SoN Celebrates a Century

**Densford Center: Broadening Influence**

Body, Mind, Spirit: Reshaping care delivery

University of Minnesota
School of Nursing
FALL/WINTER 2008

FEATURES

6  SoN Commemorates a Century of research, scholarship, education, and service

8  The Changing Face of Nursing
    Men are a small—but growing—presence in nursing

14 Data-Based Modeling
    For hospital administrators, it’s the next best thing to a crystal ball

16 Body, Mind, Spirit
    SoN’s collaboration with the Center for Spirituality & Healing is reshaping care delivery

18 A Force for Change
    Densford Center broadens its sphere of influence

DEPARTMENTS

1  From the Dean

2  School News

21 Publications

25 Grant Awards

28 Center News

36 Alumni News

41 School of Nursing Foundation

ON THE COVER:
Nursing PhD candidate Michael Petty and ICU nurse Monica Vu check a patient’s vitals at the University of Minnesota Medical Center, Fairview.

CONTENTS

13

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The School of Nursing seeks to admit and educate a diverse student body, both in order to enrich the students’ educational experience and to prepare them to meet the health needs of a diverse society.

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Dear friends,

This has been a very full year in the School of Nursing, as we have all worked together to carry out the school’s transformative mission of advancing research, education, and practice. In this issue of *Minnesota Nursing*, we highlight the innovations and exciting events of the last few months. We invite you to celebrate and reflect with us.

**CELEBRATION**

Our school is boldly contributing to transforming the face of nursing. We celebrate the diversity of enrollments and welcome the enrichment that this diversity is bringing to nursing practice. Men discover the treasures of this profession. Recent immigrants and long-time residents welcome the opportunities of this profession. Mature students with expertise in other fields bring their rich background to the school as they complete a second, and sometimes a third degree. International partnerships enrich student and faculty learning and scholarship.

But there’s even more cause for celebration. Consider, for example:

- **The school’s focus on integrative health.** We are one of a only select few in the world to offer the doctorate of nursing practice (DNP) with a focus in integrative therapies, while at the same time committing to advanced practice preparation that includes an integrative therapy core in all specialties. Imagine how this will help transform health care into person-centric system.

- **The school’s excellence in informatics.** We are one of the first American school of nursing to approve a DNP with a focus in nursing informatics. This commitment is supported and enriched by the research of SoN faculty like Dr. Thomas Clancy who are leading the way in important areas like complexity, complex adaptive systems, and the transformation of health and nursing care systems.

- **The school’s commitment to nursing leadership.** The Katharine J. Densford International Center for Nursing Leadership has been key in fostering leadership in students, faculty, and health systems. Now we are looking ahead to the Center’s next phase: its evolution as a world center of innovation in leadership, a resource for local and global nursing and health care, and a force for bold change toward a person-centric health care system.

**REFLECTION**

The coming year will be a time to reflect on our rich heritage as the nation’s first continuously operated, university-based school of nursing—and to honor the courage and commitment of nursing and health care leaders who shaped the school and made it a center of nursing excellence.

In this issue, we offer a preview of the Centennial year events. Please mark your calendars! We invite all of you—alumni, friends, colleagues, faculty, staff, and students—to join us as we celebrate our strengths and successes, while looking ahead to future advancements in nursing.

With warmest regards,

Connie Delaney
Professor and Dean
It’s not easy to get a group of nine BSN juniors interested in foot care for the homeless—at least not at first: “After sleeping four hours that night, I awoke in the morning with a headache. I was crabby and upset that I would be spending my day washing the feet of homeless individuals,” Paul Broker admits.

Despite such misgivings, the foot care clinics at the Dorothy Day Center, held in collaboration with the department of nursing at the College of St. Catherine and Healthcare for the Homeless, turned out to be a highlight of our public health clinical experience. The people who flooded the commons of the Dorothy Day Center came from all walks of life. They included recent college graduates who had just moved to the Twin Cities, had little or no family support, and were having difficulty meeting debt payments. Others were mentally ill and not receiving appropriate treatment for their condition. And some were temporarily out of work. “The energy in the commons was vibrant, edgy, loving, and desperate,” Mary Crimi recalls.

We set up basins of warm water in a corner room and added Epsom salts and tea tree oil. Then we walked around the center to see who we could help. “One guy asked me why we were there. I think maybe he thought there was something in it for us as well,” Marne Donnelly says. “I told him we were there to help them take care of their feet, to educate them about foot care, and to listen to their story. He was truly appreciative and amazed.”

We served about 30 people during the first clinic. “We provided excellent foot care, but we discovered that what people really wanted was a place to relax, a break to lift their spirits, and someone to listen rather than tell,” Broker says.

Colleen May agrees: “After 10 minutes of foot soaking, some conversation, and a clean pair of socks, you could really see a difference in people’s faces. It was a privilege to serve them.”

The field experience has led us to reconsider our stereotypes about homeless people. “I now know that homeless people have diverse histories, stories, and lives,” Kristin Miller says. And Bernadette Vanyo found that the experience “made me re-evaluate my values, both personally and professionally.”

Before going to Dorothy Day, most of us felt that foot washing would have little impact on people’s lives. Instead we discovered that it was a vital public health intervention. For only $200 dollars worth of supplies, we were able to connect with, teach, and empower a group of people desperate for help. The Dorothy Day Center should remain a major site in any public health clinical rotation. What students learn at sites like Dorothy Day cannot be taught in the classroom.

Kristen Neigebauer sums the experience up this way: “What is more meaningful than to humble one’s self for a person who has really been humbled in life?” Adds Chelsey Wolfgram: “It’s that feeling of making a difference in someone’s life that drives me to be a nurse.”
Elaine Darst attends workshop in Denmark

SoN clinical associate professor Elaine Darst, PhD, RN, attended the International Educators Workshop in Copenhagen last April. The workshop offered educators from around the United States an opportunity to learn about the Danish International Study Abroad Program.

Over the last five years, 25 undergraduate nursing students have participated in the program, which offers classes in English, clinical experience with a Danish nurse preceptor, and interaction with Danish nursing students. Students benefit from good support, qualified faculty, and academically rigorous courses.

The International Educators Workshop offered Darst, who codirects the BSN program, a taste of what Minnesota students experience in Denmark. Darst and her fellow educators attended class with students, met with faculty and staff, and enjoyed “study tours” to various sites in the city.

Learn more about the Danish International Study Abroad Program at http://dis.dk.

SoN team raises $8000 to fight cancer

A team organized by the School of Nursing chapters of the Nursing College Board and National Student Nurses’ Association raised over $8000 during the University of Minnesota’s 2008 Relay for Life on April 18. It was the largest contribution of any participating team. Nearly three dozen SoN students and several faculty members walked or ran in the relay, which is the signature activity of the American Cancer Society. BSN student Laura Bell has captured the excitement of the event in a short video (www.youtube.com/watch?v=Uvzbbyf9wZc).

SoN faculty and students visit Iceland

The University of Iceland hosted 20 students and 15 faculty from the University of Minnesota School of Nursing, School of Public Health, and College of Veterinary Medicine during a weeklong Global Health Institute last April.

The collaborative effort included three one-credit graduate courses addressing public health, informatics, and the environment, along with a reception and dinner, field trip, and visit to the Blue Lagoon, a world-famous geothermal spa.

Participants also visited the home of Olafur Ragnar Grimsson, the president of Iceland, who gave a presentation on climate change.

SoN associate professor Christine Mueller and School of Public Health associate dean Debra Olson, present Olafur Ragnar Grimsson, the president of Iceland, with a special gift from the University of Minnesota during a reception at his home.
Honors & Awards

FACULTY

Melissa Avery, PhD, RN, CNM, associate professor, received the 2008 President’s Faculty Multicultural Research Award from the University of Minnesota Office of the Vice President and Vice Provost for Equity and Diversity.

Debra Bernat, PhD, clinical associate professor, testified before the Minnesota Senate’s K-12 Education Committee on March 26, 2008. Dr. Bernat testified in support of comprehensive sexuality education, citing new data from a phone survey of 1,600 Minnesota parents that she conducted last spring with SoN professor Dr. Linda Bearinger and other researchers.

Donna Bliss, PhD, RN, FAAN, FGSA, professor, was elected co-chair of the Gerontological Nursing Research Section of the Midwest Nursing Research Society. Dr. Bliss was also appointed to two committees of the 4th International Consultation on Incontinence: the Conservative Management of Fecal Incontinence and Technical Aspects of Continence Devices.

Joanne Disch, PhD, RN, FAAN, clinical professor and director of the Densford International Center for Nursing Leadership, received the 2008 Distinguished Alumni Award from the University of Wisconsin Alumni Association.

Laura Duckett, PhD, MPH, RN, associate professor, was awarded a grant-in-aid from the Research, Artistry, and Scholarship Program of the University of Minnesota Graduate School for her study, “Testing Feasibility, Acceptability, and Safety of Reiki Touch for Premature Infants.”

Carolyn Garcia, PhD, MPH, RN, assistant professor, was named a Building Interdisciplinary Research Careers in Women’s Health Scholar by the University of Minnesota Deborah E. Powell Center.

Ann Garwick, PhD, RN, LMFT, FAAN, professor and associate dean for research, received the Senior Researcher Award from the Pediatric Research Section of the Midwest Nursing Research Society.

Catherine Juve, PhD, MSPH, MN, CNP, RN, clinical associate professor, received the Outstanding Poster Award from Advanced Practice Education Associates during the annual conference of the National Organization of Nurse Practitioner Faculties.


Barbara Leonard, PhD, RN, FAAN, professor, received a Distinguished Alumni Citation from Gustavus Adolphus College. This award recognizes outstanding and exceptional professional achievements.

Linda Lindeke, PhD, RN, CNP, associate professor, was named president of the National Association of Pediatric Nurse Practitioners (NAPNAP), a professional association for pediatric nurse practitioners and other advanced practice nurses who care for children.

Emily Litt, RN, MS, PHN, clinical assistant professor, is the president-elect of the Minnesota Public Health Association. Her one-year term will begin July 2009. Litt was also awarded the 2008 School of Nursing Research Day Graduate Student Poster Award.

Karen Monsen, PhD, MS, RN, assistant professor, was elected co-chair of the Public Health/Community Health Research Section of the Midwest Nursing Research Society. Dr. Monsen also received a 2008 MNRS New Investigator Seed Research Grant and the PhD Dissertation Award from the MNRS Informatics Research Section.

Margaret Moss, PhD, RN, JD, associate professor, was named a 2008–2009 Robert Wood Johnson Health Policy Fellow.

Christine Mueller, PhD, RN, BC, CNAA, FAAN, associate professor, was selected to represent the University of Minnesota as a member of the Committee on Institutional Cooperation. The CIC is a consortium of 12 research universities, including the 11 members of the Big Ten Conference and the University of Chicago, whose mission is to advance academic excellence by sharing resources and promoting and coordinating collaborative activities across the member universities.

Diane Treat-Jacobson, PhD, associate professor, received the Jeanne E. Doyle Excellence in Vascular Nursing award from the Society of Vascular Nursing, the highest honor given by the SVN.
Bonnie Westra, PhD, RN, assistant professor, is the chair-elect of the Nursing Informatics Research Section of the Midwest Nursing Research Society.

Jean Wyman, PhD, RN, FAAN, FGSA, professor, is the president-elect of the Midwest Nursing Research Society. Dr. Wyman was also selected to the Academic Health Center's Academy of Excellence in Health Research. Membership in the Academy is the highest recognition of excellence in AHC faculty research.

Three School of Nursing students received the University’s Undergraduate Research Opportunity Program (UROP) Award:

**Andrew Fuxa**  
Project Title: “Obesity and School Performance among Minnesota Students”  
Advisor: Dr. Jayne Fulkerson

**Jennifer Heath**  
Project Title: “Post-Operative Pain and Analgesic Step-down Upon Discharge”  
Advisor: Dr. Linda Herrick

**Amara Rosenthal**  
Project Title: “The Impact of Extrinsic Factors of Nursing Homes on Resident Satisfaction”  
Advisor: Dr. Christine Mueller

Pamela Nelson received a dissertation award from the Health Seeking Behavior Research Section of the Midwest Nursing Research Society.

Christine Rangen was selected as a McNair Scholar by the University of Minnesota College of Education and Human Development.

Amara Rosenthal was awarded the 2008 School of Nursing Research Day Undergraduate Student Poster Award for her poster “The Relationship Between Autonomy and Satisfaction Among Nursing Home Residents,” which she also presented at the 2008 conference of the Midwest Nursing Research Society.

Molly Secor-Turner, MS, RN, received a predoctoral National Research Service Award from the National Institute of Nursing Research, NIH, for her project “Social Messages and Teen Sexual Health: Voices of Urban African American Youth.” Dr. Renee Sieving and Dr. Ann Garwick are her faculty sponsors.

Sarah Stoddard, BSN, RN, PHN, was one of 12 North American doctoral students selected to participate in the Society for Research on Adolescence and the European Association of Research on Adolescence summer school program this spring in Torino, Italy.

Julia Trachy received the 2008 Barbara Volk Tebbitt Undergraduate Nursing Leadership Award.

**STAFF**

Kim Klose, MA, received the Gross Family Award for Management and Leadership Team Project for her collaboration on the Charities Review Council’s Accountability Wizard, an online tool that assesses non-profit organizations’ effectiveness in the areas of finance, board activities, and management. View the prize-winning assessment tool at www.smartgivers.org/AccountabilityWizard.html.
In honor of the centennial, and to welcome the arrival of our second century, we asked nine key individuals to answer the question, “How is nursing changing, and how is the School of Nursing helping to lead that change?” Here’s what they had to say:

**Celebrating a Century**

In March 1909, the University of Minnesota School of Nursing welcomed its first class—four students—to campus. Today the school is preparing to commemorate an amazing century of research, scholarship, education, and service to the people of Minnesota and the world.

“We’re planning a yearlong celebration through a variety of different activities—scientific and scholarly through pure fun,” says SoN professor Joanne Disch, PhD, RN, FAAN, who is co-chairing the centennial celebration with associate professor Kathleen Krichbaum, PhD, RN, and Marie Manthey, BSN ’62, MNA ’64.

The celebration will kick off on January 27, 2009, with a state-of-the-school address by Dean Connie Delaney, PhD, RN, FAAN, FACMI. Over the course of the year, the school will host several regional and national professional conferences, including the annual conference of the Midwest Nursing Research Society, a 1,300-member organization that promotes the development of nurse scientists.

Spring and fall galas will provide schoolwide opportunities to gather and celebrate. In November, the school will host a Summit of Sages international conference that will draw world-class speakers to examine innovation, inspiration, and transformation in the creation of new care delivery models.

Mark your calendar now for the peak of the festivities, three days of fellowship and fun planned for November 5–7, 2009. Events will include a gala event, alumni tours and lunch, recognition of 100 distinguished alumni, and a tailgate party and football game at the new Gopher stadium.

For more information on all centennial celebrations, watch the School of Nursing Web site, www.nursing.umn.edu.
The establishment of the National Institute of Nursing Research in 1993 has catalyzed the development of a significant body of nursing science. Today, advances in research and technology shape nursing practice and health care delivery worldwide. School of Nursing researchers lead the way in developing innovative interventions to improve health across the life span. Studies focus on reducing health disparities through health promotion and prevention, symptom management, and management of chronic health conditions. Faculty members prepare future nursing leaders by engaging students at all levels in research and evidence-based practice to improve client outcomes and promote health and well-being.

Ann Garwick, PhD, RN, LP, LMFT, FAAN | Professor and Associate dean for research; director of the Center for Child and Family Health Promotion Research, University of Minnesota School of Nursing
Until the mid-19th century, nursing was a male-dominated profession. Only around the time of the Civil War did women become active in nursing, due to a shortage of available men.

Throughout the 20th century, the majority of nurses were woman. Even today, only about 6 percent of nurses are men. But that’s beginning to change. According to the National League for Nursing, 12 percent of nursing school graduates in 2006 were men.

During its first four decades, the U of M School of Nursing did not admit men. Although the school did provide training for a group of Navy corpsmen during World I, it was not until the fall of 1949, that men were allowed to enroll as students (see “Men Join Women in Nursing Classes,” page 13).

Since then, men have been a small but growing presence in the school. In spring 2008, 16 percent of students enrolled in the BSN program and 12 percent of those enrolled in graduate-level programs were men.

SoN male graduates are active in all areas of nursing, from clinical care to research, from public health to health care administration. Here are the stories of five grads. They are of different ages and backgrounds, but all have one thing in common: They are glad they chose nursing.
Michael Petty: Studying the Implications

In the 1970s, when Michael Petty was a psychotherapist working with mentally ill adults, few patients were able to get well and stay well. “It was frustrating,” he says. “We did our best, but our patients faced enormous barriers.”

What Nurses Know

So Petty shifted gears and decided to help people get better physically. Although he had been a pre-med student in college, he opted for nursing. “I wanted to know what nurses know,” he says.

Medicine, he explains, is like a snapshot, while nursing is like a videotape: “The physician sees a patient for a few minutes, but nurses have continuing contact. We can see and communicate subtle changes in the patient to the medical team. And we’re aware of the implications of illness and treatment for patients and families.”

When Petty graduated from nursing school in 1980, male nurses were a rarity. But he has never felt discriminated against. “Some might even say that my gender has been a help since people often mistake me for a doctor,” he says. “But I’m not convinced. I do know that I have worked hard to build good relationships with all members of the team, including doctors and nurses, patients and families. Those relationships are integral to effective care.”

Consultant and Educator

Since completing his master’s degree at the School of Nursing, Petty has worked at the University of Minnesota Medical Center, Fairview, as a cardiothoracic clinic nurse specialist. In this role, Petty functions as a consultant and educator for patients and staff.

He may help nurses start a heart patient’s IV or counsel a family about what to expect when a heart transplant patient returns home from the hospital. He also works on hospital-wide initiatives to improve care or implement new procedures.

A Legacy for the Profession

Petty is currently completing a PhD. His research focuses on family caregivers of patients with left ventricular heart-assist devices. “I want to find out what their lives are like and what we can do to make them better,” he says.

He hopes that his research will help improve best practices. “I won’t be in this career forever,” he says. “And after so many years in the field, you feel like you want to leave something behind, a legacy for the profession.”
SEYOUN Adem:  
Caring for the Community

Seyoum Adem saw his first nurse when he was six years old and living in Oromia, a region of Ethiopia. “My mother took me to the clinic, and I was impressed by the nurse’s white clothes and shoes,” he remembers.

GOOD TO BE A NURSE
Nursing was not his first career choice, however. After completing an agricultural degree, Adem advised farmers on crop production.

In rural areas, he saw children with hunger-swollen bellies and adults with malaria and other diseases. “They asked if we were medical people, and they wanted us to treat them,” he says. “I thought how good it would be to be a nurse because then I could help them.”

Like many other members of the Oromo community, Adem and his family fled Ethiopia to escape from political oppression. Here in the United States, his community faces different, but no less serious, health challenges.

“We have to adapt to different food and a more sedentary lifestyle,” he explains. “At home we walked, but here we ride in cars. Many people work two jobs and have no time to exercise. They develop high blood pressure, obesity, and type 2 diabetes.”

WORTH THE SACRIFICE
Determined to realize his dream, Adem applied to the School of Nursing and was accepted to the BSN program on the Rochester campus. Commuting from the family home in Chaska wasn’t possible, so Adem moved to Rochester.

“I really enjoyed school and working at the Mayo Clinic,” Adem says. “But it was hard to be away from my family. I was always thinking of my wife and my children. But the sacrifice was worth it.”

The 48-year-old Adem graduated with a BSN on May 15, 2008. Two days later, he and his family returned to the University to celebrate the graduation of his son, Abdisa Taddese, who earned a degree in microbiology.

FUTURE GOALS
Adem hopes eventually to practice in public health, focusing on health promotion in the Oromo community. He looks forward to one day completing a doctorate of nursing practice.

He encourages men to consider nursing. “To me, it’s not a gender-based profession,” he says. “Men can care for people just as women can.”

DOUG FLASHINSKI:  
At Home in Nursing

As a high school kid, Doug Flashinski considered careers in nursing and school psychology. His mother, a nurse, encouraged him to follow in her footsteps, but he chose psychology. “Like many 18-year-olds, I questioned whether my mom knew what’s best,” he says.

CHANGING DIRECTION
After graduating from the University of Wisconsin-Eau Claire in 2003, Flashinski found himself at a crossroads. He could either go to graduate school or join his dad and brother on the family farm. He chose the farm.

“I farmed for a few years and enjoyed it,” he says. “When I was sitting in the tractor tilling the fields, I knew I was doing something valuable.” But fieldwork aggravated his allergies, and Flashinski wanted a different lifestyle. So he revisited his career choices. This time, he opted for nursing.
His background in psychology was a plus. So was his undergraduate research experience. He also has a strong work ethic, shaped by life on the farm. “I learned the value of hard work, dedication, and how to manage my time most efficiently,” he says. “And that’s the way I approach nursing.”

LOOKING AHEAD
After graduating with a master’s in nursing this December, Flashinski plans to practice in intensive care. After that, he hopes to complete a doctorate in nursing practice and become a nurse anesthetist. Eventually, he’d like to become a clinical instructor or professor and conduct research.

Flashinski was drawn to anesthesia after shadowing a nurse anesthetist during high school. “The field offers autonomy and responsibility. The patient’s life is literally in your hands during the operation,” he says.

AN UNDERSTANDABLE CHOICE
Most of Flashinski’s high school friends chose traditional male jobs, while he selected a nontraditional profession. “They poked a little fun at me when they found out I was going into nursing,” he admits.

But he remains unfazed by their teasing. “I’ve told them that nursing has so much to offer,” he says. “You can go in so many different directions. There’s job security, it’s well paying, and it’s important work. And they’re beginning to understand my choice.”

Scott Harpin discovered nursing as a college freshman, when he took a job as a nursing assistant. Over the next few years, he worked in a variety of settings and found he truly enjoyed caring for patients and families.

FOCUSING ON TEENS
Then during his last year of college, Harpin discovered public health nursing. “Until then, I figured I’d be an ICU or an OR guy,” he says. “But I really was taken with the idea of primary prevention and the focus on community and keeping the most vulnerable healthy.”

Scott Harpin
Improving Adolescent Health

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Flashinski with his mother Bonnie Flashinski on the family farm. Mrs. Flashinski is a public health nurse with Clark County Public Health Department in Wisconsin.
After graduation, Harpin worked on medical-surgical unit Abbott Northwestern Hospital, Minneapolis. A friend suggested he take a “side job” as a staff nurse at St. Joseph’s Home for Children, which specializes in assessment, crisis intervention, and residential programming for children with emotional and behavioral problems.

At St. Joe’s, Harpin discovered he liked the challenge of working with teens. In some ways, his gender made the job easier. “Many teens—both boys and girls—enjoyed having a guy figure in their lives,” he says.

Harpin also discovered he liked trying to understand adolescent issues and their connection to public health. “I enjoyed that more than focusing on a single patient,” he says.

TAKING IT TO THE NEXT LEVEL
During his time at St. Joe’s, Harpin served on the Hennepin County Community Health Advisory Committee. This allowed him to collaborate with other adolescent health professionals and expand his practice to include public policy.

After completing a dual master’s degree in nursing and public health, Harpin spent three years as the co-coordinator of the master’s-level public health nursing program in the School of Nursing, while continuing to work part-time at St. Joe’s.

Now a full-time PhD student, Harpin has his sights set on a research and teaching career, which will allow him to work on broad issues he couldn’t address as a staff nurse.

“I want to delve into the next generation of questions and explore the link between policy decisions and real-life teen issues,” Harpin explains. “I want to shape best practices that will result in positive changes in youth health.”

JOHN BORG: Making Things Happen

When John Borg entered the School of Nursing in 1971, male nurses were rare. But he didn’t hesitate. A former Army medic who had served in Vietnam, Borg was sure of his career choice.

A BUILT-IN SUPPORT SYSTEM
“I was older than most of the other students, and I was married so I had a support system, which male students needed back then,” says Borg, who also completed a master’s in nursing and hospital administration in 1976.

During his 30-year career, he never experienced discrimination on the job, but job interviews were sometimes a different story. “One doctor asked me if my children were really my biological children,” he remembers. “Today such a question would never be allowed.”

THE BIG PICTURE
Since 1987, Borg has held various administrative positions at Valley Health, which serves residents of the northern Shenandoah Valley. He is part of the senior management team that oversees three hospitals in Virginia and two in West Virginia. He also serves as president of Morgan County War Memorial Hospital in Berkeley Springs, West Virginia, where he is overseeing the construction of a new $25 million facility—the fourth hospital he has helped design during his career.
PIONEERS IN ‘U’ COURSE

Men Join Women in Nursing Classes

By WENDELL WEED
Minneapolis Star Staff Writer

FOUR FRESHMEN in University of Minnesota school of nursing aren’t worrying about keeping their hair off their uniform collars or whether fingernail polish should be removed for operating room duty.

They are the first men students to enrol for the 16-quarter program leading to a degree of bachelor of science in nursing.

Since last fall they have been among 20 students in the freshman class. As the group prepared for clinical work in University hospitals this month, the problem of uniforms arose.

With several of their women classmates, faculty members and physicians, the male nursing students selected their official on-duty wardrobe.

It includes white duck trousers and white tunic with a V-neck and blue pocket strip to match the women’s uniforms. There is a white jacket for dress wear and white shoes.

The four invaders of the field of Florence Nightingale are:

Russell E. Church, 3179 James Avenue N., who switched from engineering to nursing after serving two years as a pharmacists mate third class in the war.

Olaf Tlikkainen, Virginia, Minn., who was a navy radio technician for three and one-half years.

William Kidd, Eyota, Minn., who worked as an orderly at Rochester Minn. state hospital and at Mayo clinic in the summers while attending St. Olaf college, Northfield, Minn.

Eugene Roedl, Eden Valley, Minn., who was in the merchant marine for three years and transferred to the university from St. Johns university, Collegeville, Minn.

Only six men are active RNS (registered nurses) in Minnesota—about one-tenth of 1 per cent of the 5,789 active RNs in the state.

Making the university nursing school co-educational was an action taken by the faculty, Katherine J. Densford, director, reported.

Male student nurses take the same classwork and clinical training as their women classmates.

“There is increased demand for male nurses today,” Miss Densford pointed out. “They are especially needed in mental health care, urology and in the care of male patients.

“High salaries in the nursing field make the profession more attractive to men.”

“I like to look at the broader picture, develop programs, involve people in solving problems, and make things happen,” he says.

His success is due in large part to his nursing education and clinical experience: “That gives me credibility and helps me hone in on problems. I’m able to ask the right questions.”

During his years at Valley Health, Borg has worked to implement cutting-edge programming. Soon after his arrival, the system initiated case management for patients with special health needs. In the early 1990s, Valley Health created a parish nurse program. More recently, Borg led the development of a comprehensive diabetes management program.

AN OPEN DOOR

For Borg, nursing was the perfect career choice. “It gives you a broad entry to health care and health organizations,” he says.

“It offers mobility, an excellent living, and tremendous rewards.”

He would like to see more men enter the field. “The door is open,” he says. “Why wouldn’t you take advantage of it?”

Interested in nursing? Today’s nurses are of all backgrounds, all ages, and both genders. Their specialties range from pediatrics to geriatrics, from bedside care to public health, from administration to industry. Learn more at www.nursing.umn.edu/Education.
"A hospital can spend multi-millions of dollars on an electronic health record, but the expenditure will be a waste of money if the staff refuses to use the system," says Clancy, an experienced hospital administrator.

ANALYZING ALTERNATIVES
What if health care systems and hospital administrators had a crystal ball that allowed them to see the results—both intended and unintended—of their decisions before they made an investment of time, effort, and dollars?

Thanks to the emerging field of complexity, they now have the next best thing: the ability to make predictions using data-based models that simulate the interaction of multiple variables.

Let’s say that the hospital administration wants to modify the workflow so that patients in the emergency department will have a shorter wait. Before making any changes, department managers consult with the staff and map out the current workflow. Then they create alternate maps or flow charts and analyze how changes would affect emergency department staff, patients, and other areas of the hospital. This process is known as scenario analysis, and in the past, it was done on paper.

CREATING VALID MODELS
"Today using computers, we can create models that are far more complex, run various scenarios, and see how the system reacts to changes over time," Clancy says. Although the models look simple, the underlying statistical analysis is based on complex mathematical formulas. Once created, the models must be validated. This is done by entering existing data into the model—length of wait, day and time of arrival, staffing patterns, admissions criteria, and so on—and comparing the results with the observable, real-life situation.

Once the model is validated, new values can be substituted for existing data, and the results analyzed. Sometimes the results are unexpected: A new policy that benefits patients by reducing waiting time...
in the emergency department may create difficulties for the nurses who work there. When this happens, the parameters of scenario can be adjusted and the simulation run again to see what happens in the model.

**CAPTURING THE BENEFIT**
Simulation models can capture incremental benefits that are hard to measure. Here's an example: In some hospitals, nurses wear devices allowing them to communicate with other nurses on the unit. When they need help turning a patient, they don’t have to run out into the hall and look for another nurse. They can use the device to ask for help.

But the devices are expensive, and some administrators are reluctant to invest in them. Then a simulation model demonstrated that nurses who used the devices spent up to two hours less looking for help and resources needed to care for patients. “We were able to attach a dollar amount to the time saved and predict overall cost savings,” Clancy says.

In addition, models can be used as a facilitation tool to help staff embrace change. “When we wanted to simulate how nurses worked on the unit, we involved them in building the model,” Clancy explains. “They were helping create the change, and the process itself became a consensus-builder.”

**A VIRTUAL HOSPITAL**
During the past decade, Clancy and his colleagues have built over three dozen different models of hospital operations. These have now been linked to create a virtual hospital.

This comprehensive model has allowed administrators to see how even small changes affect the entire system. “It’s helped us make better decisions because we’ve learned that nothing happens in isolation,” Clancy says. “For instance, if we increase admissions through the ER, we may create backups in radiology.”

**MODELING THE SON**
For the last three years, Clancy has worked with Dean Connie Delaney to bring simulation modeling to the School of Nursing. “An academic center is a close cousin to a hospital in terms of complexity. But instead of patients as consumers, you’re dealing with students,” Clancy says.

Clancy, Delaney, and colleagues have created a model of one of the School’s key processes: academic scheduling. The model revealed that faculty workflow was uneven. The number of scheduled classes was low on Monday, peaked on Wednesday, and dropped off on Friday. Leveling the distribution of classes made it possible to get the schedule out sooner. A better distribution also increased the efficient use of faculty, so important given the current faculty shortage.

Faculty reaction has been positive. More balanced scheduling means more time to devote to research and grant-writing. In fact, Clancy says, the number of grants awarded to the School has risen since scheduling changes were implemented.

Students were indifferent to the changes, however. “That’s probably because the data show that student satisfaction with the school was high to begin with,” Clancy says.

In the 21st century health information technology permeates all areas of health care, and nurse informaticians will play an essential role to assure the design, implementation, and evaluation of technology supports patient safety and quality.

To meet the need for nurse informaticians, the School of Nursing is offering a post-baccalaureate, doctorate of nursing practice (DNP) with a focus in informatics. The SoN is the first nursing school in the nation to offer a DNP in this specialty.

Nurses who have completed a master’s degree with a specialty in informatics can enroll in a one-year DNP program tailored to their needs. A more extensive BSN to DNP program will be launched in fall 2009.

Nursing informatics integrates computer, cognitive, information, and nursing sciences to manage and communicate data, information, knowledge, and wisdom. The focus of nursing informatics is to support patients, nurses, and other providers in their decision-making in all roles and settings.

The need for nursing leaders specializing in informatics is critical, with estimates ranging from 10,000 to 40,000 staff within the next 10 years.
For many people, good health care is synonymous with curing illness or fixing what’s broken. But nurses understand that good health care is more than that. It nurtures the health of the whole person: body, mind, and spirit. Good health care supports a healthy lifestyle, promotes health, provides healthful and healing environments, honors multiple traditions, and strives to prevent illness and injury.

This holistic philosophy is the basis for the decade-long collaboration between the School of Nursing and the Center for Spirituality & Healing. “Our partnership with the Center is a core partnership of the School,” says Dean Connie Delaney, PhD, RN, FAAN, FACMI. “We understand that integrative health practices are essential to the full experience of health and the treatment of illness for patients, families, and communities.”

ENCOURAGING LEARNING
In 1999, Mariah Snyder, PhD, RN, SoN professor emeritus, and the center’s first director of graduate studies, launched a graduate minor in complementary therapies and healing practices. The minor has been very popular with master’s and doctoral students in nursing. Ten SoN faculty currently hold appointments in the Center, and many teach in its graduate program.

In 2000, the center received a $1.6 million grant from the National Center for Complementary and Alternative Medicine of the National Institutes of Health. The grant supported an initiative to integrate complementary therapies into the curricula of the SoN and the Colleges of Medicine and Pharmacy. The grant also supported the development of online learning for health professionals. Mary Jo Kreitzer, PhD, RN, FAAN, founder and director of the Center for Spirituality & Healing and a professor in the School of Nursing, served as the principal investigator.
MEETING CONSUMER EXPECTATIONS
This initiative has helped health care education meet consumers’ growing expectations for a more multidimensional, whole-person approach to health, says Linda Halcón, PhD, MPH, RN, SoN associate professor and chair of the integrative, global, and public health cooperative. Halcón also serves as the center’s director of graduate studies.

“The public is already there,” Halcón says. “If we’re going to be credible, we have to be there, too.”

The center has also launched a Web site for consumers (www.takingcharge.csh .umn.edu). The site offers overviews of complementary therapies from aromatherapy to traditional Chinese medicine, many of which were authored by SoN faculty. Visitors to the site will also find an interactive personal health planner that will help them create and track personal health goals.

SPREADING THE WORD
Last June, the SoN and center, in collaboration with Woodwinds Health Campus in Woodbury, offered a five-day professional development program for nurses, nursing faculty, and other health care providers. Participants came from all over the United States as well as from Korea, Germany, Japan, and England.

The goal of the program, which was based at Woodwinds, was to prepare participants to teach about integrative and holistic health and healing and to integrate complementary therapies and healing practices into various health care settings.

TEAMING UP FOR HEALTH
On the practice front, Georgia Nygaard, DNP, RN, SoN clinical assistant professor, is helping to ensure a range of complementary therapies are available to residents of the Powderhorn and Central neighborhoods of south Minneapolis.

The Pillsbury House Integrated Health Clinic, which opened in November 2007, brings together medical, nursing, complementary, and alternative medicine practitioners. Under Nygaard’s supervision, SoN students team up with students from a wide variety of disciplines including medicine, chiropractic, acupuncture and Oriental medicine, massage therapy, and psychology. Working together, students and patients determine which treatments will be most effective in supporting optimal health.

CREATING A NEW MODEL
Recently, the Academic Health Center administration asked the SoN and the center to lead the development of a “person-centric” care delivery model as an alternative to the current system. “The system is broken,” Halcón says. “There’s a sense among health professionals at every level that this is really a mess.”

The new model is based on a systems approach to care. It would take into account the individual’s family, health profile, and environmental context. The model emphasizes personal responsibility for health and personal participation in choices for healing.

The goal is “better outcomes at lower cost,” says Kreitzer. “We envision a health care commons, a portal where people could access seamless, personalized, and holistic care.” Services would often be community-based in a variety of settings, rather than concentrated in one location.

The commons would be a “one-stop shop” where people could learn how to improve health and manage chronic illness, gather information about treatment options, and coordinate services—a place where individuals can connect to the health care system, and, if they choose, establish a “health care home.”

Halcón believes that the University of Minnesota is the perfect place to create this new model. “Things are opening up quickly, the right people are in place in leadership positions and faculty members feel permission to be creative,” she says. “There’s a lot going on here.”

DNP With a Difference
Program incorporates integrative health and healing throughout curriculum.

When planning began for the School of Nursing’s new doctor of nursing practice (DNP) program, many faculty wanted to incorporate integrative health and healing into one of the program’s specialties. During a discussion about which specialty would be the best fit, someone asked a pointed question: Would any DNP graduate need the knowledge?

“The answer was, ‘no,’” says Mary Jo Kreitzer, director of the Center for Spirituality & Healing.

As a result, the DNP program, implemented in spring 2007, incorporates complementary and alternative therapies in all specialties. Beginning in fall 2009, a post-baccalaureate DNP specialty in integrative health and healing will also be available for those wishing a primary focus on this area of nursing.

“Every program will have significant content in integrative health and healing,” says Linda Halcón, associate professor and chair of the integrative, global, and public health cooperative. “It’s so consistent with nursing’s history and theoretical base.”

For example, students in the nurse anesthesia program might learn about guided imagery and essential oils, and students in the psychiatric-mental health DNP program will study nonpharmacological as well as conventional and pharmacologic approaches to mental health care.

Halcón says the inclusion of integrative approaches throughout the DNP curriculum is still unusual. “Most universities have one DNP specialty that includes integrative curriculum,” she says. “We’re taking it a step farther.”

It’s a concept whose time has come, Kreitzer says. “This is the future of health care, and we will continue to see it unfold.”
A FORCE FOR CHANGE
Densford Center broadens its sphere of influence

“A ship in port is safe, but that’s not what ships are built for.”
Rear Admiral Grace Murray Hopper, computer scientist and U.S. Navy officer.
To improve health and health care worldwide through the education, collaboration, and promotion of nurses as strong leaders and good partners” —the mission of the Katharine J. Densford International Center for Nursing Leadership effectively ensures that the center will be a force for change.

Led first by part-time director Mary Jo Krietzer, PhD, RN, FAAN, and for the last eight years by Joanne Disch, PhD, RN, FAAN, the center brings individuals and groups together to generate new ideas, challenge the status quo, and work toward transforming the way people think and act. During this time, the center developed and implemented forward-looking initiatives such as the Summit of Sages, the Clinical Scholars program, the Densford Undergraduate Scholars program, and Days of Dialogue.

The center has also offered workshops on professional practice environments, healthy learning environments, and quality and safety in nursing. Researchers associated with the center have conducted funded studies on issues such as collaborating with physicians to improve patient safety and create more welcoming health care environments for multicultural communities.

Recently, the center developed “Nursing for Non-Nurses.” The goal of this program is to help SoN faculty and staff who are not nurses better understand the values, issues, and opportunities of professional nursing. Plans are currently under way to offer the program in expanded communities as well.

**PHASE TWO: BROADER AUDIENCE, GREATER INFLUENCE**

But a phenomenal resource such as the Densford Center cannot “remain in port.” The center must continue to equip nurses to be effective leaders and strong partners, while advancing broader health care agendas. It must work to reach a wider audience, to shape health care education and delivery systems, and to advance the scholarship of leadership and the formation of health policy.

During the past year, the Densford Center Executive Committee developed a philosophy of “generative leadership” as an organizing framework for this ongoing effort. This is leadership that generates and translates new knowledge and ways of thinking. A generative leader sees new possibilities when they are not apparent or when gridlock has been the norm and engages with others to explore and excel.

The center philosophy reflects the spirit of the entire school, which we define as “a community that generates and translates new knowledge and ways of thinking by creatively examining issues, challenging the status quo, capitalizing on opportunities, embracing a spirit of abundance, and collectively leveraging the strengths of its members and partners.”

Innovation, creativity, new knowledge, and new ways of thinking are the hallmarks of this spirit. The Densford Center serves as a catalyst, stimulus, and resource to the School of Nursing, the state of Minnesota, the nation, and even the world.

**The Densford Center is moving from a singular focus on nursing to a vision of interprofessional collaboration.**

**GOALS AND STRATEGIES**

During Phase Two, this philosophy will guide Densford Center faculty and staff as they expand the center’s sphere of influence from a regional presence to a national and international one, widen the center’s singular focus on nursing to an interprofessional vision, and move from the dissemination of policies to their creation.

The center’s priorities for action during the next biennium include:

- Advancing innovation and creativity in care delivery models
- Building nursing and health provider capacity
- Improving quality and safety education for nurses and other health care professionals
- Developing faculty leadership
- Creating a national consultation service

To accomplish these goals, center faculty will use a wide variety of strategies, which include consulting at external sites, welcoming groups of learners to the University, and increasing the use of technology for learning, networking, and collaboration.

**STIMULATING DIALOGUE AND ACTION**

During the first half of this year, center director Joanne Disch, administrator Arlene Birnbaum, and SoN faculty and staff have sailed into the challenging waters of health care delivery and reform. The center has stimulated dialogue and action on key health care issues through the following initiatives:

- “A Nursing Perspective on Health Care Reform,” a community forum, held in January. It brought together some 200 nursing leaders from the greater Twin Cities metro area to explore key concerns of consumers and families. Participants also made recommendations for action.
A FORCE FOR CHANGE

- “Reform, Then Better Financing,” a letter to the editor written by Joanne Disch and published in the March-April 2008 issue of Health Affairs. In the letter, Disch argues that health care reform is destined to fail—in fact, deserves to fail—if national leaders and policymakers don’t fix the right problem: the dysfunctional health care delivery system.

- “Are we really ready for the Boomers?” a paper presented by Disch in April at the Advanced Leadership Development Program, sponsored by the National Center for Healthcare Leadership and GE’s Institute for Transformational Leadership.

- “Setting the Stage for the Evolution of Baccalaureate Nursing Education,” a video produced and distributed last May by the Densford Center and the American Association of Colleges of Nursing (AACN). The video highlights several trends that schools of nursing must seriously consider if they want to prepare students to practice in the current health care environment. View the video at www.nursing.umn.edu/Densford/Share

Joanne Disch Leads the Way
Creating environments that foster success

Joanne Disch, PhD, RN, FAAN, director of the Katharine J. Densford International Center for Nursing Leadership, discovered her own calling as a nursing leader more than three decades ago when her first head nurse, a dynamic woman named Rocky Schmitz, showed her the power of empowering others.

FOSTERING SUCCESS
“She targeted her energy toward creating an environment where the 30 or 40 of us who worked together could give the best care to patients and their families,” Disch recalls. “I realized being a leader could be a neat thing.”

Since then, Disch has focused on being the kind of leader who creates environments that foster success for both individuals and organizations. She succeeded Rocky Schmitz as head nurse—“They called me ‘Pebbles,’” she laughs—and later served as president of the American Association of Critical Care Nurses and member of several national boards. In 2000, she became the first full-time director of the Densford Center.

CHAIRING AARP
In 2002, Disch was elected to an open seat on the AARP board of directors, and in 2006 she became board chair. Her nursing background prepared her well for a leadership role in the organization, which serves almost 40 million members concerned with health care and aging issues. During Disch’s two-year tenure as chair, the board voted to support the Medicare Modernization Act and took a stand against the privatization of Social Security.

Disch also led AARP through a yearlong organizational assessment. “That was incredibly challenging,” she says. “There was a lot of healthy disagreement.”

That notion—healthy disagreement—is a key concept for Disch. “I believe that conflict of ideas is a very healthy thing,” she says. “You want the richness of different ways of seeing the situation, of different ways of thinking.”

GENERATIVE LEADERSHIP
Disch views nurse leaders as key to resolving looming challenges in health care. What’s needed, she says, is “generative leadership”—leadership that seeks to create change by introducing new ways of thinking.

“Because of the role nurses play in health care, we have such a valuable perspective,” she says. “Nurses have answers.”

Densford Center Executive Committee
Joanne Disch, PhD, RN, FAAN, Chair
Thomas Clancy, PhD, RN
Connie Delaney, PhD, RN, FAAN, FACMI
Sandra Edwardson, PhD, RN, FAAN
Helen Hansen, PhD, RN
Mary Jo Kreitzer, PhD, RN, FAAN
Kathleen Krichbaum, PhD, RN, FAAN
Marie Manthey, MSN, FAAN, FRCN
Christine Mueller, PhD, RN, FAAN
Linda Olson Keller, DNP, RN, APRN-BC, FAAN
Bonnie Westra, PhD, RN
Kim Zemke, MS, RN

BY MARY KING HOFF


FACULTY GRANT AWARDS
PRINCIPAL AND CO-PRINCIPAL INVESTIGATOR
JULY 1, 2007–JUNE 30, 2008

Avery, Melissa
Technology-enhanced Learning in Graduate Nursing (TELIGN)
Health Resources and Services Administration/
U.S. Department of Health and Human Services

Avery, Melissa
Exercise for American Indian Women with Gestational Diabetes: A Pilot Study
P20 Center for Health Trajectory Research/
UMN School of Nursing

Avery, Melissa
Development of an Exercise Intervention for American Indian Women with Gestational Diabetes: A Community-Based Approach
American College of Nurse-Midwives Foundation

Bliss, Donna
Smart Seal Ostomy Appliance: Further Testing
National Institutes of Health/
National Center for Research Resources (Prime); Korosensor

Bliss, Donna
Development of Tool to Identify Perineal Dermatitis and its Severity
3M via University of Minnesota Foundation

Bliss, Donna
Evaluation of Characteristics and Typical Usage of Incontinent Products for Fecal Incontinence
Kimberly-Clark Corporation

Carney-Anderson, Lisa
The Perioperative Experience of Parkinson’s Patients
P20 Center for Health Trajectory Research/
UMN School of Nursing

Chlan, Linda
Anxiety Self-Management for Patients Receiving Mechanical Ventilatory Support
National Institutes of Health/
National Institute of Nursing Research

Chlan, Linda
Patient-Controlled Sedation Feasibility Study
UMN – Academic Health Center Faculty Research Development Program

Delaney, Connie
Advanced Education Nursing Traineeship Program
Health Resources and Services Administration/
U.S. Department of Health and Human Services

Delaney, Connie
Nurse Anesthetist Traineeship Program
Health Resources and Services Administration/
U.S. Department of Health and Human Services

Fulkerson, Jayne
Healthy Home Offerings via the Mealtime Environment (HOME)
National Institutes of Health/
National Institute of Diabetes & Digestive & Kidney Diseases

Garcia, Carolyn
BIRCWH Program Scholar (K12)
National Institutes of Health/
National Institute of Child Health and Human Development (Prime)
UMN – Deborah E. Powell Center for Women’s Health

Garcia, Carolyn
Pilot of a Coping Intervention Tailored to Latina Adolescent Females
P20 Center for Health Trajectory Research/
UMN School of Nursing

Garcia, Carolyn
Health Insurance Affordability and Health Care Access/Quality in High and Low Uninsurance Communities
UMN Center for Urban and Regional Affairs (CURA)

Garcia, Carolyn
Addressing the Mental Health of the Twin Cities Latino Community
UMN School of Nursing Foundation

Garcia, Carolyn
Using Health Realization with Latino Adolescents: Piloting the “No Te Quebres El Coco” Program
UMN President’s Faculty Multicultural Research Award

Garwick, Ann
Building an Interdisciplinary Research Agenda to Enhance Quality of Life and Transition to Adulthood for Youths with Chronic Health Conditions Conference
Minnesota Department of Health

Garwick, Ann
Center for Children with Special Health Care Needs
Maternal and Child Health Bureau/
Health Resources and Services Administration/
U.S. Department of Health and Human Services

Gaugler, Joseph
Comprehensive Support of Alzheimer’s Disease Caregivers
National Institutes of Health/
National Institute on Aging
Gaugler, Joseph
Caregiver Outcomes Post Nursing Home Placement of a Family Member
National Institutes of Health / National Institute on Aging

Gaugler, Joseph
Nursing Home Training to Impact CMS Indicators
National Institutes of Health / National Institute on Aging (Prime)
HealthCare Interactive, Inc.

Gaugler, Joseph
The Dementia Demonstration Project
Department of Veterans Affairs

Gaugler, Joseph
Early Dementia Identification Project
State of Minnesota / Metropolitan Area Agency on Aging

Gaugler, Joseph
Nursing Home Diversion Project
State of Minnesota / Minnesota Board on Aging

Gaugler, Joseph
A Multi-Site, Cross-Sectional, Non-Treatment Prospective Trial to Collect Bio-Fluids and Neuropsychiatric Data from Cognitively Normal Elderly Subjects
Pfizer, Inc (Prime); INC Research, Inc

Gaugler, Joseph
The Memory Club: Providing Support to Persons with Early-Stage Alzheimer’s Disease and Their Care Partners
UMN Office for Public Engagement

Gross, Cynthia
Kreitzer, Mary Jo (Co-PI)
Impact of Mind-Body Interventions Post Organ Transplant
National Institutes of Health / National Institute of Nursing Research

Gross, Cynthia
Mindfulness Meditation versus Pharmacotherapy for Chronic Insomnia: A Pilot Study
AHC Faculty Development Program

Henley, Susan
American Indian MS to PhD Nursing Science Bridge – Phase 2
National Institutes of Health / National Institute of General Medical Sciences

Kerr, Madeleine
Latino-based Multimedia to Prevent NIHL
National Institutes of Health / National Institutes of Deafness and Other Communication Disorders

Kreitzer, Mary Jo
CAM Clinical Research Fellowship Program
National Institutes of Health (Prime)
Minnesota Medical Research Foundation

Kreitzer, Mary Jo
CAM Research Education Partnership Project National Institutes of Health (Prime); Northwestern Health Sciences University

Kreitzer, Mary Jo
Stress Reduction for Caregivers: A Randomized Controlled Pilot Study
National Institutes of Health (Prime); HealthPartners Research Foundation

Kreitzer, Mary Jo
Impact of a Residential Integrated Treatment Program on Women with Eating Disorders
Park Nicollet Foundation (Prime); BlueCross BlueShield Foundation

Kubik, Martha
Team COOL Pilot Study
National Institutes of Health / National Institute of Diabetes & Digestive & Kidney Diseases

Kubik, Martha
A Clinic-Based Intervention Targeting Primary & Secondary Prevention of Childhood Obesity
Allina Hospitals & Clinics

Kubik, Martha
A School-Based Body Mass Index Screening Program: Phase II
UMN – Academic Health Center Faculty Research Development Program

Lindeke, Linda
Service Use and Outcomes of Prematurity at Adolescence
National Association of Pediatric Nurse Practitioners, Minnesota Chapter

Lindquist, Ruth
Neuropsychological Functioning, Delirium, and Health-Related Quality of Life of Patients Following On- and Off-Pump Coronary Artery Bypass Surgery: A 3-Year Follow-Up Study
Minnesota Nurses Association Foundation

Lindquist, Ruth
Acupuncture for Prevention and Treatment of Atrial Fibrillation in CABG Surgery Patients
P20 Center for Health Trajectory Research/UMN School of Nursing

Looman, Wendy
Correlates of Quality of Life for Rural and Urban Families of Children with VCFS
P20 Center for Health Trajectory Research/UMN School of Nursing

Monsen, Karen
Discovering Effective Models for Home Visiting Practice
Midwest Nursing Research Society (MNRS)

Moss, Margaret
Native Nursing Careers Opportunity Program (NNCOP)
Indian Health Service / U.S. Department of Health and Human Services

Mueller, Christine
Geriatric Nursing Education Project: Creating Careers in Geriatric Advanced Practice Nursing
The John A. Hartford Foundation

Mueller, Christine
Developing Comprehensive Dementia-Specific Nursing Home Quality Indicators
Alzheimer’s Association (Prime); University of Indiana

Mueller, Christine
Multicultural Health and Wellness Services for Seniors in Independent Housing
UMN Office for Public Engagement

O’Boyle, Carol
Minnesota Emergency Readiness Education and Training (MERET)
Health Resources and Services Administration / U.S. Department of Health and Human Services

O’Conner-Von, Susan
Field Test of a Web-Based Program to Help Youth Cope with Cancer Treatment
P20 Center for Health Trajectory Research/UMN School of Nursing

Olson-Keller, Linda
Enhancing the Capacity of Public Health Nursing Through Partnerships
Association of State and Territorial Directors of Nursing

Olson-Keller, Linda
A Public Health Nurse/Population Ratio for the 21st Century
Robert Wood Johnson Foundation (Prime); University of California San Francisco

Peden-McAlpine, Cynthia
Understanding Dying in Critical Care: A Qualitative Study
UMN Graduate School – Grant in Aid

Peden-McAlpine, Cynthia
Extending Pediatric Critical Care Nurses’ Expertise in Family Settings
American Association of Critical-Care Nurses

Sieving, Renee
Prime Time: Health Promotion for Multiple Risk Behaviors
National Institutes of Health / National Institute of Nursing Research
Sieving, Renee  
Lead Peace-Plus: Evaluating a Middle School Service Learning Program  
University of Minnesota Prevention Research Center  
Centers for Disease Control and Prevention/ U.S. Department of Health and Human Services

Treat-Jacobson, Diane  
Interdisciplinary Clinical Research Scholar Program  
UMN Academic Health Center

Treat-Jacobson, Diane  
Claudication: Exercise versus Endoluminal Revascularization  
National Institutes of Health/ National Heart Lung & Blood Institute (Prime); Rhode Island Hospital (sub)

Westra, Bonnie  
Predictive Modeling for Improving Incontinence and Pressure Ulcers in Homecare  
P20 Center for Health Trajectory Research/ UMN School of Nursing

Westra, Bonnie  
Developing Predictive Models for Improving Home Care Patients’ Ambulation and Oral Medication Management Outcomes  
UMN Graduate School – Grant in Aid

Westra, Bonnie  
Leadership through Nursing Informatics  
Robert Wood Johnson Foundation (Prime)  
Regents of the University of California

Westra, Bonnie  
Improving Informatics Competencies for Minnesota Nursing Leaders  
UMN Office for Public Engagement

Wyman, Jean  
(P20) Center for Health Trajectory Research  
National Institutes of Health/ National Institute of Nursing Research

Wyman, Jean  
Center for Geriatric Nursing Excellence  
The John A. Hartford Foundation

Wyman, Jean  
Pfizer Visiting Professorship in Pain Management  
Pfizer, Inc.

Yu, Fang  
Functional Impact of Aerobic Exercise Training in Alzheimer’s Disease  
K12 Career Advancement Program for Clinical Research Scholars (CAPS)

Yu, Fang  
The Effect of Aerobic Fitness Exercise Functioning and Function in Community-Dwelling Persons with Alzheimer’s Disease  
American Nurses Foundation

Bjorklund, Darlene  
Faculty Sponsor: Linda Chlan  
Predoctoral Scholarship Award  
The John A. Hartford Foundation

Black, Mary  
Faculty Sponsor: Margaret Moss  
Predoctoral Scholarship Award  
The John A. Hartford Foundation

Crosswell, Emily  
Faculty Sponsor: Donna Bliss  
Diet Modifications in Persons with Fecal Incontinence  
UMN–Undergraduate Research Opportunities Program (UROP)

Fuxa, Andrew  
Faculty Sponsor: Jayne Fulkerson  
Obesity and School Performance Among Minnesota Students  
UMN–Undergraduate Research Opportunities Program (UROP)

Graziano, Judith  
Faculty Sponsor: Cynthia Gross  
Impact of an Automated Telephone Intervention on HbA1c in Type 2 Diabetes  
Novo Nordisk

Guttermson, Jill  
Faculty Sponsor: Linda Chlan  
Patients’ Recall and Assessment of Mechanical Ventilation: Impact of Sedation  
National Institutes of Health/ National Institute of Nursing Research

Hooke, Mary  
Faculty Sponsor: Ann Garwick  
Fatigue, Physical Performance, and Carnitine Levels in Children with Cancer  
American Cancer Society

Heath, Jennifer  
Faculty Sponsor: Linda Herrick  
Post-Operative Pain and Analgesic Step-down Upon Discharge  
UMN–Undergraduate Research Opportunities Program (UROP)

Manthey, Amanda  
Faculty Sponsor: Donna Bliss  
Individual Goals of Fecal Incontinence Management  
UMN–Undergraduate Research Opportunities Program (UROP)

Patel, Kristina  
Faculty Sponsor: Donna Bliss  
Paternative Perspective Used By Those Who Have Fecal Incontinence  
UMN–Undergraduate Research Opportunities Program (UROP)

Rosenthal, Amara  
Faculty Sponsor: Christine Mueller  
The Impact of Extrinsic Factors of Nursing Homes on Resident Satisfaction and Quality of Life  
UMN–Undergraduate Research Opportunities Program (UROP)

Secor-Turner, Molly  
Faculty Co-Sponsors: Renee Sieving, Ann Garwick  
Social Messages and Teen Sexual Health: Voices of Urban African American Youth  
National Institutes of Health/ National Institute of Nursing Research

Talley, Kristine  
Faculty Sponsor: Jean Wyman  
Fear of Falling and Disability Trajectories in Older Women  
National Institutes of Health/ National Institute of Nursing Research
Moving the debate forward

On June 10, the center co-sponsored “Minnesota Innovations: Moving the National Debate on Health Care Reform Forward,” with the AARP, the Academic Health Center and School of Nursing, the Mayo Center for Health Policy, and Twin Cities Public Television. This community forum featured panels of local and national experts who answered prerecorded questions from ordinary Minnesotans and direct questions from moderator Cathy Wurzer, the host of Morning Edition on Minnesota Public Radio. The forum will be broadcast on Twin Cities Public Television in September and will also be available as a webcast.

Center director Joanne Disch welcomed participants and noted that Minnesotans want to live in a country where—to paraphrase Garrison Keillor—“families are insured, the vulnerable are safe, and children are healthy.” Panelists included John Rother, national AARP executive vice president for policy and strategy; Hugh Smith, professor of internal medicine and cardiology at the Mayo Clinic; Representative Tom Huntley, DFL-Duluth; Senator Linda Berglin, DFL-Minneapolis; Cal Ludeman, commissioner of the Minnesota Department of Human Services; Sanne Magnan, commissioner of the Minnesota Department of Health; Randy Moore, CEO of American TeleCare; and School of Nursing dean Connie Delaney.
Densford Undergraduate Scholars selected

Two students have been named Densford Undergraduate Scholars for the 2008–2009 academic year:

Jordan Hart, originally from Ishpeming, Michigan, came to the University of Minnesota in 2004 to study neuroscience. After two years in the College of Biological Sciences, he applied to the School of Nursing and was accepted into the 2009 BSN class. Hart will study what leadership means for different people and how to help them actualize their full potential as leaders. Hart also recently received a Fairview Nursing Sponsorship.

Maari Schreiber, class of 2010, transferred to the University of Minnesota School of Nursing Rochester campus after one year at Rochester Community and Technical College. She was attracted to nursing because she enjoys helping people and loves to learn new things. She hopes to become a nurse practitioner and work in a rural clinic. Schreiber plans to develop her leadership abilities and to participate in projects that will advance the School of Nursing.

The Densford Undergraduate Scholars Program was established in 2001 to provide enriched leadership opportunities for senior undergraduate nursing students. Each spring, one or two students are selected through a competitive process to work in the Densford Center, participate in center activities, and lead a project of their own choosing. Last year’s Undergraduate Scholar, Mat Keller, established a new special interest group within the school, Men Enjoying Nursing (MEN).

This past spring, 18 students—an all time record—applied to the program. For the first time, applicants included both sophomore and junior students, ensuring there would be both a junior and a senior Densford Undergraduate Scholar.

Kay Lillehei: Supporting Nursing Leadership

The Endowed Chair in Nursing Leadership held by Joanne Disch, PhD, RN, FAAN, was created for the Densford Center through a gift from Katherine (Kaye) Lillehei. A former nurse, Lillehei says it was important for her to establish a center to support research in her field of practice and interest. Her generous donation of $3 million has allowed the center to develop initiatives that are helping nurses tackle today’s health care issues.

“The face of nursing is changing,” Lillehei says. “Nurses are impacting health care beyond the bedside, all while keeping the patient at the center of care. We must continue to develop nurse leaders who will shape education, research, and care delivery.”

Lillehei has high praise for Disch’s leadership abilities: “She has done a tremendous job of building the center’s reputation through its programs and research. I am excited to see what lies ahead.”
Seed Scattered and Sown
Influence of center spreads across the country and the world

“I can’t see myself in the position I am today without the support and the knowledge I gained in the master’s program,” says Windy Solsvig, MS, RN, an HIV/AIDs case manager at Children’s Memorial Hospital in Chicago.

As a graduate student in the School of Nursing and member of the Center for Adolescent Nursing, Solsvig completed practica at Midwest Children’s Resource Center, working with adolescent girls at risk for sexual abuse and prostitution. After graduation, she transitioned into a full-time, advanced-practice case manager position at a clinic, then moved to Chicago and took the leadership position she has now.

Her MS coursework clearly prepared her well for the clinical practice, research, and administrative work she does at the hospital. “I have absolutely no second thoughts about my choices for my educational track,” she says.

FAR-REACHING IMPACT
Solsvig is one of approximately 90 students who earned master’s degrees through the School of Nursing’s Center for Adolescent Nursing over the last 15 years. She and other alumni are using their education and experience in diverse ways, and the impact they are having on adolescent health is far-reaching. The issues they are addressing in their influential roles range from reproductive health to mental health.

Some are providing direct services in community-based clinics, others are working in school health settings, and still others are leading programs in public health agencies. Some are enrolled in PhD programs; others—seven at last count—have already earned their doctorate degree. Some have joined the faculty at universities in the global community, such as Japan and New Zealand. Others teach in nursing programs here in the Midwest.

Luz Huntington-Moskos, MS, RN—who came to the center after working as a nurse in the Peace Corps, on reservations, and in urban hospitals—is inspiring the next generation of nurses as a faculty member at Southeast Indiana University. She’s also looking into the possibility of earning her PhD. “I wish I lived closer to Minnesota so I could return and start my program there,” she says.

Solsvig and Huntington-Moskos represent just two of many success stories made possible by the Center for Adolescent Nursing, its community partners, and its funding agencies, including the Maternal-Child Health Bureau and the Centers for Disease Control and Prevention, which has provided training grants for many years.

TRANSITION TO DNP
To ensure the best preparation for the next generation of advanced-practice nurse leaders, the School of Nursing is transitioning the Master of Science degree, major in nursing, to the Doctor of Nursing Practice degree (DNP). As a result, the center will shift its focus to the DNP program.

“We routinely ask ourselves if we are offering the best education to our students,” says center director Linda Bearinger, PhD, MS, RN, FAAN. “We want to be sure we are giving them the best tools to fill their toolboxes as they set forth on the next steps in their careers.”

While Bearinger says the time is right to switch to the DNP program, she looks back with pride on the center’s first 15 years of achievements and the successes of its graduates.

“The seeds of our program certainly are scattering and blooming across the United States and improving youth health well beyond our state’s borders,” she says.
Upper Midwest Geriatric Nursing Education Alliance meets

The Upper Midwest Geriatric Nursing Education Alliance held its first meeting on May 28–29. The gathering drew representatives from 37 colleges in Wisconsin, Minnesota, and North and South Dakota, along with faculty from five of six tribal colleges.

Members of the Alliance established their mission: a commitment to excellence in geriatric nursing education in associate and higher degree programs. The mission is supported four goals:

1. To provide leadership in nursing education by infusing and strengthening geriatric nursing competencies in associate and higher degree programs
2. To provide support and networking to promote geriatric nursing education in schools of nursing
3. To build and sustain a strong alliance
4. To advocate for the health and well-being of older adults

Special guests included Patricia Kappas-Larson, senior vice president of public affairs at Evercare, and Rachael Watman, program officer of the John A. Hartford Foundation. Watman presented the Hartford Foundation grantmaking mission, which is to enhance and expand the geriatrics training of physicians, nurses, social workers, and other health professionals and to promote innovation in the integration and provision of services for all older people.

Focus on Boomers

Heather Young, PhD, GNP, FAAN, Grace Phelps Distinguished Professor, and director of the John A. Hartford Foundation Center of Geriatric Nursing Excellence at Oregon Health Science University School of Nursing, presented “When the Age Wave Hits the Shore: Implications for Caring for Aging Baby Boomers” on Tuesday evening, May 27.

Dr. Young’s remarks focused on the biggest age band in history, the Boomer generation born between 1946 and 1964. She discussed the need for alternative models, solutions, and philosophies of care to meet the Boomers’ expectations for communication, quality, and care, which differ from those of today’s older adults.

This was the inaugural event for the Minnesota Hartford Center of Geriatric Nursing Excellence. It was attended by 75 people including students and representatives from area health care organizations and colleges, private and government health care service programs, public health agencies, and volunteer organizations. The event was held in conjunction with the meeting of the Upper Midwest Geriatric Nursing Education Alliance.

The Hartford Foundation provides funding for the Minnesota Center of Geriatric Nursing Excellence. Evercare co-sponsored the Alliance meeting and Dr. Young’s presentation.
Visiting scholar

Jacqueline Dunbar-Jacob, PhD, RN, FAAN, dean of the School of Nursing at the University of Pittsburgh, served as the center’s visiting scholar on April 10–11, 2008. She presented two research seminars to faculty, students, and staff. The first focused on adherence strategies and measurement in clinical trials. The second explored retention issues and strategies in longitudinal studies. Dunbar-Jacob also consulted with the center’s executive committee on the continued development of the scientific theme.

In addition, Dunbar-Jacob delivered the keynote address to more than 350 faculty, students, and community partners at the School of Nursing’s Annual Nursing Research Day on April 11. Her presentation was entitled, “Developing a Program of Research: Building Knowledge on Patient Adherence.”

One-year pilot studies

The center provides funding to faculty to conduct one-year pilot studies. Projects funded for 2008–09 year are:

- Exercise for American Indian Women with Gestational Diabetes: A Pilot Study. Principal Investigator: Melissa Avery, associate professor and chair, Child and Family Health Cooperative
- Correlates of Quality of Life for Rural and Urban Families of Children with Velocardiofacial Syndrome (VCFS). Principal Investigator: Wendy Looman, assistant professor
- Pilot of a Coping Intervention Developed for Latina Adolescent Females. Principal Investigator: Carolyn Garcia, assistant professor

Learn more

Please check out our Web site at www.nursing.umn.edu/CHTR for links to seminars and presentations conducted by the center.
Grant Announcement: Another 5 Years

The Center for Children with Special Health Care Needs is extremely proud to announce receipt of a $1 million, five-year grant from the Maternal and Child Health Bureau (MCHB), (Title V, Social Security Act) Health Resources and Services Administration, Department of Health and Human Services. The center has been continuously funded by MCHB since 1993, and is one of five Leadership Education in Maternal and Child Health Nursing programs in the nation.

During the past 15 years, the center, created under the direction of Barbara Leonard, PhD, RN, FAAN, has supported over 125 masters and doctorally prepared pediatric nurses who have assumed leadership roles in a variety of academic, clinical, public health, and policy settings. Center faculty include: Ann Garwick, PhD, RN, FAAN; Barbara J. Leonard, PhD, RN, FAAN; Linda L. Lindeke, PhD, RN, CNP; Wendy Looman, PhD, RN, CNP; Susan O’Conner-Von, PhD, RNC; Christine Poe, DNP, RN, CNP; and Cheri Friedrich, DNP, RN, CNP.

Kudos

Linda Lindeke, PhD, RN, CNP, is the new president of the National Association of Pediatric Nurse Practitioners (NAPNAP), the professional association for pediatric nurse practitioners (PNPs) and other advanced practice nurses who care for children.

School of Nursing graduate programs available for trainees

Specialty preparation is available for advanced practice roles such as pediatric nurse practitioners and clinical nurse specialists, as well as for pediatric faculty, research, administration, and public policy roles. The center supports post-master’s certificate and doctoral (PhD and Doctor of Nursing Practice-DNP) leadership students who are preparing to serve children with special health care needs and their families.

Online continuing education opportunities

The center offers educational programs, online resources, conferences, and workshops for professionals working with children with special health care needs. Educational resources and technical assistance are provided to our maternal and child health partners (MCH). We are pleased to offer online streaming video seminars for continuing education contact hours at no cost to the practitioner. Visit the “Continuing Education” section of our Web site to participate.

2008 Transition Conference resources

Two resources from this year’s conference, Building an Interdisciplinary Research Agenda to Enhance Quality of Life and Transition to Adulthood for Youth with Chronic Health Conditions, are now available on our Web site. Also available are:

- 2008 Interdisciplinary Transition Conference Report by Ann Garwick and Peggy Mann Rinehart. The report includes: 1) a summary of conference highlights, 2) the Transition Research Agenda, 3) information about the interdisciplinary research plan development, 4) participant contact information, and 5) a Research Action Planning tool. This report represents the thoughtful contributions of young adults, parents, community partners, health and education professionals, and researchers who worked together to develop a Transition Research Agenda for the State of Minnesota.

- Breeze presentations and PowerPoint slides for these plenary presentations:
  - Chronic Illness and Disability in Children and Adolescents: Implications for Transition by Dr. Judith Palfrey, T. Berry Brazelton Professor in Pediatrics, Harvard Medical School.
  - Improving Transition Services Through Integrated Services and Research for Youth with Chronic Health Conditions by Dr. Richard N. Roberts, professor of psychology, Utah State University.
Addressing health disparities

Center faculty researchers conduct community-based participatory action research that addresses health disparities among children, youth, and families from ethnically diverse and underserved populations. This approach is resulting in the development of culturally appropriate instruments, resources, and interventions that address community-identified needs. Some examples:

- Melissa Avery, PhD, RN, CNM, FACNM, is using a community-based approach to develop an exercise intervention for American Indian women with gestational diabetes that builds on her clinical expertise as a nurse midwife.

- Carolyn Garcia, PhD, MPH, RN, is focusing on promoting the mental health of Latino adolescents. She has developed an instrument to measure Latino mental health knowledge and is working in partnership with Latino community leaders to develop culturally appropriate mental health interventions.

- Madeleine Kerr, PhD, is working in partnership with labor unions to prevent noise-induced hearing loss among Latino construction workers in a tailored multimedia intervention study.

- Wendy Looman, PhD, RN, CNP, has been collaborating with Hmong community leaders and parents who work with children with special health care needs to develop a culturally relevant Hmong translation of her Social Capital Scale for Children with Special Health Care Needs.

- Cheryl Robertson, PhD, MPH, RN, focuses on promoting the mental health of refugees, particularly mothers of children from war-torn countries such as Somalia. Robertson collaborated with Linda Halcón, PhD, MPH, RN, on a landmark strength-focused, group intervention for female Somali refugees using a health realization model.

Focusing on public health issues

Center investigators are also developing innovative community-based interventions to address critical public health issues. Some examples:

- Jayne A. Fulkerson, PhD, is working to prevent childhood obesity and excess weight gain through a community-based intervention with families of elementary school-aged children. The Healthy Offerings Via the Mealtime Environment (HOME) intervention is designed to increase fruit/vegetable consumption and the quality of foods in the home and at family meals.

- Martha Kubik, PhD, MSN, RNC, has collaborated with clinical partners to develop a clinic-based intervention targeting primary and secondary prevention of childhood obesity. She has also partnered with school nurses on a project to conduct an annual school-based body mass index screening program involving kindergarten students and 2nd, 4th, and 6th graders.

Sarah Stoddard awarded Theresa V. James Fellowship

We are pleased to announce that doctoral candidate Sarah Stoddard has received the 2008 Theresa V. James Fellowship to support her dissertation research. This annual award is made possible by funds that were generously contributed by center faculty members and the James family to acknowledge an outstanding doctoral student who is conducting research related to the center’s mission. Sarah’s research will focus on examining social connections, hopelessness, and violent behaviors in African American youth living in urban impoverished neighborhoods. Sarah’s dissertation co-advisors are Dr. Susan Henly and Dr. Renee Sieving.
CENTER FOR GERONTOLOGICAL NURSING

**Center Director:**
Jean Wyman, PhD, GNP-BC, FAAN

**Mission:**
To improve the health, quality of life, and delivery of quality nursing care to aging adults of diverse cultures

**For More Information:**
or to join the University of Minnesota Gero Nursing listerv:
Jean Wyman, Professor
E-mail: geronursing@umn.edu
www.nursing.umn.edu/CGN

**Donna Bliss,** PhD, RN, FAAN, FGSA, was elected co-chair of the Gerontological Nursing Research Section of the Midwest Nursing Research Society at its annual meeting in Indianapolis in March 2008.

**Kristine Talley,** MS, GNP-BC, and clinical assistant professor, was awarded her PhD in nursing during May’s graduation ceremonies. Her dissertation was titled *Fear of Falling and Disabilities Trajectories in Community-Dwelling Older Women.*

Talley was also named a Claire M. Fagin Fellow by the John A. Hartford Foundation Building Academic Geriatric Nursing Capacity program. Fellows receive $60,000 per year for two years to support advanced research training, mentorship, leadership, and career development. Talley will investigate the effectiveness of restorative nursing at preventing excess disability in long-stay nursing home residents. Her mentors include Drs. Jean Wyman, Christine Mueller, and Robert Kane. In addition, Talley will collaborate with nurse researchers from Duke University, the University of Maryland, and the National Center for Heath Statistics. She will be the center’s first postdoctoral scholar.

**Mary Dierich,** MS, GNP-BC, and teaching specialist, was named a 2008–2010 John A. Hartford Foundation Predoctoral Scholar. Predoctoral scholars receive a scholarship covering tuition and fees of up to $50,000 per year for two years to support their doctoral training. Dierich will study medication use among community-dwelling elders. Her mentors include Drs. Christine Mueller, Bonnie Westra, and Robert Kane.
"In 1994, I became president of a dynamic group that began the building process for the Katharine J. Densford Center for Nursing Leadership. We spent many work sessions along with Dean Edwardson and other nursing leaders from around the country brainstorming and putting our vision on paper. We wanted a leadership center where ideas could be shared, potential recognized, and students at all levels could grow. It was an exciting time!"
— Mary Bishop ’79

"Responsibilities are frightening to remember. At 17, I was the only nurse for 40 patients. Penicillin had been discovered, but it was not long-lasting, so we had to give those shots every three hours. I did learn not to waken people to give them a sleeping pill."
— V. Lynette McKewin Kimble ’48

"During the summer of 1946...a polio epidemic was rampaging, and the students at General particularly were caught in the middle of it. By the time I came back to General, our patients on “Contagion” were those in the old iron lung. We all had to know how to care for those patients and to work the bellows by hand should the electricity fail."
— Juanita Niemann Peterson ’48

"First day of full-time clinical experience on Station 42, Wangensteen’s unit I think. I was so naïve I thought the orderlies were doctors—and very diligent ones—since they were weighing the patients at 7:30 a.m. Sharing joys, zaniness, sorrows, disappointments, embarrassments with wonderful women who were an essential part of who we became because of all we experienced on the way to becoming professionals."
— Patricia Short Tomlinson ’57

Stories and memories bring history to life. To celebrate the School of Nursing Centennial in 2009, we are asking nursing students, alumni, and friends to submit favorite memories, stories, and photos. Submissions will be posted on our new Nursing Memories Web site at www.nursing.umn.edu/memories for everyone to enjoy.

Send stories and photos to:
School of Nursing
Attn: Cathy Konat
5-140 WDH, 308 Harvard Street SE
Minneapolis, MN 55455
Or e-mail to kona0006@umn.edu.

We cannot return your photos. Please send copies only.
“The absolutely black sky and cloud burst of rain on the evening of our commencement on June 8, 1968, which limited our ceremony in Memorial Stadium to marching in, looking at the clouds, and President Malcolm Moos declaring us ALL graduated in one big swoop of his arm, then ordering us all to run for cover!! The ceremony took all of 10 minutes! No time for pictures, tears, or goodbyes... it was just over! Thank heaven our own pinning ceremony had taken place at an earlier date.”
— Class of 1968

“Several students thought it was time to re-create a student government in order to have input into the affairs and concerns of the School of Nursing. Mary Dee McEvoy was a grad student, and Barb Bungert and I worked at the undergraduate level. We developed by-laws, policies, worked with faculty, and, of course, did fundraising. Taking the required class at the student union about safe bake sales seemed redundant after microbiology!”
— Mary Nyquist Koons ’76

“Our education here was unusual, exceptional, thorough, and unique. We all remember the children who were the first surgical heart patients. We remember the bypass machines that changed even during our OR experience as improvements were made and changes tried. We remember the OR flooding with water and everyone in boots, to ground the OR personnel. Our living together was the great gift of our education. We were a sorority, a support group, and a group of friends, a sisterhood. We owe much to this institution that educated us.”
— Susan McKinley, ’57

DON’T MISS OUT! To receive information about School of Nursing Centennial events, please send updated contact information to kona0006@umn.edu, or call Cathy at 612-624-0103.
Class Agents: Classmate Connectors

In preparation for the 2009 Centennial, we are recruiting class agents. Check the list on the right to locate the agent for your class. If your class doesn’t have an agent, please consider serving. During your two-year team as class agent, you will:

- Serve as the liaison between your classmates and the School of Nursing
- Update contact information of classmates including e-mail address
- Promote participation of classmates in Centennial activities

It’s a great opportunity to reconnect with classmates! Interested? Call Cathy at 612-624-0103 or e-mail her at kona0006@umn.edu.

2008 May Gatherings:
Inspiration for Learning, Motivation for Giving

SoN alumni and friends learned about new discoveries and approaches to nursing at this year’s May Gatherings in the Twin Cities, Rochester, and St. Cloud. Hosted by the School of Nursing Foundation, the popular get-togethers showcased recent research by SoN faculty. Topics included “Taking stress reduction to heart,” “Learning about research the COOL way,” and “Changing the world one megabyte at a time.”

Participants agreed that the annual gatherings were like a breath of fresh air. One alumnus shared his impressions: “The dynamic and progressive direction taken by the University of Minnesota School of Nursing is impressive, and it inspired me to consider making a contribution to support outstanding progress in nursing care! The May Gathering also got me interested in pursuing a DNP degree at the U...!”
Susan (Larson) Ehman, MS ’04, BSN ’00, and her husband, Dominic, welcomed their daughter, Gabriella, on December 17. They are enjoying their new addition and trying to catch some sleep when possible. Sue continues to enjoy working at Regions Hospital in St. Paul, Minnesota, where she is a trauma nurse clinician. She also picks up an occasional shift in the surgical-trauma ICU.

Karen S. Goedken, MS ’84, spent 2007 as a staff officer/policy analyst with the Army Wounded Warrior Program in Washington, D.C. During the first six months, she traveled the United States and Germany with the Army Surgeon General’s Traumatic Brain Injury Task Force. She was the only Army reservist on the task force. Karen wrote the long-term care portion of the task force report, published in January 2008. She also worked on the initial stage of a redesign of the Department of Defense care system for military members, from site of injury to return home. The redesign merges the DOD and VA systems for the first time. Karen retired from the U.S. Army Reserves Army Nurse Corps after 20 years of service on March 1, 2008, with the rank of lieutenant colonel. She now works as a Hennepin County public health nurse, providing case management for persons with disabilities.

Rebecca Otterness, MS ’95, RNC, recently authored an article, “An Inside Story: Long-Term Caregiving and For Better or Worse,” which appeared in Lutheran Partners, Jan/Feb 2008 issue. Lutheran Partners is the professional journal for ordained and lay leaders of the Evangelical Lutheran Church in America (ELCA). The article is also on the Web at http://archive.elca.org/lutheranpartners/archives/080102_02.html

Cheryl Robertson, PhD ’00, MPH ’88, received the Distinguished Alumni Humanitarian Award from the SoN Alumni Society at the Alumni Spring Celebration and Reunion on April 12, 2008. Cheryl has practiced in global nursing and public health arenas for more than 20 years. She has developed services for refugee war trauma and torture survivors in the United States and abroad. Through her contributions, she has improved the lives of some of the world’s most vulnerable people.

D. Elaine Anderson Wood, MS ’68, RN, CNE, is assistant professor at the University of Oklahoma Health Sciences Center, College of Nursing.

“A Fashionable Walk Through Nursing History” offered alumni and friends an afternoon of entertainment and nostalgia. Specially honored were the reunion classes of 1948, 1958, and 1968. Reunion class memories can be viewed online at http://www.nursing.umn.edu/memories.
Isabel Harris, First SoN Dean
Advocated for creation of independent nursing school

Isabel Harris, a tireless advocate for the School of Nursing and the school’s first dean, passed away March 2 in Bloomington, Minnesota. She was 93.

Born in Michigan, Harris attended the University of Michigan and Johns Hopkins University where she completed a master’s degree in nursing. She joined the Army Nursing Corps shortly after World War II began. She was initially based in Australia, but moved with the Army as the Allies gradually reclaimed the islands of the Pacific.

Harris came to the School of Nursing in 1947 at the invitation of Katherine Densford, who asked her to help establish a program in psychiatric nursing. She earned a PhD in nursing, becoming one of the first dozen people to achieve that honor.

PROMOTING NURSING
Harris, who served as School of Nursing dean from 1969 to 1975, was the first female dean at the University of Minnesota. The beginning of her tenure coincided with the formation of the Academic Health Center. She worked hard to promote the value of a nursing school separate from the University’s Medical School. “She got a lot done just by being her gracious self,” says Sandra Edwardson, SoN professor and former dean.

A quiet force for change, Harris was, nevertheless, a strong supporter of women’s rights. When she learned that she was paid substantially less than men in equivalent positions, she sued the University and her salary was increased.

After stepping down as dean, Harris returned to teaching until she retired in 1981.

A LOYAL FRIEND AND DOTTING AUNT
An avid fan of Gophers football, Harris attended games at Memorial Stadium on even the coldest days. Her friend Ruth Weise remembers that Harris usually joined a group of nursing faculty for a post-game party, often contributing a poppy seed cake.

Harris was a world traveler who visited places as varied as South Korea, South Africa, Madagascar, Europe, and Minnesota’s Gun Flint Trail. She was often accompanied by her friend Florence Julian.

After retiring, Harris served as a docent at the Weisman Museum and continued an active life that included bicycling and daily swims. She will be remembered as a loyal friend and a doting aunt. “She was warm, comfortable, humble, quiet, gentle, smart, and affectionate,” says her niece Megan Harris. “She loved her family, but I think she especially cherished being around the younger generation.”

Isabel Harris, First SoN Dean
Advocated for creation of independent nursing school


Martha E. Cress, BSN ’47, Roswell, New Mexico, on January 14. Martha interrupted her nursing education to serve in the Army Nursing Corps during World War II. She developed the curriculum for the nursing program at Eastern New Mexico University in Roswell, where she spent 21 years as director of nursing before retiring.

Jean Rossman Field, BSN ’44, Edina, Minnesota, on March 17, 2008. Jean began her career at the University of Minnesota Hospitals. She later worked at Fairview Southdale Hospital in the ICU. A scholarship has been established in her name at the School of Nursing.

Edna Fordyce, BSN ’60, Laurel, Maryland, on September 13, 2007.

Judith Freiberger Hintz, BSN ’70, Stillwater, Minnesota, on July 22, 2007. Her family remarked on the sense of pride Judith felt as a graduate of the School of Nursing.

Mae McQueeny, BSN ’60, on March 20, 2008. Mae received her degree in nursing education.

Pauline Ferrel Peters, BSN ’47, on April 21, 2008.

Elizabeth Routson, former trustee of the School of Nursing Foundation Board, on January 2, 2008, after a battle with breast cancer. Beth was the President and CEO of BioVigil, LLC, and had her own consulting firm.


Lillian V. Stenehjem, BSN ’36, Rochester, Minnesota, on January 22, 2008. Lillian’s career focused on working with children. After retiring in 1981, she became a consultant for the National Child Care programs.
Celebrating our 50th year, the School of Nursing Foundation remains dedicated to supporting nursing research, education, and service. This year the foundation received the largest gift ever given to support scholarships. The $2.5 million Mary K. Field and Cyrus A. Field Scholarship will provide support for undergraduate and professional nursing students. The gift has been approved for matching University funds that will ultimately double its impact. Throughout the donor report presented on the following pages, we are pleased to highlight some of the additional $1.33 million in gifts received during the past fiscal year.

Special grants were awarded by the foundation to support Nursing Research Day, the Community Partnership Breakfast, and a pilot project “Comparing the Roles of School Nurses in Coordinating Asthma Care for Pre-adolescents and Adolescents in Iceland and St. Paul, Minnesota.” Two students received Jewelry Scholarships from the proceeds of the foundation’s annual jewelry sale. For the second year, School of Nursing pins were provided to BSN and post-baccalaureate graduates through the Nursing Legacy Fund, which supports the establishment of new traditions.

In September 2007, we began work on a broad initiative to create a new strategic plan that will position the foundation for the School of Nursing’s 2009 Centennial and the years that follow. At the same time, the foundation’s on-going fundraising and major gift activity continued. A few highlights:

• The Art and Truth of Nursing dinner, hosted by Jack Spillane in honor of the legacy and leadership of his late wife Elva Walker Spillane, first president of the foundation. The program featured guest artist Gloria Tew and a presentation by Dr. Joanne Disch.

• The third annual Community Partnership Breakfast for health systems and corporate partners held in conjunction with Nursing Research Day in April 2008. Ten corporate sponsors joined the foundation in supporting Research Day.

• Monthly Dean’s Luncheons for alumni and friends in the Twin Cities community; Rochester, Minnesota; Washington, D.C.; and Scottsdale, Arizona.

• May Gatherings held in eight locations including the Twin Cities metro area, Rochester, St. Cloud, and Stillwater. The events showcased faculty research.

• The 4th annual Scholarship and Fellowship Reception. The event, held in October 2007, brought together SoN scholarship recipients and major donors. During the past fiscal year, more than 170 scholarships and fellowships were awarded to deserving students. Including the Field Scholarship, 34 undergraduate scholarships and graduate fellowships have now been endowed by donors at the $25,000 level or above and approved for matching funds.

Thank you to all who made 2008 a very successful 50th year for the School of Nursing Foundation. We truly appreciate our loyal and generous donors, foundation trustees, Dean Delaney, and the School’s faculty, alumni, and students. Thanks to you, the School’s leadership in nursing excellence will continue to improve health care in Minnesota, the nation, and the world. We are grateful for your powerful support.

Carol Kelsey, Chair 2008
Class of 1960

Laurel Mallon, President
Director of Development
We gratefully acknowledge the generous individuals and corporations who have made pivotal gifts to advance nursing research, education, and service during the 2008 fiscal year ending June 30, 2008.

**Bold Presidents Club**
Members are honored for lifetime giving to the School of Nursing and includes the following recognition levels:

- **(B) Builders Society**
  Gifts or pledge of at least $1 million

- **(R) Regents Society**
  Gifts or pledge of at least $500,000

- **(T) Trustees Society**
  Gifts or pledge of at least $100,000

- **(C) Chancellors Society**
  Gifts or pledge of at least $50,000

- **(F) Founders Society**
  Gifts or pledge of at least $25,000

- **(H) Heritage Society**
  Recognizing future gifts

- **(Ch) Charter**
  Donors who joined the Presidents Club at the $10,000 to $24,999 level prior to its reorganization July 1, 1998

*Deceased*
**GIVING HIGHLIGHTS**

**John and Marilee Miller** contributed additional assets from their IRA to further endow the Marilee A. Miller Fellowship in Education Leadership Fund, which supports outstanding students pursuing graduate degrees in nursing.

- Charles A. Amann
- Marilyn R. Amann
- Ione B. Ambrose
- Harriet H. Anderson
- Lisa C. Anderson
- Jean K. Andrews
- Kurt B. Angstman
- Mary Angstman
- Jean P. Antonello
- Martha A. Arneson
- Benjamin W. Atkinson
- Gretchen H. Atkinson
- Sandra L. Baines
- Dorothy E. Baker
- Roberta J. Ballott
- Louis W. Banitt
- Mary P. Banitt
- Miriam M. Barlett
- Louise A. Barrow
- Susan B. Bauer
- Douglas M. Berg
- Judith C. Berg
- Edwin L. Bersagel
- Shirley M. Bersagel
- Dorothy C. Bevis
- Arnold W. Bigbee (H)
- Donna Z. Bliss
- Thomas C. Bliss
- Linda M. Bloomquist
- Anne L. Boisclair-Fahey
- Phyllis A. Boler
- John H. Borg
- Frances N. Bower
- Donna G. Boyer
- James R. Breitenbucher
- Beverly A. Bridges
- Jill A. Briggs
- Merilys P. Brown (H)
- Ruth A. Bryant
- Sandra L. Caligiuri
- Marjana F. Callery
- Robert L. Callery
- Amy M. Card
- Margaret L. Carlson
- Rosalie H. Carlson (Ch, H)
- Patricia M. Carte
- Winston P. Cavert
- Steven L. Chiang
- Arlis H. Christenson
- Dale L. Christenson
- Raul F. Cifuentes
- Virginia B. Clifford

**Shirley A. Conn**

**M. Jean Craemer**

**Robert H. Cress**

**Nancy V. Dagg**

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**The Margaret H. and James E. Kelley Foundation** awarded a $25,000 grant to the Cynthia Kelley O’Neill Scholarship for Psychiatric Nursing. The scholarship supports students pursuing graduate studies in psychiatric mental health nursing.

**O’Neill Scholarship recipient**, Jane Meineke.
Dorothy Tucker established the Jean Rossman Field Nursing Scholarship in memory of her dear friend. Dorothy and Jean (44) met at the University of Minnesota where they became roommates and lifelong friends. Following graduation from the School of Nursing, Jean Rossman Field worked as an RN at the University of Minnesota Hospital and later in the ICU at Fairview Southdale Hospital. She married Orrin Field in 1945, and they had five children and nine grandchildren. An accomplished bridge player, Jean possessed keen Scrabble skills and was an avid fan of football, baseball, and hockey. Throughout her adult life she remained an active and devoted member of the School of Nursing Alumni Association. Jean passed away on March 17, 2008, at the age of 86. Through Dorothy's generosity, Jean leaves a wonderful legacy for the nursing students who will follow.
D. P. “Dewey” Ramlo’s planned gift will establish the Aimee Ramlo Fund for Nursing Excellence in memory of his beloved wife of 51 years. Alice “Aimee” Veard Ramlo (’56) taught at several hospitals in Milwaukee and the Twin Cities, including St. Barnabus and Abbott. She also taught federal nurse refresher courses. The Ramlos moved to Eugene, Oregon, in 1970. Aimee became active in AAUW and later the U of M Alumni Association, Welsh Corgi Rescue, and the Feral Cat Coalition of Oregon. Aimee died December 21, 2006, at the age of 75.

NANCY L. COOK* (’48) left bequests totaling $88,465 to establish a Dean’s Strategic Initiatives Fund and the Nancy L. Cook Fellowship for PhD students. Nancy earned a baccalaureate degree from the School of Nursing and a PhD in child psychology from the Graduate School. She was proud of her association with the University. In a letter written to the Dean of Nursing in 2001, Nancy stated, “It is my pleasure to support the School that started me on my professional career and furthered my knowledge through my years of teaching. I helped start the Department of Nursing at California State University, Bakersfield, and was chair of this department from 1978 until my retirement in 1992.” She went on to share her best wishes for “continued success as an excellent School of Nursing.”

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LYNETTE AND THEODORE THOMPSON established a $25,000 endowed scholarship for students from non-traditional fields who are seeking a professional nursing degree. The scholarship will support students who have entered the School of Nursing with a minimum of a baccalaureate degree in an area of study other than nursing.

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The new Marion Vannier Scholarship, honoring the School of Nursing’s third director (1924 to 1930), was endowed through leadership gifts provided by Sadie and Wilton* Vannier and Buck-A-Year contributions received from alumni.

The Class of 1961 secured $25,000 in gifts and pledges to become the second class to endow a new scholarship commemorating their years at the School of Nursing.
AARP CONTRIBUTES TO FELLOWSHIP

AARP has made a generous contribution toward the establishment of the Joanne Disch Fellowship of Geronontological Nursing Leadership at the School of Nursing. The contribution honors Disch who served for six years on the AARP national board of directors. From 2006 through 2008, she served also as board chair (see “Joanne Disch Leads the Way,” page 20).

At a dinner in Washington, D.C., last May, AARP CEO Tom Nelson commended Disch on her visionary leadership, governance skills, sense of humor, and interpersonal strengths. Dean Connie Delaney also congratulated Disch: “This recognition of your years of service to the AARP, your leadership in the field of nursing, and your commitment to gerontological health are a source of great pride to your colleagues at the School of Nursing.”

We encourage SoN alumni, friends, and supporters to contribute to this fellowship, which supports graduate nursing education. To learn more about donating to the School of Nursing, contact Laurel Mallon, SoN director of development at 612-624-2490 or mallo001@umn.edu.

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Every gift is important, although space limitations only allow us to list donors who have made gifts of $50 or more between July 1, 2007, and June 30, 2008, please be sure to let us know if we have inadvertently omitted your name or misrepresented your contribution. Contact Laurel Mallon at 612-624-2490 or mallo001@umn.edu for more information.
Nursing Research Day

Faculty, students, and community partners presented research findings and discussed implications for practice and policy at the SoN’s annual Nursing Research Day. Dr. Jacqueline Dunbar-Jacob delivered the keynote address. View presentations from this event at www.nursing.umn.edu/ResearchDay.

PHOTOS: JAN MARIE LUNDGREN

Our Bodies Ourselves: Pregnancy & Birth

Dr. Melissa Avery, associate professor and chair of the SoN Child and Family Health Cooperative, moderated an open discussion and special presentation with Judy Norsigian, co-author of Our Bodies Ourselves: Pregnancy & Birth. Also participating were Andy Steiner, author of Spilled Milk: Breastfeeding Adventures and Advice from Less-Than-Perfect Moms; Deborah Ringdahl, SoN clinical assistant professor; and Kathryn Leggitt, SoN alumna and certified nurse-midwife at Hennepin County Medical Center.

Nursing’s Legacy

Andrew Aubart, Safiya Ahmed, and Gina Adney anxiously wait to have their degree conferred by Regent John Frobenius and Dean Connie Delaney at the school’s BSN commencement ceremony on May 15. Said Dean Delaney: “…Today you inherit this legacy: …an education grounded in scholarship, leadership, and service. You have been prepared to engage in relationship, to continuously explore the science and art of nursing practice.”

Nursing Research Day

BSN students Brittney Disrude (left) and Gina Adney (right) present their quality improvement poster “High Dose? Low Dose? No Dose?”

SoN Professor Dr. Donna Bliss (left) and her advisees, graduate students Daniela Kramer (center) and Nicole Ressler (right). The students partnered on the research poster “Evidence-Based Practice Recommendations for the Prevention and Treatment of Incontinence-Associated Dermatitis.”

Graduate student Momodou Ceesay discusses his research poster “Polypharmacy Issues and the Elderly Population.”

PHOTO: TIM RUMMELHOFF

PHOTOS: JAN MARIE LUNDGREN

(L-R) Kathryn Leggitt, Andy Steiner, Judy Norsigian, Deborah Ringdahl and Melissa Avery
CALENDAR OF EVENTS

For more information about these School of Nursing events, go to www.nursing.umn.edu.

2009

January 27
Launch of Centennial Celebrations

February 27
Nurse Practitioner/Midwife Student Conference

March 27–30
Midwest Nursing Research Society Conference

April 24
Nursing Research Day

May Gatherings
(held throughout the month)

May 5–7
Nurses’ Week Celebration, Nursing Grand Rounds

May 15
BSN Commencement Ceremony