Introducing Connie Delaney
New Dean envisions school of the future

Research
- Do schools make kids obese?
- Preventing falls among older women
- Pioneering adolescent health

SoN opens its first clinic

Hurricane Katrina:
SoN made a difference

Spring rejuvenation!
Days of Exploration in Twin Cities in April
Dear readers:

How we present ourselves reveals who we think we are, and as the school evolves in directions congruent with those of the University and the Academic Health Center, we are, accordingly, changing the way we look to ourselves and the outside world.

The core of our new identity is the ambitious idea that this school makes a real difference in health care. We are about leadership with high purpose, propelled by bold intellectual exploration, compassionate engagement and excellence.

As you read this issue, let the maroon and gold colors remind you that our school is part of this great University of Minnesota, which aspires to be one of the world’s three greatest public research universities.

Let the intertwined layers recall our research, education and service missions. Let them remind you of the many dimensions of the holistic profession of nursing, and our school’s inter-professional relationships and involvement with the communities and people we serve. Notice that this complexity is ordered around a central core—the power of nursing to integrate health care.

Our graphics angle energetically upward, evoking a dynamic cross—a symbol that even as early as the ancient Egyptian ankh symbolized life and protection. A two-directional arrow suggests creativity, adventures of the mind, and reciprocal relationships—teaching and learning. Our graphics are strong and bold, but the respect and compassion that are the soul of nursing are reflected in rounded shapes.

Ideals? Yes. But they reflect concrete decisions about how we plan to live up to those ideals in our evolving environment. To learn about those decisions, read the message on page 1 from our new dean, Connie Delaney, whom we proudly salute with this issue of Minnesota Nursing!

Mary Pattock
Editor
Dear friends of the School of Nursing,

It is my pleasure as the new dean of the School of Nursing to welcome you to the bold new look of Minnesota Nursing magazine. It portrays a bold trajectory based on the school’s proud foundation of research, education and practice.

Our bold trajectory includes reinvestments in research in the care of children, adolescents, adults, elders and families; women’s health, global and public health; integrative therapies; leadership, informatics, ethics and policy.

Our bold trajectory embraces new educational programs, including the planned transition of the post-baccalaureate certificate to the professional master’s in nursing, and the practice doctorate.

Our bold trajectory for practice incorporates building an interprofessional continence practice and developing preferred clinical partnerships to expand the three-part mission of the school: research, education and practice.

This issue is full of evidence of this bold trajectory.

I am honored to serve as the tenth dean of your SoN. The energy, commitment and celebration among our faculty, staff, students, alumni and supporters are vibrant. Connect with us; shape the path; celebrate the successes.

Connie Delaney
Professor and Dean

The school opened wide its doors this fall as it welcomed Connie Delaney, PhD, RN, FAAN, FACMI, internationally recognized health informatics scholar, as the 10th dean of the University of Minnesota School of Nursing.

Events included a reception at the home of U of M President Robert Bruininks, an inaugural lecture, and—as befits a scholar whose passion is to put computer technology to work humanizing health care—an online discussion about informatics that engaged scholars and practitioners from around the country.

The only nursing dean in the country who is a fellow in the American College of Medical Informatics, Delaney believes nursing is critical to that science because nurses work so closely with patients and families.

Delaney also holds an appointment at the U of M Medical School, and will continue as a professor at the University of Iceland in both the Faculty of Nursing and the Faculty of Medicine.

“Dr. Delaney will deepen the bench of health care leadership at the School of Nursing and at the university, as well as in the state of Minnesota,” said Frank Cerra, Senior Vice President, University of Minnesota Academic Health Center in announcing her appointment.

See Dean Delaney’s inaugural lecture in streaming video, learn about informatics, and more, online at www.nursing.umn.edu; Click on News and Events, and then on Dean Inaugural.
MEET

DEAN DELANEY

In August, Connie White Delaney became the tenth dean of the School of Nursing. She was interviewed by Mary Pattock, communications director and editor of Minnesota Nursing.

MARY PATTOCK: What attracted you to SoN?
CONNIE DELANEY: First, I was impressed by the work faculty had done to create their vision of the future. Second, the school, and especially the AHC and the U, have a long history in health informatics and a continuing commitment to grow that program. Finally, the commitment to leadership, ethics and spirituality at the school and at the university. The transition to a global community and information society demands that we expand our wisdom within this holistic view, which relates to the world of informatics. It’s easy to pursue the informatics path and not give full attention to its impact on our life, on humanity, our ethics, and on who and what we want to be as humans.

There are other reasons. I celebrate all of the U.S. but particularly love the values of the Midwest. Both the University and Minnesota have long-standing reputations for being on the cutting edge of health care. It mattered to be able to partner with other schools in the AHC. It mattered that Deborah Powell [Dean of the Medical School] has such a strong commitment to nurse-physician partnership...I’ve never experienced the collaboration of a veterinary medicine within a health center...the school of public health has sustained an excellent reputation, and of course the schools of dentistry and pharmacy are important partners in interdisciplinary health care.

The way we start our careers can shape them in interesting ways. You started out in intensive care—CCU-ICU. How did that experience shape you?
I saw that the importance of integrating caring with interventions with very sick human beings and with relationships with families is never stronger than in that highly technical, sophisticated care intensive care environment. I saw that the value of holism is pervasive.

Your special area is informatics. Aren’t you concerned technology will rob nursing of its warmth and caring? Make nursing robotic or impersonal?
Computers are simply things. They can’t do anything without human direction; they do not have feelings. Only human beings can think, do. If computers rob us of our soul, it’s because we robbed ourselves. I put no human power in a machine. All these computers are just machines to expand our brains, our intelligence, our inter-connectedness.

It would seem that informatics coming from Nursing could contribute substantially to the greater interprofessional collaboration that Dr. Cerra [Vice President, Academic Health Center] wants to see at the AHC. I totally agree. Nursing has a unique body of knowledge that works synergistically with other disciplines. We need to focus on that interconnectivity. Nursing has always been the connector, the networker in health care. Leveraging this unique perspective within informatics is no different.

Tell us about your work in Iceland.
It started with one professional research commitment with Asta Thoroddsen, Associate Professor, Faculty of Nursing, University of Iceland, and expanded to include a professorship in nursing and medicine at the University of Iceland. I have the opportunity to assist in the development of the health informatics MS program, work with clinicians at University Hospital in Reykjavik. What’s equally wonderful is I fell in love with the people, the country, the soul of Iceland.
I put no power in a machine. All these computers are just machines to expand our brains, our intelligence, our inter-connectedness.

Isn’t Iceland colder than Minnesota? In January I go to Iceland to warm up! It can be a bit chilly in southern Iceland but no below zero temperatures. Iceland challenges me to reconsider assumptions. For example, what are the aspects of a person-centered, health-oriented health care system? My experience there helps me look at the American health care system and ways we can improve it. I experience what it truly means for a population to have guaranteed health care—as a right.

You have quite an international schedule… Iceland, Portugal, other places. What’s that all about? Taiwan, Thailand, Switzerland, Korea. The common link across all my international travel is that in one way or another informatics initiatives are unfolding in all of these countries. There are very common agendas: electronic health record development, vocabulary standards, safety and outcome measurement. I’m contributing to the development of international standards to implement electronic health care records and foster nursing knowledge-building from clinical data.

Where do you see the big changes coming in nursing and nursing education in the next decade? And what role do you imagine SoN will play in them? There will be unbelievable changes. In the area of e-learning, we’ll continue to move to classrooms without walls, universities without campus boundaries, classrooms comprised of students from multiple countries. We’ll move to collaborative teaching. We’ll be inviting experts to e-classrooms. The context of education will become non-geographically and non-time bound. We won’t be bound by local expertise. As we expand our national reputation, this loss of boundary will create invitations for collaborative exchanges with students, expert teachers, and researchers beyond any opportunity we have imagined.

There will be unbelievable growth of seamless relationships between practice, education and research—closing the loop of knowledge-building and integration. We used to look at knowledge-generation as the primary activity occurring within the academic environment which was then disseminated out. Now research takes place in clinical environments as well—for example, with the examination of large sets of clinical data.

Some 9,000 alums read this magazine. How can they be part of the changes taking place here? Our alums are us. They are our roots and we want them to be one part of our growing branches. We depend on their support, their confidence in our faculty and staff; we seek their advise, collaboration… this is about a life-long relationship with our alums. Our arms are open to them.

There will be unbelievable changes … the context of education will become more non-geographically and non-time bound.

For example, what are the best nursing interventions for pain? There are so many variables—patient preference, the environment—this is very complex to study. You can study a few pieces, but new computer power and methodologies allow us to study all the variables at the same time and consider the inter-relationship of these different factors on patients.

Third, my research focuses on the impact of the context of care on patients and the outcomes of care. We can study any problem in nursing but unless we can study the variables of context, we’ll never solve the problem.

Who has been your greatest inspiration or role model? There are many. I believe that every person I come in contact with is a gift and contributes to the fabric of my being. So I am a product of everyone who has been in my life. So every human being has worth, to me.

What do you do to relax? A million things! I was born with love of life and energy and good health. About everything I do is fun. I love reading, anything having to do with the outside and fishing. I love making a good family meal, mowing lawns. I love a bubble bath. I also love doing nothing. I’m doing a genealogy project with my family. And my family is reconstructing an 1860s log cabin in a new location, log by log. We’ll start in the spring. All the family will be involved, from the young to the old. It’s their retreat.

What’s the biggest fish you ever caught and what kind of bait were you using? A walleye I caught in Clear Lake, Iowa—it was posted on the Walleyes Unlimited homepage! But I don’t remember the bait. It wasn’t alive—it was just a thing. The headline on the Web site was something like “Doctors doing surgery on these walleyes” or something like that. It was just pitiful.
trajectory

tra·jec·to·ry: the path a projectile makes through space under the action of given forces such as thrust, wind, and gravity

Encarta® World English Dictionary

MINNESOTA CENTER FOR HEALTH TRAJECTORY RESEARCH LAUNCHED WITH FEDERAL GRANT

If life is just a bowl of ... projectiles hurdling through time and space, namely, our lives passing through all their stages and environments, then a new center at SoN is the place to study how to make them healthier at all the points along the journey.

The Center for Health Trajectory Research, established with the help of a $1.5 million federal grant, focuses on how to help people and families stay healthy in the context of their own communities and environments, and across the life span.

SoN researchers will develop and test interventions that help us all create optimal pathways to health. They will explore interrelationships among the many biological, behavioral, psychosocial, and environmental factors responsible for health or illness and how to manage them over time.

The Center is funded by a $1.5 million five-year grant from the National Institute of Nursing Research, which is part of the National Institutes of Health.

The grant supports innovative approaches to health, such as the use of acupuncture to maintain regular heartbeat after heart surgery, and meditation and relaxation to help couples cope with breast cancer. The grant will also enable new scientists to add to their repertoire of research skills, including methods and statistical techniques for conducting longitudinal studies.

The program will be guided by senior faculty in the school’s new Center for Health Trajectory Research, directed by Jean Wyman, PhD, RN, FAAN.

“The grant means the school can take a major step forward in contributing to the University of Minnesota’s goal of becoming one of the world’s top three public research universities,” said Wyman. “It’s an exciting time for our research program.”
Faculty and staff thanked Joanne Disch for her year of service as interim dean with a book of photographs. During that time of transition she focused on engaging faculty and staff in better understanding the School’s current challenges and how to begin to think differently about future directions.

Key accomplishments? She points with pride to having supported the creation of the School’s first clinical services unit—Minnesota Continence Associates (see story on p. 10), launching a dialogue within the school on the Doctor of Nursing Practice degree, and hosting the Summit of Sages. Thank you, Joanne!
School Adds Nurse Anesthesia Area of Study

After a long and successful partnership with the Minneapolis Veterans Administration School of Anesthesia, the University of Minnesota added a nurse anesthesia area of study to its offerings in the master’s program. The program, which now has about 20 students, includes four students from out of state—one each from Maryland, Louisiana, Texas and Colorado, and three students represent minority groups. “We’re very proud of the fact that we attract nationally,” says Kathy Fagerlund, the faculty coordinator.

The 24-month program integrates classes with clinical experience, beginning in the very first semester. The VA continues to serve as the primary clinical site, but students also rotate to several urban and rural partner sites that provide “a very broad range of the clinical experiences available to certified, registered nurse anesthetists (CRNAs),” Fagerlund says.

When they graduate, students can then choose the environment they prefer, based on first-hand observations and experience.

SoN and Employers Design Curriculum Together

In the past, schools of nursing have consulted employers about specific knowledge and skills employees are looking for, but SoN is taking the community consultation concept a step further. It has invited Minnesota employers and other stakeholders to actually co-create nursing curriculum with them.

Last summer the Center launched an ambitious project, Shaping the Future for Gerontological Nursing Practice and Education. Interested parties worked with the school to “re-envision” roles of advanced practice gerontological nurses and, for the first time, actually co-create a new curriculum. The group included employers, students and grads, faculty, consumer representatives, nursing homes and other public and private aging-related organizations.

“Advanced practice nurses are frequently underused,” says project director Christine Mueller, PhD, RN, CNAA, “which is a tragedy, especially since we’re so short of nurses. Health care will benefit if we can structure the system so that nurses can be as productive as possible.”

The effort is funded in part by The John A. Hartford Foundation’s Nursing School Geriatric Investment Program, which promotes the education of gerontological nurses and other health professionals, and innovations in gerontological care.

The goal, Mueller says, is “for us all to learn from each other, with the net result of improving care of the elderly.” She wants partner agencies to think of themselves as part of the School of Nursing and integral to educating students and developing new knowledge, and the school to be invited by the partners to help design innovative practices in community facilities.
The Heritage Committee of the University of Minnesota School of Nursing Alumni Association would like your help in locating and acquiring student uniforms—specifically, uniforms that were worn by student nurses in the 1950s (blue cotton with white apron, no collar or cuffs), 1970s and 1980s (white uniforms, dress or slacks and tops).

The collection will be displayed chronologically to document SoN’s history during the upcoming Centennial celebration, and may also be displayed in a style show.

The committee greatly appreciates any help as it works to complete the collection. Please contact Cathy Konat, Associate Director of Alumni and Donor Relations at kona0006@umn.edu or (612) 624-0103 if you have an interest in donating a uniform.
Jim Bell, the new Principal Accounts Specialist in the Business Office, will work with facilities and contracts. Jim transferred to SoN from the U’s Central Purchasing Office where he coordinated contracts for professional services. He had worked previously in the School of Dentistry.

Karen Dunlap, MSN, RN, BC, CAN, was named Administrative Project Manager, a new position in the school. Karen has a background as a med-surg CNS and is ANCC Board-Certified in professional development and nursing administration. She has held clinical, administration and education positions in various states over the past 30 years, as well as several positions in quality improvement. She will be responsible for project management, project team development and identifying strategies for continuous quality improvement in conjunction with faculty, staff and administration.

Nubia Esparza, Admissions and Enrollment Coordinator, previously worked in the admissions department at the College of St. Catherine. She is a U of M graduate, with a degree in Chicano studies, and is currently a master’s student at the Humphrey Insitute.

Jayne Fulkerson, PhD, Associate Professor, conducts research on childhood obesity prevention and family-based health promotion. Her other interests include research methods and psychometrics. She is the pilot operations director for the school’s Minnesota Center for Health Trajectory Research. She earned her BA in child psychology and PhD in psychology at the University of Minnesota.

Joe Gaugler, PhD, Assistant Professor, comes from the University of Kentucky with experience in longitudinal studies related to effectiveness of services available to those with chronic disability. His research examines the sources and effectiveness of long-term care for chronically disabled older adults. Gaugler’s specific interests include the longitudinal ramifications of family care for disabled adults, the effectiveness of community-based and psychosocial services for chronically ill adults and the social integration of residents in long-term care.

Mary Goering, MS, BSN, RN, Teaching Specialist, is nationally certified in medical-surgical nursing through the ANCC. As a staff nurse she worked four years on a medical/oncology unit, two years on an inpatient renal dialysis unit and five years in IV therapy. She taught seven years at a technical college in a practical nursing program. She earned a nursing diploma at the St. Cloud School of Nursing, a BSN at Metropolitan State University and a MS in Nursing at SoN.

Kristen Miller, previously a business analyst at American Express, is trying out a new career as Admissions and Enrollment Coordinator at SoN. She graduated from the U of M with a BA in psychology.

Ken Hepburn, PhD, Associate Dean for Research, has accepted a position as Associate Dean of Research and Director of the Doctoral Program at the School of Nursing at Emory University, Atlanta, Georgia.
Melody Johnson joined SoN-Rochester as the Nursing Student Support Services Assistant. Melody comes to SoN from the School of Social Work office in Albert Lea, Minnesota. She has a BA in education/social studies from Bethel College and has worked for the U for two years.

Cathy Konat, Associate Director of Alumni and Donor Relations, joins us after working in alumni and external relations at Hamline University School of Law for nine years. A native of Nebraska, she graduated from the University of Nebraska at Lincoln. Cathy enjoys spending time with her family, travel, cooking, reading, running, cross-country skiing and in the great outdoors.

Katie McLain joined SoN in November 2005 as Receptionist in the Dean’s Office.

Linda Olson Keller joined the school as a lecturer with the working title of Senior Research Scientist in Public Health Nursing Policy and Partnerships. She comes to us from the Minnesota Department of Health. She will be working on a cooperative agreement funded by the Center for Disease Control to organize national priority activities for public health nursing.

Cindy Traxler joined the Office of Student Services as Student Services Assistant in September 2005. She previously worked at HealthPartners. She has a degree in writing from Metropolitan State University and enjoys writing poetry.

Aneisha Tucker joined the School of Nursing in a dual role, as Associate Editor and as Assistant Outreach Program Coordinator. She previously worked at Minneapolis Community and Technical College.

Bonnie Westra, PhD, RN, Assistant Professor, was a vice-president of CareFacts Information System for the past 12 years, helping to develop and implement a software program that provides clinical charting, scheduling and billing for home care, hospice and public health. In 2004, she became a RWJ Executive Nurse Fellow, with a focus on providing national leadership in nursing informatics. She has a variety of experiences in public health, home health, acute care and teaching in undergraduate and graduate programs. Bonnie currently is chairing an American Medical Informatics (AMIA) Committee on Nursing Informatics History.

Cecilia Wachdorf, PhD, RN, Senior Teaching Specialist, has worked as a nurse-midwife in hospital-based and birth center practices. In addition to her clinical practice, she has written patient education materials, lectured to professional and consumer groups, consulted on midwifery and women’s health issues, and written and taught a course in midwifery in Papua New Guinea. Wachdorf has been a didactic and clinical instructor for student nurses, nurse-midwives, direct-entry midwives, nurse practitioners and medical students. She has recently been an instructor and guest speaker at the USF College of Public Health for both graduate and undergraduate courses, and at the Florida School of Traditional Midwifery in Gainesville, Florida where she is currently on its advisory board.
School Opens Its First Clinic for the Public

Minnesota Continence Associates uses non-surgical treatments

BY MARY PATTOCK

For the first time, the School of Nursing is making its expertise available to the public in its own clinical practice: a continence care clinic for women, offering a wide range of effective, non-surgical treatments.

Minnesota Continence Associates (MCA), staffed by nurse practitioners from the school, offers comprehensive evaluation and non-surgical treatments for women with a variety of urinary symptoms. Referrals are made to University of Minnesota Physicians and other specialists as appropriate.

The practice was established in collaboration with University of Minnesota Physicians and the University of Minnesota Medical Center, Fairview. It is located in the Phillips Wangensteen Building on the university’s East Bank, and will soon open an additional clinic near downtown Minneapolis.

Urinary incontinence affects 34 million Americans, including one in four women. Even though it diminishes their health, functioning and quality of life, many don’t report it. Some consider it a normal part of aging; others are embarrassed, unaware of treatment options or fear that their only option will be surgery.

According to Jean Wyman, PhD, RN, FAAN, FSGA, clinic director and director of the Center for Gerontological Nursing, a majority of women with incontinence and other bladder dysfunctions can be helped significantly through individually tailored, simple non-surgical treatments that are designed for their particular needs and preferences.

NEW SYNERGY OF PRACTICE, EDUCATION AND RESEARCH

“Many of our school’s nurse scientists are known internationally as clinical experts in particular health conditions,” says School of Nursing Dean Connie Delaney. “Our continence clinic begins to channel that expertise into high quality health care for our own community.”

Delaney says the establishment of the clinic signals a new synergy at the School. "We already had research and education, and the clinic completes the circle. It means nursing research, education and practice will come together in new ways that strengthen all three and produce breakthroughs in health care. This particular synergy is unique in Minnesota.”

MCA is also available to help long-term care facilities in the Twin Cities metro area meet new federal (Centers for Medicare & Medicaid Services) guidelines on urinary incontinence.

For more information, go to MCA's Web site: www.nursing.umn.edu/ContinenceClinic.
SoN Webmaster Laura Weibers worked long and hard this past year to redesign the School’s Web site, making it faster and easier to navigate for everyone who uses it—current and prospective students, faculty and staff, alumni and donors. Weibers added lots of new photos, Quick Links, and updates, all of which contribute to a more attractive, user-friendly site.

**GET MORE SCHOOL OF NURSING NEWS ONLINE!**

Here are just a few reasons to visit the site:

1. **QUICK LINKS**
   Use this section to check out employment opportunities, make a gift to the school, or order a copy of the 2004 Summit of Sages Conference on CD or cassette for your professional library.

2. **MARK YOUR CALENDAR**
   Skim this section for reminders about upcoming events such as Nursing Research Day on April 21.

3. **NEWS AND EVENTS**
   Click this link to see recent news releases. Keep up on school news and what your favorite faculty members are up to between issues of *Minnesota Nursing* by regularly glancing through the headlines here.

**NEW AND IMPROVED!**

[www.nursing.umn.edu](http://www.nursing.umn.edu)
That could be the case, according to a study led by SoN Assistant Professor Martha Kubik, PhD, RN. With the national obesity epidemic weighing heavily on the minds of Americans, her study, which appeared in the December *JAMA/Archives of Pediatric and Adolescent Medicine*, has received wide national and international media attention.

Kubik, whose research interests include physical activity and nutrition with a focus on youth, found that for each of certain food-related practices allowed by a school, student body mass index (BMI) increased by 10 percent. The practices she analyzed included allowing snacks in classrooms and hallways, using food as incentives and rewards, and sponsoring classroom and school-wide fundraisers in which students sell food. All practices were widespread—the average school permitted three of them, representing multiple opportunities for students to eat and drink throughout the day, and in some cases, all day.

Her study stresses the influence school environments have on students' health and lifestyle practices, including the potential to contribute to obesity persisting into adulthood. (About 30 percent of American children and 65 percent of adults are overweight.)

Previous studies have addressed school nutrition issues including the high-calorie, low-nutrition food offered in school lunches, vending machines and à la carte menus, but Kubik’s is the first to show a link between certain school-wide food practices and the body weight of students.

The study was part of her work on the TEENS (Teens Eating for Energy and Nutrition at School) study, a National Institute of Health funded grant (Dr. Leslie Lytle, U of M School of Public Health, principal investigator). Kubik studied eating habits and the school food environment of students attending 16 Twin Cities middle schools. Not surprisingly, Kubik found that most young people, like most adults, do not follow dietary guidelines for healthy eating.

“If we want to stop the obesity epidemic among young people, she says, “it won’t help to focus just on kids and what they do. We have to look at what their environment supports them to do—what adults allow and even encourage that may contribute to poor health.”

Kubik’s work has also examined the link between common food venues offered students in today’s schools, like à la carte lines and vending machines and student’s eating practices. With fried potatoes comprising 52 percent of “vegetables” served, school meals were predictably part of the problem, as were à la carte lines, where 94 percent of the items offered and sold to students were not healthy alternatives to the main entrée but high-calorie snacks and sweetened beverages. More startling, though, was the finding that students in schools with an à la carte line had a higher saturated fat intake and consumed fewer fruits and vegetables, on average, than students at schools without the à la carte option, whether or not the student purchased an à la carte item. “Young people are influenced by what their peers eat, even if they aren’t purchasing à la carte themselves,” explains Kubik.

With opportunities to buy pop and candy from vending machines and school stores, “the issue of food at school extends well beyond the lunchroom,” Kubik adds. Even in the classroom, teachers often use candy as an incentive and reward, and students routinely bring sweets to share on their birthday.
“If this is the norm, it will take an assertive effort to change it,” Kubik says. For starters, she recommends that schools scale back on the fried potatoes and offer more healthful snacks, at competitive prices, in vending machines and on à la carte lines. Parents can help by sending alternatives to candy when it’s their child’s birthday and monitoring how well school policies and practices support healthy eating habits.

“Schools are important environments for young people,” Kubik says, “and their role in promoting and supporting youth in developing healthy lifestyle habits is critical. School staff, parents, students and researchers have an opportunity to work together to create a healthy school food environment, where healthy foods are commonly available and healthy food choice by students is the norm.”
JEAN WYMAN: FALL PREVENTION IN OLDER WOMEN
Those of us who regularly vow—and fail—to get more exercise know how difficult it is to change, even when that change promises better health and longevity. “Making physical activity a priority is a major challenge,” says Jean Wyman, who directs the Center for Gerontological Nursing. “It’s even harder in older adults who are a little bit more frail and unsteady.”

Unfortunately, balance impairment, muscle weakness, medication use, and normal age-related changes contribute to a risk for falls, a major problem among older adults. Exercise, Wyman believes, can reverse that risk—and save lives.

Studies show that 34 percent of people age 65 and over take a fall each year, with the rates increasing with advancing age. The costs are high—patients with hip fractures run up $15,000 or more in hospitalization charges, often losing their independence or even their lives. Mortality rates associated with falls are especially high in Minnesota.

As principal investigator in a five-year, $2 million study, “Fall Prevention Program for High Risk Elderly Women,” Wyman is directing an interdisciplinary team of researchers to study the effects of exercise—specifically walking and balance exercises along with tailored risk reduction counseling—on fall prevention.

This interdisciplinary effort demonstrates the depth of collaboration in pursuit of evidence-based knowledge. Eight researchers contributing to the study represent the School of Nursing, College of Pharmacy, Medical School including the Department of Physical Medicine and Rehabilitation, School of Kinesiology in the College of Education and Human Development, as well as the School of Public Health and the Department of Computer Science and Engineering.

But even if regular exercise is proven to reduce the risk of falls, patients still have to do it. Motivating change—and making it stick—is part of the program. The study is modeled on a recognized theory of behavior change to help patients successfully incorporate exercise into their lives. “Many other studies have not used health behavior theory to help people change their behaviors,” said Wyman. “Our study is theoretically based, and I think that’s why we’re seeing people make changes.”

Participants enrolled in the study received a fall risk assessment including a home safety inspection, fall prevention education, and counseling on how to reduce specific risk factors. Participants then work with a nurse to choose the risks they want to modify and negotiate an action plan.

Successful change, however, requires time and the ability of researchers to build trusting relationships. “It takes a while for people to be open enough to make a change,” said Wyman. “Making a behavior change takes at least six months.”

An intensive two-part intervention—12 weeks followed by another 16—gets participants through the six-month barrier, and on to healthier, more active lives. The standardized program includes a 30-minute walk five days a week, and twice-weekly balance and strength training. Sixteen weeks of interactive, computerized telephone monitoring and support completes the program and helps cement the change. “The people who volunteered for the study are very courageous,” said Wyman.

The potential benefits are undeniable. Fewer falls would significantly cut costs associated with fall-related treatment and hospitalization. The heightened quality of life—improved balance, gait, function, mood, and confidence—is incalculable.

Preliminary results indicate the fall prevention program is successful. If cost-effective, the fall prevention program may some day be packaged for managed care organizations to use with older patients. Or it could be incorporated into the school’s practice plan. 

BY MAME OSTEEN

Jean Wyman, PhD, RN, FAAN, GNP
• Urinary incontinence
• Falls
• Functional transitions in elderly

RESEARCH
Adolescence can be a rocky and sometimes risky road. When it comes to health, teenagers’ behavior—rather than disease—is the major predictor of their survival. Bad choices often send young people down the path to substance abuse, violence or even death. Good choices, achieved through guidance, support or early intervention, can carry them through to successful adulthood.

For the last 10 years, the unique problems associated with adolescent health have garnered the special study they deserve, thanks to Linda Bearinger, Professor and Director of the Center for Adolescent Nursing, in the School of Nursing. The only adolescent-specific nursing center of excellence in the world, Bearinger and colleagues are bridging the gap between childhood and adulthood through groundbreaking research on promoting the health of teens.

The problem is that health strategies that work well for others often don’t work with adolescents. “They need to be developmentally tailored,” said Bearinger, “because they’re not little adults, and as any parent would readily say, they are not children—they have their own unique style.”

**NAVIGATING TROUBLED WATERS**
Considering the significant problems facing today’s youth, the quest for understanding is critical. “Fifty years ago if you asked young people to name their biggest worries, they answered, getting caught chewing gum, being late for school and getting good grades,” said Bearinger. “Today, it’s still getting good grades, but it’s now getting an STD, HIV, or pregnant, and being a victim of violence.”

The stress kids face shows in the statistics. Car accidents—two-thirds of them alcohol-related—are the leading cause of death among teenagers. Homicide ranks second, followed by suicide. Strong personal connections are the key to healthy outcomes, Bearinger says: “It’s about school, it’s about family, and it’s about peers, and the way communities offer opportunities for young people. In fact, if I had to only ask one question—it would be about connection to school. It’s very powerful in offsetting risk.” Knowing that promoting strong connections is at the core of kids doing well, in all aspects of their growing up, Bearinger and colleagues focus on ways that parents, adults, teachers and youth leaders can connect effectively with young people during their adolescence.

**PLAYING CATCH-UP**
Understanding adolescents and passing that knowledge on to nurses and other health professionals is a major objective of the center. An adolescent specialty, which now exists in medicine and psychology, for example, is newer to nursing—and it shows. Surveys indicate that more than half the country’s nurses feel ill equipped to address even common adolescent problems. Since the center was founded in 1993, Bearinger and her adolescent nursing faculty colleagues have worked hard to alleviate that problem.

“We’re trying to bridge the gap between nurses’ skills and knowledge and the health problems of youth,” said Bearinger.

As the only federally funded graduate and post-graduate program focusing on adolescent health for nurses, the center has expanded knowledge of the field through the research of its growing faculty and research scientists, who now number six. The center’s resources support stipends and tuition for its master’s and doctoral students and post-doctoral research fellows. The center just welcomed its eighth doctoral student; three graduates who have joined faculties in schools of nursing are, in turn, teaching other nurses about effective way to work with teens.

The center’s outreach efforts connect nurses around the country and around the world to issues in adolescent care. More than a thousand health care providers worldwide receive the center’s...
A broad array of behavior-focused research initiatives is continually underway to address the enormous need. A $2 million investigational grant in 1995 from the National Institute of Nursing Research called on Bearinger to define the problems, needs and methodology in addressing American Indian youth. Research on youth intervention continues to this day. In 2004 the center received a $2.58 million grant from the Centers for Disease Control and Prevention (CDC); it was the only school of nursing to receive one of these CDC grants under a new Health Protection Research Initiative. The funding will support pre- and post-doctoral fellowships in nursing, nutrition and medicine for up to three years, preparing them to conduct much needed research on ways to protect the health of young people.

Other lines of research focus on risk and resilience in a variety of behavioral circumstances. One study identifies the factors that protect adolescents from negative outcomes when they live in a context of violence. Some center faculty hope to understand what encourages adolescents to adopt safe sexual behaviors by studying what differentiates those who protect themselves against both pregnancy and STD from those who don’t. Other adolescent nursing faculty, who are involved in research taking place in area schools, want to discover how to bring healthy eating and exercise into the lives of kids at risk for obesity. Regardless of the health problem, the Center for Adolescent Nursing knows that the key to helping kids on their pathway through adolescence resides in promoting healthy behaviors and healthy connections for every young person.
More than 300 nurse leaders from the U.S. and abroad gathered in St. Paul at the school’s first Summit of Sages, determined to strengthen the voice of nursing in health care discussions. The conference was sponsored by the school’s Katharine J. Densford International Center for Nursing Leadership.

Conversations among six honored “sages”—nursing greats who made landmark contributions that changed the course of the profession—were the runaway hit of the conference. In the words of one participant, they were “inspiring, motivating, wise and relevant to today.”

The six sages were

- Patricia Benner, PhD, RN, FAAN, Berkeley, California, who extensively examined the process by which nurses move from novice to expert in their practice, illuminating the power of professional nursing;
- Claire Fagin, PhD, RN, FAAN, FRCN, New York, New York, who significantly shaped health care policy and the nursing profession as Dean of Nursing and Interim President of the University of Pennsylvania;
- Vernice Ferguson, RN, MA, FAAN, FRCN, Washington, DC, who raised the stature of nursing throughout the U.S. by transforming the profession within the Veterans Administration;
- Marie Manthey, PhD, RN, FAAN, FRCN, Minneapolis, Minnesota, who developed primary nursing, a model of professional nursing that has taken hold internationally;
- Angela Barron McBride, PhD, RN, FAAN, Lafayette, Indiana, a superb educator and authentic leader who elevated nurse mentoring to an art;
- Margretta Madden Styles, RN, EdD, FAAN, FRCN, Clearwater, Florida, now deceased, who worked to harmonize the interests of nursing organizations worldwide, and strengthen nursing through professional self-regulation and credentialing.

Former New York Governor Mario Cuomo keynoted, asking whether care is going out of style, eclipsed by health industry economics. Journalist Suzanne Gordon, tracing the history of Western nursing, challenged participants to move from a 19th century nursing “virtue script” to a 21st century script emphasizing knowledge. Densford Center director Joanne Disch inspired the group with the story of Katharine Densford, whose spirit infuses SoN to this day. Humorist Garrison Keillor, a University of Minnesota alumnus, delighted the audience with tales of Minnesota and his personal encounters with nurses.

Major conference sponsors were Evercare, a UnitedHealth Group company; and Creative Health Care Management. Proceedings, including the full presentations of the six sages, are available on CD and cassette at www.nursing.umn.edu; look under the “Quick Links” menu.

A second conference is planned for 2007. It will focus on social justice.

“At first, I thought Gov. Cuomo was focusing too much on politics. But I realized, all of life/living is political and we as nurses need to be more political in order to strengthen our voice.”

A Summit of Sages

"Wow! This was motivating and now we need to get to work."
He'd been a musician. Now his music was lost. His New Orleans home was afloat somewhere in the Gulf of Mexico. His wife had claimed the FEMA check and deserted him. Nothing left, he was driving aimlessly in his truck through the Louisiana countryside. By pure chance he found the shelter …and Wendy Looman.

“I need someone to talk to today. I need someone to talk to tomorrow. If I see someone from FEMA I'll kill him. I’m afraid I’m going to kill my wife.”

Looman did talk to him, and she got him the psychiatric care he needed. An SoN assistant professor, she and ten other faculty members volunteered last September to provide health care to the hurting and homeless victims of Hurricanes Katrina and Rita.

Part of Operation Minnesota Lifeline, a health care relief team led by the Minneapolis-based American Refugee Committee, they were joined by colleagues from the University’s Academic Health Center, the College of St. Catherine and the Mayo Clinic. The Minnesota group was the first to be commissioned by the Federal Emergency Management Agency (FEMA) to provide primary care to evacuees and was a model for other such collaborative efforts.

Their work made a difference—for an estimated 18,000 people.

**THEY WORKED IN THE TRENCHES, SLEPT IN THE BALCONY**

The first wave of volunteers—there were three waves from SoN—set up a makeshift emergency facility in the Heymann Performing Arts Center in Lafayette, a community a few miles west of Baton Rouge relatively untouched by the hurricane. They cared for patients in the theatre by day and slept there by night—the lucky ones on cots on the stage, others in balcony seating.

Planning was almost impossible, even though the Minnesota effort was superbly organized and equipped, because needs varied almost from hour to hour. “One day a church clinic is full, and the next day all the patients are discharged and we are assigned somewhere else,” reported teaching specialist Kevin Smith.

The Lifeline group participated in a mass immunization at the city’s Cajundome, where in one day alone they administered 1,800 immunizations. They provided assessments and basic primary care in shelters and clinics, and cared for patients with more complicated needs like dialysis. They saw patients at a campground where...
the clinic was a freestanding linen closet (they dubbed it “the smallest clinic in the world”), in a church, in a Buddhist temple, in public health facilities.

Ruth Lindquist, Senior Associate Dean for Academic Affairs, who organized the school’s effort, was impressed by the generosity and caring. She said she received 68 calls offering help or support within two days of the mission’s being announced.

Faculty who stayed behind helped, too, filling in for the volunteers in their classrooms. Post-doctoral student Carolyn Garcia participated in a “River of Relief” radiothon sponsored by the Minnesota Broadcasters Association. The University hosted the event on a pedestrian bridge on campus, which spans the Mississippi River 1,043 miles north of the disaster area. Garcia, who served in previous relief efforts, described the experience on the air—the stress, tension, long hours, sense of never doing enough, emotions, the toll on the mental health of workers as well as victims. The effort raised more than $700,000 for the American Red Cross.

CHILDREN: TRAUMATIZED AND STARVED FOR LOVE
In Lafayette, Looman, whose research involves social capital and interactions of family and community with children with special health care needs, focused on the children, who were traumatized and hungry for love. To help them cope, she encouraged them to draw and write about their experiences. (Her observations on using art to help clinicians assess the children’s needs will be published in the March-April Journal of Pediatric Health Care; find it at www.jpedhc.org.)

Their expressions are heart-rending. Five-year-old Angela drew a sad-faced stick figure surrounded by a rainbow—a rainbow with the color drained away. Justin, also 5, who drew himself smiling and himself sad, said: “I’m sad because of the hurgercane. It wants to break stuff down. It won’t break me down ‘cause I’m too big.”

“The world is different,” wrote a homeless teenager. “Friends gone. Misplaced aggression for things that happened in the SuperDome... Life feels so strange. All days are different now.”

As for the volunteers, the experience changed them, too. “I came away feeling like a new person,” said Looman. “Many of us did. I gained perspective on home and family and what’s important. It was sad, really sad. But we came away realizing how important it can be to be present, to listen and to focus on the strength of the human spirit.”

For more about this story, go to www.nursing.umn.edu/Hurricane

Donald’s stark drawing. He wrote:

“People on top of houses.
And the water was flowing below the people of the house.
And the people say, ‘Help me Lord’ and the Lord lifted his hand and said, ‘I will help you.’”
Doubling the number of American Indian nurses with PhDs in the United States is the goal of a unique initiative at the School of Nursing. Until the American Indian/Alaska Native MS-to-PhD Nursing Science Bridge was established in 2000, there were only a dozen students, says Professor and Project Director Sue Henly. Now, nine more are well on their way to getting PhDs. Getting to 24 will take time, Henly says, “but we’ve made important strides.”

Funded by the National Institutes of Health, the Bridge Program is designed for American Indian/Alaska Native nurses who want a career as a nurse researcher and who already have a baccalaureate degree in nursing.

Through a unique partnership between two major universities, students accepted to the program first get their MS degree at the University of Oklahoma, then apply to go on for their PhD at the University of Minnesota.

Of the nine students currently participating in the program, three have advanced to the doctoral program. Doctoral candidate Misty Wilkie-Condiff (Turtle Mountain Band of Chippewa) has completed everything but her dissertation. In a year or so, Henly expects, she will be the first Bridge Program participant to receive her PhD. Mary Black (Hidatsa) is a second-year PhD student at the U of M. Judy Jacoby (Little Shell Chippewa of Montana) continued her graduate program with doctoral study at the University of North Dakota.

Involvement with respected Native elders, medicine people, and spiritual guides contributes to a culturally sensitive environment for learning. From the outset, the Bridge Program has also sought the advice of Native American consultants, including Dr. Winona Simms (Muskogee/Yuchi), who is director of the American Indian and Alaska Native Program at Stanford University; Dr. Jana Lauderdale (Comanche), who is Assistant Dean for Cultural Diversity at the Vanderbilt University School of Nursing; and Dr. Lee Anne Nichols (Cherokee), who is an associate professor of nursing at the University of Tulsa.

“They serve as role models to students and advisers to faculty,” Henly says. Students and faculty from the University of Oklahoma and the U of M also have the opportunity to participate in a cultural immersion experience every two years.

“A highlight and hallmark of the program is our project retreat,” Henly explains. Most of the retreats have taken place at the Shooting Star Event Center on the White Earth Reservation in northwestern Minnesota, but the last one was at Cherokee Casino in Tulsa.

“They’re helpful for education, for coordinating our efforts, and for learning about Indian culture,” she says.

Grant funds pay for some but not all of the program’s costs. Examples of uncovered costs include drummers, singers, and dancers for retreats and blankets used at the blanket ceremony for program graduates. Alumni and others willing to help defray these costs can send contributions c/o Laurel Mallon, School of Nursing, University of Minnesota, 5-138 Weaver-Densford Hall, 308 Harvard St. SE, Minneapolis, MN 55455.

Watch for an article about the Bridge Program in an upcoming special issue of the American Journal of Public Health, focusing on Indian health.
When Professor Sandra Edwardson, PhD, RN, FAAN, and five other faculty members toured health-care facilities in Uzbekistan, Kyrgyzstan and Kazakhstan in January 2004, they saw medical devices that haven’t been used in the United States for years. “Their hospitals are probably 1930s and ‘40s vintage,” Edwardson says. “Some of the equipment I haven’t ever used.”

Likewise, when representatives of the three former Soviet republics visited Minnesota last October, sat in on nursing classes, and observed nurses in action, they found themselves in equally unfamiliar territory. Not only was the equipment different, so were the roles of doctors and nurses.

They were surprised, for example, that U.S. nurses commonly use stethoscopes and otoscopes in routine health assessments of patients. In their countries, only a doctor would use such tools to examine a patient. “There, nurses are doing things that would be done by housekeeping staff or nursing assistants in this country,” Edwardson says.

But that may change, if Edwardson and a team from the School of Nursing are successful in their efforts to help the three Central Asian countries improve nursing education and expand the leadership capacity of nurses.

Over the next couple of years, an $800,000 grant from the American International Health Alliance and the U.S. Agency for International Development will provide much-needed education materials and new equipment to the three countries. It will also provide several additional opportunities for delegations from both continents to visit each other.

Participating in the Nursing Education and Leadership Project with Edwardson are faculty members Donna Bliss, Laura Duckett, Carol O’Boyle, Laila Gulzar, Cheryl Robertson, Margaret Plumbo, Cathy Juve, and retired associate dean Marilee Miller, with staff member Stefannie Anderson providing support. Edwardson, who took a one-year sabbatical after serving as SoN’s dean from 1990 to 2004, returned to her faculty position this fall.

After visiting schools recommended by the AIHA, the team selected two from each country, then met with representatives from the schools “to define what they wanted to accomplish, what we could offer and come to consensus on what our goals would be,” Edwardson says.

It was hard to know where to start. “Right now, they don’t have nursing licensure,” Edwardson says. “They’re just beginning to develop registration systems for nurses, and just in the last two to three years they created professional associations.”

Last year, Edwardson and her team decided to focus on how to upgrade entry-level nursing education programs to approximate the US BSN. This year, the team has been focusing on master’s-level education and hosted the October visit of a second delegation from Uzbekistan, Kyrgyzstan and Kazakhstan.

Whereas the first group included only faculty and administrators from the schools, this one consisted mainly of nursing faculty and representatives from the Ministries of Health, who set the curriculum with which nursing schools must comply. Most nursing school faculty there are physicians, so most of the visitors are physicians as well.

While in Minnesota, the Central Asian visitors saw BSN and advanced practice nurses in action in several settings, from Mayo Clinic to nontraditional sites such as community clinics.

“Since most of what distinguishes BSN nurses from other nurses is knowledge work that you can’t see, we’d had a nurse come and do a case presentation and explain the thought process that he or she used in developing and administering care,” Edwardson says. “We’re also invited advanced practice nurse-and-doctor teams to talk about how their roles overlap and complement one another and how they’ve worked that through.”
HONORS AND AWARDS

FACULTY:

Melissa Avery, PhD, RN, CNM, FACNM, Associate Professor, was elected for a three-year term as vice-president of the American College of Nurse Midwives.

Donna Bliss, PhD, RN, FAAN, Associate Professor, was re-elected Secretary of the Clinical Medicine Section of the Gerontological Society of America.

Lisa Carney Anderson, PhD, Lecturer, was named “Who’s Who Among America’s Teachers.”

Linda Chlan, PhD, RN, Associate Professor, received the Sister Alice Lamb Award from the College of St. Scholastica Alumni Society.

Patrick J. Dean, Ed.D(c), RN, Teaching Specialist, received the Excellence in Psychiatric Nursing Award from the Mayo Psychiatric Nursing Division.

Joanne Disch, PhD, RN, FAAN, and Densford Center Director was named chair of the AARP Audit and Finance Committee.

Laura Duckett, PhD, MPH, RN, Associate Professor, was inducted as a member of the University of Minnesota Academy of Distinguished Teachers.

Jayne Fulkerson, PhD, Associate Professor, received the Excellence in Women’s Health Research from the University of Minnesota Deborah E. Powell Center for Women’s Health.

Ann Garwick, PhD, FAAN, Professor, received The E. Louise Grant Nursing Excellence Award from the School of Nursing Awards and Public Service Committee.

Joseph Gaugler, PhD, Assistant Professor, received the First-Decade Alumni Award from Gustavus Adolphus College Alumni Association.

Kenneth Hepburn, PhD, Associate Dean for Research, Professor, was awarded fellow status in the Gerontological Society of America.

Sue Henly, PhD, RN, Associate Professor, received the Sigma Theta Tau Region 4 Pinnacle Award for Nursing Research Dissemination.

Ann Jones, DNSc, RN, Director of Undergraduate Studies, was awarded the Star Recognition Award from the Minnesota Organization of Leaders in Nursing (MOLN).

Mary Jo Kreitzer, PhD, RN, FAAN, Associate Professor, was elected a fellow of the American Academy of Nursing. She was also elected to a three-year term as vice-chair of the Consortium of Academic Health

Linda Lindeke, PhD, RN, CNP, Associate Professor, received the Excellence in Nursing Education Award from the School of Nursing Alumni Society.

Margaret Moss, DSN, Assistant Professor, was appointed to the Minnesota Board on Aging. She was also named Minnesota Delegate to the 2005 White House Conference on Aging. Photo of Margaret

Christine Mueller, PhD, RN, Associate Professor, received the Outstanding Nurse Educator Award from the Minnesota Association of Colleges of Nursing (MACN).

Carol O’Boyle, PhD, RN, Assistant Professor, received the Advanced Practice Infection Control Professional Award from the Society of Healthcare Epidemiology of America. She was also appointed to serve on the federal Healthcare Infection Control Practices Advisory Committee.

Deborah Ringdahl, Teaching Specialist, received a Public Service Award from the School of Nursing Awards and Public Service Committee.

Mary Rowan, PhD, RN, Senior Teaching Specialist and Director of the Postbaccalaureate Certificate Program, received a University of Minnesota Award for Outstanding Contributions to Postbaccalaureate, Graduate and Professional Education and was inducted into the Academy of Distinguished Teachers.

Diane Treat-Jacobson, PhD, RN, Assistant Professor, was named Academic Health Center Clinical Research Scholar. She was also named President-Elect of the Society of Vascular Nurses.

Jean Wyman, PhD, RN, FAAN, Professor and Center for Gerontological Nursing Director, was elected to the Board of Directors of the Midwest Nursing Research Society.
HONORS AND AWARDS

STAFF:

Mike Edie, Associate Administrator, Center for Adolescent Nursing, received a School of Nursing Commendation for Exemplary Service Award.

Laurel Mallon, President, School of Nursing Foundation and Director of Development and Alumni Relations, received the 2005 Hats Off Award from the University of Minnesota Alumni Society.

Mary Pattock, Director of Communications, received a Maroon Award from the University of Minnesota Communicators Forum for materials publicizing the Summit of Sages Conference. Pattock was the project director and writer; design was by Rima Bueno Design. The Summit of Sages logo was created by Barbara Redmond Design.

STUDENTS:

Sherry Baumann received a John A. Hartford University of Minnesota Advanced Geriatrics Scholarship.

Sarah Brumberg presented “Rehabilitation Services after Pediatric Bone Marrow Transplantation” at the 19th Annual National Conference on Undergraduate Research.

Pamela Bjorklund was awarded the Violet A. Shea Nursing Scholarship from the University of Minnesota School of Nursing Foundation and a Rahr Fellowship from the Rahr Foundation.

Anna Carlson was named the 2005 Outstanding Post-Baccalaureate Nursing Student by the University of Minnesota School of Nursing Alumni Society.

Peggy Dunton received a John A. Hartford University of Minnesota Advanced Geriatrics Scholarship.

Mary Catherine (Casey) Hooke, RN, MS, CPON, received a $30,000, two-year Doctoral Scholarship in Cancer Nursing from the American Cancer Society.

Kendra Hanson was named a 2005 Katharine J. Densford Undergraduate Scholar, and received the Audrey Windemuth Nursing Scholarship from the University of Minnesota Katharine J. Densford International Center for Nursing Leadership.

Caroline Hauger received a $1,250 Medical Auxiliary Scholarship from the University of Minnesota Women’s Club.

Elizabeth Hutter was named Outstanding Undergraduate Nursing Student by the SoN Alumni Society.

Sara Kraft received the 2005-06 McNeil Rural Scholarship from National Association of Pediatric Nurse Practitioners (NAPNAP).

Robin Lally, PhD(c), RN, MS, AOCN, CNS received the 2005 Midwest Nursing Research Society Dissertation Grant, and her dissertation abstract was accepted for presentation and as one of the top abstracts for the Advanced and Critiqued session of the Oncology Nursing Society Congress.

Elizabeth (Betsy) LaMora received a John A. Hartford University of Minnesota Advanced Geriatrics Scholarship.

Teresa LeMire received the Professional Nurse Traineeship Award from the U.S. Department of Health and Human Services.

Lisa Martin-Crawford, MS, BSN, received a 2005 Association of Schools of Public Health Minority Fellowship. She was also awarded a training fellowship by the University of Minnesota Center for Adolescent Nursing and a National Coalition of Ethnic Minority Nursing Association scholarship.

Diane Neal was awarded a Torske Klubben Fellowship by the University of Minnesota Graduate School.

Sahra Noor participated in the 2005 Emerging Leaders Network for Public Health Professionals and received $1,000 from Chi Chapter-at-large, Sigma Theta Tau.

Paula Opatrny received a John A. Hartford University of Minnesota Advanced Geriatrics Scholarship.

Michael Petty, MS, RN, CCNS, CNS, received the University of Minnesota School of Nursing Preceptor Mentor Award and the George Williams Award for Leadership from the University of Minnesota YMCA.

Ann Sieckert was named Outstanding Graduate Student by the SoN Alumni Society.

Kristine Talley was selected for the 2005-06 AARP Scholars Program and Scholarship.

Misty Wilke received the Helen Wells Nursing Research Award.

Daniel Winterer received the President’s Leadership Service Award.
Avery, Melissa
Faculty-Friendly Tools to Develop Interactive Online Courses, University of Minnesota Technology Enhanced Learning Council
Avery, Melissa
Technology Enhanced Learning in Graduate Nursing (TELIGN), U.S. Department of Health and Human Services
Bearinger, Linda
Adolescent Health Protection Research Training, Centers for Disease Control/National Center for Chronic Disease Prevention and Health Promotion
Bearinger, Linda
Center for Adolescent Nursing, U.S. Department of Health and Human Services
Edwardson, Sandra
NIS Multi-Country Partnerships Program for Nursing Education and Leadership Development, American International Health Alliance/ U.S. Agency for International Development
10/1/2003–9/30/2005
Fulkerson, Jayne
The Family Mealtime Environment of Families with 8–10 Year Old Children, University of Minnesota Obesity Prevention Center
Garwick, Ann
Web-based Asthma Education for Urban Head Start Program, National Institutes of Health/National Institute of Nursing Research
Gaugler, Joseph
Comprehensive Support for Alzheimer’s Disease Caregivers, National Institutes of Health/ National Institute on Aging
Gerdner, Linda
Ethnogeriatric Cultural Competence: Chronic Confusion, National Institutes of Health/ National Institute of Nursing Research
Gerdner, Linda
Effectiveness of the Craniosacral Stillpoint Technique for Management of Agitation in Persons with ADRD: A Pilot Study, The University of Iowa
Gross, Cynthia
Impact of Mind-Body Interventions Post Organ Transplant, National Institutes of Health/ National Institute of Nursing Research
8/1/2003–4/30/2008
Gulzar, Laila
Multicultural Teaching: Educating Health Professionals to Provide Care to Muslims from Diverse Cultures, University of Minnesota Center for Teaching and Learning Services
8/1/2004–7/31/2005
Halcón, Linda
Innovative Stress Intervention in Refugees: Pilot Test, National Institutes of Health/National Institute of Nursing Research
Henly, Susan
NRP and Neonatal Outcomes in Rural Hospitals, American Academy of Pediatrics
Henly, Susan
American Indian MS to PhD Nursing Science Bridge–Phase 2, National Institutes of Health
Hepburn, Kenneth
Caregiver Training in South India, National Institutes of Health/Fogarty International Center
Hepburn, Kenneth
Developing and Testing a Hispanic Caregiver Training Program, Alzheimer’s Association
10/1/2002–9/30/2005
Hepburn, Kenneth
Evaluation of Minnesota State Alzheimer’s Programs, Metropolitan Area Agency on Aging
1/5/2005–8/31/2005
Jones, Ann
Nursing Residency: Ensuring Minnesota’s Future Workforce, U.S. Department of Health and Human Services
Juve, Catherine
The Menopausal Experience of American Indians, Minnesota Nurses Association Foundation
3/1/2003–11/30/2005
Kerr, Madeleine
Latino-based Multimedia to Prevent Noise-Induced Hearing Loss, National Institutes of Health/National Institute on Deafness and Other Communication Disorders
Kreitzer, Mary Jo
Complementary and Alternative Medicine (CAM) Curriculum Project, National Institutes of Health/ National Center for Complementary and Alternative Medicine
Kreitzer, Mary Jo
Impact of a Residential Integrated Treatment Program, Blue Cross/Blue Shield Foundation & Park Nicollet
Kubik, Martha
A School-Based Body Mass Index Screening Program: Phase II, University of Minnesota Academic Health Center

Kubik, Martha
A Clinic-Based Intervention Targeting Primary & Secondary Prevention of Childhood Obesity, Allina Hospitals & Clinics

Kubik, Martha
Physical Activity in Low-Income Female Youth Attending a Community-Based Health Clinic, University of Minnesota Graduate School

Leonard, Barbara
Center for Children with Special Health Care Needs, U.S. Department of Health and Human Services
7/1/2003–6/30/2008

Lewis, Marsha
Internet Savvy Caregiver: Dementia Training and Planner, National Institutes of Health/National Institute on Aging (prime)/Healthcare Interactive (sub)

Liaschenko, Joan
Looking Into Common Daily Practices of Gene Therapy Clinical Research, National Institutes of Health/National Heart, Lung, and Blood Institute (prime)/San Diego State University (sub)

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

Lindquist, Ruth
Neuropsychological Functioning, Delirium, and Health Related Quality of Life of Patients Following On- and Off-Pump Coronary Artery Bypass Surgery: A 3-Year Follow-Up Study, Minnesota Nurses Association Foundation

Lindquist, Ruth
Neuropsychological, Biologic, and Health-Related Quality of Life Outcomes of Patients Undergoing Coronary Artery Bypass Graft Surgery “On” vs. “Off” Pump, Minneapolis Heart Institute Foundation
2/1/2002–12/31/2005

Looman, Wendy
Health Promotion Through Civic Engagement: A Partnership for the Evaluation of a Community Initiative to Prevent Obesity in Youth, University of Minnesota Council on Public Engagement
1/1/2005–12/31/2005

Looman, Wendy
Hmong Translation of the Social Capital Scale for Children with Special Health Care Needs, Midwest Nursing Research Society

Looman, Wendy
Validation of the Social Capital Scale for Families of Children with Chronic Conditions, University of Minnesota Graduate School
1/1/2004–12/31/2005

Moss, Margaret
Mapping Functional Disability in American Indian and Alaska Native Elderly, University of Minnesota Graduate School
7/1/2004–1/15/2006

Mueller, Christine
Geriatric Nursing Education Project: Creating Careers in Geriatric Advanced Practice Nursing, John A. Hartford Foundation
7/1/2002–6/30/2008

O’Boyle, Carol
Minnesota Emergency Readiness Education and Training (MERET), U.S. Department of Health and Human Services
8/1/2003–7/31/2008

O’Conner-Von, Susan
Preparation of Children for Painful Procedures: A Web-Based Program, University of Minnesota Graduate School

Peden-McAlpine, Cynthia
Extending Pediatric Critical Care Nurses’ Expertise in Family Settings, American Association of Critical-Care Nurses
7/1/2001–10/31/2006

Robertson, Cheryl
West Bank Mother-to-Mother Intervention: Parenting Support for Somali and Oromo Mothers, University of Minnesota President’s Faculty Multicultural Research Award
1/1/2004–12/31/2005

Skay, Carol
Enacted Stigma, Gender & Risk Behaviors of School Youth, National Institutes of Health/National Institute on Drug Abuse

Struthers, Roxanne
Adolescent and Adult American Indian Perspectives Related to Type 2 Diabetes, American Diabetes Association
7/1/2003–12/10/2005

Struthers, Roxanne
The Lived Experience of Ojibwe and Cree Indigenous Men Healers, University of Minnesota President’s Faculty Multicultural Research Award
1/1/2004–12/31/2005

Struthers, Roxanne
Smoking Intervention Among Minnesota Ojibwe Indians, National Institutes of Health/National Cancer Institute
7/1/2005–6/30/2010

Struthers, Roxanne
Native Nursing Careers Opportunity Program (NNCOP), U.S. Department of Health and Human Services
8/1/2003–7/31/2008

Treat-Jacobson, Diane
Predictors of a Successful Response to Exercise Training, American Heart Association

Treat-Jacobson, Diane
The Utility of Upper Extremity Aerobic Training for Critical Limb Ischemia, University of Minnesota Academic Health Center
12/1/2003–11/30/2005

Treat-Jacobson, Diane
Interdisciplinary Clinical Research Scholar Program, University of Minnesota Academic Health Center

Wyman, Jean
Center for Health Trajectory Research, National Institutes of Health/National Institute of Nursing Research

Wyman, Jean
A Fall Prevention Program for High Risk Elderly Women, National Institutes of Health/National Institute of Nursing Research

Wyman, Jean
Building Academic Geriatric Nursing, John A. Hartford Foundation
11/1/2002–8/31/2005


COMMUNITY PARTNERSHIPS
In response to the national priority to decrease health disparities, we focus our work on enhancing the health of underserved groups. Community-based research is a hallmark of our investigators. For example:

- **Ann Garwick**, in partnership with Community Action Partnership of Ramsey and Washington Counties Head Start, is working with English, Hmong and Spanish-speaking Head Start parents and staff who care for preschoolers with asthma. This [Web-based Asthma Education for Urban Head Start Program](http://example.com) is funded by the National Institutes of Health (NIH).

- **Laila Gulzar** is working with Muslim community leaders and childbearing women to determine the [Perceived Experience of Health Care Access by Culturally Diverse Immigrant Muslim Women](http://example.com). This project is funded by the University of Minnesota President’s Faculty Multicultural Research Award.
An NIH grant for **Innovative Stress Interventions in Refugees** enables Linda Halcón and Cheryl Robertson to work with Somali and Oromo immigrant women to increase resilience and inner resources.

Latino construction workers provide input and also benefit from the NIH-funded project **Latino-based Multimedia to Prevent Noise Induced Hearing Loss** led by Madeleine Kerr and Cheryl Robertson.

Wendy Looman is working in partnership with Hmong community leaders and family caregivers on **Hmong Translation of the Social Capital Scale for Children with Special Health Care Needs** funded by the Midwest Nursing Research Society.

Cheryl Robertson is working with Somali and Oromo immigrant women on the **West Bank Mother-to-Mother Intervention: Parenting Support for Somali and Oromo Mothers** project, funded by the U of M’s President’s Faculty Multicultural Research Award.

Renee Sieving has partnered with the Healthy Youth Development Prevention Research Center, the Village (a North Minneapolis branch of Hennepin County Social Services) and Nellie Stone Johnson Community School to implement the **Partners in Action for Teen Health** project funded by the U of M Center for Urban and Regional Affairs.

**DOCTORAL STUDENT MEMBER AWARDS**

Lisa Martin-Crawford received one of only four 2005 Association of Schools of Public Health Minority Fellowship Awards in support of her research on prevention of Type II diabetes in Ojibway adolescents. Mary Casey Hooke was awarded a 2005–2007 American Cancer Society Doctoral Scholarship for her dissertation work on *Fatigue, Physical Performance, and Carnitine Levels in Children with Cancer*. Diana Neal’s study of preterm response to music as compared to ambient noise is supported in part by the 2005–2006 Torske Klubben Fellowship for Minnesota residents. Funds provided by Center faculty and the James Family allowed presentation of the second **Theresa V. James Fellowship** to doctoral student Diane Rose, whose research focuses on medically fragile children in rural Minnesota.

**NEW INSTRUMENT ON WEB SITE**

A new instrument has been added to the Center’s Web site: **Wendy Looman’s Social Capital Scale for Families Raising Children with Chronic Conditions**. Practitioners can use it to assess a family’s investment in relationships and to initiate dialog about the health-protecting effects of these relationships. The scale was translated into Arabic by 2004 Visiting Scholar Shewikar Farrag for use in her research in Egypt with children with ADHD. A Spanish version has also been produced, and conversion to Hmong is in progress. Go to www.nursing.umn.edu.
Center receives $2.58 million grant

The new Office of Public Health Research at the Centers for Disease Control and Prevention awarded a three-year, $2.58 million adolescent health research training grant to the Center for Adolescent Nursing in October 2004. This interdisciplinary training grant, part of a new CDC health-protection research initiative, will support 17 pre- and post-doctoral fellowships in nursing, medicine and nutrition for those wanting to develop skills in conducting health protection research with adolescents.

“The CDC wants to support the development of scientists who will carry out the nation’s public health research agenda,” says CDC Director, Dr. Julie Gerberding. Two other universities, New York University and the University of Illinois-Chicago, also received Health Protection Institutional Research Training (ToI) grants, but ours was the only school of nursing to receive one and the only project focusing on adolescent health.

In collaboration with the University of Minnesota’s schools of Medicine and Public Health, we have launched the Adolescent Health Protection Research Training Program that will prepare pre- and post-doctoral scholars to conduct population-focused research that focuses on protecting the health of young people. The goal is to advance evidence-based programs, practices and policies that reduce disparities and improve the health of all adolescents.

“The ever-changing complexity of the health needs of adolescents means we must draw on the expertise of a variety of disciplines to figure out how to best respond,” says Dr. Linda Bearinger, PhD, RN, FAAN, the grant’s principal investigator and director of the new training program. “This grant will allow us to work together—across disciplines and schools—to find new ways to help young people get and stay healthy.”

The $2.58 million will provide full federal-level stipends, tuition and travel support for all pre-doctoral trainees and post-doctoral fellows in nursing, medicine and nutrition. Those in doctoral programs (nursing and nutrition) may be funded for five years, and post-doctoral fellows for up to three years. The program’s core curriculum includes public health research courses and seminars as well as mentored research projects for all trainees. Medical fellows will complete a full MPH program during the three years of their post-doctoral fellowship.

It is unique to the University of Minnesota’s Academic Health Center—and, perhaps, to most academic health centers in the country—that a training program housed in the School of Nursing provides stipends and tuition support for fellows in medicine and nutrition. We nevertheless have a long history of interdisciplinary and inter-school collaboration with the Medical School’s Department of Pediatrics and the School of Public Health.

Along with Dr. Bearinger, lead University of Minnesota faculty for this research training initiative include Drs. Michael Resnick, Dianne Neumark-Sztainer, Renee Sieving, Nimi Singh and Mary Story.

More information about the new CDC grants can be found at www.cdc.gov/od/hpri/awards.htm. For questions about the pre- and post-doctoral fellowships in nursing, medicine and nutrition, contact Dr. Linda H. Bearinger at beari001@umn.edu or (612) 624-3938.
• Center faculty and staff conducted a study of the nation’s schools of nursing to validate the widely held belief that there is a shortage of pediatric nursing faculty. A national, representative sample of schools of baccalaureate and higher degree pediatric nursing faculty and deans reported a current serious shortage of pediatric nursing faculty. Fifty percent of deans and 70 percent of pediatric nursing faculty reported a shortage that affects their workload as well as the education of students. The faculty respondents’ recommendations for recruitment and retention of pediatric nursing faculty include salaries competitive with clinical practice settings and greater involvement of current faculty in the recruitment process. Retirement and other attrition among current pediatric nursing faculty will continue to deepen the shortage unless there is a concerted effort to reverse the situation.

• Pediatric nurse clinical specialist Wendy Klobuchar, a 2005 graduate from the master’s program for children with special health care needs, achieved the highest score in the nation on the certification boards for pediatric nurse practitioners. This is the second consecutive year that a graduate from our program achieved the number-one score. Wendy is currently employed as a clinical nurse specialist at the Mayo Clinic in Rochester Minnesota.

• Dr. Susan O’Conner-Von initiates a course on pediatric palliative care in May 2006 for students and community participants. She is one of a select number of nurses with the background to offer such a course. Questions about the course can be directed to Andrea Christy, program coordinator for the Center for Children with Special Health Care Needs: chri1446@umn.edu or (612) 626-7085.

• The Center has produced several new DVDs that are now available for purchase. Topics include children’s mental health, transition health services for adolescents, attention deficit disorder, diabetes, Downs Syndrome, deafness and hearing impairment and allergy. Please check with Ms. Christy for further information.
CGN THRIVES UNDER HARTFORD FOUNDATION (JAHF) SUPPORT

- Gerontological Nursing Education coordinator Christine Mueller has secured a renewal grant and funding from community organizations that employ graduates (Evercare, Fairview, HealthEast, HealthPartners, North Clinic-Robbinsdale, Park Nicollet and the VA Medical Center) in order to provide 18 GNP/GCNS scholarships during 2005–2008. Led by internationally known consultant Eileen Sullivan-Marx, PhD, RN, FAAN, more than 50 preceptors, community partners, faculty, students and government representatives gathered June 6 to envision expanded roles for GNPs and stimulate creation of a new educational model. (See page 6 for story.)

- The 2005 CGN/JAHF Award for Excellence in Geriatric Nursing was presented to Beverly Ransford, BS, RN, on Research Day in April. As Director of Nursing at Minnesota Masonic Home North Ridge, she was honored for leadership in geriatric nursing administration and excellence in clinical care.

- The new CGN Web site features students and faculty profiles and provides annotated links to hundreds of gerontological nursing teacher resources by topic area.

- The Nov/Dec 2004 Nursing Research Supplement that features reports from CGN’s Nursing Research Summit on Incontinence continues to be available free online at NursingCenter.com. JAHF support funded the summit, production of the supplement and distribution of copies to over 12,000 health professionals, including attenders at the August 2005 International Continence Society Conference.
DOCTORAL STUDENT RESEARCH SUPPORT
The 2004–2005 Minnesota Gerontological Society Gerald Bloedow Scholarship helped Corjena Cheung complete her dissertation on *Use of Complementary and Alternative Therapies in Community-dwelling Older Adults*. She now serves as Assistant Professor in the College of St. Catherine’s School of Nursing. John A. Hartford Foundation 2004–2006 Pre-doctoral Scholar Laura Nelson Kirk is investigating the experiences and quality of life of persons with mild cognitive impairment. Diane Holland’s examination of the effects of motivation on the usefulness of a discharge planning screening tool was supported by a 2004–2005 International PEO Scholar Award. Kris Talley was 1 of 30 chosen from 170 applicants to receive an AARP Scholarship for 2005–2006, which supports her longitudinal study of fear of falling in the elderly.

IN THE NEWS
Linda Gerdner’s abstract *Perception and Care of Elders with Dementia in the Hmong American Community* was selected for media attention at the first Alzheimer’s Association International Conference on the Prevention of Dementia in June 2005. Margaret Moss, whose research in ethnogerontology and medical geography focuses on American Indian elders, has been appointed to the Minnesota Board on Aging and was chosen to serve as 1 of 15 Minnesota delegates to the 2005 White House Conference on Aging. Diane Treat-Jacobson is the first nurse to be designated a U of M Fessler-Lampert Chair in Aging Studies (2004–2005) and to become an AHC Interdisciplinary Clinical Research Scholar (2005–2008). She is investigating the use of upper-extremity aerobic training for reducing claudication in patients with peripheral arterial disease.
ALUMNI NEWS

UMMA LAUNCHES ONLINE ALUMNI WEB SERVICE

The University of Minnesota Alumni Association (UMAA) recently launched M Alumni Online, a Web service that includes a directory of more than 300,000 alumni and friends of the U of M. The service also includes career networking tools. All U of M alumni may register for M Alumni Online free of charge and update their own directory listings. UMAA members may search the alumni directory and participate in the career network. The network features a career advisor directory, where members can search for a mentor in their field or volunteer to become one. Job and résumé postings are also part of this service. To explore M Alumni Online, go to www.alumni.umn.edu/MAlumniOnline and click on the registration link. To register, you will need a UMAA Membership ID number, which is printed on the label of Minnesota magazine and on your membership card. Alumni who are not members may contact the UMAA at MAlumniOnline@umn.edu or 1-800-UM-ALUMS for a number to use for registration.

CLASS NOTES

Cindy Bultena, RN, MS ’87, was honored with the Outstanding Graduate Preceptor Awards at the May 9 Grand Rounds.

Dr. Misako Kojima, MA ’76, was recently honored at a gathering celebrating her career as president of the Osaka Prefectural College of Nursing in Osaka, Japan. Kojima’s leadership in nursing education promoted the growth of graduate programs throughout Japan. As president, she initiated both a master’s and doctoral program in nursing within 10 years.

Caroline Bunker Rosdahl, BSN ’60, is revising the ninth edition of her book, Textbook of Basic Nursing, published by Lippincott Williams & Wilkins. She has been publishing this book for more than 35 years.

Helen Aase, ’48, BSN ’55, continues to be very involved in nursing. As a parish nurse, her role is interspersed with committees involved with public health, and community efforts to improve health care among seniors in connection with the county, state and non-profit groups.

Ruth Nelson Knollmueller, PhD ’59, RN, received a Creative Achievement Award from the Public Health Nursing section of the American Public Health Association. She also received the Josephine A. Dolan Award for Outstanding Contributions to Nursing Education from the Connecticut Nurses Association.

Kyoung Kelly Lee, MSN ’02, has joined Bronson OB/GYN Associates as a certified women’s healthcare nurse practitioner.

School of Nursing 2002 graduates Christina Herrmann, Joslin Huepenbecker, Katherine Ross, Mike Vad, and Treff Friedman will complete their master’s degree in nurse anesthesia from the Minneapolis School of Anesthesia in December, 2006.

Mary Nyquist Koons, BSN ’76, spent three weeks in Europe this summer for Advocates for Youth. While there, she interviewed youth in the Netherlands, Germany and France about adolescent sexuality.

School of Nursing doctoral student Mary Chesney was mentioned and pictured on the front page of the New York Times in a January 3 story about the International Adoption Clinic at the University of Minnesota, where Mary works as a nurse practitioner. Mary is also pictured in related photos on the Times Web site: www.nytimes.com/2006/01/03/national/03adopt.html.
A MESSAGE FROM THE CLASS OF ’55
IN HONOR OF ITS 50TH REUNION AT THE ANNUAL SPRING CELEBRATION

It is hard to believe that 50 years have gone by since we graduated. It is probably true that we all think that our particular class is special. What was unique about ours?

We believe that the first male nurse in the U of M program graduated with our class. Three male students started, but Jim Lovegren was the only one to graduate with us. Another student of distinction was Phyllis Halverson who was elected vice president, and a year later president of the newly formed National Student Nurse Association. When Haile Selassie, the king of Ethiopia came to Minnesota, Katharine J. Densford, the head of our nursing program, arranged for Phyllis to present a certificate to the king to commemorate his deceased daughter, Princess Tshai’s role as a nurse. The certificate represented a donation of nursing books to be used by nursing students in his country. We were quite impressed with this honor.

Over the years, our classmates took various roles in nursing. Some went on to higher education in master’s and PhD programs. Some taught nursing. Others went into public health, and many became school nurses. Most are retired from full-time work now. One just recently retired from full-time floor duty. Another claimed the distinction of having never worked one day as a nurse, and laughingly blamed this on a hypochondriacal husband who took all of her time.

We had the experience of living together in Powell Hall and were able to develop strong, lasting friendships. Perhaps we were the only school where marriage was allowed any time during our nurse’s training, and many of us were married long before we graduated.

There are many of us who live in or near the Twin Cities, and we meet for lunch fairly regularly. Now that we are older, we are grateful to find that we have become a support group to each other as we face illness and the other problems that life presents.

Our class has met every five years, including last August, for our 50-year reunion. At one of these gatherings, a classmate presented each of us with a brick from Powell Hall. She managed to talk her son into gathering the bricks during the demolition of our former student residence. Then she proceeded to clean them and wrap them up as gifts for us. Everyone was delighted to receive a brick.

We all have wonderful memories of our experience at the University of Minnesota and are very appreciative and proud of our education in the nursing program.

Submitted by a 1955 graduate
This winter the school mourned the loss of faculty member Roxanne Struthers, who died December 10 at age 53 of acute lymphocytic leukemia.

An Ojibwe whose tribal name was “Falling Snow,” Struthers grew up in Sugar Bush Township on the White Earth Reservation in northwestern Minnesota, the largest and historically poorest reservation in the state. She began her nursing career as an LPN at St. Mary’s Hospital and spent many years working on Indian reservations as a registered nurse, combining traditional Indian healing with western nursing practices. “She had a dream that she was supposed to be a healer,” said her daughter, Julie Marson.

In 1999, Struthers became the first American Indian to receive a nursing doctorate from the University of Minnesota, and one of only 14 American Indians in the country to hold a PhD in nursing. She joined the SoN faculty as an assistant professor, teaching classes in research, public health nursing, global health, and American Indian Health. Her research focused on indigenous ways to manage Type 2 diabetes and smoking among American Indians, and on traditional healing among tribes in Minnesota and the Northwest. At the time of her death, she was involved in projects and research totaling $1.7 million. She spoke nationally and internationally about her work.

At a memorial service held by the school in January, Dean Connie Delaney described Struthers as “an exemplary teacher, scholar and practicing nurse.”

“Roxanne was integral to all of the Indian health-related work we did at the school,” says Associate Professor Sue Henly. “She had an understanding of what the issues were, including academic and personal insights on the best way to move forward on issues, especially related to health disparities.”

As director of the Bridge Project, an effort to increase the number of doctorate degrees among American Indians, Henly worked closely with Struthers and will miss her colleague’s leadership and collegiality. Most of all, though, she says she’ll miss her laughter.

“She could really laugh,” Henly says of Struthers. “She had a way of bringing everyone into a really good laugh.”

To continue Struthers’ work with the American Indian community, SoN is seeking to raise $25,000 for a Roxanne Struthers Fellowship. Contributions may be sent to Laurel Mallon, School of Nursing, University of Minnesota, 5-138 Weaver-Densford Hall, 308 Harvard St. SE, Minneapolis, MN 55455. Funds will be matched by the University.
Tanya V. Ash, BSN ’89, in May of 2005, at the age of 38 from injuries sustained in a car accident. She practiced as a registered nurse at St. Joseph’s Hospital for 15 years. She was known for her strong work ethic and commitment to compassionate care. A scholarship has been established in her honor; see page 45 for details.

Jean Beske, former faculty member, on August 15, 2005, in Lakeland Shores, Minnesota.

Helen White Blodgett, BS ’37, on February 2, 2005. She was the national president of the Alpha Tau Delta nursing fraternity in the 1930s and served as a nurse in the US Army during WWII, both stateside and in Europe. She was a nursing instructor and administrator at the old Minneapolis General Hospital, delivering more than 1,000 babies.

Elsie keskinen Campbell, BS ’43, on February 19, 2006, in La Mesa, CA.

Helen Colby, BSN ’51, on February 22, 2005. She received her early nursing education in Rochester, Minnesota, and worked at the University of Minnesota Nursing School and many other hospitals in the Twin Cities until her retirement in 1979. Her estate has gifted the School of Nursing by creating the Helen Colby Nursing Scholarship for undergraduate nursing students.

Adele Edmonds Daly BSN ’35, a 1958 graduate in nursing service administration, on August 26, 2005, in Palo Alto, California. Adele served as a WWII flight nurse, and a total of 31 years in the military.

Ellen Fahy, dean of the University of Minnesota School of Nursing from 1980 to 1990, on October 31, 2005, in New York. Fahy was instrumental in launching the school’s PhD program and in establishing the its first endowed chair. Interim Dean Joanne Disch attended the memorial service, which was held in Massachusetts in mid-March. The School has established the Ellen T. Fahy Nursing Leadership Award to be given to senior undergraduate honors students.

Kathryn Hitchcock, MS ’98. She completed her pediatric nurse practitioner studies (PNP) with a focus on the care of children with special health care needs. After graduating, Kathryn worked in pediatric primary care and served as a PNP preceptor. She provided excellent care to children and ably taught School of Nursing students. She will be remembered for her intelligence and sincere commitment to children and their families. Through the School of Nursing Foundation, a memorial has been established in her name to support graduate pediatric nurse practitioner education.

Elaine Jacobsen, BA ’46, on April 3, 2005, in Northfield, Minn.


Mary Ann Krueger, BSN ’46, at the age of 80, on December 1, 2005, at Franciscan Care Center, Appleton, Wisconsin. She was devoted to her geriatric patients.

Louise S. McCahill, 90, peacefully in her home in Ft. Lauderdale, Florida, on April 11.

Elizabeth (Betty) A. Reif McGroarty, BA ’40, January 18, 2005, in Brookfield, Wisconsin. She served in the Army Nurse Corps, where she met her husband of more than 50 years.


Mabel Larson Roach, BSN ’28, on December 27, 2004, at the age of 97 in Glencoe, Minnesota. As a nursing student at the University in the mid-1920s, she was part of the original group that went to the legislature to lobby for the construction of a home for nursing students, resulting in the construction of Powell Hall. In the 1940s Roach completed a degree in nursing education at the University and developed the program that later became the Rural Nursing Project, which was designed to encourage employment at rural hospitals.

Jean Edith Syme, BA ’48, BS ’67, MS ’71, on February 2, 2005. She started her nursing career in 1948, having completed the cadet nurses course at the University of Minnesota. She spent her entire career in the nursing profession, enhancing her credentials by returning to the University for her BS and MS degrees. She taught for two years at Methodist Hospital in Minneapolis, 21 years at Minneapolis Community and Technical College and two years at South Dakota State University. She also was a nursing supervisor for five years at the King Fahd University Hospital in Al Khobar, Saudi Arabia.

Delores Sievers, 46, on November 30, 2004.

Hannah Walseth, BS ’42, MS ’59, PhD ’68, on December 2004, Bloomington, Minnesota. Hannah served in the Army Nurse Corps on a hospital ship. She returned to the U of M for a Public Health Nursing degree and after serving in various administrative nursing positions returned again, this time to teach nursing administration. In 1968 she received her doctorate in child psychology. She ended her professional career as a school psychologist in the Robbinsdale, Minnesota, School District.

Jo Ann Cash Thompson, BS ’53, on January 6, 2005 in Annandale, Minnesota. She lost her battle with lung cancer after being diagnosed in 2004.
Dear School of Nursing Alumni,

It is a pleasure to greet you on behalf of the Nursing Alumni Society Board! As President of the Board, I have the opportunity to work with our exceptional alumni, students and faculty of the School. It is my hope to greet you in each issue of the Minnesota Nursing magazine.

You, our graduates, are an important component of the energy driving the success of the school. The quality and diversity of the work that you are doing in your communities speaks to the caliber of our graduates. Some of you are conducting ground-breaking research, others are serving as preceptors or mentors for students or encouraging prospective students to attend the school based on your own positive student experiences. Many of you have created scholarships that directly benefit our students. And, 16 alumni serve as the leadership of the 7,500 nursing alumni through participation on the Alumni Society Board. Be sure to visit the Web at www.nursing.umn.edu/AlumniSociety/About/Board to find out who they are.

The school has an entire weekend of events coming in April. Check out the schedule on the opposite page and plan to attend one or more of them. You may also read about the weekend and register to attend at www.nursing.umn.edu/AboutUs/Calendar. I hope to see many of you at the Nursing Alumni Spring Celebration on April 22 where we will be recognizing our nurse entrepreneurs and reunion classes. You’ll have the pleasure of meeting Dean Delaney and hear her talk about nursing innovation.

Are you aware of the many online opportunities available to help you to stay in touch with the School of Nursing, fellow graduates and access publications from the University? Here are just a few:

**Nursing E-News:** Keep informed of events and professional opportunities at the school. The Class Notes section will let you know what other classmates are doing. If you currently do not receive the E-News and wish to do so, contact Cathy at kona0006@umn.edu. You can also view the E-News on the Web at www.nursing.umn.edu/AlumniSociety/ENews.

**Free Online Access to Thousands of Publications:** The newest benefit offered to alumni! The University of Minnesota Alumni Association (UMAA) has partnered with University Libraries to provide UMAA members FREE, exclusive online access to premium content for thousands of publications in a wide variety of topics. Visit www.alumni.umn.edu/U_of_M_Libraries to access this new member resource.

**M Alumni Online:** Contact and network online with the alumni community across the nation and across class years. You can also view job postings, post resumes and contact alumni career advisors. Go to www.alumniconnections.com/olc/pub/UMN to find out more.

Your thoughts and ideas are welcome! We always want to know how we can best serve your needs. Thank you for your involvement, interest and commitment to the School of Nursing.

Sincerely,

Gayle Hallin ’70 BSN, ’77 MPH
President, School of Nursing Alumni Society Board of Directors
Seeking spring rejuvenation?
Join friends and colleagues in an extended weekend of celebration and learning.

DAYS OF EXPLORATION:
PATHWAYS TO HEALTH IN A CHANGING WORLD
Learn about nursing research and integrative approaches to care at April events sponsored by the School of Nursing and the Center for Spirituality & Healing. Make it your own personal getaway, or invite friends and family to share these fresh new looks at nursing. While you’re in the Twin Cities, consider making a long weekend of it—enjoy shopping, arts, sports and culture!

April 21
SCHOOL OF NURSING SPRING RESEARCH DAY
Pathways to Health through Nursing Research
Presentations by researchers from School of Nursing, University of Minnesota and community. Poster display, including student posters, through the day.
Keynote by Elizabeth Clipp, PhD, RN, MS, BSN, renowned gerontological researcher, Health Trajectories in Nursing Science
9:00 a.m. – 4:00 p.m. Research Day presentations; keynote at 9:15 p.m.
4:00 – 5:30 p.m. Alumni and faculty reception
McNamara Alumni Center
Register by April 14

April 22
SCHOOL OF NURSING ALUMNI SPRING CELEBRATION
Join friends and colleagues in celebrating the many ways nurse entrepreneurs are changing practice, research and education to improve health care.
Keynote by Dean Connie Delaney, Nursing Innovation for a Changing World
9:00 a.m. Registration and silent auction
9:30 a.m. Welcome, introduction of reunion classes, reflection
10:00 a.m. Buffet
10:45 a.m. Keynote: Connie W. Delaney, Dean
11:30 a.m. Presentation of awards
Noon Photos of reunion classes, School of Nursing tour
McNamara Alumni Center
Register by April 14

April 23
THIRD ANNUAL FLORENCE NIGHTINGALE CELEBRATION
School of Nursing, Center for Spirituality & Healing
A tribute to Florence Nightingale featuring Barbara Dossey, PhD, RN, AHN-BC, FAAN, leader in holistic nursing. Dossey’s new book focuses on Florence Nightingale’s impact on modern nursing.
2:00–3:00 p.m. (reception will follow)
St. Mark’s Episcopal Cathedral, Minneapolis
519 Oak Grove Street, Minneapolis, MN

April 24
OTTO SCHMITT LECTURE SERIES
Center for Spirituality & Healing
Barbara Dossey, PhD, RN, AHN-BC, FAAN
Healing Environments? What do we mean?
7:30 a.m. Continental breakfast
8:00 – 9:00 a.m. Presentation, book signing
McNamara Alumni Center Memorial Hall
For more information: www.csh.umn.edu

Woodwinds Tour
Participants are invited by the Nursing Leadership and the Holistic Practice Council to tour Woodwinds Health Campus following Barbara Dossey’s presentation on healing environments. Woodwinds is an innovative 78-bed community hospital with a Healing Healthcare Model.
Tours at 11 a.m., noon or 1 p.m.
Registration is required
For more information about Woodwinds: www.woodwinds.org

April 25
ANNUAL RUTH STRICKER MIND-BODY LECTURE
Center for Spirituality & Healing
Mimi Guarneri, MD, FACC, ABHM
Integrative Approaches to Cardiovascular Disease
4:00 – 5:30 p.m. Presentation, reception and book signing
McNamara Alumni Center Memorial Hall
For more information: www.csh.umn.edu

Events are free, but registration is necessary. Go to www.nursing.umn.edu/SpringEvent for more information and to register.
The School of Nursing Foundation gratefully acknowledges the individuals and corporations that have provided major support to the School of Nursing’s research, service and education programs. Those qualifying for recognition in University of Minnesota Giving Societies as of March 10, 2006 are listed below:

**KEY:**
- * Deceased
- + In Memoriam

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David L. Prinyt  
Elizabeth Printy  
Gloria T. Ruschmeyer  
Orlando R. Ruschmeyer  
Jerry D. Sansby  
R. Sat Sathyakumar  
Susan A. Schroeder  
Christine A. Seitz  
Michael Seitz  
Donald L. Sime  
Elaine C. Sime  
Alma G. Sparrow  
Elva Walker Spillane *  
John J. Spillane  
Mary Spurzem +  
Richard Spurzem  
Helen Sullivan *  
Eugenia R. Taylor  
Ruth D. Weise  
Helen Wells  
James P. White  
Mary Ann White  
Nancy K. Williams  
John R. Winsor *  
Renata R. Winsor  
Ruth M. Winter *  
Dudley E. Woehning *  
 Marian M. Woehning  
Verna R. Woodrich

HERITAGE SOCIETY  
Individuals who will make a future gift/bequest to the School of Nursing.

Larry L. Asplin  
Myrtle K. Aydelotte  
M. Barbara Balik  
Shannon S. Becking  
Karen J. Berger  
Joan Bond  
Arlene P. Bowles  
Merilys P. Brown  
Julie A. Bell Burlingame  
Paul A. Carlson *  
Rosalie H. Carlson  
Mary Lou Christensen  
John I. Coe  
Myrtle Coe *  
Frederick D. Conrad  
Jean I. Conrad  
Nancy L. Cook  
Helen Donatsch Ditmer  
Phillip L. Edwardsen  
Sandra R. Edwardsen  
June I. Engleson  
Ruth Ann Foster  
David J. Hand  
Mary M. Hand  
M. Isabel Harris  
Eugene B. Hayden  
Gloria L. Hayden  
Zorada E. Hoge  
Delores Huanca  
Ann D. Hueller  
Marjorie K. Jameson  
Dennis Kane *  
Patricia L. Kane  
Marjorie Kuhl  
Robert Kuhl  
LuVerne Kuykendall  
G. Anne LaBree  
John W. LaBree  
Benjamin Leadholm  
Ruth Leadholm  
Sharon L. Lehmann  
C. Walton Lillehei *  
Katherine R. Lillehei  
Carol A. Lindeman  
Audrey F. Logsdon  
Susan J. McKinley  
Marie E. Manthey  
Florence E. Marks  
George Marks  
Ida M. Martinson  
Shirley H. Merendino  
Patricia J. Morse  
Christine A. Mueller  
Eldred Mugford  
Betty L. Murray  
Adela J. Olson  
Eva L. Phelps  
Joanna R. L. Pierce  
Elagrace Reekie  
Karen L. Reichensperger  
Denise R. Remus  
Roger L. Rowlette  
Virginia A. Rowlette  
Florence R. Ruhland  
Isabel M. Salisbury *  
Jerry D. Sansby  
Carolyn I. Schroeder  
Clinton A. Schroeder  
Florence M. Schubert  
Donald L. Sime  
Elaine C. Sime  
Mariah Snyder  
Alma G. Sparrow  
John Spillane  
Richard Spurzem  
Ruth Stryker-Gordon  
Enid O. Swanson *  
Kenneth T. Swanson  
J. Quinn Tierney  
Dorothy Townsend  
Ralph V. Townsend  
Adrienne Weisbrod  
Robert Weisbrod  
Ruth D. Weise  
Helen Wells  
Nancy K. Williams  
Curtis M. Wilson  
Janice M. Wilson  
John R. Winsor *  
Renata R. Winsor  
Timothy J. Wittwer  
Dudley E. Woehning *  
Marian M. Woehning  
Verna R. Woodrich  
Barbara A. Zell  
Keith D. Zell *  
Anonymous (7)

Every gift is important to us. If we have inadvertently omitted your name or misrepresented your contribution, please be sure to let us know. Contact Laurel Mallon at (612) 624-2490 or mallo001@umn.edu for more information.
Celebrating Gifts with Double Impact

In their quest to guide healing and care for life, today’s nursing students are the promise of tomorrow. Thanks to the generosity of our nursing alumni and friends, 21 new scholarships and fellowships have been created to provide deserving nursing students with the opportunity to succeed. To encourage additional gifts of $25,000 and more, the University has developed matching programs that double the impact of gifts for new endowed scholarships and graduate fellowships. We are grateful for the donors who created the following scholarships that have most recently qualified for matching University funds.

UNDERGRADUATE SCHOLARSHIPS:

I WANT TO BE A NURSE SCHOLARSHIP
In a wonderful gesture of support, alumni from across the country have stepped forward to make Buck-A-Year contributions that celebrate the years since their own graduation. Now topping $34,000, the I Want to Be a Nurse Scholarship is fully endowed to provide support for new undergraduate students. In offering best wishes to new graduates, Diane Witzig, MPH ’83, wrote, “You will never be sorry you became a nurse. Don’t ever stop your education. This is a profession of life-long learning!”

HELEN COLBY NURSING SCHOLARSHIP
Funded by the estate of the late Helen Colby, BSN ’51, the scholarship is for deserving new undergraduate students attending the School of Nursing. Helen was originally from Cook, Minnesota. She received her early nursing education in Rochester, Minnesota, and later earned her baccalaureate degree from the University of Minnesota School of Nursing. After graduating, she worked at the University of Minnesota Hospital and many other hospitals in the Twin Cities area until her retirement in 1979. She passed away at the age of 79.
WITH SINCERE GRATITUDE...

I want to thank you for awarding me the Nursing Alumni Scholarship for the 2005-2006 academic year. It is great to know that someone believes in me as I continue these next two years in the nursing program. I enjoy serving on various committees such as the Nursing College Board and look forward to becoming involved in more activities such as the honors program and related research projects. In the future after having work experience, I hope to earn a masters degree. I am proud to be a student in the University of Minnesota School of Nursing and appreciate the support that you have given me.

Amy Cahoy, Class of 2007, Scholarship Recipient

**JEAN DOUGLAS HALL NURSING SCHOLARSHIP**

Created by Jean Hall ('46) to provide support for new undergraduate students who are enrolling in the School of Nursing and who demonstrate academic promise. A native Minnesotan, Jean received her early nursing education at Minneapolis General Hospital and earned her baccalaureate degree from the University of Minnesota School of Nursing. After graduating, she pursued a career in public health nursing, married and raised a family.

**TANYA V. ASH MEMORIAL SCHOLARSHIP**

Established by Harry Lefto in loving memory of his fiance Tanya Verlene Ash, BSN ‘90, who practiced as a registered nurse at St. Joseph’s Hospital for 15 years prior to her untimely passing at the age of 38. The scholarship supports new students in the School of Nursing with a preference for Minnesota residents who have financial need. Tanya had a passion for nursing and demonstrated a real admiration for the profession. It is the donor’s hope that the creation of this endowed scholarship will enable Tanya’s caring and loving legacy to live on. Memorial gifts from family and friends have added to the scholarship’s support.

**MARY HENSLER SPURZEM SCHOLARSHIP II**

Following a first scholarship established by the family in memory of their mother, Mary Hensler Spurzem, BSN ‘23, a second scholarship has now been created by Robert Spurzem to support nursing students with demonstrated need. Mary Helen was a native Minnesotan whose family was of Danish descent. After graduating, she pursued a career in nursing, married and raised a family. Her lifelong passion was music, and she had a beautiful singing voice.
GRADUATE FELLOWSHIPS:

LUCILLE CASAS PARADELA INTERNATIONAL NURSING FELLOWSHIP
Lucille Paradela-Fernandez, BSN’54, established this fellowship to support meritorious graduate students who have a strong connection or demonstrated interest in the Philippines and the Filipino culture. It is her hope that recipients will have opportunities to enhance their leadership skills and affect health care delivery by participating in programs of the Densford Center.

A native of the Philippines, Lucille chose to pursue a career in nursing because her mother was a nurse. She attended the University of Minnesota for her graduate studies because of her respect and admiration of Katharine Densford, then director of the School of Nursing. Lucille received her master’s degree in nursing education in 1954. Her study at the University was made possible by a combination of financial assistance and hard work. She received a Fulbright travel grant to travel to Minnesota and a University of Minnesota scholarship for foreign students, and worked as a dorm counselor while pursuing her graduate studies at the University.

Lucille Paradela-Fernandez is grateful for her education at the University of Minnesota and wishes to help others like herself who, without some financial assistance, could not realize their dreams of studying at the University of Minnesota. In naming this the Lucille Casas Paradela Fellowship, Lucille wishes to honor her mother by including her mother’s maiden name, Casas.

CONNIE WHITE DELANEY FELLOWSHIP IN NURSING INNOVATION
This endowed fellowship will provide funding for nursing students who are pursuing graduate studies at the Master’s or PhD level and who demonstrate a passion in their research for innovation and advancement in health care and nursing practice.

Established by Connie White Delaney, PhD, RN, FAAN, FACMI, the School of Nursing’s tenth dean. An internationally recognized health informatics scholar, she is the country’s only dean of nursing who is a fellow in the American College of Medical Informatics.

Dean Delaney was honored for her philanthropy by U of M President Bob Bruninks this fall.

THE CYNTHIA KELLEY O’NEILL & LOUISE MULLER FELLOWSHIP IN PSYCHIATRIC MENTAL HEALTH NURSING
Established with a gift from the Margaret H. & James E. Kelley Foundation, this new fellowship will support graduate students who are pursuing studies in psychiatric mental health nursing. The fellowship is in memory of Cynthia Kelley O’Neill, who served as a visionary president of the Margaret H. & James E. Kelley Foundation, and her cousin, Louise Muller, an international pioneer in psychiatric nursing.

Wladimir and Paulina Zenkovich Nursing Fellowship
Anna Zenkovich and her late sister Helen, BSN ’48, who practiced public health nursing and nurse anesthesia established the Wladimir and Paulina Zenkovich Nursing Fellowship in memory of their parents.

Wladimir A. Zenkovich was a village schoolteacher prior to being conscripted into the Imperial Russian Army in 1904. During the Russo-Japanese war he was assigned clerical work because of his literacy. He came to the United States via Galveston, Texas in 1907. From Galveston he traveled to Trinidad, Colorado to work in the coal mines and then to Sioux City, Iowa, in 1908. There, he met and married his wife, Paulina. She was also from Minsk, Russia. They had three daughters. His wife died giving birth to their fourth child when the oldest daughter was only eight. Mr. Zenkovich never remarried and raised their three daughters to adulthood by himself. He was employed at the local Cudahy Meat Packing Company where he assisted government meat inspectors who checked for diseases.

All three daughters were well educated, led productive and professional lives and were the joy of Wladimir’s life; according to his daughter Anna, no father was ever held in higher esteem.
DELPHIE FREDLUND FELLOWSHIP IN PUBLIC HEALTH NURSING

Family and friends of the late Professor Delphie Fredlund have established the Delphie Fredlund Fellowship in Public Health Nursing. This endowment fund will provide fellowships for outstanding graduate students pursuing a master’s or PhD degree in public health nursing.

Professor Fredlund joined the University of Minnesota faculty in 1959 and retired in 1979. During her tenure she focused her research on helping children cope with death or chronic illness. In addition, she had a passion for teaching and cherished the opportunity to interact with the endless stream of talented students preparing for careers in public health. “Delphie was a caring, warm, gentle teacher who captured her students and colleagues with her wonderful stories—stories she would often weave into her teaching,” shares Marilee Miller, chair of the shareholders committee, School of Nursing Foundation, and former associate dean of the school.

Professor Fredlund passed away July 7, 2003 at the age of 89. “Delphie, as she was called by her colleagues and students, was a compassionate and warm individual who bettered the lives of countless students in her tenure at the University of Minnesota Public Health Nursing,” says Professor Veninga, Professor in the University of Minnesota School of Public Health. “She was a pioneer in developing innovative models of higher education — believing students learned best in an interactive and dynamic classroom setting.”

“We are proud to have this endowment in honor of such a compassionate individual as Delphie,” says Joanne Disch, director of the school’s Katharine J. Densford Center for International Nursing Leadership. Matching funds from the University present a special opportunity to double the impact of all contributions. The family invites friends and colleagues to join them in making a gift to build this special fellowship in memory of Delphie Fredlund.

NURSING RESEARCH FELLOWSHIP

Founded through an estate gift received from an anonymous donor, this new fellowship will have powerful impact on the School of Nursing and research programs developed to benefit patient care. The Nursing Research Fellowship will support graduate students who are advancing health care research.

According to the donor’s personal representative, “[She] really loved the School of Nursing. I know she enjoyed staying in touch with the school even after she was long retired. That, along with her nursing career, held a big place in her heart. I’m glad that her gift is able to help more students continue in health care. I’m glad that I was able to help her wishes be fulfilled. [She] would be very happy.”

Endowed scholarships and fellowships open the door to opportunity for students pursuing nursing degrees.

Whether you would like to support one of the existing funds featured here or create a new fund of your own, the possibilities for endowing named scholarships or advancing nursing research are many:

Bequests...life insurance...trust...real estate...gifts of cash or personal property.

All are ways to include the School of Nursing in your estate plans.

If you have already made preparations to create a nursing legacy or would like to discuss the opportunities, please contact:

Laurel Mallon
President
School of Nursing Foundation
(612) 624-2490
mallo001@umn.edu
Because undergraduate scholarships and graduate fellowships are such an important part of providing the opportunity to succeed, the University is offering a rare chance to double the impact of your gift.

**HERE’S HOW IT WORKS**

- Gifts of $25,000 or more that meet qualifications are eligible.
- The gifts are then used to create an endowment fund at the University of Minnesota Foundation.
- About five percent of the fund’s market value is paid out each year to fund the scholarship. Each year, the University matches this payout to double the impact of the gift.

**PAYOUT & MATCH FROM A $25,000 GIFT**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,250</td>
<td>Annual payout from a $25,000 endowment fund</td>
</tr>
<tr>
<td>$1,250</td>
<td>University Match</td>
</tr>
<tr>
<td><strong>$2,500</strong></td>
<td>Available every year for nursing students</td>
</tr>
</tbody>
</table>

**Other examples:**

- A $100,000 gift = $10,000 for nursing students
- A $1,000,000 gift = $100,000 for nursing students

**REMEMBER**

- Employer’s matching gifts may be used to meet the minimum.
- Gifts may be paid over five years.
- Several individuals may work together to make a gift of $25,000 and be eligible for the match.

**RECOGNITION**

- The scholarship may be named for you or someone you’d like to honor.
- Gifts of $25,000 or more qualify donors for the Presidents Club, which recognizes the University’s most generous benefactors.

**For more information about creating scholarships or fellowships that will benefit nursing students, please contact Laurel Mallon, President, School of Nursing Foundation, at (612) 624-2490 or at mallo001@umn.edu.**
In September the community gathered at Eastcliff, home of University of Minnesota President Bob Bruninks and his wife Susan Hagstrum, to welcome Dean Delaney.

PHOTOS BY STORMI GREENER

1 Bob Bruninks, U of M President, and Terry Bock, AHC Associate Vice President
2 Jean Wyman, SoN faculty
3 Marilyn Speedie, Pharmacy Dean
4 Marilyn Loen, Executive Director of Nursing, Metropolitan State University, Connie Delaney
5 Shirley Brekken, Executive Director, Board of Nursing
6 Anthony Baraga, Chair, U of M Board of Regents
7 Kay Lillehei, Alumna
8 Eastcliff hostess Susan Hagstrum, Regent John Frobenius and Allina President Dick Pettingill
9 Arnie Bigbee, SoN Foundation, Mayo School of Health Sciences, and fiancée Barbara LaValleur
10 Clint Schroeder, Gray Plant Moody
UNITED STATES SUPREME COURT JUSTICE
Sandra Day O’Connor

to keynote the 102nd Annual Celebration of the University of Minnesota Alumni Association

Tuesday, May 23, 2006
5:30 P.M. Reception, Northrop Mall
6:00 P.M. Dinner, Northrop Mall
8:00 P.M. Program and Keynote Address
Northrop Auditorium

Tickets On Sale February 15
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or contact Northrop Auditorium Ticket Office
at 612-624-2345

University of Minnesota Alumni Association