REACHING NEW HEIGHTS IN ROCHESTER
Collaborations with Mayo Clinic, University of Minnesota Rochester provide rich learning experiences for students

18 Mayo Clinic’s CNO Ryannon Frederick, MS ’04, on how to influence

22 Improving disparities in diet-related health

24 Human-trafficking networks targeted in new research
06 Collaboration with St. Cloud State improves access to primary care in Central Minnesota
New pathway to DNP focuses on underserved communities while meeting state’s workforce needs

ON THE COVER
14 Reaching new heights in Rochester
Collaborations with Mayo Clinic, UMR provide rich learning experiences for students

28 $4M contract supports advancing health sciences higher ed in Afghanistan
Program builds on results of prior USAID investment

31 Passion for the continuation of care
Taking Charge of Your Survivorship helps patients and caregivers after life-altering medical treatments

SECTIONS
04 From the Dean
06 Education
22 Research
28 Outreach
40 School News
51 Alumni News
54 Development News

FOLLOW US
www.facebook.com/umnnursing
www.twitter.com/umnnursing
www.instagram.com/umnnursing
www.linkedin.com/school/umnnursing
www.youtube.com/user/umnnursing

Read Minnesota Nursing online at www.nursing.umn.edu/magazine
To receive a notice when the current issue is posted on the school’s website, send an email to nursenews@umn.edu.

This publication is available in alternative formats upon request. Direct requests to the managing editor at nursenews@umn.edu.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance, veteran status, or sexual orientation. The University of Minnesota is an equal opportunity educator and employer.
HSEC opens with high-tech learning environments

The Health Sciences Education Center (HSEC), which was completed in the fall 2020, is a state-of-the-art facility designed to transform health education in Minnesota. As one of the most comprehensive interprofessional education facilities in the country, HSEC offers active learning environments, high-tech stimulation, and places to connect and collaborate. Above, Catelyn Philpott and Leonie Wieben review a recent assignment.
Dear Friends,

Indeed, this past academic year was like no other. New opportunities presented themselves among the challenges at every turn. We transformed serving our students, the community and each other with innovation, courage and unwavering commitment to our vision, Optimal health and wellbeing for all people and the planet. Not only did we accomplish that, we did it by consistently putting the we before the I, ensuring our mission and service to our community of nursing, health care, Minnesota, the nation, the globe and planet have been steadfast.

Minnesota Nursing magazine invites you to immerse yourself in wonderful examples of students, alumni and faculty rising up to address needs that nurses are so well suited to meet. PhD student Kristin Elgersma shares how a tragic loss led her on a path to nursing and research that will support infants and parents. You’ll discover how the passion to provide continuity of care led two Doctor of Nursing Practice alums to launch an initiative to support patients and their caregivers following life-altering treatments. And you’ll meet a recent Master of Nursing grad who is transforming the development of medical devices as a nurse-engineer. On the research front, we share how our faculty are improving disparities in diet-related health and developing modeling aimed at disrupting human-trafficking networks.

Our cover story lifts up the School of Nursing’s unique relationship with Rochester, Minnesota and our powerful partnership with the Mayo Clinic and the University of Minnesota Rochester. This growing collaboration includes the creation of the first dedicated education unit model in ambulatory care. Our focus on Rochester also includes a profile of alumna Ryannon Frederick, chief nursing officer at Mayo Clinic, who offers insights on leadership and her vision for the full potential of nurses.

Finally, as we near the conclusion of our $45 million Empowering Health campaign, this issue shares amazing stories that have motivated our community to invest in the our school and our mission.

This issue of Minnesota Nursing is our invitation to you to connect even more deeply with the School of Nursing. We trust that you continue to prioritize your health and that of family, friends, community and our planet. We always appreciate your feedback.

Connie White Delaney
Professor and Dean

FROM THE DEAN

Rising up to meet the challenge
“We light the oven so that everyone may bake bread in it.”

Clinical Professor T eddie Potter, PhD, RN, FAAN, shared this quote from Cuban poet and national hero Jose Marti in her opening remarks of the Understanding COVID-19: Minnesota-Cuba Innovations & Research virtual forum in December. She added that the forum was being offered, “as a way of lighting the oven in the hope that shared information may decrease suffering and improve the health and wellbeing of Minnesotans and Cubans.”

The Zoom webinar, featuring nationally and globally-recognized experts, was supported by Dean Connie Delaney, PhD, RN, FAAN, FACMI, FNAP, who joined an interdisciplinary group of academic and practice partners, including leaders from the University and M Health Fairview, during a visit to Cuba in 2019 to learn from its health care model.

That 2019 trip and two subsequent Global Health experiences in Cuba courses offered by the School of Nursing and led by Potter have established numerous friendships and partnerships, including one with Gail Reed, executive editor of the journal MEDICC Review. Reed moderated the webinar from Havana where she was joined by Cuba’s National Director of Epidemiology and National Director of Science and Technology Innovation for the Ministry of Health.

Planning is already underway for a virtual conversation on COVID-19 vaccination programs, including learnings from prioritization and rollouts. Cuba has one of the best national vaccination rates in the world and their model can offer insights for vaccine roll out in the United States. Early discussions have also begun to host Cuban leaders in Minnesota to expand the interaction to other health science leaders at the University and across the state.

“The long-term goal is to foster and promote relations with health care leaders from a nation with population-based health care expertise that can inform the redesign of a U.S. system that is not sustainable or equitable,” says Potter.
COLLABORATION WITH ST. CLOUD STATE IMPROVES ACCESS TO PRIMARY CARE IN CENTRAL MINNESOTA

New pathway to DNP focuses on underserved communities while meeting state’s workforce needs

by Brett Stursa

The University of Minnesota School of Nursing and St. Cloud State University Department of Nursing Science announced a new collaboration designed to improve access to primary health care in Central Minnesota.

The collaboration will create a pathway for nurses to earn a Doctor of Nursing Practice (DNP) degree with a family nurse practitioner specialty, designed to produce graduates who will be skilled in providing comprehensive, family-based care to rural and underserved communities. The collaboration will also prioritize educational opportunities for registered nurses already working in the CentraCare Health system, allowing them to significantly expand their scope of responsibility, service and impact.

“This collaboration with the University of Minnesota School of Nursing will provide nurses in our region with the opportunity to engage in world-class research and advanced clinical practice,” says Shonda Craft, PhD, St. Cloud State University School of Health and Human Services dean. “The University of Minnesota School of Nursing is a leader in doctoral nursing education nationally and has led the state in nursing and health innovation for more than 100 years. The combination of a rigorous educational program alongside clinical engagement with CentraCare Health will create a program that positions graduates for leadership in advanced nursing practice in the rural and underserved areas of Central Minnesota.”

The first St. Cloud cohort will begin in fall 2021, with courses taught by University of Minnesota School of Nursing faculty and students completing their clinical practice at CentraCare Health affiliates. A dedicated St. Cloud State University faculty, Assistant Professor Mary Pesch, DNP, MPH, RN, FNP-BC, will work with the St. Cloud cohort. St. Cloud State Nursing faculty will create a dedicated DNP curriculum designed to focus on rural family nursing care that will launch in 2025.

The collaboration is supported by a donation from CentraCare, which
committed $1.5 million to St. Cloud State to help the University establish a graduate nursing program and the Center for Health Outcomes and Policy Research.

“We are honored to have the opportunity to partner in translating the scholarship of the University of Minnesota and engaging with St. Cloud State to focus on collaborating to address the demand for advanced practice nurse practitioners and improve access to primary care in Central Minnesota,” says Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP, dean of the University’s School of Nursing. “Community-engaged outreach like this collaboration is at the heart of the University’s land-grant mission.”

This program is the first health related and second doctoral collaboration between St. Cloud State and the University of Minnesota. The institutions innovated to collaborate on the first joint doctoral program in Minnesota in 1994, when they launched the Doctorate of Education in Educational Administration and Leadership, St. Cloud State’s first doctoral program.

“Community-engaged outreach like this collaboration is at the heart of the University’s land-grant mission.”

– Connie White Delaney, dean of University of Minnesota School of Nursing

“Improving access to health care throughout the state is a priority of the University of Minnesota, and this is an excellent example of collaboration between institutions to accomplish that goal,” said Jakub Tolar, MD, PhD, vice president for clinical affairs.
RELATIONSHIPS AND HEALING

A collaboration with Presbyterian Homes and Services is showing students the significance of therapeutic communication and relationship building for effective nursing care

by Meleah Maynard

Second-year nursing student Jenna Damico was nervous when she found herself and another classmate paired with an older adult mentor as part of her Nurse as Professional class last semester.

While one of the goals of the class is to help students further develop their communication skills early in their education, this was the first time they’d been given an opportunity to practice therapeutic interaction in a real-life situation.

Looking back, Damico says the experience not only improved her listening skills, it also changed her perceptions about working with older adults. “You can think you’re a good communicator, but you don’t really know until you have some practice,” she says. “I liked that this was a low-stress way to build a relationship with someone, and it helped me feel much more open to working with older adults in the future.”

Clinical Associate Professor Laura Kirk, PhD, RN, who teaches the class, served as lead faculty on this new venture, which paired 140 nursing students with volunteer mentors (many of whom were retired nurses) living at several different Presbyterian Homes and Services locations. Because face-to-face interaction wasn’t possible due to COVID-19, students and mentors communicated by phone, Zoom or FaceTime.

Loosely guided by a questionnaire developed by faculty and Presbyterian Homes staff, students talked with their mentors a minimum of six times over the 15-week course. They also kept reflective journals and summarized their interactions, so they could write their mentors’ stories, which were shared with the mentors at the end of the semester along with a thank you note.

“...‘The magic’ really happens when both the nurse and the person receiving care are enriched by interaction, and intergenerational learning and sharing can be very powerful and healing.”

– Laura Kirk, clinical associate professor

“We talk with students a lot about how important it is to be present with patients because real healing occurs within relationships,” Kirk explains. “This partnership with Presbyterian Homes really challenged students’ anxiety about talking to somebody they don’t know, as well as stereotypes they may have had about older people. Many of them said things like, ‘I had no idea older people traveled so much.’ Or ‘she is busier than I am and still has a lot of hopes and dreams.’”
And the partnership wasn’t just helpful to students. Mentors like Grammy McNear, who served as a registered nurse for 42 years before retiring, figured the student she was paired with would ask her specific questions about how she’d handled certain situations as a nurse. Instead, she asked McNear about her life. “She wanted to know what I was like when I was a little kid, and how I felt about experiences I’d had as a nurse—like the time I delivered two babies while on my way to lunch,” she recalls, laughing. “She really liked those stories, and I enjoyed telling them. Her enthusiasm made me feel young again, and she wrote me the most gracious thank you note, saying that I am her idol and she’s going to continue to do as well as she can to continue what I did.”

Kirk is hopeful that the collaboration with Presbyterian Homes will grow over time and, perhaps, face-to-face visits will eventually be safe and possible. “The ‘magic’ really happens when both the nurse and the person receiving care are enriched by interaction, and intergenerational learning and sharing can be very powerful and healing,” she says.

BSN student Jenna Damico says her experience improved her communications skills and challenged her perceptions about working with older adults.
NOURISHING RESEARCH

PhD student Kristin Elgersma sees a need for evidence-based care to support human milk and breastfeeding for infants with CHD

by Brett Stursa

While congenital heart disease (CHD) is the most common congenital anomaly, affecting about 1 in 100 infants, it’s still a shock for parents to learn of the diagnosis.

Shortly after Kristin Elgersma gave birth to her son Inde in 2015, he was diagnosed with complex CHD and was taken to a NICU at a nearby hospital where he underwent open heart surgery.

Surgical outcomes for CHD have improved dramatically, which means infants with CHD are living longer and, increasingly, researchers and clinicians are looking for ways to support development. For babies like Inde, feeding can be a big area of concern.

The benefits of human milk are well known and are especially crucial for medically-vulnerable infants. “For babies with CHD, human milk has been shown to be a life-saving intervention,” says Elgersma, DM, MN, RN, a first-year student in the PhD program. However, research about human milk has not traditionally been translated into clinical practice, and some parents report that they don’t receive the support they need.

For Elgersma, direct breastfeeding was a significant challenge. “I was afraid to push it. I didn’t have an advocate and we were never able to establish a direct breastfeeding relationship, so I pumped for 11 months,” she says. “I was happy to be able to provide human milk for him, but I still feel that, with more support, he would have also been able to directly breastfeed.”

When he was 16 months old Inde underwent a planned surgery, but he died unexpectedly after postsurgical complications. “We were in the hospital for a long time, because he was on life support,” says Elgersma. “I really got to know the nurses, and I saw what they did. It was my first experience with high-level nursing. After he died, it solidified my desire to switch careers to nursing.”

TURNING TO RESEARCH TO MAKE A DIFFERENCE

At the time she had her son, Elgersma was a professor of piano living in California. When she decided to commit to a career in nursing after his death, she enrolled in the University of Minnesota’s Master of Nursing program,

continued on page 12
which is a 16-month program for students with a prior degree in another field. As an MN student, Elgersma took a class with Assistant Professor Anne Chevalier McKechnie, PhD, RN, who has studied how parents prepare and learn to care for medically-fragile infants with aims to better support parents through the process.

After Elgersma graduated in 2018, she began working as a nurse interventionist and study coordinator on McKechnie’s research. “We work really well together,” says McKechnie. “We have kind of a unique relationship that began with being collaborators, and now we have the added academic mentor-mentee relationship.”

Their initial focus was developing and pilot testing a psychoeducational intervention, the Preparing Heart and Mind™ care program. The care program, which parents view as a mobile app, invites users to take in the amount of condition-specific information that they need and offers parent stories. As an eHealth enhanced platform, the parent-facing app and a clinician dashboard allow for closed loops of communication between the nurse and parents. The overall goal is to support parents’ mental health and promote their perceived caregiving competencies.

To build on her work with McKechnie, Elgersma enrolled in the School of Nursing’s PhD program, believing there is a need for evidence-based care to support human milk feeding and direct breastfeeding for infants with CHD.

“I would like to give these parents a voice and help create new knowledge about how parents’ feeding goals can best be supported.”

- Kristin Elgersma

“Clearly it’s happening, but it’s not well represented in the literature, and there are no universal clinical guidelines to help providers support parents in this area,” she says. “Based on my own experience with my son, and from hearing the stories of other parents over the years, I felt like research was the way to go in terms of trying to make a difference in this area.”

FIRST-OF-ITS-KIND STUDY

In 2019, McKechnie and Elgersma were awarded a University of Minnesota Office of Discovery and Translation (ODAT) grant to expand the existing Preparing Heart and Mind™ care program. As an initial step, they conducted a study examining clinical opinion on feeding practices for infants with complex CHD, the first of its kind.

Their results, which were published in Feeding Infants with Complex Congenital Heart Disease: A Modified Delphi Survey to Examine Potential Research and Practice Gaps in Cardiology in the Young, demonstrated overwhelming support for human milk as the

[Image of Assistant Professor Anne Chevalier McKechnie, PhD, RN]
Kristin Elgersma’s son Inde was born with congenital heart disease (CHD). After he died at 16 months old, Elgersma switched career paths to nursing and is now conducting research on how to support human milk and breastfeeding for infants with CHD.

Elgersma hopes that this new app can be helpful for other parents of an infant diagnosed with CHD. “I have heard from so many parents who have gone through the same feeding challenges that I went through with my son,” Elgersma says. “I would like to give these parents a voice and help create new knowledge about how parents’ feeding goals can best be supported, especially in regard to direct breastfeeding and human milk feeding.”

preferred nutrition for infants with complex CHD, but discovered that management of a human milk diet is prone to clinical variation, with a lack of consensus about best practices.

The study helped inform the content for the research team’s new mobile app for parents, the Human Milk Feeding™ care program. Like the original Preparing Heart and Mind™, the program was developed through an industry partnership with GetWellNetwork, a patient engagement software company with a national and global reach.

LEARN MORE

To read Feeding Infants with Complex Congenital Heart Disease: A Modified Delphi Survey to Examine Potential Research and Practice Gaps in Cardiology in the Young, visit https://z.umn.edu/feedinginfantswithcongenitalheartdisease.

Learn more about the GetWellNetwork by going to www.getwellnetwork.com.
BSN student Maksym Karpyak says his clinical education experiences at Mayo Clinic have showed him the depth of nursing.
REACHING NEW HEIGHTS IN ROCHESTER

Collaborations with Mayo Clinic, UMR provide rich learning experiences for students

by Brett Stursa

As a certified nursing assistant at a memory care senior community Maksym Karpyak’s strong rapport with residents and families caught the attention of nurses, who encouraged him to consider a nursing career. “I like that nursing does a lot more patient-centered care, a lot more at the bedside. I really wanted to do that,” says Karpyak. “So nursing school was the next natural step.”

When he learned about the University of Minnesota nursing program on the Rochester campus, it met all his requirements. He wanted to earn a four-year nursing degree, which wasn’t offered at the community college where he had completed a few courses, and he needed to stay close to Rochester, as his wife and children live in nearby Plainview. “It was perfect,” says Karpyak.

PARTNERSHIPS KEY

The School of Nursing program is unique in that while it is offered through the University of Minnesota Twin Cities, students attend classes and clinicals in Rochester. The school’s success in Rochester is testament to the strong partnerships it has in Mayo Clinic and University of Minnesota Rochester (UMR).

In addition to providing the physical space for nursing students to attend classes and labs, UMR and the School of Nursing collaborate to offer an Early Assurance Nursing option, which guarantees students at UMR entry into the University of Minnesota-Twin Cities nursing program. Students who are accepted through the Early Assurance Nursing option complete their first year of courses at UMR and in their sophomore year they begin the University of Minnesota-Twin Cities Bachelor of Science in Nursing (BSN) program and remain on the Rochester campus. UMR and the School of Nursing have also collaborated to offer UMR students an early decision for admission to the School of Nursing’s Master of Nursing program. “The Early Decision and Early Assurance options support students who are committed to a career in nursing and enables both the School of Nursing and UMR to meet the significant nursing workforce needs for Minnesota,” says Karpyak.

continued on page 16
Christine Mueller, PhD, RN, FGSA, FAAN, senior executive associate dean for academic programs for the School of Nursing.

INNOVATION COMES FROM COLLABORATION WITH MAYO CLINIC
Students enrolled in the BSN program in Rochester begin their clinical education in their junior year, and being in Rochester means nearly all of their clinical learning takes place at the renowned Mayo Clinic. “It’s fantastic,” says Karpyak, who is now a senior. “They’re all about training doctors, training nurses, training other health care professionals so they provide the best care to patients. Everything really revolves around that, and it’s a very good learning atmosphere.”

Several years ago, Mayo Clinic sought schools of nursing who were seeking to use a dedicated education unit (DEU) model in ambulatory care. The School of Nursing stepped up to partner. Now in its second year, the collaboration is the first time a DEU was used in ambulatory care, an innovation the School of Nursing and Mayo Clinic plan to disseminate.

“The literature describes more and more experts who are calling for the preparation of nurses to work in ambulatory care and, specifically in primary care. Primary care has a critical role in providing comprehensive care and coordination of services across specialties over the lifespan. Registered nurses have the education and skills to contribute significantly,” says Mayo Clinic Nurse Administrator Stephanie Witwer, PhD, who was key in establishing the DEU. “This is a way to marry the expertise of the clinical practice area with the expertise of the faculty and the School of Nursing and be able to put something together that is unique and really benefits our students and in the long run benefits our communities.”

The DEU enables students to learn from clinical nurse teachers, who are Mayo Clinic nurses who have specialized training in teaching nursing students.

Brianna Kubat, a family medicine nurse at Mayo Clinic, serves as a clinical nurse teacher, providing students with experience in an ambulatory setting.

continued from page 15

Brianna Kubat, a family medicine nurse at Mayo Clinic, serves as a clinical nurse teacher, providing students with experience in an ambulatory setting.

Brianna Kubat, a family medicine nurse at Mayo Clinic, serves as a clinical nurse teacher, providing students with experience in an ambulatory setting.

“The literature describes more and more experts who are calling for the preparation of nurses to work in ambulatory care and, specifically in primary care. Primary care has a critical role in providing comprehensive care and coordination of services across specialties over the lifespan. Registered nurses have the education and skills to contribute significantly,” says Mayo Clinic Nurse Administrator Stephanie Witwer, PhD, who was key in establishing the DEU. “This is a way to marry the expertise of the clinical practice area with the expertise of the faculty and the School of Nursing and be able to put something together that is unique and really benefits our students and in the long run benefits our communities.”

The DEU enables students to learn from clinical nurse teachers, who are Mayo Clinic nurses who have specialized training in teaching nursing students.

Brianna Kubat, a family medicine nurse at Mayo Clinic, volunteered for the opportunity to be a clinical nurse teacher because she didn’t have the opportunity to experience the ambulatory setting when she attended nursing school. “I’ve learned I really like working one-on-one with students. It’s been nice to broaden their horizon,” says Kubat.
As a clinical nurse teacher, she'll review the day’s schedule to determine which patient visits will provide the best learning opportunities for students. Prior to a patient visit, she reviews the reason for the visit with the student and looks at pathophysiology and relates it back to what students learned in the classroom. “We start asking questions and you can see the gears turning and piecing things together,” says Kubat.

As a senior, Alexis Amoako looked forward to her internal medicine unit assignment in Mayo Clinic’s Baldwin Building, as primary care was a setting she was familiar with even before starting nursing school. Experiencing the clinic as a nursing student provided a deeper understanding of the depth of a patient visit, from welcoming the patient and taking vitals to communicating with the other health professionals to provide seamless care.

After observing her clinical nurse teacher with patients, she was able to perform them herself as the nurse supervised. “It has been truly an enriching experience being able to witness how the nurses navigated their day-to-day and having the opportunity to not only learn but also apply information from the clinic and my time as a nursing student,” says Amoako.

Karpyak, who enrolled in the BSN program so he could stay close to home, hopes his experiences at Mayo continue after he graduates in the spring. “There are so many different departments, and so many different specialties and advanced procedures that you wouldn’t necessarily see in other places,” says Karpyak. “I wouldn’t want to be anywhere else.”
As CNO, Ryannon Frederick helps shape strategy and advocates on how nursing can impact Mayo Clinic's goal of improving patient care.
A NURSE INFLUENCER

Master’s alumna Ryannon Frederick joined Mayo Clinic right out of college and never left. Now she’s Mayo Clinic’s chief nursing officer.

by Tom Ziemer

Ryannon Frederick, MS ’04, is self-aware enough to realize that one of her first pieces of advice for aspiring nursing leaders may sound a bit ironic coming from someone who had already reached the c-suite at such a young age.

SLOW DOWN AND TAKE YOUR TIME

But Frederick, chief nursing officer for Mayo Clinic since 2019, having previously held two other CNO positions in the Mayo system, is adamant that the best way to set oneself up for future advancement is to focus intently on the job at hand and do it exceedingly well.

“Instead of thinking about, ‘How quickly can I get there?’, think about, ‘What do I need to accomplish in this role to really grow and develop, to be ready for the next step?’” she says. “That’s how I’ve been successful.”

Frederick has built her career at Mayo, first joining as a summer intern in 1999, then landing a full-time nursing position after graduating from the University of Iowa a year later. She’s never left, advancing through the organization during the past 21 years.

Her master’s program in nursing and health care systems administration at the School of Nursing helped prepare her for the first of those promotions, to nurse manager.

“It really helped me think about how to influence as a leader in nursing, for patient care and for nurses, at a different level,” says Frederick, who was drawn to nursing in the first place, in part, because of the variety of career directions within the field.

But she says since earning that first promotion, she hasn’t set out to climb the organizational ladder. Rather, her success in each role—first as

continued on page 20
nurse manager (2006-10), then nurse administrator (2010-13), CNO of Mayo Health System’s Southwest Minnesota Region (2013-16), and CNO of Mayo’s Jacksonville, Florida campus (2016-20)—has prompted encouragement from mentors to pursue positions.

Those supportive nudges have led Frederick to the top nursing position at Mayo Clinic, where she oversees nursing practice across Mayo’s three campuses (in Minnesota, Arizona and Florida) and the Mayo Clinic Health System.

“I am the nursing leader at the highest levels of our organization who helps shape strategy and who helps other leaders know how nursing can impact Mayo Clinic’s goals and our objectives to improve patient care,” she says.

Frederick credits her predecessor, Pamela Johnson (MS ’86) for helping prepare her for the role. As a young nurse, Frederick remembers marveling at how Johnson and Doreen Frusti, the first CNO in Mayo history, projected leadership.

“I’d look at them and think, I want to be that someday—not the role but the leader,” she says. “It was more about the leader and the way they elevated patient care and the way nursing provided patient care and the importance of nursing in the organization.”

Now it’s her turn to lead. Frederick says one of her goals is to help guide the future of nursing as the health care field evolves and adapts to new ways of delivering care.

She sees collaborations between Mayo and other health care organizations, like the University of Minnesota, as key, both in supporting research to inform nursing practice and providing clinical experiences to equip future nurses with the necessary knowledge and skills.

Her vision for the full potential of nurses extends well beyond the walls of the clinic or hospital. As the country’s most trusted profession for 19 consecutive years—according to Gallup’s annual Honesty and Ethics poll—nurses are uniquely positioned to bridge divides in a deeply polarized country, Frederick says.

“Nurses understand people, they understand communication, they understand relationships, they have that art of connection.”

– Ryannon Frederick, MS ‘04, Mayo Clinic CNO

“Nurses understand people, they understand communication, they understand relationships, they have that art of connection,” she says. “They’re also trusted and so if you can combine all of those things, I think nurses should be influencing public health care policy.

“I think we have a voice that we need to be out there to help move our country forward, and it might be by sitting on boards. It might be running for political office. There are a million different ways that nurses can influence, and I think that understanding the collective power of what we bring because of who we are as a discipline and our values and what we prioritize, I think there’s tremendous power in that.”
Join us in empowering the School of Nursing

U.S. Army General Clara Mae Leach Adams-Ender has a powerful legacy. As one of 10 children born to Caretha Bell Sapp Leach and Otha Leach, North Carolina sharecroppers, Clara held fast to life’s early lessons, particularly the value of hard work and perseverance beyond obstacles. Indeed, she persevered, earning multiple nursing degrees, including a master’s degree from the University of Minnesota.

In 2015, Clara made the decision to include the School of Nursing in her estate plans. Her first fund, the Clara Adams-Ender Endowed Leadership Chair, was soon followed by the Otha and Caretha Leach Scholarship to honor her parents’ memory. “The School of Nursing was pivotal in my education and my ability to move into executive positions. It continues to be a leader in nursing education and that’s why I trust the school to carry my legacy forward,” she says.

The Empowering Health Campaign for the School of Nursing provided Clara with the opportunity to impact new generations of nurse scientists, educators and practitioners. Join her in securing a legacy of empowered excellence in nursing education. To learn more about establishing an endowed scholarship or to contribute to an existing fund, contact John Kilbride, kilbride@umn.edu, or Maria McLemore, mmclemor@umn.edu, in the school’s development office.

Visit z.umn.edu/empoweringhealth to learn more.
IMPROVING DISPARITIES IN DIET-RELATED HEALTH

With new NIH funding, the Home Food Inventory undergoes update and testing
In 2008, Professor Jayne Fulkerson, PhD, led the development of a Home Food Inventory with her colleagues in the School of Public Health to assess the healthfulness and obesity risk of home food environments.

“We wanted to be able to better assess the food environments of the participants in our studies to determine which foods were kept in the home that may or may not contribute to healthy eating and obesity,” says Fulkerson.

The user-administered Home Food Inventory has since been used extensively by both Fulkerson’s team and others throughout the country in observational and randomized controlled trial studies, including those funded by the National Institutes of Health.

Yet, the original Home Food Inventory can only be used with English-speaking populations, is lengthy and paper-based. Fulkerson recently received funding from the National Cancer Institute to develop an accessible home food environment assessment toolkit that includes valid and reliable paper and multi-media electronic tools targeting foods known to impact diet-related health that can be user-administered across literacy levels and in English and Spanish.

“Latinos are the largest immigrant population in the United States but they share an uneven burden of chronic disease including risk for cardiovascular disease, obesity and diabetes,” says Fulkerson. “Understanding the factors related to disease risk and developing culturally-appropriate population-level interventions are critical to reduce health disparities.”

Research is often stymied by the lack of measurement tools that are specific, appropriate and valid for diverse populations. Fulkerson expects the updated and validated paper and electronic versions of the Home Food Inventory to assist in that research.

Fulkerson is partnering with Melissa Laska, PhD, RD (UMN School of Public Health), Mary Hearst, PhD, MPH (St. Catherine’s University), Cynthia Davey, MS (CTSI BDAC), and Leslie Lytle, PhD (consultant), as well as Jon Moon and MEI Research, all whom worked on previous research related to the Home Food Inventory. Uriyoan Colon-Ramos, ScD, MPA (The George Washington University), will also consult to ensure the updated Home Food Inventory better reflects Latino dietary intake.

“The new Home Food Inventory tools will be used to identify the kinds of foods that put people at risk for diet-related diseases and understand that better,” says Fulkerson. “Identifying these health risks lead to the development of better interventions. When you’re trying to intervene in the home food environment, you want to be able to measure that change and this tool will provide that.”
HUMAN-TRAFFICKING NETWORKS TARGETED IN NEW RESEARCH

Results will be used to impact policy that aims to break up these networks

Associate Professor Lauren Martin, PhD
Terry Forliti helps sex-trafficking survivors find a different life, but she knows what it’s like to be on the other side, caught in a spell of addiction and homelessness while grasping the bars of a jail cell.

Forliti, sober since 2008 and now the executive director of Breaking Free in St. Paul, Minnesota, is using her past in a partnership with researchers to find new ways of breaking up sex-trafficking networks.

Those researchers include School of Nursing Associate Professor Lauren Martin, PhD, who is the principal investigator on a new, National Institute of Justice-funded project to develop models aimed at giving researchers, law enforcement and policymakers a bird’s eye view of how sex-trafficking networks operate.

“I think good policy is based on good data, and we don’t have good data yet about sex trafficking networks and operations, because people engaged in trafficking go to great lengths to keep it hidden,” says Martin. “I think in the anti-trafficking movement, the interventions that are most common are the ones that are in a way the most proximal or easiest to envision. But we don’t have good data on those interventions. Like arresting a trafficker, actually changes the landscape.”

Martin and her collaborators are drawing from law enforcement case files, stakeholder interviews and guidance from sex-trafficking survivors, including Forliti, to gather data on trafficking.

Forliti said she and other members of the advisory group looked at early versions of a model and thought about their own stories to help refine it. Talking with the research team also helped the survivors shine a new light on their experiences and process them, she says.

“In this dynamic, we try to figure out where this power and control came from, how it was used and at what points in the grooming, initiation and enslavement it happened,” Forliti says. “This is the stuff we can answer. These are things, if you haven’t been through it, you don’t know. That’s what I want people to ask.”

RESEARCH PARTNERSHIP FORGED WITH INTERDISCIPLINARY INTENTION

Martin uses qualitative, mixed-methods and collaborative research rooted in strengths, assets, meaning-making and experience to highlight the ways that sex trading is a critical community health challenge.

“I think the School of Nursing is a great home for this work because while we’re talking about law enforcement, trafficking models and operations, when we boil it down, it is about wellness and about how we create conditions where people can thrive,” says Martin. “How do we promote wellness, healing, health and stability for people who are at risk of trafficking or who have been involved in trafficking?”

Outside of academia, the multi-institution research team is advised by a group of experts on human-trafficking networks, including Forliti, representatives from The Family Partnership’s PRIDE program, several independent survivor-consultants and a law enforcement task force.

Martin is collaborating on the research with Tom Sharkey, an industrial engineering professor from Clemson University; Yongjia Song, assistant professor of industrial engineering at Clemson; Kayse Maass, an assistant professor of mechanical and industrial engineering at Northeastern University; and Kelle Barrick, a research criminologist at the RTI International.

The partnership started to take form at a 2017 conference in Austin, Texas, where Martin and Sharkey were searching for collaborators outside of their own discipline who could take their research to the next level.

Sharkey had applied engineering approaches to disrupt crack-cocaine supply chains but felt their impact could be improved by understanding the social dynamics of the underlying system.

Martin had previously built descriptive visual representations that showed relationships in sex-trafficking networks, but she felt that engineers could put a new lens on her work by looking at it from a systems perspective.

The research funded by the National Institute of Justice is the second recent sex-trafficking project that put

continued on page 26
"I think the School of Nursing is a great home for this work because while we’re talking about law enforcement, trafficking models and operations, when we boil it down, it is about wellness and about how we create conditions where people can thrive.”

- Associate Professor Lauren Martin, PhD

Sharkey said the long-term goal is to have an impact on policy that aims to break up sex-trafficking networks and bring new hope to its survivors.

“It can’t just be advocacy groups, it can’t just be law enforcement and it can’t just be improving access to social services,” he says. “Everything needs to work in tandem. The policy is easiest to see where we could have an impact.”

Results will be distributed to organizations serving sex trafficking victims and the Minnesota Bureau of Criminal Apprehension Human Trafficking Investigators Task Force.

The models could, for example, help law enforcement develop a set of questions to ask when officers interact with someone believed to be involved in a sex-trafficking network or help suggest where to direct dollars to have the most impact, Sharkey says.

VALUING THE VOICE OF SURVIVORS
Breaking Free helped Forliti find a new life, and now she does the same for others. The agency offers programs in several areas, including housing, life skills, education and advocacy.

Forliti says that when she started to piece her life back together, she went to work at the agency and has held every job there. She says that survivors often feel they don’t have a voice, but that wasn’t the case with the research led by Sharkey and Martin.

“This was something different,” Forliti says. “They made us feel important—that our voices were important.”
AHA SCIENTIFIC STATEMENT CALLS FOR mHEALTH INTERVENTIONS FOR CARDIOVASCULAR DISEASE TO BE TOP PRIORITY

by Brett Stursa

A new American Heart Association (AHA) Scientific Statement is calling for effective, widely accepted and time-efficient mobile health (mHealth) interventions to improve cardiovascular disease health in adults aged 60 years and older to be a top health priority.

Associate Professor Erica Schorr, PhD, RN, chaired the AHA’s committee on mHealth for secondary cardiovascular disease prevention and was first author of Harnessing Mobile Health Technology for Secondary Cardiovascular Disease Prevention in Older Adults, which was recently published in Circulation: Cardiovascular Quality and Outcomes.

“mHealth has been a powerful approach to educate and engage older adults in the primary prevention of cardiovascular disease but little is known about its use for secondary cardiovascular disease (CVD) prevention, specifically among adults aged 60 years and older,” says Schorr.

The committee focused on this age group because it is the demographic group at the highest risk of CVD events. They defined mHealth as the use of mobile and wireless technologies to support the achievement of health objectives, including voice and text messaging, global positioning system, Bluetooth technologies, and wearable garments or accessories that provide physiologic monitoring.

The major barriers identified for mHealth usage and adoption among older adults include affordability, usability and privacy, and security issues. Yet despite perceived barriers of technology usage and adoption among older adults, more than 80% of Americans aged 60 years and older own a cell phone and spend more than 50% of daily leisure time in front of screens.

“Studies on the type of mHealth that is the most effective for older adults with longer study duration are essential as the field continues to grow,” says Schorr.
Midwifery faculty from University of Rwanda lead a training for Kabul University of Medical Sciences faculty as part of a USAID project aimed at ensuring quality education that results in a larger, more patient-forward Afghan health care workforce.
The University of Minnesota was awarded a $4.48 million contract to support health sciences higher education advancements in Afghanistan. The Advancing Higher Education for Afghanistan’s Development (AHEAD) program, funded by USAID and led by FHI 360 and four university consortia members, supports the government of Afghanistan, its Ministry of Higher Education and numerous Higher Education Institutions (HEIs) to increase access to and quality of their higher education programs and to ensure they are responsive to workforce needs.

The lead university partners include Virginia Tech (agricultural sciences), the American University of Afghanistan (business), University of Massachusetts (education) and the University of Minnesota (health sciences).

“The University of Minnesota makes discoveries that benefit Minnesota and the world. This project embodies the values we hold to share what we learn, to discover together, and to generate solutions and a health care workforce that meets societal needs,” says Associate Vice President for Clinical Affairs and School of Nursing Professor Carolyn Porta, PhD, MPH, RN, FAAN, who is the University of Minnesota sub-award principal investigator.

BUILDING ON PREVIOUS RESULTS IN AFGHANISTAN

This five-year program builds upon the results of USAID’s previous higher education investments in Afghanistan, including work with health sciences faculty led by Porta and her team.

Porta and the team built relationships with faculty at the Kabul University of Medical Sciences (KUMS) in the previous project. The new project expands to include six HEIs that graduate health sciences professionals in every sector across Afghanistan: Herat University, Kabul Medical Science University, Kabul
Within these universities, there are over 60 departments preparing the next generation Afghanistan workforce in most health sciences professions.

University of Minnesota alum and project adviser Masoud Sahar knows firsthand the role the University of Minnesota can play in helping the Afghan people heal. His father, Hafiz Sahar, PhD, a professor at Kabul University, developed a kidney condition in the 1970s that required a transplant. “He was under the care of a very talented doctor in Afghanistan, but like a lot of cases in Afghanistan the technology wasn’t there to support his care,” said Sahar. His father’s research indicated the best transplant surgeon at the time was John Najarian, MD, who was a pioneer transplant surgeon at the University of Minnesota.

“The expertise at the University of Minnesota is what brought my family here,” says Sahar. “It is an expertise that is really wide and very deep. I think the partners in Afghanistan are going to be surprised to know what an amazing institution they are collaborating with and the University of Minnesota is going to be working with some incredibly brilliant minds there. I am so proud the University of Minnesota is working in this collaboration to share and learn from one another.”

AHEAD’S AIMS
AHEAD’s Higher Education Networks aim to provide a mechanism for strengthening Afghan HEI capacity, and promoting channels of communication and collaboration across the ecosystem of public and private HEIs in five Afghan provinces. The AHEAD program has three objectives:

- **Objective 1:** Increased access to HEI, especially for vulnerable groups like women
- **Objective 2:** Improved quality and relevance of HEI that supports market needs
- **Objective 3:** Enhanced management capacity and sustainability of the Ministry of Higher Education and Afghan public and private HEIs

The project requires creatively negotiating the security and infrastructure challenges within Afghanistan and the region, while implementing solutions focused on strengthening health care with available resources.

The core University of Minnesota leadership team has extensive global partnership experience, including multisectoral and higher education network development, is multidisciplinary, and is committed to implementing creative flexible strategies to achieve partnership deliverables. In addition to Porta, the leadership team includes partners from the School of Public Health, College of Veterinary Medicine, Medical Laboratory Science and Pre-Health Student Resource Center. The project team and supporting faculty and graduate assistants will expand to include expertise in disciplines and topics of high interest for support, as indicated by the Afghan partners.

continued from page 29

University, Kandahar University, Kateb University and Nangarhar University.

Dental faculty from Manipal Academy of Higher Education in India lead a training for Kabul University of Medical Sciences faculty.
PASSION FOR THE CONTINUATION OF CARE

Taking Charge of Your Survivorship helps patients and caregivers after life-altering medical treatments

by Steve Rudolph

Maureen (Mo) Anderson, DNP, RN, and Megan Voss, DNP, RN, want the public and nursing students to know that nursing isn’t just done within a hospital setting. Integrative nurse clinicians at University of Minnesota Masonic Children’s Hospital, Anderson and Voss have seen the challenges patients face when sent home, no longer able to access the hospital’s services. They’ve also heard from patients and families on the lengthy struggles that can follow a life-saving cancer treatment.

“Megan and I have heard patients and family members say it’s really hard to leave the hospital,” says Anderson. “A lot of families have said that living in this state is harder than living through the diagnosis and the treatment phases because during that everything is mapped out. You’re just told what to do. You’re really just trying to survive.”

Voss adds that patients and family members often do not have a concept for just how difficult survivorship is until they find themselves there.

“You expect survivorship to be this period of relief and calm and normalcy,” says Voss. “Instead, you’re living with fear and anxiety, you’re lost, you’re picking up pieces, you’re exhausted, and you may have all these other physical side effects that are lingering. It goes on and on.”

Anderson and Voss believe they have a moral and ethical responsibility to provide their patients (and those of others) with the necessary resources for their wellbeing and their emotional and mental health after they have left the hospital and throughout their journey.

Constantly scrambling to recreate this continuity of care as their patients returned to their homes all around the country and the world, they set out to develop a repository people can come to for their wellbeing needs and for community.

TAKING CHARGE OF YOUR SURVIVORSHIP

Last December, after more than two years of extensive needs assessment and individual interviews with patients,
“Practicing integrative nursing helped remove some of the moral distress that I was feeling early on in my career and made me feel empowered and taught me how to empower my patients.”

- Megan Voss, DNP, RN

families, clinicians and focus groups the pair launched Taking Charge of Your Survivorship.

The website, at www.takingcharge.csh.umn.edu/survivorship, is a combination of evidence-based health and wellbeing advice balanced with the lived experiences of adolescents and young adults who have survived cancer or other rare genetic and metabolic disorders. Anderson and Voss view the site as a living, breathing organism that will change as the needs of their patients change. New rare diseases, experimental protocols and a patient population that changes over time create a constant need for new additions and voices.

Taking Charge of Your Survivorship is modeled after the Earl E. Bakken Center for Spirituality & Healing’s popular Taking Charge of Your Health & Wellbeing. Anderson and Voss, who are both faculty at the center, credit their colleagues and the center’s team for guidance and help with content.

The site’s development was funded by a gift from the Children’s Cancer Research Fund (CCRF) who has made survivorship a priority with research advances helping so many more patients survive, but often with lasting effects.

“When they go back home, they just don’t have the access to those services that might be more readily available in the Twin Cities and especially in the hospital,” says Haivy Thompson, vice president of mission and marketing for CCRF.

“The fact that they can now leverage those things that they learned and take advantage of some of these things on their own,” says Thompson, “I think that means a lot to patients because they feel equipped to do these things that they’ve really come to appreciate during their treatment.”

**A CONNECTION WITH INTEGRATIVE HEALTH AND HEALING**

For both Anderson and Voss, a website empowering their patients post-treatment is an extension of their own lifelong efforts to care for themselves.

Voss, a fourth generation nurse, was ready to quit the profession after her first year in oncology. While contemplating a switch to anything that would keep her from having to deal with death and dying, she started getting into different aspects of integrative health as a method of survival.

During her search for information, she discovered the University was launching a Doctor of Nursing Practice (DNP) degree in integrative health and healing. The more she read about the new program, the more she knew what her next step would be.

“These are all the things I’m doing to survive while I’m trying to get out of nursing, but the University of Minnesota is saying these things belong in nursing,” says Voss, who joined the School of Nursing’s first class in 2009. “Practicing integrative nursing helped remove some of the moral distress that I was feeling early on in my career and made me feel empowered and taught me how to empower my patients.”

Anderson’s initial interest in integrative health sprung from a realization that she kept seeing the same patients as a pediatric ER nurse.

“I was a pretty new nurse and not understanding why we weren’t doing more to help them,” says Anderson. “Standard care was to diagnose then discharge, not to do more education.”

A Type 1 diabetic for more than 20 years, Anderson had learned how important education and daily practices were to helping her maintain her own health. Coupled with the experiences she would later gain as a home care case manager in Minneapolis, she knew integrative nursing could be the way of helping others take a vested interest in their bodies, minds and spirits and take care better care of themselves.

During the process of applying for the DNP program, its director Mary Jo Kreitzer, PhD, RN, FAAN, told her about one of her students who was starting a pediatric program at Masonic Children’s.

“Megan and I met to start talking about peds and integrative nursing and how those two can collide,” says Anderson.

**FOCUS ON CREATING COMMUNITY AND CAREGIVERS**

Ten years after being diagnosed with Fanconi anemia and undergoing a bone marrow transplant and numerous cancers, Sean Breininger is grateful for a resource like Taking Charge of Your Survivorship.
“The website is another arm in the relationship that’s holding my hand and guiding me through the steps,” says Breininger. “I’m a patient one year out and I’m a patient 10 years out. They are providing fresh content for us as we continue our journey.”

Allison Breininger, Sean’s wife, thinks one of the gifts of the website is the acknowledgement of the lifelong component of being a survivor. She is also appreciative that it lifts up the often overlooked role of the caregiver and provides content for them, something she advocates for in her work at The Negative Space.

“For every person and every patient, there’s at least one caregiver,” says Allison Breininger. “They need acknowledgement and they need support and they need services as well.”

Allison Breininger, a frequent contributor to Taking Charge of Your Survivorship, thinks Anderson and Voss can be leaders and teachers to hospitals as their model reflects what an integrative health program should look like.

“I think people often just see the body part they are in charge of,” she adds. “They see the whole person and the whole family. They’ve brought that into the website and are looking for what’s missing and trying to fill that gap.”
Early in her career as an engineer with the health care products and services company Cardinal Health, Kelly Landsman got an up-close and humbling reminder of the challenge of creating an effective medical device. As part of a team that had designed, prototyped, tested and retested a breathing device for newborns, Landsman stood next to an isolette in a neonatal intensive care unit and watched as a nurse attached the device. What she saw surprised her—the straps she and the rest of her group had meticulously designed suddenly looked cumbersome as the nurse tried to secure the device amid the cluster of cords and tubes in the newborn’s temporary incubated home.

“We had replicated it in the lab so many times, but we didn’t anticipate all the other things that were going on in that isolette,” recalls Landsman. “There was no way we could have anticipated the full breadth of the requirements for that product. We had put in so many things that we thought would make it easier, and the reality of it was we just didn’t understand what it was going to be like for that person using it.”

Now, some 15 years later, Landsman wants to help bridge the gap between engineers and health care professionals to overhaul—and improve—the design process for medical devices. Specifically, she wants to elevate and empower nurses, given their extensive firsthand experience using those products.

After spending the first decade and a half of her career in a variety of engineering roles, Landsman graduated with her Master of Nursing degree from the School of Nursing in December 2020. She’s now an RN in an inpatient cardiology unit and plans to continue connecting with other nurse innovators while shaping her vision for a new kind of role: the nurse-engineer.

“I would really like to transform the way that all medical devices related to patient care are made,” says Landsman, who’s created a website, www.nurseengineer.com, with information and resources about the hybrid role. “I would like nurses to own their function from end to end. So not only would requirements come from nurses, but then they would also be responsible for changing those devices if they’re not getting the outcomes they’re looking for.”

The concept of the “nurse-engineer” isn’t Landsman’s alone. There are journal articles from the 1980s and ’90s proposing such a position, while in 2014 Duquesne University in Pittsburgh created a joint undergraduate
“I would really like to transform the way that all medical devices related to patient care are made,” says Kelly Landsman.
biomedical engineering and nursing program, the first of its kind in the United States. But, as Landsman notes, jobs that specifically marry the two disciplines remain sparse.

Still, “every time I’ve walked into the clinical setting and experienced the work that the nurse does with all five senses, rather than reading it on paper or trying to design from a set of requirements, it’s been humbling but has really brought home that I’m where I need to be,” says Landsman, the daughter of a pediatric intensive care unit nurse and an electrical engineer.

Landsman, who grew up outside Hastings, Minnesota, jumped into another nascent field, biomedical engineering, in the early 2000s as an undergraduate at the University of Wisconsin-Madison. After graduating in 2004, she joined an engineering rotational program at Cardinal Health, then worked for several smaller companies in the medical device space before founding her own engineering and consulting firm in 2011.

But, time and again, she saw exhaustively designed medical products function merely passably when brought into a clinical setting.

“Pretty much everybody ended up unhappy,” says Landsman, who also saw the limitations of some of those devices firsthand as a patient in the intensive care unit with complications after the birth of her son. “And you couldn’t go back, because it already had regulatory clearance and there was just so much invested into bringing these devices to market. What became really readily apparent to me was that we weren’t asking the right people what these things should be like.”

From her perspective as someone who’s spent time in both fields, each side stands to gain. Medical device makers could spend less time defining clinical requirements and focus more on technology development, quality and logistics. Health care providers could potentially open up new revenue sources while tangibly empowering nurses, possibly reducing burnout in the process.

“It is really important to me to bring nurses’ voices to the forefront, because that’s where they should be,” says Landsman. “A lot of people ask me why I changed to nursing. And I tell them, ‘I didn’t change to nursing. I’m adding nursing.’ These two things are a blend.”

“It is really important to me to bring nurses’ voices to the forefront, because that’s where they should be.”

– Kelly Landsman, nurse-engineer
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

SCHOOL OF NURSING
TECH TRANSFER

Nursing informatics DNP grad uses degree to meld his interests in health care, computer science
Less than a year into his Doctor of Nursing Practice (DNP) program at the School of Nursing, Lex Hokanson happened upon an opportunity to augment his education on a daily basis.

An intranet post at Mayo Clinic—where Hokanson was working as a registered nurse while beginning his DNP specialization in nursing informatics—alerted him to the organization’s impending plans to change electronic health record providers. And Hokanson, who had consulted with informatics staff members at Mayo before pursuing a degree in the field, immediately sent an email asking to get involved.

“I was able to start working in informatics during my first year of school, which was a little bit scary because I didn’t have all the training to start working in there,” says Hokanson, who took advantage of the DNP in nursing informatics program’s predominantly online format while working in Rochester, Minnesota. “But it was invaluable to be able to take what I was doing at work and apply it to school assignments, and vice versa.”

Five years later, Hokanson, DNP ’18, is an informatics nurse specialist at Mayo Clinic, where he leads a team, meets with clinicians to discuss their needs from the electronic health record system, triages change requests, and connects with information technology staff to execute those alterations.

“One of the things I love about informatics is that it’s not the same thing every day,” he says.

THE PATH TO INFORMATICS

When Hokanson graduated from Brigham Young University with a bachelor’s degree in nursing science in 2011, he gave himself two years to figure out a specific path within the field.

“I knew I wanted to do an advanced degree,” says Hokanson, who was mulling both informatics and family nursing practice when he joined Mayo.

He had long possessed a knack for technology—he built his own computer in high school—and a preceptor for one of his undergraduate clinical courses had nudged him to look into informatics. Shadowing and interviewing informatics staff members at Mayo reinforced his interest.

Hokanson says the DNP in nursing informatics program’s emphasis on practicum hours, with roughly 1,000 over three years, attracted him to the School of Nursing. Another draw was the opportunity to connect with faculty members from a specialty ranked second in the country by U.S. News and World Report.

“The professors at the University of Minnesota are national leaders in informatics, so why not work with them?” he says.

PRACTICAL PREPARATION

The program’s online program allowed Hokanson to gain experience through practicum projects with partners such as M Health Fairview and the Minnesota Department of Health—all from his home in Rochester.

Hokanson also relished the chance to learn in person with his fellow informatics students each semester during “deep weeks,” when they all visited campus for four days of core courses, meetings with advisers, and programming tailored specifically to their chosen field.

“We always did hands-on projects that were kind of outside the coursework but were related to what we’d be doing in the real world,” he says. “They had people in the industry come talk to us, and I just got to be together with my peers and kind of nerd out doing informatics.”

While Hokanson says he misses interacting with patients and their families on a daily basis—the nurses who cared for his late mother during her treatment for breast cancer planted the seed for his career in the field—he now views the frontline staff and clinicians as his patients.

“I enjoy puzzles and challenges,” he says. “We get staff coming to us saying, ‘We want to try this new service, we want to try this new intervention. How do we make that work?’ And so we get to look at what the workflow is, what the tools they’re using are, what the gaps are, and then what are the possibilities? What can we do to bridge that gap to make things work how they need to or to let them try the new intervention or service?”

“*We get to look at what the workflow is, what the tools they’re using are, what the gaps are, and then what are the possibilities?*”

– Lex Hokanson, an informatics nurse specialist at Mayo Clinic
Eleven faculty at the School of Nursing were elected as Distinguished Fellows of the National Academies of Practice (NAP) in Nursing, the most ever in the School of Nursing’s history. The prestigious honor acknowledges their outstanding achievements and recognizes them as leaders in the profession.

The faculty inducted into NAP are Robin Austin, PhD, DNP, DC, RN-BC, FAMIA; Mary Benbenek, PhD, APRN, FNP-BC, CPNP-PC, FAANP; Diana Drake, DNP, APRN, WHNP-BC, FAAN; Cheri Friedrich, DNP, APRN, CPNP-PC; Jayne Fulkerson, PhD, Mary Jo Krietzer, PhD, RN, FAAN; Karen Monsen, PhD, RN, FAMIA, FAAN; Susan O’Conner-Von, PhD, RN-BC, CHPPN, CNE; Carolyn Porta, PhD, MPH, RN, FAAN; Teddie Potter, PhD, RN, FAAN and Diane Treat-Jacobson, PhD, RN, MSVM, FAHA, FAAN. Additionally, Lauren Martin, PhD, was inducted as an Honorary Fellow of NAP and the Nursing Academy. The honor recognizes Martin’s valuable contributions for advancing interprofessional practice and education.

NAP health care leaders work collaboratively as an interprofessional force to influence national health policy and legislation and to promote quality health care through collaborative advocacy, practice, research and education.

The Class of 2021 Fellows were inducted in a virtual ceremony as part of the Virtual Annual Meeting & Forum, which took place in March.
Robertson Receives FNINR’s Faye Abdellah Leadership Award

Professor Cheryl Robertson, PhD, MPH, RN, FAAN, was named the recipient of the Faye Abdellah Leadership Award by the Friends of the National Institute of Nursing Research (FNINR). The award was presented at the virtual FNINR NightinGala in October 2020.

The award is presented to an organization or individual with a sustained and lasting impact on nursing science either through advocacy, institutional leadership or individual program of research that has led to the public awareness of the value of nursing science in improving health at the individual and/or population levels.

Robertson has served at the intersection of global health development and human rights promotion for nearly 40 years. Early on in her academic career she assisted in the development and implementation of a seminal NIH study that examined relationships between exposure to torture and psycho-social functioning among men and women. The study was among the first to elucidate the prevalence of targeted extreme violence experience by women in repressive states.

Robertson’s program of scholarship and research continues to focus on conflict, displacement, trauma and recovery. She uses a strengths-based approach to investigate and understand the health, trauma and coping of refugees who are displaced. Based on the findings of her work, she and her interdisciplinary research team have designed, developed, implemented and evaluated the effectiveness of community-based interventions that support healthy coping and healing.

For the last decade Robertson served as the Central Africa lead for the USAID One Health Workforce program to support health sciences academic and workforce development in fragile states. Robertson also leads a multidisciplinary team of university scientists and young African scholars to study climate-driven conflict, displacement, and health at the human-animal-environment intersection in the Horn of Africa Arid Lands. This research builds on her scholarship and supports the Grand Challenges priority research agenda of the University of Minnesota.
The Sigma Theta Tau International Honor Society of Nursing (Sigma) named the University of Minnesota School of Nursing the academic recipient of the 2021 Healthy Work Environment Award.

Sigma’s Healthy Work Environment Awards recognize and honor clinical facilities and academic settings that have demonstrated commitment in promoting a healthy work environment and have demonstrated excellence in health care outcomes. Saint Peter’s University Hospital Nursing Workplace Environment and Staffing Council received the clinical award.

“The sobering events of 2020 have reinforced the importance of our work environments,” said Sigma President Richard Ricciardi, PhD, CRNP, FAANP, FAAN. “It is an honor to recognize these recipients for their efforts, especially when so many of our colleagues are currently risking harm and hardship to serve in high-risk medical environments. I congratulate the University of Minnesota School of Nursing and Saint Peter’s University Hospital Nursing Workplace Environment and Staffing Council for their award-winning work and for their continued efforts in these challenging times.”

The school’s Employee Engagement Taskforce, which represents all the units and types of faculty and staff in the school, has led initiatives focused on sustaining a healthy workplace environment, including wellbeing, diversity and inclusion, professional development, recognition, respect, supervision and leadership.

The school was recognized during Sigma’s Creating Healthy Work Environments event, which was held virtually in February. Senior Executive Associate Dean of Academic Programs Christine Mueller, PhD, RN, FGSA, FAAN, presented about the school’s ongoing journey to create and sustain a healthy work environment.
<table>
<thead>
<tr>
<th>Donnelly, Joanne</th>
<th>National Institutes of Health</th>
<th>National Heart, Lung, and Blood Institute / (R01)</th>
<th>Optimize Clinical Outcomes Using Big Data</th>
<th>Personalized Statin Treatment Plan to</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi, Chih-Lin</td>
<td>National Institutes of Health</td>
<td>National Heart, Lung, and Blood Institute / National Institutes of Health</td>
<td>Personalized Statin Treatment Plan to</td>
<td>Manage Chronic Health Conditions, Symptom Management, and Health/Nursing Informatics and Systems Innovation</td>
<td></td>
</tr>
<tr>
<td>Bradley, Cynthia</td>
<td>Innovative Design Labs / National Institutes of Health</td>
<td>national Heart, Lung, and Blood Institute / National Institutes of Health</td>
<td>Development and Pilot Testing of a mHealth Application Supporting Self Management of Accidental Bowel Leakage: “I'M ABLE” (R21)</td>
<td>National Institute of Nursing Research / National Institutes of Health</td>
<td></td>
</tr>
<tr>
<td>Bliss, Donna</td>
<td>Innovative Design Labs / National Institutes of Health</td>
<td>National Institute of Nursing Research / National Institutes of Health</td>
<td>Augmented Reality System for the Education of Clinical Caregivers of Older Adults (SBIR)</td>
<td>National Institute of Nursing Research / National Institutes of Health</td>
<td></td>
</tr>
<tr>
<td>Mays, Ryan</td>
<td>Community-based Exercise to Improve Physical Functioning and Cardiovascular Health Following Revascularization for Peripheral Artery Disease</td>
<td>University of Minnesota Foundation / Olofson Trust</td>
<td>Extending an eHealth Enhanced Care Approach: Development of Nurse-Guided Patient Engagement Content to Support Human Milk Feeding of Infants with Complex Congenital Heart Disease Diagnosis</td>
<td>University of Minnesota Foundation / Olofson Trust</td>
<td></td>
</tr>
<tr>
<td>Mays, Ryan</td>
<td>Community-based Exercise to Improve Physical Functioning and Cardiovascular Health Following Revascularization for Peripheral Artery Disease</td>
<td>University of Minnesota Foundation / Olofson Trust</td>
<td>Extending an eHealth Enhanced Care Approach: Development of Nurse-Guided Patient Engagement Content to Support Human Milk Feeding of Infants with Complex Congenital Heart Disease Diagnosis</td>
<td>University of Minnesota Foundation / Olofson Trust</td>
<td></td>
</tr>
<tr>
<td>Lee, Jiwoo</td>
<td>University of Minnesota CTSI / National Heart, Lung, and Blood Institute / National Institutes of Health</td>
<td>University of Minnesota CTSI / National Heart, Lung, and Blood Institute / National Institutes of Health</td>
<td>Reducing the Summer Health Gap: Evaluation and Enhancement of a Community-based Child Nutrition Assistance Program (KL2)</td>
<td>University of Minnesota CTSI / National Heart, Lung, and Blood Institute / National Institutes of Health</td>
<td></td>
</tr>
<tr>
<td>Martin,zen</td>
<td>National Science Foundation</td>
<td>National Science Foundation</td>
<td>Estimating the Prevalence of Sexual Exploitation Among Adolescents in Minnesota: Implications for Prevention and Early Intervention</td>
<td>National Science Foundation</td>
<td></td>
</tr>
<tr>
<td>Martin,zen</td>
<td>Women's Foundation of Minnesota</td>
<td>Women's Foundation of Minnesota</td>
<td>Estimating the Prevalence of Sexual Exploitation Among Adolescents in Minnesota: Implications for Prevention and Early Intervention</td>
<td>Women's Foundation of Minnesota</td>
<td></td>
</tr>
<tr>
<td>Martin,zen</td>
<td>University of Minnesota Foundation / Carlson Family Foundation</td>
<td>University of Minnesota Foundation / Carlson Family Foundation</td>
<td>Estimating the Prevalence of Sexual Exploitation Among Adolescents in Minnesota: Implications for Prevention and Early Intervention</td>
<td>University of Minnesota Foundation / Carlson Family Foundation</td>
<td></td>
</tr>
<tr>
<td>Lee, Jiwoo</td>
<td>University of Minnesota CTSI / National Heart, Lung, and Blood Institute / National Institutes of Health</td>
<td>University of Minnesota CTSI / National Heart, Lung, and Blood Institute / National Institutes of Health</td>
<td>Reducing the Summer Health Gap: Evaluation and Enhancement of a Community-based Child Nutrition Assistance Program (KL2)</td>
<td>University of Minnesota CTSI / National Heart, Lung, and Blood Institute / National Institutes of Health</td>
<td></td>
</tr>
<tr>
<td>Martin,zen</td>
<td>University of Minnesota Foundation / Carlson Family Foundation</td>
<td>University of Minnesota Foundation / Carlson Family Foundation</td>
<td>Estimating the Prevalence of Sexual Exploitation Among Adolescents in Minnesota: Implications for Prevention and Early Intervention</td>
<td>University of Minnesota Foundation / Carlson Family Foundation</td>
<td></td>
</tr>
<tr>
<td>Martin,zen</td>
<td>University of Minnesota Foundation / Carlson Family Foundation</td>
<td>University of Minnesota Foundation / Carlson Family Foundation</td>
<td>Estimating the Prevalence of Sexual Exploitation Among Adolescents in Minnesota: Implications for Prevention and Early Intervention</td>
<td>University of Minnesota Foundation / Carlson Family Foundation</td>
<td></td>
</tr>
</tbody>
</table>
EXTRAMURAL GRANT AWARDS (continued)

McMorris, Barbara
Whole School Implementation of Restorative Practices in Saint Paul Public Schools: Relationships as Key to Improvements in School Climates and Student Behavior
Independent School District 625 / St. Paul Public School / U.S. Department of Education

McMorris, Barbara
Evaluation of Re-entry for Juveniles Using Restorative Family Group Conferencing at Schools
Legal Rights Center / State of Minnesota

Michalowski, Martin
Interactive Digital Psychoeducation for Adolescents and Young Adults with Substance Use Disorders (SBIR)
Andamio Games / National Institute of Health

O’Conner-Yon, Susan
Advance Care Planning and Goals of Care for Represented and Unrepresented Older Prisoners
Rita & Alex Hillman Foundation

Pecheacek, Judith (CoPI)
Jonas Scholars 2018-2020
Jonas Nursing and Veterans Healthcare

Peden-McAlpine, Cynthia
Learning How Expert Critical Care Nurses Think: An Action Approach
American Association of Critical Care Nurses

Peden-McAlpine, Cynthia
Learning How to Think from Expert Nurses: The Power of Practice Narratives
Minnesota Nurses Association Foundation

Porta, Carolyn
USAID Advancing Higher Education for Afghanistan’s Development (AHEAD) FH 360 / U.S. Agency for International Development

Pruinelli, Lisiane (CoPI)
SCH: EXP: Collaborative Research: Group-Specific Learning to Personalize Evidence-Based Medicine
National Science Foundation

Rajamani, Sripriya
Health Informatics and Electronic Laboratory Reporting Support Services
Minnesota Department of Health / U.S. Department of Health and Human Services

Schorr, Erica
Wearable and Mobile Technologies to Reduce Cardiovascular Disease Risk in Adults with Type 2 Diabetes
University of Minnesota Foundation / Olofson Trust

Sieving, Renee
Leadership Education in Adolescent Health
Health Resources and Services Administration / U.S. Department of Health & Human Services

Sieving, Renee
State Adolescent and Young Adult Health Capacity Building Program
University of California San Francisco / Health Resources and Services Administration / U.S. Department of Health & Human Service

Sieving, Renee
Developing Tools for Sexual and Gender Minority Youth
National Opinion Research Center / Centers for Disease Control and Prevention

Sieving, Renee
Minnesota Personal Responsibility Education Program (MN Prep)
Minnesota Department of Health / State of Minnesota

Sieving, Renee
Healthy Youth Development Prevention Research Center
Centers for Disease Control and Prevention

Tracy, Mary Fran (CoPI)
Efficacy of Self-management of Sedative Therapy by Ventilated ICU Patients
Mayo Clinic Rochester / National Institutes of Health

Treat-Jacobson, Diane
Low Intensity Exercise Intervention for Peripheral Artery Disease: The LITE Trial (R01)
Northwestern University / National Institutes of Health

Treat-Jacobson, Diane
PROmote Weight Loss in Obese PAD Patients to PreVent Mobility Loss: The PROVE Trial (R01)
Northwestern University / National Institutes of Health

Wyman, Jean
University of Pennsylvania + PLUS Clinical Center (PENN + PLUS CC) (U01)
University of Pennsylvania + PLUS Clinical Center (PENN + PLUS CC) (U01)

Wyman, Jean
National Survey of Continence and Pelvic Floor Specialist
Society of Urologic Nurses and Associate

Wyman, Jean (CoPI)
University of Minnesota Building Interdisciplinary Research Careers in Women’s Health (BIRCWH) (K12)
Institute of Child Health and Human Development / National Institutes of Health

Yu, Fang
Aerobic Exercise in Alzheimer’s Disease: Cognition and Hippocampal Volume Effects (R01)
National Institute on Aging / National Institutes of Health

Yu, Fang (CoPI)
Efficacy and Mechanisms of Combined Aerobic Exercise and Cognitive Training in MCI (The ACT Trial) (R01)
National Institute on Aging / National Institutes of Health

Yu, Fang
Concurrent Aerobic Exercise and Cognitive Training to Prevent Alzheimer’s in at At-Risk Older Adults (SBIR)
Mooi Technologies / National Institute on Aging / National Institutes of Health

CENTER FOR SPIRITUALITY & HEALING PRINCIPAL INVESTIGATORS

Bronfort, Gert
Spinal Manipulation and Patient Self-Management to Prevent Back Pain Chronicity (PACBACK)
National Center for Complementary and Integrative Health / National Institutes of Health

Bronfort, Gert (CoPI)
Cost Effectiveness of Manipulation for Spine Pain Using Individual Patient Data (K01)
National Center for Complementary and Integrative Health / National Institutes of Health

Evans, Roni
Mindful Movement for Physical Activity and Wellbeing in Older Adults (R33)
National Center for Complementary and Integrative Health / National Institutes of Health

Evans, Roni
Testing Two Scalable, Veteran-centric Mindfulness-based Interventions for Chronic Musculoskeletal Pain: A Pragmatic, Multisite Trial
Vetern’s Affairs / U.S. Army Medical Research & Material Command

Lawson, Karen
A System and Process to Improve the Satisfaction with Hearing Health Products
Innovative Design Labs / National Institutes of Health

Leining, Brent (CoPI)
Cost Effectiveness of Manipulation for Spine Pain Using Individual Patient Data (K01)
National Center for Complementary and Integrative / National Institutes of Health
DNP program climbs to 18th in US News ranking

The University of Minnesota School of Nursing Doctor of Nursing Practice (DNP) program rose to 18th in the 2022 U.S. News Best Graduate Schools rankings. The school tied with Ohio State University and University of Alabama Birmingham. The University of Minnesota’s DNP program is the largest full-time program in the county and offers 12 specialties.

Federal University of Rio Grande do Sul, University celebrate 10-year partnership

On Dec. 10, 2020, the University of Minnesota School of Nursing and the Nursing School of the Federal University of Rio Grande do Sul in Brazil commemorated and celebrated the signing of a new partnership agreement. The agreement is anchored in a commitment to scholarship and research.

School of Nursing 12th in NIH funding, 1st in Big Ten

With nearly $6 million in awards to the School of Nursing and Earl E. Bakken Center for Spirituality & Healing in 2020, the University of Minnesota ranked 12th in National Institutes of Health (NIH) funding to schools of nursing.

The annual tabulation conducted by the Blue Ridge Institute for Medical Research placed the University of Minnesota School of Nursing first among Big Ten Academic Alliance institutions and sixth among all public universities.

School of Nursing research is addressing health issues across the life span in local, state, national and global contexts. Its areas of excellence include health promotion among vulnerable populations, prevention and management of chronic health conditions, symptom management, and nursing informatics and systems innovation.

Class of ’20 honored with virtual commencement ceremony

The University of Minnesota School of Nursing celebrated the graduation of students at a virtual commencement ceremony, Dec. 18, 2020. Joanne Disch, PhD, RN, FAAN, School of Nursing professor ad honorem and American Academy of Nursing Living Legend, delivered the commencement address to graduates.

Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP, noted two unique aspects of the agreement at the virtual signing ceremony, including that it is the first time the school is signing a 10-year agreement and it is the first signing that was agreed to without a visit to the partner campus.

“Your visits to the University of Minnesota and sharing the depth and the breadth of your university and your commitment and vision are so compelling, we’re ready to commit,” said Delaney, noting the value of virtual tours and richness of the relationships built over the years.

“This agreement will be a great opportunity for us to share knowledge in nursing science,” said Professor Ana Maria Muller Magalhães, PhD. “We are happy with this partnership to promote coordination and exchange in research activities, academic publications, exchange of faculty members and students between our universities.”

Disch congratulated graduates, noting they are entering or advancing in a profession that will ask much of them and give them much in return. “Nursing puts us in touch with being human. Without even asking, we are invited into the inner space of other people’s existence,” said Disch. “For where there was loneliness, suffering, the tolerable pain of cure or the solitary pain of permanent change, there is a need for the kind of human service we call nursing.”

Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP, presented the graduates to Regent Kendall Powell, MBA, who conferred the degrees to the graduates.

“We deeply celebrate your accomplishments here at the University and our imaginations are filled with your potential upon graduation,” said Delaney. “You all stand ready to improve health and wellness when we need it the most. You are going to have a profound impact on our profession and on health care because of 2020, not in spite of it.”
Assistant Professor Robin Austin PhD, DNP, DC, RN-BC, FAMIA, was named a Fellow of American Medical Informatics Association.

Assistant Professor Cynthia Bradley, PhD, RN, CNE, CHSE, gave four podium presentations at the National League for Nursing 2020 Education Summit.

Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP, was named a Notable Hero in Health Care by Twin Cities Business Magazine.

Clinical Associate Professor Nasra Giama, DNP, RN, PHN, received the National Association of Nurse Practitioners in Women’s Health 2020 WHO Dedicated Year of the Nurse and the Midwife Award.

Associate Professor Niloufar Hadidi, PhD, APRN, CNS-BC, FAHA, was selected as a Distinguished Educator in Gerontological Nursing from the National Hartford Center of Gerontological Nursing Excellence.

Professor Mary Jo Kreitzer, PhD, RN, FAAN, was named a Fellow Ad Eundem of the Faculty of Nursing and Midwifery at Royal College of Surgeons in Ireland. She also was included in Minnesota Physician’s 100 most influential health care leaders in the state.

Assistant Professor Martin Michalowski, PhD, FAMIA, was named a Fellow of American Medical Informatics Association.

Professor Christine Mueller, PhD, RN, FGS A, FAAN, was appointed to the National Academy of Medicine Committee on the Quality of Care in Nursing Homes. She also was appointed to the Medical Education and Research Costs Advisory Committee.

Associate Professor Barb Peterson, PhD, APRN, PMHCNS-BC, was appointed to serve as Associate Chair of the APNA Child and Adolescent Council by the American Psychiatric Nurses Association (APNA) Board of Directors.

Professor Teddie Potter, PhD, RN, FAAN, received the Women’s Health Leadership TRUST Collaborations and Partnerships award.

Clinical Associate Professor Sripriya Rajamani, PhD, MPH, MBBS, FAMIA, was selected to serve on the AMIA Governance Task Force, which guides and executes strategic goals and objectives related to governance through recommendations to the AMIA Board of Directors.

Professor Cheryl Robertson, PhD, MPH, RN, FAAN, was included in Pollen’s The 2020 50 over 50 Honorees.

Clinical Associate Professor Eileen Weber, DNP, JD, RN, PHN, was named co-chair of the Minnesota Provider Orders for Life Sustaining Treatment (POLST) Steering Committee of the Minnesota Medical Association, with a corresponding membership role on the National POLST Plenary Assembly.
Jennifer Dinneen, MBA, joined the school as director of human resources with 15 years of experience, including her most recent position as senior human resources consultant for the College of Liberal Arts. Her previous experiences include director of human resources of the Department of Homeland Security, Customs, and Border Protection and HR officer in Command & Director of HRM Commander’s Staff, US Air Force in Minot, North Dakota. She earned a bachelor’s degree in psychology from the University of Minnesota - Duluth and an MBA with human resources focus from Touro University International. She is a SHRM-CP Society for Human Resources Management Certified Professional.

Heidi Eschenbacher, PhD, joined the school as project manager for the Advancing Higher Education for Afghanistan’s Development (AHEAD) project. She earned a doctoral degree in organizational leadership, policy and development from the University of Minnesota, specializing in comparative and international development education and evaluation. Prior to coming to the School of Nursing, she was at the Institute on Community Integration as a researcher focused on the housing and supports and services that people with intellectual or developmental disabilities receive across the United States.

Annie Koolen, BS, joined the Office of the Dean as the operations administrator. She comes to the school with 20 years of experience in administrative and operations management. For the past six years, she supported university administration and academic operations at St. Catherine University. She has also served 14 years as an assignment editor for television news. She earned a bachelor’s degree from the University of Minnesota School of Journalism and Mass Communication.

Maria Krautkremer, BS, joined the school as Population Health and Systems cooperative unit assistant. She earned a bachelor’s degree in Genetics, Cell Biology, and Development from the University of Minnesota. During her studies, she served as a curatorial assistant in the Bell Museum’s herbarium and as a teaching assistant.

Huong Nguyen, PhD, joined the school as a clinical associate professor. Nguyen earned PhD and master’s degrees in social work from the University of Chicago, a master’s degree in mass communications from the University of Nebraska and a bachelor’s degree in foreign trade economics from Hanoi Foreign Trade University. Her most recent position was a research associate professor at the University of South Carolina in the Department of Religious Studies. Nguyen’s multi-site research spanning the U.S., Thailand and Vietnam focuses on understanding the root cause of mental health disorders in order to develop an innovative therapy to treat these disorders, including areas of spirituality and religion in mental health, Buddhism-based psychosocial interventions in mental health, elder care, supporting family caregivers of elderly people with dementia and Buddhist social work.
In the pandemic economy, almost 1 in 8 U.S. adults say their households don’t have enough to eat. The lockdown of 2020, with its epic lines at food banks, has revealed what was hidden in plain sight: that the struggle to put adequate meals on the table — food insecurity — is persistent for millions of families in the U.S.

Food insecurity is linked to negative health outcomes for both young people and adults, and it may cause young people to have trouble in school. Public health interventions that focus on helping everyone get healthy foods are key to reducing food insecurity and improving health.

While legislative support for such interventions is growing, relatively little is known about how effective they are in reducing food insecurity and improving families’ dietary quality.

Assistant Professor Melissa Horning’s research addresses this important evidence gap. In a study published in 2021 in the journal Appetite, she and her community colleagues at the East Side Table of M Health Fairview examined the acceptability and impact of a community-developed family meal-kit program. The meal-kit program was designed to increase access and affordability of healthy foods, enhance cooking skills and improve dietary quality for residents of St. Paul’s East Side Neighborhoods. “Both qualitative and quantitative findings showing increases in cooking confidence and availability of healthy foods following the program indicate that meal-kit programs hold real promise as a public health intervention to increase healthy, home-cooked meals,” says Horning.
Community-led survey provides insight to opioids-related concerns

Center for Nursing Informatics faculty collaborated with community partners Hue-MAN Partnership and the City of Minneapolis public health department to reveal new data-driven insights regarding opioids and resilience during COVID-19. Clinical Associate Professor Sripriya Rajamani, PhD, MPH, MBBS, FAMIA, Assistant Professor Robin Austin, PhD, DNP, DC, RN-BC, FAMIA, and Professor Karen Monsen, PhD, RN, FAMIA, FAAN, together with DNP students, used the University of Minnesota-trademarked MyStrengths+MyHealth app, targeting outreach in collaboration with neighborhood and community leaders. This community-solicited project was possible because of the mutual trusting relationships fostered in previous School of Nursing community-research collaborations. More than 500 individuals responded to the need for better data to show resilience and whole-person health in our communities and beyond. This allowed the research team to examine the data to show strengths, challenges and needs of the community — demonstrating to community partners the importance of understanding whole-person health locally to guide policy and community decisions.

The findings were highly positive. Respondents in Minnesota showed substantial strengths, with resilience centering around home, faith, and neighborhood safety, compared to respondents from other places. There were also sobering considerations, in that respondents with substance use challenges were much more likely to face other challenges as well. Further community research will build on these findings.

Center for Nursing Informatics faculty continue to foster positive collaborations in order to make data-driven research and policy available and accessible to the broader Minneapolis community, the nation and our global partners.

Reducing the summer health gap

Children tend to gain more weight over the summer months than during the school year. This is particularly true of children living in low-income households. These children also experience increased food insecurity during the summer. To bridge the summer nutritional gap and promote children’s well-being during the summer months, the United States Department of Agriculture has sponsored the Summer Food Service Program. Schools and nonprofit organizations can voluntarily serve as program sites and provide meals to children aged 18 or younger. In 2019, there were approximately 1,100 program sites providing meals and snacks to children in Minnesota.

Interestingly, descriptive characteristics and the health impacts of such an important program have not been well studied. Center member and Assistant Professor, Jiwoo Lee, PhD, RN, LSN, and her research team and mentors, including Center Director Jayne Fulkerson, PhD, and faculty with the School of Public Health, aim to address this research gap by investigating critical details about the summer food service program providers, participants and the quality of foods offered through the program. Additionally, the team will assess changes of children’s food insecurity, diet quality and weight gain over the course of the program and the following school year. The research will be conducted in the summers of 2021 and 2022 funded by the Clinical and Translational Science Institute’s KL2 Scholars Program and the LaVohn Josten Public Health Nursing Research grant. Lee’s team believes the research will guide further improvement of the program, informing policy and contributing to improving children’s nutrition-related health.
Improve health disparities with trust, partnership

Kara Koschmann, PhD, APRN, CPNP-PC, has a message for health care providers who want to improve health disparities for children: trust and partnership with parents are key. Koschmann, who recently completed a dissertation under the advisement of center faculty member Casey Hooke, PhD, APRN, PCNS-BC, CPON, FAAN, conducted focus groups with urban, low income African American parents of young children. While the focus was on well child care for healthy children, she discovered that many of the parents in her focus groups also had a child with a chronic condition at home.

“We know that African American children are more likely to have a chronic condition such as asthma, and we’re trained to evaluate this risk; yet it’s racism, not race, that accounts for these differences,” says Koschmann, who is an assistant professor at St. Catherine University. She says that trust is essential to addressing these disparities. “Trust is easily broken because of a history of systematic disadvantages and biased assumptions,” she says. According to Koschmann, parents sought advice from relatives and friends before their pediatric provider. They shared numerous examples of broken trust and misunderstandings with their child’s provider.

The parents in her study were eager to give voice to the community. Koschmann found that if she stood outside grocery stores or spent time in the neighborhoods where the families she wanted to hear from lived, word spread quickly that there was someone ready to listen. “They brought friends and other parents,” says Koschmann. Parents had three key messages for providers who want to build trust and partnership with parents from historically marginalized groups: “Take time to get to know me and my child, show me through your actions that you care, and listen to me”. Results of Koschmann’s research are in press in the Journal of Pediatric Nursing, and her co-authored paper, ‘I Can’t Breathe: A Call for Antiracist Nursing Practice was recently published in Nursing Outlook.
KARMALIANI MAKES GLOBAL 100 OUTSTANDING WOMEN NURSE AND MIDWIFE LEADERS LIST

Rozina Karmaliani, PhD ’00, MSN ’97, dean and professor at the Aga Khan University School of Nursing and Midwifery in Pakistan, was named in the global 100 Outstanding Women Nurse and Midwife Leaders list.

The announcement of the list, made by World Health Organization, United Nations Population Fund, Nursing Now, International Council of Nurses, International Confederation of Midwives, and Women in Global Health, marked the end of the International Year of the Nurse and Midwife. The list features the achievements and contributions of nurses and midwives from 43 countries and across six global regions, to recognize these women and the millions of nurses and midwives around the world.

Karmaliani earned a Master of Science in Nursing degree in 1997 and PhD in Nursing in 2000 from the University of Minnesota.

In addition to serving at Aga Khan University School of Nursing and Midwifery, Karmaliani is a faculty member for the Medical College’s Community Health Sciences.

Karmaliani’s research focus includes gender-based violence, promoting mental health and preventing suicides from a health systems perspective. She has received more than $4 million in various national and international research grants and has more than 50 peer-reviewed key publications in journals.

Besides Pakistan, she has worked for the development and promotion of higher education in nursing in East Africa, Afghanistan, Syria and Egypt.
**CLASS NOTES**

**Caroline Bunker Rosdahl**, BSN ’60, wrote the book, *The Naked City: True Stories and Revelations about the Real Life World of Nursing*. This book shares a lifetime of personal stories and experiences that illustrate how the nursing profession can be highly rewarding and interesting, as well as full of unexpected twists and turns and amazing experiences. She is also the author of the classic perennial bestselling *Textbook of Basic Nursing*, now in its 11th edition.

**Jeffery Wicklander**, MS ’01, was named president of Aspirus Wausau Hospital & Central Region in Wisconsin. He brings more than 24 years of health care experience to his new role, with the foundation of his career being based on his clinical experience as a nurse and nurse practitioner. Previously, he was president of North Memorial Health Care and vice president of patient care and chief nursing officer at Allina Health-United Hospital.

**Sandra Fonkert**, MS ’02, BSN ’74, was named a finalist for the staff nurse Nurse of the Year award. She is a nurse at M Health Fairview.

**Brent Katzenberger**, BSN ’03, was named Cuyuna Regional Medical Center’s director of clinical informatics. In his new position, he will focus on oversight, support and optimization for Excellian, the electronic medical record technology, and related interfaced clinical software applications.

**Maria Raines**, MS ’04, was named the Nurse of the Year in Leadership by March of Dimes. She is the vice president and chief nursing officer of University of Minnesota and Masonic Children’s Hospitals at M Health Fairview.

**Anne Boisclair-Fahey**, DNP ’07, MSN ’97, was named interim chief nursing officer at Children’s Minnesota. Boisclair-Fahey has served as director for advanced practice providers at Children’s Minnesota since 2017.

**Lori Ranney**, MSN ’07, received the Dianne Fochtman New Author Award from the Association of Pediatric Hematology/Oncology Nurses.

**Sarah Stoddard**, PhD ’09, MS ’99, was appointed to the CDC Community Preventive Services Task Force. Nationally recognized for her expertise in adolescent health and her interdisciplinary research to prevent substance use and violence among vulnerable populations of youth, Stoddard is an associate professor in the Schools of Nursing and Public Health at the University of Michigan. She is also director of the Training and Education Core for the University of Michigan Injury Prevention Center.

**Michael Petty**, PhD ’11, MS ’96, was named the Nurse of the Year in Advanced Practice by March of Dimes. He’s a cardiothoracic clinical nurse specialist at M Health Fairview and an adjunct clinical assistant professor at the School of Nursing.

**Megan Workman**, DNP ’13, was elected to be the mayor of Aitkin, Minnesota. Workman is also a certified nurse midwife at Riverwood Healthcare.

**Tucker Annis**, DNP ’15, was named a finalist for the Nurse of the Year award in innovative and non-traditional nursing by March of Dimes. He is a clinical informaticist at University of Minnesota Physicians.

**Ann Forster Page**, DNP ’17, MS ’01, BSN ’99, was named the Distinguished Nurse of the Year by March of Dimes. She is the University of Minnesota Physicians nurse-midwife service director and an adjunct clinical assistant professor at the School of Nursing.

**Reade Selcke**, BSN ’17, began a position at Iora Primary Care in Denver, Colorado in chronic disease management with a specific focus on diabetes and COPD in the elderly patient population.

**Jenna Berendzen**, DNP ’19, co-hosts a new podcast called *The Nightingale Project — Where the Healing Begins*, which features real stories from the nursing community about topics such as loneliness, resilience and the realities of caregiving during a pandemic. She is a psychiatric nurse practitioner in Hiawatha, Iowa.

**Julia Beyer**, BSN ’19, received a Daisy Award after being nominated by a patient who was moved by her personalized care and thoughtful attention during their time together. Beyer is a nurse on the post surgical unit at United Hospital.

**Katelyn Kemmetmueller**, BSN ’20, will return to the Gopher softball squad for the 2021 season, after her senior year softball season cancelled because of COVID-19. She is pursuing a certificate in human resource and development, interested at the management side of nursing while gaining more experience in her field. She was the first Gopher softball player to graduate from the nursing program at the University of Minnesota.

**Meghan (Hultman) Tierney**, PhD ’20, was named the Nurse of the Year in Education and Research by March of Dimes. She is a clinical scientist at PicnicHealth, which is a health care tech startup that works directly with patients to collect medical records across health care systems and make them accessible in a secure online dashboard.

**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.
IN MEMORY

Lorraine Bradt Dennis, BSNE ’43
Mildred Mahler Oliver, BSN ’45
Elizabeth Moore Reagan, BSN ’45
June Wohlleben Kinney, BSN ’47
Patricia Ruby Morse, BSN ’47
Mary Barnes Pittenger, BSN ’47
Aune Hautamak Trygg, BSN ’47
Lila Atkinson, MPH ’48
Phyllis Naslund Jacobson, BSN ’52
Lucy Schwartz Sontag, BSN ’52
Doris Wiese Hemp, BSN ’55
Mary Lou Taylor Welz, BSN ’55
Beverly Nordstrom Brostrom, BSN ’57
Maryline Backlund Gustafson, BSNE ’57
Jean Bloom Norrbom, BSN ’57
Mary J Collins, BSN ’58
Kathleen Hulzena Copeyon, BSN ’58
Shirley Roningen Lundquist, BSN ’58
Joyce Andeen Bjerk, BSN ’59
Helen Gammon Schei, MPH Nursing ’63, BSN ’66
Rita Hoeschen Aichlamy, MS ’64, BSN ’66
Karen Mellom Mero, BSN ’68
Patricia Sleezer Johansen, BSN ’69
Beverly Swenson Nilsson, MS ’73, BSN ’67
Carol Reese, MS ’74, BSN ’65
Ardella Hespenheide Fraley, BSN ’75
James Gwost, BSN ’75
Colleen Wolf Atkinson, BSN ’79
Winnifred Sundquist Gustafson, MS ’81
Carolyn Hiatt, MS ’81, BSN ’79
Ann M Routier, BSN ’83
Juan Witherspoon Turner, MS ’83, BSN ’75
Mary Olson Cornils Baich, MAHCA ’91
Dorothy M. Perry, Comp Therapy & Healing Pract Certificate ’09

REMEMBERING

Marilyne Backlynd Gustafson, BSNE ’57, faculty emeriti passed away on Feb. 2, 2021. She retired from the School of Nursing in 2005 after several decades of service as an assistant professor. Gustafson was honored as one of the 100 Distinguished Nursing Alumni at the School’s Centennial Gala in 2009. She was known as being a master teacher of teaching, as well as being kind with a great sense of humor.
In the past year, lifelong lessons have been shared in and outside the classrooms. Many parents are managing dual roles of “homeroom” teachers and go-to moms and dads. We learned that hugs and handshakes can’t be taken for granted and time spent with grandkids and family is even more precious than we thought. A brighter spotlight fell on the nation’s health disparities and numbers told stories of loss, recovery and miraculous discovery. And there at the center of it all are nurses.

When we launched the Empowering Health Campaign, our goals were to remove financial barriers for our students, attract and retain the exceptional faculty, and be recognized as one of the top nursing schools for research. We were driven by the nursing shortage, projected to reach 500,000 by 2030—and the realization that 56% of our faculty were eligible for retirement in the next 10 years. And of course, the average student debt load of nearly $43,000 served as inspiration to do better, be better.

We have only four months to raise $4 million and reach our goal of $45 million. We are blessed by having received gifts from more than 7,800 benefactors. This number continues to amaze us but even more amazing are the stories that have motivated each of them to make a philanthropic investment in our school, our mission. Here are a few stories that I will remember:

• One of our very own faculty members helped establish the School of Nursing Student Emergency Fund
• A benefactor from Wisconsin added to an endowed scholarship in her mom’s name by naming the School of Nursing as a beneficiary of her IRA as well as making a gift of appreciated stock
• A benefactor couple from the Twin Cities added to a scholarship they established three years ago at the encouragement of one of our School of Nursing Foundation Board members
• A benefactor from North Carolina helped establish a scholarship in the name of her sister in law who passed away several years ago
• 3 benefactors, none of whom are School of Nursing alums, created an endowment to honor one of our faculty and staff
• One of our alums in Virginia was able to get their gift matched through her former employer
• A faculty member from another university in Japan helped create an endowment that will provide annual financial awards for outstanding research

Your annual gift, your gift in memory of a loved one, your gift in honor of a favorite faculty member all matter and can help us achieve our goal.

To think that we are helping carry on the name and legacy of these alums and friends and thousands of others is inspiring to me and I hope it is to you, too.

I look forward to achieving our goal of $45 million with you and our benefactors who see our mission as a powerful solution to the future of health care and stronger communities. With humble gratitude for your work every day to make our school and university stronger.
Empowering Health
The Campaign for the School of Nursing

It’s our time to lead – join us!

$45M Overall goal by June 30, 2021
$33M Preparing nurse leaders
$6M Ensuring forward-thinking faculty
$6M Transforming research

January 2021 Campaign Progress:
$40,864,653 from 7,857 donors

Current gifts 59%
Future commitments 41%

All gifts and commitments made to the School of Nursing on or after June 1, 2012, will be included in the campaign totals.

HOW CAN I SUPPORT THE SCHOOL OF NURSING TODAY?

Make a gift online with your credit card
https://z.umn.edu/makingagift

Give by phone
612-624-3333
800-775-2187 (toll-free)

Give by check
University of Minnesota Foundation
PO Box 86266
Minneapolis, MN 55486-0266

HOW CAN I IMPACT NURSING LEADERS, TEACHERS AND DISCOVERIES TOMORROW?

You can make a commitment to support the School of Nursing through a planned gift by including the school in your will or trust or by designating it as a beneficiary of your retirement plan or life insurance policy. Learn more about how you can benefit the school by visiting give.umn.edu/waystogive or contact anyone from the development team.

TRUSTEE EMERITI
Sandra Anderson
Dawn Bazarko
Mary Lou Christensen
Susan Forstrom
Patricia Kane
Marilee Miller
Carolyn Schroeder

CAMPAIGN PROGRESS
For up to date Empowering Health Campaign progress and inspirational stories, visit
https://z.umn.edu/empoweringhealth.

BOARD OF TRUSTEES
Bernie Aldrich
Rimage Corporation, Retired
Jeannine Bayard
Past Chair
UnitedHealth Group, Retired
Ann Garwick
University Of Minnesota School of Nursing, Retired
Cynthia Jurgensen
Chair
UnitedHealth Group
Lisa Moon
Treasurer
Consultant, Advocate Consulting
Christine Mueller
University of Minnesota School of Nursing
Nancy Olson
Abbott Northwestern Hospital, Retired
Marjorie Page
M Health Fairview, Retired
David Rothenberger
University of Minnesota Department of Surgery
Sharyn Salmen
Salmen Consulting
Kevin Smith
Secretary
The Good Clinic
Jack Spillane
National Purity Soap, LLC
Nancy DeZellar Walsh
Chair Elect
DeZellar Walsh Consulting LLC

EX-OFFICIO MEMBERS
(WITH VOTING PRIVILEGES)
Connie White Delaney
Professor and Dean,
University of Minnesota School of Nursing
John Kilbride
Director of Development,
University of Minnesota School of Nursing
Julie Vanderboom
Nursing Alumni Representative
Alumni Society Board of Directors
Kanetoshi Hattori wants to light a fire under the next generation of nurse researchers. To reach this aim, the former professor at Kobe City College of Nursing in Japan has made a gift to the School of Nursing to foster and encourage research utilizing various nursing informatics methods.

Hattori was introduced to informatics at the University of Minnesota through Associate Professor Emerita Madeleine Kerr, PhD, RN and her innovative work with Geographic Information Science (GIS). Hattori contacted Kerr after reading her research and subsequently traveled to the School of Nursing in 2016. That visit became the foundation of friendships and collaboration with informatics faculty at the school.

“We are deeply honored to receive this groundbreaking gift from our visionary friend and colleague,” says Professor Karen Monsen, PhD, RN, FAMIA, FAAN, director of the Center for Nursing Informatics. “His legacy fuels our passion for informatics research with students and colleagues, nationally and globally.”

Through Hattori’s generosity this funding will target researchers who are utilizing various informatics methods such as text mining, machine learning, GIS, ontology, spatial statistics and/or cognitive linguistics at or in partnership with the University of Minnesota.

The first Hattori Award for Excellence in Informatics Research will be announced in 2021.
SCHOLARSHIP ESTABLISHED TO ENCOURAGE MORE DIVERSITY IN NURSE-MIDWIFERY

After 26 years as a member of the School of Nursing faculty advancing nurse-midwifery education, Professor Melissa Avery, PhD, CNM, FAcNM, FAAN, announced her upcoming retirement in the fall of 2021. As she prepares to retire, she continues to make an impact on students — even on those not yet enrolled — with the creation of the Midwifery Impact Scholarship.

The fund was established by Avery and her husband Randy Schnoes to advance efforts to build a school community that better reflects the diversity found in the communities with which it partners. The Midwifery Impact Scholarship will be awarded to full-time students seeking a degree with a specialization in midwifery.

“The School of Nursing has been a part of our lives for more than three decades,” says Avery. “It is our pleasure to partner with the school to contribute to the success of our students and impact the diversity of the profession.”

Avery served as the school’s first coordinator of the Doctor of Nursing Practice nurse-midwifery specialty, which is ranked second in the nation by U.S. News and World Report.

Her research focus examined prenatal care practices to enhance maternal confidence for physiologic labor and birth as well as vaginal birth after cesarean birth. Recently, she was co-principal investigator on a nationally-funded project to develop and implement an interprofessional education curriculum for graduate midwifery students and obstetrics and gynecology residents.

Avery is an Associate Editor for the Journal of Midwifery and Women’s Health and is a past president of the American College of Nurse-Midwives. She was named a Fellow in both the American College of Nurse-Midwives and the American Academy of Nursing.

Those interested in recognizing Avery’s contributions to midwifery and nursing education should contact Maria McLemore at mmclemor@umn.edu.
This photo of the graduating class of 1912 is included in the Hennepin History Museum’s Local Heroes exhibit, which is a tribute to health care professionals that is on display through August 2021.

Jakub Tolar, PhD, MD, professor and dean of the Medical School and Vice President for Academic Clinical Affairs for the University of Minnesota, delivered the opening keynote at the Nursing Knowledge: Big Data Science Conference.

Anya Butzer, BSN ’18, a nurse at M Health Fairview, administered the COVID-19 vaccine to her sister Emma Butzer, DNP ’20, BSN ’14, who manages a public health clinic at the University of Minnesota.
Molly McCarthy, Microsoft’s national director, US Health Provider and Plans, and former chief nursing officer, will deliver the keynote at the virtual Nursing Knowledge: Big Data Science Conference, June 9-11. At Microsoft, McCarthy leads a team of industry clinical and technical subject matter experts that are driving digital technology innovation and transformation for health provider and payor organizations.

Human Resources Director Dee Reinking retired in January. She was the first person to hold the position of director of Human Resources in the school’s history.

Thera Witte, RN, was one of the first people in Minnesota to receive a COVID-19 vaccination. Witte, who earned an Integrative Therapies and Healing Practices Certificate from the Center for Spirituality and Healing, received the vaccine in December at the Minneapolis VA Health Care System.
With nearly $6 million in awards to the School of Nursing and Earl. E. Bakken Center for Spirituality & Healing in 2020, the University of Minnesota ranked 12th in National Institutes of Health (NIH) funding to schools of nursing. The annual tabulation conducted by the Blue Ridge Institute for Medical Research placed the University of Minnesota School of Nursing first among Big Ten Academic Alliance institutions and sixth among all public universities.