict and dating violence.

^{*} denotes graduate or undergraduate (**) student co-author or co-presenter

- Corbin, Sara (2006). Negative life events and mental health outcomes: The impact of single reporter bias.
- Dreyer, Meredith L. (2003). Parenting strategies as a mediator of the relationship between parental distress and child cooperation with medical tasks.
- Gayes, Laurie A. (2013). A meta-analysis of motivational interviewing interventions for pediatric health behavior change. [Recipient of the 2014 Outstanding Thesis Award, College Office of Graduate Affairs, University of Kansas].
- Harris, Allison R. (2010). The relation between social anxiety and body image: Do peer relations matter? [Thesis co-chaired with Dr. Bridget Biggs.]
- Hunter, Heather L. (2005). Influence of parenting on children's adherence to a program for pediatric weight loss.
- Jensen, Chad D. (2008). Body dissatisfaction, weight criticism, and self-reported physical activity in preadolescent children.
- Khetawat, Devanshi (2023). Systematic review and meta-analysis of the associations between digital stress and psychosocial outcomes.
- Marker, Arwen M. (2017). Physical activity and health-related quality of life in children and adolescents: A meta-analysis.
- Mitchell, Tarrah B. (2015). The effect of Body Mass Index, negative affect, and disordered eating on health-related quality of life in preadolescent youth.
- Poppert, Katrina M. (2015). Impulsivity and neural mechanisms of food motivation predicting treatment outcome in childhood obesity.
- Okuno, Hidetoshi. (on leave). Social anxiety as a moderator of the association between social media use and connectedness.
- Richards, Margaret M. (2003). Childhood stress and resiliency: An examination of the relationships between adaptive style and family environment in children and adults.
- Sampilo, Marilyn L. (2009). Associations among peer victimization, social anxiety, and children's self-reported physical activity. (Thesis co-chaired with Dr. Bridget Biggs.)
- Steele, Michael M. (2004). Decisional balance as a predictor of success in pediatric obesity intervention.
- Van Allen, J. M. (2009). Hope as a predictor of initial treatment response in a pediatric weight management program.

American Board of Clinical Child and Adolescent Psychology (2011-2018) www.clinicalchildpsychology.com

Ad Hoc Reviewer (Selected from past five years)

American Psychologist

Archives of Pediatrics and Adolescent Medicine

Child and Adolescent Mental Health

Clinical Psychology: Science and Practice

Journal of Adolescence

Journal of Adolescent Health

Journal of Child Psychology and Psychiatry

Journal of Consulting and Clinical Psychology

Journal of Developmental and Behavioral Pediatrics

Journal of Family Psychology

Pediatrics

Psychology and Health

Psychology of Sport and Exercise

Research on Child and Adolescent Psychopathology (formerly, Journal of Abnormal Child Psychology)

Substance Abuse

Translational Behavioral Medicine

CURRENT COURSE PREPARATIONS

- Pediatric Health and Health Promotion (ABSC 529). An undergraduate seminar on the application of psychological theory and practice to pediatric illness and health promotion.
- Psychosocial Aspects of Death and Dying (ABSC 519). An undergraduate seminar that exposes students to the historical and current cultural, psychological, spiritual/religious, and practical/legal perspectives of death and dying, with particular attention to how mental health professionals interface with systems of care to address loss across multiple developmental levels.
- Pediatric Psychology (ABSC 705). Graduate seminar covering conceptual and applied issues related to clinical child psychology and the promotion and maintenance of children's health.
- Professional Ethics in Clinical Psychology (PSYC 975). Graduate survey of interprofessional relationships, case security, legal aspects of clinical psychology, ethical code of practice, and problems in the clinical practice of psychology. Issues involving ethics in research will also be explored.
- Therapeutic Interventions for Children (ABSC/PSYC 976). Survey of clinical approaches to the therapeutic treatment of children, adolescents, and families, with special emphasis on research findings related to clinical outcomes. Clinical approaches covered include

- faculty, staff, and students of the Department of Health Psychology, School of Health Professions, University of Missouri, Columbia, MO.
- 12. Steele, R.G. (2015, January). Improving outcomes: Evidence-based approaches to pediatric weight management in high-risk populations. Colloquium presented to the faculty, staff, and students of the Department of Human Development and Family Science, University of Georgia, Athens, GA.
- 13. Steele, R.G. (2015, June). An overview of evidence-based obesity management strategies in children and adolescents. Presented at the 2015 Health Psychology Institute, University of Southern Maine. Portland, ME.
- 14. Steele, R.G. (2018, May). Application of health-related quality of life research to academic leadership and department outcomes. Colloquium presented to the faculty, staff, and students of the Department of Human Services, Curry School of Education, University of Virginia. Charlottesville, VA.
- 15. Steele, R.G. (2020, September). Behavioral and psychosocial treatments for pediatric obesity and overweight. Department of School Psychology, Lehigh University. Bethlehem, PA (Virtual).
- 16. Steele, R.G. (2023. April). Supporting evidence-based interventions for pediatric anxiety in school settings. Department of Health Services, Olathe Public Schools. Olathe, KS.
- 17. Steele, R.G. (2024, February). Pediatric anxiety: Supporting evidence-based intervention principles in school settings. Tomahawk Elementary School Site Council. Olathe, KS.

UNIVERSITY OF KANSAS SERVICE ROLES

Committee on the Budget

University	
University Senate	
Faculty Rights, Privileges, and Responsibilities Committee	2004-2007
Friends of the Schiefelbusch Life Span Institute	
Discovery Grant (Reviewer)	2007
Faculty Senate Research Committee	2008-2009
External Review Committee for Dean of KU School of Pharmacy	2008-2009
Preparing Future Faculty Summit:	
Obtaining a post-doctoral fellowship (Presenter)	2009
University Senate Judicial Board (Member)	2009-2011
University Committee on Promotion and Tenure (Member)	2011-2012
Tuition Advisory Committee (Member)	2018 (Spring)
KU Visioning Day (Participant)	2019 (Spring)
Scholarly Communications (KU Libraries) Task Force (Member)	2019-2020
Provost Fellow for University Assessment	2022-present
College of Liberal Arts and Sciences	
Committee on the Budget	2003-2004

EXTERNAL SERVICE ROLES

Leadership Positions for Professional Organizations (Appointed)	
Society of Pediatric Psychology (APA Division 54)	
Professional Awards Selection Committee	2008
Fellows Committee	2009-2011
Committee on Nominations and Elections	2011-2013
Clinical Child and Pediatric Psychology Training Council	
Member of the Organizing and Steering Committee	2014-2017
Task Force for the CRSPPP Renewal Petition for Clinical Child	
Psychology, Member	2018-2019
American Psychological Association, Commission on Accreditation	
Site Visit Team, Member	2021
Ditto (1888) 1984 1984	
Leadership Positions for Professional Organizations (Elected)	
American Academy of Clinical Child and Adolescent Psychology	
Secretary/Treasurer	2008-2010
American Board of Clinical Child and Adolescent Psychology	
Member-at-Large	2011-2014
President-Elect, President, Past President	2015-2017
Member of Examination Committee	2019-present
Society of Pediatric Psychology (APA Division 54)	•
Member-at-Large (Conferences)	2011-2013
American Psychological Association,	
Commission for the Recognition of Specialties and Subspecialties	
in Professional Psychology (CRSSPP)	2022-2024
in Projessional I Sychology (CRobi I)	
Federal, International, and Foundation Grant Reviews	
American Psychological Association (APA) Division 54,	
Society of Pediatric Psychology	
C. Eugene Walker Education Award Competition	2008
Centers for Disease Control and Prevention (CDC)	
Special Emphasis Panel	
Scientific Review Group 2011/10 ZDP1 DYB (10) R	2011
CDC/APA Psychological science addressing COVID-19 pandemic priorities	2021
National Institutes of Health (NIH) Phase 1 Reviewer, RFA-OD-09-003: Challenge Grants Panel 1	
Phase I Reviewer, RFA-OD-09-003. Chantenge Grants I and I	2009
NIH Meeting Identifier: ZRG1 BBBP-L (58) R	2009
Phase 1 Reviewer, RFA-OD-09-003: Challenge Grants Panel 5	2009
NIH Meeting Identifier: ZRG1 BBBP-J (58) R	2007
NICHD Special Emphasis Panel	2012
NIH Meeting Identifier: ZHD1 DSR-H (54)	2012
Social Sciences and Humanities Research Council of Canada	2007
Standard Research Grants Program	2001
Stichting AIDS Fonds	2004
Keizersgracht 390; 1016 GB Amsterdam, NL	200 4

State and Community Service Roles (Appointed)

Hilltop Child Development Center, Lawrence, KS Board of Directors (Member)	2001-2004
Unified School District 497, Lawrence, KS Coordinated School Health Council (Member)	2007-2012
Kansas Behavioral Sciences Regulatory Board Board Member	2019-2023
Psychology Advisory Committee, <i>Member</i> <i>Chair</i>	2015-2019 2019-2023
Lawrence Community Orchestra Board of Directors (Member)	2022-present

Other Consulting

- Effective Treatments for Children's Emotional Disorders. Children's Emotional Disorders Treatment Archive (CEDTA; Sociometrics, Inc.). PI: Dr. Holly Freider, (10/01/07-06/30/09)
- Leadership Training Project (H325D060008-06; U.S. Department of Education) PI: E. Shapiro, G. DuPaul, & T. Power, School Psychology Program, Lehigh University and Children's Hospital of Philadelphia. (06/03/10)
- External Reviewer (April, 20204), Department of Psychological Sciences, Kent State University, Kent, OH.

Last updated March 22, 2024

Digital De-Stress: Supporting healthy digital communication in youth.

Ric G. Steele, Ph.D., ABPP
Department of Applied Behavioral Science
Office of Graduate Studies
University of Kansas

Presented to the Department of Health Services, Olathe Public Schools April 19, 2024

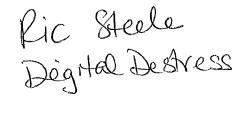
Objectives:

At the end of the session attendees will be able to

- 1. Explain the association between **social media use** and indicators of **psychological health** and distress.
- 2. Describe the components of digital stress that impact psychological functioning.
- 3. Describe mindfulness-based approaches to protect against digital stress.

Citations

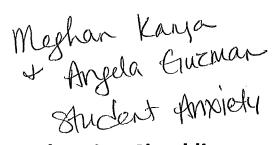
- Hefner, D., Knop, K., & Klimmt, C. (2017). Being mindfully connected: responding to the challenges of adolescents living in a POPC world. In *Permanently Online, Permanently Connected* (pp. 176-187). Routledge.
- Herriman, Z., Taylor, A. M., & Roberts, R. M. (2023). Interventions to reduce the negative impact of online highly visual social networking site use on mental health outcomes: A Scoping Review. *Psychology of Popular Media*. https://dx.doi.org/10.1037/ppm0000455
- Kallapiran, K., Koo, S., Kirubakaran, R., & Hancock, K. (2015). Effectiveness of mindfulness in improving mental health symptoms of children and adolescents: a meta-analysis. *Child and Adolescent Mental Health, 20*(4), 182-194. https://doi.org/10.1111/camh.12113
- Khetawat, D., & Steele, R.G. (2023). Examining the association between digital stress components and psychological wellbeing: A meta-analytic review. *Clinical Child and Family Psychology Review*. doi: 10.1007/s10567-023-00440-9
- Steele, R.G., Hall, J., & Christofferson, J. (2020). Conceptualizing digital stress in adolescents and young adults: Development of an empirically based model. *Clinical Child and Family Psychology Review, 23*(1), 15-26. doi: 10.1007/s10567-019-00300-5
- Steele, R.G., Khetawat, D., Christofferson, J., & Hall, J.A. (2023). Concurrent validity of self-reported social media use in adolescents and young adults: Associations with objective data and psychosocial functioning. *Journal of Psychopathology and Behavioral Assessment, 45*(1), 97-108. doi:: 10.1007/s10862-022-10013-9





CNE Planning Checklist (Rev. 05/22)

√ Speaker's Curriculum vitae
This is used for authentication of credentials for speaking about the subject and to introduce the speaker
√ Objectives
Needed for course evaluation – need two weeks in advance
✓ Current Bibliography/Citations
At least 3-4 current sources (Books not published more than 10 years ago, periodicals not dated more than 5 years ago)
Notice by Outlook and/or e-mail to all district nurses about CNE Director will send out notice to nurses a minimum of 2 weeks prior
✓ Technology Needs
Let the Director/Cathy know so request can be processed
PAny written materials for hand-outs
May send out in email and have each nurse print a copy and bring to the presentation. If you will be printing copies, plan for a minimum of 65 people
√Title of CNE Certificate
Need a week in advance so they can be printed in a timely manner
Thank you note written after presentation
This should be on letterhead stationery
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29/94



CNE Planning Checklist (Rev. 05/22)

<u>√</u> Speaker's Curriculum vitae
This is used for authentication of credentials for speaking about the subject and
to introduce the speaker
√ Objectives
Needed for course evaluation – need two weeks in advance
Current Bibliography/Citations
At least 3-4 current sources (Books not published more than 10 years ago, periodicals not dated more than 5 years ago)
Notice by Outlook and/or e-mail to all district nurses about CNE
Director will send out notice to nurses a minimum of 2 weeks prior
Director will seria out notice to harses a minimum of 2 weeks prior
Technology Needs
Let the Director/Cathy know so request can be processed
Any written materials for hand-outs
May send out in email and have each nurse print a copy and bring to the
presentation. If you will be printing copies, plan for a minimum of 65 people
√ Title of CNE Certificate
Need a week in advance so they can be printed in a timely manner
/ week in advance so they dan se printed in a sinely internet
This should be on letterhead stationery



Olathe Public Schools #233 Department of Health Services

Olathe Public Schools #233, as an approved provider of continuing education by the Kansas State Board of Nursing offers 1.0 contact hours, applicable for re-licensure for this workshop.

Kansas Provider No. LT 0242-0950, Olathe District Schools #233, 300 E. Loula, Olathe, KS 66061, 913-780-8231

Course Title: "Student Anxiety, Risk Factors and Warning Signs for Suicide"

Instructor(s): Meghan Kanya, PhD, Angela Guzman, MSW and Renee Van Meter LSCSW, LCAC

Course Date: February 9, 2024

Please respond to the following items as completely and candidly as possible by circling the appropriate response for each question. Please feel free to make additional comments.

5 = strongly agree 4 = moderately agree 3 = agree 2 = disagree 1 = strongly disagree

OBJECTIVES:

- 1. After completion of the program, the participant will be able to:
 - a. Discuss how anxiety disorders manifest in children

5-48 4-2 3-1 2 1

b. Understand the risk factors and warning signs for suicide

5-46 4-3 3-2 2 1

c. Verbalize the purpose of the 988 Suicide and Crisis Lifeline

5-50 4 3-1 2 1

2. The speaker(s) was/were articulate, knowledgeable and understandable.

5-49 4-1 3-1 2

Comments: Wonderful! Thank you!

Renee Van Meter was awesome! I'd love to learn more about 988 calls.

Great Job CMH and Jo Co Mental Health!

They were all fantastic-loved the topic.

I could listen to Megan all day! Maybe I'm old, but it is still so hard to hear in the gym.

I want to have access to the PowerPoint slides!

Sound system problem. Speaking quickly, dropping off words.

Engaging, excellent, needed!

Loved how anxiety was explained and techniques included.

All speakers were incredibly articulate and passionate.

Need a little better sound quality from microphone. Great content! Thank you!

Excellent Presentation.

Sometimes hard to hear presenters. Would love access to PowerPoints.

3. The content of the program was appropriate to the time frame.

5-50 4 3-1 2 1-1

<u>Comments:</u> Great information. But we could have used much longer as there is so much to discuss on this topic.

4. What percentage of material was new to you? (Circle one.)

 $\frac{50\%}{5}$ $\frac{25-50\%}{23}$ $\frac{25\%}{22}$ $\frac{\text{less than } 10\%}{1}$

5. What resources and/or additional learning are needed to implement learning/strategies discussed today?

Would love a list of resources presented today so I don't forget.

Contact info-Clear practical steps on how to access resources.

Visual diagram of all mental health resources: district, hospital, county

Collaboration with school counselors. Admin and counselors don't seem to be aware that nurses have

MH training and we are left out of the loop in pertinent info about students.

Interdisciplinary coordination and communication.

PowerPoint and contact info

More on differentiation between anxiety and trauma issues. Follow up and treatment.

988 details

Links to additional resources

A step by step guide would be awesome.

Could not understand all the acronyms at CMH.

Educational resources for teaching coping skills, grit, self-sufficiency, emotional regulation to provide to parents.

Would love to have resource list with why to call; when to call; who responds.

Continued mental health education.

I appreciate all the resource links.

6. What was the most valuable portion of today's program?

All of it!

Techniques to use with kids for de-escalating anxiety.

Anxiety management and support strategies.

Contact information

Anxiety handling

Learning about resources in the county and within the district.

Interventions

The speakers were Fab!

The resources discussed.

Anxiety piece

988 presentation

Mental health resources available

Great info-thanks!

Coping with anxiety-the actual step

Suggestion to treat anxiety with shock (ice in hand) and cognition (counting, verbal fluency, conversation)

988-is a telephonic only assistance to be safe

Resources were new in some cases.

Understanding 988, Good hearing updated stats.

988 clarification

All was so informative.

All of it!

The biological component of anxiety.

The video depicting true anxiety.

988 info

Know what is available in the community, how they connect to schools.

Strategies

A very good in-service day. All the info was relevant.

Anxiety grounding strategies, specific info 988 vs local crisis line.

Phone numbers and resources.

"Grounding" activities to deal with anxiety- going to try the ice cube holding activity.

Validating anxiety pushing "the future"- cannot do anything about it, if calling 988 with an out of state cell phone number you won't be talking to local area-able to transfer with Geo location/Geo routing

7. Other comments:

Best PD so far!

Would like nurses to be invited to the discussion on how to repurpose computer specials time for 24-25 mins., social-emotional learning and mental health instruction should be considered.

Renee Van Meter was fun to listen to! These are all cool humans!

911 vs 988 posters

Reasons to call

Great meeting!

Great presentation even though I couldn't see the slides very well due to lighting.

MEGHAN JUSTINA KANYA, PHD

(248) 444-9494 kanyamj308@gmail.com

EDUCATION AND TRAINING

08/2021-08/2022 Children's Mercy, Kansas City, MO

Pediatric Psychology Postdoctoral Fellowship Training Director: Anna Egan, PhD, ABPP

2013-2021

Northern Illinois University, APA accredited program, DeKalb, IL

08/2021

Doctor of Philosophy in Clinical Psychology

Dissertation: Stability of Emotion Regulation Behaviors between Infancy and

Toddlerhood: Bidirectional Effects of Overcontrolling Parenting

Faculty Advisor: David J. Bridgett, PhD

07/2020-06/2021

Salina Regional Health Center, APA accredited pre-doctoral internship, Salina KS

Training Directors: Jeremy Morris, PhD & Claudia Canales, PhD

12/2017

Master of Arts in Clinical Psychology

Thesis: Contextual Stress and Infant Emotion Regulation: The Buffering Effect of

Positive Parenting

Faculty Advisor: David J. Bridgett, PhD

2008-2012

Michigan State University, East Lansing, MI

05/2012

Bachelor of Science in Psychology

Honors Thesis: Children's Understanding of How Emotions Influence Cognition

CLINICAL EXPERIENCE

08/2021 - Present

Children's Mercy, Kansas City, MO

Clinical Child/Pediatric Psychology Fellowship Program

- <u>Inpatient Psychology Consultation/Liaison Service</u>: Year-long rotation involving three half-days per week. Conducted inpatient consultation and brief psychological intervention for a variety of presenting concerns. Coordinated with medical staff and hospital resource providers to support patients and families. Responsible for providing after-hours and weekend consultation and liaison for inpatients and outpatients in acute crisis. Attended behavioral health rounds and family/staff care conferences.
- Primary Care Clinic Consultation/Liaison Service: Year-long rotation involving
 one half-day per week. Conducted outpatient consultation and brief
 psychological intervention for a variety of presenting concerns. Coordinated with
 medical staff, schools, and community resources to provide support to patients
 and families. Assisted in program development to identify needs within primary
 care clinics and create appropriate solutions.
- Psychology Continuity Clinic: Year-long rotation involving one to two half-days per week. Conducted assessment and intervention in the outpatient psychology clinic. Assessments included cognitive, social-emotional, academic, and executive functioning measures to assess referral concerns for attention, neurodevelopmental, mood, and behavioral problems. Intervention for presenting concerns including ADHD, anxiety, depression, PTSD, identity, medical adjustment, and relational difficulties.

- Pain Management: Four-month rotation involving one half-day spent in the Comprehensive Headache Clinic and one half-day spent in the Complex Pain Management Clinic per week. Provided new patient assessment, consultation, and brief intervention for children and adolescents with chronic pain and headache/migraine within the multidisciplinary outpatient clinics.
- <u>Solid Organ Transplant</u>: Four-month rotation involving two half-days per week split between Cardiology and Nephrology. Provided targeted services for patients on dialysis to improve treatment adherence. Provided new patient assessment, consultation, and brief intervention for children and adolescents pre-, peri-, and post- transplant, with support from multidisciplinary teams. Performed pre-transplant evaluations and cognitive assessments for Nephrology.
- <u>Gender Pathway Services</u>: Four-month rotation involving two half-days per week. Provided new patient assessment, consultation, and brief intervention for children and adolescents with gender dysphoria within multidisciplinary clinic.

08/2020 - 06/2021

Salina Regional Health Center, Salina, KS

APA Accredited Pre-Doctoral Internship Program

- <u>Veridian Behavioral Health</u>: Year-long outpatient rotation involving two half-days of intervention and one half-day of assessment. Conducted intake and intervention for children, adolescents, and adults with various presenting problems including anxiety, depression, ADHD, anger regulation, grief, trauma, and relational difficulties. Conducted diagnostic assessments with patients across the lifespan which include cognitive, social-emotional, educational, and personality testing. Co-led a 9-month long process-oriented group for adults.
- <u>Salina Regional Health Center</u>: Year-long inpatient rotation involving 3-4 half-days. Provided inpatient consultation and brief psychological intervention for a variety of concerns in adult patients. Provided crisis counseling, group therapy, and brief diagnostic clarity and competency assessments to adult patients within the acute risk inpatient unit.
- <u>Intensive Outpatient Program</u>: Six-month rotation involving 1-2 half-days. Led primarily psychoeducational group therapy with adults in IOP program. Conducted intervention with IOP patients eligible for corresponding individual treatment.
- Primary Care Consultation/Liaison: Eight-month rotation involving 2 half-days in outpatient primary care setting for children and adolescents. Independently assessed clinic need, built rapport with providers, and created rotation. Collected program evaluation data throughout experience to advocate for continued clinical need for rotation. Provided brief, solution focused therapy to children, adolescents, and their families presenting with chronic pain, anxiety, depression, difficulties with medical adherence, processing of medical conditions, and behavioral difficulties. Consulted and coordinated with medical providers, schools, and community resources to support patients and families.

06/2019-06/2020

Susan Myket, PhD & Associates, Naperville, IL Advanced Practicum

Year-long private practice practicum involving two full days a week. Provided intervention to children, adolescents, and families presenting with various presenting problems including anxiety, depression, ADHD, ASD, OCD, selective mutism, and PANS/PANDAS. Conducted diagnostic assessments with children and adolescents which include cognitive, neuropsychological, social-emotional, educational, and personality testing. Coordinated with outside providers, schools, and community resources.

07/2018-06/2019

Florissa Pediatric Development Center, Kreider Services, Dixon, IL Advanced Practicum

• Year-long community mental health practicum involving two full days a week. Provided intervention to children, adolescents, and families presenting with various presenting problems including anxiety, behavioral difficulties, complicated bereavement, persistent depressive disorder, major depressive disorder, social pragmatic communication disorder, selective mutism, and adjustment disorder. Co-led social skills and friendship groups for middle and high school students diagnosed with ASD, social anxiety, social pragmatic communication disorder, Intellectual Disorder, and Down's Syndrome. Conducted assessments with children primarily from low-income backgrounds with presenting problems such as ASD, developmental and intellectual disabilities, ADHD, adaptive skills deficits, anxiety disorders, oppositional defiant disorder (ODD), early childhood trauma, and executive functioning deficits. Conducted multidisciplinary diagnostic ASD assessments with professionals from multiple disciplines (i.e., pediatrician, speech and language pathologist, occupational therapist).

08/2017-06/2018

Joliet Public Schools District 86, Joliet, IL

Advanced Practicum

• Year-long practicum within low-income, urban school district involving two full days a week. Conducted learning disability, cognitive impairment, psychological functioning, and ADHD assessments for elementary and middle school aged students from a variety of backgrounds. Conducted classroom observations of students to assess behaviors in a classroom setting. Coordinated support for students with school personnel during domain and IEP meetings. Led groups for middle school students struggling with externalizing concerns (e.g., disrespecting authority figures, hyperactivity, impulse control difficulties, aggression), internalizing concerns (e.g., anxiety, depression), and social skills deficits. Provided individual therapy to middle school student targeting anxiety and depression symptoms and general coping skills.

2017, 2018, 2019

Summer Adventure Camp, Advanced Therapeutic Solutions, Oak Brook, IL Camp Counselor

 Summer experience involving pre-camp (individual and group lead-in sessions for campers diagnosed with selective mutism) and camp (individual and group therapy in day-long, intensive, exposure-based group context across clinic and community settings). Provided feedback on child's performance during day-long group exposure to parents. Worked collaboratively with other clinicians in treatment planning and monitoring of client's goals.

06/2014-08/2017

Psychological Services Center, NIU, DeKalb, IL Practicum

 Year-long practicum involving 2-3 half-days per week. Provided intervention and assessments for children, adolescents, college students, and adults for a variety of presenting concerns.

Fall 2017/Summer 2018 Student Supervisor

Semester-long experiences supervising clinical doctoral students. Supervised 2nd year clinical doctoral student in providing individual therapy for the first time, including providing feedback on audio-recorded sessions, case conceptualization, treatment planning, therapeutic techniques, and written materials. Supervised 2nd year clinical doctoral students in administration, scoring, and interpretation of standardized interviews for both adults and adolescents including the SCID-5 and the K-SADS-PL.

Spring 2014-Summer 2018 Emotion Regulation and Temperament Laboratory, NIU, DeKalb, IL Clinical Research

 Administered measures of adaptive behaviors and early cognitive and language skills to 14-month-old and 32-month-old children. Interpreted and compiled results across 14- and 32-month visits into integrated assessment reports.

RELEVANT CLINICAL TRAINING

04/2022	Focused ACT for Brief Interventions Online 6-week Course Kirk Strosahl, PhD & Patti Robinson, PhD
04/2019	Late, Lost, & Unprepared: Why Can't My Child Get Organized? Workshop Florissa, Dixon, Illinois Joyce Cooper-Kahn, PhD
05/2018	ADOS-2 Clinical Workshop Hope Learning Academy, Chicago, Illinois Jennifer Gorski, PhD and The Autism Program (TAP) of Illinois
08/2016	Attachment-Based Family Therapy: Introductory Workshop Wheaton College, Wheaton, Illinois Suzanne Levy, PhD and Johnathon B. Singer, PhD, LCSW
06/2016	Gottman Method Couples Therapy - Level 1 Training Online Workshop by The Gottman Institute John Gottman, PhD and Julie Schwartz Gottman, PhD
10/2014	Trauma Focused Cognitive Behavioral Therapy NIU, DeKalb, Illinois Presented by Zachary Adams, PhD
INVITED CLINICAL TALKS AND PRESENTATIONS	

INVITED CLINICAL TALKS AND PRESENTATIONS

07/2022	Invited Lecture: Defining, Conceptualizing, and Treating Psychological Disorders: Disruptive Disorders, Psychotic Disorders, and Personality Disorders Presented to Children's Percy Adolescent Medicine
04/2022	Invited Lecture with Mirae Fornander, PhD & Dana Bakula, PhD: Working with Children with Selective Mutism Presented to Children's Mercy Speech Pathologists

03/2022	Invited Lecture: Behavior Change: School, Sleep, Media Use, and Treatment Adherence Presented to Children's Mercy Adolescent Medicine
01/2021	Invited Lecture: Rural Mental Health Presented to Children's Mercy Developmental and Behavioral Department
09/2021	Invited Lecture with Trista Perez-Crawford, PhD: Evidence-based Practice of ADHD: Resources for Adolescent Medicine Providers Presented to Children's Mercy Adolescent Medicine
03 & 05 & 11/2020	Invited Lecture: Selective Mutism Presented at three separate professional development in-services for Valley View School District, Bolingbrook, IL.
09/2019	Invited Lecture: Selective Mutism Presented at professional development in-service for Franklin Elementary School, \ Sterling, IL.
08/2019	Invited Lecture: Selective Mutism Presented at professional development in-service for the Pediatric Center at Edwards Clinic (associated with KSB Hospital), Dixon, IL.
05/2019	Invited Lecture: Selective Mutism Presented at professional development in-service for Dillon Elementary School, Rock Falls, IL.
03/2019	Invited Lecture with Hana Longenecker, PsyD: The Power of Play: Targeting Behavioral Difficulties in Young Children Presented at the annual Child Care University Early Childhood Conference, Dixon, IL.
11/2017	Invited Lecture: Anxiety and Depression within Children and Early Adolescents Presented at the annual Joliet School District #86 Best Institute Day, Joliet, IL.
11/2017	Invited Lecture: Identifying and Working with School Refusal Presented at the annual Joliet School District #86 Best Institute Day, Joliet, IL.
10/2017	Case Presentation: Monsters, Demons, & Guardians, Oh My! Differentiating Imagination from Hallucination in Childhood Presented at NIU Psychological Services Center meeting, DeKalb, IL.
04/2016	Case Presentation: Fidelity Killed the Cat: Adaptations to Manualized Treatments with Children Presented at NIU Psychological Services Center meeting, DeKalb, IL.
05/2015	Case Presentation: Barriers to Accommodations in College Presented at NIU Psychological Services Center meeting, DeKalb, IL.

PUBLICATIONS

Petrenko, A., **Kanya, M.J.**, Rosinski, L., McKay, E., & Bridgett, D.J. (2019). Effects of infant negative affect and contextual factors on infant regulatory capacity: The moderating role of infant sex. *Infant and Child Development*.

- Lelakowska, G., **Kanya**, **M.J.**, Balassone, B.R., Savoree, S.L., Boddy, L.E., Power, T.G., & Bridgett, D.J., (2019). Toddlers' impulsivity, inhibitory control, and maternal eating-related supervision in relation to toddler body mass index: Direct and interactive effects. *Appetite*, 142, e104343. doi: 10.1016/j.appet.2019.104343
- Bridgett, D.J., **Kanya, M.J.**, Rutherford, H.J.V., & Mayes, L.C. (2017). Maternal executive functioning as a mechanism in the intergenerational transmission of parenting: Preliminary evidence. *Journal of Family Psychology (Special Section)*, 31, 19-29. doi: 10.1037/fam0000264

POSTER PRESENTATIONS

Kanya, M., Miller, M., Rosinski, L., Atterberg, M., & Bridgett, D.J. (2019, March). *The Influence of Context and Infant Sex on the Development of Early Regulation*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

McKay, E., **Kanya**, M., Ung, S., Rosinski, L., & Bridgett, D.J. (2019, March). *Development of Infant Emotion-Regulatory Preocesses: A Longitudinal Analysis of the Still-Face Paradigm*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Miller, M., Petrenko, A., Ung, S., Dawson, M., Rosinski, L., **Kanya, M.**, McKay, E., & Bridgett, D.J. (2019, March). *Maternal Contributions to Toddler Effortful Control*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Rosinski, L., Atterberg, M., Burks, D., Chamberlain, A., Ezzo, K., Ung, S., McKay, E., **Kanya, M.**, & Bridgett, D.J. (2019, March). *Maternal Emotion Regulation, Context, and Infant Affect: Direct and Interactive Effects on Maternal Emotion-Related Parenting*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Miller, M., Cote, K.E., Atterberg, M.W., McKay, E.R., Ezzo, K.S., **Kanya, M.**, & Bridgett, D.J. (2018, May). *Difficulties in Emotion Regulation Mediates the Relation between Adverse Events in Childhood and Aggression in Young Adults*. Poster presented at the meeting of the Association for Psychological Science, San Francisco, CA.

Balassone, B.R., Lelakowska, G., Hyams, H., Quirarte, E., Covello, N., **Kanya, M.**, Bridgett, D.J. (2018, May). *The Impact of Negative Affect on the Relationship between Perceived Levels of Stress and Eating Disorder Symptoms*. Poster presented at the meeting of the Association for Psychological Science, San Francisco, CA.

Lelakowska, G., Balassone, B., **Kanya, M.**, Dawson, M., & Bridgett, D.J. (2018, May). *Executive Function, Sleep Patterns*, and *Body Mass Index in Emerging Adults: Direct and Interactive Effects*. Poster presented at the meeting of the Association for Psychological Science, San Francisco, CA.

Holzman, J., Cote, K., McKay, E., Lelakowska, G., **Kanya**, **M.**, Mitchell, R., & Bridgett, D.J. (2017, April). Fearfulness Moderates the Relation Between Parenting Behaviors and Subsequent Cortisol Reactivity. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Lelakowska, G., Augsburger, E., Savoree, S., **Kanya, M.**, Balassone, B., Cote, K., & Bridgett, D.J. (2017, April). *Child Impulsivity, Inhibitory Control, and Maternal Supervision in Relation to Toddler BMI: Direct and Indirect Effects.* Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Rosinski, L., Balassone, B., Hammer, J., Petrenko, A., Chamerlain, A., Tittle, T., Augsburger, E., **Kanya, M.**, Holzman, J.B., & Bridgett, D.J. (2017, April). *Interplay Between Infant Sex and Frustration in Relation to Early Inhibitory Control*. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Richier, C., Kanya, M., & Bridgett, D.J. (2016, May). Behavioral Approach and Fear Moderates the Relationship Between Insensitive/Intrusive Parenting and Early Language Development. Poster presented at the 3rd Annual Psychology Department Undergraduate Conference, DeKalb, IL.

Kanya, M., Chennault, D., Cote, K., Suerth, S., Holzman, J., & Bridgett, D.J. (2015, March). *Maternal Executive Functioning as a Potential Mechanism in the Intergenerational Transmission of Negative Parenting Behaviors*. Poster presented at the meeting of the Society for Research in Child Development, Philadelphia, PA.

Beshansky, E.A., Bourke, C., Fritz, K., Stevens, E., Ishaque, F., **Kanya, M.**, & Bridgett, D.J. (2015, March). *Interpersonal Relationship Adjustment and Positive Parenting: Maternal Use of Suppression as Protective Factor.* Poster presented at the meeting of the Society for Research in Child Development, Philadelphia, PA.

Burt, N.M., Rosinski, L., Lowery, B., Ckuj, N., Baggio, M., **Kanya, M.**, & Bridgett, D.J. (2015, March). *Infant Frustration and Fearfulness as Contributors to Toddler Externalizing Problems: Unique, Additive, or Interactive Effects?* Poster presented at the meeting of the Society for Research in Child Development, Philadelphia, PA.

Kanya, M., Baggio, M, Luka, S., Koegel, T., Deater-Deckard, K., & Bridgett, D.J. (2014, May). *Maternal Working Memory and Inhibition Differentially Predict Later Maternal Negative Parenting Behaviors*. Poster presented at the meeting of the Association for Psychological Science, San Francisco, CA.

Polz, K.M., Ishaque, F.N., Laake, L.M., **Kanya, M.J.**, & Bridgett, D.J. (2014, May). *Infant Positive Affect and Positive Maternal Interactions: Implications for Early Language Development*. Poster presented at the meeting of the Association for Psychological Science, San Francisco, CA.

Kanya, M., & Danovitch, J.H. (2013, April). *Preschoolers' Understanding of How Emotions Influence Others' Behavior*. Poster presented at the meeting of the Society for Research in Child Development, Seattle, WA.

Kanya, M., & Danovitch, J.H. (2013, April). *Children's Understanding of Emotional Influences on Others' Behavior.* Poster presented at the meeting of the Society for Research in Child Development, Seattle, WA.

Kanya, M., & Danovitch, J.H. (2011, October). *Children's Understanding of Emotional Influences on Others'* Behavior. Poster presented at the meeting of the Cognitive Developmental Society, Philadelphia, PA.

Kanya, M., & Danovitch, J.H. (2011, May). *Children's Understanding of Emotional Influences on Others' Behavior*. Poster presented at the meeting of the Midwest Psychological Association, Chicago, IL.

RESEARCH SYMPOSIA

Bridgett, D.J., Holzman, J., **Kanya**, **M.**, & Edwards, E. (2017, April). Maternal Executive Functioning, Stressful Parenting Practices, and Toddler Cortisol Reactivity to a Laboratory Stressor. In C.F. Canfield (Chair), *Family and Parent Factors, Child Stress Exposure, and Child Outcomes: Implications for Intergenerational Transmission <i>Processes.* Symposium presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Kanya, M., & Danovitch, J.H. (2012, April). *Sad, Angry, Afraid, Oh My! Children's Understanding of How Emotions Influence Cognition*. Presentation at the Michigan Undergraduate Psychology Research Conference, Albion, MI.

RESEARCH EXPERIENCE

08/2013-07/2020

Emotion Regulation and Temperament Lab, NIU, DeKalb, IL

Principal Investigator: David Bridgett, PhD

Graduate Research Assistant

• Responsibilities: Managed recruitment of both infants and their parents for longitudinal study examining the development of temperament, emotion, and self-regulation in the first three years of life. Supervised and trained over 30 research assistants and organized individual lab task assignments and schedules. Conducted lab visits with mothers and infants involving standardized tasks from the Laboratory Temperament Assessment Battery (Lab-TAB), which were designed to elicit behaviors and emotional responses indicative of individual traits related to infant and toddler temperament. Administered brief intelligence tests and measures of neuropsychological functioning to mothers and college students. Assisted in coding videos of mother-infant interactions using the Parent Child Early Relational Assessment (PCERA) coding scheme. Supervised the data analysis and writing of two independent manuscripts spearheaded by undergraduate students. Assisted in physiological (i.e., heart rate variability, respiratory sinus arrythmia) and salivary cortisol data collection and processing.

05/2017-04/2018

16th Judicial Circuit Court Services Lifetime Bonds Program, Safe Humane

Chicago, Kane County, IL

Principal Investigator: Keri Burchfield, PhD

Graduate Research Assistant

• Responsibilities: Engaged with juveniles (ages 13-19) on probation in 10-week programs as they learned to bond with, socialized with, and trained owned dogs and shelter dogs. Exposed participants to themes of compassion, empathy, patience, and the connection between animal violence and human violence. Managed quantitative data collection via the administration of pre- and post-program questionnaires and weekly assessments of thematic knowledge. Assisted in qualitative data collection via observation of interactions between the juveniles and adult volunteers and the youth and dogs, and through the use of verbal probes to assess emerging or developing psychological constructs such as empathy, perspective-taking, problem-solving, and self-efficacy. Worked with principal investigator and sociology graduate student to compile and interpret collected data to assess program effectiveness and alter features of program. Conducted data analyses of quantitative data collected during the 10-week programs and via court services.

08/2008-05/2013

Knowledge in Development Lab, Michigan State University, East Lansing, MIPrincipal Investigator: Judith Danovitch, PhD

08/2012-05/2013

Lab Manager

 <u>Responsibilities</u>: Managed recruitment of families and schools to participate in studies. Led a team of research assistants in creation of study examining children's mindset and advice seeking behaviors and in data collection of past studies. Performed interviews with potential RAs to be hired into lab. Designed and created lab website.

08/2011-05/2013

Senior Honors Thesis

Title: Children's understanding of emotional influences on others' behavior.

<u>Responsibilities</u>: Applied for and received internal grant to fund project. Created
novel measures for study examining the development of children's understanding
of the effects of emotions on cognitive processes in others. Independently
recruited schools and their students to participate in the study. Collected data
from over 150 children in 4 different school districts.

08/2008-05/2013

Research Assistant

<u>Responsibilities</u>: Directed training of new RAs on research methods and lab
duties. Aided in the creation of stimuli, data collection, and data analysis of
studies examining social cognition in the following areas: division of cognitive
labor, theory of mind, reflectiveness/impulsiveness, and expertise.

01/2011-05/2013

Child Emotions Lab, Michigan State University, East Lansing, MI Principal Investigator: Emily Durbin, PhD

08/2012-05/2013

Lab Manager

 Responsibilities: Managed recruitment of both children and their parents in multiple studies examining associations between children's temperament, emotions, and brain activity with those of their parents. Supervised over 50 research assistants and organized individual lab task assignments and schedules in addition to managing databases and payments for all participants.

01/2011-05/2013

Research Assistant

 Responsibilities: Conducted lab visits with children ages 3-7 involving 15 standardized tasks from the Lab-TAB. Assisted in coding videos of children completing standardized tasks from the Lab-TAB for facial, bodily, behavioral, and verbal expressions of emotions using global rating scales and the affective circumplex model.

08/2010-05/2013

Clinical Psychophysiology Lab, Michigan State University, East Lansing, MI Principal Investigator: Jason Moser, PhD Research Assistant

• Responsibilities: Project Coordinator in a collaboration with the Child Emotions Lab using EEG to look at asymmetry, error processing, and startle responses in children ages 4-7 and their parents. Assisted with data collection using EEG equipment in studies examining emotion regulation, attention, and error processing with adults. Managed recruitment of children and parents for collaboration with the Child Emotions Lab and twins for a study examining associations between EEG and genetics.

TEACHING EXPERIENCE

Winter 2018

Psychology 100: Psychology: Science of Behavior, North Central College, Naperville, IL

• Responsibilities: Prepared and delivered course lectures for class of 35 undergraduate students. Created and administered course quizzes and exams. Created and graded written assignments during course (i.e., content reflections/applications to increase generalizability of learned information). Advised students during office hours.

Fall 2016/Spring 2017

Psychology 316: Introduction to Psychopathology, NIU, DeKalb, IL

Responsibilities: Prepared and delivered course lectures for groups of 55
undergraduate students. Created and administered course quizzes and exams.
Created case study writing assignment including six case studies focused on
individuals experiencing psychological distress. Advised students during office

hours. Wrote letters of recommendation for students applying for mental health-related jobs and graduate school.

Fall 2015/Spring 2016 Psychology 102: Introduction to Psychology, NIU, DeKalb, IL

Responsibilities: Created and delivered biweekly course lectures for groups of 50 undergraduate students. Administered and graded coursework. Advised students during office hours

PROFESSIONAL/DEPARTMENTAL SERVICE AND ACTIVITIES

03/2021

Winnebago Elementary School, Laura Reece (Teacher) 3rd grade class Weekly Guest Speaker

Provided age-appropriate information to third grade students inquiring about a career in psychology and psychological concepts such as emotions, mental health processing of stress, and relaxation/grounding techniques.

08/2018-07/2020

Community Committee, NIU Clinical Psychology Department Student Member

Responsibilities: Collaborated with graduate students and faculty members to plan and organize program events in an effort to improve program climate and outreach within the local area

08/2018-06/2019

Child Psychology Brown Bag Meetings, NIU Psychology Department Student Coordinator

Responsibilities: Approached and communicated with professionals working in child development associated fields to present at brown bag meetings. Screened relevant webinars for content and potential for discussion. Emailed reminders for meetings to clinical psychology department.

04/2019

SVCC Psychology Club, Sauk Valley Community College Research and Graduate School Q&A

Responsibilities: Presented research interests and projects in informal talk. Discussion following presentation included undergraduate research opportunities, graduate student responsibilities, research methods and practices, and bridging research and policy

06/2018-08/2019

Lifetime Bonds Program, Safe Humane Chicago, Illinois Youth Center-St. Charles, IL **Group Facilitator**

Responsibilities: Engaged with incarcerated youth (ages 13-19) in 10-week programs as they learned to bond with, socialize with, and train owned dogs and shelter dogs. Designed and led group therapy with participants to explore themes of compassion, empathy, patience, and the connection between animal violence and human violence.

03/2016 & 2017

Greenbrier Elementary School, Erica Palmieri (Teacher) 5th grade class Genius Hour Project Expert

Provided age-appropriate information to fifth grade students inquiring about psychological concepts such as emotions and mental illness via written correspondence

Undergraduate Honors Student Capstone Project, NIU

Graduate Mentor

08/2016-05/2017

Project Title: Behavioral Approach and Fear Moderates the Relationship Between Insensitive/Intrusive Parenting and Early Language Development

Supervisee: Corey Richier, undergraduate honors student

 Supervised undergraduate honors student in the preparation and presentation of project findings at 3rd Annual Psychology Department Undergraduate Conference at NIU in DeKalb, IL which were awarded the 1st place award for quality and professionalism.

06/2014-05/2015

Project Title: Interparental Relationship Adjustment and Parenting: Maternal Use of Emotion Regulation Strategies as Protective Factors

Supervisee: Emily Beshansky, undergraduate honors student

 Supervised an undergraduate honors student in review of past literature, data collection, data analysis, research report writing, and preparation and presentation of project findings at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Spring 2015

Counseling, Adult and Higher Education, Course 211 (CAHC211), NIU Career Planning Panel

 Participated in a multidisciplinary graduate student panel where discussion topics included experiential learning opportunities to prepare for graduate school, graduate school requirements, and job opportunities after graduate school

Fall 2013/Spring 2014 Office of Student Engagement and Experiential Learning, NIU

Graduate Student Preparation Seminar

 Participated in a graduate student panel where discussion topics included GRE scores and preparation techniques, graduate school applications, undergraduate research opportunities, and graduate student responsibilities and lifestyle

Fall 2013

Diversifying Psychology Open House, NIU

Graduate School Preparation Panel

 Participated in a graduate student panel where discussion topics included GRE scores and preparation techniques, graduate school applications, undergraduate research opportunities, and graduate student responsibilities and lifestyle

Fall 2013

Northern Illinois University Psi Chi Chapter, NIU

Graduate School Q&A

 Participated in a graduate student panel where discussion topics included GRE scores and preparation techniques, graduate school applications, undergraduate research opportunities, and graduate student responsibilities and lifestyle

Fall 2013

Student Psychological Association, NIU

Undergraduate Research Opportunities

 Participated in a panel where discussion topics included current research within respective laboratories and opportunities for undergraduates to help with research projects

AWARDS AND HONORS

2017

Outstanding Graduate Student Award

Northern Illinois University Graduate School

 Nominated by psychology department for exemplary performances in research, mentorship, and teaching of the Psychology 316: Introduction to Psychopathology course and the Psychology 102: Introduction to Psychology course

2015

Graduate Mentor Award

Northern Illinois University Psi Chi Honors Society

 Nominated by undergraduate research assistants for supportive, caring, and motivational mentorship

2010-2011

Dean's Assistantship

Michigan State University College of Social Science

Internal grant to complete independent research project

PROFESSIONAL AFFILIATIONS

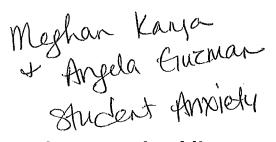
Association for Psychological Science (APS)
American Psychological Association (APA)
Society for Research in Child Development (SRCD)
Society for Pediatric Psychology (SPP)

REFERENCES

- Leslee Belzer, PhD
 Pediatric Psychologist
 Children's Mercy
 3101 Broadway, Blvd
 Kansas City, MO 64111
 Office: (816) 960-2849
- Klanci McCabe, PhD, BCB
 Pediatric Psychologist
 Children's Mercy
 2401 Gillham Rd
 Kansas City, MO 64108
 Office: (816) 23-3674 x55941
- Anna Egan, PhD, ABPP
 Pediatric Psychologist
 Director of Psychology Training
 Children's Mercy
 2401 Gillham Rd
 Kansas City, MO 64108
 Office: (816) 234-3674 x51910

- Jeremy D. Morris, PhD
 Clinical Psychologist, Director of
 Psychology Internship
 Ascend Psychological Associates
 1307 E Iron Ave
 Salina, KS 67401
 Office: (785) 390-8600
- Britton Zuccarelli, M.D.
 Pediatric Neurologist
 Salina Pediatric Care
 501 S Santa Fe Ave, STE 100
 Salina, KS 67401
 Office: (785) 825-2273
- Kelly S. Flanagan, PhD
 Clinical Psychologist, Clinic Director
 Florissa Pediatric Development Center
 144 North Court
 Dixon, Illinois 61021
 Office: (815) 288-1905

 Mitchell Hoberman, Psy.D. Clinical Psychologist
 Susan Myket, PhD & Associates
 1415 Bond Street, Suite 127
 Naperville, IL 60563
 Office: (630) 355-9002 x304 Laura Pittman, PhD
 Clinical Psychologist, Director of Clinical
 Training
 Department of Psychology
 Psychology-Computer Science Building,
 Rm. 314
 Northern Illinois University
 DeKalb, IL 60115
 Office: (815) 753-2485







CNE Planning Checklist (Rev. 05/22)

<u>√</u> Speaker's Curriculum vitae
This is used for authentication of credentials for speaking about the subject and
, to introduce the speaker
<u>√</u> Objectives
Needed for course evaluation – need two weeks in advance
Current Bibliography/Citations
At least 3-4 current sources (Books not published more than 10 years ago, periodicals not dated more than 5 years ago)
Notice by Outlook and/or e-mail to all district nurses about CNE
Director will send out notice to nurses a minimum of 2 weeks prior
Technology Needs
Let the Director/Cathy know so request can be processed
Any written materials for hand-outs
May send out in email and have each nurse print a copy and bring to the
presentation. If you will be printing copies, plan for a minimum of 65 people
Title of CNE Certificate
Need a week in advance so they can be printed in a timely manner
Need a week in advance so they can be printed in a timely manner
This should be on letterhead stationery



CNE Educational Offering Announcement

This is an announcement that an educational presentation worth 1-hour CNE will be offered on 02/09/2024.

Title: Student Anxiety, Risk Factors and Warning Signs for Suicide, and the 988 Suicide and Crisis Lifeline

Presenter Name and Credentials: Meghan Kanya, PhD & Angela Guzman, MSW, Children's Mercy Hospital

Objectives: Upon completion of this presentation, participants will be able to:

- Discuss how anxiety disorders manifest in children.
- Understand the risk factors and warning signs for suicide.
- Verbalize the purpose of the 988 Suicide and Crisis Lifeline.

Location: MCC - Gym

Olathe Public Schools is approved as a provider of continuing nursing education by the Kansas State Board of Nursing. This course offering is approved for 1 contact hour(s) for RN, LPN, or LMHT relicensure. Kansas State Board of Nursing Provider Number: LT0242-0950

Angela Guzman & Meghan Kanya

Bibliography

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- Centers for Disease Control and Prevention (CDC). 1991-2021 High School Youth Risk Behavior Survey Data. Available at http://yrbs-explorer.services.cdc.gov/.
 Accessed on January 16, 2024.
- Centers for Disease Control and Prevention (CDC). May, 2023. Facts About Suicide.
 Available at https://www.cdc.gov/suicide/facts/index.html. Accessed on February 8, 2024.
- Centers for Disease Control and Prevention (CDC). Oct, 2022. Suicide Prevention
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- National Institute of Mental Health (NIMH) Exp June 30, 2024. Ask Suicide-Screening Questions (ASQ) Toolkit. https://www.nimh.nih.gov/research/research-conducted-at-nimh/asq-toolkit-materials. Accessed on February 8, 2024.
- The Columbia Lighthouse Project (2016). Columbia Suicide Severity Rating Scale (CSSR-S). https://cssrs.columbia.edu/. Accessed on February 8. 2024

Objective

Highly motivated professional with 25+ years experience supporting our vulnerable groups through leadership, educating, increasing awareness, developing resources and creating connections within systems of care. Proven ability to lead, create and facilitate presentations and trainings, work collaboratively within a large organization and develop and leverage relationships with community organizations.

Skills

• Primary Investigator, team lead through a hospital wide suicide prevention initiative • Multidisciplinary collaboration • Understanding behavioral health continuum of care and access . Identifying and developing methods to address gaps in coordination of care . Multi-sector collaboration • Developing and leveraging community relationships • Consultation and problem solving . Advocacy . Resource development and implementation - Data collection and analyzation · Training and educational presentations • Mental health assessments • Crisis management • Creative • Excellent communication and problem solving skills . Selfstarter, works well independently and as a team member

Angela Guzman MA, LCSW, LSCSW

Phone: 562.215.3599 Email: aml2guzman@gmail.com Address: 7 W 70th Terrace, KCMO 64113

Employment Experience, Present

Children's Mercy 2019

Behavioral Health Community Education Coordinator

- Primary Investigator for team leading Zero Suicide 2-year collaborative learning grant (including funding) with 16 pediatric hospitals nationwide, awarded by the Cardinal Health Foundation and Children's Hospital Association. Leading development and implementation of grant aims within alignment of hospital policies and behavioral health leadership groups, including executive sponsor.
- Behavioral Health Summit coordination, planning and developing summit with community organizations, focused on identifying and addressing gaps
 in behavioral health care for youth in the KC Metro region
- Developing, cultivating, and leveraging partnerships with community behavioral health organizations and entities to improve patient care, coordination
 of care, and access to behavioral health services including universal referral process to CCBHCs, partnering with emergency services to improve
 collection of community suicide related data.
- Developing behavioral health resources: Wellness tips video series for families, toolkit for parents for staff dissemination across hospital settings.
- Presentations to area behavioral health organizations and community, disseminating information about Children's Mercy's behavioral health resources
 and suicide prevention. Representing Children's Mercy at multiple community events and panel presentations.
- Worked closely with division leadership, participation in Children's Mercy's Behavioral Health Advisory Council, NPSG15 group (national patient safety goal focused on suicide prevention); multiple community behavioral health coalitions, alliances, workgroups and taskforces.
- Partnered with philanthropy, meeting with and presenting to behavioral health-focused donors.
- School friendly health system collaborator, KCPS Trauma Informed Care Team member, providing parent perspective and Children's Mercy resource information.
- · Community crisis support coordination.
- Staff facilitator for MH Patient Family Advisory Council and Mandt training.

Developmental and Behavioral Health Division Social Worker

- Ambulatory social worker for the division of developmental and behavioral health. Completed mental health, psychosocial, suicide assessments, safety plans, caring contacts and child abuse reporting. Provided social work coverage to emergency departments, urgent care clinics, pediatric intensive care unit, and additional ambulatory clinics as needed. Provided social work consultation to psychiatrists, psychologists and developmental pediatricians with families struggling with behavioral health concerns. Provided social work behavioral health consultation to social workers and multi-disciplinary staff. Supported families with behavioral health care navigation and coordination of care. Collaborated and advocated within systems of care included. MO DMH, CD, CCBIICs, MCOs, insurance, schools, and LE to meet families' behavioral health needs.
- Developed content for public facing mental health resource webpage. Developed additional resource organizational systems for provider use to improve patient care and coordination.
- Field instructor for KU MSW practicum student.

Education

- Master of Social Work, 8.2018
 University of Kansas
- Master of Art Therapy, 12.2002
 California State University, Los Angeles
- Bachelor of Science, Psychology, 8.1998
 Central Missouri State University
- Bachelor of Fine Art, Painting, 5.1997 Central Missouri State University

Leadership and Innovation

- Primary Investigator, team lead through a hospital wide suicide prevention initiative
- National Patient Safety Group Suicide Prevention (NPSG15) co-chair
- Lead MO-DMH YBHL referral process development and training, Children's Mercy
- Behavioral Health resource access for providers via EMR,
- Behavioral Health hub parent toolkit
- Cultural Awareness Committee Vice President, Johnson County Mental Health Center
- Treatment progress Likert Scale, Johnson County Mental Health Center
- Mental Health First Aid, Mandt, Stengthening Families facilitator
- Mental Health Patient and Family Advisory Council staff facilitator
- Behavioral Health Summit Coordinator

Employment Experience Previous Johnson County Mental Health 2005-2019

Parent Support Specialist/Case Manager

- Partnered with parents of children and adolescents with significant mental health concerns; developed and supported
 implementation of parenting strategies to manage mental health concerns through education about diagnoses, behavior
 shaping strategies, supported families to decrease conflict and crises, safety planning.
- Participated collaboratively as a treatment team member. Developed an assessment tool/Likert scale to improve communication between families and case managers, utilized throughout the pediatric division.
- Supported parents with partnering with additional systems and supports, ic. school staff, court services officers, CIT officers, co-responders and treatment providers.
- Represented JCMHC pediatric division, presenting to CIT officer training. Facilitated family groups as part of a
 community cohort represented JOCO Mental Health Center. Evening Reporting Center parent group co-facilitator for
 parents of children involved in community corrections. FAST program facilitator.
- Advocated for mental health awareness and funding with program-involved parents with their KS state legislators.
- Participated in agency investment teams and strategic investment teams to problem solve systemic issues within the mental
 health center, presented findings and recommendations to the executive leadership team.

Starview Community Services, Long Beach, CA 2000-2005

Mental Health Specialist

- · Provided mental health services individually and in a group setting to adolescents and their families and foster families.
- Performed intake and diagnostic assessments, developed treatment plans in accordance with Los Angeles DMH and Medi-Cal mandates.
- Developed and implemented 8-12 week syllabi for specialized art therapy groups, facilitated art therapy interventions and art therapy trainings and consultation.
- Collaborated with community partners within the system of care.
- Crisis management

Licensure and Certifications

MO LCSW lic# 2023012755
KS LSCSW lic# 11173
Mandt trainer
Mental Health First Aid
Strengthening Families Facilitator
Families and Schools Together

Recognitions

- Children's Mercy Safety Recognition
 hospital-wide award given yearly
- Social Work Division, Rookie of the Year nominated by social work colleagues
- Extraordinary Every Time (multiple) nominated by hospital-wide staff



Long Term CNE Provider Checklist

(K.A.R. 60-9-107)

Name of Provider: Nurse Gwenny, LLC Initial Application				
Name of Program Coordinator:	Gwendolyn Winkler			
Date Received: 4/22/25				
Date to CNE Committee: Septem	nber 2025			
Approved				
Not Approved:				
Date Notified:				

Information Doguired	Received	NA
Information Required	Received	1172
Completed application for initial approval or five-year renewal for LT CNE providership shall be submitted at least 60 days	V	
before a scheduled board meeting	X	
The name and address of the organization on the application	X	
The name and address of the department or unit within the		
organization responsible for approving CNE, if different from the		X
name and address of the organization		7 .
The name, education and experience of the program coordinator	Gwendolyn	
responsible for CNE	Winkler	
Be a licensed professional nurse	X	
Have three years of clinical experience	X	
Have one year of experience in developing and		
implementing nursing education	X	
Have a baccalaureate degree (unless held this position		
for the provider at least five years immediately prior to	X	
January 1, 1977)		
Policies & Procedures:		
Written policies and procedures, including at least the following		
areas:		
 Assessing the need and planning for CNE activities 	X	
Fee assessment	X	
Advertisements or offering announcements. Published		
information shall contain the following statement:		
"(name of provider) is approved as a provider of	37	
continuing nursing education by the Kansas State Board	X	
of Nursing. This course offering is approved for contact		
hours applicable for APRN, RN, or LPN relicensure.		
Kansas State Board of Nursing provider number:		
Notice of change of coordinator or required policies and		
procedures. The program coordinator shall notify the	X	
board in writing of any change of the individual	11	

procedures within 30 days For long term providers, the policies and procedures for the offering approval process shall include the following: A summary of the planning The behavioral objectives The content, which shall meet the definition of CNE in KSA 65-1117 The instructor's education and experience, documenting knowledge and expertise in the content area A current bibliography that is reflective of the offering content. The bibliography shall include books published within the past 10 years, periodicals published within the past 10 years, periodicals published within the past five years, or both An offering evaluation that includes each participant's assessment of the following: The achievement of each objective The expertise of each individual presenter The achievement of each objective The expertise of each individual presenter The derivations of hours over 30 mins to be computed towards a contact hour The individual presenter The derivation of hours over 30 mins to be computed towards a contact hour The individual presenter The provider shall maintain documentation to verify that each participant to sign a daily roster, which shall contain the following information: The provider's name, address, provider number, and coordinator The date and title of the offering, and the pre		r	
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The participant's name and license number, and the number of contact hours awarded	The participant's name and license number, and the		X
The title of the offering			X

Either the completion of a posttest or a return demonstration Certificate of Attendance/CE Transcript A certificate of attendance shall be awarded to each participant after completion of an offering, or a CE transcript shall be provided according to the policies and procedures of the long-term provider Each certificate and each CE transcript shall be complete before distribution to the participant Each certificate and each CE transcript shall contain the following information: • The provider's name, address and provider number • The title of the offering • The date or dates of attendance or completion • The number of contact hours awarded and, if applicable, the designation of any independent study or instructor contact hours awarded • The signature of the individual responsible for the providership • The name and license number of the participant Recordkeeping & Storage For each offering, the approved provider shall retain the following for two years: • A summary of the planning • A copy of the offering announcement or brochure • The title and objectives • The title and objectives • The offering agenda or, for independent study, pilot test results • A bibliography • A summary of the participants' evaluations • Each instructor's education and experiences • Documentation to verify completion of the offering The record storage system used shall ensure confidentiality and easy retrieval of records by authorized individuals Program Evaluation Plan For long-term providers, a copy of the total program evaluation plan Two Proposed Offerings The provider shall submit two proposed offerings, including the following: **A Trauma Triads** **Cecing Cool Headting** **Trauma Triads** **Cecing Cool Headting** **Trauma Triads* **Trauma Triads*	The date on which the offering was completed		X
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• A summary of planning	A summary of planning	X	X

A copy of the offering announcement or brochure	X	X
The title and behavioral objectives	X	X
The offering agenda or, for independent study, pilot test results	X	X
Each instructor's education and experience	X	X
A current bibliography	X	X
The offering evaluation form	X	X

12/2018

LONG-TERM CNE PROVIDER APPLICATION

COVER PAGE

Initial Application: Renewal:

Name of Provider: Nurse Gwenny, LLC

Provider Number (For Renewal):

Legal Body (If different from provider): Gwendolyn Winkler

Address of Provider: 11950 Leipard Lane, Platte City, MO 64079

Address to he listed on completion certificates: PO Roy 1045 Platte City 10

Telephone: (816) 223-2044

Email: nursegwennyrn@gmail.com

Program Coordinator (RN): Gwendolyn Winkler, BA BSN RN CFRN CTRN CCRN

Date (mm/dd/yyyy): 04/22/2025

Address to be listed on completion certificates: PO Box 1045, Platte City, MO 64079

Program Management

Assessing Need and Planning CNE

Please describe what advisory groups or planning committees were formed and what factors were reviewed to determine what CNE subjects should be presented and how those presentations will meet the definition of CNE in KSA 65-1117(a).

Gwendolyn Winkler, dba Nurse Gwenny, formed a committee of four currently practicing healthcare providers with a variety of areas of expertise (ER, critical care transport, and ICU) to review all content for quality of curriculum and accuracy using up to date literature and industry accepted publications as the standard of care. Needs were identified through hospital requirements to maintain competency in pathology-specific categories and state requirements for topics of continuing education. Further curriculum development will be directed by feedback from learners on the post learning survey that is required at the end of each course.

Process for Fee Assesment

Describe the method for determining the price to charge for CNE, what procedure is used in case of insufficient fund checks, and refund requests due to cancellations.

A market analysis was performed to determine current pricing for equivalent products and prices were set within that range with reasonable allowance for adjustments for costs of hosting in person courses verses the lower cost of teaching via online platform. Checks are not accepted, therefore Nurse Gwenny, LLC does not have a cancelled check policy. Refund requests will be granted at 100% refund if in person event ticket is cancelled with at least 7 days notice, 50% refund less than 7 days notice but more than 48 hours prior to start of event, and no refund if notice given less than 48 hours prior to start of learning event. For online events, a full refund will be given within 30 days of purchase as long as content has not been completed by the user.

Process for Advertisements or Announcements

Describe what material will be distributed or used to announce your CNE. Include all information sources used and the media used, printed or electronic. Copies of each announcement must be attached. All announcements are required to contain the required language in KAR 60-9-107(b)(3)(C).

Currently, the only advertising and source of customer referral is through the Nurse Gwenny
platforms on Instagram and Tiktok. Each course and in person learning event will be advertised with
the following language: "Nurse Gwenny is approved as a provider of CNE by the Kansas State Board
of Nursing. This course offering is approved for contact hours applicable for RN or LPN relicensure.
Kansas State Board of Nursing provider number:"

In each advertisement, the course title, description, and content topic (e.g. cardiology, trauma, etc) will be included. A sample advertisement accompanies the submission of this document.

Process for Offering Approval

Please verify in writing that all information listed below will be completed for each offering before it is presented. 1. Summary of planning; 2. Behavioral objectives of the offering; 3. The content of the offering meets the definition of CNE pursuant to KSA 65-1117; 4. Documentation is received of each instructor's experience and education; 5. The bibliography of each presentation is received and up to date; 6. The evaluation form for the learner to assess achievement of the objectives and the expertise of the presenter. KAR 60-9-107(d)

- 1. All curriculum is developed using reputable sources (NIH, UpToDate, peer reviewed published literature) and builds upon basic nursing concepts to expand the nurse's understanding of various topics.
- 2. All learning content includes learning objectives using Bloom's Taxonomy.
- 3. Content will be 50 minutes of learning time for every one CNE.
- 4. Each instructor's current resume will be maintained by Nurse Gwenny and is available for review by any student or licensing body investigating or auditing a nurse that has completed Nurse Gwenny CNE content.
- 5. All curriculum is created with appropriate citations with a complete bibliography shown at the conclusion of the instruction.
- 6. Each course concludes with a course survey that allows for feedback from the learner in order to improve future courses for the instructor. These surveys are kept on hand and are available for review.

Process for Awarding Contact Hours

Describe the method of calculating contact hours for actual attendance that will be awarded for each presentation, utilizing the attendance roster. This must include your method of calculating partial credit, more than one hour, because of early departures or late arrivals. Describe also how instructor credit is calculated and how independent study credit is calculated. If you offer independent study, you must provide the complete pilot study which determines the amount of contact hours the completed material is worth. KAR 60-9-107(e)

Online content is time gated within the learning management system (LMS) to force user to complete the entirety of the lecture prior to moving on to the completion quiz and survey. No partial credit is offered.

In-person events require 100% attendance of the learning event with only a 15 minute grace period for tardiness and no partial credit will be offered.

Instructors will be awarded 2x credit as course learners earn for attendance of the learning event or online course (ie: 1 CNE course = 2 CNE instructor credit).

Independent study credit is not offered by Nurse Gwenny.

Process for Verifying Participation and Completion of Offering

Describe the contents of the roster of attendance and certificate of completion which you use, and documentation of independent study. A sample copy must be attached of each. KAR 60-9-107(f)(g)

Online course attendance is proctored by full completion of the time gated video within the online learning management system.

In person learning events require signature and time stamp upon entry and must stay for the entire session.

Completion certificates include course title, instructor name, date of completion, number of CNE, provider accreditation number and address, learner name and license state/level. No independent study is offered.

Process for Record Keeping and Storage

Please verify that you will keep the records of the offerings for a minimum of two years after presentation. List what records will be retained, the location of the records and the steps taken to ensure confidentiality and security of the records. KAR 60-9-107(h)

Records of course completion and attendance will be kept for a minimum of two years within the learning mangement system and will be accessable to the learner with their unique log in credentials and to the system administrator of Nurse Gwenny. Annual reports of learner completion statistics will be provided to the KSBN along with the evaluation of providership according to the total program evaluation plan, and sampling of curriculum.

Process for Notice of Change of Coordinator or Required Policies

Describe what methods will be used to notify KSBN of a change of coordinator or policies, and verify that you will notify KSBN of any change within 30 days. KAR 60-9-107(b)(3)(H)

Learners will be notified by email immediately upon change of program coordinator and KSBN will be notified by mail within 30 days.

Process for Verifying Participation and Completion of Offering

Describe the contents of the roster of attendance and certificate of completion which you use, and documentation of independent study. A sample copy must be attached of each. KAR 60-9-107(f)(g)

Online course attendance is proctored by full completion of the time gated video within the online learning management system.

In person learning events require signature and time stamp upon entry and must stay for the entire session.

Completion certificates include course title, instructor name, date of completion, number of CNE, provider accreditation number and address, learner name and license state/level. No independent study is offered.

Verify that you will perform a total program evaluation each year. A copy	of the proposed evalu	ation must be attached.
Note: Each applicant must attach all documents required by KAR 60-developed for presentation.	-9-107(i)(1) for two se	eparate offerings which have been
Attestation: I realize that this application is a legal document and that by signing below State of Kansas that the information I have provided is true and correct to If all the above information is correct please sign below. Otherwise, please go back and correct any information that is necessary.	w I am declaring under the best of my knowle	penalty of perjury under the laws of the edge.
Signature:	Date:	April 30, 2025

Total Program Evaluation

Gwenny Winkler

Visionary mind. Creative thinker. Daily learner.

(816) 223-2044

Platte City, Missouri 64079

11950 Leipard Lane

NurseGwennyRN@gmail.com

CLINICAL EXPERIENCE

Cox Air Care, Springfield, MO — Flight Nurse

December 2022 - Current

Provide access in rural communities to critical care transport in the rotor wing setting, integrating protocols and flight safety awareness.

Liberty Hospital, Liberty, MO — Emergency Nurse

October 2022 - Current

Emergency department staff nurse at Level II trauma center, serving as a strong leader and clinical resource within the department.

Impact EMS, Remote — Director of Education

May 2020 - February 2025

Develop and deliver curriculum for critical care courses in accordance with IBSC, BCEN, and CAPCE. Create EMS educational content for various online learning platforms, to include social media and the Impact EMS learning management system. Represent the company at various EMS conferences and speak as an EMS education expert.

Ethos Medical Staffing, Kansas City — Emergency Nurse

November 2020 - August 2021

Emergency department contract nurse, boasting the ability to successfully and rapidly adapt to new settings, to adopt numerous facility specific protocols and policies, and to work well with new team members.

Air Methods, Kansas & Missouri — Flight Nurse

July 2018 - October 2020

Provided critical care in the rotor wing setting, integrating patient care guidelines and flight safety awareness; intraorganizational designated preceptor, outreach coordinator, and NRP instructor.

Truman Medical Center, Kansas City — Emergency RN

October 2015 - July 2018

Exhibited excellence in bedside emergency nursing and functioned as a strong team member of the tough-as-nails nursing staff, often overcoming seemingly insurmountable obstacles through collaboration and togetherness unique to the urban safety net Level 1 trauma center.

EDUCATION

Southern Illinois University, Edwardsville, IL — BSN

August 2013 - December 2014

Accelerated Bachelors Degree of Science in Nursing, Summa Cum Laude

McKendree University, Lebanon, IL - BA

August 2003 - December 2006

Bachelors of Arts in Psychology, Cum Laude



SPECIALITIES & CERTIFICATIONS

BLS: Basic Life Support

ACLS: Advanced Cardiac Life Support

PALS: Pediatric Advanced Life Support

TNCC: Trauma Nurse Core Course

PHTLS: PreHospital Trauma Life Support

NRP: Neonatal Resuscitation

Program

CFRN: Certified Flight Nurse

CTRN: Certified Transport Nurse

CCRN: Critical Care Nurse

LEGAL NURSE CONSULTING

With a decade of experience (and counting!) in emergency nursing and seven years as a critical care flight nurse, I have cared for thousands of patients in a wide variety of settings. From rural resource-limited hospitals to large urban trauma centers, and flying a thousand feet above the ground in a helicopter, my skill set equips me to expertly review any case pertaining to emergency or transport nursing. As an LNC, I meticulously dissect charts to construct a timeline that accurately demonstrates each clinical puzzle piece while unraveling complex cases.

LICENSES

Registered Nurse, Missouri 2015029466 (compact license)

Registered Nurse, Illinois 041427704

Carol Moreland [KSBN]

From: Nurse Gwenny < nursegwennyrn@gmail.com>

Sent: Tuesday, June 17, 2025 12:41 PM

To: Carol Moreland [KSBN]

Subject: Re: Initial CNEProvider Application

Attachments: Attendance Roster.pdf; Record Keeping Policies Nurse Gwenny LLC.pdf; Lesson plan_

keeping a cool head (1).pdf; Lesson Plan_ Trauma Triads.pdf; Ad Sample Cool Head.pdf;

Annual Program Evaluation Plan & Policies_Procedures.pdf

EXTERNAL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Hi Carol,

Thank you for sending the checklist, that is helpful. Yes, I knew I sent one more than required for the sample curriculum, I just wanted to provide more in case one of them was not acceptable.

Here is the information you've requested:

Yes, I have 5 years of experience as a curriculum developer and instructor and that can be found on my resume that I submitted with my initial application. You'll find it under my work history at Impact EMS as the director of education.

My education, experience, knowledge, and expertise in the subject matter (emergency and transport nursing) is reflected on my resume with a work history and comprehensive list of my advanced certifications (CFRN, CTRN, CCRN, etc) also listed on my resume.

A current bibliography is included in all the sample curriculum to include the last slide of each slide deck and it's also at the bottom of the lesson plan. The lesson plan includes the planning summary, learning objectives, the lesson outline, the quiz questions to be proctored at the conclusion of the content, the bibliography, and the post learning evaluation for each lesson. Please find those updated and attached to this email.

Please find attached a sample attendance roster. They will each be electronically scanned and saved securely within the Nurse Gwenny learning management system under password protection for a minimum of 2 years after the occurrence of the course.

Please find attached the record keeping policies to satisfy the requirements on the checklist.

Please find attached a Total Program Evaluation Plan and Policies/Procedures that I believe will satisfy the remainder of the outstanding rubric.

Thank you for taking time to talk with me by phone today. It was immensely helpful and I look forward to hearing from you soon. Please let me know if you need anything else in order to be prepared for the September board meeting!

Kansas Board of Nursing, Education Department:

Please find included in this application packet my application for approval of long term continuing nursing education accreditation.

I started Nurse Gwenny, LLC with the mission of making learning fun for nurses, because literature demonstrates an increased information retention when learners genuinely enjoy the educational experience. What started as short social media videos has evolved into full length webinars and courses meant to make nurses more knowledgeable, which in turn, improves patient care and outcomes.

I, Gwenny Winkler, am the program director and the sole creator of the content. It will all be housed on my learning management system on the Thinkific platform where each student has a unique log in to complete learning at their own pace and to access their completion certificates for a minimum of two years.

The members of the Nurse Gwenny education committee include the following clinicians:

Arin Billingsly: an active critical care flight and ICU nurse with >10 years experience **Lindsey Faustlin:** an active emergency department LPN with med-surge experience and is currently bridging to her RN

Alishia Haunschild: an active critical care flight paramedic with more than a dozen years of experience in unique healthcare settings

Gwenny Winkler: I have been a nurse for more than 10 years, all of that within the emergency department and critical care flight settings, and have been instructing critical care nursing courses for more than 5 years

Please reach out if you have any questions about my methodology, the curriculum, or processes.

Gwenny Winkler, BA, BSN, RN, CFRN, CTRN, CCRN Nurse Gwenny, LLC www.NurseGwenny.com

Record Keeping Policies of Nurse Gwenny, LLC

The following will be stored electronically on a password protected drive for the lifetime of the Nurse Gwenny, LLC business:

- All lessons, including the title, lesson planning, learning objectives, lesson outline, bibliography, attendance and completion criteria, instructor's resume to support expertise and experience, and all advertising materials used to promote the course.
- Annual Total Program Evaluation Plan
- Meeting agenda and notes from all Education Committee meetings and planning sessions
- · Resumes for all Education Committee members, instructors, and curriculum developers

Annual Program Evaluation Plan, Policies and Procedures for Offering Planning Nurse Gwenny, KSBN Provider: XXXXXXX

Each year in July, the Nurse Gwenny education committee and business administrator will perform a program audit to ensure continued compliance with KSA 65-117 and that all content is clinically relevant and academically accurate.

The following will be evaluated:

- Post learning evaluations will be collated into a single document that summarizes suggested changes and identifies where content should be improved.
- All learning material contains a summary of planning, title, author, instructor, lesson plan, agenda, post learning evaluation that assesses for successful achievement of learning objectives and expertise of presenter, and quiz questions. Bibliography contains only literature from within the last 5 years. All content with older references will be updated with newer literature or retired from the Nurse Gwenny library of content.
- Identify education needs for upcoming curriculum development by looking at updates in standard of practice, JHACO goals, accreditation requirements, and learner requests.
- Ensure the Nurse Gwenny instructor(s) have maintained competency and expertise in the areas of instruction by maintaining specialty certifications, current practice as a nurse, and unencumbered licensure.

When developing curriculum for course offerings, the following policies will be observed:

- Instructor Validation: Currently, the only instructor is Gwenny Winkler, an emergency and flight nurse with over 10 years experience, multiple bachelor's degrees and specialty certifications. If the need arises to hire additional instructors, it will be required that the instructor only teach within their area of expertise in which they demonstrate a minimum of five (5) year experience and hold a specialty certification, along with at least one (1) year of teaching experience.
- Curriculum Planning: Curriculum for course offerings shall be developed to fill needs identified through learner feedback from previous offerings, national patient safety goals, identified learning gaps, JHACO goals, accreditation requirements, and from newly published data in respected, industry accepted publications. All content shall meet KSA 65-1117 and will be approved by the Nurse Gwenny Education Committee that is comprised of experienced, licensed, and specialty certified nurses. Course offerings will include a title, instructor, course agenda, learning objectives, lesson content, a bibliography, a post learning quiz to reinforce the material, and a post learning evaluation to assess for achieved objectives. A course certificate will be offered to all learners that successfully complete the course.

Annual Total Program Evaluation

All courses will be audited annually by the education committee members for continued accuracy as medical literature and practice conforms to the latest data, and updated with any standard of care changes. Dates of audit and update will be recorded on lesson plan.

A needs list of planned curriculum development will be created from feedback from post learning surveys and from changing requirements laid out for currently practicing nurses (ie: 8 hours of trauma education for nurses working at trauma centers, etc)

All feedback will be dissected by program director Gwenny Winkler and education committee members to identify weaknesses in curriculum. These weaknesses will drive the needs list for future curriculum development.

Course Attendance



Kansas Continuing Education Provider # XXXXXX

urse: Trauma Triads	1 CNE (1 hour webinar)	Instructor: Gwenny Winkler	Nurse Gwenny, LLC	
e: June 1, 2025 9:00am-10:00am		Program Coordinator: Gwenny Winkle	r 11950 Leipard Lane, Platte City, MC	64079
e		State of Lice	nse Time of course entry Signature	Hours Award
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Trauma Triads

Gwenny Winkler BA BSN RN CFRN CTRN CCRN **April 30, 2025**



Learner Name

Kansas RN: 123456

Instructor: Gwenny Winkler

www.NurseGwenny.com



KSBN Provider: ######

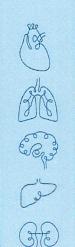
Nurse Gwenny, LLC PO Box 1045 Platte City, MO 64079



TRAUMA TRIADS: Why do they exist?

Gwenny Winkler, 2025

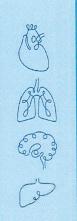




Learning Objectives

- Describe triads appreciated in patients presenting with traumatic injuries, including Trauma Triad of Death, Cushing's Triad, Beck's Triad, & Waddell's Triad
- Apply concepts of trauma triads in guiding clinical decision making process in the setting of trauma
- Illustrate importance of early recognition of the decompensating trauma patient
- Select appropriate interventions in managing the critically injured trauma patient





Citations

1. https://litfl.com/ecg-findings-in-massive-pericardial-effusion/

2.Stashko E, Meer JM. Cardiac Tamponade. [Updated 2023 Aug 7]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2025 Jan-.

3. Mikhail J. The trauma triad of death: hypothermia, acidosis, and coagulopathy. AACN Clin Issues. 1999 Feb;10(1):85-94. PMID: 10347389.

4.Paz MS, Mendez MD. Waddell Triad. [Updated 2023 Jul 17]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2025 Jan-.



Trauma Triads: Why are they a thing?

50 minute lecture: 1CNE

Gwenny Winkler April 2025

Planning:

Nurses that work in trauma accredited healthcare centers are required to attend at least 8 hours of trauma-centered education annually to maintain the hospital's trauma center status. This course was planned to meet the requirements of continuing trauma education, and is aimed to improve a nurse's ability to recognize signs and symptoms of specific pathologies within the patient with traumatic mechanisms of injuries as they work with the interdisciplinary team of physicians, respiratory therapists, paramedics, and others. This lesson is intended to build upon the trauma assessment process as taught by Trauma Nursing Core Course (TNCC).

Learning Objectives:

- Describe triads appreciated in patients presenting with traumatic injuries, including Trauma Triad of Death, Cushing's Triad, Beck's Triad, & Waddell's Triad
- Apply concepts of trauma triads in guiding clinical decision making process in the setting of trauma
- Illustrate importance of early recognition of the decompensating trauma patient
- Select appropriate interventions in managing the critically injured trauma patient

Lesson Plan:

- 1. Trauma triad of death
 - a. Acidosis
 - b. Hypothermia
 - c. Coagulopathy
 - d. Hypocalcemia
 - i. Blood transfusion
 - ii. Calcium administration
 - e. Standard of care for the trauma patient
 - i. Prevention of worsening of acidosis, hypothermia, and coagulopathy
 - ii. Volume replacement, warming, bleeding control
- 2. Cushing's Triad
 - a. Description of symptom cluster and theoretical explanation
 - b. Order of symptom presentation
 - c. Management of the patient with head injury

- i. Early recognition of impending herniation
- ii. Temporizing measures
- iii. Definitive treatment
- 3. Epidural hematoma
 - a. Classic clinical presentation
 - b. Management
- 4. Beck's Triad
 - a. Pathology of cardiac tamponade
 - b. EKG findings
 - c. Temporizing measures of management
 - d. Definitive care
- 5. Waddell's Triad
 - a. Description of injury pattern and rationale
 - b. Management of auto vs. pedestrian trauma patients
 - c. Special considerations for pediatric patients
- 6. Nurse Gwenny's brain bleed triad
 - a. High likelihood for intracranial hemorrhage
 - b. Assessment and intervention priorities

Bibliography:

- https://litfl.com/ecg-findings-in-massive-pericardial-effusion/
- Stashko E, Meer JM. Cardiac Tamponade. [Updated 2023 Aug 7]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2025 Jan-.
- Mikhail J. The trauma triad of death: hypothermia, acidosis, and coagulopathy. AACN Clin Issues. 1999 Feb;10(1):85-94. PMID: 10347389.
- Paz MS, Mendez MD. Waddell Triad. [Updated 2023 Jul 17]. In: StatPearls [Internet].
 Treasure Island (FL): StatPearls Publishing; 2025 Jan-.

Post Lesson Evaluation:

Did this lesson meet the learning objectives?

Objective 1: Describe triads appreciated in patients presenting with traumatic injuries, including Trauma Triad of Death, Cushing's Triad, Beck's Triad, & Waddell's Triad

Yes

No

Unsure

Objective 2: Apply concepts of trauma triads in guiding clinical decision making process in the setting of trauma

Yes

No

Unsure

Objective 3: Illustrate	importance of early re	ecognition of the decompensating trauma patient
Yes	No	Unsure
Objective 4: Select ap	ppropriate intervention	s in managing the critically injured trauma patient
Yes	No	Unsure
Were there any confli Yes	cts of interest in the co	ontent that were not disclosed? Unsure
Was the instructor ea Yes	sy to understand? No	Unsure
Did the instructor tead Yes	ch with appropriate exp No	pertise and skill on the subject matter? Unsure
Will this course impro Yes	ve your patient care? No	Unsure
Do you have any feed (Open text)	dback to help make thi	s presentation better in the future?
Quiz Questions:		

Question	Correct	Wrong	Wrong	Wrong
The trauma triad of death includes all of the following EXCEPT:	hyperkalemia	coagulopathy	acidosis	hypothermia
The additional factor that has been	пурегканенна	coaguiopatily	acidosis	Пурополіна
added to the trauma triad of death				
to make it the trauma diamond of	h	hunorkolomia	toxicosis	inflammation
death is: Cushing's Triad is a cluster of	hypocalcemia	hyperkalemia	LOXICOSIS	minamination
assessment findings observed in	increasing intracranial			
the patient with	pressure	cardiac tamponade	significant blood loss	compartment syndrome
The sector of sector in	widening pulse	widening pulse	altered respiratory pattern, bradycardia,	bradycardia, altered respiratory pattern, and
The order of symptoms seen in patients with increasing intracranial	pressure, bradycardia, and altered respiratory	pressure, altered respiratory pattern,	and widening pulse	widening pulse
pressure is:	pattern	and bradycardia	pressure	pressure
The classic presentation of				
is loss of consiousness at time of injury,				
period of lucidity, and progressive			subarachnoid	
decline in mental status.	epidural hematoma	subdural hematoma	hemorrhage	brain herniation
The EKG change seen in cases of	alastriani altornono	ST segment elevation in all leads	ST depression in V leads	extremely high amplitude
cardiac tamponade is:	electrical alternans	in all leads serial	leaus	amplitude
The treatment for cardiac		echocardiograms for		
tamponade includes:	pericardiocentesis	observation	heart transplant	aortic valve repair
In Waddell's Triad, the expected				
Injury pattern includes femoral shaft fractures and			contralateral/contralate	
head injuries.	ipsilateral/contralateral	contralateral/ipsilateral	ral	ipsilateral/ipsilateral
When administering blood products			give antihistamine to	follow the transfusion
to the trauma patient, it is imperative to:	monitor vitals closely	concurrently administer crystalloids	prevent an anaphylactoid reaction	with diuretics to prevent TRALI
When massive transfusing the	monitor vitais closely	administer oryetationes	anaphylasiola readilon	{
bleeding trauma patient, the nurse	calcium chloride or			
should prepare to also administer:	calcium gluconate	furosemide	sodium bicarbonate	epinephrine

Trauma Triads: Why are they a thing?

60-minute webinar

An in-depth look at why trauma patients with certain injuries present with triads of symptoms & how to manage these patients in the emergency setting.

Nurse Gwenny is approved as a provider of CNE by the Kansas State Board of Nursing. This course offering is approved for contact hours applicable for RN or LPN relicensure. Kansas State Board of Nursing provider number:

tickets available at:

www.NurseGwenny.com





Keeping a Cool Head in Hot Situations:

Lessons from a 120° ambulance in a third world country

Gwenny Winkler, BA BSN RN CFRN CTRN CCRN

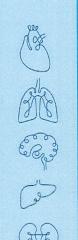




Learning Points

- Identify the basics of biopsychology & the physiology of the fear response
- Describe a case of a high-emotion EMS call that triggered a fear response
- Apply the concept of controlling the fear response in clinical practice when responding to high-emotion calls





Citations

1. AbuHasan Q, Reddy V, Siddiqui W. Neuroanatomy, Amygdala. [Updated 2023 Jul 17]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2025 Jan-.

2. https://www.npr.org/2020/07/14/891140598/understanding-unconscious-bias

3. Fogwe LA, Reddy V, Mesfin FB. Neuroanatomy, Hippocampus. [Updated 2023 Jul 20]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2025 Jan-.



Keeping a Cool Head in Hot Situations

Lessons from a 120° ambulance in a third world country

50-minute webinar *1 CNE*

A look at the biopsyhology of the fear response and how the brain processes the emotional trauma nurses experience working in high stress environments like the emergency department.

Nurse Gwenny is approved as a provider of CNE by the Kansas State Board of Nursing. This course offering is approved for contact hours applicable for RN or LPN relicensure. Kansas State Board of Nursing provider number: ______

tickets available at:

www.NurseGwenny.com



Keeping a Cool Head in Hot Situations: Lessons from a 120° ambulance in a third world country

50 minute lecture: 1CNE

Gwenny Winkler April 2025

Planning:

It has been identified by many nursing and healthcare advocacy groups (ie: Code Green Campaign, Wolotira, et al, 2002), along with the National Institutes of Health that nurses, especially those who primarily treat trauma and emergency department patients, face high levels of emotional burden, burnout, and mental health crises. This lesson was created by the author to teach learners a safe way to process the trauma incurred in the workplace by offering an understanding of the biologic experience of fear and emotional trauma. Data and information was mined from recent (less than 5 years) publications from respected and peer reviewed sources (National Institute of Health, etc) to create an accurate, current, and relevant lesson.

Learning Objectives:

- Identify the basics of biopsychology & the physiology of the fear response
- Describe a case of a high-emotion EMS call that triggered a fear response
- Apply the concept of controlling the fear response in clinical practice when responding to high-emotion calls

Lesson Plan:

- 1. The biopsychology of fear
 - a. Sensory input
 - b. Amygdala physiology
 - c. Adrenal gland function
 - d. Sympathetic nervous system
- 2. The problem with the fear response
 - a. Fight
 - b. Flight
 - c. Freeze
- 3. Case study of "hot situation" with clinical application
 - a. Response phase
 - b. The patient
 - c. The cool head
- 4. Overriding the fear response in our role as healthcare providers
 - a. Acknowledge the fear-inducing stimuli
 - b. Self awareness of boundaries, limits, and outlets

- c. Role play
 - i. Clinical scenario when fear controlled the response
 - ii. Mental do-over

Bibliography:

- AbuHasan Q, Reddy V, Siddiqui W. Neuroanatomy, Amygdala. [Updated 2023 Jul 17].
 In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2025 Jan-.
- https://www.npr.org/2020/07/14/891140598/understanding-unconscious-bias
- Fogwe LA, Reddy V, Mesfin FB. Neuroanatomy, Hippocampus. [Updated 2023 Jul 20]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2025 Jan-.

Post Lesson Evaluation:

r OSt Lesson Lvalua	tion.	
	the learning objectives he basics of biopsycho No	? logy & the physiology of the fear response Unsure
Objective 2: Describe	a case of a high-emot	ion EMS call that triggered a fear response
Yes	No	Unsure
Objective 3: Apply the responding to high-er		the fear response in clinical practice when
Yes	No	Unsure
Were there any confli Yes	cts of interest in the co	ontent that were not disclosed? Unsure
Was the instructor ea Yes	sy to understand? No	Unsure
Did the instructor tead Yes	ch with appropriate exp No	pertise and skill on the subject matter? Unsure
Will this course impro	ve your patient care? No	Unsure
Do you have any feed (Open text)	dback to help make thi	s presentation better in the future?

Quiz questions:

	Question	Correct	Wrong	Wrong	Wrong
1000	The structure responsible for perception of danger is:	emygdela	hypothalamus	adrenal glands	cereb e lium
	The stress hormones cartisol, epinephrine, and noreplnephrine are released by:	adrenal glands	hypothelamus	amygdala	cerebellum
	The patient Gwenny and the team were caring for in the story was:	a pediatric patient with pneumonia	an adult with DKA	ន necnate with intussusception	a trauma patient
	In the story she told, Gwenny was volunteering in	Heiti	Africa	Mexico	Columbia
	The concept of overriding one's own sympathetic nervous system is applicable	in many situations, not just work	never, it is impossible	only for first responders on duty	harmful to the body
	The system responsible for trying to save the body during dangerous circumstances is thesystem	sympathetic	parasympathetic	integumentary	lymphatic
100 11	The cause of cardiac arrest for Gwenny's patient in the case presented was	respiratory failure	trauma	вервів	malnutrition
****	When activated, the sympathetic nervous system causes all of the following EXCEPT	hypotension	increased heart rate	pupillary dilation	Increased respiratory rate
	The practice of connecting oneself to their surroundings as a technique to reduce anxiety and distress is	1			how broughing
	called	grounding	self reflection	situational awareness engage in abstract	box breathing shut down due to
	During high stress situations, the brain tends to naturally	focus on survival functions	default to training	thinking to create more options for survival	cognitive overload