

Kylie Gaeth

[HOME](#)

[HONORS PROGRAM](#)

[ABOUT ME](#)

[COMMUNITY INVOLVEMENT](#)

[MORE...](#)

WELCOME

THANK YOU FOR VISITING MY PORTFOLIO.



Hello and welcome! Thank you for visiting my career portfolio. I am currently a senior student at Minnesota State University (MSU), Mankato. My undergraduate major at MSU is Nursing. Along with nursing, I am on the swim and dive team and president of the MSU chapter of Athletes in Action. Once I graduate, I plan on starting out working in the ICU and work my way to becoming a flight nurse. Please feel free to explore the rest of my portfolio.

MY MISSION STATEMENT:

I will make a difference in the lives of others. My education and efforts will be a testament to my faith. The love I have felt will be passed on in my daily life and my work. I will lead by example, with integrity for others and myself. My ability to manage my time, figure out challenging problems, and have the stamina to stick with a difficult problem will help me impact the lives of future patients, in addition to making me a better co-worker and manager of others. I hope to motivate others to expend great effort to achieve. I have the mental strength and the physical agility to manage a stressful and demanding environment. In the end, all the trivial things in life do not matter - but living and working with faith, love, and integrity matters infinitely.

Good. Better. Best. Never let it rest.

Until your good is better and your better is best.

~Tim Duncan



ABOUT THE HONORS PROGRAM AT MINNESOTA STATE UNIVERSITY, MANKATO

HONORS PROGRAM COMPETENCIES

The Honor's Program at Minnesota State University, Mankato is unique to other programs because the program focuses on building three core competencies to a student's highest ability: leadership, research, and global citizenship. This portfolio demonstrates what steps I have taken throughout my college career to build and develop these competencies in myself.

This quote is from the Honors program website. A link to the Minnesota State University, Mankato Honor's program is provided on the right of this screen.

"Minnesota State Mankato's Honors Program challenges motivated students to take their college experience further than they thought possible. They will develop the ability to solve problems, the skills to tackle tough jobs and the courage to engage in difficult discussions. They will cultivate the desire to seek new knowledge and to explore new places. They will become widely recognized, renowned, prominent, distinguished leaders, researchers and global citizens who are able to bring about change in the world, no matter what their chosen discipline may be."

HONOR'S PROGRAM
WEBSITE

LEADERSHIP

RESEARCH

GLOBAL CITIZENSHIP

LEADERSHIP

What does it mean to be a leader?

Leadership is a concept broken down into teams and values. Leadership values develop one's leadership philosophy that transfers into one's ability to lead a team of colleagues. For the **nursing program**, each person is encouraged to create his or her own leadership philosophy. My own leadership philosophy stems from a combination of servant leadership and authentic leadership. Through servant leadership, I strive to foster collaboration, teamwork, and collective solutions while staying true to my own values and strengths. As a nurse, servant leadership is important because of the emphasis it places on the needs of the patient and their family.

The first and foremost experience that has contributed to my leadership philosophy is being part of the **Maverick Swim and Dive team**. As a freshman, I only knew I wanted to lead with integrity, compassion, respect, faith, and challenging myself. However, I did not yet know how to live that out in day to day situations. As each season progressed, I found myself building the strengths identified by Rath and Conchies *Strengths Finder 2.0* book (achiever, belief, developer, includer, and relator). As a senior, my team did not have captains, so the seniors were the leadership. As a leader, I lived out what I wanted to see others model. This meant that I came to practice with a good attitude, I was ready to work hard, I asked what I could change to improve. I encouraged my teammates and commended what they were doing well. I tried to "walk the talk".

Athletes in Action is another organization that influenced the leader I have developed into through building confidence in myself. Athletes in Action is a part of Cru + and is geared for collegiate athletes to develop community. The organization focuses on building the collegiate athlete to withstand the common struggles and concepts unique to the college athlete. I have been able to practice bringing people together for a common goal and relating concepts of the Bible to the everyday life and struggles of an athlete. Being part of Athletes in Action has helped me become more of an advocate for others and to be more outspoken—both traits important to a nurse being able to provide the best care possible to patients and family. The traits developed in me through serving as the president of Athletes in Action have built the servant leadership traits in myself that promotes collaboration, teamwork, and dialogue between the various members that is vital to providing patient care.

Although as a camper I was not placed in leadership situations, **The Ultimate Training Camp** allowed me to watch and see what other great leaders did that I wanted to weave into my leadership philosophy. One of my team captains was Charles Harris, a defensive lineman for the Miami Dolphins, and he brought a focus to our team. We had a "focus phrase" for lack of better term where Charles would shout "AO" and we would shout back "1" and it would focus us on the tasks at hand. Not only were we trying to win the competition (we ended up taking 2nd), we were also trying to incorporate all we learned the previous few days into how we compete and interact with our team, referees, opponents, and spectators to bring glory to God. As an intern for The Ultimate Training Camp, I developed my leadership to actively practice focus and help others find their focus. Along with this, I also was able to meet one on one with 6 different women attending the camp who were part of my small group and lead them further in their faith and to help them overcome obstacles and heartaches in their lives through the grace of Jesus Christ.

Through a genuine, authentic love for others, I began developing a passion for being able to serve people through the strengths identified by Rath and Conchie. I wanted to build my ability to bring people together to work for a common goal and encourage others. This was later identified to me as being a servant leader. On top of that, I also wanted to remain true to myself and my values, and I later on learned that was coined 'authentic leadership', so my leadership style became a combination of servant and authentic leadership. The combination of these leadership styles translates to the nursing profession by being able to place the needs of others above my own and being able to unite people for a purpose: bettering the health and life of patients.

THE RESEARCH COMPETENCY

In the nursing profession, utilizing the most current, accurate, and evidence-based research in the field is critical. Research is divided into 4 sub-sections: information literacy, information synthesis, original research, and dissemination of results. The nursing profession is based on following current, evidence-based standards of practice, which are created through advancing research and developing new integrations of nursing theory to create evidence based practice standards to guide nursing practice.

In the early stages of my education, I thought I had a good grasp of what information literacy consisted of. During my **Social (In)Justice** seminar, I learned how culture makes each person unique to one another, and to comply with the American Nurses Association Code of Ethics, culture should be incorporated into nursing care. It wasn't until I took my **Critical Inquiry in Nursing course** that I gained knowledge of what research looked like in the nursing practice. This course outlined the journal databases with research relevant to the medical profession for use in finding research about a topic, had me practice creating search terms and phrases to gather relevant research and teaching how to develop ethical research to advance the nursing practice. Through applying the skills built in my Critical Inquiry course for finding relevant information and creating a counter argument to the research I found, I was able to develop a literature review research paper on religion and sport as part of the **honors service learning course** I took. This topic required extensive evaluation of sources found through utilizing a research focus phrase to exclude biased research, irrelevant research, and non credible authors. The skills learned through efficiently finding relevant information, practicing research ethics, and evaluating sources translate to developing information synthesis skills.

Information synthesis involves bringing together a wide range of ideas and perspectives of a topic. Through the **Critical Inquiry in Nursing course** and creating a research poster about how to assess for **family connectedness**, I developed a basic understanding of collaboration with peers to create hypotheses, develop a research project, and learn the various nursing theories that influence nursing research to develop nursing practice guidelines. A **literature review paper on religion and sport** prompted me to investigate the counter argument to my thesis and look at the perspective of sport being a religion of its own as a way to strengthen my thesis statement. My **family connectedness construct** poster identified a clinical tool to assess for the strength of a family's connection to one another that my group identified through conducting a literature review of the information available on the topic.

Original research is a daunting phrase. To explore potential research in the nursing field, I have simply asked questions based off of what I was learning in class. To develop the **family connectedness construct** poster, my classmates and I asked ourselves how we would assess for the presence and strength of a family's connection to one another based on what we found the construct to mean in the family unit. Asking ourselves this question lead us to identify an assessment tool to use in nursing practice to help guide nursing interventions. Along with this, the **Social (In)Justice** seminar I took had a 'Project for Action' that involved creating an action about a social justice topic we were passionate about. For mine, I asked myself how I could promote cultural practices into nursing care. I wanted to create the first resource I have found that provides information about various cultures and what assessment questions could be asked to determine if a patient wants them incorporated into care. My project came to compile information about cultural practices common to the cultural groups that are present in the state of Minnesota and developing potential assessment questions to learn about a patient's culture.

Dissemination of results is something I feel I am still in the process of developing. Through my **Critical Inquiry in Nursing course**, I learned what organizations approve nursing research, and how many committees are involved in determining if a research proposal met the ethical standards set by the American Nurses Association. I have only submitted a research proposal for the course the **family connectedness construct** poster was for. My group created a proposal for the direction we wanted to take our research and were submitted it to our professor, who then approved our proposal. Because none of my group had created a research proposal before, we had to look up how to structure it, what to include, and how long it should be. Luckily, we formulated a proposal that met the requirements for the research project. In presenting this poster, I learned how to concisely share my findings, allow for questions, and how to answer questions I did not know the answer to.

GLOBAL CITIZENSHIP

At the start of my journey through the honors program, I had no idea what to think of the topic of global citizenship. I thought it would be about advocating for social justice or learning a few cultural values, but it went much deeper. The global citizenship competency incorporates self-awareness, knowledge and understanding, and communication skills to gain a deeper understanding of the world around us.

The first sub-section of global citizenship is self-awareness. Through growing in the understanding of my own culture, I am better able to uncover my own personal biases, prejudices, and habits that inhibit me understanding others. Through my involvement in the **Ultimate Training Camp**, I was able to gain a beginning understanding of the culture and sub-cultures I belong to and begin to view how the rules and biases of my culture influence the views I take toward cultures other than my own. Meeting and getting to know other **nursing students from European countries** has helped me gain insight to how healthcare is lived out and experienced in other countries compared to the US. The most advanced growth I've seen in myself for self-awareness has come through taking a **social (in)justice seminar** that helped me uncover how my cultural background has shaped my ability to understand exactly what it is I do not understand about the cultures of others.

The second sub-section of global citizenship, knowledge and understanding, involves seeking insight into multicultural perspectives in the world. This is my favorite component of global citizenship because its where I get to learn about others: their background, values, belief system, religion, experiences, struggles, and anything else I can think of within the interaction. In the beginning stage of my knowledge and understanding of culture, the **Ultimate Training Camp** provided a platform for me to learn about culture from student athletes who were international students or first or second generation immigrants about their home country. Having the ability to qualify and compete at the **national Division II swim and dive meet** has been a platform to meet athletes from around the world. Much of Division II swimming is international students, so I have learned about cultures and countries around the globe. The experiences that have helped me achieve the highest levels of knowledge and understanding have been the **social (in)justice seminar** and meeting and working with **nursing students from Austria and the Netherlands**. I initiated contacts and friendships with students visiting from Austria and worked on a crisis project with the Netherlands students that has helped me to gain insights to how each country approaches and views various illnesses and general health. The social (in)justice seminar helped me develop a focused assessment question for my patients that helps me uncover the values and perceptions most important to an individual. The question is, "What one thing would you like others to know about your culture?" The answers are just fascinating.

The final component of global citizenship is communication. Oddly enough, being part of the **Ultimate Training Camp** helped me build a beginning understanding of belonging to a community through shared language. Sport has so many dialects, and without exposure to the particular sport, the language unique to the sport makes absolutely no sense and ousts people as outsiders. To further learn about communication, I took **American Sign Language**, which is a language that does not involve auditory verbal communication, but rather words created visually and depicted through facial and body expression to convey the aspects of communication. On top of learning the language, we learned about Deaf culture and the link it creates through deaf persons around the world.

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[HOME](#)

[HONORS PROGRAM](#)

[ABOUT ME](#)

[COMMUNITY INVOLVEMENT](#)

[MORE...](#)

PERSONAL INFORMATION

BACKGROUND:

I grew up in Monticello, MN, which is an average sized town located on interstate 94 at the mid way point between Minneapolis and St. Cloud. I graduated valedictorian with 262 of my peers. Throughout high school, I was involved in swimming, weight lifting, track and field, Fellowship of Christian Athletes, Student Council, youth group, orchestra, and art club.

FREE TIME:

When I am not swimming or studying for school, I love being outdoors or with friends and family. My favorite outdoor activities are camping, kayaking, canoeing, snowboarding, waterskiing, wake boarding, wake surfing, running, biking, swimming, reading in a hammock, and geocaching. My family and friends are extremely important to me, so I spend as much time as I can with them having "Kantor" dance parties where we turn up some music and everyone gets up and dances around the kitchen, a movie night, Bible study, or some other activity where we have fun together and create memories.

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COMMUNITY INVOLVEMENT

Through my undergraduate education at Minnesota State University, Mankato, I have been able to take advantage of many opportunities throughout the community. My involvement has come through being part of the nursing program, honors program, and Maverick Swim and Dive Team, as well as, having connections to Scouts to volunteer for Many Point Work Party.

Through the nursing program, I have been involved in many health initiatives throughout Southern Minnesota. This has come through several of the courses offered throughout the program. As part of the first of four semesters, one class incorporated 60 hours of service learning into the curriculum. These hours consisted of Teddy Bear Clinics, Babysitting Course Instruction, volunteering at Old Main Village, running a mindfulness booth at the Campus and Community Health Fair, and participating in a disaster simulation with other nursing students. The Teddy Bear Clinics involved a group of nursing students going to various elementary schools in Southern Minnesota to educate Kindergarten students on how to stay healthy through creating fun, age-appropriate learning activities. To teach the babysitting course, three classmates and myself created teaching curriculum for 5th and 6th grade students in Trimont, MN to learn how to be safe and trustworthy babysitters. We planned and implemented a teaching curriculum and evaluated the understanding of the students while keeping the course engaging and enjoyable for the kids involved. Through volunteering at Old Main Village, I was able to engage residents in board games, card games, and swing dancing through providing companionship and conversation. For the Campus and Community Health Fair, I created a brochure and activity to educate the public on mindful eating through enjoying a piece of Dove chocolate.

For my honors program involvement in the community, visit the honors program tab above and view the sub-pages throughout.

Through my involvement on the Maverick Swim and Dive Team, I have been able to volunteer and give back in communities across the country. In Mankato, I have been able to volunteer at Trick or Treat with the Mavs, Munch with the Mavs, and Kiwanis Lights set up. Trick or Treat with the Mavs is a community event put on by the Athletic Department that invites kids and families from the community to participate in sports related activities put on by the MSU, Mankato athletes. I participated in this all 4 years of my athletic involvement, and it was so much fun. Munch with the Mavs is a program where a few athletes go to the elementary schools in Mankato over lunch time to read to the students and eat lunch with them. Kiwanis Lights set up is volunteering in Sibley Park in Mankato to set up the lights display put on for the holiday season. For the Northern Sun Intercollegiate Conference, at my conference swim and dive meet, the teams involved went to a local elementary school in Fargo, ND to read to the students and play games with them. Beyond that, by qualifying for the National Collegiate Athletics Association Division II Swim and Dive Championship Meet, I have been able to help encourage kids in the Indianapolis, IN, Birmingham, AL, and Charlotte, NC communities through teaching low-income children how to stay safe in and around water.

For Work Party at Many Point Scout Camp just outside of Ponsford, MN, I tag along with the other adult and scout leaders part of troop 272 out of Monticello, MN to help with maintenance of the camp. Many Point is a Boy Scouts of America summer camp located on Many Point Lake in northern Minnesota for Scouts to be immersed in outdoor team building activities. In the spring before camp opens for the summer and the fall after the last group of scouts finishes, I volunteer to help rebuild latrines, replace cabin roofs, paint cabins, and assist in other maintenance and upkeep of the structures available at the camp. My dad and brother have been part of Scouts their entire lives and have found ways to allow me to be involved in the activities this camp offers throughout their involvement, and one such way was Work Party to upkeep the camp. Check out the website link to the side to see what all the camp offers to youth in Minnesota and Canada.

The involvement I have had the privilege to be part of has made a lasting impact on me throughout my college career, and I hope to find more ways to be involved once I am in my professional career as well.

MINDFUL
EATING
BROCHURE

BABYSITTING
COURSE
CERTIFICATE
OF
COMPLETION

KIWANIS LIGHTS



NCAA DII SWIM AND DIVE

CHAMPIONSHIP MEET



MANY POINT
SCOUT CAMP

REPAINTED CABINS AT FAMILY

CAMP OF MANY POINT

