a century of LEADERSHIP

Centennial Gala
School of Nursing Honors 100 Distinguished Alumni

Research
Reducing youth violence through service learning
Calming the anxiety of ICU patients with music
Helping teens cope with cancer using the Web
Nursing + Home = Quality
ON THE COVER:
On March 1, 1909, the school opened and the first students were admitted to the university. In June 1912, eight graduated with a Degree of Graduate in Nursing; they were the first nurses in the world to graduate from a university-based school of nursing. Dramatically addressing the need for nurses, the United States Cadet Nurse Corps was established by Congress in 1943 to support U.S. military, federal governmental and civilian services for the duration of World War II. The U of M School of Nursing Cadet Corps was the largest in the country with 1,215 cadets—providing more than one-twelfth of the nation’s cadets. Leading a national trend, in 2007 the SoN developed the Doctor of Nursing Practice (DNP) to provide an avenue for nurses seeking a degree in advanced clinical practice.
Dear alumni, friends, partners, faculty, staff, and students,

The School of Nursing’s 2009 Centennial Year offers a powerful opportunity to reflect on our rich history, connect to the present, and shape our vision of the future. Celebrating our centennial reaffirms the University of Minnesota School of Nursing’s legacy as the longest continuously operating, fully integrated school of nursing within a university. This early acknowledgement of the profession’s intellectual underpinnings endowed our school with its fundamental character as a leader in nursing research, education, and clinical innovation.

This issue of Minnesota Nursing highlights cutting-edge research with populations across the life span. SoN researchers working in a variety of health settings are testing a wide range of nursing interventions from health promotion to chronic care management.

- Dr. Sieving and her team are working to reduce youth violence though school-community interventions with promising results.
- Dr. O’Conner-Von and her team are testing the use of a specially designed Web site to help teens with cancer cope with their disease.
- Dr. Chlan and her team are focusing on the use of music to help critically ill adults on ventilators feel calmer and regain a sense of control in the intensive care unit.
- Dr. Mueller and her team are focusing on culture change in long-term care and the development of Minnesota’s Nursing Home Report Card.

Such research exemplifies interprofessional team-science. Current faculty grants, publications, and awards reflect the changing face of nursing science and the evolving role of faculty. Indeed the research mission of the school has changed immensely over the last century. For example, Louise Powell, who led the school from 1910 to 1923, focused on tuberculosis and student self-government. Her successor Marion Vannier focused on nursing procedures. In the 1930s and ‘40s, Katharine Densford, Lucile Petry, and H. Phoebe Gordon explored topics like the systematic evaluation of nursing procedures, nursing functions, and nursing leadership.

This issue of Minnesota Nursing also offers student perspectives on the preparation of nurse researchers in the BSN-to-PhD program and the effect of cross-cultural experiences such as the Nursing in Scandinavia program.

Since the school’s inception and throughout its history, faculty and alumni provided leadership at the national and international level in nursing, health care, education, and consumer organizations. During this centennial year, we celebrate the willingness of our alumni, friends, and supporters, the Alumni Association, and the School of Nursing Foundation to support transformation of the school.

We have accomplished much together. Now let’s join together in imagining the next 100 years.

Connie White Delaney
Professor and Dean
A Summit of Sages
Inspiration, Innovation, and Transformation

JOIN NURSING LEADERS AT THIS EXCEPTIONAL EVENT
On November 4-6, 2009, the Katharine J. Densford International Center for Nursing Leadership will host the third Summit of Sages at the Minneapolis Convention Center. This year’s theme is Inspiration, Innovation, and Transformation. The event spotlights six nursing leaders who—alone and with others—profoundly improved some aspect of health care:

• **Jeannine Bayard**, co-founder of Evercare
• **Jody Chrastek**, coordinator of pain and palliative care services at Children’s Hospitals and Clinics of Minnesota
• **Loretta Ford**, founder of the nurse practitioner movement
• **Ruth Lubic**, founder and president emeritus, DC Developing Families Center
• **Ruth O’Brien**, member of the founding team of the Nurse-Family Partnership,
• **Julie Schmidt**, CEO, Woodwinds Health Campus

To learn more or to register: www.nursing.umn.edu/summitofsages.

THE SUMMIT ALSO FEATURES THREE PROVOCATIVE THOUGHT LEADERS:


**Rosemary Gibson**, senior program officer at the Robert Wood Johnson Foundation and champion of end-of-life and palliative care. Gibson worked with Bill Moyers and Public Affairs Television to develop the PBS documentary “On Our Own Terms.” Her efforts led to the development of the Joint Commission pain standards, as well as the creation of many of the nation’s 900 hospital-based palliative care programs.

**Gregg Vanourek**, a founding partner of New Mountain Ventures, an entrepreneurial leadership development company serving clients nationwide. He is also co-author of *Life Entrepreneurs: Ordinary People Creating Extraordinary Lives*. Vanourek will describe how we can create transformative change—and he’ll help us get started on that journey.

Harpin leads U of M volunteer team during spring floods

SoN PhD candidate **Scott Harpin**, MPH, MS, RN (right), led a team of U of M health professionals who volunteered to care for victims of flooding in the Red River Valley last March. Harpin was joined by **Christina Delgado**, MN ’08, and EMT John Bezdek. The trio cared for 30 nursing home residents who were relocated to Brainerd from Eventide Senior Living Communities in Moorhead. Dale Benson, vice president of Brainerd Lakes Health, said everyone on the team was prepared and knew their role.
Nursing Research Day

Ada Sue Hinshaw, PhD, RN, FAAN, dean of the Graduate School of Nursing at the Uniformed Services University of the Health Sciences in Bethesda, Maryland, delivered the keynote address at the school’s annual Nursing Research Day last April.

In her presentation, “Celebrating the Natural Partnership between Nursing Practice and Research,” Hinshaw discussed the effective application of nursing-related research in clinical practice.

Hinshaw served as the first permanent director of the National Center of Nursing Research and was also the first director of the National Institute of Nursing Research at National Institutes of Health. Her work focuses on advancing patient safety through improved quality of care and patient outcomes. To view her presentation, visit www.nursing.umn.edu/ResearchDay.

For more than 30 years, the School of Nursing has shared cutting-edge research and clinical innovation with community partners during Research Day. Throughout the rest of the year, the school works closely with its partners to identify clinical issues and collaborate on studies about challenging health care problems.

New Faculty

Gwendolyn Short, DNP, CNP, MPH, clinical assistant professor, received her doctor of nursing practice degree in 2006 at the University of Kentucky, in the first cohort of the nation’s inaugural DNP program. Short’s areas of expertise include health care in the primary care setting, collaborative care, working with underserved populations, and rural health. Prior to joining the School of Nursing faculty in January, where she teaches in the family nurse practitioner track, Short taught at Oregon Health and Science University and at the University of Kentucky College of Nursing.

Mark your calendar!

During its Centennial year, the School of Nursing is hosting conferences that explore a range of nursing and health care issues. Please join us for these exciting events!

September 24-27
American Association for the History of Nursing

November 3
Barbara O’Grady Excellence in Public Health Nursing Leadership Lecture
An annual lecture on a topic of relevance to public health nursing.

November 4–6
Summit of Sages

November 5
Centennial Gala
Celebrate the contributions of 100 of the school’s most distinguished alumni.

Learn more at www.nursing.umn.edu

*Presentation co-sponsored by the University of Minnesota School of Nursing, Academic Health Center, School of Public Health, and the Medical School.
Honors & Awards

**FACULTY**

**Melissa Avery**, PhD, RN, FAAN, associate professor, was inducted into the Academic Health Center Academy for Excellence in the Scholarship of Teaching and Learning.

**Linda H. Bearinger**, PhD, RN, FAAN, professor, gave the opening keynote presentation for an invitation-only Institute of Medicine (IOM) briefing at the headquarters of the National Academies in Washington, D.C. Her presentation, “Workforce Preparation to Improve Adolescent Health: Review and Recommendations” was based on a recently released report from the IOM's Committee on Adolescent Health Care, Treatment, Prevention and Health Promotion. Bearinger served as the chair of the workforce group that developed the recommendations.

**Donna Bliss**, PhD, RN, professor, was appointed to the Education Committee of the International Continence Society. She will represent the nurse-members of this interprofessional committee. Bliss also received the 2009 Continence Care Leadership Award from the Wound Ostomy and Continence Nurse Society.

**Mary Chesney**, PhD, RN, CNP, clinical assistant professor, received the 2009 Advanced Practice Nursing Award from the Third District Minnesota Nurses Association. She also received a Presidential Award from the Minnesota Chapter of the National Association of Pediatric Nurse Practitioners and the 2009 State Award for Excellence from the American Academy of Nurse Practitioners.

**Connie W. Delaney**, PhD, RN, FAAN, FACMI, professor and dean, was elected to the Board of the American Association of Colleges of Nursing (AACN). Delaney was also appointed to the Health Information Technology Policy Committee of the U.S. Government Accountability Office. The committee, a new advisory body established by the American Recovery and Reinvestment Act, will make recommendations on the creation of a policy framework for a nationwide health information technology infrastructure, including standards for the exchange of patient medical information.

**Joanne Disch**, PhD, RN, FAAN, clinical professor, was honored by the University of Minnesota Center for Integrative Leadership for her project, “Improving Health Care Team Performance through Integrative Leadership.” The project builds on research by Disch and Douglas Wholey, PhD, professor in the School of Public Health. The researchers are studying the impact of multidisciplinary teams on outcomes for patients in the Veterans Administration with chronic heart failure.

**Sandra Edwardson**, PhD, RN, FAAN, professor, received the 2009 Nurse Educator Award from the Minnesota Association of Colleges of Nursing (MACN).

**Carolyn Garcia**, PhD, MPH, MS, assistant professor, received a Midwest Nursing Research Society Mentorship Grant Award to support a mentorship with Lynn Rew, EdD, RN, AHN-BC, FAAN, professor in the School of Nursing at the University of Texas at Austin.

L-R: Lynn Rew, Carolyn Garcia, Jean Wyman, SoN Professor and President of MNRS, Linda Bearinger.
Joseph Gaugler, PhD, associate professor and McKnight Presidential Fellow, was named “Exceptional Reviewer” for 2007-2008 for Medical Care. This list includes the top 5 percent of all Medical Care peer reviewers. Medical Care is one of North America’s leading outlets for peer-reviewed health services research.

Niloufar Hadidi, PhD, CNS, APRN, BC, assistant professor, was inducted into the Sigma Theta Tau International Nursing Honor Society.

Tondi Harrison, PhD, RN, CPNP, assistant professor, received a dissertation award from the Family Health Section of Midwest Nursing Research Society for her dissertation research on “Early Neurobiologic Regulation in Infants with Congenital Heart Defects.”

Linda Herrick, PhD, RN, clinical associate professor, was awarded the 2009 John Tate Award for Excellence in Undergraduate Advising.

Mary Jo Kreitzer, PhD, RN, FAAN, professor and director of the Center for Spirituality & Healing, testified before the U.S. Senate Health Committee about ways to address integrative health within health care reform. Kreitzer also testified at “Integrative Medicine and the Health of the Public,” a summit held by the Institute of Medicine.

Joan Liaschenko, PhD, RN, FAAN, professor, contributed a chapter to Nursing and Health Care Ethics: A Legacy and A Vision. The book received a Publications Award of Excellence from the Washington, DC, chapter of the Society for Technical Communication.

Margaret Moss, PhD, RN, JD, FAAN, associate professor, is a Robert Wood Johnson Foundation Health Policy Fellow assigned to the Senate Special Committee on Aging where she works with ranking member Mel Martinez, R-Florida. Since arriving in Washington, D.C., Moss has attended numerous think tanks, visited several states to compare health care systems, attended a Supreme Court hearing and the American Indian Society of D.C. Inaugural Ball.

Garrett Peterson DNP, RN, CRNA, adjunct assistant professor, was elected central regional director of the Association of Veterans Affairs Nurse Anesthetists. Peterson also presented two lectures at the association’s annual meeting in April 2009.

Christine Poe, DNP, RN, CNP, clinical assistant professor, received the 2009 President’s Award from the National Association of Pediatric Nurse Practitioners.

Mary Steffes, MS, RN, ACNS, clinical associate professor, and Lori Rhudy, PhD, RN, adjunct instructor, each received a Health Information Technology Scholars (HITS) fellowship from the U.S. Health Resources and Services Administration. The HITS project is designed to develop, implement, disseminate, and sustain a faculty development collaborative initiative to integrate information technologies into nursing curricula and to expand the capacity of schools of nursing to educate students for the 21st century.

Mary Steffes, MS, RN, ACNS, clinical associate professor, was certified by the American Nurses Credentialing Center as an adult clinical nurse specialist.

School of Nursing faculty members received Advancing Teaching and Learning Excellence Series (ATLES) awards. They were honored for creativity and innovation in advancing the education mission of the School of Nursing and its programs.

Congratulations to: Mary Chesney, Laura Duckett, Karen Dunlap, Andra Fjone, Carol Flaten, Cheri Friedric, Linda Herrick, Martha Kubik, Karin Larson, Susan O’Conner-Von, Lori Rhudy, Mary Rossi, Mary Steffes
STUDENTS

SoN team raises more than $10K to fight cancer

For the second year in a row, teams organized by the SoN chapters of the Nursing College Board and National Student Nurses’ Association, faculty, and staff raised more than $10,000 during the University of Minnesota’s annual Relay for Life event. A record number of students, staff, and faculty walked or ran the relay, a signature activity for the American Cancer Society.

John Belew, MS, RN, received the Healthy Athletes Student Research Grant from the Special Olympics to support his project entitled, “The Participation of Young Adults with Mild Intellectual Disabilities in Health-Related Decision-Making.” The project will use multi-case study qualitative methods to explore the participation of young adults with intellectual disabilities in making decisions related to their health care. Belew is mentored by SoN professor Barbara Leonard.

Caleb Dettmann received the 2009 University of Minnesota President’s Student Leadership and Service Award. Dettmann also received the University of Minnesota Alumni Association Student Leadership Award, which recognized academic achievement, leadership qualities, and contributions to the University.

Jill Guttormson, MS, RN, was awarded a grant from the American Association of Critical-Care Nurses for her project entitled, “Patients’ Recall and Evaluation of Mechanical Ventilation: Impact of Sedation.” A PhD candidate, Guttormson is mentored by SoN associate professor Linda L. Chlan.

Ann Hundertmark received third place in the Midwest Nursing Research Society Undergraduate Poster Competition. Associate professor Martha (Marti) Kubik was her advisor on the project, “Is There An Association Between Peer Support for Physical Activity and Physical Activity Levels Among Adolescents Attending Alternative High Schools?”

Kirsten Morse received first place in the Midwest Nursing Research Society Graduate Poster Competition for “What Factors are Associated with Parental Concern Regarding their Child’s Weight?” The poster was based on her master’s Plan B project with her advisor, SoN associate professor Martha (Marti) Kubik.

Christine Rangen received the 2009 School of Nursing Alumni Society Outstanding Undergraduate Nursing Student Award. She also received the Barbara Volk Tebbitt Undergraduate Nursing Leadership Award from the Katharine J. Densford International Center for Nursing Leadership.

Sara Tomczyk received the 2009 University of Minnesota President’s Student Leadership and Service Award. The award recognizes the accomplishments and contributions made by outstanding student leaders. Tomczyk also received the Donald R. Zander Award for Outstanding Leadership, which recognizes exceptional academic achievement and outstanding leadership and service of institution-wide significance.

STAFF

Heather Davila, executive administrative specialist, received the 2009 School of Nursing Outstanding Service Award. This award is given to staff members who have gone beyond consistent high performance to make innovations and outstanding contributions to enhance the objectives of the school, university, or higher education.
A Catalyst for Change
Preparing for a career as researcher, teacher, and midwife

Nicolle Uban always wanted to be a midwife. She also wanted to teach nursing. But a career as a nurse researcher wasn’t part of the plan. Then she caught the research bug while finishing her bachelor’s degree at the College of St. Catherine. “I realized that to be a catalyst for change, I needed to do research,” Uban says.

Embarking on a doctorate
Uban also realized she needed a PhD for a career in nursing research. But she wasn’t familiar with any doctoral programs in nursing. Then a family friend mentioned that University of Minnesota offered a BSN-to-PhD program. “I checked out the School of Nursing Web site, and I was impressed,” Uban says. “The school is renowned for its research, and I found professors in my area of interest.”

Uban, who started the program in 2006, has completed all course work and begun research for her dissertation, which will focus on post-partum mental health. Her ultimate goal is to design a post-partum intervention using doulas, knowledgeable and experienced women who provide advice and support to mothers before, during, and after childbirth. “I’m especially concerned with meeting the needs of low-income and other marginalized women,” she says.

Becoming a midwife
The BSN-to-PhD program prepared Uban for a career as a nurse researcher and teacher. But she still wasn’t a midwife. So in the fall of 2008, she joined the last cohort of students to earn a Master of Science degree in nursing, with a specialty in midwifery. (In line with national trends, the School of Nursing is replacing the Master of Science with the Doctor of Nursing Practice.)

Uban plans to complete both her master’s degree and her doctoral dissertation in 2010. “My work at the School of Nursing has increased my passion for research,” she says. “The faculty are wonderful. They want you to succeed, and their support is unwavering.”

Learn more about Nicolle Uban at www.nursing.umn.edu/magazine.
Continuing Education

The University of Minnesota School of Nursing’s Continuing Education program provides an array of online activities. Developed with nursing faculty, courses are based on faculty interest and expertise, the teaching and research efforts of our centers of excellence, and partnerships with practice and health communities. Discover more at www.nursing.umn.edu/ContinuingEd.

**Foundations in Infection Control with Joint Commission Resources**
This foundational course provides updated infection control knowledge needed by nursing professionals and other healthcare providers. The course emphasizes risk identification and prevention strategies. Included are course modules on microbiology, epidemiology, disinfection and sterilization, application to practice, surgical site infection, and central line associated infections.

**American Medical Informatics Association (AMIA) Modules (10X10)**
This course offers an overview of nursing and health informatics, as well as the specific application of information and communication technologies in the clinical area. The primary focus is on the analysis, modeling, standardization, and development and deployment of the electronic health record and safe exchange of patient data. The course also examines the implications of informatics for practice, including nursing, public health, and health care in general. Also explored are topics relating to electronic health records; ethical, legislative, and political issues in informatics; global concerns and future challenges.

**MERET: Minnesota Emergency Readiness Education and Training**
These modules are designed to raise awareness and provide health care professionals with the knowledge they need to take appropriate action during public health emergencies or bioterrorism events. Topics include infection control, pediatric preparedness, preparedness for pregnant/birthing women and newborns, and hospital decontamination.

**Healthcare Informatics**
Healthcare leaders and providers are required to be knowledgeable about the use of health information technology (HIT). These modules provide the preparation needed to process and manage health care information.

**Evaluation in Nursing Education**
This 5-module evaluation program gives nurse educators an overview of evaluation methods used in assessing student progress.
SoN students experience health care in Denmark

For School of Nursing graduates from the Rochester campus Philip Gyura, BSN ‘09, and Jennifer Heath, BSN ’09, the summer between their junior and senior year was definitely one of the highlights of their undergraduate education. That was the summer they participated in the Nursing in Scandinavia program.

Offered by the Danish Institute for Study Abroad in cooperation with the School of Nursing at the Multidisciplinary University College of Copenhagen, the program offers comparative views of health care and nursing systems in the United States and Northern Europe.

ACCESS FOR ALL
“I’ve always been in favor of some kind of national health system,” Heath says. “After experiencing the Danish system, I still feel that way, but I don’t think that the Danish system translates well to the U.S. The two cultures are so different.”

Gyura agrees. “Denmark is a small, fairly homogenous country, and people pay high taxes to provide needed services,” he says. “The Danes aren’t ‘rugged individualists.’ They believe health care is a right, and they ensure that everyone has access.

He was impressed by a nurse-run hospice for poor and homeless patients and a street medicine program, which relied on nurses to provide primary care. “It was like home health for homeless people,” he says.

PERSON-CENTERED THEORY
The students also noted the importance of nursing theory in everyday practice. Danish nurses carry pocket interview guides based on the caritative caring theory of nursing developed by Katie Eriksson. “It’s a kind of person-centered communication with patients that defines their nursing practice,” Heath says.

Gyura and Heath encourage other students to consider enrolling in the summer in Denmark program. Heath was especially interested to see how public health concerns are approached in another culture. Gyura enjoyed classes featuring Danish policymakers and health care experts. “I’d definitely do it again,” he says. “The teaching was amazing, and overall, it was just a great experience.”
Renee Sieving, PhD, MSN, RN, has always been drawn to work with teenagers. “Adolescence is a time of profound development and change,” says the SoN associate professor. As principal investigator of the Lead Peace demonstration study, Sieving is helping teens learn how to navigate these changes and develop the skills and perspectives they’ll need to meet challenges of work, civic engagement, and personal relationships in the 21st century.

**FOCUS ON THE FIVE C’S**
Lead Peace aims to reduce youth violence, a public health problem that affects victims, perpetrators, families, friends, and entire communities. The program focuses on helping students develop the “five C’s”:

- Social and emotional skills and competencies
- Confidence in themselves
- Capacity to care
- Positive connections with adults and peers in their schools, families and communities
- Meaningful contributions to their schools and communities

To understand the impacts of Lead Peace, Sieving and her team are surveying a group of students from four North Minneapolis schools during their sixth-, seventh-, and eighth-grade years. Students at Nellie Stone Johnson and Cityview Schools are actively involved in the Lead Peace program. The Hmong International Academy and Lucy Laney School serve as study comparison schools.

Sieving’s team will examine differences between program and comparison schools on student outcomes targeted for change by the program.

Lead Peace is a joint effort of the School of Nursing; the Healthy Youth Development-Prevention Research Center in the University’s Department of Pediatrics; the Village, a North Minneapolis branch of Hennepin County Social Services; the Minneapolis Public Schools; and Kwanzaa Community Church, a North Minneapolis congregation active in peace-building efforts.
ENGAGING YOUTH TO ADDRESS REAL NEEDS

Service learning is the foundation of the Lead Peace program. “This approach actively engages young people in service that addresses authentic community needs,” Sieving explains. Students work together in groups of six to eight students facilitated by members of a team of social workers, youth workers, and teachers.

In preparation for service, student groups complete needs assessments within their school and community, decide what needs to focus on, and determine how they will address them. One group of middle school students discovered that many children in the school’s preschool used towels as naptime blankets because parents had no extra blankets to send to school. These middle school students decided to address this situation, using funds budgeted for their project to buy fleece and make blankets for the preschoolers.

Identifying the importance of demonstrating compassion in their communities, another group of middle school students studied a local “compassion hero” who opened a homeless shelter in their neighborhood. This group decided to spend time at the shelter reading to the children there, playing with them and listening to their stories. “The middle school students experienced the power of providing social and emotional support to the younger children,” Sieving says. “And they’re using the lessons they’ve learned about the importance of showing compassion in interactions with peers, siblings, and adults in their everyday lives.”

EARLY RESULTS ARE ENCOURAGING

Although it is too early for Sieving and her colleagues to draw definitive conclusions about Lead Peace, they are encouraged by findings to date. “Early analyses with student survey data indicate that the five C’s that we’re targeting are important,” Sieving says. “We’re finding, for example, that positive connections to school and community buffer students from involvement in bullying, fighting, and other forms of violence.”

Students say that Lead Peace has allowed them to become leaders and problem-solvers. And working in small groups has helped them develop a sense of accountability to others. Principals at the two program schools have observed that since becoming involved with Lead Peace, students are less likely to act out, more likely to work together to solve problems, and less likely to be suspended.

Cityview and Nellie Stone Johnson Schools hope to continue Lead Peace after the demonstration study ends, and staff at Lucy Laney and the Hmong International Academy look forward to bringing this program to their schools.

A BROAD-BASED INITIATIVE

Lead Peace is the kind of community-based initiative that the Institute of Medicine endorsed in its 2009 report on adolescent health services. The program focuses on prevention and fosters the development of life skills and healthy behaviors. It engages public schools, social services, and youth-serving organizations in connecting with and mentoring young adolescents in developmentally appropriate ways.

For graduate students in the School of Nursing, Lead Peace has been a pathway into research that addresses priorities identified by the community. Masters and doctoral students are involved in surveying middle school students, helping with service learning groups, and outreach to parents. “Lead Peace gives them hands-on experience with both the tough challenges and the caring adults within urban schools,” Sieving says. “These future nurse leaders are developing research skills and learning how to work with community partners to address important public health issues.”

Lead Peace helps students become leaders, learn to problem-solve, and develop a sense of accountability to others.
As an undergraduate in the School of Nursing, Molly Secor-Turner, PhD, MS, RN, wasn’t interested in research. “I was more excited about the clinical aspects of nursing,” she says.

Then she spent two years as a labor and delivery nurse at North Memorial Hospital in Robbinsdale. “Many of my patients were young teen moms, and I became interested in exploring the social context of early childbearing,” she says. “I began to see how nursing research could make a difference in people’s lives.”

Secor-Turner returned to the U where she earned a master’s in public health nursing and a Ph.D. in nursing. While completing her doctorate, she participated in the Lead Peace program, an experience that helped shape her research on social messages and teen sexual health.

As a post-doctoral fellow in the Center for Adolescent Nursing, Secor-Turner has collaborated on projects with fellows in medicine, social work, nutrition, epidemiology, and psychology as well as nursing. She is currently working with Renee Sieving on the Prime Time intervention study, which focuses on preventing multiple risk behaviors that can lead to early pregnancy.

Secor-Turner has high praise for her faculty advisors. “They are true mentors who have supported me and guided me on the pathway to a career in nursing research.”
THE SOUND OF MUSIC
CALMING THE ANXIETY OF ICU PATIENTS ON VENTILATORS

BY DIXIE BERG
Every day in intensive care units (ICUs) across the globe, mechanical ventilators perform the heroic: They save and prolong the lives of critically ill people by “breathing” oxygen into their lungs.

**A STRESSFUL EXPERIENCE**

For all the good they do, it’s too bad the machines are not better loved. Any goodwill they may enjoy too often vanishes with the stress they cause. Patients coming off mechanical ventilators describe feelings of anxiety, fear, loneliness, even terror, as well as physical pain and difficulty breathing.

*Linda Chlan,* PhD, RN, associate professor in the School of Nursing, cared for ICU patients at several Twin Cities hospitals before and during her graduate studies at the U of M. Too often, she saw patient anxiety rise as the ventilator tube was passed through the mouth and over the vocal cords to the trachea. Once intubated, patients could not talk, eat, or swallow. “The machine really causes a lot of distress,” she says.

Sedatives were the medical response to calm anxious patients on ventilators. While Chlan (pronounced kline) recognized that sedatives had an important place in managing patients on ventilators, she also saw their unpleasant side effects. She began to ask: Might there be other ways to alleviate the stress of patients on ventilators? The question stayed with Chlan—through graduate, PhD, and post-doctoral training. Today, it is at the core of her growing body of research.

Study participants and their families say that music has a positive effect.

**RESTORING CONTROL**

In Chlan’s most recent study, she is testing the effectiveness of music as a way for ICU patients on ventilators to alleviate stress. Specifically, she and her multi-disciplinary team are exploring whether patients who are able to listen to music of their own choice whenever they wish have less stress and anxiety and are able to leave the ICU sooner than patients on ventilators who do not listen to music.

“The ICU takes control away from patients,” Chlan says. “By allowing study participants to choose the music and then decide when and how long to listen to it, we are giving them back some control. This helps lower anxiety and stress.”

Funded in 2006 by the National Institute of Nursing Research, National Institutes of Health, Chlan’s study aims to enroll 260 ICU patients who are on mechanical ventilation. Participants must be alert and willing and able to provide consent.

**STUDY DESIGN**

Participants, who are being recruited in 12 ICUs at five hospitals in Minneapolis and St. Paul, are assigned randomly to one of three groups:

- Those who listen through headphones to music they prefer and decide how often and how long to listen throughout the day
- Those who wear noise-canceling headphones and do not hear music
- Those who receive usual ICU care

The latter two groups are the study controls. Participants remain in the study while they are on a ventilator, or up to 30 days. Participants assigned to listen to music work with a professional music therapist to determine their music preferences.
Based on the patient’s preferences, the therapist develops a music collection and places it at the bedside. The therapist visits patients daily to see if they are happy with their music selection or if they would like more CDs. Each day a patient is on the ventilator, researchers collect data on all medications, ventilator settings, and other aspects of care. Urine output is also analyzed for cortisol levels, a marker for stress.

A MULTI-DISCIPLINARY TEAM
Chlan, who joined the SoN faculty in 1999, credits a “great team” for making it possible to conduct this complex, multi-center study. In addition to the music therapist, her team of U of M experts includes a critical care clinical nurse specialist, physician-intensivist, pharmacist, neuroendocrinologist, endocrinologist, biomedical engineer, biostatistician, as well as graduate and undergraduate research assistants. Research nurses working in the ICU units are also vital team members.

Researchers will continue to gather study data until spring 2010. So far, anecdotal reports from participants and their families suggest that the music has a positive effect. Many patients say that they had their “best night of sleep” after listening to the music. And family members say their loved ones are calmer and more relaxed.

“ICU nurses are dedicated to doing all they can to help patients be as comfortable as possible,” Chlan says. “If the findings from this study lead to a new way to help the millions of patients who receive mechanical ventilation each year, it will be music to the ears of ICU nurses.”

When Jill Guttormson arrived for the U of M’s graduate nursing education program in 2002, she came with eight years of intensive care nursing experience—and a goal. “I wanted to learn ways to improve care provided to patients through nursing education,” she says.

But while working with associate professor Linda Chlan on a study of ICU patient care, Guttormson discovered a passion for nursing research. The discovery led her to pursue a PhD.

“I am very lucky to have Linda Chlan and Craig Weinert as mentors, along with Sue Henly and Cynthia Gross as supportive committee members.” Guttormson says. Weinert, MD, MPH, is associate professor of medicine. Henly, PhD, RN, and Gross, PhD, are professors of nursing.

Guttormson’s dissertation research, now underway, focuses on ICU patients receiving mechanical ventilation—and how they perceive interventions to improve their care and comfort during varying degrees of wakefulness.

“Had I not had worked with Dr. Chlan on her studies, my dissertation research would have overwhelmed me,” Guttormson says. “It’s one thing to read about doing research in books and quite another to do it. The opportunity to experience the dynamic nature of research has been invaluable.”
The memory, now decades old, still haunts Susan O’Conner-Von. When she began her career as a pediatric nurse, common wisdom held that children did not feel the pain of medical procedures and, if they did, they soon forgot it. Yet, she found herself restraining young patients during procedures—and feeling their pain.

That experience led O’Conner-Von, PhD, RN, now an associate professor at the School of Nursing, to devote her life’s work to developing practical strategies to help kids cope with the pain of medical procedures and treatments.

Since the days when O’Conner-Von steadied kids for medical procedures, studies have confirmed what she felt: Young patients do feel and remember the pain of treatments. And, in the case of children with cancer, research shows that the trauma of medical procedures is often more feared than pain associated with the disease.

“My involvement in pain management research is my ‘apology’ to all the kids I held during procedures,” she says.

**ASKING THE EXPERTS**

O’Conner-Von wants to ease the discomfort of teens facing arduous treatment for cancer. She points out that, except for behavioral research, early and mid-adolescents—those between 10 and 16—are under-studied. Cancer patients in this age group are scared but don’t want to admit it. They’re also very concerned about body image and the effect of the treatment on their appearance and relationships with their friends.

With U of M Grant-in-Aid support, O’Conner-Von began her search for potential interventions that would help teens cope with cancer. She turned to the experts: four adolescents who had completed cancer therapy within the year. After gathering data through extensive interviews with them and their parents, O’Conner-Von focused on education about cancer, cancer treatment, pain, and healthy coping skills. She also decided to make these educational materials available online, so that teens and their parents would have access to accurate, current information anytime, anyplace.
Susan O’Conner-Von

- Pediatric pain and palliative care
- Preparation for surgery: pre-operative fears
- Non-pharmacologic interventions for pain management

DEVELOPING THE WEB SITE

Through funding from the School of Nursing’s Center for Health Trajectory Research, established with support from National Institute for Nursing Research, O’Conner-Von took the next step: the design of a Web site with lively graphics, eye-catching colors, fun features, and content presented in easy-to-understand language.

She turned to Red Racer Studio, a Minnesota-based group that provides illustration, toy and game design, creativity consulting, and Web development. Together they created a site that includes a journal with a series of interactive entries based on the experiences of kids who have undergone cancer treatment. The journal provides down-to-earth information such as: “EMLA (medication that numbs the skin) is very good stuff with a port” and “You don’t have to worry that you’ll glow in the dark after radiation treatment.”

The “kid advice” page offers tips like these: “I made sure to rest after each treatment,” “It helped me to take deep breaths during the procedures,” and “I brought along a friend when I had to see the doctor... It was fun to hang out with someone my age.”

The site also includes a “who’s who” which explains the roles of health professionals involved with cancer care, a glossary of “med speak,” and a resource page for parents.

FIELD-TESTING

Once the beta version of the “Coping with Cancer” Web site was constructed, O’Conner-Von asked 20 early-to-mid adolescents in their first year of cancer treatment to critique it. To establish a baseline measurement of their cancer knowledge prior to exposure to the Web site, she developed and validated the Adolescent Cancer Knowledge Questionnaire (ACKQ). The ACKQ includes questions like these: What are vital signs? What’s hemoglobin? What do you call a doctor who cares only for people with cancer? If you have cancer, do you have to drop out of school? Is cancer contagious?

During the field test, study participants were given access to the Web site for one month. Each was asked to log the amount of time he or she spent on the site each day. At the end of the month, participants were again asked to complete the ACKQ. Their answers will enable O’Conner-Von to compare their pre- and post-study knowledge. Additional pre/post measures included situational anxiety and coping skills. She expects to complete data analysis this fall.

PROMOTING LONG-TERM WELL-BEING

We’ve come a long way in reducing the anxiety and pain associated with childhood cancer treatment, O’Conner-Von says. But she believes that more can and should be done to promote long-term well-being—especially since more children are now surviving cancer.

“Longitudinal studies of patients who had cancer as children show that a significant percentage experienced emotional challenges, such as post-traumatic stress symptoms, uncertainty and depression,” she says. “Helping young patients cope with the trauma of illness and treatment today may pay health dividends for years to come.”

Helping young patients cope with the trauma of illness and treatment today may pay health dividends for years to come.
Chances are good that many of us will end up in a nursing home at some point in our lives. But unless things change, chances are slim that we’ll be happy to be there.

“Nursing homes are places none of us would want to live in,” says Christine Mueller, PhD, RN, FAAN. “Nor would we want our parents to live there.”

Mueller is working to change that. Associate professor and chair of the Adult and Gerontological Health Cooperative Unit, she brings much-valued nursing and clinical perspectives to a number of research collaborations aimed at improving both the “nursing” and the “home” aspects of nursing homes.

“Nursing homes are not real homes, and there aren’t very many nurses in them,” she says. “When people talk about quality in nursing homes, they’re really talking about a place where you can live fully, where you really feel at home. And they’re talking about making sure that bad things don’t happen to you—like falls, pressure ulcers, weight loss, or losing the ability to walk and do things for oneself. These things can be prevented with adequate care by registered nurses.”

The formula for success is simple, but profound: Nursing + Home = Quality.

Under the new paradigm, nursing home residents will—to the extent possible—be able to continue to live the life they’re used to.

**IMPROVING NURSING CARE**

Mueller currently serves as co-director of the Minnesota Hartford Center of Geriatric Nursing Excellence in the School of Nursing. The center is one of nine centers of Geriatric Nursing Excellence in the country and part of a national initiative to prepare professional nurses for leadership roles in improving the health of older adults.
In addition, she’s collaborating with researchers at Duke University to examine nurse practice acts nationwide to see how the scope of practice for RNs and LPNs correlates with quality of care in nursing homes. She’s also working with Robert Kane, MD, of the University of Minnesota School of Public Health and Greg Arling, PhD, of the Indiana University Center for Aging Research to develop quality measures for nursing homes.

**Creating A Home**
Mueller is actively involved in research aimed at improving the “home” part of the nursing home quality equation. This involves a radical culture change from traditional institutional care to individualized or “person-centered” care, which gives residents a substantial say in how their lives are configured.

That’s a big transformation. “Most nursing homes are very hierarchical—the administrator, the director of nursing, and then all the way down,” Mueller says. “The residents often have little or no say. They are at the mercy of the staff who tell them what to do, and the routines the staff put in place. That’s not home.”

Under the new paradigm, residents will take more initiative in directing their own care. “The goal is to ensure that, as much as possible, residents can continue to live the life they’re used to,” Mueller says. “That means residents decide when to get up, get dressed, go to lunch, have dinner, go to bed. If they’re used to starting their day with a cappuccino, then they should be able to have a cappuccino every morning in the nursing home, too.”

**Changing Roles**
With more self-determination, residents retain their quality of life and dignity. For direct care staff like nursing assistants, the change in roles will bring new responsibilities that will require learning new skills. The role of registered nurses will change, too. They will function more like home health nurses than conventional nursing home RNs.

This transformation means that the director of nursing will also assume a new role. He or she will become more of a facilitator and coach than a supervisor and boss. “The director of nursing will need a broad knowledge of gerontological nursing as well as the skills to lead a complex organization,” Mueller says.

She and her colleagues are trying to identify the competencies that registered nurses and directors of nursing will need in these transformed nursing homes. The researchers are also attempting to discover how to bring about the paradigm shift and how to empower staff to lead the transition.

**Current Impact, Future Directions**
Their work has already had an impact. The team developed 23 quality indicators for Minnesota nursing homes which are now used by staff to assess residents and the quality of care in every facility in the state. The indicators are also an essential element of the “Nursing Home Report Card,” created by the Minnesota Departments of Human Services and Health. This valuable tool for consumers has also led to healthy competition among facilities to provide better care.

Mueller and her colleagues recently submitted a proposal to evaluate an innovative pay-for-performance system developed for Minnesota nursing homes. In addition, she and her colleagues are developing specific quality indicators for dementia care.

Learn more about Minnesota’s Nursing Home Report Card and quality indicators at www.health.state.mn.us/nhreportcard.
You’re invited to celebrate nursing. Join nursing alumni, faculty, and friends during November 5-7 to celebrate the power of nursing knowledge and the School of Nursing’s Centennial year.

November 5
CENTENNIAL GALA BANQUET
Minneapolis Convention Center
$75/person

Attend the party of the century and all-school reunion with Dean Connie Delaney. Enjoy an entertaining evening of celebration, commemoration, and achievement. Reconnect with classmates and colleagues. Honor 100 Distinguished Alumni and Centennial Distinguished Faculty Alumni who exemplify the accomplishments of the School’s 12,000 graduates. (Dressy attire suggested).

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>5:30 p.m.</td>
<td>Reception (sponsored by Sigma Theta Tau International, Zeta Chapter)</td>
</tr>
<tr>
<td>6:30 p.m.</td>
<td>Dinner and Centennial Program</td>
</tr>
</tbody>
</table>

November 6
ALUMNI BACK-TO-CAMPUS DAY
University of Minnesota
$25/person

Spend a glorious afternoon on campus sharing memories with classmates and faculty emeriti. Join Susan Hagstrum, wife of President Robert Bruininks, for a Maroon and Gold Luncheon hosted by the Nursing Alumni Society in the Heritage Gallery of the McNamara Alumni Center. Then, head over to nearby Weaver-Densford Hall where nursing students will lead Discovery Tours of the School of Nursing.

A dessert reception, hosted by the Heritage Committee, will provide an opportunity to relax and enjoy the substantial collection of nursing artifacts on display in the charming Owen H. Wangensteen Historical Library. A presentation by Dr. Laurie Glass highlighting the School’s 100 year legacy completes the day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>12:30 p.m.</td>
<td>Maroon and Gold Luncheon at the McNamara Alumni Center</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Discovery Tours at the School of Nursing</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Dessert reception at the Wangensteen Historical Library</td>
</tr>
</tbody>
</table>

For more information:
Call Laurel Mallon or Jane Pederson at 612-624-2490 or e-mail MALLO001@umn.edu, or visit www.nursing.umn.edu/centennial to view the schedule or learn about other Centennial events.
November 7

FOOTBALL TAILGATE PARTY & GAME WATCH

University of Minnesota McNamara Alumni Center

Join classmates and Golden Gophers Football fans in the McNamara Alumni Center where we’ll proudly display Nursing Centennial banners during a tailgate party before the Gopher vs. Illinois game. “State Fair style” food and beverages will be available for purchase. Fans with game tickets will be able to proceed across the street to the new TCF Bank Stadium. Those without game tickets are invited to stay and watch the football game, which will be telecast live on large-screen television for all party attendees to enjoy.

**Tailgating:** Begins two hours prior to game time

**Cost:** No advance charge. Food and beverages available for purchase on-site

---

Centennial Gala & Back-to-Campus Day

**REGISTRATION DEADLINE: OCTOBER 1, 2009**

**EVENT OPTIONS:**
I/We plan to attend these events:

- Centennial Gala Banquet
  - Attendee name ___________________________________ $75
  - Guest name ___________________________________ $75

- Alumni Back-to-Campus Day
  - Attendee name ___________________________________ $25
  - Guest name ___________________________________ $25

- Football Tailgate & Game Watch Party
  - Number planning to attend _______

  **Total** $__________

**REGISTRATION OPTIONS:**

**Online**
Go to [www.nursing.umn.edu/Foundation/Centennial_Gala](http://www.nursing.umn.edu/Foundation/Centennial_Gala), then follow the prompts to register using your credit card.

**Mail**
Mail completed registration form with payment to:
  Laurel Mallon
  Director Alumni Relations
  University of Minnesota School of Nursing
  5-140 WDH, 308 Harvard Street SE
  Minneapolis, MN 55455

(Make check payable to University of Minnesota)

**MAKE A GIFT:**
I would like to make a gift honoring Nursing’s Centennial:

- I would like to sponsor a student for the Centennial Gala ($75)
- I would like to make a contribution to the Nursing Legacy Fund (1483) in the amount of $ ________.

(Checks for tax deductible donations should be made payable to the University of Minnesota Foundation)

First name
Last name
Employer
Address
City
State Zip
Home phone
Work phone
E-mail
“How I Met Your Father”

A daughter shares her mother’s nursing memories

My mother, Frances E. Sykora, ’45, shared many stories with us children (10 in all) about how hard nurses worked and the equipment and supplies they used to treat the patients. I thoroughly enjoyed these stories especially given that I am a registered nurse. But my favorite story is how her nursing career led her to my father.

—Lori Donovan, RN, MSN, CNOR, administrative director of Surgical Services, Texas Health, Arlington Memorial Hospital

Stories and memories bring history to life

Students, alumni, and friends, share your memories with us during this centennial year. We’ll post your submission on the Nursing Memories Web site at www.nursing.umn.edu/memories for everyone to enjoy.

Send your stories and photos to:
University of Minnesota
School of Nursing
Attn: Laurel Mallon
Director of Alumni Relations
5-140 WDH, 308 Harvard St. SE
Minneapolis, MN 55455

Or e-mail to: MALLO001@umn.edu

IN MEMORY

Jane Claire Varner Breimhorst, BSN, ’37, Jordan, Minnesota, on January 3, 2009, at the age of 93. She was a member of Sigma Theta Tau and thought to be the oldest licensed registered nurse in the state of Minnesota. She took her last class in November 2008.


Kathryn Knoche Malmberg, BSN ’39, West Des Moines, Iowa, on February 27, 2009.

Elinor (Ellie) Pinkert, BSN ’46, Madison, Wisconsin, on March 17, 2009.

Alma G. Sparrow, BSN ’44, MPH ’54, Montemorelos, Mexico on June 12, 2009. Sparrow was the former director of the U of M School of Public Health, Public Health Nursing program; and a dedicated advocate of the nurse practitioner program.

Elizabeth Stenglein, MS ’86, BSN ’76, Minneapolis, Minnesota on June 23, 2009.
Like her alma mater, SoN graduate Ruth Mask turned 100 this year. “Never in my wildest dreams did I ever think I would live to be this age,” she told a reporter for the Arizona Republic last January.

Mask graduated from the School of Nursing in 1930 after completing a three-year nursing program, which included clinical rotations at Minneapolis General Hospital, Miller Hospital in St. Paul, and the Glen Lake County Tuberculosis Sanatorium.

After graduation, she worked six and a half days a week at Minneapolis General, earning $75 a month. During World War II, she became one of the first women to work in the U.S. Signal Corps. She later returned to nursing, serving at several California hospitals during the 1940s and early 1950s.

“I studied nursing in the days before penicillin. Polio outbreaks were frequent, and we cared for patients in iron lungs,” Mask says. “Nursing has really changed since then.”

2009 May Gatherings:
The Power of Nursing Knowledge

School of Nursing alumni and friends discovered the power of nursing knowledge at this year’s May Gatherings held in the Twin Cities, St. Cloud, Rochester, and Walker, Minnesota. Hosted by the School of Nursing Foundation, the popular gatherings showcased advancements in nursing research and innovation in patient care.

As part of the program, Dean Delaney and SoN faculty reached out to communities across Minnesota to learn more about their health care needs.

“The school is a resource for the state and provides guidance on health care in its broadest sense,” said Dean Delaney. “We are committed to collaborate and partner with communities to do what it takes to deliver health care to its citizens.”
Distinguished Alumni

The 100 Distinguished Nursing Alumni and Centennial Distinguished Faculty Alumni listed here have advanced health care and done significant work in the nursing profession. They exemplify the breadth, diversity, culture, and spirit of the School of Nursing. Join us as we honor them on November 5 during the Centennial Gala banquet.

**Distinguished Nursing Alumni**

<table>
<thead>
<tr>
<th>Name</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clara L. Adams-Ender</td>
<td>1969</td>
</tr>
<tr>
<td>Larry L. Asplin</td>
<td>1997, 2000</td>
</tr>
<tr>
<td>Myrtle K. Aydelotte</td>
<td>1939</td>
</tr>
<tr>
<td>Jolene Baker</td>
<td>1978</td>
</tr>
<tr>
<td>Barbara Balik</td>
<td>1979</td>
</tr>
<tr>
<td>Jeannine Bayard</td>
<td>1971, 1977</td>
</tr>
<tr>
<td>Phoebe J. Stevenson Becktell</td>
<td>1952</td>
</tr>
<tr>
<td>Carol Berg</td>
<td>1982</td>
</tr>
<tr>
<td>John H. Borg</td>
<td>1974, 1976</td>
</tr>
<tr>
<td>Mary E. Broderick</td>
<td>1962, 1965</td>
</tr>
<tr>
<td>Cindy L. Bultena</td>
<td>1987</td>
</tr>
<tr>
<td>JoAnn Butrin</td>
<td>1990</td>
</tr>
<tr>
<td>Brenda Haram Canedy</td>
<td>1974</td>
</tr>
<tr>
<td>Mary Lou Christensen</td>
<td>1960, 1976</td>
</tr>
<tr>
<td>Virginia Beatty Clifford</td>
<td>1954</td>
</tr>
<tr>
<td>Kathryn Crisler</td>
<td>1962</td>
</tr>
<tr>
<td>Sheila Corcoran-Perry</td>
<td>1963</td>
</tr>
<tr>
<td>Sharon Cross</td>
<td>1973</td>
</tr>
<tr>
<td>Karen Feldt</td>
<td>1996</td>
</tr>
<tr>
<td>Marlene Fondrick</td>
<td>1963, 1976</td>
</tr>
<tr>
<td>Marlene H. Frost</td>
<td>1980</td>
</tr>
<tr>
<td>Susan Goodwin Gerberich</td>
<td>1975, 1978</td>
</tr>
<tr>
<td>Lauri K. Glass</td>
<td>1975</td>
</tr>
<tr>
<td>Marilyne Backlund Gustafson</td>
<td>1957</td>
</tr>
<tr>
<td>Gayle Hallin</td>
<td>1970, 1977</td>
</tr>
<tr>
<td>Mary Hand</td>
<td>1973, 1980</td>
</tr>
</tbody>
</table>
WANTED:
A Few Good Board Members!

The School of Nursing Alumni Board is accepting applications for three-year terms beginning in January 2010. Board members participate in meetings and serve on a board committee. The full board meets quarterly and committee meetings vary throughout the year.

Invigorated by a new strategic plan, the board is focusing on fostering a community of nursing students, alumni, and faculty that will enrich the professional lives of our alumni members and strengthen the School of Nursing.

New board members will be selected by the membership committee and approved by the full board. The selection process ensures a board that is diverse in experience, interests, skills, program major, and years since graduation. To secure an application, learn about current board members, and review the board’s goals, visit www.nursing.umn.edu/AlumniSociety/home. Or contact Laurel Mallon at MALLO001@umn.edu or 612-624-2490.

Serving on the School of Nursing Alumni Board is a great way to get involved with the school, stay abreast of events, and work with nursing friends and leaders. We look forward to building a strong board in the centennial year and beyond!

Susan Strohschein 1968, 1980
Ruth Stryker-Gordon 1948
Mary J. Sumpmann 1978
Alice Swan 1969, 1973
Esther B. Tatley 1984
Gene (Eugenia) Taylor 1948
Margaret Taylor 1975, 1978
Mary R. Thompson 1962
Patricia Tomlinson 1957
Mary Fran Tracy 1990, 1999
Eva Mae Anderson Vraspir 1952, 1972
Deborah Walker 1989
Verle Hambleton Waters 1948
Mary Wellik 1969, 1989
Martha Witrak 1977
Mary Ellen Wurzbach 1993

Distinguished Faculty Alumni
Melissa Avery 1993
Mary Mescher Benbenek 1994
Judith Beniak 1982
Linda Chlan 1992, 1997
Maryann Chowen 1976
Linda Halcón 1983, 1986
Kathleen E. Krichbaum 1979, 1991
Ruth Lindquist 1976, 1979
Carol O’Boyle 1992, 1998
Linda Olson Keller 1980, 2008
Margaret (Peg) Plumbo 1978
Cheryl Robertson 1988, 2000
Mary M. Rowan 1989, 1992
Diane Treat-Jacobson 1998
2009 Annual Report

The School of Nursing Foundation is proudly celebrating the school’s 100-year milestone. At January’s Centennial Launch, we announced the foundation’s $1 million gift, which will endow the School of Nursing Foundation Research Professorship. We were honored to make this gift and will continue celebrating our donors, as well as the current and past foundation trustees whose combined efforts and strong vision made this gift possible.

Thank you to the 1,400 donors who stepped forward during these challenging economic times to make gifts and pledges totaling $4.4 million. This represents a powerful 57 percent increase over the previous fiscal year and provides pivotal funding when resources are stretched.

Intensive strategic planning is building capacity and providing bold direction for the board.

Nursing Foundation highlights for the year include:

• The fifth annual Scholarship and Fellowship Reception honoring student recipients and the major donors who made nursing scholarships and fellowships possible. More than $500,000 was awarded to deserving students, including two Jewelry Scholarships funded by the Nursing Foundation’s annual Benefit Jewelry Sale.

• The fourth annual Community Partnership Luncheon held in conjunction with Nursing Research Day. This event promoted research relationships with health systems and community organizations.

• May Gatherings held in eight locations throughout the state to bring together alumni, trustees, colleagues, and friends. Faculty showcased nursing research on topics such as health care reform, emergency preparedness in Greater Minnesota, and the use of data mining to improve safety and outcomes for home care patients.

• Providing School of Nursing pins to BSN and post-baccalaureate graduates at commencement. The pins were awarded through the Nursing Legacy Fund, that supports the establishment of new traditions for our students.

• Grants to support faculty and student research including:
  • Asthma Care for Pre-adolescents and Adolescent in Iceland and St. Paul, Minnesota
  • Nursing Research Day 2008
  • Matching funds for Senior Class Scholarship established by the Centennial Class of 2009
  • The launch of a $1 million fundraising initiative to endow the Marie Manthey Professorship in Innovative Practices. More than $600,000 in gifts and pledges has been received.

We truly appreciate the loyal and generous donors who have made 2009 a productive and energizing year. Your gifts provide continuity and inspiration. Your support fuels discovery and improves healthcare in Minnesota, the nation, and the world. Thank you for advancing nursing education and investing in the power of nursing knowledge.

Carol Kelsey, Chair 2007-09
Class of 1960

Laurel Mallon
Senior Director of Development
Back row, l-r: Carol Kelsey, John Borg, Mary Drache, Joyce Overman Dube, Janet Stacey, William Miller, Brenda Hoffman, Mary Chesney, Connie Delaney, Naomi Strom, Caroline Rosdahl, John Reiling, Laurel Mallon, Louann Carpenter, Susan Forstrom, Harry Lefto, Katherine Lillehei, Carolyn Schroeder, Judith Gerhardt

Front row, l-r: Ann Garwick, Mary Ann Blade, Mary Broderick, Florence Ruhland, Sandra Anderson, Patricia Kane, Mary Lou Christensen, M. Ann Moser, Rosemarie Reger-Rumsey

Not pictured: Dawn Bazarko, Cindy Bultena, Marilee Miller, Jeffrey Sliper

2009-2010 Board of Trustees

Sandra J. Anderson, BA, Chair  Wells Fargo Elder Services, Retired
John Reiling, PhD, Chair-elect & Trusteeship Committee Chair  President & CEO, Safe by Design
Mary Broderick, PhD, RN, Secretary  Catholic Elder Care, Retired
Marilee Miller, PhD, RN, Treasurer & Shareholders Committee Co-chair  Associate Dean, School of Nursing, Retired
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Mary Ann Blade, RN  CEO, Minnesota Visiting Nurse Agency
John Borg, MPH, MS  President, War Memorial Hospital & Senior Vice President, Valley Health, Retired
Cindy Bultena, MSN, RN  Executive Lead, Chief Nursing Officer, Woodwinds Health Campus
Louann Carpenter, MBA, RN  Principle Consultant, Medical Device Marketing
Mary Chesney, PhD, RN, CNP  Clinical Assistant Professor, School of Nursing
Connie W. Delaney, PhD, RN, FAAN, FACMI  Professor & Dean, School of Nursing
Susan Forstrom, MSN, RN  Consultant, Creative Health Care Management
Brenda Hoffman, BS  CEO, Rum River Health Services, Retired
Laurel Mallon, BS  Senior Director of Development, School of Nursing
William R. Miller, JD  William R. Miller, P.A., Law Firm
M. Ann Moser, BSN, MBA, RN, FACHE, FAAHC  Senior Vice President, Dennis R. Moser & Associates
Joyce Overman Dube, MS  Nurse Administrator, Mayo Clinic, Surgical Nursing Division & Assistant Professor of Nursing, College of Medicine
Rosemarie Reger-Rumsey, RN  Executive Director, Listening House
Jeffrey Sliper, RN  Student, Nurse Anesthesia Program, School of Nursing
Janet Stacey, MBA  Vice President, Healthcare/Medical Device Padilla Speer Beardsley
Naomi Strom, BSN, RN  Nurse & Development Executive, Retired

EX-OFFICIO MEMBER
Caroline Rosdahl, BSN, MA  Representative, Nursing Alumni Society, Staff Nurse, In-Patient Psychiatry, Hennepin County Medical Center

TRUSTEE EMERITAE
Mary Lou Christensen, RN  Patricia Kane, RN  Katherine Lillehei, RN  Florence Ruhland, RN  Carolyn I. Schroeder, RN
You can ensure that the University of Minnesota School of Nursing remains strong for generations to come. Use this envelope to make a gift, or visit www.giving.umn.edu, where online giving is now easier than ever.

GIVING MAKES GREATNESS POSSIBLE

SCHOOL OF NURSING FOUNDATION
UNIVERSITY OF MINNESOTA
5-140 WEAVER-DENSFORD HALL
308 HARVARD STREET SE
MINNEAPOLIS MN 55455
Thank you for supporting nursing research and education. Make your gift through the University of Minnesota Foundation, which will acknowledge your gift and direct it either to the School of Nursing Foundation or to the School of Nursing program you designate. To learn more about ways to give, please check the box below or call 612-624-2490.

☐ I am interested in learning more about the different options for making a current or future gift to the School of Nursing. My phone number is ________________________________

☐ I have included the School of Nursing in my estate plan.

Please check with your employer for matching gift opportunities.

GIFT DESIGNATION
☐ I/We designate this gift for the following nursing program or purpose:____________________________________________________________

☐ Direct this gift to where the need is greatest in nursing education, service, and research.

GIVING METHOD
☐ BY CHECK (make payable to the University of Minnesota Foundation). Enclosed is my (our) check for $ ___________.

☐ BY CREDIT CARD
Please charge my (our) gift of $ ___________ to:
☐ Visa  ☐ MasterCard  ☐ DISCOVER  ☐ AmEx

Account#: ____________________________  Exp. Date

Signature: ________________________________

☐ BY PLEDGE
I/We pledge $ _______________.
I/We will make_______ payments in the amount of $ ________ over _____ years, beginning ________ (month) of _______ (year).
☐ Enclosed is my first pledge payment of $ ________.
☐ Send annual reminders in _________ (month).
☐ Do not send annual reminders.

Signature: ________________________________
Sara Tomczyk, BSN ’09, will always have a place in her heart for the School of Nursing. “It’s a small tight-knit community,” she says. “And when you receive a scholarship, you feel like you’re really an important part of it.”

Tomczyk, who graduated with high distinction and Latin Honors, received the Ellen T. Fahy Nursing Leadership Award during her senior year. This scholarship, established in honor of Fahy who served as SoN dean from 1980 to 1990, is awarded to undergraduate student leaders.

**A MATTER OF FOCUS**

“The award made a huge difference for me,” Tomczyk says. “Because I didn’t have to work as much, I had more time to focus on my studies and take advantage of leadership opportunities offered by the school.”

Tomczyk served as officer of SoN chapter of the National Student Nurses’ Association and vice president of the Nursing College Board. She was a member of the school’s Alumni Board and the U of M student senate. And she was instrumental in the development of the student Global Health and Transcultural Nursing Group. “These activities helped me develop my skill set and build my resume,” she says. “They also opened a lot of doors for me.”

For her service to the School of Nursing and the University, Tomczyk received the President’s Student Leadership and Service Award and the Donald R. Zander Award for Outstanding Student Leadership.

**LAUNCHING A CAREER**

The Fahy Award gave Tomczyk the financial flexibility to work as public health intern in Ethiopia under the auspices of International Orthodox Christian Charities (IOCC) during the summer before her senior year. This fall, she will return to Ethiopia to work full-time in IOCC’s public health initiative.

“The award had a big impact on me,” Tomczyk says. “Because I understand what a difference scholarships can make, I look forward to the day when I’m able to become a donor myself.”
Manthey Professorship Appeal Underway

Envision a world where nurses are able to humanize the health care experience and empower individuals to make informed decisions regarding the management of their own health.

Patricia Robertson, MS ’68, and Susan Forstrom, BSN ’65, MS ’79, have made generous gifts to support the Marie Manthey Nursing Professorship in Innovative Practices. To date, more than $600,000 has been raised toward the professorship’s $1 million campaign goal.

Inspired by the accomplishments of Marie Manthey, MNA, FAAN, FRCN, the endowed professorship will focus on developing courageous innovators—faculty, students, and practitioners—who will discover, lead, and implement innovative solutions to the most pressing local and international challenges in health care.

An entrepreneurial nursing innovator, Manthey developed a care delivery system that truly established a meaningful relationship with patients and their families, managed their care, and encouraged collaborations with health care colleagues. She is the founder of a health care consulting firm (Creative Health Care Management) whose mission is to have all patients and their families experience the healing and caring that result from the organizational transformation grounded in relationship-based care.

Consider making a gift during the School of Nursing’s Centennial year to provide a strong foundation for the years ahead. Now is the time to help nursing contribute to the transformation of health care.

For more information about how to support the Marie Manthey Professorship or include the School of Nursing in your estate plans, contact Laurel Mallon, senior director of development, at MALLO001@umn.edu or 612-624-2490.

IS “NURSING” IN YOUR ESTATE PLAN?

In celebration of the School of Nursing’s Centennial year, a planned gift from your estate is an easy and thoughtful way to support the future of nursing!

You retain the use of assets during your lifetime and the ability to modify your gift. You can make an estate gift through your will, a revocable (living) trust agreement, a retirement plan, or a life insurance policy. You also can designate the School as the beneficiary of your bank account (via POD – payable on death), stock portfolio, or real estate (via TOD – transfer on death).

For more information about leaving an estate gift, please contact Laurel Mallon, senior director of development, at MALLO001@umn.edu or 612-624-2490. If you have already named the School of Nursing as a beneficiary of your estate but have not told us, please let us send you a Letter of Intent form (also available at www.giving.umn.edu/futuregifts). This will allow us to record your future gift and your preferences for Heritage Society recognition.

HOW TO INCLUDE THE SCHOOL OF NURSING IN YOUR WILL

When you include the School of Nursing and the Nursing Foundation in your will, you and your attorney should direct your gift through the larger University of Minnesota Foundation, a 503©(3) tax-exempt organization that is specifically set up to ensure that all gifts to the University are used exactly as the donor requests. Please use the legal name and address of the foundation:

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

To ensure that your wishes are fulfilled, your will should clearly state your intentions. Here is some standard wording that might be useful to you or your attorney:

“I give [the sum, percentage, or description of property] to the University of Minnesota Foundation, Minneapolis, Minnesota, [the sum, percentage, or description of your gift] to be used for the benefit of the School of Nursing.”

To designate the U of M Foundation as a beneficiary of your life insurance policy or qualified retirement plan, you will need the foundation’s tax ID number: 41-6042488.
SHAREHOLDERS REPORT

We gratefully acknowledge the generous individuals and corporations who have made pivotal gifts to advance nursing research, education, and service during the 2009 fiscal year ending June 30, 2009.

During the school’s Centennial Launch program on January 27, Carol Kelsey, chair, School of Nursing Foundation (left), presented Dean Connie Delaney with a check for $1 million. These funds will be used to create an endowed professorship.

KEY

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

(B) Builders Society
Lifetime gifts or pledges of at least $1 million

(R) Regents Society
Lifetime gifts or pledges of at least $250,000

(T) Trustees Society
Lifetime gifts or pledges of at least $100,000

(C) Chancellors Society
Lifetime gifts or pledges 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

Every gift is important, although space limitations only allow us to list donors who have made gifts of $50 or more between July 1, 2008 and June 30, 2009, 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.
Judith Harris, ’64, established the Judith Komives Harris Centennial Scholarship to support new nursing students with academic promise and financial need. In accordance with the donor’s wishes, preference will be given to graduates of Saint Paul, Minnesota, public high schools who have been admitted to the School of Nursing through the Freshman Guarantee Program. The endowed scholarship will receive matching funds through the President’s Scholarship Program.
Eileen Vinnes Kalow, ’71, established a charitable trust to support the creation of an endowed chair in child and family health. “We are very grateful for this gift, which will allow the school to advance child and family health research and practice,” said Dean Connie Delaney, who announced the gift during Nursing Research Day. Kalow, a retired pediatric nurse practitioner, earned her bachelor of science in nursing and master’s in public health nursing degrees at the University of Minnesota. “My gift to the University is in appreciation for what the School of Nursing did for me,” Kalow said. “The heavy psychological emphasis in the program gave me the inner strength and courage to stand up for myself and to benefit others in my care.”

Maryann Witkop, ’54, established a gift annuity to support School of Nursing research, education, and practice. Maryann and her classmates plan to celebrate their 55th reunion during All-School Centennial Gala this November.
The late Isabel M. Salsbury, '51, '70, left a bequest of more than $81,000 to support the work of the Katharine J. Densford International Center in Nursing Leadership. During her career, Salsbury served as a school nurse consultant for the State of Minnesota and a nurse for the Northern State Power Company (NSP).
The Mary K. Field estate provided of final distributions of $377,00 to support two endowed Mary K. Field and Cyrus A. Field Scholarships. During the past two years, the Field estate has gifted more than $2.8 million to create the School of Nursing’s largest scholarships for undergraduate and professional nursing students.

The late Dorothy C. Calafiore, MD ’54, provided an additional distribution of $80,000 through her estate to award scholarships to students pursuing professional nursing degrees through the School of Nursing and advancing their preparation in public health.
GIVING HIGHLIGHTS

Curtis Burkland funded a gift annuity to create a scholarship in loving memory of his wife, Louise Pohl-Burkland. Born and raised on a small farm outside of North Branch, Minnesota, Louise always wanted to be a nurse. She attended some of her required science classes at the University of Minnesota and was impressed with the depth and quality of the teaching. Although she could not continue in this program when she married Curtis in 1949, she held a lifelong regard for the School of Nursing. When the youngest of their four children reached high school, Louise decided that it was time to satisfy her wish to become a registered nurse, a goal that she accomplished at the age of 37. The Louise Pohl-Burkland Scholarship will give preference to nursing students from rural areas of Minnesota.

The family of Jennie Lee Giere, ‘57, has established a named scholarship in her honor. During Jennie’s senior year, she was selected by her classmates to receive the Powell Award in recognition of her outstanding citizenship. The education that Jennie received at the University of Minnesota gave her an appreciation for lifelong learning and for what it means to be active in the nursing profession. The Jennie Lee Gustavson (Wurm-Giere) Scholarship will support undergraduate nursing students who have a strong interest in geriatrics and delivering health care in underserved areas.

Glen W. Hambleton
Verona M. Hansen
Dorothy L. Hare
Mary E. Hartwig
Ruby C. Hass
Ruth L. Hass
Susan D. Hasselle
Ursula H. Hawkins
Theresa M. Hendrickson
Jane Hennessy
Nicole Hentges
Carol J. Hill
Richard J. Hill
Signe S. Hill
Frances M. Hirsch
Stephen J. Hirsch
Marjorie R. Hoagland
Melvin G. Hoagland
Carol E. Hocking
Brenda R. Hoffman
Carol L. Holton
Rhoda T. Hooper
Jacquelyn A. Huebsch
Doris Ingraham
Nancy J. Irvin
Florence M. Jacob
James N. Jacobsen
Marjorie R. Jacobsen
Carol A. Jakway
Karen A. Jansky-Koll
Nancy A. Janssen
Joan M. Janusz
Cecelia B. Jennewein
Kristen E. Jensen
Donald L. Johnson
Irene M. Johnson
Joanne L. Johnson
Ruth E. Johnson
Timothy P. Johnson
Ann S. Jordan
Phyllis A. Jordan
Ross W. Jordan
Florence S. Kahn
Christina C. Kant
LaDonna D. Kartak
Ann C. Kay
Milree Keeling
Rita A. Kelly
Elizabeth L. Kemper
Mary J. Kempf
Laurie M. King
Mark S. Kirschbaum
Miriam S. Kiser
Kent A. Klanderman
Sharon Klanderman
Margaret J. Klop
Patsy M. Klose
Barbara A. Koenig
Norma J. Krantz
Kimberly M. Kroll
Carol S. Kuehnel
Andrea L. Kuich
G. Anne La Bree (H)
John W. La Bree (H)
Leann G. LaCourse
Susan K. Lantz
Polly E. Lanz
Ann M. Larson
Mary H. Larson
Robert B. Lasser
Lorraine A. Leas
Alice C. Lehman
Adeline C. Leraas
Yea-Nah A. Liao
Deborah M. Link
Alice A. Litton
Mary A. Loecken
Marion I. Loges
Ardell P. Loomer
Jean A. Mac Donald
Alexis R. Maciej
Betty J. Main
Katie J. Maki
Kathleen A. Malloy
Ida M. Martinson (C, H)
Donald M. Mason
Elaine A. Mason
Jennifer C. Maytum
Kathleen M.
McDonough
Peggy A. McDowell
Donald E. McGrath
June E. Mc Grath
Mary Ann Mc Guire
Susan J. McKinley (H)
Kerstin L. McSteen
Medtronic Fdn.
Patricia L. Melby
Priscilla J. Merryman
Barbara J. Meyer
Mary G. Meyer
Mary E. Michaels
James A. Miles
Rachel A. Miles
Judith L. Miller
Nicole C. Misewich
Peter T. Mitchell
Jane C. Mobeck-Wilson
Charles Moline
Patricia J. Molloy
Darwin J. Monson
Sandra J. Monson
Meryl J. Montgomery
Martha Morgan
Patricia J. Morse (H)
Diane Mountain
Kimberly A. Murray
Virginia P. Naros
Chad Nelson
Charlotte A. Nelson
Evelyn H. Nelson
Floyd L. Nelson
Tara L. Nelson
Sandra R. Nimmo
Jo Ann Noble

giving highlights
Zorada Hoge, PhN ’62, established the Zorada Hoge Gerontology Nursing Fund to provide program support for faculty, students, and staff who are studying or teaching geriatric nursing. The goal of the endowment is to improve the environment and care of patients in nursing homes.

Catherine J. Norman
Thomas L. Nyström
Susan K. O’Connell
Theodore A. Olson
Vicki S. Olson
Michelle R. Orioux
Barbara B. Ottinger
Joyce A. Overman Dube
Mary E. Overvold-Ronningen
Twyla A. Paulson
Jeffrey J. Paurus
Jean L. Paurus
Lizbeth M. Payton
Richard A. Peck
Lizbeth M. Payton
Anthony Peck
Nicole L. Pedersen
Beverly Pederson
George Pederson
Karen Y. Persico
Aaron L. Peter
Emily A. Peter
Eileen H. Peterson
Karen S. Peterson
Nancy J. Peterson
A. Jeanne Pfeiffer
Patricia A. Pick
Joanna L. Pierce (C, H)
Michelle Pittman-Leyendecker
Autumn L. Platz
Marilynn R. Plummer
Mary A. Pollard
Julie A. Ponto
Michael S. Popadiuk
Deborah A. Poppie-Dubois
Cynthia A. Prestholdt
Grant A. Pylkas
Mary J. Pylkas
Lorna P. Quiggle
K. Ann Rabie
Susanne M. Rademacher
Timothy M. Rand
Cynthia K. Rasmussen
Becky K. Reed
Ruth M. Reed
Betty L. Reinhart
Denise R. Remus (H)
Mary C. Riley
Paula R. Rivard
Sandra K. Robinson
Barbara L. Rodorigo
Janet G. Rog
Phyllis M. Roseberry
Ruth E. Rosen
Mary M. Rowan
April R. Rowe Neal
Melanie A. Ruda
Joanne C. Rudrud
Ruby M. Salewski
Kristen A. Sandager
Susan M.
Sawyer-De Maris
Ruth T. Schlieve
Camilla R. Schloemer
Laura R. Schmid
Phyllis J. Schmid
Susan N. Schneeman
Martha A. Schroth
Kathleen J. Schumacher
Colleen Schwartz
Cathleen A. Scully
Marylyn W. Seitz
Helen E. Sell
Wendy E. Sharpe
Patricia S. Shaver
Gale L. Shea
M. Lisa Sieling (H)
Patria A. Simondet
Joyce Simones
Linda K. Skatvold
Paul O. Skatvold
Helena F. Slind
Shirley J. Small
Debra M. Smith
Joan M. Smith
Priscilla E. Snelling
Judith J. Snow

Anna Zenkovich
made a planned gift to support the Wladimir & Paulina Zenkovich Nursing Fellowship Anna’s late sister, Helen, was a 1948 graduate of the School of Nursing. The fellowship, which assists students pursuing graduate studies in public health nursing or nurse anesthesia, was created to honor their parents.

Anna Zenkovich
made a planned gift to support the Wladimir & Paulina Zenkovich Nursing Fellowship Anna’s late sister, Helen, was a 1948
The late M. Isabel Harris, dean of the School of Nursing from 1969 to 1975, provided generously for the School of Nursing in her estate plan. To date, a partial distribution of $90,000 as been received to support the Katharine J. Densford International Center in Nursing Leadership, the Florence Julian Memorial Scholarship, and the Isabel Harris Scholarship for professional nursing students. During her tenure as the school’s first dean, Harris won acclaim from faculty, students, and alumni for achieving the independent status of the school on a par with other professional schools in the University. She reorganized graduate and undergraduate studies, initiated efforts to emphasize community health, and expanded the school’s continuing education offerings.

The SGK&G Foundation granted $30,000 to establish the Edna Warner Scholarship to Promote the Education of Professors in Nursing. In 2009, the scholarship supported three students in the school’s Native Nurses Career Opportunity Program, including Nicole Lenoir (left), a nurse at the Indian Health Service Facility and a member of the Turtle Mountain Band of Chippewa.

IN MEMORY

Bonnie R. Bata Jones
Nancy L. Cook
Jean R. Field
Kathryn M. Friedrich
Harry Golden

IN HONOR

Shirley A. Brekken
Mary L. Chesney
Eva M. Gallagher
Judith A. Graziano
Susan K. O’Conner-Von
Barbara V. O’Grady
Carolyn I. Schroeder
Ruth D. Weise

Audrey E. Hermanson
James P. Hesketh
Goldie M. Hoff
Donald R. Holland
Marian Hval
Barbara J. Lee
Sandra R. Markel
Agreda M. Monn
Donna T. Murn
Bryan Puckett, Sr.
Marian G. Raup
Evelyn P. Schiele
Barbara H. Slivken Rich
Center members are committed to innovative research and scholarship that focuses on improving the health of populations through public health nursing practice, partnerships, and public health policy. Center faculty are leaders in shaping the future of health care through their research and scholarship.

Informing policy grounded in research and practice

Linda Lindeke, PhD, RN, CNP, associate professor, director of graduate studies, and president of the 7000-member National Association of Pediatric Nurse Practitioners (NAPNAP), spoke on behalf of children and families at a daylong invitational conference at the Institute of Medicine in Washington, D.C., in March.

She is also helping policymakers find new ways to fund advanced practice nursing education. For example, legislation is being proposed to reimburse both direct and indirect costs to hospital- and community-based providers who precept advanced practice nursing students.

Lindeke is finding her presidency to be ripe with opportunities to speak for nursing and to advocate for new models and systems of care that are informed by her rich evidence-based practice and research background.
Informing health care reform and policy with research

Melissa Avery, PhD, CNM, FACNM, FAAN, associate professor and director of the nurse midwifery program, is examining the use of exercise as a therapy for American Indian women with gestational diabetes, a population at high risk for the condition. The intervention has the potential to prevent gestational diabetes when applied in early pregnancy and Type 2 diabetes when continued post-pregnancy. As president of the American College of Nurse Midwives, Avery uses this as an example of how research can contribute to the elimination of health disparities, which is one of the principles of health care reform.

Informing practice through partnerships

Clinical professor Mary Rowan, PhD, RN, completed a collaborative project with Lyn Ceronsky, APRN, MS, system director, in the Palliative Care Leadership Center at University of Minnesota Medical Center, Fairview. The Clinical Preceptor Knowledge and Resource Assessment: Three Clinical Practice Domains for Quality Palliative Care project was supported by the Densford Clinical Scholars program.

The study identified nurses’ self-reported knowledge base and comfort level with palliative care. The study also identified knowledge of relevant resources among nurses serving as clinical preceptors, care coordinators, and charge nurses. Preceptors also identified areas of greatest learning need for new nurses. These included:

- Assisting families when a loved one is dying
- Addressing grief
- Physiological processes associated with dying
- Post-mortem body care
- Pain and symptom management at the end of life

As a result, the School of Nursing palliative care curriculum has been refined to meet the needs of our graduates.

Informing practice through partnerships

Laura Duckett, PhD, MPH, RN, associate professor, is collaborating with Richard Lussky, MD, a neonatologist at Hennepin County Medical Center (HCMC), on a series of research projects about the benefits of mother’s milk for premature infants. Mothers who provide milk feel they are contributing to their infant’s growth and development. But there are often barriers to pumping, transport, and storage. Duckett and Lussky have conducted maternal interviews, staff interviews and focus groups, and infant chart reviews to gain specific knowledge that can be used to enhance the environment, staff knowledge and skills, and care processes to increase mother’s milk feeding initiation and continuation for premature infants admitted to the Neonatal Intensive Care Unit at HCMC.
Life after a PhD and a Post-doc
Launching Academic Careers in Adolescent Health

Not long ago, Terryann Clark, PhD, MPH, was a doctoral student, and Daheia Barr-Anderson, PhD, MSPH, a post-doctoral fellow at the University of Minnesota. Focused in nursing and nutrition, respectively, they were in our Center for Adolescent Nursing. Both have since accepted faculty positions. We talked with them recently...

What have you been doing since leaving the center?

Clark: I am Maori (the indigenous people of New Zealand) and have lived here all my life. I came to Minnesota in 2003 to learn skills in adolescent health and research with the goal of bringing these skills back home to improve the health and well-being of New Zealand’s youth. Using these surveys, the national Maori youth health report, which I am writing, has critical policy implications for indigenous youth.

Barr-Anderson: As an assistant professor in the School of Kinesiology at Minnesota, I have developed a course on the influence of psychological, physical, and environmental factors on levels of activity in children and youth. Also, I’ve volunteered with the 50 Million Pound Challenge, a national weight-loss initiative led by Dr. Ian Smith from Celebrity Fit Club. The 225 African American participants in my group have lost 1,250 pounds since we started. Though South Carolina is home, the collegiality I experienced in my post-doctoral program led to my excitement about continuing work in Minnesota.

How did CAN’s program help you prepare?

Clark: I learned about leadership in collaboration with communities. The research and grant-writing skills I developed have already helped me secure two grants. Most valuable might be developing a group of Minnesota colleagues whose mentorship has helped shape my academic career and inspired me to want to make a difference for young people in New Zealand.

Barr-Anderson: Weekly full-day seminars on topics related to healthy youth development and professional skill-building, including intensive sessions on scientific writing, taught me how to be an effective member of the faculty. But I think the most important perspective I gained is the importance of interdisciplinary research teams in addressing key issues of adolescents.
The Minnesota Center for Health Trajectory Research was established in 2005 with a $1.5 million grant from the National Institute of Nursing Research. The center develops and tests innovative interventions that will help individuals and families create optimal pathways to health. Center researchers are exploring the interrelationships among the many biological, behavioral, psychosocial, and environmental factors responsible for health or illness and how to manage them over time.

Center faculty present MNRS symposium

In March 2009, Drs. Susan Henly, Donna Bliss, Linda Chlan, and Cynthia Gross hosted a symposium at the annual conference of the Midwest Nursing Research Society in Minneapolis, Minnesota. The symposium, “Evaluation of Interventions for Symptom Experiences over Time,” described advances in research methods designed to evaluate management of symptoms and side effects of nursing interventions. These methods consider that symptom experiences vary across individuals, interventions, and over time. Presenters from the center illustrated temporal issues using clinical trials of music intervention for critically ill patients with mechanically ventilatory support, fiber therapy for individuals with fecal incontinence, and mindfulness-based stress reduction in organ transplant patients.

Visiting scholar

Geraldine Padilla, PhD, professor and associate dean for research, School of Nursing, University of California, San Francisco, visited the center for two days in February. Padilla is an internationally renowned expert in quality of life outcomes and nursing care interventions for chronic disease, particularly cancer, arthritis, HIV/AIDS, and hepatitis. She consulted with faculty and presented two seminars that focused on keeping one’s passion for discovery alive and measuring quality of life.
CENTER DIRECTOR:
Ann Garwick, PhD, RN, FAAN

MISSION:
The center prepares pediatric nursing leaders to improve the quality of care and systems of care for children and youth with an added emphasis on those with special health care needs. Graduates are prepared for leadership roles in primary and specialty care of children and youth, the organization and delivery of health services, policy, research, education, and advocacy. The center’s holistic approach focuses on family-centered care within cultural and community contexts.

FOR MORE INFORMATION:
Ann Garwick, professor
www.nursing.umn.edu/CCSHCN
E-mail: CSHCN@umn.edu

CENTER FOR CHILDREN WITH SPECIAL HEALTH CARE NEEDS

LEARN-MCH Meeting

In March, faculty from the Center for Children with Special Health Care Needs and the Center for Adolescent Nursing hosted representatives from each of the five Leadership Education and Research in Nursing-Maternal and Child Health (LEARN-MCH) Programs. Participants met with the project officer, CAPT Nanette Pepper Callahan, BSN, MEd, to learn about HRSA/MCHB news and to develop linkages and collaborations across programs. The five programs are located at the University of Alabama, Birmingham; University of California, San Francisco; University of Colorado, Denver; and the University of Minnesota. Programs provide masters and doctoral education to prepare nurses for leadership roles in maternal and child health in academic, clinical, community/public health, and research settings. Programs also serve as regional and national resources by conducting research, providing continuing education, and providing technical assistance and consultation.

Center hosts doctoral exchange student

Shu-Chen Cheng, MSN, RN, comes to the center from Taipei, Taiwan, where she is a PhD student at the National Yang-Ming University. Her research focuses on caring for children with asthma. Cheng’s advisor is Pei-Fan Mu, PhD, RN. Read Shu-Chen Cheng full story at www.nursing.umn.edu/CCSHCN.

Announcing new continuing-ed resources

The center now offers free continuing education modules with Minnesota Board of Nursing or ANCC contact hours at www.nursing.umn.edu/CCSHCN. The seven self-paced modules include:

- Connecting with Children: The Therapeutic Interview and Teaching Self-Regulation Skills
- Providing Transition Services to Children and Youth with Special Health Needs
- Getting to the Heart of It: Ways to Provide Culturally Competent Care to American Indian Children and their Families
- Health Care Plan for the Child with Diabetes
- Family Health Nursing
- Hearing Loss: Everyday Effects and Education
- Allergic Rhinitis: Mechanisms and Management
In April, the center hosted Keela Herr, PhD, RN, FAAN, AGSF, professor and chair of adult and gerontology at the University of Iowa College of Nursing, as the AAPM/Pfizer Visiting Professor. Herr is a noted international expert in evidence-based guidelines for pain management in older adults and end-of-life curricula. During her visit, she gave three presentations on the challenges of pain and aging:

- Appropriate management of pain in older adults
- Best practice recommendations for pharmacological management of pain in older adults
- Recognition and assessment of pain in cognitively impaired adults

All three presentations are available online, with American Nurses Credentialing Center (ANCC) continuing education contact hours available. To access these presentations and obtain information about receiving contact hours, visit www.nursing.umn.edu/HartfordCenter.

Fang Yu, PhD, GNP-BC, RN, assistant professor, received a two-year grant from the American Health Assistance Foundation as a part of the foundation’s Alzheimer’s Disease Research program. This program focuses on the exploration of treatment options and learning how to live with or care for someone with the disease. As principal investigator, Dr. Yu will evaluate the effects of exercise as a potential treatment for people with mild to moderate Alzheimer’s disease who still live in the community. She also received a grant from the University of Minnesota Academic Health Center Seed Grant Program. This project will validate clinical measures of executive function of U.S. veterans.

Joseph Gaugler, PhD, associate professor and McKnight Presidential Fellow, was awarded funding from Eli Lilly and Company for his research on the association between behavioral disturbances and nursing home admissions in patients with Alzheimer’s disease.
PARTNERSHIPS ADVANCE CENTER’S MISSION

Over the years, the Densford Center has benefited from a wide array of partnerships with leaders in clinical and educational facilities, policymakers, physicians and other health professionals, consumers, practicing nurses, and nursing students. Recently, the center partnered with retail and health care leaders to advance Densford Center initiatives.

Supporting community-based research

Since 1962, when Target Corporation opened its first store in Roseville, Minnesota, its mission has been to make Target the “preferred shopping destination” for customers. It has done this by supporting the communities in which its stores are located. In 2006, Target reached $1 billion in total giving.

This year, the School of Nursing received an award from the Target Campus Grant Program. The award will support two studies by the 2009-10 cohort of Densford Clinical Scholars. The studies will be conducted at community-based sites that intentionally incorporate students as participants in clinical studies.

For more than a decade, the Clinical Scholars Program has provided opportunities for advanced practice nurses to design and conduct clinical studies in partnership with SoN faculty. The program has measurably benefited patient care. It has also improved the practice of nurses and other health professionals, increased the research skills of the partners, and created collaborative frameworks for ongoing work.

IMPROVING THE EDUCATION OF TODAY’S NURSES

In 1951, the School of Nursing launched its nursing administration program, which has prepared highly effective nurse leaders, managers, and administrators. Over the years, the program has evolved to reflect current trends and industry requirements.

Today, however, nurse leaders are needed not just in hospitals and clinics, but in health systems, communities, industry, and boardrooms. In addition, nurse entrepreneurs are creating new options for care delivery. To meet these needs, the Densford Executive Committee has completely revamped the program.

Consistent with the move to the Doctor of Nursing Practice (DNP), and the elimination of master’s programs, the former nursing administration program has evolved into a DNP with a specialty focus on health innovation and leadership. The program starts this fall and offers two options: BSN-to-DNP and post-master’s-to-DNP.

To create this new program, center director Joanne Disch engaged the help of SoN faculty and community experts, such as Dawn Bazarko, a registered nurse and DNP student. Bazarko is senior vice-president of UnitedHealth Group (UHG) and chairs the company’s new Center for Nursing Advancement. Based in Minnetonka, Minnesota, UHG has 75,000 employees around the world—including some 6,000 nurses.

With faculty experts, Sandra Edwardson and Kimberly Zemke, Bazarko is designing the proposed Health Care Finance and Resource Management course. Discussions now focus on ways to develop a cohort model for UHG nurses to enroll in the school’s DNP program.
Upper Midwest Geriatric Nursing Education Alliance

Representatives from 23 Alliance schools in Minnesota, North and South Dakota, and Wisconsin met in May to network and share resources. Highlights included the presentation of three exemplar models for infusing geriatric content into nursing curricula. Presenters had participated in the center’s 2008-2009 Faculty Learning About Geriatrics (FLAG) program.

2009-10 Minnesota Hartford Geriatric Nursing Education Scholars

Saundra Crump, MSN, RN, CHPN is completing her PhD in order to serve as a mentor for minority nurses and improve end-of-life decision making for disadvantaged patients. As a bioethics consultant, she addresses end-of-life issues by working with healthcare providers, religious leaders, and social service professionals to identify individualized patient resources.

Patricia Kappas-Larson, MPH, APRN-BC, FAAN has created and implemented evidence-based practices, designed services, developed delivery models, and educated others in her executive roles at UnitedHealthCare/Evercare. As a DNP student, she looks forward to integrating her business acumen and expertise with scholarly practice.

Alison Lood, MS, RN-CNP, has been a geriatric nurse practitioner with Fairview Geriatric Services since 2004. Inspired by her bond with her great-grandmother, she chose to make geriatric care her life’s work. She plans focus her DNP capstone project on patient safety and medication reconciliation forms for hospital discharges.

Denise A. Mejjer, RN, MS, WHCNP-BC, has worked in nursing education for 10 years, with an emphasis on holistic geriatric nursing care for a diverse global society. Her DNP project will systematize the integration of gerontological content into the curriculum at the College of St. Benedict, where she directed the May term study abroad program in South Africa.

Erica Schorr, BSN, BSBA, enters the PhD program this fall with four years of experience in acute and home health care. She is fueled by a passion for sharing nursing research outcomes in order to better serve an aging population. Schorr plans to focus on peripheral arterial disease research.

Arin VanWormer, MS, RN, who has worked at Abbott Northwestern Hospital since 2001. She plans to complete her PhD and obtain an adult CNS certificate this year. Drawn to the complexity of geriatric patient care, she is examining the impact of adherence to stress management therapy on cardiovascular functioning in female heart disease patients.


### Faculty Grant Awards

**Principal and Co-Principal Investigators**

**July 1, 2008 – June 30, 2009**

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Title</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery, Melissa</td>
<td>Exercise for American Indian Women with Gestational Diabetes: A Pilot Study</td>
<td>P20 Center for Health Trajectory Research/UMN School of Nursing</td>
</tr>
<tr>
<td>Bearinger, Linda</td>
<td>Exercise for American Indian Women with Gestational Diabetes: A Pilot Study</td>
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<td>The Impact of Fiber Fermentation On Fecal Incontinence (R01)</td>
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<td>Patient-Controlled Sedation Feasibility Study</td>
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<td>Transforming Organizational Culture and Performance by Improving Senior Leadership Team Effectiveness</td>
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<td>Testing Feasibility, Acceptability and Safety of Reiki Touch for Premature Infants</td>
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Grant Awards

Garcia, Carolyn
Linking Latino Families to Mental Health Services Using a Community Health Worker Based Multi-Agency Collaborative Model: A Development and Feasibility Study
Medica Foundation

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
Using Health Realization with Latino Adolescents: Piloting the "No Te Quebres El Coco" Program
UMN President's Faculty Multicultural Research Award

Garwick, Ann
Center for Children with Special Health Care Needs (T80)
Maternal and Child Health Bureau/Health Resources and Services Administration/U.S. Department of Health and Human Services

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

Garwick, Ann (Co-PI)
Scal, Peter (PI)
Internet-Based Health Care Transition Program
UMN Academic Health Center (AHC) Faculty Research Development Program

Garwick, Ann (Co-PI)
Looman, Wendy (PI)
A Comparison of the Roles of School Nurses in Coordinating Asthma Care for Pre-adolescents and Adolescents in Iceland and St. Paul, MN
School of Nursing Foundation

Gaugler, Joseph
Comprehensive Support of Alzheimer's Disease Caregivers (R01)
National Institutes of Health/National Institute on Aging

Gaugler, Joseph
Adult Day Service Utilization and Outcomes: A Mixed Methods Approach (K02)
National Institutes of Health/National Institute on Aging

Gaugler, Joseph
Caregiver Outcomes Post Nursing Home Placement of a Family Member (R21)
National Institutes of Health/National Institute on Aging

Gaugler, Joseph
Communication in the Nursing Home (SBIR)
National Institutes of Health/National Institute of Nursing Research (Prime), Caring Family

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
Association between Behavioral Disturbances and Nursing Home Admissions
Eli Lilly and Company

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

Gaugler, Joseph
Interdisciplinary Faculty Teaching Fellowship
UMN Graduate School

Gross, Cynthia
Kreitzer, Mary Jo (Co-PI)
Impact of Mind-Body Interventions Post Organ Transplant (R01)
National Institutes of Health/National Institute of Nursing Research

Gross, Cynthia
Kreitzer, Mary Jo (Co-PI)
Mindfulness Meditation versus Pharmacotherapy for Chronic Insomnia: A Pilot Study
UMN – Academic Health Center (AHC) Faculty Research Development Program

Harrison, Tondi
A Pilot Study of a Skin-to-Skin Care Intervention in Infants with Congenital Heart Defects
P3o Center for Health Trajectory Research/UMN School of Nursing

Jacko, Julie
An Assistive Robot to Fetch Everyday Objects for People with Severe Motor Impairments
Coulter Foundation

Jacko, Julie (Co-PI)
HRI: Robot Learning from Teleoperative-Based Instruction and Multimodal Interaction
National Science Foundation

Kerr, Madeleine
Latino-based Multimedia to Prevent NIHL (R25)
National Institutes of Health/National Institutes of Deafness and Other Communication Disorders

Kreitzer, Mary Jo
CAM Research Education Partnership Project (R25)
National Institutes of Health (Prime); Northwestern Health Sciences University

Kreitzer, Mary Jo
Stress Reduction for Caregivers: A Randomized Controlled Pilot Study (R21)
National Institutes of Health (Prime); HealthPartners Research Foundation

Kreitzer, Mary Jo
Whole Systems Healing Curriculum Development Grant
Life Science Foundation

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

Krichbaum, Kathleen
Cultural Immersion Service Learning in Public Health Nursing
U.S. Department of Education/Fund for the Improvement of Postsecondary Education (FIPSE)

Krichbaum, Kathleen
New Careers in Nursing Scholarship Program
Robert Wood Johnson Foundation

Kubik, Martha
Team COOL Pilot Study (R21)
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

Leonard, Barbara (Co-PI)
John Belew (PI)
The Participation of Young Adults with Mild Intellectual Disabilities in Health-Related Decision-Making
Special Olympics

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

Lindquist, Ruth
Lite-HEARTEN
Minneapolis Heart Institute Foundation

Loo, Alan
Correlates of Quality of Life for Rural and Urban Families of Children with VCFS
P3o Center for Health Trajectory Research/UMN School of Nursing

Looman, Wendy
A Comparison of the Roles of School Nurses in Coordinating Asthma Care for Pre-adolescents and Adolescents in Iceland and St. Paul, MN
School of Nursing Foundation
Monsen, Karen
Intervention Patterns Associated with Psychosocial and Parenting Outcomes
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
RWJF Health Policy Fellowship
Robert Wood Johnson Foundation

Mueller, Christine
Geriatric Nursing Education Project: Creating Careers in Geriatric Advanced Practice Nursing
The John A. Hartford Foundation (Prime); American Association of Colleges of Nursing (AACN)

Mueller, Christine
Regulating Licensed Nursing Practice in Nursing Homes: RN Delegation, the Role of the LPN, and Outcomes of Nursing Care
National Council of State Boards of Nursing (Prime); Duke University

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

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

O’Connor-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
A Culture of Excellence: Evidence-based Public Health Nursing Practice
Health Resources and Services Administration/ U.S. Department of Health and Human Services

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

Painter, Patricia
Comparison of Exercise Responses in Four ESRD Treatments (R01)
National Institutes of Health/National Institute of Nursing Research

Painter, Patricia
A Pilot Study of Cycling Exercise and Wound Healing in Diabetic ESRD Patients
P20 Center for Health Trajectory Research/ UMN School of Nursing

Painter, Patricia
Renal Exercise Studies
Satellite Healthcare

Peden-McAlpine, Cynthia
The Experience of Community Living Men with Fecal Incontinence
Association of Rehabilitation Nurses

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

Robertson, Cheryl
Understanding Somali Refugees’ Perceptions of Mental Health Care: A Focused Ethnography
UMN Academic Health Center (AHC), Program in Health Disparities Research

Savik, Kay
Family CARES II (SBIR)
National Institutes of Health (Prime); HealthCare Interactive, Inc.

Savik, Kay
Nursing Home Training to Impact CMS Indicators (SBIR)
National Institutes of Health/National Institute on Aging (Prime); HealthCare Interactive, Inc.

Sieving, Renee
Prime Time: Health Promotion For Multiple Risk Behaviors (R01)
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

Sieving, Renee (Co-PI)
Healthy Youth Development Prevention Research and Training Center
Centers for Disease Control and Prevention/ U.S. Department of Health and Human Services

Sieving, Renee
Evaluating the Minneapolis Circulator Bus Service
City of Minneapolis contract with University of Minnesota Prevention Research Center

Talley, Kristine
The Effect of Restorative Care Nursing on Patterns of Disability in Long-Stay Nursing Home Residents
The John A. Hartford Foundation Claire M. Fagin Fellowship Award

Treat-Jacobson, Diane
Exercise Training to Reduce Claudication: Arm Ergometry Versus Treadmill Walking (R01)
National Institutes of Health/National Heart Lung & Blood Institute

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

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

Westra, Bonnie
Preserving the History of Nursing Informatics Pioneers
Robert Wood Johnson Foundation/ Executive Nurse Fellows Alumni Association

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

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

Westra, Bonnie
Using Electronic Health Record Data to Predict Medical Emergencies for Homecare Patients
UMN Digital Technology Center

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)
National Institutes of Health/K12 Career Advancement Program for Clinical Research Scholars (CAPS)

Yu, Fang
Feasibility and Impact of Aerobic Exercise in Alzheimer’s Disease
American Health Assistance Foundation
Retired Brigadier General Clara Adams-Ender, RN, MS ’69, FAAN, received an honorary doctor of humane letters from the University of Minnesota during the School of Nursing commencement on May 15. This is the highest degree conferred by the University’s Board of Regents, and it is bestowed on individuals who have achieved acknowledged eminence in their fields.

Dean Connie Delaney praised Adams-Ender for her ability to view “education as the path to freedom” and “obstacles as opportunities to excel.” Citing Adams-Ender’s distinguished nursing career, Delaney said that she was an inspiration for both the University’s and the school’s commitment “to improve health and caregiving worldwide by educating and promoting nurses as leaders.”

Adams-Ender also gave the commencement address. She encouraged the new graduates to thank everyone who had helped them reach this day “because seldom, if ever, do we accomplish our goals alone.” She also challenged the graduates to return to their communities and speak to young people about the value of education. These two tasks, she said, are the beginning of giving back and serving others.

During her remarkable career, Adams-Ender crossed gender and color lines as she rose from staff nurse in the Army Corps to vice president for nursing at Walter Reed Army Medical Center. She later became the first African American woman and nurse to command a major U.S. Army installation, attaining the rank of brigadier general.

For these and many other accomplishments, Adams-Ender will also be honored as one of the school’s 100 Distinguished Nursing Alumni during the Centennial Gala on November 5.
September 24-27
American Association for the History of Nursing Conference

October 12
School of Nursing Foundation Scholarship Reception

November 3
Barbara O’Grady Lecture

November 4-6
Summit of Sages

November 5
Centennial Gala

November 5
100 Distinguished Alumni Recognition

November 6
Andrea Printy Memorial Lecture

November 6
Alumni Back-to-campus Day

November 7
Tailgate party and football game (in the new TCF Stadium)

December 10
Commencement