Creating a Research Intensive School of Nursing

by Laura Duckett, Director of Research

The University of Minnesota School of Nursing ranked 14th among U.S. schools of nursing in National Institute of Health (NIH) funding for fiscal year 2001 with $2.4 million dollars. The school ranked 28th in 2000 with $891 million dollars in funding. Table 1 below includes the School of Nursing’s NIH grant funding rankings and amounts of funding for the last five years. The computations are based on the amount actually awarded to investigators in a particular school during the U.S. Government’s fiscal year. For multi-year grants, the amount counted is the amount awarded for that year, so multi-year grants count each year the grant is funded. The school also received substantial additional funding in the form of educational and research grants from other federal, state, and private funders in 2001.

In recent years, several factors have affected the faculty’s ability to generate research funding. First, the National Center for Nursing Research (NCNR) was established at NIH in 1986 and, in 1993, the NCNR was elevated to full institute status as the National Institute of Nursing Research. This created a source of funding at NIH specific to nursing research. Second, in 1999, the school established two research centers to foster research productivity of faculty and doctoral students—the Center for Child and Family Health Promotion Research, currently directed by Associate Professor Ann Garwick, Ph.D., R.N., and the Center for Nursing Research on Elders, directed by Professor Jean Wyman, Ph.D., R.N. Third, Professor Felicia Schanche Hodge, Dr.P.H., joined the School of Nursing Faculty and located the Center for American Indian Research and Education (CAIRE)—which she directs—in the school. CAIRE provides an environment that fosters involvement of American Indian and Alaska Native faculty and students in pre- and post-doctoral research and education. Fourth, School of Nursing faculty collaborate with faculty in other schools of nursing and in other schools in the University, as well as with interdisciplinary colleagues in numerous health care institutions in the Twin Cities and beyond. Also, many nursing faculty members are members of interdisciplinary centers at the University, such as the Cancer Center, the Center on Aging, and the Center for Spirituality and Healing. All of these affiliations contribute to the research intensive environment of the school.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Rank among Schools of Nursing</th>
<th>Total Number Ranked</th>
<th>Amount of Funding</th>
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</thead>
<tbody>
<tr>
<td>2001</td>
<td>14</td>
<td>83</td>
<td>2,400,000</td>
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<tr>
<td>2000</td>
<td>28</td>
<td>82</td>
<td>891,000</td>
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<tr>
<td>1999</td>
<td>34</td>
<td>90</td>
<td>468,000</td>
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<td>1998</td>
<td>48</td>
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<tr>
<td>1997</td>
<td>29</td>
<td>not available</td>
<td>681,000</td>
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That concepts of health and health practices are deeply embedded in culture, influence the way health care services are delivered, and probably affect the efficacy of care and outcomes is something that does not come easily and is certainly an idea whose time has come.

I was a founding member of an organization that sent health-care professionals to countries outside of the United States. I would like to make that kind of experience available to everyone.

Under the leadership of President Yudof, developing international linkages and providing international experiences has become a University-wide objective. In this issue, you will read about one of our many initiatives. We have the interest and skills. Our challenge is removing the barriers and providing the means to accomplish the vision.

From the Dean

Barbara La Valleur

The International Connection

by Sandra Edwardson

I admit it. I have an incurable case of wanderlust. Traveling the world, taking in its wonders, and drinking in the cultures of other places is endlessly fascinating to me. And it’s a good thing, because the world gets smaller every day.

In September, we learned the painful lesson that our ways are not admired and embraced by many people around the world. We have learned how rapidly infectious disease can spread with the high rate of international travel. We have seen the completion of our neighborhoods change with the influx of immigrants from Africa, Asia, and Latin America—immigrants who don’t understand our health-care practices any more than we understand theirs.

Furthermore, we have become acutely aware that the ways we understand health and what we do when we are sick often vary within American sub-cultures as much as they do across national boundaries. For centuries, human beings believed that the sun rose in the morning and set each evening on the other side of the world; in other words, the sun moved around the earth rather than the earth moving around the sun. In many ways, our appreciation of the cultural basis of health and illness is almost that ethnocentric.

There are certain health concepts and principles that are as universal as the laws of gravity and the migration patterns of birds. But among the human species, societies are regulated by culture rather than some heritable trait. Whereas the human circulatory system performs in China as it does in the United States, other aspects of health and health care cannot be considered separately from their social context. In some cultures, for example, people may clean their homes and street to make them fit for their gods while we in the West would do so because of our beliefs in the germ theory.

That concepts of health and health practices are deeply embedded in culture, influence the way health care services are delivered, and probably affect the efficacy of care and treatment strategies, are not new thoughts. Nor is making these concepts a part of our curricula, research designs, and clinical practice a novel idea. But moving from appreciating cultural differences to tangible results is something that does not come easily and is certainly an idea whose time has come.

I was a founding member of an organization that sent health-care volunteers to developing countries. Our mission was to work alongside the local populations to help them improve disease prevention and primary-care systems. As corny as it sounds, volunteer after volunteer returned saying, “It was a life-transforming experience.” Not only did they return with a deeper understanding of the culture, health-care practices, and challenges of the host country, but they also had a whole new understanding and perspective of our own system.

I would like to make that kind of experience available to everyone of our students. I would like every one of our researchers to have an opportunity to conduct their work across cultural boundaries so that we have the knowledge base from which to practice nursing in a culturally appropriate way. I would like to see our clinical practices incorporate the very latest knowledge of how cultural beliefs and practices help and hinder the care and treatment process.

Under the leadership of President Yudof, developing international linkages and providing international experiences has become a University-wide objective. In this issue, you will learn about our nascent ventures toward achieving a more international perspective. We are addressing the interest and skills. Our challenge is removing the barriers and providing the means to accomplish the vision.

Dorothy Geis Presented with Presidents Club Award

Dorothy Geis, left, former faculty member at the School of Nursing, received a Presidents Club award from Dean Sandra Edwardson at the Governor’s Residence April 23rd. Geis was formerly the Dean’s pediatrics teacher. The Presidents Club and Heritage Society event was sponsored by the School of Nursing Foundation Trustees.
Linda Lindeke's family history goes back over a century, crisscrossing from the prairies of Minnesota to the prairies of Canada. “My grandfather graduated from Moorhead State College in 1905 and then emigrated to eastern Alberta where the Canadian government was offering free land,” says Lindeke. “My father was a real pioneer. I lived on a farm with no running water or electricity.”

Higher education was so valued in my family,” Lindeke explains. “My grandfather was a teacher in a one-room schoolhouse. He even had a library in his house for the community. My parents had so few opportunities and I have had so many. I feel an obligation to continue to study and teach.”

Even before entering grade school, Lindeke’s thoughts had turned to nursing. She tells a story that influenced her choice. It was the early 1950s and she and her best friend, Sandra, were playing nurse. The Salk vaccine was available. “My friend Sandra was one of the last children to die of polio,” Lindeke explains. “I ended up getting vaccinated at St. Kate’s. I love it there.”

In the early 1980s, the University School of Public Health PNP program was discontinued because of lack of federal funding. Lindeke became one of the pioneers for nurse practitioners in the state of Minnesota. “A loosely-organized group of us literally went shopping for a home for a NP program. The College of St. Catherine believed that this was too good an idea to disappear in our state. We began that program on a shoestring to continue to educate nurses to become NPs.”

One of those doors led Lindeke to the School of Nursing faculty in 1994. “Barbara Leonard brought me to the University to teach with her, and it’s been eight amazing years. It was the first time anyone paid me to do research!”

Today, sitting in on one of her master’s of science nursing classes, the experience is one of watching a pro. Lindeke has come into her own as a professor—relaxed, knowledgeable, interesting, caring, fun, and committed to nursing with all its components. She calls on her personal experiences with ease to emphasize a point. “In the Center, my two areas of nursing scholarship dovetail as I guide graduate nursing students to develop advanced practice roles to improve outcomes of care in complex health systems,” she says. “Interweaving of research, practice, teaching, and service in my career expresses my commitment to enhance child health through evidence-based nursing.”

Lindeke finds that working at the University of Minnesota brings an abundance of opportunities. “I worked for four years on the CUPES (Community-University Partnership in Education and Service) project in the Phillips Neighborhood,” she says. “It’s interdisciplinary health care. I was a founding board member. That project as well as the Minnesota Rural Health School have had a HUGE impact on my teaching.”

“Students have so much to learn these days but it can’t just come from books, computers, and professors,” Lindeke explains. “In order to be able to solve the huge health problems in this world, they have to learn to respect the wisdom of the community and the power of team work. Our students have such wonderful opportunities to enrich their learning by working in projects like CUPES and the Rural Health School.”

Lindeke continues to describe her work. “Each week I work at least one shift as a PNP in the emergency room at Children’s Hospital in Minneapolis. I usually have graduate nursing students with me and we work with interpreters, specialists, and children of all ages. The students see excellent team work and I keep up to date on NP practice. For me, it doesn’t work to teach without being in clinical practice.”

Talking about her research is another sure way to see Lindeke’s face light up. “I have two areas of research. One is outcomes research with children who were premature or ill as newborns. I have been following babies from birth who are now 11 and 12 years old.”

Lindeke’s work is a partnership with Barbara La Valleur

by Barbara La Valleur

Faculty Up Front
Lindeke has a reputation for expressing her outspoken views, and, indeed, has the advantage of having lived and worked in two very different health care cultures. “Coming from another country where the health care system is so different has given me a vision of how things could be more fair and certainly more efficient,” she says. “I’ve given the best years of my career to health care in the United States. But I’ll never understand the value system that allows over 40 million people (including my oldest son) to be uninsured. It’s beyond my comprehension. They call it ‘managed care.’ I call it ‘managed competition.’”

“With my teaching and research responsibilities, my work at the emergency room and in the Neonatal Intensive Care Follow-up Clinic, how many hours a week does she work?” I don’t know . . . . I rarely stop to think about that. I have three college-aged children. Bill, who is 23, lives in New York. Glen is 21, studying at Wesleyan University in Connecticut, and Lisa, 18, is a senior at St. Olaf High School and can’t wait to graduate and join her brothers on the East Coast.” Then there’s Bruce, 19, and the cats, and her one-acre lot, 100-year-old home on Dodd’s Road in Mendota Heights. So what does she do in her off time one might ask? “Off time? What off time!” she exclaims.

Lindeke considers one of her most significant contributions to her work. “I think that that is one of the key reasons that nurses have had an interest in complementary therapies and physicians. I think that the reason that I work well with international colleagues is that I try to understand their culture beforehand and I try to make my . . . .”

The 1983 invitation to speak to nurses in Japan would be the first really working to make the role become more independent of physicians. I think that that is one of the key reasons that nurses have had an interest in complementary therapies and independent nursing interventions since both allow the nurse to function autonomously,” Mariah also organizes and teaches at the Summer Institute on Complementary Therapies, offered by the School of Nursing and the Center for Spirituality and Healing. Doctoral students from Japan and other countries have attended the Institute for the past three years, which “adds to the richness of the course,” she says. Mariah has given several conferences in Korea as well on independent nursing interventions. Her international travels have enriched her life as well as the lives of her students. “My visits to other countries have helped me gain a better understanding of our international students,” she says. “I know the health care system to which they will be returning and can help them examine how the knowledge they are learning here can be applied to their own settings.”

with the Division of Neonatology in the University’s Medical School in collaboration with the Institute of Child Development. This partnership has been formalized in the Center for Neurobehavioral Development (funded by the National Science Foundation and Board of Regents) where Lindeke is a core faculty and the only nurse researcher with that appointment. Little of the neonatal intensive care unit (NICU) outcomes research is found in nursing journals despite the many resource allocation, child health, and family support implications, according to Lindeke.

“Politics is another passion for Lindeke and an area where she is committed to making a difference. She played an integral part in the passage of the Advanced Practice Nursing (APN) Bill by the Minnesota Legislature in 1999. The Nursing Act defines the scope and regulation for advanced nurse practitioners in state statute. The goal of this research is to improve health care by empowering nurses to fully perform their scope of advanced practice nursing,” she says. “My Tanner is my co-investiga- tor. She’s an associate professor at St. Scholastica and a 2001 Ph.D. graduate of the SoN. Mary and I are in the middle of a five-year-follow-up study looking statewide at NPs and clinical nurse specialists.”

“Also funded as a clinical scholar through the Katherine J. Densford International Center for Nursing Leadership,” Lindeke adds. “My partner is Lauren Johnson, M.S., R.N., clinical nurse specialist with Fairview Health Systems. Our project is called ‘Development of a Tool to Measure Children’s Satisfaction with Health Care,’ and we are interviewing children and parents about their health care satisfaction.”

Politics is another passion for Lindeke and an area where she is committed to making a difference. She played an integral part in the passage of the Advanced Practice Nursing (APN) Bill by the Minnesota Legislature in 1999. The Nursing Act defines the scope and regulation for advanced nurse practitioners in state statute. “I worked on that bill for five years. And then stayed on another year with the Board of Nursing task force to implement it.”

According to Vogue, “Linda is at the heart of what nursing is about. She’s very clever and attuned to the need for expanding practice competency beyond the classroom. She’s provided leadership in the use of technology in outreach, interactive TV, web-based courses, and produced teaching videos.” Lindeke is committed to improving nursing on a global scale. “At the end of July, I’m going to Shionoaka, Japan, for a week to teach pediatric nursing.” She smiles. “There are incredible opportunities to practice your profession in so many kinds of ways worldwide.”

“Mariah Snyder
International Students and Colleagues She Goes the Extra Mile
by Marguerite Rheinberger

from that tiny farm in Alberta, Canada, with no running water, to facilitating web-based nursing programs available literally around the world, Linda Lindeke has earned the title of pioneer in her own right. ▪
“We also need to ask international students about their health system and culture to acknowledge that we are not the only ones with expertise,” she continues. “In the process, we expand the knowledge of American students. We can learn so much from international students.”

Mariah brings an international perspective and much more to her classes. “While I do not always think of myself as being patient, I think I did bring this to the students. They feel so insecure in writing and speaking and need much encouragement. We need to take time to listen and let them express themselves,” she adds. She obviously followed her own advice. “Dr. Snyder was not only my advisor, but also my English tutor and eye-opener,” says Yueh-Hsia Tieng, an advisee of Mariah’s from Taiwan who obtained her Ph.D. in 2000. “She has the magical power to open any student’s potential and make them valuable so that they can share their knowledge with others. She never tires,” adds Yueh-Hsia.

“Mariah understood how difficult it is for international students to study in the United States,” says Hyo-Asn-Ae Park, an advisor of Mariah’s from Korea who obtained her master’s degree in 1994. “At school she spoke very slowly and very clearly so we could better understand the subject matter.” Mr. Park also provided in-depth feedback to help her students with their writing.

Mariah invited students to her home and to sporting and other events so that they could experience American culture. For several years, she hosted a spring tea for international students. Last year, she and other faculty members met with international students to identify things that would help them during their stay and that would increase their learning.

“Helping these students is really preparing the nursing leaders in these countries,” Mariah says. “Even though one may not spend time in another country, one can make significant contributions to improving world health and, particularly, advancing the status of women as most nurses continue to be female.”

Mariah’s legacy continues. “I try to imitate her as much as I can in my teaching,” says Hyeoun-Ae, who liked Mariah so much that she named her daughter after her.

“She is my idol in regard to not only the academic profession but also in terms of personal characteristics,” says Kuei-Min Chen a former advisee of Mariah’s from Taiwan who obtained her Ph.D. from the SoN in 2000. “She is an understanding, caring, and loving person.”

It is a sentiment that is echoed over and over by those who have been fortunate enough to have had their lives touched by Mariah. “I try to imitate her as much as I can in my teaching,” says Hyeoun-Ae, who liked Mariah so much that she named her daughter after her.

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Saewyc explained. “The surveys were conducted by the McCreary Centre Society, an independent youth development and research center in Vancouver.” Saewyc travels there three times a year with Carol Skay, Ph.D., to conduct data analysis on-site. Saewyc received her B.S.N. in 1996 from the University of Minnesota, her M.N. in Community Health Nursing in 1998, and her Ph.D. in Nursing Science in 1999, both from the University of Washington. Her email is: saewyc@tc.umn.edu

Elizabeth M. Saewyc, Ph.D., R.N., Assistant Professor, is project coordinator for a partnership between Minnesota health agencies and organizations, including the Association for Professionals in Infection Control, Minnesota; Acute Disease Epidemiology, Minnesota Department of Health, University of Minnesota; School of Public Health, and the School of Nursing, and the National Centers for Disease Control, Tallisi, Republic of Georgia. The project is funded by the American International Health Alliance (AIHA) and USAID. In this role, she coordinates and plans the learning experiences for nurses and physicians related to infection control (and now) public health at the National Center for Disease Control, Tallisi, Republic of Georgia. In these workshops, education is provided to those who will be the “in-country” resources for their countries. Dean Sandra Edwardson, Cheryl Robertson, and faculty from the School of Public Health (William Toscano, Bruce Alexander, Ian Greaves, and Harry Lando), have also participated in the partnership activities in the Republic of Georgia. O’Boyle has also consulted in China, Thailand, Hungary, Russia, Kazakhstan, Central America, and India. O’Boyle’s research in Tallisi is the first related to the incidence of hospital acquired infections. Currently, two interventions are planned for smoking prevention and prevention of sexually transmitted infections in adolescents by Robertson. This partnership with the Republic of Georgia may result in continuing funding for education of nurses in Georgia. It also presents the possibility for a collaborative project with other U.S. universities.

Robertson received her B.S. degree from Metropolitan Community College, Minneapolis, in 1973, her B.S. in Institutional Infection Control in 1977, her M.S. in Public Health in 1991, and her Ph.D. in Nursing Science from the University of Minnesota. Her email is: sbyar002@umn.edu

Cheryl Robertson, Ph.D., M.P.H., R.N., Assistant Professor, Public Health Nursing, has worked in international public health in Africa, Asia, Central America, and Eastern Europe with Minnesota International Health Volunteers, American Refugee Committee, Minnesota Advocates for Human Rights, and AIHA. Before joining the School of Nursing faculty, Robertson developed and managed the international programs for the Center for Victims of Torture. For her first research experience, Robertson did her M.P.H. Plan B thesis in Uganda where she conducted an evaluation of a community-based health-care program funded by USAID in 1986-87. For her dissertation, Robertson conducted an ethnographic study in Bosnia about the experience of mothers during and after the war (1995-1999). Currently, she is a co-investigator along with Dr. Halcón for a $2.7 million, multi-phase NIH-NIMH study, “A Population-Based Survey of Torture and Violence,” to determine the prevalence of torture history and associated health problems among Somali and Oromo refugees in the Minneapolis/St. Paul area.

Working in partnership with the American Refugee Committee, Robertson is also working to develop nursing education in post-conflict regions. A pilot project ($40,000) begins this summer in northern Uganda. Robertson also works with Dr. O’Boyle on developing health promotion strategies in the Republic of Georgia (funded by AIHA and USAID). Robertson is also working with the Georgian National Center for Disease Control (NCDC) to develop school-based interventions for prevention of sexually transmitted infections.

Robertson received her A.D.N. in Nursing from Yavapai College, Arizona, in 1974, her R.N. and B.A. in Anthropology and Latin American Studies from the University of Wisconsin, Madison in 1980, her M.P.H. in Public Health Nursing in 1988, and her Ph.D. in Nursing in 2002, both from the University of Minnesota. Her email is: rober007@umn.edu

Carlos O’Boyle, Ph.D., R.N., Assistant Professor, is project coordinator for a partnership between Minnesota health agencies and organizations, including the Association for Professionals in Infection Control, Minnesota; Acute Disease Epidemiology, Minnesota Department of Health, University of Minnesota; School of Public Health, and the School of Nursing, and the National Centers for Disease Control, Tallisi, Republic of Georgia. The project is funded by the American International Health Alliance (AIHA) and USAID. In this role, she coordinates and plans the learning experiences for nurses and physicians related to infection control (and now) public health at the National Center for Disease Control, Tallisi, Republic of Georgia. In these workshops, education is provided to those who will be the “in-country” resources for their countries. Dean Sandra Edwardson, Cheryl Robertson, and faculty from the School of Public Health (William Toscano, Bruce Alexander, Ian Greaves, and Harry Lando), have also participated in the partnership activities in the Republic of Georgia. O’Boyle has also consulted in China, Thailand, Hungary, Russia, Kazakhstan, Central America, and India. O’Boyle’s research in Tallisi is the first related to the incidence of hospital acquired infections. Currently, two interventions are planned for smoking prevention and prevention of sexually transmitted infections in adolescents by Robertson. This partnership with the Republic of Georgia may result in continuing funding for education of nurses in Georgia. It also presents the possibility for a collaborative project with other U.S. universities.

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Carlos O’Boyle, fifth from left, in China

2001-2002 Faculty Grants

The list represents grants by School of Nursing faculty (names highlighted) supplied to Network, and does not guarantee inclusion of all faculty grants. If your grant is not listed, please contact the editor for inclusion in the next Network.

Faculty Grants — Editor

Avery, Melissa
Outcomes of Nurse-Midwifery Care of Women Choosing Vaginal Birth After Previous Cesarean Section: A Pilot Study. ACNM Foundation, 2/1/02-12/31/02, $ 3,493.

Brauer, Donna
Interactive Effects of Treatment Modality & Patient Characteristics on Health Status of Persons with Fibromyalgia. UMN Graduate School - G, 7/1/01-7/1/05, $ 14,277.

Edwardson, Sandra
Advanced Education Nursing Trainership Program. HHS / HRSA / BHP / Div of Nursing 7/1/01 6/30/02 $ 183,269.

Edwardson, Sandra
Nurse Anesthetist Trainership Program, OHHS / HRSA / BHP / Div of Nursing 7/1/00-6/30/02 $ 3,493.

Gardner, Linda
Hmong Illness Beliefs, Behaviors, and Care Structures, UMN, 7/1/01-11/30/03, $ 15,818.

Heyl, Susan
Quality of Life and Patient Satisfaction: A Survey and Randomized Trial of Heart Surgery Patients Treated with an Integrative Therapies Package. Minneapolis Heart Institute, 1/10/02-5/26/02, $ 9,725.

Heyl, Susan
American Indian M.S. to Ph.D. Nursing Science Bridge, NIH, 7/1/01-8/31/04, $ 589,727.

Schanche Hodge, Felicia
Tobacco Policies Among Plains Tribes, UMN Cancer Foundation, 7/1/01-5/31/02, $ 20,000.

Lewis, Marsha
Internet/CD-ROM Dementia Decision-Making Guide, NNIDR, 7/1/01-6/30/02, $ 14,312.

Lindquist, Ruth
Neuropsychological, Biologic, and Health-Related Quality of Life Outcomes of Patients Undergoing Coronary Artery Bypass Graft Surgery: “On vs. “Off” Pump, Minneapolis Heart Institute Foundation, 7/1/01-12/31/01, $ 36,777.

Peden-McAlpine, Cynthia
Extending Pediatric Critical Care Nurses’ Expertise in Family Settings. American Association of Critical-Care Nurses, 7/1/01-6/30/02, $ 13,636.

Saewyc, Elizabeth
Bisexual Youth in Risk and Resilience Studies, NIH / NIMH, 9/01-9/30/02, $ 593,679.

Struthers, Roxanne
The Lived Experience of Indigenous People Healed by Indigenous Traditional Healers. UMN President’s Faculty Multicultural Studies Committee, 1/1/02-12/31/03, $ 13,952.

Wyman, Joan
Building Academic Geriatric Nursing, American Academy of Nursing / Hartford Foundation, 1/1/02-12/31/04, $ 204,546.

Elizabeth M. Saewyc

Study abroad opportunities for undergraduate and graduate nursing students and potential research connections for faculty and students came alive when Associate Dean Marilee Miller traveled to Ecuador with a team from the University of Minnesota in February 2002. Efforts to work collaboratively with the indigenous people of this country to improve their education and health abroad. Support for these new initiatives in the School of Nursing came through grants awarded to the Office of International Programs and Global Campus-Study Abroad at the University of Minnesota from the Department of Education’s Fund for the Improvement of Post-Secondary Education (FIPSE) and the Bush Foundation.


The Continuing Education Outreach Program

by Sharon Vegoe

July 22-26 Theoretical Foundations and Experiential Learning in Complementary and Alternative Therapies
- Complementary therapies transforming health care; trends, research, regulation, practice models; healing systems, energy healing, body work; meditation, rhythm, journaling, poetry therapy, humor as therapy, the therapeutic garden; animal-assisted therapy, aromatherapy, and herbs.
- Co-sponsored with the Center for Spirituality and Healing
- Mariah Snyder, Ph.D., R.N., faculty course director
- 8:30 a.m. to 4:30 p.m.
- Earle Brown Center for Continuing Education
- University of Minnesota-St. Paul Campus
- Fee: $550 entire program; $125 single-day (30 contact hours)
- Credit registration option available (two graduate semester credits)

August 12-15 2002 Summer Institute in Adolescent Health and Sexuality Education
- Integrating youth development and sexuality for programs that foster sexual health; curricular resources, gender education, preventing dating violence; current and technically accurate information for sexual health promotion and HIV/STD prevention.
- Sponsored by the Center for Adolescent Nursing, School of Nursing, National Teen Pregnancy Prevention Research Center, Medical School, Coordinated School Health, Minnesota Department of Children, Family, and Learning and Department of Health
- Linda Buehrer, Ph.D., R.N., faculty course director
- 8:30 a.m. to 4:30 p.m.
- Conference Center – Department of Children, Families, and Learning
- Roseville, Minnesota
- Fee: $280 (24 contact hours)

August 14-15 and October 18 School Nursing: An Orientation
- Co-sponsored with the School Nurse Organization of Minnesota (SNOM)
- In cooperation with the Graduate Nursing Program, Bethel College
- 8:00 a.m. to 4:30 p.m.
- Benson Grand Hall, Bethel College Campus
- Fee: $150 (17 contact hours)

September 3 The Inner Life of Healers: Discovering Your Resilience in a Challenging Health Care World
- Center for Spirituality and Healing
- 8:15 a.m. - 4:30 p.m.
- Minnesota Landscape Arboretum
- Chanhassen, MN
- $125 (6 contact hours)

November 1 Annual Fall Conference for the Minnesota Association of Colleges of Nursing: Colleagues in Partnership
- 8:30 a.m. to 4:30 p.m.
- Earle Brown Center for Continuing Education
- University of Minnesota-St. Paul Campus
- Fee: $95 (7 contact hours)

NEW! Developing Comprehensive Staffing in Long-Term Care Facilities
- http://www.sksuper.com/course.html
- A nurse staffing framework for long-term care; case mix classification system to identify care needs of residents and nursing resources to meet these needs; contextual factors affecting staffing programs, evaluation strategies, links to leadership resources, and book reviews.
- Christine Mueller, Ph.D., R.N., faculty course director
- Fee: $60 (6 contact hours)

Alumni

Haitian Butterfly

by Jane Ellen Nielsen

Raising colorful butterflies after church in the rose-filled yard of her house, Valrunee, is her happiest childhood memory. “I remember vividly,” says Madeleine Maceno-Avignon, 1997 B.S.N. graduate of the University of Minnesota, as she recalls her early, care-free life. “Each springtime, the butterflies going south.”

The third of eight children born to Marie and Pre-vilhomme Maceno, Maceno-Avignon grew up in a close-knit Haitian community where her strict, but loving father was an essential part of the family. “My job was to hold the lamp while my father gave first aid. He stopped the bleeding and packed the wounds.”

Not surprisingly, when her father asked Maceno-Avignon what she wanted to be when she grew up, she enthusiastically replied, “A nurse!” Her father, who always wanted his children to have educational opportunites, ensured that his three girls and five boys had formal classroom instruction to supplement their life lessons. “My father wouldn’t accept failure. He expected the best.”

Following high school graduation in 1983, Maceno-Avignon visited friends of her father’s in Ft. Lauderdale, Florida, returning two years later on a student visa. Maceno-Avignon broke came with the opportunity to become certified as a health unit coordinator. She triumphantly graduated “top of my class!” and was promptly hired by Florida Medical Center.

Her marriage to childhood friend, Nicaise Arvignon, who came to the United States to study theology, further encouraged her metamorphosis. When they moved to Minnesota for a better opportunity, Maceno-Avignon applied to the University. “I remember the day I received that acceptance letter from the School of Nursing. It was one of the most wonderful days of my life.”

But disturbing events in Haiti overshadowed her joy. “I was emotionally involved with what was going on: the killings, the embargo... family deaths.” With the aid of mentor/advisor Judy Bemak, director of Student Services, a leave was arranged for Maceno-Avignon to study abroad for one semester. When she returned, encouraging instructors Josie Daniels, Karen Alani, Mary Goering, Carol Neiwold, Elaine Saline, Marilyn Guindon, and Betty Lia-Hoagberg were among those helping Maceno-Avignon regain her focus.

And focus she did. Describing her subsequent public health nursing experience, she said, “I was in my glory. I felt I was walking on air. This was what I was meant to do.” In her senior year, she researched the cultural and health care needs of five ethnic groups: Somali, Vietnamese, Hmong, Sudanese, and Indochinese. The results of her work were assembled for the Model Cities Health Center and remains in use today.

Together with physician neighbors, friends, and the support of a local church, the couple has founded COFHE-OChristian Operation for Health, Education, and Development.

Madeleine Maceno-Avignon with daughters from front to back, Monique, 7, Shannika, 9, and Carmelle, 14.

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The School of Nursing is privileged to have 36 international students in all levels of study. They come from Canada, China, Iceland, India, Japan, Kenya, Korea, Liberia, Pakistan, Palestine, and the Netherlands. Some have since become U.S. citizens. Below are responses from twelve nursing students to the following questions:

1. Why did you choose the University of Minnesota School of Nursing?
2. What is the most significant thing you’ve learned that will benefit your profession?
3. How has the School of Nursing contributed to the improvement of health care for children and families?
4. What are you planning to do after completion of your program?
5. Will you please share something interesting or funny that you have learned during your time at the School?

Shiho Ozeki, Japan
a second-year Ph.D. student, plans to graduate in May, 2002, with a master's degree and continue in the Ph.D. program in the fall. Her area of interest is complementary and alternative therapies.

Iceland has only 270,000 people and it is not as cold during the winter as Minnesota. The University of Minnesota School of Nursing is highly spoken of in Iceland. So many things I have learned, I really like but one: the importance of complementary and alternative therapies are incorporated into the curriculum. The faculty have been very good role models for me and have shown me how important it is to have a good education in nursing. They have inspired me to continue toward a Ph.D. in nursing. I am surprised there is not so much difference living in Iceland and Minnesota.

Naheed Meghani, from Pakistan, plans to graduate with a master of science in nursing in May, 2002. Her area of study is adult health clinical nurse specialist. She is a member of Sigma Theta Tau International, Zeta Chapter, and also a member of Sigma Theta Tau International, Rho-Delta Chapter (Pakistan).

Back in Pakistan, I earned a three-year diploma in nursing and a two-year post-B.S.N. and R.S.N. from the Aga Khan University (PK), which is considered the best University in Pakistan for its training in the field of nursing and medicine. Here at the University of Minnesota, I have enjoyed my program and the work that I have done as a research assistant with faculty. In 2000, I was awarded a partial Fellowship award from Black Grant funds, Graduate School, University of Minnesota. Recently, I received the Nottage Travel Award from the School of Nursing to present the paper on “examining parent satisfaction with their support group: a midwestern study” at the 15th Annual conference of Children’s Mental Health in March, 2002. After completion of my program, I would like to work as a clinical nurse specialist in an acute care setting. My future plans also include getting a Ph.D. after gaining some experience and utilizing my knowledge and skills in the work setting.

I choose the U of M because the University is known for its excellence and its emphasis on research. I have been very impressed with the caliber of nursing instructors. They are impressive educators!

Karlene Olson, Canada, a part-time, third-year student, will graduate in December, 2002, with a master of science in nursing education.

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Canada is quite similar to the U.S. There are a number of small differences, such as accents, expressions, general mind-sets. A fact about my country? I love hockey! The biggest difference is the health care system. What have I learned? That I will never be done learning!

Shiho Ozeki, Japan

I wish to work as a pediatric nurse in Japan so that I can contribute to the improvement of health care for children and families. I choose the U of M because the School of Nursing had a program that fit my interest. The faculty has made an impact on me in a variety of areas. I think that they have always encouraged me to work hard and continue studying nursing all my life. Now I know how important it is for nurses to do so.

Living in Minnesota, I don’t need to take a crowded train to go to school. I had to take a jam-packed train when I went to school to work in Japan.
Sophia Shroff, Pakistan, received her master’s degree in January, 2002, and will receive a Ph.D. in nursing with a minor in bioethics in 2005.

I have completed my M.S. in nursing from University of Minnesota this past January. My experience here has been wonderful and I feel very comfortable in this culturally diverse environment. The faculty members are very helpful and the education is comparable with any other university. There are the reasons that I decided to pursue my doctoral degree from here. There is also an appreciation of diversity; faculty and staff are very helpful and easy to approach. There is use of diverse teaching and learning strategies here.

I earned undergraduate degree in nursing from the Aga Khan University. It is one of the first universities in the country with a B.S. in nursing program, and also the first to begin an M.S. program in nursing in the country. I completed the M.S. in Nursing at the University of Illinois in Chicago. Plus, all my sister-in-laws are nurses.

I completed my diploma and bachelor’s degree in nursing from the Aga Khan University School of Nursing in Pakistan. Recently, I received the White Family Cancer Education Award from University of Minnesota School of Nursing for my research study “Barriers for Breast Screening in Somali Women.” I am also a recipient of UMN School of Nursing Public Service Award, which will be awarded on May 6, 2002.

I am interested in serving multicultural and diverse communities in the U.S. and in other parts of the developing world. My focus will be helping people to access health care, which will lead to eliminating health care disparities, which is the goal of Healthy People 2010, and community health education. I am dreaming for the day when I will have my own office and will decorate it very nicely!

One interesting thing in Japan is that Japanese beef is so delicious, but people over there got into a panic because of mad cow disease found in three cows last year, and could not eat beef for awhile.

Hans-Peter de Ruiter, the Netherlands, first-year Ph.D. student, will complete his degree in nursing administration in 2005.

The Netherlands is the most densely populated country in Europe, second globally after Bangladesh. It has a rich history in philosophy and the arts. Technology development has been a focus of society. The majority, the CD, and the cassette tape are only some of the innovations from the Netherlands. We are the largest flower exporters in the world and a large investor in the United States.

My parents were both in health care. My mother was one of the first European nurses who went to Saudi Arabia in the late 1950s. My father worked there as an x-ray engineer. My sister is a nurse and midwife. She practiced in several African countries while working for Doctors Without Borders. I worked in a refugee camp in Thailand in the early nineteen-ties. I have a great passion for transcultural nursing, currently work as a nurse manager at the Mayo Clinic. My area of interest is what will get people into our profession and who will keep them in the profession once we have recruited them. I have spoken at several national conferences and just got my eighth manuscript accepted in a peer-reviewed journal. My future plans include becoming an educator at a university, having a balanced home life and family, and working in a program in a country in which health care is not as advanced as in the United States.

I chose the U of M because of its size, number of other schools with which it collaborates, and the fact that it is in the Midwest. (I wouldn’t be able to survive with decent winters.) I’ve learned how to think more critically, increased my ability to analyze and problem solve, and understand articles/research. The faculty has been wonderful and supportive. They have helped me look beyond what I know and foster creativity (something not always appreciated within the practical arena). Social life is different. In Holland, I was used to long discussions and debates with friends and family. The last time I visited one of my mentors and aunt, we stayed up until 4 a.m. talking about our families. My friends in Minnesota are much more focused on the goal of the conversation and then attaining that goal in the most proficient manner. They frequently ask me... “so what is your point?” I also miss a good public transportation system. I have two great sons, Vincent, 7, and Frederick, 8. They keep me grounded.

Koai Sawada, Japan, a first-year graduate student, will graduate in May, 2003.

Do you know the Toki? It is a bird whose scientific name is Nipponia-Nippon. This species was once in danger of extinction, but now there are 18 Toki (seven adults and 11 young) living in nature in Sado Island, Japan. I graduated from Aga Khan University School of Nursing in Pakistan. My future plans include becoming an educator at a university, having a balanced home life and family, and working in a program in a country in which health care is not as advanced as in the United States.

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Educational resource at the School, but also appreciated this place as our informal space to connect with other students. We are embarking on a funded research project to augment the skills of nursing leaders in fostering diversity in healthcare environments in which there are multiple cultures represented by patients, families, and caregivers.

Consistent with the high priority of President Mark Yudof to increase study abroad opportunities for students at the University of Minnesota, faculty at the School of Nursing are actively involved in exploring sites for study abroad and international research endeavors. Just recently, in collaboration with Global Campus, Professor Donna Zimmamo Bliss returned from Australia, Associate Professor Chris Mueller from England, and Associate Dean Marilee Miller from Ecuador. Each found the country visited eager to have nursing students and faculty consider study abroad and research opportunities in their culture. At least 12 students and possibly more from the School of Nursing will have an opportunity of a lifetime to attend a four-week, three-credit, clinical course in Melbourne, Australia in May and June, 2003. Coordinating the Cross-Cultural International Study of Chronic Health Conditions in Elders is Donna Zimmamo Bliss, Associate Professor, Ph.D., R.N.

The course will be offered in collaboration with the School of Postgraduate Nursing at the University of Melbourne. Students will develop first-hand knowledge of international socialized health-care delivery systems and different models of caring for elders in a multicultural context. The course is an immersion practicum with sites including out-patient clinics, community outreach services, long-term care facilities, and transitional-care units. According to Bliss, the course will stimulate interest among undergraduate nursing students in gerontological nursing as a focus for practice, graduate study, and leadership. Students will participate in clinical practice four days a week, have the possibility to practice with teams of multidisciplinary health-care providers, and have time for cultural field trips on the weekends.

University of Minnesota students are eligible for more than $500 in study-abroad scholarships. Contact the Global Campus for more information on other available financial resources. For further information, contact Margi Marks at 612.626.5510 or e-mail marks604@umn.edu

The Center for Adolescent Nursing celebrates the graduation of over 20 master’s students since our inception in 1993. We have welcomed three new Ph.D. students to the Center. These students’ interests mirror that of our Center faculty, Linda Bearinger, Ph.D., Linda Halcón, Dr.P.H., and Elizabeth Saewyc, Ph.D., RN. The National Institute for Nursing Research awarded one of our doctoral students, Carie Braux, M.S., C.P.N.P., three years of tuition and stipend support for her research on adolescents’ use of complementary therapies. Another doctoral student is focused on the health access care for recently immigrated Latino/a adolescents.

Our Center’s graduates have headed into a variety of lead positions in clinics, schools, local and state organizations, and government programs. The appointment of Sarah Stoddard, M.S., as a 1997 Center graduate, as the Minnesota State adolescent health coordinator, Minnesota Department of Health, reinforces the strong linkages between our Center and our public health colleagues in maternal and child health. Our most recent graduate, Amy Smith, M.S., assumed the position of policy analyst for the Georgia Office of Adolescent Parenting and Pregnancy Prevention Program.

The success of our Center means expanding the cadre of nurse leaders who are prepared to work effectively toward improving the health of adolescents. We strive to narrow the disparity in health care for the most vulnerable young people. Dissemination of our research with vulnerable populations has stretched worldwide, whether it is focused on homeless teens, indigenous groups, those dealing with early pregnancy, or issues of sexual orientation.

We continue to move globally through participation, presentation, and consultation with the World Health Organization, the International Association for Adolescent Health (four of our faculty participated in the recent meetings in Salvador, Bahia, Brazil, the Minnesota International Health Volunteers, and the Center for Victims of Torture.

To receive our newsletter, send your name and address to: Suzanna Chanetsa, Center for Adolescent Nursing, School of Nursing, University of Minnesota, 6-101 Weizer-Densford Hall, 530 Harvard Street S.E., Minneapolis, MN 55455. Fax: 612.624.3938 E-mail: adolnurs@umn.edu Website: www.nursing.edu

Director and Professor and Director
Professor and Director
Telephone: 612.626.5157  e-mail: beari001@tc.umn.edu  Address: 612.624.5157

Donna Zimmamo Bliss in Melbourne, Australia.
The Center recently received a grant from the John A. Hartford Foundation Nursing School Geriatric Investment program that will fund two important initiatives. The Geriatric Clinical Scholars Partnership program is a collaboration with the Denson Clinical Scholars program. The Gerontological Nursing Research Summit will bring nurse scholars, funding agency project officers, and students together for a two-day meeting on urinary and fecal incontinence. Two pre-doctoral students are also being supported by Hartford funds.

For more information contact: Jan Marie Landgren, Administrator Tel: 612.624.6956 Fax: 612.626.2359 www.nursing.umn.edu/CAIRE/index1.htm

The goal of the Center for Children with Special Health Care Needs is to improve the health of infants, children, adolescents, and adults with special health care needs and their families. Our mission is to conduct innovative research in health promotion of children, youth, and families in the following five areas:

1. Promoting the health of childbearing and child-rearing families
2. Improving the quality of life for children with special health care needs and their families
3. Health promotion with vulnerable adolescents
4. Improving the access and quality of care for children and families from diverse cultural backgrounds
5. Designing and evaluating community-based, population-focused interventions.

Recently funded grants include:

- **Bisexual Youth in Risk**
  - Saewyc, Elizabeth, Henly, Susan, and Resilience Studies (NIH/NIMH)
  - American Indian M.S. to Center for Child and Family Health Promotion Research

- **Outcomes of Nurse-Midwife Care of Women Choosing Vaginal Birth After Previous Cesarean Section: A Pilot Study (ACNM Foundation)**

For more information contact: Jan Marie Landgren, Administrator Center for Children and Family Health Promotion School of Nursing, University of Minnesota 610 Waverly-Denford Hall, 308 Harvard St SE Minneapolis, MN 55455-0142
Tel: 612.626.0926 Fax: 612.626.2359 www.nursing.umn.edu/CCFHPR/index.htm

The Center for American Indian Research and Education (CAIRE) continues to grow and develop at the School of Nursing. CAIRE transferred two grants in 2000 from the University of Minnesota at San Francisco. The Diabetes Wellness project has completed the data collection phase on four reservations in South Dakota and Nebraska, and the Wellness Circles project continues among rural reservation tribes in California.

A new project examining tobacco policies on American Indian reservations has been secured from the University of Minnesota Cancer Center. This project examines tobacco policies, adherence to policies, and tobacco control on reservations in Minnesota and South Dakota.

American Indian adults and adolescents have some of the highest smoking rates in the nation. National data indicate adult smoking rates vary from 13-50% nationwide, more than double and triple that of the national average (20%). Adolescent smoking rates (30%) are higher than any minority group. A recent study among Navajo tribes (Hodge, 2002) reports smoking rates up to 80% for targeted reservation groups. The need for assessing tobacco control policies among tribal groups is great given their traditional use of tobacco, historical trade usage, and recent high smoking rates. Given such high smoking rates, the risk of cancer and other diseases is very high. Designing and implementing a tobacco policy assessment tool is instrumental as a first step to tobacco control. During the winter and spring months of 2001-2002, select reservations (Winnebago, Nebraska; Pine Ridge, Rosebud, and Yankton; South Dakota; White Earth, Mille Lacs, and Leech Lake, Minnesota) were assessed regarding the development, implementation, and adherence to tobacco control policies. Focus groups were held, a reservation “mapping” was conducted, and a tool to measure tobacco policies was developed and implemented. Data were collected and analyzed in preparation for a larger extramural tobacco control intervention project.

Preliminary findings indicate that (1) tobacco policies are in place on American Indian reservations, however, (2) tobacco policy adherence is severely lacking. Both the federal Indian Health Service and tribal entities have clear tobacco control policies. These policies are often ignored. The sale of tobacco products is very lucrative at outlet stores, convenience stores, and via the Internet. The very lenient attitudes of tribal members, the clear display of tobacco products at local settings, and the disregard of no-smoking signs speak volumes to the need for stronger tobacco control.

This project successfully developed a tobacco policy assessment tool. Study findings showed that even with clear Indian Health Service and tribal policies, these tobacco policies were generally ignored. Lenient attitudes toward tobacco image may contribute to the failure of tobacco policies. Measuring and assessing the strengths and weaknesses of tobacco policies provides direction for Indian and non-Indian educators, practitioners, and Native leaders to design and implement strategies for stronger, more manageable tobacco control policies.

For more information contact CAIRE, call 612.624.6956 or e-mail budge029@umn.edu.
Community-University Partnership in Education and Services (CUPES)
by Yvonne Cheek, Interim Project Leader

Health professions students are constantly surprised at how much they learn when delivering health care to community residents. Uninsured and underserved neighborhood children, youth, and families receive primary care, dental care, and health education at CUPES sites. Academic Health Center (AHC) faculty recognize, more and more, the value of community-based service learning. These are the hallmarks of CUPES—the Community University Partnership in Education and Service—which began six years ago when the Schools of Nursing and Medicine received a matching grant from the W. K. Kellogg Foundation.

What has worked especially well is two-way experiential learning—University students and faculty learning from community residents, and community residents learning from University students and faculty. Targeted populations included Latinos, American Indian, and African American families, as well as homeless youth and adults. CUPES has helped increase access to health care in the Phillips neighborhood and in two other neighborhoods in south Minneapolis. CUPES has helped University faculty and students work more effectively with cultures different from their own. At the AHC, CUPES is helping establish interprofessional and community-based service learning as a permanent and recognizable part of the core curriculum.

A multitude of players have contributed to this initiative’s accomplishments. The CUPES board, comprised of community and University representatives, has guided the partnership’s development as members learned to listen to each other’s perspectives and speak each other’s language. Site coordinators have been primary points of contact for the partnership. Trained in the service learning methods, they coordinate University student projects, schedule primary care and dental care appointments, write grants, manage volunteers, and help create a climate of cooperation. CUPES staff has played the role of boundary spanners while identifying faculty and students to participate in the program, promoting the concept, facilitating dialogues, coordinating and supporting the sites, educating constituents about service learning, and most importantly, finding ways to nourish the Community-University partnership. All seven of the Academic Health Center schools have been involved in the program, some more than others.

Seven sites, all located in south Minneapolis, have received funding: Green Central Park School, Andersen School, South Area Family Resource Center, Centro, Youth Link, St. Joseph’s Home for Children, and Franklin Homeless Clinic.

In its next stage, CUPES will be a program of the AHC similar to the Center for Bioethics and the Center for Spirituality and Healing—receiving recurring funds. Plans are underway to make COACHES (Career Opportunities Around Community, Health, Education, and Services, a mentoring program to interest youth ages 8 to 18 in health care professions) a CUPES-supported project, have several community dialogues, hold focus groups with faculty in experiential education with site coordinators, and hire the next project leader for CUPES. CUPES will continue to develop partnerships in urban health issues with Twin Cities communities.

Being the interim project leader for several months during CUPES multiple transitions has been an exhilarating experience. What I’ve learned from the CUPES board and staff, the community, and my University colleagues have been enormous. Community-based learning, with its cross-cultural dimension, is essential in preparing health-care professionals to be successful in their careers. Continuing demographic shifts dictate that required skills are more than clinical. In every health-care discipline, faculty need be more proactive in developing their own cross-cultural skills and those of their students. High quality patient care depends on it.

For more information contact:
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Kudos

Martha Bergren, M.S., B.S., Senior Teaching Specialist, will be inducted into the National Association of School Nurses (NASN) Fellows June 10 at their national conference. Bergren helped bring NASN into the 21st century regarding information technology and telecommunication through her research on the diffusion of information technology into school nursing. She has worked as the editor for the Journal of School Nursing Information Technology Section for nine years and has been a leader with technology initiatives both at the local and national level. Bergren established a school nurse virtual community through SCHEN-L, the oldest nursing Internet discussion list (which started in 1994 and has about 1,900 members in 14 countries) to promote networking among school nurse professionals, as well as disseminate research and technological advancements.

Jane Bohn, D.N.Sc., B.S.N., Assistant Professor, received the Excellence in Education Award from the Nursing Network on Violence Against Women International at their annual meeting in Madison, Wisconsin, in September.

Linda Chlan, Ph.D., R.N., Assistant Professor, has been awarded a $50,000 grant from the American Association of Critical Care Nurses to fund research entitled “Effects of Three Groin Compression Techniques on Patient Comfort and Groin Complications After a Percutaneous Coronary Intervention Procedure.” Her Densford Center Clinical Scholar partner, Julie Sabo, Clinical Nurse Specialist at United Hospital, St. Paul, is co-investigator on the grant.

Jessie Daniels, R.N., Education Specialist, received the Excellence in Teaching/Mentoring from the Zeta Chapter of Sigma Theta Tau in March.

Tracy Evenson, a second year doctoral student, has been awarded a National Research Service Award (NRSA) for her dissertation research proposal, “Public Health Nurses’ Experiences with Domestic Violence Victims.” She is an associate member of the Center for Child and Family Health Promotion Research.

Karen Feldt, Ph.D., R.N., Assistant Professor, has been appointed to the Editorial Board of the Journal of the American Geriatrics Society for a three-year term.

Karen Feldt, Ph.D., R.N., Assistant Professor, has been notified that the John A. Hartford Foundation Grant Creating Careers in Geriatric Advanced Practice Nursing program has awarded $71,196 to fund 14 Geriatric Nurse Practitioner and four Geriatric Critical Care Nurse Specialist students over the next three years. Feldt had solicited matching funds from seven local clinical agencies. The award letter states that the proposal received special recognition for its “strength of community partnerships, leadership activities, and emphasis on recruiting native Americans and Alaskan Americans through the Bridge Program.”

Karen Feldt, Ph.D., R.N., Assistant Professor, and Darlene Bjorklund, a clinical nurse specialist at North Memorial Hospital, were awarded a grant from the American Society of Pain Management Nurses to support their work as Densford Clinical Scholars on Pain Assessment in Cognitively Impaired Elders.

Patty Finch-Guthrie, Ph.D., A.P.R.N., Nurse Practitioner, received the Excellence in Leadership Award in March from the Zeta Chapter, Honor Society of Nursing, Sigma Theta Tau International. A 1999 Ph.D. gradu-

New Ph.D. Student Officers
New officers for the Organization of Ph.D. Students in Nursing (OPSN) are Carolyn Garcia, President; Jehovah Adwan, Vice President; Jean Umezu, Secretary; and Angie Graham, Treasurer and Webmaster. The OPSN website is www.tc.umn.edu/opsn.
Comings and Goings

Faculty

N aheed Meghani is a new graduate research assis-tant at the Research Resource Center (RRC). She is on educational leave from her faculty position at the Aga Khan University School of Nursing in Karachi, Pakistan.

A drienne Lawrence retired April 4 after working at the University for 14 years. She started as a senior secretary in 1988 at the College of Pharmacy, Student Affairs Office where she stayed until 1991, when she came to the School of Nursing as a word processing operator, a word processing specialist, a senior secretary, and later, principal secretary on the Indian Youth Research Project. In 1994 she became a research secretary supporting Barth Leonard, Division II Head, from 1999 to September 2001, when she became an executive administrative assistant, supervisor. A retirement party was held at the School in April.

Margaret E. Benson

N umber One, Vol. IV, No. 1 27

Margaret E. Benson, 90, former School of Nursing Foun-dation board member and scholarship donor, died February 19 in Arden Hills, Minnesota. Born in Duluth, Benson attended the School of Nursing and graduated in 1934. She was recruited by Dean Katharine J. Densford to be a clinical teacher at the SoN for four years.

After serving as nurse and teaching supervisor at General Hospital in Minneapolis, Benson went to Washington, D.C., at the invitation of her friend, Lucille Perry, the first woman to achieve the rank of assistant surgeon general, to work at the newly created National Institutes of Health (NIH). Benson worked as a teaching supervisor for the Infectious and Allied Diseases Department until retiring in 1976. She returned to her native Minnesota, became a trustee of the School of Nursing Foun-dation in the sixties, and later set up the Carolina and Margaret Benson Scholarship in honor of her mother.

A udrey Bryan, 53, Ph.D., R.N., Associate Professor, Depart-ment of Family Health Nursing, University of Minnesota, joined the School of Nursing faculty in 1975 and a Ph.D. in nursing from the University in 1995. She died November 18.

E lsa Dawson Walker Spillane, 87, president of the National Association of State Units on Aging, which she helped found.

Spillane is survived by her husband, Jack, and stepson, Shawn Spillane.

Barbara Volk Tebbitt, 59, a 1970 master’s graduate of the School of Nursing and well-known Minnesota nursing leader for almost 30 years, died July 13, 2001. A native of Rugby, North Dakota, Tebbitt lived in the Twin Cities for most of her life. She received her R.N. in nursing from the Dream College in Milwaukee, Wisconsin, and her master’s degree in medical-surgical nursing with an emphasis in clinical nursing leadership and sociology from the SoN.

Tebbitt worked at Metropolitan Medical Center as director of Ambulatory and Rehabilitative Services, Medical Nursing Services, and later for Ambulatory Care and Community Health Services, at Methodist Hospital as associate director of Nursing Service; and from 1976 to 1990 at the University of Minnesota Hospital and Clinic (UMHC). She served not only as senior associate director, but also as director of nursing services. This position was significant because it was a first in the Twin Cities for clearly stating a nurse could be not only a director of nursing, but also have specific responsibilities as a member of a hospital’s senior management team.

During that period, Tebbitt spearheaded the development of a number of innovations in patient care and nursing practices, including the establishment of the country’s first patient learning center; the creation of the staff counseling specialist, a resource for nursing staff; and the launch of the Child Family Life program.

She served as a lecturer and adjunct faculty member for sev-eral schools of nursing, and attained the rank of Captain in the U.S. Air Force Reserve, completing the Flight Nurse Pro-gram.

Tebbitt was a strong advocate for nursing in the state and served on a number of organizations, including the Minnesota Hospital Association, the Health Education Funding Foundation, and the Special Committee on Status of Nursing in Minnesota. She also chaired the Governor’s Task Force on Recruitment, Utilization, and Retention of Nurses.

Nationally, Tebbitt’s role in a number of major health care organizations included chairing several groups, including the board of directors for the American Journal of Nursing Company, the Workgroup II for the National Commission for Nursing Implementation Project, and the Nurse Executive Council of the University Hospital Consortium.

The author of several publications, Tebbitt has received a number of awards, among them the Moline Recognition Award for Outstanding Leadership, Innovation, and Contri-bution in Nursing Administration and two recognition awards from the Twin City Organization of Nurse Executives. For the past 10 years, Tebbitt had been a consultant for local and national health care organizations. She is survived by her hus-band, Thomas.

A memorial fund, the Barbara Volk Tebbitt Nursing Leadership Award, is being established by friends and col-leagues of the School of Nursing to create an extraordinary leadership. If you wish to make a contribution, please contact the Development Office at 612.624.2490.
We are pleased to highlight six people who have chosen to participate in our Leave a Nursing Legacy program. This program makes it possible for people of all income levels to help advance nursing education, service, and research by including the School of Nursing in their estate plans. Estate gifts, such as bequests, have tremendous impact in shaping the School of Nursing's future. According to Laurel Mallon, President of the School of Nursing Foundation, “You do not have to be wealthy. You just have to be willing!” Naming the University of Minnesota Foundation to benefit the School of Nursing as well as the Nursing Foundation in your will gives you the opportunity to make a difference in an area to which you’re already committed. We invite you to join the individuals featured below by creating a legacy that will support nursing education for years to come. Thank you for fostering the quality education that makes the University of Minnesota a leader in the preparation of professional nurses for the ultimate benefit of patient care.

Larry Asplin

After beginning his career as a radiologic technologist, Larry Asplin, R.N., M.S., C.N.O.R., R.T.(R), soon realized that the medical profession offered many career opportunities that interested him. He went onto graduate from St. Cloud Hospital School of Nursing, a three-year diploma program. He worked in areas including orthopedics, emergency trauma, surgery, and as an orthopedic R.N., first assistant. Still, he yearned to go back to school.

“I was thrilled to enter the University of Minnesota’s B.S.N.-M.S. program in the fall of 1995,” says Larry. His first instructor was Karen Brand. “She was a dynamic instructor who pushed us for the best with her enthusiasm and ‘can-do’ attitude. Her love for nursing was contagious,” he says. The class of 18 students soon learned of Karen’s battle with cancer and how she continued to live life to the very fullest. Even though she was “battling the treatments,” she taught “with a smile,” he remembers. Karen was a “quick study who was always willing to share her knowledge and experiences.”

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Florence Ruhland

Even though Florence Ruhland (M.Ed. Nursing, 1959) was the recipient of scholarship assistance during her undergraduate and graduate education, she was fully aware of how stressful the demands of balancing personal life with work commitments, and school and clinical responsibilities, “There were many opportunities for leadership and professional growth,” she says. Florence was also aware of the school’s high caliber of students and its very challenging programs, and wanted both to continue. When she retired in 1991, she continued her close involvement with the School by serving as a trustee and chair of the School of Nursing Foundation. She witnessed the establishment of endowed chairs and the Katharine J. Densford International Center for Nursing Leadership, as well as the dramatic expansion of new programs and distance-learning opportunities in response to the changing dynamics of healthcare and the needs of various populations.

“I contemplated my ability to contribute to the future advancement of the School of Nursing education programs and to the scholarship opportunities for students,” says Florence. Serving as co-chair of the Jewelry Sale Committee and now a trustee emeritus of the Foundation Board, Florence decided to provide whatever she could for the School’s future. “The best way for me to do this is by leaving a future gift through my will for the benefit of the School and particularly for nursing scholarship opportunities,” she says.

Mary Lou Christensen

In 1960, Mary Lou Christensen received her B.S.N. from the University of Minnesota’s School of Nursing. She points out that she graduated one quarter after Katharine Densford graduated into one of the best in the nation. “Her leadership was legendary,” says Mary Lou. “She instilled leadership ideals both
in her faculty and in her students. Her high expectations of us were often upheld in even higher proportions than even she envisioned,” she adds.

Mary Lou has very fond memories of student days in class, living in Powell Hall where lifetime friendships were forged, and working at the University where students’ mastered their clinical skills. “My motivation for contributing monetarily and making a bequest in my will are matters of both pride and opportunity,” she says. “I take a great deal of pride in having graduated from this school of nursing,” says Mary Lou, School of Nursing Foundation Chair for 2001-2002.

Mary Lou believes the accomplishments that she achieved throughout her career were based on skills and concepts that she learned at the School. “My career of leadership in nursing circles through the years was built on the foundation I received at the School. I believe the knowledge and confidence instilled in us can be credited to our education,” she says. This said, Mary Lou sees a nice opportunity for her and others to show their support for the School in many ways and help ensure the ongoing work of the very talented faculty that we are fortunate to have on board.”

Sample Will Provisions

In preparing your bequest, you will find it helpful to know that the University of Minnesota Foundation is a 501(c)(3) non-profit corporation, first incorporated in 1962. Its legal name and address are as follows:

University of Minnesota Foundation
200 Oak Street SE, Suite 500
Minneapolis, MN 55455-2010

Bequests may be left unrestricted or earmarked for particular programs within the School of Nursing. In the case of the Katharine J. Densford International Center for Nursing Leadership, the following sample provision might be of assistance:

I give, devise, and bequeath to the University of Minnesota Foundation, Minneapolis, Minnesota (insert sum or description of property) which shall help support the School of Nursing’s Katharine J. Densford International Center for Nursing Leadership.

And, in the case of scholarships:

I give, devise, and bequeath to the University of Minnesota Foundation, Minneapolis, Minnesota (insert sum or description of property) which shall (for gifts over $25,000) be known as the (donor’s name or suggested honor) Scholarship Fund, to establish an endowed scholarship for (undergraduate or graduate) nursing students enrolled in the School of Nursing.

If you are considering making an estate gift to benefit nursing education, service, and research (or have already included the School in your plans), please call Laurel Mallon, President of the School of Nursing Foundation, at the Development Office at 612.624.2490 or visit the Website at www.nursing.umn.edu.

A complete list of all donors will be available in the Foundation’s annual report printed in the fall/winter issue of Network coming out in September, 2002.

Nursing Jewels

The annual jewelry sale organized by our tireless Jewelry Sale Committee was a great success in December, raising $5,131. To date, jewelry sales have raised over $76,920. Special thanks to the volunteers who helped with sales and set up, as well as Florence Rainland and Susan McKinley, co-chairs of the Jewelry Sale Committee.

Money raised through the sale of antique and collectible jewelry supports nursing scholarships and education. If you are interested in donating antique or collectible jewelry for future sales, please contact Laurel Mallon at 612.624.2490, e-mail at mallon001@umn.edu, or by mail to School of Nursing Foundation, 5-138 Weaver-Densford Hall, 308 Harvard St. S.E., Minneapolis, MN 55455.

International

International Education Week

International Education Week, “A Nursing Festival of Nations,” was celebrated in November. Sponsored by the Awards Development and Public Service Committee, the Festival of Nations featured nursing students from around the globe sharing displays and food specialties. As part of the celebrations, students learned about Study Abroad opportunities, and an informational panel seminar about nursing education in Chile and opportunities for collaboration was a big success. The panel was sponsored by the Center for Adolescent Nursing, featuring nursing educators from Chile. Participants included a Chilean delegation, Dean Sandra Edvardsson, Elizabeth Saeven, and several faculty.

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On a personal note, Asuma said, “I am the only person in my entire family in the health-care field. My paternal grandmother started nursing but then my grandfather, fell madly in love, and dropped out of school. An unfortunate circumstance, but maybe that’s why I ended up in nursing!”

The Zenkovich Scholarship was set up by Helen Zenkovich, a 1948 B.S.N. graduate of the University. Helen Zenkovich. A Powerful Legacy, was featured in the Fall/Winter 2000-2001 issue of Network. Helen, who now resides in Phoenix, Arizona, retired in 1970 from the U.S. Navy Nurse Corps.

The White Family Cancer Education Fund Advisory Board is pleased to announce the recipients of its 2002 awards. Three master’s students in the School of Nursing have received funding to support their research: Zohra Gulzar is studying breast cancer knowledge and the barriers to breast cancer screening in the Somali immigrant population. Maureen Quick is assessing the utility of a clinical tool to assess fatigue. This is a tool which she designed with the intent of helping nurses identify the extent and nature of a patient’s fatigue, as well as possible interventions. These questions have not been studied in this population and the information she obtains will be helpful in designing successful health programs targeted to the Somali community.

Remaining May Gatherings

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Theme</th>
<th>Guest Speaker(s)</th>
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<tbody>
<tr>
<td>May 9</td>
<td>12:00-2:00 p.m.</td>
<td>236 Ridgewood Road, Duluth, MN</td>
<td>&quot;Focus: International Health Policy&quot;</td>
<td>Maureen Quick, Ph.D., R.N., taking the Lead: A Densford Center Update.</td>
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<td>May 14</td>
<td>5:00-7:00 p.m.</td>
<td>703 St. Mary’s St., St. Paul, MN</td>
<td>&quot;Network: The Needs of Minnesota’s Nursing Workforce: Colleagues in Caring.&quot;</td>
<td>Patricia Kane (77 M.S.N.)</td>
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Alison Clarke (64 B.N./67 B.S.Ed.)
May 15 3:00-5:00 p.m.
226 Ridgewood Road, St. Louis Park, MN
Guest speaker: Joanne Disch, Ph.D., R.N., taking the Lead: A Densford Center Update.

Sharon Aasden (79 M.S.P.H./83 Ph.D.)
May 21 3:00-5:00 p.m.
73 Otis Lane, St. Paul, MN
Guest speaker: Joanne Disch, Ph.D., R.N., taking the Lead: A Densford Center Update.

Mary Lou Christensen (60 B.S./76 M.P.H.)
May 24 5:00-7:00 p.m.
8600 Woodland Lane, St. Louis Park, MN
Guest speaker: Marilyn Miller, Ph.D., R.N., International Opportunities in Nursing Education.
Kathy Eide
I have held the position of pediatric nurse practitioner and lactation consultant at Southdale Pediatric Associates for over six years. I was the first PNP to be hired by the practice.

Lisa Trochmann
As a clinical nurse specialist, I work in children, adolescent, and adult mental health as well as psychiatric nursing in a private practice in Fargo, North Dakota.

Bebe Rahman
Hello, everyone. Just wanted to say I hope everyone is doing well and enjoying their nursing positions. I am currently practicing as a community psychiatric registered nurse in Ramsey County. My position is a fairly new state program often referred to as the Mental Health Initiative, but differs from county to county. The pay ratio during nursing school was a good representation of my actual position. In terms of my personal life, I’m engaged to a wonderful guy, Dan Matejek. We live in Stillwater and are currently very busy building our new home in Lonsdale, Minnesota. Our wedding is planned for June, 2002. Hope there is a class reunion in the works for the future. It would be nice to see everyone.

Tracy Curtiss
I am a staff charge nurse on the oncology/hematology unit at Children’s Hospital in Minneapolis.

Kimberly (Schommer) Hall
I have been appointed Officer of the Order of Canada, considered the top national honor for civilian Canadians. The investiture, to be attended by the Governor General of Canada, will occur this fall. My e-mail is shirley.stinson@ualberta.ca

Cynthia Brady
I am employed at Children’s Hospital in Minneapolis as a staff nurse in medical/surgical and loved every minute of it. I hope to attend an RN program this fall. I am interested in the field of pediatrics. There are so many options.

Melissa Frisvold
I joined the Stillwater Medical Center as a certified registered nurse anesthetist. I am working at North Memorial Hospital as a certified registered nurse anesthetist.

Kari Michalski
I have been promoted to chief of anesthesia services at St. Clare Hospital and Health Services in Baraboo, Wisconsin.

Lawrence Watercott
I am now working as an operating room nurse at Fairview University Medical Center. I bought a house and am enjoying my extra free time.

Kari Mitchell
I purchased a charming old house in north Minneapolis and am busy renovating it in my "spare" time. I have three sons, one year old and two more, a four-year old and a two-year old. I always mentioned to other nurses that my favorite part of the job was spending time with the kids. I am planning my first ski trip with my family this year.

Kristi Miller
I work with Allina Health Systems as a project manager for Later Initiatives from 1996-1998. I had the opportunity to help shape the futures of psychiatric and chemical dependency programs, and it was a "safe environment" for patients, employees, and families. I also had opportu"nites to speak at local facilities and national conferences on this vital issue. I have been an assistant professor at the College of St. Catherine for one year teaching childbearing family teaching and clinicals. I continue to do consulting or education for issues of latency in medical and legal areas.

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Dr. Joanne Disch named to national AARP board

Joanne Disch, Ph.D., R.N., Professor, was sworn in as one of six new members of the AARP Board of Directors, at the Association’s National Leadership Conference in Washington D.C. April 30th. Disch is director of the Katharine J. Densford International Center for Nursing Leadership at the University of Minnesota School of Nursing, and the Katherine R. and C. Walter Lillehei Chair in Nursing Leadership at the School.

Dean Sandra Edwardsen, School of Nursing, said, “I am proud and delighted by this appointment. Dr. Disch will provide an important bridge between AARP members and the health-care system. Because nurses provide most of the care for the aged, it is fitting that the AARP have the input from a strong and respected nurse.”

According to AARP Executive Director and CEO, Bill Novelli, “Dr. Disch will bring a breadth of experience as a nurse, educator, administrator, researcher, policy-maker, and spokesperson. As a working baby boomer, she will bring that generation’s perspective along with a respect for diversity and extensive experience in governance. An acknowledged leader within the health-care field, she will assist in developing strategies on issues affecting health care for AARP members.”

NEW! Foundation Website

Please take a moment to visit the new web site for the School of Nursing Foundation. You can learn about recent gifts to the School, upcoming special events, and even make a gift online to support the School’s ongoing work.

The address is: www.nursing.umn.edu/Foundation

Phyllis Bachman Johnson, left, with Diane Mancino, executive director for the National Student Nurses Association (NSNA) are shown at their 50th reunion April 3-7, 2002 in Philadelphia PA. Johnson, a graduate of the School of Nursing, was the second president of the national organization in 1954-55.

Speaking Out

Letters from readers

Dear Editor:

Thank you for your superb reporting of our interview in the Fall/Winter issue of NET-WORK. I have received many laudatory comments from former classmates and friends with whom I had lost contact since I left the University. Your article served to reconnect us and bring them up to date on my “doings.”

Thanks again and I wish you continued success.

Claire L. Adams-Ender
Brigadier General
U.S. Army, Retired