INSIDE:

- School receives largest gift in history to grow DNP program
- Partnership with VA expands BSN program
- Leading the effort to unlock big data

Building Capacity
How the growing ranks of DNP grads are transforming health care
Our Mission
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.

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

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This publication is available in alternative formats upon request. Direct requests to the managing editor at nursnews@umn.edu.
A $10 million gift, the largest ever made to the School of Nursing, will make pursuing a Doctor of Nursing Practice degree possible for 500 additional students. This gift from the Bentson Foundation will dramatically increase the projected number of graduates to more than 140 students annually beginning in 2018. See page 8 to read more about this visionary gift.
Dear Colleagues, Alumni and Friends,

The role of nurse practitioners is in the spotlight and the scope of practice up for debate in many statehouses across the country as the Affordable Care Act unfolds. It is likely the decisions made over the next 18 months will set the course for the next generation of nurses as well as patient care, patient experience, quality and outcomes for years to come.

Let us be mindful that this future is, at least in part, in our hands. As nurses and leaders, we again have the ability to shape the future, if we boldly and creatively step up to this edge.

This issue of Minnesota Nursing highlights just one school’s opportunities, strategic planning and relationships that have enabled us to build our capacity to meet the growing need for safe, quality and effective nursing and health care within an interprofessional framework.

Our partnership with our local Veterans Administration Health Care System was one of six nationally to receive more than $5 million to expand our BSN program and build the capacity of our students to address the complexity of health concerns for veterans. The Minneapolis VA Health Care System’s commitment to excellence provides exemplary clinical placements for BSN students engaged in this initiative.

A bold expansion of scholarships will enable us to dramatically increase our DNP program enrollment. The visionary $10 million gift from the Bentson Foundation provides scholarships aimed at increasing the pool of advanced practice nurse leaders. This gift represents another potent vote of confidence for national initiatives to increase the number and role of nurses and their capacity to effectively deliver care.

Our school’s new 11,000-square-foot Bentson Healthy Communities Innovation Center is building the capacity of our students to prepare for their first experiences with patients in a wide range of settings, as well as strengthen simulation support for advanced practice specialties.

Stepping up to build capacity has been the consistent focus of the School of Nursing; we share a few recent examples from the summer of 2013.

- Convened an invitational summit to chart a course for integrating nurse-collected data into Electronic Health Records for a more holistic data system that will lead to better care, outcomes and research;
- Expanded FLAG educational conferences on the latest in adult/gerontology care to nurse educators in Arizona, Illinois and California;
- Co-sponsored the International Family Nursing Conference in Minneapolis for participants from 28 countries;
- Hosted the 19th annual Summer Institute on Adolescent Health, this year focusing on sexual health, and building the capacity of teachers, counselors and nurses who work with adolescents;
- Hosted the annual community conference on caring for people with Alzheimer’s disease, attended by more than 300.

In this moment, as nursing finds itself at the bright intersection of possibilities, it’s incumbent upon us to step up, lead with courage, creativity and character. Funding, facilities and knowledge provide a vibrant foundation. When a door opens, it is ultimately bold vision coupled with courage that propels us forward building on this vibrant foundation.

Connie White Delaney
Professor and Dean
Health promotion

Clinical Study Shows Great Promise for Reducing Teen Pregnancy

by Barb Schlaefer

The formula seems obvious. Empower adolescent girls with accurate information, communications skills, regular access to a caring adult, and avenues to build self-confidence and they’re likely to create positive, healthy futures for themselves. These concepts have been researched and affirmed over many years. But effectively translating them into sustainable services that could change the trajectory of young lives is both pioneering and outrageously ambitious.

School of Nursing Associate Professor Renee Sieving, PhD, RN, FSAHM, and her interdisciplinary colleagues challenged themselves to do just that. Together, they carefully developed and tested a scientifically-based, cost-effective youth development program for at-risk teens that incorporated counseling along with leadership opportunities as peer health educators. For Sieving it’s about protecting vulnerable teens from struggles that can negatively and permanently hijack their lives — most notably, early pregnancy.

“Years ago, local clinics came to us articulating their frustration in seeing adolescents at high risk for pregnancy and knowing that a short clinic visit couldn’t change this trajectory,” said Sieving. “They asked for our help in creating a youth development model designed for primary care clinics.”

(continued on page 4)
In response, the research team designed a two-part program, called Prime Time, that engaged teens in monthly one-on-one meetings with a case manager for 18 months, supplemented by weekly involvement as leaders in a peer health educator group for four months. To test this program, researchers recruited 253 girls ages 13-17 years old who met risk criteria for teenage pregnancy. All of the girls received standard services through a clinic, but 126 girls also participated in Prime Time’s one-on-one case management and youth leadership activities.

THE OUTCOMES

Study participation rates were high, and nearly all (93.3 percent) of the 253 girls completed a survey at 24 and 30 months after the start of the program.

At both the 24 and 30-month assessments, Prime Time program participants reported significantly more consistent condom and dual contraceptive use than teens receiving standard clinic services.

There were other promising findings too. Fifteen percent of program participants versus 5.7 percent of teens in the control group reported having no recent sex partners. As an indicator of participants taking positive steps toward their futures, 72.1 percent of program participants versus 36.5 percent of those in the control group who finished high school were in college or technical school 12 months after the program ended.

THE PROGRAM

In one-on-one sessions with girls, case managers covered topics such as personal goals, healthy relationships, responsible sexual behaviors, and family and school involvement. These sessions were flexible, depending on each teen’s interests and needs, and included mentorship, counseling, goal-setting and emotional support.

Peer educator groups covered topics including expectations and skills for healthy relationships, sexual decision making and contraceptive use skills. During the time they were involved in peer educator groups, participants were asked to reach and teach others in their daily lives with information from their groups.

The program and study were funded by the National Institute of Nursing Research at the National Institutes of Health and the Centers for Disease Control and Prevention. The Prime Time program was developed to be cost effective and easily replicated in primary care clinic settings anywhere. The approximate cost per participant was $2,800.

The Affordable Care Act will dramatically increase the number of young people in the U.S. with access to preventive health services. This presents both a need and an opportunity to expand quality preventive care for adolescents that can positively impact their life trajectories – reducing their health care costs and improving quality of life for the long term.

“We plan to further test and improve the model with clinic partners,” said Sieving. “The long-term aim is to translate this into a reimbursable clinic service that has a very clear cost benefit. Invest a small amount now for a brighter, healthier future for our most vulnerable young adults.”

The study has been featured in JAMA Pediatrics and Prevention Science, and a summary of the study is featured on the Centers for Disease Control and Prevention website.

THE RESEARCH TEAM

Renee Sieving, PhD, RN, FSAHM; Barbara McMorris, PhD; Linda Bearinger, PhD, RN, FSAHM, FAAN; Ann Garwick, PhD, RN, LMFT, LP, FAAN; and Sandra Pettingell, PhD, are from the University of Minnesota School of Nursing. Michael Resnick, PhD; Kara Beckman, MA; Annie-Laurie McRee, DrPH; Jennifer Oliphant, EdD; and Shari Plowman, MPH, are from the University of Minnesota Medical School. Molly Secor-Turner, PhD, RN, is from North Dakota State University.
Fighting Fatigue in Pediatric Cancer Patients

by Barb Schlaefer

In her 32 years working as an advanced practice nurse in pediatric cancer, Assistant Professor and researcher Casey Hooke, PhD, RN, CPON, PCNS-BC, has seen the long-term survival rate of kids diagnosed with cancer climb from 58 percent to 80 percent. She attributes the growing percentage of children being cured of cancer today to research facilitated in part by the Children’s Oncology Group, a well-coordinated global network of pediatric oncology researchers funded by the National Cancer Institute.

As the number of pediatric cancer survivors grows, Hooke said it is important to understand how treatment experiences can interfere with ongoing physical, psychological and cognitive development. “Cancer treatment for children can last from months to years,” she said. “I remind people that children can’t just take a ‘time out’ from their ongoing development during this period. For example, children with leukemia are treated over two to three years. Just think about the tasks toddlers or preschoolers with leukemia need to accomplish before they are ready for kindergarten.”

Six years ago, Hooke transitioned from full-time practice to research and teaching at the University of Minnesota School of Nursing, while maintaining a practice in pediatric oncology one day each week. Hooke’s area of research focuses on reducing fatigue and other symptoms of children with cancer. She is developing innovative interventions to decrease fatigue and improve their physical performance and quality of life.

Hooke is lead author on a study published in September in Cancer Nursing in which she assessed physical performance in children undergoing cancer treatment using a simple six-minute walk test. When she compared these children to norms for their healthy peers, she found that they were severely deconditioned.

“When a child receives a cancer diagnosis, well-intended health professionals and parents often encourage him or her to ‘rest up’ as a restorative intervention,” she said. “However, we know that if you lie on the couch for weeks to months, watching TV, you will lose strength and endurance.”

Her research highlights the need for tailored interventions to promote physical activity among children undergoing chemotherapy to prevent fatigue. In response to this need, Hooke headed a study to encourage kids to become more active during their maintenance chemotherapy for leukemia by using a Fitbit tracker (www.fitbit.com). Fitbit is a commercially-available device that measures steps, activity level and sleep and downloads data to a secure website. Hooke used it to set walking goals and coach children to become more active. She has also completed a study that evaluates yoga for pediatric cancer survivors to see if it helps improve fatigue, sleep, anxiety and balance.

“Decreasing the burden of fatigue is important for improving quality of life during treatment and providing energy for engaging in positive life experiences that advance children along the developmental continuum to a long and healthy future,” Hooke said.
The addition of nursing data represents a tremendous opportunity for improving accountability, safety, health care outcomes, and the patient experience,” said Connie White Delaney, dean and professor of the University of Minnesota School of Nursing and co-director of the Center for Nursing Informatics. “Nurses generate and apply the best evidence for improved care. Clearly the policies, infrastructure and system priorities are not yet aligned for maximizing the effective use of nursing information for patient, family and community health.”

Standard nursing terminologies and languages for documenting nursing care are approved and integrated into national and international standards. The action plan supports their urgent adoption and calls on EHR system experts to partner in efficiently building and maintaining systems that support comprehensive documentation and exchange of data. The advancement and use of nursing informatics will require unprecedented collaboration and coordination at the highest levels, across institutions and systems.

“Now is the time to move to bold, reliable and complete implementation of standards that support this integration,” said Associate Professor Bonnie Westra, PhD, RN, FAAN, FACMI, and director for the Center for Nursing Informatics at the University of Minnesota School of Nursing. “The plan supports the rapid movement of health care from paper-based systems to electronic documentation to support all care.”

Although EHRs have long been used within many health care systems to capture diagnoses and treatments, a vast amount of critical patient data generated by nurses cannot currently be captured in a standardized way in existing systems. In addition, EHRs are not compatible with one another, making the seamless use of data for clinical decisions, improved safety and outcomes, and research difficult if not impossible.

Nursing data include patient and family assessments, extensive family history; individual, family or community responses to health problems; interventions, the patient and family environment; emotional concerns or stresses; and much more.
With 32 million Americans about to become eligible for health care for the first time, due to implementation of the Affordable Care Act, the development of seamless and comprehensive EHR systems are essential to managing costs, improving care and outcomes.

The action plan maps steps for integrating nursing information into health care information systems that include:

- Developing and adopting educational standards for nursing students on health and nursing informatics;
- Developing institutional and public policies that support comprehensive, interoperable health information systems;
- Continuous updating and refining a common nursing language and terminology.

“To advance the vision of a transformed health system, we need a more-coordinated structure where information can be easily and safely shared among patients, consumers, clinicians and providers to enable improved outcomes, quality of care and lower costs,” said HIMSS Vice President for Informatics, Joyce Sensmeier, RN-BC, FAAN, in a blog post after participating in the conference. “This vision requires access to real-time, accurate and actionable health information.”

Back row, from left: Marla Weston, American Nurses Association; Gaye Dolin, Health Level Seven International (HL7); Ann O’Brien, Kaiser Permanente; Joyce Sensmeier, HIMSS; John Welton, School of Nursing and Health Sciences at Florida Southern College; Kathy Bowles, AAN Informatics Expert Panel; Kathleen McCormick, National Library of Medicine; Tom Clancy, University of Minnesota School of Nursing; Diane Skiba, National League of Nursing; Daniel Pesut, University of Minnesota School of Nursing; Marty LaVenture, Minnesota Department of Health; Mary Jo Swanson, Fairview Health Services; Marisa Wilson, University of Maryland; Karen Monsen, University of Minnesota School of Nursing; Kathleen Schwarz, Kaiser Permanente; Ray Simpson, Cerner; Jane Kirschling, American Association of Colleges of Nursing; Kevin Fickenscher, AMIA; Connie White Delaney, University of Minnesota School of Nursing; Kathy Sward, UML Modeling; Jim Woodburn, Applied Pathway; Judith Warren, SNOMED; Joanne Disch, University of Minnesota School of Nursing; Jung In Park, University of Minnesota

Front row, from left: Susan Matney, SNOMED/LOINC; Lynn Choromanski, MINING; Laura Heermann-Langford, S&I Framework/ IHE USA; Judy Murphy, Office of the National Coordinator (ONC) for Health IT; Barbara Caspers, Catholic Health Initiatives; Lynn Choromanski, MINING; Bonnie Westra, University of Minnesota School of Nursing; Erin Grace, MHA; Patti Dykes, AMIA Nursing Informatics Working Group chair

Not pictured: Charlotte Weaver, Gentiva Health Services, Inc; Edward Halloran, University of North Carolina
Visionary Gift Will Transform Health Care with More DNP Graduates

by Barb Schlaefer

A $10 million gift to the School of Nursing will enable the school to educate an additional 500 students in its Doctor of Nursing Practice (DNP) program over the next 10 years. The gift, from the Minneapolis-based Bentson Foundation, is the largest gift ever received by the School of Nursing and follows on the heels of a $3.6 million capital gift from the Bentson Foundation in 2012 to create the new nursing interprofessional simulation center completed earlier this year, named the Bentson Healthy Communities Innovation Center.

“The Bentson Foundation is truly visionary in recognizing that expert nurses prepared at the highest level must be part of the state and national solution to affordable, high quality health care,” said Dean Connie White Delaney, PhD, RN, FAAN, FACMI.

The latest gift is designated entirely for scholarships to support nurses pursuing the rigorous three-year DNP degree to prepare for roles as leaders in health care quality improvement, evidence-based practice and primary care in clinics, hospitals, systems and communities regionally and nationally. Students applying to enter the program in fall 2014 are the first group to be eligible for the $20,000 scholarships. The DNP program at the University of Minnesota is the largest in the country among programs with a classroom component.
Profiles of Change

DNP graduates make their mark on health care

by Brett Stursa

Nearly 300 graduates have completed the Doctor of Nursing Practice (DNP) program since 2007, when the University of Minnesota School of Nursing took the bold step of investing in the program to replace the master's degree as the primary path to an advanced practice degree. The collective impact of these graduates on Minnesota and the nation is just beginning to be seen and felt, however their evidence-based approach is already changing the way health care is delivered in significant ways.

School of Nursing graduates have changed the way the American Red Cross triages families after tragedies. They have changed the protocols for inducing labor for pregnant women at several Minnesota hospitals. DNP graduates have standardized asthma treatment for children at a Minneapolis clinic and changed providers' referral patterns related to children's dental health in California.

These successes were what the faculty had in mind when they launched the DNP program six years ago. At the time there were only 53 programs nationally offering a doctoral degree with a practice focus and none of them were in Minnesota. Today, there are 217 programs nationally, with another 100 in the planning stages. Clearly the focus of the program, with its foundation rooted in practice and its aim at high-level scholarship and expertise, is needed.

The School of Nursing began offering a DNP program in response to the growing complexity of a health care environment that increasingly demanded a high level of scientific knowledge and practice expertise. “It wasn’t enough to prepare excellent practitioners capable of providing individual care. We needed to look at the systems level of skills,” said DNP Program Director Mary Chesney, PhD, RN. “We needed to provide leaders who can improve outcomes.”

Today, the school offers 14 specialties in the DNP program, ranging from gerontological and adult health to midwifery to nursing informatics. The graduates of the DNP program aren’t just making change one patient at a time — although that is occurring, too — they are working toward changing health care delivery systems for better outcomes. This frame of mind inspired the following six graduates and students of the DNP program who are working to make change at the systems level.
Better care for mental illness

Growing up, Karalee LaBreche saw what her aunt went through dealing with schizophrenia. The experience had a profound effect on her and her career aspirations. “I wanted to help people like those who helped her,” said LaBreche.

LaBreche is now a psychiatric mental health nurse practitioner at Abbott Northwestern Hospital in Minneapolis improving care and quality of life for hospitalized adults with mental illnesses. There, she performs diagnostic tests, makes diagnoses, and prescribes therapies and treatments.

LaBreche was in the first class of DNP graduates who completed their degrees at the University of Minnesota. She invested in advancing her education, in part, to further her work on a project to develop a crisis medication program for Ramsey County in Minnesota. The project, which was designed to get medication to people with mental health needs to avoid more costly visits to emergency rooms, received an award from the International Society of Psychiatric-Mental Health Nurses. When she started the project, it could take weeks – sometimes even months – before someone could see a psychiatrist to obtain the medication they needed. Now, because of the program she helped to develop, it takes, on average, three to five days to obtain needed medication. There is work underway to refine the program even more, which could cut the wait time to one day or less.

LaBreche said her DNP degree has proved to be an important asset in obtaining leadership positions, like her recent appointment as the nursing representative on the State Advisory Council on Mental Health. “I knew if I got an education at a good school I could get a good job,” said LaBreche, “and I have.”

Building relationships

After receiving her DNP degree in midwifery, Meg Workman moved to Aitkin, Minn., to provide health care to women living in the northern Minnesota town of 2,200 people. “I have always imagined myself practicing in a small community,” said Workman.

Workman approached the hospital, which hadn’t previously employed a nurse-midwife, to explain how midwifery fit into the hospital’s mission. The approach led to her being offered a position. “As a midwife I partner with women through their lifetime to achieve their optimal health. Patients can expect holistic care, which incorporates scientific evidence into clinical practice,” said Workman.

The environment in a rural hospital puts her in a dramatically different setting than her clinical experience at the University of Minnesota Medical Center, Fairview, Riverside Campus in the heart of Minneapolis. “I feel very well equipped to
handle a wide variety of situations that may arise due to women’s personal needs, desires, cultural needs or family situations,” said Workman.

Workman said she never dreamed she’d be a nurse-midwife when she received her bachelor’s degree in nursing. After getting her degree, she accepted a position as a labor and delivery nurse at a hospital in Illinois. The work resonated with her. “I could relate to everything going on there,” said Workman, who is now a mother of four.

She enrolled in the University of Minnesota DNP program because she desired more patient contact. “I knew I wanted more, that I wanted to expand my career. I wanted to see women for the full spectrum of their lives,” said Workman, about why she wanted to become a nurse-midwife. “It’s an awesome responsibility. You’re responsible for patients in a different way. To go through that transition is pretty profound.”

After Jennifer Platt joined the Navy, she was stationed in San Diego on a pediatric unit where she worked with hematology and oncology patients. “In the Navy I discovered I love pediatrics and more importantly, I love nursing,” said Platt.

When she came off active duty, she said it was a good time for her to go back to school to pursue an advanced degree. “As an advanced practitioner I knew I could keep the essence of nursing and advance my scope of practice,” she said, assuming she’d get a master’s degree.

“I had never heard of the DNP degree at that point. I went on the University of Minnesota’s website and learned of the DNP program,” said Platt, who said that after reading about the trend toward the DNP degree it became apparent she should pursue that degree. “I chose the U of M because it seemed to be the most fully committed to this new degree, and also the U obviously has a rich history and a great reputation.”

Now, as a pediatric nurse practitioner at University of Minnesota Amplatz Children’s Hospital in Minneapolis, she is working in pediatric neurosurgery with patients undergoing brain and spinal cord surgery. “I absolutely could not have gotten this position without my DNP degree,” said Platt. “They practice evidence-based neurosurgery there. In the DNP program we learn about changing the system, about bringing evidence to practice and that’s what they do.”
Influencing decision-making

Aretha Thurman is a principal clinical educator for Medtronic, a global leader in the medical device industry. There, she is responsible for training all field employees, with an increased focus on international needs, regarding intrathecal delivery implantable devices, which are implantable devices that deliver medicine.

As a DNP student with a specialty in informatics, she converted her program training material from the traditional print materials to an eLearning format. “Our team has transitioned from 100 percent printed, handwritten training to zero percent printed class training materials,” she said. Class materials are delivered using an iPad, which students use to take notes directly into the presentations and electronic notepad. “The program has increased my ability to better design the training programs, both domestic and international. Additionally, it has given me more confidence to use evidence in preparing for courses,” said Thurman.

Thurman worked at the bedside for 13 years, before moving to the medical device industry. “It gave me a different perspective on health care and how nurses affect it,” said Thurman. She sought a DNP degree because she wanted to increase her opportunity to influence decision-making with the use of data, increase her credibility and broaden her scope. “In the medical device industry, there is constant change. You have to be prepared,” said Thurman.

Mark Romportl’s work at a camp for children with diabetes has had a lifelong effect on him. “It solidified my compassion for patients with endocrine disorders,” he said. That compassion – and desire to help improve the lives of those living with endocrine disorders – led him to his current position at an adult endocrinology clinic. There, he works with patients to help them better understand how to live with their conditions, from diabetes to thyroid disease to growth disorders.

While he enjoys providing one-on-one care, he found himself appreciating the population perspective as he completed his undergraduate studies in nursing. During his studies, he connected with a

Attention nurses!

To learn more about the DNP program and new scholarships available at the University of Minnesota School of Nursing, visit nursing.umn.edu/DNP.
As she progressed in the program, Timmons found she was confident enough to take professional risks. “The program helped me be more fearless. It gave me the confidence to know that I’ll be able to find work where I’m at personally and professionally,” said Timmons. “The knowledge, mentorships and relationships I developed helped me grow and see what I could achieve.”

After earning her DNP degree with a specialty in health innovation and leadership, she accepted a position she describes as her ideal position – as the director of interprofessional practice at St. Joseph’s Health Centre in Toronto, Ontario, which is a 380-bed hospital in the heart of one of the largest cities in North America. “My main role is to implement a new model of nursing care throughout the organization and to advance interprofessional practice,” she said. “This is where I need to be.”

He is seeking a DNP degree, with a family nurse practitioner specialty, to be able to better help patients live well. He sought the degree, he said, because he wanted to expand his scope and have prescriptive authority. “I wanted to be surrounded by students who were whole-heartedly invested in their work,” said Romportl. “Their experiences are broad and their viewpoints are broad. They are leaders.”

Over the years as a perioperative nurse in Canada, Jenni Glad Timmons found herself in positions that required progressively more leadership skills. While her bachelor’s degree in nursing helped her with clinical skills, she found herself lacking the broader expertise required to lead system transformation. “The knowledge and experience I had gained in the past was not enough for me personally and professionally to be successful and satisfied,” said Timmons.

Timmons knew she wanted to go back to school, but she also knew that she wasn’t interested in pursuing a PhD, which would lead her down a path of conducting research. She found the answer to her educational goals in the DNP program.

As she reviewed the University of Minnesota’s curriculum, she appreciated that professors didn’t simply look intraprofessionally to find thought leaders; they looked outside of the field as well. She also appreciated that the program was focused on leadership rather than administration.

“I knew I was going to be learning something that I wouldn’t be learning anywhere else,” said Timmons.
The other universities participating in the program are Arizona State University, Emory University, Marquette University, University of New Mexico, and Oregon Health and Science University.

The federal initiative was developed to help address the anticipated nursing shortage, which is projected to grow to 1 million registered nurses by 2025, according to the American Association of Colleges of Nursing. The VA, which is the largest employer of nurses in the U.S., is launching these academic partnerships to recruit more nurses to provide health care to veterans. In addition, the program will help meet the Institute of Medicine’s recommendation to increase the proportion of nurses with baccalaureate degrees to 80 percent by 2020. The School of Nursing will enroll an additional 20 students in its bachelor of science in nursing program every year for the next five years.

Students will work with patients who are hospitalized, receiving specialized inpatient or outpatient care. They will participate in clinical rounds in different areas of the VA, from the multiple trauma, telemetry and spinal cord units to the community living center and home health. The rounds will include an overview of patients’ needs, which will be followed by an interdisciplinary care presentation and discussion of a patient on that unit. In addition, students will be engaged in quality improvement and research projects.

Kaylee Wessel, a junior at the School of Nursing, will be one of the first students to take advantage of the new partnership. When she heard about the opportunity, she didn’t hesitate in expressing interest in participating. “Because my husband is active duty in the Marines, it’s close to me and I’m comfortable with it,” said Wessel, who also has experience working with veterans as a certified nursing assistant in a VA assisted living facility. She is most looking forward to the mental health rotation. “I think it will be a really different experience compared to what other students will be doing,” said Wessel.
For Kelly Jaeger, the medical-surgical rotation is the one she is most looking forward to, as she has aspirations to be a nurse in the operating room assisting with surgeries. She also thinks there will be a distinct sense of unity at the Minneapolis VA. “I think there is a community within the VA of people who have gone through similar experiences. There is a unity within the place that you wouldn’t experience at a regular hospital,” said Jaeger.

The partnership is expected to further strengthen ties with the school that date back to 1977, when the VA began providing clinical education for School of Nursing students from pre-licensure to graduate levels.

Associate Dean for Academic Programs Christine Mueller, PhD, RN, FAAN, said it was a significant honor to be a part of the program. “Many of us have family and friends who are in active or reserve duty or are veterans. This is an important way our school can contribute to honoring those who serve,” said Mueller.

Right, Kelly Jaeger is one of 20 BSN students who will complete their clinical rotations at the VA Medical Center this year.
Building Leadership Capacity Through Sense-Making and Knowledge Transfer

Not long ago I heard the startlingly statistic that 78 percent of faculty in nursing schools today will be retired by the year 2019. As we imagine new ways to build capacity there is a pressing need for us to consider how we best capture and transfer the tacit deep-knowledge of our nursing leaders who are retiring.

A recent project of the Dean’s office and the Katharine J. Densford International Center for Nursing Leadership was an invitation to the Sagis Corp. (http://sagiscorp.com) to apply its sense-making techniques to capture the deep-knowledge, skills and insights of Sandra Edwardson, professor and dean emeritus of the School of Nursing, who is retiring this year.

Sense-making methods draw on communication sciences. The three steps of the SagisSense interview method are:

- The identification of strategic stories that involve experiences that will elicit the most valuable knowledge of the experts.
- The creation of an action-step outline listing the specific actions associated with the storyline.
- The gap exploration to systematically probe the expert’s sense-making each step of the way through the story.

To learn more about sense-making read the article Sense-Making by Brenda Dervin and Charles Naumer in *The Encyclopedia of Library and Information Sciences, Third Edition.*

Edwardson volunteered to participate in our Sagis project and the results were presented to her at a Sept. 19 recognition ceremony. Just as importantly, it was shared throughout the school and added to the Densford Library.

I believe there are several benefits of sense-making and knowledge-transfer efforts. First, inviting people to engage in a sense-making process is a powerful way to document history and professional contributions. Second, intentional application and use of sense-making methods are ways to build capacity, capture tacit knowledge and transfer lessons learned from a lifetime of experience to others.

Finally, the Sagis interview artifact is a valuable reusable learning object that will stimulate dialogue, discussion and learning among next generation nursing leaders in both academic and practice contexts. Building leadership capacity through sense-making and knowledge transfer supports ongoing wisdom work in nursing.

The Densford Center promotes the development of nursing leadership capacity through programmatic offerings, coaching, consulting and organizational development services that enhance nurses’ knowledge, skills and abilities to navigate complexity and lead successfully in contemporary academic and health care contexts.
During the past year, the Minnesota Hartford Center of Gerontological Nursing Excellence has become a founding member of the National Hartford Centers of Gerontological Nursing Excellence, a new collaboration among centers of nursing excellence funded by the John A. Hartford Foundation. The national coordinating center, housed at the Gerontological Society of America in Washington, D.C., and the eight regional centers, housed at schools of nursing across the nation, have been working together to develop the capacity and competency of nurses at member institutions. The goal is to create a sustainable and effective national initiative dedicated to providing quality care to older adults through faculty development, advancing gerontological nursing science, facilitating adoption of best practices, fostering leadership, and designing and shaping health care policy.

In the area of faculty development, the Minnesota Hartford Center is leading efforts to build geriatric teaching expertise in associate and higher degree programs by nationally disseminating our innovative faculty development program known as Facilitated Learning to Advance Geriatrics (FLAG). This summer, the FLAG program was offered at sites in Phoenix, Ariz., Santa Clarita, Calif., and Chicago, Ill. to more than 70 nurse faculty, doctoral students and other health professionals.

Our participation in the national center also brings benefits to participant schools, including:

**LEADERSHIP CONFERENCE**
The annual Leadership Conference leverages the expertise of Angela Barron McBride, PhD, RN, FAAN, and other award-winning leaders in aging to support, strengthen and challenge future health care leaders from interprofessional disciplines together with nurses, social workers and physicians. The conference brings the leadership novice and expert together to address pressing issues in health care. Annually, two complimentary conference registrations are awarded per member school and substantial discounts are offered to others.

**NATIONAL PRE/POST-DOCTORAL TRAINING AWARD PROGRAM**
Patricia G. Archbold Pre-doctoral Scholars and Claire Fagin Post-doctoral Fellows are member preference grants for up to two years of academic support at a total cost of $100,000 and $120,000 respectively, with a 10 percent match from the member school.

**CONSULTANCY/PARTNERSHIP**
Consultant services for support of research, curriculum, program review and teaching to promote quality care for older adults are provided by distinguished leaders in gerontological nursing.

As a founding member of the National Hartford Centers of Gerontological Nursing Excellence, we look forward to supporting our faculty and students make best use of the opportunities afforded us through this collaboration.
What do the Dyson vacuum cleaner and the Center for Adolescent Nursing have in common? After his 1970s invention of the cyclonic bagless vacuum cleaner, Sir James Dyson posed the question, “What next? What do we do best?” His answer: “Move air.” So, in the nearly half century since his first invention, his company has developed dozens of new products. All of the products are designed for different uses but all of them – hand dryers, fans, heaters – move air.

After two decades since the launch of the Center for Adolescent Nursing, we posed the same question, “What do we do best?” Our answer: “Train health professionals to work effectively with young people.”

So, this spring we applied for a grant from the Maternal Child Health Bureau (Health Resources and Services Administration, Department of Health and Human Services) that would leverage one of our greatest capacities – expertise in educational programming to better prepare the workforce in working with adolescents and young adults. The good news of the award came several months later.

Armed with an array of teaching strategies and modalities, we will be launching four online and onsite continuing education options in adolescent health. All of the options will be taught by faculty and teaching specialists from the Center for Adolescent Nursing in the School of Nursing and the Division of General Pediatrics and Adolescent Health from the Department of Pediatrics in the Medical School. New teaching strategies include an online asynchronous adolescent health course that will also serve as a prerequisite for University of Minnesota students seeking doctoral degrees. Our second continuing education option will be three new self-study modules on the latest hot topics in adolescent health. Third, we will continue offering webinars for providers in the workplace – new topics for new audiences. Finally, we will relate all three of these online options to our center’s annual Summer Institute in Adolescent Health, now in its 20th year. This institute has trained more than 1,000 health professionals from a wide array of disciplines and from all over the world.

Under the leadership of Professor Linda Bearinger, PhD, RN, FAAN, FSAHM, three years of funding will enable us to reach thousands of providers in clinical practice and in the public health workforce.
The concept of computerized game-based teaching and simulation is rapidly gaining popularity as an instructional methodology in health care organizations, including schools of nursing. Game-based learning provides participants with simulated scenarios that represent clinical events in a game-like setting. Participants become engaged in a story that unfolds based upon critical decisions they make.

Clinical Professor and Assistant Dean for Faculty Practice, Partnerships and Professional Development Thomas Clancy, PhD, RN, FAAN, is actively engaged with community partners in developing game-based computer simulations. Through a grant sponsored by the Centers for Medicare and Medicaid Services, the School of Nursing, the Minnesota Hospital Association and VitalSims, a commercial developer of learning simulations, are co-developing games focused on educating nurses and students on prevention of pressure ulcers and falls in hospitalized patients. These game-based simulations will be available in the fall.

Computerized game-based teaching is a valuable supplement to classroom and lab settings. Participants can practice critical thinking skills in a safe and controlled environment and reflect on their decisions. Additionally, games add the advantage of scalability through the use of computers, iPads or other mobile devices. A single game can be created once and used by many. This makes these simulations an ideal training tool for clinical nurses as well as nursing students.

**DEVELOPING THE GAMES**

Development of games begins by creating an interdisciplinary team of content experts and computer programmers to define learning objectives, determine the simulated environment and craft a storyline. Content experts then provide programmers a series of events that require game participants to use critical decision-making skills to advance the game. For example, nurses having to conduct a skin inspection may need to recognize skin breakdown or identify “fall” risk factors for a patient. Computer programmers build the clinical scenarios and content experts review them and make revisions. Finally when the game is completed, it is evaluated by clinical nurses to determine whether it meets learning objectives as well as usability factors.

Successful game-based simulations begin with a well ordered design that allows participants to test themselves through meaningful actions. Competitive elements that motivate participants to achieve higher scores also promote improved learning through repetition. Games must also integrate many choices. This permits students to experiment and gain immediate feedback from critical decisions they make. Finally, game design must include rewards and a sense of empowerment.

In addition to games that focus on preventing pressure ulcers and patient falls, faculty members from the Center for Nursing Informatics are planning new games that promote patient safety such as infection control and reducing medical errors.
Faculty Make a Difference for Children with Special Health Care Needs in the State of Washington

Children with special health care needs are at increased risk for chronic physical, developmental, behavioral or emotional conditions. They also require more health and related services than typically required by children. This population is growing, while the capacity to provide services is generally decreasing due to economic constraints. In order to meet the needs of this vulnerable population, it is critical to demonstrate the needs of this group and to efficiently evaluate the effectiveness and value of programs for children with special health care needs.

Two School of Nursing faculty, Karen Monsen, PhD, RN, FAAN, and Wendy Looman, PhD, RN, CNP, along with Scott Elsebernd, of Children’s Hospitals and Clinics of Minnesota, partnered with Washington State and the Benton-Franklin Health District of Kennewick to build capacity and study Washington State’s children with special health care needs using health informatics and child health expertise.

The study used data to examine public health nursing interventions and assess which interventions have the best outcomes. The Omaha System supported research-based, comprehensive practice and documentation using standardized health care terminology designed to document client care from admission to discharge. Public health nurses carefully document the problems they see and treatments delivered to their clients in real time.

Their analyses demonstrated that children and their families have difficulties providing adequate physical care, cognitive learning experiences and health care due to economic struggles. Overall, the results described the stressful circumstances that children with special health care needs and their families experience on a daily basis.

As a result of these findings, Washington State developed and implemented a state-wide case management, surveillance and program evaluation model utilizing the Omaha System. A uniform evaluation protocol was developed, as well as practice standards and assessment guidelines.

In the future, larger data sets will increasingly be used to evaluate the quality of public health nursing services, inform public policy and improve the health of children with special health care needs. Further research is also needed to create quality assurance measures that can be implemented as an integral part of program evaluation.

To read the complete article on this study in ISRN Nursing, Volume 2013, please visit http://www.hindawi.com/isrn/nursing/2013/793936/.
Building Pediatric Graduate Nurse Workforce Capacity

We are extremely proud of the 207 pediatric graduate students who have completed their leadership training through the Center for Children with Special Health Care Needs, which was founded 20 years ago. These graduates are providing leadership as faculty members; pediatric nurse practitioners and clinical nurse specialists in primary and specialty care; preceptors; and directors of programs in hospitals, clinics, schools and health departments. The majority of our graduates are working with underserved children from diverse cultural backgrounds in a broad range of settings.

**Building Capacity Through National and International Leadership**

Center faculty are promoting the health of children with special health care needs and their families through their leadership roles in national and international nursing associations. Mary Chesney, PhD, RN, CNP, is the president-elect of the National Association of Pediatric Nurse Practitioners (NAPNAP) and Linda Lindeke, PhD, RN, CNP, FAAN, is a national past president of NAPNAP. Casey Hooke, PhD, RN, PCNS, is co-chair of the nursing research subcommittee of the Children’s Oncology Group. In June, Wendy Looman, PhD, RN, CNP, and Ann Garwick, PhD, RN, LMFT, LP, FAAN, were elected to serve on the board of the International Family Nursing Association.

**Building Capacity Through Professional Development**

Betty Presler, PhD, APRN, PNP, is nationally known for her contributions to the development of innovative family-centered care coordination models for children and youth with special health care needs through her research, practice and advocacy roles. She has been on the advisory board of the Center for Children with Special Health Care Needs since it was founded in 1993. In a new module “Care Coordination: The Heart of Quality,” Presler identifies key roles that advanced practice nurses play in coordinating care with youth and families, major developments in care coordination systems and practice in the past 25 years, and challenges and opportunities for improving systems of care in the next decade. In addition to Presler’s module, there are 12 other self-paced professional development modules on clinical and leadership topics available through the center’s professional development page at www.nursing.umn.edu/CCSHCN.
Studying the Effects of Yoga on Older Adults with Osteoarthritis

The word “yoga” comes from the Sanskrit root “yuj,” which means “to yoke” the spirit and physical body together. Yoga includes a series of postures and breathing exercises practiced to achieve control of the body and mind, which leads to a peaceful sense of well-being.

Despite yoga’s origins in ancient Indian culture, it has become a popular activity for athletes, children and older adults. The practice can be modified to suit all fitness levels. Yoga has been proven to lower blood pressure, increase strength and flexibility, as well as energize bodies and calm minds.

Yoga’s numerous physical and emotional benefits led Assistant Professor Corjena Cheung, PhD, RN, to study the effects of yoga on osteoarthritis-related outcomes in older adults. Osteoarthritis is a slow progressing, chronic and degenerative condition characterized by the breakdown of joint cartilage. This breakdown causes bones to rub against each other and leads to pain, stiffness and loss of movement. Osteoarthritis most often affects people older than 60 years, particularly older women.

Current guidelines recognize that exercise is an important component of any treatment program. In an earlier study, Cheung found that an eight-week yoga program for older women with knee osteoarthritis was safe, effective in reducing joint pain and stiffness, effective in improving function and enjoyed by all participants. Her current research will determine if yoga is as effective as aerobic exercise and muscle strengthening in improving symptoms, leg function and life quality. She is recruiting community dwelling adults, 60 – 90 years old, who have been diagnosed with osteoarthritis knee symptoms for at least six months. For more information, please contact Cheung at oa2013@umn.edu or 612-626-8970.

Research conducted by Corjena Cheung, PhD, RN, showed an eight-week yoga program for older women with knee osteoarthritis was effective in reducing joint pain and stiffness.

Yu Receives Grant to Study Aerobic Exercise and Alzheimer’s Disease

Associate Professor Fang Yu, PhD, RN, GNP-BC, received a $3.04 million grant from the National Institute of Aging to study the effects of exercise on cognition in Alzheimer’s disease. She and her colleagues will be conducting a five-year trial of stationary cycling with community-dwelling older adults who have mild to moderate Alzheimer’s disease. Cognition and other symptoms will be assessed along with brain changes observed through structural magnetic resonance imaging at various intervals during a one-year period.
Alum Adams-Ender Named Living Legend

Clara Adams-Ender, MS, RN, FAAN, was named a Living Legend by the American Academy of Nursing (AAN). Only a small group of fellows are named Living Legends in honor of their extraordinary contributions to the nursing profession, sustained over the course of their careers.

Adams-Ender was the first woman to receive her master’s degree in military arts and sciences from the U.S. Army Command and General Staff College. She is also the first African-American nurse corps officer to graduate from the United States Army War College.

After Adams-Ender earned her bachelor’s degree in nursing from North Carolina Agricultural and Technical State University in North Carolina, she joined the U.S. Army Nurse Corp and was assigned overseas near North Korea and later Germany. She went on to earn her master’s degree in nursing from the University of Minnesota School of Nursing, and after graduation, resumed her career as a military officer. Adams-Ender was eventually promoted to the rank of Brigadier-General and became the chief of the Army Nurse Corp. Adams-Ender is on the School of Nursing Dean’s Board of Visitors.

Sieving Inducted Into the American Academy of Nursing

Associate Professor Renee Sieving, PhD, RN, FASHM, will be inducted into the American Academy of Nursing (AAN) in October. AAN’s 2,089 fellows are recognized as nursing’s most accomplished leaders in education, management, practice and research.

“Selection for fellowship in the Academy is one of the most prestigious honors in the field of nursing,” said AAN president Joanne Disch, PhD, RN, FAAN, who is also a clinical professor at the School of Nursing. “I congratulate all of the new fellows and look forward to honoring their accomplishments and welcoming them into the Academy.”

There are 18 School of Nursing faculty members who are AAN fellows. Selection criteria include evidence of significant contributions to nursing and health care, and selection is based, in part, on the extent of the nominee’s influence on health policies and the health and wellbeing of all.

Researchers to Study School Nurses’ Impact on Obesity

A new University of Minnesota School of Nursing partnership with the Burnsville-Eagan-Savage school district will look into what school nurses can do to help curb obesity in school children.

School of Nursing researchers led by Associate Professor Martha Kubik, PhD, RN, received a $3 million National Institute of Health grant to investigate how school nurses and other community health advocates can help address school-age obesity. “Results from this research study have the potential to inform public policy,” said Kubik. “If all goes as we hope it goes, it will expand access to obesity prevention programs for children and families.”

Obese second and fourth-grade students who volunteer with their families for the program will be encouraged to eat healthy food and develop healthy exercise habits.

Kaas Receives APNA Award

Associate Professor Merrie Kaas, PhD, RN, FAAN, received the American Psychiatric Nurses Association’s 2013 Award for Excellence in Education and will be recognized at the APNA conference this fall. This annual award honors psychiatric-mental health nurses nationally who have fostered the professional growth of psychiatric-mental health nurses through imparting knowledge, skill and critical analysis to the field. In selecting Kaas to receive the award, the APNA determined Kaas has demonstrated innovative approaches in disseminating new knowledge in the field of psychiatric-mental health nursing, has collaborated with other disciplines in knowledge dissemination, and provided positive mentoring to peers and new nurses.
Bronas Receives Coffman Young Investigator Award

Assistant Professor Ulf Bronas, PhD, received the Jay D. Coffman Young Investigator Award for Clinical Science at the Society for Vascular Medicine Annual Scientific Sessions, held in Cleveland, Ohio. The award is given annually to a distinguished internist and researcher of vascular medicine and clinical cardiology. Bronas presented his research entitled “Exercise improves vascular endothelial function in patients with early diabetic kidney disease,” conducted as part of his K-23 faculty development grant.

Cheung is Named Fellow in Gerontological Society

Assistant Professor Corjena Cheung, PhD, RN, was named a fellow in the Gerontological Society of America’s Health Science Section. Fellowship is an acknowledgment of outstanding and continuing work in the field of gerontology. Cheung received her master’s degree in nursing administration and her PhD in nursing/gerontology/complementary therapies from the University of Minnesota. Her research interests include the effects of yoga on osteoarthritis-related outcomes in older adults and design and development of technology for older adults to improve exercise adherence and monitor symptoms.

Dean is Promoted to Officer in the US Priory

Clinical Assistant Professor Patrick Dean, EdD, RN, was promoted to officer in the Priory in the United States of America of The Most Venerable Order of the Hospital of St. John of Jerusalem. Dean will be formally invested at the Service of Rededication and Investiture in November. Her Majesty the Queen of England approved the promotion.

Dean became a member of the US Priory in 2010. A prerequisite to membership is a demonstrated commitment to charitable work. While the order’s beginnings were in the work of medieval monastic knights, its current mission is to prevent and relieve sickness and injury. The primary mission of the priory in the United States is to support The St. John of Jerusalem Eye Hospital in East Jerusalem. Although a Christian order of chivalry, membership in the order is open to people of all faiths who support assisting people who are poor and sick, in addition to ongoing charitable responsibilities.

Lovinaria Named to Nurse Anesthesia Diversity Board

Associate Director of the Certified Registered Nurse Anesthetists specialty Dan Lovinaria, DNP, RN, CRNA, was named to the board of directors for the Diversity in Nurse Anesthesia Mentorship Program. The national outreach program hosts national and regional events to inform and encourage students of color who may be interested in a career in nurse anesthesia. The group also provides academic and career support and information for current students.
New appointments

**Chih Lin Chi**, PhD, joined the School of Nursing and the Institute for Health Informatics at the University of Minnesota. Holding a joint appointment as a tenure track assistant professor in the School of Nursing and fellow and core faculty in the Institute for Health Informatics, Chi brings a wide range of high quality research training experiences from both the University of Iowa and Harvard Medical School. He is working at the forefront of informatics research applying data mining and simulation methods to problems of improving clinical care through better decision support. Specifically, his work focuses on understanding the relationship among patient characteristics, treatments, and outcomes and converting such relationship into evidence. This work falls into the area of translational biomedical health informatics.

**Theresa Derner** joined the business office as a post-grants award manager. Derner is responsible for the fiscal maintenance and monitoring, in collaboration with principal investigators, on new and established grants awarded to the School of Nursing. Previously, she worked at the University of California, Los Angeles in grants funds management. She has experience from working at the University of Minnesota for nearly 10 years in the College of Liberal Arts, Medical School and University Press. Derner received undergraduate education from the University of Minnesota, with studies in journalism and studio arts.

**Roxanne McMurray**, DNP, CRNA, joined the faculty as a clinical assistant professor. McMurray has been a practicing certified registered nurse anesthetist for more than 20 years and received her doctor in nursing practice (DNP) degree in May from Union University in Jackson, Tenn. Her DNP project focused on postoperative sore throat in patients receiving monitored anesthesia care using a traditional versus nontraditional oropharyngeal airway. McMurray is currently employed at Health Partners Same Day Surgery Center. She has worked at Midwest Eye and Ear on the Woodwinds Health Campus, United Hospital and Children’s Hospital. She received her bachelor’s degree in nursing from Bethel College and her master’s degree in nurse anesthesia from St. Mary’s University in Minneapolis.

**John Kilbride** joined the school as chief development officer. He brings nearly 25 years of development and management experience, most recently from Luther Seminary. As director of development at Luther Seminary, he led a team of 18 professionals and support staff with expertise in major gifts, planned gifts, donor relationship management, annual giving and advancement services. Kilbride previously served at St. Olaf College as a principal gift officer and later as vice president for advancement services. He is a graduate of St. Olaf College with majors in economics and religion. He earned a master’s degree in higher educational policy and administration from the University of Minnesota.

**Jory Nagel** joined the school as an admissions and enrollment coordinator. Nagel comes from the University of Minnesota’s College of Liberal Arts, where she had been an admissions counselor since 2012. Nagel received her bachelor’s degree in biology, society and environment from the University of Minnesota in 2008, with a second major in English. She earned a master’s degree in teaching in 2012 from Hamline University in St. Paul.
**Judy Pechacek, DNP, RN,** joined the school as a clinical assistant professor. Pechacek, who had been an adjunct faculty member and instructor at the school, served most recently as vice president for patient care services and chief nursing officer at Fairview Southdale Hospital. She is a board member and government affairs chair of the Minnesota Organization of Leaders in Nursing and has a long history of clinical innovation and team building.

**Erica Schorr, PhD, RN,** joined the faculty as an assistant professor on the tenure track. Schorr was a student in the BSN to PhD program, which culminated in the successful defense of her PhD dissertation entitled, “Characterization of the Peripheral Artery Disease Symptom Experience.” Her dissertation research was funded by the National Institutes of Health in the form of a National Research Service Award. Schorr graduated from Xavier University with a bachelor’s degree in marketing, and received her bachelor’s degree in nursing from University of Detroit Mercy. Schorr’s area of research is cardiovascular health in adults and older adults, and she plans to focus her research on restoration of function and reduction in disease-related complications in patients with moderate to severe cardiovascular disease.

**Kris Stellon, DNP, RN,** joined the faculty as clinical associate professor primarily located on the Rochester campus. Stellon graduated from the DNP program in 2012. Her DNP scholarly project was “Implementation of Asthma Treatment Guidelines in a Community Health Center in Rural North Dakota.” She has extensive clinical experience as an adult clinical nurse specialist in several health care settings, including chronic disease management at St. Mary’s Duluth, palliative care at Altru Hospital in Grand Forks, primary care at Migrant Health Service and home chronic disease management at Valley Community Health Services. Stellon has more than 18 years of experience in faculty positions at the College of St. Scholastica, Wisconsin Indianhead Technical Institute, the University of North Dakota College of Nursing at Grand Forks and Augsburg College.

**Brett Stursa** joined the school as a programs and publications manager. Prior to coming to the school, she was the editor for a weekly suburban newspaper. She also worked as a reporter for the Olivia Times Journal and City Pages. Stursa has a bachelor’s degree in individualized studies from New York University, with concentrations in race and gender studies, philosophy and journalism, and is pursuing a master’s degree in library and information science at St. Catherine University. She serves as editor for Minnesota Nursing, writes features, announcements, web content and other communications.

**Gayle Rieland** joined the school as project coordinator for Project SNAPSHOT (Students, Nurses And Parents Seeking Healthy Options Together), which is a school nurse-directed weight management program funded by the National Institute of Nursing Research. She will participate in the development of study-related materials and coordinate participant recruitment, intervention and measurement. For the last five years, Rieland has been a supervisor, state consultant and national consultant for the Nurse-Family Partnership program. She was a licensed school nurse and the director of health services for Burnsville-Eagan-Savage Schools from 1990 to 2006. She has a master’s degree in nursing from the University of Minnesota and a bachelor’s degree in nursing from St. Catherine University.
**EXTRAMURAL GRANT AWARDS**

**Faculty Principal Investigators Fiscal Year 2012 - 2013**

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

**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**  
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 Disease/National Institutes of Health

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

**Cheung, Corjena**  
Yoga versus Aerobic and Strengthening Exercises for Managing Osteoarthritis  
University of Iowa; Hartford Center of Geriatric Nursing Excellence

**Clancy, Thomas**  
Patient Safety Hospital Engagement  
Minnesota Hospital Association; Center for Medicare and Medicaid Services

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

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

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

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

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

**Garcia, Carolyn**  
Engaging Latino Adolescent 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**  
Adult Day Service Utilization and Outcomes: A Mixed Methods Approach (K23)  
National Institute on Aging/National Institutes of Health

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

**Gaugler, Joseph**  
The Dementia Caregiver Care Planning Tool: Development and Pilot Implementation  
US Department of Health and Human Services: Agency for Healthcare Research and Quality

**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

**Hadidi, Niloufar**  
Impact of Problem-Solving Therapy on Brain Networks in Depressed Stroke Survivors  
Clinical and Translational Science Institute, University of Minnesota

**Hooke, Mary Casey**  
Phenotypic and Genotypic Associations with Symptom Clusters During Childhood  
Duke University; National Institutes of Health

**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**  
School Nurse-directed Secondary Obesity Prevention for Elementary School Children (R01)  
National Institute of Nursing Research/National Institutes of Health

(continued on next page)
**Grant Awards**

**Grant Awards, Continued**

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

- **McMorris, Barbara**
  Evaluation of Big Brothers Big Sisters School-based Mentoring Program
  U.S. Department of Justice

- **Monsen, Karen**
  Transforming Evidence-based Obesity Guidelines into Clinical Practice
  CTSI Community Pilot Grant

- **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**
  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)

- **O’Connor-Von, Susan**
  Rural Health Workforce Development Program
  Northeast MN Area Health Education Center (Prime)

- **Robertson, Cheryl**
  Community Coping Intervention for Somali Refugee Women (R21)
  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 (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 Care 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

- **Talley, Kristine**
  Preventing Toileting Disabilities in Frail Older Women (subcontract)
  The University of Iowa; The John A. Harford Foundation (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

- **Westra, Bonnie**
  University Partnership for Health Informatics
  Office of the National Coordinator for Health Information Technology/U.S. Department of Health and Human Services

- **White, Kathryn**
  Nurse Anesthetist Traineeship Program (NAT)
  Health Resources and Services Administration/U.S. Department of Health and Human Services

- **Wyman, Jean**
  Center of Geriatric Nursing Excellence
  The John A. Hartford Foundation

- **Wyman, Jean**
  FLAG - Facilitated Learning to Advance Geriatrics
  Gerontological Society of America

- **Wyman, Jean**
  Partners Investing in Nursing’s Future
  Robert Wood Johnson Foundation and the Northwest Health Foundation North Dakota State University

**On the Calendar**

- **Oct. 10**
  Supporting Physiological Birth Conference
  University of Minnesota – Twin Cities

- **Oct. 22**
  Dean’s Scholarship Reception
  University of Minnesota – Twin Cities

- **Oct. 24**
  Leadership Resilience in Nursing
  University of Minnesota – Twin Cities

- **Oct. 29**
  Recent Graduates Social
  Minneapolis, Minn.

- **Dec. 4**
  Scholarship Benefit Jewelry Sale
  University of Minnesota – Twin Cities

- **Dec. 17**
  Fall Commencement
  University of Minnesota – Twin Cities

- **Jan. 18, 2014**
  Florida Minne-College
  Naples, Fla.

- **Feb. 22, 2014**
  Arizona Minne-College
  Scottsdale, Ariz.

- **April 24, 2014**
  Nursing Alumni Spring Celebration & Reunion
  St. Paul, Minn.

- **April 25, 2014**
  Nursing Research Day
  University of Minnesota – Twin Cities


Dear Alumni and Friends of the School of Nursing:

I am honored to assume the presidency of the Nursing Alumni Society for the academic year 2013–2014. Marking our 100th year of operation, the society is working hard to engage more School of Nursing alumni, including recent grads and alumni receiving graduate degrees. We strive to live our mission to partner with alumni, students and friends to create a lifelong spirit of belonging and pride in the University of Minnesota, the School of Nursing and the nursing profession. The society advocates for the school, our alumni, and the power of nursing research, education and practice.

This past year we welcomed incoming students at orientations, hosted our first Young Alumni Mixer, co-sponsored the Gopher Adventure Race, participated in the Florida and Arizona Minne-Colleges, facilitated class reunions and held the eighth-annual Speed Mentoring event for nursing students featuring alumni mentors. Moving forward, our strategic goals this year are centered on engagement, partnership and advocacy for our nursing profession.

To encourage engagement, our focus is to create a strategy to increase and retain new and existing alumni by using social networking tools, engaging students in alumni-sponsored activities and broadening our membership beyond the Twin Cities.

Our partnership goal is to connect alumni with each other, professional organizations and opportunities by featuring reunion classes, creating opportunities to support career growth and development, and exploring collaboration with the Katharine J. Densford International Center for Nursing Leadership.

Our advocacy role is pursued through support of University of Minnesota Alumni Association advocacy and legislative goals; promotion of the School of Nursing’s advocacy goals for local, state, federal and global outcomes; and strengthening the connections with alumni to keep them informed regarding nursing practice issues and the profession.

As we embark on this journey with this ambitious plan, I would love to hear your suggestions for ways to improve our alumni society’s value to you and better engage our alumni. I am excited to continue the great work of our board and past president, Jeanne Pfeiffer, to make our voice even stronger.

Yours in service,

Nancy DeZellar Walsh, MS ’88, RN
President, Nursing Alumni Society Board
nancydwalsh@comcast.net
Reflecting on 50 Years of Change

The following are edited remarks given by Cynthia Ofstad Prestholdt, PhD, RN, class of 1963, at the Alumni Spring Celebration and Reunion, April 25.

The practice of nursing has changed dramatically since our time as nursing students. Our class predated knowledge of circadian rhythms, nursing diagnoses, HIV and universal precautions, and Medicare. The routine use of disposable needles and gloves, IV PICC lines, concern for latex allergy, the use of computers and numerous types of monitors and many other nuances of 21st century nursing practice were not a part of our world then.

We were officially “capped” in Mayo Auditorium on March 26, 1961, in one of the University’s last ceremonies in the old hospital-based tradition. To us, this was a highly significant event. We proudly wore our student nurse uniforms – a serviceable blue dress with a very stiffly starched white apron that rustled when we walked. We each came forward carrying a candle in a holder as a student nurse cap was placed on each of our heads by a faculty member.

Dr. Edna Fritz was our dean, and she was the first nurse I’d ever met who held a doctorate. We had Mary Chase as our practice patient, a much earlier version of today’s Sim-Woman. We were on the cusp of our school’s move from a five-year to a four-year nursing curriculum, so we had the benefits of both as new teaching strategies were explored.

Our pinning ceremony, again in Mayo Auditorium, was held on March 22, 1963, with 42 of us wearing the same style white nursing uniform and our graduate nursing caps for the first time. Commencement was held in Northrup Auditorium amid much pomp and circumstance as we were awarded our BSN degrees. We soon wrote our state board exams during a two day period on campus – and we all passed, becoming RNs. We became nurse administrators, educators, specialists in many areas of clinical practice, authors, an airline flight attendant, editors, counselors and missionaries.

In Louisiana, we have a popular French term called “lagniappe” that means a little something extra – often unexpected - similar to a “baker’s dozen.” What I’ve come to realize is that we in nursing have a significant lagniappe comprised of the enduring friendships made during the education experiences we had as nursing students. There are not many academic majors in which students experience the entire spectrum of life while learning together. I am convinced these experiences forge strong bonds of friendship that can sustain us during difficult personal and professional times.
Nursing Alumni Spring Celebration and Reunion 2013

Hats off to the 2013 Alumni Society award winners honored April 25

**EXCELLENCE IN NURSING EDUCATION AWARD**

*Mary Benbenek* (PhD ’10) was honored for being an outstanding role model and educator, whose personal interest in students, innovative teaching methods and passion for advanced practice nursing fosters a collaborative learning community that promotes patient advocacy and ensures student success.

**RISING STAR AWARD**

*Valerie Overton* (DNP ’11) was honored for being an exemplary master’s degree and doctor in nursing practice graduate of the School of Nursing whose leadership in health care transformation involves developing effective new models of care.

**DISTINGUISHED ALUMNI HUMANITARIAN AWARD**

*Jeanne Howell* (MS ’90) was recognized for her dedicated leadership, pioneering work in the development of innovative nurse-midwifery practice and devotion to providing quality health care for Minnesota’s women.

**OUTSTANDING GRADUATE NURSING STUDENT AWARD**

*Eileen Weber* (BSN ’92, DNP student) was honored for her innovative leadership, commitment to life-long learning and service to others, passionate advocacy for peers and patients and her tenacious pursuit of policies positioned to improve patient care.

**OUTSTANDING UNDERGRADUATE NURSING STUDENT AWARD**

*Katie Wocken* (BSN ’13) was recognized for her dynamic student leadership and powerful academic achievements, her commitment to improving the health of aging adults and advancement of the University of Minnesota School of Nursing’s excellence.
FOUR ALUMNI RECEIVE OUTSTANDING NURSES AWARD

September’s issue of Mpls.St.Paul Magazine profiled 13 nurses who received the Outstanding Nurses Award. Selected from nearly 250 nominations, the winners were rated on professionalism, bedside manner and patient interaction, credentials and experience, and their overall impact on the organization. A special congratulations to four School of Nursing alumni included in the group of honorees:

- Sandra Lindell Greenquist, MSN ’08, The Menopause Center of Minnesota, was selected in the women’s health category.
- Gretchen Moen, MSN ’96, Eagan Child & Family Clinic, was selected in the nurse practitioner category.
- Jessica Quinlan-Woodward, BSN ’03, Allina Health, Abbott Northwestern Hospital, was selected in the hospital setting category.
- Jeff Paurus, MSN ’79, Minneapolis Community and Technical College, was selected in the nurse educator category.

FAAN INDUCTEES HONORED

Congratulations to the U of M alumni and nursing faculty who will join 172 nurse leaders for induction into the American Academy of Nursing during the Academy’s 40th annual meeting in October. The Academy’s 2,089 fellows are recognized as nursing’s most accomplished leaders in education, management, practice and research. The U of M alumni and nursing faculty being inducted in October are:

- Linda Herrick, PhD, RN, South Dakota State University
- Marsha Lewis, PhD, RN, University at Buffalo
- Sue Sendelbach, PhD, RN, CCNS, FAHA, Abbott Northwestern Hospital
- Renee Sieving, PhD, RN, FSAHM, University of Minnesota
- Susan Zahner, DrPH, RN, University of Wisconsin
- Joanne Olson, PhD, RN, University of Alberta

BRIEFLY

Mim Jacobson, BSN ’72, was selected by Madison Magazine as one Madison’s Favorite Nurses 2012. She is the owner of Country Comforts Assisted Living. In an article by Brennan Nardi that appeared in the December 2012 issue of Madison Magazine, Jacobson describes the best day that she’s ever had as a “day when someone has passed peacefully and comfortably from this world, and the family of the person has been allowed to be part of the process in ways that are meaningful and helpful for them. My role is simply to be a knowledgeable, helpful and caring presence.”
In Memory

1936
Frances Cowley, BSN ’36, of Midlothian, Texas died May 7, at the age of 99.

1955
Signe Skott Cooper, RN, FAAN, died July 16 while in hospice care. Cooper became an instructor at the University of Wisconsin School of Nursing in 1946 and began her illustrious career as an educator and pioneer in continuing education. Cooper was an American Academy of Nursing Living Legend.

1972
Marie Albrecht, of Maple Grove and former School of Nursing faculty member, died June 15 at the age of 89.

ALSO REMEMBERED
Ted Thompson, 70, died July 29. In a long medical career, he was a U pediatrics professor, an adviser to hundreds of medical students and a busy neonatologist at Fairview Southdale and Fairview Ridges hospitals. In honor of a dedication to nursing, Thompson and his wife Lynette endowed a named scholarship at the School of Nursing.

Lavonne (Vonnie) Harthun died June 25 at the age of 82. Harthun parlayed her education into 32 years at the University of Minnesota in the operating room and as an administrator, serving as a head nurse and later as a supervisor and a department head. She was appointed by President Bill Clinton to a 15-member Consortium on Health Care in the U.S.A.
It is with pleasure that I write as your new director of development at the University of Minnesota School of Nursing. I join you in caring for a University and a school that not only educates nursing leaders, but impacts the health and well-being of people every day in Minnesota and around the world.

I come to the School of Nursing with nearly 25 years of experience in higher education and development, as a University of Minnesota graduate and from a family of health care professionals. Most importantly, like you, I appreciate the critical role that the school has played and will play in the future of nursing and health care. We are, literally, on the frontlines of providing the nursing professionals our world needs.

Also like you, I appreciate learning about what our students and faculty have done to change lives through health care. The school recently received a letter from one of our students who graduated with a bachelor’s degree and is considering a doctor of nursing practice degree in the future. She writes:

“I will be working at a children’s hospital in the newborn critical care unit starting in September. I am thrilled about this opportunity, and I had a lot of support along the way to make it possible. I was a scholarship recipient, and if there’s some way you can let the donors know and extend my thanks, please do.”

I join her in thanking you for your support to make it possible for students like her to be taught by our outstanding faculty to learn, discover and engage in health care.

I encourage you to look through the list of people who have provided gifts to the school. Together, you and many others provided $800,000 in scholarships to hundreds of students, as well as $6.7 million for the Bentson Healthy Communities Innovation Center. In the coming years, the needs of health care will make gifts to these initiatives even more important. Visit www.nursing.umn.edu to learn more.

In these early days, I have been impressed with the faculty, staff and students of this school. Under Dean Connie White Delaney’s leadership, I look forward to working with a great development team to serve you and make our mission possible. We are fortunate to have Laurel Mallon serving as senior director of alumni and donor relations and Barb Mullikin as our program administrator. These are gifted professionals and I am grateful to serve with them. As Katharine Densford said, “No one lives unto him or herself alone; success doesn’t come to individuals but is a group effort. Sometimes we are leaders, but often our greatest achievements may occur when we are followers.”

Thank you for making it possible for us to educate the leaders and followers our world needs.

John Kilbride
Director of Development
Giving So Others Can Gain

Kalow establishes scholarship to thank the school

by Brett Stursa

To show her appreciation for the School of Nursing, Eileen Vinnes Kalow established a scholarship for students so they could benefit from the education she credits for so much of her growth.

Kalow received a bachelor’s degree in nursing from the University of Minnesota in 1971 and later returned to the University to pursue her master’s degree in public health nursing.

The school, she said, gave her more than an education in the critical skills she needed to help patients; it also provided her with a platform for personal growth.

“I took to heart the words of psychologists Alfred Adler and Abraham Maslow,” said Kalow. “The program gave me the inner strength and the courage to stand up for myself.”

She went on to work as a pediatric nurse practitioner at clinics in the Twin Cities and later became a consultant, traveling to clinics throughout the state of Minnesota.

Prior to establishing this most recent scholarship, Kalow established the Eileen Vinnes Kalow Fellowship in Children’s Health in honor of her mentor, Professor Barbara Leonard. The fellowship supports doctoral students preparing dissertations and pursuing careers dedicated to serving children through health care research or teaching.

More recently, she created a trust to establish the Eileen Vinnes Kalow Scholarship. The scholarship will be held at the University of Minnesota Foundation. Both undergraduate and graduate students who demonstrate a financial need and passion can apply for the scholarship and will be selected by the dean. “It’s a need I feel that I would want to help with,” said Kalow.

To others considering establishing a scholarship, or making a gift to the school, she offers a quote by Halbert Dunn, who is known as the father of the wellness movement, “Self-fulfillment cannot be found just in terms of families, or organizations, or work; it must be found, at least in part, through an expression of the uniqueness which is our very own.” To Kalow, that means there is significant value in knowing yourself, your unique abilities and how you can contribute.

“I wanted to give back to the school that helped me,” said Kalow.

"The program gave me the inner strength and the courage to stand up for myself."

Eileen Vinnes Kalow
When Priscilla Hawkinson heard Dean Connie White Delaney’s vision for the Bentson Healthy Communities Innovation Center, she immediately valued the purpose of the space. “I understood what the space was for – to bring nurses, doctors, pharmacists and other health care workers together,” said Hawkinson. “That seemed like an important thing to me.”

More broadly, supporting the School of Nursing made sense to Hawkinson for several reasons. Her sister received her training to become a nurse at the University, and Hawkinson, herself, attended the University for one year before moving west to California.

In her retirement, after 39 years of working for a gas company, Hawkinson committed to volunteering at least once a week, which she has been doing for 25 years. The setting she chose was a hospital. The volunteer work has given her a front row seat to see the impact nurses make.

When she revisited her estate plan, Hawkinson approached the University about gift options. In addition to other gifts, Hawkinson established two charitable gift annuities, both of which are designated to the Bentson Center, which opened earlier this year to provide students active learning (simulation) environments. Not long after the center opened, Hawkinson got to see the space in use. “It is amazing. It looked like everyone was engaged and learning,” she said.

We asked Buckwalter why she became a member of the Dean’s Circle at the School of Nursing, which recognizes contributions to the school of $1,000 or more.

“I wholly support the ambitious agenda and measurable growth I’ve seen at the school in the last several years. The school has a remarkable faculty who are receiving national recognition for their accomplishments. The school offers a breadth of programming that integrates the innovation necessary to prepare students for the many changes underway in health care delivery. I’ve worked with some of the doctoral and post-doctoral students at the school and they’re among the best. The leadership graduating from the School of Nursing is, simply put, a big ‘wow.’ Another indicator of excellence is the significant funding the School of Nursing has received in the last few years. That’s confirmed my confidence that I’m making a great philanthropic investment.”

If you would like more information about becoming a member of the Dean’s Circle, please contact the development office at 612-624-0103 or nursedevelopment@umn.edu
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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, 2012, and June 30, 2013. Please be sure to let us know if we have inadvertently omitted your name or misrepresented your contribution.

Contact: John Kilbride
Director of Development
612-624-2428
kilbride@umn.edu
The School of Nursing was a co-sponsor of the 11th International Family Nursing Conference in Minneapolis, Minn., in June. More than 430 colleagues from 28 countries attended. From left, Wendy Looman, PhD, RN, CNP; Linda Lindeke, PhD, RN, CNP, FAAN; Dean Connie White Delaney, PhD, RN, FAAN, FACMI, and Ann Garwick, PhD, RN, LMFT, LP, FAAN. Looman and Garwick were elected directors of the International Family Nursing Association at the conference.

From left, Ivy Shi; Yawen Ye; Ann Jiang; Chun Xu; Dean Connie White Delaney, PhD, RN, FAAN, FACMI; Associate Professor Fang Yu, PhD, RN, GNP-BC; Associate Dean Christine Mueller, PhD, RN, FGSA, FAAN; and Corjena Cheung, PhD, RN, stand with a gift given to the school as a sign of appreciation for its participation in the China Senior Care project, which is assisting in the training of staff for a senior facility in Huangzhou, Zhejiang Province.

University of Minnesota President Eric Kaler, National Yang-Ming University President Kung-Yee Liang, and School of Nursing Dean Connie White Delaney, PhD, RN, FAAN, FACMI, renew the agreement with Taiwan’s National Yang-Ming University on July 5 in Taiwan.
Nasra Giama discusses her poster during Nursing Research Day April 26 at McNamara Alumni Center.

State Sen. Terri Bonoff toured the School of Nursing’s Bentson Center as part of an informal tour of the University of Minnesota. Bonoff, of Minnetonka, chairs the Minnesota Senate’s Higher Education and Workforce Development Division. From left, Dean Connie White Delaney, PhD, RN, FAAN, FACMI, Bonoff and Associate Dean for Academic Programs Christine Mueller, PhD, RN, FAAN.

Students earning bachelor’s degrees, doctor of nursing practice degrees and PhDs participated in the 2013 spring commencement ceremony May 17 at Mariucci Arena. From left, Jeanne Pfeiffer, DNP, RN, president of the Alumni Society Board; The Honorable John Frobenius, University of Minnesota Board of Regents; Erica Schorr, speaker on behalf of the graduate students; Dean Connie White Delaney, PhD, RN, FAAN, FACMI; Terry Bock, MBA, associate vice president of the Academic Health Center; Malin Lalich, speaker on behalf of the BSN program; and Sandra Edwardson, PhD, RN, FAAN, commencement speaker.
BY THE NUMBERS

Fall 2013
Enrollment by Program

397
Bachelor of Science in Nursing

127
Master’s in Nursing

45
PhD

351
Doctor of Nursing Practice