Teaming with Innovation

How interprofessional collaboration is changing the way we teach, learn and conduct research

INSIDE:
► Research thrives on interprofessional engagement
► Our new facility for team-based learning
► Informatics is next interprofessional frontier
► Happy 30th to our PhD program
Our Mission
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.

Dean
Connie White Delaney, PhD, RN, FAAN, FACMI

Minnesota Nursing is published semi-annually by the University of Minnesota School of Nursing for alumni, faculty, students and friends of the school.

Contact Us:
Minnesota Nursing
University of Minnesota School of Nursing
5-140 Weaver-Densford Hall
308 Harvard Street S.E.
Minneapolis, MN 55455

Email: nursnews@umn.edu
Website: www.nursing.umn.edu

The School of Nursing also has a campus in Rochester, Minnesota, at the University of Minnesota-Rochester

Director of Strategic Communications
Barb Schlaefer

Contributors
Darlene Gorrill, Linda Kohl, Brett Stursa, Tim Rummelhoff, Scott Streble, Marnie Joyce

Designer
Wendy Broberg

©2013 Regents of the University of Minnesota.
All rights reserved.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance, veteran status, or sexual orientation. The University of Minnesota is an equal opportunity educator and employer.

This publication is available in alternative formats upon request. Direct requests to the managing editor at nursnews@umn.edu.
sections

2 From the Dean
11 Faculty Publications
15 Grant Awards
17 Center News
24 School News
28 Alumni News
33 Advancement News

follow us

Facebook
Twitter
Flickr
RSS

Read Minnesota Nursing online at www.nursing.umn.edu/magazine.
To receive an alert when the current issue is posted on the school’s website, send an email to nursnews@umn.edu.

ON THE COVER:
Board members of Clarion, a student organization created to facilitate interprofessional experiences among health science students, tour the School of Nursing’s new innovation center. From left, Hillary Finet, Master of Health Care Administration student; Glen Pederson-Linn, pharmacy student; Matthew Baehr, nursing student; Madelyn Lenhard, medical student; and (front) Jenny Wong, Clarion president and pharmacy student. See page 4.

Bentson Foundation board members attended the April 18 dedication of the Bentson Healthy Communities Innovation Center in the School of Nursing. The foundation provided the lead gift for the center (see page 4). From left Judi Dutcher, Mark Niblick, Laurie Bentson Kauth, Kim Bentson Kauth and Steve Grosser.
Dear alumni, friends, partners, faculty, staff and students,

As health science professionals, we know instinctively what the Institute of Medicine, the World Health Organization and other leading organizations have espoused for more than 10 years – that patient-centered, coordinated, team-based care is the safest, best and most cost effective.

Yet ask patients with chronic and complex illnesses, and they will often report that a lack of communication and collaboration among practitioners affects the quality of their care. It is clear that excellent care requires the transformation of both our health system and our knowledge discovery (research) infrastructures.

Nursing is partnering to create an interprofessionally-focused “continuously learning health system” (IOM, 2012), designed to generate and apply the best evidence for the collaborative health care choices of each patient and provider; to drive the process of discovery as a natural outgrowth of patient care; and to ensure innovation, quality, safety and value in health care.

Nurse leaders are also partnering to create an interprofessionally-focused national health research infrastructure (Clinical Translational Science Awards) committed to the development and implementation of national standards, best practices and infrastructure support for the full range of translation, from basic discovery to clinical and community-engaged research.

This issue of Minnesota Nursing highlights our School of Nursing’s leadership in interprofessional transformation in education, research and health care. Our School of Nursing students and faculty, with students and faculty from medicine, pharmacy, public health, dentistry, integrative healing, physical therapy, design and business programs learn the cultural aspects of effective collaboration through a common course (see page 6). Key aspects are understanding each team member’s role and expertise, effective interprofessional leadership skills, and successful patient and family collaboration.

For collaborative practice to become the norm, we must face head on both the conceptual and administrative challenges of integrating team-based simulation into curricula across health science programs within a health sciences university.

Minnesota Nursing highlights exemplars of nursing-led research, which include interprofessional colleagues and students, who are all integral to discoveries that are key to a continuously learning health system. Nursing and health informatics (see page 20) provide information and communication technologies to transform partnerships with patients, families and communities.

Hats off to our 30-year-old PhD program and the exemplary impact of its graduates grounded in the commitment, knowledge and skills for knowledge discovery and translation to clinical impact (see page 24).

Watch for continuing seismic shifts in thinking, learning, discoveries, collaboration – and the evolution of a patient-centered, coordinated, team-based care.

In gratitude for the honor of serving as your 10th Dean,

Connie W. Delaney
Professor and Dean
Preparing students to work effectively in health care teams has long been a key objective of nursing education in general and the School of Nursing at the University of Minnesota in particular. The concept was articulated in the rationale for the creation of the University’s Academic Health Center, which brought together the schools of nursing, pharmacy, medicine, veterinary science, public health and dentistry in 1970.

The educational facilities and programs must provide the interdisciplinary training and experience essential for the provision of comprehensive health services throughout the State. It is emphasized that there should be a comprehensive approach to the patient, recognizing the potentialities of the health team concept. [Structure and Governance proposal for the University of Minnesota Health Sciences, presented to the Board of Regents, July 10, 1970]

With the health care discussions at the forefront of national and state debate, and health care providers, analysts and systems working hard to find ways to achieve the triple aim of cost savings, increased quality and improved outcomes, the value of teamwork has never been more obvious.

The University of Minnesota’s work to expand, standardize and sustain high quality team experiences and engagement across all schools gained traction in September 2012 when the U.S. Department of Health and Human Services awarded the University $4 million over five years to establish the National Center for Interprofessional Practice and Education. Subsequent commitments of $8.6 million from The Josiah Macy Jr. Foundation, Robert Wood Johnson Foundation, Gordon and Betty Moore Foundation and The John A. Hartford Foundation indicated an unprecedented commitment to improved collaboration and confidence in Minnesota’s capacity to deliver.

“The fact that we received this grant is a confirmation of how far ahead we are in that space,” said University of Minnesota President Eric Kaler at a recent forum with health care faculty. “We have the model to lead.”

The School of Nursing at the University of Minnesota is an enthusiastic partner in engaging with its health sciences colleagues to develop a systemic framework for interprofessional education.

“Health professions education needs to keep pace with the rapidly changing health system,” said Barbara Brandt, PhD, director of the new National Center for Interprofessional Practice and Education and associate vice president for the Academic Health Center at the University of Minnesota. “This university is leading the nation in a conversation about the growing gap between education and practice as a result of this rapid change. We are working together with community health leaders to create the shared ground, or what we call the ‘nexus,’ necessary to create true collaboration between education and practice.”

**IN THIS ISSUE SEE FIVE WAYS THE SCHOOL OF NURSING IS ENGAGED IN INTERPROFESSIONAL EDUCATION AND RESEARCH.**

1. **School’s New Space Designed for Collaborative Future**

2. **Sophomores Grounded in Value of Teamwork**

3. **Students Take On Cases in Teams**

4. **Research as a Team Sport**

5. **Students Learn about Integrative Health and Healing from Professionals**
School’s Simulation Center Designed for Collaborative Future

It took less than eight months from the day Dean Connie White Delaney deftly swung a sledge hammer through the sheet rock to the day the new 11,000 square foot School of Nursing facility opened to students.

The rapid transformation from “wall-breaking” to opening of the Bentson Healthy Communities Innovation Center represents the pace of change at the School of Nursing. The new space incorporates state-of-the-art health care design and technology to support unprecedented opportunities for student learning, discovery and interprofessional and community collaboration.

“Innovation, clinical research, community partnerships – it can all happen here,” said Delaney, PhD, RN, FAAN, FACMI. “First and foremost, it’s a place where students can experience a range of care settings, use cutting edge technology and experiment with interventions to advance the triple aim of high quality, cost effective and positive patient experiences.”

An interprofessional advisory committee provided valuable input on the design of the space. Members included representatives from the University of Minnesota’s schools of dentistry, medicine and public health as well as colleges of design, pharmacy and veterinary medicine along with Fairview Health Systems participation.

The Bentson Center was funded with a lead donation from the Bentson Foundation of $3.65 million, a $1 million gift from United Health Foundation and contributions from other generous donors to construct and equip the center.
The Center Features

- State-of-the-art technology: Sophisticated high-tech facilities, integration of electronic health records and use of supportive technologies including mobile records systems and telehealth technology. Thirty-eight cameras make possible the observation, recording and review of simulations and exercises.

- Simulated environments that span the continuum of care: Environments include acute, critical, ambulatory, home and long-term care settings.

- 11,000 square feet: Designed for optimal team education and training experiences involving a range of health care professionals.

- Opportunities for the health care community: The School of Nursing welcomes community collaboration. Organizations may use the facility to simulate large-scale scenarios for training of hospital or community staff. Other organizations may be more interested in research, development and testing of products and processes in a contemporary health care environment.

For more information, visit www.nursing.umn.edu/BentsonCenter
Sophomores Grounded in Value of Teamwork

With Course on Interprofessional Communication and Collaboration

For nursing sophomore Katie Johnson, the Foundations of Interprofessional Communication and Collaboration course made an impact that is helping shape her approach to collaboration with other health care professionals.

“Not only did I learn about other professions, but it really helped me visualize my future in nursing – working in the hospital with other health care professionals to make sure we provide the best possible care to the patient,” said Johnson, who completed the course in fall 2012.

That is exactly what Mary Rowan and her colleagues throughout the Academic Health Center had in mind when they developed the course. Academic and administrative home to the University’s seven health science colleges and schools, the AHC is charged with coordinating interprofessional education, research and clinical programs. The first phase of an initiative known as 1Health, the course introduces students from across the health sciences to one another.

“Increasingly, there is evidence from a variety of studies about the importance of interprofessional education,” said Rowan, PhD, RN, CNM, clinical professor, director of pre-licensure programs, who has been a leader and advocate of interprofessional education. “Effective collaboration with other health care professionals can help improve patient outcomes.”

While nursing has offered past interprofessional courses and opportunities, the logistics of bringing together students from the different colleges and schools – medicine, nursing, pharmacy, dentistry, public health, veterinary medicine and allied health areas – were barriers to advancing full-scale implementation. Each school operates with a different schedule and different requirements.

The National Center for Interprofessional Practice and Education was formed to lead efforts for colleges and schools in the University’s Academic Health Center and move the 1Health initiative forward with the goal of preparing collaboration-ready students. Work continues on evaluating the Foundations of Interprofessional Communication and Collaboration course and on developing the next phases of 1Health, which include additional opportunities to master interprofessional collaboration practice skills.

In fall 2012, more than 900 students participated in the required course. To allow for personal interaction and discussion, students from the different schools and colleges were divided into 75-80 groups of 12 that met six times with a group facilitator from one of the schools. The School of Nursing was responsible for facilitating 12 of those small groups, which were led by a team of faculty and distinguished alumni.

Johnson enjoyed the many aspects of the course. She gained exposure to some health professions about which she knew little to nothing. As a final project, students tackled a case study of a crisis situation that requires them to determine roles and the best ways to respond as a team.

“It was extremely interesting to talk through how we all would need to pull together and see the difference that makes,” she said. “The discussions helped us develop respect for one another.”

Johnson also met other students she might not otherwise have known during her time in school. “The course exceeded my expectations,” she said. “It really made it all click for me.”
Students Take On Challenging Cases in Teams

Interprofessional Competition Offers Students Real World Problem Solving

Thursday, 10 a.m. - Upon arrival at Arizona General Hospital Emergency, the patient was lethargic, unable to give a history and did not have identification. Two emergency physicians quickly evaluated her. She had pin-point pupils and a dysconjugate gaze. She was given naloxone (Narcan), glucose IV and oxygen, none of which had any effect upon her mental status. Her lung and heart sounds were normal. Her abdominal exam was normal as well. The physicians could not perform a full neurologic exam due to the patient’s mental status, but she did have normal reflexes and withdrew from pain. She was intubated as she was not able to protect her airway from her own secretions.

Richard Burns, RN, the nurse caring for the patient in the ER, found a bottle of pills in her pocket, with the name Tina Norman on it. The pill bottle was from a local pharmacy, and it was evident from the label on the bottle that it had been filled that day. It was noted to be clozapine (Clozaril), 100mg tablets. The directions were to take one tablet per day, and the label noted 12 had been dispensed. There were only seven pills left in the bottle. Burns informed one of the emergency physicians of this information right away...

This is an excerpt from a complex 18-page case developed by an interdisciplinary team of health care faculty within the University of Minnesota’s Academic Health Center. Students from the schools of nursing, pharmacy, dentistry, medicine, business and others were randomly assigned to teams of four to carefully evaluate fictitious cases like this one, drawing upon their collective perspective, and presenting a root cause analysis and recommendations for system improvements to a panel of judges. The interprofessional panel evaluated the analysis in the context of real world standards of practice.

This annual case competition, now national in scope, was launched by students at the University of Minnesota in 2002. Clarion is an interprofessional student organization dedicated to improving health care by giving students from professional schools opportunities to understand and collaborate with other health care and business professions.

“We need meaningful exposure to other health professions to learn how all the other members contribute to the health care team,” said Glen Pederson-Linn, University of Minnesota Pharmacy student and board member for Clarion.

This year 10 teams participated in the first round Clarion competition on March 16, and one advanced to the national competition, taking third place overall.

For faculty from various professional schools, developing comprehensive cases to serve as the basis for the competition is an intellectually exciting project. To ensure that these collaborative opportunities continue to grow and improve for students, two members of the School of Nursing Dean’s National Board of Visitors donated $69,000 to support the development of well-researched health care scenarios for years to come.

Learn more about Clarion: http://www.chip.umn.edu/clarion/home.html
She found promising results from an initial study, and with support from the University’s Clinical and Translational Science Institute (www.ctsi.umn.edu), Hadidi launched the current study in 2012. “We are trying to learn what happens in the brain with the network of neurons – how do they connect before and after therapy and what happens with the areas of depression in the brain,” she said.

One set of patients in the study receives the problem-solving therapy, while another group receives stroke education. The research also seeks to detect and identify those patients at risk for depression, as well as tracks the impact of antidepressants. MRI scans help evaluate and measure brain activity.

Central to the success of the study is the participation of a diverse, interdisciplinary team of experts: Kathryn Cullen, MD, assistant professor psychiatry; Kelvin Lim, MD, psychiatry professor and the Drs. T.J. and Ella M. Arneson Endowed Chair; Scott Crowe, MD, and Farha Ikramuddin, MD, assistant professors of physical medicine and rehabilitation; Kamakshi Lakshminarayan, MD, assistant professor of neurology; Leah Jappe, PhD student in psychology and MRI technician; Elmira Turdalieva, Doctor of Nursing Practice student; and Emily Mathews, undergraduate nursing student.

Research as a Team Sport
Exploring Solutions to Post-Stroke Depression Together

As a clinical nurse specialist at the University of Minnesota Medical Center, Fairview, Niloufar Hadidi saw stroke patients struggle with mood changes during their recovery. As part of her PhD research, she began exploring patterns of change in depression and function among post-stroke patients.

Today, Hadidi is taking her research with stroke patients to new levels in partnership with a group of physicians with diverse specialties. Indeed, it is the collective contributions of the many collaborators that make possible her current research study, which looks at the impact of problem-solving therapy on brain networks in post-stroke patients with symptoms of depression.

“Everyone brings expertise,” said Hadidi, PhD, RN, ACNS-BC, FAHA, 2012-2013 Fesler-Lampert Chair in Aging Studies and assistant professor of nursing. “Everyone is coming at it in a different way to advance the research. I am constantly learning from each team member.”

After finishing her PhD, Hadidi focused her research on the non-pharmacological treatment option of problem-solving therapy for post-stroke patients as a way to reduce the instances and severity of depression and improve overall outcomes. The therapy helps improve cognitive and coping abilities by breaking down problems or complex tasks into a series of smaller, more manageable steps.

She found promising results from an initial study, and with support from the University’s Clinical and Translational Science Institute (www.ctsi.umn.edu), Hadidi launched the current study in 2012. “We are trying to learn what happens in the brain with the network of neurons – how do they connect before and after therapy and what happens with the areas of depression in the brain,” she said.

One set of patients in the study receives the problem-solving therapy, while another group receives stroke education. The research also seeks to detect and identify those patients at risk for depression, as well as tracks the impact of antidepressants. MRI scans help evaluate and measure brain activity.

Central to the success of the study is the participation of a diverse, interdisciplinary team of experts: Kathryn Cullen, MD, assistant professor psychiatry; Kelvin Lim, MD, psychiatry professor and the Drs. T.J. and Ella M. Arneson Endowed Chair; Scott Crowe, MD, and Farha Ikramuddin, MD, assistant professors of physical medicine and rehabilitation; Kamakshi Lakshminarayan, MD, assistant professor of neurology; Leah Jappe, PhD student in psychology and MRI technician; Elmira Turdalieva, Doctor of Nursing Practice student; and Emily Mathews, undergraduate nursing student.
Student Researcher Learns from Exercise Physiologists, Cardiologists and Nurses

Rebecca Brown set her sights early on a career in physical therapy and completed a bachelor’s degree in kinesiology at the University of Minnesota in 2009. But nursing caught her attention her junior year when School of Nursing associate professor and exercise physiologist Ulf Bronas, PhD, spoke as a guest lecturer in her electrocardiogram class.

“Dr. Bronas mentioned a research project evaluating the effects of different exercise programs on people with peripheral artery disease,” said Brown. “I never thought I would be interested in research, but this sounded so relevant and potentially helpful. I talked with him after class and told him I’d like to learn more.”

Brown, a self-proclaimed people person, was hired as a student researcher and said she was surprised by how much she likes collaboration with a wide range of health care professionals.

“I was immediately treated like an important partner on the project,” said Brown. “From the start, I was surprised by how faculty, physicians and students with so much more experience committed themselves to my advancement and learning – as if the future of this work depends on me.”

Brown also works with Bronas; Laura Kirk, PhD, RN, study coordinator; nursing students; exercise physiology students; and Diane Treat-Jacobson, PhD, RN, FAHA, FAAN, who is the principal investigator for the project and School of Nursing associate professor. Currently four graduate and nine undergraduate students are actively engaged in this research.

A consistent collaborator on the project is cardiologist Arthur Leon, MD, Henry L. Taylor Professor of Exercise Science in the School of Kinesiology at the University of Minnesota.

“Dr. Leon is always looking for those teachable moments,” said Brown. “He likes to quiz you, and he is always posing questions. He carefully explains each of his decisions and will take the time needed to discuss and make sure I understand.”

Today Brown is enrolled in the School of Nursing’s highly competitive prelicensure Master of Nursing program designed for people who hold bachelor’s, master’s or doctoral degrees in other fields. She works on the peripheral artery disease study as a graduate research assistant. The five-year study, funded by the National Heart, Lung, and Blood Institute, is designed to evaluate the efficacy of 12 weeks of supervised exercise training in improving walking capacity and quality of life for individuals with peripheral artery disease, which can be a painful and debilitating condition.

“It’s humbling to be part of this interprofessional research team,” said Brown. “It’s as if we’re each a different essential part of a car, and we would not be able to function without one another. No one is guarding their piece, everyone is educating and informing one another.”
DNP Students Learn About Integrative Health and Healing

Partnership with Northwestern Health Sciences University Exposes Students to Range of Healing Methods

Students in the Doctor of Nursing Practice program at the School of Nursing have a unique opportunity to learn about non-traditional health care and work with its practitioners, thanks to a partnership with Northwestern Health Sciences University.

Northwestern, located in Bloomington, Minn., has about 1,000 students studying chiropractic health, traditional Chinese medicine/acupuncture and massage therapy. The campus opened a clinic to serve the needs of its students, faculty and their families and partnered with the University of Minnesota to add primary care by nurse practitioners on site. In 2010, the clinic opened a second clinic in Bloomington, which is open to the public.

Once a year, about 70 second- and third-year students in the School of Nursing DNP program have an “integrative health day” in which they visit Northwestern to observe and participate with students and faculty there.

In addition, students can choose to enroll for a semester practicing at the Northwestern clinic under the supervision of a nurse practitioner.

“When a student comes to Northwestern Health Sciences to work with us, they will learn to view health from an integrative and collaborative point of view,” said clinical assistant professor Jane K. Anderson, DNP and family nurse practitioner. “I may be as likely to suggest acupuncture as a medication, or chiropractic before an MRI. Using all the education and skills as a nurse practitioner and embracing all that Northwestern has to offer, we can meet the holistic needs and interests of the patients.”

Students who choose to practice at Northwestern become immersed in the health care and business aspects of running a holistic health clinic.

That means in addition to the nursing experience, students learn the business side of managing a clinic, including credentialing and contracting with insurance companies, dealing with reimbursement issues and determining how much to bill for services.

“Nurses who have been here may be interested in having their own practices, helping the underserved population and looking at how we can incorporate different kinds of care into a clinic,” Anderson said. “The partnership has brought together disciplines, such as traditional medicine and chiropractic.”

The partnership was established as a collaborative arrangement among University of Minnesota’s Center for Spirituality and Healing, University of Minnesota’s School of Nursing and Northwestern Health Sciences University.
Faculty Publications

2013


Thompson, C.W., Monsen, K.A., Wanamaker, K., Augustyniak, K., & Thompson, S.L. (2012). Using the Omaha system as a framework to demonstrate the value of nurse managed wellness center services for vulnerable populations. *Journal of Community Health Nursing, 29*(1), 1-11.


Bearinger, Linda  
Center for Adolescent Nursing (T80)  
Maternal and Child Health Bureau/Health Resources and Services Administration/US 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  
Refining the Incontinence Associated Dermatitis and its Severity Instrument to Include Dark-Toned Skin (IADS-D) and Testing Among WOC Nurses  
Wound, Ostomy and Continence Nurses Society

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

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

Clancy, Thomas  
Patient Safety Hospital Engagement  
Minnesota Hospital Association; Center for Medicare and Medicaid Services

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

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

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 Disease/National Institutes of Health

Fulkerson, Jayne  
Clinician Role-Play Simulation to Reduce the Occurrence of Childhood Obesity (R43)  
SIMmersion, LLC (Prime)

Garcia, Carolyn  
How R U? Momentary Sampling via Texts with Latina Teens  
Midwest Nursing Research Society

Garcia, Carolyn  
Engaging Latino Adolescents Boys and Their Parents in a Photovoice Project: A Pilot Project  
Sigma Theta Tau International-Zeta Chapter

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  
Diagnostic Patterns and Healthcare Resource Utilization in Patients with Cognitive Impairment or Alzheimer’s Dementia  
Eli Lilly and Company

Gaugler, Joseph  
The Dementia Caregiver Care Planning Tool: Development and Pilot Implementation  
US Department of Health and Human Services: Agency for Healthcare Research and Quality

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

Hooke, Mary  
Phenotypic and Genotypic Associations with Symptom Clusters During Childhood  
Duke University; National Institutes of Health

Juve, Catherine  
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 (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  
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  
Evaluating a Comprehensive State-Level Model to Improve Nursing Home Quality  
Indiana University; Agency for Healthcare Research and Quality (Prime)

(continued on next page)
On the Calendar

June 1
Caring for a Person with Memory Loss, 8 a.m. to 4:30 p.m., University of Minnesota-Twin Cities. Space limited for this free conference. To register: www.nursing.umn.edu/MemoryLoss

July 29-31
(Aug. 1 graduate students only)

Sept. 24
How to Climb the Ladder without Getting Dizzy or Falling Off!, 8 a.m. to noon, with Jeannine Rivet, MPH, RN, FAAN, executive vice president for United Health Group. University of Minnesota-Twin Cities. To register: www.nursing.umn.edu/Densford

Dec. 4
Annual benefit jewelry sale, 7:30 a.m. to 4 p.m., supporting nursing scholarships University of Minnesota-Twin Cities, Moos Tower, 2nd Floor, contact Carol Kelsey at cardonz2@me.com to donate jewelry or volunteer

Jan. 10-11, 2014
Advancing Health Care Innovation Leadership: A Creativity and Quality Improvement Institute, University of Minnesota-Twin Cities. Information at: www.nursing.umn.edu/Densford

Grant Awards, Continued

Mueller, Christine
Regulating Licensed Nursing Practice in Nursing Homes: How RN and LPN Scopes of Practice are Enacted.
Indiana University; Alzheimer’s Association (Prime)

Mueller, Christine
Performance-Based Incentive Payment Program (PIPP) Evaluation
Minnesota Department of Health

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
Understanding the Context of Northern Plains American Teen Pregnancy (P20)
Sanford Research: Center for Health Research in Aberdeen Area Tribes (Prime)

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

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

Talley, Kristine
Preventing Toileting Disabilities in Frail Older Women (subcontract)
The University of Iowa; The John A. Harford Foundation (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
The Impact of a Certified Wound, Ostomy, Continence Nurse on Wounds and Incontinence Outcomes for Home Health Care Patients
Wound, Ostomy and Continence Nurses Society

White, Kathryn
Nurse Anesthetist Traineeship Program (NAT)
Health Resources and Services Administration/U.S. Department of Health and Human Services

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

Wyman, Jean
Partners Investing in Nursing’s Future
Robert Wood Johnson Foundation and the Northwest Health Foundation North Dakota State University

Yu, Fang
Feasibility and Impact of Aerobic Exercise in Alzheimer’s Disease
American Health Assistance Foundation
Creative Interprofessional Thinking Requires Grounding in Our Own Discipline

Creativity, innovation and strategic foresight transcend and include disciplinary perspectives and are ideal topics that invite interprofessional dialogue. Napier and Nilsson, (2008) suggest there are three disciplines necessary to promote creativity and innovation. The first is within-discipline thinking. They argue that in order to be creative one must master the thinking of one’s discipline. This involves being with the best, speeding up work, moving beyond fundamentals and building a foundation of knowledge and expertise.

The next essential ingredient in mastering the art and science of innovation is out-of-discipline thinking. Creative ideas often come from outside one’s own field of expertise. Novel associations often result in new insights and creative ideas evolve into innovations. Third, they suggest the need for a disciplined process to support creative thinking and the development of innovations. Teachers and educators, as well as coaches and consultants help people master within-discipline thinking while encouraging them to become aware of out-of-discipline thinking. Teaching and learning with an interprofessional mind-set invites creative dialogue and innovation thinking. Educators and clinicians who provide structures and processes that enable students to manage their own creative thinking processes through the application of creativity models, methods and techniques support and stimulate creative thinking and innovation.

The Densford Center is sponsoring a number of Creative Dialogue Clinics as a means to create a disciplined process to support creative and innovation thinking. The purpose of the clinics is to provide a time, place and a set of liberating structures so people can come together to share within-discipline and out-of-discipline thinking. Bringing people together for creative conversation and consultation about innovative ideas, projects and challenging situations or issues is one way to support interprofessional learning.

The Bentson Healthy Communities Innovation Center at the School of Nursing provides an ideal space to engage in interprofessional dialogue that stimulates creative thought and the development of an innovation mind-set. Given the idea of a Creative Dialogue Clinic, what is possible in your own context and sphere of leadership influence? If you want to learn more contact us at Densford@umn.edu.

References
Napier, Nancy & Nilsson, Mikael (2008). The creative discipline: Mastering the art and science of innovation, Praeger, West Port, CT.
Going National, Aiming for Interprofessional
Facilitated Learning to Advance Geriatrics Faculty Development Program

The Minnesota Hartford Center of Gerontological Nursing Excellence has been awarded a one-year grant by The John A. Hartford Foundation through a sub-award from the Gerontological Society of America, the nation’s oldest and largest interdisciplinary organization devoted to research, education and practice in the field of aging. The grant funds will be used to further develop the center’s FLAG faculty development program, transforming it from a five-day, onsite-only program to a three-day institute with online modules and a six-month mentoring program. The redesigned FLAG is more easily offered at other sites around the country, is more flexible for faculty learners and is able to provide this at a reduced registration fee. This year the program will be offered in partnership with Arizona State University in Scottsdale, Ariz., from June 3-5, and with Rush University in Chicago, Ill. from Aug. 7-9.

In the FLAG Program redesign, Co-Directors Merrie Kaas, DNSc, RN, PMHCNS, FGSA, FAAN, and Kathleen Krichbaum, PhD, RN, FGSA, ANEF, are also considering how it might be used as a template to support faculty development in related health disciplines such as pharmacy, dentistry, psychology and social work to re-tool existing curricula to include relevant content related to geriatrics. With the rapid aging of our society, especially in Minnesota, it is crucial that geriatric content be infused into a wider variety of programs to prepare the future workforce to care for older adults.

The importance of interprofessional health care education is a clear national priority, as illustrated through the release of Core Competencies for Interprofessional Collaborative Practice by the American Association of Colleges of Nursing in partnership with five other health care organizations. In recognition of the need to address these competencies in gerontological nursing education, the Midwest Gerontological Nursing Alliance’s annual meeting, hosted by the center, was held in May at the Commons Hotel in Minneapolis. It featured a morning workshop to highlight strategies for integrating these competencies in associate and higher degree nursing curricula. Barbara Brandt, PhD, associate vice president for education at the University’s Academic Health Center, and director of the newly-funded National Center for Interprofessional Practice and Education, housed at the University of Minnesota, was a keynote speaker.

For more information for both the FLAG and Alliance programs, please visit the MnHCGNE website at: www.nursing.umn.edu/Hartford/

As of July 1, 2012, the Minnesota Hartford Center for Gerontological Nursing Excellence became one of eight founding members of the new National Hartford Centers of Gerontological Nursing Excellence, based at the Gerontological Society of America (GSA).
Adolescent Health Summer Institute: Have You Been to One Yet?

Two decades ago, in response to repeated requests for an educational offering designed for providers in practice who needed to quickly upgrade their capacities for working with adolescents, the Center for Adolescent Nursing launched a continuing education institute with a single goal – improve skills for effectively working with, and on behalf of, young people. Started as a one-day program, it quickly grew into an annual three-day Summer Institute in Adolescent Health. Reasons behind the consistent demand for the institute are found in 18 years of evaluations.

Quotes from evaluations shed light on its success:

- **Attention to current issues in adolescent health**: “Great selection of topics,” “Keeps us informed of leading-edge research.”
- **Innovations in teaching**: “I like that the learning was broken into lecture, reflection group work and site visits. This could have been three long days, but instead the days flew by.”
- **An interprofessional audience**: “It was amazing to have a chance to learn from so many from other types of professionals,” “Hearing from youth offers the inspiration we need to rekindle our efforts and energy.”
- **Engaging young people as teachers**: “They walked the talk of authentic youth participation.”

The 2013 Summer Institute in Adolescent Health, July 29 – Aug. 1, titled “Seeking, Striving, Succeeding: Sexual Health of Emerging Adults,” responds to startling statistics about this age group: they have the highest rates of chlamydia and gonorrhea along with disproportionately high numbers of unintended pregnancies. Clearly, new strategies are needed. Led by associate professor Renee Sieving, PhD, RN, FSAHM, with other co-sponsoring representatives (Minnesota Departments of Health and Education, Teenwise MN, the University’s Medical School and Office of Public Engagement), the 2013 planning team invited guest faculty Sarah Brown, CEO of The National Campaign to Prevent Teen and Unplanned Pregnancy, to guide participants in exploring state-of-the-science strategies for needed services and advocacy in support of the sexual health of emerging adults. For a more details, visit: www.nursing.umn.edu/SummerInstitute.

**BY THE NUMBERS**

- **60** Institute participants each year, representing an array of disciplines
- **25** Percent of participants and faculty from under-represented minorities
- **22** Different teaching strategies used in the institutes
- **19** Years the institute has been offered
- **17** US states represented by participants at the institute since 1993
- **7** Institute co-sponsors
First International Conference on Research Methods for Standardized Terminologies

The Center for Nursing Informatics leads the discovery, application and cutting-edge thinking for nursing informatics scholarship to improve the health of individuals and communities. Center members discover and employ innovative methods of informatics research, use standardized nursing terminologies and essential minimum data sets, and apply research methods to clinical and other information systems. We provide partnerships for the development and testing of new informatics products such as simulation, serious gaming, geographic information systems (GIS) and supportive care technologies for consumers to engage in managing their health.

One of the major initiatives of the Center this spring was to host the First International Conference on Research Methods for Standardized Terminologies on April 3. This collaborative event involved multiple community partners: The Omaha System Partnership for Knowledge Discovery and Health Care Quality, University of Minnesota Institute for Health Informatics, Minnesota Nursing Informatics Group (MINING), The Minnesota Omaha System Users Group, University of Minnesota School of Nursing, and The Center for Nursing Informatics.

The conference, founded and developed by associate professor and co-director of the center Karen Monsen, PhD, RN, FAAN, featured local to international researchers who demonstrated multiple methods of research using the Omaha System and other health care data standards. The expanded use of electronic health records provides major opportunities to conduct research using a variety of these methods.

OFFERING ONE OF THE FIRST MASSIVELY OPEN ONLINE NURSING COURSES IN NATION

Nursing associate professor Karen Monsen, PhD, RN, FAAN, clutched her coffee and her laptop, took a deep breath and stepped into her largest classroom yet. With more than 8,000 students registered, Monsen’s course – Interprofessional Healthcare Informatics – was one of the first courses chosen at the University of Minnesota to be offered as a Massive Open Online Course (MOOC). The 10-week course is designed for students and professionals in all aspects of health care from nursing to public health to pharmacy to medicine to health care administration; it is open and free of charge to anyone in the world. The interdisciplinary course includes electronic health record issues and relates ethical, legislative and political issues to health informatics. Additionally, other faculty from the Center for Nursing Informatics will share their expertise in telehealth, consumer informatics and mobile technologies. Clinical assistant professor Jehad Adwan, PhD, RN, will also support course implementation.

The University of Minnesota has begun to offer MOOCs in partnership with Coursera, a California-based company providing platforms for universities to deliver online courses. To learn more about the course and register visit www.coursera.org/#course/newwayhealthcare.
Interprofessional Team Seeks Solutions to Infectious Diseases in Africa

As part of the United States Agency for International Development RESPOND project, Cheryl Robertson and her multidisciplinary colleagues from the University of Minnesota colleges and schools of veterinary medicine; public health; nursing; medicine; education and human development; and food, agricultural and natural resource sciences are on the front lines working to help developing countries better respond to emerging animal diseases that pose a threat to human health.

Associate professor Robertson, PhD, MPH, RN, FAAN, is working on multi-faceted, six-week student field attachment pilot projects in the Democratic Republic of the Congo, Tanzania and Uganda. Humans, wildlife and livestock in these areas are in close proximity to each other, making them potential “hot spots” for emerging and re-emerging infectious diseases. The nature of the cross-species health connectivity of these communities provides many opportunities for collaboration between human, livestock, wildlife and environmental health professionals to address complex public health problems. Each of the three unique area-based studies involves collaboration with a network of 14 universities and colleges in six countries in Eastern and Central Africa.

DEMOCRATIC REPUBLIC OF THE CONGO
In the Lake Tshangalele area in southeastern Congo, a pilot collaboration under development with the University of Lubumbashi Faculty of Veterinary Medicine, the University of Minnesota School of Nursing and Tufts University, is located on a lake. Although the towns on the lake are fishing communities, the lake itself is polluted from nearby mining practices that threaten human and animal health and the local economy. The wildlife population in this area has been on a steady decline and the rate of HIV infection among the local population is increasing. Via the multidisciplinary efforts of the partnerships involved, the goal is to establish a public health workforce to address the complex needs of this region.

KILOSA DISTRICT - TANZANIA
The Kilosa District of Tanzania project includes wildlife, farming and pastoral communities. The ultimate goal of this pilot project is to develop a health care workforce through multidisciplinary education, research and service and to strengthen existing district health services. Robertson is working with faculty from two Tanzanian universities to develop multidisciplinary student teams to move into Kilosa in August.

UGANDA
The One Health veterinary, nursing and environmental health joint student clinical field experience for Uganda is being developed in collaboration with Makerere University. The project involves nursing, veterinary and environmental health student teams.
The Center for Children with Special Health Care Needs engages pediatric graduate students to help them prepare for leadership roles on interprofessional academic, research and practice teams. For example, doctoral (PhD and DNP) students are actively engaged with Center faculty on a variety of interdisciplinary research projects, such as the NIH/NINR-funded Telefamilies Project: A Telehealth Nursing Intervention for Children with Complex Health Care Needs (http://www.nursing.umn.edu/telefamilies). Through experiences on projects and immersion in diverse clinical settings, students learn innovative and cost-effective ways to coordinate care across settings – from hospital to home.

CARE COORDINATION
Nurses are uniquely positioned to provide leadership in interprofessional collaborative practice through care coordination. All the pediatric nurse practitioner and clinical nurse specialist students complete a series of educational experiences designed to prepare them with a specialty in children with special health care needs and expertise in care coordination. Mentoring occurs in interprofessional clinical settings by expert preceptors and faculty in health care homes designed to serve children with special health care needs as well as specialty clinics and hospital settings that reinforce the Center’s philosophy of family centered, team-based care. For example, students may participate with Linda Lindeke, PhD, RN, CNP, pediatric nurse practitioner, and her interdisciplinary colleagues in a neonatal intensive care unit follow-up clinic to provide comprehensive care to families of prematurely born infants. Also, students learn directly from families in our Families-as-Teachers Program about the daily life and care of children with complex conditions in the community. Students’ doctoral coursework on forming family-professional partnerships, health policy, informatics, systems leadership and interprofessional practice prepares them for innovative clinical practice that improves child and family outcomes.

Associate Professor and Pediatric Nurse Practitioner Linda Lindeke (second from right) has maintained a weekly practice at the University of Minnesota Amplatz Children’s Hospital Neonatal Intensive Care Unit Follow-up Clinic for 30 years. As director of graduate studies for the School of Nursing, she engages students in collaborative clinic activities.
Dispelling Aging Myths

Frail older women have the highest rates of urinary incontinence and functional decline, putting them at risk for toileting problems (or the need for assistance using the toilet) and decreased quality of life. Once a woman can no longer manage her incontinence on her own, she is more likely to need nursing home care. Unfortunately many women believe that urinary leakage is an inevitable part of aging and believe nothing besides using medications with unpleasant side effects can be done to treat it. However, Kristine Talley, PhD, RN, GNP-BC, assistant professor, and her interdisciplinary research team that includes experts in gerontological nursing, exercise physiology, medicine, and physical and occupational therapy are trying to dispel this aging myth. In the Defeating Urinary Incontinence with Exercise Training (DUET) study, they are testing an intervention to improve toileting skills, reduce incontinence episodes and ultimately prevent relocation to a nursing home.

DUET includes a bladder health and exercise program based on national physical activity recommendations for older adults. It is a 12 week program where frail older women without dementia living in independent and assisted living apartments receive individualized training from a registered nurse on nonpharmacological treatments for urinary incontinence. They also engage in twice weekly one hour group exercise classes designed to strengthen the muscles needed for transferring and use a pedometer to encourage walking 30 minutes daily, five days per week.

The pilot study has just concluded at two senior housing facilities and is expanding to a third site. Improvements are being seen in toileting skills, urinary incontinence, walking speed and balance. However, the most dramatic improvements are appearing in quality of life measures and in confidence to manage incontinence. Many participants have made statements like “At first I didn’t know what to expect from this study. I was unsure if it would work, but I have really seen changes in my bladder and physical health.”

Many women also reported improvements in urinary incontinence, night time leaking and physical function. One woman stated “I’ve lost 10 pounds with this program and it was what I needed to get walking again!” Other women reported how much easier it was to get up from a chair and how they had to get up less frequently at night to use the bathroom, as well as experiencing decreased daytime urinary frequency. While the final results are not yet tabulated, it would appear that Talley and her research team have designed a program that may help dispel the notion that incontinence is an inevitable part of aging.

KUDOS

Jean F. Wyman, PhD, RN, GNP-BC, FAAN, FGSA, professor and Cora Meidl Siehl Endowed Chair in Nursing Research, received this year’s John A. Hartford Foundation Award at the 37th-annual Midwest Nursing Research Society’s annual conference held in Chicago, Ill. on March 7–10. The purpose of this award is to recognize MNRS members who have demonstrated outstanding leadership in geriatric nursing science and who have impacted quality of care for older adults through their scholarship and mentorship.

Wyman has been a tireless advocate of research that has guided and improved geriatric nursing practice as well as science-based education in geriatric nursing.
Thirty years ago the University of Minnesota School of Nursing enrolled the first three students in a new PhD program that has since had broad impact on nursing education and research in Minnesota and around the world.

Prompted by the state’s growing need for nurse scholars and educators, the school secured private and federal planning funds in the late 1970s, and ushered its proposal through a series of required program approval steps at the University and finally with the state’s Higher Education Coordinating Board.

“Interestingly, at the time, the University’s Health Sciences Policy Council had concerns about whether nursing had a significant enough body of knowledge to support and justify a PhD program,” said Mariah Snyder, PhD, RN, professor and director of Graduate Studies at the time.

Once approved, the program became the 23rd nursing PhD in the nation. Building a strong program became a top priority for the School of Nursing, according to Snyder. Graduate assistant positions were funded to attract talented students.

Today the PhD in nursing continues to be the only PhD program in Minnesota. The program’s students and faculty have had a profound impact on nursing research capacity and productivity in Minnesota and worldwide. The School of Nursing’s seven centers of excellence engage PhD students in a range of research and leadership opportunities. Today the school is powered in part by more than $6 million annually in research grant funding from the federal government and other sources (annual, average, direct costs).

Recently, the School of Nursing at the University of Minnesota surveyed PhD graduates to learn more about their varied career paths. Here is a sampling of the survey results, to which 88 graduates responded (63%).

**Where are you currently employed in 2013?**

- **68%** Academic
- **20%** Health Care Delivery
- **12%** Health Care Administration

Excludes retirees. Percentages approximate. Respondents asked to check all that apply.

**What are your most proud accomplishments since completing your nursing PhD?**

**Common Themes**
- Being recognized for excellent teaching and mentoring
- Seeing my research and published work help advance and inform practice and the research of others
- Receiving NIH-funding for my work
- Leading and engaging in a national nursing association
- Receiving one or more prestigious national awards
- Being promoted to associate or full professor
- Establishing a new and lasting program
Sampling of Extraordinary Achievements

- Making integrative therapies a part of the required curriculum at my university
- Building a study abroad program in South America for undergraduate nurses
- Helping develop required education for all our health system employees
- Becoming dean of college of nursing
- Contributing and developing infection prevention and control resources in global settings
- Initiating and directing the Advanced Public Health Nurse graduate track at my university
- Advocating for families in rural areas
- Holding chief nursing officer role
- Establishing and starting the first Master of Science in Nursing degree in Pakistan
- Co-founding a global, public-private initiative that delivers more than 7,000 journals for free or nearly free to health researchers and personnel in 113 developing countries
- Bringing nursing, public health and research perspectives to pastoral work

Award-Winning PhD Alum

Sarah Stoddard, PhD, RN, CPNP, exemplifies the quality and breadth of the nursing PhD program. Stoddard completed her master’s in nursing in 1999. After working for several years as the adolescent consultant for the Minnesota Department of Health she enrolled in the nursing PhD program and completed it in 2009. She is currently an assistant professor at the University of Michigan.

“The PhD program provided me with a strong research foundation and substantial opportunities to interact with faculty researchers.”

This year Stoddard was the only recipient of the Robert H. DuRant Award for Statistical Rigor and Innovation in Adolescent Health Research presented by the Society for Adolescent Health and Medicine. The award recognizes Stoddard’s research: “Predicting Violent Behavior in Emerging Adulthood: The Role of Violence Exposure and Future Orientation During Adolescence.”

Current Director of Graduate Studies Linda Lindeke, PhD, RN, PNP, is proud of the program’s history and of the scholarship of its graduates and current students. “The founding faculty of the School of Nursing’s PhD program overcame great challenges before the program was launched. The pioneering spirit continues unabated among the program’s 45 current students and 153 graduates,” she said.
Nurse Midwifery Celebrates 40th Birthday

In 1973, the University of Minnesota School of Nursing launched a new program to educate nurse-midwives, the first such program in Minnesota. Today, 40 years and 300 graduates later, the program is going strong, ranked in the top 10 nationally by U.S. News and World Report. As the program celebrates its 40th anniversary this year, Melissa Avery, PhD, RN, CNM, director of the midwifery specialty, reflected on the success of the program and its graduates.

“We provide great care,” she said. “From prenatal care, to attending the labor and birth, to post-partum care, and providing care between pregnancies and beyond the childbearing years, it’s really a nice opportunity to form relationships with women.”

Midwives, of course, have been attending births for thousands of years.

“Historically, attending birth was always the practice of midwives,” Avery said. “But in the United States in the early 1900s, as the field of medicine became more formalized and specialized, birth started moving to hospitals.”

By 1925, midwives began making a comeback with the founding of the Frontier Nursing Service in Kentucky. Nurses who were also educated as midwives traveled by horseback and on foot to provide health care to women and children in isolated mountain areas of Kentucky. A study of the first seven years of the service, conducted by Metropolitan Life Insurance Co., documented a substantially lower infant and maternal mortality rate than in the rest of the country, providing a boost to the practice of midwifery.

By the 1970s, Avery said, birth with midwives became more popular among middle-class women, leading to increased demand for their services. In 1973, Sharon Rising, recruited from Yale University, came to Minnesota to start the program here.

Rising recalled that midwifery was to be one of several optional specialties in a new two-year master’s degree program in maternal health. But in that first year, all 10 new students chose the midwifery track.

“That first class turned out to be a stellar class,” she said. “They continued on after graduation, many of them took leadership positions and some are still practicing.”

While the University administration supported the new program, it required some changes, Rising said. Unlike other programs that were more theoretical in nature and designed to prepare people for academic life, midwifery required more skill-building, hands-on clinical practice.

In the early days of the program, Rising started a center that brought midwives together with pediatric specialists, obstetrician-gynecologists, hospital nurses and other health care professionals. The center was located in a house near campus.

“It was just this lovely place, where we had our offices. The first floor was our clinic area, with a big living room that was perfect for group work,” she said. Women came to the clinic for prenatal care and group discussions and had their babies at University Hospital. The center was closed several years after she left the university.

Since Rising stepped down, the midwifery program has had several directors: Kathleen Dineen, Mary Rossi, Melissa Frisvold and currently Avery, who has held the position since 1995.

The midwifery program has evolved since those early days. In 2009, it was expanded from a two-year master’s degree program to a three-year program leading to a Doctor of Nursing Practice degree. Now, much of the coursework is offered online, with students coming to campus two or three times a semester to participate.

The practice of midwifery is based on the premise that birth is a normal life process — most of the time there is no need to intervene.

~ Melissa Avery, director of the School of Nursing midwifery specialty
The practice of midwifery, Avery said, is based on the premise that “birth is a normal life process—most of the time there is no need to intervene.”

Too often, she said, “we treat pregnant women like they’re sick, like labor is a disaster waiting to happen.” Midwifery, she believes, offers a more physiological approach, one that has the potential to reduce the number of Cesarean sections in the United States.

Avery believes midwifery can help reform maternity care in the United States. With maternity care accounting for approximately $100 billion in health care costs per year, “there’s a better way,” she said. If midwives provided care to a larger proportion of women, she said, we could help advance the national health care goals of better care, better outcomes and lower cost in partnership with our nurse and physician colleagues.
A Midwife’s Real-Life Experiences Give Birth to Novel

It is Wednesday, Oct. 30, 1929, the day after the stock market crash of Black Tuesday. Patience Murphy, a 36-year-old widow and new midwife, has come to deliver the stillborn baby of Katherine MacIntosh, wife of a prosperous West Virginia mine operator.

The baby hasn’t moved in days, and no fetal heartbeat can be detected, either by Patience or the town doctor using a wooden fetoscope. The MacIntosh’s cook, Mary, is in the bedroom to assist in the sad task. As the baby emerges, Patience contemplates what to do next:

What do you do with a dead baby? Take it to the kitchen? Put it into the new white cradle? I had never thought of this.

While I wait for signs that the afterbirth is separating, I motion Mary over and lift up a corner of the towel again. The dead baby’s eyes are glazed and wide open.

Then the ribs move, just a tremble like an old lady’s hand. Holy cow! If I hadn’t been staring I wouldn’t have seen it, a sucking-in action.

“Give me that baby!”

So is the scene in the beginning of “The Midwife of Hope River,” a novel by Patricia (Patsy) Harman, a 1984 graduate of the University of Minnesota School of Nursing midwifery program.

The story follows Patience as she builds a midwifery practice in hardscrabble conditions in Appalachia during the Depression. Her patients are often poor and out of work. Race relations are uneasy and the Ku Klux Klan is active; the mines where many of the townspeople work are dangerous; and electricity, indoor plumbing and automobiles are novelties only for the well-to-do. Patience faces other barriers, too—primitive equipment (the modern stethoscope has yet to be invented) and the West Virginia Midwifery Statute of 1925 that expressly bans midwives from doing internal exams, a law Patience defies again and again.

Though the historical context for the novel is based on research, the graphic deliveries are real-life scenes based on Harman’s experience as a midwife. “Everything in the book, I’ve either done it, seen it or had a friend who it happened to,” she said. “I’ve never had a mother die, but I’ve seen premature babies get stuck, and I’ve seen unusual presentations.”

Harman’s journey to becoming a midwife began when she was pregnant and living in Duluth. No childbirth or Lamaze classes were offered in the area so she and her husband, Tom, took the Greyhound bus to Minneapolis to take classes there. They chose a hospital in Two Harbors for the birth, because it was the only place in the area they found that would allow fathers in the delivery room.

“I had that baby, and afterwards I began to teach childbirth classes,” she said. “From there I was invited to become a birthing coach, which these days would be called a doula. That’s how I fell in love with births.”

She delivered her first baby “sort of by accident” while she was staying with a pregnant friend who went into labor during a snowstorm. By the early 1980s, she had apprenticed with a collective of home-birth midwives in Texas, helped establish the West Virginia Cooperative of Midwives, and become a registered nurse, the first step to becoming a certified nurse-midwife.

In 1983, she applied to the University of Minnesota’s midwifery program. She received a letter telling her she had been accepted but the program was full; she would have to wait a year to be admitted. But a few weeks before the fall term was to begin, she got a call from Kathleen Dineen, then director of the midwifery program. Someone had dropped out and there was a spot open if she wanted to take it.
Patricia Harman, 1984 School of Nursing graduate and author of “The Midwife of Hope River”

Harman, living in Ohio at the time, jumped at the chance.

“I was 13th on the waiting list, so I knew they had to go through 13 people before they found someone willing to pull up stakes on a few weeks’ notice,” she said. “I had three little kids and a husband, and we packed everything into a funky little trailer that broke down on the way to Minnesota. We must have looked like something out of the Great Depression.”

After completing the midwifery program and receiving her master’s degree, Harman went on to become a nurse-midwife on the faculty of Ohio State University, Case Western Reserve University and West Virginia University. In 1998, she went into private practice with her husband, Tom, who had by then become an obstetrician/gynecologist. They live in Morgantown, W. Va., which shows up in the novel as the fictional town Torrington, a few miles down the road from Liberty, the town where Patience Murphy works as a midwife.

“The Midwife of Hope River” is her first novel but her third book. Her first two books, “The Blue Cotton Gown” and “Arms Wide Open,” are memoirs about coming of age during the 1970s when she was a radical and anti-war crusader (“we were big-time hippies,” she said).

Harman is now working on her second novel, part of a trilogy. Her books, at first, appealed to a niche market of people who like to read stories about childbirth, but are gradually spreading to readers of all types and her appearances in the Midwest and South to promote her book have given her another opportunity.

“The neat part is that I get to talk to people about being a midwife. I guess I’ve become kind of an ambassador for midwives. That was unexpected,” she said.
Class Notes

Kerstin (Lappen) McSteen, MSN ’02, BSN ’81, was named a 2012 fellow in palliative care nursing by the Hospice and Palliative Nurse Association. She is a clinical nurse specialist with the palliative care consult service at Abbott Northwestern Hospital, Minneapolis, Minn.

Craig Luzinski, BSN ’85, joined the Creative Health Care Management team. He serves a dual role as vice president of strategic planning and business development, as well as a consultant. As a consultant, Luzinski works with CHCM’s clients on organizational culture, leadership development, strategic planning and outcomes development, patient safety and quality, patient experience improvement and pursuing excellence. Previously, Luzinski was the director of American Nurses Credentialing Center’s Magnet Recognition Program.

Hyeoun-Ae Park, PhD ’87, MS ’86, MSN ’83, was appointed the 12th dean of the Seoul National University, College of Nursing. She began serving as dean in January.

Allison McVay-Steer, MSN ’07, FNP-BC, IBCLC, received the Eagan Sun newspaper’s Readers Choice Award for Best Doctor for 2013. She provides family medicine and lactation services at Fairview Clinic in Eagan, Minn.

In Memory

1936
Margaret Louis Lazaretti (BSN) passed away in Kenyon, Minn., on Jan. 19, at the age of 94. After earning her degree in nursing education from the University of Minnesota, she served in the Army Nurse Corps during World War II in the South Pacific.

1943
Shirley E. Hill Merendino (BSN) died at home on Nov. 23, 2012, at the age of 86. She graduated from the University of Minnesota on a full scholarship. She met the love of her life, K. Alvin Merendino, MD, working as a charge nurse on a surgical unit. They married in 1943 and moved to Seattle where Alvin Merendino accepted a professorship at the University of Washington School of Medicine. Active in Seattle civic affairs, she organized the first symphony league of Mount Baker, the first Girl Scout troops in Mount Baker and Shoreline, and served for years on the Seattle Opera Board. She sat on the Visiting Nurses’ Service Board, continuing to fulfill her dream and life’s work of wanting to contribute, support and help others.

1945
Dorothy Anne (Wickner) Anderson (BSN) died peacefully at home in Minneapolis, Minn., on Jan. 8, 2012, at the age of 87. Anderson left a career in nursing to raise her family. She dedicated herself as a docent for the Minneapolis Institute of Arts for 38 years.

Ruth E. Jensen Johnson (BSN) passed away on July 12, 2012, at the age of 85.

Members of the class of 1963 celebrated their 50th reunion at the School of Nursing Alumni Spring Celebration in April.
1947

Ardythe Maxine (Hand) Funrue (BSN) of Mount Angel, Ore., passed away on Dec. 23, 2012, in the same care facility that she had worked in years ago. According to her youngest daughter, Dee Stenger, Funrue was a special nurse to many as well as to her family.

1954

Maryann Jacobson Witkop (MS, BSN) died peacefully at her home in Plymouth, Minn., on Nov. 17, 2012, at the age of 80. She attended Washburn High School and graduated from the University of Minnesota. She later received a master’s degree in counseling and guidance from Michigan State University. She was a member of the American Personnel and Guidance Association as well as the Democratic Party. Witkop was a donor to the University of Minnesota Anatomy Bequest Program and the School of Nursing Heritage Society.

1959

Bernell “Bea” (Lila) Brill (MSN) of Inver Grove Heights, Minn., passed peacefully on March 5, at the age of 83. She is survived by Thomas, her husband of 51 years, loving family members and dear friends. She worked as an infection control nurse for St. John’s Hospitals from ’76–’87.

1961


1962

Mary Jane Klinger (MPH, BSN) of Milwaukee, Wis., and formerly of Wheaton, Ill., died of complications from Alzheimer’s disease on Nov. 30, 2012, at the age of 86. A nurse and public health advocate, Klinger helped set up many programs during almost 30 years with the DuPage County Health Department in Illinois. Klinger was the director of the department’s nursing division from 1977–1991, and she oversaw the county’s first regional public health center. Klinger held leadership positions in many professional organizations including the Illinois Public Health Association, DuPage-McHenry Lung Association and Community Nursing Services Board of DuPage County. She was an adjunct faculty member at the University of Illinois, College of Nursing.

1966

Gay Dell Goodwin Evans (BSN, MS) of Tucson, Ariz., passed away at the age of 74 on Dec. 14, 2012, from complications caused by lung cancer. She graduated from Oklahoma Baptist University School of Nursing in 1959 and worked as a public health nurse with migrant workers in Belgrade, Fla. Following her graduation from the University of Minnesota with a master’s degree in nursing, she moved to California where she taught in the School of Nursing at the University of San Francisco. In 1975 she earned her Family Nurse Practitioner (FNP) certification at the University of Arizona, College of Nursing. In 1977 she began working as an FNP at El Rio Neighborhood Health Center in Tucson, where she founded and directed the Health Education Project. More than 90 health and life-skills courses were taught in shelters and prisons monthly, and Evans served as the only paid person. She had an ability to recruit and develop a dynamic corps of volunteers who created the project curricula in concert with her. She successfully lobbied for the right of nurse practitioners in Arizona to prescribe medicine.

1947

Ardythe Maxine (Hand) Funrue (BSN)
of Mount Angel, Ore., passed away on Dec. 23, 2012, in the same care facility that she had worked in years ago. According to her youngest daughter, Dee Stenger, Funrue was a special nurse to many as well as to her family.

1954

Maryann Jacobson Witkop (MS, BSN)
died peacefully at her home in Plymouth, Minn., on Nov. 17, 2012, at the age of 80. She attended Washburn High School and graduated from the University of Minnesota. She later received a master’s degree in counseling and guidance from Michigan State University. She was a member of the American Personnel and Guidance Association as well as the Democratic Party. Witkop was a donor to the University of Minnesota Anatomy Bequest Program and the School of Nursing Heritage Society.

1959

Bernell “Bea” (Lila) Brill (MSN) of Inver Grove Heights, Minn., passed peacefully on March 5, at the age of 83. She is survived by Thomas, her husband of 51 years, loving family members and dear friends. She worked as an infection control nurse for St. John’s Hospitals from ’76–’87.

1961


1962

Mary Jane Klinger (MPH, BSN) of Milwaukee, Wis., and formerly of Wheaton, Ill., died of complications from Alzheimer’s disease on Nov. 30, 2012, at the age of 86. A nurse and public health advocate, Klinger helped set up many programs during almost 30 years with the DuPage County Health Department in Illinois. Klinger was the director of the department’s nursing division from 1977–1991, and she oversaw the county’s first regional public health center. Klinger held leadership positions in many professional organizations including the Illinois Public Health Association, DuPage-McHenry Lung Association and Community Nursing Services Board of DuPage County. She was an adjunct faculty member at the University of Illinois, College of Nursing.

1964

Jayne Dominski Beske (BSN), age 72, of Big Canoe, Ga., died March 24 after a long battle with cancer. She met her husband, Alan, at the University, and she worked as a nurse while he completed graduate school. Beske’s nursing positions were in pediatrics, intensive coronary care, schools and hospice, and she served as a volunteer nurse for 10 years at the Good Samaritan Health and Wellness Center in Jasper, Ga. She was active in her children’s school activities and the Fulton County Supporters of the Gifted. She was a talented pianist and poet. She loved to travel with Alan and her family including mission trips to Jamaica, Nicaragua and Bay St. Louis, Miss.
Remembering an Active, Inspirational Kaye Lillehei

The School of Nursing lost a good friend, unwavering advocate and bold leader Nov. 4, 2012, with the death of Katherine Ruth “Kaye” Lillehei at the age of 91.

“Kaye exemplified the professional characteristics of a nurse throughout her life,” remarked Connie White Delaney, dean of the School of Nursing. “She was insightful, strong, compassionate and wise. She had a profound impact on so many and helped define our future leadership role as a school.”

Lillehei grew up in South Minneapolis, attended Roosevelt High School, received her nursing diploma from the University of Minnesota School of Nursing in 1943 and her BSN in 1950. As an RN, she worked at Hennepin County Medical Center and later used her nursing degree to become a flight attendant for Northwest Airlines, a requirement of the airlines at the time. In 1946, she married intern C. Walton Lillehei, who earned five degrees at the University of Minnesota and later became internationally known as the “father of open heart surgery.”

Lillehei worked as a volunteer for the American Red Cross for more than 25 years, served on the School of Nursing Foundation Board, and was a multi-talented athlete, enjoying ice skating, skiing, bicycling, golfing, tennis and tap dancing – often with friends and family.

“A typical Saturday would be for Grandma Kaye to be out on an all-day bicycle ride with friends,” said Troy Loken, Lillehei’s oldest grandson. “Then in the evening she would host a beautiful, gracious party, coordinating all the logistics, making every guest feel welcome, honored and comfortable. She was a giver and a people person.”

As a lifelong supporter of the University of Minnesota, she and her family established the Lillehei Heart Institute and the Katherine R. and C. Walton Lillehei Chair in Nursing Leadership at the School of Nursing. In honor of her contributions to the University, Lillehei was presented with the Regents Award in 2004. She was also honored as one of the School’s 100 Distinguished Alumni in 2009.

“Kaye was fully engaged in life,” said Loken. “She possessed an underlying sense of service, humility and philanthropy. She led by example and was a true friend to so many. She was the glue that held our family together.”

She was preceded in death by her husband, C. Walton, and son, Clark. Lillehei is survived by her daughter, Kimberle Loken (Allen); two sons, Craig (Beverly) and Kevin (Anne); daughter-in-law Beckie (Steve) and seven grandchildren.

Pictured from top: Kaye and C. Walton Lillehei, Kaye (second from right) with her ’64 bowling team, Kaye at wall-breaking ceremony for the new School of Nursing Bentson Center, Kaye on the ski slopes, and Kaye in her student nursing uniform.
Dear Friends:

Innovation is core to the School of Nursing’s future and success. The word innovate derives from the Latin word innovates: in - into + novus - new. Innovation is different from invention. Invention is the creation of an idea itself. Innovation is different from improvement. Improvements mark success at making the same idea better. While invention and improvement are undoubtedly a part of the solution for our current health care system, the need for innovation is acute. Creating an extraordinary space where innovation can be tested and taught has been the hallmark of this academic year at the School of Nursing.

The transformation of the fourth floor of Weaver-Densford Hall dramatically increased our ability to test and teach innovative processes and procedures that are essential to successfully meeting current and future health care needs.

We must continue our commitment to innovation, a core value of the School since its inception in 1909. Thanks to the generous support of the Bentson Foundation, United Health Foundation and others we are now able to do so with increased capacity, efficiency and enthusiasm. Of the $7.8 million goal, $6.7 million has been secured, and opportunities exist for funding the remaining $1.1 million to support the purchase of vital equipment and technology.

A gift from the K.A.H.R. Foundation is helping to support telehealth and interprofessional educational opportunities. Gifts from alumna Patty Kane, the James B. Linsmayer Foundation and the Nursing College Board funded new equipment and technology. We are gratified by the support received from our students, which is a testament to their appreciation for this new learning environment. Through Richard Norling and John Reiling’s generosity, a fund was established to support and develop case studies to be used in interprofessional learning.

Thank you for engaging with us in so many ways during this extraordinary time of change and innovation. Your thorough read of this publication, your financial support both great and small, your participation in the seminars and programs we provide all serve to advance the School of Nursing and the mission and vision we’re working to realize.

Please stop by for a tour of the Bentson Healthy Communities Innovation Center. We would like to show you what the excitement is all about.

Gigi Fourné Schumacher
Director of Development

For information on how you can support the Bentson Healthy Communities Innovation Center, student scholarships or other key initiatives at the School of Nursing, please contact Gigi Fourné Schumacher at 612-625-1365 or gschumac@umn.edu.
United Health Foundation Donates $1 Million to U of M’s Nursing Simulation Center

School of Nursing center engages tomorrow’s nurses in team-based, high-tech care

The United Health Foundation of Minneapolis contributed $1 million to the University of Minnesota to provide students in the School of Nursing with unprecedented opportunities to engage in complex simulated health scenarios in interprofessional teams, utilizing sophisticated telehealth technology and electronic health records.

“United Health Foundation believes the future of great health care starts by supporting the talented workforce ready to help us achieve affordable, quality care throughout America,” said Kate Rubin, president, United Health Foundation. “The University of Minnesota’s Bentson Healthy Communities Innovation Center will help educate future nurses for rewarding careers that will make a tremendous impact on our nation’s health.”

The United Health Foundation’s $1 million gift funds and furnishes the Bentson Center’s main classroom

The United Health Foundation gift funds and furnishes the center’s main classroom, which is equipped for a range of technology-based experiences, activities and presentations.

Designed with guidance from an interdisciplinary group of health care and design professionals, the 11,000-square-foot center officially opened this spring and features 38 remotely-controlled video cameras, interactive video conferencing capability, a medication-dispensing technology room, simulated intensive care, hospital, nursing home, clinic and home care environments. The School of Nursing’s nearly 1,000 undergraduate and graduate students can record and critique their individual learning activities involving high-tech, remotely-controlled mannequins that simulate actions such as breathing and responses to nursing interventions and treatment.

“United Health Foundation’s intentional focus on building the capacity of nurses to be leaders in health care will have a profound impact on our ability to deliver state-of-the art nursing education in the future,” said Connie White Delaney, PhD, RN, FAAN, FACMI, dean of the School of Nursing at the University. “This generous and targeted gift will translate directly into nursing graduates who are prepared to collaborate, solve problems and lead in an increasingly complex health care system.”

About the United Health Foundation
Guided by a passion to help people live healthier lives, United Health Foundation provides helpful information to support decisions that lead to better health outcomes and healthier communities. The Foundation also supports activities that expand access to quality health care services for those in challenging circumstances and partners with others to improve the well-being of communities. After its establishment by UnitedHealth Group [NYSE: UNH] in 1999 as a not-for-profit, private foundation, the Foundation has committed more than $200 million to improve health and health care. For additional information, please visit www.unitedhealthfoundation.org.
New Appointments

Christine Mueller, PhD, RN, FGSA, FAAN, has accepted the position of associate dean for academic programs. Mueller had been serving as interim associate dean, but after an extensive national search the Search Committee recommended Mueller for the position.

“Chris’ ability to promote vibrant relationships, her commitment to collaboration and track record of sustained responsiveness, service orientation and commitment to excellence extend within the school, University and broader community,” said Dean Connie White Delaney, PhD, RN, FAAN, FACMI.

Mueller received her PhD in nursing from the University of Maryland in 1995, her master’s degree in nursing from Old Dominion University in 1985 and her bachelor’s degree in nursing from the St. Louis University. She accepted a position with the University of Minnesota’s School of Nursing in 1994, as the director of the Collaborative Rural Nurse Practitioner Project and Minnesota Partnerships for Training. She is a professor in the school and has served as the chair for the adult gerontological health co-operative unit and the co-director of the Minnesota Hartford Center of Gerontological Nursing Excellence. The Minnesota Association of Colleges of Nursing named her Outstanding Nurse Educator of the Year in 2005, and in 2007 she was inducted as a fellow in the American Academy of Nursing. She has held the School of Nursing’s Endowed Long Term Care Professorship since 2011.

Teddie Potter, PhD, RN, was appointed director for inclusivity and diversity for the School of Nursing. She will engage school faculty, staff, students and university colleagues in initiatives to prepare an exceptional and diverse nursing workforce ready to meet the care and research needs of an increasingly diverse population. Potter is also committed to support and facilitate preparation of nurses who can deliver culturally-sensitive care for all people in all settings.

Potter is dedicated to fostering inclusive learning and work environments so everyone can reach their highest potential, and she will partner with the school’s committee on diversity and inclusivity to help achieve these goals.

“The more inclusive we are the more our thinking expands. As we encounter diverse ways of being and knowing, the environment becomes ripe for innovation,” said Potter. “If you have two or three dots there are only so many ways they can be connected. Include many more dots and new health care solutions become almost limitless.”

(continued on page 36)
NEW APPOINTMENTS, CONTINUED

As a nurse educator, Potter taught nursing at Minneapolis Community and Technical College, where more than 45 percent of students are students of color or non-native English speakers. Potter’s expertise as an AIDS home care nurse positioned her to be selected co-chair of the Commissioner of Health’s Task Force on HIV and STD Prevention for the State of Minnesota.

Potter received her PhD in transformative studies from the California Institute of Integral Studies, her master’s degree in nursing higher education from the University of Minnesota and her bachelor’s degree in nursing from St. Olaf College.

While Potter is new to the position, she is not new to the School of Nursing, as she has been with the school since 2011. She will continue as clinical associate professor while serving as director of inclusivity and diversity.

Shannon Dahl is an admissions and enrollment coordinator. She received her bachelor’s degree in communication from the University of North Dakota. Prior to coming to the School of Nursing, she was the Twin Cities regional admission representative for the University of North Dakota from 2010-2012. From 2008-2010 she was the enrollment services representative for the University of North Dakota.

Erin Edwards joined the school as manager for student data for the Office of Academic Programs. She graduated from the University of Minnesota’s College of Liberal Arts in 2008. She previously worked as the admissions coordinator for William Mitchell College of Law.

Barb Schlaefer was appointed to the position of director of strategic communications in January. She joins the school with more than 18 years of experience in lead communications roles in higher education and state government. Prior to joining the School of Nursing, she served as director of communications for the state’s cabinet-level agency for higher education, the Minnesota Office of Higher Education. She also worked as director of communications for the Minnesota State Colleges and Universities system and as deputy press secretary and speechwriter for the Office of the Governor. She earned a bachelor’s degree in journalism from the University of Kansas.

“School and its educational programs, research, alumni and leadership have a profoundly important impact on health care in Minnesota, nationally and even in other parts of the world,” said Schlaefer. “I look forward to working with faculty, staff, students and others to help strategically raise the visibility of the school and its work.”

The Office of the Senior Vice President and Provost at the University of Minnesota awarded the School of Nursing a $70,000 grant to develop curriculum for the Bentson Healthy Communities Innovation Center. The Bentson Center, which opened in January, enables students to use state-of-the-art learning technologies to simulate health care scenarios.

With the grant award, faculty will be able to create guidelines and assessments to facilitate the learning process. Health care and video-capture technologies, point-of-care mobile technologies, telehealth technologies and electronic health record technologies will be incorporated into courses.

Applications for the grant were sought from undergraduate degree-granting programs in the University to enhance curriculum through the leveraging of digital technologies. Proposals were reviewed by a committee of faculty and digital education professionals. They were judged on their potential for educational impact, feasibility, sustainability and commitment by program faculty and instructors.

“We have been told the process was very competitive so I’m thrilled the School of Nursing has been selected for this opportunity,” said Mary Rowan, PhD, RN, CNM, professor, director of pre-licensure programs and lead on the grant proposal and implementation. “We are so very excited about the new space and technology. This grant supports faculty efforts to focus on how to best maximize the use of the Bentson Center and technology.”
Henly Appointed as Editor-in-Chief of Nursing Research

School of Nursing professor Susan Henly, PhD, RN, was appointed editor-in-chief of Nursing Research, a preeminent global venue for dissemination of nursing science. Henly, who assumed the position in January, leads the dissemination of research regarding issues such as health promotion, human responses to illness, acute care nursing research, symptom management, cost-effectiveness, vulnerable populations, health services and community-based nursing studies.

“It’s exciting to have the opportunity to serve as editor at a time of fast-paced change in nursing science,” Henly said. Henly served as associate editor under the previous editor, Molly C. Dougherty, PhD, RN, FAAN, and as a guest editor on a special Nursing Research supplement on health trajectory research.

Henly said she will continue to place a priority on publishing the highest quality, innovative and influential scientific papers in nursing research that can contribute to betterment of the health and well-being of the world’s people. “In addition, we view the journal and adjunct e-sites as important forums for inquiry and dialogue about issues and priorities shaping the future of the science and for advancement of the methods of nursing science,” Henly said.

Nursing Research is the official journal of the Eastern Nursing Research Society and the Western Institute of Nursing.

Dean Delaney Inducted into National Academies of Practice

Dean Connie White Delaney, PhD, RN, FAAN, FACMI, was inducted into the National Academies of Practice in April as a distinguished scholar and fellow. She was joined by 28 other nursing inductees. Membership in the NAP is extended to those who have excelled in their profession and are dedicated to furthering practice, scholarship and policy in support of interprofessional care.

Only 150 distinguished members can be elected to membership. The central purpose of NAP is to advise public policy makers on health care issues using NAP’s unique perspective – that of expert practitioners and scholars joined in interdisciplinary dialogue. NAP is comprised of 10 organizations representing each of the 10 major health professions as recognized by the Congress of the United States: dentistry, medicine, nursing, optometry, osteopathic medicine, pharmacy, pediatric medicine, psychology, social work and veterinary medicine.

Chesney to Head National Nurse Practitioners Association

School of Nursing clinical associate professor Mary Chesney, PhD, RN, CPNP, was elected president of the National Association of Pediatric Nurse Practitioners. Chesney will serve as president-elect beginning July 1. NAPNAP is the nation’s professional association of pediatric nurse practitioners and advanced practice nurses dedicated to improving the quality of health care for infants, children, adolescents and young adults and represents more than 7,500 health care practitioners nationwide.

Benbenek Recognized as Outstanding Educator

School of Nursing clinical assistant professor Mary Benbenek, PhD, FNP, PNP, earned the Outstanding Nurse Educator of the Year award presented annually by the Minnesota Association of Colleges of Nursing to a registered nurse who demonstrates excellence in teaching, scholarship, service and practice.

“Dr. Mary Benbenek strives to challenge her students without intimidating them. She is quick to answer questions, but also encourages her students to take the initiative to learn material on their own,” said Amelia Aldrich, a third-year DNP student who supported Benbenek’s nomination for this prestigious award. “Her vast knowledge and expertise in the family practice setting is inspiring. She is a fantastic role model, and I aspire to be half as wonderful as she is with both patients and students.”
You can help ensure that the University of Minnesota School of Nursing remains strong for generations by making a gift. A new University-wide giving opportunity called FastStart 4 Impact increases the power of new endowment gifts supporting students. Now you can:

- Create a new, named endowed scholarship supporting students
- See the results of your giving right away
- Continue your legacy with a nursing scholarship or fellowship in your name or the name of a loved one

To learn more, please contact the School of Nursing Development Office at (612) 625-1365.

www.giving.umn.edu