GLOBAL CLIMATE CHANGE MOVEMENT HAS MINNESOTA ROOTS

Nurses Drawdown aims to activate 28 million nurses to reduce greenhouse gases, create healthier future

20 | Pandemic ushers in rise of telehealth
30 | Overcoming barriers to breastfeeding
54 | A tribute to nurses on the frontlines
06 Improving our understanding of COVID-19
Nurse researchers quickly adapt to conduct pressing research

10 Large study offers clues to reducing serious injuries from falls
Group randomized trial examined personalized fall prevention plans in real-world settings

ON THE COVER
22 Global climate change movement has Minnesota roots
Nurses Drawdown aims to activate 26 million nurses to reduce greenhouse gases, create healthier future

26 Breaking barriers
As a nursing informatics leader at Optum, DNP grad Kari Miller makes health care technology support rather than hinder

FALL/WINTER 2020

06

06

06

06

04

SECTIONs
04 From the Dean
06 Research
14 Education
22 Outreach
34 School News
47 Alumni News
50 Development News

FOLLOW US

www.facebook.com/umnursing
www.twitter.com/umnursing
www.instagram.com/umnursing
www.linkedin.com/school/umnursing
www.youtube.com/user/umnursing

University of Minnesota School of Nursing

Our Vision
Optimal health and well-being for all people and the planet.

Our Mission
To generate knowledge and educate leaders to shape the future of nursing and advance health care to improve the health and well-being of all.

Dean
Carole White Delaney,
PhD, RN, FAAN, FACHE, FNP

Senior Executive Associate Dean for Academic Programs
Christine Hauser, PhD, RN, FAAN, FACA

Associate Dean for Research
Doree Trent-Jackson, PhD, RN, FAN

Board of Visitors
Clara Adams-Ender, chief nursing executive, Army Nurse Corps (ret.); Cyril Buffle, National Medical Vice President, Policy and Clinical Solutions, UnitedHealthcare Community & State; Joanne Bynoe, United Health Group (ret.); Michael Bird, past national consultant to AANP on Native American/Alaska Native communities; Shonda Croft, dean, School of Health and Nurses Services, St. Cloud State University; William Crenn, chief scientific officer of OptumHealth (ret.); and faculty member of Brandeis; Jessica Drebrick, vice president, Life Enrichment, Presbyterian Homes & Services and operating officer & board member, Faith Community Nurse Network; Melanie Draker, dean emerita, Rush University College of Nursing; David Durbin, former United States senator; Annie Goodwyn, University of Minnesota Masonic Children’s Hospital, Richard Hurling, senior fellow, Institute for Healthcare Improvement; Laura Reid, chief nurse executive and CDO, Fairview Health Services; Joanne Rivet, executive vice president, UnitedHealth Group (ret.); Michael Rohnsby, Associate Corporate Office of Science & Technology, Johnson & Johnson (ret.); Franklin Shaffer, president and chief executive officer, COINS-Den Tibahdua, senior executive, Information Technology Industry; Sylvia Tremb-Adams, United States Public Health Service Principal Deputy Assistant Secretary for Health; Peter H. Vlasec, executive director, Accreditation Council for Pharmacy Education (ret.); Charlotte Wannem, former senior vice president and chief clinical officer, Geisinger Health & Hospice; Cobbie Wheeler, president of Weke-Forest Baptist Medical Center & partner chief nurse executive, senior vice president of Clinical Operations; and Jonathan M. Zenilman, chief infectious Diseases Division, Johns Hopkins Bayview Medical Center and professor at Johns Hopkins Bloomberg School of Public Health.

Director of Strategic Communications
Steve Rudolph
Senior Editor
Brant Sturino

Photographers
Tom Steffes, Dave Karwata
Designer
Tammy Robie

Contact Us
Minnesota Nursing
University of Minnesota School of Nursing
350 Weaver-Densford Hall
113A Maxim Street S.E.
Minneapolis, MN 55455
Email: nursenews@umn.edu
Website: www.nursing.umn.edu

Minnesota Nursing is published semi-annually by the University of Minnesota School of Nursing for alumni, faculty, students, and friends of the school.

2020 Regents of the University of Minnesota. All rights reserved.

A call to co-create change

The killing of George Floyd less than five miles from the School of Nursing’s Twin Cities campus has brought long- overdue attention to institutional racism and inequities. The School of Nursing is engaging in efforts to identify, address and dismantle institutional racism within the school. Under the guidance of its Inclusivity, Diversity & Equity directors and committee, faculty, staff and students are co-creating a climate that fosters equity, calls out white bias and promotes social justice. Recommendations are expected later this year.
Dear Friends,

It feels as if years rather than months have passed since the spring issue. In that time span our school and the world has adapted to a global pandemic and we face head on being the epicenter of racial inequities that remain within our society, health care, education, and, yes, our school, that were brought to light by the killing of George Floyd.

In this issue of Minnesota Nursing, we explore how changes in the world have transformed many of the ways we deliver on our mission. Nursing research at the school quickly adapted with our faculty using their expertise in informatics, gerontology and wellness, among others, to improve the understanding of the virus and its impact, and needed nursing care.

The inability to conduct our classes in person has led to incredible innovation in virtual learning, including exquisite transformation in simulation. The shift to online education parallels the rise of telehealth, which has provided invaluable new clinical patient experiences and, consequently, new experiences for our students. Some of our students responded to health challenges by developing a video series to help reduce barriers to prenatal education exacerbated by a reduction in in-person visits.

The cover story of Minnesota Nursing shares another example of our school leading the way this time in addressing climate change. It introduces us to Nurses Drawdown, a global movement to activate 28 million nurses to reduce greenhouse gas emissions, and the School of Nursing students, alumni and faculty who were key in launching it.

Speaking of alumni, this issue profiles a DNP grad who is using informatics to build the tools that make us smarter and quicker in measuring the quality of nursing, a master’s alumna who is supporting African American women in Minnesota to overcome barriers to breastfeeding, and a PhD alum who is using her research skills in the clinical setting to inform care.

We invite you to enjoy these stories and the rest of Minnesota Nursing. We encourage you to celebrate transformation and to stay connected with us. We look forward to hearing from you and always appreciate your feedback.

Connie White Delaney
Professor and Dean

Adapting and transforming – We fulfill our North Star mission

The new mobile health initiative, funded by a $1 million philanthropic investment from the Otto Bremer Trust, brings together University of Minnesota health professionals from dentistry, nursing, pharmacy, medicine and veterinary medicine to provide a range of services, including COVID-19 testing (both viral and antibody) and education, enhanced access to health care for populations at higher-than-average risk for COVID-19 infection and poor outcomes as well as needed vaccinations for individuals and their companion animals. The overarching goal is to address health care disparities occurring in neighborhoods that are segregated and have inadequate access to community health services because of long-standing racial and social injustices.

“We are very interested in providing mobile health care to gap populations, where people don’t typically have health care come to them. We’re trying to increase access and overcome barriers to health care,” says M Health Nurse Practitioner Clinics Director Jane Anderson, DNP, APRN, FNP-C, ANP-C.

Initially, the program will serve the Broadway Family Medicine Clinic in North Minneapolis and the Community-University Health Care Center (CUHCC) in South Minneapolis’ Phillips neighborhood, with geographical expansion to come.

“Our goal is to address community needs related to inequities or disparities in access to care by helping communities build on what they themselves identify as needs and reasonable approaches,” says Bobbi Daniels, MD, associate vice president for clinical affairs, who will oversee implementation. “We have already conducted mobile testing in COVID hotspot areas, including the Cedar-Riverside neighborhood in Minneapolis and assisted the Minnesota Department of Health in Mower County, which saw cases spike. We will continue to grow and expand this initiative, working with our community partners throughout the state.”

PARTNERING FOR HEALTH is a recurring feature that highlights a school partnership working to advance health care to improve the health and wellbeing of all.
As COVID-19 spread throughout the country and the world, little was initially known about the virus. Nurse researchers at the University of Minnesota quickly adapted their focus to address this deficit. School of Nursing faculty are using their expertise in informatics, gerontology and wellness to improve the understanding of COVID-19. Recently-funded studies look at the pandemic from a distinctly nurse perspective—how to prevent the spread, how it affects long-term quality of health and how to improve the wellbeing of health care professionals.

CONSUMER SELF-REPORTED DATA USED TO BETTER UNDERSTAND THOSE WHO ARE HIGH RISK

Nurse informaticians partnered with M Health Fairview to identify social determinants of health information in patients who are at higher risk of being diagnosed with COVID-19.

“COVID-19 is exposing racial and digital divides across communities. A whole-person picture of health that includes social determinants of health from a strengths-perspective is needed to understand community needs but also strengths or assets,” says School of Nursing Professor Karen Monsen, PhD, RN, FAMIA, FAAN, who is a Co-PI with Assistant Professor Robin Austin, PhD, DNP, DC, RN-BC.

The project, funded by the University of Minnesota Clinical and Translational Science Institute, is collecting data using the School of Nursing trademarked web-based app, MyStrengths+MyHealth. The data will provide description statistics of M Health Fairview patient needs and their challenges and strengths during the pandemic, including social determinants of health and resilience by geographic area.

The MyStrengths+MyHealth app uses the Omaha System, a standardized, multi-disciplinary health terminology and instrument, to assess the health of individuals and communities.

Recently-funded studies look at the pandemic from a distinctly nurse perspective, with emphasis on prevention, long-term quality of health and wellbeing.
COVID-19’S LONG-TERM EFFECTS
Another University of Minnesota School of Nursing study examines if COVID-19 patients suffer long-term side effects from the experience. Research already shows that patients in the intensive care unit (ICU) who are ventilated can experience post-intensive care syndrome, which can lead to cognitive and physical impairments, as well as psychological issues. While it is likely that these same conditions are a potential for ventilated COVID-19 patients, researchers will seek to understand if patients with COVID-19 who are hospitalized on a medical unit and never admitted to the ICU develop these conditions because of the unique experience of having a sudden, unanticipated infectious disease.

“We know that there are factors specific to COVID-19 that may contribute to an increased likelihood of long-term effects, like the severity of the disease, prolonged shortness of breath, strict isolation and the impact of sudden illness in previously healthy people,” says Associate Professor Mary Fran Tracy, PhD, RN, APRN, CNS, F CNS, FAAN, principal investigator. “COVID-19 patients can experience symptoms lasting weeks or longer and we have limited knowledge of the short and long-term disease course and potential for re-infection. These factors may predispose patients to new challenges because of their COVID-19 experience.”

Specially, the research will explore the emotional, mental health and physical symptoms COVID-19 patients experience after being discharged. The research will identify gaps in hospital and follow-up care that can be addressed to prevent these consequences and optimize patient outcomes.

Approximately 150 participants, who were hospitalized at M Health Fairview, are being asked to complete surveys. Researchers will also examine electronic health record data for additional information about the patient’s hospitalization.

Co-investigators include Sandy Hagtrom, PhD, RN, APRN, CNP; Sarah Wenta, PhD, RN; and Ruth Lindquist, PhD, RN. The project was funded by a University of Minnesota Clinical and Translational Science Institute grant.

ARE OLDER ADULTS EXERCISING LESS BECAUSE OF COVID-19?
Older adults have the most significant risk for adverse outcomes from COVID-19, so they continue to be a primary focus for prevention efforts such as staying at home and physical distancing. Associate Professor Siobhan McMahon, PhD, MN, APRN, CNP-BIC, is studying whether these efforts influence other health-related behaviors, such as physical activity.

“There is a need to evaluate whether physical activity levels among older adults change during COVID-19 prevention efforts, as a basis for informing the adaptation of physical activity promotion efforts and interventions now and in future pandemics,” says McMahon, who is the lead investigator. This study, Evaluating the Effects of COVID-19 Mitigation and Containment Efforts on Older Adults’ Wellbeing and Physical Activity, received funding from the Clinical and Translational Science Institute.

Physical activity is essential for older adults’ health and safety. People who are older than 65 years should perform strengthening exercises at least twice per week, balance-challenging exercises at least three times per week and endurance exercise (like walking) at least 150 minutes per week, according to national guidelines.

This pilot study will ask 120 participants about their physical activity via surveys and in-depth interviews over the course of six months. They will also be asked about their sleep, social support, communication with others and safety practices. Findings are expected to be complete in 12 months.

“We hope findings generated in this study will inform best practices to support and promote older adults’ physical activity during this pandemic and other public health crises,” says McMahon.

HEALTH CARE PROVIDER WELLBEING
Researchers from the School of Nursing and the School of Public Health are investigating how stress is affecting Minnesota health care providers in the midst of the COVID-19 pandemic.

The study seeks to understand how health care professionals experience stress, stress management, employee assistance, financial security and COVID-19 symptoms and diagnosis over a 12-month period. Study findings will help inform the development or expansion of organizational support within health care systems to advance the wellbeing of the health care workforce.

“High-quality patient care is critical during the pandemic and taking care of our health care workforce is essential as well. Our study will identify areas of stress that we can then plan to mitigate.”

- Professor Jayne Fulkerson, PhD
Falls are the leading cause of injury-related death among older Americans and lead to 3 million emergency department visits annually.

The Strategies to Reduce Injuries and Develop Confidence in Elders (STRIDE) trial, funded by the Patient-Centered Outcomes Research Institute (PCORI) and the National Institute of Aging of the National Institutes of Health, sought to reduce fall injury by delivering a multifactorial fall prevention intervention. A total of 86 primary care practices participated, with 43 sites providing the intervention and 43 sites offering enhanced usual care. The results of this $33 million trial, using a nurse-managed intervention in real-world settings, were recently published in the New England Journal of Medicine.

“Although differences in serious fall injuries were not significant between the patients who were exposed to the nurse-managed intervention versus those who were not, the findings are important and will inform future research and practice,” said Associate Professor Siobhan McMahon, PhD, MPH, GNP-BC, who was a co-author of the paper and served as a Co-PI of the Essentia trial site as well as the Director of Nursing for the trial.

The intervention included comprehensive fall risk assessments and fall prevention care plans co-created by the participants and their health care team. On average, nurses worked with each patient over 26 months, during which they conducted two to three clinic visits as well as additional phone contacts and coordination.

One factor McMahon said worked well was having nurses implement the intervention. “Multifactorial fall prevention efforts rely on interprofessional collaboration to support a patient-centered approach,” says McMahon. “Nurses were outstanding in this role because they have skills and knowledge in prevention and health promotion, care management and interprofessional, collaborative practice. They worked with patients and the team to achieve shared decision making.”

Meanwhile, McMahon is implementing an additional study, Community-based intervention effects on older adults’ physical activity and falls. The purpose of this trial is to identify strategies that help people who are 70 and older incorporate physical activities, including those that reduce falls, into their everyday lives. The National Institutes of Health-funded study is being conducted in the Twin Cities with 310 participants who are participating in a small-group, 8-week program consisting of behavior change or wellness strategies, combined with an evidence-based physical activity protocol.

“Fall prevention is complex. There are numerous causes of falls, which means there is not just one treatment,” says McMahon. “Given the serious consequences of falls, we need to continue to refine, adapt and test fall prevention interventions to reduce them and their devastating effects.”

LARGE STUDY OFFERS CLUES TO REDUCING SERIOUS INJURIES FROM FALLS

Group randomized trial examined personalized fall prevention plans in real-world settings

by Brett Stursa

Nurse researcher Siobhan McMahon, center, discusses fall prevention with study participants in January.

READ MORE

A Randomized Trial of a Multifactorial Strategy to Prevent Serious Fall Injuries was published July 9, 2020, in the New England Journal of Medicine. Read it at z.umn.edu/fallinjuries.
VIRTUAL REALITY USED IN TESTING IF EXERCISE, COGNITIVE TRAINING DELAY COGNITIVE DECLINE

NIH-funded study has an eye on prevention

by Brett Stursa

A treatment that delays the onset of Alzheimer’s disease by five years could save an estimated $89 billion in health care costs by 2030 and improve the quality of life of those affected by it.

Aerobic exercise and cognitive training are promising interventions, with current evidence suggesting that combining the two may have a synergistic effect that is greater than either of the interventions alone. A new National Institutes of Health-funded study led by School of Nursing researcher Dereck Salisbury, PhD, in partnership with Moai Technologies, is exploring if combining aerobic exercise with cognitive training that utilizes virtual reality will improve cognition.

“When we look at the combination of aerobic exercise and cognitive training, we are targeting potential pathological contributors to Alzheimer’s disease with the exercise and at the same time targeting the effects of Alzheimer’s disease, the cognitive decline, with the cognitive training. It’s a holistic intervention approach to this disease,” says Salisbury.

While many of these types of interventions target people who have diagnosed diseases, participants in this study, Exergame, have subjective cognitive decline, which occurs when someone perceives that their memory or cognition is not what it once was, but scores on tests are fine. It is an important moment, as it is one of the earliest recognizable manifestations underlying Alzheimer’s disease.

“With this population we’re really looking at prevention. If we can target a therapy that delays the progression of the disease, it has a potential to translate into a greater amount of time that they spend their lives living in quality,” says Salisbury. “I look at exercise as being a form of medicine for Alzheimer’s disease, the cognitive spectrum and vascular diseases.”

Study participants receiving the intervention perform various cognitive tasks while cycling on a recumbent bike over the course of 30-50 minutes. They navigate through a virtual world on an iPad following a map, and when they reach specific destinations they may be required to solve a problem, organize various objects or complete a scenario using math skills. “A lot of the cognitive paths reflect a specific cognitive domain, so we’re looking at improving attention or memory,” says Salisbury.

Exergame is also unique in that participants complete the exercise and cognitive training simultaneously. “Most studies complete the aerobic exercise first and then do the cognitive training after. It turns it into a long session,” says Salisbury. “With Exergame, they’re doing the exercise and the cognitive training at the same time, so it can shorten the session, which is more attractive to many people.”

The feasibility study showed that the cognitive training did not distract participants from cycling at a prescribed intensity and that participants were satisfied with the technology. “We saw that the cognitive training task and the virtual reality inherent to Exergame actually took their mind off the exercise,” says Salisbury. “With the feasibility complete, researchers have moved into the second phase, which aims to analyze the effectiveness of the intervention. Specifically the study is looking at episodic memory, executive function and global cognition, assessed by the NIH Toolbox Cognition Battery. Aerobic fitness will also be measured.

While the intervention is typically delivered in community settings, like a private gym or senior living facility, the COVID-19 pandemic required changes in the protocols. “We have an excellent team who initially adapted the intervention to be delivered virtually instead of in-person,” says Salisbury. Now, participants can decide if they prefer to participate virtually or in-person. A total of 96 participants will receive the intervention over the next two years.

“I think it’s a very well thought out program. It is unique in its ability to target underlying risk factors and stimulate cognitive training in a population who are at a much higher risk for developing Alzheimer’s disease and related dementia,” says Salisbury. “I think if we can target these populations with a therapy such as this at an earlier point in the disease process, we may be able to delay the progression of disease. At the end of the day, that’s a really important thing.”

Study coordinator Hannah Lewis assesses the rate of perceived exertion (RPE) to identify how difficult the exercise is for the participant.
ENSURING MENTAL HEALTH NPs ARE PREPARED FOR RURAL PRACTICE

While nurses make up the largest share of the state of Minnesota’s licensed providers — making them the foundation of the health care system — the majority of them serve in urban areas. As a result, rural communities are experiencing a severe shortage of providers, especially in primary and mental health care. The Minnesota Department of Health (MDH) reports that 80% of the counties in the state are experiencing a mental health professional shortage.

A recent grant award from MDH will enhance the school’s efforts to ensure students in the psychiatric/mental health nurse practitioner program are prepared for rural practice. The initiative will focus on providing more clinical experience to students in rural communities, enhancing the curriculum, enrolling more students who live in rural communities and continuing the Rural Mental Health APRN Conference for education and networking.

“We learned a lot about rural health care as we implemented two Health Resources and Services Administration grants that addressed these issues,” says Professor Merrie Kaas, PhD APRN, PMHCNS-BC, FAAN, who is the psychiatric mental health nurse practitioner program specialty coordinator. “We’ve seen what’s needed and what the challenges are in providing rural mental health care.”

INCREASING RURAL CLINICAL EXPERIENCE

Since 2017, students seeking to become psychiatric/mental health nurse practitioners had the option of completing a two-day short-term experience practicum in a rural community. Beginning this academic year, students in the psychiatric/mental health Doctor of Nursing Practice program are required to complete a 40-hour clinical experience in a rural community. In addition, students will be able to select a rural mental health clinical training residency during their last semester in the program.

“Students who experienced practicums in rural communities were amazed at the resources and the opportunities that are there and the type of patients that they see,” says Laurissa Sliger, MS, RN, campus system partnerships coordinator. “Over two days they went to five types of facilities that provided some type of mental health care, so I think their eyes were opened to the richness of resources that are available in greater Minnesota.”

A COMMUNITY OF PROVIDERS

For two years, the school has hosted the Rural Mental Health APRN Conference, which supports providers, students and prospective students to discuss clinical issues in rural areas as well as network with each other for consultation and support. Already a Facebook group was created so that conference attendees can connect throughout the year, and the grant ensures the conference will continue.

“The biggest challenge for many providers in rural Minnesota is isolation. They are working with patients with complex mental health needs, and, for the most part, they’re by themselves,” says Kaas. “We created this conference to build professional networks that can provide resources and connections for our psychiatric/mental health advance practice nursing colleagues in rural communities. Networking is so important in this time of COVID-19 when many providers are working alone from home.”

Department of Health grant assists in addressing provider shortage

The 2020 Rural Mental Health APRN Conference was held at Nystrom and Associates in Baxter, Minnesota in early March.
As COVID-19 started its spread in Minnesota, nurse-midwife leaders from across the state started meeting weekly over Zoom to discuss how care was changing. With the COVID-19 pandemic limiting clinical visits, expecting patients experienced even less time with their providers during wellness checks, and their partners weren’t allowed to join them. In addition, in-person prenatal classes were suspended. The new protocols exacerbated an existing challenge to provide expecting parents with the education to prepare for a major life milestone. “It’s an ongoing issue to flatten inequities around accessibility to education that patients and families need to prepare for having a baby,” says Ann Forster Page, DNP, APRN, CNM, FACNM, nurse-midwife service director at University of Minnesota Physicians, adjunct clinical assistant professor at the School of Nursing and community partner for the project. To address the need, students in the Doctor of Nursing Practice (DNP) program created a comprehensive library of educational videos to prepare expecting parents for pregnancy, labor, postpartum and newborn care. The series, Having A Baby: Prenatal and Newborn Care Education, includes 60 videos of educational material that is free to access, and is short and easy to understand. Four DNP students, Shannon Weas, Bonnie Perrine, Naomi Lara and Mandy Hoffman, a DNP Bentson Scholar, wrote all scripts for the videos and enlisted the assistance of DNP colleagues in nurse-midwifery, pediatric nurse practitioner and women’s health nurse practitioner specialties to record the videos. Filmmaker Deacon Warner edited the videos. All videos are available on the School of Nursing website at z.umn.edu/havingababy. "COVID-19 highlighted inequities that already existed in terms of accessing Haduen a Baby: Prenatal and Newborn Care Education, which includes 60 videos. View them at z.umn.edu/havingababy.
prenatal education and a timely need for a free, easily accessible option for prenatal education became apparent,” says Weas, BSN, RN, PHN, a DNP nurse-midwifery student who will graduate in 2021. “A large reason I went into midwifery is the midwifery philosophy of whole-person care, which includes providing equitable care to all. Every person deserves the right to access health care. While our current system makes this difficult, this project is a step in increasing access to, and fighting inequities in, health care.”

The goal of the videos is to help expecting parents feel more prepared for pregnancy, birth and newborn care and to think through their values and options in pregnancy care. Topics include the span from breastfeeding to baby care, normal physiologic labor, how to support labor and vaginal birth after C-section preparation.

There is now an effort to caption the videos for those who are hearing impaired and translate them to Spanish and Somali. They have applied for a grant to be able to expand language access to other languages widely spoken in the Twin Cities area as well.

“A large reason I went into midwifery is the midwifery philosophy of whole-person care, which includes providing equitable care to all ... This project is a small step in increasing access to, and fighting inequities in, health care.”

- Shannon Weas, a DNP nurse-midwifery student

The students’ engagement on the series was part of the DNP program requirement to develop and implement a system-level change.

Students in the University of Minnesota’s psychiatric mental health specialty in the Doctor of Nursing Practice (DNP) program were quick to identify the need for an action-orientated approach to help address feelings surfacing during the COVID-19 pandemic.

As they experienced transitions to new ways of learning, uncertainty about how to accomplish requirements and missed milestones, the DNP students turned to the principles of acceptance and commitment therapy, and specially, to an approach developed by Russ Harris, author of The Happiness Trap. Using the acronym FACE COVID, he spells out practical steps for dealing with these feelings. Steps include focusing on what’s in your control, acknowledging feelings and committing to action. Given the usefulness of the approach, the DNP students, with faculty advising by Clinical Associate Professor Barbara Peterson, PhD, APRN, PMHCNS-BC, created a video describing the nine principles and invited other students to use them as well, delivering the message that we can face COVID together.
Virtual visits provide real-time learning

by Brett Stursa

As Katelyn Day prepared for her visit with a diabetic patient with concerns about a foot ulcer, she reviewed his discharge papers from a recent hospital visit and best practices for wound care for non-healing foot ulcers. She also checked her computer’s settings and Zoom configuration to ensure she could see and hear the patient.

Day is a student in the School of Nursing Master of Nursing program, and the patient in this situation is a standardized patient — an actor with a scripted medical, health and social story.

“I’ve been reading a lot about telehealth because of COVID-19, so it was really valuable to try it, given the current state of the world,” says Day. “It’s very relevant, and now that I’ve done it, I feel like it could be a viable option for many patients who can’t get to a clinic or hospital.”

When the University of Minnesota shifted to learning online due to the COVID-19 pandemic, the School of Nursing converted its courses to an online format, including simulation learning. Simulations are critical in the development of health care professionals, as they give students a chance to utilize their skills and knowledge in simulated practice settings, according to Cynthia Bradley, PhD, RN, CNE, CHSE, director of simulation in the School of Nursing.

Bradley, who presented on a National League for Nursing panel about fostering clinical reasoning in virtual environments, points to the landmark National Council of State Boards of Nursing Simulation Study that demonstrated that up to 50% of prelicensure clinical hours can be replaced with simulation with similar or better learning outcomes. “Because of the current pandemic, nursing programs have no alternate method for providing clinical experiences for students,” says Bradley.

“The simulation research evidence shows that the post-simulation debriefing is where the most significant learning happens. We are ensuring that faculty engage students in a debriefing dialogue after their virtual encounter to help students make connections and understand their own thinking about the patient scenario.”

TEASING OUT A PATIENT’S STORY OVER TELEHEALTH

Patient care was also in upheaval as COVID-19 spread throughout the world, and with it, the clinical experiences that are a cornerstone to nursing education were disrupted. Quickly, patient care and clinical education moved to a telehealth environment, according to M Health Nurse Practitioner Clinics Director Jane Anderson, DNP, APRN, FNP-C, ANP-C, who is also a preceptor for family nurse practitioner students.

“We recreated health care in the middle of a health care crisis,” says Anderson. “As a provider, I realized that telehealth allows us to use our best listening skills, ask more questions to tease out the patient’s story and really partner with them.” Initially, 100% of patient visits at the Nurse Practitioner Clinic in downtown Minneapolis were virtual, and by late summer they still accounted for 50% of the visits at the clinic.

While the patients she sees have universally expressed appreciation for the virtual visits, they’ve also provided important clinical experience for students. “My students have really learned how to talk with patients and how to elicit what is needed to care for a patient. They are discovering how to diagnose a patient by what they say,” says Anderson. “You have to use your critical thinking skills and listen in a different way.”

LEARN MORE

Cynthia Bradley’s article Debriefing: A Place for Enthusiastic Teaching and Learning at a Distance was accepted in Clinical Simulation in Nursing. Read it at https://z.umn.edu/learningatadistance
Climate change has become a public health emergency yet addressing it still feels like a daunting task for most. What if you could quantify the impact of making small lifestyle changes on reducing greenhouse gas emissions? Now imagine 28 million nurses around the globe role modeling practical and effective climate solutions. That is the goal of the Nurses Drawdown movement launched earlier this summer.

Nurses Drawdown offers steps that nurses can take to engage in evidence-based climate solutions and join a community of nurses from around the world who are working for a healthier future. It is a project of the Alliance of Nurses for Healthy Environments (ANHE) and Project Drawdown, a nonprofit organization that seeks to help the world reach a point where levels of greenhouse gases in the atmosphere stop climbing and start to steadily decline; but its creation traces back to the School of Nursing.

The idea for Nurses Drawdown came from Teddie Potter, PhD, RN, FAAN, clinical professor and director of Planetary Health, who had been using the book Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming in one of her courses.

“I remember thinking we’ve got the science to show these actions work, the challenge is to activate people to scale these actions,” says Potter.

Nurses Drawdown offers steps that nurses can take to engage in evidence-based climate solutions and join a community of nurses from around the world who are working for a healthier future. It is a project of the Alliance of Nurses for Healthy Environments (ANHE) and Project Drawdown, a nonprofit organization that seeks to help the world reach a point where levels of greenhouse gases in the atmosphere stop climbing and start to steadily decline; but its creation traces back to the School of Nursing.

The idea for Nurses Drawdown came from Teddie Potter, PhD, RN, FAAN, clinical professor and director of Planetary Health, who had been using the book Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming in one of her courses.

“I remember thinking we’ve got the science to show these actions work, the challenge is to activate people to scale these actions,” says Potter.

Nurses Drawdown offers steps that nurses can take to engage in evidence-based climate solutions and join a community of nurses from around the world who are working for a healthier future. It is a project of the Alliance of Nurses for Healthy Environments (ANHE) and Project Drawdown, a nonprofit organization that seeks to help the world reach a point where levels of greenhouse gases in the atmosphere stop climbing and start to steadily decline; but its creation traces back to the School of Nursing.

The idea for Nurses Drawdown came from Teddie Potter, PhD, RN, FAAN, clinical professor and director of Planetary Health, who had been using the book Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming in one of her courses.

“I remember thinking we’ve got the science to show these actions work, the challenge is to activate people to scale these actions,” says Potter.

Nurses Drawdown offers steps that nurses can take to engage in evidence-based climate solutions and join a community of nurses from around the world who are working for a healthier future. It is a project of the Alliance of Nurses for Healthy Environments (ANHE) and Project Drawdown, a nonprofit organization that seeks to help the world reach a point where levels of greenhouse gases in the atmosphere stop climbing and start to steadily decline; but its creation traces back to the School of Nursing.

The idea for Nurses Drawdown came from Teddie Potter, PhD, RN, FAAN, clinical professor and director of Planetary Health, who had been using the book Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming in one of her courses.

“I remember thinking we’ve got the science to show these actions work, the challenge is to activate people to scale these actions,” says Potter.
MAKING A MOVEMENT ACCESSIBLE

Through a democratic and non-hierarchical planning process, Project Drawdown’s 100 solutions were reviewed and five themes that reflected an alignment between core nursing expertise and effective evidence-based solutions were selected. Those themes are:

Energy: Supporting a clean energy future by promoting energy efficiency and advocating for a transition to renewable energy

Food: Committing to eat a more plant-based diet, use clean-burning cook stoves and reduce food waste

Gender equity: Supporting education for girls and access to family planning

Mobility: Promoting walkable cities, including improving bike infrastructure and mass transit

Nature: Planting trees and protecting forests

ANHE developed NursesDrawdown.org to share the impact each focus area could have and offers a variety of simple ways nurses could make a difference. Tucker Annis, BSN, RN, a Doctor of Nursing Practice (DNP) student and planning committee member, decided to increase his use of public transportation and bike to his job as a nurse informaticist with University of Minnesota Physicians. “If you want to improve your health, save some money and save the planet, join Nurses Drawdown,” says Annis, a DNP Bentson Scholar, in one of the inspirational videos used in social media.

For Huffling, who is a student in the Health Innovation and Leadership specialty of the DNP program, joining meant switching her home electricity to wind power and eating a more plant-based diet. “It’s super easy to do. It’s healthy for you and for the planet,” she says. “Taking that first step is so important. If just 5% of nurses participate, that’s more than a million nurses doing one thing.”

NURSING STUDENTS PLAY CRITICAL ROLE

Including students in the creation of Nurses Drawdown was intentional. “It would have been an immense waste of talent to not tap into their skills and abilities,” says Potter. “They’ve grown up in the climate change era. They’ve grown up seeing that their future is threatened. They have the passion, the vision, the hope and the eagerness for change.”

One of those students was Claire Phillips, MN, RN, a self-identified systems nurse who is pursuing her DNP in the Health Innovation and Leadership specialty. She says it was nursing’s capacity to change the world that attracted her to the profession. “Our training and the work we do to identify system fail points and come up with creative solutions gives nurses a framework to think about problems and leverage change that can take it to the next level,” says Phillips. Phillips, who led the social media efforts for Nurses Drawdown and partnered with a classmate from the University’s College of Design to create its logo, appreciates that she’s been able to pursue projects that she’s passionate about in her studies. “I think the University of Minnesota, and particularly the School of Nursing, are supportive of making sure that your specific career interests fit into your coursework,” she says. Huffling’s DNP scholarly project was launching Nurses Drawdown and enlisting nurses and nursing organizations worldwide.

“I’m really proud to be at a school that recognizes how important it is for nurses to be engaging on climate change and to be leaders around addressing it,” says Huffling. “It is such an important factor in the health of our communities.”

Become part of the climate solution

Nurses Drawdown offers nurses tangible ways they can address climate change. Within its five themes (energy, gender equity, food, mobility and nature) the website shares evidence-based suggestions for nurses who are just discovering climate change and health as well as nurses who have been working to address climate change for years.

One solution offered on the site is switching to a plant-rich diet. It’s estimated that 43-68 gigatons of emissions could be avoided just from dietary change. From practicing Meatless Monday at home to starting a farmers’ markets at a hospital, Nurses Drawdown shares ways to create a healthier future for humans and the planet.

Learn more and become part of the movement at NursesDrawdown.org.
When Kari Miller, DNP ’14, was working late-night nursing shifts in the emergency room at Regions Hospital in St. Paul more than two decades ago, health care information systems often felt more like a foe than a friend.

“I had to use the computer to get a bedpan, use the computer to get a pill, use the computer to get any documentation done. And every time I had to do that, it took time away from the care of my patient,” she recalls.

“The way the systems were designed at that time were clumsy and labor intensive. They weren’t intuitive for the nurse and their critical thinking needs. They were designed by IT people who didn’t fully understand how our work was different than other industries.”

Today, Miller improves those systems so they align with nursing care processes while also harnessing data that can improve the profession and health. As director of clinical informatics at Optum, the Doctor of Nursing Practice (DNP) in nursing informatics graduate manages technical solutions that ease nursing documentation burden, monitor quality of care and allow the company to assess the quality of clinical processes and services provided.

“I really enjoy the challenge of bringing order to chaos,” she says. “I’m always looking for where I can help organize variability, provide service to simplify while improving the value of what is being delivered.”

HAPPY ACCIDENT

Miller worked as a nurse in a variety of hospital units while crisscrossing the country—five moves in 10 years due to family circumstances, the last of which brought her to Minnesota. After getting her nursing degree from San Diego State University in her native Southern California, Miller found her groove in the emergency room and had a particular fondness for evening shifts.

But she stepped away from the profession for almost a decade, initially to care for her two young children after her daughter experienced a serious illness. When she returned to nursing in a training role at the University of Minnesota Medical Center in 2008, she also applied to the DNP program to advance her career.

“I knew that I needed a new skill set, because I had been out of nursing for a while,” says Miller, who was looking to transition from direct patient care.

continued on page 28
Pursuing informatics was, in her words, “kind of an accident.”

She started her DNP program planning to specialize in integrative health and healing, but a required informatics course unlocked an unexpected interest.

“I didn’t know what it was,” she says, “and as I got into it, it sparked my left brain: analytics, using data to understand patient outcomes and the quality of care provided and technology design to influence how clinicians work and control quality—all of the things that I cared about in nursing. I wanted to be part of the solution for health care redesign and showcase what nurses provide.”

**OPTIMAL FIT AT OPTUM**

Miller credits her DNP experience with both instilling the technical and leadership skills that set her on her way. While she was in the DNP program, she was promoted into a management role at the medical center, then joined Optum and moved into her current director position—all while balancing schoolwork and working full time.

At Optum, she’s built award-winning software for nursing documentation, drawing on her analytical side and clinical experience as well as her artistic background. Before pursuing nursing, she studied fine art for two years. And during her nursing hiatus, she painted murals and worked as a technical trainer for a decorative paint company. Miller even created murals for Prince at Paisley Park, including a black light treatment in the late musician’s Galaxy Room.

“To be able to use that creative side to visualize how a system works from end to end is key for designing computer systems,” says Miller, whose work at Optum earned her the 2019 March of Dimes Minnesota Nurse of the Year award in the innovative and non-traditional nursing category. “I applied that ability to this IT world and love it, absolutely love it.”

She’s keen to share that enthusiasm for the field. She started a nursing informatics community of practice at Optum that’s quickly grown to about 200 members. And the School of Nursing honored her work with current DNP students with a preceptor of the year award in 2019.

“If you want to make nursing better, our tools better, get into technology and understand the challenges.”

— Kari Miller, director of clinical informatics at Optum, the Doctor of Nursing Practice (DNP)

Nursing is a big part of Pat and Jerry Robertson’s lives. Jerry’s mother was a nurse and he married a nurse—Pat. As Pat declares, “The School of Nursing changed the whole trajectory of my career and my life and gave me an incredible foundation and platform to do what I wanted to do. I’ve had a great career, and I’m grateful.” The Empowering Health Campaign for the School of Nursing has provided Pat, one of the School’s Centennial 100 distinguished alums, and Jerry, a retired school teacher, with the opportunity to impact the next generation of nurses, nurse educators, nurse scientists and nurse leaders.

Join Pat and Jerry in empowering the School of Nursing to educate the leaders that our communities, your communities, need!

Visit z.umn.edu/empoweringhealth to learn more.
LaVonne Moore, DNP, MS ’03, CNM, CNP, IBCLC, ICEA, knew she wanted to practice in women’s health long before she earned her Master of Science in nurse-midwifery from the University of Minnesota.

Over the years, as she pursued her Doctor of Nursing Practice degree from St. Catherine University, she honed her focus to one clear passion—helping women in the Twin Cities overcome barriers to breastfeeding.

The reason? While studies have shown that breastfeeding is important for moms and babies because it helps boost children’s health, cognitive development and protection against conditions like Type 2 diabetes and asthma, African American women breastfeed at much lower rates than white women do. Reasons for this disparity vary and are often attributed to a traumatic association with women being forced to wet nurse during slavery, as well as a health care-driven message that bottle feeding was better.

But those issues are only part of the problem. As Moore conducted research on this topic in graduate school, African American women told her again and again that what they needed most was breastfeeding education, support, supplies and mentors. It’s not that they didn’t want to breastfeed, it’s that they wanted women who looked like them to help them learn how. “I believe everyone can do something to address health disparities and, for me, the tool was breastfeeding,” says Moore, who founded Minneapolis-based Chosen Vessels Midwifery Services in 1998.

Moore provides home-based breastfeeding services to women, including bringing supplies such as breast pumps and other needed equipment, directly to their homes. “Chosen Vessels is committed to improving women’s health one woman at a time and that’s because I believe good health starts with breastfeeding,” Moore says, explaining that racism continues to be an under-addressed issue in health care. “So breastfeeding is something that I can do myself to improve the health in my community, even as health disparities continue to grow.”

As a nurse-midwife, Moore provides birthing and lactation services through Chosen Vessels. Moore is the only board-certified African American lactation consultant in Minnesota. One of the main ways she supports women is the Chocolate Milk Club, a support group for African American moms who are breastfeeding.

Moore says it’s encouraging that increasing numbers of African American mothers are breastfeeding in Minnesota. But much more needs to be done from a public health perspective to erase the gap completely. “Breastfeeding is a cultural practice that we have lost for many reasons, but the larger medical and scientific community is starting to better understand breastfeeding’s affect on the social determinants of health,” she says.

Moore is committed to raise awareness about the benefits of breastfeeding wherever she can. In August she organized the fourth-annual Chocolate Milk Day, a breastfeeding celebration for African American women that was drive-through rather than in-person this year due to COVID-19. “I really believe that good health begins with breastfeeding because the benefits are so far reaching,” Moore says. “It is natural, but it is not easy, so that’s why we’re here to encourage and support women while helping them understand why breastfeeding is so important for them and their babies.”
Even if Sandy Hagstrom, PhD ‘15, had been following a carefully mapped-out career plan, a position in academia wasn’t the destination.

Not when she finished her master’s degree six years into her nursing career, and not 20 years later when she completed her PhD from the School of Nursing.

“For me, actually, the dream job is to be able to do a combination of practice and research. Nursing is a practice discipline,” says Hagstrom, who’s spent more than 30 years working in the field. “So to be in the clinical setting, still close to nurses, patients, families, the rest of the interdisciplinary team, to even understand what questions we would want to ask and then have access to the right people who can help us answer those questions.”

By that measure, Hagstrom is working in her dream position. She serves as both an advanced practice nurse leader in pediatric critical care at the University of Minnesota Masonic Children’s Hospital and a nurse scientist with M Health Fairview. In that dual capacity, she acts as a conduit between the nurses providing bedside care and the kinds of research that can inform that care.

She says involving nurses at all levels is key.

“I think it’s important for us to answer questions that nurses in the practice setting actually have. And to be able to interact with nurses to understand what those questions are and help answer them,” she says. “The other beauty of being in the clinical setting is that hopefully we can get to the point where if we’re generating the evidence here, that we can implement it into practice sooner as well because it’s just a smooth path.”

Hagstrom had already been working in her advanced practice role at the children’s hospital for five years when she decided to pursue her PhD in 2010, having previously gained experience, largely in pediatrics, in positions at Mayo Clinic, Hennepin County Medical Center and Children’s Minnesota. Rather than viewing the doctoral program as a career springboard, though, she says she sought to fundamentally broaden her perspective while exploring research that could uncover evidence currently missing from the nursing profession.

She practiced fulltime throughout her five-year program—“It’s all about time management. I often say it’s not about being smart, it’s about perseverance,” she says—and carried the analytical mindset of the research process over into her day job.

“I could see those connections as they were happening and it changed how I thought about nursing, about research and about practice,” she says.

Hagstrom was able to leverage the resources and breadth of expertise at the University of Minnesota beyond the School of Nursing. This was particularly advantageous for her dissertation research on family stress in long-term pediatric critical care, a topic that required incorporating thinking from social science disciplines.

She says examining questions from different perspectives was precisely why she wanted to pursue her PhD in the first place. It’s consistent with her approach to her career: being open to new possibilities, without a fixed outcome in mind.

“I’m not that person who had the 10-year plan or the 15-year plan. I probably wouldn’t have waited this long if I was,” she says. “I’m glad that I completed the PhD even though I didn’t know exactly where it would take me and still don’t know where it will take me.”

Sandy Hagstrom, PhD ’15, talks about how she’s utilizing her PhD degree in a clinical setting in a video at z.umn.edu/SandyPhD
EARL E. BAKKEN CENTER FOR SPIRITUALITY & HEALING CELEBRATES 25 YEARS

by Kit Breshears

In 1995, Mary Jo Kreitzer, PhD, RN, FAAN, envisioned a center at the University of Minnesota that would explore integrative healing and wellbeing. Now, as the Earl E. Bakken Center for Spirituality & Healing celebrates its 25 year anniversary, Kreitzer and her team again look toward the future.

“At the time of the center’s inception, we were among a small group of universities with programs or initiatives in what is now called integrative health,” she says. “At the beginning of this academic year, we anticipated a banner year for our research, continued success in our academic programs, growth in outreach and business development, and that we would exceed our goals in the University’s Driven Development, and that we would exceed our goals in the University’s Driven Campaign. We anticipated celebrating our anniversary at a fall event at Northrop focused on planetary health.”

Nothing on the horizon would prepare the center for the impacts of two challenging diseases — COVID-19 and systemic racism.

“At the onset of the pandemic, we rapidly leveraged our expertise to develop COVID-19 specific resources that were quickly deployed throughout the University community and beyond,” says Kreitzer. “The other pandemic we face — while still coping with COVID-19 — is systemic racism. At the Bakken Center, we are listening to community leaders while keeping this time of pain and change at the forefront of our future decision-making. We are deeply committed to addressing systemic racism in all its forms, and to the wellbeing of all members of our community. We continue to recognize that equity, diversity and inclusion are critical components of wellbeing.”

“Saving the planet and ensuring a more equitable world can begin right here in Minnesota.”

– Mary Jo Kreitzer, director of the Earl E. Bakken Center for Spirituality and Healing

While the center has long been committed to offering free resources, including the Taking Charge of Your Health & Wellbeing website and online learning modules for health professionals, other online learning opportunities like a newly launched webinar series and an Integrative Nursing Specialization through Coursera are helping people explore their own health and wellbeing while also impacting communities around the world.

To celebrate 25 years of service to the University and the community, the center is hosting the Wellbeing Series for Planetary Health, a free, three-part series that began in September. “Saving the planet and ensuring a more equitable world can begin right here in Minnesota,” says Kreitzer. “Through this event series, the Bakken Center for Spirituality & Healing will spark inspiring conversations and learning opportunities that focus on human health and planetary wellbeing.”

Kreitzer and her team are grateful to University leadership, colleagues, and the broader community for their support of the center’s work, and look forward to the next 25 years of growth, success and human flourishing.

MCHIE’S ADVOCACY EARN S SCHOOL’S HIGHEST HONOR FOR NON-NURSES

Benjamin Mchie, the founder and executive director of the nonprofit African American Registry and a relentless champion for positive social change, was awarded the School of Nursing’s Richard Olding Beard Award during a virtual ceremony on Sept. 17.

The Beard Award, which was established in the school’s centennial year of 2009, recognizes non-nurses whose foresight, wisdom and courageous advocacy for the nursing profession have led to better health care for all.

“Ben is a passionate connector of people and ideas to change minds and hearts,” says Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP. “By capturing his aunt’s experiences he is transforming nursing and the world.”

The African American Registry created by Mchie has become one of the most comprehensive online databases of African American heritage, and Mchie has been a strong proponent for the inclusion of heritage and stories in education and training. He was instrumental in lifting up his aunt Frances’ story and in establishing a scholarship in her name to help nursing school student body better reflect its community. He was honored with a lifetime achievement award from the Minnesota Governor’s Council on Martin Luther King, Jr. Day in 2017.

Frances Mchie was initially denied enrollment to the University of Minnesota to study nursing because of her race. She successfully petitioned the state legislature to gain admittance and became the first African American to graduate from the School of Nursing in 1932 and the first African American nurse to be hired in Minnesota. She went on to lead a remarkable career in nursing, nursing education, entrepreneurship and nonprofit service.

Richard Olding Beard, chair of the physiology program at the University of Minnesota, is credited with bringing nursing into the institution of higher learning when the nursing program was established in 1909 at the University of Minnesota.

Beard passionately advocated for the advancement of nursing believing that educating nurses, rather than training them as had been the practice, would help society recognize the worth of human life, conserve human health and provide for social justice. Historian Deborah MacDougall Jensen has said Beard’s actions were “a step of the greatest consequence for nursing education.” She proclaimed of his founding the School of Nursing at the University of Minnesota, “The final step in the creation of the nursing profession had been taken.”

Past recipients of the Richard Olding Beard Award include Frank Corra, William Crown, Judi H. Datchler, Richard Norling and John J. Spillane.
Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP, and Professor Karen Monsen, PhD, RN, FAMIA, FAAN, were inducted into the Sigma Theta Tau International Nurse Researcher Hall of Fame.

“These exceptional nurses embody Sigma’s vision of connected, empowered nurse leaders transforming global health care,” says Sigma President Richard Ricciardi, PhD, CRNP, FAANP, FAAN. “Their work impacts health and health care around the world.”

International Nurse Researcher Hall of Fame inductees are nurse researchers who have achieved significant and sustained national or international recognition and whose research has improved the profession of nursing and the people it serves.

Delaney is a national expert in data and information technology standards for nursing, health care and interprofessional practice and education. She is the knowledge generation lead for the National Center for Interprofessional Practice and Education and was an inaugural appointee to the USA Health Information Technology Policy Committee, Office of the National Coordinator, Health and Human Services. Delaney currently serves as president of the Friends of the National Institute of Nursing Research and vice chair of CGFNS International.

Monsen is methodological expert, employing traditional, emerging and new methods for knowledge discovery using standardized terminology datasets. Her methods have been applied and adopted internationally, advancing knowledge discovery using large terminology data sets. She leads the international Omaha System Community of Practice and Research Network.

They were inducted at the 31st International Nursing Research Congress, which was originally scheduled to be held in Abu Dhabi, but was held virtually in July.

Clinical Professor Mary Chesney, PhD, APRN, CPNP, FAANP, FAAN, received the Loretta C. Ford Distinguished Fellow Award from the National Association of Pediatric Nurse Practitioners (NAPNAP). This lifetime achievement award is given biannually to a NAPNAP member who best exemplifies contributions to the expansion or improvement of pediatric health care and advancement of the profession of pediatric-focused APRNs.

“Those of us who have the honor to work with Dr. Chesney know her to be an open, kind and giving colleague and mentor,” says Rajsharee Koppolu, NAPNAP president. “She is national known and respected for her influential leadership in state policy initiatives. Her work has advanced how nurse practitioners practice now and for generations.”

Chesney is a recognized regulatory expert for state legislators on issues of nurse practitioner and child health policy, testifying on numerous occasions to the Minnesota State Legislature. She served as a lead for the Minnesota APRN Coalition, directing the state’s successful efforts to achieve full practice authority in 2014.

“I am humbled and deeply honored to receive the Loretta C. Ford Distinguished Fellow Award this year from NAPNAP,” says Chesney, adding that Ford, who developed the pediatric nurse practitioner role, is a personal hero. “To receive this award in my shero’s honor is the thrill of a lifetime and one that is well-beyond any of my expectations.”

In addition to her state advocacy service, Chesney has served NAPNAP as executive board president and health policy chair, among numerous committees, chapter and task force leadership roles. She serves on critical regional, state and community boards with significant impact on services to children.

“I have always felt fortunate and privileged to be a pediatric nurse practitioner and to have opportunity to be present with children and their families during some of the happiest times and some of the most difficult moments in their lives,” says Chesney.
Mary Benbenek, PhD, APRN, FNP-BC, CPNP-PC, was named a Fellow of the American Association of Nurse Practitioners. Fellows are recognized nurse practitioner leaders who have made outstanding contributions to nurse practitioner education, policy, clinical practice or research, and are dedicated to the global advancement of nurse practitioners and the high-quality health care they deliver.

Through completion and dissemination of grant-funded studies, Benbenek has made significant contributions to advancing nurse practitioner educational strategies that improve interprofessional teamwork, integrate primary care and mental health care, measure students’ competence through structured clinical examinations, and enhance students’ participation in global health care via internationalizing teaching and learning curriculum. She has demonstrated leadership through educational innovation in implementing two significant Human Resources and Services Administration grants, which required developing educational content and clinical resources, designing new models of care delivery and community partnerships, and evaluating outcomes.

She was the first nurse practitioner appointed to the Minnesota Drug Formulary committee, which sets the Medicaid formulary for the state. She leveraged her experience and clinical expertise in providing care for diverse, socially-complex and chronically ill populations through appointments to community, county and state committees and advisory boards. Benbenek joins School of Nursing Clinical Professor Mary Chesney, PhD, APRN, CPNP-PC, FAAN, and Clinical Professor Sheila Smith, PhD, APRN, AND-BCC, FAANP, as Fellows of the American Association of Nurse Practitioners.

AWARDS AND HONORS

Associate Professor Robin Austin, PhD, DNP, DC, RN-BC, received the Dissertation Award from the Health Systems, Policy, and Informatics Research Interest Group Midwest Nursing Research Society.

Professor Donna Bliax, PhD, RN, FAAN, FGS, was appointed to the Steering Committee of a project of the Cochrane Incontinence Group and Evidence Synthesis Group at Newcastle University focused on priority setting for faecal incontinence.

Clinical Associate Professor Elaine Darst, PhD, APRN, PMH-CNS-BC, LCPC, and Clinical Associate Professor Carol Flaten, DNP, RN, PHN, were awarded second place in the Education/Teaching Category at the International Society of Psychiatric Mental Health Nurses for their poster Introducing LGBTQ Content into a BSN Curriculum.

Clinical Associate Professor Niloufar Hadidi, PhD, APRN, CNS-BC, FAAN, was selected as a Distinguished Educator in Gerontological Nursing from the National Hartford Center of Gerontological Nursing Excellence (NHCGNE) Recognition Program.

Clinical Professor Cheri Friedrich, DNP, APRN, CNP, was named co-director of the University of Minnesota health sciences interprofessional education and clinical training.

Professor Jayne Fullerson, PhD, received the Mentor of the Year award from Clinical and Translational Science Institute.

Associate Professor Casey Hook, PhD, ARNP, PCNS, CPON, FAAN, was awarded the Dr. Nancy E. Kline Mentoring Award and the Distinguished Researcher Award by the Association of Pediatric Hematology/Oncology Nurses.

Assistant Professor Melissa Horning, PhD, RN, PHN, received the High-Impact Award from the Journal of Nutrition Education and Behavior. In addition, she was named a Women in Business honoree for her professional achievements and contributions to the Twin Cities community by Minneapolis/St. Paul Business Journal.

Professor Wendy Lozman, PhD, ARNP, CPNP-PC, received the Distinguished Abstract award by Midwest Nursing Research Society for Measurement of Adolescent Quality of Life as a Dynamic Construct: Novel Methods and Associations with Wellbeing.

Associate Professor Barbara McMorris, PhD, receive the Excellence in Postdoctoral Advising Award from the Graduate School.

Assistant Professor Carrie Neerland, PhD, ARNP, CNM, FAAN, was awarded at the ACNM Annual Meeting.

Assistant Professor Carrie McMorris, PhD, ARNP, CNM, FAAN, received the Excellence in Postdoctoral Advising Award from the Graduate School.

Assistant Professor Carrie McMorris, PhD, ARNP, CNM, FAAN, received the Excellence in Postdoctoral Advising Award from the Graduate School.
Buckwalter named Living Legend

School of Nursing Dean’s National Board of Visitor emeritus Kitty Buckwalter, PhD, RN, FAAN, was named a Living Legend by the American Academy of Nursing. The award is the highest honor given by the Academy and recognizes those who have made exceptional contributions to the field of nursing throughout their careers. Buckwalter was recognized for her health policy work and spearheading the development of the geropsychiatric nursing subspecialty. Buckwalter’s decade-spanning efforts to develop and test conceptual and rural mental health models of care has led to incredible breakthroughs in treating people with dementia through non-pharmacological and environmental interventions.

New members named to the Board of Visitors

Six new members were named to the School of Nursing Dean’s National Board of Visitors. They include Cyrus Bhatia, EdID, MBA, BSN, RN, PHN, national Medicaid vice president, Policy and Clinical Solutions UnitedHealthcare, Shonnda Craft, PhD, dean, School of Health and Human Services, St. Cloud State University; Jessica Drecktrah, MN ‘19, MHA, RN, vice president, Life Enrichment, Presbyterian Homes & Services and operating officer & board member, Faith Community Nurse Network; Annie Goodyear, BSN, RN, University of Minnesota Masonic Children’s Hospital, Sylvia Trent-Adams, RADM, PhD, RN, FAAN, United State Public Health Services, Principal Deputy Assistant Secretary for Health; and Cathleen Wheatley, DNP, RN, CEND, president of Wake Forest Baptist Medical Center & System chief nurse executive, senior vice president of Clinical Operations.

School partners with UN Civil Society for World Health Day webinar

In observance of World Health Day on April 7, the School of Nursing partnered with the United Nations Civil Society for a webinar about nurses and midwives during COVID-19. The webinar, Global Heroes, Nurses and Midwives on the Frontlines of COVID-19: One step backwards, two steps forward, included opening remarks by the director of the World Health Organization, Werner Obermeyer. Remarks to set the stage were provided by Dean Connie White Delaney, PhD, RN, FACMI, FAAN, presented Planetary Health Crisis: Nurses Respond with Education, Leadership, and a Call to Action. Alum Oana Beaudet, DNP, RN, PHN, vice president of innovation, ANA Enterprise, American Nurses Association, presented Innovation Responding to Global Crisis and Sustainability. While the event was originally scheduled to be held at the United Nations in New York City, the University of Minnesota provided the technical assistance to make the international virtual event possible.

Virtual ceremony celebrates Class of ’20

The School of Nursing celebrated the graduation of 240 students at a virtual commencement ceremony May 16, following the University’s virtual commencement. Deborah Trautman, PhD, RN, FAAN, president and CEO of the American Association of Colleges of Nursing, delivered the address to graduates, encouraging graduates to always strive to learn more and apply the knowledge gained along the way.

“Today is a celebration of the nursing profession,” said Trautman. “You have been prepared by the finest nurse educators in the nation, which benefits you, the profession, and the patients and the communities that you will serve. You are part of the solution to improving health and health care.”

Degrees were conferred to School of Nursing students in the Bachelor of Science in Nursing, Post-Baccalaureate and Post-Masters Certificate, Doctor of Nursing Practice and PhD in Nursing programs, as well as to students in the Earl E. Bakken Center for Spirituality and Healing Post-Baccalaureate Certificate and Master of Arts in Integrative Health and Wellbeing Coaching programs.

BSN students were mailed their School of Nursing pin and encouraged to do home ceremonies to keep the more than century old tradition alive.

“The Class of 2020 will forever be remembered because what you experienced will make you different. It will shape the way you pursue the profession,” said Dean Connie White Delaney, PhD, RN, FAAN, presented Planetary Health Crisis: Nurses Respond with Education, Leadership, and a Call to Action. Alum Oana Beaudet, DNP, RN, PHN, vice president of innovation, ANA Enterprise, American Nurses Association, presented Innovation Responding to Global Crisis and Sustainability. While the event was originally scheduled to be held at the United Nations in New York City, the University of Minnesota provided the technical assistance to make the international virtual event possible.

For 5th consecutive year, school receives HEED Award

The University of Minnesota School of Nursing was one of only 11 American Association of Colleges of Nursing member schools and 46 institutions nationwide to receive the Health Professions Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity Magazine. This marks the fifth consecutive year the school has received the HEED Award, which honors U.S. nursing, medical, dental, pharmacy, osteopathic, veterinary, and other health schools and centers that demonstrate an outstanding commitment to diversity and inclusion.

The school’s increased involvement of students, staff and faculty in initiatives that promote a climate of equity and anti-racism, its educational programming that promotes inclusivity, and its efforts to recruit and retain diverse and underrepresented students and faculty factored into its selection as a HEED Award recipient. More information on inclusivity, diversity and equity efforts at the School of Nursing can be found at nursing.umn.edu/about/diversity.

Delaney joins Gabel on president’s 1st international trip

Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP, joined President Joan Gabel, JD, on her first international travel on behalf of the University of Minnesota to the University of Iceland. The travel was in recognition of the University of Iceland and University of Minnesota relationship, now in its 38th year. More opportunities for collaboration were identified, including expanding mental health capacities, big data research and supporting University of Iceland nursing faculty launch their second degree program, midwifery collaboration.
NEW APPOINTMENTS

Wendy Dahl joined the school as an executive office and administrative specialist in the Dean’s Office. She was previously employed at Affinity Plus, Federal Credit Union and Carlson Companies in corporate interior design. She earned a bachelor’s degree in interior design from Minnesota State University, Mankato.

Megan Kakela, DNP, APRN, CRNA, APRN, joined the school as the co-director of the Doctor of Nursing Practice nurse anesthesia specialty. She has served as a CRNA at University of Minnesota hospitals since 2016. She earned a Doctor of Nursing Practice degree in nurse anesthesia in 2013 from the University of Iowa and a Bachelor of Science in Nursing degree from the College of St. Scholastica.

Jennie Robinson Kloos joined the school as the inaugural Chief of Staff to the Dean. She brings more than 16 years of experience from her most recent position as assistant dean for Institutional Research, Planning, and Accreditation at St. Catherine University. She earned a bachelor’s degree in anthropology from Grinnell College, a master’s degree in higher education from the University of Minnesota and a PhD in educational policy and administration for higher education from the University of Minnesota.

Matt Opitz joined the school as a program and project specialist in the Office of the Dean, with specific responsibilities within the Development/Alumni Relations and the Strategic Communications teams. Opitz comes with experience in the private sector as well as non-profit through the Minnesota Opera. He earned bachelor’s degrees in speech communication and voice from Northern Arizona University and a master’s degree in voice from Indiana University.

Lauren Petersen, DNP, MPH, APRN, CPNP-PC, joined the school as a clinical assistant professor. She is a primary care pediatric nurse practitioner and has previously worked with the school as a teaching specialist. Her scholarship interests include improving provider-based strategies for increasing outpatient immunization rates in pediatric practice. She earned Master of Nursing, Master in Public Health and Doctor of Nursing Practice degrees at the University of Minnesota. She earned her bachelor’s degree from the University of Wisconsin.

NEW DELIVERY MODEL OFFERS GREATER FLEXIBILITY

Find the answers to the questions facing nursing and improve the health of patients and the community with a PhD in Nursing from the University of Minnesota. Our new HyFlex instruction format allows you the option to attend class in-person or remotely through video connection. Whether on campus or not, you’ll be mentored by nationally-renowned faculty and provided research opportunities only a tier-one institution ranked in the top 10 can provide. Full-time students receive full funding for their first two years. Learn more at www.nursing.umn.edu/PhD
Reflections on the past, hope for the future

It has been an honor and privilege to serve as director of the Katherine J. Densford International Center for Nursing Leadership and be graced with the Katherine B. and C. Walton Lillehei Chair in Nursing Leadership. I will retire in January 2021 after a 42-year career in nursing. The last eight years have been the greatest because of my experiences at the University of Minnesota working with the faculty and staff in the School of Nursing. As I reflect on my time at the center, I recall wanting to learn as much as I could about Katharine J. Denford so the curriculum, programs, conferences, services and consultations developed by the center would reflect and honor her groundbreaking philosophy, life and legacy.

Early on, I learned Katharine Denford believed in character, competence and healthy communities. She believed those who aspire to a nursing career are dedicated to a purpose, and are imaginative, daring and have initiative. She also believed nurses should make the most of their abilities and talents. Nurses ought to have a high sense of responsibility, foresight and a cooperative spirit. Nurses ought to have deep understanding and sympathy, the ability to think and come to conclusions. Nurses ought to establish close personal relationships and realize the importance of leading as well as the value of following. Nurses should respect and use democratic principles to support group work dedicated to a greater community and social good. Nurses ought to keep an eye on the future, be intellectually curious, possess an eager mind, be dedicated to, and work consciously toward, fuller international understanding of nursing contributions to the health of local and global communities.

All my teaching, scholarship and service contributions and activities of the center over the past eight years have been influenced by the values, beliefs and legacy espoused by Katharine J. Denford. The center has developed nursing leadership courses and offered workshops on professional resilience. Our programs have championed strengths and values-based leadership, and we have sponsored creative, wisdom and policy dialogues. We have engaged community partners in consideration of next system leadership, and we have sponsored creative, wisdom and policy dialogues.

CENTER DIRECTOR:
Daniel J. Pesut, PhD, RN, FAAN
KATHERINE J. DENSFORD INTERNATIONAL CENTER FOR NURSING LEADERSHIP

Shifting to virtual learning as Summer Institute moves online

Due to COVID-19, many of us are working, learning and caring for others from home. For many adolescents, these shifts have resulted in substantial mental health challenges. When the topic for the 2020 Summer Institute in Adolescent Health, Adolescent Mental Health: Identifying Influences and Promoting Well-Being, was selected in late 2019, we had no idea how timely it would be during the summer of 2020.

Like many continuing education offerings, our 2020 Summer Institute was offered via an online format, which provided both challenges and unique opportunities. Online, we were able to double our number of participants, enrolling 120 youth-serving professionals from 18 different states. Through an online meeting platform, we engaged and learned from adolescent health experts from New York, Washington, D.C., Georgia and Washington state, in addition to several local experts. Our institute’s online platform also provided opportunities for young people to present, sharing their thoughts, expertise and strategies for promoting mental wellbeing among all youth.

Our institute explored influences on adolescent mental health from developmental, social-ecological and equity perspectives. We examined ways in which families, schools, clinics and communities can promote adolescent mental health. “A rich array of evidence-based practices and creative strategies were shared to help young people sustain and reclaim their mental wellbeing,” says Renee Sieving, PhD, RN, FAAN, FSIIHM, professor and director of the Center for Adolescent Nursing. “As an added benefit, participants could employ many of these strategies to positively influence their own mental wellbeing.”

CENTER DIRECTOR:
Renee Sieving, PhD, RN, FAAN, FSIIHM
CENTER FOR ADOLESCENT NURSING

Rapid development of Omaha System guideline supports COVID-19 response

Just a day following the World Health Organization (WHO) characterization of COVID-19 as a pandemic, the Center for Nursing Informatics Director Karen Monsen, PhD, RN, FAAN, FAMIA, and the Omaha System Community of Practice and Research published an evidence-based guideline to support the international COVID-19 response.

This School of Nursing-led international response leveraged center expertise to rapidly develop and disseminate evidence-based interventions designed to defeat the pandemic. It was in immediate responsiveness to the WHO Director-General acknowledgment, “WHO has been assessing this outbreak around the clock and we are deeply concerned both by the alarming levels of spread and severity, and by the alarming levels of inaction.”

Response included over 350 individuals from 35 states and 15 countries. There are 108 interventions for 33 different roles from community members to health systems to policy makers. The guideline is based on over 143 sources published by WHO. Centers for Disease Control and Prevention, and other leading organizations and is continuously updated. Doctoral students are key contributors during weekly meetings to evaluate new information and update the guideline, which is available online (omahasystemguidelines.org).

Collaborators internationally are extending this work with research related to midwifery, community health workers, corrections, end-of-life care, cardiac rehabilitation, barbershops, college students, emergency preparedness and long-term care. The app Omaha System Guidelines is available through iTunes and Google Play, and at app omahasystemguidelines.org. If you would like to be involved please contact the center faculty at mons0122@umn.edu.


CENTER DIRECTORS:
Karen Monsen, PhD, RN, FAAN, FAMIA
Connie White Delaney, PhD, RN, FAAN, FACHN, FNAP
Cultivating compassion

Faculty and students in the Center for Children with Special Health Care Needs are partnering with families to promote compassion for families in health care. One of the ways they are doing this is through collaboration with Sue Robins, Canadian author and health care advocate.

For Robins, family engagement took on new meaning when her son Aaron was diagnosed with Down syndrome. Already familiar with health care through positions including a staffing clerk and hospital administrator, Robins was unprepared for the frustrations she experienced as a family caregiver in a disjointed health care system. Robins wrote Bird’s Eye View: Stories of a Life Lived in Health Care as a springboard for social action - a manifesto of sorts to encourage compassion and positive change in health care.

School of Nursing pediatric nurse practitioner students in their final semester read the book as part of the Families as Teachers program, where students partner with families to learn about their experiences in health care and their advice for future providers. Students found the book to be reliable and full of practical strategies for enacting compassion in everyday encounters with families. Students in the course developed a discussion guide based on the book, and Robins has incorporated this guide into a series of lesson plans for health care students and professionals. These lesson plans based on the book are available free of charge to educators and learners from any health care or academic organization. Lesson plans are available on topics including storytelling, disclosing a diagnosis, family caregiving and family-centered care. Lesson plans are available at www.suerobins.com/bev-course-content.

Three alumni elected as AAN Fellows

Three School of Nursing alumns were elected as Fellows of the American Academy of Nursing. The achievement is considered one of the highest honors in the nursing profession.

The newly-inducted Fellows are Lisa Martin, PhD ’11, MN ’08, RN, PHN, AHN-BC; St. Catherine University; Sanja Meiers, PhD ’02, RN, AGACNS-BC, Winona State University and Madelyn Reyes, DNP, MPA, RN, Leadership in Health Information Technology for Health Professionals certificate ’12, Health Resources and Services Administration.

Rebecca Henry, BSN ’82, is the HIV/AIDS coordinator for the National Institute of Nursing Research and a program director overseeing a portfolio focused on HIV/AIDS/immune function. During her tenure with the Demographic and Health Research Group, Henry engaged researchers and physicians from around the world on major health initiatives including evaluation strategies to measure the impact of the President’s Emergency Plan for HIV/AIDS Relief. Major health initiatives include the evaluation of a program for prevention of mother-to-child transmission of HIV in Georgetown, Guyana as well as local, community-based, in-depth research and problem solving while working with a study of health seeking behaviors of the Himong community in St. Paul, Minnesota during a measles epidemic in the 1990s.

Lori Schumacher Anderson, MS ’96, was appointed as dean of the College of Health and Human Sciences at the Western Carolina University (WCU). Anderson previously was the dean of nursing in the College of Health Sciences at Tusculum University. Anderson is considered an early-adopter high-fidelity patient simulation in the early 2000s and played a critical role in fundraising for an interdisciplinary simulation at Augusta University. At Tusculum, she co-lead that university’s initiative to evaluate its mission, vision and values as part of an effort to generate a new strategic plan.

Meghan Gaspar Goldammer, BSN ’02, is Sanford Health’s chief nursing officer, leading the organization’s professional nursing practice consisting of nearly 11,000 nurses. Her oversight of enterprise services includes care management, clinical informatics, patient experience, clinical standardization, telehealth and air medical operations. Since joining Sanford Health in 2009, Goldammer has been director of legislative affairs, claims attorney, corporate counsel and vice president of clinical operations. In addition to her bachelor’s degree in nursing from the University of Minnesota, she earned a law degree from Hamline University.

LaXi Maciej, MSN ’04, a pediatric nurse practitioner at M Health Fairview, was awarded the Advanced Practice Provider Excellence Award at the 2019 Medical Staff Awards Recognition ceremony.

Stephanie Reneau, BSN ’02 and former Gopher All-America runner, is now a nurse practitioner working in urgent care at Hudson Physicians in Hudson, Wis. Kevin Smith, DNP ’14, is a co-founder of The Good Clinic, which is a network of primary care clinics starting in Minneapolis and will expand nationwide. In response to the looming shortage of primary care services, The Good Clinic founders envision a more consumer-centric, accessible and technology enabled model of primary care led by nurse practitioners. The Good Clinic will offer traditional primary care, chronic disease management, and urgent care services in the clinic as well as virtual care services including video visit appointments and communication with the nurse practitioners via secure chat and text.

Vanessa Kasper, DNP ’18, is the founder and host of Dose of Support, a podcast that honors stories from frontline health care workers, who find support through a community of people of like minds. She developed this podcast believing that through thoughtful sharing and reflection the work of health care will be captured and appreciated. Kasper is a doctoral-prepared nurse practitioner in primary care. Podcasts are available online and through her Facebook page.

Kristin Pavik, MN ’19, is serving as a nurse in the ICU at Fairview/University of Minnesota Medical Center East Bank. She is also working in product development for endoscopes, laser devices and infection prevention devices.

Jonathan Nghiem, BSN ’20, has quickly transitioned from being a busy BSN student, nursing assistant, and president of the Minnesota Nursing Student Board for the School of Nursing to an RN on the medical ICU unit at M Health Fairview University of Minnesota Medical Center. He was elected to the University of Minnesota School of Nursing Alumni Society Board where he will focus on developing and maintaining relationships with current students and developing connections with alumni from all programs who have graduated within the last 10 years.

KEEP US UP TO DATE

Have you recently received a promotion, been hired for a new position or been honored with a special award? Keep us up to date and let us know by visiting www.nursing.umn.edu/alumni.
Remembered

Leona Fangmann, 102, of Redwood Falls, passed away May 31, 2020. Although not a nurse, Fangmann was a strong supporter of the School of Nursing. Her sister-in-law created a nursing scholarship in her name, the Rosina Hanslick’s Nursing Scholarship. Fangmann enthusiastically represented the family to grateful students who were awarded this scholarship. She commented often how much she felt blessed that she was able to continue to support nursing scholarships and “help the school educate new generations of nurses.”

Clinton Schroeder, a lifelong national leader and innovator in the field of charitable estate planning, passed away March 12, 2020, with his wife, Carolyn Schroeder, BSN ’55 and School of Nursing Foundation Board emeriti, by his side. He was 89. Clint graduated from the University of Minnesota Carlson School of Business Administration with a BBA degree and a JD degree from the University of Minnesota Law School. Clint and Carolyn met while at the University of Minnesota and married in 1953. He was as dedicated to civic and community service as he was to the practice of law. Together, Clint and Carolyn have been active supporters of the School of Nursing for many years, including supporting Carolyn as she chaired the $15 million campaign for the Katharine J. Dennisford International Center for Nursing Leadership.

Shirley Stinson, MS ’58, an outstanding and visionary nurse leader, passed away June 4, 2020, in Edmonton from complications of Parkinson’s disease at the age of 90. Stinson earned her master’s degree from the School of Nursing in 1958 and was later named as one of the 100 Distinguished Alumni and Centennial Distinguished Faculty during the School of Nursing’s Centennial celebration in 2009. Stinson was awarded this honor as she exemplified the breadth, diversity, culture and spirit of the school. Her major contributions to graduate education for nurses and to the development of a national and international nursing research infrastructure made her one of the most honored of Canadian nurses. She was the first woman and first nurse to receive the federal title of Senior Health Research Scientist. Though she officially retired in 1995, Stinson continued to share her ideas and experience. Professor Emerita at the University of Alberta and Adjunct Professor for Life at the University of Calgary, she taught, inspired and mentored several generations of nurses and hospital administrators.

Mary Rossi, MS ’75, BSN ’70
EXCELLENCE IN INNOVATION AWARD RECIPIENT
Throughout her career, Rossi has demonstrated excellent innovation in practice, education and service spanning several decades and settings. Rossi began her practice as a nurse-midwife at Hennepin County Medical Center (HCMC) where she established childbirth education classes and was responsible for developing and implementing a teen clinic. In 1980, she began teaching as a nurse-midwifery faculty at the School of Nursing and later the Community University Health Care Center. Eventually, Rossi was named the director of the nurse-midwifery program, and she authored the grant proposal to establish midwifery clinical practice at the University of Minnesota and she chaired the $15 million campaign for the Katharine J. Dennisford International Center for Nursing Leadership.

IN MEMORY

N. Irene Kaiser, BSN ’40
Alexa J. Swanson, BSN ’23
Elisabeth C. Lundeen, MSN ’46
Marie Lann Hodgkinson, BSN ’46
Ruth King Freyman, BSN ’46
Lawrie Gunnerud Hall, BSN ’46
Bernese Myers Hendon, BSN ’46
Norma Lundmark Olson, BSN ’46
Betty Opal Thayer, BSN ’46
Janet Byrnell Trezona, BSN ’46
Patricia A. Stromberg, BSN ’46
Albina Borho Reichmuth, BSN ’47
Lucille Bergdahl Carlson, BSN ’47
Norma Lundmark Olson, BSN ’47
Janet Rice Goodrich, BSN ’48
Ruth A. Nelson, BSN ’48
Marilyn Porter Brown, MSN ’49, BSN ’42
Joan Reover Anderson, BSN ’50
Joan Jessup Kraft, BSN ’51
Lois Rostad Long, BSN ’52
Jean Johnson Brown, BSN ’54
Laveme Buesel Delfsens, BSN ’54
Sally Watkins Dennis, BSN ’54
Joyce Thulin Holm, BSN ’54
Judy Johnson, BSN ’54
Ruth White Young, BSN ’54
Patricia Hogan Sprats, BSN ’55
Janet Silver Ford, BSN ’56
Adeline Ivenson Farms, BSN ’57
Mary Swedenugd Larsen, BSN ’57
Dr. Shirley M. Stinson, MSN ’58
Margaret Canfield Sloan, BSN ’59
Virginia Heim Ostabrook, BSN ’59
Elaine Valseness Voss, BSN ’60
Peggy O’Neil Swanson, BSN ’60
Captain Norma Gareld Boyette, BSN ’61
LaVonna Russell Hootman, BSN ’61
Ruth K. Van Loven, BSN ’61
Ani Harnfuld High, MSN ’62
Janice Kormani Williams, BSN ’67
Gay J. Davison, BSN ’99
Patricia J. Poylio, BSN ’99
Barbara Vinson Grady, MSN ’73
Marylin Waas Anfson, MSN ’79
Joan Gagey Evans, MS ’80
Pamela Funk Wolkola, BSN ’96
Heather Anderson McLaughlin, BSN ’97
Linda Barrett Greenley, MS ’97

Susan Strohschein, DNP ’16, MS ’80, BSN ’88
DISTINGUISHED ALUMNI HUMANITARIAN AWARD RECIPIENT
Strohschein has had a distinguished career in the field of public health nursing. In her time working at the Minnesota Department of Health, Strohschein co-authored the manual Public Health Interventions: Applications for Public Health Nursing Practice, also known as the Intervention Wheel. The first edition of the manual, published in 2001, incorporated best evidence for public health nursing interventions and has since been updated after extensive research of new evidence. Since its first publication in 2001, this manual has been adopted nationally and internationally across cultures and countries. The Intervention Wheel has been recognized for significant contribution to nursing by Sigma Theta Tau International & National Pinnacle Awards for Research Dissemination, the Creative Achievement Award from the American Public Health Association, and most recently by the Minnesota Department of Health with the 2019 Jim Parker Leadership Award.

Stephanie Gingerich, DNP ’18
RISING STAR AWARD RECIPIENT
Gingerich, a clinical assistant professor at the School of Nursing, is a graduate of the Doctor of Nursing Practice (DNP) program with a specialty in health innovation and leadership. Her DNP focus on partnership approaches in health care is exemplified through her DNP project on the implementation of a nursing Professional Practice Model, which helps guide nursing practice for an organization. During her time in graduate school, Gingerich used her study abroad experiences in Cuba to develop a student curriculum for nursing students to learn about international health care systems.

Although the All-School Reunion celebration was cancelled due to the COVID-19 pandemic, the School of Nursing Alumni Society did not let the pandemic come between the annual awards – Rising Star, Distinguished Alumni Humanitarian and Excellence in Innovation.
A CALL TO LEAD THE WAY

“We all need to step forward to lead ... this is the time for everyone to join in”

These words, shared in an email from a School of Nursing alumna contributor, capture the spirit of the School of Nursing community in these challenging times. In the span of only five months, normalcy seemed to become synonymous with auld lang syne and other phrases that reflect times remembered. The axis of our academic year was suddenly shifted by an unforgiving virus that made a clear and powerful case for a highly-skilled nursing corps.

And as it did during the polio epidemic of the 1950s, the School of Nursing community stepped forward to lead. With Dean Connie White Delaney’s measured and compassionate leadership, nursing faculty met students where they were with creative teaching and learning solutions. And while the coronavirus could not stop spring commencement, albeit in a virtual environment, new levels of financial need have emerged.

When the School of Nursing kicked off its Empowering Health campaign, we made a strong case for new scholarships, faculty chairs and professorships, and nursing research. Undoubtedly, the coronavirus’ case was stronger. Unexpected job loss has left students seeking resources to continue their education. Faculty continue efforts to redesign course delivery for a profession with hands-on care at its core. Nursing research is even more critical, as the health care community seeks innovative treatments for the chronic illnesses the virus leaves in its wake.

To reach our $45 million campaign goal, we must raise $6.5 million by June 30, 2021. Undoubtedly, the coronavirus’ case was stronger. Unexpected job loss has left students seeking resources to continue their education. Faculty continue efforts to redesign course delivery for a profession with hands-on care at its core. Nursing research is even more critical, as the health care community seeks innovative treatments for the chronic illnesses the virus leaves in its wake.

To reach our $45 million campaign goal, we must raise $6.5 million by June 30, 2021. I call on you to step forward, lead the way, and honor the millions of nurses making a clear and powerful case for a highly-skilled nursing corps.

And as it did during the polio epidemic of the 1950s, the School of Nursing community stepped forward to lead. With Dean Connie White Delaney’s measured and compassionate leadership, nursing faculty met students where they were with creative teaching and learning solutions. And while the coronavirus could not stop spring commencement, albeit in a virtual environment, new levels of financial need have emerged.

When the School of Nursing kicked off its Empowering Health campaign, we made a strong case for new scholarships, faculty chairs and professorships, and nursing research. Undoubtedly, the coronavirus’ case was stronger. Unexpected job loss has left students seeking resources to continue their education. Faculty continue efforts to redesign course delivery for a profession with hands-on care at its core. Nursing research is even more critical, as the health care community seeks innovative treatments for the chronic illnesses the virus leaves in its wake.

To reach our $45 million campaign goal, we must raise $6.5 million by June 30, 2021. I call on you to step forward, lead the way, and honor the millions of nurses making an empowered and determined fight against the coronavirus. It truly is the time for everyone to join.
HONOR ROLL

SPECIAL DESIGNATIONS

Presidents Club
Members are honored for lifetime giving to the University of Minnesota and include the following recognition levels:

(5) **$50,000-$99,999**
(4) $100,000-$999,999
(3) **$1 million+**
(2) **$250,000-$499,999**
(1) **$100,000-$249,999**

Members are honored for lifetime giving to the University of Minnesota and the following recognition levels:

(5) **$50,000-$99,999**
(4) $100,000-$999,999
(3) **$1 million+**
(2) **$250,000-$499,999**
(1) **$100,000-$249,999**

Honorary Members
Doctors who were enrolled previously at past entry points below $50,000.

接收者Donors

The Honor Roll of giving recognizes those who made gifts of $100 or more to the School of Nursing in fiscal year 2000 July 1, 2000 and June 30, 2001. The donor's name, such as recognition levels:

**Members** are honored for lifetime giving to the School of Nursing.

**SPECIAL DESIGNATIONS**

Members are honored for lifetime giving to the University of Minnesota and the following recognition levels:

(5) **$50,000-$99,999**
(4) $100,000-$999,999
(3) **$1 million+**
(2) **$250,000-$499,999**
(1) **$100,000-$249,999**

Honorary Members
Doctors who were enrolled previously at past entry points below $50,000.

接收者Donors

The Honor Roll of giving recognizes those who made gifts of $100 or more to the School of Nursing in fiscal year 2000 July 1, 2000 and June 30, 2001. The donor's name, such as recognition levels:

**Members** are honored for lifetime giving to the School of Nursing.

**SPECIAL DESIGNATIONS**

Members are honored for lifetime giving to the University of Minnesota and the following recognition levels:

(5) **$50,000-$99,999**
(4) $100,000-$999,999
(3) **$1 million+**
(2) **$250,000-$499,999**
(1) **$100,000-$249,999**

Honorary Members
Doctors who were enrolled previously at past entry points below $50,000.
San Luis Obispo County in California created an Alternate Care Site for COVID-19 patients who have been hospitalized and aren’t ready to return home. The first phase accommodated 165 patients and additional phases can go up to 900 patients. Cuesta Community College nursing students practiced appropriate PPE for the care of COVID-19 patients with clinical faculty, Cary Lou Martinson, BSN ’70.

Harn Chiu, a DNP student, typically works as a nurse educator in the operating room for Mount Sinai Hospital in East Harlem. But when New York City became the nation’s epicenter for the coronavirus outbreak, she was reassigned to assist in training nurses who were redeployed to serve on COVID-19 floors. “The lack of a clear understanding of how this virus works made the first few weeks very difficult to get through,” says Chiu. “While it has been difficult, I also feel incredibly lucky that I’ve been able to witness the resilience, dedication, creativity and goodwill that really keeps this city together.”

In April, Julie Nisco, a hospice nurse, saw patients having difficulty accessing COVID-19 testing. So Nisco, a DNP Bentson Scholar living in California, first began volunteering and then was hired to manage a drive-thru testing site in Orange County called COVID Clinic, operated by a disaster-relief nonprofit called CORE.

Brittney Dahlen, BSN ’14, helped Mayo Clinic launch two telehealth programs for COVID-19 patients in two weeks. “With COVID-19, we saw everything on an accelerated timeline,” says Dahlen, an ambulatory nurse manager for the Center for Connected Care Remote Patient Monitoring Program at Mayo Clinic. “We’re helping conserve personal protective equipment through eConsults and Bedside app tablets, keeping patients at home and connecting them with their care team via video visits, so we knew we needed to develop the program quickly.”

Lindsey Kaupa, DNP ’19, and Christine Larson, BSN ’04, served at a Hennepin Healthcare COVID testing site. Together they evaluated patients for potential COVID infections, collected specimens for testing and cared for those who were confirmed COVID positive or had new or worsening symptoms.

Jeanne Pfeiffer, faculty ad Honorem, was deployed by the University of Minnesota Medical Reserve Corp to assist the state Homeland Security and Emergency Management purchasing agents in obtaining credible personal protection equipment products.
The University of Minnesota rose to 10th in the latest ranking of National Institutes of Health (NIH) funding to schools of nursing. With nearly $6 million in NIH awards to the School of Nursing and Earl E. Bakken Center for Spirituality & Healing in 2019, the Blue Ridge Institute for Medical Research (BRIMR) placed the University of Minnesota top among Big Ten Academic Alliance institutions and fourth among all public universities in the U.S.