For the 1995-96 academic year, GSAN welcomes Lynn Rew, Ed.D., RNC, FAAN, an Associate Professor from the University of Texas at Austin School of Nursing (UTASN), who is serving as adjunct faculty in our School of Nursing while pursuing a post-doctoral fellowship in the interdisciplinary Adolescent Health Training Program in the Medical School. A member of the UTASN faculty for 12 years, Dr. Rew has served the past 4 years as Assistant Dean for Student Affairs. In that capacity, she noted, she had little time to pursue her research interests, while becoming acutely aware of the many inequalities in the primary education of Texas residents.

“I began to see a pattern of high school students from both urban and rural areas who came to the University seriously disadvantaged, and consequently ill-prepared to successfully complete a rigorous course of professional study,” she stated. “The majority of these students were from ethnic minority populations.”

At the same time, she also noticed a disturbing pattern in health care provision: the ethnic minority populations in Texas were seriously underserved in health care, and had few opportunities to receive nursing care from minority professionals.

To help reverse both of these trends, Dr. Rew felt it was necessary to know what best helps disadvantaged students successfully complete baccalaureate

continued on page 5

ADOLESCENT LIFE IN RWANDA, AFRICA:
PERSPECTIVES FROM A SPECIAL LEADERSHIP PRACTICUM
by Carolyn Porta, B.S.N., RN

Imagine yourself as a 15-year-old struggling with the physical, mental, and emotional changes that are characteristic of a developing adolescent. You are attempting to define who you are, what you like and dislike, and how you view the world. You are trying to accept your changing body and the new responsibilities that arise with these developments. Your circle of friends defines itself as you begin to identify with certain interests and beliefs. You experiment with new ideas, and your role as a family member expands. You are finding a new person, and as you move through the next few years, you will create a comfort zone around yourself and enable this new identity to slowly be revealed.

Now put your 15-year-old self in Rwanda immediately following the genocide. In addition to all the issues and struggles just described, you must deal with the overwhelming effects of war. Your parents are dead, as are most of your aunts, uncles, cousins, brothers and sisters. The infrastructure you once lived in has been destroyed, and you are surrounded by strangers in the temporary confines of a refugee camp. You lack access to adequate food, clean water, and private sanitation. Younger siblings that may have survived are now your responsibility. Fear, uncertainty, distrust, and suspicion have replaced any pre-existing feelings of comfort or safety.

continued on page 4
Welcome

Welcome to the following student, who started Fall Quarter:

Peggy L. Nerdahl, B.S.N., RN, PNP, received her baccalaureate degree from the University of Minnesota in 1975, and certification as a Pediatric Nurse Practitioner from the College of St. Catherine in Minnesota in 1987. She worked for several years as a staff nurse and station instructor at the University of Minnesota Hospitals; most recently, she has worked for 8 years as a School Nurse for the St. Paul Public Schools in Minnesota.

MCH Consortium Diversity Seminar January 5

On Friday, January 5, Beth Zemsky, coordinator of the Gay, Lesbian, Bisexual, Transgender Programs Office, will be presenting, "Sexual Orientation Issues in the Workplace," from 1:00 to 2:45 in the East Wing of the Campus Club, Coffman Memorial Union. Attendance is required of all GSAN students.

Adolescent Nursing is published quarterly by Graduate Studies in Adolescent Nursing, University of Minnesota School of Nursing.

Editor:
Elizabeth M. Carlson

Program Director:
Linda H. Bearinger, PhD, RN

Requests for back issues, additional copies, or submission of material for inclusion should be sent to the editor at Graduate Studies in Adolescent Nursing 6-101 HSU-F, 308 Harvard St. S.E. Minneapolis, MN 55455, or by telephone: (612) 624-3938 or by fax: (612) 624-2359 or by e-mail: adolnurs@maroon.tc.umn.edu

© 1995 U of M School of Nursing
This newsletter is funded by Project # MCJ-279185 from the Maternal and Child Health Bureau, (Title V, Social Security Act) Health Resources and Services Administration, Department of Health and Human Services.

Activities of Faculty & Staff


In October Bearinger also presented "Qualities of Successful Violence Prevention and Intervention Programs," at the Regional Chapter meetings of the National Association for Pediatric Nurse Associates and Practitioners, Minneapolis.

Bearinger's abstract, "Dimensions of Protective Factors Among American Indian Youth," has been accepted for presentation at the Society for Research on Adolescence (SRA) annual meeting in March 1996.

This year, Bearinger began a 3-year term on the Awards Committee for the Society for Adolescent Medicine; she also served on an Abstract Review Panel for the Society for Research on Adolescence.

Elizabeth Carlson: Represented the School of Nursing at a special "Health Sciences Lunch with the Regents" on October 12. Carlson also participated as a panel member of "Building Inclusive Classrooms," a Bush Foundation Teaching Excellence & Diversity faculty workshop, University of Minnesota, November 13.

Carlson's paper, co-authored with Bearinger and other University of Minnesota colleagues, "Demographics of Sexual Orientation Among Native American Adolescents," has been accepted for the Society for Adolescent Medicine annual research meeting in Washington, DC, in March 1996. The abstract will be published in the February 1996 issue of the Journal of Adolescent Health.

Carlson was appointed to the School of Nursing Research Committee for the 1995-96 academic year.

She was also awarded the Katherine Densford Dreves Scholarship from the School of Nursing for Fall Quarter.

Tabitha Hanson, B.S.N., RN: Attended both the School Nurses of Minnesota (SNOM) and the Minnesota Pediatric Nurse Practitioner conference during October for GSAN recruiting; Hanson spent the month of November on leave in Hawaii.

Renee Sieving, M.S., RNC, PNP: Sieving is on leave during Fall Quarter to work on her dissertation; she will return January 1.

UNIVERSITY PROGRAMS FUNDED BY MCH TITLE V FORM CONSORTIUM FOR COLLABORATION

Graduate Studies in Adolescent Nursing is one of six University of Minnesota training projects funded by the federal Maternal and Child Health Bureau, Title V. Because the MCH Bureau encourages collaborative efforts among its funded programs, a few years ago the Title V project directors here at the University established the University of Minnesota Consortium on Maternal and Child Health. The MCH Consortium's goal is to provide interdisciplinary opportunities for the students in all five programs. As part of the Consortium, the project directors meet monthly.

Through the Consortium, this academic year the programs are offering a series of seminars that address issues of diversity for health care professionals. Students from each of the five programs attend the quarterly seminars, with topics ranging from the application of cultural competency to public health practice, to sexual orientation issues in the workplace, and to issues facing individuals with disabilities.

In addition to GSAN in the School of Nursing, the other programs that comprise the MCH Consortium are the Children With Special Health Needs

continued on page 6
S.A.M., continued from page 1

"Psst! Looking for a Job in Adolescent Health?" with Victor Strasburger, MD, FSAM.

Bearinger’s workshop will be a discussion for fellows, and junior and senior faculty, about pitfalls of job hunting in adolescent health care. Discussion will include how to apply for and assess jobs in the field, what to look for in a job or job offer, how and when to negotiate, and what mistakes to avoid making. Current job opportunities in adolescent health care will be presented, and participants will be invited to share their personal experiences. The presentation is scheduled for Thursday, March 21, at 4 p.m.

Sievings and Dexheimer Pharris’ presentation will describe the Adolescent Actor Teaching Project (AA TP) they developed for teaching adolescent clinical skills at the University of Minnesota with graduate nursing students, adolescent health fellows, residents, and others. Their presentation will include information on how to create case scenarios to use with standardized patient encounters, how to recruit, select, and train adolescent actors, and the use of adolescent actors in small group and classroom educational contexts.

From the health provider’s perspective, effective communication is essential for obtaining accurate assessments of adolescents’ health-related beliefs, concerns, and behaviors. Good communication and relationship-building skills are also fundamental to the ability of providers to establish rapport, transmit information, and influence patients’ health-related skills, choices, and behavior. Adolescents consistently identify compassion, understanding, the ability to communicate, and a willingness to be straightforward and honest, as important qualities for their health care providers. Unfortunately, providers often lack training in the skills that are critical to fostering relationships and promoting the health of their adolescent clients.

As described in a previous issue of this newsletter, the use of standardized patient encounters with adolescent actors is a promising methodology to teach health care providers critical interpersonal skills in working with adolescents. The definition of a standardized patient, dating back more than 2 decades, is “a person who has been carefully coached to simulate an actual patient so accurately that the simulation cannot be detected by a skilled clinician.” In the health professions, standardized patient methodologies are gaining acceptance as effective ways to teach skills related to therapeutic communication, health assessment, physical examination, health education, and counseling. They also aid the process of evaluating learner competencies.

The Society for Adolescent Medicine's Nursing Research Forum will be on Friday, March 22, at 12:45 p.m. Carlson’s presentation will be during the two poster sessions Thursday evening and Friday morning; the morning session will be followed by a moderated discussion session. The S.A.M. annual meeting will be held in Washington D.C. March 20-24. For registration information contact the Society’s office at (816) 224-8010.

COMING SOON:
GSAN's WWW HOME PAGE

GSAN is developing a Home Page for the World Wide Web of the Internet. The page will include information about the program, research, deadlines and other application information, announcements, and access to on-line editions of Adolescent Nursing. There will also be links to faculty and staff home pages, to the School of Nursing and University Home Pages, and links to other adolescent health resources throughout the world.

The projected date for having the Home Page available on the Web is January 1. The URL for the GSAN Home Page is:

http://www.umn.edu/nlhome/m012/adolnurs/

Check us out and let us know what you think! ☑

COURSE OFFERINGS IN ADOLESCENT HEALTH WINTER QUARTER

Nurs 8040 Public Health Interventions Across the Lifespan
Synthesis of the life-cycle developmental approach and the public health perspective with nursing and behavior change conceptual models to develop intervention models that are effective in addressing priority public health problems across the lifespan. Bearinger

CPsy 5303 Adolescent Psychology
An introduction to the physiological, cognitive, social and moral development of adolescents within the contexts of family, peer, school, and cultural environments, with an emphasis on normative development, although risk, resilience, and psychopathology are discussed. Hoberman

PubH 5651 Critical Readings of Scientific Literature in Adolescent Health
Provides graduate students with basic analytic tools to critically read and analyze peer-reviewed publications from a variety of professional perspectives. Emphasis on articles related to adolescent health concerns. Resnick

PubH 5648 Grantwriting for Public Health
A two-day, hands-on workshop intended for those with all levels of grantwriting experience with focus on children, youth and families. Participants will learn successful elements of a grant application, the grant review process, critique a grant, and write a grant application. Blum

PubH 5935 Child and Adolescent Nutrition
Emphasis is on major nutrition issues of youth; biological, cultural, psycho-social factors influencing food behaviors; and strategies for improving nutritional health of children and teenagers. Story

PubH 5655 Sexual Orientation Issues for Adolescents
Explores adolescent sexuality and sexual orientation from the perspective of individual identity, impact of the community, and response of youth-serving professionals toward gay/lesbian/bisexual youth and their families. Yoakam, Laehr

For information regarding course times and registration, contact the program office. ☑
The future is unclear and ominous. Tomorrow may bring hope, but more likely will escort in threats of cholera, dysentery, and malaria.

You have pent-up emotions and tears that scream to be released, but you must remain stoic and strong, allowing your siblings to vent at you instead. You are no longer able to ask questions and ease into adulthood. You have been thrust into a role of responsibility, and the survival of yourself and your dependents is contingent upon your ability to thrive under this new pressure and authority. As a female, your most likely source of employment and income is prostitution. The very real threat of HIV is overlooked, because survival and the need for money supersede “potential” health risks. You go to sleep with many questions, no answers, and all-encompassing feelings of fear and hopelessness.

The picture I’ve asked you to imagine is a reality for many adolescents in Rwanda. As I spent the summer with these children, I heard their stories, listened to their struggles, and fought maternal instincts to bring them all home with me. Adolescents in Rwanda are in a unique, difficult position. They are not children, and therefore are not allowed the freedom to be scared, to cry, and to be ignorant of what has happened to their lives. Rather, they are looked upon as “petite” adults, and are prematurely placed into these roles of responsibility. They are expected to grow up, take care of the kids, and move on with life. There is no place for emotional healing or expression of pain and sorrow. These emotional children in the bodies of adults are required to fit a difficult mold. There is no room for questions or experimentation. Normal adolescent development is cruelly upset and the future of these individuals is subsequently unclear.

So what does a relief worker offer? What is said to a 12-year-old boy when he’s just been beaten by his drunk uncle because he was out playing soccer after dark? Or to the girl, 16 years old, who sees prostitution as her only means for obtaining food? Or to the 14-year-old boy who lost both his arms to a machete during the war? Or to the hundreds of children who have lost limbs when they’ve curiously picked up plastic, toy-like mines?

Not much can be said at times like these; there isn’t a simple response. I spent many hours playing with the children and listening when they wanted to talk. I freely gave hugs and hardly ever took a walk without a child’s hand in mine. The hope I offered didn’t come in the words I said; rather, in my actions. Going to the house of a 15-year-old friend, Franc, meant more to him and his family than any encouragement I could have offered verbally. Taking him to a national soccer game demonstrated an interest in his well-being that went beyond merely checking his blood pressure and weight.

I spent the summer with a people who have suffered more than I can begin to imagine. I didn’t go with answers intending to “solve” their problems...I went with an open heart and an open mind. I offered friendship, a smile, a listening ear, and a caring heart. I didn’t pretend to empathize, but I had stronger sympathy than I’ve ever experienced before. My heart broke a thousand times, and my tears continue to flow behind closed doors, for everyone who has suffered in Rwanda, but most strongly for the children who exist in maturing adult bodies: the adolescents.

Carolyn Porta is a GSAN student in her final year of study. For her leadership practicum, she spent 10 weeks in Rwanda during the summer of 1995 as a relief worker with the American Refugee Committee, a non-governmental organization. This organization and others have been providing assistance in this country since the civil war in which over 1 million of the country’s 8.5 million people were killed. Half of Carolyn’s time was spent in Rwanda’s capital city, Kigali; the remaining time was in a Refugee Resettlement Area near Nyagatare.
A "TYPICAL" INTERVENTION PRACTICUM:
TABITHA HANSON PROFILED IN ACADEMIC HEALTH CENTER ANNUAL REPORT

The following is excerpted from the 1994-1995 Academic Health Center Annual Report, released in November. Tabitha Hanson, staff member and GSAN student who graduates in January, was the focus of the School of Nursing's profile.

It's not too often the AIDS virus shows up on a TV talk show. But when it does, high school students like Charlotte Ford are bound to take notice.

The talk show scenario was part of a St. Paul Central High School project that combined health education with drama classes and gave students the chance to help peers learn about such topics as AIDS and keeping themselves safe in a multitude of ways.

Serving as a health information resource to the drama students was Tabitha Hanson, a student in the School of Nursing's Graduate Studies in Adolescent Nursing. A five-month internship last spring brought her to St. Paul Central, where she also co-chaired a chronic illness support group for students.

Research shows that teens can have a behavior-changing impact on their peers, explains Hanson. And when combined with skits and improvisational plays written and performed by the students themselves, a powerful educational technique is created. "In the process of developing a tool to teach others, teen actors also gain a valuable learning experience," says Hanson. "It's so much closer than reading it out of a book. It becomes something they've actually experienced, a step away from reality."

Ford, a 15-year-old ninth grader at the time, looked to Hanson and others on the resource team for medical facts about AIDS. "I learned a lot more of the scientific aspects of AIDS, and I was surprised at the growing number of people who are becoming infected with HIV," she says. "A lot of people thought they knew everything about it and that it wasn't something that would affect them," but when they heard the statistics and learned that the chances were high that even some of their fellow students at Central carry HIV, "I think people were blown away."

"Adolescents have a false sense of invulnerability," says Hanson. A video presentation may have helped combat this--teens with AIDS told their own stories in the video, and three have since died. A survey by Hanson showed an increased understanding of AIDS on the part of those who viewed the video compared to those who did not.

"It was an eye-opening experience for me, to see up close the tough issues they face every day and their attempts to make important life decisions," says Hanson of the internship. In addition to AIDS, topics such as drug use, violence, date rape, and sexual and racial discrimination were identified by the actors as important issues to address in their plays.

In the days following the skits, Hanson helped Ford and other peer educators go into classrooms to discuss the plays, pass out additional AIDS information, and answer questions fellow students might have. "There's still a lot of embarrassment," particularly on homosexuality, says Ford. One skit, in fact, generated not only taunts and jeers from the audience but rumors among the students about the sexual orientation of the actor portraying a lesbian. "It's amazing to me that people are still so ignorant and afraid," says Ford.

Adds Ford: "Even if not everyone responded to it, at least we were there as a resource--and I know at least I learned something. It was a great experience."

Reprinted with permission.  

REW, continued from page 1
nursing education. She developed two federally-funded projects to begin enriching the learning experiences of high school juniors and seniors and incoming college students.

At this point, Dr. Rew began to consider how she wanted to focus the remainder of her professional career. Reflecting on her research and administrative experiences, she came to the conclusion, "I wanted to develop more expertise in adolescent health."

She received a competitive Faculty Research Assignment from UTASN to pursue a post-doctoral experience for one year in the interdisciplinary Adolescent Health Training Program of the Medical School here at the University of Minnesota. The focus of her fellowship research is to examine the demographic, psychological, behavioral, and social predictors of health care-seeking behaviors among female Hispanic adolescents. She will be working with faculty in Minnesota to analyze a state-wide data base followed by a new national data set expected to be complete by February 1996.

As a result of this experience, Dr. Rew plans to return to Texas with a fresh outlook on the health and educational potential of a growing Hispanic population, with a particular awareness of some of the characteristics of female Hispanic adolescents. She hopes to learn several new research skills, including statistical approaches for path analysis and structural equation modeling.

And how does she rate the educational climate at the University of Minnesota? “So far, I have been exposed to some of the best teaching-learning experiences of my entire life.” she stated, “provided within an environment that is positively supportive and caring. I hope that some of these wonders will rub off on me so that I can take a sample of the enthusiasm, expertise, and leadership back with me and spread it around Texas!”

While she is here at the School of Nursing, Dr. Rew hopes to share any of her relevant background as a certified psychiatric-mental health nurse and nursing faculty member with interested faculty and students. She will be in Minnesota until next August, and can be reached through the GSAN program office.
Mark your calendar!

Graduate Studies in Adolescent Nursing at the University of Minnesota is offering:

Adolescent Nursing Summer Institute
Advanced Health Assessment and Interventions with Adolescents

June 10-14, 1996

This course will be offered on the University's Twin Cities campus for 3 graduate credits or C.E.U.’s.

For more information and registration, contact the GSAN program office at (612) 624-3938.

Consortium, continued from page 2

Training Program in the School of Nursing; the Maternal and Child Health Training Program and the Public Health Nutrition Training Program, both in the School of Public Health; and National Adolescent Health Resource Center and the Adolescent Health Training Program, both in the Division of General Pediatrics and Adolescent Health, School of Medicine.