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» Using serious gaming to prepare future nurses
» Producing nurse leaders
» Electronic documentation: changing health care, research, practice, & policy
» Improving cardiovascular health of patients with diabetic kidney disease
» MN APRN Coalition lobbies for national model

MINNESOTA NURSING

A publication of the University of Minnesota School of Nursing

SPRING/SUMMER 2011

advancing health & leading change

the future of nursing

University of Minnesota

School of Nursing

Driven to Discover™
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ON THE COVER: Dr. Mary Chesney with Minnesota House of Representative Erin Murphy at the State Office Building. Read more on page 22.

PHOTO: TIM RUMMELHOFF

CORRECTION: The photo accompanying the “Special Delivery” article on page 13 of the fall/winter 2010 issue was misidentified. Those pictured are (l-r): Lisa Fink, MS, CNM, JD; Karin Larson, MS, CNM; Mary Rossi, MS, CNM; Amy Johnson-Grass, ND, LM, CPM; Senator Linda Berglin; Representative Maria Ruud, WHNP; Brielle Stoyke, MS, CNM; Melissa Avery, PhD, CNM; Cheryl Anderson Heitkamp, MS, CNM; and Kate Saumweber, CPM, LM.
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To receive an alert when the current issue is posted on the school’s website, send an email to nursnews@umn.edu.

David and Sheila Lein “pay it forward” with a donation to help support graduate nursing students.
Dear alumni, friends, partners, faculty, staff, and students,

The one constant in our world is change: the rhythm of the academic year, research cycles, budgetary processes, and demands and opportunities for reform and transformation in higher education, health care, and nursing. At the University of Minnesota School of Nursing, we invite you to join with us as we proactively address extraordinary change, reform, and transformation in the nursing profession.

In October 2010, the National Academy of Sciences Institute of Medicine’s (IOM) published its landmark report, *The Future of Nursing: Leading Change, Advancing Health*. This report presents the findings and recommendations of a two-year study funded by the Robert Wood Johnson Foundation. IOM, chartered in 1863, is an independent, nonprofit organization that works outside of government using a rigorous research process to provide unbiased and authoritative advice to decision makers and the public.

The report advances a vision of a health care system where primary care and prevention are central drivers, interprofessional collaboration and coordination are the norm, payment rewards value, not volume of services, and quality care is affordable for both individuals and society.

The IOM recommendations underscore the critical intersection of the nursing profession and the needs of diverse and changing patient populations. Yet the power to improve the current regulatory, business, and organizational climate does not rest solely with nurses—government, businesses, health care organizations, professional associations, and the insurance industry must all work together to achieve this new vision of health care.

In this issue of *Minnesota Nursing*, you’ll discover how the School of Nursing is addressing the IOM recommendations through initiatives already firmly in place. You’ll also discover how the school is working with diverse partners to realize the vision of a health care system that provides seamless, affordable, accessible quality care.

For example, Mary Chesney and other members of the faculty are collaborating with the Minnesota APRN Coalition to ensure that advanced practice nurses will be able to practice at the top of their license. Their work exemplifies the report’s first recommendation, “Remove the scope of practice barriers.”

The second recommendation, “Expand opportunities for nurses to lead and diffuse collaborative improvement efforts,” is being carried out by faculty who are promoting population and teen health, leading interprofessional research teams, and breaking new ground in teaching and research.

The School of Nursing’s successful collaboration with Fairview Health Services allowed both partners to leverage resources and talents to create unique perioperative immersion experiences for students – an example of the report’s third recommendation, “Implement nurse residency programs.”
The report also recommends increasing the proportion of nurses with a baccalaureate degree to 80 percent by 2020. We celebrate our addition of more than 130 BSN graduates annually to meet the fourth recommendation of the report. These graduates experience exceptional opportunities to work firsthand with the communities they will serve. Idil Mohamed’s experience, profiled in this issue, shows the creativity of our students to opportunities in geriatric nursing.

The school has one of longest-standing and largest DNP programs in the U.S, as well as an established and highly respected PhD program. These programs are in line with the IOM’s fifth recommendation, “Double the number of nurses with a doctorate by 2020.” In this issue, we profile two recent doctoral graduates: John Belew, PhD, a nurse researcher at Gillette Children’s Specialty Healthcare, and Alison Romstad, DNP, who directs geriatric nurse practitioners at Fairview Geriatric Services. And we salute the Lein family for their support of graduate nursing fellowships.

Because our profession is constantly changing, nurses must continually update their skills and knowledge. That’s why the school’s partnership with VitalSim, a commercial developer of gaming applications for health care is so important. VitalSim is one strategic partnership that represents explosive growth in this area over that last year, and it exemplifies the IOM’s sixth recommendation, “Ensure that nurses engage in lifelong learning.”

We are also carrying out the report’s seventh recommendation, “Prepare and enable nurses to lead change to advance health.” This issue celebrates faculty leadership in professional and policy organizations on the state, national, and international levels. We’re also preparing students like Rebecca Lewis and Nina Dylla to advance nursing science. Dr. Ruth Lindquist’s successful doctoral career development program and Dr. Kristine Tally’s award-winning interdisciplinary research career in women’s health are also notable examples of how nurses can lead change.

Today health care relies on electronic data for patient care, process improvement, and research. The IOM’s eighth recommendation, “Build an infrastructure for the collection and analysis of interprofessional health care workforce data,” speaks to this need.

Dr. Karen Monsen is doing just that in her work with the Omaha System, a comprehensive practice, documentation and information management tool that allows previously hidden patterns of nurses and nursing care to be seen, studied, analyzed, and compared.

In the spirit of the IOM report, the School of Nursing will co-host a visit this spring by Dr. Michael Bleich, IOM committee co-chair, as well as a public presentation by Susan Reinhart, senior vice president of the AARP Public Policy Institute and chief strategist for the Center to Champion Nursing in America, a center committed to advancing the IOM recommendations.

Excellent administration at the University of Minnesota has been key to the School’s ability to be proactive in addressing these recommendations, and this will continue during key administrative transitions. We are thankful for the leadership of Dr. Frank Cerra and we are pleased to welcome Dr. Aaron Friedman as vice president of the Academic Health Center. We are also grateful for the leadership of outgoing President Robert Bruininks and welcome President-designate Eric Kaler who will arrive this summer.

And as always, we celebrate the energy and sponsorship of our alumni, friends, and supporters, the School of Nursing Alumni Association, and the School of Nursing Foundation.

It is an honor to serve as your 10th dean of this outstanding school of nursing.

With warm gratitude,

Connie W. Delaney
Professor and Dean
Committed to Leadership

Faculty work to create positive change in nursing and society

Leadership has always been a core value of the University of Minnesota School of Nursing. In fact, when the school opened its doors in 1909, it was the very first school of nursing founded on an American university campus.

Katharine Densford, who led the school from 1930 to 1959, was a recognized leader in the state, the nation, and the world. She led the development of pace-setting curricula at the school, organized a nurse cadet corps during World War II, spearheaded the effort to integrate the previously all-white American Nurses Association, and worked with the International Council of Nurses to advance nursing’s stature. The school continues to be led by a dean deeply dedicated and committed to bold national leadership. Dean Connie Delaney through her leadership in interprofessional organizations, including serving on the Board of Directors for the American Medical Informatics Association and the American Association of Colleges of Nursing (AACN), has influenced the development, direction, and policy of health informatics. Moreover, she is the only nurse selected for the U.S. HIT Policy Committee.

In the same spirit of Katharine Densford, today’s faculty members are also deeply committed to “generative leadership.” In other words, “They are working to create improvement and positive change both within the profession itself and in the larger society,” explains Joanne Disch, director of the Katharine J. Densford International Center for Nursing Leadership.

Disch herself served on the AARP board of directors from 2002 to 2008. In 2006, she became board chair. This was a crucial time: Support from AARP helped influence the creation of Medicare prescription drug benefits, and the organization also took a stand against the privatization of Social Security. Disch is currently president of the American Academy of Nursing.

But Disch is not alone. Nearly every member of the faculty serves (or has served) on one or more regional, national, or international board, committee, or task force. Melissa Avery, for example, has just completed a term as president of the American College of Midwives. Linda Bearinger is the current president of the International Association for Adolescent Health. She is the first American and the first nurse to serve as president of the association. Bearinger is also the only nurse to serve on an Institute of Medicine (IOM) committee. In the political arena, Mary Chesney has promoted policies that would allow nurses to practice at the top of their license.

“This school has phenomenal bench of people who are willing to step up to leadership positions,” Disch says. “And that’s important because nurses bring a big-picture perspective that’s holistic, pragmatic, and relationship-based.”

Delaney notes: “Our faculty are contributing to the transformation of nursing and health, ensuring that the school takes its place as a resource for local and global nursing and health care, and a force for bold change in the health care system.”

Leadership is strongly encouraged and supported at the School of Nursing. The following pages showcase the breadth of faculty making an impact in nursing research, education, practice and health care.
Mary Chesney
> Chair, Minnesota APRN Legislative Coalition

Linda Chlan
> Steering Committee, Nursing Section, Society of Critical Care Medicine

Connie Delaney
> Board of Directors, American Association of Colleges of Nursing (2009-2013)
> Board of Directors, American Medical Informatics Association (2004-2011)
> Board of Directors, Amplatz Children’s Hospital - Fairview (2008-present)
> Co-director, Biomedical Health Informatics, Clinical and Translational Science Institute (CTSI)
> Federal Health Information Technology (HIT) Policy Committee, American Recovery & Reinvestment Act (2009-2013)
> Board of Directors, LifeScience Alley (2008-present)
> Board of Directors, State Operated Services for the Minnesota Department of Health (2009-2011)
> Board of Directors, Stratis Health (2010-2013)
> Board of Directors, University of Minnesota Medical Center – Fairview (2008-present)
> Board of Trustees, Viterbo University, LaCrosse, WI (2008-present)
> Board of Directors, Women’s Health Leadership TRUST (2010-present)

Jayne Fulkerson
> Co-Director, Evaluation and Monitoring, Clinical and Translational Science Institute (CTSI)

Joanne Disch
> President Elect, American Academy of Nursing (2009-2011)
> President, American Academy of Nursing (2011-2013)

Carolyn Garcia
> Co-chair, Stress and Coping Research Section, Midwest Nursing Research Society

Ann Garwick
> Chair, Research Committee, International Family Nursing Association

Susan Henly
> Associate Editor, Nursing Research Journal

Casey Hooke
> Children’s Oncology Group (The National Cooperative Study Group for Pediatric Cancer), 1995 to present
> Co-Chair, Nursing Research Subcommittee, Children’s Oncology Group (2009-present)

Merrie Kaas
> Board President, Touchstone Mental Health (2003-present)
> Chair, Education Council, American Psychiatric Nurses Association

Madeleine Kerr
> Vice Chair, Council for Accreditation in Occupational Hearing Conservation (2010-2011)

Linda Lindeke
> President-elect, President, Past-president, National Association of Pediatric Nurse Practitioners (2007-2010)

Wendy Looman
> Chair, Communications Committee, International Family Nursing Association (2010-2013)

Karen Monsen
> Immediate Past Chair, Public Health Research Section, Midwest Nursing Research Society

Christine Mueller
> Board of Directors, American Association of Nurse Assessment Coordination (2008-2011)
> Board of Directors, Pioneer Network (2009-2013)
> Chair, American Academy of Nursing Expert Panel on Aging (2009-2011)
> Co-Chair, National Quality Forum National Voluntary Consensus Standards for Nursing Homes Steering Committee (2010)

Linda Olson Keller
> Chair Elect, Chair, Immediate Past Chair, Public Health Nursing Section, American Public Health Association (2009-2011)
> Chair, Quad Council of Public Health Nursing Organizations (2010-2011)

Diane Schadewald
> Legislative Liaison, Minnesota Nurse Practitioners (2010-2012)

Diane Treat-Jacobson
> Chair, Practice and Research Committee, Society for Vascular Nursing (2010-present)
> Chair, Young Investigator Award Selection Committee, Society for Vascular Medicine (2009-present)
> President Elect, President, Society for Vascular Nursing (2005-2007)

Kathryn Waud White
> President, Association of Veterans Affairs Nurse Anesthetists (2009-2011)

Bonnie Westra
> Board of Directors, American Medical Informatics Association (2008-2012)
> Co-chair, Alliance for Nursing Informatics (2008-2012)
> Advisory Board, Minnesota e-Health (2007-2012)

Jean Wyman
> President, Midwest Nursing Research Society (2009-2011)

Mary Zaccagnini
> President, Minnesota Affiliate of the National Association of Clinical Nurse Specialists (2009-2012)
Honors & Awards

FACULTY

Melissa Avery, PhD, CNM, FACNM, FAAN, was named one of University of Kentucky College of Nursing’s 50 Outstanding Alumni. She was recognized as a leader in midwifery education through distance learning and innovations in midwifery and distance education nationally and internationally. Avery was also selected as a 2011 inductee into the University of Kentucky College of Nursing Hall of Fame, the highest honor given by the college to its alumni.

Linda Bearinger, PhD, RN, FAAN, FSAHM, was inducted into the Academy for Excellence for the Scholarship of Teaching and Learning by the University of Minnesota Academic Health Center. She was inducted for her international leadership in adolescent health research and education and for preparing graduate students and post-doctoral fellows from multiple disciplines in adolescent health. Bearinger was also inducted as a fellow into the Society for Adolescent Health and Medicine (SAHM). The society selects fellows for their commitment to adolescent health at the international, national, or state level through improving the health and well-being of adolescents.

Donna Bliss, PhD, RN, FAAN, was named the inaugural recipient of the School of Nursing Foundation Research Professorship. She was also elected to a three-year term as chair designate of the clinical sciences section of the Gerontological Society of America, the oldest and largest interdisciplinary organization devoted to research, education, and practice in the field of aging.

Mary Chesney, PhD, RN, CNP, was appointed to the Work Force Shortage Working Group of the Legislative Commission on Health Care Access. The goal of this working group is to review issues and solutions for health care work force shortage in Minnesota. The overall goal of the commission is to make recommendations to the legislature on how to achieve the goal of universal health coverage. She also received a Best Dissertation Award from the Family Health Section of Midwest Nursing Research Society.

Connie Delaney, PhD, RN, FAAN, FACMI, was elected to a three year term to the Stratis Health Board of Directors. Stratis Health is a nonprofit organization that leads collaboration and innovation in health care quality and safety, and serves as a trusted expert in facilitating improvement for people and communities. She was also reelected to the Board of Directors of the American Association of Colleges of Nursing (AACN).

Prestigious Appointments

The University of Minnesota School of Nursing is proud to announce the naming of the Cora Meidl Siehl Endowed Chair in Nursing Research and the School of Nursing Long Term Care Professorship

Ann Garwick, PhD, RN, LP, LMFT, FAAN, was named to the Cora Meidl Siehl Endowed Chair in Nursing Research. “The Siehl Chair will expand my capacity to enhance the health and quality of care for children and youth with special health care needs,” says Dr. Garwick. The Siehl Chair was created to study and improve patient care delivered by nurses through the systematic development of models in acute care, long-term care, and ambulatory care.

Christine Mueller, PhD, RN, FAAN, was named to the School of Nursing Endowed Long Term Care Professorship. This professorship was created to facilitate research relating to the long-term care of the elderly and to provide strong leadership for a program of service and education that addresses the nursing care needs of the elderly. “...I am committed to promoting long-term care as a career for students as well as to strengthen geriatric nursing and long-term care in nursing curricula,” says Dr. Mueller.

Read more about these prestigious appointments online at www.nursing.umn.edu/news.
Carolyn García, PhD, MPH, RN, was elected to the editorial board of the *Journal of Public Health Nursing*, her three-year term began March 2011. Also, she co-authored *Population Based Public Health Clinical Manual, The Henry Street Model for Nurses*, received a Midwest Nursing Research Society Seed Grant for her project “How R U? Momentary Sampling via Texts with Latina Teens,” and was named to UMore Park Academic Mission Advisory Board.

Joseph Gaugler, PhD, was named editor of the *Journal of Applied Gerontology*.

Linda Herrick, PhD, RN, received the 2011 Midwest Nursing Research Society Distinguished Service Award. She was recognized for her dedicated service and untiring commitment to furthering the development of MNRS and its members. Herrick was recognized at the society’s annual conference held March 24-27, 2011.

Merrie Kaas, DNSc, RN, CNS-BC, was inducted as a fellow into the Gerontological Society of America at the society’s 63rd annual meeting last November.

Linda Lindeke, PhD, RN, CNP, FAAN, was inducted as a fellow into the American Academy of Nursing. She was selected for her contributions in promoting the health of children through research, education, and advocacy by way of the advanced practice nursing role and coordination of care for children with special health care needs, improving the quality of life and informing health care reform.

Karen Monsen, PhD, RN, received the Junior Investigator Award from the Public Health Nursing Section of the American Public Health Association. She was presented with the award at the association’s annual conference held last November 2010.

Susan O’Conner-Von, PhD, RN, was named the Hospice, Palliative Care and Home Health Nurse of the Year by the March of Dimes for her contributions to nursing. Read more about her research on page 41.

Linda Olson Keller, DNP, RN, FAAN, was named one of St. Olaf College’s 2010 Distinguished Alumni during their Founders Day celebration last November. She was recognized by her alma mater for her contributions to public health. Olson Keller was also named Distinguished Nurse of the Year by the March of Dimes. Read more about her contributions to nursing on page 41.
SCHOOL NEWS

Kathleen Krichbaum (right) pictured with Dr. Barbara Brandt, Assistant Vice President, Academic Health Center Special Programs.

Kathleen Krichbaum, PhD, RN, FGSA, ANEF, was inducted into the Academy for Excellence for the Scholarship of Teaching and Learning by the University of Minnesota Academic Health Center. Krichbaum was honored for her innovative contributions to improving and evaluating the quality of nursing education, especially as it relates to the care of older adults and continuity of care.

Kristine Talley, PhD, RN, GNP-BC, received the Building Interdisciplinary Research Careers in Women’s Health (BIRCWH) K2 award development career development award from the U of M Deborah E. Powell Center for Women’s Health.

Diane Treat-Jacobson, PhD, RN, FAAN, was inducted as a fellow into the American Academy of Nursing. She was selected for her national advocacy for increased awareness, innovative research, and treatment of persons with Peripheral Arterial Disease (PAD) - shaping care guidelines and providing leadership advocacy. She was also selected to serve a four-year term on the Clinical and Integrative Cardiovascular Sciences Study Section of the Center for Scientific Review, and also received the 2010 Best P.A.D. Research Award from the Peripheral Arterial Disease (PAD) Coalition. This award honors the work of investigators and acknowledges the creation of new clinical research that is relevant to the understanding of peripheral arterial disease. Read more at www.nursing.umn.edu/News.

Renee Sieving, PhD, MSN, RN, FSAHM, was inducted as a fellow into the Society for Adolescent Health and Medicine (SAHM). The society selects fellows for their commitment to adolescent health at the international, national, or state level through improving the health and well-being of adolescents.

STUDENTS

Four School of Nursing students received the 2011 President’s Student Leadership and Service Award. This award recognizes the exceptional leadership and service to the campus and the surrounding community made by outstanding student leaders at the University of Minnesota.

GRADUATE STUDENT
Elizabeth Lando-King, PhD(c), RN
Advisor: Dr. Renee Sieving

UNDERGRADUATE STUDENTS
Michaela Murphy
Anna Pirsch
Kelsey Scanlon

Kaitlan Bless received the Undergraduate Research Opportunity Program (UROP) Award from the University of Minnesota for her project “The Effect of Exercise on Social Functioning in Older Adults with Alzheimer’s Disease.” She is advised by Dr. Fang Yu.

Rachel Issacs received a 2011 Student Policy Summit Scholarship from the American Association of Colleges of Nursing for her essay that addressed the question of why nurses should engage in health policy and their vision for the nursing profession.

Reed Larson received the Undergraduate Research Opportunity Program (UROP) Award from the University of Minnesota for his project “Disparities in Nursing Staffing in Nursing Homes.” He is advised by Dr. Donna Bliss.

Sonia Pond received a second place award in the Midwest Nursing Research Society Undergraduate Poster competition for “The Differences Between Diabetic and Non-diabetic Individuals with Claudication in Patterns of Change in Walking Ability Following Exercise Training.” She is advised by Dr. Diane Treat-Jacobson.

Erica Schorr, BSBA, BSN, RN, was selected by the Minnesota Hartford Center of Geriatric Nursing Excellence as a 2010-2012 Jonas Scholar, a program jointly supported by the John A. Hartford Foundation’s Building Academic Geriatric Nursing Capacity (BAGNC) and the Jonas Center for Nursing Excellence. She is advised by Dr. Diane Treat-Jacobson.
New Appointments

Jane Anderson, DNP, ANP-C, FNP-C, RN, clinical assistant professor, received her DNP from George Washington University, Washington, DC. Her area of scholarship is Women’s Health, Defining Health and Healthy Aging, Integrative Health and Primary Care Environments, Clinical Model Development. Anderson will be engaged in faculty practice providing nurse-managed primary care at two new clinics: Bloomington Natural Care Center and University Health Services. These clinics were created by a new partnership with the School of Nursing, the Center for Spirituality & Healing, and Northwestern Health Sciences University.

Mary Benbenek, PhD, CFNP, CPNP, RN, clinical assistant professor, was named the specialty coordinator for the school’s Family Nurse Practitioner area of study. Benbenek received her PhD from the U of M School of Nursing, her dissertation focused on “Enablers and Barriers to Factors Contributing to Bone Health Among Early Adolescent Somali Girls.” Her research areas of expertise include immigrant health, adolescent health, and bone health.

Agnes Chagani joined the School of Nursing as an academic advisor for the school’s MN and DNP programs. She previously served as an undergraduate academic advisor in the College of Liberal Arts at the University. She completed her BS in Open Studies (math, French, biology) and her MS in counseling and student personnel with an emphasis in higher education, from Minnesota State University-Mankato.

Angela Harrison was named program administrator of the Hartford Center. Prior to joining the School of Nursing, she was a grants manager at the University of Alaska Fairbanks’s Institute of Arctic Biology and also served as an administrator at the Sensory Neuroscience Research Center, West Virginia University Center on Aging.

Caitlin Herrnstadt joined the School of Nursing as the administrative assistant for the Development and Alumni Relations Offices. She previously served as a donor relations office assistant for the University of Minnesota Foundation. Herrnstadt graduated from the U of M with a BA in History. In her new role, she will assist in planning donor and alumni events, maintain stewardship between the school and its generous donors, as well as serve as a contact for members of the SoN Foundation Board and Alumni Board.

Mary Catherine (Casey) Hooke, PhD, RN, CNS, CPON, assistant professor, received her PhD from the University of Minnesota School of Nursing. Hooke is a pediatric CNS and has been active in the Association of Pediatric Hematology/Oncology Nurses. Her areas of research focus are interventions for fatigue and related symptoms in children with cancer; physical performance and exercise in children with cancer; measurement of symptoms in children.

Thomas Clancy, PhD, MBA, RN, was named the assistant dean of Faculty Practice, Partnerships, and Professional Development.

Melissa Frisvold, PhD, CNM, RN, was named coordinator of the School of Nursing nurse midwifery specialty area. Frisvold is a clinical assistant professor and 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.

Nicole Randle joined the School of Nursing’s dean’s office as an administrative assistant.

Nima Salehimi MA, BA, joined the School of Nursing as the academic instructional design/learning assessment specialist. She holds a bachelors degree in English Literature from Transylvania University, Kentucky, and a master’s degree in teaching English as a Second Language from the University of Minnesota. Salehi has worked in higher education since 1999, designing and teaching courses at Metropolitan State University and Hamline University and has served as an instructional designer and trainer for Metropolitan State University since 2007.

Tracy Utech joined the School of Nursing as an executive administrative specialist in the Child and Family Health Cooperative Unit and is responsible for supporting cooperative faculty's work, on-line courses, and website. Prior to coming to the school, she worked in the School of Public Health and Department of Pediatrics at the University of Minnesota.

Dawn Vanderhoef, DNP, RN, PMHCS/NP-BC, clinical assistant professor, received her Doctor of Nursing Practice degree from the University of Tennessee Health Science Center (UTHSC). She is completing her PhD at UTHSC. Her dissertation focus is impact of the delivery system design of a community mental health center and outcomes for persons with a severe mental illness. She is a psychiatric mental health advanced practice registered nurse and has expertise working with persons with severe mental illness and older adults. She is passionate about working with graduate students and developing innovative methods to deliver online content in hybrid nursing programs.
Playing to Learn

SCHOOL OF NURSING USES SERIOUS GAMING TO PREPARE FUTURE NURSES

BY AMY BARRET

As a generation of young adults who grew up with Guitar Hero, Call of Duty, and other video games enters the workforce, the School of Nursing is turning to gaming—serious gaming—to prepare practicing and future nurses for careers in health care.

Serious games are those created for a primary purpose other than entertainment. They are increasingly being used in military training, corporate education, health care, and other sectors to achieve measurable, sustained changes in performance and behavior.

“Serious gaming is about a $1 billion industry now, and by 2015 it should be close to $15 billion,” says Chris Duncan, CEO of VitalSim, a commercial developer of gaming applications for health care. VitalSim recently entered into an exclusive agreement with the University of Minnesota School of Nursing to develop a series of web-based simulations that will provide training and education to students and health care professionals on a wide variety of topics.

“Today’s young professionals have grown up in a digital world,” says Duncan. “They grew up with cell phones, digital games, and Internet use. They’re used to a multitasking environment. Those young professionals entering the workforce are perfectly suited for this serious gaming technology.”

Interactive simulations have learning retention rates of 75 to 80 percent.

AN EFFECTIVE LEARNING TOOL

“We’re trying to make gaming technology as accessible as possible for training purposes,” says Professor Thomas Clancy, MBA, PhD, RN, who wrote the business plan for the partnership and is serving as the liaison between the School of Nursing and VitalSim. Clancy is director of Faculty Practice, Partnerships, and Professional Development at the school. He sees much potential for serious gaming to improve the way students and practicing nurses are educated.
“There is a growing body of research on the effectiveness of online games as learning tools,” he noted in the plan. “Interactive simulations have been shown to have learning retention rates of 75 to 80 percent.” That far exceeds the retention rates of 15 to 20 percent for standard video- or lecture-based training, according to Clancy.

Although the School of Nursing already uses other types of simulations—including actors and actresses who role play patients and SimMan®, a high-tech mannequin with vital signs that change in response to interventions—the games being developed by VitalSim will provide a whole new way for students and working professionals to practice clinical skills. These new learning games can be played using any web browser, on any computer desktop, anywhere—at school, at home, or at work.

TURNTING LESSONS INTO SCENARIOS
Assistant Professor Niloufar Hadidi, PhD, RN, ACNS-BC, FAHA, developed the fall-prevention simulation based on her clinical experience at the University of Minnesota Medical Center, Fairview, where she chaired the Fall Prevention Committee before joining the faculty at the School of Nursing in 2008.

According to the Minnesota Falls Prevention program (www.mnfallsp revention.org), Minnesota has the third highest unintentional fall death rate in the country.

In Hadidi’s scenario, a 77-year-old woman named Ms. Smith is admitted to the hospital, and the nurse is required to assess the patient for fall risk factors. This scenario encourages critical thinking because students must take into account intrinsic and extrinsic risk factors, including the patient’s medical history, medications, and environmental variables. When the patient falls, the nurse needs to assess for potential injuries and prevent future falls.

VitalSim is currently adapting Hadidi’s scenario for the web, adding graphics and sound to make the simulation as realistic as possible. This simulation will launch in September and will be ready to “play” on office or classroom computers, iPods, iPads, or other mobile devices.

Given the breadth of nursing, an endless number of modules could be created. Clancy and Duncan are prioritizing the next topics.

The content is accredited, so those who complete the modules satisfactorily can earn continuing education credits. And the modules will be short enough that students and practicing nurses should be able to complete them during their lunch hour, before returning to their rounds or other real-life duties.

For more information on how to purchase an educational module, contact Chris Duncan, CEO, VitalSim at chris@vitalsims.com or visit www.vitalsims.com.
John Belew: The Best of Both Worlds

For John Belew, pursuing his PhD literally resulted not only in a new career direction, but also a new position. Encouraged by Linda Lindeke, PhD, RN, CNP, FAAN, associate professor and director of graduate studies, Belew applied for his current position as a nurse researcher at Gillette Children’s Specialty Healthcare, and since 2006, he has supported multidisciplinary clinical research efforts for Gillette in a variety of areas, all with the goal of improving care for patients.

He entered the School of Nursing master’s program while serving as director of nursing at a residential facility in St. Paul. He wanted to broaden his knowledge and learn more about the health care system, but he quickly discovered other advantages.

“Right away the first semester, we studied nursing theory,” says Belew, PhD, RN, MS, CDDN. “I knew then I wanted to continue into the PhD program. I saw the doctoral work as a key way to advance the nursing profession.”

The school leads the way in addressing critical health care needs:

- It is the only school in Minnesota to offer the PhD in Nursing degree.
- It educates 55 percent of nursing faculty in the state.
- It was the first in the state to offer the DNP degree, provided in 14 different specialties.
- It is the only school in the state to offer a DNP specialty in psychiatric-mental health nursing.
- It was the first in the nation to offer DNP education in midwifery, certified registered nurse anesthetist (CRNA), nursing informatics, and integrative health and healing, as well as in health innovation and leadership.

Lindeke keeps in touch with DNP and PhD graduates and recounts many graduates who are employed in academic, advanced practice, and system leadership roles. Graduates receive promotions and broaden their impact through research, presentations, and publications. “Our graduates do very well,” she says. “We produce leaders in nursing and health care who advance nursing science and improve health care quality nationally and globally.”

For information about PhD or DNP degrees, visit www.nursing.umn.edu/Education.

producing NURSE LEADERS

When Linda Lindeke speaks with graduate students about future career opportunities, she can easily point to trends that make those advanced degrees increasingly valuable in the marketplace.

“With significant current shortages in nursing faculty forecast to become even more acute, the demand is high for the PhD in nursing degree,” says Lindeke, PhD, RN, CNP, FAAN, associate professor and director of Graduate Studies. “The Doctor of Nursing Practice (DNP) degree also addresses the growing need for DNP-prepared nurses who expand their contributions to health care through leadership and the application of clinical research.”

The school leads the way in addressing critical health care needs:

- It is the only school in Minnesota to offer the PhD in Nursing degree.
- It educates 55 percent of nursing faculty in the state.
- It was the first in the state to offer the DNP degree, provided in 14 different specialties.
- It is the only school in the state to offer a DNP specialty in psychiatric-mental health nursing.
- It was the first in the nation to offer DNP education in midwifery, certified registered nurse anesthetist (CRNA), nursing informatics, and integrative health and healing, as well as in health innovation and leadership.

Lindeke keeps in touch with DNP and PhD graduates and recounts many graduates who are employed in academic, advanced practice, and system leadership roles. Graduates receive promotions and broaden their impact through research, presentations, and publications. “Our graduates do very well,” she says. “We produce leaders in nursing and health care who advance nursing science and improve health care quality nationally and globally.”

For information about PhD or DNP degrees, visit www.nursing.umn.edu/Education.
Parents and guardians play an important role, his research revealed. Parents may find it challenging to identify and support a young adult’s role in the decision. They may also be reluctant to involve young adults in decisions that are considered risky or complicated. In addition, young adults or their guardians are likely to seek information on their own to supplement information from health care providers.

Belew’s research shows that it’s important for clinicians to better understand how to support patients and their families in decision-making. His study also sheds light on how health care providers may better help patients and families address concerns about out-of-pocket costs, treatment goals, risks and benefits, and choice of providers.

THE RIGHT TOOLS

Belew and his colleagues at Gillette currently are looking at ways to apply the research findings in a clinical setting. As a nurse researcher, he supports diverse multidisciplinary clinical research efforts that are initiated by nurses and other clinicians. He also coordinates pain and comfort-related research at Gillette.

He credits his PhD work for giving him the necessary tools for his job. When he came to Gillette, “I was able to hit the ground running,” he says. He continues to tap knowledge that he gained from the program. He also shares his knowledge by teaching a course on nursing research at Metropolitan State University and encourages nurses to consider the PhD.

“I am so happy to do work that impacts patient care immediately while generating new knowledge,” he says. “It’s the best of both worlds.”
Alison Romstad: Stepping Toward Leadership

In her role as a geriatric nurse practitioner (GNP), Alison Romstad has seen firsthand the challenges that elderly patients face due to polypharmacy, or the use of multiple medications.

Those experiences served as inspiration for the capstone project, “Polypharmacy Reduction and Medication Reconciliation in Transitional Care Units for Geriatric Patients,” that she completed as part of her Doctor of Nurse Practice (DNP) degree work at the University of Minnesota.

Romstad, DNP, RN, GNP, worked with six other nurse practitioners, three physicians, and one pharmacist to implement a project that improves the coordination in cases of multiple medications for geriatric patients in transition care units. The project aimed to reduce medications and related costs, but it also helped improve patient safety and quality of care.

The project emphasized collaboration among nurse practitioners, physicians, pharmacists, and the patient and patient’s family when appropriate. The results of her project led to simplified medication lists, decreased the number of medications per patient by two-and-one-half, and reduced costs for patients.

STAYING CURRENT
It is precisely this kind of impact that motivates Romstad and heavily influenced her decision to pursue her DNP, which she completed in July 2010. “Nursing is dramatically changing and it is important to stay current,” she says. “I wanted to learn more of the business side of health care. The DNP offered that education.”
She values the deeper knowledge that she gained from her studies, particularly in the areas of health care economics and policies, leadership, and change theory. Her efforts have been recognized in many ways.

Romstad garnered honors from the School of Nursing, which acknowledged her outstanding capstone project by selecting her for the Sandra R. Edwardson Award for Excellence in DNP Leadership Projects and by supporting her as one of the 2009-2010 Hartford Geriatric Nursing Education Scholars.

Also, she recently received a promotion at work and in March became the director of the nurse practitioners (NP) at Fairview Geriatric Services, with management responsibility for 24 NPs.

A PASSION FOR GERIATRICS
Romstad remains committed to improving health care for elderly patients. Her passion for geriatrics began in high school, when she first worked in a long-term care facility. “When I started nursing school, I found my place,” she says.

She is currently exploring ways to develop her capstone into a model for practice and continues to apply what she learned from the DNP program. For example, the course in program evaluation helps her plan for quality measure indicators. Other courses help prepare her for the transition to her new management role.

The DNP offers nurses a way to expand their knowledge at a time when more education can make a difference in improving health care,” Romstad says. “As nurse practitioners move toward a doctoral educational level, it will strengthen their business sense, leadership skills, and credibility. The knowledge that I gained from the DNP has helped me take the next step to leadership.”

Idil Mohamed:
A Foundation for Success

When BSN student Idil Mohamed first began her experience at Park Elder Care Center in Minneapolis, she met with a few Somali elders. At her next visit, a line of Somali elders had formed to talk with her.

A FUTURE IN NURSING
A community gathering place, the center promotes the health and independence of the elderly population that lives nearby, which includes many Somali elders. In a short time, Mohamed gained their trust and was able to share with them practical and valuable guidance about their health and medications.

Faced with language and cultural barriers, the Somali elders sometimes did not understand directions for medication use or healthy approaches to the treatment or
prevention of common conditions, such as high blood pressure and diabetes. Mohamed’s work helped them avoid the high, and sometimes deadly, risks of medication errors and to develop healthier habits.

As a result of this experience, Mohamed realized that her nursing education would play an important role in her future. That was confirmed when her husband visited her at the center and told her, “I can see you being a nurse.”

ENGAGING THE ELDERS
Mohamed worked at the center once a week during November as part of the course, Nursing Care of Older Adults. She learned of the challenges from the center director and designed her approach. She established nursing office hours and sought to earn the trust of community members, which involved more than speaking their language.

“We do approach Somali elders with a great deal of respect,” says Mohamed, who was born in Somalia, lived in Kenya, and came to Minnesota 12 years ago. “It’s like fitting into someone else’s shoes.” Her cultural knowledge helped her develop relationships that paved the way for conversations about medication and lifestyle changes.

“I was really impressed with how she quickly understood the needs of the elders and was able to engage them,” says Christine Mueller, PhD, RN, FAAN, nursing professor who teaches the course. “She was able to assess the situation and essentially figure out what to do without any consulting.”

Mueller organizes community experiences that offer students the opportunity to work firsthand with older adults. “These projects have been phenomenal,” she says.

RETURNING TO THE COMMUNITY
Mohamed currently volunteers in the emergency room at Hennepin County Medical Center and also writes a blog which focuses on health promotion. After graduation she plans to first work in a medical-surgical unit. Eventually, though, she wants to return to community health nursing, helping families in much the same way that she helped the Somali elders at Park Care Elder Center. As a first step in her professional career, she is applying to a residency program at Oasis Hospital in the United Arab Emirates (UAE).

The BSN program provided her with a solid foundation for success. “I have learned how to think critically in a situation and to assess my strengths and weaknesses,” she says. “We have great professors. They respect you, and they want to help you. I feel that I am well-prepared.”
FINDING A KEY TO THE BLACK BOX

ELECTRONIC DOCUMENTATION OF NURSING PRACTICE IS CHANGING HEALTH CARE, RESEARCH, PRACTICE, AND POLICY.

BY NANCY GIGUERE
Nurses are an integral part of health care, but their practice — and the difference it makes in people’s lives — has often been invisible. “Nursing was like a black box,” says Karen Monsen, PhD, RN, assistant professor in the School of Nursing. “We knew that nurses provided care, and we knew how much time they spent doing it. But the rest was hidden in the box.”

This began to change in the 1970s when nursing invested tremendous expertise, experience, and prioritization on defining patient problems, interventions and outcomes. One example of this is when the Visiting Nurse Association of Omaha started to revise records for its home and public health clients. VNA chief executive officer, DeLanne Simmons, envisioned a client-centered, computerized information system that would serve as a guide for practice, a method for documentation, and a framework for information management.

Their efforts led to the creation of the Omaha System, which provided a key that opened the black box. “The Omaha System uses simple, defined vocabulary that turns into numerical data,” explains Monsen, who is also the founder and leader of the Minnesota Omaha System User Group. “It transcends interprofessional and geographical boundaries because it gives us a common language so we can talk about health.”

THREE COMPONENTS

The Omaha System consists of three relational, reliable, and valid components designed to be used together:
1. Problem Classification Scheme, or client assessment
2. Intervention Scheme, or action
3. Problem Rating Scale for Outcomes, or evaluation

The Problem Classification Scheme includes 42 fundamental concepts, which have unique and standardized definitions. Concepts have simple names like “respiration” or “grief,” and are grouped within four domains: environmental, psychosocial, physiological, and health-related behaviors.

The Intervention Scheme includes four levels. The first level consists of the previously identified problem. The second level includes four possible actions or categories: teaching, guidance, and counseling; treatments and procedures; case management; and surveillance.

The third level of the Intervention Scheme is a list of 75 defined terms or targets that add specificity to the intervention. Targets have simple names like “coping skills” or “medication administration.” The fourth level consists of additional information that can be customized according to program or client need.

The Problem Rating Scale for Outcomes also relates back to the problem. Providers can rate client knowledge, behavior, and status for each problem on a five-point scale. Data is collected at the beginning and end of care, and in between when something changes.

HOW IT WORKS IN REAL LIFE

A public health nurse working with the family of an asthmatic child might document three problems: Respiration, Sanitation, and Substance Use. Each problem is addressed by specific actions to improve the problem.

For example, monitoring adherence to an asthma action plan is reflected in the terms “Respiration – surveillance – continuity of care – adherence to asthma action plan.” Teaching about proper
cleaning and vacuuming is reflected in the terms “Sanitation – teaching, guidance, and counseling – environment – proper cleaning and vacuuming.” And referral of the parent to a smoking cessation program is reflected in the terms “Substance use – case management – other community resources – referral to smoking cessation program.”

**WHY IT MATTERS**
The Omaha System has brought about profound changes in the way nurses do their work. For example, as a nurse manager at Washington County’s Department of Public Health and Environment (WCDPHE), Monsen saw an increase in professional growth and satisfaction among the public health nurses she supervised. “Because the system is structured and the elements are quantifiable, they were better able to talk about their work and see its meaning unfold,” she says.

When Monsen’s director at WCDPHE wanted evidence that the nurses “were doing something” about immunizations, Monsen was able to report 500 immunization-related interventions that had occurred within the past year. She was also able to demonstrate to the county commissioners that clients showed improvement after visits from the nurses. As a result, her program received a 15 percent increase in staffing.

The system also allows agencies to create and implement evidence-based standards — and communicate them on the computer as documentation tools used by nurses in their daily work.

**RESEARCH AND PUBLIC POLICY**
In addition, data collected by the Omaha System allow researchers to go beyond the traditional comparison of outcomes for clients who received visits from the public health nurse and those did not. Instead researchers can look at what happened during visits and relate interventions to outcomes. For example, they can determine whether teaching, guidance, and counseling or case management worked better for some clients than others.

Finally, the Omaha System has the potential to change health care policy. It is possible to compare outcomes across agencies counties, states, and countries. One study currently under way will compare home care outcomes in New Zealand, the Netherlands, and the United States. “Participating providers in all three countries are using the same practice standards,” Monsen says. “This means that differences in outcomes will reflect each country’s health care policies.”

**AN INTERNATIONAL COLLABORATION**
The School of Nursing recently launched the Omaha System Partnership for Knowledge Discovery and Health Care Quality, which Monsen directs. The organization has three components:

- A multidisciplinary scientific team of University researchers from nursing, biomedical health informatics, pharmacology, surgery, and environmental health sciences. All members have experience in advanced data analysis and data mining techniques.
- An international group of affiliate members who contribute clinical Omaha System data, suggest important clinical questions, and work with the scientific team on research and evaluation projects. Among the countries represented are the United States, Canada, New Zealand, the Netherlands, Belgium, Hong Kong, Iceland, Jordan, India, Norway, Turkey, Nigeria, Kenya, and Mexico.
- A warehouse of de-identified clinical Omaha System data including client problems, signs/symptoms, interventions, and knowledge, behavior, and status outcomes.

“We’re all working together to promote population health,” Monsen says. “Through reliable use of the Omaha system, we’ll be able to document our work, analyze the data, disseminate the results, and develop shared standards for best practices. It’s a win-win for everyone.”

**RESOURCES**

**School of Nursing**
- Center for Nursing Minimum Data Set Knowledge Discovery
  www.nursing.umn.edu/ICNP

**Omaha System**
- Overview, case studies, references, and more:
  www.omahasystem.org
- Minnesota Omaha System Users Group:
  http://omahasystemmn.org
- Omaha System Partnership for Knowledge Discovery and Health Care Quality: http://omahasystempartnership.org

Look for announcements of conferences and other activities on the Omaha System Facebook page.
Some 24 million Americans—about 8 percent of the population—have diabetes. Over 90 percent of these have type-2 diabetes, which is caused by the inability of fat, liver, and muscle cells to respond normally to insulin. As a result, sugar cannot enter the cells. Instead it builds up in the blood and damages blood vessels and organs throughout the body.

Kidney disease is one of the most common complications of type-2 diabetes. Individuals with diabetic associated kidney disease are also at increased risk for cardiovascular disease. In fact, the incidence of cardiovascular disease in these patients is 15 to 20 times higher than it is in those without diabetic kidney disease.

**AN INTERPROFESSIONAL TEAM**

Although diabetic associated kidney disease cannot be cured, it can be managed through medication and lifestyle changes. One of most important elements of healthy lifestyle is exercise, and that’s the focus of research study led by Ulf Bronas, PhD, ATC, ATR, a clinical assistant professor and exercise physiologist in the School of Nursing.

Bronas specializes in exercise interventions to prevent and manage chronic disease. With funding from the National Institutes of Health, he and his team of researchers are investigating the effects of supervised exercise training on cardiovascular and physical health in people with diabetic associated kidney disease.

The interprofessional team includes Patricia Painter, PhD; Diane Treat-Jacobson, PhD, RN, FAAN; and senior statistician Kay Savik, MS from the School of Nursing. Also participating are Marc Weber, MD; Mark Rosenberg, MD; Connie Manske, MD; and Daniel Duprez, MD, PhD, from the Medical School, and Robert Hebbel, MD, of the vascular biology lab at the Masonic Cancer Center.

Assisting the researchers are undergraduate and graduate students from the School of Nursing. For these students, the study offers not only a chance to participate in research, but also an opportunity to develop their interpersonal skills as they interact with patients.
“Study participants are usually sedentary and show evidence of inflammation caused by oxidative stress,” Bronas explains. In other words, their cells are being damaged by a process which resembles the changes that occur when an iron pipe begins to rust after years of exposure to the elements.

Oxidative stress leads to dysfunction of the endothelium, a layer of cells that lines the heart, blood, and lymph vessels. These cells play a critical role in regulating vascular health and tone, blood flow, and artery remodeling and repair. Dysfunction of the endothelium is associated with cardiovascular disease.

Study participants range in age from 40 to 83, with an average age of 67. They meet with Bronas for 60 minutes once a week for 12 weeks. The first session includes a walking exercise on a treadmill to determine the individual’s current exercise capacity, along with blood tests and ultrasounds of the major arteries, which are used to examine the condition of the endothelium.

Bronas creates a prescription for each patient based on individual exercise capacity and health status. This is programmed into a monitor that patients wear while exercising on their own.

“They learn how to exercise in the lab, and then we give them homework to do,” Bronas says. Participants are asked to walk four or five times during the week. The monitor records their heart rate, the length of time they exercise, and the number of calories they burn. The monitor also keeps participants on track: a beeper warns them to slow down if they’re working too hard or to speed up if they begin to slack off.

Each week when patients return to the lab, Bronas downloads the information recorded in the monitor, analyzes it, and adjusts the exercise intensity and duration, as well as the target heart rate.

At the end of 12 weeks, participants are once again evaluated on the treadmill, their major arteries are reimaged, and their blood is retested.

Preliminary findings from the study are encouraging. For individual patients, the results are often dramatic and life-changing. For example, one man could barely walk for five minutes on the treadmill at the beginning of the study. His blood pressure was high and his blood glucose was poorly controlled. He was tired and had trouble catching his breath. Twelve weeks later, his blood pressure and glucose levels were lower, he had lost some weight, he was breathing more easily, his energy level was higher, and he could walk for more than 30 minutes. Marty Harris experienced similar results eight weeks into the study. “I was never one for exercise,” he says. “But now I walk six days a week. I feel so much better, my legs are stronger, and I have more energy all day long.”

If the study is successful, it could translate into new therapies that will reduce morbidity and mortality rates for patients with diabetic kidney disease. “The result would be more cost-effective health care and a better quality of life for millions of people,” Bronas says.

Learn more about how Dr. Bronas is exploring lifestyle interventions to help patients with type II diabetes avoid cardiovascular disease. Watch the video at: www.nursing.umn.edu/Resources/video/ulfbronas
Between 2000 and 2030, the portion of our state’s population age 65 and older is expected to increase 100 percent—from 12 to 24 percent. Members of this age group are also the most frequent users of our state’s health care services, according to the Minnesota Department of Health.

Despite our state’s consistently high national rankings for health care, not everyone enjoys consistent access to care. A 2007 report published by the Commonwealth Fund ranked the state a depressing 38th in health care equity. This poor showing was largely the result of health disparities among minority groups, specifically Asian Americans and Native Americans living in urban and rural areas. The disparities in these communities were striking: shorter life spans, poorer general health, and higher incidences of heart disease, diabetes, and cancer.

Rural areas, in particular, are feeling the effects of this population shift. Of those 65 and older, 41 percent live in out-state Minnesota. Add to this the fact that rural communities are experiencing noteworthy growth in minority and immigrant populations, the need for accessible and dependable, primary care becomes clear.

“Minnesota consumers are losing out when it comes to health care access and quality,” says Mary Chesney, PhD, RN, CNP, clinical assistant professor at the School of Nursing and chair of the Minnesota APRN Legislative Coalition. “As Minnesota’s population ages, we’ll see a dramatic increase in chronic disease burden. Health care reform will also bring a significant increase in primary care demands. That means we need all health providers—including advanced practice registered nurses (APRNs)—to practice at the top of their education to manage our state’s health needs.”

**REMOVING PRACTICE BARRIERS**

Chesney is one of seven faculty from the School of Nursing who have joined the MN APRN Legislative Coalition. The Coalition’s mission is to improve patient choice and access to cost-effective health care by removing barriers that prevent APRNs from practicing at the highest level of their education and training. The Coalition represents all four APRN roles: nurse practitioners, clinical nurse specialists, nurse midwives and nurse anesthetists. Studies show that APRNs can safely and effectively provide high quality and cost-effective preventive services, routine acute care, and chronic disease management. But in Minnesota and 33 other states, APRNs are not allowed to practice without the oversight of a physician.

At the State Office Building, Representative Murphy hosts meeting to discuss how APRNs can safely and effectively provide quality care to health care consumers in our state and why a national consensus model is needed in Minnesota.

Pictured l-r: Sean Rahn, Governor Dayton staffer in charge of health-related policy; Shirley Brekken, executive director of the Minnesota Board of Nursing; Minnesota House of Representative Erin Murphy; Mary Chesney, School of Nursing clinical assistant professor and chair of the MN APRN Coalition; Kelsey Scanlon, senior BSN student and vice president of the National Student Nursing Association (NSNA).
The Coalition is working for adoption of the national APRN consensus model in Minnesota. The model has been endorsed by more than 40 nursing organizations. It would provide a national baseline for APRN licensure, accreditation, certification, and education. The current process governed by individual state regulations and statutes has created significant barriers for APRNs to practice across the U.S. and has further decreased access to care for patients.

Under the proposed model, APRN scope of practice, including prescriptive privileges, would be regulated by the Board of Nursing—in other words, APRN practice would not require physician supervision.

The model further specifies that all APRNs will be educated, certified, and licensed in one of the four APRN roles and at least one of six population foci: family or individual across the lifespan, adult health and gerontology, neonatology, pediatrics, women’s health and gender-related health, and psychiatric mental health.

Implementation of the model would create a national standard for APRN practice regardless of setting.

As for the organized opposition to the model, Chesney sees no reason to feel threatened. “It’s an apples to oranges thing...we are not trying to practice medicine—we’re practicing advanced practice nursing,” she says. “Through our specialized areas of knowledge and skills, APRNs offer much of what is needed, and missing, in health care today, especially if we are going to make care more affordable for consumers.”

Chesney believes that APRNs will one day be able to obtain full statutory authority to practice in Minnesota. “It’s been particularly gratifying to see the significant contributions being made by my faculty colleagues in the APRN Legislative Coalition,” she says. “They are role-modeling historic health policy advocacy for our DNP students.”

APRNs have found an unlikely ally in Jeff Susman, MD, the editor-in-chief of The Journal of Family Practice. Susman boldly calls for a ceasefire to ongoing battles between his fellow physicians and APRNs. “Rather than repeating the cycle of oppression that we in family medicine battle as the oppressed, let’s celebrate differences in practice, explore opportunities for collaboration, and develop diverse models of care.”

Historic policy advocacy

“As the director of the Doctor of Nursing Practice (DNP) program at the School of Nursing, I want to make sure we have a practice environment in Minnesota that keeps our top talent in our state,” says Chesney. “It’s personally very important to me to help shape a Minnesota health care system that will allow our excellent, educated graduates to practice here.”

A national model

School of Nursing faculty involved in the MN APRN Legislative Coalition:

> Jane Anderson, DNP, ANP-C, FNP-C, RN
> Melissa Avery, PhD, RN, CNM FACNM, FAAN
> Karin Larson, RN, MS, CNM
> Linda Lindeke, PhD, RN, CNP, FAAN
> Diane Schadewald, DNP, RNC, WHNP, FNP
> Mary Zaccagnini, DNP, RN, CNS

For more information about the APRN Consensus model, visit: www.nursingworld.org/consensusmodeltoolkit


Gaugler, J. E., Mittelman, M. S., Hepburn, K., & Newcomer, R. (2010). Clinically significant changes in burden and depression among dementia caregivers following nursing home admission. *BMC Medicine, 8*(1), 85.


Grant Awards

Faculty

Principal and Co-Principal Investigators (2010)

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
P2o Center for Health Trajectory Research;
National Institutes of Health

Avery, Melissa (Co-PI)
Jamie Stang (Co-PI)
Prevention of Gestational Diabetes in American Indian Women
Center for Disease Control and Prevention

Bearinger, Linda
Center for Adolescent Nursing (T8o)
Maternal and Child Health Bureau (MCHB), Health Resources and Services Administration (HRSA), U.S. Department of Health and Human Services (DHHS)

Bearinger, Linda
Adolescent Health Protection Research Training (ToI)
Centers for Disease Control & Prevention, U.S. Department of Health and Human Services (DHHS)

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

Bliss, Donna
Self-Healing Therapy Ostomy Pouch (STOP) System (SBIR)
Eden Medical;
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)

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 (AHC)

Chlan, Linda
Bioelectric Impedance as a Measure of Muscle Mass in Mechanically Ventilated ICU Patients
Center for Excellence in Critical Care
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 (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

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)

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

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

Garcia, Carolyn
Dissemination of Photovoice Study via Community Forums
School of Nursing Foundation, University of MN

Garcia, Carolyn
Project Wings: Exploring Migration Effects on Mexican Adolescent-Parent Communication and Connectedness using Photovoice
University of California; Health Initiative of the Americas

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 (T8o)
Maternal and Child Health Bureau/ Health Resources and Services Administration/U.S. Department of Health and Human Services

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

Gaugler, Joseph
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
Minnesota Community Living Program
Minnesota Board on Aging/State of Minnesota

Gaugler, Joseph
Project ROSE
Minnesota River Area Agency on Aging; Minnesota Board on Aging/State of Minnesota (Prime)

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

Hadidi, Niloufar
A Feasibility Study of Problem Solving Therapy for Treatment of Poststroke Depressive Symptoms and Enhancement of Quality of Life Outcomes
John A. Hartford Foundation Building Academic Geriatric Nursing Capacity (BAGNC) Post-Doctoral Fellowship

Hadidi, Niloufar
A Feasibility Study of Problem Solving Therapy for Treatment of Poststroke Depressive Symptoms and Enhancement of Quality of Life Outcomes
UMN Graduate School – Grant in Aid

Kaas, Merrie (Co-PI)
Savik, Kay (Co-PI)
Training to Improve Late-Stage Dementia (SBIR): Phase II
National Institute of Aging

Kreitzer, Mary Jo
CAM Research Education Partnership Project (R25)
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
Impact of Meditative Movement on Health Outcomes of Older Adults in Long-Term Care Facilities
Clinical and Translational Science Institute

Krichbaum, Kathleen
Cultural Immersion Service Learning in Public Health Nursing
Fund for the improvement of Postsecondary Education (FIPSE)/U.S. Department of Education

Kubik, Martha
Development and Pilot Testing of a Youth-focused Community Assessment Tool for Use in Rural Honduras
UMN Academic Health Center Seed Grant

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

Lindeke, Linda
Pediatric Nurse Practitioner Programs: A Dual Track for Acute Care and Primary Care Association of Faculties of PNP Programs (AFPNP); NC3SN Center for Regulatory Excellence (Prime)

Lindquist, Ruth
Lite-HEARTEN
Minneapolis Heart Institute Foundation

Lindquist, Ruth
Systems Change: Integrating Positive Lifestyle Behaviors into Daily Life
Center for Spirituality and Healing UMN Academic Health Center

Lindquist, Ruth
Summer Salons: Recruitment of Students to Nursing PhD Program
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

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
Regulating Licensed Nursing Practice in Nursing Homes: RN Delegation, the Role of the LPN, and Outcomes of Nursing Care
Duke University Medical Center; 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)

Mueller, Christine
Nursing Home Incentive Payment Program for the Texas Department of Aging and Disability
Myers & Stauffer Inc; Texas State

Mueller, Christine
Evaluating a Comprehensive State-Level Model to Improve Nursing Home Quality
Agency for Healthcare Research and Quality

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

Olson Keller, Linda
Carrying the Black Bag: The History of Public Health Nursing in MN
School of Nursing Foundation

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

Painter, Patricia
Shared Equipment for Near Infrared Spectroscopy
UMN Graduate School

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

Robertson, Cheryl
Community Coping Intervention for Somali Refugee Women (R21)
National Institute of Nursing Research/ National Institutes of Health

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

Savik, Kay
Improving Dementia Care at Home and Reducing Burden for Family Caregivers
HealthCare Interactive; National Institute of Health

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

Sieving, Renee
Encuentro! Community Partnerships for Healthy Youth Development
University of Minnesota Prevention Research Center; Centers for Disease Control and Prevention/U.S. Department of Health and Human Services
**GRANT AWARDS**

**Sievig, Renee**  
Lead Peace Collaborative Middle  
Grades Service Learning Program  
University of Minnesota Prevention  
Research Center;  
Best Buy Children’s Foundation

**Talley, Kristine**  
The Effect of Restorative Care  
Nursing on Patterns of Disability in  
Long-Stay Nursing Home Residents  
The John A. Hartford Foundation 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

**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 (Co-PI)**  
Preserving the History of Nursing  
Informatics Pioneers  
Executive Nurse Fellows Alumni  
Association/Robert Wood Johnson  
Foundation

**Westra, Bonnie (Co-PI)**  
Jacko, Julie (PI)  
University Partnership for Health  
Informatics (T15)  
Health & Human Services Office of the  
National Coordinator for Health  
Information Technology

**Westra, Bonnie (Co-PI)**  
Melton-Meaux, Genevieve (PI)  
Natural Language Processing of  
Omaha System Text Data: A Use  
Case of Medical Text-Mining  
in Community-Based Care  
Documentation  
Faculty Seed Grant Program/  
UMN Academic Health Center

**White, Kathryn**  
Nurse Anesthesia Traineeship  
Program  
Health Resources and Services  
Administration/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

**Wyman, Jean**  
MAGEC mentorship/FLAG  
expansion  
Health Resources and Services  
Administration

**Wyman, Jean**  
Pfizer Visiting Professorship in  
Alzheimer’s Disease  
Pfizer

**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

**Wyman, Jean**  
Feasibility and Impact of Aerobic  
Exercise in Alzheimer’s Disease  
American Health Assistance Foundation

**Wyman, Jean**  
Validating Clinical Measures of  
Executive Function in U.S. Veterans  
with Dementia  
Faculty Seed Grant Program/  
UMN Academic Health Center

**Students**

(2010)

**Graduate Students**

**Belew, John (Co-PI)**  
Leonard, Barbara (Co-PI)  
The Participation of Young Adults with Mild  
Intellectual Disabilities in Health-Related Decision-Making  
Special Olympics

**Connor, Susan**  
Duckett, Laura; O’Boyle, Carol; Savik, Kay (Mentors)  
Variables that Influence the Response of Nurses during a Public Health  
Emergency  
UMN U-SEE Center

**Dickerman, Jolene**  
Mueller, Christine (Mentor)  
Graduate Scholarship in Cancer  
Nursing Practice  
American Cancer Society, Inc.

**Guttormson, Jill**  
Chlan, Linda (Mentor)  
Patients’ Recall and Assessment of Mechanical Ventilation: Impact of  
Sedation (P31)  
National Institute of Health National/Institute of Nursing Research

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

**Uban, Nicolle**  
Peden-McAlpine, Cynthia (Mentor)  
Low-Income Women’s Expectations, Needs, and Desires for Social Support  
in the Postpartum Period  
Sigma Theta Tau International

**Undergraduate Students**

**Cleary, Caitlin**  
Herrick Linda (Advisor)  
Old Idea, New Questions: Outcomes of Water Birth in Minnesota  
UMN UROP

**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  
UMN UROP

**Roberts, Lia**  
Kerr, Madeleine (Advisor)  
Effect of Social Desirability on Survey Responses of Latino Construction  
Workers  
UMN UROP

**Zadaka, Amir**  
Fulkerson, Jayne (Advisor)  
Parental Concerns about Children’s Weight and Availability and Intake of  
Healthy Foods in the Home  
UMN UROP
Excel! Engage! Explore!
... with friends and colleagues from the School of Nursing.

April

29
Nursing Research Day
“Technology and Telehealth: Changing the Face of Nursing Research and Practice”
8am-4:30pm, McNamara Alumni Center
Keynote: Dr. Diana J. Wilkie, Professor and Harriet H. Werley Endowed Chair for Nursing Research, College of Nursing, University of Illinois at Chicago

GOLD Fest (Graduates of the Last Decade)
5:30-7:30pm, McNamara Alumni Center
Guest speaker: Dr. Mary Chesney, Clinical Assistant Professor, UMN School of Nursing

30
Alumni Spring Celebration & Reunion
Quality Health Care for All: A Call to Social Action
9am-noon, McNamara Alumni Center
Keynote: Kathy Sheran, MN State Senator

May

12
The IOM and the Future of Minnesota Nursing: A Call to Meet Expanding Public Need
1pm, St. Catherine University
Keynote speaker: Dr. Michael Bleich, Dean and Dr. Carol A. Lindeman Distinguished Professor, School of Nursing, Oregon Health & Science University

June

4
Caring for a Person with Memory Loss
A Free Bi-Annual Educational Conference
Hosted by Dr. Joseph Gaugler, UMN School of Nursing Associate Professor
1pm, Mayo Memorial Auditorium

8
Minnesota Hartford Center of Geriatric Nursing Excellence
“The Future of Nursing: Leading Change, Advancing Health”
4-5pm, Radisson University Hotel, University Ballroom
Keynote: Dr. Susan C. Reinhard, Senior Vice President, AARP Public Policy Institute and Chief Strategist, Center to Champion Nursing in America

July

25-27
Center for Adolescent Nursing Summer Institute in Adolescent Health
“Rising Above Risk: Promoting Resilience in Changing Times”
Minnesota Department of Health (Snelling Office Park)
Guest Faculty: Dr. Angela Diaz, Director, Mount Sinai Adolescent Health Center

August

8-12
FLAG® (Faculty Learning About Geriatrics) Summer Institute

Learn more about these School of Nursing events at www.nursing.umn.edu/AboutUs/Calendar
Scholarships awarded to Emerging Geriatric Nursing Scientists

Rebecca Lewis and Nina Dylla received the 2011 Emerging Geriatric Nursing Scientist award. This award is given to prelicensure students interested in a career in geriatric nursing research and includes a mentored year-long experience in geriatric nursing research by a School of Nursing faculty member.

Rebecca Lewis is mentored by Dr. Joseph Gaugler, associate professor, and Nina Dylla is mentored by Dr. Christine Mueller, School of Nursing Long Term Care Professor.
Preparing Doctoral Students for Future Geriatric Faculty Roles

To prepare the nursing workforce to care for the rapidly growing aging population, the Minnesota Hartford Center of Geriatric Nursing Excellence developed a year-long faculty career development program for PhD and DNP students. Funded by the John A. Hartford Foundation, this program provides an opportunity for Hartford Scholars to determine the necessary steps to take while pursuing their doctoral degree in preparation for an academic role.

Under the leadership of Dr. Ruth Lindquist, the center developed a career development seminar series as an enhancement to the scholars’ doctoral experience. According to Lindquist, “The career development seminars provide an opportunity for the scholars to dialogue and explore faculty role activities and requirements. The series addresses unmet needs—information not found elsewhere in their program—for those exploring roles as future faculty.” The activities and requirements include: creating a professional development plan (completed at the beginning of the year), participating in interactive discussions on developing a curriculum vita, creating a NIH biosketch, learning tips on writing publications and abstracts, as well as learning the ABCs of a faculty member’s role. Also included in the series are discussions on time management, teaching strategies, career choice decision making, and finding a balance to prevent burnout. Lindquist adds, “During the seminars and ensuing discussions, I could feel the transformation of professional self-images and career visions. The energy is exciting, the engagement intense, and the impact palpable.”

The career development series is held on a monthly basis over the academic year; attendance is a requirement of every Hartford Scholar. The career development program also includes participation in the Gerontological Nursing Journal Club, attendance at the Gerontological Society of America’s annual conference, meeting with visiting professors, and attendance at the Faculty Learning about Geriatrics (FLAG®) program, a week-long teaching intensive workshop, during their one-year tenure as a scholar.
A Call to Nurses Working with Young People

With nursing’s eyes locked onto the recent Institute of Medicine (IOM) *Future of Nursing* report, we think about how, in the field of adolescent health, we are preparing nurses for “leading change and advancing health” for all young people. Sadly, in two national surveys conducted a decade apart (most recently in the 1990s), we still see that too few nurses are ready to address even the most common health concerns of adolescents. So, in the Center for Adolescent Nursing, we are listening to the IOM’s recommendations and considering where we are succeeding and where we need to further invest.

The call to action in the IOM’s *Future of Nursing: Leading Change, Advancing Health* directs our attention to eight recommendations. Some speak directly to those of us specializing in the care of adolescents, specifically when we consider the need for population-focused interventions designed to prevent the social morbidities so common among young people. Another IOM recommendation calls for expanded opportunities for nursing leadership of collaborations on behalf of both practice and research. Public health nurses have long since recognized that collaboration is the *sine qua non* of engaging communities and enlisting a network of resources aimed at addressing community-level health problems.

Other IOM recommendations draw attention to the preparation of nurse educators and scientists who can, in turn, expand the numbers of baccalaureate nurses as these doctorally-prepared graduates move into academic positions. From the day we launched the center in 1993, we have invested in preparing nurses for lead roles in adolescent health – particularly in public health and academic settings.

With financial support from the Maternal and Child Health Bureau of the Health Resources and Service Administration (HRSA) and the Centers for Disease Control and Prevention, both of the Department of Health and Human Services, over 100 public health nurses have progressed through their graduate education in adolescent nursing at full pace. With this investment, we hope our center has been contributing to the goal of “doubling the number of nurses with doctorates by 2020” as recommended in the IOM report.

The call from the IOM *Future of Nursing* is clear. So too, must be our response.
Partnering to Improve Health for Older Adults

More than 35 million Americans are age 65 and older, with this number expected to rapidly increase as the 77 million Baby Boomers reach retirement age. This tsunami of aging adults who will require care will create a tremendous need for a well prepared nursing workforce that can develop effective interventions that maintain or improve the health of this population and that can effectively deliver care—especially for those who are at risk or more vulnerable. In the past decade, assisted living facilities and community-based services have emerged as preferred alternatives to nursing homes requiring new models of care delivery and professional nurses who are prepared to practice in these settings. With the advent of the School of Nursing’s redesigned baccalaureate and Doctor of Nursing Practice (DNP) programs, different strategies for learning about the care of older adults were needed.

Creating new models of care

In order to help design new learning experiences for students at all levels of the curriculum (including the two pre-licensure programs: BSN and MN, and the DNP program), faculty from the center and Presbyterian Homes & Services, received a University of Minnesota Engaged Department Grant to establish the School of Nursing-Presbyterian Homes & Services Collaborative. This collaborative will create a model of excellence for community-based teaching and research to improve the health of at-risk older adults. Over the next 18 months, faculty and students from the School of Nursing with staff from the Presbyterian Homes & Community Services will develop a collaborative model for a long-term partnership for improving the health of older adults receiving home and community-based services offered by PHS. This model will involve co-designing learning experiences and research protocols to address the needs of the clients they serve.

A unique partnership

According to Jean Wyman, PhD, RN, FAAN, Professor and Cora Meidl Siehl Chair and director of the center, this model will be unique in the country. “While it is typical for nursing students to have clinical experiences in different health care settings and nursing faculty to conduct research in these settings, it is not common for faculty and the staff from these settings to work together to design those learning experiences and research protocols.”

“I’m pleased and excited by the school’s forward thinking and recognize the mutual benefit of a partnership,” says Sharon Klefsaas, executive director of Operations at Presbyterian Homes & Services. “Our enhanced assisted living option and community-based services offer real-life learning environments where a nursing student’s skill and dedication can be shaped.” Klefsaas hopes the partnership activities help entice more students towards a career in geriatric nursing. An increased number of nurses and better-skilled nurses will result in more choice and better choices for older adults.
Creating Optimal Healing Environments

Imagine a exam room with a view of a nature preserve with trees and weaving grasses.

Imagine being a patient in an intensive care unit, listening not to the usual sounds of beepers, buzzers, alarms, and bells – but to soothing music or to the sound of the sea.

Obviously in each of these settings, the competence of the health care team providing the care is of paramount importance. But a robust body of research now emphasizes the vital role of architectural design, physical environment, art and natural light on the healing process as well.

The Health Care Design and Innovation Post-Baccalaureate Certificate prepares health care and design practitioners to apply design science in creating optimal healing environments.

Led by the School of Nursing Densford Center, the College of Design’s Center for Design in Health (CDH), and the Center for Spirituality & Healing (CSH), the program will bring together professionals from different disciplines to learn together, blending their complementary areas of expertise in creating environments that are beneficial for patients, families, and the staff who care for them.

Joanne Disch, PhD, RN, FAAN, director of the Densford Center, gives an example: “Through this program, a nurse manager will be able to understand the principles of design and be able to speak a common language with the architect. Alternatively, an architect will learn what things to think about when designing a building for people who don’t feel well and who actually wish they weren’t there. The outcome? Environments that are safer, more welcoming, and more healing.”

Another program leader, Kathleen Harder, PhD, CDH director, says “the certificate will offer a unique opportunity for design professionals and health care professionals to interact as they learn the challenges their respective professions face when tackling health care related problems.” Health care staff will also benefit, according to Mary Jo Kreitzer PhD, RN, FAAN, CSH director. “Better and brighter illumination leads to fewer medication errors; and views of nature, natural light and art that feature images such as landscapes are more than just aesthetically pleasing. They may truly help patients by reducing stress, pain and depression – and help reduce environmental stress for employees as well.”

The program, beginning in fall 2011, consists of four 3-credit courses:

- Health Innovation and Leadership
- Optimal Healing Environments
- The Design of Health Care Processes
- Evidence-based Design in Health Care

More information can be found at: www.hcdi.umn.edu. To answer specific questions, contact Joanne Disch at disch003@umn.edu, or 612-625-1187. The deadline for applications is July 1.
Discovering Hidden Patterns in Nursing Intervention Data

Nurses make a difference. But understanding what goes on in the nurse-client encounter that makes the difference is one of the great challenges in nursing research today. Now the emerging science of nursing informatics, which relies on large practice-generated nursing data sets, is helping both nurses and other health professionals get a better picture of what nurses really do. At the U of M, nursing informatics experts are developing the methods and metrics needed to analyze these large data sets for meaningful information that will improve health care quality and population health.

Testing new interventions
The center awarded Karen Monsen, PhD, RN, assistant professor, funding for a pilot study, Intervention Patterns Associated with Psychosocial Parenting Outcomes. The study examines home visiting patterns by public health nurses to determine how they affect health outcomes in high-risk mothers and infants. In her completed study involving a data set of more than 51,000 interventions received by 484 high-risk mothers, Monsen tested a newly identified intervention pattern called “problem stabilization.” Stabilization is defined as an intervention pattern that occurs over time and addresses a particular client problem. At the beginning of the care episode, stabilization consists of multiple, simultaneously-occurring intervention actions. Later during the care episode, the pattern shifts, and consists of only a “watchful eye,” or problem surveillance.

Revealing results
Results showed that stabilization occurred in all of the main problems experienced by clients, but stabilization patterns were different for each problem. For example, the parenting problem was the slowest to stabilize, meaning that nurses rarely only monitor parenting. Instead, nurses provide ongoing anticipatory guidance about newborn, infant, and child care, while simultaneously connecting high-risk mothers to needed resources and monitoring parenting progress. Housing problems stabilized much more quickly. After an initial assessment, recommendations for home safety improvement are quickly addressed, improvements and corrections are implemented, and safety is monitored on an ongoing basis to ensure that the home environment remains safe for the growing child.

Preliminary results show that stabilization occurs about halfway through the episode of care for most clients. This indicates that public health nurses monitor client status long enough to ensure that positive outcomes will continue into the future. This new intervention pattern is being validated in two subsequent studies, as a beginning of a large-scale research project dedicated to clinical decision support and intervention effectiveness.

Award-winning research
For this innovative research, Monsen received the 2010 Junior Investigator Award from the Public Health Nursing Section of the American Public Health Association at the organization’s annual meeting last November. Read more about Monsen’s research in “Finding a Key to the Black Box” on pages 17-19.
The center is working to address recommendations in the IOM report *The Future of Nursing* by leading and diffusing collaborative improvement efforts through research, practice, and community-based partnerships and increasing the number of doctorally-prepared pediatric nurses.

**Leading Change to Advance Health**

**O’Conner-Von: Expert on Collaborative Palliative Care Initiative**

Susan O’Conner-Von, PhD, RN, is serving as the expert faculty member on a U.S. Department of Health and Human Services, Health Resources and Services Administration, Rural Health Workforce Development Program grant entitled Minnesota Health Net’s Palliative Care Initiative. The Minnesota Health Net is a program of the Northeast Minnesota AHEC and serves as a collaborative network of health care, community and academic partners committed to supporting community organizations in developing health care education and resources to improve health in rural and underserved communities. The goal of the Palliative Care Initiative is to educate, support, recruit and retain primary care providers and other health care professionals who have a commitment to providing palliative care in the Minnesota Health Net network.

**Friedrich: Helping children get a head start**

Cheri Friedrich, DNP, RN, CNP, is currently serving on the Community Action Partnership-Head Start/Early Head Start Health Services Advisory Committee. This partnership provides opportunities to share health information with Head Start programs, foster research collaborations, serves as learning venues for students. This collaboration has also resulted in the development of web-based asthma education and resources through the *Get a Head Start on Asthma* Project. Dr. Ann Garwick is the principal investigator. For more information about the project, visit: www.nursing.umn.edu/GetaHeadStartonAsthma.

**Redesigning Health Care: Center study shows impact of Health Care Home on parent coping**

Having a health care home has been associated with better outcomes for children, but few studies have looked at how this model of care might be related to a family’s well-being. Center trainees, Angela Drummond ’10, and Abby Phillips ’10 with Associate Professor Wendy Looman, PhD, RN, CNP, conducted a secondary analysis of data from a national survey of more than 18,000 children with special health care needs. The findings showed that children who had a health care home and who received family-centered care were more likely to have parents who were coping well. These findings, published in the February issue of *Journal of Pediatric Health Care*, underscore the importance of family centered care for families raising children with special health care needs.

**Kudos 2010 fall PhD and DNP graduates**

Through the support of the center, six trainees have completed the PhD program and 23 have completed the DNP program. Visit the center’s website for a sample of the dissertations and capstone projects presented by our trainees that have sustainable impact on education, nursing, healthcare.

Leading and diffusing collaborative improvement efforts through scholarship and research

**Collaborative Partnerships**

Renee Sieving, PhD, MSN, RN, and colleagues from the University of Minnesota Prevention Research Center (MN PRC), Department of Pediatrics, and the Medical School, are leading a project called **Formative Research with Latino Youth, Parents, and Youth-Serving Professionals: The ¡Encuentro! Partnership**. The goal of this project is to develop, pilot test, and implement a culturally relevant intervention that promotes positive youth development and sexual health. This will be accomplished by a partnership involving MN PRC and St. Paul organizations that serve Latino youth and community members.

¡Encuentro! partners have conducted formative research with Latino youth, parents, and youth-serving professionals to inform them of the development of the culturally relevant interventions. Research findings show a strong desire for programming to be culturally relevant and address key risk factors and support protective factors in the lives of Latino youth. These findings, together with input from community partners, are guiding the development of a multi-component intervention for Latino youth.

**Nurses of the Year**

Kudos to two center faculty who were honored last November for their contributions to nursing at the first Nurse of the Year event sponsored by the March of Dimes-Minnesota.

**Linda Olson Keller**, DNP, APHN-BC, FAAN, was named Distinguished Nurse of the Year for her significant contributions to nursing in Minnesota, including the creation of the Public Health Intervention Wheel, which has informed public health nursing education and practice across the United States. The integration of her research interests in public health nursing and evidence-based practice are reflected in the title of one of her current HRSA-funded grants, *A Culture of Excellence: Evidence-Based Public Health Nursing Practice*.

**Susan O’Conner-Von**, PhD, RN, was named Hospice, Palliative Care, and Home Health Nurse of the Year for her outstanding contributions in pain and palliative care of children and adolescents. O’Conner-Von has worked tirelessly in collaboration with clinicians and students to address the undertreatment of pain in children through effective pain management. Her innovative research resulted in the development of “Coping with Cancer”, a web-based intervention for adolescents undergoing cancer treatment. The website helped adolescents and their family manage symptoms and prepare for painful medical procedures.
A Culture of Giving

A Message from the Director of Development

Recently I was talking with the retired founder and CEO of a large international marketing company at a luncheon where he was being honored for his leadership in both the business and philanthropic communities. I asked why he thought his company had been so successful and he replied “You know what the most important thing to pay attention to is? Culture. We built a culture that was friendly, we had fun and we worked hard. Culture is key to building and creating success.”

He was so right. The culture of a company or institution or even a particular profession impacts not only the experience of engaged individuals but also measureable outcomes. Since my arrival to the School of Nursing I have observed and experienced some important cultural characteristics and would like to share a few of my observations with you.

It’s been abundantly clear from the beginning that there is a strong work ethic at the School of Nursing. The dedication of faculty, staff, and students is very apparent. There is a culture of intellectual rigor that is accompanied by a desire to innovate and grow. The volume and depth of research as well as the excellence demonstrated by faculty and students in the classroom confirms that ‘smart people work and learn here’. Leadership is actively encouraged and all members of the School of Nursing community are invited to dream big and reach high. There is also a generosity of spirit that’s exemplified in big and small ways and I’d like to highlight its importance as it relates to our ability to succeed.

By definition, the word philanthropy means ‘philii’ love of; ‘thropy’ humankind. There are many ways to be generous and philanthropic, and are all needed. Many alumni and friends of the school give generously of their time and talent and the results are significant. Volunteer efforts have been, and will continue to be, pivotal to the school's sustainability and growth.

Generous financial support is also essential. The quality and successful delivery of health care will be dependent, in part, upon the nursing profession’s ability to lead collaborative efforts to attain optimal health for all people. The School of Nursing’s role in preparing tomorrow’s nursing leaders is vital and we remain dependent upon your generous financial support.

I look forward to collaborating with you as we continue to expand the rich culture of generosity and philanthropy at the School of Nursing.

Gratefully,

Gigi Fourré Schumacher
Director of Development

To learn more about making a gift of cash, stock, or other securities or if interested in naming the School of Nursing in your will, please contact Gigi Fourré Schumacher at 612-625-1365 or gschumac@umn.edu.
Paying It Forward

LEIN FAMILY DONATION HELPS SUPPORT GRADUATE NURSING FELLOWSHIPS

BY AMY BARRETT

David and Sheila Lein didn’t graduate from the University of Minnesota, nor did they win the lottery, but the exceptional nursing care they received at the University of Minnesota Medical Center, Fairview, inspired them to “pay it forward” with a $25,000 donation that will have a lasting impact.

“We both had family members who have been hospitalized at the University of Minnesota and area hospitals. They received such good nursing care that we wanted to contribute to the profession,” says Sheila.

Their gift will establish the Sheila F. and David A. Lein Fellowship Fund, which will fund graduate fellowships in the Doctorate in Nursing Practice program at the School of Nursing.

Leaving a Legacy

Sheila and Dave would particularly like to help students who are working toward becoming nurse practitioners. Although they worked in information technology, they both started out in health care. Sheila was an LPN in pediatrics and Dave worked at Hennepin County Medical Center as a nursing assistant and lab technician.

Now retired, they read a story of a woman who endowed a fund to provide student scholarship support and decided they wanted to leave their own legacy.

Their gift will be available for part-time as well as full-time students. “Given that there’s expected to be a doctor shortage, it’s important that nurses advance in their careers,” Sheila continued, “but once you start working, it’s hard to quit and go back to school, because you still need money.”

Important Role of Nursing

“We see a future where nurse practitioners are going to be more and more important,” says Dave. “Many people already use nurse practitioners as their primary source of medical care. They appreciate the quality of care and the amount of attention you get.”

With their donation, the Leins joined other members of the School of Nursing Heritage Society who have made planned gifts to establish future nursing scholarships.

“It isn’t a huge amount that you have to contribute,” says Sheila, “and you can do it over a five-year period, so it doesn’t impact you as greatly.”

The Leins donated the first portion of their gift in 2010, and their endowment will be fully funded in five years.

“Their generosity allows us to continue to attract and assist the extraordinary women and men who want a leadership role in health care,” says Gigi Fourné Schumacher, director of Development at the School of Nursing. “A Doctorate in Nursing Practice degree from the School of Nursing will provide them with exceptional knowledge and experience to do exactly that. Not only will our students benefit, but so will the countless others who will be the recipients of these graduate’s care, leadership, and more for decades to come.”

For more information about making a contribution or establishing a new scholarship that will benefit nursing students, please contact Director of Development Gigi Fourné Schumacher at 612 625-1365 or gschumac@umn.edu.
Continuing a Legacy

Claire Nelson and Nancy Schamber Fellowship Supports Nurse Midwives

To honor the dedication of Claire Nelson, CNM, and Nancy Schamber, CNM, after 25 years as co-directors of the Hennepin County Medical Center’s Nurse-Midwife Service of providing outstanding nurse-midwifery care, friends and colleagues have created the Claire Nelson and Nancy Schamber Student Nurse-Midwife Fellowship at the University of Minnesota School of Nursing. This fellowship will provide financial support to nurse-midwife students at the School of Nursing, ensuring the continuation of Claire’s and Nancy’s legacy well into the future.

In 1971, the first nurse-midwife service in Minnesota was established at Hennepin County Medical Center (HCMC). Women sought a homelike setting where they could labor, give birth, and room-in with their babies - the Nurse-Midwife Unit provided them that choice. Beginning in the late 1970s, women from around the world began moving to Minnesota, bringing with them their own customs and beliefs surrounding pregnancy and childbirth. The nurse-midwives at HCMC helped them give birth in a new country in an atmosphere of acceptance, respect, and safety.

As a natural outgrowth of these practices, the HCMC Nurse-Midwife Service also grew. During Claire’s and Nancy’s 25 years as co-directors, more than 17,000 babies were delivered by midwives. In the month of July 2006, a record 84 babies were delivered into the hands of HCMC nurse-midwives. Claire and Nancy have been committed to sharing their skill, knowledge and belief in birth as a normal, healthy process. This has shaped the preparation and education of many School of Nursing student nurse-midwives, medical students, and residents.

Through generous donations from colleagues, former students, and friends, more than $25,000 has been donated to support the Claire Nelson and Nancy Schamber Student Nurse-Midwife Endowed Fellowship.

For more information about supporting this fellowship or establishing a new scholarship or fellowship that will benefit nursing students, please contact Director of Development Gigi Fourné Schumacher at 612 625-1365 or gschumac@umn.edu.
ALUMNI NEWS

SCHOOL OF NURSING TO ESTABLISH A

Young Alumni Council

The importance of accepting, encouraging, and developing the talents and resources of “young alumni” from the U of M School of Nursing will be key to our school’s continued success in promoting the School of Nursing and connecting alumni with each other.

With the goal of creating and sustaining meaningful connections with recent graduates, the School of Nursing Alumni Society is establishing a Young Alumni Council. The Council will include alumni who have graduated within the last decade. Targeted event planning, networking opportunities, membership participation, marketing campaigns and emerging communication channels will be directed toward the school’s growing young alumni demographic. The Young Alumni Council will be a great opportunity for graduates to get involved and meet fellow alumni while connecting with the School of Nursing.

All graduates from the past 10 years are eligible and encouraged to apply. To get involved with the Council, contact Laurel Malon at MALLO001@umn.edu or apply online at www.nursing.umn.edu/AlumniSociety/VolunteerForm.

SAVE THE DATE

May 3, 2011

University of Minnesota Alumni Association Annual Celebration Celebrating The U

Join the University of Minnesota Alumni Association for an extraordinary evening celebrating the U, our alumni, and our beloved outgoing President Robert Bruininks.

Reception, Carlson School of Management
5:30-7:30 p.m.

Program, Ted Mann Concert Hall
7:30 p.m.

To order tickets and for additional event information, contact the Northrop at 612-624-2345 or visit www.minnesotaalumni.org/annualcelebration
ALUMNI NEWS

Written by School of Nursing Distinguished Alumna, Laurie K. Glass, RN, PhD, FAAN, (1975), Leading the Way, The University of Minnesota School of Nursing: 1909-2009 captures the spirit, creativity, challenges, and heroism of School of Nursing faculty, staff, alumni, and students over the past one hundred years. Purchase your copy of the school’s written history! For online ordering information, visit the School of Nursing website at www.nursing.umn.edu/centennial/book.

AHC ORAL HISTORY PROJECT

Revealing the Evolution of the School of Nursing

BY DOMINIQUE TOBBELL

The Academic Health Center Oral History Project is collecting and preserving the personal stories of former University of Minnesota School of Nursing faculty, staff, and students. Bringing these stories and experiences together revealed how these individuals shaped the leadership and day-to-day operation of the School of Nursing. The project is also collecting stories of individuals who have served in leadership roles, have specific insights into the institution’s history, or were involved in the formation of the university’s Academic Health Center.

Interviews with School of Nursing alumni highlight the significant changes that have taken place in educating nurses since the 1920s. For example, Eva Kloempken (1929) reminisced about reaching an ungloved hand into a cadaver during anatomy class, Theresa Sullivan (1947) recalled how, as a third-year nursing student, she served as a night nursing supervisor on a pediatric ward of the University Hospital.

Interviews with former nursing faculty have revealed invaluable details about the challenges and triumphs that have characterized the school’s history. Eugenia Taylor (1948) and Ruth Weise (1946) shared four decades worth of stories about their experiences as faculty members in the School of Nursing, shedding crucial light on the school’s decision to end the practical nursing program in 1966, and to establish extension courses throughout the state in the 1970s. Interviews with Marilyn Sime and Mitzi Duxbury both members of the School of Nursing’s graduate faculty in the 1970s, detailed the school’s decade-long struggle to establish a doctoral nursing program. Ida Martinson (1960, 1962), another member of the 1970s graduate faculty, described collaborating with university physicians and community nurses to create the Home Care for the Dying Child program. With 30 interviews already completed, and three years of the project remaining, these are but a handful of the invaluable personal stories about the School of Nursing that are being collected and preserved as part of the AHC Oral History Project.

Add your voice to our school’s history. For more information on how to participate in the AHC Oral History Project, contact Dr. Tobbell at dtobbell@umn.edu.

Dominique Tobbell, PhD, is an assistant professor at the University of Minnesota Program in the History of Medicine.
MOMENTUM CONTINUES FOR AWARD WINNING

Speed Mentoring Program

The room buzzed with energy and conversation as nearly 50 students and 20 nurse mentors filled the room at the sixth Annual Speed Mentoring event held in the Twin Cities March 3, 2011. Using the speed dating format, students were introduced to a variety of nursing specialties such as informatics, anesthesia, public health nursing, infection control, medical-surgery, and ER. Every six minutes students moved to a different mentor to ask questions about their area of expertise. This award-winning program has become an annual event eagerly awaited by students. Feedback from participating students and nursing alumni ensures that the event will return next year.

1 Michael Ringhand describes what it’s like to be an nurse anesthetist to Jaime Counihan (right) and her fellow student.

2 Joyce Rudenick from, HealthPartners, discusses potential careers in integrative healing with student Kim Currier.

3 School of Nursing Clinical Assistant Professor Jeanne Pfeiffer discusses public health nursing with students Andrea Corradi (left) and Kelly Johnson.

4 Mentor Jennifer Johnson (right), a palliative care nurse practitioner at Regions Hospital, with student Emily Houghton.

PHOTOS: GALE SHEA
Alice Swan (BSN, MS ‘73) was appointed Associate Dean for the Henrietta Schmoll School of Health at St. Catherine University with a portfolio that includes new responsibilities as well as the continuation of some nursing responsibilities throughout this academic year.

Craig Luzinski (BSN) was named director of the American Nurses Credentialing Center’s (ANCC) internationally recognized Magnet Recognition Program®. He currently serves as the chief nursing officer and vice president of patient care at the award winning Poudre Valley Hospital (PVH) in Fort Collins, Colorado.

Mary Fran Tracy (RN, PhD ’99) was named 2010 Advanced Practice Nurse of the Year by the March of Dimes-Minnesota. She is a CNS for the University of Minnesota Medical Center-Fairview Medical Intensive Care Unit (ICU), the Surgical ICU and the ICU on the Riverside campus. Tracy is a past president of the American Association of Critical-Care Nurses and co-founder and charter president of the National Association of Clinical Nurse Specialists’ Minnesota chapter.

Margaret Dexheimer Pharris (MS/MPH, PhD ’99) was appointed Associate Dean of Nursing at St. Catherine University. She will provide visionary leadership to the Department of Nursing during a time of change in both education and health care.

Jennifer Bailey DeJong (MS) passed her doctoral defense. Bailey is an assistant professor of Nursing at Concordia College, Moorhead, Minnesota. Her dissertation was entitled, "The impact of baby-friendly hospital designation, employment, parity, and other social-ecological factors on lactation status at three months postpartum in upstate New York."

Cynthia Hiltz, (MS, Public Health) was named Minnesota’s School Nurse of Administrator of the Year by the School Nurse Organization of Minnesota (SNOM) last November. Hiltz, a health services coordinator for the Anoka-Hennepin School District, serves as a liaison between the school district and the community with regards to student health concerns. She has been with the district for more than 14 years overseeing more than 60 licensed school nurses, registered nurses, and health professionals in a district that serves more than 40,000 students.

Sara Tomczyk (BSN) sends word from Ethiopia where she is currently working to promote a program educating local communities about podoconiosis (or podo)—a debilitating disease that results in extreme swelling, ulcers, and gross deformities, especially in the lower legs. Watch Sara’s interview where she talks about the podo project www.startsomethingthatmatters.com/2011/02/finding-joy-and-inspiration-in-ethiopia
In Memory

1932
Effie Hanover (BSN), of International Falls, Minnesota died on July 3, 2010. In 1935, she and her husband, Dr. Ralph Hanover built the Littlefork Hospital where Effie was the head nurse, trained the practical nurses, planned the meals, ran the laundry, administered anesthesia, and delivered the babies. In 1950 she retired from active nursing, but continued to volunteer at immunization clinics, the historical society, and the Salvation Army. She was involved with Eastern Star, Tuesday Musicale, and Sons of Norway and served on the board of Rainy River Community College.

1940
Myrtle Viola (Kyrklund) Adams (BSN) of Iowa City, Iowa, died on February 17, 2011. She was 100 years old. Myrtle worked as a nurse in several hospitals in Minnesota and was a nursing supervisor at Northwestern Hospital in Minneapolis, Minnesota. She later became director of nursing at the Sprague Hospital in Huron, South Dakota. She was active in the American Lutheran Church in Huron and she was a member of the Huron Garden Club. In addition, Myrtle was an advisor to the Future Nurses Club at Huron High School. She enjoyed being with her family and friends. In particular, she relished the annual family fishing trips. She was an accomplished gardener, winning numerous blue ribbons for her flowers and her floral arrangements at the South Dakota State Fair.

1942
Mary Elizabeth (Betty) Youngman (BSN) of Marion, Michigan passed October 26, 2010 at the age of 91. Betty received her bachelor’s degree in Nursing from the University of Minnesota. Betty was a mother and homemaker, and helped with her husband Dr. Douglas Youngman with his medical practice for 27 years where she was able to do what she loved - taking care of others.

1943
Eileen (Hoffman) Blumenthal (BSN) of San Jose, California, passed away on January 4, 2011. Nursing and family were Eileen’s her two passions in life. She and her husband, Phillip established the Hospice of the Valley in San Jose, California where she volunteered her nursing services for 12 years.

1944
Dolores May (Dienst) Brownson Cline (BSN) of Hudson, Wisconsin, passed away on September 8, 2010 at the age of 89. Dolores enlisted in the United States Army and served in the Pacific during World War II and the Philippines as a Second Lieutenant. She worked as a public health nurse throughout North America, including Texas, Minnesota, and Canada. In 1964, she moved to Lakeland, Minnesota, where she continued her public health nursing career for Washington County and Stillwater District 834 schools, eventually becoming the nursing coordinator for the entire district. Dolores was a caring and selfless innovator involved in numerous public health initiatives until her retirement in 1984.

1951
Grace G. Peterson (BSN) passed away on October 2, 2010 at the age of 90. Grace served in the U.S. Nursing Corps during WWII, and was one of the first women to attain the rank of Colonel within the U.S. military. Grace was active in the Sigma Theta Tau International Honor Society of Nursing and obtained her Bachelor of Science in Nursing from the University of Minnesota in 1951. She was a Professor Emeritus and chair of the Department of Nursing at DePaul University, Chicago, Illinois, where she worked from 1957 until her retirement in 1986. In 2009 she was honored as one of the University of Minnesota School of Nursing’s 100 Distinguished Alumni.
1946

Gertrude (Ridge) Mervich (BSN) died on November 25, 2010. She graduated from Anoka High School and served two years in the Cadet Nurses Corp while attending the University of Minnesota School of Nursing, assisting Sister Kenny during the polio epidemic. She and her husband moved to Northern California where she worked at Trinity Hospital in Arcata, as a school nurse and on the faculty of Humboldt State University, Arcata, California, where she helped create its nursing program.

1947

Joan Kleinert Kovacs (BSN), passed away on October 19, 2010 at the age of 89. She will be remembered most for the support and love of her family, her compassion for others, and her sense of humor. Jean graduated with her RN degree from Harper Hospital School of Nursing, Detroit, Michigan; earned her BSN from the University of Minnesota School of Nursing, and went on to serve inactive status for the U.S. Army in the Nursing Academy. She worked for 32 years for the City of Wyandotte, Michigan, in the Public Health Department as a Public Health Supervisor, until the time of her retirement in 1986.

1948

Wynona Peaslee (BSN) of Emmetsburg, Iowa, passed away on December 10, 2010.

1952

Virginia (Peterson) Naros (BSN), of Edina, Minnesota, passed away on February 21, 2011 at the age of 81. Virginia devoted her life to caring for others, as a nurse, as the associate director of the Abbott-Northwestern Hospital School of Nursing, as the founding director of Nursing for Minneapolis Children’s Hospital, and as the RN consultant for numerous group homes for disabled children and adults. Virginia will be remembered as the epitome of a nurse - the most kind, caring, compassionate and selfless person who always puts others first and never once complained. She was a lifelong champion for children, the developmentally disabled and others less fortunate. Virginia was a graduate of St. Mary’s Hall, the University of Minnesota and earned her R.N. degree from the University of Minnesota School of Nursing, later in life earning a Masters in Hospital Administration.

1953

Helen Ruth Donatsch Ditmer (BSN), of Dubuque, Iowa, died on October 20, 2010; she was 93 years old. Helen attended the Finley Hospital School of Nursing, graduating in 1938. Helen worked at the Visiting Nurse Association in Dubuque, Iowa until her retirement in 1978. Helen and her spouse Harold spent much of their time traveling. She lived every day to the fullest; her treasures on this earth were her faith, family and friendships.

Karen Peterson (BSN) of Pittsburgh, Pennsylvania, died peacefully at home on January 7, 2011 at the age of 79. Karen earned a master’s degree in public health from the University of Pittsburgh. She worked in the community as a public health nurse. She was an educator and administrator at the Graduate School of Public Health, University of Pittsburgh for more than three decades. Her research and community service interests were international in scope, including maternal and child health, reproductive health policies, universal health care, and effective health and social service program planning. She was active professionally, serving a term as president of the Pennsylvania Public Health Association and tirelessly building relationships among advocacy organizations. Karen’s life is a testament to the value of community, hope, and personal responsibility for making our world a better place. Family, friends, and colleagues will celebrate her life on Saturday, May 14, 2011 at the First Unitarian Church in Pittsburgh, Pennsylvania. For information, visit karenpeterson.wordpress.com.

Ellen A. Roller (MS, public health) of Perrysburg, Ohio died on November 22, 2010 at the age of 94. Ellen worked for the Visiting Nurse Service in Washington D.C. and later in Des Moines, Iowa as a school nurse. She served with the 247th General Hospital in the South Pacific during World War II. After the war she taught for 17 years at Ohio State University School of Nursing, and concluded her nursing career in 1980 as the director of staff development for Community Nursing Services in Toledo, Ohio.
1955
Alys A. DuCharme (BSN) of Maplewood, Minnesota, died on February 28, 2011 at the age of 79. She is survived by her loving husband of 54 years, Fred, and five children. Alys devoted her life to helping others.

Diana Catherine (Wahl) Rachuy (BSN) of Westbrook, Minnesota, passed away on October 15, 2010 at the age of 77. Diana graduated with high distinction from the University of Minnesota in 1955 with a Bachelor of Science in Nursing. She then worked as a public health nurse in Rochester and Olmsted County until she married Bud (Marvin Grant) Rachuy in 1958. Bud and Diana farmed south of Westbrook, Minnesota, and she continued to work as a part-time nurse at Westbrook Hospital.

1956
Hazel Martha Maxwell (BSN) of Arkansaw, Wisconsin died on December 23, 2010 at the age of 92. Hazel received her RN degree from Asbury Hospital in Minneapolis, Minnesota in 1940, and earned her BSN from the University of Minnesota School of Nursing in 1956. After working at Asbury Hospital, she transferred to Marinette General Hospital in Marinette, Wisconsin. In 1943, she joined the Army Nurse Corps serving with the 192nd General Hospital in England during World War II and with the 4th Field Hospital in Korea from 1950 to 1952. In 1969, Hazel retired at the rank of Major.

1957
Janet Engeman (BSN), of Rock Rapids, Iowa, died on October 24, 2010 at the age 76. In 1961 she married Thomas M. Engeman and the couple relocated to Syracuse, New York in 1963; eventually settling down in Sibley, Iowa. Throughout the years Janet worked as a nurse, most recently, at the Sibley Nursing and Rehab Center.

1959
Marion (Schnaith) Paskvan (BSN) of Minneapolis, Minnesota, died peacefully in her sleep on January 23, 2011 at the age of 87. Marion graduated as an Ensign from the Bethesda Nursing School Program. Her first active duty assignment was at the United States Naval Hospital in Norfolk, Virginia. Marion continued her career in nursing and returned to the University of Minnesota where she received her degree in public health nursing. She served for many years as a school nurse for Roseville Public Schools, held various Director of Nursing positions across the state of Minnesota including, Cass Lake Hospital and Ah Gwah Ching State Hospital, and developed and managed hospice programs for doctors in northern Minnesota.

Legacy
Anna Zenkovich passed away on January 15, 2011 at the age of 98. Anna attended the Methodist Seminary in Kansas City, Missouri to become a deaconess. She later pursued degrees in English and Education from Morningside College in Sioux City. Anna served in the United States Navy Reserve WAVES between 1942 and 1945. For 31 years, she worked for the State of Arizona’s Department of Employment Security, and was eventually promoted to the director of the State Unemployment Insurance Division until her retirement in 1977. Following her late sister Helen Zenkovich’s (BSN ’48) lead, she established the Wladimir and Paulina Zenkovich Nursing Fellowship in loving memory of their parents to support graduate students pursuing advanced studies in public health nursing or nurse anesthesia.
Professional Development

The University of Minnesota School of Nursing Office of Continuing Professional Development provides an array of online activities. Developed with nursing faculty, courses are based on faculty interest and expertise, the teaching and research efforts of our centers of excellence, and partnerships with practice and health communities.

**COURSES AND PROGRAMS**

American Medical Informatics Association (AMIA) Modules
An online course that examines the implications of informatics for practice, including nursing, public health, and healthcare in general.

**Foundations in Infection Control**
An online course to enhance infection control knowledge of nursing professionals and other healthcare providers.

**Telehealth Nurse Presenter**
This online continuing education course teaches essential knowledge about the role of the telehealth nurse presenter, including information about current telemedicine and telehealth practice as well as future directions.

**Children with Special Health Care Needs Web-based Modules**
These modules provide learner-directed education about maternal and child health topics of importance to nursing and to other health care professionals in the field. Examples include: Connecting with Children: The Therapeutic Interview and Teaching Self-Regulation Skills; Providing Transition Services to Children and Youth with Special Health Needs; and Health Care Plan for the Child with Diabetes.

Learn more about these modules at www.nursing.umn.edu/CCSHCN/ContinuingEd

**CERTIFICATES**

**Health Care Design and Innovation Post-Baccalaureate Certificate**
A certificate that prepares health care and design practitioners to create optimal healing environments. Students will learn how to apply design thinking in creating new processes, systems and care environments. The certificate will emphasize principles that promote healing and safe patient care while maximizing clinical and financial outcomes.

**Leadership in Health Information Technology for Health Professionals Certificate**
By combining formal clinical or public health baccalaureate or high preparation with course work in health information technology (HIT), individuals will be able to lead the successful deployment and use of HIT to achieve transformational improvement in the quality, safety, outcomes, and thus in the value, of health services.

Learn more about School of Nursing certificates and other academic programs at www.nursing.umn.edu/education.
School of Nursing Foundation Research Professorship Reception

The School of Nursing community gathered last November to honor and celebrate Dr. Donna Bliss being named to the School of Nursing Foundation Research Professorship. Dr. Bliss also delivered the keynote address “Nursing Research: Opening Doors to Discover, Partner, Mentor” for the Annual Andrea Printy Memorial Lecture.

Scholarship Reception

The annual School of Nursing Scholarship and Fellowship Reception provided an opportunity for student scholarship recipients to meet the donors who make scholarships possible. Nearly 200 guests attended October’s event that included recognition of several of our newest Presidents Club members. Thank you donors, for your generous support of our students!

1. Donna Bliss pictured with Professor Joan Liaschenko.
2. Gigi Fourré Schumacher, director of Development and Sandra Crump, SoN PhD candidate and 2009-10 Hartford Geriatric Nursing Scholar.
3. Angela Harrison, Hartford Center program administrator; Professor Jean Wyman; and Kathleen Krichbaum, associate dean for Academic Programs.
4. Donna Bliss (center) with Kris and Barbara Close, SoN BSN student.
5. Don and Carol Kelsey ’60; Katelin Poucher, recipient of the Class of 1960 Nursing Scholarship; and Mary Lou Christensen ’60.
6. SoN alumna and speaker Eileen Kalow pictured with Dean Connie Delaney at the reception honoring the school’s scholarship recipients and donors.
7. Marilee Miller and Eunice Areba, recipient of the Marilee A. Miller Fellowship in Educational Leadership.
8. Kourtney Bennett, recipient of the Patricia S. Kane Scholarship pictured with Patricia Kane ’60.

Visit us on Flickr to see additional photos from these and other School of Nursing events.
Peripheral arterial disease is a common condition that causes severe leg pain. Until now, treatment has centered on leg exercises, which bring about more discomfort. But School of Nursing researcher Diane Treat-Jacobson has discovered that “arm cycling” can enable patients to walk longer without pain. And that’s a big step toward a better quality of life.
You can ensure that the University of Minnesota School of Nursing remains strong for generations to come.

Use this envelope to make a gift, or visit www.giving.umn.edu, where online giving is now easier than ever.
Thank you for supporting nursing research and education.
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designate. To learn more about ways to give, please check the box
below or call 612-624-2490.

☐ I am interested in learning more about the different options
   for making a current or future gift to the School of Nursing.
   My phone number is ________________________________

☐ I have included the School of Nursing in my estate plan.

Please check with your employer for matching gift opportunities.

GIFT DESIGNATION
☐ I/We designate this gift for the following nursing program or purpose: ________________________________________________________
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GIVING METHOD
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☐ BY PLEDGE
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   I/We will make payments in the amount of $ ________
   over _______ years, beginning _______ (month) of _______ (year).
   ☐ Enclosed is my first pledge payment of $ ________.
   ☐ Send annual reminders in _______ (month).
   ☐ Do not send annual reminders.

Signature: ________________________________________