MINNESOTA NURSING
A publication of the University of Minnesota School of Nursing

SPRING/SUMMER 2010

NURSING FACULTY
on the FRONTLINES
in the PREVENTION
of PANDEMICS

Building Healthy Hearts:
The LiteHEARTEN project

Hidden Role of School Nurses in Asthma Care

Helping Transplant Candidates Cope with Stress

Alumni Back-to-Campus Day

University of Minnesota
School of Nursing
Driven to Discover™
FEAT URES

12 Preventing Pandemics
School of Nursing Faculty on the Frontlines

16 Building Healthy Hearts
LiteHEARTEN Focuses on Women’s Health & Quality of Life, Rather than on Disease

19 Waiting Game
Helping Kidney Transplant Candidates Cope with Stress through Mindfulness Meditation

21 The Hidden Role of School Nurses in Asthma Care

DEPARTMENTS
1 From the Dean
2 School News
6 Education
22 Publications
26 Grant Awards
31 Center News
39 Alumni News
46 School of Nursing Foundation

Read Minnesota Nursing online at www.nursing.umn.edu/magazine.

Go Green! E-mail us at TUCKE127@umn.edu to receive Minnesota Nursing by e-mail.

ON THE COVER: School of Nursing students, accompanied by Drs. Linda Halcón and Melissa Avery, partnered with their peers in Peru in health promotion efforts to educate residents in a small Peruvian village. Halcón is one of five SoN faculty involved in the RESPOND Grant. Read more on page 10.
Dear Friends,

Welcome to the spring 2010 issue of Minnesota Nursing!

The School of Nursing invites you to celebrate our shared stories, cutting-edge research, and educational innovation that link the school’s first 100 years (1909-2009) to the next 100. At a time when health care, along with nursing and higher education, are facing critical challenges and opportunities, the School of Nursing is driven to bold transformation by a vision of a world where nurses will lead collaborative efforts to help all people attain optimal health.

**Reflection and Celebration**

The School of Nursing celebrated its centennial in 2009. The school has the distinction of being the longest continuously operating nursing program in the U.S. originally established within a university. We invite you to reflect on this remarkable year of celebration as you read this issue. 

**Celebrate** the extraordinary engagement of our colleagues, alumni, and friends. During the centennial the School of Nursing Foundation presented the school with a generous gift of $1 million dollars, which was used to establish a Research Professorship. Other milestones included the creation of the Marie Manthey Professorship in Practice Innovation and a gift from Eileen M. Vinnes Kalow that will establish an endowed chair in child and family health. The school also presented the inaugural Richard Olding Beard Award to Dr. Frank Cerra, and hosted the annual conferences of both the American Association for the History of Nursing and the Midwest Nursing Research Society.

**Reflect** on the events that acknowledged and honored our school’s nursing leadership, scholarship, and service: the Centennial Gala, the 100 Distinguished Alumni and Distinguished Faculty Alumni, and the alumni reunion. Other highlights of the year included the dedication of the Centennial Wall mural (supported by the Heritage Committee of the History Center for the Future of Nursing); the unveiling of the “Enlightened Touch” sculpture, and the publication of *Leading the Way: The University of Minnesota School of Nursing 1909-2009* written by alumna Laurie Glass.

**A Legacy of Innovation and Leadership**

The Minnesota heritage, which is characterized by independent thinking, collaboration, diversity, respect for a healthy environment, and a passion for creating new solutions, continues to fuel the school’s continued commitment to build on its legacy of innovation and leadership. The researchers featured in this issue of *Minnesota Nursing* exemplify this commitment:

- Drs. Edwardson, Halcón, Robertson, Pfeiffer, and Olson-Keller are part of an interprofessional initiative to prevent global pandemics
- Dr. Lindquist and her team address intervention strategies of exercise, yoga, and mindfulness-based stress reduction for women with heart disease—the leading cause of death in American women
- Dr. Gross and her colleagues study the affects of complementary therapies of kidney transplant candidates to cope with stress
- Drs. Garwick and Looman, in collaboration with Drs. Ssvavarsdóttir and Orlygsdóttir at the University of Iceland, explore asthma—the third ranking cause of hospitalization among children under age 15.

The School of Nursing is committed to generating knowledge and preparing nurse leaders who will create, lead, and participate in holistic efforts to improve the health of all people. So, this issue also spotlights the experiences of students in innovative academic programs including the BSN-to-PhD trajectory, the professional master’s degree program for people with degrees in other fields, and the nationally recognized doctor of nursing practice (DNP) program.

We trust that this issue of *Minnesota Nursing* will give you added insight into how the school is continuing its legacy of leadership. We invite you to visit our Web site for more examples of how the school is boldly pushing the boundaries of engagement, exploration, and excellence.

As always, we welcome your suggestions and feedback.

Most sincerely,

Connie White Delaney
Professor and Dean
Nearly 800 guests including University of Minnesota president Robert Bruininks, Regent John Frobenius, and School of Nursing Board of Visitors, alumni, students, faculty, staff, and friends gathered at the Minneapolis Convention Center Ballroom for the Centennial Gala. The event brought a close to the year-long celebration of the school’s first century, and inspired everyone to look forward to the next 100 years.

The year-long celebration was formally launched on January 27, 2009, a day marked by several milestones:

- A proclamation issued by Governor Tim Pawlenty declaring January 27 University of Minnesota School of Nursing Day
- Presentation of the inaugural Richard Olding Beard Award, an award to be given annually to a non-nurse whose contribution to and support of the advancement of the nursing profession deserves recognition and gratitude. The first award was presented to Dr. Frank Cerra, senior vice president for health sciences at the University of Minnesota.
- A generous gift of $1 million dollars from the School of Nursing Foundation. This gift established an endowed professorship, the School of Nursing Foundation Research Professorship, which will enable the school to attract and retain outstanding researchers.

During the year, the school hosted several local and national conferences. These included the Midwest Nursing Research Society conference and the annual conference of the American Association for the History of Nursing.
The school’s centennial year also included these noteworthy events:

• The receipt of a gift from Eileen M. Vinnes Kalow that will establish an endowed chair in Child and Family Health

• The conferral of an honorary doctor of humane letters on Distinguished Alumna Clara Adams-Ender, the first African American woman and nurse to command a major U.S. Army installation

• The creation of the Marie Manthey Professorship in Practice Innovations, named in honor of the Distinguished Alumna for her transformative work in establishing primary nursing and elevating the profession of nursing

• The graduation of the 100th class of BSN students and the third class of DNP students

• The publication of *Leading the Way: The University of Minnesota School of Nursing - 1909-2009* by Distinguished Alumna Laurie Glass, which tells the remarkable history of the first century of the University of Minnesota School of Nursing. To order, visit www.nursing.umn.edu/Centennial/Book.

1. Dean Connie Delaney (center) shares a joyous moment with Distinguished Alumni Clara Adams-Ender (left) and Florence Ruhland.

2. Steven Berlin Johnson, best-selling author of *The Ghost Map* presents keynote at the American Association for the History of Nursing conference held in September.

3. SoN Foundation Board member Susan Forstrom (center) and Dean Delaney present plaque commemorating the creation of the Marie Manthey Professorship in Practice and Innovation to Manthey (left).

4. Sandra Edwardson and Kathleen Fagerlund “hood” DNP graduate Carolyn Ceronsky.

5. President Robert Bruininks and Connie Delaney at the Centennial Gala.

6. President Robert Bruininks, Senior Vice President for Health Sciences Frank Cerra, Regent Patricia Simmons, and Dean Connie Delaney during the Centennial Launch event in January.
New Appointments

Katharine Bonneson joined the school as the chief administrative officer in January. Bonneson is a graduate in oceanography from the U.S. Naval Academy in Annapolis, Maryland. She earned a master’s degree in management from the University of Maryland University College, and a PhD in public administration from the University of Baltimore. Bonneson comes to the school with varied experience including service as a senior management analyst with BearingPoint Consulting in McLean, Virginia; management analyst for the U.S. Naval Academy; and lead program analyst for the National Centers for Environmental Prediction. Most recently she served as director of business services for the Minneapolis Convention Center. She is responsible for the financial and operational activities that support the School of Nursing.

Melissa Frisvold, PhD, clinical assistant professor, received her PhD from the University of Minnesota School of Nursing. Frisvold is a certified nurse midwife with expertise in the health issues of women in midlife. Her areas of healthcare interest are osteoporosis and a holistic approach to prevention through nutrition and exercise, the prevention of heart disease in women, and the role of psychosocial stress reduction as a preventive health intervention.

Martha Kubik, PhD, MSN, RN, was named the director of international programming at the School of Nursing. She will build on the efforts of prior directors Sandra Edwardson and Linda Halcón to expand the school’s global partnerships. Kubik is an associate professor whose research focuses on adolescent health behaviors, physical activity and nutrition in youth, and school-based and community intervention.

Laurel Mallon, was named director of alumni and external relations for the School of Nursing. An advancement professional with 30 year experience, Mallon served as the school’s director of development since 1987. During her tenure she facilitated three capital campaigns, endowed the Katharine J. Densford International Center for Nursing Leadership, and built lasting relationships with alumni and donors. She previously was director of development for the University’s College of Pharmacy and for the Minnesota and Central Colorado Chapters of the National Multiple Sclerosis Society.

Honors & Awards

Faculty

Linda Bearinger, PhD, RN, FAAN, was elected to a four-year term as President of the International Association for Adolescent Health at the organization’s 9th World Congress in Kuala Lumpur, Malaysia. Bearinger is the first American and the first nurse to serve as president of the IAAH.

Bearinger was also invited to London, UK to facilitate the first convening of a global research advisory group for *The Lancet* focused on the health of young people. The two-day meeting, “Beyond Mortality: Global Future of Adolescents,” set priorities for a second adolescent-focused Lancet series (the first published in *The Lancet* in March 2007) and established next-steps in the formation of this first-ever global adolescent health research group.

In addition, Bearinger led an interdisciplinary delegation of the directors of seven federally funded pre- and post-doctoral programs in adolescent health. The group met with Mary K. Wakefield, PhD, RN, director of the Health Resources Services Administration (HRSA) in Washington, D.C. During the meeting, participants discussed national strategies to optimize adolescent health workforce preparedness.

Mary Chesney, PhD, RN, CNP, received the Minnesota Nurses Association’s 2009 Political Action Award. The award was given in recognition of Chesney’s legislative advocacy on behalf of advanced practice nurses and her work in promoting nursing’s vital role in healthcare reform.
Connie Delaney, PhD, RN, FAAN, FACMI, was selected as the 2009 recipient of the American Medical Informatics Association Virginia K. Saba Informatics Award. Delaney was also one of three nationally recognized experts in health care transformation appointed to serve as an advisor for the Bonnie Wesorick Center for Healthcare Transformation, a center within the Kirkhof College of Nursing at Grand Valley State University.

Joanne Disch, PhD, RN, FAAN, was elected president-elect of the American Academy of Nursing at its annual meeting in Atlanta in November. Her official two-year term as President will begin November 2011. Disch also received the Mary Tolle Wright Award for Excellence in Leadership from Sigma Theta Tau International.

Susan Henly, PhD, RN, was accepted as a fellow in the Japan Academy of Nursing Science. She also accepted an extension in her term as the associate editor of Nursing Research. Her appointment will continue through the end of 2012.

Julie Jacko, PhD, was appointed by Minnesota commissioner of health, Sanne Magnan, to serve on the Minnesota eHealth Advisory Committee to represent academics and clinical research.

Linda Lindeke, PhD, RN, CNP, was selected to serve on the Agency for Healthcare Quality’s Subcommittee on Children’s Healthcare Quality Measures for Medicaid and Children’s Health Insurance Programs. This committee is part of the process to enact the February 2009 federal law CHIPRA (Public Law 111-3, Title IV).

Ruth Lindquist, PhD, RN, ACNS-BC, FAHA, FAAN, was elected to serve as co-chair of the American Academy of Nursing’s Expert Panel on Acute Care and Critical Care. Lindquist also released the sixth edition of Complimentary/Alternative Therapies in Nursing with School of Nursing professor emerita Mariah Snyder.

Christine Mueller, PhD, RN, FAAN, was elected to serve as chair of the American Academy of Nursing’s Expert Panel on Aging. Mueller was also named to a three year term on the Pioneer Network Board of Directors.

Cynthia Peden-McAlpine, PhD, ACNS-BC, was elected as a Member Scholar of the International Institute of Qualitative Methodology. The goal of this institute is to facilitate the development of qualitative research methods across a wide variety of academic disciplines.

Bonnie Westra, PhD, RN, FAAN, was inducted as a fellow into the American Academy of Nursing. She was selected for her contributions to the development, translation, and effective use of electronic health records (EHRs) in nursing practice and research.

Mary Zaccagnini, DNP, RN, CNS, and Kathryn White, DNP, CRNA, co-authored The Doctor of Nursing Practice Essentials: A New Model for Advanced Practice Nursing. This book is intended to serve as a core textbook for DNP students and faculty to use to achieve mastery of the American Association of Colleges of Nursing essentials as well as a reference for practicing DNPs.
Meeting the Health Care Needs of a Diverse Society

Robert Wood Johnson Foundation funds scholarships for Master of Nursing students

BY DARLENE GORRILL

Adam Sakhitab took particular pride in the moment when he and his fellow graduates took an oath of ethics during the December commencement ceremony for the Master of Nursing (MN) program, an accelerated program for students with a non-nursing bachelor’s, master’s, or doctoral degree.

Sakhitab championed the development of the ethics oath, advocating and gathering support for the idea. He credits the New Careers in Nursing Scholarship Program with providing support that allowed him to take a leadership role in this effort, as well as other activities, while he completed his degree.

INCREASING REPRESENTATION

The School of Nursing was one of the first in the nation to receive a grant from the Robert Wood Johnson Foundation’s (RWJF) New Careers in Nursing Scholarship Program. The grant funded scholarships in the amount of $10,000 each for 13 members of the 2009 MN graduating class.

The RWJF and the American Association of Colleges of Nursing launched the initiative to increase the number of the students who have been underrepresented in the nursing profession or who come from underserved populations.

For the School of Nursing, the grant offered another opportunity to support its commitment to diversity. The MN program addresses nursing shortages by expanding access to a 16-month graduate program that attracts diverse students who have earned degrees in other fields.

SPREADING THE WORD

“The school is dedicated to attracting an educationally diverse student body and preparing those students to meet the health care needs of our diverse society,” says Gale Shea, director of student and career advancement services. To enhance the scholarship’s impact, the school developed the Leadership Ambassador Pilot Program, a strategy for scholarship recipients to spread the word about the opportunities of nursing as a profession.

Scholarship recipients such as Sakhitab and Karli Gasteazoro shared their enthusiasm for nursing with high school students at events throughout the year. They also assisted with the fall gala celebration honoring the school’s centennial year and attended the 2009 Midwest Nursing Research Society (MNRS) Conference. In fact, Sakhitab was invited to present a paper at the 2010 MNRS conference in April.

Both are grateful for the scholarship support. “I didn’t have to work because I received the scholarship, which meant that I could pursue other activities,” says Gasteazoro.

Sakhitab and Gasteazoro started their first nursing positions this year—Sakhitab in the pediatric intensive care unit at the University of Minnesota Amplatz Children’s Hospital, Minneapolis, and Gasteazoro in adult oncology at Georgetown University Hospital, Washington, D.C. Both also plan to pursue a doctor of nursing practice degree in the future.
Eunice Areba’s journey began in Kenya, and if her application for a research grant is approved, she will return to her homeland. There she will study the growing numbers of people who are displaced as a result of violence and changes within the country.

Areba is interested in the complex public health issues of refugees and immigrants. She entered the BSN-to-PhD program in fall 2009 with the desire to combine her love of research and health care with her passion for policy and people. Eager to start on her research, Areba prepared the grant proposal after her first semester at the School of Nursing.

Research is not new for Areba. She conducted her first project while an undergraduate nursing student at Winona State University. After presenting her findings at the 2008 Midwest Nursing Research Society conference, she received valuable encouragement. “They told me ‘you are a nurse researcher,’” says Areba.

After graduation, she was employed at Gundersen Lutheran Health System in western Wisconsin. “I had great patients,” she says, “but I wanted to impact more lives.”

The School of Nursing’s BSN-to-PhD program offered the perfect solution.

“Everyone at the school has been really supportive of me and my goals,” says Sakhitab. “My experiences made me appreciate that nursing impacts health care in so many ways.”

ROLL CALL
New Careers in Nursing Scholarships were awarded to 13 students in the Master of Nursing program. The students, with their previously earned degree, are listed below:

Robert Anderson, BA (psychology/sociology)
Sasha Aramaly, BA (education and human services)
Kristen Bradley, BFA (arts)
Jade Chase, BS (actuarial science)
Karli Gasteazoro, BA (biology)
Scott Kerwin, BS (biomedical engineering)
James McMurray, BA (Latin American, Caribbean, Iberian studies)
Adam Meier, BS (kinesiology)
Valerie Moehlenbrock, BA (psychology)
Todd Molenaar, BS, (exercise science)
Adam Sakhitab, BS (molecular biology)
Anne Schulein-Fournier, BA (individual design)
Tamino Tsutsui, BA (psychology)

Learn more about Eunice at www.nursing.umn.edu/Magazine/EuniceAreba.
Leaders in the Making

Nursing Freshman Guarantee Program encourages freshmen to consider nursing

The atmosphere in the seminar for students in the School of Nursing Freshman Guarantee Program often crackles with excitement. As students dive into the many aspects of nursing careers, they quickly expand their view of nursing and of their options.

“They are definitely leaders in the making,” says Karin Alaniz, PhD, RN, School of Nursing senior teaching specialist who leads the seminar and helps advise the students during their freshman year. “They are bright and enthusiastic.”

HIGH-ABILITY STUDENTS

The School of Nursing selects students for the Freshman Guarantee Program from those who indicate an interest in nursing on their University applications and who meet the admissions criteria determined by the School of Nursing and the University’s central admissions office. Participants are guaranteed admission to the school after completing freshman year prerequisite courses, provided they meet grade point average and other requirements, such as participating in the seminar that Alaniz teaches.

“We developed the program to encourage high-ability students to consider nursing,” says Mary Rowan, PhD, RN, CNM, School of Nursing clinical professor and director of pre-licensure programs.

“One factor that students consider when determining where to attend college is the availability of a spot in their preferred program,” says Rowan. “We know that outstanding students with an interest in nursing were more likely to select a university where they knew they had guaranteed acceptance in their chosen major, rather than worry about being admitted as sophomores.”

The program’s success has helped prompt its growth: The school first admitted eight students to the program in 2003 and last year accepted 32 students.

“All of our applicants are wonderfully qualified, and the school definitely benefits from the presence of this pool of applicants,” Alaniz says.

Students in the program enjoy an impressive track record. Most complete their degree within four years and volunteer to help the school and the nursing community “This cohort of students is very engaged and involved,” Rowan says.

PREPARATION AND CONFIDENCE

The Freshman Guarantee Program played a role in freshman Kelly Johnson’s decision to come to the University. After finishing high school, Johnson knew that she wanted to pursue nursing and considered attending the University of Wisconsin at Madison.

“The Freshman Guarantee Program helped push me toward the University of Minnesota,” says Johnson, who joined the Nursing College Board (a student organization that represents nursing student involvement in the affairs of the School of Nursing, student organizations, and the University) and began volunteering during her first semester. The program is preparing her well to make the most of her next three years, she says.

Sophomore Lauren Quick gained so much from her time in the Freshman Guarantee Program that she, along with several other former freshman guarantee students, decided to start a mentoring initiative. Quick and her fellow sophomores organized a mixer to meet with the latest cohort of Freshman Guarantee students.

“Being a Freshman Guarantee Program student gave me the confidence to become involved,” Quick says.
Whether you are dressed in an executive suit, scrubs, or sweatpants, professional and continuing nursing education is available to you anytime, anywhere. The School of Nursing’s Office of Continuing Professional Development offers online learning opportunities designed to meet your needs and accommodate your schedule.

**OUR FRAMEWORK**

Professional development is founded on the concepts that:

- Learning is a life-long journey
- New knowledge enhances practice, research, and education
- Innovative information enhances critical thinking
- Evidence provides the foundation for best practices

The School of Nursing’s online modules and in-person conference opportunities are created in collaboration with faculty experts. Our goal is to help clinical experts, educators, and leaders stay current with advances in nursing theory and practice.

For example, we have recently begun offering a “Prescriptive Practicum” that provides 30 hours of supervised clinical experience for clinical nurse specialists. The practicum meets the Minnesota Board of Nursing standards for prescriptive privileges.

Programs under development include webinars and online modules based on research completed by graduates of the school’s Doctor of Nursing Practice program.

**COLLABORATION AND PARTNERSHIPS**

At the School of Nursing, we believe that creative collaborations make a difference in the health of people locally, nationally, and globally. That’s why the Office of Continuing Professional Development works with a wide variety of partners.

In addition to the seven School of Nursing Centers of Excellence, some of these partners include:

- Joint Commission Resources
- Minnesota Organization of Leaders in Nursing (MOLN)
- North Central College Health Association
- Minnesota Center of Excellence for Influenza Research and Surveillance (MCEIRS), which offers NIH funded online modules.

**ACCREDITATION**

The University of Minnesota School of Nursing Office of Continuing Professional Development is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation. The programs are also designed to meet the Minnesota Board of Nursing requirements for continuing education.

Learn more about School of Nursing Continuing Professional Education opportunities and partnerships at: [www.nursing.umn.edu/ContinuingEd](http://www.nursing.umn.edu/ContinuingEd).
FIVE FACULTY FROM THE SCHOOL OF NURSING WILL BE BACK ON THE FRONTLINES WORKING TO PREVENT GLOBAL PANDEMICS BY DEVELOPING BETTER RESPONSES TO EMERGING ZOONOtic DISEASES, WHICH CAN SPREAD BETWEEN ANIMALS AND HUMANS.

A INTERPROFESSIONAL EFFORT

The nursing professors will travel to hot spots in the Congo Basin, Southeast Asia, the Amazon Basin, and India. They will join faculty from the College of Veterinary Science, the School of Public Health, the Medical School, the College of Education and Human Development, and the College of Food, Agricultural, and Natural Resources Sciences.

The project, called RESPOND, is the largest part of the five-part Emerging Pandemic Threats (EPT) program recently launched by the United States Agency for International Development (USAID). EPT involves prediction, identification, monitoring, preparedness, and response to the first stages of pandemics.

Partnering with the University of Minnesota are Tufts University and DAI, a private international development company based in Washington, D.C.

IMPORTANT ROLE OF NURSING

The University of Minnesota School of Nursing is the only U.S. nursing school involved in the EPT program. The involvement of nurses is essential because they are often the main health care providers in areas “where the forest meets the farm.”

In such areas, environmental degradation has forced new interactions among wildlife, livestock, and humans, increasing the possibility of zoonotic disease. Nurses who provide hands-on, holistic care for human residents will benefit from partnering with veterinarians and wild life biologists.

Minnesota nursing faculty will be working with nurse educators, as well as nurses practicing in remote areas, to develop both academic and field epidemiology programs. The overall goal of the project is to increase the capacity of human and animal health care providers.

Here are the stories of the five participants. Each brings unique experience and expertise to the project, but all are passionate about public health nursing and its potential benefits.
SANDRA EDWARDSON

Combining International Work and Nursing Education

Sandra Edwardson, PhD, RN, FAAN, has always focused on maternal and child health. She has never “officially” practiced in public health nursing. But once she began working globally, she realized that “all international work is public health-related and population-based.”

A LIFE-CHANGING INVITATION

As a doctoral student at the University, Edwardson was invited by a classmate to become involved with a new organization: Minnesota International Health Volunteers, now known as WellShare International. Nearly 30 years later, she’s in her fifth term on the board of directors.

As a board member, Edwardson has helped determine the organization’s overall direction and decide which projects it would engage. As a volunteer, she has worked on a child survival project in Uganda. “The country once had a wonderful primary care infrastructure, but it was destroyed during the dictatorships of Milton Obote and Idi Amin,” she says.

Edwardson, now professor and director of the Doctor of Nursing Practice Program in the School of Nursing, also served as dean for 14 years. One of the highlights of her deanship was the school’s involvement in the Nursing Education and Leadership Project. Funded by USAID, its goal was to improve how nursing was taught and how nurses were perceived in Kazakhstan, Uzbekistan, and Kyrgyzstan.

GETTING THE BUG

“One once you start doing international work, you really get the bug,” says Edwardson, who will be part of the RESPOND team in the East Congo Basin. The project allows her to combine her interests in international work and nursing education. “The School of Nursing has tremendous expertise in international health,” she says. “This project is a wonderful opportunity to use our knowledge and experience for the good of the entire world.”

© RICHARD ANDERSON
PREVENTING PANDEMICS

LINDA HALCÓN
Preventing Things from Falling Apart

Linda Halcón, PhD, MPH, RN, became interested in public health in the late 1970s, while working at the Red Door Clinic in Minneapolis. “We were seeing some of the first patients with HIV/AIDS,” says Halcón, now an associate professor at the School of Nursing. “I decided that I wanted to work in prevention instead of picking up the pieces after things fell apart.”

A VARIED BACKGROUND
But a public health career required more than a two-year nursing degree, so Halcón enrolled at the University where she earned a BSN and an MPH. After moving with her husband to Madagascar, she served as administrator and nurse of the U.S. Embassy health unit.

The couple later moved to Kenya, where Halcón was recruited by a representative of the International Rescue Committee to work in a camp for displaced persons in southern Sudan. There she coordinated an immunization and child nutrition program.

After coming back to Minnesota 1989, Halcón was employed as a public health director for Isanti County before returning to the University, where she served as interim director of Boynton Health Service. In 1998, she completed a PhD in epidemiology, focusing on infectious disease.

NURSING AS A BRIDGE
Over the years, Halcón’s work has taken her to many destinations, including Iraq, Peru, and India, and these experiences inform her interest in international public health nursing. In addition, she is researching the use of plant essential oils, or aromatherapy, in health care.

“I believe that nursing is well-positioned to bridge conventional public health and integrative health and healing,” Halcón says.

She will co-lead RESPOND’s Amazon Basin project. “None of us alone can address the whole picture because the environment, animals, and people are all interconnected,” she says.

LINDA OLSON KELLER
Making a Difference for Everyone

As a student at St. Olaf in the early 1970s, Linda Olson Keller, DNP, RN, FAAN completed a public health nursing internship in Cary, Mississippi. She loved the people and the work, and the experience confirmed that she was on the right path. “I knew that I wanted a career working with people in the community to prevent disease and promote health,” she says.

WORKING AT THE SYSTEMS LEVEL
After graduation, Olson Keller accepted a position as a county public health nurse. She quickly realized that she preferred to work at the health policy and systems level. She decided to enroll in the master’s degree program at the School of Public Health. “I wanted to make a difference for everyone, not just those I served,” she says.

In 1986 she joined the Minnesota Department of Health (MDH). For the next two decades, she served as a public health nurse consultant. During her tenure at MDH, she developed the Public Health Intervention Wheel, a model that provides a foundation and a vision for public health nursing. It is used in practice, education, and administration across the United States and throughout the world.

NEW IDEAS
Now a clinical associate professor at the School of Nursing, Olson Keller is especially interested in the detection, prevention, and control of emerging infectious diseases. She’s “incredibly excited” about joining the RESPOND team in Southeast Asia.

“If you always work with people like yourself, you just recycle the same ideas,” she says. “I can’t wait to work with the veterinarians and wildlife biologists. Once we understand what we can do together, that’s when it gets good!”
JEANNE PFEIFFER
Protecting Patients and Health Care Workers

Infection prevention and control was a logical career choice for Clinical Assistant Professor Jeanne Pfeiffer, DNP, MPH, RN. “As someone of German heritage, I value things like how clean the windows are,” she says with a laugh.

FIXING THE SYSTEM
Pfeiffer was the kind of kid who always wanted to fix whatever wasn’t working. And “fixing” was exactly what she had in mind during the late 1970s when she became the infection control program coordinator at Hennepin County Medical Center (HCMC), a position she held for the next 25 years.

“Infection prevention and control is so basic to good care,” she says. “My goal has always been to standardize practice to protect the patient and the health care worker.”

SPREADING THE WORD
A recognized leader in the field, Pfeiffer has served as president of the Association of Professionals of Infection Control and Epidemiology, participated on local and national committees, and traveled to India, Japan, South Africa, Malaysia, and the republics of Moldova and Georgia to teach infection control.

Working with the Minnesota Department of Health, she developed the “Cover Your Cough” campaign, which is used internationally in acute- and long-term health care facilities, schools, day care centers, and public health agencies.

LOOKING FOR EVIDENCE
Since coming to the University in 2005, she has worked as the overall content expert and School of Nursing coordinator of Minnesota Emergency Readiness Education and Training Program (MERET).

Pfeiffer looks forward to returning to India, where she has worked as a volunteer with Children’s HeartLink. “Nurses in the villages are the first to see evidence of emerging diseases,” she says. “But participation in a project like RESPOND is new for nursing, and that’s really exciting.”

CHERYL ROBERTSON
Combining Anthropology and Nursing

For Cheryl Robertson, PhD, MPH, RN, FAAN, a career in public health was a natural outgrowth of her interest in anthropology and nursing. “Anthropology is about understanding the daily activities we do as humans,” she explains. “And nursing is about connecting with people to understand all the day-to-day things they do to maintain or regain their health.”

During her multi-faceted career, Robertson, now an associate professor in the School of Nursing, has worked in the migrant labor camps of central Wisconsin, served as a refugee nurse with the Minnesota Visiting Nurse Agency, and directed international programs for the Center for Victims of Torture.

REFUGEE HEALTH
In the mid-1980s, she joined Minnesota Health Volunteers and was sent to Uganda, where she coordinated a community-based health care program. It was a scary time because the country was in the midst of an on-going, low-grade civil war. That experience led Robertson to become interested in what happens to families and communities during and after armed conflict.

Since then, Robertson has developed education programs for providers in Bosnia and Croatia serving torture survivors, for Turkish nurses working in detention centers and prisons, and for nursing schools in conflict-affected communities. She has also studied strategies to improve the health and well-being of Somali and Oromo refugees, Latino construction workers, and people with HIV/AIDS in rural Kenya.

HIGH NEEDS, LOW CAPACITY
Robertson will be leading the RESPOND project in the East Congo Basin, where many communities have been displaced, often because of conflict. They have been forced into new environments that can’t support them, and this heightens the risk of disease transmission between humans and animals.

“It will be challenging work,” she says. “The Congo is an area with extremely high need, low capacity, and a host of severe problems.”

Pfeiffer at MERET training in Waconia, Minnesota.
Jacqueline Teisberg never considered herself a candidate for a heart attack. The retired occupational health nurse was physically active, slender, had never smoked, and had no family history of heart disease.

**SURPRISE ATTACK**
Then one Tuesday morning in August, Teisberg felt a sudden, powerful thirst. “I had no pain,” she recalls. “I had no shortness of breath. I was not light-headed. I wasn’t sweating. I didn’t have any of the symptoms you think of with a heart attack. I just felt awful.”

Paramedics who responded to her 911 call determined she had suffered a heart attack and whisked her to nearby Abbott Northwestern Hospital in Minneapolis. To her surprise, Teisberg’s right coronary artery was completely blocked.

After completing cardiac rehabilitation, Teisberg joined a women’s cardiac support group at Abbott Northwestern, where she learned about the Women’s Heart Health Program’s research study called LiteHEARTEN.

**RECOGNIZED SYMPTOMS**
Teisberg is one of 32 proposed participants in LiteHEARTEN. Funded by the Minneapolis Heart Institute Foundation and Women’s Heart Health Program of the Minneapolis Heart Institute of Abbott Northwestern Hospital, the 12-week study carries the prefix “lite” because it’s a pilot for a potentially larger study. HEARTEN stands for “How Exercise And Relaxation Techniques impact Endothelium in women.”

The endothelium is a layer of flat cells that lines the heart, blood, and lymph vessels. These cells are involved in control of blood pressure, clotting, and the build-up of cholesterol. Dysfunction of the endothelium has been associated with coronary artery disease.
Ruth Lindquist

• Enhancing quality of life and adjustment of women with or at risk for cardiovascular disease
• Adherence to health behavior change
• Complementary and alternative therapies to reduce stress and anxiety

Ruth Lindquist, PhD, RN, ACNS-BC, FAHA, FAAN, a School of Nursing professor and principal investigator for LiteHEARTEN, conceived the study two years ago in response to a program announcement from the National Institutes of Health. The announcement requested applications for studies examining the association of stress and subclinical markers for coronary artery disease. She decided to focus on women because heart disease tends to be underdiagnosed and undertreated in women—even though it is the single leading cause of death for American women.

“There is some evidence that when women have these nonspecific symptoms, they may call a friend or delay seeking care, because they have many other responsibilities at home and work,” Lindquist explains.

EXPLORING THE ALTERNATIVES

Participants in LiteHEARTEN must have 50 percent or greater blockage in one or more coronary arteries. They are randomized into one of three groups: exercise, mindfulness-based stress reduction (MBSR), or a control group. Lindquist enlisted longtime MBSR instructor Judith Lies, co-founder of HEARTWOOD Mindfulness Practice Center in Minneapolis, to lead the mindfulness group. Lies teaches techniques based on Jon Kabat-Zinn’s book Full Catastrophe Living. Group participants learn how to scan their bodies for signs of stress, and to practice sitting and walking meditation, yoga, and mindful eating.

Mindfulness practices help women “step back” from their thoughts and focus on living in the current moment instead of rehashing past problems or worrying about “what if.” This allows them to relax and reduces stress in all areas of their body, including the cardiovascular system.

Some participants had practiced yoga before, but none had studied meditation, according to Lies. “They repeatedly practice mindfulness techniques, so that when they have an increased heart rate, they can use what they’ve been practicing,” she says.

FURTHERING THE RESEARCH

University of Minnesota exercise physiologist and School of Nursing clinical assistant professor Ulf Bronas, PhD, and Dr. Art Leon, cardiologist and U of M professor, conducts the participants’ exercise stress tests, and train them in aerobic exercise. “If the results are positive, we’re hoping to be able to confirm them in a larger sample with a longer follow-up,” Bronas says of the study. “This could translate into additional therapy for women with coronary artery disease.”

“This study is different, and not just because it focuses on women,” Lindquist says. “It also focuses on participants’ quality of life and health, rather than on disease, and that shift could affect nursing and health care.” She plans to seek funding for a larger study from the National Institutes of Health.

According to Lindquist, Minnesota women with coronary disease receive top-notch care—but that care doesn’t address their anxiety. “LiteHEARTEN is a nice adjunct to the care they’re getting,” she says. “I believe that participants will improve their functioning and their quality of life will be better. That’s what thrills me about doing this.”

IMPROVING CARE FOR WOMEN

The University of Minnesota Academic Health Center, the Minneapolis Heart Institute® at Abbott Northwestern Hospital, and the Mayo Clinic are sponsoring “Women and Heart Disease: A National Summit to Eliminate Untimely Deaths in Women.” The summit will be held on April 29-30 at the Marquette Hotel in downtown Minneapolis. Co-chairs are Ruth Lindquist of the School of Nursing; Elizabeth Zane Grey, MD, of the Minneapolis Heart Institute; and Sharonne Hayes, MD, of Mayo Clinic. For more information, visit www.mplsheart.org.

The Minneapolis Heart Institute at Abbott Northwestern also holds a weekly support group that is open to the public; many LiteHEARTEN study participants attend the ongoing weekly support group.
POST-DOCTORAL PROFILE:
Yeoungsuk Song

BY NANCY CROTTI

A matchmaker could not have done a better job of connecting LiteHEARTEN principal investigator Ruth Lindquist and Yeoungsuk Song, PhD.

As Lindquist was preparing to begin the project, a colleague recommended Song, a Korean acute-care nurse practitioner who had studied the quality of life experienced by heart transplant patients. She was hoping to do post-doctoral work in the United States.

In January 2009, Song arrived at the University of Minnesota School of Nursing where she began screening prospective participants to ensure they met the study criteria. During the study, she helped with testing and administered medications.

Song was closely involved in the process that took LiteHEARTEN from approval by the Institutional Review Board to implementation. She also learned about electronic medical records systems and patient privacy law.

She plans to do similar research on the association between mindfulness-based stress reduction and cardiac disease in Korea, where heart disease is the third leading killer of women. In addition, she would like to study the impact of the relationship between the principal investigator and the study participants.

“I’ve really enjoyed my work at the School of Nursing, and I’d love to come back and continue the collaboration with Ruth,” Song says.

According to Lindquist, “The feeling is mutual.”

LiteHEARTEN team (L-R): Ulf Bronas, Yeoungsuk Song, LiteHEARTEN study participant, Ruth Lindquist, Art Leon, Denise Windenburg (Women’s Heart Health Program).
For the thousands of people waiting for a kidney transplant, the uncertainty of living with a chronic illness, along with the exhausting demands of frequent kidney dialysis, creates stress that can diminish their quality of life. This unrelenting stress has the potential to weaken their health even after the transplant, delaying recovery and increasing the cost of care.

“Fifty to 80 percent of waiting-list patients experience anxiety, depression, or insomnia,” says Cynthia Gross, PhD, professor of nursing and pharmacy, whose research focuses on quality of life issues. “This cluster of symptoms is stress-related, and the stressors of the waiting period can’t be removed. So we wanted to see if a complementary therapy that has proven effective in other clinical settings can help these patients cope.”

Gross and Mary Jo Kreitzer, PhD, FAAN, director of the Center for Spirituality & Healing and professor in the School of Nursing, recently completed a randomized trial of mindfulness meditation training with patients who had already received an organ transplant. They found that patients who learned mindfulness meditation experienced fewer symptoms of stress and greater vitality. These benefits lasted during a yearlong follow-up study.

A LOGICAL NEXT STEP

“Transplant recipients told us they wished that they had been able to use mindfulness skills to cope with the stress of the waiting period. So a trial with patients still on the waiting list seemed like the logical next step,” Gross says.

The new study, “Journeys to Wellness for Kidney Transplant Candidates,” was recently funded by the National Institute of Diabetes, Digestive and Kidney Diseases. The randomized trial is designed to determine if waiting-list patients can benefit from Mindfulness-Based Stress Reduction (MBSR), a meditation program created to help patients adapt to the stressors of chronic illness.

“Meditation skills—the ability to be mindful and in the present—appear to relieve anxiety and help people stay calm, but we’re looking for scientific results from well-controlled studies, not anecdotal evidence,” Gross says. She and her team believe that MBSR can help patients reduce stress, enhance their quality of life, and achieve better long-term outcomes. If they’re right, patients and providers will have an effective, holistic treatment to consider.
RESEARCH

Cynthia Gross

- Use of mindfulness interventions to reduce symptoms for persons with chronic insomnia, transplant patients and others
- Quality of life outcomes of persons after transplantation and in chronic health conditions
- Quality of life measurements and clinical trials

PHONING IT IN

In an innovative twist, Gross’s team will deliver the MBSR program to participants by telephone, rather than in person. The newly adapted program, called tMBSR, is expected to be just as effective, and it will relieve participants of the burden of travel—an important consideration, since many patients already commute to a dialysis center several days each week.

The adapted program was created by study consultants Diane Reibel and Don McCowan, who are also developing a DVD of simple yoga stretches for people with serious health problems to be used with tMBSR.

A STRICTLY CONTROLLED TRIAL

To avoid design errors that have plagued previous meditation studies, this trial will be strictly controlled. Each of the 60 participants will be randomly assigned to one of two groups. The first group will focus on MBSR for eight weeks. The second group will spend eight weeks focusing on communication and group support, but will not learn mindfulness techniques.

The tMBSR test group will attend a one-day workshop on mindfulness meditation techniques, mindful eating, and simple yoga techniques, such as gentle stretching. The workshop will be followed by six weekly telephone-based MSBR classes and a final one-day retreat.

Researchers will collect the participants’ self-reported symptoms and quality of life measures at the end of the eight-week trial, six months after the intervention, and finally, after transplant surgery. In addition, daytime cortisol levels and nighttime sleep patterns will also be monitored after the intervention. Both are physical indications of stress.

TEAMWORK IS KEY

Gross notes that the results of two recent clinical trials showed lasting positive results a year after an intervention with MBSR. “We’re trying to build and improve on what’s been done,” she says. “These studies require a village, and we have a great team.”

That team includes health economists, family practitioners, sleep disorder specialists, and nephrologists, all of whom bring valuable knowledge, experience, and perspectives to the study.

Gross believes that the School of Nursing’s openness to complementary therapies and emphasis on interprofessional collaboration are a real plus for students interested in pursuing careers in nursing research. The school’s close association with the Center for Spirituality & Healing is also an advantage.

“Nursing-led research is playing an essential role in the development of cost-effective and empowering integrative approaches to health care,” Gross says. “Our initiatives give patients the tools they need to improve their own health. And promoting healthy lifestyles and encouraging patients to help themselves will become an increasing element of training for nurses and pharmacists.”

The School of Nursing’s openness to complementary therapies and emphasis on interprofessional collaboration are a real plus for students.

For more information about this study, e-mail: journeys@umn.edu.
In the United States, asthma is the third-ranking cause of hospitalization among children under 15 and one of the leading causes of school absenteeism, according to the National Center for Health Statistics. Despite advances in treatment, uncontrolled and poorly controlled asthma continues to interfere with learning and school attendance for youth, not just in the U.S. but also around the world.
**Research**

**Ann Garwick**
- Children and youth with special health needs
- Childhood asthma
- Cross-cultural health and culturally competent care
- Family health and caregiving, stress and coping

---

**Building on an Existing Partnership**

“Asthma is a global health problem,” says School of Nursing professor and associate dean for research Ann Garwick, PhD, RN, FAAN, who heads the International School Nurse Asthma Project (I-SNAP), involving research teams from the School of Nursing at the University of Minnesota and Faculty of Nursing at the University of Iceland.

Also participating in the project are co-principal investigator Wendy Looman, PhD, RN, CNP, SoN associate professor, and Denise Herrmann, DNP, RN, CNP, along with co-principal investigator Erla Svararsdottir, PhD, RN; Brynja Örlygsdóttir, PhD, RN; and Ragnheiour Ósk Erlendsdóttir, MS, MA, RN, all from the University of Iceland.

This project builds on a partnership between the University of Iceland and University of Minnesota that began in 1982. In addition, Garwick and Svararsdottir knew each other through serving on the editorial board of the *Journal of Family Nursing* and both were interested in developing an international research project focused on asthma.

---

**Designing the Study**

“I have been interested in studying asthma as well as other long-term illnesses for a long time,” Svararsdottir says. “In my PhD study, which I defended in the U.S., I studied American families of young children with asthma.”

She notes that the incidence of asthma is high both in Iceland and in the U.S. In fact, asthma is the most frequent chronic illness among children and teenagers in both countries.

Garwick and Svararsdottir decided to focus initially on the critical role of the school nurse in coordinating and managing asthma care. Their goal was to compare the roles of school nurses in Reykjavik, the capital city of Iceland, and St. Paul, the capital city of Minnesota, which has approximately the same size population.

Each team secured its own funding and approval from its respective university Institutional Review Board. The Icelandic team then took the lead in developing a questionnaire while the U.S. team developed the focus group guidelines and protocol. The first pilot focus group was conducted in Minneapolis in November 2008. Researchers in Iceland observed this group via videoconference technology to help ensure that subsequent focus groups would be conducted in the same way.

**Communication is Key**

Team members used videoconferencing technology to maintain regular communication throughout the project. This has been the key to establishing a strong international research partnership.

Researchers conducted a total of six focus groups: three with 15 school nurses in St. Paul and three with 17 school nurses in Reykjavik. The 90-minute discussions centered on:

- The nurses’ role and responsibilities in working with students with asthma
- Barriers and resources in caring for 10-18 year olds with asthma
- The discussions were audio recorded, transcribed, and—in the case of the Icelandic groups—translated into English.
COMMUNALITIES AND DIFFERENCES
“The two countries have radically different health care systems, and we thought we’d see more variability in the roles of school nurses, but we found a lot of commonalities,” Garwick says.

School nurses in both countries play a major role in asthma screening, education, and care coordination.

The main difference was that school nurses in Reykjavik reported spending proportionately less time per week coordinating care for youth with asthma and more time focusing on health education and promotion. School nurses in St. Paul reported spending more time coordinating care for youth with poorly controlled asthma who lacked primary health care and insurance coverage.

ESTABLISHING A MODEL
The researchers have agreed to jointly present and publish their findings. Garwick and Looman traveled to Reykjavik to present at the International Family Nursing Conference in 2009, and team members from Iceland will travel to the U.S. for a presentation at the annual Midwest Nursing Research Society April 8-11, in Kansas City, Missouri.

The study has added knowledge in the literature by delineating the role of school nurses in asthma care in two very different education and health care contexts. But the most important outcome may be that the researchers established a model for conducting parallel studies in two countries—from development to focus groups to analysis and dissemination of findings.

“The biggest takeaway has been the value of doing an international project,” Garwick says. “We’d like to see this collaboration continue, maybe with different child and family health issues.”

Svavarsdóttir agrees. “It’s important for nurses to learn from each other so that we can develop effective nursing interventions that can be tested in two cultures,” she says.

Ultimately, they hope focusing international attention on the global problem of asthma will result in better health and care for students with asthma—no matter where they live.

Read more about the findings from the I-SNAP Project at www.nursing.umn.edu/Foundation/Articles/Asthma.

DENISE HERRMANN

“Love what I do,” says Denise Herrmann, DNP, RN, CNP, who was part of the first DNP graduating class at the University of Minnesota School of Nursing, in 2008.

As the lead resource on asthma for Saint Paul Public Schools, Herrmann has been very involved with the Controlling Asthma in American Cities Project, a seven-year, $6 million effort funded by the Centers for Disease Control. She also has worked closely with the International School Nurse Asthma Project, by recruiting school nurses from her district to participate in focus group discussions.

In the racially diverse Saint Paul Public Schools, where 70 percent of the students are eligible for free or reduced-price meals, approximately 10 percent of the students have asthma, compared with 7.9 percent of children under age 18 nationally and 5.8 percent in Minnesota.

“Asthma is more prevalent among low-income and high-minority populations,” Herrmann explains. “By helping kids get control of their asthma, we’re giving them the opportunity to live a normal life and do the things other kids do.”

In Saint Paul Public Schools, approximately 10 percent of the students have asthma, but asthma-related absenteeism has declined by an average of two days per student since the school district implemented a model developed in Minneapolis Public Schools—the Healthy Learner Model for Student Chronic Condition Management. An article published in The Journal of School Nursing in December 2006 documented school nurses’ effective implementation of the model, noting that “school nurses’ expertise and advocacy for student health was integral to all elements of the model.”

For students who are uninsured or underinsured, the role of the school nurse is particularly important. Nurses identify symptoms and determine the need for medication, connect students with health care providers, and educate students and families about asthma care.

“We’re able to improve health and education outcomes for kids and families every day,” Herrmann says.

Learn more about Denise at www.nursing.umn.edu/Magazine/DeniseHerrmann.


Adwan, Jehad
Pediatric Nurses’ Grief Experience over the Death of Their Patients: Its Relationship with Burnout and Job Satisfaction
Sigma Theta Tau International – Zeta Chapter

Avery, Melissa
Exercise for American Indian Women with Gestational Diabetes: A Pilot Study
Pao Center for Health Trajectory Research; National Institutes of Health

Avery, Melissa (Co-PI)
Stang, Jamie (PI)
Diet and Exercise Intervention to Prevent Gestational Diabetes in American Indian Women
Association of Schools of Public Health/ Centers for Disease Control

Avery, Melissa
Exercise for American Indian Women with Gestational Diabetes: A Pilot Study
UMN – Office of the Vice President and Vice Provost for Equity and Diversity

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

Bearinger, Linda
Adolescent Health Protection Research Training Program (To1)
Centers for Disease Control and Prevention/ U.S. Department of Health and Human Services

Benbenek, Mary
Sunlight Exposure, Dietary, and Dress Habits of Somali Girls
Sigma Theta Tau International - Zeta Chapter

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

Bliss, Donna
The Impact of Fiber Fermentation On Fecal Incontinence (R01)
National Institute of Nursing Research/ National Institutes of Health

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

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

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

Bronas, Ulf
Claudication: Exercise versus Endoluminal Revascularization
Rhode Island Hospital; National Heart Lung & Blood Institute/National Institutes of Health (Prime)

Carney-Anderson, Lisa (PI)
Fagerlund, Kathleen (Co-PI)
The Perioperative Experience of Parkinson’s Patients
Pao Center for Health Trajectory Research; National Institutes of Health

Chlan, Linda
Anxiety Self-Management for Patients Receiving Mechanical Ventilatory Support (R01)
National Institute of Nursing Research/ National Institutes of Health

Chlan, Linda
Patient-Controlled Sedation Feasibility Study
Faculty Research Development Program/ UMN Academic Health Center

Delaney, Connie
Advancing the Nursing PhD Program in Oklahoma
University of Oklahoma; Health Resources and Services Administration/ U.S. Department of Health and Human Services (Prime)

Disch, Joanne
Quality Safety Education in Nursing (QSEN): Phase 3
American Association of Colleges of Nursing (AACN); Robert Wood Johnson Foundation (Prime)

Disch, Joanne (Co-PI)
Wholey, Douglas (PI)
Multidisciplinary Organization and Outcomes for Chronic Heart Failure Patients at the VA
Robert Wood Johnson Foundation

Disch, Joanne (Co-PI)
Transforming Organizational Culture and Performance by Improving Senior Leadership Team Effectiveness
National Center for Healthcare Leadership and Robert Wood Johnson Foundation

Disch, Joanne
Improving Health Care Team Performance through Integrative Leadership
UMN Center for Integrative Leadership
Duckett, Laura
Ringdahl, Deborah (Co-PI)
Testing Feasibility, Acceptability and Safety of Reiki Touch for Premature Infants
UMN Graduate School – Grant in Aid

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

Edwardson, Sandra
Nurse Faculty Loan Program
Health Resources and Services Administration; U.S. Department of Health and Human Services

Edwardson, Sandra
Scholarships for MN and Advanced Practice American Indian Students
Minnesota Department of Health
Office of Minority Health/U.S. Department of Health and Human Services (Prime)

Fagerlund, Kathleen
Nurse Anesthesia Traineeship Program
Health Resources and Services Administration/ U.S. Department of Health and Human Services

Fagerlund, Kathleen (Co-PI)
Carney-Anderson, Lisa (PI)
The Perioperative Experience of Parkinson’s Patients
P20 Center for Health Trajectory Research; National Institutes of Health

Fulkerson, Jayne
Observational Ratings of Child Feeding Practices Among Preschoolers
Minnesota Obesity Prevention Center

Garcia, Carolyn
UMN – Deborah E. Powell Center for Women’s Health; National Institute of Child Health and Human Development/National Institutes of Health (Prime)

Garcia, Carolyn
Pilot of a Coping Intervention Tailored to Latina Adolescent Females
P20 Center for Health Trajectory Research; National Institutes of Health

Garcia, Carolyn
Linking Latino Families to Mental Health Services Using a Community Health Worker Based Multi-Agency Collaborative Model
Medica Foundation

Garcia, Carolyn
Pilot of a Collaborative Family Intervention Addressing Latino Teen Mental Health
UMN Graduate School – Grant in Aid

Garcia, Carolyn
Pilot of a Latina Mother-Daughter Photovoice Intervention to Promote Connectedness
Sigma Theta Tau International – Zeta Chapter

Garwick, Ann
Center for Children with Special Health Care Needs (T3o)
Maternal and Child Health Bureau/Health Resources and Services Administration/U.S. Department of Health and Human Services

Garwick, Ann (Co-PI)
Scal, Peter (PI)
Internet-Based Health Care Transition Program
Faculty Research Development Program/UMN Academic Health Center (AHC)

Garwick, Ann (Co-PI)
Looman, Wendy (PI)
A Comparison of the Roles of School Nurses in Coordinating Asthma Care for Pre-adolescents and Adolescents in Iceland and St. Paul, MN
School of Nursing Foundation

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

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

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

Gaugler, Joseph
Communication in the Nursing Home (SBIR)
Caring Family; National Institute of Nursing Research/National Institutes of Health (Prime)

Gaugler, Joseph
The Dementia Demonstration Project
Department of Veterans Affairs

Gaugler, Joseph
Living Well
Minnesota Board on Aging/State of Minnesota

Gaugler, Joseph
Association between Behavioral Disturbances and Nursing Home Admissions
Eli Lilly and Company

Gross, Cynthia (PI)
Kreitzer, Mary Jo (Co-PI)
Impact of Mind-Body Interventions Post Organ Transplant (R01)
National Institute of Nursing Research/National Institutes of Health

Gross, Cynthia (Project PI)
Matas, Arthur (PPI)
Mindfulness for Symptom Reduction: A Transplant Candidate Study (Program Project)
National Institute of Diabetes and Digestive and Kidney Diseases/National Institutes of Health

Gross, Cynthia
Kreitzer, Mary Jo (Co-PI)
Mindfulness Meditation versus Pharmacotherapy for Chronic Insomnia: A Pilot Study
Faculty Research Development Program
UMN – Academic Health Center (AHC)

Hadidi, Niloufar
MNRS Mentorship Grant
Midwest Nursing Research Society

Harrison, Tondi
A Pilot Study of a Skin-to-Skin Care Intervention in Infants with Congenital Heart Defects
P20 Center for Health Trajectory Research; National Institutes of Health

Harrison, Tondi
A Follow-Up Study of Autonomic Nervous System Function in 3-Year-Old Children with Surgically Corrected Transposition
American Nurses Foundation, Inc.

Harrison, Tondi
MNRS Mentorship Grant
Midwest Nursing Research Society

Jacko, Julie
Development of a Consumer Research Network for Studying Obesity (RC2)
National Institute of Nursing Research/ National Institutes of Health

Jacko, Julie (Co-PI)
HRI: Robot Learning from Teleoperative-Based Instruction and Multimodal Interaction
National Science Foundation

Kerr, Madeleine
Latino-based Multimedia to Prevent NIHL (R25)
National Institutes of Deafness and Other Communication Disorders/National Institutes of Health
**Project (R25)**

**CAM Research Education Partnership**

Kreitzer, Mary Jo

Northwestern Health Sciences University; National Institutes of Health (Prime)

**Kreitzer, Mary Jo**

Stress Reduction for Caregivers: A Randomized Controlled Pilot Study (R21)

HealthPartners Research Foundation; National Institutes of Health (Prime)

**Kreitzer, Mary Jo**

Whole Systems Healing Curriculum Development Grant

Life Science Foundation

**Kreitzer, Mary Jo**

Third Ways of Knowing Symposium

Life Science Foundation

**Kreitzer, Mary Jo**

Impact of a Residential Integrated Treatment Program on Women with Eating Disorders

BlueCross BlueShield Foundation; Park Nicollet Foundation (Prime)

**Kreitzer, Mary Jo (Co-PI)**

Gross, Cynthia (PI)

Impact of Mind-Body Interventions Post Organ Transplant (Ros)

National Institute of Nursing Research/ National Institutes of Health

**Krichbaum, Kathleen**

Cultural Immersion Service Learning in Public Health Nursing

Fund for the Improvement of Postsecondary Education (FIPSE)/U.S. Department of Education

**Krichbaum, Kathleen**

New Careers in Nursing Scholarship Program

Robert Wood Johnson Foundation

**Leonard, Barbara (Co-PI)**

John Belew (Co-PI)

The Participation of Young Adults with Mild Intellectual Disabilities in Health-Related Decision-Making

Special Olympics

**Lindeke, Linda**

Advanced Education Nursing Traineeship (AENT)

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

**Lindeke, Linda**

Pediatric Nurse Practitioner Programs: A Dual Track for Acute Care and Primary Care

Association of Faculties of PNP Programs (AFPNP); NCSBN Center for Regulatory Excellence (Prime)

**Lindquist, Ruth**

Lite-HEARTEN

Minneapolis Heart Institute Foundation

**Lindquist, Ruth**

Qualitative Study: Life after Sudden Cardiac Death with Induced Hypothermia

Sigma Theta Tau International/Midwest Nursing Research Society

**Lindquist, Ruth**

Qualitative Study: Life after Sudden Cardiac Death with Induced Hypothermia

Sigma Theta Tau International - Zeta Chapter

**Lindquist, Ruth**

Summer Salons: Recruitment of Students to Nursing PhD Program

School of Nursing Foundation

**Looman, Wendy**

Correlates of Quality of Life for Rural and Urban Families of Children with VCFS

P20 Center for Health Trajectory Research; National Institutes of Health

**Looman, Wendy (PI)**

Garwick, Ann (Co-PI)

A Comparison of the Roles of School Nurses in Coordinating Asthma Care for Pre-adolescents and Adolescents in Iceland and St. Paul, MN

School of Nursing Foundation

**McMorris, Barbara**

Evaluation of a Restorative Justice Program for Youth

Legal Rights Center; Minnesota Department of Public Safety (Prime)

**Monsen, Karen**

Intervention Patterns Associated with Psychosocial and Parenting Outcomes

P20 Center for Health Trajectory Research; National Institutes of Health

**Monsen, Karen**

Discovering Effective Models for Home Visiting Practice

Midwest Nursing Research Society

**Moss, Margaret**

RWJF Health Policy Fellowship

Robert Wood Johnson Foundation

**Mueller, Christine**

Developing Exemplary Clinical Education Partnerships and Learning in Nursing Homes

Health Resources and Services Administration/ U.S. Department of Health and Human Services

**Mueller, Christine**

Building Faculty Capacity in Geriatric Nursing for Central Minnesota

West Central Initiative; Robert Wood Johnson Foundation (Prime)

**Mueller, Christine**

Geriatric Nursing Education Project: Creating Careers in Geriatric Advanced Practice Nursing

American Association of Colleges of Nursing (AACN); The John A. Hartford Foundation (Prime)

**Mueller, Christine**

Regulating Licensed Nursing Practice in Nursing Homes: RN Delegation, the Role of the LPN, and Outcomes of Nursing Care

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

**Mueller, Christine**

Developing Comprehensive Dementia-Specific Nursing Home Quality Indicators

University of Indiana; Alzheimer’s Association (Prime)

**O’Conner-Von, Susan**

Field Test of a Web-based Program to Help Youth Cope with Cancer Treatment

P20 Center for Health Trajectory Research; National Institutes of Health

**Olson Keller, Linda**

A Culture of Excellence: Evidence-based Public Health Nursing Practice

Health Resources and Services Administration/U.S. Department of Health and Human Services

**Painter, Patricia**

Comparison of Exercise Responses in Four ESRD Treatments (R01)

National Institute of Nursing Research/National Institutes of Health

**Painter, Patricia**

A Pilot Study of Cycling Exercise and Wound Healing in Diabetic ESRD Patients

P20 Center for Health Trajectory Research/National Institutes of Health

**Painter, Patricia**

Renal Exercise Studies

Satellite Healthcare
Peden-McAlpine, Cynthia
The Experience of Community Living Men with Fecal Incontinence
Association of Rehabilitation Nurses

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
UMN Graduate School – Grant in Aid

Robertson, Cheryl
Understanding Somali Refugees’ Perceptions of Mental Health Care: A Focused Ethnography
Program in Health Disparities Research/UMN Academic Health Center (AHC)

Savik Kay
Family CARES II (SBIR)
HealthCare Interactive, Inc.; National Institute of Aging/National Institutes of Health (Prime)

Savik, Kay
Nursing Home Training to Impact CMS Indicators (SBIR)
HealthCare Interactive, Inc.; National Institute on Aging

Secor-Turner, Molly
Experiences of Instability and Risky Sexual Behaviors
Sigma Theta Tau International – Zeta Chapter

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

Sieving, Renee
Lead Peace Collaborative Middle Grades Service Learning Program
Best Buy Children’s Foundation

Talley, Kristine
The Effect of Restorative Care Nursing on Patterns of Disability in Long Stay Nursing Home Residents
John A. Hartford Foundation and Atlantic Philanthropies Claire M. Fagin Fellowship Award/American Academy of Nursing

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

Treat-Jacobson, Diane
Claudication: Exercise versus Endoluminal Revascularization
Rhode Island Hospital; National Heart Lung & Blood Institute/National Institutes of Health

Treat-Jacobson, Diane
Upper Extremity Aerobic Training for Critical Limb Ischemia
Interdisciplinary Clinical Research Scholar Program/UMN Academic Health Center

Westra, Bonnie
The Impact of a Certified Wound, Ostomy, Continence Nurse on Wounds and Incontinence Outcomes for Home Health Care Patients
Wound, Ostomy and Continence Nurses Society

Westra, Bonnie
Preserving the History of Nursing Informatics Pioneers
Executive Nurse Fellows Alumni Association/Robert Wood Johnson Foundation

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

Westra, Bonnie
Developing Predictive Models for Improving Home Care Patients’ Ambulation and Oral Medication Management Outcomes
UMN Graduate School – Grant in Aid

Westra, Bonnie (Co-PI)
Resnick, Michael (PI)
Healthy Youth Development Prevention Research and Training Center
Centers for Disease Control and Prevention/U.S. Department of Health and Human Services

Westra, Bonnie (Co-PI)
Sieving, Renee (PI)
Healthy Youth Development Prevention Research and Training Center
Centers for Disease Control and Prevention/U.S. Department of Health and Human Services

Wyman, Jean
(P20) Center for Health Trajectory Research
National Institute of Nursing Research/National Institutes of Health

Wyman, Jean
Center for Geriatric Nursing Excellence
The John A. Hartford Foundation

Yu, Fang
Functional Impact of Aerobic Exercise Training in Alzheimer’s Disease (K12)
K12 Career Advancement Program for Clinical Research Scholars (CAPS); National Institutes of Health

Yu, Fang
Feasibility and Impact of Aerobic Exercise in Alzheimer’s Disease
American Health Assistance Foundation

Yu, Fang
Validating Clinical Measures of Executive Function in U.S. Veterans
Faculty Seed Grant Program/UMN Academic Health Center
Grant Awards

STUDENT

PRINCIPAL INVESTIGATOR GRANT AWARDS
January 1, 2009 – December 31, 2009

Graduate Students

Belew, John
Leonard, Barbara (Mentor)
The Participation of Young Adults with Mild Intellectual Disabilities in Health-Related Decision-making
Special Olympics

Connor, Susan
Duckett, Laura (Mentor)
O’Boyle, Carol (Mentor)
Variables that Influence the Response of Nurses During a Public Health Emergency (PHE)
UMN U-SEE Center (Pao)
Centers for Disease Control and Prevention

Dierich, Mary
Mueller, Christine (Mentor)
John A. Hartford Foundation Building Academic Geriatric Nursing Capacity (BAGNC)
Pre-doctoral Scholar Award
American Academy of Nursing

Guttormson, Jill
Chlan, Linda (Mentor)
Patients’ Recall and Assessment of Mechanical Ventilation: Impact of Sedation (F31)
National Institute of Nursing Research/National Institutes of Health

Guttormson, Jill
Chlan, Linda (Mentor)
Patients’ Recall and Assessment of Mechanical Ventilation: Impact of Sedation
American Association of Critical-Care Nurses

Lindahl, Darlene
Chlan, Linda (Mentor)
John A. Hartford Foundation Building Academic Geriatric Nursing Capacity (BAGNC)
Pre-doctoral Scholar Award
American Academy of Nursing

Undergraduate Students

Cleary, Caitlin
Herrick, Linda (Advisor)
Old Idea, New Questions: Outcomes of Water Birth in Minnesota
Undergraduate Research Opportunities Program (UROP) University of Minnesota

Gomez, Jessica
Mueller, Christine (Advisor)
Evaluation of an Adopt-A-Grandparent Program for Residents Residing in a Long-term Care Facility
Undergraduate Research Opportunities Program (UROP) University of Minnesota

Lagus, Kathryn
Bernat, Debra (Advisor)
Parent Perception of Adolescent Sexuality
Undergraduate Research Opportunities Program (UROP) University of Minnesota

Mullins, Jean
Bliss, Donna (Advisor)
Responses of Caregivers for Patients with Alzheimer’s Disease or Dementia about Raising Health Literacy and Care Capacity for Incontinence and Associated Skin Damage
Undergraduate Research Opportunities Program (UROP) University of Minnesota

Roberts, Amalia
Kerr, Madeleine (Advisor)
Effect of Social Desirability on Survey Responses of Latino Construction Workers
Undergraduate Research Opportunities Program (UROP) University of Minnesota

Simonson, Andrea
Herrick, Linda (Advisor)
Chlamydia Trachomatis and Irritable Bowel Syndrome: Is There a Connection?
Undergraduate Research Opportunities Program (UROP) University of Minnesota

Wardell, Kimberly
Bliss, Donna (Advisor)
Determining Subject Satisfaction and Preferences of Taking a Fiber Supplement
Undergraduate Research Opportunities Program (UROP) University of Minnesota

Zadaka, Amir
Fulkerson, Jayne (Advisor)
Parental Concerns about Children’s Weight and Availability and Intake of Healthy Foods in the Home
Undergraduate Research Opportunities Program (UROP) University of Minnesota
Common Career Goals, Two Paths in Adolescent Health: The PhD or DNP

Karen Johnson, a current doctoral student focused on public health issues affecting adolescents, knew when she was finishing her BA in sociology that she wanted a graduate education, but she didn’t know which discipline was the right fit. “I thought about law school, social work, education,” she said. Johnson wanted to make a broad impact on the lives of underserved populations.

“It was actually my mom (a nursing professor at the University of Utah) who said, ’Everything you’re saying you want to do, you can do with nursing,’ ” After doing her own research, she agreed. Nursing was the perfect discipline for bringing together all her interests: promoting population-level health, doing research, working in academics, and touching lives. She completed an accelerated BSN program at the University of Colorado Denver then worked as a public health nurse before moving to Minnesota for her graduate degree.

Sara Yaron, also a graduate student in the nursing program, knew before she completed her BSN that an advanced degree in public health nursing was the right track for her. She first explored nursing in high school, working as a nursing assistant, then as a peer health educator and research assistant in college. Before finishing her undergraduate degree at University of Wisconsin-Eau Claire, Yaron researched master’s programs and discovered the BSN to DNP program at the University of Minnesota.

While both Johnson and Yaron felt called to a career in public health nursing working with adolescents, they chose different tracks within UMN’s nursing program. Johnson is pursuing a PhD and Yaron a DNP; both value their nursing experiences in communities and schools and both plan to work in public health settings with adolescents after graduation.

A PhD in Nursing or Doctor of Nursing Practice?
Johnson liked the PhD’s emphasis on research in preparation for an academic career. “I’m very interested in community-based participatory research, in working one-on-one with underserved communities on issues affecting the health of adolescents.” She is considering the health-promoting influence of sports programs on adolescents as a topic for her dissertation.
A PhD in Nursing or DNP continued

“I felt like going the DNP route could get me hands-on client work, but I’m also very passionate about discovering new knowledge and disseminating that knowledge to policy makers, nursing students, and people in the community.” For Johnson, the PhD is an avenue to this goal.

Yaron was attracted to the DNP’s emphasis on taking the research lead through the academic role and implementing it in communities. “Although research is important,” Yaron said. “I’d like to work together with people in academia, then, apply that research to the populations we serve.” Ultimately, she wants to work with schools and youth programs, building life-skills and competencies, reinforcing positive health behaviors, along with providing young people with access to needed services. “I love the patient/client interaction that comes with nursing. I felt the DNP would allow me to maintain that,” Yaron said.

Both Johnson and Yaron started their advanced degrees shortly after finishing undergraduate degrees, despite some advice to get work experience first. And each stressed that while work experience before graduate school has value, it isn’t always necessary. “If you care about a specific population or issue and you really want to make an impact, you should just go for it,” Johnson said. “You’ll find the support within the university – financial, faculty, and peer support.”

The University of Minnesota’s DNP Program

In the past, Yaron, like many others, might have chosen to pursue an MS in public health nursing. However, in 2007 the School of Nursing transitioned from the MS degree to the new DNP, designed to prepares nurses for advanced specialty positions as advanced practitioners, as well as in administrative, executive, public health, and teaching roles.

The School of Nursing offers two options for students wishing to obtain the DNP. The “Post-Master’s DNP” is designed for students who hold a master’s degree in nursing. They can complete the program in one year of full-time study. There is also a part-time option.

Fall 2009, the School enrolled its first “BSN-to-DNP” class who will complete three years of full-time coursework and a practicum; this includes the foundations of advanced-practice nursing previously offered in the MS program. Students choose from 14 specialty areas, including adolescent health, as part of public health nursing. The program combines web-based instruction with three face-to-face campus visits each semester.

Currently more than 100 nursing schools offer the DNP. The American Association of Colleges of Nursing supports the level of advanced practice nursing preparation to be transitioned from the master’s to the DNP with a 2015 target date.

DNP and PhD: Working Together

“Doctoral students of both stripes share interest in advancing nursing research and improving the quality of clinical practice,” says Scott Harpin, MS, MPH, APRN-BC, and candidate for a PhD. “The future of nursing science and nursing practice is the assurance that those with research degrees and those with clinical doctorates work together.”

For those whose hearts and identities lie in research, the PhD remains the appropriate pathway; and practice, clinical scholarship and leadership remain paramount, the DNP is ideal.
Congruent with the center’s mission to improve the health of infants, children, adolescents, parents and families in the context of their communities, many center faculty have taken leadership roles in transforming their health promotion research for international and global projects.

### Transforming Health Promotion Research through Global Projects

**Linda Halcón**, PhD, MPH, RN, and **Cheryl Robertson**, PhD, MPH, RN, FAAN, are technical advisor and co-investigator, respectively, in the University’s multidisciplinary USAID RESPOND grant. This multinational project aims to improve the training and response capacity for zoonotic disease outbreak identification, investigation, analysis, and control within countries and regions; improve the coordination among public and private interests involved in an outbreak; support in-country outbreak response activities; and introduce new technologies to help improve a country’s response to an outbreak. Linda Olson-Keller, DNP, RN, FAAN, will join the group as the nurse on the Southeast Asia team. In addition, Dr. Robertson is working to improve refugee health through an innovative study using ethnographic methods to understand Somali refugees’ beliefs, practices, needs, and the barriers they face when dealing with Western mental health services.

Learn more about RESPOND on page 10.

**Ann Garwick**, PhD, RN, FAAN, and **Wendy Looman**, PhD, RN, CNP are co-principal investigators of I-SNAP, a study comparing the roles of school nurses in the coordination and management of asthma care for younger (ages 10-14) and older (ages 15-18) adolescents in St. Paul, Minnesota, and Reykjavik, Iceland. The project is funded by the School of Nursing Foundation. Garwick and Looman will also identify the nurses’ recommendations for improving asthma care coordination.

Learn more about the I-SNAP project on page 19.

**Linda Bearinger**, PhD, RN, FAAN, is the first American and first nurse to serve as president of the International Association for Adolescent Health (IAAH). The IAAH is a multidisciplinary, non-government organization that involves 36 countries and is committed to youth empowerment. Dr. Bearinger will serve a four-year presidential term ending 2013.

Ueli Bulhman, MD, outgoing president of IAAH, passes leadership to Linda Bearinger, PhD, RN, FAAN.
CShCN Student Receives First Sandra R. Edwardson Award

Janet Dutcher, DNP, RN, NNP-BC, received the inaugural Sandra R. Edwardson Award for Excellence in Doctor of Nursing Practice Leadership Projects at the commencement ceremony held December 10, 2009. Her DNP project “Facilitation of a Neonatal Advance Care Plan through a Perinatal Palliative Care Consult Approach,” developed an innovative palliative care program to help families deal with the devastating realities of having a dying child or a child with life-limiting conditions. The early data offer new directions for ongoing program development, including measurement of the impact on infants and the families.

“I came to the University of Minnesota with a strong interest in palliative care for children and their families,” Dutcher says. “That experience, along with recent professional focus on palliative care as a way to address the unmet needs of children at the end-of-life, sparked my passion to lead a quality improvement project at Avera McKennan Hospital and University Health Center. I was also looking for a graduate program that would allow me to blend valuable experience with professional goals. I found that program at U of M the School of Nursing. I was able to enhance my capacity to help bring about change for this vulnerable and deserving population.”

New Telehealth Nursing Intervention Grant Award

The NIH/National Institute of Nursing Research has awarded the University of Minnesota a four-year, $2.1 million grant for a study entitled Telehealth Nursing Intervention for Children with Complex Health Care Needs. The study objective is to evaluate the impact of interactive video technology on the quality and cost of care coordination and case management for children with complex health care needs. Stanley M. Finkelstein, PhD, professor of laboratory medicine and pathology, is the principal investigator. Ann Garwick, PhD, RN, FAAN, and Wendy Looman, PhD, RN, CNP, School of Nursing, and James McCord, MD, adjunct professor of pediatrics and primary care physician at Children’s Hospitals and Clinics of Minnesota, are co-investigators.

Healthcare Reform Leadership

Linda Lindeke, PhD, RN, CNP, recently served on the Agency for Healthcare Quality’s Subcommittee on Children’s Healthcare Quality Measures for Medicaid and Children’s Health Insurance Programs (see www.ahrq.gov/chip/chipraact.htm). This committee is part of the process to enact the February 2009 federal law called CHIPRA (Public Law 111-3, Title VI). The work included preparing recommendations about core measures of quality of child health for Secretary of Health and Human Services Kathleen Sebelius. The committee worked with the highest level of federal staff and national leaders to shape pediatric health care quality standards.
Assistant Professor Niloufar Hadidi, PhD, RN, ACNS-BC, FAHA, received a University of Minnesota Graduate School Grant-In-Aid to evaluate the efficacy of problem solving therapy (PST), a non-pharmacological treatment for post-stroke depression. Kay Savik, MS serves as biostatistician for the project.

Depression impedes recovery in stroke patients by limiting their participation in therapeutic rehabilitation. The use of effective medications is often contraindicated due to side effects or preexisting medical conditions, especially in older adults.

Problem solving therapy is a psychosocial intervention shown to be effective for treatment of anxiety and depression in patients with chronic illness. Patients are guided to come up with potential solutions for a given problem and ways to cope with the problem, leading to greater empowerment.

Collaborator and psychiatry professor Scott Crow, MD, says this important work will contribute to a better understanding of the nature of post-stroke depression, as well as test the feasibility of a PST intervention. Should PST prove effective, it can be administered by trained nurses in rehabilitation settings.

Pioneer Network founder Joanne Rader, MS, RN, presented “Nurses and Nursing Home Culture Change”, a seminar co-sponsored by the Center for Gerontological Nursing and the Adult and Gerontological Cooperative last October. She is the author of two books, Individualized Dementia Care: Creative, Compassionate Approaches and Bathing with a Battle. Both received the Book of the Year Award from the American Journal of Nursing. Known for her innovative and dynamic approach to elder care, Rader fielded questions from long-term care practitioners, nursing faculty, public health research colleagues, and graduate students in attendance. Links to more information on the Culture Change movement can be found on the center’s Web site under “Geriatric Nursing Teaching Resources/Culture Change.”
Today’s health care environment requires nurses to continually learn new knowledge, gain new skills, and juggle home, work, personal time, and relationships. How to stay current with the explosive growth in knowledge? Densford Center faculty and staff are developing several strategies to provide educational opportunity areas in innovative, dynamic ways. Two are highlighted here:

**Doctor of Nursing Practice (DNP) in Health Innovation and Leadership**

Today’s nurses must be leaders who think broadly and critically, who embrace diversity who are curious and never satisfied with the status quo, who stimulate innovative thinking, who base action on informed practice, who work effectively with a variety of individuals and within disparate groups, and who create healing environments within which others can do their best work.

To help nurses achieve these goals, the Densford Center in collaboration with the school’s Academic Programs Office, has developed the DNP in Health Innovation and Leadership, which includes courses in:

- Relationship-based leadership and management
- Health systems and care models
- Health innovation and leadership
- Health care finance and resource management
- Optimal healing environments

The program combines Web-based modules with two or three on-site learning sessions per semester. Students can choose either a post-baccalaureate option or a post-master’s option.

**Post-baccalaureate Certificate in Health Care Design and Innovation**

This certificate has recently been developed for submission to the University’s Board of Regents for their approval. It is a collaborative offering by faculty from the School of Nursing, the Center for Spirituality & Healing, and the College of Design. When approved, the certificate will integrate the science of health care design, the principles of optimal healing environments, and contemporary leadership skills.

Design practitioners will learn how to create healing environments that benefit patients, families, and communities, as well as those planning and providing care. Health care practitioners will learn how to incorporate design principles and practices into the design and management of health care organizations. The certificate was developed in response to several factors:

- More than $220 billion in health care buildings will be designed and built in the next decade.
- The evidence for the impact of facility design on quality and safety is compelling.
- Consumers want more holistic, personalized, and thoughtful health care that actively involves patients and families, and is delivered in healing environments.
- According to the Institute of Medicine, medical errors and hospital-acquired infections are still among the leading causes of death in the United States.

Collaborating faculty leaders designing the certificate include: Joanne Disch, PhD, RN, FAAN, director of the Denford Center; Mary Jo Kreitzer, PhD, RN, FAAN, director of the Center for Spirituality & Healing; Kathleen Harder, PhD, and Denise Guerrin, PhD, both of the College of Design; and Terri Zborowsky, PhD, RN, director at Ellerbe Becket, an internationally known architectural firm that specializes in health care design. The program will consist of four courses that combine independent learning and Web-based coursework with on-site seminars and collaborative projects.
Center Faculty Present at MNRS Conference

Several faculty who received center funding to conduct pilot studies presented their research at the Midwest Nursing Research Society’s annual conference in Kansas City, Missouri, on April 8-11, 2010.

Carolyn Garcia, PhD, MPH, RN, discussed findings from Project Wings: A School-Based Mental Health Intervention for Latina Adolescents. This study demonstrated that a school-based health promotion intervention with Hispanic adolescent girls, using a support-group format, was feasible and has potential for improving coping skills.

Tondi Harrison, PhD, RN, CPNP, presented a poster on her Pilot Study of a Skin-to-Skin Care Intervention in Infants with Congenital Heart Defects. This study is examining the feasibility, acceptability, and safety of daily skin-to-skin care between mothers and full-term infants who need surgery for complex congenital heart defects. Data will be collected to capture patterns of autonomic nervous system function during feeding.

Wendy Looman, PhD, RN, CNP, presented on the Correlates of Quality of Life for Rural and Urban Families of Children with Velocardiofacial Syndrome (VCFS). VCFS, a common genetic disorder, is characterized by a combination of medical problems that may include cleft palate, heart defects, problems fighting infection, low calcium levels, kidney malformations, learning problems, and speech and feeding problems. Looman found that quality of life (QOL) scores among children with VCFS were low. Both parent and child QOL were significantly higher among families receiving family-centered care. Findings suggest that providers who practice family-centered care and facilitate care coordination for children with VCFS may have an impact on the QOL for these children and their families.

Karen Monsen, PhD, RN, presented on Intervention Patterns Associated with Psychosocial and Parenting Outcomes. This study examined the time of stabilization and improvement, as well as setback patterns for 10 problems using a maternal-child caseload from a Midwest public health agency over a six-year period. Complex associations between problems were found which require further investigation.

Susan O’Conner-Von, PhD, RNC, (pictured above) discussed outcomes from her Field Test of a Web-based Educational Program for Adolescents Cope with Cancer. Findings support further development of Web-based educational programs to ensure current and reliable information for adolescents coping with cancer.

The Minnesota Center for Health Trajectory Research was established in 2005 with a $1.5 million grant from the National Institute of Nursing Research. The center develops and tests innovative interventions that will help individuals and families create optimal pathways to health.
Strengthening Geriatric Teaching

The Faculty Learning About Geriatrics (FLAG) program brings bright, creative faculty together and provides them with tools to improve care for elders. The results are far-reaching and transformative, as demonstrated by 2008 FLAG Fellow Siobhan McMahon, assistant professor at the College of St. Scholastica in Duluth. On October 12, 2009, McMahon was presented with the Star Award—a crystal trophy and cash prize for her outstanding project.

McMahon incorporated nine new learning modules, which addressed 18 key AACN competencies for care of older adults, into the St. Scholastica ANP/FNP program. The project was unique because it was aimed at future nurse practitioners who often serve as the first point of care for aging adults. As part of a particularly creative assignment, students disseminated information about fall prevention to more than 100 primary care providers.

FLAG provides professional development for college nursing faculty and advanced practice nurses throughout the Midwest and beyond. Applications for the August 2-6, 2010, summer institute, which is followed by a yearlong mentorship, are available on the center Web site.

New Grants

Two new grants expand the reach of the FLAG curricula and resources. The Minnesota Hartford Center partnered with West Central Initiative and Central Area Health Education Center (AHEC), one of only 19 organizations nationwide to receive a Partners Investing in Nursing’s Future award. The award was funded by the Robert Wood Johnson Foundation and the Northwest Health Foundation to help address the long-term, nationwide shortage of available nurses. Elements of the center’s FLAG program will be customized for use in the 14-county west central region of Minnesota. Drs. Christine Mueller (PI), Joanne Disch, Merrie Kaas, Kathleen Krichbaum, and Bonnie Westra are involved in this two-year project.

Center co-director Christine Mueller has also been awarded a three-year grant by the Health Resource Services Administration (HRSA) to increase the clinical teaching capacity of nursing faculty. Mueller and her team will provide in-person and Web-based faculty development programs to help faculty implement exemplary clinical experiences for undergraduate nursing students. The clinical experiences will take place in nursing homes and will be based on a professional nurse practice model. This project is targeted to all nursing schools in the Upper Midwest Geriatric Nursing Education Alliance, and it will extend MnHCGNE support to schools as they work to strengthen geriatric nursing in their curricula.
School Honors Graduates Who Shaped Health Care in the U.S. and Abroad

On November 5 the School of Nursing recognized 100 distinguished alumni, as well as 14 distinguished faculty alumni. All have advanced health care through noteworthy achievements in the field of nursing. These distinguished alumni include the first nurse brigadier general of the U.S. Army, the creator of one of the first medical intensive care units, hospital and health system executives, local and international public health experts, school nurses, nurse researchers and innovators, and faculty at institutions throughout the country. The honorees include international alumni from Korea, Iceland, the Philippines, Pakistan, and Canada who have advanced nursing in their home countries.

Margaret Carlson, executive director of the University of Minnesota Alumni Association, was on hand to congratulate these outstanding graduates. Playing “The Minnesota Rouser,” members of the University of Minnesota Alumni Band led the procession of honorees into the ballroom. There they were presented with a personalized medallion and certificate for their contributions to the school and nursing, the University, and health care.

“We are delighted to pay tribute to these alumni at this historic event,” said Dean Connie Delaney. “Their efforts have contributed to the growth of the school and helped transform health care and nursing education.”

Top photo: Margaret Carlson and Connie Delaney congratulate Distinguished Alumni.

Left: Distinguished Alumna Caroline Rosdahl, ’60 (far left) with members of the U of M Alumni Band.
**ALUMNI NEWS**

reconnecting...

Congratulations to these Distinguished Nursing Alumni whose work has profoundly affected families, communities, the college, and the nursing profession.

### 1939 - 1948
- Myrtle K. Aydelotte 1939
- Margaret Horton-Davis 1947
- Ruth Stryker-Gordon 1948
- Gene (Eugenia) Taylor 1948
- Verle Hambleton Waters 1948

### 1949 - 1958
- Phoebe J. Stevenson Becktell 1952
- Virginia Beatty Clifford 1954
- Marilyne Backlund Gustafson 1957
- Betty M. Johnson 1955
- Joann LeVahn 1954
- Katherine R. Lillehei 1950
- Carol Lindeman 1958
- Florence E. Marks 1953, 1956
- Lucille Paradela-Fernández 1954
- Grace G. Peterson 1951
- Sandra Halverson Rasmussen 1958
- Muriel Ryden 1953
- Carolyn Iverson Schroeder 1955
- Florence M. Schubert 1954
- Lucy Schwartz Sontag 1952
- Shirley Stinson 1958
- Patricia Tomlinson 1957
- Eva Mae Anderson Vraspir 1952, 1972

### 1959 - 1968
- Mary E. Broderick 1962, 1965
- Mary Lou Christensen 1960, 1976
- Kathryn Crisler 1962
- Sheila Corcoran-Perry 1963
- Marlene Fondrick 1963, 1976
- Judith Komives Harris 1964
- Zorada Hoge 1962
- Yeo Shin Hong 1961, 1971
- Helen Jameson 1959, 1965
- Florence Kahn 1963
- Carol Jo Kelsey 1960

**SNAP SHOTS FROM THE CELEBRATION...**

1. John Borg, ’74, ’76, with wife Karen.
5. Susan Goodwin Gerberich, ’75, ’78 with Debra Olson ’83, ’07 and her husband Gary.

*Continued on next page*
1959-1968 (continued)

Ruth Knollmueller 1959
Betty Lia-Hoagberg 1961, 1966
Audrey Logsdon 1966, 1969
Marie Manthey 1962, 1964
Ida Martinson 1960, 1962
Beverly McElnemury 1961
Jean R. Miller 1962
Jane Norbeck 1965
Cynthia Olstad Precholdt 1963, 1967
Barbara Redman 1959
Patricia A. Robertson 1968
Caroline Bunker Rosdahl 1960
Florence R. Ruhland 1959
Justine Speer 1961, 1963
Susan Strohschein 1968, 1980
Mary R. Thompson 1962

1969-1978

Clara L. Adams-Ender 1969
Jolene Baker 1978
Jeannine Bayard 1971, 1977
John H. Borg 1974, 1976
Brenda Haram Canedy 1974
Sharon Cross 1973
Susan Goodwin Gerberich 1975, 1978
Laurie K. Glass 1975
Gayle Hallin 1970, 1977
Mary McDonald Hand 1973, 1980
Sharon Hoffman 1972
Mary B. Johnson 1977
Rebecca (Becky) Kajander 1970, 1988
Barbara A. Koenig 1974
Alice Kuramoto 1969
Susan Lampe 1977
Marsha L. Lewis 1977
Gretchen Musicant 1978, 1986
Claire Nelson 1975
Barbara Vinson O’Grady 1972, 1973

1979-1988

Barbara Balik 1979
Carol Berg 1982
Cindy L. Bultena 1987
Marlene H. Frost 1980
Marjorie Jamieson 1979
Helga Jonsdottir 1988, 1995
Ellen McVay 1981, 1983
Debra Olson 1983, 2007
Hyeoun-Ae Park 1983
Esther B. Tatley 1984
Judith Beniak 1982
Linda Halcón 1983, 1986
Kathleen E. Krichbaum 1979, 1991
Linda Olson Keller 1980, 2008
Cheryl Robertson 1988, 2000

1989-1998

Larry L. Asplin 1997, 2000
JoAnn Butrin 1990
Karen Feldt 1996
Elizabeth Saewyc 1996
Michael Petty 1996
Mary Fran Tracy 1990, 1999
Deborah Walker 1989
Mary Ellen Wurzbach 1993
Melissa Avery 1993
Mary Mescher Benbenek 1994
Linda Chlan 1992, 1997
Carol O’Boyle 1992, 1998
Mary M. Rowan 1989, 1992
Diane Treat-Jacobson 1998

1999-2008

Sheryl Hill 2006

Read more about these Distinguished Alumni and their accomplishments at www.nursing.umn.edu/centennial.
Maroon & Gold Luncheon
Alumni Back-to-Campus Day, held at the McNamara Alumni Center on November 6, began with a Maroon & Gold class reunion luncheon hosted by Susan Hagstrum, wife of University President Robert Bruininks. Hagstrum welcomed the attendees and shared her deep respect for the contributions and achievements of the school’s alumni.

School Tours
After the luncheon, alumni were led on Discovery Tours of Weaver-Densford Hall by School of Nursing students dressed in vintage uniforms. The “stops” on the tour included the school’s Heritage Collection, skills laboratory, the Donor Hall of Fame, the Dean’s office, and the Centennial Mural (pictured above), created with funding from the School of Nursing Alumni Society’s Heritage Committee.

Unveiling of Centennial Sculpture
One of the afternoon’s highlights was the unveiling of “Enlightened Touch,” a five-foot stainless steel sculpture that celebrates the nursing profession and commemorates the school’s 100th anniversary. Created by internationally renowned artist and sculptor Gloria Tew, “Enlightened Touch” represents the powerful impact of nurses whose energy and educated spirits have driven the nursing profession to the forefront of health care delivery and research. The design, influenced by the school’s pin (which has been in existence since 1914), features spherical shapes of steel ribbons that suggest a multidimensional energy field, the complexity of health care and nursing, and the nucleus of which gives birth to caring touch.

L-R: Hannah Oswald, Marie Manthey, ’62, ’64, and Jenna Grossardt during Back-to-Campus Day event.
Ultimate PhD Homecoming

On October 9, the school’s PhD students and alumni attended the school’s first PhD Ultimate Homecoming Program and Dinner, hosted by the School of Nursing Alumni Society at the Wangensteen Historical Library. Linda Lindeke, director of graduate studies, facilitated the program which included a presentation from Associate Professor Diane Treat-Jacobson, titled NIH to the NI: Inquiring Minds Want to Know, and a special recognition of the PhD program’s first graduates. The evening concluded at the University’s Ultimate Homecoming Parade, which included a lively entry from the School of Nursing.

Yeaaaaaaah Gophers!

Nursing alumni football fans watched the Minnesota Golden Gophers play the Illinois Fighting Illini during the Centennial Tailgate Party at the McNamara Alumni Center on November 7. Fans enjoyed state fair-style food and beverages while cheering on the Gophers.

100 Years of Nursing: A Historical Display of Nursing Artifacts

The School of Nursing Heritage Committee hosted a dessert reception during the Back-to-Campus Day events. Attendees had an opportunity to enjoy the substantial collection of nursing artifacts on display in the Owen H. Wangensteen Historical Library.

Members of the Heritage Committee, in collaboration with the curator of the Wangensteen Library, worked for months and faced the challenging task of selecting artifacts that best portrayed the numerous accomplishments of the school’s 100 year history. The items on display include papers from the Mable Larson Roach collection, the Wangensteen Suction Apparatus, photos of Frances Raines Mchie (pictured on the left), who was the first African American graduate from the school, information about the Kardex, and a recent paper on peripheral artery disease (PAD) written by Dr. Diane Treat-Jacobson.

During her keynote address, Dr. Laurie Glass, ’75, previewed “Leading the Way: The University of Minnesota School of Nursing, 1909-2009,” which highlights the school’s 100 year legacy.
Tom Bofferding, BSN ’06, accepted a position in the field of informatics as the COMPASS Site Coordinator for the University Medical Center-Brackenridge in Austin, Texas.

Karen Feldt, PhD ’96, was appointed to the Premera Endowed Professorship at the Seattle University College of Nursing.

Heidi Faul, MS ’09, joined the staff of River’s Edge Hospital and Clinic, as a certified registered family nurse practitioner.

Margaret Dexheimer Pharris, PhD ’99, MPH ’94, RN ’92, FAAN, recently coedited Transforming Nursing Education: The Culturally Inclusive Environment with Dr. Susan Bosher of the U of M English Department. Dexheimer Pharris says of her book, “Rather than simply focusing on understanding diverse cultures, this text turns the lens around to look at the culture of nursing education from the perspectives and experiences of minority and immigrant students and faculty.”

Adam Sakhitab, MN ’09, (pictured with Laura Doten, president of the SoN Alumni Society) received the School of Nursing Alumni Society 2009 Outstanding Master of Nursing Student Award at January’s board meeting. In the letter of nomination for Sakhitab, Mary Rowan wrote; “Adam has approached his education with curiosity, openness, enthusiasm, and with a spirit of service. He has undoubtedly enriched his own educational experience, but he has absolutely enriched the School of Nursing community.”

Kelli J. Smith, MS ’01, received her PhD in education from Capella University.

Mary Fran Tracy, PhD ’99, RN ’90, FAAN, received the Marie Hippensteel Lingeman Award for Excellence in Nursing Practice from Sigma Theta Tau International. This Founder’s award recognizes extraordinary excellence and honors the six founding nurses of the society and the director of nursing at Indiana University for their insights in 1922 that advanced scholarship, leadership, research, and practice.

Sara Tomczyk, BSN ’09, is currently working with the International Orthodox Christian Charities (IOCC) to expand the scope of the organization’s health services. She is helping to promote a program educating local communities about podoconiosis—a debilitating disease that results in extreme swelling, ulcers, and gross deformities, especially in the lower legs. The disease is caused by walking or working barefoot in silica-heavy volcanic soil, a common practice in rural farming regions of developing countries. In addition to ongoing HIV/AIDS and disability programs, Tomczyk is helping the IOCC develop new initiatives against malaria, cancer, and iodine-deficiency—all illnesses with a heavy disease burden in East Sub-Saharan Africa. Most recently, the IOCC’s program development department has begun developing a new water, sanitation, and hygiene program in response to recent outbreaks of cholera and acute watery diarrhea (AWD). Read more about Sara at www.nursing.umn.edu/foundation/Articles/SaraTomczyk.

Margie Weiss, PhD ’91, recently founded the Weiss Health Group and developed the integrated HS3 philosophy (health, sustainability, and stewardship). The WHG brings companies together in a collaborative environment where ideas about sustainability and stewardship can be shared.

Speed Mentoring Program Receives Extraordinaire Award

The Nursing Alumni Society received the Program Extraordinaire Award from the University of Minnesota Alumni Association. The award, given in recognition of the Society’s innovative Speed Mentoring Program, was presented at the UMAA awards dinner held at the McNamara Alumni Center on October 8, 2009.

The award recognizes exceptional alumni programs sponsored by a collegiate unit, alumni society, or geographic chapter. The School of Nursing Speed Mentoring Program gives students an opportunity to network with a wide variety of alumni in one eventful evening. Students are exposed to 16 nursing specialty areas in a lively, fast-paced format that resembles speed-dating. First offered in 2006, the Speed Mentoring Program has become an annual event eagerly anticipated by students on both the Twin Cities and the Rochester campuses.
SoN Remembers Myrtle (Kitch) Aydelotte

Myrtle Kitchell Aydelotte, BSN ’39, Rochester, New York, on January 7, 2010. Aydelotte earned her bachelor’s, master’s, and PhD from the U of M. She served as a captain in the Army Nurse Corps during WWII.

Aydelotte was a respected researcher whose work was instrumental in establishing national criteria for evaluating nursing services. From 1949 to 1957, she served as dean of the College of Nursing at the University of Iowa, where she was also the first woman dean. After resigning as dean, she continued to teach while holding leadership positions at the Iowa City Veterans Administration Hospital and the University of Iowa Hospitals and Clinics. From 1977 to 1981, she served as executive director of the American Nurses’ Association.

She was an inaugural member of the U of M School of Nursing Dean’s National Board of Visitors and was named one of the school’s 100 Distinguished Alumni. “We are deeply thankful for the life of Kitch Aydelotte,” says Dean Connie Delaney. “She has contributed greatly to us as individuals, to our school and university, to nursing, and, most importantly, to the health of all people.”
Long before Facebook, Ruth Mae Fleming, BSN ’40, and a dozen classmates from the School of Nursing started their own social network in the form of round-robin letters. One person wrote a letter updating everyone in the group about work, family, and other news, then sent it to a second person, who added an update of her own and forwarded the letters to a third person, and so on. When the collection of letters returned to the original sender, that person read through them, started a new letter, and put the packet back in the mail.

The round-robin letters helped Fleming stay in touch with her college friends over the course of a nursing career that included several address changes—from Sioux City, Iowa, where she got her first job as a public health nurse, to San Antonio, Texas, where she founded the Visiting Nurses Association, which she managed until her retirement in 1983.

Until her death last July at the age of 92, Fleming found the round-robin letters in her mailbox several times a year, and they were always a welcome surprise.

In December 2009, the School of Nursing also received a welcome surprise in the mail: an unexpected estate gift of $25,000 from Fleming.

In a letter accompanying the check, Fleming’s nephew Jim Missimer wrote, “My aunt, Ruth Mae Fleming, directed that upon her death I was to provide a significant donation on her behalf to the School of Nursing at the University of Minnesota. “This was in recognition of the profound impact her degree had on her life.”

Development director Janene Connelly notes that charitable gifts from alumni and friends have a tremendous impact on the School of Nursing. “We are extremely grateful to Ruth Mae Fleming and her family for her gift, which will support a new nursing simulation lab,” Connelly says.

Estate gifts are one of several ways alumni and friends can help the School of Nursing. For more information, please contact Connelly at 612-625-1365 or conne022@umn.edu.

Read more about Ruth Mae at www.nursing.umn.edu/Magazine/RuthMaeFleming.
Giving

How to Include the School of Nursing in your Will
When you include the School of Nursing and the Nursing Foundation in your will, you and your attorney should direct your gift through the larger University of Minnesota Foundation (UMF), a 501(c)(3) tax-exempt organization. UMF ensures that all gifts to the University are used exactly as the donor requests. Please use the legal name and address of the foundation:

University of Minnesota Foundation
200 Oak Street Southeast, Suite 500
Minneapolis, Minnesota 55455-2010

To ensure that your wishes are fulfilled, your will should clearly state your intentions. Here is some standard wording that might be useful to you or your attorney: “I give [the sum, percentage, or description of property] to the University of Minnesota Foundation, Minneapolis, Minnesota, [the sum, percentage, or description of your gift] to be used for the benefit of the School of Nursing.” To designate the U of M Foundation as a beneficiary of your life insurance policy or qualified retirement plan, you will need the foundation’s tax ID number: 41-6042488.

President’s Scholarship Match Doubles Gift Impact
Gifts of $25,000 or more that meet the qualifications are eligible for the President’s Scholarship Match. Such a gift is used to create an endowment fund. About 5 percent of the fund’s market value is paid out annually to fund the scholarship. Each year, the University matches this payout to double the impact of the gift.

Caring for Nursing’s Future
Endowment funds are the financial cornerstone for the School of Nursing. They provide ongoing support for use in attracting top students, retaining world-class faculty, and fueling research and discovery. When a donor makes an endowment gift, a new fund is created and invested by the U of M Foundation to benefit the School of Nursing. Providing a dependable resource for the School of Nursing, investment returns are added back to the principal to promote growth. A portion of the fund’s value is paid annually to support the nursing program.

Typical Gift Amounts for Endowed Funds*

<table>
<thead>
<tr>
<th>Type of Gift</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Chair</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Faculty Professorship</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Faculty Fellowship</td>
<td>$500,000</td>
</tr>
<tr>
<td>Named Research Fund</td>
<td>$200,000</td>
</tr>
<tr>
<td>Named Lecture Series</td>
<td>$100,000</td>
</tr>
<tr>
<td>Named Fellowship</td>
<td>$100,000</td>
</tr>
</tbody>
</table>

*Endowments also may be established for other purposes.

Ways to support

High quality education, research, and programs depend upon your generosity. There are many ways you can help the University of Minnesota School of Nursing. Please consider the following:

Give Today - Make a gift today by using your credit card at www.giving.umn.edu and designate your tax deductible contribution to the School of Nursing.

Check or Money Order - Write a check or send a money order in the envelope enclosed in the magazine.

Future Gift - Consider including the School of Nursing in your will.

Securities - Gifts of stocks, bonds, treasuries, and mutual funds that have increased in value may be a good gift option for you.

Property - You can give real estate (homes, cabins, commercial buildings, farm land, and condos) or tangible property (art work, antiques). In some cases you can continue to use the asset during your lifetime.

Retirement Assets - One frequently overlooked way you can make a charitable contribution is by using your IRA, qualified retirement plan assets, or commercial annuities.

POD or TOD - You can also designate the School of Nursing as a beneficiary of your bank account via Payable on Death (POD), as well as a stock portfolio or real estate Transfer on Death (TOD).

For more information about how you can help the School of Nursing, please contact the SoN Office of Development at 612-625-1365.
MARK YOUR CALENDAR

April 23
SCHOOL OF NURSING
RESEARCH DAY

Linking Evidence to Practice: Translational Science in Nursing

The School of Nursing and its community and clinical partners will showcase current research studies and clinical innovations. Faculty and student poster displays will be held throughout the day. The day will conclude with a special awards presentation and comments from Dr. Joanne Disch.

The keynote presentation will be given by Bernadette Melnyk, PhD, RN, FAAN, dean and Distinguished Foundation Professor, from Arizona State University College of Nursing and Health Innovation. Dr. Melnyk is a nationally recognized expert in evidence-based practice and child and adolescent mental health.

8:00 a.m. - 4:00 p.m. (keynote at 8:45 a.m.)
McNamara Alumni Center
200 Oak Street S.E., Minneapolis, MN 55455

Register by April 19. For more information, visit: www.nursing.umn.edu/ResearchDay.

April 24
SCHOOL OF NURSING
ALUMNI SPRING CELEBRATION

Integrative Health, Integrated Care: New Educational Pathways & Practice Roles for Nurses

Come back to campus for a celebration of nursing! Catch up with classmates, reconnect with friends, and meet the students of today as they become the health care leaders of tomorrow. From the lively music of the Laryngospasms (a performance group of practicing nurse anesthetists) to the speaker’s panel timely presentation on the transformation of health care, this year’s program promises to get you clapping, thinking, laughing, and reminiscing all in one afternoon. Reunion classes of 1960, 1970, and 1980 will receive special recognition.

11:00 a.m. Registration and silent auction
11:30 a.m. Welcome, recognition of reunion classes, and introduction of 100 Distinguished Alumni
11:45 a.m. Musical performance by the Laryngospasms
12:15 p.m. Luncheon program
• Awards and business meeting
• Remarks from Dean Connie Delaney
• Speaker’s Panel: Integrative Health & Integrated Care
  Speakers include: Mary Jo Kreitzer, Elizabeth Rogers, Sue Sendelbach, and Michael Graham
2:00 p.m. Closing Comments

McNamara Alumni Center
200 Oak Street S.E., Minneapolis, MN 55455

Register by April 16. For more information, visit: www.nursing.umn.edu/SpringCelebration.

UNIVERSITY OF MINNESOTA
ANNUAL ALUMNI ASSOCIATION
DINNER & PROGRAM

Katie Couric, CBS Evening News anchor and former Today show cohost, will be the featured guest at the 2010 University of Minnesota Alumni Association Annual Celebration.
5:30 p.m. (reception and dinner); 7:30 p.m. (program)
Mariucci Arena

For more information or to register, visit www.minnesotalumni.org.
A SUMMIT OF SAGES

Nurse leaders, leaders from the health care community, students, and others gathered for the school’s third Summit of Sages. The attendees came to honor and learn from six influential nurses who have tackled difficult health care challenges and created new models of health care delivery. The experiences of these six “sages” illustrated the Summit’s theme: “Inspiration, Innovation, and Transformation.” Keynote speaker Daniel Pink helped attendees brainstorm new approaches to the demands of the nursing profession and health care.

To see additional event photos or watch the excerpts of speaker presentations, visit www.nursing.umn.edu/Densford.

1. Featured speaker Daniel Pink, author of A Whole New Mind, addresses audience.
2. Audience members intently listen to Pink’s presentation.
3. Dean Connie Delaney and Marilyn Speedie, dean, U of M College of Pharmacy.
7. Summit attendee shares ideas with other attendees.
8. Guest speaker Gregg Vanourek, New Mountain Ventures, talks about entrepreneurialism in nursing.

PHOTOS BY TIM RUMMELHOFF
CALENDAR OF EVENTS
2010

For more information about these and other School of Nursing events, go to www.nursing.umn.edu

April 23
Nursing Research Day

April 24
Alumni Spring Celebration & Reunion

May 14
BSN Commencement

July 26-29
Center for Adolescent Nursing Summer Institute

August 2-6
Hartford Center for Geriatric Nursing Excellence FLAG program

December 17
Graduate Program’s Commencement Ceremony (MS, MN, PhD, DNP)