New Reality
Building an innovative simulation environment

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First in the Country

BSN-DNP Nurse Anesthesia Program Graduates

The University of Minnesota School of Nursing is proud to present the first direct BSN to DNP Nurse Anesthesia Program graduates in the country! The school’s nurse anesthesia area of study prepares registered nurses to become Certified Registered Nurse Anesthetists (CRNAs) who are prepared for nurse anesthesia practice at the highest level. Graduates possess expertise in general and regional anesthesia techniques and are prepared to provide leadership in the practice setting. Learn more about the program at http://www.nursing.umn.edu/DNP/Specialties/NurseAnesthesia.

Above: Nurse Anesthesia program graduates on their official last day and graduation at the Veterans Affairs Medical Center on August 30, 2012. Pictured from left to right are: Dr. Dan Lovinaria, Dean Connie Delaney, Danielle Tanski, Kristi Shewchuk, Carie Voges, Angela Bothwell, Denise Frederick, Ashley Woitzel, Kathryn Klein, Brandon Thiemann, Shirley Paul, Francois Ndazigaruye, and Dr. Kathryn Waud White.
Dear alumni, friends, partners, faculty, staff, and students,

Welcome to the 2012 Fall issue of Minnesota Nursing magazine.

Learning, discovery, and engagement for the common good – these pillars of the University of Minnesota, a land-grant University, guide this School of Nursing in its passion to prepare for, versus be surprised by, the future. Preparation for the future demands engaging in the “unthinkable” with the top world scientists and local to global citizens. We think about the “unthinkable” – consider the Internet in your contact lenses; no computers, cell phones, clocks, watches; driver-less cars with cushions of magnetism; growing organs as they wear out; molecular “smart bombs” circulating to kill cancer cells; toilets and bathroom mirrors containing sensors to detect cancer; clothes with sensors; more robot assistants like Health Buddy; nanotechnologies that enable pill cams; smart homes and smart dinner plates; tourism into outer space; technologies supporting integrative health [LIFE in the year 2100. THE WEEK, April 8 2011, 11, # 509; Physics of the Future by Michio Kaku]. We consider the “unthinkable” – those disenfranchised from access to information and communication technologies or those who lack the knowledge to engage.

Preparation for the future also demands that we consider the importance of emerging careers like astro teachers, doctors, nurses; avatar relationship managers; personal care coordinators; digital identity managers; environmental health nurses (maybe not so new). [Robotician Emerging Careers – 2030, The Futurist, Jan-Feb 2011]. These concepts and, in some cases, existing prototypes can indeed stretch our minds and hearts. Contrast these innovations with a short 100 years ago when life expectancy was 40 and we had no internet, airplanes, TV, and computers.

The faculty and staff in the School of Nursing merge consideration of these predictions with our commitment to boldly addressing the Institute of Medicine’s Future of Nursing recommendations – placing nursing, care coordination, and leadership central to the safety, access and outcomes of care. The School of Nursing continues the momentum established at conception 103 years ago – titrating the dosages of the ideal with the pragmatic in our journey “to generate knowledge and prepare nurse leaders who create, lead, and participate in holistic efforts to improve the health of all people within the context of their environments” (School of Nursing mission, 2010).

We invite you to a “tasting - sampler” of the integrative innovation of our faculty, staff, students, and community partners. Explore global health nursing education & research with L. Halcon, C. Garcia and L. Olson-Keller; anxiety and mechanical ventilation support with L. Chlan; and telehealth child health care coordination with W. Looman. Engage with us in celebrating sustained innovation and program leadership milestones: Midwifery Program - 40 years; PhD program – 30 years; and the Center for Adolescent Nursing and the Center for Children with Special Health Care Needs – both 20 years old. Celebrate the 20-year anniversary of the Jewelry Sale for Scholarships – a remarkable School of Nursing alumni and friends testimony of dedication, creativity, and commitment to our students. And a sneak preview of the state-of-the-science and art – the Healthy Communities Innovation Center supporting cutting edge nursing and interprofessional education and clinical simulations.

Catch your breath and glide with us as we welcome the opportunities to co-create.

It is an honor to serve as your 10th dean of this remarkable community – the School of Nursing, in partnership with our University, health systems, state, and beyond.

With gratitude,

Connie W. Delaney
Professor and Dean
Live and On Camera!

Videoconferencing improves care coordination for children with complex health care needs

When Penni Lankford’s 12-year-old daughter, Laci, began to swell up after eating two small packets of chocolate pudding, Lankford rushed her from their home in White Bear Lake to the emergency room at Children’s Hospitals and Clinics in St. Paul. The next day, Laci was still swollen, and Lankford was worried.

Laci has multiple allergies, asthma, and other chronic health issues. “When she gets sick, she really gets sick,” Lankford says. “I wondered if we needed to make another trip to Children’s.”

Instead she called Mary Erickson, DNP ‘09, a nurse practitioner at Children’s. After talking to Lankford, Erickson wanted to look at Laci. She logged into a web-based video program. On her end, Lankford flipped open a netbook and logged in. Following HIPAA procedure, Erickson “accepted” the call. Lankford pointed a portable video camera at Laci and Erickson did an assessment.

Because the program features a dual screen, Lankford and Erickson could see the same thing. Erickson took a photo of Laci and emailed it to the doctor, who said she was recovering well. “That saved us a trip to downtown St. Paul,” says Lankford.

COORDINATING COMPLEX CARE

Lankford and her family are participating in a four-year study, “Telehealth nursing intervention for children with complex health care needs,” funded by a $2.1 million grant from the National Institutes of Health. Stanley Finkelstein, PhD, a professor in the University of Minnesota’s Department of Laboratory Medicine and Pathology, serves as principal investigator.

Finkelstein and School of Nursing faculty and co-investigators Ann Garwick, PhD, RN, and Wendy Looman, PhD, RN, CNP, study “the impact of interactive video technology on care coordination and case management for children with complex health care needs.”

NO VISIT IS SIMPLE

For children with complex health needs, a visit to the doctor is never simple. “It can mean loading them, along with a wheelchair and other medical equipment, and then driving 50 miles or more,” explains Looman. “Parents miss work and children miss school.”

(continued on page 4)
Because distinguishing between a minor illness and a serious emergency can be difficult, parents often take their child into the ER or the clinic to err on the safe side. A simple cold may develop into pneumonia, or an allergic reaction may suddenly become life-threatening.

**RELATIONSHIP-BASED CARE**

Erickson, who coordinates care for participating families, says that videoconferencing allows her to use the full range of her assessment skills. “I can practice at the top of my license,” she says. “And I can provide relationship-based care because I get to know the parents and children as people.”

Videoconferencing can be one avenue that advances the full utilization of advanced practice nurses.

That relationship-based care is important to Mae Thayer. Her 16-year-old son, Jason, was born with a rare genetic syndrome that causes multiple health problems, including pulmonary insufficiency. “When he gets a cold, he’s usually on oxygen for two weeks,” Thayer says.

Erickson’s care coordination, combined with videoconferencing, has made a big difference in the family’s quality of life. “Mary can see how Jason is doing and communicate with him directly,” Thayer explains. “If he needs an antibiotic, she prescribes it, and we don’t need to go into the clinic. If Jason does need to be seen, she ensures that we get an appointment.”

**TEACHING POTENTIAL**

Doctor of Nursing Practice (DNP) students in the final semester of the pediatric nurse practitioner program shadowed Erickson for at least half a day during this research. “They saw how videoconferencing enhances the role of advanced practice nurse by allowing the nurse to see children in the context of home and family,” Looman says.

She believes that the new Healthy Communities Innovation Center will give nursing students the opportunity to become more comfortable with videoconferencing and other technologies. She anticipates the day when students can assess children at home or in community settings under the watchful eye of an instructor or preceptor. “There’s no limit to what we can do with this kind of video set-up,” she says.

**FOSTERING NURSE RESEARCHERS**

Doctoral students also contributed to the telehealth study. PhD student Jocelyn Gorlin, for example, helped create a tool to evaluate participants’ quality of life. “My previous experience involved quantitative research,” she says. “But I realized that without gathering qualitative information from the families, we would have gotten erroneous data.”

DNP student Sara Romanski tracked clinic and emergency room visits made by families. “In talking with families, I got a sense of their day-to-day difficulties and understood their situation better from a primary care perspective,” Romanski says.

Cathy Erickson, another DNP student, had lots of clinical experience, but no research experience. As a parent of a child with special needs, she helped researchers make data collection family-friendly. But her participation in the study had another important benefit. “It made me feel like I could do applied research, and it reduced my fears about being involved in future studies,” she says.

- **Girls in Science**

In October, the School of Nursing took part in the Girls in Science event at the Science Museum of Minnesota. Now in its tenth year, the event is designed to foster girls’ enthusiasm for science by showcasing female scientists in wide-ranging fields of science and technology. For the School of Nursing, the event is a perfect opportunity to demonstrate the critical role of science and research in nursing, and introduce young girls to the broad opportunities that the field of nursing presents. Throughout the day, our volunteers demonstrated how to use blood pressure cuffs and stethoscopes, simulated applying an IV and showed event participants IVAC and ThermoScan thermometers.

The event would not have been possible without the tremendous volunteers from within the School. One volunteer, Barbara Mullikin, M.S., B.S., a project specialist with the School of Nursing’s Comprehensive Geriatric Education Program, said the event was a tremendous success and a great opportunity for the School to pursue again.

“We heard so many stories from parents, grandparents, and Brownie leaders who were so excited to see their children experiencing a “hands on” health care moment,” said Mullikin. “The most touching moment for me was a mom telling me about her daughter’s autism and that this was her first time she’d been out in such a large crowd. As the little girl successfully completed her IV flush, she looked up at her mom with big eyes and a huge smile. The mom had tears in her eyes.”

Thanks again to all our event volunteers, and we’ll be sure to let you know how you can help next year!
A Global View

School of Nursing Office of Global Programming responds to societal need for globally competent nurses

We live in a global community. Health and health concerns, such as obesity, diabetes, hypertension, and heart disease, as well as the importance of providing access to quality and safe care and effective people-centric systems are not only concerns in Minnesota and the U.S., but concerns shared globally. Today, nurses need an awareness and knowledge of the geographic, economic, and cultural factors that influence health and health care throughout the world.

The Office of Global Programming (OGP) at the University of Minnesota School of Nursing supports and facilitates opportunities for global engagement by faculty, students, and staff that enhance international, intercultural and global knowledge, perspective and skill. Global learning is occurring through faculty-led study abroad programs for students in locations such as Honduras and Ireland; faculty collaboration with visiting scholars from universities in Taiwan, South Korea, and Thailand; academic partnerships in Iceland, Iraq, and India and research and practice projects with a global reach that engage faculty and students alike. “The School of Nursing is an active and engaged global partner, committed to advancing and strengthening programming that contributes to preparing nursing professionals with a worldview,” says Marti Kubik, PhD, MSN, RN, associate professor and director of global programming at the School of Nursing.
Another night, I sat with a mother of 10 who was with her daughter who had just given birth to a healthy little boy. I asked if the father would be coming, she said no, the father had left her daughter with bruises and one too many headaches. This woman told her daughter, “Just throw him out.” She explained it like this, “Those men are like the garbage, you sweep it up and toss it out and never bring it back. I mean, would you bring back the trash and throw it all over your floor? No! And that’s what it’s like with that man, he’s out.”

“I’m lucky,” she went on to say. “My husband has no vices, he doesn’t drink, he doesn’t smoke and he is a hard worker. Many people tell me I’m lucky, it’s true.” I wondered how her daughter felt about her comparing her baby’s father to trash and if it had actually been that easy to leave.

The road to one of my interviews was the most rugged I’ve experienced, more of a cattle trail up a mountain side. We bumped along at 5 mph until we landed at a rural school where a community health volunteer was to meet us. He showed up minutes later, having just come in from the fields. He was wielding a machete, rubber boots and a torn t-shirt. We sat in two desk chairs under an awning at the school. By the end of the interview a whole class of children had encircled us, staring, giggling, ‘reading’ over my shoulder but the interviewee and the teacher didn’t seem to mind so who was I to suggest some privacy? I giggle now, too, as I listen to the recording complete with laughter and school girl whisperings.

In my last week I’ll be finishing up with interviews, enjoying my fill of fresh corn tortillas, beans and fruit, taking in the beautiful green mountain vistas and soaking up a few more 4 o’clock rain showers before returning to the hustle and bustle this last semester is sure to bring.

Anna’s research was funded by a JUDD fellowship awarded by UM Global Programs and Strategy Alliance.
Anna Terry shares her Peace Corps experience

You are a former Peace Corps member. What is different about this experience (grounded in nursing research) versus your Peace Corp experiences?
In the Peace Corps you have two years to grow relationships and create a project that is derived by community members to address problems identified by the community. This experience was very different because I had to rely on relationships the NGO, Hombro a Hombro (HAH), and other volunteers had established with the community. Thankfully, HAH has been there for 20 years and has good working relationships with many communities in Intibuca. I went in with a very specific project, to understand more about the prevalence and management of hypertension. This need was illuminated from the work of past nursing brigades and its growing presence globally.

It was a research project, so certain protocol had to be followed: I needed to seek IRB approval, account for confidentiality and be very methodical about data collection and time management.

How has your nursing education (specifically the MN program) prepared you to lead this project?
My classes in research and public health provided the context and foundation for the tasks I needed to accomplish in Honduras. The “windshield survey,” a technique used for community assessment that we learned about in public health, provided me with a new way of thinking about community with a health-based perspective, identifying social determinants of health and how they played into the growing prevalence of hypertension.

As world health is shifting toward non-communicable disease, what impact do you hope this research will have on this community and the communities closer to home?
Chronic disease management is costly and difficult for health systems and patients alike. With this research, I hope to shed light on the growing presence of hypertension and prehypertension in areas where you might least expect it, like rural Honduras. If we can identify risk behaviors and promote healthy lifestyle changes sooner we can prevent new diagnoses of hypertension. Televisions and packaged food are available nearly everywhere now. If the world continues to adopt ‘western’ lifestyle habits they will also adopt our diseases.

Think about examples of the benefits on a human level — testimonials or comments from project participants.
I was impressed by the attention hypertension was given in the community. It was a well known ailment. The health promoters even performed a skit about HTN at a health fair I attended. In the interviews they were eager to share what they knew and how they cared for people with hypertension.

What information or experience had the most impact on you?
As an outsider visiting areas like Esperanza it’s easy to romanticize their way of life. The geography is striking, distractions are few, the pace is easy. Hardships seem minimal because as an outsider, you can leave. After spending days in the clinic I realized what important work this clinic was providing for many surrounding communities. People walked hours to get medical attention, and if the problem was more serious than they could care for there, they had to find someone with a car and go three hours up and down winding mountain dirt roads to arrive at the nearest hospital. One night I sat with a woman laboring with her first child, after three long hours of pushing they decided they needed to send her to the hospital. So 10 cm dilated she got in a truck and had to make the journey to the hospital. This is when the hard reality of limitations in health care services set in for me. Luckily, she made it. But I don’t think the same luck would be had by someone suffering from heart attack or stroke, which is why attention is needed on hypertension management and prevention.

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New Appointments

Donald Adderly is the director of clinical facilities for the School of Nursing. Adderly has been with the University for more than 30 years. Most recently he worked as a senior planner for the University’s Academic Health Center.

Wachen Bedell Anderson is the director of the School of Nursing’s Office of Student and Career Advancement Services. She holds a master’s degree in higher education administration with a concentration in student affairs. Prior to joining the school, she was the associate dean for student and multicultural education at the St. Catherine University. She has also coordinated judicial affairs at the University of Minnesota and the University of Vermont.

Corjena Cheung, PhD, RN, is a tenure-track assistant professor and a member of the Adult and Gerontological Health Cooperative Unit. Her research focuses on the use of complementary therapies for health promotion and symptom management in older adults with arthritis. Prior to joining the School of Nursing faculty, she was a faculty member for nine years at St. Catherine University. Cheung received her master’s degree and PhD from the U of M School of Nursing in 2005 with minors in gerontology and complementary therapies. She completed a post-doctoral fellowship funded by the John A. Hartford Foundation, and has contributed to the Minnesota Hartford Center of Geriatric Nursing Excellence Facilitated Learning About Geriatrics (FLAG) Program. She is the chair-elect for the Education Committee of the Gerontological Society of America’s Health Science Section, and the Chair of Gerontological Nursing Science Section for the Midwest Nursing Research Society.

Mary Dierich, PhD, RN, GNP, is a clinical-track associate professor and specialty coordinator of the school’s Adult Health/Gerontological Nurse Practitioner program. She is a member of the Adult and Gerontological Health Cooperative Unit. Since 2001, Dierich has served as a teaching specialist in the School of Nursing, and now teaches adult/geriatrics DNP courses. Her doctoral research focused on high-risk medication regimens and medication related predictors of hospital readmission in elderly home care clients. Dierich received her PhD from the University of Minnesota School of Nursing, during which time she was a John A. Hartford Foundation Pre-doctoral Scholar. In addition to the masters degree in nursing (SoN, 1993), she earned a masters degree in Health Services Research, Policy, and Administration from the U of M School of Public Health in 2005. As part of her faculty role, she plans to maintain a part-time clinical practice as a geriatric nurse practitioner with HealthPartners.

Gisli Kristofersson, PhD, RN, CNS, is a clinical assistant professor and member of the Population Health and Systems Cooperative Unit. He received his PhD and MS (psych/mental health) from the U of M School of Nursing. Kristofersson’s doctoral research focused on mindfulness for persons suffering from substance use disorders and traumatic brain injury. He has contributed significantly to the broader University community through his work at the Community-University Health Care Center and through his collaboration with the University of Minnesota Center for Spirituality and Healing.
Dr. Pesut served on the board of the Honor Society of Nursing, Sigma Theta Tau International (1997-2007) and was President from 2003-2005. He is a fellow in the American Academy of Nursing, and a board certified clinical nurse specialist in adult psychiatric mental health nursing. He is the recipient of many awards including an Army Commendation Award while on active duty (1975-1978) in the US Army Nurse Corps; the Honor Society of Nursing, Sigma Theta Tau International Edith Moore Copeland Founder’s Award for Creativity; The American Assembly for Men In Nursing Luther Christman Award; Distinguished Alumni Awards from Northern Illinois University School of Nursing-College of Health and Human Services; as well as a number of other distinguished alumni, teaching, mentoring and leadership awards.

Melissa Saftner, PhD, RN, CNM, is a member of the Child and Family Health Cooperative Unit. She received a NRSA award for her doctoral studies related to promoting sexual health in American Indian female adolescents, and received the MNRS adolescent health research section dissertation award in 2012. Saftner is currently examining community perceptions and beliefs regarding midwifery care in Duluth, Minnesota.

Siobhan McMahon, PhD, GNP-BC, is a tenure-track assistant professor and member of the Adult and Gerontological Health Cooperative Unit. She received her PhD in nursing and health innovation from Arizona State University. Her PhD research, funded by a pre-doctoral fellowship from NINR and a John A. Hartford Pre-Doctoral BAGNC scholarship, focused on health promotion among community dwelling older adults at risk of falls and injury. Prior to joining the faculty at the School of Nursing, she was an assistant professor at the College of St. Scholastica in the College of Nursing since 2005. She has extensive experience teaching nurse practitioner and clinical nurse specialist students in didactic and clinical courses and has been involved with the U of M School of Nursing through participation in the Minnesota Hartford Center of Geriatric Nursing Excellence’s Upper Midwest Geriatric Nursing Education Alliance and the Facilitated Learning About Geriatrics (FLAG™) Program.

Daniel Pesut, PhD, APRN, BC, FAAN, joined the School of Nursing as professor and director of the Katharine J. Densford International Center for Nursing Leadership. He also holds the Katherine R. and C. Walton Lillehei Chair in Nursing Leadership. Pesut has had a private practice and has extensive experience in coaching and leadership development consulting. He is a well-published author, speaker and consultant, and is internationally known for his work in nursing education – creative-teaching learning methods, self-regulation of health status, clinical reasoning, futures thinking and leadership development in the health professions.

Prior to accepting his current position, Pesut was a professor of Nursing and faculty fellow at Indiana University School of Nursing. Dr. Pesut holds a doctorate in Nursing from the University of Michigan. He received his master of science degree in psychiatric mental health nursing from the University of Texas Health Science Center, San Antonio, Texas, and his bachelor of science degree in nursing from Northern Illinois University. In addition, he holds a certificate in management development from the Harvard Institute for Higher Education and a certificate in Integral Studies from Fielding Graduate University.


**PUBLICATIONS**


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

Bliss, Donna
Raising Literacy and Capacity for Incontinence and Skin Care in Dementia (R03)
National Institute of Nursing Research/National Institutes of Health

Bliss, Donna
Disparities in Incontinence and Perineal Skin Damage in Nursing Home Elders (R01)
National Institute of Nursing Research/National Institutes of Health

Bliss, Donna
Self-Healing Therapy Ostomy Pouch (STOP) System (SBIR)
Eden Medical; National Center for Research Resources/National Institutes of Health (Prime)

Bliss, Donna
Refining the Incontinence Associated Dermatitis and its Severity Instrument to Include Dark-Toned Skin (IADS-D) and Testing Among WOC Nurses
Wound, Ostomy and Continence Nurses Society

Bronas, Ulf
Diabetic Kidney Disease: Influence of Exercise on Physical and Vascular Function (K23)
National Institute of Diabetes and Digestive and Kidney Diseases/National Institutes of Health

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

Chesney, Mary
Nurse Faculty Loan Program
Health Resources and Services Administration/U.S. Department of Health and Human Services

Chlan, Linda
Testing the Feasibility of Patient-controlled Sedation in Ventilated ICU Patients (R21)
National Institute of Nursing Research/National Institutes of Health

Clancy, Thomas R.
The Quality, Safety, and Education in Nursing (QSEN) Informatics Deep Dive Workshop
The Gordon and Betty Moore Foundation

Delaney, Connie
Advancing the Nursing PhD in Oklahoma
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/Robert Wood Johnson Foundation (Prime)

Disch, Joanne
Creating a Data Repository for Tracking Nursing Student Errors and Near-Misses
National Council of State Boards of Nursing

Duckett, Laura
Emerging Child and Family Health Promotion Nursing Scientist Program
University of Minnesota School of Nursing Foundation

Edwardson, Sandra
Addressing Health Disparities through DNP Preparation
Health Resources and Services Administration/U.S. Department of Health and Human Services

Flaten, Carol
OIT Faculty Fellowship Program
University of Minnesota Office of Information Technology

Fulkerson, Jayne
Healthy Home Offerings Via the Mealtime Environment (HOME) (R01)
National Institute of Diabetes and Digestive and Kidney Diseases/National Institutes of Health

Fulkerson, Jayne
Clinician Role-Play Simulation to Reduce the Occurrence of Childhood Obesity (R43)
SIMmersion, LLC (Prime)

Garcia, Carolyn
Project Wings: Exploring Migration Effects on Mexican Adolescent-Parent Communication and Connectedness using Photovoice
Health Initiatives of the Americas; University of California

Garcia, Carolyn
How R U? Momentary Sampling via Texts with Latina Teens
Midwest Nursing Research Society

Garcia, Carolyn
Engaging Latino Adolescents Boys and Their Parents in a Photovoice Project: A Pilot Project
Sigma Theta Tau International – Zeta Chapter

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

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

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

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

Gaugler, Joseph
Minnesota Community Living Program
Minnesota Board on Aging/State of Minnesota

Gaugler, Joseph
Diagnostic Patterns and Healthcare Resource Utilization in Patients with Cognitive Impairment or Alzheimer’s Dementia
Eli Lilly and Company
GRANT AWARDS

Hadidi, Niloufar
Problem Solving Therapy for Treatment of Poststroke Depressive Symptoms and Enhancement of Quality of Life Outcomes
The John A. Hartford Foundation Building Academic Geriatric Nursing Capacity (BAGNC) Post-Doctoral Fellowship/American Academy of Nursing

Herrick, Linda
Evaluating the Black Bag: The History of Public Health Nursing in Minnesota
Sigma Theta Tau International – Zeta Chapter

Herrick, Linda
WOCN Perceptions of Problems Experienced by Ostomates with Shortened Length of Stay
Wound, Ostomy and Continence Nurses Society

Juve, Catherine
Assuring Quality and Diversity in Advanced Practice Nursing
Health Resources and Services Administration/U.S. Department of Health and Human Services

Kaas, Merrie
Training to Improve Late-Stage Dementia (SBIR): Phase 2
HealthCare Interactive; National Institute on Aging/National Institutes of Health (Prime)

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

Kubik, Martha
Developing and Pilot Testing of a Youth-focused Community Assessment Tool for Use in Rural Honduras
UMN Academic Health Center Seed Grant

Kubik, Martha
Psychometric Testing of a Survey to Assess Factors Associated with Breastfeeding Practices in Urban Working Mothers in Lima, Peru
University of Minnesota School of Nursing Foundation

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

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

Mueller, Christine
Developing Exemplary Clinical Education Partnerships and Learning in Nursing Homes
Health Resources and Services Administration/U.S. Department of Health and Human Services

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

Mueller, Christine
Evaluating a Comprehensive State-Level Model to Improve Nursing Home Quality
Indiana University: Agency for Healthcare Research and Quality (Prime)

Mueller, Christine
Regulating Licensed Nursing Practice in Nursing Homes: How RN and LPN Scopes of Practice are Enacted
Indiana University: Alzheimer’s Association (Prime)

Mueller, Christine
Nursing Home Incentive Payment Program for the Texas Department of Aging and Disability
Myers and Stauffer; Texas Department of Aging and Disability (Prime)

Mueller, Christine
Performance-Based Incentive Payment Program (PIPP) Evaluation
Minnesota Department of Health

O’Conner-Von, Susan
Rural Health Workforce Development Program
Northeast MN Area Health Education Center (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

Olson Keller, Linda
Carrying the Black Bag: The History of Public Health Nursing in Minnesota
University of Minnesota School of Nursing Foundation

Robertson, Cheryl
Community Coping Intervention for Somali Refugee Women (R21)
National Institute of Nursing Research/National Institutes of Health

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

Sieving, Renee
Understanding the Context of Northern Plains American Teen Pregnancy (P20)
Sanford Research: Center for Health Research in Aberdeen Area Tribes

Sieving, Renee
Sex Risk Behavior: Early Pregnancy Risk and Protection
North Dakota State University (Prime)

Sieving, Renee
Encuentro! Community Partnerships for Healthy Youth Development
UMN Prevention Research Center; Centers for Disease Control and Prevention/U.S. Department of Health and Human Services

Talley, Kristine
Restorative Cares Effect on Disability in Long-Stay Nursing Home Residents (Parent R03)
National Institute on Aging/U.S. Department of Health and Human Services

Talley, Kristine
Preventing Toileting Disabilities in Frail Older Women
Building Interdisciplinary Research Careers in Women’s Health (BIRCWH) Grant/Office of Research on Women’s Health/National Institutes of Health

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

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

Westa, 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
Beukema, Rachel
Using Gender Differences to Tailor Tobacco Cessation Programs
UMN UROP

Bless, Kaitlan
The Effect of Exercise on Social Functioning in Older Adults with Alzheimer’s Disease
UMN UROP

Dickerman, Jolene
Graduate Scholarship in Cancer Nursing Practice
American Cancer Society, Inc

Fields, Caitlin
Relationships Between Parents’ Control of Preschool-Aged Children’s Eating Behaviors and Parental Perceptions of Their Child’s Weight
UMN UROP

Gjere, Niki
Assessing Youth Development: Focus Groups with Youth and Parents in Rural Honduras
UMN UROP

Larson, Reed
Disparities in Nursing Staffing in Nursing Homes
UMN UROP

Olivier, Natalia
Assessing Youth Development: Focus Groups with Youth and Parents in Rural Honduras
UMN UROP

Schorr, Erica
Jonas Nursing Scholars Program
American Academy of Nursing

Schorr, Erica
Characterization of the PAD Symptom Experience
NIH NINR (National Institute of Nursing)

Wiltzen, Kjerstie
The time to the development of dual incontinence in elderly residents who have either fecal or urinary incontinence at nursing home admission
UMN UROP
Wisdom Work Through Generative Leadership

I am delighted to introduce myself as the new Director of the Katharine J. Densford International Center for Nursing Leadership at the University of Minnesota School of Nursing. Since July 2, 2012 I have spent my time learning about the rich heritage and future aspirations of the University of Minnesota, the School of Nursing faculty, staff, students, alumni, and community stakeholders. The purpose of the Densford Center is to promote the development of nursing leadership capacity through strategic initiatives that enhance nurses’ knowledge, leadership skills, and abilities to navigate complexity to lead change and advance health in a variety of health care contexts.

I am grateful for the leadership of Founding Director Mary Jo Kreitzer and Joanne Disch, who preceded me in this role. I admire and appreciate their contributions in building and sustaining the Densford Center through time. One of the unique aspects of the Densford Center is a philosophy of generative leadership which provides the foundation for creative and innovative thinking that is required of all leaders. [http://www.nursing.umn.edu/Densford/Knowledge_to_Share/LeadershipPhilosophy/index.htm]

I come to the school with significant leadership experiences based on my 37 year career as a nurse clinician, educator, researcher, administrator, consultant, and coach. I believe and practice a strengths-based approach to leadership and management. I am an “options” person and enjoy generating creative ideas that move projects along in a strategic way. I have also learned the back side of planning is execution and getting things done. In terms of my own strengths: I am strategic, meaning I can see through complex issues and discern a path of action. I am a learner who values connectedness. I am an achiever, and activator. I pledge to work with the faculty, staff, and community stakeholders of the University of Minnesota to develop programs and services that actualize the recommendations of the IOM Future of Nursing Report. [http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx]

As I have studied the generative philosophy, life, and legacy of Katharine J. Densford, I have come to appreciate and admire her wisdom. For example, she believed in character, competence, and healthy communities. She believed those who aspire to a nursing career are dedicated to a purpose, and are imaginative, daring and have initiative. She also believed nurses should make the most of their abilities and talents. Nurses ought to have a high sense of responsibility, foresight, and a cooperative spirit. Nurses ought to have deep understanding and sympathy, the ability to think and come to conclusions. Nurses ought to establish close personal relationships; realize the importance of leading as well as the value of following. Nurses should respect and use democratic principles to support group work dedicated to a greater community and social good. Nurses ought to keep an eye on the future, be intellectually
curious, possess an eager mind, be dedicated to, and work consciously toward, fuller international understanding of nursing contributions to the health of local and global communities. Such values and beliefs, as well as principles and action, suggest the need for ongoing wisdom work related to nursing leadership.

There is a great need for nursing leadership wisdom work derived from a generative philosophy. Working in partnership with individuals, groups, organizations, and systems, I believe together we can create wise and resilient leaders who can navigate complex systems and guide us into the future. For example, this fall, the Center, in collaboration and partnership with Wisdom Out (www.wisdomout.com), will offer a leadership development program: Leadership Resilience: Wisdom that Supports Meaningful Change. In the spring, the Center will partner with the Minnesota Hospice and Palliative Care Association (http://mnhpc.org/public/hospice-minnesota/about-hospice-minnesota) to offer a pre-conference workshop on pain management in palliative and hospice care as part of the 2013 Florence Wald Lectureship on Hospice and Palliative Care Nursing.

I am eager to work with you and your organizations to craft programs that meet your professional leadership, research and professional development needs. If you have ideas, opinions or want to establish a partnership with the Center, please contact me dpesut@umn.edu or 612-626-9443. I look forward to co-creating the future with you – with wisdom work in mind.

“Wisdom is the application of intelligence, creativity, and knowledge to the common good by balancing intrapersonal (one’s own), interpersonal (other’s) and extra personal (institutional or other larger) interests over the long and short terms, through the mediation of values, so as to adapt to, shape, and select environments.” (Sternberg, 2004).

References:
Infusing Geriatrics into Nursing Education

With older adults comprising as many as 62% of hospital admissions, 70% of home health care services, and the majority of long-term care admissions, it’s clear that nursing education needs to adapt to include geriatric competencies into non-specialty courses, and to offer more courses which focus on the health of older adults. But how do nurse educators with limited or no geriatric teaching expertise infuse content on care of older adults into existing courses, develop new courses – or more importantly – become effective leaders at their institutions to drive changes in curricula to meet the needs of an aging society?

In its fifth year, the Facilitated Learning to Advance Geriatrics (FLAG) – formerly Faculty Learning About Geriatrics – summer institute and mentoring program has helped over 160 faculty, staff nurse educators, and doctoral students from 18 states develop competencies and capacity for infusing geriatric content into their courses. The FLAG Program, sponsored by a grant from the John A. Hartford Foundation and co-directed by Drs. Merrie Kaas and Kathleen Krichbaum, introduced innovative teaching and academic leadership strategies through interactive scenarios and presentations, as well as demonstrated use of free online geriatric teaching resources. Other FLAG faculty included: Drs. Christine Mueller, Bonnie Westra, and guest faculty Paul Ching (UMN) and Catherine Van Son of Washington State University.

Each faculty participant will participate in group distance mentoring for a one year period to design, implement, and evaluate their own geriatric teaching project. Many participants had immediate plans for projects to alter courses to include new geriatric content. Deb Townsend from Minot State University in North Dakota said, “I am planning a project to develop clinical experiences for nursing students in our ‘Psychiatric and Mental Health Nursing’ course.” It’s clear that the participants were excited and inspired to implement changes, which they will refine and develop over the next year in their mentorships. The FLAG program has been so successful that it will be refined and changed over the coming year in preparation for a national effort to help nursing educators – and even educators in other disciplines – learn how to infuse geriatrics into their teaching.
Learning to Lead with Compassion: The *Lead Peace* Story

This is a remarkable story about *Lead Peace*, a middle school service-learning program. Different than volunteering, service-learning engages students in meaningful service in their community. It’s a story of heroes who become leaders and a story about “what works” to help young people grow in healthy ways.

**PROLOGUE**

*Lead Peace* takes place in three urban Minneapolis middle schools in neighborhoods with disproportionate poverty and violence. The story also showcases a long-standing successful partnership between Minneapolis Public Schools, Hennepin County Social Services, and a team from the Center for Adolescent Nursing led by Dr. Renee Sieving.

**STORY HEROES**

*Lead Peace* engages 6th to 8th grade students who are clustered in small groups with an adult mentor who stays with them all three years. In 8th grade, some become “Ambassadors,” co-leading their small group with their mentor. “It’s like we’re the teacher and we’re running the class.” Said one Ambassador, “We have to move from the role of friend to the role of leader. It’s not always so easy. I’ve had to learn that there’s a time to play and a time not to play.”

**STORY THEMES**

The students’ enthusiasm for *Lead Peace* resounds in their stories. Students speak of the value of *Lead Peace* – for themselves and others. They talk about “stepping up” – taking on roles, learning cooperation, and showing compassion. Some students quickly mobilized to distribute food to area residents after a tornado. Others spent time packing food for families in Haiti.

**IT WORKS**

Students are emphatic that *Lead Peace* “works,” fundamentally changing how they see themselves and their capacity to contribute. Evaluation findings confirm what *Lead Peace* students already knew. Between the 7th and 8th grade years, students reported a stronger sense of school and peer connectedness, stronger social and emotional skills, and more cooperative behaviors.

**EPILOGUE**

*Lead Peace* students understand that the story doesn’t end with them. One Ambassador stated that their personal experiences have a ripple affect: “… the things you learn in *Lead Peace* you can teach to others who are not in the program, and then they can go and tell others about it and it just keeps going on.”

Ten of the 14 Ambassadors from the 2004 *Lead Peace* class – all economically disadvantaged African-American, Hmong, and Latino students – defied the odds. Instead of dropping out of schools, they began college in the fall of 2009.

*Pictured above right: Lead Peace Ambassadors from Lucy Craft Laney School*  
*Photo by P. Russ*
CCSHCN Celebrates 20th Anniversary

The Center for Children with Special Health Care Needs is a unique state and national resource that currently focuses on preparing doctorally prepared (PhD and DNP) pediatric nursing leaders with a specialty in children and youth with special health care needs (CYSHCN) ages 0-21. Approximately one in five children in the U.S. has a chronic physical, developmental, behavioral and/or emotional condition that requires ongoing care and special services. Our cadre of eight Center faculty represent a variety of specialties in pediatrics who have a rich repertoire of research and clinical expertise related to maternal child health and CYSHCN and engage trainees in leadership opportunities at the local, state, national and international level. The Center also provides continuing education and outreach through technical assistance and consultations to nursing and maternal child health professionals. (Visit www.nursing.umn.edu/CCSHCN). Research and scholarship in the Center focuses on preventing and managing childhood chronic conditions and improving systems and quality of care for children and their families through innovative interventions.

As we celebrate our 20th year, we gratefully acknowledge the funding support continuously received over the years through four training grants from the Maternal Child Health Bureau (MCHB), Health Resources and Services Administration (HRSA), Department of Health and Human Service. This funding has enabled the Center to support and equip pediatric nursing and maternal child health leaders to address the needs of CYSHCN at the local, state and national levels.

To date, 181 trainees completed the graduate program, 15 of whom completed two graduate programs. Graduates are providing leadership in academic, health care, public health, and community based settings through their teaching, clinical, administrative, research, and policy/advocacy roles. Advanced practice pediatric nurse practitioners and clinical nurse specialists are employed in a variety of primary care and specialty care settings as well as in schools and health departments where they are partnering with families and interdisciplinary colleagues to provide coordinated, quality care for CYSHCN. Graduates are also actively engaged in professional organizations and volunteer within their communities as well as globally (e.g., through camps for children with chronic conditions; Project Smile and medical missions in third world countries).
University-Community Partnerships Improve Health

The development of partnerships between the University of Minnesota (UMN) and the community, community organizations and their leaders, and interprofessional relationships with county health and social service departments, is essential to improving the health of Minnesotans.

Renee Sieving PhD, MSN, RN, FSAHM, associate professor at the UMN School of Nursing engages many levels of community in promoting youth health. Two of Dr. Sieving’s community connections and partnerships include ¡Encuentro! and Lead Peace.

¡Encuentro! – A Healthy Youth Development Community Project

¡Encuentro! is a healthy youth development project, created as a partnership between Minnesota’s Healthy Youth Development-Prevention Research Center (HYD-PRC) and organizations that support Latino youth and their families.

The primary goal of ¡Encuentro! is to develop and evaluate a program to build Latino adolescents’ life skills and connections with caring adults and support them in adopting healthy behaviors.

Principal Investigator (PI) Dr. Sieving states what compelled her to get involved in this type of project: “By 2025, one in every four U.S. youth will be Latino; thus, health and social issues affecting Latino youth are an important consideration for our nation. Given the rapidly expanding Latino population, it is imperative that we utilize innovative approaches to developing programming, including strong community-university collaborations, to ensure that programs are successful in supporting the health and well-being of Latino youth and families.”

The ¡Encuentro! program, based in the Minneapolis and St. Paul area, will serve 120 Latino adolescents and their parents, who will be recruited through community outreach efforts. Early in the project, the program’s scope and activities were fully developed through a collaborative process that included interviews with health, education, and social service providers, focus groups with Latino adolescents and parents, and guidance from Latino youth and adult community members.

Currently, with guidance from ¡Encuentro! youth and community advisors and formative research with Latino youth, parents and youth-serving professionals, Dr. Sieving and staff are finalizing a 16-week program for young teens and their parents. The program will focus on: cultural identity and cultural pride, family connection and communication, sexuality education, and life preparation/life skills. Pilot testing of the program with 120 young teens and their parents will begin in early 2013.

Lead Peace: A Youth Service Learning Partnership with the University, Community, and Minneapolis Public Schools

In addition to her leadership of ¡Encuentro!, Dr. Sieving serves as PI on Lead Peace, a partnership between Minneapolis Public Schools, Hennepin County’s Department of Research, Planning, and Development, the HYD-PRC, and the School of Nursing. The Lead Peace service learning program aims to prevent violence and promote academic success among middle school students. To strengthen internal assets and external supports that buffer youth from violence and school failure, the program emphasizes opportunities for students to practice social and emotional skills, build caring relationships with peers and adults, and gain real-world experience in school and community leadership. (See also story on page 21.)

Renee Sieving’s photo by Judy Griesedieck
Developing Geriatric Nursing Scholars

The Emerging Geriatric Nursing Scientist (EGNS) Program is a 1-year program for prelicensure (BSN or MN) students interested in pursuing learning about geriatric nursing research. Students participate in a research project focused on care of older adults under the direction of a faculty mentor. They attend the Midwest Nursing Research’s annual conference and the School of Nursing’s Annual Research Day. Students who participated in the 2011-12 EGNS cohort included:

- **Brenna Hawkins** is a senior BSN student who graduated in Spring 2012. Brenna participated in a project on toileting disability in older women residing in assisted living facilities that is being conducted by her faculty mentor, Dr. Kristine Talley. Brenna felt that the program gave her greater insight into the care of older adults, and would like to pursue doctoral study in the future.

- **Katie Wocken** is a senior BSN student who is being mentored by Dr. Kristine Talley. She also received an Undergraduate Research Opportunity Program award to develop a participant satisfaction survey for frail older women participating in an exercise program.

- **Shanda Demorest** is a senior BSN student who participated on an aerobic exercise project with Alzheimer’s disease patients being conducted by her faculty mentor, Dr. Fang Yu.

- **Siri Freeh** is a senior BSN student who participated on a heart health promotion project with women being conducted by her mentor, Dr. Ruth Lindquist. Her goal is to pursue PhD study to conduct cardiovascular research.

- **Kristine McGlennen** is a MN student mentored by Dr. Fang Yu. Kristine’s research project focuses on conducting a literature review on neuroimaging studies investigating the effects of exercise on cognition in older adults.

- **Nina Dylla** is a senior BSN student who is being mentored by Dr. Christine Mueller. She also was awarded an Undergraduate Research Opportunities Grant to study Animal-Assisted Interventions in Nursing Homes: Staff Perceptions.

- **Carina Lindberg, BSN, RN**, has continued directly from the BSN to the Doctor of Nursing Practice Program and will focus on Adult and Gerontological Health. She was also awarded the 2012 Shelley Joseph-Kordell Scholarship. This highly competitive scholarship is awarded to graduate students who demonstrate a commitment to working in the field of aging.

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Congratulations for Excellence in Research Award

**Fang Yu, PhD, RN, GNP-BC**, associate professor, received the 2012 Excellence in Research Award from the Gerontological Advanced Practice Nurses Association (GAPNA) to honor her commitment to the profession and her contributions to the care of elders. She was presented with the award at GAPNA’s annual conference in Las Vegas, Nevada, on September 21, 2012. Since 2005, Dr. Yu’s research has tested the effect of aerobic exercise to retard or delay the effects of Alzheimer’s disease in older adults. Few studies in the past have evaluated the effectiveness of this intervention; therefore, findings from her studies will play an important role in bridging the gap in our current knowledge. Dr. Yu states that she feels deeply honored to receive this award as it feels like her efforts are being corroborated by others as significant.

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Left to right: Brenna Hawkins, Siri Freeh, Shanda Demorest, Katie Wocken, and Kristine McGlennen.
Dear Alumni and Friends of the School of Nursing,

Our society is experiencing economic challenges that are pivotal to the nursing profession. April’s annual nursing alumni celebration, entitled The Power of Nursing: Building Healthy Communities, focused on how nurses are changing and advancing health care. Keynote speaker, Minnesota Commissioner of Health Edward Ehlinger, Dean Connie Delaney, nursing faculty, and our nursing alumni engaged in lively round table discussions that evening. The generations of nurses in attendance – representing providers, consumers and advocates of patient care – all recognized that nurses are well positioned to contribute at a leadership level to health care reform.

As the nation’s largest and most trusted health profession, nurses are practicing in more diverse settings and focusing on patient-centered holistic care. Indeed, nurses are becoming more visible and better recognized by the public. Here are some of the recommendations voiced during the table discussions with alumni:

- Nurses must be fully accountable for their outcomes and should prepare reports for targeted audiences that contain recommendations for action.
- Advanced practice nursing providers should be reimbursed for care, just as other providers are currently reimbursed.
- Nursing is divided into specialties that collaborate for the advancement of a given practice, and as nurses we must become involved at the state level in framing legislative language that allows us to work to the full potential of our licenses.
- Nurses should continue building new care models to address:
  - children and adolescents to keep them healthy and in school
  - the general population to keep them connected to a health care home in lieu of emergency rooms
  - older adults to keep them in their homes as long as possible
  - complex medical patients to minimize their need for hospitalization.

Today’s nurse leaders have a tremendous opportunity to redirect the waste in our complex health care systems for the purpose of providing quality coverage for all citizens. This is an exciting, and indeed challenging, time for nursing.

I look forward to serving as your Nursing Alumni Society board president this year. Together with this board, I want to continue the excellent work of our past president, Michael Graham, and his board in strategic efforts to increase alumni engagement. Our goal is to create a lifelong spirit of belonging and pride in the University of Minnesota, the School of Nursing, and the nursing profession. We are sincerely interested in continuing our current relationships and learning more about building stronger connections to our younger alums. I welcome your participation and your ideas.

Together in Leadership and Action,

Jeanne Pfeiffer, DNP, MPH, RN, CIC
President, Nursing Alumni Society Board
Pfeiffer@umn.edu

Alumni Spring Celebration and Reunion program, “The Power of Nursing: Building Healthy Communities”
The Nursing Alumni Society received the Program Extraordinaire Award from the University of Minnesota Alumni Association (UMAA). The award, given in recognition of the society’s innovative Spring Celebration & Reunion Program, was presented at the UMAA Awards Dinner held at McNamara Alumni Center on October 11, 2012.

The award recognizes exceptional alumni programs sponsored by a collegiate unit, alumni society, or geographic chapter. The School of Nursing Spring Celebration honors milestone reunion classes, recognizes alumni achievement, and provides an opportunity for networking and discovery. Minnesota Commissioner of Health Dr. Edward Ehlinger was the guest speaker at the 2012 program which focused on how nurses are changing and advancing health care. Features of the annual event included pre-receptions for honored reunion classes, a flash mob and mass tweet conducted by students, the addition of table facilitators to stimulate discussion, and a Discovery Expo showcasing innovative nursing courses, projects, and community partnerships.

**Pictured at left, top to bottom:**
During the Discovery Expo, Nursing Alumni Society President Jeanne Pfeiffer discusses her poster display “Improving Quality & Safety Competencies for Pre-Licensure Nursing Students via Interprofessional Public Health Immunization Course.”

Lauren Quick, BSN ’12, named Outstanding Nursing Student, and Hanna Oswald, BSN ’12, student representative on the Nursing Alumni Board, engage in table discussion during the 2012 Spring Celebration & Reunion dinner.

Carol Kelsey ’60, leads table discussion with her fellow alumna focusing on “The Power of Nursing.”
Marla Mills
DNP ’07, MSN ’84, RN, CNP
Advance Practice Nurse
NICU and NICU Follow-Up Clinic, University of Minnesota Amplatz Children’s Hospital

For parents, bringing home a premature infant or a child with any health issues can be one of the happiest moments, but also one of the scariest moments for that family. Children often go home on a special diet, with multiple prescribed medications and special therapies with specific medical needs. Supporting and ensuring that infants and children with complex health care needs and their families are confident upon their discharge is priority one to School of Nursing alumna Marla Mills, DNP, RN, CNP.

Mills is an advanced practice nurse in the NICU and NICU Follow-Up Clinic at the University of Minnesota Amplatz Children’s Hospital. She has several roles in the NICU including working in clinical leadership, quality improvement, research, and coordinating the parent-to-parent support program. She also coordinates a team of pediatric professionals in the NICU Follow-Up Clinic who see children and their families back after discharge, assisting during the important early years following discharge from the NICU.

Minnesota Nursing talked with Dr. Mills about her work with infants and families, the School of Nursing, nursing, and advice to future alumni.

What brought you to a career in nursing?
In college I liked classes in both biology and social sciences; nursing allowed me to combine my interests in these areas. Nursing offered me so many different possibilities and options for a career.

I have worked as a staff nurse, research nurse, and an advance practice nurse. I’ve also spent time at an orphanage in Calcutta, India, working with high-risk infants. I found an area of nursing that I loved – working in the newborn intensive care unit caring for babies and their families. I have been fortunate enough to work in the same unit since I started as a new graduate.

What do you enjoy about the work you do?
I enjoy having the opportunity to work with great teams both in the NICU and NICU Follow-up Clinic. I also enjoy seeing the children and families in clinic after they leave the NICU.

Why did you choose to earn your advanced degrees (MS and DNP) from the U of M School of Nursing?
When I was looking to enroll in a master’s program, the School of Nursing was one of the few programs that offered a clinical master’s degree in perinatal nursing. I knew I wanted to remain in the clinical area, so the School of Nursing was a natural choice for me. When I returned to earn my Doctorate of Nursing Practice (DNP) degree, one of the exciting factors for me about the program at the school was that it was a clinically-based program. The focus area of my DNP capstone project was preparing families of babies with chronic lung disease that go home in oxygen. My project developed comprehensive care coordination for infants discharged with chronic lung disease, a key component of the NICU Follow-Up Team’s activities.

What impact did the DNP have on your career?
I was in the first DNP class (2007) at the School of Nursing. The program offered me further learning in education, theory, health care policy, evidence based practice, and quality improvement. It also incorporated systems thinking. As a student, I was taught to take a more broad view versus just limiting myself to my area of nursing. The fact that it was a clinical doctorate was perfect since I knew I wanted to remain in the clinical area. And, the length of the program made it feasible to manage work and family responsibilities.

What School of Nursing professors do you consider mentors? In what way were they influential?
Dr. Linda Lindeke has been inspirational in her passion for nursing and advance practice. She led the pediatric nurse practitioner (PNP) program at St. Catherine University when I was enrolled. She was also the faculty advisor for my University of Minnesota DNP capstone project. Every Friday afternoon we have the chance to work together in the NICU Follow-Up Clinic. Dr. Ann Garwick was one of my professors as a nursing student at St. Olaf and later at the University of Minnesota when I took classes in qualitative research. She role modeled the importance of listening and understanding the voices of children and families in health care.

Any words of advice to new alumni?
Nursing offers a wide range of opportunities. Find an area of nursing that you are passionate about, and you will look forward to going to work every day. For me, I have really enjoyed working with babies and their families in the clinic. I get to see the children and how they’ve grown and developed over time. I also enjoy the variety in my work and my interprofessional colleagues (nurses, physicians, social workers) in the NICU and Follow-up Clinic.

What do you consider your greatest achievement or accomplishment?
Being able to work in the same area throughout my nursing career and seeing the progress that has been made over the years. I have seen the equipment become much more sophisticated. Nursing knowledge in the area of pediatrics, the importance of developmental care for premature infants, the importance of family involvement, and the emphasis on breastfeeding – all have improved over time. Now, babies born at a much younger gestation are surviving with good outcomes.
Class Notes

Seven School of Nursing Alumni Receive 2012 Outstanding Nurse Awards from Mpls/St.Paul Magazine

*Mpls/St.Paul Magazine* asked nurses, physicians, and patients to recommend nurses who go above and beyond the call of duty in all areas of health care. The judges, who included School of Nursing Associate Professor Linda Chlan, PhD ’97, RN, reviewed nearly 100 nominations with an eye toward professionalism, bedside manner and patient interaction, credentials and experience, and impact on organization. All 54 finalists and 20 winners were honored at an event held last July, presented by Allina Health and sponsored by the University of Minnesota School of Nursing and the Minnesota School of Business.

Congratulations to School of Nursing alumni, recipients of the 2012 Outstanding Nurse Award:

- **Dawn Bazarko, DNP ’10, MPH, RN**
  Senior Vice President of the Center for Nursing, UnitedHealth Group Center for Nursing Advancement

- **Michelle M. Berg, MSN ’07, RN, CNP**
  Certified Pediatric Nurse Practitioner, Ridgeview Specialty Clinic-Pediatric Integrative Medicine

- **Carol Droegemueller, MSN ’01, CNRN, APRN, BC**
  Adult Health Clinical Nurse Specialist and Stroke Program, Regions Hospital Stroke Center

- **Terry Graner, MSN ’86, RN, NEA-BC**
  Chief Nursing Officer, Abbott Northwestern Hospital

- **Beth Elchek Lavelle, PhD ’98, MS ’80, BSN ’74**
  Education Coordinator, Westfields Hospital

- **Mark Johnston, BSN ’91, RN**
  Registered Nurse, Regions Hospital Burn Center

- **Debra Stealey, MSN ’92, BSN, CNM**
  Certified Nurse Midwife, Diamond Women’s Center

Read the complete biography about each winner at: [http://mspmag.com/outstandingnurses](http://mspmag.com/outstandingnurses)

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Request for Vintage Lab Manuals

The Heritage Committee of the School of Nursing Alumni Society maintains the school’s archival collection. Construction of the Healthy Communities Innovation Center (HCIC) – a new state-of-the-art clinical learning simulation center – is underway. The committee is interested in securing copies of manuals once used in the old nursing skills lab. If you have manuals or related materials on hand that you wish to donate, please contact Laurel Mallon at 612-624-2490 or mallo001@umn.edu.

Share your recent achievements, new employment, and family news.

*Minnesota Nursing* publishes all class notes that we receive. Submit your note online: [nursing.umn.edu/AlumniSociety/SubmitaClassNote](http://nursing.umn.edu/AlumniSociety/SubmitaClassNote)

We welcome photos of alumni gathered together anywhere in the world but cannot guarantee to publish every photo. We publish as many as space permits.
Inspired by her leadership, entrepreneurial work and passion for nursing, dedicated donors have established the Marie Manthey Endowed Professorship for the purpose of preparing faculty and students to create, discover, lead and implement innovative solutions to our most complex local, national and global challenges in health care.

"Marie’s deep commitment to the School of Nursing, passion for capturing its distinguished history, and inspirational role creating an endowed nursing professorship provide powerful energy for engaging alumni and advancing innovative practice,” says Laurel Mallon, director of Alumni and Donor Relations at the School of Nursing.

For more than 40 years, Manthey has served as a strong advocate for nursing education and practice. In 1960 she developed the concept of Primary Nursing and has introduced, designed, and implemented this care delivery model throughout the United States and beyond into systems and hospitals worldwide. In 1979 she founded Creative Health Care Management, a health care consulting service, where she now serves as the president emeritus. Her professional career also includes several academic appointments including adjunct faculty at the U of M School of Nursing, associate professor at Yale University School of Nursing, and in 1994 she was elected to the Royal College of Nursing in the United Kingdom. At that time she was one of only four Americans to be so honored.

Manthey completed her diploma from St. Elizabeth’s Hospital in Chicago and earned a Bachelor of Science degree in nursing administration followed by a Master of Nursing in administration from the University of Minnesota. In 1999 she received an honorary doctorate from the University of Minnesota School of Nursing, the first awarded by the school. In 2009 she was named one of the school’s 100 Distinguished Alumni for implementing, replicating, and sustaining Primary Nursing internationally as a care delivery system that expanded the role of staff nurses and provided high quality patient care.

Discover more
For more information about supporting the Marie Manthey Professorship, go to [http://www.nursing.umn.edu/Foundation/Articles/EndowedChairMarieManthey/index.htm] or contact Director of Development Gigi Fourré Schumacher at 612 625-1365 or gschumac@umn.edu. Watch the video at [http://mediamill.cla.umn.edu/mediamill/html5/132759].
Nursing Alumni Calendar of Events

1970s
Carolyn M. Ceronsky, DNP ’09, GNP ’93, MSN ’78, was named a Fellow in Palliative Care Nursing by the Hospice and Palliative Care Nursing Association. She is the director of palliative care for Fairview Health Services and a palliative care nurse practitioner at the University of Minnesota Medical Center, Fairview.

Susan Gerberich, PhD, MSPH, BS ’75, was named the first holder of the University of Minnesota School of Public Health Leon S. Robertson Professorship in Injury Prevention. Dr. Gerberich is a professor in the School of Public Health, directs the Midwest Center for Occupational Health and Safety, and co-directs the Regional Injury Prevention Research Center, the Center for Violence Prevention and Control, and the Occupational Injury Prevention Research Training Program. In 2009 the U of M School of Nursing recognized her as one of its 100 Distinguished Alumni for her epidemiologic research associated with unintentional and intentional injuries, including youth sport injuries in the United States and Canada that resulted in return-to-play criteria and rule changes to reduce injuries. Her agricultural research also helped indentify and reduce work hazards to optimize safety in rural communities.

1980s
Michael R. Bleich, PhD, MPH ’87, RN, NEA-BC, FAAN, was named Dean of the Goldfarb School of Nursing at Barnes-Jewish College in St. Louis, Missouri. Bleich is a nationally recognized speaker on health careers and nursing issues. He holds numerous awards including the 2011 Distinguished Nursing Alumni Humanitarian Award from the U of M School of Nursing. Dr. Bleich was the only dean of nursing to serve on the Institute of Medicine (IOM) Committee that issued the IOM report The Future of Nursing: Leading Change, Advancing Health.
Kimberly and Benjamin Giesen, BSN ’87, met as students at the School of Nursing. Kimberly works as a school nurse and Benjamin is a nurse anesthetist. Twenty-five years later in May, their son Mark (BSN ’12) also graduated from our BSN program.

Christine Harff, JD, MBA ’90, BSN ’85, was named chief executive officer of Bartlett Regional Hospital in Juneau, Alaska.

Margaret Hegge, EdD, RN, MS ’84, was inducted as a Fellow into the American Academy of Nursing. She is a tenured Distinguished Professor and assistant undergraduate department head for the Accelerated Program at the College of Nursing at South Dakota State University.

Dana Langness, RN, MA, BSN ’82, was appointed surgical services director at Hennepin County Medical Center (HCMC) in Minneapolis.

Hyeoun Ae Park, PhD, MS ’83, was elected as chair of the International Medical Informatics Association Nursing Informatics Special Interest Group (IMIA NI-SIG). Dr. Park is a professor in the College of Nursing at Seoul National University, Seoul Republic of Korea, and was named one of the 100 Distinguished Alumni of the University of Minnesota School of Nursing. Read more about Dr. Park at [http://www.nursing.umn.edu/magazine/PastIssues/FallWinter2011/AlumniNews/HyeounAePark/index.htm].

Marcia Sylvester, BSN ’81 received her doctorate of ministry from Luther Seminary at Central Lutheran Church in Minneapolis, Minnesota. The focus of her doctoral thesis was “Leading Off Road – Leading Congregations in the Missional Era.” She currently serves as pastor of Zion Lutheran Church in Aberdeen, South Dakota.

1990s

Mary J. Schumann, DNP, MBA ’93, RN, CPNP, was inducted as a Fellow into the American Academy of Nursing. She is an assistant professor in the School of Nursing at George Washington University.

Miaofen Yen, PhD ’94, MS ’90, RN, was inducted as a Fellow into the American Academy of Nursing. She is a Professor in the Department of Nursing/College of Medicine at National Cheng Kung University in Tainan, Taiwan.

2000s

Jessica R. Kuhn, DNP ’12, RN, CPNP, joined Essentia Health-South University Clinic as a nurse practitioner in the pediatrics department. She will provide individualized care for young people, from infants to adolescents. In addition to monitoring patients’ health, growth and development, she will also treat acute illnesses and chronic conditions.

Anne Conklin, MSN ’03, BA, RN, has been named the 2012 School Nurse Administrator of the Year by the School Nurse Organization of Minnesota. Anne graduated from the University of Minnesota School of Nursing in 2003 with a MS in Nursing and Public Health Nursing. Her studies focused on school health and she received a Certificate in Leadership in Health Information Technology in 2012. She has been the Health Services Coordinator for Hastings Schools since 1991. As the sole Licensed School Nurse employed by the school district, she supervises, coordinates and provides leadership over the program’s operations and staff.

Anne has a passion for data collection used to assess student health information in order to remove barriers to learning and is known in her district as “The Duchess of Data.”

Siri Freeh, a BSN senior at the School of Nursing, was crowned Miss Minnesota 2012 in June. She competed on the platform of heart-health education and plans to eventually earn a doctorate specializing in cardiovascular research. She will compete in the Miss America Pageant in January 2013.

Laura Tillman, BSN ’09, was selected as a 2012-2013 Tillman Military Scholar. Currently pursuing an advanced degree to become a pediatric nurse practitioner, she plans to use her nursing background to work on impacting health care legislation in order to ensure access to affordable health care for everyone.

Top: Laura and her husband Jack Tillman at his redeployment from Iraq.

Bottom: Laura Tillman during a volunteer experience at a rural tribal hospital and school in Southern India.
In Memory

1936
Dorothy Marie MacNealy (BSN) of Channel Point Village, Washington, died April 10, 2012, at the age of 102. She worked as a hospice nurse and enlisted in the Army in 1941. Later, she founded the Practical Nursing program at Grays Harbor College.

1938
Helen (Shepard) Missall (post graduate studies) of Yelm, Washington, died May 16, 2011.

1943
Dorothy (Mackley) Stoval (BS, Certificate of Public Health Nursing) of Billings, Montana, passed away May 15, 2012, at the age of 91.

1945
Jane Phillips (BSN ’45, MS ’60), 92, died August 6, 2012. Her career in nursing administration began at Methodist Hospital, St. Louis Park, Minnesota, in 1960. Four years later she joined Minneapolis General Hospital, later Hennepin County General Hospital, in charge of inpatient nursing services. Jane guided the growth of the nursing department as the hospital transitioned to a medical center within new buildings and shared services with Metropolitan Medical Center. Under her leadership, nursing programs developed and grew along with the use of new technology. She retired in 1987 as associate administrator and Director of Nursing. In 1972, she was appointed to the Minnesota Board of Nursing by Governor Wendell Anderson. She served for five years, half of that time as President, and was recognized for her insight, breadth of knowledge, and unique perspectives.

1946
Margaret Stapleton Carlson (BSN) of Minneapolis, Minnesota, died May 23, 2012, at the age of 89. She was a member of the Cadet Nurse Corps and worked for the St. Louis County Health Department (Missouri) as a public health nurse and as a private duty nurse. Following the death of her husband, she relocated to Minnesota and joined the Anoka-Hennepin School District, where she worked as a health care professional for 25 years until her retirement in 1991.

Mary Corrine (Metzroth) Tomasko (BSN) of St. Louis Park, Minnesota, passed away March 13, 2012. She taught nursing at General Hospital and was a longtime vision and health screening volunteer. Memorials preferred to the U of M School of Nursing.

1947
Donna (Olson) DeLane (BS, Public Health Nursing) of Little Falls, Minnesota, died August 10, 2012, at the age of 88.

Aiko Higuchi (BSN) of Colfax, Washington, passed away June 17, 2012, at the age of 93. She was an enthusiastic citizen in the community for many years. She served as a Hopkins School Nurse from 1956 to 1988 and supported the work of the School Nurses Organization of Minnesota (SNOM), Glen Lake Opti-Mrs, the League of Women Voters, OSHA Board, Senior Community Services Advisory Board, Minnetonka Senior Center, and the South Pacific Caucus of the Minnesota Education Association where she received the National Services Award of the National Education Association’s Ethnic Minority Caucus.

1950
Katherine (Kaye) Lillehei (BS in Nursing Education) passed away on November 4, 2012, at the age of 91. Preceded in death by her husband C. Walton Lillehei, Kaye was a devoted and enthusiastic advocate of the University of Minnesota. Her service encompassed transformational philanthropy, the cultivation of enduring relationships with alumni and friends, and a willingness to contribute her time, energy, and financial support to promote health care research, education and innovation at the School of Nursing and the University of Minnesota Medical School. She established the Katherine R. & C. Walton Lillehei Chair in Nursing Leadership at the School of Nursing, received the University of Minnesota Regents Award in 2004, and was honored as one of the School of Nursing’s 100 Distinguished Alumni in 2009.

1952
Marjorie L. Swanson (BSN) of Rogue Valley, Oregon, passed away August 22, 2012, at the age of 82.

ALSO REMEMBERED
Marian “Billie” Woehning, 97, passed away on September 9, 2012. Honored for her kindness and generosity, she was a vibrant member of the University of Minnesota Presidents Club and Heritage Society. She is survived by her loving family, including daughter Marilee Miller, former associate dean of the School and trustee emerita of the School of Nursing Foundation.
1957
Ret. Colonel Rosemary T. McCarthy (BSN) of Hyattsville, Maryland, died June 7, 2012, at the age of 85. She served 30 years in the Army Nurse Corps, beginning her career in the United States Army in 1953 and serving in Korea, San Francisco, Hawaii, Texas and Japan. Her army career included assignments as a research nurse at Walter Reed Army Medical Center, a nursing consultant to the office of the surgeon general, and an Army Nurse Corps historian. She was a three-time presidential appointee to the Korean War Veterans Memorial Advisory Board and was the vice-chair of the design committee. After retiring from the Army in 1983, she taught nursing at Catholic University from 1983 to 1990 and at Georgetown University from 1990 to 1995. In 1990, Colonel McCarthy co-founded and became recording secretary of the International History of Nursing Society, later known as the American Association for the History of Nursing. She served as the association’s president from 1986 to 1988.

1958
Doris (Leaf) Timm (BSN) passed away at her home in rural Utica, Iowa April 10, 2012, from complications of Parkinson’s disease. She was 79.

1959
Marian A. Murphy (BS in Nursing Education), age 87, of Minneapolis, Minnesota, passed away October 12, 2012. She received a Masters in Psychiatric Nursing degree from the University of Iowa and a Bachelor of Science in Nursing degree from the University of Minnesota. She was a psychiatric nurse and Director of the Outpatient Clinic at the Veterans Affairs Hospital in St. Cloud, Minnesota. Marian was a teacher of student nurses and was President of the Minnesota Nurses Association. She was a competitive tennis player, representing Minnesota at the U.S. Senior Olympics on three occasions. Memorial donations can be made to the University of Minnesota School of Nursing Foundation.

1965
Carol G. Heimer (BSN) of West Hartford, Connecticut, died peacefully on July 4, 2012, after a lengthy struggle with Alzheimer’s disease. She worked for a number of years at the Institute of Living in Hartford overseeing several units over the course of many years and at St. Francis Hospital where she held a number of positions including as a psychiatric liaison giving comfort to nurses who care for cancer patients. Carol was a member of the Connecticut Society of Nurse Psychotherapists and served as its president from 1996-1997.

1967
Linda Kay Miller (BSN) of Roseville, Minnesota, passed away May 29, 2012. She was the founder and director of one of the earliest parent education programs in Minnesota, Steele County Opportunities for Parent Education (SCOPe), which provided a wide range of services including Early Childhood Family Education, USDA Food Program, and Childcare Resource and Referral. Governor Arne Carlson appointed her as a member of the Minnesota Early Childhood Care and Education Council. She was honored as Owatonna’s Business and Professional Woman of the Year in 1988.

1969
Margaret Linse Heyne (BSN) of Pine River, Minnesota, passed away February 22, 2012. She was 64.

1971
Donna Ann (Moen) Elling of Minneapolis, Minnesota, passed away June 1, 2012, at the age of 88.

1972
Janice Kay (Moen) Hancock (BSN ’72, MS ’93) of Maple Grove, Minnesota, passed away July 23, 2012, surrounded by family and friends after a 17 month journey with pancreatic cancer. Her first nursing job was at Saint Mary’s Hospital in Rochester, Minnesota, as a staff nurse then as a charge nurse. She also worked in the ER at Unity Hospital in Fridley, Minnesota, then as a clinic nurse manager for Allina. Jan then assumed the role of trauma coordinator and was instrumental in implementing emergency policies still in effect at Mercy and Unity Hospitals. In 1993 she began teaching at North Hennepin Community College and was honored by the college last spring as Professor Emeritus.

1974
Mary Jo McCracken (BSN), 59, passed away suddenly in Brussels, Belgium, on October 23, 2012. She battled Crohn’s disease for many years but faced her health care challenges with fortitude and drive. Mary Jo had a passion for being a pediatric nurse practitioner specializing in cystic fibrosis. She most recently served on the Nursing Alumni Society’s Annual Meeting Committee.

1981
Nancy M. Stark (MS) of Rochester, Minnesota, passed away August 14, 2012, at the age of 57. She was formerly employed at Winona Health and at the Mayo Clinic in Rochester.

1987
William J. Twohy (BSN) of Soldotna, Alaska, passed away February 21, 2012, of colon cancer. He was 48.
20 Years of Jewelry Sales Support Scholarships

This year the School of Nursing Foundation will mark the 20th anniversary of the annual Jewelry Sale. Begun in 1992 under the leadership of Florence Ruhland, the sale has generated more than $156,000. Hundreds of volunteers – alumni, Foundation supporters, donors, and buyers – have volunteered thousands of hours collecting, processing, marketing, and selling jewelry.

Carol Kelsey, who assumed sale leadership in 2006, says "We are very excited to celebrate 20 years! Money from the sale provides for the School of Nursing Foundation Leadership Scholarships. In 2012-13, these scholarships have been awarded to one undergraduate and two graduate students."

We're delighted to accept donations and to enlist new volunteers. Contributions may be sent to the school or contact Laurel Mallon at 612-624-2490 or mallon001@umn.edu to arrange pick up. Donations are tax deductible and acknowledged by the Foundation. As we’ve said for years – If you don’t wear it, share it!

The 20th Jewelry Sale will be Wednesday, December 5, from 7:30 a.m. - 4:00 p.m. on the U of M Twin Cities Campus (Java City, 2nd floor, Moos Tower near Harvard St SE & Washington Ave, Minneapolis, MN). Don’t miss it!
In March of 2012 we announced the Bentson Foundation’s $3.65 million contribution to the School of Nursing to fund the renovation of the School’s existing 25-year-old skills lab. This transformative gift is the largest ever received by the School of Nursing. We are honored to be in receipt of their generosity, and in the spring of 2013, we will dedicate the Healthy Communities Innovation Center. Since receiving this critical lead gift to support the construction of the innovation center, we have had several opportunities to share the wonderful news of the Bentson Foundation’s record breaking support with prospective donors. Their confidence and investment in the School’s vision and mission have inspired additional philanthropic investment, and we are so grateful for their leadership in supporting this vital project. We’re continuing to meet with individuals and organizations about this exciting facility to 1) share the vision and progress and 2) outline the opportunities for additional support in order to complete the project in 2013. The generosity of the Bentson Foundation and other benefactors has fueled enthusiasm for participation, and we look forward to continued success.

I am happy to announce that the School of Nursing is participating in a new University-wide program for increasing student support. Called Fast Start 4 Impact, the program makes it possible for donors to provide immediate financial support to students, as well as long-term support, through an endowment. For each new endowment gift of $50,000 or greater, Fast Start will pay four years of annual scholarship or fellowship awards to students. During these four years, donors will make payments to fulfill their commitment, and earnings will accumulate on their new endowment fund, bringing it up to a level that can generate the student awards on its own. The amount of the Fast Start awards for students increases with the size of the gift. This is a great way for donors to help our students now, while also creating a permanent source of support for students for years to come. I would be pleased to share more details with you, and information is also available at giving.umn.edu.

Thanks to the generosity of many, the School of Nursing received $6.55 million in cash and commitments in fiscal year 2012/13 – the largest sum ever received by the School in one year. We’re indebted to all who made that possible and invite you to celebrate with us a truly remarkable year. Stay tuned!

Gigi Fourré Schumacher  
Director of Development

To learn more about making a contribution to the Healthy Communities Innovation Center or participating in the Fast Start 4 Impact Program, please contact Gigi Fourré Schumacher, Director of Development, at (612)625-1365 or gschumac@umn.edu
Transforming the learning environment

The school receives its largest gift ever in support of the Healthy Communities Innovation Center

When the Healthy Communities Innovation Center (HCIC) opens in January, the former skills lab will be honored as a memory and the eagerly anticipated innovative simulation environment will be the new reality.

The landmark gift of $3.65 million from the Bentson Foundation—the largest in the school’s history—funded all costs related to the construction of the new skills-based learning environment. The Healthy Communities Innovation Center not only replaces a 25-year-old facility, it incorporates state-of-the-art technology and will bring together students from different disciplines to gain experience working as a health care team in various health care settings including emergency room, hospitals, clinics, long-term care facilities, and patient homes.

The Bentson Foundation’s lead gift was announced in March 2012. The late Larry and Nancy Bentson, both University of Minnesota alumni, were very dedicated to helping students achieve their goals. In 2003, they established the University-wide Bentson Scholarship Program with a gift of $10 million. The School of Nursing is continuing to raise the funds for the equipment, technology, and furnishings needed to complete the $7.8 million project.

“We hope that the foundation’s gift serves as inspiration for others to consider contributing,” says Laurie Bentson Kauth, daughter of Larry and Nancy Bentson and chair of the Bentson Foundation. “My parents firmly believed in the power of education. The center will offer students transformative learning opportunities and will help ensure that nurses and other health care professionals receive the kind of education that helps to improve and transform health care delivery.”

Many unique features characterize the center:

- **Interprofessional team-based approach:** Schools and colleges throughout the health sciences are collaborating to offer students team-based experiences similar to those that they will use in their careers. An interdisciplinary advisory committee helped drive the center’s development.
- **State-of-the-art technology:** The center features technologically sophisticated classrooms, integration of electronic health records, and use of other supportive technologies, such as portable computers, mobile technologies, and telehealth devices. In addition to supporting learning, the HCIC is a place to test emerging technologies.
- **Contemporary simulation-oriented learning environment:** Students can build skills in acute, skilled, ambulatory, and home care settings, and explore innovative interventions.
- **Community involvement:** The school welcomes health care organizations to advance the training and education of their practitioners.

“Opening the center is a major step toward achieving the school’s goals for reshaping nursing education to meet the dramatic changes in the interdisciplinary health care environment,” says Dean Connie Delaney. “The Healthy Communities Innovation Center will help students expand their knowledge through simulated experiences that reflect real world practice. We are so grateful for partnerships that are helping build this opportunity for students and for the support of our donors, especially the generous investment of the Bentson Foundation.”

To learn more about how you can support the Health Communities Innovation Center, please contact Gigi Fourré Schumacher at 612-625-1365 or gschumac@umn.edu.
In the Service of Education

M. Ann Moser lends her time to support the school’s new innovation & simulation center

As an experienced nurse, pioneer in the development of home care and hospice services, and health care consultant, M. Ann Moser contributed a wealth of expertise and passion to the development of the School of Nursing’s new Bentson Healthy Communities Innovation Center.

A nursing school alumna, Moser, RN, BSN, MBA, FACHE, FAAHC, currently serves on the School of Nursing Foundation Board. She first learned about the center through her involvement with the board and was immediately attracted to the concept.

“I had always wanted to give back to the School of Nursing and the University of Minnesota in some way,” says Moser. “I was excited to join the foundation, and I saw a way to use my expertise and skills on a project that was most valuable.”

Moser tackled the early planning for the center in earnest, including conducting a series of interviews with stakeholders to determine issues, priorities, and ways to move forward. “We didn’t want to duplicate existing simulation labs,” she says. It quickly became clear that the vision of a simulation lab, with opportunities for team-based interactions, was a distinctive and welcome one.

“In health care, we tend to educate people in silos,” says Moser. Collaborative simulation brings together students from different schools and colleges to experience, in a safe environment, the team-based practice that happens daily in health care settings.

Moser also toured a number of other school simulation centers, analyzed space, and outlined potential use of the space. She spent six months working on the project as a volunteer in a labor of love. “It was a great opportunity for me,” she says. “I just enjoyed doing it.”

Moser’s interest in nursing began early. As a child in Texas, she spent a fair amount of time as a visitor in the hospital and became comfortable in the hospital setting. She also had a role model — her cousin was a nurse. She came to nursing after marriage, children, and a number of moves, and soon made her mark. While working with cancer patients, she became interested in end-of-life issues and ultimately started the home healthcare and hospice program for Fairview Community Hospitals.

Her career took another turn when her husband, a health care administrator, founded a health care consulting firm, Dennis R. Moser & Associates. She became a partner in the firm, assisting hospitals and health care organizations throughout the country with their programs and facilities planning.

Her education at the University has served her well throughout her diverse career. “The University of Minnesota School of Nursing provided me with a broad base of knowledge and the foundation from which I could do many different things in health care,” says Moser.

In turn, the Bentson Healthy Communities Innovation Center will offer new generations of nursing students a unique place to take advantage of the latest in technology, practice in diverse settings, and build their skills, she says, as well as further position the school as a cutting-edge nursing education leader.

“The center has tremendous value,” she says. “For me, this collaborative interprofessional concept is so needed. To have the opportunity for students to learn to work together as a team and know how to function as a team — that is what will move health care to the next level.”
Shareholders Report

Thanks to the generosity of the many individuals and organizations committed to the mission and vision of the University of Minnesota School of Nursing, we ended the fiscal year on June 30, 2012, with the strongest and highest level of philanthropic support in the School of Nursing’s history. THANK YOU!

A total of $6,554,064 in cash and commitments was received, all of which helps to realize the School’s vision of “a world where nurses lead collaborative efforts to obtain optimal health for all people.”

Please join me in recognizing every person and organization listed below that played a critical role in creating this extraordinary success. We are honored to be in receipt of the charitable investments received and are equally bolstered by the confidence each contribution represents. The financial support for student scholarships and fellowships, the Healthy Communities Innovation Center, and other top priorities at the School of Nursing help to make all of it possible.

Thank you.

Gigi Fourré Schumacher
Director of Development
612-625-1365
gschumac@umn.edu

Key

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

- **(B) Builders Society**
  Lifetime gifts or pledges of $1 million +

- **(R) Regents Society**
  Lifetime gifts or pledges of $250,000 +

- **(T) Trustees Society**
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*Deceased

The Dean’s Circle honors donors who invest in the School of Nursing by making an annual gift of $1,000 or more.

*Every gift is important, although space limitations only allow us to list donors who have made gifts of $100 or more between July 1, 2011, and June 30, 2012. Please be sure to let us know if we have inadvertently omitted your name or misrepresented your contribution.*

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“I have a passion for learning and know that by choosing this profession, my life will be full of educational experiences that will keep me engaged for a long time to come.”
Genna Hempen (BSN, Class of 2015)
Jennie Lee Gustavson (Wurm-Giere) Scholarship Recipient

“Nursing is the harmony of art, science, and caring coming together to be of service to others.”
Rebecca Brown (Current MN student)
Mary K and Cyrus Field Scholarship Recipient
The fact that the Olsons’ humble life continues to make such a large impact on others increases my motivation to succeed in my studies and life-long career in nursing.”

Lissa Mettler (BSN, Class of 2014)
Walter E. Olson and Adela J. Olson Scholarship Recipient
It is through your generous award that I am able to focus on the work I am truly passionate about ... I am overwhelmed by your contribution to actualizing my dream.

Kristin Swartz (PhD candidate)
Lois and George Warp Fellowship in Nursing Research Recipient
On May 14, 2012, construction began on the School of Nursing’s Healthy Communities Innovation Center (HCIC).

Scheduled to open in January 2013, HCIC will include high-tech and simulated environments that closely align with many of today’s settings for health care delivery. Virtual learning and simulated health care scenarios will expose students to a range of illnesses, solutions, and care options, better preparing them for practice and the world. The new learning space will model acute, skilled, ambulatory, and home-care settings and will be equipped with electronic health record technology, portable computers, mobile technologies, and devices used in telehealth.

Learn more about HCIC at www.nursing.umn.edu/hcic