

## CURRICULUM VITAE

Gloria Jeanne Weber Duke, PhD, RN  
 Professor Emerita  
 Adjunct Professor, January 2021-Present  
 The University of Texas at Tyler School of Nursing

Life Transitions Coach, ACC, NBC-HWC, NC-BC  
 Trinity Integrative Care, LLC  
 Tyler, TX

Chronic Pain Coach  
 Lin Health, LLC

Wisdom of the Whole Faculty (Apprenticeship beginning September 24, 2025)

Professional License: Texas State Board of Nursing #2-26962

### **EDUCATION**

- |      |       |                                                                                                                                                                                                                                   |
|------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1995 | Ph.D. | The University of Texas at Austin, Texas<br>Dissertation: Employed Mothers With Pre-School Aged Children:<br>An Exploration Of Their Lived Experiences And The Nature Of<br>Their Well-Being.                                     |
| 1978 | M.S.  | Texas Woman's University, Denton, Texas; Dual Specialty:<br>Medical-Surgical Clinical Nurse Specialist and Education<br>Professional Research Paper: Knowledge of Young Adults<br>Regarding Prevention of Coronary Artery Disease |
| 1972 | B.S.  | Texas Woman's University, Denton, Texas; Nursing                                                                                                                                                                                  |

### **CURRENT CERTIFICATIONS**

- International Coaching Federation: Associate Certified Coach (ACC)
- National Board for Health & Wellness Coaching
- American Holistic Nurses Credentialing Center as Nurse Coach

### **EXPERIENCE**

May 2021-present	Trinity Integrative Care, LLC: Life Transitions Coach; Microcurrent neurofeedback provider and clinical consultant.
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Spring 2020-Present	The University of Texas at Tyler, Professor Emerita & Adjunct Professor
August 1995-August 2020 Research, Tenured	The University of Texas at Tyler, Professor and Associate Dean for Research, Tenured
2006-May 2013	Hospice of East Texas, Staff RN, inpatient (part time)  1991 to January 2006 At-Home Health Care, Staff RN (part time)
1994 to 1995 Director of Education	South Central Regional Medical Center, Laurel, Mississippi;
1988 to July 1994	The University of Texas at Tyler, Texas; Senior Lecturer
May 1987-May 1988	Lincoln General Hospital, Ruston, Louisiana; Director of Nursing
Jan. '86-April '87	Saint Francis Hospital, Tulsa, Oklahoma; Education Specialist
Aug. '83-Dec. '85	AMI Doctor's Hospital of Opelousas, Opelousas, Louisiana; Assistant Administrator of Patient Care
Jan. '79-Aug. '83	University of Southwestern Louisiana, Lafayette, Louisiana; Assistant Professor of Nursing
Aug. '72-Aug. '78	Kelsey-Seybold Clinic, Houston, Texas; Supervisor, Non-Invasive Cardiac Laboratory

### **AWARDS**

- Barbara Cushing Award of Excellence for Practice, Education and Research: April 2014
- Bart Brooks Professorship in Ethics. Fall 2012-Fall 2016
- White Fellowship for Teaching Excellence, 2007-2008
- Iota Nu Chapter, STTI, Award for Excellence in Research; 2005-2006

### **PUBLICATIONS IN REVIEW:**

Gipson, C., Deal, B., Duke, G., Teal, J.S., & Little, M. (Submitted March 2026). The impact of nurse coaching on the well-being of nursing students: A mixed methods study. Submitted to *Journal of Holistic Nursing*. Manuscript #JHN-25-Aug-0211.

Welch, E. & Duke, G. (corresponding author). Pain practice decision-making for the older adult at end of life: A multiple case study. Accepted with revisions: Resubmitted May 3, 2026 revised manuscript to *Journal of American Nurses Association-New York*.

Welch, E., Parkmann, S., & Duke, G. (corresponding author). The ethical responsibility to advocate for change in end-of-life pain management. Accepted with revisions: Will be resubmitted June 14, 2026 to *Journal of Pain Management Nursing*.

## **PUBLICATIONS**

Armstrong, C. & Duke, G. (2025). A scoping review of surrogate decision making trust in health care providers in the adult ICU setting. *Critical Care Nurse*, 45(3), 23-32. doi: 10.4037/ccn2025646.

Lake, P., Kang, H-Y, Duke, G. (2024). Exploring the use of essential oils for anxiety in student nurses: A pilot study. *Nursing & Innovation*, 21(1), 101-106. <https://doi.org/10.38083/NIN.28.1.202402.101>

Duke, G., Yotter, C., Sharifian, B., Duke, G S. Petersen, S. (2024). The effectiveness of microcurrent neurofeedback on depression, anxiety, post-traumatic stress disorder, and quality of life. *Journal of the American Association of Nurse Practitioners*, 36(2), 100-109. [10.1097/JXX.0000000000000945](https://doi.org/10.1097/JXX.0000000000000945)

Hall, K., McAlister, B, Haas, B., Duke, G. (2021). Experiences of African-American Mothers Following the Death of Their Infants. *Nursing for Women's Health*, 25(6), 412-421.

Parkman S, Mastel-Smith B, McGuire A, Duke G. (2021). Insights to Identifying and Managing Pain in Persons With Dementia in Long-Term Care: A Mixed Methods Study Comparing the Abbey Pain Scale and Pain Assessment in Advanced Dementia Scale. *Journal of Gerontological Nursing*, 47(2):21-30. doi:10.3928/00989134-20210113-01

Gibbs Z, Duke G. Job Embeddedness: The Differences Between Registered Nurses and Healthcare Assistants. *Western Journal of Nursing Research*. 2021;43(6):530-541. doi:[10.1177/0193945920963801](https://doi.org/10.1177/0193945920963801)

Hall, D., & Duke, G. (2021). Therapy Dog Effects in Nursing Academia: A Mixed Methods Study. *Nurse Educator*, 46(4), E70-E74. doi: 10.1097/NNE.0000000000000953

Duke, G., Wool, C., & Tenzing, L. (2020). Awareness of Dying and Conflict Resolution at End of Life: Texas Asian Perspectives. *The Qualitative Report*, 25(8).

Wang, Y. T., Goh, C.-H., Dong, X. N., Liao, T., Duke, G., Alfred, D., ... Yu, S. (2020). Effects of Wheelchair Tai Chi Ball Exercise on Physical and Mental Health and Functional Abilities among Elderly with Physical Disability. *Research in Sports Medicine*.

<https://www.tandfonline.com/doi/full/10.1080/15438627.2020.1777553>

Gibson, E., Duke, G., & Alfred, D. (2020). Exploring the relationships between moral distress, courage, and resilience in nursing students. *Journal of Nursing Education*.

Higbee, M., Chilton, J., El-Saidi, M., Duke, G., & Haas, B. K. (2020). Nurses Consuming Energy Drinks Report Poorer Sleep and Higher Stress. *Western Journal of Nursing Research*, 42(1), 24–31. <https://journals.sagepub.com/doi/10.1177/0193945919840991>

Patterson, J., Duke, G., Stocks, E., Hermanns, M. (2020). Simulation to enhance empathy of nursing students toward patients with alcohol use disorder. *Nurse Educator*, 45(6), P331-335. <http://doi.org/10.1097/NNE.0000000000000804>

Duke, G. (2019). Failure in pain management: Enough is enough. *Texas Nursing*, 93(3), 16–17. <https://go.openathens.net/redirector/uttyler.edu?url=https://www.proquest.com/magazines/failure-pain-management-enough-is/docview/2501935940/se-2?accountid=7123>

Batchelor, L. L., Duke, G. (2019). Chronic Sorrow in Parents With Chronically Ill Children. *Pediatric Nursing*, 45(4), 163–178.

Miller, C., Chisholm-Straker, M., Duke, G., & Stoklosa, H. (2019). A Framework for the Development of Healthcare Provider Education Programs on Human Trafficking Part Three: Recommendations and Guidelines. *Journal of Human Trafficking*. [https://urldefense.proofpoint.com/v2/url?u=https-3A\\_doi.org\\_10.1080\\_23322705.2019.1635342&d=DwMFaQ&c=e7TYJBzRfB0YbjEn2u3vBA&r=9oOSvFWelpZvMCQXux\\_6R4L5g5HZuF2WPA1bWMzf3-w&m=k1S8wduDHNarQNXoLO0djW4UUX7vluqBr-itq85JneM&s=lfyElt1kBcbtavU5ks5gs7cFeS-62tvE-4vQ-HfMIFA&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A_doi.org_10.1080_23322705.2019.1635342&d=DwMFaQ&c=e7TYJBzRfB0YbjEn2u3vBA&r=9oOSvFWelpZvMCQXux_6R4L5g5HZuF2WPA1bWMzf3-w&m=k1S8wduDHNarQNXoLO0djW4UUX7vluqBr-itq85JneM&s=lfyElt1kBcbtavU5ks5gs7cFeS-62tvE-4vQ-HfMIFA&e=)

Chisholm-Straker, makini, Miller, C., Duke, G., & Stoklosa, H. (2019). A Framework for the Development of Healthcare Provider Education Programs on Human Trafficking Part Two: Survivors. *Journal of Human Trafficking*, online. [https://urldefense.proofpoint.com/v2/url?u=https-3A\\_www.tandfonline.com\\_doi\\_abs\\_10.1080\\_23322705.2019.1635333&d=DwMFaQ&c=e7TYJBzRfB0YbjEn2u3vBA&r=9oOSvFWelpZvMCQXux\\_6R4L5g5HZuF2WPA1bWMzf3-w&m=k1S8wduDHNarQNXoLO0djW4UUX7vluqBr-itq85JneM&s=kQqB\\_a6hdet1uCO8sNPUiJLKfdWJ02ZibxReCiCxoQo&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A_www.tandfonline.com_doi_abs_10.1080_23322705.2019.1635333&d=DwMFaQ&c=e7TYJBzRfB0YbjEn2u3vBA&r=9oOSvFWelpZvMCQXux_6R4L5g5HZuF2WPA1bWMzf3-w&m=k1S8wduDHNarQNXoLO0djW4UUX7vluqBr-itq85JneM&s=kQqB_a6hdet1uCO8sNPUiJLKfdWJ02ZibxReCiCxoQo&e=)

Stoklosa, H., Miller, C., Duke, G., & Chisholm-Straker, M. (2019). A Framework for the Development of Healthcare Provider Education Programs on Human Trafficking Part One:

Experts. *Journal of Human Trafficking, Online*.

[https://urldefense.proofpoint.com/v2/url?u=https-3A\\_www.tandfonline.com\\_doi\\_full\\_10.1080\\_23322705.2019.1584724&d=DwMFaQ&c=e7TYJBzRfBOYbjEn2u3vBA&r=9oOSvFWelpZvMCQXux\\_6R4L5g5HZuF2WPA1bWMzf3-w&m=k1S8wduDHNarQNXoLO0djW4UUX7vluqBr-itq85JneM&s=kH3olu14VhdhXcb\\_XkFaufit66Cl7ZZY0Wpzl0r-5xY&e](https://urldefense.proofpoint.com/v2/url?u=https-3A_www.tandfonline.com_doi_full_10.1080_23322705.2019.1584724&d=DwMFaQ&c=e7TYJBzRfBOYbjEn2u3vBA&r=9oOSvFWelpZvMCQXux_6R4L5g5HZuF2WPA1bWMzf3-w&m=k1S8wduDHNarQNXoLO0djW4UUX7vluqBr-itq85JneM&s=kH3olu14VhdhXcb_XkFaufit66Cl7ZZY0Wpzl0r-5xY&e)

Gunter, D., & Duke, G. (2019). Social support to reduce uncertainty in childhood cancer in South Texas: A case study. *Journal of Pediatric Oncology Nursing, 36*(3), E–Pub.

Mastel-Smith, B., Duke, G., & He, Z. (2018). A Randomized Controlled Trial Examining the Effects of Tai Chi and Electronic Tablet Use on Older Adults' Cognition and Health. *Journal of Holistic Nursing*.

Arce-Esquivel, A. A., Duke, G., Takemoto, J., Rizer, C. A., & Ballard, J. (2018). Effects of Light Therapy on Vascular Function in Patients with Diabetic Peripheral Neuropathy. *Journal of Cardiology and Vascular Research, 2*(3), 1–6.

Gunter, D., & Duke, G. (2018). Reducing uncertainty in families dealing with childhood cancers: An integrative literature review. *Journal of Pediatric Oncology, 44*(1), 21–37.

Yarbrough, S. P., Haas, B. K., Northam, S. J., Duke, G., & Wieck, K. L. (2016). Role overload theory as a framework for nurse educators to optimize graduate students' learning environment. *Journal of Nursing Education and Practice, 6*(12), 105–112.

Miller, C., Duke, G., & Northam, S. J. (2016). Child sex trafficking-recognition, intervention, and referral: An educational framework to guide health care provider practice. *Journal of Human Trafficking, 2*(3), Online.

Hood, D., & Duke, G. (2015). The nature and meaning of insulin pump use in emerging adults with Type 1 Diabetes. *Diabetes Spectrum, 28*(2), 75–81.

Thompson, S., Mastel-Smith, B., Duke, G., Haas, B. K., Yarbrough, S., & Vardaman, S. (2014). U.S. military nurses caring for the enemy. *International Journal for Human Caring, 18*(2), 61–70.

Thompson, S., Mastel-Smith, B., Haas, B. K., Duke, G., Yarbrough, S., & Vardaman, S. (2103). U.S. military nurses caring for the enemy. *International Journal for Human Caring*.

Duke, G. (2011). Spirituality and Last Days of Life in Persons Born in Japan and Living in Texas. *Qualitative Report, 18*(44).

Duke, G. (2013). Attitudes regarding life-sustaining measures in people born in Japan, China, and Vietnam and living in Texas. *International Journal of Palliative Nursing, 19*(2), 76–83.

Duke, G. (2013). The interplay of spirituality and last days of life in persons born in Japan and living in Texas. *The Qualitative Report, 1*(44).

Jablonski, K., & Duke, G. (2012). Barriers to Optimal Pain Management in the Care of Acute Care Patients who are Terminally Ill. *Journal of Hospice and Palliative Nursing*.

Duke, G., Haas, B., Yarbrough, S., & Northam, S. (2013). Pain Knowledge and Attitudes in Baccalaureate Nursing Students and Faculty. *Journal of Pain Management in Nursing*.

Northam, S., Yarbrough, S., Haas, B., & Duke, G. (2010). Journal Editor Survey: Information to Help Authors Publish. *Nurse Educator, 35*(1), 29–36.

Duke, G. (2009). The Patient Self Determination Act: 20 years revisited. *Journal of Nursing Law, 13*(4), 114-123.

Duke, G., Haas, B. K., Hawkins, C., & Northam, S. (2008). The APRN critique guide used to advance evidence-based practice. *The Internet Journal of Advanced Nursing Practice, 10*(2).

Duke, G. (2008). Navigating the EBP Maze. *Nursing Management*.

Duke, G. (2009). The Influence of Attitudes and Spirituality Regarding End-of-Life Decision-Making and Practices of Physicians in East Texas. *Journal of Hospice and Palliative Nursing*.

Duke, G. (2008). Effect of an educational intervention on knowledge and attitudes toward evidence-based practice in clinical settings. *Worldviews on Evidence-Based Nursing*.

Duke, G. (2007). Factors influencing completion of advanced directives in hospitalized patients. *International Journal of Palliative Nursing, 13*(1), 39–43.

Duke, G. (2007). Knowledge, attitudes and practices of nursing personnel regarding advance directives. *International Journal of Palliative Care, 13*(3), 109–115.

Duke, G. & Thompson, S., Hastie, M. (2007). Factors influencing completion of advanced directives in hospitalized patients. *International Journal of Palliative Nursing, 13*(1), 39-43.

Miller, J., Conner, K., Deal, B., **Duke, G.**, Stanley-Hermanns, Varnell, G., Hartman, K., & McLarty, J. (2003). How animal-assisted therapy affects discharge teaching: A pilot study. *Critical Care Choices, 36*-40.

Weber, G. (Duke) (1999). The experiential meaning of well-being for employed mothers. *Western Journal of Nursing Research, 21*(6), 785-795.

Lake, M., Keeling, P., Weber, G. (Duke), & Olade, R. (1999). Collaborative care: A professional practice model. *Journal of Nursing Administration*, 29(9), 51-56.

Weber, G. (Duke) (1996). Employed mothers with pre-school aged children: An exploration of their lived experiences and the nature of their well-being. *Modeling and Role-Modeling: Theory, Research and Practice*, 2(1), 51-56.

Weber, G. (Duke) (1993). Tips on implementing the Patient Self-Determination Act. *Nursing and Health Care*, 14(2), 86-91.

Weber, G. (Duke) & Kjervik, D. (1992). The Patient Self-Determination Act: The nurse's proactive role. *Journal of Professional Nursing*, 8(1), 6.

Weber, G. (Duke)(1991). Making nursing diagnosis work for you and your client: A step by step approach. *Nursing and Health Care*, 12(8), 424-430.

Weber, G. (Duke)(1991). Nursing diagnosis: A comparison of textbook approaches. *Nurse Educator*, 16(2), 22-27.

#### **Other**

Wang, Y. T., Huang, G., Duke, G., & Yang, Y. (2017). Editorial: Tai Chi, Yoga, and Qigong as Mind-Body Exercises. *Evidence-Based Complementary and Alternative Medicine*, 17. <https://doi.org/10.1155/2017/8763915>. This was as an invited guest editor for this issue.

Duke, G. as contributing author (2007). Diversion and abuse of pain medications in The politics of pain: Balancing vigilance and compassion. Report of the Texas Pain Summit. *The Politics of Pain: Balancing Vigilance and Compassion. Report of the Texas Pain Summit*.

#### **Summary of Extramural Funded:**

- Project Grants: Two grants, totaling \$572,000.
  - Spring 2017: Medical Homes Project for the Underserved with Chronic Illness. NETPHD: \$12,000 for adjunct faculty funding. Petersen, S. (PI), Duke, G. (co-PI).
  - 2002-2007: Comprehensive School-Based Health Center, Van TX. Duke, G., Waldrop, D. HRSA: 560,556.00  
Role: co-PI, wrote 85-90% of grant (D. Waldrop as co-PI facilitated active community engagement and support, wrote 10-15% of grant.)
- Research Grants: Six grants, totaling \$267,000

- 2023-2024: Effects of Nurse Coaching on Student Nurse Stress, Resiliency, & Well-Being. American Holistic Nurses Foundation, June 2023: \$5,000.00 Study in progress to end August 2024. Role: co-PI
- 2022: Matthews Hope Foundation; \$67,590. Effects of Pulse-Based, Low Intensity Transcranial Electrical Stimulation on Opioid Misuse, Cravings, Pain, Mental Health Outcomes and Quality of Life  
Role: PI—January 2024: Study not initiated due to study setting no longer in place; funder willing to continue funding if another setting located. Role: PI
- 2008-2009 American Nurses Foundation as the 2008 Dorothy Cornelius, RN/ANF Scholar award: 5,000.00  
Transcultural Perspectives of End-of-Life Care  
Role: PI
- 2005-2006 Rallying Points and Texas Partnership for Life (Extramural Research): 11,800.00: Attitudes and Practices of Physicians Regarding End-of-Life Decision-Making  
Role: PI
- 2003-2004 Susan B. Komen Foundation: CFFL: 6500.00  
The Effects of a Physical Conditioning Community Program on Quality of Life and Fatigue in Persons With Cancer  
Role: assistance in grant writing and editing
- 2003-2004 Sid Richardson Foundation: 175,000: Innovative educational technologies for College of Nursing online programs  
Role: co-investigator

### **Professional presentations**

**International:** 17 (Ethics, Human Trafficking, Child Sex Trafficking, Advance Directives)

**National:** 11 (Modeling and Role-Modeling Theory; End of Life Care (cultural), Child Sex Trafficking, Advance Care Planning, Evidence-based Practice)

**State and Regional/Local:** 77 (Ethics, Palliative Care, End of Life Care, Pain, Advance Directives, Nurse Coaching, Microcurrent Neurofeedback and Mental Health Research)

### **Service**

## University of Texas at Tyler

### Major accomplishments

University IRB (chair 16 years): Facilitated name change to IRB; obtained university's first Federal Wide Assurance number so that federal funding would be possible for faculty; immediately converted to online (per email) submission process; instituted about 15 different revisions to applications and consent forms; no written policies existed, and wrote with input from the IRB the IRB Handbook according to federal guidelines and regulations; organized and conducted regular meetings; attended multiple conferences to keep IRB operations, policies current; developed human research ethics training powerpoint modules with embedded quizzes to be compliant with our FWA; instituted process toward university purchase of CITI IRB training including writing related policies/procedures; reviewed about 90% of all IRB applications until late 2017 and provided extensive feedback to IRB applications, many times consulting with students and faculty per phone and Zoom to facilitate federal compliance; began more IRB member mentoring and delegating more to IRB members in late 2017 but continued to review/approve about 60-70% of all applications; in preparation for new IRB leadership, instituted online submissions via Cayuse in an effort to be more efficient as well as compliant with federal regulations.

Center for Ethics: Served as member fall 2006-summer 2012; Director 2012-2016; member 2016-2018. No course release, time spent as Director very extensive; as member wrote educational curriculum for Responsible Conduct of Research; as Director and Bart Brooks Professorship in Ethics did the following: based on the Center's mission and vision, promoted the Center as a presence within the university and community at large; instituted first activities for the Center involving faculty, staff, students and the community at large. With input from the Ethics Council and their assistance, I coordinated, implemented, evaluated the following: 2012-2013 three workshops involving external speakers re: academic integrity, plagiarism, nepotism, FERPA, travel and gifts/honorariums and initiated first annual Ethics Week Spring 2013 that involved university, community and UTHSCT leaders at a reception to formally "introduce" the Center to the community and to promote the Honor Code that was in process of university-wide endorsement; collaborated with CGE Director to host collaborative Center for Ethics cultural event for spring 2013 (coordinated speakers, facilitators and multiple meetings for the event); 2013-2014 2<sup>nd</sup> annual Ethics Week with initiation and approval of university's first Honor Code, two days involving university workshops with nationally known external speaker, and a third involving a community at large and university event; participated in Faculty Convocation ceremonies for formal implementation of Honor Code. Fall 2014 initiated extensive planning for first of three annual Academy of Collegiate Ethics competition for student involvement and engagement in solving ethical dilemmas through debates and presentations and involved faculty, staff and community-at large as judges; university educational forums

(1-2) each semester through 2016; mentored undergraduate class in conducting and analyzing ethical-related surveys across campus for 5 days Oct 2014; panel on Syrian Refugee Ethical Perspectives panel involving university and community at large (about 80 participants); as a member also coordinated the Domestic Teen Sex Trafficking in East Texas also involving university and community at large with about 85 attendance, Spring 2017.

Other major contributions since Fall 1988: participated as first of colleges in university using distance education; was first assistant/associate dean for research and in that role developed faculty mentoring materials, facilitated faculty and student research, manuscript/grant writing and editing and guidance, facilitating research forums every semester, promoted interdisciplinary and university/ community at large research collaborations; heavily involved in undergraduate and graduate curricula development and revisions annually; this includes major undergraduate research course revisions from traditional research to using an evidence-based approach within a research process framework; heavily involved in PhD program approval, accreditation, curriculum development and ongoing revisions; active with dissertation guidelines development and revisions; active with helping to write and do ongoing revisions of tenure & promotion guidelines; promoting effective teaching/learning strategies with ongoing course revisions and implementing creative teaching strategies; involved as chair and member of numerous faculty search committees; involved as chair and member of numerous tenure and promotion committees at both school and college levels; active with PhD student screening since 2008.

Served on multiple nursing and university committees every year 1988-2020: Including but not limited to: Faculty Senate, Graduate, Career Success, Honors Program, Interdisciplinary Research, Leadership, Tenure & Promotion, Intellectual Property, Strategic Planning, Research Council, Search

Current Responsibilities with UT Tyler:

- Mentoring a faculty member as co-chair of PhD dissertation; I am serving as methodologist also. This is an unpaid position and considered service.
- Teach graduate nursing courses, about 1-2 courses every semester.

Current Responsibilities with Lin Health

- Currently carry caseload of 27 clients; meet with about half them weekly or bi-weekly for 30-60 minutes

Current Responsibilities with Trinity Integrative Care

- Consult with other IASIS microcurrent neurofeedback (MCN) providers as needed
- Consult with consumers inquiring about MCN
- Carry caseload of 1-2 per week MCN (total of 3-4 hours).

#### Current Responsibilities with Society for Advancement of Modeling and Role-Modeling

- Serve as Secretary Board of Directors with recording and distribution of monthly meeting minutes
- Assist with conferences, retreats, etc. twice a year.

#### Current Continuing Education

- Understanding Co-Dependency in Healthcare Environments and Its Path to Burnout, 1 contact hour, May 2024.
- Health of the Human Spirit: Stress and Human Spirituality, 1 contact hour, April 2024
- Self Care: The Nurse Heroine's Journey Toward Transformation, 1 hour, March 2024
- Advanced Pharmacotherapeutics for the Holistic Nurse, 1 contact hour, December 2022
- Holistic Nurse Coaching in an Academic Setting, 1 contact hour, November 2022
- Mentoring-Coaching course, June 2022-September 2022, 6 contact hours
- Integrative Guided Imagery course, 2-3-22 through 3-3/22; 10 contact hours
- Holistic Coaching: Practicum: 30 contact hours, March 2021-May 2021.
- Energy in Holistic Coaching: 8 hours; January-March 2021.
- Holistic Coaching: Core Competencies: 30 hours, September-December 2020
- Geriatric Care: A Review for Texas Nurses: 2 contact hours, March 2020
- Human Trafficking in Texas: Modern Day Slavery: 4 contact hours, March 2020
- Human Subjects Basic Course via CITI: 6 contact hrs, March 2020

