Research
Hearing protection for construction workers
Easing the pain of trauma victims
Reshaping nursing in Central Asia
Reducing teen pregnancy
Dear reader,

A few weeks ago I was describing our new Doctor of Nursing Practice degree (see story on page 3) to an acquaintance who is not a nurse. She asked me: Why would anyone go to the trouble of getting a DNP when she could simply become a physician?

This is clearly a person who sees nursing as a subset of medicine, instead of its own rich discipline, with its own science and a collaborative, integrative orientation toward the other health disciplines.

The exchange reminded me of the importance of using precise language when we talk about nursing vis à vis health care—for example, what happens when the word medicine is used as synonymous with health care. Meaning becomes muddy; accuracy and nuance about specific disciplines are lost. Nursing focuses on caring and takes a systemic, holistic approach to health. Medicine focuses on disease and illness, often using drugs and surgery. Pharmacy is about drugs and medicines, and public health about the overall health of a community. Each discipline deserves language that sheds light on its unique contribution.

Language is power. Language shapes thought…and thought shapes reality. That’s why I’d argue that words positioning nursing as a medical subset contribute to shaping not only the thinking of my acquaintance, but also large realities that affect the profession—for example, sparse representation of nurses on health policy boards, the fact that reporters seek out physicians, not nurses, to quote in their stories, and the under-funding of the National Institute of Nursing Research.

What would happen if nurses insisted on precision? Electronic health records, alternative health care, preventive health care?

Language is power, and it’s ours to claim!

Mary Pattock, Editor
Dear Friends:

The School of Nursing is boldly positioning for its next Century! Yes, we will celebrate our Centennial—as the oldest continuously operating university-based school of nursing in the world—in 2009.

This historical marker appears, auspiciously, at a time when monumental changes are taking place both within higher education and health care, literally offering a once-in-a-hundred-years opportunity to re-vision how our school can make signal contributions to health care. An important part of our Centennial observance will be a re-visioning of our contributions to science, academic programs and practice, which we are undertaking both internally and together with our practice and corporate partners. We are also fortunate to have synergy among our initiatives and those of the University and the Academic Health Center.

Several themes pervade our work, three of which I will highlight here. The first is the University’s tri-mission: research, education and practice. The second is the integration of those missions: scientific discovery is taught in the educational programs and used to improve practice. The third is resonance with realities of our global culture. Let me share a few examples of recent changes in our School related to these themes.

**Tri-Mission:** We launched the Doctorate of Nursing Practice (DNP) program in January 2007. It parallels and complements our PhD program, which focuses on generating knowledge through research. We celebrate the contributions both degrees make—one from a research perspective, the other from a practice perspective—to inform the discipline with state-of-the-art science. A second change is that we are implementing a new faculty role, the clinical track, further empowering the collaborative synergy of the three missions.

**Integration:** The theme of this year’s Nursing Research Day is “Pathways to Health: Integrating Research and Practice.” The day offers clear evidence of the practice innovation and excellence that results from translating scientific discoveries to nursing care—care that may be delivered at the intensive care bedside, or in the clinic, home, school or work environment, or the community. Topics address a broad spectrum: cognition and functional independence in older adults, perceptions of the benefits and challenges of family meals in 8–10 year-old children, tea tree oil and wound treatment, delirium in ICU patients, mother’s milk feeding, public health nursing across countries, nurse manager interventions, seeking help from a rapid response team. Research Day is April 20; see page 20 for more information.

**Global:** This issue of *Minnesota Nursing* provides great examples of how the school works in a truly global dimension, with stories on hearing loss among Latino construction workers, the Health Realization model among Somali and Oromo immigrant women, and the nursing education project in Central Asia. Working in today’s world means incorporating global perspectives and integrating diverse views and cultures as we work in partnership to improve health care.

Connie Delaney
Professor and Dean
Clinical track

SoN faculty whose focus is nursing education and practice can now become clinical instructors, and assistant, associate and full clinical professors by pursuing a new clinical track. This faculty role reflects the School’s emphasis on clinical expertise, and is consistent with the recent launch of SoN’s Doctor of Nursing Practice (DNP) degree program and clinic, Minnesota Continence Associates.

Clinical faculty will teach, practice and engage in scholarship, and will be able to benefit by the collaborative opportunities that come with academic rank.

Distinguished!

The Scholars Walk, the University’s newly constructed memorial pathway cutting through the Minneapolis campus, celebrates four School of Nursing faculty as distinguished teachers: Laura Duckett, PhD, MPH, RN; Donna Bliss, PhD, RN, FAAN, FGSA; Cynthia Peden-McAlpine, PhD, RN; and Mary Rowan, PhD, CNM, RN. The kiosks honoring distinguished teachers are located between Walter Library and Smith Hall. For more information, go to www.alumni.umn.edu/scholarswalk.

Hartford Leadership Conference: SoN students Mo Ceesay (center) and Jennifer Kish (far right) received Creating Careers in Geriatric Nursing Scholarship Awards, funded by The John A. Hartford Foundation. At the conference, students had the opportunity to meet Loretta Ford (second from left), founder of the first nurse practitioner program.
First DNP class convened

The School’s first Doctor of Nursing Practice program launched in January. Thirty-one students from six states including Minnesota gathered for a three-day intensive—one of three this semester that complement the Web-enhanced curriculum. Phase I, a completion program for those holding a master’s degree in a nursing specialty, can be completed in one year of full-time study and will continue as long as there is sufficient demand. Phase II has also launched, with current MS students encouraged to take courses toward a DNP—a cost- and time-effective path to a career in clinical leadership at the cutting edge of the profession.

For more information and to apply, go to www.nursing.umn.edu.

Changes

Jaime Gearhart, MA, the new admissions and enrollment coordinator for the graduate programs, came to us from the School of Dentistry where she served for four years as admissions coordinator. She previously worked in public relations. Jaime earned her bachelor’s degree at Northern Arizona University, Flagstaff, and a master’s of liberal studies here at the U, specializing in American Art History.

Debra Vogt, MBA, joined the School of Nursing as its first Chief Operating Officer (COO) in December. Debra previously worked at the University of Iowa College of Nursing where she was the Assistant Dean of Operations and Finance.

Assistant Professor Joe Gaugler, PhD, worked with DNP student Marcia Rosenstahl, Austin, Minn., to critique research she will use in her clinical leadership project.

Corrections:

In the last issue of Minnesota Nursing, we misspelled the name of SoN graduate Wendy Kochevar, who received the top score in the nation on the 2005 Pediatric Nursing Certification Board exam. We are sorry for the error, and take the opportunity to highlight her accomplishment once again!

In the last issue of Minnesota Nursing, Linda Lindeke was identified as an assistant professor. She is an associate professor.
Madeleine Kerr on a construction site with Pat Moga, coordinator of the Roofers and Waterproofers Apprenticeship program. Moga identified noisy roofing activities for Kerr to document for a multimedia hearing-protection education program.

MADELEINE KERR
HELP FOR THE NAKED EAR
HEARING PROTECTION FOR CONSTRUCTION WORKERS

Associate Professor Madeleine Kerr has worked for the last 17 years to protect the hearing of these vulnerable workers. In fact, by the time noise and hearing loss was named a national research priority by the National Institute for Occupational Safety and Health (NIOSH) in 1996, she had been researching the subject for seven years. Her efforts have been nationally recognized. In 2006, she received the Honor a Researcher Award from the Midwest Nursing Research Society, acknowledging her important contribution to public health nursing research.

Kerr’s interest in health-promoting lifestyles, including nutrition, stress management and physical activity, began to focus on hearing loss during her graduate work with Dr. Sally Lusk at the University of Michigan. “I became totally captured by the problems of hearing loss in workers,” said Kerr.
WORKING WITH WORKERS
With help from the Minneapolis Building and Construction Trades Council, an umbrella group representing 20 Twin Cities unions, Kerr has built a strong network of resources and connections to fuel her ongoing research.

Her recently completed study involved 723 Twin Cities carpenters, laborers and roofers. They participated in half-hour sessions with computers Kerr had programmed with audio, video and graphics of real-life construction situations, paired with educational messages about workplace noise, the threat it poses to hearing, and how to protect against NIHL. The sessions were interactive, with users asked, for example, to determine the safety of noises made by various machines from chop saws to snowmobiles. The computer responded with data about each specific noise.

Some workers also received personalized messages that addressed their perceived barriers to the use of hearing protectors. For example, if they told the computer they thought they’d have difficulty communicating with co-workers while wearing them, they were shown a video clip explaining that, assuming normal hearing, they would actually be able to communicate better if they wore the protection.

“An algorithm built into the program automatically tailors the message based on previous responses,” said Kerr. “The content is the same but it is more individualized.”

Results of Kerr’s study will be published in the March 2007 issue of Canadian Journal of Nursing Research.

THE LATINO STUDY
While reviewing the ethnicity distribution of the construction study, Kerr found that Latinos comprised a growing segment—23 percent—of construction workers. “I realized that there were Latinos participating in my research who would have preferred to do so using Spanish language,” said Kerr. She decided to reach out to them directly. In 2004, she secured a $548,000 grant from the National Institute on Deafness and other Communication Disorders (NICD) to build on her previous work.

Researching hearing loss among Latino workers was a natural for Kerr, who speaks conversational Spanish and has previous research experience with Mexican-American migrant farm workers. A week at a Spanish immersion camp last summer helped Kerr prepare for her new challenge.

With the help of a Denver-based Spanish consultant and a multi-media developer, she is adapting her previous study to new circumstances. 

PHOTOS BY MARY PATTOCK
1 Kerr and video engineer Karl Demer, taping a video for Latino workers
2 Construction worker Xavier Escobedo—who uses earplugs on the job every day—enjoying his volunteer stint on the silver screen
3 Construction worker Jeannette Quiros demonstrating for the camera how to roll down a protective foam earplug
4 The cast for the Latino construction worker video: (l to r) Franc Garcia, Kerr, Xavier Escobedo, Jeannette Quiros, Juan Montoya, Sam Saucedo, José Navejas
“For example, we learned that the six-point Likert scale—from strongly disagree to strongly agree—doesn’t translate well into Spanish,” said Kerr. To eliminate barriers to understanding, the English language intervention will undergo a transculturation as it’s converted to Spanish.

“We want not only to represent it in the correct language, but we want the concepts to be relevant culturally,” said Kerr. When complete, the interventions will include on-screen prompting in both Spanish and English, as well as male and female voice-overs in both languages.

Once the study is complete, Kerr plans to test the intervention in a randomized, controlled trial with 250 bi-lingual or mono-lingual Spanish speaking workers.

Up to a dozen workers at a time will participate in a simple 30-minute intervention in a union classroom or a worksite. Bi-lingual assistants will assist workers viewing the interactive program on portable laptops. Each subject will leave with new knowledge and some hearing protection to take home. “We want workers to learn that they do not have to suffer hearing loss in order to have a job. We want to empower them to take care of their own health,” said Kerr.

Kerr’s use of computerized algorithms promises to further nursing informatics, a relatively new field which combines computer science, information science and nursing science to manage and communicate data, information and knowledge in nursing practice. Informatics allows her to create increasingly sophisticated health intervention tools such as the personalized interventions.

Perhaps, she says, the construction worker model will have broader application—in the delivery of personalized health education.

“The knowledge we gain and perhaps even the actual tool we develop can have huge impact nationally,” she said. “We hope that with tools and training like the one we’re developing, employers will make them readily available to workers.”
LINDA HALCÓN AND CHERYL ROBERTSON

FINDING THE STRENGTH WITHIN
HELPING REFUGEES DEAL WITH STRESS

BY NANCY GIGUÈRE
According to conservative estimates, Minnesota is now home to about 35,000 Somali and Oromo refugees. Both groups have known instability and trauma: Somalis have experienced civil war and a lack of formal government for more than a decade, and Oromos have suffered ongoing political oppression in their home country of Ethiopia for over a century.

**WIDESPREAD TRAUMA**
Within these communities, the prevalence of torture ranges from 25 to 69 percent, according to the *Refugee Population Study*, a five-year, community-based epidemiological study led by James Jaranson, MD, MPH, adjunct assistant professor of epidemiology in the School of Public Health. The study found that women were tortured as often as men. Survivors tended to have more health problems, including posttraumatic stress.

But less than one percent of highly traumatized participants requested or followed up a referral to Western mental health services. That’s because refugees have limited access and ability to pay for mental health services. In addition, many are reluctant to use these services for cultural reasons, says School of Nursing Associate Professor Linda Halcón, PhD, MPH, RN, a co-investigator in the study.

For these refugees, nothing can ever undo the past. But an innovative intervention called Health Realization appears to help, according to Halcón and her colleague in the School of Nursing, Assistant Professor Cheryl Robertson, PhD, MPH, RN. Halcón and Robertson, also a co-investigator in the *Refugee Population Study*, recently assessed the feasibility and acceptability of Health Realization in Somali and Oromo women.

**CHANCE PLUS PREPARATION**
Louis Pasteur said, “Chance favors only the prepared mind.” And it was this combination of chance and preparation that led Halcón and Robertson to discover Health Realization.

Early into the study, Halcón happened to attend a presentation on the model along with several undergraduate students. “I was astounded by the effect the presentation had on the students. One of them told me, ‘This changes everything about how I view myself and my patients,’” Halcón says. Intrigued, she enrolled in a community training to learn more about the model.

**WHAT IS HEALTH REALIZATION?**
The Health Realization model is based on three elements that create our human experience: mind, thought, and consciousness.

In the model, *mind* is the universal life force that animates all beings. It is like the electricity running a movie projector. *Thought* is our mental activity, much like the images on the movie screen. And *consciousness* is our ability to experience thought through our senses. It’s like the light that throws the images onto the screen, making them seem real.

When negative thoughts arise, we can simply acknowledge them and choose not to react. In other words, we understand that our thoughts are simply thoughts—nothing more. And as our minds become quiet, more positive feelings emerge.

These positive feelings are a manifestation of our innate health, something every one of us possesses. By quieting our minds and opening our hearts, we rediscover our innate health.

**COMMUNITY-BASED RECOVERY**
After finishing the *Refugee Population Study*, Robertson and Halcón wanted to give something back to participants. They

“We were a nation; we were people who had jobs. But now we have been tortured and tormented, and this great impact hit us. It is not forgettable. But thanks to you, we have tools to understand and go forward. Now we are learning how to lock the box on some of those memories.”

— Participant in Health Realization pilot study
searched the literature for research on how people heal after trauma and found that most studies were based on the Western-style therapeutic process. None was appropriate to Somali or Oromo culture.

But they also discovered a body of literature that looks at community-based recovery. “When entire groups of people have suffered, people recover by reconnecting with neighbors and rebuilding the community,” Robertson says. 

WHAT SURVIVORS WANTED
Robertson had interviewed Somali and Oromo women about their needs. She knew the women wanted opportunities to get together, parenting support and help with problem-solving. They also wanted to learn new skills that were presented in their own language and in ways that were respectful of their beliefs.

Halcón and Robertson realized that Health Realization seemed to meet these needs. It is presented in a series of group education sessions, during which participants can connect with each other as a community.

DETERMINING CULTURAL FEASIBILITY
First of all, though, Halcón and Robertson wanted to find out whether Health Realization would be culturally acceptable. A small grant from the Park Nicollet Foundation allowed three interpreters to attend a community training. Their response was enthusiastic.

In the meantime, with funding from a University grant-in-aid, Robertson developed an instrument to measure the women’s internal coping resources. A Densford Clinical Scholarship and a Faculty Multicultural Research Award allowed Robertson to test the effectiveness of parenting-support classes based on the Health Realization model.

PILOTING THE INTERVENTION
In September 2004, Halcón and Robertson received a grant from the National Institutes of Health to pilot an intervention using the Health Realization model. The goal was to lower stress among Somali and Oromo women who had experienced torture and violence.

The intervention consisted of a three-hour educational session one evening a week for eight weeks, presented to separate groups of Somali and Oromo women. All the women had participated in the Refugee Population Study. All had reported high scores on either a post-traumatic checklist or on psychological and social problem scales.

TOOLS TO GO FORWARD
In a post-intervention focus group, many women reported using new strategies to calm down, quiet their minds and make healthier decisions. Said one woman, “I used to feel overwhelmed … my mind was busy. Now I start to organize myself. When thoughts come to my mind, I let it go.”

Some took their knowledge back to their communities. “We have bi-weekly meetings of all tenants in my building—the first thing I am going teach is how to calm yourself down,” one participant said.

For the participants, Health Realization became a powerful force for change. One woman described the experience this way: “We were a nation; we were people who had jobs. But now we have been tortured and tormented, and this great impact hit us. It is not forgettable. But thanks to you, we have tools to understand and go forward. Now we are learning how to lock the box on some of those memories.”

CONTINUING THE RESEARCH
“The pilot study confirmed that the use of Health Realization with refugee trauma survivors was feasible, culturally acceptable, and relevant to the participants,” Robertson says.

She is now applying for funding for a larger study that will explore the long-term effects of Health Realization on the mental health of refugees. “This is a promising intervention that doesn’t involve the use of highly trained personnel. And it can be done in the community,” she says.
Sandra Edwardson, PhD, FAAN, RN, Professor
- Elderly self-care behavior
- Administrative and health policy issues, especially related to outcomes

A WHOLE NEW ATTITUDE
RESHAPING NURSING IN CENTRAL ASIA
Everywhere they looked, the visitors from Central Asia saw nurses doing things only doctors would do back home in Kazakhstan, Uzbekistan, and Kyrgyzstan, like teaching courses and using stethoscopes.

They went home with a whole new attitude toward nursing—and that was the goal, says Sandra Edwardson, PhD, RN, FAAN, as she and her SoN team concluded the school’s involvement in the Nursing Education and Leadership Project. Funded by the U.S. Agency for International Development, the project began in 2004 with the aim of improving how nursing is taught and how nurses are perceived in these Central Asian countries.

“The most effective thing we did, in terms of changing perspective and attitude, was bringing the representatives from the Ministries of Health to Minnesota,” Edwardson says. Following the Kazakhstan representative’s visit to the School of Nursing, the government of Kazakhstan adopted a new nursing curriculum that approximates the baccalaureate degree program common in U.S. schools of nursing and will be used across the country.

Officials there had also expressed interest in implementing a master’s program, but Edwardson said it will occur sometime in the future, if at all, because funding has disappeared. Although the project was supposed to continue for three years, it ended prematurely in August, when USAID diverted funds to other priorities.

“It has been a big frustration,” Edwardson says. “We felt as if we had gotten to this stage where the group of educators we were working with were seeing a new way of doing nursing education and had begun to implement some changes. They were just beginning that process, and we were hoping we could help them with the next step.

“We haven’t heard anything from them,” she says, “but we left the door open. They expressed an interest in a continuing relationship if we can find the funds necessary to support it.”

Due to corruption and frequent changes in leadership in the three countries they were trying to help, Edwardson and her colleagues frequently found themselves backtracking and starting over with a whole new cast of characters. Nevertheless, she cites several positive changes they were able to make during the two-and-a-half years they worked on the project.

- Using grant funds, they purchased better equipment, such as computers, presentation software and faster Internet connections for use in the overseas classrooms;
- They had up-to-date curriculum materials translated into Russian and provided to instructors. Previously, instructors either used very outdated materials or dictated information to students;
- They helped instructors shorten the time between classroom presentation on given content and when students had the opportunity to apply it in a clinical setting; previously, a month or even a year could separate them; and
- At workshops in May 2005 and May 2006, they presented in-depth content on issues such as physical assessments, research, HIV and evidence-based practice, which the instructors integrated into their curriculum almost immediately.

Gratifying as these accomplishments were, Edwardson and her colleagues had hoped to do more.

In the meantime, Edwardson has been focusing on her new role as Director of International Programs for the School of Nursing. “What we’re trying to do is figure out, of the multiple invitations we have to collaborate with foreign universities, how do we decide which ones we accept,” she says.

There is, after all, a world of opportunity!
Why does the teen pregnancy rate in the U.S. remain one of the highest in the industrialized world? Associate Professor Renee Sieving, PhD, MSN, RNC, has received a $3 million federal grant to help find the answer.

Sieving, leading a multi-disciplinary team of other University researchers, will use specific strategies to steer a group of 125 Twin City teens—all of whom are attending school and community health clinics—away from risky behaviors that can lead to pregnancy. At the end of 18 months in a program called Prime Time: Health Promotion for Multiple Risk Behaviors, the group will be compared with a similar group of girls who have not participated in Prime Time, but have continued to receive usual health clinic services.

MODEL HAS PROVED EFFECTIVE

“Previous research has shown that many factors contribute to teen pregnancy,” says Sieving. “They include inadequate education, risky sexual behavior, involvement in violence and not enough contact with adults who can provide resources and positive role models. The Prime Time intervention addresses all these factors—intensively and over a long enough period of time to have a lasting effect.”

Prime Time involves girls in 22-week health promotion and youth leadership programs, and then pays them to share health information with others. The girls will also take on community service projects, and meet at least monthly with a case manager with the goal of establishing a one-on-one relationship with an adult.

In the process, Sieving says, they will become better connected at school, get help in coping with any violence they are dealing with in their lives, and become educated about risks of sexual behavior. “Our goal is to help participants build the skills, confidence, motivation, opportunities and social support that every teen needs to succeed,” she says.

Sieving and her colleagues tested Prime Time strategies in a 1999–2004 pilot study, and found the results encouraging. At the end of 12 months participants were reporting fewer sexual partners, and at the end of 18 months they were more consistently using contraception. “We also found that the program itself is highly acceptable to girls from resource-poor urban neighborhoods,” Sieving says.

The current project is a more stringent test of the Prime Time intervention than the 1999 study, since it randomly assigns girls to either Prime Time or a comparison group. Random assignment is considered a “gold standard” in intervention research.

DESIGNED FOR USE IN CLINICS

Another goal of Prime Time is to improve the capacity of health clinics to prevent risky behaviors among their teen-age patients by promoting healthy youth development. The project represents one of the first times such a youth development model has been adapted and tested for use by health clinics.

“We are excited—we think Prime Time has breakthrough potential,” says Sieving. “Because many adolescent girls at high risk for early pregnancy do go to health clinics, it stands to reason that boosting clinics’ ability to provide help that is proven to be effective could make a profound difference in the nation’s teen pregnancy problem—and in the lives of thousands of young people.”

Prime Time is funded by a five-year grant from the National Institute of Nursing Research, which is part of the National Institutes of Health.
Besides Sieving, who is the principal investigator, the multi-disciplinary research team includes School of Nursing professors Linda Bearinger, PhD, MS, RN, FAAN, and Ann Garwick, PhD, RN, FAAN; and Medical School Department of Pediatrics Professor Michael Resnick, PhD.

Renee Sieving, PhD, MSN, RNC, Associate Professor
- Youth health promotion
- Prevention of multiple health risk behaviors (sexual risks, violence involvement, school drop-out) among adolescents


Faculty and Staff Publications


ACTIVE GRANTS

Avery, Melissa
Technology-enhanced Learning in Graduate Nursing (TELIGN)
Health Resources and Services Administration / U.S. Department of Health and Human Services

Avery, Melissa
Development of an Exercise Intervention for American Indian Women with Gestational Diabetes: A Community-based Approach
A.C.N.M. (American College of Nurse Midwives) Foundation

Bearinger, Linda
Adolescent Health Protection Research Training
Center for Disease Control / Health Resources and Services Administration / U.S. Department of Health and Human Services

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

Bliss, Donna
Smart Seal Ostomy Appliance: Further Testing
National Institutes of Health / National Center for Research Resources; Korosensor

Bliss, Donna
Evaluation of Characteristics and Typical Usage of Incontinent Products for Fecal Incontinence
Kimberly-Clark

Bliss, Donna
The Impact of Fiber Fermentation on Fecal Incontinence
National Institutes of Health / National Institute of Nursing Research

Bliss, Donna
Use of ARD Anoperineal Dressing for Fecal Incontinence
Birchwood Laboratories, Inc.

Chlan, Linda
Patient-controlled Sedation Feasibility Study
University of Minnesota / Academic Health Center

Chlan, Linda
Reducing Sedative Exposure in Ventilated ICU Patients
National Institutes of Health / National Institute of Nursing Research

Delaney, Connie
Advanced Education Nursing Traineeship Program
Health Resources and Services Administration / U.S. Department of Health and Human Services

Disch, Joanne
Improving Patient Safety Through Effective Nurse-Physician Partnerships
Sigma Theta Tau International, Zeta Chapter

Disch, Joanne
Improving Patient Safety Through Physician-Nurse Partnerships
AONE (American Organization of Nurse Executives) Institute for Patient Care Research & Education

Edwardson, Sandra
NIS Multi-Country Partnerships Program for Nursing Education and Leadership Development
American International Health Alliance / U.S. Agency for International Development

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

Garcia, Carolyn
Understanding Culturally-based Perceptions of Mental Health among Mexican-Origin Immigrant Latino Adolescents and Parents: A Pilot Study
Sigma Theta Tau International

Garwick, Ann
Web-based Asthma Education for Urban Head Start Program
National Institutes of Health / National Institute of Nursing Research

Gaugler, Joseph
The Memory Club: Providing Support to Persons with Early-Stage Alzheimer’s Disease and Their Care Partners
University of Minnesota Office for Public Engagement

Gaugler, Joseph
Caregiver Training in South India
Fogarty International (FIC) / National Institutes of Health

Garcia, Carolyn
An Instrument to Measure Latino Mental Health Knowledge
Sigma Theta Tau International, Zeta Chapter

Garcia, Carolyn
Development of an Instrument to Measure Latino Mental Health Knowledge Using Community-based Participatory Action Research
Midwest Nursing Research Society / Sigma Theta Tau International
Gaugler, Joseph
The Cancer Caregiving Career: Pilot Study
University of Minnesota Cancer Center

Gross, Cynthia
Impact of Mind-Body Interventions Post Organ Transplant
National Institutes of Health / National Institute of Nursing Research

Halcón, Linda
Innovative Stress Intervention in Refugees: Pilot Test
National Institutes of Health / National Institute of Nursing Research

Halcón, Linda
Recruitment Strategy for Testing Tea Tree Oil Treatment of Bacterial Infections
University of Minnesota School of Nursing / Center for Health Trajectory Research

Henly, Susan
American Indian MS-to-PhD Nursing Science Bridge – Phase 2
National Institutes of Health / National Institute of General Medical Sciences

Henly, Susan
NRP and Neonatal Outcomes in Rural Hospitals
American Academy of Pediatrics

Jones, Ann
Nursing Residency: Ensuring Minnesota’s Future Workforce U.S. Department of Health and Human Services

Kerr, Madeleine
Latino-based Multimedia to Prevent NIHL
National Institutes of Health / National Institute of Deafness and Other Communication Disorders

Kreitzer, Mary Jo
Residential Eating Disorders Grant Park Nicollet Institute; Blue Cross Blue Shield of Minnesota Foundation

Kubik, Martha
A School-based Body-Mass Index Screening Program: Phase II
University of Minnesota / Academic Health Center

Kubik, Martha
Team COOL Pilot Study National Institutes of Health / National Institute of Diabetes & Digestive and Kidney Diseases

Leonard, Barbara
Center for Children with Special Health Care Needs
Maternal and Child Health Bureau / Health Resources and Services Administration / U.S. Department of Health and Human Services

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

Lindquist, Ruth
Acupuncture for Prevention and Treatment of Atrial Fibrillation in CABG Surgery Patients
University of Minnesota School of Nursing / Center for Health Trajectory Research

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

Looman, Wendy
Hmong Translation of the Social Capital Scale for CSHCN
Midwest Nursing Research Society

Moss, Margaret
Native Nursing Careers Opportunity Program (NOCOP) U.S. Department of Health and Human Services

Mueller, Christine
Geriatric Nursing Education Project: Creating Careers in Geriatric Advanced Practice Nursing
The John A. Hartford Foundation

Mueller, Christine
Multicultural Health and Wellness Services for Seniors in Independent Housing
University of Minnesota Office for Public Engagement

O’Boyle, Carol
Minnesota Emergency Readiness Education and Training (MERET) Health Resources and Services Administration / U.S. Department of Health and Human Services

Peden-McAlpine, Cynthia
Extending Pediatric Critical Care Nurses’ Expertise in Family Settings
American Association of Critical-Care Nurses

Peden-McAlpine, Cynthia
Understanding Dying in Critical Care: A Qualitative Study
University of Minnesota Graduate School

Robertson, Cheryl
Modeling Psychological Functioning in Refugees
University of Minnesota School of Nursing / Center for Health Trajectory Research

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

Talley, Kristine
Fear of Falling and Disability Trajectories in Older Women
National Institutes of Health / National Institute of Nursing Research

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

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

Westra, Bonnie
Developing Predictive Models for Improving Home Care Patients’ Ambulation and Oral Medication Management Outcomes
University of Minnesota Graduate School

Westra, Bonnie
Leadership through Nursing Informatics
Robert Wood Johnson Foundation (prime) / Regents of the University of California

Westra, Bonnie
Using Electronic Health Record Data to Predict Medical Emergencies for Homecare Patients
University of Minnesota Digital Technology Center

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

Yu, Fang
The Effect of Aerobic Fitness Exercise Functioning and Function in Community-Dwelling Persons with Alzheimer’s Disease
American Nurses Foundation

Yu, Fang
The Impact of Aerobic Exercise on Cognition and Function in Older Adults with Alzheimer’s Disease
The John A. Hartford Foundation
FACULTY

- **Donna Bliss**, PhD, RN, FAAN, FGSA, Professor, received the Best Research Poster Award from the Wound Ostomy and Continence Nurse’s Society.

- **Connie Delaney**, PhD, RN, FAAN, FACMI, professor and SoN dean, along with three co-editors, received the 2006 Book of the Year Award from the Healthcare Information and Management Systems Society (HIMSS) with *Nursing and Informatics for the 21st Century*. Co-editors are Charlotte A. Weaver, PhD, RN, Patrick Weber, MA, RN, and Robyn Carr, RGON. HIMSS says the book “is destined to become the quintessential anchor in nurse leadership classes as well as basic informatics competencies for practicing nurses and university curriculum.”

- **Joanne Disch**, PhD, RN, FAAN received the 2007 GE Healthcare-AACN Pioneering Spirit Award from the American Association of Critical-Care Nurses.

- **Mary Findorff**, PhD, RN, research associate, received the 2006 Aetna/Susan B. Anthony Award for Excellence in Research on Older Women and Public Health, from the Gerontological Health section, American Public Health Association.

- **Carolyn Garcia**, PhD, MPH, RN, received the University of Minnesota President’s Multicultural Faculty Award for her project, “Using Health Realization with Latino Adolescents: Piloting the ‘No Te Quebres El Coco’ Program.”

- **Susan Henly**, PhD, RN, professor, has been named an editorial adviser to *Nursing Research*, the world’s premier nursing research journal.

- **Linda Olson Keller**, MS, APRN, BC, senior research scientist, received a Robert Wood Johnson Executive Nurse Fellows Alumni Association Seed Grant for “A Public Health Nurse/Population Ratio for the 21st Century” project.

- **Joan Liaschenko**, PhD, RN, FAAN, professor, was named Maria Goeppert Mayer Visiting Professor at the University of Osnabrueck, Germany. Liaschenko is the first nurse and one of only a few Americans to receive this professorship, which honors women scholars across disciplines. She will teach a graduate and undergraduate course in nursing ethics and give the keynote address at a conference marking the professorship at Osnabrueck. She will also be a visiting scholar at the Graduate School of Nursing, Midwifery & Health, Victoria University of Wellington, New Zealand, this fall.

  Liaschenko is one of 25 nationally and internationally pioneers and noted scholars in nursing ethics from across North America invited to convene at Creighton University, Omaha, Neb., this April in a funded conference, Nursing and Health Care Ethics: A Legacy and A Vision. The scholarly work of the participants served as the beginning knowledge base of nursing ethics and continues today as its foundation.
Ruth Lindquist, PhD, RN, FAAN, APRN, BC, professor, received a University of Minnesota 2006–2007 Distinguished Teaching Award for Outstanding Contributions to Graduate and Professional Education. She will be inducted into the Academy of Distinguished Teachers on Monday, April 23, at the McNamara Alumni Center. The Distinguished Teaching Awards are sponsored by the Senate Committee on Educational Policy, the Office of the Senior Vice President for Academic Affairs and Provost, and the University of Minnesota Alumni Association.

Linda Lindeke, PhD, RN, CNP, associate professor, received the 2006 American Journal of Maternal Child Nursing article of the year award for two articles—“Capturing Children’s Voice for Quality Improvement” and “HIV and Pregnancy: Considerations for Nursing Practice.”

Margaret Moss, DSN, RN, JD, associate professor, received the Nurse Competency in Aging Award from the National Alaska Native American Indian Nurses Association. Margaret was also named to the Board of Directors of the new Inter-Tribal Elder Services, a program that will provide home health services to inner-city American Indian elders of different tribes.

Christine Mueller, PhD, RN, BC, CNAA, associate professor and chair of the Adult and Gerontological Health Cooperative, received the 2006 Geriatric Faculty Member Award from the American Association of Colleges of Nursing (AACN) Awards for Baccalaureate Education in Geriatric Nursing.

She was also named 2006 Educator of the Year by the Minnesota Association of Colleges of Nursing.

Her Faculty Teaching Resources Web site provides links to information on 38 topics of relevance to nursing care of older adults, and her Web site on Long-term Care Nursing Leadership/Management provides extensive resources to promote best practices for nurse leaders in nursing homes. Both are available at www.nursing.umn.edu/CGN.

Jean F. Wyman, PhD, RN, FAAN, received a Lifetime Achievement Award from the National Gerontological Nursing Association’s Board of Directors “for outstanding contributions to the care of the older adults.”

In her 35-year career, Wyman has become an internationally recognized expert on urinary incontinence outcomes and management, fall prevention, and exercise among the elderly. In collaboration with interdisciplinary colleagues in behavioral management of urinary incontinence, she has made a difference in the type of treatments that are now recommended as the preferred first-line therapies. Her work on fall prevention in older women will have an impact on reducing falls and serious injuries, especially in Minnesota, a state that has twice the rate of falls and fall-related deaths as other states.

Wyman, who holds the Cora Meidl Siehl Endowed Chair in Nursing Research, directs the Center for Gerontological Nursing, the Minnesota Center for Health Trajectory Research and Minnesota Continence Associates.

Fang Yu, PhD, MSN, RN, assistant professor, received a K12 Career Development Award from the National Institutes of Health.
Celebrate! Rejuvenate! Learn! ... this spring with friends and colleagues!

April 20
SCHOOL OF NURSING RESEARCH DAY
Pathways to Health: Integrating Research and Practice
Presentations by researchers from the University of Minnesota School of Nursing and community. Poster displays, including student posters throughout the day

Keynote by Janet Larson, PhD, RN, FAAN, expert in the pulmonary rehabilitation of people with chronic obstructive pulmonary disease (COPD)

9 a.m.–4 p.m. Research Day presentations; keynote at 9:15 a.m.
4–5:30 p.m. Reception for School of Nursing alumni, retired and current faculty and Sigma Theta Tau members

McNamara Alumni Center
Register by April 13. For more information, go to www.nursing.umn.edu/ResearchDay

NURSING HERITAGE RECEPTION
Heritage Gallery, McNamara Alumni Center
4–5:30 p.m.

Join Dean Delaney, reunion classmates, current and former faculty and members of Sigma Theta Tau for appetizers in the grand and historic Heritage Gallery. Enjoy historical University and School of Nursing memorabilia while reconnecting and relaxing with friends.

April 21
SCHOOL OF NURSING ALUMNI SPRING CELEBRATION
Ethical Decision-Making During Crisis
Join friends and colleagues to examine ethical issues that arise in crisis situations and how nurses have negotiated this complex terrain.

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<tr>
<td>9 a.m.</td>
<td>Registration and silent auction</td>
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<tr>
<td>9:30 a.m.</td>
<td>Welcome, introduction of reunion classes (1947, 1957, 1967, 1982) and reflections</td>
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<td>10 a.m.</td>
<td>Brunch buffet</td>
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<td>10:40 a.m.</td>
<td>Introductory remarks: Katharine Densford and Ethics, Laurie Glass, PhD, RN, FAAN</td>
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<td>10:45 a.m.</td>
<td>Panel discussion: Ethical Decision-Making during Crisis, led by Joan Liaschenko, PhD ’75, RN, FAAN, with Hans-Peter deRuiter and Scott Harpin</td>
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<tr>
<td>11:35 a.m.</td>
<td>Awards Presentation</td>
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<tr>
<td>Noon</td>
<td>Photos of reunion classes, School of Nursing tour</td>
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McNamara Alumni Center
Cost: $30 UMAA member, $35 Non-UMAA member, $15 Student
Register by April 10. For more information, go to www.nursing.umn.edu/SpringCelebration
MINNESOTA CENTER FOR HEALTH TRAJECTORY RESEARCH

The Minnesota Center for Health Trajectory Research, established in 2005 with a $1.5 million grant from the National Institute of Nursing Research, is developing and testing innovative interventions that will help individuals and families create optimal pathways to health. Center researchers are exploring the interrelationships among the many biological, behavioral, psychosocial and environmental factors responsible for health or illness and how to manage them over time.

The Center provides funding to faculty to conduct one-year pilot studies. Projects funded for 2007–08 are to:

- Refine and evaluate a Web-based educational program designed to prepare early and middle adolescents (ages 10 to 16 years) for pain and other negative consequences of cancer treatment (Dr. Susan O’Conner-Von)
- Develop predictive models for outcomes of incontinence and pressure ulcers in homecare using a cutting-edge methodology of knowledge-discovery in data bases (KDD) (Dr. Bonnie Westra)
- Examine the experiences of Parkinson’s disease (PD) patients who are undergoing surgery to determine the consequences of withholding medication on PD symptoms. (Drs. Lisa Carney-Anderson and Kathy Fagerlund)

Several regional, national and international presentations and publications have resulted from pilot studies funded during the first and second year of the Center. These include:

PRESENTATIONS:

PUBLICATIONS:
Engaging Young People, Engaging Parents, Engaging Scholars

Engaging...Is it a gerund or an adjective? At the Center for Adolescent Nursing we are working to make sure that engaging is both! We want it to be a gerund (Do you remember? A gerund is a noun formed by adding “ing” to a verb) because nouns are substantives. That means they can name the specific programs we use to go about engaging young people, parents and future scholars. But we also work to make engaging an adjective, describing a style and tone of “capturing the attention and interest”...of students, community partners, and potential stakeholders.

In summer 2006 our Center’s annual three-day institute with its 90 participants and faculty were engaging youth in multiple directions, from enlisting them as full-time teachers to hearing how programs and clinics, theatre troupes and community groups get teens involved and in the driver’s seat—laying plans, leading initiatives, and learning to be of service to others. Our 2007 institute (July 30–August 1), “Working Together with Parents and Families,” continues the focus.

This description speaks to the heart of next summer’s institute: “... with today’s challenging environments, nearly all who work with teens ask the question, “How do we get parents and families engaged?” Hear answers and insights and learn first-hand from schools, clinics and youth programs that have successfully linked young people with their families. Listen to stories of success—new ways to engage all kinds of families—in communities rural and urban, in the workplace, health clinics and all types of schools, in youth organizations, residential centers, and park programs ...”

Engaging future scholars in adolescent health is our forte. We have seven post-doctoral fellows and 17 MS, MPH and PhD students currently on board. Funds to support stipends and tuition come from the Maternal and Child Health Bureau (HRSA, DHHS), and the Centers for Disease Control and Prevention. This past year we successfully competed for another $2.4 million that assures support until 2010. Our students have also experienced the thrill of writing winning grant proposals: PhD candidate Terry Ann Clark received a highly competitive Dissertation Fellowship Award from the Graduate School. With this support she is pursuing research on the mental health needs of Maori young people, the indigenous youth of New Zealand. She is one of several whose scholarship in adolescent health has been recognized for its quality and value in addressing the unique health needs of particularly vulnerable adolescents.

And, our faculty are engaged in community, state, and national efforts directed at promoting and protecting the health of adolescents. Dr. Linda Bearinger, professor, has joined the Institute of Medicine’s (of the National Academies) Committee on Adolescent Health Care. Dr. Martha Kubik, assistant professor, researches ways of motivating young people in alternative schools to exercise and eat right. When her work went to print, the media’s interest overwhelmed us. Renee Sieving, associate professor, leads a research team of youth experts who are strategizing new ways of improving outcomes in community and school clinics. The work of Dr. Carolyn Garcia, assistant professor, reaches out to Latino/a youth through charter schools, clinics and community programs designed just for them.

To learn more about the Center’s work—engaging young people, parents, and scholars—visit our Web site: www.nursing.umn.edu/CAN.
KATHARINE J. DENSFORD INTERNATIONAL CENTER FOR NURSING LEADERSHIP

Nurse–Physician Relationships

Some of the most rewarding aspects of being a nurse are the relationships that can be developed between nurses and physicians. Even in times of shortage, the positive experiences that can occur when working collaboratively can offset the stress of insufficient resources. Much research has been done on the importance of the nurse-physician relationship and how it significantly impacts nurse satisfaction and retention.

What is perhaps less well-known is that nurse-physician relationships can affect patient outcomes, such as satisfaction with care, and even whether patients live or die. The Institute of Medicine’s report, *Crossing the Quality Chasm: A New Health System for the 21st Century* (2001, 2), has asserted that “tens of thousands of Americans die each year from errors in their care, and hundreds of thousands suffer or barely escape from nonfatal injuries that a truly high quality care system would largely prevent.”

While these deaths are not solely attributable to nurse-physician collaboration, the number-one factor cited in these events has been lack of communication among caregivers.

While much of the research focuses on the relationships between nurses and physicians in general, what has been almost ignored is the relationship between nurse and physician leaders of a clinical team. Do they function as partners? Do they clearly communicate with each other? Do they model the appropriate behaviors associated with open and respectful communication, trust, collaboration?

Densford Center Director Joanne Disch recently completed a study on this topic. Working with doctoral student Laura Senn, Disch examined the perceptions of medical directors and nurse managers who are providing joint leadership to a patient care area regarding the experience of being clinical leaders, and the factors that help or hinder them in being effective co-leaders. Five pairs of nurse-physician dyads who functioned as co-leaders of patient care areas were interviewed and their responses analyzed for common themes.

Common themes that the medical directors and nurse managers discussed were 1) role clarity, 2) interpersonal relationships, 3) socialization into the role, including orientation and ongoing professional development and 4) organizational support, such as clear position descriptions and expectations of them in their roles.

What was fascinating to Disch and Senn were the varied experiences that the individuals described, ranging from almost no relationship to one which was mutually satisfying and productive. Another outcome was a videotape of a conversation with a pair of co-leaders who described the challenges and benefits to patients, other care providers and themselves when the two leaders create an effective partnership in co-leading a clinical area.

The ultimate goal of the study is to design an organizational intervention that could help nurse and physician co-leaders be maximally effective in executing their roles.
In the last nine months, faculty from the Center for Gerontological Nursing have been collaborating with the Payne-Phalen Living-at-Home Block Nurse Program to establish two Multicultural Wellness Centers for older adults, one at the Edgerton High Rise and one at Parkway Gardens on the East Side of St. Paul. Christine Mueller, PhD, RN, and Mary Dierich, MS, RN, CNP, have worked closely with Kim Zemke, MS, RN, Director of Practice and Business Development, to develop the clinics to enhance options for faculty practice.

The Edgerton High Rise is a public housing building serving the elderly, chronically mentally ill people of all ages and low-income residents under 65. Parkway Gardens is a privately owned building serving low income people over 55. Both buildings have racially and ethnically diverse communities. Many residents are recent immigrants to this country or belong to the Hispanic community and are not comfortable seeking care in a traditional system. Most residents, many of whom have mobility issues, are uninsured or are seen at one of the overcrowded federally funded health care clinics in the neighborhood. Unfortunately, by the time they are seen, often times their minor acute problem has developed into a major problem with complications necessitating attention through the emergency room.

The Payne-Phalen Living at Home Block Nurse Program collaborates with the School of Nursing to coordinate services and community resources while also providing health and social services when the faculty and students are not present. They also supplement those services not provided by the School such as transportation and shopping assistance, advocacy for medical and social services, friendly visitors and callers, and Spanish translation for Latino seniors. Additionally, both programs collaborate closely with the social workers caring for these clients, frequently making joint visits with a client’s social worker. The development of this joint program has provided students with the opportunity to see elders in their environment, and to understand the issues in providing culturally sensitive care and the importance of the very basics when serving a low-income clientele. The option to augment care for seniors, whether they are already insured, underinsured or uninsured is part of the ever more important safety net for those who need so much, but ask for so little.
The focus of the current five-year Maternal and Child Health (MCH) grant is on education of PhD-prepared MCH Nursing faculty. Nine doctoral students have an exciting range of research topics addressing the concerns of CSHCN and their parents—from foreign adoption to music therapy in premature infants to fatigue in children with cancer. Now in our 14th year of funding, we will conduct a needs assessment in the coming months in preparation for the upcoming competitive grant review in 2008. The needs assessment will focus on the new Doctor of Nursing Practice competencies and their place in MCH Nursing Leadership. We anticipate that the DNP will replace the MS program in the next five-year grant cycle, which runs 2008 to 2013.

Admissions to the master’s degree in the PNP/CSHCN area of study are robust. Students will be encouraged to consider the DNP as a post-master’s degree. Several pediatric nurse practitioners, many of whom graduated from the CSHCN/PNP program are in our first class of DNP students; Center faculty member Chris Poe is among them. These individuals are in a one-year post-master’s program to obtain their DNPs.

Graduates from our program are leaders in promoting the health of children with special health care needs and their families as they provide evidence-based primary and specialty care, educate future nurses, create innovative programs and lead program evaluation and research initiatives in a variety of settings.

Center director Barbara Leonard, PhD, RN, FAAN, is overseeing a new grantwriting seminar this spring. This one-credit course, Nurs5800, is a self-paced Web-based course that teaches grant writers how to create top-ranking grant proposals. Through faculty-monitored online explorations, students learn how to find the best sources for funding and prepare polished grant proposals for programs and research by critiquing as well as creating core components of actual grant applications. This grant-writing course will be offered every spring semester.

Dr. Susan O’Conner-Von, DNSc, RNc, will be offering her popular one-week seminar Nurs5800 “Palliative Care for Children” yet again this May session 2007. The course examines the physical, psychosocial, emotional and spiritual needs of children facing life-limiting conditions.
Welcome new center members

The Center plays an important role in mentoring doctoral students and post-doctoral fellows, who in turn contribute their expertise in promoting the health of children and families.

DOCTORAL STUDENTS

Mary Benbenek is focusing her research on identifying dietary and lifestyle factors which may affect bone health in Minnesota’s early adolescent East African female immigrant population.

Sarah Stoddard is interested in school and community health promotion interventions targeting adolescents and their families, such as interventions that promote physical activity and nutrition.

Scott Harpin’s research focus is on adolescent social behaviors, especially social connections with peers, school and community environments and the wellbeing of foster youth.

POST-DOCTORAL FELLOWS

Mary Regan, PhD, RN: She is researching the influence that nursing care has on the utilization of childbirth technologies—most specifically cesarean section.

DenYelle Baete Kenyon, PhD: Research interests include adolescent development and health, parent-adolescent relationships and transition to adulthood.
The late Adela J. Olson gave a $300,000 bequest to establish the Walter E. Olson and Adela J. Olson Scholarship for students who demonstrate strong academic progress and who have a passion for becoming nurses.

Adela always wanted to be a nurse but never had the opportunity to pursue her dream. Born in Sweden and residing in Minneapolis for most of her life, she passed away peacefully in May at the age of 92.

According to William R. Miller, personal representative of Adela’s estate, “Both Mr. and Mrs. Olson were hard-working, frugal people who lived modestly. Adela took pride in her efforts to put her son Dick through medical school at the University of Minnesota, and further was grateful for the care and treatment she received at the University Hospital many years ago when she suffered a brain aneurysm. This is a fitting gift which will assist deserving students to obtain an education in a much needed field of study.”

We are grateful for Adela’s generosity in leaving this wonderful legacy. In recognition of her commitment to nursing, Adela was honored in 2001 as member of the University’s Heritage Society.

The late Claire M. Gauthier gifted $150,000 to establish a named fund that will support advancements in technology and innovations in nursing research, education and practice. The fund is established with the goal of improving patient care through strategic student and faculty lead initiatives.

A native of Winnipeg, Manitoba, Canada, Claire came to the University of Minnesota in the 1950s to study nursing and public health. She went on to become a professor of nursing at the University of Wisconsin-Milwaukee where, according to Dr. Laurie Glass, she had a long and productive career. After moving to senior housing, Claire continued to make use of her nursing skills by caring for neighbors and friends. She passed away in March 2006 at the age of 92.

Karen Johnson Rothenbuhler made a leadership planned gift to create the Karen L. Johnson Rothenbuhler Nursing Scholarship Fund.

She attended the University of Minnesota School of Nursing in the late ‘50s, and because of financial concerns was never able to complete her nursing degree. Putting her higher education aspirations aside, she married Larry Rothenbuhler and worked in accounting throughout her career.

She hopes that through the establishment of this endowed scholarship deserving students will receive the support they need to become nurses and benefit patient care. “I am glad to be able to do it,” Rothenbuhler said.

The Rothenbuhler Nursing Scholarship will provide scholarships for undergraduate nursing students who are in good academic standing, have demonstrated financial need and a passion for pursuing nursing as a career. We are delighted to welcome Karen as one of the School’s newest members of the Heritage Society.

Eileen Kalow, BSN ’71, has established a new fellowship for doctoral students who are in the dissertation phase of their program. The intent of the Eileen Vinnes Kalow Fellowship in Children’s Health is to support graduate students who demonstrate passion for the nursing profession and who are planning careers dedicated to serving children through health care research or teaching.

After receiving her undergraduate degree from the School of Nursing in 1971, Eileen returned to the University of Minnesota to pursue her Master’s degree in Public Health Nursing. Prepared as a pediatric nurse practitioner, she is making this gift in honor and appreciation of her former public health nursing professor, Dr. Barbara Leonard. “Eileen’s generous support for graduate nursing education in the care of children is consistent with her remarkable career of service to children and their families,” reflects Professor Leonard.
MEMORIAL AND TRIBUTE GIFTS

The School of Nursing welcomes gifts made in recognition of family members, friends, alumni and colleagues. Tribute and memorial gifts provide a thoughtful way to celebrate life, commemorate special occasions and express appreciation. Gifts may be given in memory and honor of friends and loved ones at any time. You will receive a receipt acknowledging your contribution for tax purposes, and your honorees (or a family member in the case of memorials) will also be notified of your kind remembrance.

We invite you to use one of the accompanying reply cards to make commemorative gifts. Please make your check payable to our parent organization, the University of Minnesota Foundation, and send to the School of Nursing Foundation, 5-138 Weaver-Densford Hall, 308 Harvard Street S.E., Minneapolis, MN 55455.

Please keep the extra reply cards on hand for your future use. A gift to the School of Nursing in honor or memory of someone special will be a productive and powerful tribute. Thank you for your thoughtful consideration.

Memorials & Tributes to the School of Nursing

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Comments

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Comments

Recent gifts for nursing scholarships and program support have honored:

IN MEMORIAM:
Tanya V. Ash
Robert J. Boone
Margaret Clipper
Harriet Hager
Kimi Hara
Albert T. Lalim
Martha Makepeace
Betty M. Pederson
Jane Scroggins
Roxanne Struthers

IN TRIBUTE:
Julia Cross
Kathy Furey
Hennepin County Nurse-Midwives
Michelle James
Carol Kelsey
Ruth Knollmueller
Barbara Leonard
Mary Malosky
Kari Michalski
Claire Nelson
Susan Nixon
Kaydi Novak
Rita O’Reilly
Maggie Pastarr
Karly Peterson
Michael Petty
Kate Pfaff
Jenny Ramsey
Laurel Riedel
Nancy Schamber
Jane Skjerven
Kathy Turi
Karen Von Ruden
Ruth Weise

For additional information regarding giving opportunities, please contact Laurel Mallon, 612-624-2490, or mallo001@umn.edu.

Lyn Ceronsky, MSN ’78, Fairview System director of palliative care, accepted the prestigious national Circle of Life Award for programs to improve care of patients near the end of life or with life-threatening conditions. The awards are supported by the Robert Wood Johnson Foundation in Princeton, N.J. Lyn accepted the award on behalf of all the exceptional caregivers throughout the Fairview system who provide end-of-life care.

Muriel Ryden, BSN ’53, PhD, faculty emerita, was one of 100 graduates honored at the U of M College of Education’s 100th Anniversary celebration. Muriel, who earned her PhD from the College in 1982, received a Distinguished Alumni Award for developing and implementing a model for integrating ethics education in undergraduate nursing curricula and for her research regarding care of individuals and families affected by Alzheimer’s Disease.

Sandra Sathre, BSN ’88, received her MSN degree from the University of Phoenix. In June, she was inducted into Sigma Theta Tau.

Victoria (Vicki) Kyarsgaard, BSN ’75, MS ’05, has accepted a position as an assistant professor of nursing with Crown College in St. Bonifacius, Minn., which is just opening a baccalaureate nursing program.

Kristine Talley, BSN ’99, MSN ’05, will receive a one-year National Research Service Award Predoctoral Fellowship from the National Institute of Nursing Research for her dissertation, *Fear of Falling and Disabilities Trajectories*.

Betty M. Johnson, BSN ’55, PhD, RN, received the 2006 Sister Berardette Armiger Award from the American Association of Colleges of Nursing in recognition of her leadership and significant contributions to the AACN and its goals, to nursing education and to the advancement of the profession. Johnson is professor emerita at the University of Virginia College at Wise.

Lois (Loi) Thompson Carlson, BSN ’64, has begun a new position as associate vice president for academic affairs at Central New Mexico Community College (formerly Albuquerque Technical Vocational Institute). Albuquerque, N.M. Carlson was dean of the Business and Information Technology Division and former Business Occupations Department for 10 years.

*CLASS OF 1960 SHINES*

It took a dream, a leap of faith and a commitment to giving back when the Class of 1960 embarked upon a quest to create an endowed scholarship in honor of its 45th reunion. The goal was a steep one—$25,000—that, once reached, would trigger matching funds from the President’s Scholarship Program, creating an endowed scholarship and leaving a lasting legacy to the class.

With Mary Lou Christensen taking the lead, a spirit of generosity shared by her classmates and a matching gift from Carol Kelsey and husband Don propelled the class to its goal in early March. The first nursing class to accomplish this feat, members hope that in addition to helping undergraduate nursing students realize their dreams, the *Class of 1960 Scholarship* will inspire additional reunion classes to give back and create opportunities for nursing students.

**Congratulations, Class of 1960, for your astounding accomplishment and spirit of giving!**

*JOIN THE ALUMNI ASSOCIATION TODAY*

As a member of the University of Minnesota Alumni Association (UMAA) you’ll be able to take advantage of its many rewards! They include access to Library Publications Online and the M Alumni Online directory, plus travel opportunities, arts and entertainment discounts and much more. Go to www.alumni.umn.edu/membership and become a member today! Be sure to specify nursing as your preferred alumni society.
IN MEMORY

Gretchen (Larson) Anderson, BSN ’76, Seattle, Wash., on December 7, 2006, after battling cancer. Johanna Berlin, Sioux Falls, S.D., on September 21, 2006, at 108 years of age. She was believed to be the oldest war veteran in Minnesota. Berlin became an Army nurse at 45, and upon her return from the war sought further education at the University of Minnesota, eventually becoming a nurse anesthetist.

Ardyce (Nelson) Carlson, BSN ’48, on December 31, 2006. She launched her nursing career serving in World War II, worked as a St. Paul Public Schools district administrator responsible for school nurses, and later retired.

Mary Starke Harper, PhD, RN, FAAN, BSN ’50, on July 30, 2006. An unwitting participant of the health care team that conducted the infamous Tuskegee syphilis study and the personal nurse for Dr. George Washington Carver, Harper worked for more than 60 years with the federal government to reform the way federal research was conducted and improve mental health standards. Hailed as the nation’s leading expert in mental health and long term care, she served as a special adviser to presidents Jimmy Carter, Ronald Reagan, George H. Bush and Bill Clinton. In retirement, she served as an expert adviser on women’s health for the U.S. Department of Health and Human Services. In 2001 she was honored by the establishment of the Mary Starke Harper Geriatric Psychiatry Center in Tuscaloosa, Ala.

Nancy L. Cook, BSN ’48, on November 3, 2006, at the age of 80, following a short illness. She was one of the early members of the nursing faculty at California State University, Bakersfield.

Betty M. Pederson, BSN ’40, MS ’57, on December 8, 2006. Betty was a former associate professor and director of nursing services at University of Minnesota Hospital. Family and friends are establishing the Betty M. Pederson Student Nurse Fund in her memory. Memorials to this fund may be sent to Laurel Mallon at the School of Nursing.

Kimi Hara, BSN ’54, MS ’57, Brooklyn Center, Minn., on January 14, 2007, at age 91. A Japanese-American facing internment at the start of World War II, she was allowed to attend nursing school at a time when there was great need. In 2003 former Vice President Walter Mondale presented her with a Japan America Society service award, calling her “a wonderful example of the best of the human spirit.” Hara’s career included work as a nurse, administrator, volunteer and leader in Minnesota’s Japanese-American community.

Frances Mary McHie Rains, BSN ’32, on May 21, 2006, after suffering a stroke. Frances was the first black student to attend SoN. That was the first of many color barriers she broke during her nursing career in Minneapolis, New Orleans and Detroit. She later became an associate professor and assistant to the director of the School of Nursing at Meharry Medical College, Nashville, Tenn., directing its nursing service at Hubbard Hospital. She later taught at the School of Nursing at the University of Southern California General Hospital, worked with her physician husband’s practice and became active in her community, organizing the Long Beach National Council of Negro Women and chairing the Board of Directors of the Long Beach Community Improvement League.

DO YOU HAVE HISTORIC PHOTOS TO SHARE?

In preparation for the School of Nursing Centennial in 2009, the Nursing Heritage Committee is in search of historic photos. There is a particular shortage of pictures from 1960 to the present. Do you have photos to donate to the Heritage Committee? If so, please use a soft pencil or felt-tipped pen to identify on the back who is in the picture and the date it was taken. Stories about the photo are also welcome—for example, what the event was and where it took place. Please send your photos and stories to Cathy Konat at kona0006@umn.edu, bring them to the Annual Alumni Spring Celebration on April 21, or mail to Cathy at: School of Nursing, 308 Harvard St. SE, Minneapolis, MN 55455. Note that since we will be unable to return your photos you may want to either send us copies or make copies for yourself.
We invite you to help improve *Minnesota Nursing* by sharing with us your opinions and ideas. Would you take a few moments to fill out this survey and return it to us? If you reply by May 1, we will enter your name in a drawing for the nine thought-provoking Summit of Sages CDs. They include presentations by Diana Mason, Gov. Mario Cuomo, Suzanne Gordon, Beverly Malone, Joanne Disch; and Sages Marie Manthey, Vernice Ferguson, Angela Barron McBride, Margretta Madden Styles, Claire Fagin and Patricia Benner.

Thanks for your interest and support!

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**1. Please identify your relationship to the school:**

(choose all that apply)
- SoN alumnus/alumna
- SoN donor or other friend of the school
- SoN faculty or staff member
- SoN student
- Nurse
- Public official
- Member of the Minnesota health care community
- Faculty or staff member, or student, from another nursing school
- Member of another nursing organization
- Other:

**2. How do you read *Minnesota Nursing*?**

(choose all that apply)
- From cover to cover in one sitting
- From cover to cover over time
- I browse and pick out items of interest
- I share information in it (or pass it on to) others
- Other:

Thank you!
3. Please tell us how well you think the magazine fulfills its goals:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Very well</th>
<th>Somewhat</th>
<th>Not well</th>
</tr>
</thead>
<tbody>
<tr>
<td>To enhance relationships with the SoN community</td>
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<tr>
<td>To enhance the school's reputation and the value of an SoN degree</td>
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<td>To promote the school as research-driven</td>
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<tr>
<td>To promote the school's educational and practice programs</td>
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<tr>
<td>To share knowledge that can be applied to nursing care/practice</td>
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<td>To share and honor the experiences of SoN graduates</td>
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</tbody>
</table>

Comments:

4. How do you feel about the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota Nursing helps me feel connected to the school.</td>
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<tr>
<td>I feel good about being part of the community that it reflects.</td>
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<tr>
<td>I like the topics covered.</td>
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<td>The content interests me.</td>
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<td>It is easy to read.</td>
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<tr>
<td>I like the layout.</td>
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<tr>
<td>The use of color makes me want to read it.</td>
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<td>It reflects the school’s high standards.</td>
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<tr>
<td>It should be online only.</td>
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<tr>
<td>The time and money could be better spent elsewhere in the school.</td>
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</tbody>
</table>

5. How do you rate the various sections of Minnesota Nursing:

<table>
<thead>
<tr>
<th>Section</th>
<th>Important</th>
<th>Neutral</th>
<th>Not important</th>
<th>I don’t read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editor’s note</td>
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<tr>
<td>Dean’s column</td>
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<tr>
<td>Feature stories</td>
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<tr>
<td>School news</td>
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<tr>
<td>Honors and awards</td>
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<td>Publications</td>
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<td>Grants</td>
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<tr>
<td>Center news</td>
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<tr>
<td>Alumni news</td>
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<tr>
<td>Foundation news</td>
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<tr>
<td>Photo finish</td>
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</tbody>
</table>

6. How do you rate the following aspects of Minnesota Nursing:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Excellent</th>
<th>Average</th>
<th>Poor</th>
<th>No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td></td>
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<tr>
<td>Ease of use/layout</td>
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<td>Writing clarity</td>
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<tr>
<td>Interesting</td>
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<tr>
<td>Choice of stories</td>
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<tr>
<td>Choice of photos</td>
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<tr>
<td>Overall rating</td>
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</table>

7. Do you read Minnesota Nursing online?

- No, I didn’t know I could
- No, even though I know it is available online
- Frequently
- Occasionally

8. Suggestions regarding coverage in future issues?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Should be more</th>
<th>Less</th>
<th>It’s about right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td></td>
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<tr>
<td>Educational activities</td>
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<td></td>
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<tr>
<td>Alumni news and class notes</td>
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<tr>
<td>Foundation news</td>
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<tr>
<td>Faculty updates</td>
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<tr>
<td>Student activities</td>
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<tr>
<td>Direction of school</td>
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</tbody>
</table>

9. What do you like most about Minnesota Nursing?

10. Do you have suggestions for future stories?

11. How frequently should Minnesota Nursing be published?

- Once a year
- Twice a year
- Three times a year
- Other:

12. Optional: Name and contact information:

(Required if you would like to be entered in the drawing.)
STUDENTS ON THE FAST TRACK AT 2ND ANNUAL SPEED MENTORING EVENT

The room buzzed with energy and conversation as nearly 40 students and 17 alumni mentors participated in the Alumni Society’s 2nd Annual Speed Mentoring Event on February 8. Borrowing the popular Speed Dating format, the event introduced students to a smattering of nursing’s many specialties, including less common areas such as corporate, international and radiology nurse practitioners. Every six minutes—between bites of pizza—students raced to a different alumni mentor to learn about a specific specialty. A follow-up contact in a preferred area of interest was offered to each student. It was a great success—fast-paced, fun and full of information.

1 Student Alissa Pool learns about working as a pediatric nurse practitioner and with special needs children from mentor Sarah Gutknecht (back to camera) of Gillette Children’s Hospital.
2 Andrea Tekepe, Regents Radiology, describes what it’s like to be a radiology nurse practitioner.
3 Laura Doten, Abbott Northwestern Hospital, advises about the med-surg and family nurse practitioner areas.
4 SoN Assistant Professor Cheryl Robertson discusses public health and international nursing with students Libby Jones and Leslie Newman.
5 Claudia Aguilar with SoN public health mentors Professor Robertson and Teaching Specialist Scott Harpin
6 Students Kathy Gary, left, and Maggie Bennett
7 Student Trung Nguyen
8 Emergency room mentor Michele Haehnel (left), of Abbott Northwestern, and student Kay Wasyliszyn

PHOTOS BY MARY PATTOCK
Calendar of Events

2007

April 3  Florence Schorske Wald Lecture: Carlos Gomez, “Dying When You’re Rich…Dying When You’re Poor”
April 20  Nursing Research Day
April 21  Alumni Spring Reunion
April 25  MERET Emergency Readiness Rounds

May 8  Grand Rounds: Margaret Carlson and Diane Carlson Evans, “Nurses in Wartime: Lessons from Vietnam”
May 9  MERET Emergency Readiness Rounds
May 10  BSN Commencement

October 14–16  Summit of Sages: Social Justice; with Maya Angelou

2009

Centennial Year