MINNESOTA NURSING
A publication of the University of Minnesota School of Nursing

NURSING INNOVATION
in health care reform

- SPECIAL DELIVERY
- TAKING A LOOK AT THE BIG PICTURE
- PARTNERING FOR HEALTH
- BUILDING THE INFORMATICS WORKFORCE
- TEACHING THE TEACHER
The School of Nursing moved from the top 25 to the top 20 schools of nursing in National Institutes of Health (NIH) awards. The school’s ranking continues to show steady growth - moving from 28 in 2003 to 24 in 2005. “This accomplishment reflects the commitment and outstanding contributions of faculty and staff to the research mission of the school,” says Dean Connie Delaney. “This commitment benefits students and contributes to the health and quality of life of individuals, families, and communities that we serve.”

Discover more about research at the School of Nursing at www.nursing.umn.edu/Research.

Dean Delaney displays signed agreement with officials from the National Yang-Ming University (Taipei, Taiwan), including Dr. Yan-Hwa Wu Lee, acting university president (right), and Dr. Fu-Jin Shih, professor and dean of the school of nursing.

On a trip abroad to Taiwan and South Korea, University of Minnesota School of Nursing Dean Connie Delaney, with the school’s Director of International Programming, Dr. Martha Kubik met with the leadership of the School of Nursing at the National Yang-Ming University (Taipei, Taiwan) and the College of Nursing at Seoul National University (Seoul, Korea). At each university, cooperative agreements were signed providing expanded opportunities for faculty and student exchange and academic and research collaboration. Discover more about this partnership at www.nursing.umn.edu/global.

Healthful Meals at the Minnesota State Fair
Dr. Jayne Fulkerson, demonstrated with young Minnesota State Fair-goers how to create simple, nutritious meals and snacks that family members can enjoy together. Fulkerson and members from her study team, Sarah Friend, MPH, RD, Colleen Flatlum, MS, RD (pictured on stage), and Kayla Dean, presented on the U of M stage about HOME Plus (Healthy Home Offerings via the Mealtime Environment), Fulkerson’s study to help prevent childhood obesity. Learn more about HOME Plus at www.nursing.umn.edu/news.
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ON THE COVER
Dr. Wendy Looman co-leads an interprofessional team to coordinate care for children with velocardiofacial syndrome and their families. Read more on page 14.

PHOTO: TONY NELSON
Distinguished Alumnae Esther Tatley ’84 (left), and Susan Strohschein ’68, ’80, reconnect at the annual Alumni Celebration and Reunion.

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Read Minnesota Nursing online at www.nursing.umn.edu/magazine.
To receive an alert when the current issue is online, send an e-mail to TUCKE127@umn.edu.
Dear alumni, friends, colleagues, faculty, staff, and students,

“It’s a perfect storm” – you have probably heard this expression as many times as I have lately in relationship to health, health care reform, health care systems, nursing, and higher education. What thoughts come to your mind: crises, opportunities, and chaos? The School of Nursing focuses on opportunities.

We remain unwavering in the school’s founding vision of nursing’s role in society - to improve the health of society; ensure the interconnectedness of mind, body, and spirit; and to combine the depth of understanding and knowledge discovery with concrete actions to challenge the status quo.

The landmark report “The Future of Nursing: Leading Change, Advancing Health” from the Robert Wood Johnson Foundation (RWJF) initiative in collaboration with the Institute of Medicine (IOM) was released October 5, 2010. This report delivered four key messages that reinforce the vital role for nurses:

• Nurses should practice to the full extent of their education and training.
• Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
• Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States.
• Effective workforce planning and policy making require better data collection and information infrastructure.

In this issue of Minnesota Nursing, you’ll discover how the School of Nursing’s proactive vision has already been addressing the four key messages of the RWJF/IOM report. From birth centers to pediatric nurse practitioners partnering in multispecialty genetic syndrome care, to new-nurse managed clinics in affiliation with Northwestern Health Sciences University, the school is supporting nurses practicing to the full extent of their education, obtaining higher levels of education, and engaging as full interprofessional partners in health care redesign. This issue also highlights the school’s policy engagement in transforming State legislation for birth centers and “Health Care Reform: Condition Critical”, a community forum sponsored by the Katharine J. Densford International Center for Nursing Leadership.

TRANSFORMING EDUCATION

Read on to see the effect of the school’s priority in transforming education by building the health informatics workforce, enhancing the teaching of geriatric nursing throughout the Upper Midwest through the Minnesota Hartford Center of Geriatric Nursing Excellence FLAG® program, launching of the Doctor of Nursing Practice (DNP) in Integrative Health and Healing in collaboration with the Center for Spirituality & Healing, and creating exceptional DNP partnerships with our health systems and community partners.

The school was also proactive in redesigning our educational system last June, when faculty and administrators from the School of Nursing, Medical School, and the Academic Health Center participated in an invitational conference, “Educating Nurses and Physicians: Toward New Horizons”. Sponsored by the Josiah Macy Foundation and the Carnegie Foundation for the Advancement of Teaching, the conference focused on interprofessional education, with the University of Minnesota being one of only seven universities in the United States selected to attend.

COMMITMENT TO EXCELLENCE

The School of Nursing celebrates its rise to a National Institutes of Health Ranking in the top 20 schools of nursing. Evidence-based practice and translational science drive the dissemination of nursing-related research through the annual Nursing Research Day.

Your school continues its commitment to the critical and powerful function that discovery has in informing our co-creation of the preferred health care future, a future that is responsive to providing seamless, affordable, quality care that is accessible to all and leads to improved health outcomes.

And most importantly it is your unwavering support that enables this excellence. Your support of scholarships, fellowships, chairs, and professorships enable recruitment and retention of outstanding students and faculty; your voice of good will and advocacy and dedicated volunteer leadership lift this school as a critical resource to the State, nursing, health care, and higher education.

Explore – Engage - Excel – these drivers focus your School of Nursing to address the opportunities in the “perfect storm”.

Thank you for the continuing privilege of serving as the 10th dean of your School of Nursing.

Connie White Delaney, PhD, RN, FAAN, FACMI
Professor and Dean

On April 23, 2010, more than 400 people attended the school’s annual Nursing Research Day to hear the scope and impact of nursing-related research between the University of Minnesota School of Nursing and its community and clinical partners.

The conference was an opportunity for the school to present the latest in nursing-led research conducted by faculty and students, showcase the impact of the school’s community and clinical partnerships, and for scholarly exchange of ideas with colleagues in the health care community. The program also recognized excellence in research at the student level. Students Amara Roberts and Colleen Zimmer were awarded the Nursing Research Day Student Poster awards.

In her presentation “Evidence-based Practice and Translational Science: Key Strategies for Improving Quality of Care and Patient Outcomes”, keynote speaker Dr. Bernadette Melnyk, dean and distinguished foundation professor at Arizona State University College of Nursing and Health Innovation, discussed key strategies for implementing and sustaining EBP in health care systems she also shared key elements for conducting translational research.

“The school has developed extensive community-wide, clinical, and corporate partnerships to conduct research that address many of our health care needs today, said Ann Garwick, associate dean of nursing research. “The record attendance of this events clearly demonstrates the impact that nursing research has shown on addressing ways to improve the quality of care, individuals’ access to care, and how to best educate our future nurse leaders.”

To watch Dr. Melnyk’s presentation or view PowerPoint presentations from the event, go to www.nursing.umn.edu/researchday.

To see additional Nursing Research Day photos, go to www.nursing.umn.edu/photos.
It will take increased education, motivation, and reinforcement to shift from a reactive stance toward our health to understanding that self-care is the true primary care.

George Family Foundation Invests in Nursing Leadership

$556,000 Gift Will Support Nursing Fellows to Obtain Integrative Health and Healing Education

MINNEAPOLIS/ST. PAUL (Fall 2010) - The Center for Spirituality & Healing has been awarded $556,000 from the George Family Foundation to develop a fellowship and co-curricular program designed to educate nurse leaders about integrative health and healing.

Over the next six years, the new fellowship program will provide unprecedented clinical and professional development opportunities to more than 40 nurse fellows both nationally and abroad, while the accompanying co-curricular program will bring pioneering thought leaders to the Minnesota campus to educate nursing leaders in the values of integrative health. These activities will impact hundreds more who will be invited to participate in special seminars and workshops.

“This program will allow our students to expand their horizons well beyond the University of Minnesota. It is consistent with our belief that learning is significantly enhanced when students attain national and international experience, complementing their academic coursework,” said School of Nursing dean Connie Delaney, PhD, RN, FAAN, FACMI. “This award is a testament to the George’s intimate knowledge of – and appreciation for – nursing leadership in revamping our healthcare system.”

As consumer demand for more integrated and holistic healthcare rises, the nursing profession is well positioned to provide leadership in more comprehensive approaches to care. To accommodate this growing interest, the School of Nursing, in collaboration with the Center for Spirituality & Healing, now offers an advanced degree program that specializes in integrative health and healing, called the Doctor of Nursing Practice (DNP). The DNP program has 14 specialty areas, one of which is Integrative Health and Healing.

The University of Minnesota's DNP in Integrative Health and Healing is the first of its kind in the country. It prepares nurse leaders to work with individuals, families, communities, and health systems on ways to improve health by focusing on health promotion, disease prevention and chronic disease management, with a special emphasis on managing lifestyle changes and incorporating use of integrative therapies. Nurses will be prepared to apply a new set of perspectives and skills in many different settings including hospitals, outpatient facilities, health plans, corporate and community organizations, as well as in private practice.

“This bold grant will prepare a new generation of nurse leaders with background in integrative health and healing, and effectively launch the George Fellowship and Co-Curricular Program in Nursing Leadership,” said Center director, Mary Jo Kreitzer, PhD, RN, FAAN. “We are so grateful to Penny and Bill George for their thoughtful, creative leadership in this field, and for being agents of bold changes in healthcare.”

“The George Family Foundation is honored to partner with the Center for Spirituality & Healing and School of Nursing to help prepare doctoral level nurses for leadership positions in integrative health,” said philanthropist Penny George. “For healthcare to shift its focus from disease to health, healing and optimal wellness, nurses need to be empowered with greater skills in leadership and collaboration. We hope the nurses who emerge from this esteemed program will be prepared to lead healthy lives themselves and will collaborate with medical leaders, administrators and allied health professionals to bring about the transformation of our healthcare system that is so desperately needed.”

In addition to the Center and the School of Nursing, the grant integrally involves Allina Hospitals & Clinics – home of the nation’s largest hospital-based integrative health program, the Penny George Institute for Health and Healing. Allina’s nurse leaders led by Lori Knutson, RN, BSN, HN-BC, executive director of the George Institute, will help design the initiative’s co-curricular component, and those interested in advancing their careers in integrative health will be encouraged to enroll in the DNP program in order to take advantage of several fellowship opportunities designated for Allina staff.

For more information about the Doctor of Nursing Practice (DNP) degree at the School of Nursing, please visit www.nursing.umn.edu/DNP. For more information about the George Family Foundation, please visit www.georgefamilyfoundation.org.
Honors & Awards

Faculty

Mary Benbenek, MS, RN, FNP, was awarded the School of Nursing Public Service Award.

Donna Bliss, PhD, RN, FAAN, was elected to a three-year term as chair designate of the clinical sciences section of the Gerontological Society of America.

Mary Chesney, PhD, RN, CNP received the 2010 Excellence in Nursing Education award from the School of Nursing Alumni Society. Chesney has also been named to the Work Force Shortage Working Group, of the Legislative Commission on Health Care Access. The goal of this working group is to review issues and solutions for health care work force shortage in Minnesota.

Connie Delaney, PhD, RN, FAAN, FACMI, was elected to the Board of the Women’s Health Leadership Trust. The TRUST is a group of nearly 300 women in health care leadership positions throughout Minnesota whose purpose is to support, educate, and promote its members.

Delaney also accepted a three-year extension of her appointment on the Health Information Technology Policy Committee. This committee provides recommendations to the National Coordinator for Health IT on a policy framework for the development and adoption of a nationwide health information infrastructure, including standards for the exchange of patient medical information. Her appointment will end April 2013.

Carol Flaten, DNP, RN, was awarded a 2010-2011 U of M Office of Information Technology Faculty Fellowship. This fellowship will allow Flaten to complete her project focused on implementing innovative technology-enhanced learning techniques in teaching.

Jayne Fulkerson, PhD, received tenure to associate professor by the University of Minnesota Board of Regents.

Niloufar Hadidi, PhD, CNS, APRN, BC, was selected as a 2010-2012 Building Academic Geriatric Nursing Capacity (BAGNC) John A. Hartford Foundation Claire M. Fagin Fellow.

Laura Kirk, PhD, RN, received the 2010 Society for Vascular Nursing Judith Troyer-Caudle Memorial Award for her presentation “Quality of Life in Peripheral Artery Disease: Does Exercise Make a Difference?” This award is given for the most highly rated presentation related to research on wound care.

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Linda Lindeke, PhD, RN, CNP, FAAN, was honored with the State Award for Excellence by the American Academy of Nurse Practitioners for her scholarship, advocacy, and mentoring of nurse practitioners.

Wendy Looman, PhD, RN, CNP, and Susan O’Conner-Von, PhD, RN, with students Debra Hildebrand and Gabriela Ferski, received the Best Research Article award from the National Association of Pediatric Nurse Practitioners (NAPNAP) for “Financial and Employment Problems in Families of Children with Special Health Care Needs: Implications for Research and Practice”. The award was presented at the association’s annual conference held in April.

Christine Mueller, PhD, RN, FAAN, was selected to serve as co-chair for the National Quality Forum’s (NQF) Steering Committee for the National Voluntary Consensus Standards for Nursing Homes. This national steering committee reviews and recommends performance measures for nursing homes to be used for public reporting and quality improvement throughout the U.S.

Mueller was also promoted to full professor by the U of M Board of Regents.

Susan O’Conner-Von, PhD, RNC, received the School of Nursing E. Louise Grant award. This award recognizes excellence, achievement, and dedication in the advancement of nursing.

Kristine Talley, PhD, RN, GNP-BC, received a first place award at the American Geriatrics Society’s Annual Residents and Fellows in training poster competition for “Is Restorative Care Underutilized in U.S. Nursing Homes.” This is the first year nurses were included in the competition.

School of Nursing Wins Top Honors at MNRS

School of Nursing faculty and students received top honors at the 34th annual Midwest Nursing Research Society (MNRS) conference held in Kansas City, Missouri last April. Congratulations to our winners:

- Carolyn García, PhD, MPH, RN, received the 2010 Adolescent Nursing Research Section Nurse Investigator Award. García’s community-based research focuses on Latino adolescent mental health promotion through a school-based, family-involved intervention.
- Carol Flaten, DNP, MS, RN, placed first in the DNP Student Poster category for “Connecting Antepartum Teens from a Federal Food Program to a Public Health Nursing Agency: A Process-Improvement Project”. (Pictured above.)
- Tondi Harrison, PhD, RN, CPNP, and Niloufar Hadidi, PhD, CNS, APRN, BC, received MNRS mentorship grant awards.
- Adam Sakhitab, MN, BS, received first place in the master’s student poster category for his poster “Is Self-described Health Status Associated with Physical Activity in Alternative High School Students?” Sakhitab is advised by Dr. Martha Kubik.

Read more about the school’s participation at this premier nursing research conference at www.nursing.umn.edu/news.

Staff

Linda Vegell, received the School of Nursing Outstanding Service Award for Civil Service and Bargaining Unit Employees.
Students

Kristin Bil received the 2010 Outstanding Undergraduate Nursing Student award from the School of Nursing Alumni Society.

Ashley Beilby received the Barbara Volk Tebbitt Undergraduate Nursing Leadership award. This award recognizes a senior nursing student who has demonstrated leadership while in school, and shows promise of being a nursing leader throughout her career.

Anna Carlson received the National Association of Pediatric Nurse Practitioners (NAPNAP) Foundation/Abbott Nutrition PNP Student Regional Education Grant.

Susan Connor, RN, MSN, received the 2010 Outstanding Graduate Nursing Student award from the School of Nursing Alumni Society.

Jolene Dickerman received a Graduate Scholarship in Cancer Nursing Practice award from the American Cancer Society. This award is given to a graduate student pursuing a master’s degree in cancer nursing or doctorate of nursing practice.

Jill Guttormson, MS, RN, was awarded the Hellen Wells Nursing Research award. This award is presented to a graduate student to support research related to pathophysiological needs of adult medical-surgical patients. Guttormson (left) pictured below with her advisor, Dr. Linda Chlan.

Maren Elizabeth Loftness was selected as the first recipient of the Minnesota Hartford Center of Geriatric Nursing Excellence Emerging Geriatric Nurse Scientist award. As part of her fellowship, Loftness will work with Dr. Christine Mueller on two projects: a research study to develop dementia specific quality indicators for nursing homes and a study examining the scope of practice for LPNs in nursing homes as it relates to process and outcomes.

Meredith Lukasek received two University of Minnesota Student Leadership Awards: the University of Minnesota President’s Student Leadership and Service Award and the University of Minnesota Alumni Association Student Leadership Award.

Kirsten Morse, MS, RN, CNP, received a first place award for her poster “What Factors are Associated with Parental Concern Regarding their Child’s Weight?” at the 31st annual National Association of Pediatric Nurse Practitioners (NAPNAP) conference held in April.

Abby Phillips received the National Association of Pediatric Nurse Practitioners (NAPNAP) Foundation/Abbott Nutrition PNP Student Regional Education Grant.

Anna Pirsch received the 2010-2011 Foreign Language and Area Studies (FLAS) Fellowship from the U.S. Department of Education. The program provides fellowship funds to assist graduate students in foreign language and/or international studies. Pirsch plans to continue her study of the Turkish language and is exploring several ways to combine her love of the language and her future career in health care.

Amalia Roberts received the 2010 School of Nursing Research Day Undergraduate Student Poster award for "Effect of Social Desirability on Survey Responses of Latino Construction Workers."

Kelsey Scanlon was elected vice president of National Student Nurses Association (NSNA) at the association’s convention. The NSNA, with a membership of approximately 50,000 nationwide, mentors the professional development of future registered nurses. The association also provides educational resources, leadership opportunities, and career guidance.

Colleen Zimmer, RN, BSN, received the 2010 School of Nursing Research Day Graduate Student Poster award for “Attitudes towards, knowledge of, and use of complementary and alternative therapies by advanced practice nurses.”
New Appointments

Tony Baisley was named communications director for the School of Nursing this spring. Baisley is also currently the director of communications for the Center for Spirituality & Healing, a position he's held since 2007. This new joint position will help the school, and the center, better leverage strategic messaging opportunities to both internal and external audiences. Baisley brings a seasoned background in marketing communications, having worked for several top public relations agencies. He is also a former associate events director for the University of Minnesota Foundation.

Kitty Cheesebrow was named associate administrator for the School of Nursing’s Adult and Gerontological Health Cooperative unit. Cheesebrow has background in both the nursing and the executive assistant fields and brings many years of experience to this position.

Mary Chesney, PhD, RN, CNP, was named director of the doctor of nursing practice (DNP) program; she assume the position this fall following previous director Sandra Edwardson. Chesney is a clinical assistant professor at the School of Nursing. Her expertise focuses on health and adjustment issues of internationally adopted children and care coordination for children with special health care needs.

Danell Garber was named the executive assistant to the Dean. Prior to this appointment, she served as the associate administrator for the school’s Adult and Gerontological Health Cooperative unit. Before joining the School of Nursing in 2008, Garber served as an executive assistant to the Chairman of the Department of Surgery at the U of M Medical School.

Dana Hurley joined the School of Nursing’s dean’s office as an administrative assistant. Prior to coming to the school, she worked at the Centennial School District.

Sarah Ihrig was named academic advisor for the school’s BSN program; she previously served as an academic advisor in the University’s College of Biological Sciences and advised prospective students in the University’s former College of Human Ecology. Ihrig earned both her MS in Higher Education Policy and Administration and BA in Anthropology from the University of Minnesota.

Victoria Jackson joined the school as the student support assistant. She will manage the front office of the school’s Office of Student Career and Advancement Services, inquiries, and student compliance.

Kristina Pearson was named the admissions and enrollment coordinator. She will work with students enrolled in the Leadership in Health Information Technology for Health Professionals Certificate program, and the Master of Nursing, Doctor of Nursing Practice and Post-Master’s Doctor of Nursing Practice programs.

Rebekah Saunders joined the School of Nursing this fall as the data manager. Her responsibilities will include processing applications and maintaining the student database.

Gigi Fourné Schumacher recently joined the School of Nursing as the Director of Development. She has 18 years of development experience, including 14 years in higher education. Schumacher worked in the Twin Cities Development Office for the College of Saint Benedict for 11 years and helped successfully complete two capital campaigns, the most recent one yielding $83.7 million in philanthropic support. Her work at Hamline University School of Law included strategic planning to build a more focused development program and her experiences at Minnesota Public Radio and Ronald McDonald House Charities of the Upper Midwest also served to provide pivotal learning opportunities.

Kathryn Waud White, DNP, RN, CRNA, was appointed coordinator of the nurse anesthesia program coordinator. For the past nine years, she served as the Chief Nurse Anesthetist at the Veterans Administration Medical Center in Minneapolis, Minnesota. Her area of scholarship is the model for the Doctor of Nursing Practice (DNP) project process. Her DNP project examined various staffing models in a VA medical center for cost-effectiveness. White has administered anesthesia in a wide variety of settings including outpatient facilities, Level 1 trauma hospitals, and in the austere setting of a missions practice in Tanzania. The opportunity to serve America’s war wounded, she notes as a high point in her career. Most recently White co-authored The Doctor of Nursing Practice Essentials: A New Model for Advanced Practice Nursing with School of Nursing Clinical Assistant Professor Dr. Mary Zaccagnini.
Periop 101
School of Nursing partners with Fairview to create unique OR immersions for students

BY DARLENE GORRILL

In July, Christa Watson, BSN ’10, and Amanda Bugni, BSN ’10, made a rare and impressive leap for new graduates: Both were hired as operating room (OR) nurses.

Hospitals generally look for at least a year of nursing experience in their OR nursing candidates, but Watson and Bugni both proved their mettle during a unique perioperative/OR immersion in their senior year.

EXPERIENCE IS KEY
The immersion opened important doors: Despite a less-than-stellar economy, Watson landed a full-time job as an OR nurse at the University of Minnesota Medical Center (UMMC), Fairview, where she completed her immersion, and Bugni bested some 300 candidates for a position in the Post-Baccalaureate Nurse Residency Program at the University of Wisconsin Hospital and Clinics in Madison.

“The experience helped me to stand out in a very competitive field and job market,” says Bugni. “It also kept me a step ahead in my on-the-job training.”

RESPONDING TO WORKFORCE NEEDS
The innovative immersion is the result of a dynamic collaboration between the University of Minnesota School of Nursing and Fairview Health Services.

Fairview was interested in bolstering its pipeline of potential OR nursing candidates, says Carol Hamlin, RN, MSN, director of department performance in perioperative services at Fairview. The average age of current OR nurses at the UMMC is 46, which means that many experienced nurses are expected to retire in the near future.

“We wanted to provide hands-on opportunities for undergraduate students to explore OR nursing,” says Mary Rowan, PhD, RN, CNM, School of Nursing clinical professor and director of pre-licensure programs. “Because we expect a shortage of OR nurses, we wanted to explore new models that prepare students to more quickly fill the gap.”

The collaboration allowed both partners to leverage their resources — namely, the school’s talented students, faculty leadership, and productive partnership history, and Fairview’s nursing expertise, infrastructure for OR nursing education, and busy operating rooms.

NEW INITIATIVE PROVIDES SOLUTIONS
Hamlin and Sheila Sullivan, RN, BSN, CNOR, MHA, clinical nursing specialist for perioperative services, at Fairview, met with Rowan and Elaine Darst, PhD, LCPC, RN, School of Nursing clinical associate professor and codirector of the BSN Program, to develop and launch the immersion.

“I truly enjoyed working with Mary and Elaine on this out-of-the-box solution to the problem,” says Hamlin. “It was a win-win for us all.”

When they first learned about the opportunity, Watson and Bugni eagerly completed the application. “My sophomore year I spoke to my advisor about the possibility of a rotation in the OR,” says Watson. “I knew I wanted to do this.”

To prepare the five School of Nursing students who participated in the immersion, Sullivan modified and taught the Perioperative 101 course, which nurses must complete before they begin working in the OR. Fairview uses the Association of periOperative Registered Nurses (AORN) curriculum for the course with AORN’s endorsement. Fairview locations for the students were determined, and Sullivan matched students with a nurse preceptor who guided them through the experience.

PREPARING FOR ON-THE-JOB SUCCESS
Working in the OR was demanding. Students completed more than 300 hours on site, considerably more than required in other clinical rotations. “It was intense, but it was also thrilling,” says Bugni, who completed her immersion at Fairview Southdale Hospital. Fairview Ridges Hospital also hired Ryan Gaudreau, BSN ’10, who completed his immersion there.

All participants agree that the pilot was successful. “The students were remarkable. They were happy with their experience, and so were we,” Sullivan says.

With the first year behind them, the partnership team looks forward to launching the next immersion. “It’s our aim to offer all students clinical experiences that prepare them for the high-level clinical judgment demanded of nursing graduates,” says Darst.

“This is a great model for advancing selected students’ performance to the level required in a highly specialized nursing area.”
Lyn Ceronsky, DNP, CNP, thought long and hard before enrolling in the School of Nursing’s doctor of nursing practice program. As director of palliative care at Fairview Health Services and co-principal investigator of Fairview’s Palliative Care Leadership Center, she knew that, at this point in her career, the degree was unlikely to lead to a different job or a higher salary.

“I weighed the burden and the benefit,” she says, “and I decided that the program would allow me to understand the theory supporting current practice.”

Ceronsky, who completed her degree in 2009, wasn’t disappointed. She puts her new knowledge to work everyday. “The DNP is a very practical program that’s additive for nurses at any time in their career,” she says.

TRANSFORMING THE SYSTEM
In 2004, the American Association of Colleges of Nursing called for moving the preparation for advanced nursing practice from the master’s to the doctorate-level by the year 2015. (It is estimated that by this time, most nurse practitioners will have earned the degree.) Three years later, the University of Minnesota School of Nursing introduced one of the nation’s first DNP programs.

“Our program will ensure that highly educated clinical nurse leaders can transform a health care system that is overly invested in a medical rescue model of care to a model that optimizes our citizens’ health and well-being,” says Clinical Professor and DNP program director Mary Chesney, PhD, RN, CNP.

A BROAD SKILL SET
“Program development is my primary focus, and the degree has given me a broad skill set that I can use in my work,” says Ceronsky, a gerontological nurse practitioner.

For example, a course in program evaluation taught her how to look realistically at a project in the early stages and plan for the evaluation at the end of the project. A course in change theory honed her ability to help groups dealing with new programs and procedures.

“Now when I’m problem-solving, I can rely on a different way of thinking and take a systems approach,” Ceronsky says.

This is a practical program that’s additive for nurses at any time in their career.
SPOTLIGHT ON
Advanced Practice Nurses

As a result of health care reform, some 32 million formerly uninsured patients will enter the health care system by 2014. Due to the looming shortage of primary-care physicians — a predicted shortfall of 40,000 by 2020 — a new paradigm of care is emerging — one that promotes wellness management rather than disease management.

Advanced practice nurses (APNs) will play a leading role in this new paradigm. This is due, in large part, to the nature of the nursing model itself. Nursing focuses on the whole person rather than individual organ systems. In addition, APNs are well-positioned to translate research into clinical practice, create new models of care, and lead change.

In this section, we present five stories that highlight how the School of Nursing and APNs are helping to reshape health care through systems improvement, health promotion, and the management of chronic conditions.

Systems improvement often stems from changes that happen away from the bedside. That’s certainly the case with The University Partnership for Health Informatics and the Faculty Learning About Geriatrics Program (FLAG®) — both focus on educating professionals in areas essential to modern health care.

Health promotion is the focus of an innovative partnership between the School of Nursing, the U of M Center for Spirituality & Healing, and Northwestern Health Sciences University in Bloomington, an international leader in natural health care education. It’s also the reason that the school is hoping to develop a freestanding birth center.

When chronic conditions are well-managed, patients are healthier overall, experience fewer crises, and enjoy a better quality of life. That’s why a nursing faculty member is passionate about her work coordinating care for children with a little-known genetic syndrome.

Each of these initiatives offers a glimpse of a more efficient, effective, and patient-centered care system, in which nurses will be influential leaders and providers.
Special Delivery
School of Nursing hopes to develop a freestanding birth center

BY NANCY GIGUERE

In the United States today, more than 99 percent of all babies are born in a hospital. And for high-risk moms — such as those who are carrying multiples or have chronic conditions like diabetes — a hospital birth is best.

But for the majority of women who have experienced a normal pregnancy and who can deliver vaginally, a hospital birth isn’t always necessary. “Having a baby is a normal life event, not an illness. Expensive technology is not necessary for many healthy births,” says School of Nursing associate professor Melissa Avery, PhD, CNM, FAAN.

Many women are looking for alternatives to a hospital birth. The National Center for Health Statistics recently reported a slight increase in the number of out-of-hospital births. The authors of the report concluded that women who choose not to deliver in a hospital prefer “a low-intervention birth in a familiar environment surrounded by family and friends...” Avoiding the cost of a hospital delivery is also a factor.

WOMAN-CENTERED CARE

Some Minnesota moms are choosing to have their babies at one of the state’s two freestanding birth centers. A center is a middle ground between home and hospital. Care is provided by certified nurse-midwives to carefully screened low-risk women who expect uncomplicated vaginal births. Many centers also offer prenatal care, lactation education, newborn care, and routine gynecologic or well-woman care.

“Evidence-based care is offered in a decentralized, personal, culturally sensitive, and woman-centered manner,” says Cheryl Heitkamp, MS, CNM, a nurse-midwife in private practice. “Centers use little technology, but recognize its value when needed, and are integrated with the existing health care system.”

Nationwide, nearly 10,800 births occurred in freestanding birth centers in 2006, according to the National Center for Health Statistics.

STANDARDS AND SAVINGS

A new state law enacted last May requires freestanding birth centers in Minnesota to be accredited beginning in January 2011. This means that centers must have collaborative relationships with physicians when referral to higher levels of care is necessary. Centers must also be within easy driving distance of a hospital with emergency services.

In addition, the law requires Medicaid to pay for birth center deliveries. This could save Minnesota taxpayers up to $300,000 per year, according to a legislative analysis.

DEMONSTRATING AN EFFECTIVE MODEL

The School of Nursing is working to develop a freestanding birth center. Discussions are currently underway with local health care systems. The center would offer care to women in the community and, at the same time provide, a clinical learning setting for students and practice opportunities for faculty.

Avery believes a birth center affiliated with the School of Nursing will enhance the emphasis that midwifery education places on pregnancy and birth as a normal part of women’s lives. This emphasis, along with the focus on leading change in health systems, is incorporated in the School’s new Doctor of Nursing program (DNP). “It’s a chance for us to demonstrate an effective, well-researched care model,” Avery says.
As John grew, he had delays in speech and other areas. Then a developmental pediatrician recommended genetic testing, and the St. Peter family learned that John had velocardiofacial syndrome, or VCFS.

**UNDERDIAGNOSED SYNDROME**
VCFS is a genetic disorder caused by a deletion of a small part of chromosome 22. It occurs in approximately 1 in 2,000 births. Children with VCFS tend to have an elongated face, prominent nasal bridge and tip, small ears, and almond-shaped eyes.

Symptoms of VCFS vary, but can include cardiac problems, suppressed immune function, abnormalities of the palate, muscle weakness, delayed speech, dental problems, kidney abnormalities, learning difficulties, and psychological or psychiatric problems.

“VCFS is underdiagnosed,” says School of Nursing associate professor Wendy Looman, PhD, RN, CNP. “Kids without heart abnormalities may look pretty normal. It can be hard to see the connection between speech delays, constant colds, and other problems. Once kids are diagnosed, they do best with coordinated, family-centered care.”

**A COORDINATED PLAN**
Looman is working to provide that care. She co-leads an interprofessional team at the Cleft Palate Clinic and the Craniofacial Anomalies Clinic in the School of Dentistry at the University of Minnesota. The team cares for children diagnosed with cleft lip, cleft palate, and other craniofacial conditions.
The clinics host a quarterly VCFS clinic. During the daylong session, children may see a dentist, otolaryngologist (ENT), endocrinologist, immunologist, cardiologist, speech therapist, audiologist, geneticist, psychiatrist, and other specialists. A recommended care plan is sent to the family’s pediatrician and other providers.

A holisitic view

As a pediatric nurse practitioner, it’s Looman’s job to provide a holistic assessment of the child and family, and ensure that the coordinated care plan takes into account the family’s wishes. “A young teen may need another surgery, but maybe not this year. A family vacation or school activities may be more important right now,” she says.

The daylong clinic gives providers a better understanding of the child and allows them to confer in real time, according to clinic director Gary Anderson, DDS, MS, associate professor of dentistry. It also allows providers to focus on what they do best. “I can concentrate on a child’s speech without worrying about other problems because I know they’re being taken care of,” says speech therapist and program coordinator Anna Thurmes, MA, CCC-SLP.

Understanding and Hope

This “one-stop shop” also reduces wear and tear on children and their families. “It’s good to be directed,” says Amy Addington of Duluth, whose 15-year-old daughter Alex was diagnosed with VCFS as a preschooler. “We were very confused parents, and the clinic helped eliminate the confusion. The providers not only helped us see the big picture, but they gave us hope that our daughter could have a good quality life.”

Alex says that her health is better now than when she was younger. And she enjoys coming to the clinic: “Everyone tries to make you feel comfortable. It’s like being a celebrity for the day.”

Making a difference

This model of coordinated care is also a focus in Looman’s pediatric graduate nursing classes. Sommer Anderson, ’10, MS, PNP, applied this knowledge last spring when she did a rotation in the VCFS clinic at Children’s Hospitals and Clinics of Minnesota. There she worked with Kristin Kemper, RN, MS, CPNP (1997, 2005); Jackie Gustafson, RN, MS, CPNP (2004); and Jennifer Barhoover, RN, MS, CPNP (2009), who coordinate the clinic.

“I learned to meet families where they’re at,” says Anderson, who created an information guide for families visiting the VCFS clinic. “Family-centered care offers pediatric nurse practitioners an opportunity to make a big difference in people’s lives.”

Developing the model

In a study published earlier this year in the Cleft Palate–Craniofacial Journal, Looman, Thurmes, and School of Nursing associate professor Susan O’Conner-Von, PhD, RN, found that children with VCFS scored lower on quality of life measures than both healthy children and children with other chronic conditions. But coordinated, family-centered care helped improve quality of life.

Looman and Kemper are currently collaborating on a project entitled “Developing a Model for Family Centered Multispeciality Care for Children with Genetic Syndromes.” The project, which is supported by the Densford Clinical Scholars Program, is a joint collaboration between Children’s and the School of Nursing.

“Family-centered care fits in well with health care reform,” Looman says. “It eliminates duplication and is potentially less expensive. Kids experience fewer complications and trips to the emergency room. And they and their families experience a better quality of life.”

Wendy Looman
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- Social capital and family health
- Quality of life among children with neurodevelopmental conditions
- Children and youth with special health care needs
PARTNERING FOR HEALTH

New affiliation with Northwestern Health Sciences University creates two new nurse-managed clinics

BY TONY BAISLEY

The Affordable Care Act, which became law earlier this year, will usher in benefits and health coverage for millions of Americans. This means small business tax credits, health coverage for early retirees, and funding for scholarships and loan repayments for nurses, doctors, and other health care providers working in designated “health professional shortage areas.” It also means that more than 30 million formerly uninsured individuals will enter the system by 2019.

The well-documented shortage of primary care providers has required creative thinking by entrepreneurial organizations. Enter the University of Minnesota School of Nursing and the Center for Spirituality & Healing. The two have recently entered into a bold new partnership with Northwestern Health Sciences University (NWHSU) in Bloomington, an international leader in natural health care education, patient care, and research.

COMMON GOALS
NWHSU is home to the Bloomington Natural Care Center, an open clinic staffed by NWHSU faculty serving patients in the Twin Cities, and University Health Services, where services are provided to the student and faculty population by student interns who are monitored by NWHSU faculty. Beginning fall 2010, faculty from the School of Nursing will provide nurse-managed primary care at both clinics. It’s a great fit for the partners since both the University of Minnesota and NWHSU share common goals: expanding education and research in integrative health, as well as patient access to clinical services.

A PARADIGM SWITCH
“We wanted to explore a more holistic approach to patient care,” says Thomas Clancy, PhD, MBA, RN, a clinical professor at the School of Nursing and director of faculty practice. “This partnership leverages both our nursing expertise and the integrative health focus of the Center for Spirituality & Healing.”

Clancy believes that the collaboration also fits very well with President Obama’s health reform initiative, which calls for nurses to be used as the front line in disease prevention. “We want to switch the paradigm from disease management to wellness management,” he says. “In the long run, it will help people stay healthier.”

Kimberly Zemke, MS, RN, agrees. “Due to the shortage of primary care physicians in this country, it is a well know fact that nurses – specifically advanced practice nurses – are already providing competent and knowledgeable primary care to people of all ages.” Zemke, a doctoral candidate and clinical assistant
professor who also serves as director of professional development at the School of Nursing, has been instrumental in establishing the partnership.

SERVING COMMUNITY NEEDS
Both clinics will be run like the Pillsbury House Integrated Health Clinic, which has served residents of the Powderhorn and Central neighborhoods of south Minneapolis since 2007. That clinic, also in collaboration with NWHSU, brings together students, providers, and faculty advisors from different healthcare disciplines to serve the needs of the community.

The Pillsbury House clinic is led by Georgia Nygaard, DNP, RN, CNP, clinical assistant professor and director of the family nurse practitioner area of study at the School of Nursing. Nygaard will also be the lead faculty at the two clinics on the NWHSU campus. She and other nursing faculty will diagnose and treat patients, and refer them to the appropriate providers of chiropractic care, acupuncture and Oriental medicine, massage therapy, and primary care services.

ADDED VALUE
Michael Wiles, DC, MEd, provost and vice-president for academic affairs at NWHSU, notes that discussions about solutions to primary care shortages tend to focus on using teams that include physician assistants and nurse practitioners. Natural care providers are usually not mentioned. “It is becoming rare, if not impossible, for health providers to work in isolation,” he says. “We believe that there is a tremendous potential in adding the licensed natural health care professions to these primary care teams. These teams featuring interprofessional practice and education are a reality. Graduates from our natural health care programs need to have the skills and ability to work within these integrated environments.”

The two clinics will provide clinical education opportunities for nursing students and those in massage, acupuncture and Oriental medicine, and chiropractic from NWHSU. It is also anticipated that the clinics will serve as practice sites for health coaching students from the Center for Spirituality & Healing as well as students enrolled in the new Doctor of Nursing Practice (DNP) in Integrative Health and Healing.

A NEW MODEL OF CARE
“The Center for Spirituality & Healing has a long history of successful collaboration with NWHSU in research and education,” says director Mary Jo Kreitzer, PhD, RN, FAAN. “For many years, we have yearned for an opportunity to develop and offer a new model of care, one that expands the primary care model to include integrative, holistic approaches to care. Patients are demanding it and frankly, so are students! NWHSU is the right partner and this is the right time to be boldly and creatively exploring new ways to improve the health of Minnesotans.”

Tony Baisley is the communications director at both the School of Nursing and the Center for Spirituality & Healing.
Building the Health Informatics Workforce

U of M awarded $5.1 million to prepare health professionals in essential field

The University of Minnesota has positioned itself to be a leader in the burgeoning field of health informatics through formation of the University Partnership for Health Informatics (UP-HI), a consortium funded with a historic $5.1 million training grant awarded to the University of Minnesota Institute for Health Informatics under the leadership of School of Nursing professor Julie Jacko, PhD, who serves as principal investigator and project director. The University is one of only nine U.S. institutions awarded stimulus funds for university-based training by the Office of the National Coordinator for the Health Information Technology as part of the American Recovery and Reinvestment Act.

**ADVANCING THE USE OF HEALTH IT**

UP-HI brings together the University of Minnesota-Twin Cities, the College of St. Scholastica, and the University of Minnesota-Crookston. The three consortium members will collaborate to educate new professionals in health informatics and advance meaningful use of health information technology. While recent health reform laws now require all health providers to have electronic health records (EHRs) in place by 2015, EHRs are just one high-profile tool within health informatics.

“Electronic records are an important piece of the puzzle, but health informatics is so much broader,” says Bonnie Westra, PhD, RN, FAAN, School of Nursing associate professor and UP-HI co-principal investigator. “Informatics is really the use of technology to enhance our health information. We’re taking a closer look at the kind of patient information we are asking for and after capturing it, using it for wide-ranging purposes, while still respecting privacy and security concerns. For example, informatics makes possible the sharing of patient information with public health experts to take a closer look at the health of populations, an exciting and critical development in the management of potential pandemics.”

**TRANSCENDING ROLES**

“UP-HI transcends the roles of any particular school in this partnership,” says Jacko. “Each of the three partners has brought ideal solutions to the table for advancing the education of these health professionals. The UP-HI consortium has been richly architected so that the whole of our efforts is greater than our individual parts.”

The University of Minnesota has been a leader in health informatics for nearly 40 years, offering graduate degrees in the field through the Department of Laboratory Science and Pathology in the Medical School. Last year, that program was transferred to the Institute for Health Informatics, an institute of the University of Minnesota’s Academic Health Center, making education available in this specialty area to professional in other fields – from the health sciences to engineering to computer science.

The two other UP-HI partners are also known for their informatics expertise. The College of St. Scholastica has a national reputation for its health information management programs and exceptional online course delivery. And UMC is the only campus within the University system to offer an undergraduate degree program in software engineering.
COMMUNITY PARTNERSHIP
An exciting development of this grant is the creation of a Community Partnership Council. “Our council partners represent the best in healthcare today and are helping us develop curricula, provide mentorship for students, and create work context immersion experiences to enhance their professional development,” Jacko says. “UP-HI partners are also helping with critical student recruitment and work-placement opportunities for graduates. These partnerships are a testimony to the strong relationships we’ve built within the community.”

Andrew Nelson, executive director of HealthPartners Research Foundation, calls the council “absolutely vital” to UP-HI’s success. “The council is unique because the community has been invited to help identify workforce needs and to help shape the intellectual value and direction of the curricula. This is a genuine partnership, which will be important for the future of healthcare delivery in America,” Nelson says.

A VARIETY OF ROLES
A key factor to the grant’s success will be the ability to educate university students in vital, highly specialized health information technology roles. UP-HI students can earn a master’s degree or certificate to prepare for roles such as:
- Clinical or public health leader
- Health information management and exchange specialist
- Health information privacy and security specialist
- Research and development specialist
- Programmer or software engineer
- Health IT Sub-Specialist

Beginning this fall, the School of Nursing will offer the certificate “Leadership in Health Information Technology for Health Professionals.” The certificate requires the completion of 15 credits of graduate coursework within 6-12 months. Most of the curricula will be offered online, although some courses will be offered both online and as in-person sessions. The school’s Master of Science in Nursing and Doctor of Nursing Practice (DNP) with a specialty in nursing informatics are also included in UP-HI programs.

“The certificate in health information technology may be what some working health professionals need in order to gain the necessary knowledge and leadership for their careers,” Westra states, describing the difference between the certificate and DNP options.

Over the next three years, the UP-HI consortium looks to educate more than 200 healthcare professionals in the six various specialty areas. The School of Nursing’s programs will educate a projected 43 new leaders in the clinical/public health role.

Many nurses have already exhibited exemplary leadership in the push towards more information technology training and education. “Today, 37 percent of a nurse’s time, on average, is spent documenting patient information,” says Westra. “With the advantages health informatics will make possible, nurses – and other health professionals – can spend that critical time actually providing the necessary care to patients.”

For more information about the programs mentioned in this article and their requirements and prerequisites, visit:

UP-HI
www.uphi.umn.edu
Before applying to UP-HI, students should first apply and be accepted to an academic program in one of the three UP-HI partner schools.

School of Nursing
Leadership in Health Information Technology for Health Professionals certificate
www.nursing.umn.edu/CPHLI

DNP in Nursing Informatics
www.nursing.umn.edu/DNP

Institute for Health Informatics (IHI)
www.ihi.umn.edu

Students may qualify for up to $10,000 in tuition support for their informatics courses. Students should apply now to receive funding. To be eligible, applicants must have a clinical or public health baccalaureate or higher degree, demonstrating the certificate’s intent to prepare leaders in all health care and public health specialties.

Tony Baisley is the communications director for both the School of Nursing and the Center for Spirituality & Healing.
Siobhan McMahon, MSN, MPH, GNP-BC, saw student perceptions of older adults undergo a transformation as they completed the newly redesigned clinical management course for students in the family and adult nurse practitioner tracks.

McMahon, an assistant professor at the College of St. Scholastica School of Nursing, had integrated geriatric nursing competencies into the graduate-level course. Among the required activities was a home visit to an older adult.

Although some students were hesitant about the visit, they soon realized that they were better able to assess an older adult if they met with them at home. This was true even though the students had been following the same person in a primary care setting.

The new curriculum helped broaden the students’ understanding of the challenges that older adults face and the impact that nurses can have on their health. “For example, students could see ways that a nurse practitioner can prevent emergency room visits, and they were really excited about it,” McMahon says.

The redesigned curriculum was the result of McMahon’s participation in a groundbreaking School of Nursing initiative. In 2008, she became part of the first cohort of Faculty Learning About Geriatrics Program (FLAG®), which brings together nursing faculty from Minnesota, North and South Dakota, Wisconsin, and Tribal Colleges to focus on enhancing the content and teaching of geriatrics at their institution.

For her innovative efforts as a FLAG® fellow, McMahon received the 2008 STAR Award from the School of Nursing.

**DIRECT IMPACT**

According to a 2008 report from the Institute of Medicine, the number of older people with complex health needs is outpacing the number of health care providers with the knowledge and skill to care for them.

As a result, the demand for skilled geriatric nurses is growing in acute care, long-term care, home care, palliative care, and many other areas. And this means that the nursing faculty who will teach these nurses must also develop expertise in geriatric nursing.

The School of Nursing is well-positioned to help nursing faculty meet this challenge. “Many of our own faculty are national leaders in the field and contribute to research, education, and practice,” says Jean Wyman, PhD, RN, FANN, professor and Cora Meidl Siehl Endowed Chair in Nursing Research.
The demand for skilled geriatric nurses is growing. This means that faculty who will teach these nurses must also develop expertise in geriatric nursing.

The John A. Hartford Foundation recognized this expertise when it funded the school’s Hartford Center of Geriatric Nursing Excellence. The center is charged with preparing outstanding nursing faculty from diverse backgrounds to provide the leadership needed to strengthen geriatric nursing at all levels of academic nursing programs.

As one of the center’s initiatives, FLAG® was developed to directly impact what happens in prelicensure and graduate nursing courses by supporting faculty development in practical and effective ways.

“I don’t know of any other program like it in the country,” says Wyman, who directs the Hartford Center.

THE RIGHT PIECES

FLAG® co-directors Kathleen Krichbaum, PhD, RN, ANEF, and Merrie Kaas, DNSc, RN, CNS, designed the program to serve as a foundation for nursing student learning that would improve their knowledge of the aging process and their ability to provide quality care for older adults. The program capitalizes on expertise of faculty in the program in key content areas and emphasizes applied learning.

FLAG® includes a five day summer institute on the Twin Cities campus, followed by a yearlong mentorship during which FLAG® fellows focus on an individualized plan to improve the teaching of geriatric nursing.

“Each fellow develops an education project during this year aimed at enhancing nursing student learning in the curriculum at their home schools. Siobhan’s project is an outstanding example of the caliber of the projects completed and implemented by FLAG® fellows,” says Krichbaum, who served as McMahon’s mentor and nominated her for the STAR Award.

Fellows become part of an ongoing network of faculty with expertise in geriatric nursing education. They also have access to resources related to geriatric nursing, teaching and learning, informatics, and educational leadership.

“Clearly we are making an impact on the faculty – and in their classrooms,” Kaas says. The May 2010 issue of the Journal of Continuing Education in Nursing featured an article by University of Minnesota FLAG® faculty leaders, “Teaching the Teachers: The Faculty Learning About Geriatrics Program,” which documents the first year of the program and its impact.

PUTTING FLAG® TO WORK

For her project, Colleen Gullickson, PhD, RN, GNP-BC, set an ambitious goal.

Gullickson, professor and director of the undergraduate nursing program in the School of Nursing at Edgewood College in Madison, Wisconsin, is integrating geriatric content into the five-semester program. As a start, she incorporated a semester course that took nursing and art students into an independent living facility to improve the quality of life for residents.

“The first interaction with older adults sets the stage for the future,” Gullickson says. For many students, the course provided that first interaction, and it encouraged their interest in working with older adults. She is also piloting a residency program for undergraduate students in a long-term care facility.

As the only professor in her school with a geriatric focus, Gullickson appreciated the support and resources of FLAG®. “The program was outstanding,” she says.

MULTIPLIER EFFECT

In three years, 80 fellows have taken part in FLAG®, and the experience continues to shape their teaching. McMahon and her colleagues, for instance, are looking at adding a course on assessment of older adults to the graduate curriculum for several of the nurse practitioner tracks at the College of St. Scholastica. She is also sharing information about geriatric nursing with faculty in the undergraduate nursing programs there. As a fellow, she can tap FLAG® resources and the FLAG® network.

“Knowing I can reach out to others for support makes a difference,” McMahon says.


Adwan, Jehad
Pediatric Nurses’ Grief Experience over the Death of Their Patients: Its Relationship with Burnout and Job Satisfaction
Sigma Theta Tau International – Zeta Chapter

Avery, Melissa
Exercise for American Indian Women with Gestational Diabetes: A Pilot Study
Pao Center for Health Trajectory Research; National Institutes of Health

Avery, Melissa (Co-PI)
Stang, Jamie (PI)
Diet and Exercise Intervention to Prevent Gestational Diabetes in American Indian Women
Association of Schools of Public Health/ Centers for Disease Control

Bearinger, Linda
Center for Adolescent Nursing (T80)
Maternal and Child Health Bureau/Health Resources and Services Administration/U.S. Department of Health and Human Services

Bearinger, Linda
Adolescent Health Protection Research Training (ToI)
Centers for Disease Control and Prevention/ U.S. Department of Health and Human Services

Benbenek, Mary
Sunlight Exposure, Dietary, and Dress Habits of Somali Girls
Sigma Theta Tau International - Zeta Chapter

Bliss, Donna
Disparities in Incontinence and Perineal Skin Damage in Nursing Home Elders (RoI)
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Bliss, Donna
Raising Literacy and Capacity for Incontinence and Skin Care in Dementia (RoI)
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Bliss, Donna
Smart Seal Ostomy Appliance: Further Testing (SBIR)
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Bliss, Donna
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Bronas, Ulf
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University of Oklahoma; Health Resources and Services Administration/ U.S. Department of Health and Human Services (Prime)

Disch, Joanne
Quality Safety Education in Nursing (QSEN): Phase 3
American Association of Colleges of Nursing (AACN); Robert Wood Johnson Foundation (Prime)

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Wholey, Douglas (Co-PI)
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National Center for Healthcare Leadership and Robert Wood Johnson Foundation

Disch, Joanne
Improving Health Care Team Performance through Integrative Leadership
UMN Center for Integrative Leadership

Duckett, Laura
Deborah Ringdahl (Co-PI)
Testing Feasibility, Acceptability and Safety of Reiki Touch for Premature Infants
UMN Graduate School – Grant in Aid

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Health Resources and Services Administration/ U.S. Department of Health and Human Services

Edwardson, Sandra
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Minnesota Department of Health; Office of Minority Health/ U.S. Department of Health and Human Services (Prime)
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Fulkerson, Jayne  
Observational Ratings of Child Feeding Practices  
Among Preschoolers  
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Garcia, Carolyn  
BIRCWH Program Scholar (K12)  
UMN – Deborah E. Powell Center for Women’s Health;  
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Garcia, Carolyn  
Pilot of a Coping Intervention Tailored to Latina Adolescent Females  
P20 Center for Health Trajectory Research;  
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University of California;  
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Using a Community Health Worker Based Multi-  
Agency Collaborative Model  
Medica Foundation

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Pilot of a Collaborative Family Intervention  
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Sigma Theta Tau International – Zeta Chapter

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Kreitzer, Mary Jo (Co-PI)  
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for Chronic Insomniac: A Pilot Study  
Faculty Research Development Program  
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Hadidi, Niloufar  
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Therapy for Treatment of Poststroke Depressive  
Symptoms and Enhancement of Quality of Life  
Outcomes  
The John A. Hartford Foundation Claire M. Fagin  
Fellowship Award/  
American Academy of Nursing

Hadidi, Niloufar  
MNRS Mentorship Grant  
Midwest Nursing Research Society

Hadidi, Niloufar  
A Feasibility Study of Problem Solving  
Therapy for Treatment of Poststroke Depressive  
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Outcomes  
UMN Graduate School – Grant in Aid

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National Science Foundation

Kreitzer, Mary Jo
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Northwestern Health Sciences University; National Institutes of Health (Prime)

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

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

Kreitzer, Mary Jo
Third Ways of Knowing Symposium
Life Science Foundation

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

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

Krichbaum, Kathleen
Critical Care Nurse Orientation Program
Hennepin Technical College

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

Lindeke, Linda
Advanced Education Nursing Traineeship (AENT)
Health Resources and Services Administration/ U.S. Department of Health and Human Services

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

Lindeke, Linda
Pediatric Nurse Practitioner Programs: A Dual Track for Acute Care and Primary Care
Association of Faculties of PNP Programs (AFPNP); NCSBN Center for Regulatory Excellence (Prime)

Lindquist, Ruth
Lite-HEARTEN
Minneapolis Heart Institute Foundation

Lindquist, Ruth
Qualitative Study: Life after Sudden Cardiac Death with Induced Hypothermia
Sigma Theta Tau International/Midwest Nursing Research Society

Lindquist, Ruth
Qualitative Study: Life after Sudden Cardiac Death with Induced Hypothermia
Sigma Theta Tau International - Zeta Chapter

Lindquist, Ruth
Systems Change: Integrating Positive Lifestyle Behaviors into Daily Life
Center for Spirituality and Healing
UMN Academic Health Center

Lindquist, Ruth
Summer Salons: Recruitment of Students to Nursing PhD Program
School of Nursing Foundation

Looman, Wendy (PI)
Garwick, Ann (Co-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

McMorris, Barbara
Evaluation of a Restorative Justice Program for Youth
Legal Rights Center; Minnesota Department of Public Safety (Prime)

Monsen, Karen
Intervention Patterns Associated with Psychosocial and Parenting Outcomes
P20 Center for Health Trajectory Research; National Institutes of Health

Mueller, Christine
Building Faculty Capacity in Geriatric Nursing for Central Minnesota
West Central Initiative; Robert Wood Johnson Foundation (Prime)

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

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

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

Painter, Patricia
A Pilot Study of Cycling Exercise and Wound Healing in Diabetic ESRD Patients
P20 Center for Health Trajectory Research; National Institutes of Health

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

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

Robertson, Cheryl
Community Coping Intervention for Somali Refugee Women (R21)
National Institute of Nursing Research/ National Institutes of Health
Robertson, Cheryl
Understanding Somali Refugees’ Perceptions of Mental Health Care: A Focused Ethnography
Program in Health Disparities Research/UMN Academic Health Center (AHC)

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

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

Secor-Turner, Molly
Experiences of Instability and Risky Sexual Behaviors
Sigma Theta Tau International – Zeta Chapter

Sieving, Renee
Prime Time: Health Promotion For Multiple Risk Behaviors (R01)
National Institute of Nursing Research; National Institutes of Health

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
Encuentro! Community Partnerships for Healthy Youth Development
University of Minnesota Prevention Research Center; Centers for Disease Control and Prevention; U.S. Department of Health and Human Services

Sieving, Renee (Co-PI)
Resnick, Michael (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
Lead Peace Collaborative Middle Grades Service Learning Program
University of Minnesota Prevention Research Center; Best Buy Children’s Foundation

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/American Academy of Nursing

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

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

Westra, Bonnie
The Impact of a Certified Wound, Ostomy, Continence Nurse on Wounds and Incontinence Outcomes for Home Health Care Patients
Wound, Ostomy and Continence Nurses Society

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

Westra, Bonnie (Co-PI)
Jacko, Julie (PI)
University Partnership for Health Informatics (T15)
HHS Office of the National Coordinator for Health Information Technology

Westra, Bonnie (Co-PI)
Melton-Meaux, Genevieve (PI)
Natural Language Processing of Omaha System Text Data: A Use Case of Medical Text-Mining in Community-Based Care Documentation
Faculty Seed Grant Program/UMN Academic Health Center

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

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

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

Yu, Fang
Feasibility and Impact of Aerobic Exercise in Alzheimer’s Disease
American Health Assistance Foundation

Yu, Fang
Validating Clinical Measures of Executive Function in U.S. Veterans
Faculty Seed Grant Program/UMN Academic Health Center
A Legacy of Caring for Children

Barbara Leonard, PhD, RN, FAAN, was awarded Professor Emeritus status in the School of Nursing this spring. This advocate of children with special care needs announced her retirement after more than 40 years of caring for children and their families.

Nationally known for her leadership in maternal child health and children with special health care needs, Leonard’s main areas of scholarship focused on children and adolescents with special care needs and complementary and alternative therapies. She began her impressive career at the University of Minnesota in 1965, where she taught public health nursing courses at the U of M School of Public Health. Leonard initiated the first pediatric nurse practitioner program at the School of Public Health and subsequently transitioned the program to the School of Nursing.

In 1993, she founded the Center for Children with Special Health Care Needs. The center is one of five leadership education in maternal and child health nursing programs in the nation. Since 1993, the center has been continuously funded by grants from Maternal Child Health Bureau (MCHB). The center has supported 160 pediatric nursing graduate students.

Dr. Leonard has received numerous awards, including an Academic Excellence in Leadership Maternal Child Health Award, Excellence in Leadership Award, a Public Health Achievement Award, and an Award for Outstanding Service to Children. She is also a fellow in the American Academy of Nursing. These awards reflect her outstanding contributions and long-standing commitment to improving the health of children and their families through advocacy and policy, educating students in maternal child health, and preparing pediatric nursing leaders.
Kudos New Graduates

Jehad Adwan, PhD, RN, is a clinical assistant professor in the School of Nursing; his dissertation focused on “Pediatric Nurses’ Grief Experience: Its Relationship with Burnout and Job Satisfaction”. When asked how his dissertation contributes to practice: “It’s evident that nurses are the largest group of health care workers,” replied Adwan. “Finding new ways to cope with their grief over their patients’ death could help improve their satisfaction with what they do, reduce the level of burnout, and help improve retention of nurses. These issues have organizational as well as systematic ramifications that could save both money and human resources spent on hiring, training, and transitioning new nurses into the workplace.”

John Belew, PhD, RN, is a research nurse at Gillette Children’s Specialty Healthcare who completed his dissertation on “The Participation of Young Adults with Mild Intellectual Disabilities and Cerebral Palsy in the Decision to Receive Botox Treatment for Muscle Spasticity”. Belew noted: “In my dissertation research study I explored ways that young adults with disabilities participate in health-related decisions. Specifically, I focused on the collaboration between young adults and their parents. When we face serious decisions about our health, we often consult with those close to us. It’s important to recognize that these decisions involve more people than only the patient and the doctor. As health care providers we need to better understand how to support patients and their families in decision-making. My study shed light on how we may better help patients and families address concerns about out-of-pocket costs, treatment goals, risks and benefits, and choice of providers.”

Free CE Modules

The center is now offering eight free continuing education modules with Minnesota Board of Nursing or ANCC contact hours. View all eight under “Continuing Education” on our Web site.

Chesney to lead DNP program

Mary Chesney, PhD, RN, CNP, was named the director of the school’s doctor of nursing practice (DNP) program. Chesney’s background in health policy positioned her to take a leadership role in Minnesota’s 2008 health care reform law where she influenced the state’s model of health care homes (see www.health.state.mn.us/healthreform). Chesney serves as the advanced practice nurse representative on the Minnesota Health Care Reform Review Council, and in 2009, was appointed by the Commissioners of the Minnesota Department of Health and Department of Human Services to the Minnesota Quality Improvement Institute, a health care reform think-tank. Chesney’s work examines the future of health care and explores how hospital systems, clinics, home care facilities, etc. can combine resources and share the risks and benefits in a new model of care called Accountable Care Organization. This model will focus on value in terms of quality while keeping costs contained.

Learn more about Dr. Chesney’s work and watch her new CE module, “Federal and Minnesota Health Reform Initiatives: Implications for Child and Adolescent Health”, on the center’s Web site.
Reform of the nation’s health care system has focused unprecedented attention on issues of health care needs and coverage. According to policy analysts, some aspects of adolescent care have received solid support under the new plan.

“The health needs of young people can be easily overlooked,” says Dr. Linda Bearinger, Center Director. “People working with the aging population have a louder voice. Adolescents don’t have an organization such as AARP advocating on their behalf.”

According to the Institute of Medicine’s 2008 report, Adolescent Health Services: Missing Opportunities, more than any other group, teens present unique challenges to the health system, including the ability to access care. Barriers include lack of knowledge about how the system works, inadequate insurance coverage, and the limited number of providers skilled in working with adolescents.

Challenges are especially acute for teens who are members of minority groups or whose families recently immigrated to this country. “Many of their health needs are compounded by challenges of balancing between two cultures,” says Carolyn Garcia, PhD, MS, MPH, RN, center faculty. “The consequence? Many experience cultural conflicts creating considerable stress – leading to poor health outcomes.”

Current reform offers improvement. Expanded coverage and more affordable care will undoubtedly increase access for 5 million youth aged 10–18 who have no health insurance. However generous the coverage, important issues in adolescent health care remain unsolved. As highlighted in Adolescent Health Services: Missing Opportunities, the health care system, regardless of coverage, falls short. Adolescents still may not have ready access to health providers who are well trained to deal with adolescents and can respect confidentiality as provided by state statutes.

“New health care reform won’t fix these problems,” says Bearinger, who co-wrote the Institute of Medicine report. “When we can assure that all young people can access quality care, provided by caregivers trained to work with common adolescent issues, then we will have achieved a huge milestone toward improving the health of young people.”

For more information about the Institute of Medicine and health care reform, visit the center’s Web site at www.nursing.umn.edu/CAN and click on the “Newsletter” link.
Innovative community-based intervention projects are hallmarks of the center. Projects range from the prevention of childhood obesity to the promotion of mental health among Somali women.

HOME Plus Aims for Healthful Homes

Many children in the U.S. have poor diets and 1 in 3 is overweight or obese. Parents struggle to have meals together with children and provide them with nutritious foods. They often rely on convenient and processed foods.

Jayne Fulkerson, PhD received a $3.2 million research project grant (R01) from the National Institutes of Health for “Healthy Home Offerings via the Mealtime Environment (HOME) Plus to study the effectiveness of an intervention to prevent excess weight gain in 8- to 12-year-old children by conducting a randomized trial with 160 families. Fulkerson will lead an interprofessional team of researchers that include School of Nursing faculty Martha Kubik and Ann Garwick, along with statistician Olga Gurvich. Other members of the team are School of Public Health faculty Dianne Neumark-Sztainer and Mary Story and staff from the University Extension Service.

Families participating in the intervention will meet monthly over the course of a year in small groups at community centers or local churches. HOME Plus sessions will include nutrition education and cooking skills for both parents and kids. The families will also collaborate on cooking a meal to learn how to make their home environment more healthful. They will also be encouraged to reduce children’s screen time - television viewing, computer game playing.

Learn more about HOME Plus at www.nursing.umn.edu/news.

Helping Refugee Women Cope with Stress

Cheryl Robertson, PhD, RN, FAAN, received a (R21) award from the National Institute of Nursing Research, National Institutes of Health for her project, “Community Coping Intervention for Somali Refugee Women.” Co-Investigators include Linda Halcón, Martha Kubik, and Kay Savik, all from the School of Nursing. The overall goal of this project is to test a previously developed and culturally adapted community-oriented Somali Health Realization intervention among resettled Somali refugee women who have experienced war trauma and associated psychosocial problems.

This innovative community education program aims to help women decrease their stress and learn new coping skills.

Elizabeth Lando-King awarded a Theresa V. James Fellowship

Doctoral candidate Elizabeth Lando-King received the 2010 Theresa V. James Fellowship to support her dissertation research. This annual award is made possible by funds generously contributed by center faculty members and the James family to acknowledge an outstanding doctoral student who is conducting research related to the center’s mission. Lando-King’s research focuses on trajectories of emotional intelligence among adolescent girls and their relationship to health risk behaviors. Dr. Renee Sieving is her advisor.
Helping Caregivers Manage Bowel and Bladder Leakage in Dementia

Nearly 10 million Americans are providing care for family members or friends with Alzheimer’s disease or dementia. In Minnesota alone, caregivers provided an estimated $1.5 billion of care in 2005. Bowel and bladder leakage can occur as part of Alzheimer’s disease or dementia and skin damage is a common complication. These health problems are often not discussed at appointments with healthcare providers, and few support programs for caregivers of individuals with Alzheimer’s disease or dementia address them. The occurrence of bowel and bladder leakage is often a decisive turning point in informal care giving capacity; many caregivers reluctantly place their family members in a nursing home after they develop.

Meeting caregivers’ needs

School of Nursing Professor Donna Bliss, and her colleague, Dr. Cheri Rolnick, from the HealthPartners Research Foundation are conducting a study to assess and better meet the needs of family or friend caregivers and healthcare providers of persons with dementia in relation to incontinence and skin care. Their study is part of the Partnerships in Research program funded by the National Institutes of Health.

An innovative focus

An innovative focus of their study is on health literacy about incontinence and skin damage. Using a participatory action approach, informal (family/friend) and formal caregivers (healthcare providers) provided information in focus groups and interviews about their needs for facilitating better communication and management for bowel and bladder leakage and skin problems in individuals with Alzheimer’s Disease or dementia. Health literacy needs were identified in areas of knowledge, skills, and attitudes. Caregivers whose family members did not yet experience bowel or bladder leakage and healthcare providers discussed desired information to assist families to prepare for them. The assessment findings are being used to develop educational and supportive materials to improve communication and raise health literacy and care capacity for family/friend caregivers and health care providers.
KATHARINE J. DENSFORD INTERNATIOnAL CENTER FOR NURSING LEADERSHIP

In a letter to the editor of Health Affairs (2008), Densford Center Director Joanne Disch, PhD, RN, FAAN, noted that: “Health care reform is destined to, and deserves to fail if we do not diagnose and treat the right problem – the dysfunctional health delivery system...Finding better ways to finance, access, or measure results within the current paradigm is not the good news or the right answer. Instead, what is needed are new ways to deliver care, expanded opportunities for advanced practice nurses, and innovative solutions for educating tomorrow’s nursing workforce.”

Reviewing just a few recent programs launched by Densford Center faculty and staff reveals the spirit of innovation that permeates all of its activities, and the sense of responsibility for creating solutions that will improve health and health care:

• Projects co-created by the Densford Clinical Scholars (a program that partners School of Nursing faculty and advanced practice nurses from the community), that result in dynamic breakthroughs in care delivery approaches. E.g., using upper body exercises to improve lower body circulation in patients with peripheral vascular disease (PAD); establishing a nurse-coordinated, interprofessional, and multi-institutional program for the care of children with velocardiofacial syndromes (see “Taking a Look at the Big Picture” on page 14).

• Community Forums on health care reform and the vital role of nurses in truly transforming care and improving health.

• The presentation at the 2009 Minne-College (University of Minnesota alumni event) in Naples, Florida: “Are We Really Ready for Health Care Reform?”

• The most recent Summit of Sages (November 2009) focusing on innovation, highlighting the work of Lee Ford, Ruth Lubic, and other trailblazers who created transformative care delivery roles and models. See the 2010 spring issue of Minnesota Nursing or the center’s Web site for details.

• New educational programs, including the DNP in Health Innovation and Leadership; a certificate in Health Care Design and Innovation; and CE modules on leadership and management for international nursing audiences.

On October 6, 2010, the Densford Center continued this tradition of innovation when it hosted the community forum “Health Care Reform: Condition Critical”. Featured speakers Commissioner of Health Sanne Magnan, MD; Mary Chesney, PhD, RN, School of Nursing; Levi Downs, MD, School of Medicine; and Ceci Shapland, Family Voices of Minnesota, a parent and consumer advocate, generated dialogue among participants about what is missing in current efforts of health care reform, and how nurses have solutions. How do we raise the voice so that health care reform can achieve its critical mission, and demonstrate that nurses can play a vital, visible role?

To see the video of the forum, visit the center’s Web site.
Congratulations 2010-11 Geriatric Nursing Scholars

Congratulations to the center’s PhD and DNP students who received scholarship support from the Minnesota Hartford Center of Geriatric Nursing Excellence, Jonas Center for Nursing Excellence, and the Robert Wood Johnson Foundation to support their development for academic careers in gerontological nursing.

Linda Christianson, MN, RN, was prompted into nursing from food science by her passion to improve quality of care and has since served elders in home health, long-term and transitional care. Christianson’s PhD research will focus on ICU outcomes for older adult patient and difficulties with communication while mechanically ventilated and the relationship to delirium.

Bruce Davidson, MSN, MMgt, enters the DNP program with more than 30 years experience as a nurse administrator. Davidson currently serves as the President and CEO of Rosewood, a long term care facility within the SMP Health System in Fargo, North Dakota. He is also an adjunct professor with the University of Mary. His DNP project will evaluate the attitudes of intergenerational staff and its impact on resident care.

Christopher Kemnitz, PhD, RN, is a nursing instructor with Lake Superior College, and will enter the DNP/GNP program this fall. His DNP project will focus on best practices in behavioral management at eldercare facilities in rural northern Minnesota.

Paula McNiel, MS, FNP, has coordinated, created and implemented community programming for older adults and their families for many years. As a 2009-10 FLAG™ Fellow, she expanded gerontological content into the curriculum at the University of Wisconsin - Oshkosh where she holds a faculty position. Her DNP project is to create a Brain Fitness Program for older adults in a community setting.

Marjorie Webb, MSN, RN, ACNP-BC, plans to focus her PhD research on heart failure associated with pacemaker induced dyssynchrony. She is an assistant professor at Metropolitan State University, teaching adult and older adult health to NP students.

Joseph Halvorson, BAN, RN, has worked in critical care and palliative care since 2006. His scholarly and clinical interests include holistic, interdisciplinary, primary care delivery models focused on older adults living with advanced chronic disease. Halvorson received a scholarship through the Robert Wood Johnson Foundation Partners investing in Nursing – Geriatrics grant.

Erica Schorr, BSN, BSBA, is a second year PhD student with five years experience in acute and home health care. Schorr’s PhD research will study the complexity of the peripheral artery disease (PAD) experience with the goal of improving detection and providing timely treatment. She is supported by the Jonas Nurse Leaders Scholar Program in partnership with the John A. Hartford Foundation.

Eileen Bruner, MS, RN-BC, instructor and Faculty Champion from South Dakota State University, discussing her Faculty Learning About Geriatrics project during the poster session held at the center’s Upper Midwest Geriatric Alliance meeting on May 26, 2010.
Named the Outstanding Alumni Society of the Year by the University of Minnesota Alumni Association, the Nursing Alumni Society was honored for outstanding overall service and programming at the 2010 Alumni Awards Celebration held in the McNamara Alumni Center on September 29, 2010. The award was accepted by Laura Doten, the society’s 2010 president and Laurel Mallon, the school’s Director of Alumni and External Relations.

During the School of Nursing’s 2009 Centennial year, the Nursing Alumni Society contributed in a myriad of ways to the development and delivery of programming that engaged alumni, students, faculty, and friends. The centerpiece of engagement was the Centennial Celebration and Reunion Weekend, held November 5-7, 2009. More than 1,000 alumni and friends participated in the centennial events created to showcase past, present, and future values of the School of Nursing.

Festivities included the Gala Celebration honoring 100 Distinguished Nursing Alumni and Faculty, Alumni Back-to-Campus Day, an Alumni Tailgating Party and Game Watch, and a Homecoming Reunion Dinner for PhD alumni. Regional alumni gatherings were also held with Dean Connie Delaney in Naples, Florida; Albuquerque, New Mexico; Washington, D.C.; Rochester, Minnesota; and on the Twin Cities campus. Two Speed Mentoring programs and a Best Foot Forward event were also held for students.

“The University of Minnesota community benefits in many ways from the valuable contributions and service of its dedicated alumni,” said Phil Esten, president and chief executive officer of the Alumni Association. “We are honored to annually recognize individuals who devote an incredible amount of time, energy and talent to promote the University of Minnesota across the state, nation and world, and who encourage engagement through unique and meaningful ways.”

The University of Minnesota Alumni Association is a membership organization that has advocated for the University’s important work for more than a century. By joining the Alumni Association, alumni become ambassadors for the University. For more information, go to www.MinnesotaAlumni.org or call 800-862-5867.

Announcing the Young Alumni Award

The Nursing Alumni Society has created a new award to recognize a recent graduate of the School of Nursing who has achieved extraordinary success. Nominations will be open for nursing alumni who are age 35 or younger. Alumni can be nominated for their career, entrepreneurial, scholastic, or service accomplishments. Nominations will be accepted from November 1, 2010 through March 1, 2011. Visit www.nursing.umn.edu for more information.
What’s UP WITH U?

1959

Ruth Nelson Knollmueller (BSN) received the Pearl McIver Public Health Nurse award that recognizes outstanding professional contributions of a public health nurse. Knollmueller is regarded as one of the early leaders in the field of community health nursing and in the development of standards for nurse practitioners. In her acceptance speech, she stated: “This award is the capstone to my career in nursing. I likely represent one of the last McIver nominee’s who actually met her. I was a nursing student at the University of Minnesota School of Nursing when she visited Katharine Densford. I was too young to understand the significance of her role in public health nursing and recall only that she ‘worked for the government in public health’. Thankfully, I matured personally and professionally and, as I stand here now to receive this award in Pearl McIver’s name, I am honored.”

1983

Elizabeth Kemper (BSN, MSN ’98). “We are indeed having the trip of a lifetime”, e-mailed Kemper about the exciting adventure she and her husband began last fall. The pair set sail on Shingebiss, a 34-foot mainship trawler, to travel on the Great Loop circumnavigation of the eastern United States. They have created a blog to document their journey and hope to complete their journey mid-September 2010. Read about their exciting adventures at http://mvshingebiss.blogspot.com

1995

Melea Anderson (BSN, CNP ’99, DNP ’07) was named the director of trauma services at Children’s Hospitals and Clinics of Minnesota. A leader in the development of the hospital’s trauma program, she played a key role in the attainment of Minnesota State Level 3 Trauma designation for both the Minneapolis and St. Paul campuses.

1998

Melissa Thorson (BSN, MS ’03) received the Alumni Service Award from the University of Minnesota Board of Regents in recognition of her role as a top alumni volunteer. Thorson was honored at the Alumni Association’s Award celebration held September 29, 2010. Following her service as a student leader in the U of M School of Nursing, Thorson stepped into the role of alumni ambassador to serve as a trustee on the Nursing Foundation board and later as an officer of the Nursing Alumni Society. As president of the society, she proved to be an effective strategist and leader. She implemented programs designed to engage current student, and also the youngest, newest alumni. Her fresh ideas, energy and focus have helped to build lasting relationships between alumni, faculty, staff, and students.

2005

Ryannon Frederick (MS) was appointed as a nurse administrator in the Department of Nursing at the Mayo Clinic in Rochester, Minnesota. Frederick began her career at Mayo Clinic in 2000 and has served in the roles of staff nurse, educator, and nurse manager.

2007

Annette James (MS) was appointed Deputy Chief of Public Health Nursing for the State of Alaska.

School of Nursing.

Share your recent achievements, new employment, and family news by going to www.nursing.umn.edu/AlumniSociety
Alumni Spring Celebration & Reunion Weekend

McNamara Alumni Center was filled with laughter and lively discussion at the Nursing Alumni Celebration and Reunion event on April 24, 2010. Alumni reunion classes, current nursing students, and faculty gathered for the annual event. Memories were shared by the Class of 1960 and special recognition was given to the Distinguished Alumni and Faculty who were in attendance.

The program included a panel discussion that focused on transformations in health care and how nurses are playing a leading role in improving client access and increasing service quality. The panel shared new opportunities for nurses in practice, education, and research, specifically related to integrative health and integrated care. The School of Nursing Alumni Society honored outstanding students and alumni with special awards for their contributions to nursing and health care. Kudos to the honorees:

- **Kristin Bil**, Outstanding Undergraduate Nursing Student Award
- **Susan Connor**, Outstanding Graduate Nursing Student Award
- **Mary Chesney**, Excellence in Nursing Education Award

A highlight of the day’s event was music performed by the Laryngospasms, an energetic group of practicing Certified Registered Nurse Anesthetists (CRNA) who create medical parodies. The group, including alum Gary Cozine ’86, performs throughout the United States and has been featured on CNN and CBS Saturday Morning. Their popular music video “Waking Up is Hard to Do”, has received more than five million views on YouTube.
1. Laurie Glass ’75, Distinguished Alumna and author of the school’s history book *Leading the Way: The University of Minnesota School of Nursing, 1909-2009*, signed copies for attendees of the Nursing Alumni Celebration and Reunion event.

2. Caroline Rosdahl ’60, joins Laryngospasms member, Keith Larson on stage after sharing memberois on behalf of the Class of 1960.

3-4. School of Nursing alumni and guests were entertained by the Laryngospasms, a group of practicing CRNAs who create and perform medical parodies for audiences throughout the country. Members of the group included Rich Leyh, Keith Larson, Doug Meuwissen, and Gary Cozine, ’86.

5. Florence Ruhland ’59, John Borg ’74, ’76, and Patricia Robertson ’68, joined their fellow Distinguished Alumni for special recognition at the celebration held at the McNamara Alumni Center.

6. Panel participants Sue Sendelbach, Abbott Northwestern Hospital; Elizabeth Rogers, Community-University Health Care Clinic; and Mary Jo Kreitzer, U of M Center for Spirituality & Healing.


See additional photos from this event at [www.nursing.umn.edu/photos](http://www.nursing.umn.edu/photos).
School of Nursing Remembers Distinguished Alumna Beverly McElmurry

Beverly Jane McElmurry, EdD, RN, FAAN (BS, 1961) in Chicago, Illinois on May 14, 2010. Dr. McElmurry was a Professor and Associate Dean at the University of Illinois at Chicago College of Nursing (UIC CON). She was a respected educator and nurse leader known for her influence in higher education for women, women’s health across the lifespan, person-centered curricula in nursing, community-based primary health care, scientific networks, global health leadership development, and enhancing diversity in nursing and nursing ethics.

During her tenure, McElmurry held several academic leadership positions such as serving as the director of the UIC CON World Health Organization Collaborating Centre for International Nursing Development in Primary Health Care, the Minority International Research Training Program, and the Chicago Health Corps and UIC VISTA program (AmericCorps initiatives).

A student’s success and satisfaction with their work was of great importance to McElmurry. Her commitment to students was demonstrated in her mentoring of more than 200 scholars, many of whom hold leadership positions in nursing and health care around the world. She also focused on resources for doctoral education in nursing that eventually became the Midwest Nursing Research Society (MNRS), a premier nursing research organization with more than 1,300 members.

McElmurry received several awards and honors including the MNRS Distinguished Service award, the Joan L. Shaver Illinois Outstanding Nurse Leader award, and the UIC CON Graduate Student Education Faculty Excellence award. In 2009, She was named one of the University of Minnesota School of Nursing’s 100 Distinguished Alumni.
1948

**Beverly Ewert** (BSN) in Blaine, Minnesota, on April 22, 2010, after being diagnosed with lung cancer in January; she was 82. Ewert was a compassionate and caring person who helped lead a cancer support group for 20 years at Abiding Savior Lutheran Church where she was a member. She served as president of the Minnesota Association of Nurse Anesthetists in 1971 and in 1972, became the national program committee chair for the American Association of Nurse Anesthetists. She received a BS in nurse anesthesia from the U of M Medical school in 1984.

1950

**Gloria Larson Hayden** (BSN), in Sarasota, Florida, on May 12, 2010, at the age of 83. A giving and compassionate person, she co-chaired efforts to initiate a successful preschool vision and hearing screening program for children. The advanced education that she received at the U of M after earning her RN degree motivated Gloria to help other nursing students obtain additional educational opportunities. In 1999, she and her husband Eugene gifted funds to the School of Nursing to establish the Gloria Larson Hayden Undergraduate Nursing Scholarship.

1951

**Norma Ekelund Bayard** (BSN) in St. Paul, Minnesota, on April 17, 2010, at the age of 91. Bayard’s nursing career focused on two practice areas: public health nursing for Carlton County and school nursing at Cloquet High. She pioneered the coordination of special health needs for children with specialty hospitals in the Twin Cities. Bayard gave generously of herself after work and on weekends; administering injections, new mother care and nursing care to working adults, mothers, handicapped individuals, American Indians and the elderly. She was the mother of School of Nursing Distinguished Alumna Jeannine Bayard (1971, 1977).

**Lillian Hiroko Tanaka** (BSN) in Hopkins, Minnesota, on May 28, 2010. She was 81 years old and is survived by her husband of 57 years, Frank, three children, and five grandchildren.

1952

**Betty Fay Sorensen** (BS), in Minneapolis, Minnesota, on March 7, 2010.

1960

**Dorothy J. Dobratz** (BSN), in Hutchinson, Minnesota on June 5, 2009.

**Judy Dewey Tollefson** (BSN), in Hawick, Minnesota, from pancreatic cancer on November 13, 2009 at the age of 71. Tollefson worked for more than 20 years as a nurse at the Regional Treatment Center in Willmar, Minnesota before retiring in 2000. A few weeks prior to her passing, she had the pleasure of enjoying reunion festivities with her former classmates.

1963

**Harriet Steen Aarhus**, (BSN), passed away on June 11, 2008.

1974

**Arva Marie Jones**, in Charleston, Illinois, on August 13, 2010, at the age of 86. She was a highly skilled and compassionate nurse who worked many years at Pilot City Health Center in Minneapolis, Minnesota. She was a long-time advocate and supporter of better care for those affected by sickle cell disease.

1984

**Susan Marie Garayalde** (MS in public health nursing), in Minneapolis, Minnesota, on August 26, 2010, at the age of 57. She was a retired U.S. Army Lieutenant Colonel in the Medical Corps.

2001

**Dawn Marie Calliguri Johnson**, (BSN, MS ’05), St. Bonifacius, Minnesota, on February 2010; she was 34 years old. Johnson was a graduate of the school’s nurse anesthesia program and a volunteer firefighter for many years with the city of St. Bonifacius.
Now more than ever before, public health nursing leadership is needed to improve the health of populations in the U.S. and globally.

Inspired by the accomplishments of Pauline A. Vincent, PhD, MPH, RN, FAAN (1956), this endowed chair will focus on developing and leading public health nursing education and research initiatives that have a national and international impact.

Dr. Vincent received a master’s degree in public health nursing from the University of Minnesota in 1956. She was a nursing leader who influenced the field of public health as the author of *Public Health Nursing* (William C. Brown Co., 1974) and through other key publications about public health practice.

Vincent had a distinguished career in nursing education and led the Public Health Nursing section of the American Public Health Association. University of Minnesota Professor Emeriti LaVohn Josten, PhD, RN, noted that “Pauline had a passionate commitment to public health nursing and used much of her energy to promote it though education, research and leadership.”

**AN INVITATION TO CONTRIBUTE**

Your contribution will ensure that the School of Nursing Foundation meets the goal of the remaining $300,000 for a Chair in Public Health Nursing generously begun by Pauline A. Vincent.

Your gift ensures focus on public health nursing by a nationally and internationally known leader in public health nursing who can generate new opportunities and partnerships for the School of Nursing. A Faculty Chair in Public Health Nursing expands the visibility and reach of public health nursing and helps to attract outstanding faculty and students to the University of Minnesota.

Your gift will honor the accomplishments of Pauline A. Vincent and public health nurses and provide the School of Nursing a strong foundation for the next 100 years. Public health nursing is a cornerstone of health care in the U.S. and the future of health care reform - help us promote healthier individuals, families and communities today!

For more information about supporting the Pauline A. Vincent Nursing Chair, visit the School of Nursing Foundation Web site at www.nursing.umn.edu/foundation or contact the school’s development office:

Gigi Fourré Schumacher
Director of Development
612-625-1365
gschumac@umn.edu
www.nursing.umn.edu/foundation

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**Giving**

**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 (UMF), a 501©(3) tax-exempt organization. UMF ensures 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 SE, Suite 500
Minneapolis, Minnesota 55455

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.

**For more information about how you can help the School of Nursing, please contact Gigi Fourré Schumacher, Director of Development.**
Shareholders Report

We gratefully acknowledge the generous individuals and corporations who have made pivotal gifts to advance nursing research, education, and service during the 2010 fiscal year ending June 30, 2010.

Marie Manthey Professorship in Innovative Practice

Inspired by the accomplishments of Distinguished Alumni Marie Manthey, PhD (Hon), MNA ’64, MA, BSN ’62, 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.

To learn how you can contribute to the transformation of health care with a contribution to support this professorship, please contact the Development Office at 612-625-1365 or visit www.nursing.umn.edu/Foundation.

KEY

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Benefit Jewelry Sale

December 4
Caring for a Person with Memory Loss

December 17
Fall Commencement Ceremony

2011
April 29
Nursing Research Day

April 30
Alumni Spring Celebration & Reunion

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