

## Curriculum Vitae

### **Kaleigh Sullivan, RN BSN**

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### **Education**

2022 Master's in Nursing Education, University of Rochester, Rochester, NY  
2022 Advanced Certificate in Online Teaching, University of Rochester, Rochester, NY  
2015 Bachelor's in Science in Nursing St. John Fisher College, Rochester, NY

### **Licenses and Certifications**

2022 BLS Certificate  
2021 PEARS Certificate  
2015 New York State Registered Nurse (701580)

### **Professional Experience**

2015- Present Registered Nurse, University of Rochester Medical Center, Child & Adolescent Inpatient Psychiatry

- Participate in patient plan of care
- Assess patient response to treatment plan and group therapy
- Formulate group education sessions
- Medication education and administration
- Perform charge nurse responsibilities
- Assist in the education of nursing students
- Educating capstone students
- Precept new registered nurses

2016- Present Psychiatric Safety/Holds Trainer, University of Rochester Medication Center, Psychiatry

- Demonstrate escorts, escapes, holds, and restraints according to URMC practice
- Educate new psychiatric staff, and GPS staff on these actions via teach-back method
- Assess experienced staff knowledge on safety and holds yearly
- Educate staff on de-escalation techniques
- Educate and assess knowledge of OMH policy/procedure r/t psychiatric patients

2021- Present Instructor of Clinical Nursing, University of Rochester

- Serve as a professional clinical educator in the inpatient behavioral health setting

- Demonstrate and teach quality patient care in the hospital setting and in the skills lab
- Provide a psychologically safe environment for students to comprehend the nursing process in the psychiatric setting
- Utilize formative and summative assessment in the evaluation of students' learning
- Evaluate students' professionalism, compassion, and nursing skills in the clinical setting

2022- Present Simulation Educator

- Provide a psychologically safe environment for students to comprehend the nursing process in the simulation setting
- Serve as a professional educator in the simulation setting
- Evaluate students' professionalism, compassion, and nursing skills in the simulation setting
- Utilize the debriefing setting to assess and evaluate students' critical thinking skills

2020-2021 Assistant Nurse Manager, University of Rochester Medical Center, Child & Adolescent Inpatient Psychiatry

- Serve as member of a leadership team to collaborate and provide mental health care to children and adolescents in the inpatient setting
- Provide leadership and clinical oversight for all nursing practice functions of the unit
- Educate and provide support and leadership to unit-based staff
- Participate in supervision and annual performance evaluations of staff
- Coordinate and allocate unit resources

2019-2020 Behavioral Health Clinical Resource Nurse, University of Rochester Medical Center

- Provide leadership and emergency clinical support to psychiatric inpatient units and CPEP
- Coordinate personnel resources to manage fluctuating operational and safety needs
- Assure smooth operation of clinical practice and maintenance of clinical standards

2017- 2021 Psychiatric Nursing Practice Orientation Facilitator, University of Rochester Medical Center

- Educate new staff on policies and procedures of child and adolescent psychiatry
- Discuss the differences in care between the adult and pediatric psychiatric patient

2012-2015 Resident Assistant, St. John Fisher College

- Provide educational activities for residents
- Handle confidential resident conflicts
- Communicate effectively with residents, staff, and management
- Take a leadership role in the residential community
- Provide an open and non-judgmental environment for students
- Training in sexual assault and incident management

### **Professional Certificates and Licensure**

Anticipated Summer 2022    Certificate in Online Teaching and Learning

### **Lectures and Non-Research Presentations**

2017- Present    Psychiatric Mental Health Nursing Orientation Child & Adolescent Psychiatry Presentation

- Educate new psychiatric nursing staff in the key differences between the pediatric and adult psychiatric units
- Explain available resources, both inpatient and outpatient, to children and adolescents with mental illness
- Discuss the varying approaches to patient care in the inpatient pediatric psychiatry unit

2021- Present    University of Rochester, APNN Program, Health Assessment Mental Health Lecture

- Inform students of the varying mental health disorders included in the DSM-V
- Discuss assessments performed on patients that are acutely or chronically mentally ill
- Educate students on the importance of therapeutic communication in the healthcare profession
- Explain the importance of recognizing mental wellness as being key in overall wellness

### **Academic Service**

2021-present    Student Teaching for University of Rochester, APNN Psychiatric Mental Health Course

- Assist in creating course learning objectives, assessments, and learning activities
- Contribute to clinical faculty meetings, along with assisting to facilitate simulation and clinical learning activities
- Assess alignment of course learning objectives to 2019 NCLEX test plan
- Immersion in didactic, simulation, and clinical areas of the course

## **Teaching Philosophy**

To be a good teacher is to be one that strives to continuously learn. To regard oneself as a quality educator, one should begin with their thoughts on learning. Understanding that an individual never really stops learning, that their knowledge is always growing and building, is what I feel makes a great teacher. By taking this standpoint, I have found that not only am I always passionate about teaching, but that I am endlessly learning about topics that I love and that I love to teach.

When standing in front of a class or sitting with an individual learner, to teach them about mental health, or de-escalation, or therapeutic communication and compassion, I have found that when I also seek to learn from them, they want to learn from me as well. Teachers are life-long learners, striving to know the most up to date information so that their teaching can be accurate. They take their experiences as learners and adapt them to their own style.

I have discovered that when I approach teaching as a collaborative experience, discussing topics with my students and letting them engage in conversation, they find a connection and are invested in their learning.

Learning should not just be a “sit down and listen” experience, which leads your students wanting more and seeking that intrinsic motivation. The times that I have best learned, and have best taught, is when the “guide on the side” philosophy is used. Students not only connect with their teacher, but they are able to connect with each other, broadening their perspectives and striving to understand people from all backgrounds.

I have come to recognize the importance of humanism in teaching. Often, this philosophy is seen as ineffective, that it does not achieve results. My philosophy is that the humanistic theory, combined with the constructivist learning theory, has been where I feel most effective as a teacher, and where I see the best connections and results from my students.

I think my favorite part of learning how to be a nurse and then a teacher, has been discovering how to best connect with people. I have found that when you are vulnerable, trusting, and compassionate with others, more often than not your efforts are reciprocated. You gain your students’ trust when you are able to look them in the eye, connect with them, and remember details about their lives, and understand the hardships of being a student. When this trust is earned, you are then able to trust that they want to meet your expectations and understand your objectives. You can count on this trusting relationship to allow for your students to feel comfortable seeking your help when they cannot meet objectives or expectations.

I will always see teaching and learning as two intertwining branches, or as two organisms that support each other. I hope that as I become an educator, I am able to continue holding my teaching philosophy while also growing into a better educator and learner. I hope to understand my students individually, just as much as I understand the topic that I wish to teach them. My

hope is that I dive into teaching with as much passion as what I hope my students have for learning, and in some cases inspire them to become passionate learners and educators.