Transformative Opportunities

Master of Nursing Program Empowers Second Career Nurses to Reshape Health Care

INSIDE:

- Developing a Model of Interprofessional, Integrative Mental Health Care
- Getting it Right: Determining National Youth Mentoring Program’s Effectiveness
- Independent Women Improving the Quality of Life for Older Women
- Stories of ‘hope, worry, pain, joy and grit’ in Burmese Refugee Camps
- Engaging with Global Nurse Leaders
UNIVERSITY OF MINNESOTA
SCHOOL OF NURSING

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

Senior Executive Associate Dean for Research
Ann Garwick, PhD, RN, LMFT, LP, FAAN

Associate Dean for Academic Programs
Christine Mueller, PhD, RN, FAAN, FGSA

Assistant Dean for Faculty Practice, Partnerships and Professional Development
Tom Clancy, PhD, MBA, RN, FAAN

Board of Visitors
David Aanonson, pastor (ret.); Clara Adams-Ender, chief nurse executive, Army Nurse Corp. (ret.); David Durenberger, former United States senator; Donald Gerhardt, chairman, Vital Simulations; Rahul Koranne, vice president and executive medical director, HealthEast Bethesda Hospital; Richard Norling, senior fellow, Institute for Healthcare Improvement; John Reiling, president and CEO, Safe By Design; Jeannine Rivet, executive vice president, UnitedHealth Group; Michael Rohovsky, corporate office of science and technology associate, Johnson & Johnson; Roy Simpson, vice president of nursing, Cerner Corporation; Timothy Tracy, dean, University of Kentucky College of Pharmacy; and Charlotte Weaver, senior vice president and chief clinical officer, Gentiva Home Health & Hospice

Director of Strategic Communications
Barb Schlaefer

Publications and Programs Manager
Brett Stursa

Photographer
Tim Rummelhoff

Designer
Wendy Broberg

Contact Us
Minnesota Nursing
University of Minnesota School of Nursing
5-140 Weaver-Densford Hall
308 Harvard Street S.E.
Minneapolis, MN 55455
Email: nursnews@umn.edu
Website: www.nursing.umn.edu

The School of Nursing also has a campus in Rochester, Minnesota, at the University of Minnesota Rochester.

Minnesota Nursing is published semi-annually by the University of Minnesota School of Nursing for alumni, faculty, students and friends of the school.

©2014 Regents of the University of Minnesota. All rights reserved.

MINNESOTA
NURSING
FALL/WINTER 2014

contents

features

03 Developing a Model of Interprofessional, Integrative Mental Health Care
Occupational therapy, pharmacy and psychiatric mental health students learn a holistic approach

06 Getting it Right: Determining National Youth Mentoring Program’s Effectiveness
McMorris Leads a Team Looking at Big Brothers Big Sisters of the Greater Twin Cities

08 Independent Women: Improving the Quality of Life for Older Women
Study Tests if Exercise Delays Incontinence

10 Transformative Opportunities
Master of Nursing Program Empowers Nurses to Reshape Health Care

15 Stories of 'hope, worry, pain, joy and grit'
Student Conducts Research in Burmese Refugee Camps
School Advances in Rankings for Research Funding

The University of Minnesota School of Nursing advanced to 15th nationally among schools of nursing in National Institutes of Health funding rankings during the federal fiscal year that ended Sept. 30, 2013. “The securing of grants to support the important work being done to improve health here is extremely challenging and increasingly competitive,” said Dean Connie White Delaney, PhD, RN, FAAN, FACMI. “This progress is a telling reflection of the great work and collaboration of faculty and staff.”
Dear Friends,

This year has been filled with transformative opportunities for nursing, nurses and health care.

Never has the horizon been so expansive or the possibilities so vast. At the University of Minnesota, we celebrate these new opportunities and embrace our ever-growing responsibility as nurse scientists, students, educators, leaders and clinicians to improve health.

In this issue, you will learn how our accelerated pre-licensure Master of Nursing program is attracting people with diverse experiences and perspectives into nursing (page 10) and how these Master of Nursing graduates are bringing fresh insights and ideas to patient care.

Also in this issue you will read about a transformative historical moment of change to Minnesota state law (page 27), which authorizes advanced practice nurses to practice to the full extent of their education and licensure. The legislative support for this change was overwhelming. Minnesota’s advanced practice registered nurses now join their colleagues in 18 other states in more effectively addressing acute shortages of primary care providers, especially in underserved and rural areas.

New opportunities for nursing have prompted us to critically assess what we do, why we do it and boldly identify new ways to improve patient outcomes.

An initiative being piloted at several hospitals, including University of Minnesota Medical Center, has increased the amount of time nurses spend at the bed side providing the care and education they are uniquely qualified to deliver to patients and families. By increasing the complement of nursing assistants and clearly delineating roles, nursing is documenting extraordinary results.

Nurses are also expanding their impact on patient care in the context of emerging interprofessional practice and education models. One example is highlighted on page 3, in which graduate students from pharmacy, occupational therapy and our psychiatric/mental health Doctor of Nursing Practice program specialty are learning and practicing within authentic teams to serve patients with an integrative approach.

It is up to us to see and embrace these and other transformative opportunities to best meet the triple aim of improved population health, reduced costs and enhanced patient experience. Join us in stepping up to these challenges.

Connie White Delaney
Professor and Dean
Systems Innovation

Developing a Model of Interprofessional, Integrative Mental Health Care

Occupational Therapy, Pharmacy and Psychiatric Mental Health Nursing Students Use a Holistic Approach

by Barb Schlaefer

In his mid-20s, Devin lost his job when he could not effectively manage his bipolar disorder. When he was later diagnosed with Type 2 diabetes, he moved in with his mother, avoided his college friends and struggled unsuccessfully to comply with his increasingly complex medication regimen. A 911 call from Devin’s mother reporting that he had jumped from a second-floor window led to an emergency department visit where Devin was treated for a wrist fracture and sent home with a referral to a community health clinic.

Just a few years earlier, Devin was a healthy, hopeful college graduate. Today he is in physical and emotional pain, isolated, despondent and dependent on his mother for basic needs. His health is in decline. What happens next for Devin could determine whether he finds a path leading to steady recovery or will continue to lurch from one physical or mental health crisis to the next indefinitely.

Research Pilot Offers Hope

A project team led by the University of Minnesota School of Nursing is developing a model of interprofessional, integrative mental health care that shows promise for helping patients with multiple chronic conditions, like Devin, to gain control of their health and plan for a hopeful future. While Devin is a fictitious case, the complexity of his struggle is not uncommon, as a mental health diagnosis is often accompanied by a chronic health condition.

Graduate students in occupational therapy, pharmacy and psychiatric mental health nursing are being immersed in a holistic approach to treat adults and children with psychological disorders, incorporating both conventional and complementary therapies into mental health care treatment. “It’s when the strength of all the disciplines can be leveraged and coordinated that we effectively support the whole patient and his or her well-being,” said project leader Merrie Kaas, PhD, RN, PMHCNS, FAAN, and coordinator for the Doctor of Nursing Practice program specialty in psychiatric mental health at the University of Minnesota School of Nursing.

(continued on page 4)
New classroom content was introduced in all three graduate programs to help students understand how the other disciplines can contribute to a patient’s overall care plan. Several new online modules with case studies and interviews give students an up-close look at how a team-based model, addressing the psychological, cultural, physical, economic and spiritual aspects of a person’s life, can effectively propel them toward recovery, empowerment and a sense of well-being.

According to Kaas, each of the three disciplines has much to share with the others to inform their work. A nurse practitioner and pharmacist may learn from an occupational therapist about the functional barriers an individual may have to comply with a medication regimen. Similarly the nurse practitioner may share information about medication changes with the team, while the pharmacist shares information about drug interactions.

Funded with a $1.2 million grant from US Department of Health and Human Services Health Resources and Services Administration (HRSA D09HP25921), the pilot project is providing the School of Nursing and its partners with valuable information about how to build effective and authentic interprofessional educational programs that incorporate non-traditional health and healing approaches into mental health care.

**GROUND-BREAKING CARE**

Two mental health organizations, both experienced in integrative, team-based care, are providing clinical experiences for the students to learn to develop, implement and continuously adjust care plans together for – and with – each client.
Rising Cedars Apartments is a new residential facility with 40 one-bedroom apartments for adults with a mental health diagnosis and a chronic health condition. The facility, managed by Touchstone Mental Health, is designed around the central concept that an individual’s capacity to manage his or her mental health is inextricably linked to his or her physical health, social health and sense of well-being. The new facility includes a clinic, dining services, community activities, daily living support and a health and wellness center with exercise equipment and a range of fitness classes and services including massage therapy and acupuncture. “We support clients in achieving their goals,” said Lori Knutson, RN, director of health and wellness services. “A client’s care team may include an occupational therapist, a psychologist, a fitness trainer, a massage therapist, a nurse practitioner, a dietician and a pharmacist all collaborating to help a client achieve his or her goals for wellness. We encourage members of the team to build relationships with one another, communicate often and learn what each can bring to the care model.”

Students are also gaining clinical experience at Wilder Mental Health Child Guidance Clinic and at its day treatment program for adolescents. Wilder is known for its exceptional work with diverse families and children. “At these sites, students are learning the value of integrative, interprofessional team-based care that can have a tremendously positive effect on an individual’s health and well-being,” said Kaas. “It can be overwhelming for a person like Devin to find a way forward. But with a team committed to his health, empowering him to set goals and re-ignite his interests in life – the likelihood of him getting back to an active, independent life is high.”

A LONG-TERM INVESTMENT IN HEALTH AND WELL-BEING

The project team is carefully documenting its planning and implementation at each step and theorizes that this approach to education and practice will ultimately lead to improved health outcomes for patients and improved cost outcomes for systems. “When we see what happens to individuals with a chronic psychiatric diagnosis who do not get well and whose mental illness is treated only narrowly and episodically in crisis, it becomes evident to many of us that it is too costly not to use this integrated approach,” said Kaas.

Clinical Assistant Professor Barbara Peterson, PhD, RN, CNS, is coordinating the clinical aspects of the grant in collaboration with clinical partners and graduate programs.
Health Promotion

Getting it Right: Determining National Youth Mentoring Program's Effectiveness

McMorris Leads a Team Looking at Big Brothers Big Sisters of the Greater Twin Cities

by Barb Schlaefer

A lesson Barbara McMorris learned early when volunteering as a mentor to a 12-year-old girl was to set aside her own expectations about scheduling time together. “Communication, planning and just creating a relationship was much harder than I expected,” she said. “Once I learned not to take it personally and to simply let our process emerge, the relationship worked.”

Today, McMorris, PhD, associate professor, serves the mentoring program on a much broader scale, leading a research project to identify opportunities for program effectiveness. Her team is conducting an evaluation of Big Brothers Big Sisters of the Greater Twin Cities designed to identify the key components to an effective mentor/mentee relationship in school-based settings. Findings will be used to improve the experience for both the young mentees and their volunteer mentors. The study is funded by a $239,000 grant from the Office of Juvenile Justice and Delinquency Prevention within the federal Department of Justice.

As a social scientist with a track record of applying methodological expertise to evaluate programs, McMorris’ study is collecting qualitative interview data from mentors and quantitative data from multiple sources and perspectives. Her team is assessing individual, pair and program information from surveys and focus groups to identify characteristics that lead to strong and long-lasting relationships that have been shown to benefit children.

“This mixed methods approach enables us to cross-check findings,” said McMorris. “Each aspect of the study can inform and enhance the other. By approaching this from many angles, we can more confidently identify the characteristics of a successful program, thus giving Big Brothers Big Sisters new, actionable evidence that they can use to enhance recruitment, orientation, support and retention of mentors.”

Evidence from past studies of this program and other mentoring initiatives indicate that the longer a mentoring relationship lasts, the more positive the impact on the child. Yet many pairings end within a year. Big Brothers Big Sisters staff are eager to learn new information from McMorris and her team about how to better prepare and retain excellent mentors.

Deanna Threadgill, vice president of programs for Big Brothers Big Sisters of the Greater Twin Cities, collaborates with the School of Nursing’s research team. She looks forward to gaining empirical data that may be used to guide program improvements.

She’s particularly interested in understanding whether and how high school mentors benefit from their experiences as mentors to younger children and how to enhance those relationships. The school-based component of Big Brothers Big Sisters of the Greater Twin Cities – in which high school students are selected to mentor
elementary school children in the school setting – has grown significantly in recent years. “We know these high-school aged mentors can be powerfully beneficial in the lives of their Little Brothers and Little Sisters,” Threadgill said. “But we don’t know enough about the return on investment for the mentors themselves.”

Preliminary data analysis shows a pattern of concerns around how mentoring relationships have ended, often abruptly and with no formal farewell to mark the occasion. Threadgill said this is an excellent example of how they will use the data for specific improvements in how they coach, train and support their mentors. “Transitions provide an opportunity for mentors to model how to end a relationship in a healthy way with clear communication,” she said. “There are lessons already emerging from the data that will guide immediate program improvement.”

This multi-faceted study is typical of the kind of research McMorris finds most rewarding. “When we can identify specific ways to help good programs for vulnerable youth become even more effective and accountable in real time, we can have an impact on child and adolescent outcomes including their health, education and safety,” she said.

McMorris’ team includes Kara Beckman, MA, and Shari Plowman, MPH, from the Division for General Pediatrics and Adolescent Health at the University of Minnesota.
Most people don’t want to discuss a profoundly unwelcomed milestone on the path to losing one’s independence. Needing help to get to the bathroom in time – known as a toileting disability – can be much more than a nuisance for aging adults. It is often a primary factor considered in decisions about moving into a nursing home or assisted care facility. Toileting disabilities affect at least one third of older, frail women in the United States.

Assistant Professor Kristine Talley, PhD, RN, GNP, is leading an interprofessional clinical study to test the efficacy of using exercise to prevent or delay the need for assistance in using the toilet. Older women are the focus because they account for 75 percent of assisted living and nursing home residents and have a higher prevalence of urinary incontinence and functional limitations than men.

“Toileting disability is an understudied disability that often prompts increasing and more costly levels of care,” said Talley. “Women often don’t want to talk about it because they don’t think there is a solution. They are embarrassed or they are concerned it will raise a flag about their ability to live independently.”

Continence (or the ability to “hold it”) is just one of many functions needed to improve timely trips to the toilet, according to Talley. Standing from a seated position, walking, balancing, stooping, and arm and hand strength are all critical to this function.

The clinical trial, Defeating Urinary Incontinence with Exercise Training, or DUET, will enroll 46 women who are at risk for toileting disability, do not have a dementia diagnosis and are at least 60 years old. The 12-week exercise program includes two weekly strength building exercise classes, a weekly walking goal and performing 15 minutes of pelvic muscle exercises with an audio CD five times per week. Participants are being recruited from four senior living facilities, and the exercise program and support take place on site.

A preliminary study to demonstrate the project’s feasibility was completed in 2013 and yielded promising results in both study design and efficacy. “If the outcomes are positive, we will have a basic, non-surgical, non-pharmacological program that can be packaged and implemented cost effectively on site at senior housing facilities everywhere,” said Talley. “Delaying or avoiding nursing home admission can have a tremendous impact on costs and quality of life.”

Because there is so little known about toileting disabilities, Talley has set out to explore, compare and disseminate what is known and refine the scientific metrics used in measuring the specific series of functions involved in using the toilet. Talley and her team published “Factors Associated with Toileting Disability in Older Adults Without Dementia Living in Residential Care Facilities” in Nursing Research, March/April 2014.

This next phase of the study is funded by a $50,000 award from the Clinical and Translational Science Institute (CTSI) at the University of Minnesota and matching funds from School of Nursing.

The interprofessional University of Minnesota team on this study:  
Kristine Talley, PhD, RN, School of Nursing  
Jean Wyman, PhD, RN, School of Nursing  
Ulf Bronas, PhD, School of Nursing  
Becky J. Olson-Kellogg, DPT, Physical Medicine and Rehabilitation  
Patricia Schaber, PhD, Allied-Occupational Therapy  
Teresa C. McCarthy, MD, Family Medicine/Community Health
Research in Brief

How can parents with diabetes prevent early-onset Type 2 diabetes in their children?

Type 2 diabetes is increasingly common in children, with recent research showing a 30 percent increase in the number of youth diagnosed with it from 2001 to 2009. Two of the greatest predictors are weight and family history. A pilot study to test the effectiveness of expanding a healthy eating program to parents with Type 2 diabetes and their at-risk children was launched this fall. The study will test the feasibility of extending a program developed and tested by a team led by Associate Professor Jayne Fulkerson, PhD, called HOME Plus to a targeted population of kids at high risk for type 2 diabetes. The program will involve entire families in hands-on nutrition and cooking sessions.

**Project Lead:** Associate Professor Jayne Fulkerson, PhD  
**Funding:** $200,000 from a charitable donation

Can remote health monitoring for patients with Alzheimer’s disease improve outcomes?

The School of Nursing is partnering with The Lutheran Home Association of Minnesota to study the potential impact new health monitoring technology could have on people with Alzheimer’s disease or other dementia-related conditions and their family caregivers. The system uses monitors and sensors to track daily activity and alert caregivers if an incident has potentially occurred, such as a fall, wandering or missed medication. The goal of this five-year research study is to measure the effectiveness of advanced technology to help people with memory loss maintain independence and optimum health while providing relief and support for family caregivers.

**Project Lead:** Associate Professor Joe Gaugler, PhD  
**Funding:** $1.2 million, Federal Department of Health and Human Services Agency for Healthcare Research and Quality (AHRQ)

How can communities minimize the damaging health impacts of displacement due to climate change?

Climate-related disasters accounted for the forced displacement of an estimated 32.4 million people worldwide in 2012. An interdisciplinary study team will conduct research to better understand the human experience of climate variability and displacement due to climate change. With a focus on East African regions, the team aims to develop components of a program to improve the health and resilience of climate-displaced communities and minimize conflict in affected areas.

**Project Lead:** Associate Professor Cheryl Robertson, PhD, MPH, RN, FAAN  
**Funding:** $200,000, Institute on the Environment, University of Minnesota
Transformative Opportunities

Master of Nursing Program Empowers Nurses to Reshape Health Care

by Brett Stursa

When Emily Rumsey entered her first Master of Nursing class, she brought with her experience as a professional filmmaker and the education she obtained earning a bachelor’s degree in English and communication arts. Her classmates, all of whom already earned a bachelor’s or higher degree, were teachers, journalists, biologists and Peace Corp volunteers. This diversity was a major draw to the program for Rumsey. “I wanted to be with students who already had life experience and were coming at nursing with a real dedicated career choice,” said Rumsey.

Rumsey, herself, had worked making short documentaries for non-profit organizations before deciding to pursue nursing. “The more I learned about physiology the more intrigued I got about being able to not just understand the body but to literally get my hands in it and on it. There was no way that reading about it or making documentaries about it would be the same as feeling a pulse or catching a baby. I couldn’t get away from physically doing it instead of making movies about it,” she said.

Rumsey’s path to nursing as a second career isn’t uncommon. Before the University of Minnesota School of Nursing offered a master’s degree as an entry point into nursing for adults with bachelor’s or higher degrees, up to one third of the students in the school’s Bachelor of Science in Nursing program had a bachelor’s degree. “We knew the population was there, second degree people interested in nursing,” said Mary Rowan, PhD, RN, CNM, director of pre-licensure programs. “We knew that we could offer a different kind of program for students with different needs.”

(continued on page 12)
Agreements with Systems Campuses Provide Students Pathway to Nursing

Since 2003, a selection of Bachelor of Science in Nursing students have attended classes on the University of Minnesota Rochester campus.

More recently, School of Nursing Dean Connie White Delaney, PhD, RN, FAAN, FACMI, signed agreements with the chancellors of the University of Minnesota Morris, University of Minnesota Crookston, University of Minnesota Duluth and University Minnesota Rochester completing a collaborative framework for enrollment of qualified graduates in the University of Minnesota School of Nursing’s Master of Nursing program.

These memorandums indicate the support of each campus to recruit and collaboratively advise students interested in preparing for the Master of Nursing program. “These agreements provide a clear pathway into a professional nursing career for exceptional students attending U of M systems campuses throughout Minnesota, where the need for health care professionals is pressing,” said White Delaney.
In 2007, when the School of Nursing began offering the Master of Nursing program as an entry point into nursing, the conventional wisdom was that a master’s degree was the pathway to prepare graduates for advanced practice nursing certification. This new way of thinking – that a master’s degree was an entry point into nursing for adults with other degrees – was uncommon. In fact, the School of Nursing was the first in the state of Minnesota to implement this approach. “I think it was brave to call it a master’s degree when we did, when most people thought of the master’s degree as an advanced practice pathway. Now there are more programs that do that. It has become an important national trend over the last few years as a pathway to get students efficiently into the workforce,” Rowan said.

In 2012, there were more than 70 accelerated master’s degree programs available at nursing schools nationwide. Since the program’s introduction at the School of Nursing in 2007, more than 400 students have graduated from the program and interest in the program continues to grow. Last year more than 350 applications were received, while 64 students were admitted. The interest in the program is just one indication of the program’s success.

**DIVERSE BACKGROUNDS ENHANCE EDUCATIONAL EXPERIENCE, NURSING**

Master of Nursing students represent an array of diversity, from their educational backgrounds and careers to their ages, races and genders. “All those perspectives bring new ideas, broader ideas, to the educational experience to everyone in the group. It enriches the experience for all of the students,” Rowan said.

While psychology and biology are the most common degrees, students in the program have backgrounds that run the gamut, from chemistry to journalism to religious studies to computer science and engineering.

---

**Casey Wangen**

**Prior education:** Bachelor’s degree in exercise physiology, Minnesota State University Moorhead  
**First career:** Exercise physiologist at a nursing home  
**Currently:** Certified Registered Nurse Anesthetist DNP student  
**Future goals:** To be a CRNA in a hospital near his hometown in Crookston, Minnesota

---

**Huey-Ling Chen**

**Prior education:** Bachelor’s degree in music composition, Taiwan  
**First career:** Taught piano, music theory, ear training and music composition  
**Currently:** RN on surgical oncology unit, University of Minnesota Medical Center  
**Future goals:** To earn a Doctor of Nursing Practice degree and become certified as a family nurse practitioner, with a focus on cancer care and management
Huey-Ling Chen, a 2013 graduate of the program, taught piano and music theory for nearly 20 years before deciding to pursue nursing. “I wanted a career that would allow me to have a much greater impact in making the world better, and I wanted a career that required more from me intellectually,” Chen said. She appreciated that her peers enhanced her educational experience. “My class included students from science, social studies, health-related majors, education, nutrition, accounting, law, psychology, business, you name it, and our ages ranged from 20s to 60s. The students were in different phases of our lives, which made for an interesting group and interesting discussions.”

The variety of backgrounds not only shapes the learning environment in the classroom but the practice of nursing. “These students are looking at nursing problems through multiple lenses. They are examining nursing problems through a philosophy lens, a women’s study lens, through an architecture lens, through a mechanical engineering lens,” Rowan said.

Joy Larmouth

Prior education: Bachelor’s degree in biology, St. Catherine University
First career: Lab technician in microbiology laboratory preparing chemicals used to grow organisms for the Minnesota Department of Health
Currently: Annex Teen Clinic and Hennepin County public health
Future goals: Obtain a Doctor of Nursing Practice degree and open a clinic in Liberia

Emily Rumsey

Prior education: Bachelor’s degree in communication arts and English, University of Wisconsin, Madison
First career: Media producer and doula
Currently: Labor and delivery RN at Hennepin County Medical Center
Future goals: Earning a master’s degree in nurse-midwifery and, possibly, obtaining a PhD in Nursing

Accelerated Schedule to Workplace

After earning a biology degree, Joy Larmouth worked in a microbiology laboratory preparing chemicals used to grow organisms for the Minnesota Department of Health. She realized after one year that she wanted to work in an environment with more interaction and the chance to have a greater impact on people’s lives. “I have this big vision of returning to my home country of Liberia to open a clinic to help people there. There is not much of any health care there at all,” said Larmouth.

She was committed to going back to school and was also eager to begin her new career path as a nurse. The Master of Nursing program at the School of Nursing allowed her to do both. The Master of Nursing program is a full-time, 16-month program that includes all the elements of a BSN program with additional graduate courses. Because Master of Nursing students enter the program with nine prerequisites, including all the sciences, plus a liberal education before starting the nursing curriculum, they can complete the curriculum more efficiently.
"A majority of Master of Nursing students choose to pursue a career as an advanced practice nurse. We designed the Master of Nursing curriculum so that 17 of the required course credits are the same credits needed in the Doctor of Nursing Practice program."

Associate Dean Christine Mueller

The School of Nursing also is distinctive in that it has a well-articulated pathway from the Master of Nursing program to Doctor of Nursing Practice program. “A majority of Master of Nursing students choose to pursue a career as an advanced practice nurse,” said Christine Mueller, PhD, RN, FAAN, FGSA, associate dean for academic programs. “We designed the Master of Nursing curriculum so that 17 of the required course credits are the same credits needed in the Doctor of Nursing Practice program.”

Casey Wangen graduated from the Master of Nursing program in 2011 and practiced as an ICU nurse in a North Dakota hospital for two years before deciding he wanted to become a certified nurse anesthetist. He began the DNP nurse anesthetist program last year. “I had a good part of my curriculum done coming in so I can focus more on nurse anesthesia and have more time to take up leadership positions at the state and national level,” said Wangen.

Rumsey is another Master of Nursing graduate who is eager to further her education, as she currently is studying to become a certified nurse midwife and she also has an eye on earning a PhD degree. “The Master of Nursing program taught me how to be a lifelong learner of nursing,” Rumsey said.

Meet Master of Nursing Graduates, continued

**Sheryl Ramstad**

**Prior education:** Bachelor’s degree in psychology from the University of Minnesota, doctoral degree in law from the University of North Dakota  
**First career:** Trial court judge and commissioner of the Minnesota Department of Corrections  
**Currently:** Contract RN for Health Counseling Services and research assistant  
**Future goals:** Finish earning a Doctor of Nursing Practice degree and obtain a position in health care administration

**Dominique Jones**

**Prior education:** Bachelor’s degree in psychology, University of St. Thomas  
**First career:** Ramsey County social services case manager  
**Currently:** Post-partum RN at University of Minnesota Medical Center Fairview  
**Future goals:** Finish earning a Doctor of Nursing Practice degree in the midwifery specialty and obtain a position as a nurse midwife
School Awards $100,000 in Master of Nursing Program Scholarships

The School of Nursing was recently one of 52 schools nationally awarded $100,000 in scholarships for 10 non-traditional students in the school’s Master of Nursing program.

The New Careers in Nursing Scholarship Program, which is a program of the Robert Wood Johnson Foundation and the American Association of Colleges of Nursing, awards grants to traditionally underrepresented students who make a career change to nursing through an accelerated baccalaureate or master’s degree program.

“‘The leadership, mentoring and other support these institutions provide are helping to prepare a diverse nursing workforce able to meet the challenges associated with building a culture of health in our nation,’” said David Krol, MD, RWJF senior program officer.

Since 2008, the NCIN program has distributed more than 3,500 scholarships to students at 130 schools of nursing. This year, funding for 400 scholarships was granted.

School of Nursing students receiving the scholarships include Jeff Aday, Eden Habte, Kia Her, Bakhridzhon Ibragimova, Meena Iyer, Lorna Onyambu, Hiba Sharif, Savannah Souknhindy, Olga Ward and Bethany Young. “The students who have received these scholarships will participate in a mentoring and leadership program designed to build on their strengths to be future leaders in nursing,” said Associate Dean Christine Mueller, PhD, RN, FAAN, FGSA.

CURIOS? If you are the nurse who often asks WHY? HOW? WHAT IF?

then it’s time to ask yourself to consider the PhD in Nursing program at the University of Minnesota. The program prepares students for leading roles in research, academia, corporations and health systems. Our graduates discover innovative ways to improve clinical practice and health locally and globally.

Ranked 15th in NIH funding among schools of nursing nationally, the University of Minnesota School of Nursing is leading important discoveries in prevention science, health promotion, symptom management, nursing informatics and systems innovation.

Learn more about the PhD in Nursing nursing.umn.edu

University of Minnesota
School of Nursing
Stories of 'hope, worry, pain, joy and grit'

Student Conducts Research in Burmese Refugee Camps

by Brett Stursa

For 11 days this summer, Anjali Madeira conducted focus groups and in-depth interviews with mothers and maternity care providers at two Burmese refugee camps, a nearby clinic and hospital in Thailand. “Mothers shared with me their birth stories, full of hope, worry, pain, joy and grit,” Madeira said.

Madeira, a student in the School of Nursing’s Master of Nursing program, is conducting the research in hopes of better understanding women’s perceptions of their labor and birth experiences. The research not only looks at the patients’ perspectives, but also the providers’ philosophies of caregiving.

“It’s an opportunity that has allowed me to apply the knowledge I’ve gained in the classroom to real-world settings. It’s always exciting to see how my academic training translates to working directly with communities,” said Madeira, who previously earned a Master of Public Health degree at Johns Hopkins University.

After noticing an absence of current research about refugee women’s perceptions of their birth experience, particularly in camp settings, she decided to write a research proposal to better describe women’s health care experiences. While she appreciates the recent attention in the United States to reframe pregnancy as an empowering experience – rather than simply a means to an end – she didn’t see the same attention given at an international level in those communities where women and their families were most vulnerable and disempowered.

She began asking herself questions about why it was missing. “Nobody is saying that it is important for women in resource-poor settings like rural Africa and remotes areas of Asia to have an empowering experience. It isn’t being integrated fast enough into health service organizations as far as I can see,” said Madeira.
Madeira also talked with providers to better understand the barriers to provide dignified and respectful care. “Nearly all the providers I’ve spoken with are good people and have noble intentions, but large caseloads, inadequate resources and a stressful work environment make it difficult for them to provide the standard of care they would like. It’s important to understand the obstacles so we can work with providers to resolve them,” she said.

Madeira’s curiosity stemmed from her time working in rural India, through a fellowship with Indicorps in 2006. She worked with a women’s collective in the Kutch district of Gujarat managing a reproductive health clinic and conducting community research for two years. In 2009, she earned a Master of Public Health degree at Johns Hopkins University, where she received a Capstone Award for her thesis on the use of pictorial medication labels to improve health literacy among pregnant women in India.

It was after these experiences that Madeira decided to become a nurse-midwife. “I want to make birth safer and increase access to care for vulnerable women,” said Madeira. Without clinical knowledge, achieving those goals was difficult. “You can’t just solve problems with passion. It requires clinical skills too,” said Madeira.

She enrolled in the School of Nursing’s master’s program to gain those clinical skills, with the intention of going on to obtain her Doctor of Nursing Practice degree in nurse-midwifery.

Eventually, she plans to combine her research background with her clinical training to improve maternal and reproductive health in underserved communities in the United States and abroad. “All women have a right to respectful and dignified care during their labor and the birth of their child,” Madeira said. “I hope to be a mother one day, so how can I not demand the same standard of care for a woman in Somalia or Myanmar that I would demand for myself?”

Madeira’s advisor, Professor Melissa Avery, PhD, CNM, FACNM, FAAN, encouraged Madeira to examine the topic. “Anjali’s interest in understanding women’s experiences related to their care during labor and birth is consistent with a global focus on respectful maternity care. Part of the strategy to reduce maternal mortality world-wide depends on women’s willingness to seek formal health care, and they are more likely to do that if the care they receive is affirming and supportive,” Avery said. “This research has the potential to contribute to the larger international discussion on safe and respectful maternity care.”

The current research in Thailand is being funded by a $7,000 grant from the University's Consortium on Law and Values in Health, Environment & the Life Sciences. It was one of five proposals funded, from a total of 34 proposals received.

The reproductive and obstetric health care services in both camps are managed by the American Refugee Committee, an international relief non-governmental agency based in Minneapolis, which Madeira has worked and volunteered with for five years. Her work with ARC has taken her to Darfur to assist with evaluations of health programs, and she worked with a team of providers to update ARC’s clinical midwifery guidelines for trainings in the Burmese refugee camps in Thailand.

During her interviews with women in the Umpiem Mai and NuPo refugee camps in Thailand, she heard accounts of poor treatment. “While many women report receiving excellent and respectful care, other women have shared with me stories of discrimination, physical and verbal abuse, abandonment of care and lack of information from providers in some facilities,” she said.
Engaging with Global Nurse Leaders
School of Nursing Collaborates with Partners in Several Continents

By Brett Stursa

With the School of Nursing’s mission of improving the health of all people within the context of their environments comes the important work of engaging with nurses around the world to advance nursing as a global profession. From serving people in remote villages in Central America to organizing conferences internationally to offering coursework abroad, the opportunities for School of Nursing students and faculty to participate in global experiences are varied. The School of Nursing’s Office of Global Programming coordinates these opportunities and currently facilitates active engagement with nurse leaders in Honduras, Ireland, Iceland, India, Iraq, South Korea and Taiwan.

Honduras
School of Nursing undergraduate students traveled to Santa Lucia, Honduras, in March with Marti Kubik, PhD, RN, associate professor and director of global programming, and Karin Larson, MS, CNM, RN, clinical assistant professor, in conjunction with Asociacion Hombro a Hombro, a Honduras-based non-governmental organization that operates under the sister U.S. organization Shoulder to Shoulder. Their work, done in collaboration with local nursing, physician and health promotion staff, focused on providing health screenings with a prevention and education focus to residents of several rural remote villages. The School of Nursing team was joined by faculty and students from the Universidad Nacional Autonoma de Honduras, Department of Nursing Education, to provide the services. “This was a remarkable opportunity for students and faculty to learn from one another and learn about one another while being exposed to health care delivery in a low-income, low-resource country,” said Kubik. The School of Nursing has partnered with Shoulder to Shoulder for three years on service learning opportunities for students, as well as collaborative research work with a focus on adolescent health and non-communicable disease prevention.

The University of Minnesota School of Nursing team was joined by faculty and students from the Universidad Nacional Autonoma de Honduras to provide health screenings in rural villages in Honduras.

Iceland
Faculty and 12 Doctor of Nursing Practice and PhD students participated in an international graduate nursing course at the University of Iceland in May. The course “Leadership in nursing – a global approach” provided them an opportunity for sharing of best practices in nursing leadership. Faculty and students from four countries participated, including nurses from Riga Stradins University in Latvia, Karlstad University and University of Lund in Sweden, and the University of Iceland.

Students examined, among other challenges, the changing role of nurses in health care, the image of the nurse and initiatives in nursing. The course included visits to health centers in Reykjavik. Clinical Associate Professor Teddie Potter, PhD, RN, coordinated the first-time offering developed in conjunction with the school's
academic partner, University of Iceland. “I am more convinced than ever that students and faculty from the School of Nursing have the talent, passion and spirit of innovation that is required to design, collaborate and lead effective international nursing initiatives,” said Potter.

The School of Nursing and University of Iceland faculty maintain joint research efforts, as well as engage in consulting on a range of research topics that include nurse midwifery, childhood obesity prevention, informatics, promoting healthy aging, mental health, and integrative health and healing.

Through funding from the School of Nursing Foundation at the University of Minnesota and the Faculty of Iceland, the International School Nurse Asthma Project compares the responsibilities of school nurses in coordinating care for youth with asthma in Reykjavik, Iceland and St. Paul, Minnesota. This research collaboration resulted in the development of an International School Nurse Care Coordination model, presentations and publications to address the global health problem of asthma. As well, the School of Nursing is co-sponsoring the International Integrative Nursing Symposium in May 2015, with Professor Mary Jo Kreitzer, PhD, RN, FAAN, serving as co-chair. The symposium will be centered on expanding care and transforming lives through integrative nursing.

INDIA
The School of Nursing joined with St. John’s College of Nursing to host an international symposium of evidence based practice in action July 3-4 in Bangalore, India. The school’s engagement was multilevel, involving nursing students, nursing and medical school faculty, college administration, nurses and physicians. In addition to the symposium and the work with St. Johns, school leaders met with nursing leadership at Jayadeva Cardiology Hospital, the Bone Marrow Transplant Team at Manipal Hospital and the nursing director at Narayana Health. “Our 2014 visit built upon and developed further ongoing relationships with nursing leaders in South India as well as the national Indian Nursing Council who are actively engaged in advancing nursing practice and educational opportunities for nursing in India,” said Kubik, who was joined on the trip by Dean Connie White Delaney, PhD, RN, FAAN, FACMI; Laura Reed, MSN, MBA, RN, chief nursing executive of University of Minnesota Medical Center, Fairview; and Kumar Belani, MBBS, MS, FACA, FAAP, assistant vice president of India Affairs at the University of Minnesota Academic Health Center and professor.

While in Bangalore, the school signed an academic partnership agreement with the St. John’s College of Nursing that fosters reciprocal research, educational exchanges and cooperative programs that are beneficial to both institutions.

TAIWAN
Four faculty, including Dean White Delaney; Associate Professor Bonnie Westra, PhD, RN, FAAN, FACMI; Associate Professor Karen Monsen, PhD, RN, FAAN; and Assistant Professor Chih-Lin Chi, PhD, MBA, and doctoral students Lisiane Pruinelli and Jung In Park participated in the 12th International Biennial Congress for Nursing Informatics in Taipei, Taiwan, with White Delaney serving as the co-chair of the organizing committee. White Delaney also met with partners at National Yang Ming University and the National Defense Medical Center. “People are very interested in nursing/health informatics and sharing cultural exchanges,” said Westra, who after participating in NI2014 presented at one day conference hosted by Tzu Chi University in Hualien City in Taiwan.

IRAQ
In the fall of 2013, the School of Nursing hosted Rajha Al Kassar, PhD, the newly appointed dean of the faculty of nursing at University of Kufa in Najaf, Iraq. She was joined by Assistant Dean Kareema Ahmed Hussein, PhD, and faculty member Kafi Naser, PhD. The School of Nursing has had a signed agreement of collaboration with the University of Kufa since 2009, hosting a visit in 2012 by the president of the University, Akeel Yasseen, PhD. In October, Ahmed Hussein will return to Minnesota as a short-term visiting scholar to collaborate with faculty in the areas of pediatric research and education.
Understanding the Difference Between Change and Transformation

Transformation and redesign of a 21st century health care system requires understanding the differences between change and transformation. Change efforts focused on the past may or may not help create inspired futures. In “The Primes: How Any Group Can Solve Any Problem,” Chris McGoff notes that change is the right path when problems are simple and people want the current situation to become more efficient and effective – better, faster or cheaper. In contrast, transformation involves a break from the past and involves creating a desired future. Change is a fix; transformation is a creation. In June the Densford Center sponsored the “Transforming Health Care through Directed Creativity” workshop. Participants learned from international quality improvement and creativity expert Paul Plsek about the difference between change and transformation and experimented with a number of creative thinking techniques designed to activate transformational thinking. Participants committed to take their learning back to organizations and champion conversations about the elements of an innovation culture that supports transformation. Plsek shared seven dimensions of an innovation culture. As you reflect on the place you work, to what degree are these elements present?

- **Risk taking** – psychological support for individuals and teams that want to try out something new, given some reasonable precautions to avoid harm.
- **Resources for innovation** – the availability of money, protected time and authority to act for individuals and teams who wish to innovate.
- **Information** – the degree that knowledge is widely gathered, easily available, rapidly transmitted and honestly communicated throughout the organization. The degree to which knowledge is censored, filtered or summarized by others detracts from this dimension.
- **Targets, aims, goals** – the degree that leaders make clear that the innovation is highly desired in areas that are important to the organization.
- **Tools, methods, infrastructure** – the degree to which the organization supports a process and method for innovation that is not so restrictive as to stifle creativity, but not so open as to leave innovation entirely up to the native abilities of individuals and teams.
- **Recognition and rewards** – the degree to which the organization rewards the efforts of innovative individuals and teams through a process that gives them things they want.
- **Relationships** – the degree that the organization easily forms high-performing teams of intrinsically motivated individuals with a good mix of skills who quickly respect and trust each other and who display honest communication.

Leaders who understand and develop the seven dimensions of an innovation culture are more likely to empower nurses, advance transformation and reshape a desired health care future.
Recognizing Jonas Center, Hartford Center Scholars

The Hartford Center of Gerontological Nursing Excellence is pleased to announce the 2014-2016 Jonas Nurse Leaders Scholars funded by the Jonas Center for Nursing and Veterans Healthcare with matching funds from the University of Minnesota School of Nursing. The Jonas Center, a leading philanthropy for nursing, is addressing a critical need in preparing doctoral nurses for faculty positions and for leading improvements in veterans’ health care with its nurse scholar and nurse leader programs.

**Derek Moore**, MN, MPH, BS, RN, Jonas Nurse Leader Scholar, is entering his third year in the nursing PhD program. His dissertation will focus on the effects of sleep on daily living activities and physical health measurements among older women. **Aimee Hamel**, MN, RN, Jonas Veterans Healthcare Scholar, entered her second year in the PhD program this fall and has worked at the VA for one year. Her scholarly work focuses on the decision-making processes and care planning that heart failure patients and their loved ones experience in the advanced stages of this disease. **Casey Wangen**, MN, BS, RN, Jonas Veterans Healthcare Scholar, is finishing his first year in the DNP nurse anesthesia program. Jonas funds will sponsor his scholarly project on constructing an emergency protocol for patients with post-traumatic stress disorder at the Minneapolis VA Medical Center.

**Minnesota Hartford Center Scholars**
The Hartford Center of Gerontological Nursing Excellence is also pleased to announce two Minnesota Hartford Center Scholars who are being supported with funding from the John A. Hartford Foundation. **Mary Whipple**, BA, BSN, RN, is a first-year PhD student who will be studying the quality of life associated with chronic illness in older adults, and **Kjerstie Wiltzen**, BS, BA, BSN, RN, is a third-year PhD student and 2012-2014 Jonas Nurse Leader Scholar who is studying incontinence in nursing home residents. Past Minnesota Hartford Scholar **Marjorie Webb**, DNP, RN, is a recipient of the highly competitive 2014-2015 University’s Dissertation Fellowship. She is studying cardiopulmonary function at rest versus during exercise in older adults with heart failure. Another past Hartford Scholar, **Naira Zagarian**, MS, RN, has recently completed data collection for her dissertation on the feasibility and efficacy of a behavioral weight loss program for African-American women.
What if nothing got in the way of a young person accessing the health and social services they needed? No transportation or financial barriers. No concerns about confidentiality. No fear of stigma or discrimination. No restrictive policies limiting providers’ services. Would we be ready? Would we be set?

From local to federal offices, these questions are framing priorities for interdisciplinary workforce development in adolescent health. The aim is to be ready and to be set for the influx of young people who are and will be accessing services through the Affordable Care Act. These same questions guided a 10-member committee as they planned the 21st-annual three-day Adolescent Health Summer Institute.

Experts in the field know that to be ready we must rapidly upgrade the capacities of those already in the workforce and also equip those enrolled in degree programs with the knowledge and skills for effectively working with young people. With two decades of collaboration across the schools of nursing, medicine and public health, Minnesota leads the way in intensive learning institutes that simultaneously teach both groups – those in practice and those in training – using strategies designed for adult learners (known as andragogy).

Institute participants included graduate students and post-doctoral fellows from five University of Minnesota schools; clinicians in practice and systems administrators; those from state offices and county health departments; and invited guests from our sponsoring organizations – Minnesota Departments of Health and Education, TeenWise MN and from the University’s Office of Public Engagement and Graduate School. With participants such as this, we have to excel in using creative teaching strategies that would engage everyone.

Imagine 62 learners from a dozen disciplines at 10 tables each guided by a table teacher, young people engaged as simulated patients and different teaching strategies for every session. We were mesmerized by the quandaries and challenges presented by leaders in health and social services delivery – including a facilitated conversation with Minnesota Health Commissioner Ed Ehlinger, MD, MSPH, who was joined by urban and rural experts, those designing and enrolling young people in MNsure and those evaluating the impact of the ACA.

With the rapidly changing health and social services landscape, we need to equip all who work with youth – from front-line providers to systems-level administrators – with skills and tools for creating practices and policies that meet the needs of young people. Only then will we be set.
Big Data Conference Creates an Action Plan for Shareable Nursing Data

With the rapid implementation of electronic health records, large data sets are available for research. However, essential standardized nursing data have not been consistently integrated within EHRs or in clinical data warehouses. In June, “Nursing Knowledge: Big Data and Science for Transforming Health Care Conference” brought together more than 70 stakeholders from nursing practice, education, information technology, professional nursing, informatics and standards organizations. The purpose of this second-annual conference was to develop a national action plan and harmonize the efforts of multiple individuals and organizations to implement standardized nursing terminologies and subsequent use of nursing data for research and quality improvement.

Participants from the 2013 Nursing Knowledge conference presented accomplishments during the past year and recommendations to further develop a national action plan for shareable and comparable nursing data. These recommendations were augmented by action items from invited presenters synthesized by the steering committee. Presentations, small group work and additional brainstorming produced 2014 strategies and action steps. The conference concluded with an “action auction,” by which attendees committed to advance specific actions in the next year to ensure that shareable and comparable nursing information is included in EHRs.

The 10 action teams will collaborate during the year to support shareable and comparable nursing data in the following ways:

1. Participate in the development of certification and accreditation standards for nursing informatics programs.
2. Promote nursing involvement in the Big Data science of research and quality improvement.
3. Advance the eMeasure work on pressure ulcers as a recommendation for Phase 3 of Meaningful Use of EHRs.
4. Engage nurses in health information technology policy, influencing standardized nursing data.
5. Promote harmonization and standardization of nursing data and models.
6. Develop standard curriculum for nursing informatics faculty/students.
7. Develop strategies to measure value of nursing.
8. Further develop and disseminate mapping of LOINC/SNOMED CT standardized codes using a framework for integration of these into electronic health records.
9. Build an infrastructure for the collection and dissemination of standardized workforce data.
10. Transform nursing documentation into structured, coded terminology and usable workflow across continuum of care.

The third annual conference will be held at the University of Minnesota June 4-5, 2015, preceded by a one-day workshop, and will include progress and next steps for creating national shareable and comparable nursing data for big data and science to transform health and health care.
Nurses Reshape Health Care on a Global, Interdisciplinary Scale

It is well documented that war and forced displacement due to conflict can have a devastating impact on communities, resulting in cultural transformation and a diminished capacity for the health and resilience of its members. However, climate-related disasters have become a major driver in global displacement as well. In 2012, more than 25 percent of those displaced due to climate change were from Africa, often propelled by armed violence. It has been hypothesized that the overall community experience of displacement due to climate change is similar to that in war zones and that community interventions originally designed to address war-related issues may be of similar value.

As a result, the project “Climate, Conflict, and Displacement: Shifting Patterns in Kenyan Pastoral Communities” was envisioned to lead positive, transformative change in the region of Africa most vulnerable to climate and conflict displacement: the Horn of Africa’s arid lands. This project is funded by an Institute on the Environment Discovery Grant and led by School of Nursing Associate Professor Cheryl Robertson, PhD, MPH, RN, FAAN. Her experienced interdisciplinary University of Minnesota faculty team includes Paul Porter (crop scientist, CFANS), Innocent Rwego (public health veterinarian, University of Minnesota and Makerere, Uganda) and Fred Rose (civil engineer, Institute on the Environment). Robertson herself is an expert on war trauma and community recovery, having molded her career on understanding and addressing these issues in the Somali community. In addition, she has spent 30 years working in Africa.

By building on an already existing partnership between the University of Minnesota and One Health Central Eastern Africa, this project will create a Climate and Displacement Team. The team will include both U.S. and African academics, non-governmental and multilateral agencies in the region, national and local government/ministries and relevant industries. The team will identify the study site, which will likely be initially in northwest Kenya. Ethnographic methods that are designed for finding meaning within both the explicit and hidden knowledge familiar to people within a culture will be utilized to collect data. By using these methods, researchers will gain a keen awareness of everyday activities, skills and practices of families within Africa’s arid lands. This awareness will help to uncover the significance and meaning of displacement, the experience of climate changes/events and the resulting shifts in cultural patterns.
Faculty Equip Future Nurse Leaders to Transform Health Care

Center faculty are equipping future pediatric nurse leaders to transform health care by engaging students in research and systems change projects and providing leadership opportunities in underserved urban and rural areas. Associate Professor Susan O’Conner-Von, PhD, RN, is a nationally known expert in pediatric pain and palliative care who is transforming health care through her research and educating nursing and interdisciplinary students and clinicians. Moreover, her DNP advisee Megan Merrill, a trainee in the Center for Children with Special Health Care Needs, recently created and evaluated an innovative electronic resource to support pediatric nurses in providing effective pain management.

ENSURING ACCESS TO INTEGRATIVE THERAPIES FOR CHILDREN EXPERIENCING PAIN DURING HOSPITALIZATION

Merrill developed an online educational resource for pediatric nurses and embedded it into the hospital’s electronic clinical reference website so evidence-based resources for pain management could be accessed in real time by nurses at the bedside. These educational resources were designed to increase nurses’ knowledge of integrative therapies that are effective in managing pain for hospitalized children. During her project, she consulted with a team of pediatric and integrative health experts, including a recent School of Nursing graduate, Molly Hagen, DNP, CNP.

ENSURING ACCESS TO PALLIATIVE CARE IN RURAL, NORTHERN MINNESOTA

Palliative care teams create higher patient satisfaction with care, provide better quality of life for patients and their families, and are cost-effective; however, patients and families in rural areas often have limited or no access to such teams. Through a Health Resources and Services Administration grant, O’Conner-Von partnered with other interdisciplinary team members on the Palliative Care Initiative grant to recruit, train, support and retain primary care providers with palliative care expertise for rural health communities in central and northeastern Minnesota. Collectively, they developed an online palliative care curriculum for staff and students in nursing, medicine, pharmacy, social work and other disciplines and provided interprofessional teamwork experiences during their clinical rotations. Building on this experience, the team developed and delivered a series of Interprofessional Facilitation-Palliative Care workshops for health care professionals from rural settings along with health care professional students from the University of Minnesota Academic Health Center, including Doctor of Nursing Practice and Master of Nursing students, to expand the reach of the project to local and greater Minnesota.
Investigators at the Center of Gerontological Nursing took advantage of a new and unique opportunity to recruit research participants for a study on physical activity in older adults at the 2014 Minnesota State Fair. Through funding from the Office of the Vice President of Research; School of Public Health; Medical School; and the College of Food, Agriculture, and Natural Resource Sciences, the Driven to Discover Building was launched this year to enable University and community researchers to access a population of 1.7 million potential participants, including those who reside outside the metro area.

Investigators used this opportunity to better understand why despite massive campaign efforts to disseminate the Centers for Disease Control’s physical activity guidelines, the majority of older adults in the United States fail to meet recommended activity levels. Understanding the public’s knowledge and response to these guidelines will help develop better health promotion campaigns. CGN researchers went to the “Great Minnesota Get-Together” to find out what the public knows about physical activity recommendations and their impact on exercise behavior, fitness levels and quality of life. Over five days, 444 participants, age 55 and older, completed a survey on tablet computers and received their fitness score based on a quick fitness test that required timing rising from a chair five times. Information also was collected to determine what health conditions people were most interested in using physical activity to treat and their experience with, or willingness to use, technology like computers, smart phones or wearable fitness devices to motivate physical activity.

The project was completed over several six-hour days that covered the popular senior days, veteran day and thrifty Thursday. The research team was led by co-principal investigators, Assistant Professor Corjena Cheung, PhD, RN, FGSA, and Assistant Professor Kristine Talley, PhD, RN, GNP, along with co-investigators Professor Jean Wyman, PhD, RN, GNP, FAAN, FGSA; Assistant Professor Siobhan McMahon, PhD, MPH, RN, GNP; and Assistant Professor Erica Schorr, PhD, RN, and 21 undergraduate and graduate health science student volunteers.
School Praises New APRN Law in Minnesota

The University of Minnesota School of Nursing praises a landmark bill signed into law by Gov. Mark Dayton on May 13 that allows the most highly educated nurses to practice more autonomously in Minnesota. The law is important to increasing access to care and choice of care providers for Minnesotans. It grants authority to certified nurse midwives, nurse anesthetists, nurse practitioners and clinical nurse specialists to practice and prescribe as they have been educated and certified to do, without a required agreement with a physician. “The School of Nursing recognizes the tremendous impact this legislation will have on health care access in Minnesota,” said School of Nursing Dean Connie White Delaney, PhD, RN, FAAN, FACMI.

Brooks Jackson, MD, dean of the University of Minnesota Medical School and vice president for health sciences, called the legislation an important step forward. “The University of Minnesota has been a leader in educating advanced practice nurses. Allowing them to practice to the fullest extent of their education will help us deliver better care, more efficiently, to more people,” Jackson said.

The School of Nursing at the University of Minnesota produces more than half of the state’s advanced practice nurses and nursing faculty.

Minnesota joins 17 other states in granting this authority to its advanced practice nurses. “We are pleased our graduates will have another reason to stay and practice in Minnesota,” said Mary Chesney, PhD, RN, CNP, director of the Doctor of Nursing Practice program. “Nursing is ready for this change.” Chesney played a leadership role in advocating for this change in collaboration with nursing and other health organizations for the past four years.

Awards and Honors

Four Faculty to be Inducted Into American Academy of Nursing

Four University of Minnesota nursing faculty will be inducted into the prestigious American Academy of Nursing in October at the Academy’s annual meeting. Clinical Associate Professor Mary Chesney, PhD, RN, CNP, Professor Emeritus Susan Henly, PhD, RN, Professor Kathleen Krichbaum, PhD, RN, FGSA, ANEF, and affiliate faculty Dawn Bazarko, DNP, RN, are the four inductees named from Minnesota by the Academy.

This brings the number of faculty fellows at the University of Minnesota to 22. With the school’s faculty emeriti, the number of fellows increases to 30, one of the highest number of fellows from a school of nursing nationally.

Selection criteria include evidence of significant contributions to nursing and health care. The Academy selected 168 nurse leaders for induction as fellows this year.

Top from left: Mary Chesney and Susan Henly. Bottom from left: Kathleen Krichbaum and Dawn Bazarko.
Horoho Receives Honorary Degree
The University of Minnesota awarded an Honorary Doctor of Laws degree to Lt. Gen. Patricia Horoho on May 16. Horoho is the first nurse to hold the post of Army Surgeon General. She has held every level of leadership in Army Medicine, including positions as Deputy Surgeon General; Chief of the US Army Nurse Corps; Commander, Western Regional Medical Command; Commander, Madigan Army Medical Center; Commander, Walter Reed Health Care System and Commander, DeWitt Health Care Network; and as the Special Assistant to the Commander, International Security Assistance Force Joint Command, Afghanistan.

Chesney Serves as NAPNAP President
Mary Chesney, PhD, RN, CPNP, clinical associate professor and director of the Doctor of Nursing Practice program, became the 38th president of the National Association of Pediatric Nurse Practitioners on July 1. She is focusing her one-year term on federal and state health policy and improving patient access to pediatric nurse practitioners. Chesney co-founded the Minnesota APRN Coalition in 2009 and served as president when the state gained full practice authority for APRNs. She played a leading role in the state-wide campaign that helped pass the legislation.

Bliss Serves as Chair of International Continence Society Committee
Professor Donna Bliss, PhD, RN, FAAN, FGSA, serves as chair of the Nursing Committee of the International Continence Society, which is an international multidisciplinary society formed to improve the quality of life for people affected by urinary, bowel and pelvic floor disorders.

Fulkerson Appointed Associate Editor of Public Health Nutrition
Associate Professor Jayne Fulkerson, PhD, was appointed associate editor of Public Health Nutrition, which provides an international peer-reviewed forum for the publication of research and scholarship aimed at understanding nutrition-related public health achievements, situations and problems.

Gross Elected to ISOQOL Board
Professor Cindy Gross, PhD, was elected secretary/treasurer of the International Society for Quality of Life Research. Gross began her three-year term at the ISOQOL meeting in Berlin, Germany in September.

Lindeke Receives Distinguished Fellow Award
Associate Professor Linda Lindeke, PhD, RN, CNP, FAAN, was awarded the Loretta C. Ford Distinguished Fellow Award from the National Association of Pediatric Nurse Practitioners. The award is given annually to an active NAPNAP member who best exemplifies contributions to the expansion or improvement of pediatric health care and the advancement of the profession of pediatric nurse practitioners at the local community, state and regional level.
Lindquist Named to Academy of Distinguished Teachers

The University of Minnesota Provost’s Office announced Professor Ruth Lindquist, PhD, RN, ACNS, FAHA, FAAN, as recipient of the Morse-Alumni Undergraduate Teaching Award. The honor is awarded to teachers for their outstanding contributions to undergraduate education at the University of Minnesota. Those who receive the award become members of the Academy of Distinguished Teachers and receive a $15,000 award.

Treat-Jacobson Receives Society for Vascular Nursing Award

Associate Professor Diane Treat-Jacobson, PhD, RN, FAAN, received the 2014 Distinguished Service Award from the Society for Vascular Nursing for her leadership and dedication to advancing vascular nursing, including her service as past president, chair of the Practice and Research Committee and founder of the Ankle-Brachial Index Registry.

Westra Receives Leadership Award, Named AMIA Committee Chair

Associate Professor Bonnie Westra, PhD, RN, FAAN, FACMI, was selected by the Commissioner of Health to receive a 2014 Minnesota e-Health Leadership and Impact Award for her contributions to the e-health initiative in Minnesota. Westra also was named the Scientific Program Committee Chair for the 2014 American Medical Informatics Association annual symposium, which is the leading scientific meeting for biomedical and health informatics research and practice.

Dean Honored for Health Care Leadership

Dean Connie White Delaney, PhD, RN, FAAN, FACMI, received the Jean Harris Award from the Women’s Health Leadership TRUST for exemplifying excellence in health care leadership at a ceremony in April.

Yu Named Nursing and Health Sciences Editor

Associate Professor Fang Yu, PhD, RN, GNP, was appointed editor of Nursing and Health Sciences for a one-year term. Nursing and Health Sciences is an international journal focusing on the exchange of knowledge in nursing and health sciences, particularly between the East and West.
New Appointments

Robin Austin, DNP, RN, joined the School of Nursing as a clinical assistant professor. She earned an Associate Degree in Nursing, a bachelor’s degree in exercise and health sciences, a Doctor of Chiropractic degree, a Master of Science in Nursing degree in nursing education and Doctor of Nursing Practice degree focusing on health care quality using education in safety and technology. Austin has worked as a nursing instructor at Minneapolis Community and Technical College since 2011. Austin’s scholarship focuses on engaging consumers in health information technology.

Amy Brown joined the school as an executive operations student services specialist. Brown previously served as an executive administrative staff member at Conseco Finance and Ev3, Inc. She was also a legal secretary. Brown earned a bachelor’s degree in secondary education from Metropolitan State University.

Margaret Celebrezze, MA, MPH, joined the school as an executive assistant to the associate dean of research. She is responsible for project development and management for research-related processes. Celebrezze earned a master’s degree in medical anthropology from Case Western Reserve University and a Master of Public Health degree in maternal and child health from the University of Minnesota. Most recently she worked on a clinical trial to evaluate the effectiveness of a telehealth care coordination and case management nursing intervention for children with complex special health care needs.

Dawn Fredrich, MS, joined the school as a clinical instructor. Fredrich earned bachelor’s degrees in clinical laboratory science with chemistry and microbiology emphases and in nursing. She has a master’s degree in nursing from the University of North Dakota, Grand Forks, with a specialization in nursing education. She is also a 2011 School of Nursing FLAG Fellow. Previously, she was an instructor at Minot State University, North Dakota.

Alicia George, MS, joined the school as an advisor for the Master of Nursing and Doctor of Nursing Practice programs. She earned a bachelor’s degree in psychology from the University of Minnesota Duluth and master’s degree in counseling and student personnel with an emphasis in higher education from Minnesota State University, Mankato. George has eight years of professional higher education experience with her most recent position as assistant academic advisor at the University of Minnesota Humphrey School of Public Affairs.

Nasra Giama, DNP, joined the school as a clinical assistant professor. She received her bachelor’s and Doctor of Nursing Practice degrees from the University of Minnesota. She completed a predoctoral fellowship, Leadership Education in Adolescent Health, in 2012-13. Her experience includes six years as a clinician, educator and public health nurse at Olmsted County Public Health Services and as a prejudice reduction facilitator for Rochester’s Diversity Council. She also serves as a study coordinator and prenatal educator at the Mayo Clinic.
Joanne Gibson joined the school as a post grant manager. Gibson has worked at the University of Minnesota since 1975, most recently in the Department of Medicine. She has previously worked in the School of Nursing in payroll and as a post-award grant accountant.

Rebecca Hesse, MS, joined the school as a project coordinator for the SNAPSHOT study, which is a National Institutes of Health-funded research study to explore the impact school nurses can have on overweight students. Hesse has master’s degrees in nursing and public health.

Cindy Ladany joined the school as an executive administrative assistant in the Dean’s Office. Previously, she served as executive assistant to the chair for the Department of Pediatrics at the University of Minnesota. Prior to this, she worked at Bemidji State University as the administrative assistant to the dean of the College of Arts and Sciences for more than 20 years.

Michelle Mathiason Moore, MS, joined the Office of Nursing Research and Scholarship’s statistical support team. She earned a master’s degree in statistics from Oregon University and has 12 years of experience as a biostatistician on interdisciplinary and health-related projects. Moore is a co-author on more than 70 peer-reviewed publications and has experience working on randomized clinical trials as well as observational and longitudinal studies. She served in the U.S. Peace Corps in South Africa.

Alexandra Pokorny, MA, MN, joined the school as an RN interventionist to support the SNAPSHOT study. Pokorny earned a bachelor’s degree from St. Olaf College, a master’s degree in English from Penn State and a master’s degree in nursing from the University of Minnesota. Previously, she was a research nurse at the University of Minnesota and a staff nurse for Healthcare for the Homeless.

Denise Rosvold joined the school as an executive office and administrative specialist in the Dean’s Office. Rosvold has a business administration degree in health care management and an associate in applied science degree in administrative services. She has previously worked at Medtronic.

Laura Kirk Nelson, PhD, RN, joined the school as an assistant professor. Kirk Nelson has been affiliated with the University of Minnesota School of Nursing for more than two decades, having earned her bachelor’s, master’s and PhD degrees at the school. Her current research interests center on exercise in older adults across care centers. In particular, she is interested in examining the feasibility and efficacy of a structured program for individuals in senior housing.
New Appointments

**Maria Ruud, MSN, WHNP,** joined the school as a clinical instructor. She has more than 25 years of experience as a women’s health nurse practitioner. Ruud received her undergraduate degree in nursing from the University of Minnesota and her Master of Science in Nursing degree from the University of California, San Francisco. Ruud was a policy fellow at the Humphrey School of Public Affairs at the University of Minnesota from 2009-10 and is a Doctor of Nursing Practice student at St. Catherine’s University. She served in the Minnesota House of Representatives from 2005-10.

**Greta Simons, MS,** joined the school as an admissions and enrollment coordinator. Simons earned her bachelor’s degree at the University of Minnesota Morris and her Master of Science degree at University of Kansas. Previously she was an area director and academic skills coach at Carleton College and a community center supervisor at the University of Kansas.

**Laurissa Stigen, MS, RN,** joined the school as a coordinator for systems campus partnerships. She is facilitating advancement of the Master of Nursing program to students, faculty and staff on systems campuses. Stigen earned an AS in Nursing from Minnesota State Community and Technical College, a bachelor’s degree in rural health and wellness from the University of Minnesota, a master’s degree in community health from Montana State University-Bozeman. Previously, she was executive director for Central Minnesota Area Health Education Center.

**Eileen Weber, DNP, JD, RN, PHN,** joined the school as a clinical assistant professor. Weber earned her Doctor of Nursing Practice degree in health innovation and leadership from the University of Minnesota, a JD degree from the University of St. Thomas School of Law in Minneapolis, a Bachelor of Science in Nursing degree from the University of Minnesota and an RN diploma from Thomas Jefferson University Hospital in Philadelphia, Pennsylvania. Her clinical experience includes urban critical care and emergency nursing. Weber’s scholarly work is focused on the intersection of law, public policy, interprofessional practice and education, and new models of care that emphasize nursing’s expertise in care management and coordination.
**Faculty Principal Investigators**

**Fiscal Year 2013 - 2014**

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

**Bearinger, Linda**
MN Knowledge to Practice in Adolescent Health (MN-KPAH)
Health Resources and Services Administration/U.S. 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

**Bronas, Ulf**
Exercise as an adjunct therapy to reduce blood pressure in Chronic Kidney Disease (R03)
National Institute of Diabetes and Digestive and Kidney Disease/National Institutes of Health

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

**Chi, Chih-Lin**
Predictive Optimal Anticlotting Treatment for Segmented Patient Populations
Harvard University/National Institutes of Health

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

**Delaney, Connie**
Greater Plains Collaborative
Kansas Medical Center/PCORI Clinical Research Network (PCORnet) Coordinating Center

**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**
Childhood Obesity Prevention in Rural Minnesota Communities (COPRMC)
CTSI/ National Institutes of Health

**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 (K02)
National Institute on Aging/National Institutes of Health

**Gaugler, Joseph**
Comparative Effectiveness of Dementia Caregiver Intervention (K18)
Agency for Healthcare Research and Quality/U.S. Department of Health and Human Services

**Gaugler, Joseph**
A Proactive Health Monitoring Intervention for Dementia (R18)
Agency for Healthcare Research and Quality/U.S. Department of Health and Human Services

**Gaugler, Joseph**
The Dementia Caregiver Care Planning Tool: Development and Pilot Implementation (R03)
Agency for Healthcare Research and Quality/ US Department of Health and Human Services

**Hooke, Mary**
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)

**Kaas, Merrie**
Enhancing Interprofessional Integrative Psychiatric/Mental Health Nurse Practitioner Education to Address Health Care of Persons with Psychiatric Disorders and Other Chronic Conditions
Health Resources and Services Administration/U.S. Department of Health and Human Services

**Kubik, Martha**
School nurse-directed secondary obesity prevention for elementary school children (R01)
National Institute of Nursing Research/National Institutes of Health

**Martin, Lisa**
Obesity, Overweight, and Related Risk Factors Among School-Aged Children in Low-Income, Rural, and American Indian Communities
Sigma Theta Tau International (Zeta Chapter)

**McMahon, Siobhan**
Enhancing Motivation for Physical Activity to Reduce the Risk of Falls Among Community-Dwelling Older Adults
CTSI/National Institutes of Health

**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
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
Duke University; National Council of State Boards of Nursing (Prime)

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

O’Conner-Von, Susan
Evaluation of the FICA Spiritual History Tool by Adolescents with Life-limiting Conditions
University of Minnesota School of Nursing Foundation

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

Schorr, Erica
Utilizing Wearable Technology to Monitor Physical Activity and Sleep After Coronary Revascularization
CTSI/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)

Talley, Kristine
Restorative Care Effect on Disability in Long-Stay Nursing Home Residents (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

Treat-Jacobson, Diane
Long-Term Outcomes of Supervised Exercise in Peripheral Artery Disease: Impact 1-4 Years Post-Intervention
Society for Vascular Nursing

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

Yu, Fang
Aerobic Exercise in Alzheimer’s Disease: Cognition and Hippocampal Volume Effects (R01)
National Institute on Aging/National Institutes of Health


Dear Alumni and Friends of the School of Nursing,

Fall brings us to back to school days and our work as alumni of the School of Nursing. I am honored to serve as the president of the Alumni Board for the 2014-15 school year with a remarkable board of directors, the wise guidance of our past President Nancy DeZellar Walsh and the productive leadership of Laurel Mallon, our director of alumni and donor relations.

Last year we celebrated the 100th anniversary of the School of Nursing Alumni Society, which is truly remarkable. The mission of the Nursing Alumni Society is to partner with alumni, students and friends to create a lifelong spirit of belonging to and pride in the University, School of Nursing and the nursing profession. The society advocates for the school, our alumni, and the power of nursing research, education and practice.

Each year the Alumni Society welcomes nursing students at orientations, hosts emerging professionals gatherings, participates in University of Minnesota alumni gatherings in Florida, Arizona, New Mexico and other locations, facilitates class reunions, holds speed mentoring events for nursing students featuring alumni mentors, and works to engage alumni in the life of the University.

This year we will again focus on increasing and retaining alumni involvement through social networking, working more closely with the School of Nursing Foundation Board. Consider coming back to campus for October’s Homecoming festivities. Be sure to reserve April 23, 2015, for our annual Nursing Alumni Spring Celebration and Reunion when the milestone 50, 40, 25 and 10 year reunion classes will be honored.

Your annual (or lifetime) membership in the University of Minnesota Alumni Association makes our work possible. I would be pleased to hear from you with any comments or suggestions for the alumni board. If you are interested in joining the alumni board, would like to volunteer for one of our events or serve as a class representative, we would love to have you join us.

Warm Regards,
Wendy Sharpe, BSN 1983
President, Nursing Alumni Society Board
wendysharpe@comcast.net
Nicole Schumacker Graduated in the Spring with Job Offer in Hand

by Brett Stursa

Nicole Schumacker graduated from the University of Minnesota School of Nursing this spring with a job offer in hand to be a critical care nurse. She grew up in Reynolds, North Dakota, a small town near Grand Forks, and went to the University of North Dakota for two years before being accepted into the University of Minnesota School of Nursing. Schumacker studied on the School of Nursing Rochester campus. With the eyes of a new nurse, we asked Schumacker about the process of finding her first position as a nurse, her life as a nurse and her hopes for her future.

Q: What stands out to you about your experience at the School of Nursing?
    The faculty really cared about students and took interest in us inside and outside of nursing school. The University has so many different opportunities to offer students. There was always something to get involved with and be active within our school, community and areas around the world.

Q: How difficult was finding your first job out of college?
    Finding my first job after graduation was not as difficult as I thought it would be. There were hiring freezes at many of the Twin Cities hospitals, and Mayo Clinic was slowly coming out of its hiring freeze, but I knew where I wanted to be, which was in a critical care unit. Knowing what kind of experience I wanted, I decided what communities I would be OK moving to and applied to hospitals in those communities. I applied to Sanford Health Systems in Fargo, North Dakota early in my spring semester before I graduated. Shortly after I applied I was called for a phone interview, toured the unit and was offered the job that same day. I accepted the position at the end of March and patiently waited for graduation day to be able to start my first job as a RN. I went where there was a need for RNs and I couldn’t be happier for this new learning opportunity and change of environment.

Q: How has your education at the School of Nursing prepared you to be a nurse?
    I feel confident in my knowledge I received through my education and training. I was given the most up-to-date information on procedures and the latest research that I was able to bring with me and share with my co-workers. I came into the unit being able to confidently ask questions when it came to various procedures and care activities. It was nice being able to bring up new ways of doing things to help improve and enhance patient care and outcomes.

Q: Have you experienced any surprises as nurse?
    I didn’t realize how nice it was to be recognized as a nurse instead of a student. It increased my confidence as a new grad RN.

Q: What are your future goals?
    I hope to continue to develop my skill set and enhance my knowledge while practicing as a critical care nurse. Eventually, I will go back to school; however, I am still unsure what direction I will go with my education. With the many options nursing provides – Doctor of Nursing Practice degree, certified registered nurse anesthetist, nurse education, research – it is all up in the air at this time. I know I will be going back to school within the next few years as I continue to advance in the nursing field.
Class Notes

Roxanna Gapstur, PhD ’10, MS ’97, was recognized for her leadership excellence in the health care industry by the Women’s Health Leadership TRUST. She was one of the 35 women leaders from across the state who were honored during the TRUST’s 35th anniversary forum.

Rita O’Reilly, MS ’84, was named the 2014 Outstanding Nurse for Women’s Health by Mpls.St.Paul Magazine. O’Reilly is the midwifery director at Hennepin County Medical Center and serves as a nursing preceptor for University of Minnesota nursing students.

Rozina Bhimani, DNP ’10, PhD ’09, BS ’92, was named the 2014 Outstanding Nursing Educator by Mpls.St.Paul Magazine. A faculty member of the Doctor of Nursing Practice program at St. Catherine University, she received the 2014 All-University Award for faculty teaching and advising and also the Daisy Award for excellence in teaching.

Cheryl Tefer, MS ’90, was named 2014 Outstanding Educator by Minnesota State Colleges and Universities. The award acknowledges and rewards exceptional individual professional accomplishment and encourages ongoing excellence in teaching. Tefer has been a nursing faculty member at Anoka-Ramsey Community College for more than 20 years. She has been a leader in developing curriculum for the Minnesota Alliance for Nursing Education, an innovative nursing education consortium to expand the capacity for baccalaureate-prepared nurses in Minnesota.

Ruth Hass, BSN ’50, MS ’59, was featured in the Aug. 14 St. Paul Pioneer Press article, “Army Nurse Ruth Hass Saw a Flattened Hiroshima 69 Years Ago.” The article recounts how Hass joined the Cadet Nurse Corp following the Japanese attack on Pearl Harbor and had an opportunity to tour Hiroshima four months after the United States dropped the first atomic bomb. Today, Hass is retired following 18 years with the Minnesota Nurses Association.

Eva Bubolz Kloempken, BSN ‘31, of Cosmos, Minnesota, will be celebrating her 106th birthday on Oct. 27.

Verna Rose Woodrich, BSN ’53, MS ’62, is featured in the book “World War II Courage and Survival: Stories From St. Anthony Village, Minnesota,” written by Gail Olson. In the book Woodrich shares that she joined the Navy’s WAVES in 1945. She trained at the Hospital Corps School at the Great Lakes Naval Training Station in Illinois and was stationed in Yokohama, Japan. Upon returning to Minnesota, she attended the University of Minnesota School of Nursing under the G.I. Bill.

Twenty-three alumni celebrated their 50th reunion at the Spring Celebration April 24, 2014.
Alumni Spring Celebration Honors Nurse Leaders

Five Nurses Receive Alumni Society Awards on April 24

**EXCELLENCE IN NURSING**

This award honors a faculty member who is nominated by current nursing students. The recipient is recognized for creativity in teaching, a high interest in students as individuals, for demonstrating high levels of clinical knowledge and for being an influential role model.

Professor Sue Henly, PhD, RN, was honored for being an inspirational and engaging educator. She was nominated by PhD students who said she embodies the definition of what it means to be a role model. With challenging and rigorous teaching methods, the students said they felt grateful to have learned from Henly during her last year of formally teaching in the PhD program. Her love of learning and enthusiasm for the nursing profession are contagious. An outstanding scholar, she embraces all types of research, which serves her well in her role as the editor of Nursing Research.

**RISING STAR AWARD**

The award recognizes a recent graduate of the School of Nursing who is achieving noteworthy success. The recipient is recognized for career accomplishments, entrepreneurial endeavors and scholastic work.

Laurie Kubes was in the first class graduating from the Doctor of Nursing Practice program’s integrative health and healing specialty in 2012. She entered the program as an experienced family nurse practitioner working in the Veterans Hospital’s Diabetes Clinic. She returned to diabetes practice after graduation and has introduced her passion for teaching stress reduction techniques to patients by using breathing and guided imagery techniques. She emerged as a role model and leader within the VA system and teaches the course “Self as Healer: Art of Healing” through the Center for Spirituality and Healing. She leads by example, reaching people where they are at and assisting them in achieving their health potential.
OUTSTANDING GRADUATE NURSING STUDENT AWARD

This award recognizes an exceptional graduate student who contributes knowledge to the profession of nursing through research and explicates nursing’s social mandate to respond to the health concerns of society.

Brie Zilhardt studied nurse-midwifery as a Doctor of Nursing Practice student. Her exceptional critical thinking skills, clarity and aptitude brought students to a higher level of thinking. Preceptors remarked on her exceptional patient care, ability to listen and willingness to be “with woman” during pregnancy, labor, delivery and postpartum periods. Engaged in policy changes, she was the student representative for the American College of Nurse Midwives Minnesota Affiliation and worked to expand the scope of practice for advanced practice nurses in the state. She is breaking new ground in developing a data collection tool that will document clinical outcomes for water birth deliveries.

OUTSTANDING UNDERGRADUATE NURSING STUDENT

This award recognizes an extraordinary undergraduate student who demonstrates leadership and commitment to service, competency in the delivery of nursing care that reflects sensitivity to diverse and underserved populations and consistent use of critical thinking skills to evaluate knowledge and advance nursing practice.

Emma Butzer engaged in numerous student-based activities with the school and has consistently demonstrated leadership in her education and involvement in activities. She served as secretary and vice president on the Nursing College Board. She organized nursing salons to bring together current nursing students and alumni. She co-chaired the Nursing Freshman Guarantee Mentor group, was a student representative on the Nursing Alumni Board and was a member of the National Student Nursing Association.

DISTINGUISHED ALUMNI HUMANITARIAN AWARD

The award recognizes a graduate of the school for exceptional humanitarian service in a health care environment. The recipient provides distinguished service that brings honor to the nursing profession, the School of Nursing and to the University.

Molly Secor-Turner earned a PhD in Nursing degree in 2008, after earning a master’s degree and Bachelor of Science in Nursing degree all at the School of Nursing. She is an assistant professor in the Department of Nursing at North Dakota State University. Secor-Turner and NDSU nursing students have spearheaded community-based programming and outreach to girls in remote areas of Kenya to provide education regarding puberty, menstruation, hygiene and sexual health. In addition, Secor-Turner and a NDSU colleague were awarded a $1.2 million grant from the Department of Health and Human Services Administration to evaluate a program aimed at preventing pregnancy and sexually transmitted diseases among teens. Anti-abortion activists lobbied to block this funding, because of a partnership with Planned Parenthood. As a political debate ensued, Secor-Turner was a strong advocate for using science-based knowledge to promote sexual health and prevent pregnancy, and she galvanized the NDSU faculty senate to issue a public response against the politically-motivated interference with university research. Ultimately, Secor-Turner and her team were allowed to use the grant funds and are conducting the research.
In Memory

Florence Ruhland (left) dedicated alumna, ’59, faculty emerita, former School of Nursing Foundation trustee, founding chair of the annual jewelry sale benefitting nurse scholarships, friend and advocate for the school and the nursing profession died Aug. 27. She retired from the School of Nursing as an associate professor in 1991 after 20 years on the faculty. She is pictured here with Sandra Anderson and Dean Connie White Delaney.
1944
Arlene Patterson Bowles, MPH, of Roswell, Georgia, died on April 14 at the age of 93. Following graduation from the School of Nursing, Bowles served in the Army Nurse Corps from 1944 until 1946 in the United States and Europe.

1945
Alicia McClure, BSN, of Hopkins, Minnesota, died on Jan. 27 at the age of 88.

1946
Jean Douglas Hall, BSN, died on May 9.

Nadine T. Tornquist, BSN, of Minneapolis, died on Feb. 16 at the age of 88. Tornquist was a nurse at Fairview Hospital for many years.

1951
Betty Jean Lowrance Darby, BSN, died at age 86 on June 17 in Winona, Minnesota. She worked as a public health nurse in Faribault for several years and later worked as a nurse in Winona County, where she also taught nursing to students at the Winona Vocational/Technical College. She received a master's degree in nursing from the University of Wisconsin-Madison and continued as a nursing professor at Winona State University for 25 years.

1952
Kay (Kathy) Peyton Teberg, BSN, died April 2 at the age of 85.

Donna Porath, BSN, of Rochester, Minnesota, died July 14 at the age of 90. She was a nurse in Rochester Public Schools and later became director of the Rochester Public Health Department.

1959
Helen Jameson, BSN, MS in Nursing Administration, of Rochester, Minnesota, died Friday, May 2 at the age of 90. She was recognized during the 2009 Centennial as one of the School of Nursing's 100 Distinguished Alumni for her role as chair of the Department of Nursing at Rochester Methodist Hospital-Mayo and chair at Mount Sinai Hospital in Minneapolis, as well as for her work with the Mayo medical staff and promoting a collaborative relationship between the nursing and medical professions.

1964

1969
Sharon Elizabeth Dodds Quast, BSN, MPH, age 70, of St. Louis Park, Minnesota died Feb. 13. She spent most of her career as a nurse educator in both pediatric and psychiatric nursing, first at Fairview Deaconess School of Nursing and later in the undergraduate nursing program at the University of Minnesota.

1974
Mary Jane Wheeler, BSN, died on April 24 at the age of 80. Following graduation from the School of Nursing, Wheeler had a long career working in the University of Minnesota Hospitals.

1975
Catherine “Cate” Ellis, BSN, of Warrenton, Missouri, died on May 18 at the age of 59. While attending the University of Minnesota, Ellis was a member of the Air Force ROTC. Following graduation she spent four years in the Air Force as a captain in the Air Force Nurse Corps. Ellis worked as a nurse in critical care for a large part of her career and later became a certified tumor registrar in 2004.

Norma Dison, MA, MS, PhD, of Rochester, Minnesota, died March 6 at the age of 86. A dedicated member of Sigma Theta Tau, she taught at Methodist-Kahler School of Nursing, Saint Mary's School of Nursing, Saint Teresa's College, Rochester Community College and Winona State University, retiring as professor of nursing emeritus. Dison wrote four editions of the nursing textbook “Clinical Nursing Techniques,” 11 editions of “Drugs and Solutions for Nurses” and contributed to several editions of “Mosby's Comprehensive Review of Nursing” and to nursing journals.

Also Remembered
Bernice “Bee” Dickson, BS ’81, died April 1 at the age of 81. Dickson was a retired ICU nurse having worked for 38 years at University Hospital in Minneapolis.

Mary Lou (McIntyre) Hoefl of Edina passed away on June 25 at the aged of 91. She and her family were significant benefactors to School of Nursing and the University of Minnesota.
Advance Your Nursing Career with the DNP Degree

Doctor of Nursing Practice graduates are in high demand as the need increases to improve health outcomes for all and care for people with complex, chronic conditions. As the highest clinical degree for nursing practice, the DNP degree is rapidly becoming the standard for advanced practice nurses, and will empower you to expand your impact, income and influence in an area of health care that interests you most.

DNP Specialties

- Adult Health/Gerontological Clinical Nurse Specialist
- Adult Health/Gerontological Nurse Practitioner
- Family Nurse Practitioner
- Health Innovation and Leadership
- Integrative Health and Healing
- Nurse Anesthesia
- Nurse Midwifery
- Nursing Informatics
- Pediatric Clinical Nurse Specialist
- Pediatric Nurse Practitioner
- Psychiatric/Mental Health Nurse Practitioner
- Public Health Nursing
- Women’s Health Nurse Practitioner

A recent large scholarship gift from the Bentson Foundation provides $1 million to 50 DNP students each year.

Courses are delivered partially online, giving you the flexibility to balance life and learning.

Contact us at: prospectivednp@umn.edu
Visit us online at: Nursing.umn.edu

We want you back!

University of Minnesota

School of Nursing
On Being Grateful

Dear Friends,

As Dean Connie White Delaney has said often, the School of Nursing is on fire. We have growing numbers of students, excellent administrative leadership, faculty who are exemplary teachers and researchers, and, thankfully, alums and friends like you who engage with and support our mission. It was a milestone year by nearly every measure – not only did the Nursing Alumni Society proudly celebrate 100 years and receive the 2013 Program Extraordinaire Award from the University of Minnesota Alumni Association, but the school also received a record $11.2 million in contributions for student scholarships, our faculty and critical research being done at our school.

We couldn’t be more grateful for this engagement because it provides the support necessary to educate the leaders you and communities like yours need. I encourage you to read through the listing of nearly 1,000 alums, friends and foundations that supported the school this past year – their gifts are truly helping to empower nurses to reshape health care. As you can imagine, each donor has a story behind their gift that is powerful and meaningful. Let me share a few of them with you.

• A military veteran whose family received excellent nursing care made an estate gift to the school for student scholarships.
• Out of gratitude for our outstanding faculty, an alum joined the Dean’s Circle and the Heritage Society.
• An alum and business leader endowed a fellowship because of the education she received and the tax advantages of making a gift through her retirement account.
• A School of Nursing Foundation board member facilitated a gift to support our faculty’s diabetes research.
• The Bentson Foundation is helping to educate 500 additional Doctor of Nursing Practice students over the next 10 years.
• One of our alums became the first to participate in the new, online monthly giving program to make gifts to the annual fund.

Thank you to all those who gave of their time and resources to support our school, in particular the School of Nursing Alumni Board and the School of Nursing Foundation Board. Your work over these many years has helped distinguish our school. Our students, faculty and staff are leading the way in preparing the health care professionals and the research needed to improve our health and health care.

John Kilbride
Director of Development
A Growing Tradition of Generosity

Scholarships make it possible for nursing students to achieve their goals

For many students at the University of Minnesota School of Nursing, scholarships are necessary to afford their education and achieve their academic goals.

This academic year, 345 students were awarded scholarships that were made possible due to the generosity of 284 donors.

To learn more about making a donation, please contact John Kilbride, director of development, at 612-624-2428 or kilbride@umn.edu.

Donors like Shirley Berglund, right, make it possible for students like Christine Rangen, left, to achieve their academic and nursing aspirations.
Generosity Returned

Mary Nyquist Koons Gives Annually to Assist Students

Mary Nyquist Koons depended on the assistance of scholarships to graduate from the School of Nursing in 1976. She now gives annual gifts to the School of Nursing to assist current students in achieving their own educational goals. “I received so much at the University of Minnesota School of Nursing, I want to return the generosity,” said Nyquist Koons.

She said her appreciation for the education she received at the School of Nursing only grew as she attended graduate school to earn a master’s degree in community health nursing. She went on to teach nursing at a school in Eugene, Oregon.

Nyquist Koons lives in Oregon and California with her husband, James. “I still have a big space in my heart for Minnesota and the School of Nursing,” she said. “The University of Minnesota had a huge impact on my nursing philosophy and practice. I’m very grateful.”

A New Way to Give

Monthly giving provides a convenient way to support the School of Nursing on a schedule that is manageable for you and your budget.

Once your gift is set up, it will automatically repeat each month, spreading your contribution over time. You will create a larger impact through your giving and build a predictable source of funding for the school.

Reliable donor support leads to significant advances in priorities such as nursing scholarships, health care research, strategic initiatives and patient care.

You can set up your monthly contribution online securely by visiting http://giving.umn.edu/monthlygifts.
Shareholders Report

$100,000-$999,999
Bentson Foundation (P)
Katherine R. Lillehei* (B)

$10,000-$99,999
Shirley A. Berglund* (T)
Myrtle H. * & John I. * Coe (T)
Susan J. Forstrom (C, H)
Lorena W. Jacobson (C)
K.A.H.R. Foundation
Patricia S. Kane (B, H)
Margaret H. & James E.
Kelley Foundation. Inc. (R)
Lillehei Family Charitable
Foundation
Dorothy & David C.*
McFarland (C)
Shirley H. Merendino* (C)
Eugene C. Olsen
George F. & Millicent Reilly
(T, H)
Jeannine M. Rivet & Warren
Herreid (T)
Elaine & Donald Sime (C, H)
Elizabeth L & Glen L.
Swanson
Shirley Veith* (C)
Eileen M. Vinnes Kalow &
Richard Kalow (T, H)
Elizabeth A. & Cornelius
Wiens

Wound Ostomy &
Continence Nurses Society
Foundation (R)

$1,000-$9,999
Abbott Northwestern
Hospital
Allina Health System
Emily Carol Hennings
Anderson (C, H)
Sandra J. Anderson
Nancy E. Anderson
Bob & Nancy Anderson
Family Fund-Mpls
Foundation
Barbara & Dan Balik (H)
Mary & John Barkman
Jeannine L. Bayard & Kip
Lilly (Ch)
Arvilia M. Beckman
Karl E. & Kristin A. Bennett
John R. & Karen L.* Brand
Jeanne A. Brandt
Mary E. & Frank D. Broderick
Kathleen Buckwalter
Cynthia L. Bultena (Ch)
Loaun & Scott M. Carpenter
Olaf C.* & Verna M.*
Cartford
Children’s HealthCare

Mary Lou Christensen (C, H)
F. D. Conrad & J. McIntyre
Conrad Fund-Mpls
Foundation
June Cook-Lapidus & Neil N.
Lapidus
Kathryn S. Crisler (C, H)
Connie W. Delaney (C, H)
Mary T. & Anthony C. Dierich
Joanne M. Disch
Sandra & Phillip L.
Edwardson (C, H)
Fairview Health Services
Leona Fangman
Arlene T. & Bradley A. Forrest
Ann E. & Dave R. Garwick
Donald E. & Judith M.
Gerhardt
Sarah M. Guttnekhet
Elaine L. Hallquist
Judith Komives Harris (C, H)
Meri E. & Donald Hauge
Erika M. & Alan R. Hodnik
Margaret D. Horton-Davis
(C)
Elizabeth M. Johnson
J. Stanley & Mary W. Johnson
Family Foundation
Carol J. & Donald G. Kelsey
(Ch)
June W. & Elwyn G. Kinney
(Ch, H)
Laura N. & Seth M. Kirk
Mary N. & James Koons
Koons Family Fund-Oregon
Community Foundation
Sharon L. Lehmann (H)
Kathleen M. Lucas
Marie E. Manthey (C, H)
Ida M. Martinson (C, H)
Marilee A. & John W. Miller
(T, H)
Minnesota Affiliate of ACNM
Inc.
Christine A. Mueller (H)
Claire Christopherson Nelson
Park Nicollet Health Services
Barbara A. Pearson
Judith M. Pechacek & Lisa M.
Hedin
Jeanne Pfeiffer
Christine R. & Thomas E. Poe
Nancy & Gregory S. Rehkamp
Patricia A. & Jerry Robertson
(T, H)
Gloria H. & Orlando R.
Ruschmeyer (Ch, H)
Beth Kaiser Schafer & Robert
Schafer
Joyce M. Schowalter
Carolyn I. & Clinton A.
Schoeder (T, H)
Christine H. & Michael J.
Seitz (Ch, H)

Ena M. Shawhan
Sigma Theta Tau
International Inc.
John J. Spillane (C, H)
St. Cloud Hospital &
CentraCare Health System
Janet L. & William E. Stacy
Virginia C. Syring
TCF National Bank
Eugenia R. Taylor (Ch)
Diana J. & Kyle Vance-Bryan
Julie L. & Steve Vanderboom
Sadie Vannier (C)
Nancy DeZellar Walsh
Mary C. & Jan C. Wenger (C)
Mary Ann & Jim White (C)

$500-$999
3M Foundation (C)
John H. & Karen M. Berg
Helen R. & Paul F. Bowlin
James R. Breitenbcher
Diane K. Etling
Bruce A. Finger (Ch)
Sandra F. Fonkert
Gillette Children’s Specialty
HealthCare
Jane A. Gisslen
Mary McDonald Hand (H)
Lisa Anderson Have & Ronald
A. Have
Judith A. Haviland
LaVohn E. Josten & Richard
Smiley (Ch, H)
Kappa Phi Sigma Theta Tau
Chris A. McDonald
Jeanette D. Meier
Derry Ann Moritz (T)
Diane E. Mortenson
Stephen J. O’Connor
Daniel Pesut & Susan Ziel
Claire S. Pfau
Sharon A. Ridgeway
Michael W. & Karen J.
Rohovsky
Nancy L. Schamber
Gloria Tew
Chandra L. Torgerson &
Rhonda Battleson
Elizabeth A. Vance
Joan M. Wilcox

$50-$250
The Delta Air Lines
Foundation

Shareholders Report Key

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

(P) John Sargent Pillsbury Society
Lifetime gifts or pledges of $10 million +

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

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

(T) Trustees Society
Lifetime gifts or pledges of at least $25,000

(C) Chancellors Society
Lifetime gifts or pledges of at least $100,000+

(H) Heritage Society
Recognizing future gifts

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

*Deceased

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, 2013, and
June 30, 2014. 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
Pam Russ, Elaine Ellefson, Lucy Kaye, Katie Kennedy, Amy Marsicano, Nate McCabe, Courtney Kellerman-Wells, Trina Simons and Renee Sieving at Summer Institute in Adolescent Health’s Ready, Set, Now! Access and Youth-Friendly Services.

Forty three Bachelor of Science in Nursing and Doctor of Nursing Practice students were inducted into the Zeta Chapter of Sigma Theta Tau International April 25.

Nursing College Board members Drake Halbkat, Alisa Helland, Hallie Tietz and Brynn Stofferahn, as well as Peter Bakke, participated in Relay for Life in April, raising more than $6,500. The NCB dedicated the School of Nursing’s Relay for Life team to Karin Alaniz, who was diagnosed with a brain tumor in March.
Cheryl Peterson, senior director for nursing programs at American Nurses Association, presented at “Nursing Knowledge: Big Data and Science for Transforming Health Care” in June at the University of Minnesota School of Nursing.

Brooks Jackson, dean of the University of Minnesota Medical School and vice president for health sciences, sophomore Noah Dietsche and University of Minnesota President Eric Kaler toured the Bentson Healthy Communities Innovation Center in March.

Emma Butzer, Makenna Borg and Jessica Boe sing ‘Hail Minnesota’ at Spring Commencement, which was held in the newly-remodeled Northrop.
BY THE NUMBERS
Clinical Placements, Fall 2014

395
Number of students in clinical placements, pre-licensure

125
Number of preceptors, pre-licensure

342
Number of clinical sites, pre-licensure

137
Number of students in clinical placements, DNP

146
Number of preceptors, DNP

163
Number of clinical sites, DNP