Nursing
Giving voice and empowerment to the communities we serve

INSIDE:
► Exploring the impact of consistent support for caregivers of Alzheimer’s and dementia patients
► Improving the health of Minnesota’s East African community
► Exposing disparities in nursing home care

University of Minnesota
School of Nursing
Driven to Discover™
School of Nursing Commits to Double Doctorally-Prepared Nurses by 2020
Profiles: Faduma Sara Ali, Francois Ndazigaruye, and Erica Schorr

Exposing Disparities in Nursing Home Care
Donna Bliss develops strategies to reduce incontinence and associated skin damage in elders

Listening to Patients
Mary Benbenek works to improve the health of Minnesota’s East African Community

Support Where Needed
Joseph Gaugler’s research explores the impact of consistent care for caregivers of Alzheimer’s and dementia patients

St. Joseph’s Youth Garden Initiative
SoN alumna Jessica Welsh discovers the impact of gardening for at-risk-youth

Education Possible
Scholarships motivate, encourage, and offer vital financial support for student Christine Rangen

ON THE COVER:
School of Nursing FadumaSara Ali, 2012 Doctor of Nursing Practice graduate.
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School of Nursing transforms nursing skills lab to state-of-the-art innovation/simulation center to prepare future nurses and health professionals.

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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.
Dear alumni, friends, partners, faculty, staff, and students,

For more than 100 years, the School of Nursing has worked along with you and your predecessors to transform and improve nursing care for individuals, families, and whole communities. Together we have engaged in innovations in nursing education and science that have advanced the quality, safety, value, and affordability of care. This engagement is driven by the mission of the School of Nursing “to generate knowledge and prepare nurse leaders who create, lead, and participate in holistic efforts to improve the health of all people within the context of their environments.” The school’s mission flows directly from the University's land-grant mission of learning, discovery, and engagement for the common good.

Consistent with the values that underlie these missions, the School is committed to maintaining independent thinking, a collaborative spirit, diversity, respect for a healthy environment, and passion for creating new solutions to meet the growing needs of people. We focus especially on service to vulnerable populations in the home, hospitals, clinics, long-term care, and the schools. We combine idealism with pragmatism as we strive to create workable solutions to advance health in today’s complex and fast-changing local and global environment.

This issue of Minnesota Nursing highlights our 100th graduating class of nurses. They join more than 12,000 alumni including the School’s first class of 1912—the first nurses in the world to graduate from a university-based school of nursing. Congratulations, 2012 graduates!

This issue also describes the state-of-the-art Healthy Communities Innovation Center, which will be completed later this year. In this high-tech simulation environment nursing students will work in interprofessional teams with students from other health disciplines. The center will also welcome partners from health systems, industry, and the community.

In this issue, you’ll learn about researchers, educators, and students who are advancing nursing science and practice. Students like Sara Ali, who has just completed a Doctor of Nursing Practice (DNP) degree in family nursing practice. Or Francois Ndazigaruye, another 2012 DNP graduate in nurse anesthesia. Or Erica Schorr, a PhD candidate whose dissertation combines qualitative and quantitative research that will lead to a better understanding of peripheral artery disease.

Featured faculty include outstanding teachers and researchers who focus on elder care and health promotion. Other articles focus on the School’s partnerships, student engagement, and service to the community.

As always, we invite you to join us as students, clinical partners, and as research and community partners. And we celebrate the energy and sponsorship of our alumni, friends, and supporters, the School of Nursing Alumni Society, and the School of Nursing Foundation.

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

With gratitude,

Connie W. Delaney
Professor and Dean
Creating the Future for Nursing and Health Care

School of Nursing welcomes the 100th graduating class of nurses and first BSN-to-DNP graduates

BY ANEISHA TUCKER

The University of Minnesota School of Nursing celebrated another historic milestone of leadership in nursing education at its spring commencement ceremony. On May 11, 2012, family and friends filed into the Mariucci Arena to watch School of Nursing graduates walk across the stage and receive their degrees. A total of 181 degrees were conferred, the majority were the Bachelor of Science in Nursing (BSN) degree. The school also honored students who earned a Master of Science, major in nursing (MS) degree, Post-Master’s certificate, Doctor of Nursing Practice (DNP) degree, and a PhD in nursing. During the ceremony several students were recognized with academic and leadership awards, and a Native American Blanket Ceremony was presented in honor of MS graduates Aleta Delorme and Nicole Lenoir.

Carolyn Wilson, president of the University of Minnesota Medical Center-Fairview addressed the graduates encouraging them to “…remember the importance of our field [nursing], ... recognize the power and importance of your education and our role in redesigning care that is consistently high-quality and person-centered.”

The ceremony also marked the first cohort to graduate from the school’s BSN-to-DNP program. Several of these graduates were the first in Minnesota (and the country) to receive a DNP degree from one of the program’s 14 specialty areas including, Midwifery (read “Education Possible” on page 42), Anesthesia (read “Francois Ndazigaruye” on page 12), Health Innovation and Leadership (read “Developing Catalysts for Transformation” on page 27), Integrative Health and Healing, and Informatics.

“The School of Nursing remains true to the vision of its creators. We continue to educate future nurses and leaders in health care who will change the health of people and communities. As the health care paradigm shifts, new models of care are needed, and we’re committed to creating them,” says Dean Connie Delaney. “These models will rely on advanced practice nurses to provide and coordinate primary and specialized care, nurse executives and innovators to design/redesign health care systems, and translate research into evidence-based clinical practice. These models will ultimately improve the health of individuals, families, and communities we serve.”

In 2004, the American Association of Colleges of Nursing (AACN) recommended that the DNP replace the master’s degree for preparation in a nursing specialty. The school was the first in the state and one of the first in the country to offer the DNP degree graduating its inaugural class in 2007. Since then, 138 nurses have earned a DNP degree from the School of Nursing.

“These new graduates will join the school’s more than 12,000 alumni living around the world; a group of top-notch professionals who are making a tremendous impact on the field and who are playing a core role in transforming our U.S. health care system ensuring access, safety, and quality of health care,” says Dean Delaney. “We are so very proud to contribute to nursing and health care the next generation of advanced practice nurses, policy makers, scientists, executives, innovators, and faculty.”

Learn more about the academic programs at the School of Nursing at www.nursing.umn.edu/education.
High-tech, high-touch, higher-learning

State-of-the-art simulation center will prepare future nurses and health professionals

BY ANEISHA TUCKER

Research has shown that simulated learning environments have retention rates that far exceed the predominant learning methods of clinical- or lecture-based education. For future and current health care professionals this translates to improved quality of care, increased safety for patients, families, and communities, and more efficient health care delivery.

ANSWERING THE CALL

Across the country dramatic changes are occurring in healthcare and nurses are being called upon to fill expanding roles, master technological tools and information systems, and deliver care in diverse settings to diverse populations—all while collaborating and coordinating care across teams of health professionals. In response to the Institute of Medicine’s call for nurses to be educated in new ways that better prepare them to meet the needs of today’s society, the School of Nursing led a collaborative of schools and colleges in the University’s health sciences and other related fields to establish an interprofessional learning community for undergraduate, graduate, professional, and practicing nursing and other health care professionals. Over a period of three years, an Interprofessional Advisory Board established a blueprint to create the Healthy Communities Innovation Center (HCIC).

HCIC will use a team approach and innovation to enhance the outcomes that are achieved through integrated, coordinated, safe, patient-centered, and evidence-based care delivery.

VIRTUAL REALITY

The HCIC will include high-tech and simulated environments that closely align with many of today’s settings for health care delivery. Virtual learning and simulated health care scenarios will expose students to a range of illnesses, solutions, and care options, better preparing them for practice and the world. The new learning space will model acute, skilled, ambulatory, and home-care settings and will be equipped with electronic health record technology, portable computers, mobile technologies and devices used in telehealth.
“As our nation’s health care system continues to evolve, we must ensure that future nursing and other health care professionals are exceptionally well prepared to meet health care’s growing demands,” says Dean Connie Delaney. “HCIC is a high-tech learning facility that will invite interprofessional engagement with the faculty expertise and capability to simulate health care team experiences before practicing in the field. Students will significantly expand their knowledge and ability to learn new and emerging processes essential for improved patient care.”

HCIC HIGHLIGHTS
• Contemporary simulation-oriented learning environment. Students will learn skills from the basic to specialist level, acute to primary care, in diverse delivery settings with multiple disciplines.
• Technologically sophisticated classrooms delivering professional education in nursing and the health sciences.
• Integration of electronic health records (EHR) and supportive technologies across health care environments.
• Four times larger than the current 25-year old skills lab allowing for a potential 14 percent increase in student enrollment.
• Environment where innovative interventions will be discovered, taught, and implemented into practice.
• Opportunity for new collaborative partnerships with health systems, and technology innovators.
• Observation space and a control room, demonstration and debriefing area, and small and large classrooms.
• Began construction May 2012; complete construction December 2012; student use, January 2013.

DISCOVER MORE
Join us in transforming health care education to improve the lives of countless citizens who will benefit from improved care, effective leadership, and innovative practices. To learn how you can support the Healthy Communities Innovation Center, please contact Gigi Fourné Schumacher at 612-625-1365 or gschumac@umn.edu.

Read the HCIC case statement and view additional architectural drawings at www.nursing.umn.edu/hcic.
New Appointments

Diana Drake, MSN, RN, WHNP, is a clinical instructor in the School of Nursing and a member of the Child and Family Health Cooperative Unit. Drake is a certified women’s health nurse practitioner (WHNP) with more than 20 years experience in community clinics, private practice, and larger health care systems. In addition to clinical practice, Drake has been a clinic manager and part owner of a women’s health practice. In 2006, she was awarded a Bravewell Scholarship for a two-year fellowship in Integrative Medicine at the University of Arizona with an internship at the Penny George Institute for Health and Healing, Minneapolis. Prior to accepting her current position, she was the consulting Director of Wellness for a private college in Los Angeles. In addition to her clinical instructor appointment, Drake has the position of program director, Women’s Integrative Health and WHNP with the Women’s Health Specialists Clinic, University of Minnesota Physicians, Fairview. Drake received her Master of Science in Nursing degree from Drexel University, Philadelphia. She is currently enrolled in the School of Nursing’s Doctor of Nursing Practice (DNP) program and expects to complete her degree in September 2012.

Renee Kumpula, EdD, RN, PHN, is a clinical assistant professor and director of Continuing Professional Development. She is a member of the Adult and Gerontological Health Cooperative Unit. Kumpula earned an EdD at the University of St. Thomas and a Master’s of Nursing at Bethel University. She has practiced in acute care, public health nursing, community nursing, hospice nursing, and parish nursing. Kumpula’s research interests are end-of-life nursing, spiritual care, adult and online learning, alternative pedagogies, and teaching and learning theory and assessment. Her honors dissertation, “Patterns under Construction: Nurses’ Lived Experiences Shaping Spiritual Care,” used phenomenology to ascertain how some nurses formed personal patterns for providing spiritual care to patients across the lifespan and in a variety of acute care settings.

Dan Lovinaria, DNP, MBA, RN, CRNA, a native of Honolulu, Hawaii, joined the School of Nursing faculty as a clinical assistant professor and associate director of the nurse anesthesia specialty. He is a member of the Adult and Gerontological Health Cooperative Unit. Lovinaria has been a certified registered nurse anesthetist (CRNA) for more than 10 years and has 19 years of nursing clinical experiences including critical care, nursing staff education, rehabilitation, psychiatry, and home health. He received his BSN from the University of Hawaii at Manoa, a MS in nurse anesthesia from the Minneapolis School of Anesthesia and St. Mary’s University of Minnesota, and a DNP from the U of M School of Nursing. For six years, Lovinaria served as the nurse anesthesia student clinical coordinator at Fairview Southdale Hospital and is currently the Interim Chief CRNA. Dr. Lovinaria is a member of the American Association of Nurse Anesthetists and serves as the vice-president of the Minnesota Association of Nurse Anesthetists (MANA) and chairman for MANA’s Peer Assistance Program.
Barbara J. McMorris, PhD, is a tenure-track associate professor in the School of Nursing and a member of the Population Health and Systems Cooperative Unit. Previously, she was a senior research associate in the Center for Adolescent Nursing and the Healthy Youth Development - Prevention Research Center, Division of General Pediatrics and Adolescent Health, Medical School. McMorris obtained her master's degree and PhD in Sociology from the University of Nebraska-Lincoln and has held a variety of scientific research positions, both in academic and corporate settings. Dr. McMorris' research interests focus on health promotion and the prevention of risky health behaviors in youth, quantitative methods, and program evaluation. Her recent landmark research on the impact of adult supervised drinking on underage drinking in the U.S. and Australia, published in the May 2011 issue of Journal of Studies on Alcohol and Drugs, brought national and international attention to her work and the School of Nursing.

Annette Schwendinger, MSN, FNP, is a clinical instructor in the School of Nursing and a member of the Child and Family Health Cooperative Unit. Schwendinger is an officer in the U.S. Army Nurse Reserve Corps and has been a family nurse practitioner (FNP) for more than 15 years. Her clinical area of FNP specialization is urgent care, express clinics, and emergency department nursing. Prior to joining the School of Nursing faculty, she taught at several schools and universities in Wisconsin including the ADN program at Chippewa Valley Technical College and the BSN program at the University of Wisconsin-Eau Claire. She is currently a PhD candidate in nursing education at Capella University.

Events

Events are free and open to the public. Events marked with an * indicates a registration fee. Registration required for most events. For event details and updates, go to www.nursing.umn.edu/aboutus/calendar

Caring for a Person with Memory Loss
June 2, 8 am-4:30 pm
Mayo Memorial Auditorium, 420 Delaware St. SE, Minneapolis
Experts will provide information, support, and education for adult children, spouses, parents, community care providers, and other individuals caring for persons with memory loss.
Learn more: http://bit.ly/2z4TrC.

Summer Institute in Adolescent Health - Equal Access, Equal Say: Achieving Health Equity for all Young People *
July 30-August 2 (Aug. 2 for graduate students)
Minnesota Department of Health (Snelling Office Park), 1645 Energy Park Drive, St Paul
Guest faculty: Dr. Bruce Dick, Consultant, World Health Organization. Visit settings that are successfully supporting adolescents in times of change. Talk with young people, their program leaders, and health service providers who have walked the talk of resilience and youth development in creative and surprising ways. Learn more: www.nursing.umn.edu/CAN.

Faculty Learning About Geriatrics  FLAG® Summer Institute
August 6 - 9
An innovative faculty development program for new and existing faculty to enhance their expertise in teaching geriatric nursing. Learn more: www.nursing.umn.edu/Hartford.

DNP Innovation Institute
September 21 *, 8:00 a.m.-4:30 p.m.
Continuing Education & Conference Center
1890 Buford Ave. St. Paul
The DNP Innovation Institute will showcase major systems change projects that move from academic exercises to sustainable contributions to change health and health care. The Institute will also feature projects of DNP-educated nurses on improving health care and clinical practice. Learn more: www.nursing.umn.edu/innovation.
Honors & Awards

FACULTY

Melissa Avery, PhD, CNM, FACNM, FAAN, was inducted into the University of Kentucky College of Nursing Hall of Fame. This highest honor of the College, established in 2006, identifies distinguished graduates and their extraordinary contributions to the nursing profession.

Linda Chlan, PhD, RN, was elected secretary of the Midwest Nursing Research Society (MNRS). She also co-authored *Integrative Therapies in Lung Health and Sleep*. The book provides an overview of integrative therapies to assist clinicians caring for patients with acute or chronic lung diseases and sleep disorders - emphasizing the scientific bases for these therapies; and their implementation into clinical practice.

Mary Chesney, PhD, RN, CNP, received the national award for Health Policy Leadership from National Organization of Nurse Practitioner Faculties (NONPF). She was also promoted to clinical associate professor by the Regents of the University of Minnesota.

Carolyn Garcia, PhD, MPH, RN, was promoted to associate professor with tenure by the Regents of the University of Minnesota.

Linda Herrick, PhD, RN, was elected president-elect of the Midwest Nursing Research Society (MNRS) at the society’s annual conference, April 12-15, 2012 in Dearborn, Michigan.

Christine Mueller, PhD, RN, FAAN, was inducted as a fellow into the Health Sciences Section of the Gerontological Society of America (GSA). Fellow status - the highest class of membership within the Society - is an acknowledgment of outstanding and continuing work in gerontology.

Linda Olson Keller, DNP, APHN-BC, FAAN, was promoted to clinical professor by the Regents of the University of Minnesota.

Fang Yu, PhD, GNP-BC, RN, was promoted to associate professor with tenure by the Regents of the University of Minnesota.

STUDENTS

Samantha Sommerness, DNP, RN, CNM, received the Sandra R. Edwardson Award for Excellence in Doctor of Nursing Practice Leadership Projects from the U of M School of Nursing for her project entitled “The Development and implementation of evidence-based guidelines to improve prenatal outcomes for second stage of labor.” She is advised by Dr. Melissa Avery. Read more at www.nursing.umn.edu/samanthasommerness.

Anna Terry was awarded the Walter H. Judd International Graduate and Professional Fellowship from the University of Minnesota GPS Alliance. She is advised by Drs. Martha Kubik and Mary Rowan.

Mindy Yoder, DNP, RN, won first place in the DNP Poster Competition at the Midwest Nursing Research Society’s annual conference for “The effect of a safe zone on nurse distractions, interruptions and medication administration errors.” Yoder is advised by Dr. Diane Schadewald.

STAFF

Katharine Bonneson, chief administrative officer, was elected president of Business Officers of Nursing Schools (BONUS), a Leadership Network of the American Association of Colleges of Nursing (AACN).
Zeta Chapter
Sigma Theta Tau International

MEMBERSHIP
Zeta is the official University of Minnesota chapter of the Sigma Theta Tau International Honor Society of Nursing. School of Nursing faculty, students, and alumni are invited to apply for membership. The Zeta Chapter is open to nurses who want to join and learn how they can enhance their own learning and network with other nurses who share the same vision of advancing the profession. For more detailed information on how to join Zeta, go to the Chapter’s web site: www.nursing.umn.edu/stti.

SUPPORTING RESEARCH
Zeta Chapter offers grants to support the research activities of students, faculty, and practicing nurses in the community. Award amounts range from $500 to $2,000.

Deadlines for research grant applications occur twice per year in October and March. There is no application deadline for the Doctor of Nursing Practice Scholarly Project. These applications are accepted throughout the year. Recent awards include:

Research projects
• Engaging Latino Adolescents Boys and Their Parents in a Photovoice Project: A Pilot Project (Dr. Carolyn Garcia)
• Educational Needs Survey of Ostomates with Shortened Lengths of Stay (Dr. Linda Herrick)

Doctor of Nursing Practice (DNP) Scholarly Project
• Low-Income Women’s Expectations, Needs, and Desires for Social Support in the Postpartum Period (Nicolle Uban)

President
Niki Gjere, MA, MS, RN, PMHCNS-BC
ngjere1@fairview.org

INDUCTEES
Zeta Chapter membership is given to undergraduate and graduate nursing students, and professional nurse leaders who demonstrate excellence in scholarship and who exhibit exceptional achievements in nursing. Join us in celebrating our spring and fall inductees.

2011/2012 Inductees

FALL
Matthew D. Absher
Emily Rose Brandl Salutz
Alejandra Calderon Eppinger
Leidy Gambin Michels
Danica Kate Gardiner
Cassondra Hartneck
Ryan E. Hunt
Elizabeth Marie Kinder
Jamie E. King
Rebecca Sempere Lewis
Janna Morris
Molly O’Meara
Mary C. Nelson
Grace McBride Platt
Kristi Lynn Rohwer
Tracy Katherine Sandberg
Casey B. Wangen

SPRING
Hiba Dahir Abdi
FadumaSara B. Ali
Nicole Kristine Baur
Bria Leigh Benson
Bridget N. Bird
Kaitlan Elizabeth Bless
Stephanie J. Burgess
Noel E. Burrow
Jacquelyn Wallerius Cook
Michelle K. Cunningham
Tambrra Renae Dahlheimer
Lindsey Marie Dantzman
Erica Lee Devine
Margaret Louise Dimond
Megan L. Donnelly
Catherine Anne Enderlin
Ellen Alison Frerich
Natalie L. Frykman
Brittany Geiselman
Stacey Beth Hanna
Brenna Hawkins
Carlo F. Hidalgo
Vanessa Marie Hiltner
Kristin L. Hjartardottir
Katrina Marie Hovland
Samantha Ann Huguelet
Rachel Elizabeth Isaacs
Laura Christine Kant
Laurie Frances Kubes
Annette Marie Larson
Jessica Catherine Losby Malone
Leena Martel
Sarah AudreAnne Masten
Jenny Gervais May
Katie Beth Menk
Rachel Anne Miller
Joanne Marie Moore
Erin Murphy
Adina Lynn Peck
Kevin Sean Peters
Jessica Mary Piehl
Sonia Marie Pond
Lauren Quick
Katelyn Ann Real
Jami Kay Reeve
Deborah Richert
Molly E. Schneider
Erika Schorr
Lindsey Kathryn Spitzer
Dawn Mielke Strief
Helen Strike
Elizabeth Ruth Supple
Allison Marie Talbot
Janet Marie Tomaino
Megan E. Voss
Stephanie L Walsh
Emily M. Willenbring
Kjerstie Rishay Wiltzen
Savannah M. Zins
FRESHMAN NURSING GUARANTEE PROGRAM

Mentoring group fosters empowerment and leadership

BY JENNA GROSSARDT, HANNAH OSWALD, AND LAUREN QUICK

The School of Nursing selects students for the Freshman Guarantee Program from those who indicate an interest in nursing on their University applications and who meet the admission criteria determined by the School of Nursing and the University’s admissions office. Students are guaranteed admission to the school after completing freshman year courses and provided they meet the required graduate point average. While extremely fortunate to be granted a spot in an incredibly competitive nursing program, freshmen guarantee students also face unique challenges.

To provide these students with crucial connections throughout their time in the nursing program, the Freshman Nursing Guarantee Student Mentoring Group, was created in the spring of 2009. By pairing a freshman student with a sophomore nursing student mentor, the mentoring group fosters empowerment and leadership skills, as well as provides guidance through the common struggles faced by freshmen guarantee nursing students. The pairs are encouraged to build relationships through one-on-one meetings at campus coffee shops as well as group activities like bowling and bingo night. As freshmen students progress through the program, members from each class provide structure and guidance to incoming mentors. This provides an ongoing leadership opportunity for advancing students and helps assure continuation of the mentoring group.

Jenna Grossardt, BSN ’12, Hannah Oswald, BSN ’12, and Lauren Quick, BSN ’12, under the guidance of Karin Alaniz, PhD, RN, School of Nursing senior lecturer and freshman guarantee student advisor, identified the need for a relationship building and sustainable mentorship program. They believed by pairing a freshmen student with an older enthusiastic student, she/he would have exposure to student insights, as well as an experience of gaining relationship-building skills. The co-founders created the program by first identifying the needs of these freshmen students. Next, they brainstormed the expectations for the mentors/mentees, created a constitution, registered through the University as a recognized student group, and pioneered the first round of mentoring pairs. “Dr. Alaniz was a motivating stimulus throughout the process,” says Oswald. “She was able to offer ideas and recommendations, a connection for initial meet-greets for pairs in her freshman seminar, and a constant motivation for sustainability.”

After the first year, co-founders worked with the incoming BSN class to prepare the next round students. The class continued the program with mentoring from the founders and established new mentoring pairs. Today the program is on its third round of mentoring.

Current freshmen guarantee students Christine Myers and Alyssa Schmid have had positive experiences with their mentors and look to them as a resource within the school when they have questions, are nervous about the upcoming years of nursing school, or for advice on which electives to take. Both feel prepared and excited about being the new mentors next year!

Encouraged by the success thus far, the founders hope that the legacy pursues.
“I never thought I’d be a nurse,” says Faduma Sara Ali, DNP, RN, shaking her head. “But in the most cliché way, I really feel that nursing chose me—not necessarily the other way around.” Ali began her journey into nursing while living in Hawaii with her husband, Khalid, whom she credits with the initial push and unrelenting support throughout her education. Ali earned an RN degree from the College of Nursing at Hawaiian Pacific University, Honolulu, completing the program in only three years. “It was during my last year of school I began to get really nervous about where I would land,” she recalls. “I had a background in cardiology from a previous position as a monitor technician, but I really had an interest in women’s health.”

Ali reached out to revered professor, Dr. Nita Jane Carrington who advised and encouraged her to “go for the most difficult option and path.” She applied for and accepted a position as progressive care nurse on the medical cardiology unit at the Mayo Clinic in Rochester, Minnesota. And in 2007 her family (which now included a son) made the transition from Honolulu to Rochester.

It was Mayo Clinic’s emphasis in research and education, coupled with Ali’s first-hand observation of the nurse practitioners she was working with, that she began to consider what it meant to have a doctorate degree in nursing. “It was really cool to me that they knew what to do in emergencies, how to handle critically ill patients, and how to advocate for holistic treatment on their behalf,” she says. “But frankly, the whole education piece of going back to school just scared me.” Ali also explains that she felt her time in Minnesota was limited, “I figured I was just going to move back to Hawaii after a few years here and then I’d maybe apply to a doctorate program.”

Developing Systems Thinkers, Researchers, and Faculty. The School of Nursing commits to double the number of doctorally-prepared nurses by 2020.

A recommendation from the Institute of Medicine’s 2010 landmark report The Future of Nursing: Leading Change, Advancing Health called for schools of nursing to double the number of nurses with a doctorate degree by the year 2020. This spring the School of Nursing celebrated its addition of three PhD and 37 DNP prepared nurses to the profession. The school established one of the first and largest DNP programs in the U.S., as well as an established and highly respected PhD program. The students and graduates profiled on the next pages and throughout this issue, demonstrate the creativity of our students to develop interventions to improve functioning of individuals with chronic conditions, promote the health of women, children, and families, advance the care of adults and older adults, and transform health systems.

Inspiring the next generation of DNP educated nurses

BY CARLEIGH KNOWLES
Ali’s husband however, wouldn’t allow her to settle so easily. “He’s always pushed me to be bigger and greater,” Ali says. “We went to a Doctor of Nursing Practice (DNP) information session at the School of Nursing but the whole time I was just thinking about all the papers coming up with a thesis...” Despite her concerns, Ali applied deciding, “If I get in, it’s a sign that I should stay here; that I’m really meant to do this, and that I’m on the right track.” She received her DNP in family nursing practice this spring as a member of the program’s first class of graduates.

For Ali, the process of completing her DNP degree was invigorating but frustrating and cites School of Nursing faculty Georgia Nygaard, DNP, RN, CNP, and Mary Benbenek, MS, RN, FNP, PNP, as well as her community partner at Mayo, Debra McCauley, DNP ’07, RN, CNP, as the guiding influences during her doctorate work. Ali’s final DNP project, “Implementing ankle-brachial index: In a primary care clinic to support peripheral artery disease guidelines” focused on identifying patients at risk for PAD, as well as making an early diagnoses of patients with PAD. The project was presented at a national conference in Canada and Ali was also selected to present her poster at the Mayo Family Medicine Forum last December. “I’ll never forget seeing my poster amongst all the medical residents and other students who had gone to faraway places and done really grand things and thinking, wow, I’ve really arrived as a professional,” She reflects contentedly. “The School of Nursing instilled in me the definition of what rigor is supposed to be for a doctoral degree and pushed me towards accepting the challenge of obtaining and holding the DNP degree. The degree has changed my perspective on my patients and caring for them.”

Although Ali is happy with her position at Mayo, she is considering a future in teaching. “At the School of Nursing there are multiple nursing faculty who have pushed me out of my comfort zone – that’s their job, to inspire the next generation of nurses. I think that’s something I can communicate.” Ali says she would tell future nursing students, “Nursing is great and you can inspire change in many different areas. For me nursing is a lifelong profession of learning and changing people’s lives and I can’t say that about any other profession I could have chosen. It’s not easy but nursing will give more back to you than what you put into it.”

To learn more about the DNP program at the School of Nursing, scan this QR code, attend an upcoming information session (5 p.m. on June 12, Sept. 11, Oct. 16, or Dec. 4) or go to www.nursing.umn.edu/dnp.
For Francois Ndazigaruye, DNP, RN, his career as a healer began more than 8,000 miles away from the Twin Cities in the Republic of Rwanda. During his second year of medical school he was forced to leave his country due to war. After being forced from his home, Ndazigaruye traveled to various African countries where he used his medical school education and clinical experience working for several NGOs providing training to other health care providers and basic health care services to improve health conditions in Africa’s refugee camps. “The lack of materials, technical skills, and clinical skills often made it impossible for me and my colleagues to save children and elderly people who died of dehydration and exhaustion,” he says. “This cultivated in me a sense of service and caring for the sick.”

Eleven years ago, Ndazigaruye arrived in the U.S. with dreams of being in the medical profession but soon discovered the breadth and opportunities nursing offered. “I realized I didn’t have to be in medical school to do what I want to do. I learned that there were different kinds of nurses and that I could go on to graduate school and still be in nursing,” he says. “Nursing was more congruent with my feelings of pursuing my academic endeavor while maintaining my sense of caring that had grown so strong while working with refugees in Africa. No other profession but nursing could offer me both.”

Before Ndazigaruye entered the Doctor of Nursing Practice (DNP) program at the School of Nursing, he was a practicing RN at St. Joseph’s hospital in St. Paul, Minnesota. In his role, he witnessed the changing health care environment and the need to work with multiple stakeholders. He believed that the complexity of health issues encountered in clinical practice required complex and advanced levels of thinking. He thought a DNP education would provide the proper framework and foundation. “No other school of nursing in Minnesota offered curriculum that places such an emphasis on science, evidence-based practice, and translational research,” says Ndazigaruye. “These are attributes that will continue to enable me as an advanced practice registered nurse—to provide high quality, cost-effective care to patients and their families.” Ndazigaruye also attributes the school’s curriculum with developing leadership skills that are “sine qua non” or essential, to developing strategies to improve system processes that affect patient’s health and well being.

**CREATING SYSTEMS THINKERS**

The DNP coursework at the School of Nursing prepared Ndazigaruye to be both clinically competent and provided capabilities to work on a systems level. “I think the DNP education helps APRNs not just be clinically-skilled nurses but systems thinkers; we’re practitioners who are able to create and introduce processes on a systems level,” he says. “For example on our DNP scholarly project, we work and develop programs that can be implemented on a systems level that can benefit the health care system.” The focus of his DNP project was to develop and implement strategies to minimize unnecessary preoperative testing in relatively healthy patients who undergo elective surgeries. He created an alternative pathway for an institution to reduce the amount of testing for certain types of procedures, ultimately saving costs for the institution and the patient.

Ndazigaruye’s educational background and clinical practice experience as a critical care nurse, led to his decision to pursue the DNP in nurse anesthesia. “Surgery is one of the most stressful moments anyone can go through and being able to take care of patients in such critical moments gives me immeasurable satisfaction.” This spring, Ndazigaruye received his DNP in nurse anesthesia as a member of the program’s first graduating class and the first in DNP nurse anesthetist in Minnesota.

**PATIENTS AS PARTNERS**

During his time in the DNP program Ndzagaruye witnessed many changes in health care processes, technology, medications, etc. which he says “Makes me driven to discover new ways to provide high quality, cost-effective, holistic and patient-centered anesthesia care; recognizing patients as full partners in their own care; approaching them from a position of caring that provides them with needed information and seeks their input, not from that of power that seeks to merely instruct them.”

For Ndazigaruye, a father of two young daughters, a professional goal is to start clinical practice and educate future CRNAs through clinical mentoring. He would also like to volunteer with medical missions that provide health services to deprived populations around the world. One of the many things that left a lasting impact from his time in the DNP program was the support he received from the faculty at the School of Nursing “They care about each and every student’s academic advancement. They understand that educating future APRNs entails more than providing them with technical abilities,” he says. “They understand that they have a duty to produce better nursing leaders who will strive to improve health conditions both domestically and outside our national borders.”
“I was drawn to the School of Nursing at the University of Minnesota because it had a strong history of leadership in nursing education and research.”

ERICA SCHORR

BSN-PhD doctoral research focuses on symptoms of peripheral artery disease

BY NANCY GIGUERE
As an infusion nurse with a home care agency, Erica Schorr, BSBA, BSN, RN, saw a wide range of patients, but she found the greatest satisfaction in working with older adults. “There’s so much stigma against aging, and older people need to be heard,” she says.

Patient education is especially critical in home care, and Schorr discovered she liked teaching patients. Soon she was designing and leading in-service trainings for other nurses at the agency, and she found she liked that, too.

**SENSE OF COMMUNITY**

“I realized I loved teaching and working with other nurses, and I was drawn to the School of Nursing at the University of Minnesota because it had a strong history of leadership in nursing education and research,” Schorr says. She considered both a Doctor of Nursing Practice (DNP) degree and a PhD. Because she was interested in teaching, and a research intensive university, she chose the PhD, with a focus on gerontology.

Even before she enrolled, Schorr participated in the Gerontological Nursing Journal Club, a discussion of journal articles on cutting-edge research. Once she became a student, she found a warm welcome. “People here support you through difficult times and praise your successes. That sense of community is crucial for me,” she says.

**SOLID RESEARCH INTEREST**

Schorr is currently working with associate professor Diane Treat-Jacobson, PhD, RN, FAAN, on Exercise Training to Reduce Claudication (EXERT) study. This study focuses on exercise training to reduce claudication, which is pain or discomfort in the leg muscles caused by peripheral artery disease.

“Working on the EXERT study has solidified my interest in research,” Schorr says. “It reinforces what I’m learning in the classroom about areas like research design and methods. It also gives me concrete examples to share in class discussion.”

**AN EXCEPTIONAL STUDENT**

Treat-Jacobson, Schorr’s advisor, calls her “an all-around exceptional student.” She was twice chosen to be a Hartford Scholar, an honor awarded to outstanding graduate students who are focusing on nursing care of older adults and preparing to teach geriatric nursing. She was also chosen to participate in the Jonas Nurse Leaders Scholar Program, which supports doctoral education for future nursing faculty and prepares nurse leaders in a variety of areas including geriatrics.

In addition, Schorr received the Ruth L. Kirschstein National Research Service Award for Individual Predoctoral Fellows in Nursing Research from the National Institutes of Health/National Institute of Nursing Research. The purpose of this program is to increase the number of outstanding nurse scientists committed to research careers. Applicants are selected on the basis of their proposed training program and dissertation research. Her proposal was funded on the first round, a “rare occurrence” according to Treat-Jacobson.

**SEEKING CONNECTIONS**

Schorr’s dissertation focuses on the symptom experience of people with peripheral artery disease, using a combination of qualitative and quantitative research: interviewing patients about their symptoms and testing them on a treadmill. “I’m looking for the connection between what people say they are feeling and what’s happening physiologically. The result will be better assessment and diagnosis,” she explains.

Schorr looks forward to a career that combines teaching and research. “I’m committed to the advancement of nursing science,” she says.
More than 1.6 million elderly Americans live in nursing homes. Unfortunately, more than half experience from incontinence, which severely limits their independence and quality of life. Elders coping with fecal and urinary incontinence face stress and shame that impacts their sense of well-being.

Up to nine percent develop perineal dermatitis, a painful skin irritation, or pressure ulcers, open sores caused by constant pressure from a bed or wheelchair. Nursing home residents with fecal and urinary incontinence are also at risk for frequent urinary tract infections, microbial skin infections, and fatal complications from pressure ulcers. These conditions are widespread in nursing homes, and the medical care needed to manage them costs billions of dollars annually.

It’s not clear, however, that these debilitating conditions are inevitable for nursing home residents. Donna Bliss, PhD, RN, FAAN, FGSA, professor at the School of Nursing, believes that they may result from disparities in care. She hypothesizes that residents of minority racial or ethnic backgrounds and those in nursing homes located in lower socioeconomic neighborhoods may receive substandard care.

Supported by a $2.9 million grant from the National Institutes of Health (NIH), Bliss and her interprofessional research team are...
now three years into “Disparities in Incontinence and Perineal Skin Damage in Nursing Home Elders,” an innovative five-year study of these chronic conditions. Once complete, the study is expected to shed new light on the situation by precisely quantifying the complex variables that contribute to the problem.

TEAM OF EXPERTS
Previous research has been limited to analysis of specific patient characteristics or a few nursing home factors. Bliss’ approach is unique and comprehensive because it aims to identify and assess all factors in three separate areas: the individual, the nursing home, and the community at large.

For example, on the individual level, incontinence and skin damage may be linked to individual health status or chronic illness. At the nursing home level, residents may be affected by staffing levels or specific treatment plans. Finally, on the community level, incontinence and skin damage may be linked to the socioeconomic status of the nursing home’s neighborhood or the resident’s access to care before entering the nursing home. “This complex problem requires a comprehensive approach,” Bliss says.

A study this complex requires an expert interprofessional team and a very big computer. Members of the research team include School of Nursing faculty Christine Mueller, PhD, RN, FAAN, and Jean Wyman, PhD, RN, GNP-BC, FAAN, FCGS, and biostatisticians Kay Savik, MS, and Olga Gurvich, MA. Also on the team are School of Public Health faculty Lynn Eberly, PhD; Beth Virnig, PhD; and Judith Garrard, PhD, along with Susan Harms, PhD, senior research associate in the School of Pharmacy.

To complete the study, researchers will analyze four existing databases: the U.S. Census; the Online Survey, Certification and Reporting (OSCAR) files, a nationwide database of Medicare and Medicaid institutions; the Minimum Data Set (MDS), a federally mandated clinical database of patient health status; and a set of all the medical and care orders for patients in a large, nation-wide, for-profit nursing home chain. The team will rely on the computing capability of the University of Minnesota’s supercomputer to analyze the massive data generated in this first-of-its-kind study.

“In this project, we’re bringing it all together by looking beyond residents to examine staff, quality of care, neighborhoods, and regional differences,” Bliss says. “In such a dynamic environment, all factors have influence. Once we identify them, it should be possible to recommend effective interventions to reduce disparities.”

REDUCED DISPARITIES, IMPROVED OUTCOMES
Once all contributing factors are identified and quantified, will disparities in care exist between white residents and those who are American Indian, Asian, Black or Hispanic? Early findings reveal some answers.

For example, it appears that blacks do suffer from pressure ulcers at a higher rate than whites. However, for pressure ulcers and dermatitis, no disparities in treatment have been found.

Regarding the presence of fecal or urinary incontinence, early analysis shows that Asians experience better outcomes or lower incidence than other groups, and no disparities exist between black and white residents. However, treatment disparities do exist, with black and Hispanic residents receiving less treatment for incontinence than white residents.

“This is a profound opportunity to improve the health of disadvantaged minority populations,” Bliss says. Once complete, the study will provide valuable clinical information on how to better prevent, treat, and manage these chronic problems. It will also serve as a baseline for reducing disparities and improving clinical outcomes for all nursing home residents.

Research team members, l-r: Donna Bliss, Jean Wyman, Susan Harms, Christine Mueller, Judith Garrard, Kay Savik, and Olga Gurvich.
Clinical assistant professor Mary Benbenek, PhD, RN, CPNP, CFNP, has always been interested in the “why” of conditions such as diabetes and hypertension. “You can treat and prescribe until you’re blue in the face, but you can’t really effect change until you understand what’s important to patients,” she says.
FOCUS ON BONE HEALTH
In 2000, Benbenek was working at a Minneapolis community clinic where 85 percent of the patients were immigrants from East Africa. She noticed that many women reported symptoms of myositis, or muscle inflammation, and osteomalacia, or inadequate mineralization of the bone, conditions associated with vitamin D deficiency.

This observation led Benbenek, then a doctoral candidate in the School of Nursing, to focus her dissertation research on bone health in Somali women. Because adolescence is the peak period for bone development, she organized a series of focus groups with teenage Somali girls in Minneapolis and Owatonna to identify enablers and barriers to bone health.

Benbenek found that the girls were at risk for diminished bone health because of current dietary and physical activity practices. Traditional dress, which limits sunlight exposure, was also a factor. These findings suggested the need to work within the Somali community to develop culturally appropriate health campaigns that would address these issues.

PRE- AND POST-NATAL EDUCATION
More recently, Benbenek has turned her attention to pre- and post-natal education for East African women. Her interest in this area developed while she was doing developmental screening for infants and children in the day care center at the East African Women’s Center (EAWC). “The mothers were asking a lot of general questions about women’s health,” she says. “When staff did an impromptu verbal survey, it was discovered that many had not attended pre-natal classes or received pre-natal care until late in their pregnancies.”

Because they were new to the country, the women didn’t understand what happened during clinic visits, and they were frightened by the thought of giving birth in a hospital. “They were completely overwhelmed, and they didn’t know how to ask for what they needed,” Benbenek says.

CULTURALLY APPROPRIATE EDUCATION
Funding from the Community Collaborative Grants Program of the Clinical and Translational Science Institute (CTSI) at the University supports Benbenek and EAWC director Doroth Mayer, to develop a culturally and linguistically appropriate education program. CTSI grants provide support for pilot research that involves community-university collaboration and addresses important issues identified by the community.

Benbenek and Mayer used the PRECEDE-PROCEED model as their conceptual framework. This model is based on the idea that just as a medical diagnosis must precede a treatment plan, an educational diagnosis must precede an intervention plan. In other words, says Benbenek, “we needed to find out what the women wanted to know and how they liked to learn. We also needed to understand cultural and religious taboos.”

LISTENING TO THE WOMEN
Benbenek and Mayer organized a series of “talking circles” at the center with the help of ESL teacher Angie Huff and staff members Kali Ali and Komossee Toure. Benbenek also received assistance from School of Nursing colleagues Melissa Avery, PhD, RN, CNM, FACNM, FAA, and Karin Larson RN, MS, CNM.

Participating women said they wanted to learn more about basic reproductive health, the stages of pregnancy, nutrition, exercise, labor and delivery, the kinds of tests they might undergo during pregnancy, postpartum, and breastfeeding. “Mary was genuinely interested in what the women wanted, and they responded very warmly,” says Mary Nelson, MN, PHN ‘11, who assisted Benbenek with the project.

Although the EAWC recently closed due to lack of funding, the project continues. Using what she learned during the talking circles, Benbenek, with project members, will now create an educational program to meet the needs of East African women.

A WONDERFUL ROLE MODEL
In addition to her research, Benbenek teaches courses and practicums in the areas of primary care and pharmacology. She also serves as clinical professor for students in the Doctor of Nursing Practice (DNP) program who are preparing to be family nurse practitioners. Students work with her for one or two semesters at the Community-University Health Care Center (CUHCC), where she is on the clinical staff.

At CUHCC, which provides primary care services to children and low-income families in South Minneapolis, the DNP students focus on assessment and patient management skills. Amelia Aldrich, a second-year DNP student, who currently works with Benbenek at CUHCC notes, “Mary has taught me to look at the entire picture, to see patients in the context of their own lives, and to be mindful with every treatment decision I make,” Aldrich says. “She’s a wonderful role model.”
Support Where Needed

Research explores the impact of consistent support for caregivers of Alzheimer’s and dementia patients

BY DARLENE GORRILL
When Joseph Gaugler, PhD, presents his research projects to health care professionals and other researchers, the conversation often turns personal.

Those reactions show the wide interest and impact of his work, which looks at ways to reduce the stress that accompanies the role of caregiver to family members with Alzheimer’s and related memory diseases.

The numbers are staggering and growing with nearly 5.5 million Americans with Alzheimer’s disease, dementia, or severe memory loss. But the reach of the disease extends beyond those numbers to the often less-visible family caregivers whose lives also dramatically change.

Gaugler, an associate professor of nursing and McKnight Presidential Fellow, is leading several studies with a focus on the health and welfare of caregivers. Supported by a grant from the National Institutes of Health (NIH), one study explores the impact of offering caregivers a source of consistent and ongoing support that includes counseling sessions and access to a study counselor. The study builds on previous research in New York, which developed a model of support for spousal caregivers of Alzheimer’s patients that proved successful. “We wanted to see if such a model worked in a different geographic area with a wider variety of caregivers,” says Gaugler.

Of 107 families that participated in the study, 54 of those families took part in a number of counseling sessions and were able to contact the study counselor for assistance at any time throughout the two-year study period. Family members in the other group did not participate in the support model. Individual family members in both groups were surveyed eight times. Surveys were completed before the study period and afterwards for a period of up to three years.

Gaugler is currently analyzing and comparing the results to measure the impact of the support model on caregiver mental health and residential care placement. To date, one outcome is clear: Residential care placements, such as nursing home admission and assisted living entry, within the group who took part in counseling sessions and ongoing support, were lower than the group who didn’t receive the support model.
Valuable (and Popular) Resource

Joseph Gaugler launched the first Caring for a Person with Memory Loss Conference in 2008 as one avenue to involve caregivers in his research, as well as to share information with community members.

But the conference proved so popular that one offering was far from enough. Since its start, participation by community members and health care professionals has more than doubled — from just less than 90 for the first conference to more than 240 in 2011.

FAMILIES IN CRISIS

Mark Reese, MA, LPC, LAMFT, and study counselor for the project, led the sessions for caregivers in the support model, was there to answer emails and phone calls, and gauged the needs and reactions of participants. He heard, for example, from some participants that their sleeping patterns improved during the study.

The demands of caregiving frequently lead to isolation and stress, he says. “We often wound up working with families in crisis.”

Reese’s efforts often involved validating caregiver efforts and sharing information about Alzheimer’s disease with caregivers. In one instance, a family member who provided care for nearly 10 years was concerned about behavior changes. Reese explained possible disease progression, helping the caregiver better understand what to expect.

As Alzheimer’s and dementia diagnoses increase, caregivers and the ability of caregivers to remain healthy and resilient under stress becomes more important, says Reese.

“As a society, we really need to support the different choices caregivers make,” says Reese. “I think we provided a bit of stability, and I think in caregiving, stability is worth a lot.”

STUDENT CONTRIBUTIONS

Gaugler also involves nursing students as part of his research team. Junior nursing student Katie Wocken started working with him in her freshman year. The death of her grandfather from Alzheimer’s disease helped shape her interest in the research and the area of geriatric nursing.

She has assisted with data entry on the project and also with logistics for the Caring for a Person with Memory Loss Conference (see related story). “It has been an amazing experience,” she says. “Being part of a research team has had a big impact on me. I feel like I have a more holistic view of the nursing field. I am always thinking about the why.”

Wocken joined the Geriatric Nursing Journal Club and has received the Emerging Geriatric Scientist Award from the Minnesota Hartford Center of Geriatric Nursing Excellence. Her work on Gaugler’s team has influenced her perspective on her career; She plans to practice in the field after graduating and later return for a PhD to blend research and practice.

“No I have a very strong interest in maintaining evidence-based practice,” she says. “It has opened new doors for me.”

AN EYE TO PRACTICE

Gaugler is exploring on ways to apply his research to other clinical and scientific efforts. His findings offer the potential to improve the service delivery to caregivers, which in turn, helps those who live with chronic diseases and likely lowers expensive residential care placements.

As part of the Minnesota Community Living Program, Gaugler has developed a screening that professionals are using throughout the state to identify family members at risk for entering residential care settings. In another project, he successfully piloted the Residential Care Transition Module (RCTM). The RCTM helps identify those caregivers most at risk for depression and other mental health issues after admitting a family member to a nursing home. The tool includes a series of sessions based on the needs of caregivers and their families. Gaugler recently received funding for a larger scale pilot of RCTM, and Reese will serve as this project’s study counselor.

Although focused on Alzheimer’s disease and dementia, his research ultimately may influence the approach to caregiver support for other diseases.

“Although we design these projects for Alzheimer’s caregivers, they also have application to caregivers of patients with other chronic diseases,” he says. “These research projects emphasize the need for continuity of care and management of disease from a family perspective.”

Set for June 2, 2012, from 8 a.m. to 4:30 p.m. at the Mayo Memorial Auditorium at the University of Minnesota Minneapolis campus, this year’s conference features sessions on the challenges of caring for dementia patients and caregivers, insights about memory loss, perspectives of adult day service providers, and perceptions about dementia.

For more information and to register for the free conference, go to http://bit.ly/z24TrC.
The Center for Adolescent Nursing: One Program, Many Paths

Although driven by different intentions and experiences, the following four students and graduates found pathways to their career goals with programs in the Center for Adolescent Nursing (CAN) — a post-doctoral fellowship, a PhD, a DNP, and an MS.

When DenYelle Baete Kenyon finished her PhD in developmental psychology, she knew she needed something more. She wanted to supplement her PhD in family relations with a youth focus. While searching online for opportunities, Kenyon discovered the post-doctoral research fellowship in the Center for Adolescent Nursing at the U of M School of Nursing.

Sarah Stoddard’s work as Minnesota’s State Adolescent Health Coordinator piqued her interest in adolescent health at the national level. Holding a MS in adolescent nursing, she returned to her alma mater to pursue a PhD – aiming for a role in a federal agency like the Maternal & Child Health Bureau or the Office of Adolescent Health in Washington, DC.

Recognizing the need for advanced practice public health nurses who could provide mental health services for adolescents in rural areas, Cindy Kellett joined the School’s first cohort of BSN-to-DNP students, the first of its kind in Minnesota.

During her eight years as a nurse at St. Joseph’s Home for Children, Kelly (Stursa) Suzan saw the link between physical/sexual abuse and community concerns, such as poverty. She also saw that adolescents who came to St. Joe’s often received less attention than younger children. Wanting to bring awareness to social disparities affecting health and to offer more support to underserved populations, Suzan chose to pursue an MS in adolescent nursing.
What Are They Doing Now?

Once launched in their respective CAN programs, hopes and goals shifted for these four women.

When Kenyon completed her post-doctoral adolescent health fellowship with CAN, she put the knowledge gained in her fellowship to work in her new role as an associate scientist in the Health Outcomes and Prevention Research Center for Sanford Research in Sioux Fall, South Dakota. Kenyon said, “Working with Dr. Sieving [School of Nursing associate professor and member of CAN] on intervention research aiming to reduce teen pregnancy in high risk girls has had a big influence on how I conduct aspects of my job now.” Kenyon currently collaborates with Sieving on a project involving teen pregnancy prevention among urban and reservation-based Northern Plains American Indian teens.

Stoddard, who was originally interested in a federal agency position, learned during her PhD studies how comfortable she felt working in an academic setting. “Once I started the PhD program, I realized how much I enjoyed the process of being engaged in scientific inquiry,” she said. After graduation, Stoddard accepted a joint post-doctoral fellowship in the School of Nursing and Prevention Research Center at the University of Michigan. Two years later, she was hired as a research assistant professor in the Department of Health Behavior and Health Education in Michigan’s School of Public Health. “I enjoy engaging youth and learning to use research to better inform what we do for adolescents and how we help them grow into successful and healthy adults.”

Stoddard, who was originally interested in a federal agency position, learned during her PhD studies how comfortable she felt working in an academic setting.

Kellett is completing coursework for her DNP, but already sees how her graduate education is influencing her work with young people. “What I really appreciate about experiences at the U of M is that I’ve been able to think from a broad, systems perspective,” she said. “The instructors are leaders in international public health, especially adolescent health. It’s helped me think about public health on a global scale.”

Moving from Minneapolis to Buffalo, New York, shortly after graduating with her MS, Suzan was shocked at the absence of public health in Buffalo compared to Minneapolis. She found the notion of community-based work confused people. “I was talking with a housing agency and they asked, ‘Why would we partner with a nurse?’” Suzan said.

With colleagues at Buffalo’s Neighborhood Health Center, a clinic offering primary care, Suzan started a new clinic site and created an outreach team to identify health problems and connect people with needed resources. “I explain social determinants to new colleagues, and that clinical services are only 10 percent of what affects health.” Now, she says, they collectively work across service sectors to support families in Buffalo.

One Center, Many Pathways

Suzan didn’t predict a job in primary care, but feels equipped for her role. Likewise, Stoddard chose a research path rather than a federal agency job. Kellett and Kenyon both cite the value of skills learned from their DNP and post-doctoral mentoring and coursework in CAN.

For 20 years, the Center for Adolescent Nursing has supported more than 100 graduate students and post-doctoral fellows. The Center’s mission remains the same: to improve the lives of adolescents by building the clinical, research, and leadership capacity of nurses and other health professionals.
Preventing Leaders in Pain and Palliative Care

Susan O’Conner-Von, PhD, RN, is a nationally known expert in the area of pain and palliative care who is preparing health care professionals to provide state of the science care. She was 1 of 60 participants to be selected to attend the National Institutes of Health (NIH) Pain Methodologies Boot Camp at National Institutes of Health in Bethesda, Maryland in July 2011.

O’Conner-Von is currently 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 goal of this 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 which provides care in rural and underserved areas.

Quality Care Measures Needed for Children Receiving Home Care

Wendy Looman, PhD, RN, CNP, and Bonnie Westra, PhD, RN, FAAN, FACMI, are collaborating with the Minnesota Home Care Association on a new project to measure outcomes for children with chronic conditions in home care. Looman, Westra and several community leaders in pediatric home care in Minnesota are developing and testing a national tool to help policymakers, health care administrators, providers, and the general public evaluate the health status and access to quality care of children with chronic conditions. This initiative will help determine to what extent funded programs are achieving their goal to provide health care services for this population. This community-university collaborative project focuses on the needs of the “whole child,” as opposed to individual clinical concerns, and will facilitate measuring the effectiveness of care transitions for children with chronic conditions. The team has applied for research funding to access technology within the University of Minnesota Clinical Translational Science Institute (CTSI) for collecting, managing, and exchanging data on outcomes of health care delivery for children.

This core set of pediatric outcome measures for home care would be the first of its kind in the nation.

Continuing Education Module 10
Pervasive Developmental Disorders in Childhood

Jane Marie Sulzle, DNP, RN, CNS, is a clinical nurse specialist in Child and Adolescent Psychiatry with more than 30 years experience working with children with mental health disorders. Sulzle’s presentation on Pervasive Developmental Disorders focuses on strategies for caring for children within various clinical settings.

To see all 10 self-paced CSHCN continuing education modules, go to www.nursing.umn.edu/CCSHCN.
Facilitating Emerging Interest in Nursing Research

Center Announces the 2012 Emerging Child and Family Health Promotion Nursing Scientist Program

The Emerging Nursing Scientist Program was created as a mentored research opportunity for pre-licensure junior or senior BSN and MN students interested in pursuing a career in child and family health promotion research. Recipients of the award are given the opportunity to participate in a research project under the direction of a School of Nursing faculty research mentor with financial support from the University of Minnesota School of Nursing Foundation. These funds support recipients to attend the Midwest Nursing Research Society’s Annual conference and to present a poster at either School of Nursing Research Day or the Undergraduate Research Symposium at the University of Minnesota.

The ultimate goal of the program is to cultivate a keen interest in nursing research among students. And, that the selected students will appreciate the value of nursing research and apply nursing research findings to their own evidence-based practice in the future.

2012 Emerging Nursing Scientist awardees

Ping Fung-Houger is a first year Master of Nursing student with a research interest in childhood obesity prevention. She is mentored by Dr. Jayne Fulkerson.

Megan Holle, is a BSN senior with a research interest in breastfeeding mothers and midwifery. She is mentored by Dr. Laura Duckett.

Erin Nelsen is also a BSN senior, her research interest is based in family-centered clinical practice. She is mentored by Dr. Ann Garwick.

Through the Child and Family Health Promotion Emerging Nursing Scientist Program, each of these promising students will have the opportunity to experience the excitement of completing a nursing research project first-hand. For more information about the Child and Family Health Promotion Emerging Nursing Scientist Program, please contact center director, Jayne Fulkerson, at ccfhpr@umn.edu.
Developing Catalysts for Transformation

Center introduces first two graduates of the DNP in Health Innovation and Leadership

In 1951, the School of Nursing introduced a master’s degree program in nursing administration, with the first students graduating in 1952. Over the years, graduates of this program assumed leadership roles in a variety of settings and spearheaded a number of innovations that revolutionized nursing care. They also stepped forward to provide leadership at national and international levels in nursing circles and beyond.

Beginning in 2008, Joanne Disch, PhD, RN, FAAN, director of the Densford Center, joined nursing faculty colleagues in analyzing leadership requirements for today’s health care environment, and in transitioning the nursing administration master’s program into the DNP (Doctor of Nursing Practice) in Health Innovation and Leadership. In addition to continuing to prepare nurses for management and leadership roles in hospitals, clinics and ambulatory settings, this new program helps nurses develop new competencies and skills needed for providing leadership in totally new settings and in very different roles. Today’s leaders need to think differently, broadly, globally; to embrace diversity in all its forms, including diversity of thought; to be curious and never satisfied with the status quo; to stimulate in themselves and others new ways of thinking and creating solutions which open up possibilities for action; to appreciate multiple ways of knowing; to engage in critical—and creative—thinking, and learn from other thought leaders. They must create healing environments in which others can do their very best work.

In May 2012—60 years after the first master’s degrees in nursing administration were conferred—the first two graduates of the DNP in Health Innovation and Leadership received their degrees. Linnea Benike graduated from the University of Minnesota in 2007 and is a registered nurse in the Progressive Care Specialty Unit, Interventional Cardiology, at the Mayo Clinic in Rochester, Minnesota. She plans to stay on her unit at Mayo, but expand her influence through participation in the shared governance structure at Mayo. She also is passionately dedicated to improving nurse/physician communication. Through her DNP scholarly project, she established a house staff orientation program to improve interprofessional communication and collaboration. She notes that the DNP program provided “a personal and professional transformation in thought, perspective, action and influence.” Her friend and fellow student, Cheristi Cognetta-Rieke graduated from Viterbo College (LaCrosse, Wisconsin) in 2001 and is an acute and critical care float pool nurse manager, at the University of Minnesota Medical Center, Fairview, in Minneapolis. For her DNP scholarly project, Cognetta-Rieke implemented MyStory, a questionnaire-based interview tool initiated at admission to capture the patient’s story so that nurses and other caregivers can use this individualized information to improve care for hospitalized children. This project was awarded one of 20 national Always Events Challenge Grants from the Picker Institute. After graduation, Cheristi plans to stay at UMMC, Fairview, and is seeking more opportunities to “be a catalyst for transformation.”

If you know of someone who would like to be a catalyst for transformation, of themselves, their organizations and health care, encourage them to apply to the DNP in Health Innovation and Leadership program. Contact Dr. Teddie Potter, specialty area coordinator for the program, at tmpotter@umn.edu, for more information.
Improving Clinical Teaching in Nursing Homes

“It’s not easy getting students excited about geriatric nursing. They often enter the nursing program with preconceived ideas about nursing—and specializing in the care of older adults is usually at the bottom of their list,” says Christine Mueller, PhD, RN, FAAN, professor and co-director of the Minnesota Hartford Center of Geriatric Nursing Excellence. Professor Mueller is addressing these sometime negative perceptions of geriatric nursing through a three-year project, “Developing Exemplary Clinical Education Partnerships and Learning in Nursing Homes,” funded by the Health Resources Service Administration (HRSA). Designing engaging clinical experiences for students in nursing homes, strengthening partnerships with nursing homes, and evaluating the educational impact of innovative clinical teaching in nursing home settings have been the primary objectives of this project, now in its third year.

Mueller and her colleagues have identified four factors that are key to students having exemplary clinical experiences in nursing homes: 1) quality of the nursing home including RN staffing and a commitment to person-directed care; 2) faculty who are knowledgeable and enthusiastic about the nursing home environment and care of older adults; 3) genuine partnership between the school of nursing and the nursing home; and 4) creative and innovative teaching strategies and clinical learning experiences for students. These four factors serve as the framework for regional experiential workshops that are held for nursing faculty and nursing home partners. To date, seven workshops have been held in Minnesota, North Dakota, South Dakota, and Wisconsin attended by 188 faculty members and 62 nursing home staff.

Response from workshop participants
Faculty and nursing home staff consistently provide high ratings for the workshops, and many faculty members have reported that their clinical teaching has improved after participation. Faculty participant Kate Andersen, RN, AS, from Normandale Community College commented on the value of the partnerships they developed: “We now invite our nursing home partners to have a registered nurse from their staff talk to our students on ‘What is the role of the RN in long-term care?’ It has been well received.” The responses from nursing home staff have been equally positive: “I will follow-up to make certain my staff truly understands the role of our student nurses. I want to work with the nursing instructor to assure we have a definite plan that will provide the best learning situation for the student.”

A real impact on students
Wendy Kopp, a BSN student from MedcenterOne College of Nursing, summed it up: “Learning activities to help students achieve the identified nursing home objectives were added to the curriculum and an evaluation of the new activities was completed by the students at the end of the rotation. Comments from students on their nursing home rotation include: ‘Great experience.’ ‘I really enjoyed the person-directed care plan. It was a great way to get to know my resident.’ Mueller’s workshops to help nursing faculty and nursing home staff develop exemplary clinical experiences for students on rotation in nursing homes is also transforming student perceptions of working with older adults—for the better.”
Next Generation of Geriatric Nursing Faculty

The Minnesota Hartford Center of Geriatric Nursing Excellence (MnHCGNE) addresses the critical need for nurses with expertise in caring for older adults by preparing outstanding nursing faculty to teach geriatric nursing in associate and higher degree programs. One way the center accomplishes this is through the Hartford Geriatric Nursing Education Scholars Program. This program offers life-changing career development seminars and financial support to Doctor of Nursing Practice (DNP) and Doctor of Philosophy (PhD) students who plan to engage in an academic career committed to teaching geriatric nursing.

Diverse Backgrounds, Common Commitment

The 2011-2012 Hartford Scholars have diverse backgrounds, but share a common commitment to improving the care of older adults.

Arlene Horner, MS, RN, GCNS-BC, is a gerontological clinical nurse specialist from Sanford USD Medical Center in Sioux Falls, South Dakota. “As a Hartford scholar, I find the mentorship of the faculty and scholars with the MnHCGNE to be the most treasured aspect of this professional growth journey, she says. “Highlights of this experience have been the Gerontological Nursing Journal Club where we review and discuss research articles on geriatric topics. I also value the one-on-one time with the Hartford Center faculty during which we discuss scholarly and academic objectives. My goal is to expand and intertwine geriatric expertise with integrative health concepts for a rich learning experience for both clinical and academic settings. As I experience the increasing complexity of patient care along with concerns for patient safety and quality of care, I’m excited to eventually teach this integrative approach to the care of older adults.” Horner is a Post-Master’s DNP student.

Naheed Meghani, MS, RN, CNS, came to the United States in 1999 and earned her master’s degree from the U of M School of Nursing. She worked at Abbott Northwestern Hospital as an adult clinical nurse specialist and as a research associate at the University of Pennsylvania. “It is an honor and a privilege to be a Minnesota Hartford Center Geriatric Nursing scholar,” she says. “The PhD program continues to broaden my horizons in current issues and trends in nursing. I have the chance to work with faculty who are not only leaders in their respective areas of expertise, but who are also exceptional advisors and mentors. After completing my program, I intend to pursue a research and teaching career in nursing while not losing sight of clinical practice. The Hartford Scholar experience has been instrumental in creating a scholarship experience that has an immense impact on my learning!”

Naira Zargarian, MSN, RN, FNP, considers herself a “perpetual learner and student.” She immigrated to the United States in 1991 with her husband and two children who are now graduates of the University of Minnesota. From the perspective of her second semester in the PhD program, she says, “I see that I have made the right decision: completing my studies will widen my horizons and open many new opportunities for me. Upon completion of my studies, I want to practice as a family nurse practitioner, while incorporating teaching into my career. I realize that my passion for nursing drives me to new challenges, including teaching, while keeping my focus on the most rewarding part of my nursing career—the welfare of my patients.”
Distinguished alumni, honored reunion classes, current nursing students, and faculty all gathered on April 26, 2012 for the annual Nursing Alumni Spring Celebration and Reunion. Guests filled the Town & Country Club for a festive evening of reconnecting and discovery where table discussions focused on how nurses are changing and advancing health care in Minnesota and around the world.

Minnesota Commissioner of Health Dr. Edward Ehlinger presented “The Power of Nursing: Building Healthy Communities,” and serenaded the crowd with a special song honoring the nursing profession.

The program also included greetings from Dean Delaney, a Discovery Expo showcasing innovative School of Nursing courses, projects, and community partnerships, a mass #UMNproud Tweet led by Nursing College Board President Seth Mogler ’12, and the presentation of Nursing Alumni Society Outstanding Students and Alumni awards by Awards Chair Deb Cathcart and Dr. Phil Esten, president and CEO of the University of Minnesota Alumni Association.

Kudos to the 2012 Alumhi Award winners for their contributions to nursing and health care:

**Excellence in Nursing Education Award**
Teddie Potter, PhD, MS ’99, RN

**Rising Star Award**
Sahra Noor, MS ’07, RN

**Outstanding Graduate Student Award**
Kristin Hjartardottir, DNP ’12, RN

**Outstanding Undergraduate Nursing Student Award**
Lauren Quick, BSN ’12

**Distinguished Alumni Humanitarian Award**
Delores Johnson Huanca, BSN ’60, RN

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See additional photos from the Alumni Spring Celebration & Reunion and other School of Nursing events at www.nursing.umn.edu/photos.
AN UPDATE FROM THE
Young Alumni Committee

Greetings students, alumni, and donors,

As another beautiful Minnesota summer approaches, the Nursing Alumni Society Board will celebrate the successes of the first year of the Young Alumni Committee. The 2011 board created this committee to collaboratively carry forward the future of the School of Nursing and Nursing Alumni Society with the newest members of the profession. Young Alumni are defined as individuals who have graduated from the School of Nursing within the last 10 years.

In our first year, we created and disseminated a survey to our young alumni in order to understand and optimally serve their interests and needs for alumni involvement. For those who provided feedback, we are very grateful to have insight into how we can provide valuable alumni experiences. We look forward to “digging into the data” and developing what you want from us!

Now, we are asking young alumni who are interested in using their creative nursing skills to get involved and visit board and committee meetings! New graduates are welcomed and cherished!

Please contact Laurel Mallon, director of Alumni and Donor Relations at mallow01@umn.edu or Anna Grossbach at gross368@umn.edu.

Warmly,
Anna Grossbach, BSN ’11, RN
Young Alumni Committee Co-Chair
Student, DNP Health Innovation and Leadership program

Join us September 28-29, 2012 to hear School of Nursing alumna Connie Thach, BSN ’07, at the 2012 Summit of Sages: Professional Joy, finding well-being, pride, and engagement in your profession. Learn from the stories of Thach, additional Sages, and national thought leaders about professional joy and how to experience joy in ourselves and others.

For more information, go to www.nursing.umn.edu/summitofsages
Members of the School of Nursing Alumni Society Board of Directors met to review and revise the society’s vision and mission statements. “It’s important for any organization to periodically reevaluate its direction to ensure it is continuing to meet the needs of those it serves,” says Michael Graham, president of the Nursing Alumni Society. “Our new vision and mission reflect the advancements occurring in our school, our university, in health care and in the nursing profession. We are deeply committed to engaging our alumni and are pleased to be working in coordination with the University of Minnesota Alumni Association’s Vision 2016.”

**Vision:** To engage and serve the University of Minnesota School of Nursing’s global community to advance the School’s excellence.

**Mission:** The Nursing Alumni Society partners with alumni, students, and friends to create a lifelong spirit of belonging and pride in the University of Minnesota, the School of Nursing, and the nursing profession. The Society advocates for the School, our alumni, and the power of nursing research, education, and practice.

Recognized as the 2010 Society of the Year by the University of Minnesota Alumni Association, the Society has approximately 1,500 members that support a mutually beneficial relationship between the University of Minnesota and more than 12,000 nursing alumni living around the world. The Society is responsible for a wide variety of initiatives including: the award-winning Speed Mentoring program, the Nursing Legacy Fund, and an awards program honoring alumni, students, and faculty.

**2011-2012 Nursing Alumni Society Board of Directors**

**EXECUTIVE COMMITTEE**

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Clinical Assistant Professor, School of Nursing

Alison Lood Romstad DNP ’10, MSN ’04, BSN ’99 (Secretary)
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Nancy DeZellar Walsh, RN, MSN ’88
Principal/Owner, DeZellar Walsh Consulting
The St. Joseph’s Youth Gardening Initiative

School of Nursing alumna Jessica Welsh discovers the impact of gardening for at-risk-youth

BY CARLEIGH KNOWLES

Jessica Welsh, MN ’11, always knew she wanted to pursue a career in the field of medicine. “I received a degree in Biology from Northwestern College (Roseville), but never considered nursing,” Welsh says. “My mother was a nurse but I was more interested in becoming a doctor. Then I traveled to Fiji on a medical ship to provide care to the poor living on the remote islands and after meeting some of the nurses I realized that nursing can take you anywhere.” Welsh discovered that nursing, not medicine, was a better fit for her personality. And what further attracted her to the profession was the opportunity to work in public health. “That’s really where my heart is,” she says.

THE PROJECT

While working as a nurse at St. Joseph’s Home for Children and serving the homeless and at-risk youth who reside at the facility, Welsh saw high rates of obesity among the youth and was discouraged by their poor nutrition and lack of knowledge about diet as it related to health. This led her to create a community garden for her Master of Nursing (MN) capstone project. The garden project not only aided her desire to help people in underserved communities, it educated youth on how to keep their bodies healthy by growing and preparing fresh food. It also provided youth access to quality, fresh food.

Welsh explains that many of the youth at St. Joe’s experience mental illness and many come from low-income families which can have an impact on their diet. As a result, the children eat large quantities of processed, unhealthy foods. “It’s all connected. If your body is unhealthy your mind is going to be unhealthy,” says Welsh. “We have a lot of medicine and pills to treat mental health issues but if we’re not treating the whole individual, also looking at their physical health, we’re doing them a disservice.”

GETTING STARTED

Because Welsh did not have a great deal of gardening experience, she recruited volunteers from the U’s College of Food, Agricultural and Natural Resource Sciences (CFANS). She also reached out to several other University schools and colleges including the School of Public Health’s nutrition program (who helped with a cooking component added to the program.) “The response was overwhelming, with hundreds of interested applicants,” she says. “I was able to select nine student volunteers with various levels of experience in nutrition, agriculture, spirituality, and healing. The range of expertise was the perfect complement for the programming, because it allowed the incorporation of other interests such as meditation, essential oils/ aromatherapy, entomology, and artistic expression.”

The garden program was four days a week but wasn’t compulsory. “Their lives are already so structured with programming and many of the kids already have to be at St. Joe’s, we didn’t want this to be something they had to do.” Welsh found the project to be extremely successful. It took an interesting, but pleasing turn. “The kids expressed they had not only learned about healthy eating but they found the garden to be a really therapeutic environment, which is really more important in the long run,” she says.

FUTURE PLANS

Welsh is planning the 2012 community garden project with plans to broaden the program while maintaining the come-as-you-please nature of the program. She believes this is one of the major appeals to the kids at St. Joe’s.

Welsh is currently working at St. Joe’s and Seton Clinic, a prenatal clinic with Catholic Charities and has plans to publish a paper about the St. Joseph’s Youth Garden Initiative, as she continues with nursing. “Whenever anyone tells me they’re considering nursing I tell them they won’t regret it. I really think that in nursing there’s something for every personality type...it’s a limitless career.” Welsh reflects on her time at the U positively explaining that she found the MN program was essential to giving her the courage to take on such a project. “I really feel like they taught us to be leaders and to take initiative.” She continues, “I think really having teachers and professors who believe in you and say ‘go for it’ and ‘we support you’ is a huge part of being successful, I think that’s the number one reason I had the confidence to try the project.”

The Master of Nursing (MN) degree at the School of Nursing is a full-time, 16-month program that educates students with a non-nursing baccalaureate degree who would like to enter the nursing profession. Learn more at www.nursing.umn.edu/mn.

See photos from Jessica Welsh’s St. Joe’s Community Garden at www.nursing.umn.edu/magazine
Marcia Britain, DNP ’07, RN, CNP, was destined for a career in nursing. Coming from a long line of nurses, a total of 10 in her family including two sisters, cousins, nieces, nephews, it was her mother who first inspired her to enter the profession. Britain is a family nurse practitioner and the coordinator of education and quality for nurse practitioners and physician assistants in the Department of Surgery at the Mayo Clinic in Rochester, Minnesota where she develops and manages the orientation program for new staff, facilitates continuing education, and participates in quality improvement/accreditation readiness activities across 12 divisions.

She serves on the School of Nursing Alumni Society Board, is active in bringing the school’s award-winning Speed Mentoring program to the Rochester campus, and is a member of the school’s first Doctor of Nursing Practice (DNP) graduating class.

Minnesota Nursing talked with Britain about her work, the School of Nursing, the profession, and advice to future alumni.

What brought you to a career in nursing? I come from a multi-generation of nurses in my family. My mother was the family’s first nurse and as I was growing up, she inspired me to become a nurse. I could not imagine doing anything else for a career. Nursing has offered me many opportunities in my 33-year career, and I have seen great changes in nursing and health care during these years. I have worked in various roles including at the bedside to teaching at the undergraduate and graduate level. Nursing has provided me great satisfaction, flexibility, and continued learning and challenges.

What do you enjoy about the work you do? I enjoy mentoring new staff starting out in new roles. They bring such excitement and enthusiasm to the department. In my position, I’m able to use my 33-years of experience and knowledge in the nursing profession to help them become competent in their new role so they can deliver safe, quality care to patients.

What role has the School of Nursing played in shaping your career? As a way to give back to nursing, I started teaching clinical rotations in 2006 for the school’s BSN program on the Rochester campus. It was such a positive experience. I was impressed with the caliber of students and collaboration of the School of Nursing staff. My career has always been goal-oriented and one of my goals was to earn a doctorate degree by age 50. In 2007, I learned that the school was offering a DNP—it was perfect timing since I had been teaching as adjunct faculty, I was aware of the values of the school. And with more than 30 years of nursing experience in the clinical setting, a clinical doctorate made the most sense to me.

What is the value of your DNP degree from the School of Nursing? The value of the DNP degree is high. All of the coursework was essential and valuable for the complex health care we deliver today, not just an exercise to complete a program. The DNP coursework provided me greater skills in leadership. It increased my understanding of systems, policy, informatics, evidence based practice, and health care economics. Having a DNP benefits nursing, the systems of care and our patients.

Are there professors at the School of Nursing you consider mentors and in what way were they influential? All of the School of Nursing professors were influential, however Dr. Linda Lindeke stood out as one of several mentors for me. She was a strong advocate and voice for the DNP program and gave our class encouragement to continue on with the fast, hectic pace needed to complete the program. There were times when I wondered why I had embarked on such an ambitious schedule; but with Dr Lindeke’s encouragement and face-to-face class meetings, I was able to stay focused and complete the program in one year.

Why important mentoring? Mentoring allows an experienced nurse to set an example of excellence as well as personal and professional behavior for the novice entering into a role. I have had wonderful mentors throughout my career and at every stage of my career development. They have assisted me by opening doors and/or advisement on how to get to the next phase.

Why did you choose to serve on the Nursing Alumni Society Board? Being on the Board allows me to stay connected with the school. I had such a great experience in my DNP program. I enjoyed the professors, classmates, and my time on campus. Everyone enrolled in the first DNP class was highly motivated, experienced in their careers, and wanted to be there. I noticed the same in the students I taught in the BSN program. I wanted to share that experience with others who may be interested in attending the U of M.

Any words of advice to new alumni? I would encourage new alumni to stay involved with professional organizations and classmates—staying connected is essential. Develop professional goals and make a five-year plan for your career. Find a mentor. Remember that nursing and health care requires lifelong learning.
At his commencement ceremony last December, Casey Wangen, MN ’11, RN, PHN, was “100 percent sure” he would return to the University of Minnesota School of Nursing to earn a Doctor of Nursing Practice (DNP) degree in nurse anesthesia. When Minnesota Nursing recently checked in with the new alumnus, his focus was still set on a DNP in anesthesia from the School of Nursing. “I enjoy the face-to-face time with patients,” says Wangen. “That’s my favorite part of being a nurse, the time I spend with a patient and their family. As a nurse, you are the primary person the patient is interacting with. You’re doing everything from explaining procedures, updating the family, even explaining the machinery in the room and what it is used for.”

A SMALL TOWN FEEL
Wangen comes from a family deeply rooted in the nursing profession. His mother and sister-in-law are both RNs at Villa St. Vincent Nursing Home and Rehabilitation Center, in Crookston, Minnesota, and his younger sister is currently enrolled in the nursing program at Northland Community and Technical College. Wangen has always known he wanted to attend nursing school in the Twin Cities to “get out of my shell, out of my bubble,” he says. “I thought this was a great opportunity to come to the city and hopefully get into one of the best programs in the nation.” After earning an undergrad degree in exercise science from Minnesota State University, Moorhead, Wangen fast-tracked his nursing education by enrolling in the School of Nursing’s Master of Nursing (MN) degree program, a full-time, 16-month program that educates students with a non-nursing baccalaureate degree who have a desire to enter the nursing profession.

Wangen, a Crookston native, currently works in the ICU at Sanford Health in Fargo, North Dakota. “I wanted to work at a hospital that valued education but also had a ‘rural feel’,” says Wangen. “I have a rural background, that’s how I grew up. I can relate to rural people, that’s who I am and who I want to care for.”

PREPARED FOR PRACTICE
Wangen credits feeling fully comfortable starting a new position at Sanford to the School of Nursing’s strong focus on evidence-based practice as well as some more unique skills. “The School of Nursing really taught me to always be sensitive to peoples’ backgrounds and other mental and cultural diversities. I grew up in an area without much diversity so it was an important skill for me to gain.”

Wangen insists that after his DNP training he’ll return to the countryside of the Midwest. “I need to be at home with horses in the yard. Besides, rural hospitals need nurses and physicians with expanded education. They [hospitals] don’t always have the time and resources to provide further education, but with a DNP degree I’ll be able to bring that skill to the table. My primary job could be an anesthetist or something but I’ll also be working with the families.” When asked what the future holds, “Whew, that’s a big step, I don’t know. But I do know that I’ll be here, helping in the country, where I’m most needed.”
Thirty-four University of Minnesota Alumni and former Minnesotans gathered to hear Dean Connie Delaney and Distinguished School of Nursing Alumna Marie Manthey ’BSN’62, MNA ’64, present “Advancing Health from Innovation to Impact.”

Dean Delaney and Marie reviewed the processes being incorporated in interprofessional health care education at the University of Minnesota. The concept includes all aspects of these programs from basic research in science, applied research in all areas of health and health care, integrated delivery and ultimately, to patient care and contributions by patients to their care. Our speakers stressed that the whole program would be seamlessly facilitated by integrating education with faculty collaboration to encourage close partnerships in treatment, leading to a health care system designed to reduce errors, share information efficiently, and respectfully involve patients’ cooperation among the many disciplines of care providers. Fundamentally, this would require a new mindset to learn together, working to further enhance health care services in Minnesota and elsewhere.

The program was hosted at the Presbyterian Rust Medical Center in Rio Rancho, New Mexico, the patient-centered, operationally efficient, environmentally friendly and technologically innovative full-service, 21st-Century Hospital.

For more information about upcoming Dean’s Luncheons and other School of Nursing Alumni events, contact Laurel Mallon, director of Alumni and Donor Relations at 612-624-2490 or mallo001@umn.edu or go to www.nursing.umn.edu.
Patricia Robertson, MS ’68, was named the 2012 Metro Area Volunteer of the Year by Aging Services of Minnesota for her years of service to the residents at Walker Methodist in Minneapolis. This special award is the highest honor recognizing the dedication and service of volunteers who support Minnesota seniors.

1977

Joan Dodgson, PhD ’77, MPH, RN, was inducted as a 2011 Fellow into the American Academy of Nursing. Dodgson is an associate professor and director of the Center for the Advancement of Health Disparities Research in the School of Nursing and Dental Hygiene at the University of Hawaii-Manoa.

Marsha Lewis, PhD, RN, MS ’77, was been named Dean of the University at Buffalo School of Nursing in New York. Prior to her new appointment, she was an associate professor and associate dean for education in the Nell Hodgson Woodruff School of Nursing at Emory University in Atlanta.

Lewis began her career in higher education as an instructor at the U of M’s School of Nursing in 1977. She became an assistant professor in 1992, and rose to the level of an associate professor in 1999, and served as the director of graduate studies from 2001-2006.

Lewis is a specialist in psychiatric-mental health and nursing education, with expertise in curriculum and instructional systems, and she has directed a research program for caregivers of persons with dementia. She has received 19 research grants and seven educational training-program grants from the National Institute of Nursing Research, the National Institute of Aging, the Department of Health and Human Services, the Alzheimer’s Disease Research Center, the Alzheimer’s Association and the NIH-Fogarty International Research Collaboration. Her grants have funded research that addresses a number of important issues in nursing and caregiving, such as caregiver stress, online caregiver training and development, and testing of a Hispanic training program related to Alzheimer’s disease.

Lewis is the author or co-author of more than 20 refereed original journal articles and the author or co-author of one book and two book chapters. She has collaborated on the development of four different educational software programs and three educational videos.

During the School of Nursing’s Centennial Celebration in 2009, Lewis was named one its 100 Distinguished Alumni. She was recognized for her work in the development of “Savvy Caregiver”, a national and international training program that helps caregivers understand how dementia affects their family members.

1955

Carolyn Schroeder’s lifelong leadership and dedication to nursing was celebrated in January on the occasion of her 80th birthday by Dean Connie Delaney and special guests.

Back row: Dan Simundson; Gigi Fourné Schumacher, director of Development; Mary Lou Christensen ’60; Clint and Carolyn Schroeder; Laurel Mallon, director of Alumni and Donor Relations; Dean Connie Delaney. Front row: Patricia Kane ’60 and Katherine Lillehei ’50.
1984

Marla Mills, DNP ’07, MSN ’84, RN, CNP, was named the 2011 Neonatal Nurse of the Year by the Minnesota Chapter of the March of Dimes for her commitment to children and families. She is a nurse practitioner at the University of Minnesota Amplatz Children’s Hospital.

1987

Michael Bleich, PhD, RN, MPH ’87, FAAN, received the 2011 Luther Christman Award from the American Assembly for Men in Nursing. The award is given to individuals who have made an outstanding contribution to nursing that also reflects highly on men in nursing or significantly contributes to the purposes of AAMN.

1989

Deborah Walker, DNSc, CNM ’89, FACNM, FAAN, was inducted as a 2011 Fellow into the American Academy of Nursing. Walker, a 2009 School of Nursing Distinguished Alumni, is an Associate Professor at Wayne State University College of Nursing.

1994

Sarah Gutknecht, DNP ’08, MS ’99, RN ’94, CNP, was named 2011 Distinguished Nurse of the Year by the Minnesota Chapter of the March of Dimes. She is a nurse practitioner at Gillette Children’s Specialty Healthcare.

1998

Mary (Kaisershot) Puncochar was named a “Rising Star” by the Healthcare Businesswomen’s Association. She was honored for creating several programs to aid sales representatives and managers in achieving their career goals, including a new mentorship program that has been adopted nationwide.

2003

Dawn Bazarko, DNP ’10, MPH ’03, RN, was named 2011 Leadership Nurse of the Year by the Minnesota Chapter of the March of Dimes for the creation of the Center for Nursing Advancement, which works to identify innovative ways to enhance the nursing profession. She is widely recognized as an expert on improving and modernizing nursing education. Bazarko is senior vice president for the Center for Nursing Advancement at UnitedHealth Group.

2005

Beverly Christie, DNP ’08, MS ’05, was chosen to participate as one of the first Innovation Advisors by the Centers for Medicare & Medicaid Services (CMS). Christie, one of 73 individuals selected from 23 states and the District of Columbia, will work with the CMS Innovation Center to test new models of care delivery in their respective organizations and communities. Innovation Advisors will also create partnerships to find new ideas that work and then share them regionally and across the United States. Christie is the system director of Clinical Knowledge & Quality at Fairview Health Services.

2009

Sara Tomczyk, BSN ’09, received the 2011 Hawkinson scholarship from the Vincent L. Hawkinson Foundation for Peace & Justice in recognition of her efforts to promote a more peaceful and just world. The Foundation also named Tomczyk the 2011 Jacobson Scholar, which recognizes the Foundation’s top recipient each year.
In Memory

1932
Fern Thompson Swedenburg (BSN) of Glenwood, Minnesota passed away at the age 100 years on January 4, 2012.

1936
Genevieve Dahl (BSN) of Boise, Idaho passed away peacefully at home on January 28, 2012. She was 96 years old.

1943
Ruth Marie (Grove) Roth (BSN) of St. Paul, Minnesota passed away on March 25, 2012. She was 91 years old.

1951
Elizabeth E. Frigstad (BSN) formerly of White Bear Lake, Minnesota passed away on December 17, 2011 surrounded by her loving caretakers at Lighthouse of Superior. She was 82. She valued education, the friends she made in college and loved her work as a school nurse for the Forest Lake schools for 22 years.

1953
Joan Ludwig Workum (BSN) of Loveland, Ohio, passed away on July 25, 2011.

1957
Shirley Mae Veith, (BSN) of Red Wing, Minnesota died on Saturday, December 3, 2011 at the age of 73. A nurse anesthetist for more than 30 years at St. Cloud Surgical Center, she was widely recognized as a consummate health care professional. Although she did not graduate from the U of M School of Nursing, she contributed to support the school’s programs and students.

1960
Sharon A. Birk (BSN) of Canby, Minnesota, passed away from Parkinson’s Disease on September 14, 2011.

1979
Karen Marie Tuneberg (BSN) of Brooklyn Center, Minnesota passed away peacefully on November 29, 2011. She was 65.

1998
Christie Ann (Hageman) Sandstad (MS) of Minneapolis, Minnesota passed away from ovarian cancer on August 26, 2011. She was as an RN and APRN in psychiatry and was widely respected in the mental health field. She spent most of her 42-year long career caring for homeless adults and children.

WE ALSO REMEMBER...
Alyce E. Bowes of De Smet, South Dakota died on December 3, 2011. She was 91. After completing her nurses’ training, she volunteered for the Nurses Army Corps and served in the 3rd Army in the European Theater of World War II. She will be best remembered for giving gifts to children in need of repair to their cleft palates and for giving hope to families in disadvantaged counties by purchasing a goat each year.

Donna Roering of St. Cloud, Minnesota, passed away on December 12, 2011 at the age of 73. A nurse anesthetist for more than 30 years at St. Cloud Surgical Center, she was widely recognized as a consummate health care professional. Although she did not graduate from the U of M School of Nursing, she contributed to support the school’s programs and students.

Dorothy Geis’ BSN ’56, son David passed away on February 16, 2012 in Lamberton, Minnesota, of a brain tumor at age 45. David was an amazing person with a clear sense of purpose who was privileged to live life in accordance with that purpose. He supported the responsible use of land, native plants and wildlife. He was honored by the 4H unit in Forest Lake, by Pheasants Forever, and named the Redwood Falls Gazette’s “Man of the Year” in 2011.

Advocate for the U!

Thousands of students, staff, faculty, alumni, and friends of the U of M firmly believe in higher education’s role in pushing our state forward. These citizens actively engage elected officials about the University’s initiatives and other key issues. They write to their elected officials. They write letters to the editor of their paper. They attend events. They share their stories. Everything counts! You can help.

University of Minnesota alumni are our most important advocates, hundreds of thousands strong and in every corner of the state. U alumni have started more than 10,000 Minnesota companies that employ 500,000 people and generate $100 billion in annual revenue. You have an important story to tell. Maybe it’s about a professor who helped spawn an interest that became a passion… or a career. Maybe it was an opportunity to learn through hands-on research. Or the chance to meet and learn from other students that opened up to a world of possibilities.

View the numerous things you can do to support the UI at supporttheu.umn.edu
A MESSAGE FROM THE DIRECTOR OF DEVELOPMENT

We Don’t Remember Days, We Remember Moments

Many of us live such exceptionally full lives that we’re easily tempted to miss some exceptional moments. Special moments do occur, however we may miss some of them due to the accelerated pace of life or other distractions. Recently we’ve experienced some truly wonderful moments with several alumni and friends of the School of Nursing. Those experiences call to mind the quote of Italian poet and novelist Cesare Pavese, “We don’t remember days, we remember moments.”

In this issue of Minnesota Nursing, you will read three stories of individuals who’ve made generous contributions and estate provisions to create vitally needed scholarships to support current and future students to achieve their dreams of a career in the nursing profession. For these and the other generous donors to the School of Nursing, the decision is often made over time. Throughout that process, as well as after the gift is completed, there are many memorable moments along the way. When an individual or couple meets with Dean Connie Delaney to sign a Memorandum of Agreement to establish a named endowed scholarship, a special moment is created. When our benefactors meet the students who benefit from their scholarship support, there’s an exchange that takes place that is not soon forgotten.

I recently had the privilege of presenting a friend of the School of Nursing with a certificate welcoming her into the University of Minnesota’s President Club given her recent contribution. She acknowledged she never expected to be able to make a donation of that size and expressed her gratitude that she’d arrived to a point in her life where she had the capacity to do so. She wanted to help students and now was able to do so through her philanthropic support. It was an important moment.

We have just begun the renovation of the school’s current skills laboratory on the fourth floor of Weaver-Densford Hall (Read “High-tech, high-touch, higher learning” on pages 4-5). I look forward to sharing more with you about this project. With your help, we will continue to create success and soon celebrate a historic moment with the School of Nursing community. Many memorable moments are around the corner.

Thank you for your ongoing engagement and partnership that help to make so much possible.

Gigi Fourré Schumacher
Director of Development

Lifetime Giving Levels
As Recognized by the University of Minnesota Presidents Club

Heritage Society ............................................ Future Gifts
Lifetime gifts or pledges of $25,000+ .................. Chancellors Society
Lifetime gifts or pledges of $100,000+ ................. Trustees Society
Lifetime gifts or pledges of $250,000+ ................. Regents Society
Lifetime gifts or pledges of $1 million+ ............... Builders Society
Lifetime gifts or pledges of $10 million+ ............. John Sargent Pillsbury Society

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

Bruce and Barbara Hiller

Supporting future leaders in integrative health and healing

BY TONY BAISLEY

To say that Bruce and Barbara Hiller '61, have a vested interest in the health care field would put it lightly. The couple has long been passionate about providing and advancing patient care. They met at the University of Minnesota, Bruce graduating from the Medical School in 1960 and Barbara from the School of Nursing a year later. Today, their daughter Susan Hiller Thompson carries on that passion and is currently enrolled in the Doctor of Nursing Practice (DNP) program focusing in Integrative Health and Healing.

“We are both grateful for the opportunity we had for an excellent education at the U of M. It is most satisfying to know that we have the opportunity to be of assistance to students wanting to achieve similar goals,” say the Hillers commenting on the planned gift they had recently made to support scholarships for future students enrolled in the DNP in Integrative Health and Healing.

The concept of the DNP was developed by the American Association of Colleges of Nursing with further recommendations that all new applicants for advanced practice certification should have a DNP degree. In partnership with the Center for Spirituality & Healing, the School of Nursing’s DNP in Integrative Health and Healing prepares graduates with skills necessary for working with individuals, families, communities, and health systems in developing holistic approaches to health promotion, disease prevention and chronic disease management, with a special emphasis on managing lifestyle changes and incorporating the use of integrative therapies.

With experienced insight, the Hillers understand the extraordinarily complex nature of health care, and what is increasingly being expected of nurses. “There’s an alarming shortage of physicians across the country with resulting reliance upon the nursing field to handle patient care,” Bruce says. “Thankfully, nurses provide therapeutic, relationship-based care that supports and empowers patients and will now be required to take a leading role. Historically nurses have been most directly involved with hands-on patient care, thus they are particularly suited to understand and address the human side of patient care; and we believe this is particularly relevant to meeting the needs of our aging population too.”

Barbara agrees. “We have had the pleasure of seeing in our daughter the interest and enthusiasm generated by this innovative and exciting curriculum,” she says. “The Integrative Health and Healing DNP degree is a training ground for nurses to appreciate and celebrate the uniqueness of each patient as a human being and employ their creativity in meeting the patients’ needs.”

The Hillers fervently believe that a “deep need for change” is necessary in the way that health care is taught and practiced in this country. “When we see in our own daughter the passion she’s developed in discovering new skills in healing to share with patients and others, we can’t help but have confidence that this program is vitally important to the future of health care,” says Barbara.

For more information about making a contribution or establishing a new scholarship that will benefit nursing students, please contact the Director of Development, Gigi Fourné Schumacher at 612-625-1365 or gschumac@umn.edu.
For Christine Rangen, scholarships motivate, encourage, and offer vital financial support

BY DARLENE GORRILL

After a midwife helped deliver her second child, Christine Rangen, DNP, BSN, RN, developed a passion for midwifery that ultimately led her to a very special milestone: She received her Doctor of Nursing Practice (DNP) in midwifery this spring as a member of the program’s first graduating class.
Pennies from Heaven

Growing up, Shirley Berglund ’61, was inspired to become a nurse by reading the Cherry Ames novels, which featured a plucky mystery-solving nurse.

After making it through the Great Depression, Berglund’s parents were not in a position to support her education. “If I had scholarship assistance, it would have been a dream come true – like pennies from heaven,” says Berglund.

Determined, Berglund not only became a nurse, but also opened new possibilities for nurses. The first nurse practitioner in the state to incorporate her business and establish an office in 1979, she paved the way for others and attracted the attention of Katharine Densford, former School of Nursing director and nursing pioneer, who attended the open house for her business. In 1983, Berglund received the Creative Nursing Award from the Minnesota Nurses Association in honor of her contributions to nursing.

By establishing the Shirley A. Berglund Nursing Scholarship at the school, she wanted to offer students like Christine Rangen the financial support that she never enjoyed. “A scholarship would have allowed me to focus more on my nursing education rather than working nights and attending classes during the day,” she says. “Being able to assist students like Christine gives me great joy.”

Just before this publication went to press, we learned Shirley Berglund passed away from cancer on May 7, 2012. Shirley was proud of the legacy she created in the nursing profession and was pleased to have established the Shirley A. Berglund Scholarship Fund. It was her request that memorial gifts be designated to this scholarship fund. For more information, please contact Director of Development Gigi Fourré Schumacher at 612-625-1365.

Along the way, she received scholarship support, including most recently the Shirley A. Berglund Nursing Scholarship. Rangen, a single mother of four children, and the first in her family to attend college, faced a long road, first completing her undergraduate work before pursuing her DNP. Her educational journey has taken eight years, and scholarship support not only helped her financially, it also has inspired her.

Rangen worked as much as possible during her academic career, including experiences as a research assistant at the School of Nursing, as a case investigator and research assistant at the Minnesota Department of Health, and as a program counselor for a youth summer work program, but scholarships made a significant difference.

“I have been successful in both caring for my family and achieving academic success through the tremendous financial support scholarships provide,” says Rangen. Scholarships helped Rangen pursue school full time and incur less debt, and allowed her to spend more time with her family.

“Scholarships helped financially,” she says, “but they also motivated and encouraged me in setting an example for my children. My children have inspired me to be my ‘better best’. They are the rocks in my life.”

Based on her personal experiences, Rangen knew that she wanted to be a midwife before she returned to school. “I felt empowered in pregnancy and birth, and I wanted to be in a profession that provided that opportunity for other women.”

Rangen’s passion helped her to excel in school. A McNair Scholar as an undergraduate, and an honors student, she found the recently established DNP in midwifery a great fit for her interests.

“It has developed my thinking as a leader,” she says. “I didn’t expect that. I knew that it would develop my midwifery knowledge and skills, but it also helped me develop my leadership skills.”

Her DNP project focused on improving mental health for mothers. She developed a protocol to help clinicians screen and identify depression during pregnancy and after birth, allowing them to make better use of existing resources and providing guidance for primary care options. As one of the last steps toward earning her degree, Rangen completed an evaluation of the project, which was piloted at a local clinic. She also gained valuable clinical experience and had guided 50 deliveries by graduation.

“The DNP is a way of putting together the whole puzzle, from taking a holistic view of those we care for, to applying the relevant skills and knowledge, to looking at the whole health care system and the impact of nursing in putting evidence-based research into practice.”

Rangen has emerged from the program as a powerful advocate. She is helping organize a local conference and fund-raising walk on international midwifery care, which decreases maternal mortality. She is looking forward to her postgraduate degree experiences and contributing to the nursing profession.

“I hope one day to be in the position of paying it forward through providing care to women and their families and by offering the scholarship support that I received to other nurses.”

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School of Nursing donors Wendy Sharpe, RN, BSN, MA ’83, and her husband, Jim Earley, understand first-hand what it takes to pursue degrees as non-traditional students. Like a growing number of students pursuing higher education today, going straight to college out of high school didn’t work for them.

“I went to college after high school, but it didn’t pan out,” says Wendy, a registered nurse and School of Nursing graduate. Instead she married, had a child and earned a two-year associate degree at a community college before returning to the University of Minnesota to complete her studies. “I came in with experience in nursing and experience in life, and I was given credit for those things,” says Wendy, now an RN in advanced illness care at United Health Care. Jim, a graduate of the Carlson School of Business, experienced a similar path.

Wendy and Jim experienced an “aha” moment when they met with an attorney to plan their estate. Based on personal experience, both decided that establishing a scholarship fund for non-traditional students would help them give back and also help advance the profession they deeply care about. “I feel so much gratitude for the education I received,” says Wendy. “Nursing has been a wonderful career for me. It has given me so many opportunities.”

Wendy credits the School of Nursing with teaching her the leadership skills she needed to tackle important community health issues. Before joining United Health Care, she was active in the Women’s Center Program at North Memorial Hospital for 10 years. “My ability to do community outreach for women was so enhanced by my university education,” she says.

The couple’s estate provision will someday support a wide variety of non-traditional nursing students. Their scholarship will support minority and/or non-traditional students enrolled in the undergraduate nursing program who are juggling work, school, and family life.

Already active in alumni activities, Wendy now serves on the School of Nursing Alumni Board and has served on the Foundation Board in years past. Now, through planned giving, Wendy and Jim guarantee that their support will continue well into the future.

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


Avery, Melissa
Prevention of Gestational Diabetes in American Indian Women
Centers for Disease Control and Prevention/U.S. Department of Health and Human Services

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

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

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

Chesney, Mary
Nurse Faculty Loan Program
Health Resources and Services Administration/U.S. Department of Health and Human Services

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

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

Delaney, Connie
Institutional Clinical and Translational Science Award (U54)
National Center for Research Resources/National Institutes of Health

Disch, Joanne
Creating a Data Repository for Tracking Nursing Student Errors and Near-Misses
National Council of State Boards of Nursing

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

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

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

Garcia, Carolyn
Building Interdisciplinary Research Careers in Women’s Health (BIRCWH) Program Scholar (K12)
UMN Deborah E. Powell Center for Women’s Health; National Institute of Child Health and Human Development/National Institutes of Health (Prime)

Garwick, Ann
Center for Children with Special Health Care Needs (T80)
Maternal and Child Health Bureau/Health Resources and Services Administration/U.S. Department of Health and Human Services

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

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

Gross, Cynthia
Mindfulness for Symptom Reduction: A Transplant Candidate Study (R01)
National Institute of Diabetes and Digestive and Kidney Diseases/National Institutes of Health
Hadidi, Niloufar
Problem-Solving Therapy for Treatment of Poststroke Depressive Symptoms and Enhancement of Quality of Life Outcomes
The John A. Hartford Foundation Building Academic Geriatric Nursing Capacity (BAGNC) Post-Doctoral Fellowship/American Academy of Nursing

Juve, Catherine
Avery, Melissa
Assuring Quality and Diversity in Advanced Practice Nursing
Health Resources and Services Administration/U.S. Department of Health and Human Services

Kaas, Merrie
Training to Improve Late-Stage Dementia (SBIR): Phase 2
HealthCare Interactive; National Institute on Aging/National Institutes of Health

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)

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

McMorris, Barbara
Evaluation of a Restorative Justice Program for Youth
Legal Rights Center, Minnesota Department of Public Safety (Prime)

Mueller, Christine
Building Faculty Capacity in Geriatric Nursing for Central Minnesota
West Central Initiative; Robert Wood Johnson Foundation (Prime)

Mueller, Christine
Developing Comprehensive Dementia-Specific Nursing Home Quality Indicators
Indiana University; Alzheimer’s Association (Prime)

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
Evaluation of a State-Level Model for Promoting Nursing Home Quality
Agency for Healthcare Research and Quality; Indiana University (Prime)

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

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

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

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

Sieving, Renee
Encuentro Community Partnerships for Healthy Youth Development
UMN Prevention Research Center; Centers for Disease Control and Prevention/U.S. Department of Health and Human Services

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

Talley, Kristine
Preventing Disability in Frail Older Women
Building Interdisciplinary Research Careers in Women’s Health (BIRCWH) Grant/Office of Research on Women’s Health/National Institutes of Health

Talley, Kristine
Restorative Care’s Effect on Disability in Long-Stay Nursing Home Residents (R03)
National Institute on Aging, U.S. Department of Health and Human Services

Treat-Jacobson, Diane
Claudication: Exercise Versus Endoluminal Revascularization
Rhode Island Hospital; National Heart, Lung, and Blood Institute/National Institutes of Health (Prime)

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

Westra, Bonnie
Development of a Consumer Research Network for Studying Obesity (T15)
Institute of Nursing Research/National Institutes of Health

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

Westra, Bonnie
University Partnership for Health Informatics
Office of the National Coordinator for Health Information Technology/U.S. Department of Health and Human Services

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

Wyman, Jean
MAGEC Mentorship/FLAG Expansion
Health Resources and Services Administration/U.S. Department of Health and Human Services

White, Kathryn
Nurse Anesthesia Traineeship Program
Health Resources and Services Administration/U.S. Department of Health and Human Services
Nursing Research Day (photos 1-3)
1. Keynote speaker Dr. Antonia M. Villarruel presents “Engaging Communities in Research: From Efficacy to Scale Up,” to a crowd of more than 400 attendees.
2. Megan Holle, BSN ’12, explains her poster entitled “Mother’s perspectives on the effect a nursing mother’s room has on breastfeeding duration and infant intake.”
3. Assistant Professor Kristine Talley (left) and Ann Garwick, senior associate dean for research (center) present Kjerstie Wiltzen, BSN ’12, with the Nursing Research Day Undergraduate Student Poster Award for her poster entitled “Incidence and predictors of dual incontinence in older people with either urinary or fecal incontinence admitted to a nursing home.”

Spring Nursing Commencement (photos 4-6)
4. BSN graduates wait anxiously to have their degree conferred by Dean Connie Delaney and Robert McMaster, vice provost and dean of Undergraduate Education.
5. A traditional Native American blanket ceremony marked the graduation of master’s student Nicole Lenoir (center). She was presented with a blanket by Drs. Catherine Juve (left) and Melissa Avery (right).
6. Pediatric Nurse Practitioner DNP graduate Sonja Dahl being hooded by Drs. Mary Chesney (left) and her advisor Christine Poe (right).

HCIC Wall Breaking Ceremony (photos 7-9)
On May 9, 2012 the School of Nursing began construction on the Healthy Communities Innovation Center. The long-awaited facility will renovate the 25 year-old existing nursing skills laboratory, expanding it to four times the size. Learn more at www.nursing.umn.edu/hcic.
7. Dean Connie Delaney takes the first swing to knock down the walls of the old nursing skills lab.
8. Pictured l-r: Barbara Brandt, Aaron Friedman, the Honorable John Frobenius, and Dean Connie Delaney.
9. School of Nursing Distinguished Alumna Florence Ruhland ’59 takes a swing at the bullseye.

Photo Finish
EXPLORE ENGAGE EXCEL
School of Nursing makes history, celebrates milestones, and continues its legacy of excellence.

See additional photos from these and other School of Nursing events at www.nursing.umn.edu/photos.
Make a gift today! “My family fled Cambodia 20 years ago to seek refuge in America. Neither of my parents spoke English nor had a formal education; yet, they managed to raise their children with the hope that they could construct a better life for themselves. I feel that it is my duty to fulfill the wish of my family and graduate with a degree in nursing. I cannot emphasize enough what the award from the Danielson Scholarship Fund means, the support has been essential in pursuing my goal of becoming a University of Minnesota prepared nurse. I hope to one day make such a significant contribution to others.”

—Monica Luu (BSN, 2013)
Professional Joy
Finding well-being, pride, and engagement in your profession

Professional joy, or having a sense of well-being, pride, and engagement in one’s career, is a very real goal that is experienced daily by many. Yet health care has become increasingly fragmented, frustrating, and often draining to those who receive care and give it. Professionals often feel they must stay in an unfulfilling career environment because of today’s struggling job climate. But, it is possible to focus on opportunities and create an atmosphere where professional joy can flourish.

Join us at the Densford International Center for Nursing Leadership’s 2012 Summit of Sages, where we will learn from the stories of five Sages and national thought leaders about professional joy and how to experience joy in ourselves and others.

Learn more: www.nursing.umn.edu/summitofsages