The Rx After a Grim Diagnosis: A Dose of Exercise
What Does the Big Data Revolution Mean for Nursing?
Telehealth Equipment Gives Students Rigorous Learning Opportunities
Students Utilize Data Collection Methods to Assist Medical Center Staff
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.

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Students from the Health Innovation and Leadership specialty of the Doctor of Nursing Practice program tour the University of Minnesota Medical Devices Center, where they learn about the Multitouch Virtual Reality Table. The 3D table allows the user to play an active role in exploring and manipulating electronic files, like those from MRI or CT scans.
Dear Friends,

What a great privilege and responsibility we have living at the intersection of discovery, translation, education and care delivery.

We believe the effective research-intensive school of nursing is one that recognizes and celebrates its three-part, interdependent mission of discovery, education and practice.

At our best, we can serve as the fulcrum, leveraging the latest science and clinical experience into the classroom daily and vice versa. After a morning research team encounter, we might be enlightened to consider a new intervention with a patient or lead an innovative discussion in the classroom later in the afternoon.

In this issue, we highlight three faculty whose work exemplifies the powerful synergy that can occur when practice informs teaching, new evidence informs practice and questions can be posed and pursued by any curious student, faculty or patient.

Some recent examples of how we foster this environment at the School of Nursing:

- A Doctor of Nursing Practice student and faculty invent a device to ensure safe ambulation of children with intravenous infusions. The student is mentored, supported and celebrated from concept to prototype and from testing to patent application.

- Faculty are now engaged with our largest clinical partner on optimization of its electronic health records system, bringing together the perspective of researchers with the clinical lens of the entire health care team.

- As we enter a research partnership with Optum Labs – one of seven original partners nationally – our PhD students will be involved in exploring research questions for query against a robust national data warehouse containing de-identified health record and claims data on more than 140 million lives.

In this idea-rich environment, we have an urgent responsibility to care about one another’s work, to listen well and to ask questions. We strive to see interconnections of our science, education and practice within the school, the Academic Health Center, the University, the state and beyond.

We are active creators of a learning health system, which will generate and apply the best evidence for the health care choices of each patient and provider; drive the process of discovery as a natural outgrowth of patient care; and ensure innovation, quality, safety and value in health care. We could not be successful without our supportive alumni, generous friends and collaborative partners.

Every day, it’s a privilege to be part of an organization so committed to learning, sharing and excellence. Thank you for the honor of serving as your 10th dean,

Connie White Delaney
Professor and Dean
Informatics and systems innovation

What Does the Big Data Revolution Mean for Nursing?

School Gains Access to Clinical Data on More Than 140 Million Lives as Optum Labs Partner

by Barb Schlaefer

Imagine that your focus as a nurse scientist is to identify the most effective treatment and intervention plan to prevent emergency hospital visits for adolescents with severe asthma.

Now consider the possibilities if you could quickly recruit and qualify 50,000 subjects for your next research study. For each “participant,” you know their diagnostics and treatment plans as well as rich contextual information encompassing demographics, environmental factors, lifestyle, physiological and psychological health, patient and family knowledge, observations and outcomes collected over time. It’s all there, standardized, and at your fingertips.

This is the new frontier in health research - the reuse of de-identified electronic health records of millions of patients to discover patterns, cluster variables, and identify predictors and interventions that lead to decidedly better outcomes for patients. Through analysis of massive repositories of de-identified electronic health records and claims data, researchers are able to efficiently generate hypotheses that can then be tested through statistical analysis and traditional clinical trials. This emerging field of data science involves using rapidly changing, immense and multi-level data to discover the most relevant, cost-effective treatments to support the health of individuals, families and communities.

The end game is speeding up the process of translating what can be learned from electronic health records into actions and standardized procedures to improve patient care. Nurses in practice, research and education are playing central roles in this emerging data science.

Changes in the Field

Clinical nurses will see a growing emphasis on more comprehensive documentation and coding of patient data using standardized terminologies that facilitate integration of data across patients, domains, health systems and even continents. Computerized information systems and software applications will emerge that can be queried by busy practitioners at the point of care, enabling them to apply the experiences and evidence from hundreds of thousands of lives to the individual patient sitting in the exam room in real time.

Revolutionizing Nursing Science

The expanding use and reuse of electronic health record data for research will open doors not yet imagined, leading to valid evidence for safe and effective care. Nursing research capacity will increase exponentially as comprehensive electronic health records databases are efficient sources for data. Meanwhile, federal funding sources are beginning to shift to support the efficient and secure use of comprehensive electronic health records databases for outcomes research.

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“With the right data, technology and mining approaches, the data can suggest hypotheses, which, until recently, may have been hidden due to the cognitive limitations of the human mind,” said Associate Professor Karen Monsen, PhD, RN, FAAN. Students and faculty are developing visualization tools and techniques, drawing on design principals including color, shape, hue and shade to show what the human mind cannot readily comprehend.

“The financial industry has long used charts and graphs to illustrate trends,” said Era Kim, a PhD student in the University of Minnesota Institute for Health Informatics who was advised by Monsen on her research. “New access to enormous and highly dimensional health records databases calls for creative approaches to support pattern detection and inference analysis.”

As the field evolves, informatics leaders anticipate an accelerating translational timeline from exploration to discovery to delivery of practice improvements.
The Rx After a Grim Diagnosis: A Dose of Exercise

Discovering Non-pharmacological Interventions to Improve Outlook for People with Diabetes-Related Chronic Kidney Disease

by Barb Schlaefer

Prevention and management of chronic health conditions

More than one in four adults in the U.S. who are 65 years old and older have Type 2 diabetes. As the seventh leading cause of death in the nation, the high blood sugar levels common in patients with diabetes often cause long-term circulatory problems leading to amputations, blindness, dementia and other complications. Moreover, this disease is the leading cause of stroke, heart disease and kidney disease in this country.

Assistant Professor Ulf Bronas, PhD, is determined to find hope in the grim outlook that comes with a diagnosis of diabetic-related kidney disease. Propelled by preliminary findings from an initial exercise clinical trial of 91 participants with type 2 diabetes and early-moderate stage kidney disease, Bronas is discovering promising evidence of the protective effects a consistent exercise regimen can have on heart and vascular health. His team’s research is focused on improving the health and function of endothelial cells, which comprise the thin lining of the entire circulatory system from the heart to the tiniest capillaries, throughout the body.

This National Institutes of Health-funded study earned Bronas the 2013 Coffman Young Investigator Award for Clinical Science from the Society for Vascular Medicine.

Following participation in a 12-week exercise program involving 30 to 45 minutes of walking three to five days weekly, patients exhibited significantly lower blood pressure levels, improved endothelial function, reduced arterial stiffness, improved systemic vascular resistance (hypertension), reduced inflammation and oxidative stress, improved glucose control, higher energy levels and improvement on overall quality of life indicators.

**SO COMPLEX YET SO SIMPLE**

Adults with type 2 diabetes often experience a cascade of compounding health concerns that begin with obesity and a sedentary lifestyle and lead to dependence on a complex cocktail of medications to control blood pressure, cholesterol, metabolism, and circulation and prevent risk of stroke and heart attack.

“Preventing endothelial dysfunction is key. The endothelial cells play a pivotal role in controlling blood flow, vascular tone and artery repair and remodeling,” said Bronas. “An early exercise program appears to be a game changer for maintaining endothelial health – with both chemical and physiological benefits.”

(continued on page 6)
BUILDING ON HIS FINDINGS

Based on the significant findings from his earlier studies, Bronas received funding from the NIH to investigate the mechanisms of the apparent blood pressure reducing effect of exercise in patients with hypertensive kidney disease. Results are expected to be published in 2015.

With clear and compelling evidence from the 12-week NIH-funded study, the next step is to conduct a long-term study to investigate the potential of long-term exercise on cardio-renal protection.

Bronas and his team engaged in a focused exercise clinical trial supported by University of Minnesota Grant-in-Aid involving 31 participants with advanced-stage diabetic kidney disease. This research, based on earlier findings, investigated the impact of exercise on reducing 24-hour blood pressure levels and the progression of renal deterioration.

SCHOOL’S LABORATORY OF CLINICAL PHYSIOLOGY OPENS

With six funded exercise-related clinical research studies underway, the School of Nursing is making efficient use of its physiology lab. Researchers utilize the lab for measuring, testing and evaluating patients in a range of areas:

- Cardiac output: systemic and vascular resistance
- Resting energy expenditure
- Pulmonary function
- Resting electrocardiogram assessment
- Heart rate variability assessment using 12-lead electrocardiogram
- Ankle brachial index
- Skeletal muscle oxidation using near infrared spectroscopy
- Grip/ankle strength
- Plethysmography
- Physical activity and exercise: treadmill, cycle, upper body ergometer
- Respiratory gas analysis for simultaneous measurement of oxygen uptake, cardiac output and oxygen diffusion

The physiology lab enables researchers to more effectively standardize study protocols and methods. This lab is convenient for study participants and for engaging interprofessional colleagues from across the University of Minnesota’s Academic Health Center in research. Nursing faculty are also utilizing the lab for educational purposes with students.

Left: Assistant Professor Ulf Bronas, PhD, in the school’s physiology lab
For better or worse, teens in the U.S. text more than they talk.

As an expert on adolescent health, Associate Professor Carolyn Garcia, PhD, RN, recognizes the value of gathering real time information from teens to get the most accurate, authentic and time-stamped data related to their thoughts, feelings, behaviors, attitudes, and physical and emotional well-being.

“For young people who may be less inclined to use the health care system, it’s important to meet them where they are,” said Garcia. “This technology enables us to capture their perceptions and reflections in the moment, in a communications format that is second nature to them.”

Together, Garcia and an interprofessional team of colleagues with expertise in nursing, psychology, public health and information technology custom-built and deployed a system to gather data from 24 Latina girls, four times daily over four weeks.

In keeping with the evolving texting culture, participants received just one question at a time and received subsequent automated questions each time they responded to the prior question.

A WINDOW INTO THE MIND

More than 17,000 participant texts were received and catalogued for analysis. Garcia said the pilot, while too small to generalize findings, demonstrates the feasibility of collecting data securely and accurately using text messaging technology. The project was carefully reviewed by the University of Minnesota’s Institutional Review Board and data security experts were engaged in testing the system’s integrity and security protocols.

“The technology is constantly evolving,” said Garcia. “We can now build upon this particular system to conduct larger community-based participatory research studies, supplement traditional research methods and even deliver timely interventions. And we must be prepared to anticipate and adjust to the next technology-based communications format to stay relevant in our research and practice.”

The study, which was funded with a Midwest Nursing Research Society seed grant and a University of Minnesota Grant-in-Aid award, was published in the Journal of Medical Internet Research mHealth and uHealth in 2014.
Discovery to Delivery
Bridging Science, Practice and Education

by Brett Stursa

For the nurse leaders being engaged in both clinical and academic settings is key to their translation of discoveries into practice. Three exemplars at the School of Nursing, Mary Benbenek, Mary Dierich and Diana Drake, are profiled. The three agree that while balancing both roles can be challenging, it also is deeply rewarding. From advancing their clinical expertise to watching their students gain confidence in their abilities, the payoffs of both practicing and teaching are plentiful.

Associate Professor Mary Dierich, PhD, RN, GNP, balances teaching in the rigorous Doctor of Nursing Practice program with maintaining a clinical practice and pursuing her research interest in medication management and prevention of hospital readmission. Dierich said balancing the various roles can be challenging, but it becomes manageable with dedication and commitment. “It’s hard. You have to love what you do,” said Dierich, adding, “You know what you’re doing is important.”

Approximately 20 percent of faculty at the School of Nursing teach as well as practice through clinical partnerships administered through the School of Nursing. These nurse leaders provide evidence-based practice in health care settings as varied as community clinics and women’s clinics to assisted living facilities. They serve as a critical bridge between nursing science and its application in health care settings, while also fostering innovation.

“Faculty practices are a vital component of the School of Nursing. They provide clinical sites for student learning, support faculty to maintain their clinical skills and provide opportunities to conduct research and implement new models of care,” said Thomas Clancy, PhD, MBA, RN, FAAN, assistant dean for faculty practice, partnerships and professional development.

Nationally, academic practice partnerships are considered central to keeping nursing education and practice vibrant and relevant. “Effective partnerships create systems for nurses to achieve educational and career advancement, prepare nurses of the future to practice and lead, provide mechanisms for lifelong learning and provide a structure for nurse residency programs,” said American Association of College of Nursing President Jane Kirschling, PhD, RN, FAAN.

These faculty practices and partnerships are encouraged at the School of Nursing because they align with the school’s tri-mission synergy that weaves together research, education and service. While some faculty practice one day a week, others practice more often. Clancy said more successful practices require a solid commitment. “There is no one size that fits all. Every practice if different,” said Clancy.

For the nurse leaders being engaged in both clinical and academic settings is key to their translation of discoveries into practice. Three exemplars at the School of Nursing, Mary Benbenek, Mary Dierich and Diana Drake, are profiled. The three agree that while balancing both roles can be challenging, it also is deeply rewarding. From advancing their clinical expertise to watching their students gain confidence in their abilities, the payoffs of both practicing and teaching are plentiful.

CLINICAL ASSOCIATE PROFESSOR MARY DIERICH, PhD, RN, GNP

Every week, Dierich applies her skills, knowledge and insight as a nurse practitioner to manage the primary care of residents who live in an assisted living facility. Her elderly residents often have multiple diseases, take a variety of medications and have a rich medical history. “I enjoy the detective work of determining what is going on and how to best treat it,” said Dierich.

The work of nursing has been meaningful to Dierich since her first position in the field, as a nursing aide when she was in high school. “I just really liked the people aspect of it,” said Dierich. “They felt better about themselves and I felt good about what I was doing.”

After earning her bachelor’s degree in nursing, Dierich earned a master’s degree in nursing and a master’s degree in public health. Later she earned a PhD in nursing. She earned all of her degrees at the University of Minnesota. “I felt I did not have enough knowledge about why I was doing what I was doing as a nurse. Each time I went back to school it changed the way I practice,” said Dierich. “I was able to be more of a change agent.”

“You know what you’re doing is important.”

Mary Dierich, PhD, RN, GNP
Dierich now shares that knowledge with her students at the School of Nursing where she coordinates the adult/gerontological nurse practitioner specialty area. Her teaching, she said, informs her practice and her practice informs her teaching. “I teach in the classroom the stories I bring with me from my practice,” said Dierich. Conversely, she brings into practice the latest research she teaches in the classroom.

She values the dialogue that occurs among preceptors, students and faculty. “A beautiful synergy happens without too much effort,” said Dierich. That synergy informs Dierich as both a practitioner and a teacher. “My knowledge base continues to grow. There is so much I’ve learned by weaving all these strands together,” she said.

An important strand woven with her practice and teaching is her research, which involves studying the effect of medication management on hospital readmission, models of care for older adults, and health care policy and the provision of care for older adults. She is interested in exploring how gerontological nurses cope with death, as 40-50 percent of their patients die annually. She brings her discoveries to the classroom to prepare future gerontological nurse practitioners for this reality.

Benbenek, PhD, RN, FNP, PNP, works in two community clinics, for two days a week, managing the health maintenance of patients as well as caring for patients who have acute and chronic pain. She also coordinates the family nurse practitioner DNP specialty for the School of Nursing. “I love working with students and the rich discussions we have,” said Benbenek. “I can provide a bridge between the classroom and the real world, because I am enmeshed in both.”

Her efforts preparing students for the real world aren’t going unnoticed. She received the Minnesota Association of Colleges of Nursing Outstanding Nurse Educator of the Year Award for 2013. “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 DNP student. “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.”

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"I can provide a bridge between the classroom and the real world..."

Mary Benbenek, PhD, RN, FNP, PNP

In the clinical setting, she said she is “forever asking why things occur and can’t help but notice trends in patient health.” She earned a PhD degree at the School of Nursing to gain the tools to study some of the phenomena she encounters “to hopefully enhance the health of the patients and families I work with.”

While both of Benbenek’s clinical practices offer primary care, one – Primary Care Center at the University of Minnesota – has more of an internal medicine focus and the other – Community-University Health Care Center – serves primarily uninsured and underinsured individuals with diverse health care needs. “Continuing to practice in such a rapidly changing field keeps my skills current and keeps me abreast of all the changes that are occurring. This in turn assists me to prepare my students for the real world,” said Benbenek.
After liberal arts studies that included teaching and performing as a modern dancer from her early teens to mid-20s, Diana Drake's career turned to nursing. “I have a passion for working with the body and saw nursing education as having a wide variety of professional options,” said Drake, DNP, RN, WHNP.

While she initially focused on the clinical side of nursing, she knew she wanted to explore nursing as fully as she could, which included teaching. “I wanted to have an active role in health care change for women,” said Drake, adding that being an educator and having a role in innovative clinical practice is key to that change.

Drake juggles her responsibilities coordinating the women’s health nurse practitioner specialty at the School of Nursing with roles as the director of faculty practice and program director of integrative women’s health at the Women’s Health Specialists Clinic, University of Minnesota Medical Center, where she also sees patients. “Combining the faculty role with a clinical leadership role is very challenging,” said Drake. “Both have high performance and engagement expectations.”

The percentage of time she spends in a clinical setting or the classroom varies each semester. “I’m teaching what I practice and I practice what I teach. It feels like it brings more credibility for me in the classroom and offers a rich experience to students who are in clinical rotations,” said Drake.

More recently she led efforts at the Women’s Health Specialists Clinic to develop an integrative health service, which combines conventional medicine with evidence-based alternative treatments, such as nutrition, acupuncture, massage, yoga and stress reduction techniques. After she saw women seeking different approaches to understand and manage the menopause transition, she created an interactive midlife course and arranged for a health coach to facilitate small group sessions. Key providers at the Women's Health Specialists Clinic offer guest discussions within their specialty, including a physician, psychologist, acupuncturist, nutritionist and Reiki therapist to provide an interprofessional educational program for women. Her interest in integrative health service led to Drake being awarded a Bravewell Fellowship for a two-year integrative medicine program offered through the University of Arizona Medical School.

“My heart and soul are in clinical practice and I’m not willing to leave that,” said Drake. “On the other hand, the students are an incredible part of why I want to dedicate a percentage of my life to teaching. They are the future of health care, the bright stars leading the change.”
Students Utilize Data Collection Methods to Assist Medical Center Staff

Capstone Project is First of Many to Emerge From the Nursing Collaboratory

by Brett Stursa

Students in the Master of Nursing program gained experience utilizing data collection methods to determine quality assurance compliance during their capstone project conducted at the University of Minnesota Medical Center.

In an effort to improve communication between care providers and patients, 18 Master of Nursing students collaborated with staff at UMMC to complete an audit of compliance with use of white boards, which are used to communicate information like the anticipated discharge date and known allergies, and patient-centered rounds. Teams of six students collected observational data on 16 nursing units in October and November 2013 at the medical center.

The results of the study provided medical center staff with valuable data to improve communication between patients and providers. The audit found that patients are often unclear about who is on their care team and that white boards are not always updated or accessible for patients to see. Patients said they are unfamiliar with the rounding process and don’t understand medical jargon.

“This has been a great real-world experience for the students,” said Mary Rowan, PhD, RN, CNM, director of the pre-licensure Master of Nursing program for the School of Nursing. “We are really pleased to be contributing in a meaningful way to patient care.”

Nursing Collaboratory Created to Connect Those in Practice, Academia

This initiative is the first project to emerge from the Nursing Collaboratory, a recently formed partnership between UMMC, University of Minnesota Physicians and the School of Nursing to engage faculty, staff and students in research, education and clinical practice. The Nursing Collaboratory was created recognizing that collaboration between those in practice and those in academia is essential to enhancing nursing education, research and practice, according to Thomas Clancy, PhD, MBA, RN, FAAN, assistant dean of faculty practice, partnerships and professional development at the School of Nursing. He said the intention of the Nursing Collaboratory is to jointly develop sustainable solutions to improve outcomes for patients, families and communities.
The work of the Nursing Collaboratory is just beginning as nurse leaders from UMMC and the School of Nursing engage clinical nurses, faculty and students in innovative ideas. Currently the Nursing Collaboratory steering committee is evaluating a proposal to develop an online course about the role of a care coordinator. The course is expected to inform nurses on the fundamentals of coordinating care for complex, resource-intensive patients. Experts from UMMC, University of Minnesota Physicians and the School of Nursing would work together to develop the course and make it available on Moodle, the school’s online learning management system.

“The Nursing Collaboratory is a new venue for those with nursing expertise and experience to come together with the brightest minds in nursing to develop innovative solutions across education and health care delivery,” said Carolyn Wilson, RN, UMMC president. “This collaboration drives excellence in health care for everyone involved. Most importantly, our patients will benefit.”

Eighteen Master of Nursing students completed an audit of compliance with use of whiteboards at UMMC
Telehealth Equipment Provides Students With Rigorous Learning Opportunities

Technology Increases Access to Health Care, Improves Health Outcomes

by Brett Stursa

Doctor of Nursing Practice students enrolled in the Holistic Health Assessment course last fall were among the first at the School of Nursing to use sophisticated equipment designed to connect patients and providers in separate locations via digital technology to enable the effective delivery of health services. The school’s telehealth equipment, which was purchased in part with funding donated by the United Health Foundation, provides pre-licensure and DNP students with unique and new learning opportunities.

“It was exciting to be a participant in the first trial of the telehealth equipment. These innovations are crucial for current and future health care quality improvement,” said DNP student Kathryn Dopkins, RN. “I was pleasantly surprised how smoothly it went. The exam of a ‘patient’ was broadcast over distance so that the ‘expert’ could view and contribute. The equipment use and our trial exercise worked quite well.”

All nursing students are required to have experience in this modality of care delivery before graduating.

The school’s telehealth equipment includes video monitoring equipment, an exam camera, stethoscope, pulse oximeter and otoscope. The telehealth otoscope, for example, allows a provider to view real time video of the ear canal from a remote location.

DNP student Lynnsie Schramm uses the stethoscope to listen to lung sounds
“We purchased the equipment because that’s the way of the future,” said Clinical Assistant Professor Jeanne Pfeiffer, DNP, MPH, RN, who worked with other faculty to determine how to incorporate telehealth equipment into the school’s curriculum.

Telehealth is a rapidly growing component of health care in the United States, according to the American Telemedicine Association, which states that more than half of all U.S. hospitals now use some form of telehealth. The new technology, often used in rural areas, can help increase access to health care and expert health care providers as well as make health care more efficient and cost effective.

“Our students are being prepared to practice with the newest technology,” said Clinical Assistant Professor Mary Benbenek, PhD, RN, FNP, PNP. “It is the way teaching is going. It is our future.”
Transforming Health Care and Leading Into the Future

How nursing science discoveries are integrated into practice requires a leadership skill set that is based on creativity, innovation and leadership wisdom. I developed some ideas related to these topics in the recent journal article “Creativity and innovation: Thought and action” published by “Creative Nursing.” In the article I explored the relationship between and among creative thought and innovative action. I believe the leadership skill set that best supports the integration of discoveries into practice has been best described by Robert Johansen. He notes leaders who create the future, and I would argue, help integrate discoveries and science into practice, have the following skills:

- **A maker instinct**: the ability to activate, build and connect with others to remake organizations
- **Clarity**: the ability to see through complexity and distill the essence of issues in complex situations
- **Dilemma flipping**: the ability to turn dilemmas into polarities that need to be managed instead of problems that need to be solved
- **Immersive learning**: jumping into experience to learn from a first-person perspective
- **Bio-empathy**: the ability to see things from nature’s point of view and to understand, respect and learn from nature’s patterns
- **Constructive depolarization**: the ability to calm tense situations and to positively engage people even when differences are apparent
- **Quiet transparency**: the ability to be open and authentic without self-promotion

- **Rapid prototyping**: the ability to create versions of innovations realizing that future success depends on early failures
- **Smart-mob organization**: the ability to create, engage and link purposeful business and social networks
- **Commons creating**: the ability to seed, nurture and grow shared assets that benefit others and allow competition at other levels in a system

If you are interested in learning about your own constellation of these leadership skills consider taking the leadership self-assessment available at http://www.bkauthorapps.com/lmtf/quiz.php.

Use the results of your assessment to reflect on your areas of strength and areas of development. As you contemplate how best to integrate nursing science discoveries into your practice, education or research contexts consider the future you want to create by exerting your nursing leadership influence.

The Densford Center is hosting renowned health care quality improvement and creativity expert Paul Plsek for a two day workshop “Transforming Health Care with Directed Creativity: Creative Thinking for Serious People,” June 25-26. Check out the Denford Center website at www.nursing.umn.edu/densford/continuing-education/transforming-health-care/index.htm for more details. This seminar is intended for leaders of improvement in health care organizations. It will lay out the fundamentals of a unique approach to health care innovation and it will provide practice on basic methods. It will equip participants to lead more creative change efforts in their organizations, accelerate transformation and realize the vision for a redesigned 21st century health care system.
Exploring a Career as a Gerontological Nurse Scientist: Planting Seeds for PhD Study

The Emerging Gerontological Nursing Scholar Program was established to attract nursing students to doctoral study focused on the care of older adults. The 2013 EGNS awardees – Rebecca Brown, Danielle Denney and Emily Mathews – participated in a one-year faculty-mentored research project and attended the annual Midwest Nursing Research Society meeting, which was held in Chicago, March 7-10, 2013.

Not many pre-licensure students get to interview research subjects or conduct literature reviews, but that’s what Brown did on Associate Professor Diane Treat-Jacobson’s Exercise Training to Reduce Claudication study. In addition, her experience at MNRS changed her perspective on a future in research. “Attending MNRS was an incredible and inspiring experience. Listening to investigator and student presentations has motivated me to try to be a leader in nursing. I plan to pursue my PhD in nursing,” said Brown.

Recruiting study participants was the main task for Denney while working on a study with Assistant Professor Corjena Cheung, PhD, RN, about the effects of an eight-week yoga intervention program on older adults with knee osteoarthritis. Denney also helped with baseline screenings. “Working on this study has definitely given me an honest depiction of what type of work a PhD-prepared nurse in gerontological nursing has available to them. I plan to use the next year to build my skills and further investigate which career path best fits my interests, PhD or DNP. But based on my work with Professor Cheung, I’ll be presenting a student poster at the upcoming MNRS in St. Louis,” said Denney.

Mathews collaborated with Assistant Professor Niloufar Hadidi, PhD, RN, ACNS, FAHA, on a qualitative study on stroke patients’ experiences of functional magnetic resonance imaging by collecting and analyzing data. “Attending MNRS was extremely beneficial. I attended presentations and discussed research with investigators. It really opened my eyes to the problems the geriatric population faces and the work being done to resolve these issues. After my EGNS experience, I’m even more committed to using evidence-based methods to improve the quality of life for older adults. I am positive that I want to continue on the DNP or PhD track,” said Mathews. She will also be presenting at MNRS in April with Hadidi.

Funded by a John A. Hartford Foundation grant through 2015, this program will fund up to six more students. The program produces life-changing perspectives on careers in research and teaching, and creates such excitement and engagement with the possibility for continued study, we are working hard to find ways to continue – and even expand – it.

Pictured top to bottom: Rebecca Brown, Danielle Denney and Emily Mathews

2014 EGNS Students Announced
Kaleen Meldrum
Marla Urban

Imagine service learning with middle school students designed to develop strong leadership skills, build caring relationships with their peers and adults, and cultivate a passion for making a difference in the community. Besides positive school experiences, service learning aims to increase high school graduation rates and progression to post-secondary education. For young teens from communities characterized by pervasive poverty and violence, outcomes like these might seem unlikely. In fact, they are at the heart of Lead Peace, started in the Minneapolis Public Schools more than a decade ago and where Center for Adolescent Nursing faculty and students have been evaluating its outcomes ever since. The results have been extraordinary.

Toniyetta Davis, Ciera Jones and Kiyoltan Suggs participated in the first Lead Peace group. Now they are in college or completing internships. They agree that Lead Peace was central to their success, even 14 years later.

**INVESTING IN CONNECTEDNESS AND CONTRIBUTION**

Called service learning, these young adults value Lead Peace beyond its simple two-word descriptor. “Lead Peace was about teens coming together to create meaningful service projects to help our community. It was also about helping us stay in school and us, in turn, helping younger kids succeed,” said Suggs.

“In sixth grade, I had no idea I could affect someone else’s life. Others – kids and adults – started seeing us differently, and when I learned to listen to others I became more involved in my classes,” said Jones. “Lead Peace taught me to be OK with that and how to go into a situation where you have to work with other people.”

**LONG-TERM RETURNS ON ACADEMIC SUCCESS**

All three young adults were quick to point out that the skills they learned have been long-lasting. “Lead Peace made me want to come to school. I was able to get all of my work done during high school because I learned how to plan,” said Davis. In fact, 10 of the 14 students in the first Lead Peace class – African American, Hmong and Latino youth, all from economically-disadvantaged families – defied the odds, enrolling in college or technical school after high school graduation.

**DELIVERING ON THE DISCOVERIES**

Evidence to date shows something remarkable is happening through Lead Peace. Established in 2002 with just 14 sixth graders from one school, Lead Peace now includes more than 150 students from three Minneapolis schools. These young adults’ stories confirm that investments in Lead Peace yield bright futures.
Geographic Information Science is emerging as an important focus in health care and nursing with the discovery that where we live and work is important to our health. Environment has long been an underpinning of nursing and now we have tools to enhance our research and practice. Geographic information systems are computer-based systems used for the analysis of spatial data. With the increased availability of GIS on the Internet, the timing is right to explore the use of spatial data to inform the care of individuals, families and communities. Associate Professor Madeleine Kerr, PhD, RN, recently developed two collaborative GIS mapping tools through the Office of Information Technology Faculty Fellowship Program.

**THE OMAHA SYSTEM WINDSHIELD SURVEY PROJECT**
The GIS mapping tool grew from the international Omaha System Windshield Survey project with academic partners and their students in Norway, Turkey and New Zealand. In public health nursing practice, a windshield survey is a first look at a community through the car’s windshield. Observers are asked to use their senses (sight, hearing and smell) to learn about a community as they drive, walk or use public transportation to get around the community. To express their observations, students used the Omaha System, a standardized terminology to describe environmental, psychosocial and health-related behavior problems at the community level. The new mapping program allows students to enter their data into the GIS and see it in real time on a world map.

**THE AGE-FRIENDLY CITIES CHECKLIST**
The World Health Organization Age-friendly Cities Checklist is another new GIS mapping application. Students enter their observations of the community’s strengths or weaknesses into the mapping program by selecting the appropriate icon, writing a field note and adding a photo or other attachment. The map now extends throughout the world, thanks to involvement of international students in the Massive Open Online Course offered by Associate Professor Karen Monsen, PhD, RN, FAAN, and Clinical Assistant Professor Jehad Adwan, PhD, RN.

The two mapping applications look very promising. Students have readily used the new mapping tools for course assignments. One group of juniors in the Bachelor of Science in Nursing degree program designed a map after using GIS to record their windshield survey observations. Their innovative map, “WIC Vendors versus Fast Food Menus,” was one of 36 entries in the inaugural U-Spatial Mapping Prize competition in December 2013. It can be viewed at http://bit.ly/nbdm8IW. These new mapping spaces can foster collaboration to build global knowledge from local geographic information through meaningful sharing of community-level observations.
Researchers have long known that there is a strong relationship between how connected a student feels to his school and how well he performs academically. For many students, the context in which their families live makes connecting to school challenging. School approaches to discipline often ignore contextual as well as individual factors and employ punitive measures that further isolate young people. In addition, these approaches do little to address underlying causes or deter future incidents.

In partnership with Minneapolis Public Schools since 2008, the Legal Rights Center, a non-profit law firm, has piloted an adjunct support practice to traditional school discipline procedures. Students recommended for expulsion and transfer from their schools are engaged in the Family and Youth Restorative Conference Program. This is a restorative approach that is infused with evidence-based youth development principles. Students, their parents, school district staff and others hold a family group conference, led by Legal Rights Center facilitators, to work through concerns, identify needed resources and support the student to create an accountability plan.

From 2009-2013, School of Nursing Associate Professor Barb McMorris, PhD, and her colleagues in the Healthy Youth Development Prevention Research Center in the Department of Pediatrics worked to evaluate the impact of this approach. A sociologist by training, McMorris knew from her previous research in youth development and life course trajectories that this intervention could change long-term outcomes for students. “Providing alternatives to suspension and expulsion help keep teens engaged in their school and community,” said McMorris. She believes that programs like the RCP may help increase school attendance, improve academic performance and reduce negative behaviors for students who, with their families, are likely to benefit from additional resources, connections and skill-building. These programs may ultimately help reduce risky health behaviors and impact health disparities for students who remain in school through graduation.

A final summary of evaluation findings was completed this year, with McMorris finding that the program increases both parent and student connection to school. For those students who remain active in the school district, RCP participation appears to disrupt school disengagement and/or dropout trajectories that may result from serious behavioral incidents. These promising results coincide with Minneapolis Public Schools’ revision of disciplinary policies to include more restorative practices. McMorris hopes the results will lead to a greater understanding of the value of restorative practices consistent with healthy youth development principles, and encourage replication by other school districts.
Plants lose leaves and change shape when they are moved to new places. Optimism and careful tending are necessary for bright fresh shoots to emerge. Strong roots bring plants through transitions. Similarly, strong roots ensure growth and vibrancy during leadership transitions in the Center for Children with Special Health Care Needs. Pictured here are center faculty members who recently gathered to celebrate the outstanding career and retirement of Clinical Assistant Professor Christine Poe, DNP, RN, CNP. With three degrees from the University of Minnesota, Poe is a consummate Gopher. Retired center founder Barbara Leonard attended this joy-filled celebration. Clinical Assistant Professor Cheri Friedrich, DNP, RN, CNP, is moving into the coordination and clinical teaching role with pediatric nurse practitioner students that Poe has so ably developed.

The Center for Children with Special Health Care Needs established roots more than 20 years ago with Leonard’s vision and Poe’s teaching excellence. The center faculty now celebrate accomplishments beyond anyone’s expectations. Thanks to strong community and University connections coupled with the effort and leadership of subsequent faculty, more than 200 talented nursing graduate students have honed their skills and earned credentials with center support. The faculty and graduates’ impact is regional, national and international in scope.

Two foundational themes of the center’s 20 years of scholarship are now critical elements of health care reform: care coordination across systems and family-centered care. Graduates coordinate care while they advocate for children and emphasize family strengths. Examples of graduates’ impact include Leah Kann, MS, and Jennifer Platt, DNP, who use advanced technology in neurosurgery; Sarah Kraft, MS, who provides care for rural Minnesota families; Mary Chesney, PhD, who coordinates the University of Minnesota School of Nursing Doctor of Nursing Practice program; and Sarah Gutknecht, DNP, who works on the Operation Smile team to repair children’s cleft lips and palates around the globe.

Center faculty are constantly challenged to keep up with warp-speed changes. What is taught one semester might be outdated the next. Clinical sites for the essential application of classroom learning remain in short supply. Information technology is part of every patient encounter and treatment plan. Pediatric nursing graduates practice and lead at the cutting edge of care delivery and design. With strong roots and vibrant growth the Center for Children with Special Health Care Needs launches a new era.
Strokes are the third leading cause of death and the leading cause of serious, long-term disability in the United States. Nearly three quarters of all strokes occur in people over the age of 65 and the risk more than doubles for each decade after the age of 55. After a stroke occurs, one-third of survivors experience post-stroke depression that affects their recovery of function and quality of life. Based on her research on the prevention and treatment of post-stroke depression, Assistant Professor Niloufar Niakosari Hadidi, PhD, RN, CNS, FAHA, has engaged both stroke survivors and health care professionals in a two-pronged approach to improving stroke recovery.

Hadidi was a featured speaker addressing the topic of non-pharmacological treatments for post-stroke interventions at the annual Spine, Brain and Stroke Conference held in Bloomington, Minn. in November 2013. The conference was designed to bring advances in stroke care to more than 170 physicians, nurses, rehabilitation specialists, emergency medical service and allied health professionals.

Hadidi also developed and delivered a “Life After Stroke” seminar for stroke survivors and their caregivers. The idea and content originated from her studies testing problem-solving therapy as a treatment for post-stroke depression. Hadidi learned from study participants that many could not recall what they had been taught about strokes, which was confirmed later through pretest stroke education sessions. Based on these findings, she identified the vital need to repeat post-stroke education once a patient was stabilized at home. In collaboration with the Fairview Southdale rehabilitation team of Marnee Shepard and Sophia Bailey, the first Life After Stroke seminar was held at Fairview Southdale Hospital in Edina, Minn. The all-day session included multidisciplinary speakers from physical therapy, occupational therapy, speech therapy, social work, neuropsychology and medicine, as well as a stroke caregiver. Hadidi’s studies were funded by the University of Minnesota’s Grant-in-Aid program and the Clinical and Translational Science Institute at the University of Minnesota.
Fulkerson Appointed Director of Graduate Studies, PhD Program

Jayne Fulkerson, PhD, was named director of Graduate Studies and will work closely with current director Linda Lindeke, PhD, RN, CNP, FAAN, through the spring semester to assume the director role in the summer. Fulkerson was also appointed director of the PhD program, effective in January. Fulkerson joined the school in 2008 and is a tenured associate professor. She earned a bachelor’s degree in child psychology from the University of Minnesota, a master’s degree in psychology from San Diego State University and a PhD in psychology from the University of Minnesota. Fulkerson’s research has focused on family-based health promotion in community settings; child and adolescent obesity prevention, particularly through the home food environment and family meals; and research methodology, program evaluation, measurement and instrument development.

Yu Appointed to 'Journal of Gerontological Nursing' Editorial Board

Associate Professor Fang Yu, PhD, RN, GNP, was appointed to a three-year term on the editorial board of the “Journal of Gerontological Nursing,” which is a monthly, peer-reviewed publication of clinically relevant original articles on the practice of gerontological nursing across the continuum of care in a variety of health care settings.

Westra Named AMIA Committee Chair

Associate Professor Bonnie Westra, PhD, RN, FAAN, FACMI, was named the Scientific Program Committee Chair for the 2014 American Medical Informatics Association annual symposium. The symposium is the leading scientific meeting for biomedical and health informatics research and practice.

Monsen's Work on EHR System Awarded Top Prize

The European Healthcare Information and Management Systems Society awarded the top prize for an innovative electronic health records system on Oct. 31, 2013, to eCare at an event in Amsterdam, Netherlands. Associate Professor Karen Monsen, PhD, RN, FAAN, served as the nursing informatics consultant for the development of the evidence-based approach for nursing documentation used by eCare.
Hadidi Elected President of Minnesota's NACNS

Assistant Professor Niloufar Niakosari Hadidi, PhD, RN, ACNS, FAHA, was elected president of the Minnesota Affiliate of National Association of Clinical Nurse Specialists. The Minnesota Affiliate of NACNS has the distinction of becoming the first state affiliate of the National Association of Clinical Nurse Specialists in 1999.

White Named MANA President-Elect

Clinical Assistant Professor Kathy White, DNP, RN, CRNA, was elected president-elect of the Minnesota Association of Nurse Anesthetists, which is a statewide professional organization of Certified Registered Nurse Anesthetists dedicated to promoting the profession of nurse anesthesia.

Kreitzer Receives Bravewell Award

Professor Mary Jo Kreitzer, PhD, RN, FAAN, received the 2013 Bravewell Distinguished Service Award from the national Consortium of Academic Health Centers for Integrative Medicine for her exceptional long-term commitment to the organization and its work.

Cheung Named Mature Women’s Health Scholar

Assistant Professor Corjena Cheung, PhD, RN, was named the inaugural Mature Women’s Health Scholar, a two-year award, by the Powell Center for Women’s Health at the University of Minnesota. Cheung will receive $70,000 to further develop her research program on yoga in older women with knee osteoarthritis and will also engage the Powell Center to develop its Mature Women’s Health Initiative.
New appointments

**Dorcas Kunkel**, DNP, RN, APHN-BC, joined the faculty as a clinical instructor. She has been a nursing educator since 2005, teaching in the U.S. and Canada. She was an assistant professor at Minot State University in North Dakota. She also taught in a graduate program for nurse educators in Monrovia, Liberia, West Africa. Kunkel is certified as an advanced public health nurse and she completed a health informatics certificate. She is engaged with the Veteran Affairs Nursing Academic Partnership program.

**Nydia Flores** joined the school as a program specialist for the Densford Center and the Office of the Chief Administrative Officer. She assists in the research, design and execution of Densford Center programs and manages special projects for the CAO. Flores most recently worked as a donor recruitment associate for the American Red Cross in California, where she was charged with leading campaign activities including event promotion and project management. She holds a master’s degree in public administration from California State University, Fullerton, and a bachelor’s degree from the University of California, Irvine.

**Maria McLemore** joined the School of Nursing as a development officer. McLemore came with 20 years of development and constituent relations experience having served in higher education, social services and the arts. Her work focuses on securing major gifts for the school. She has held a variety of titles including executive director for the Minnesota State Colleges and Universities Foundation, director of research and grants at Concordia University, and assistant director of corporate and foundation relations for the University of St. Thomas. McLemore earned a bachelor’s degree in management from Webster University in Missouri.

**Mary-Elizabeth Pasquesi** joined the School of Nursing as the study coordinator for the FIT-AD trial, led by Associate Professor Fang Yu, PhD, RN, GNP, which will study the impact of aerobic exercise on people who have Alzheimer’s disease. Pasquesi earned a bachelor’s degree in psychology from DePaul University. Prior to that, she was professionally trained as an actor at The Theatre School Conservatory at DePaul University. Pasquesi has worked on several National Institutes of Health studies, including studies at the University of Wisconsin and at the University of Minnesota Department of Epidemiology.
Caitlin Pine joined the Office of Academic Programs as the online course content development assistant on the School of Nursing online education team. Previously, she worked at the University of Minnesota Medical School supporting faculty and staff with course management systems and related software applications. Pine earned a bachelor’s degree in political science and black studies from the College of Wooster, in Wooster, Ohio, and completed two years of service with KFAI radio through Americorps Vista.

Tom Steffes joined the Strategic Communications team as a website specialist. He assists in the maintenance of the website as well as developing content for the website. He graduated from the University of Minnesota, with a bachelor’s degree in communication studies. Previously he was digital media producer for Radio K, the student-run radio station at the University of Minnesota, and was a website assistant for the College of Food, Agricultural and Natural Resource Sciences.

Daniel Veith joined the School of Nursing as an exercise interventionist for Associate Professor Fang Yu’s FIT-AD trial, which will study the impact of aerobic exercise on people who have Alzheimer’s disease. He provides overall coordination and project management for the NIH-funded clinical trial, provides individualized exercise training to study subjects, trains research assistants and organizes participant recruitment strategies. Veith earned his master’s degree in kinesiology from the University of North Dakota and his bachelor’s degree in exercise science from the University of Minnesota Duluth.

Jolene Young joined the school on the Rochester campus as an executive office and administrative specialist. Young has 14 years of experience at Mayo Clinic, including the Mayo School of Health Sciences in the College of Medicine, health information management and transcription services. She currently is in school to earn a bachelor’s degree in communications.
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Wyman, Jean
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Gerontological Society of America

Yu, Fang
Aerobic Exercise in Alzheimer’s Disease: Cognition and Hippocampal Volume Effects
National Institute on Aging/National Institutes of Health
Faculty Publications
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Dean, P. (2013). Nursing as art-in-action is practical as well as aesthetic. Journal of Art and Aesthetics in Nursing & Health Sciences, 1(1), 4-10.


Lindquist, R., & Hadidi, N. (2013). Developing grant writing skills to translate practice dreams into reality. AACN Advanced Critical Care, 24(2), 177-185.


Recently Published Books


“Supporting a Physiological Approach to Pregnancy and Birth: A Practical Guide,” edited by Professor Melissa Avery, was published by Wiley-Blackwell.

Professor Mary Jo Kreitzer’s book “Integrative Nursing,” which she co-edited with Mary Koithan, was published by Oxford University Press. School of Nursing faculty who wrote chapters in the book include Connie White Delaney, Karen Monsen, Linda Halcon, Ruth Lindquist, Debbie Ringdahl, Patrick Dean, Jane Anderson, Merrie Kaas, Gisli Kristofersson, Diana Drake, Corjena Cheung, Teddie Potter, Mary Rowan and Bonnie Westra. It also includes chapters from a number of School of Nursing graduates.

Clinical Associate Professor Teddie Potter’s book “Transforming Interprofessional Partnerships: A New Framework for Nursing and Partnership-Based Health Care” that she co-wrote with Riane Eisler was published by Sigma Theta Tau International. It provides nurses and other health care professionals with tools to re-examine the current state of interdisciplinary partnerships and build a more effective and sustainable health care system.

The seventh edition of “Complementary and Alternative Therapies in Nursing,” edited by Professor Ruth Lindquist, Professor Emerita Mariah Snyder and adjunct Clinical Professor Mary Fran Tracy, was published. School of Nursing contributors are Assistant Professor Ulf Bronas, Assistant Professor Corjena Cheung, Professor Cynthia Gross, Assistant Professor Niloufar Hadidi, Associate Professor Linda Halcon, Professor Mary Jo Kreitzer, Professor Emerita Barbara Leonard, Associate Professor Susan O’Conner-Von, Clinical Professor Debbie Ringdahl and Associate Professor Diane Treat-Jacobson. New in this edition are international sidebars written by contributors from more than 20 countries on six continents.
Celebrating 100 Years of Engaging Alumni

The Alumnae Association of the University of Minnesota School of Nursing – now known as the Nursing Alumni Society – held its first regular meeting on Jan. 3, 1914. Under the leadership of President Olga Beatha Skonnard, a 1912 nursing graduate, the new organization’s Constitution and Bylaws stated:

The object of this association shall be:
- To promote good fellowship among all graduate nurses from the University of Minnesota School of Nursing
- To elevate the profession of nursing
- To work for a home for the student nurses on the University campus
- To assist an alumna when in need or during illness.

Annual membership dues were set at $3 and included $1 for the Sick Fund.

1918
Quarterly Association meetings were held over the years. According to the handwritten minutes, the Oct. 11, 1918, meeting was called to order one week late due to the illness of all presiding officers. It was suggested at that time that a cablegram be sent to the Base Hospital No. 26 in France but it was later determined that “due to the expense of a cablegram and a lack of funds the cablegram could not be sent, but it was moved and seconded that Christmas letters be written to the members of the alumnae who were serving in France or in camps in the United States.”

1919
During a special meeting in September 1919, it was decided that the annual alumnae banquet “be held at the Elk’s Hall at one dollar and fifty cents a plate... A discussion arose as to how the expenses of the banquet were to be met. It was moved and seconded that each member of the alumnae whether present or not at the banquet shall be assessed fifty cents to cover expenses.” This notice was then sent with the notice of the banquet to all members.

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Above: The School of Nursing 50th anniversary banquet, 1959
Left: Former presidents of the Alumni Board Carol Kelsey, second from left, and Mary Lou Christensen, right, with Don Kelsey and Katelin Poucher, a recipient of the Class of 1960 Nursing Scholarship at the annual School of Nursing Scholarship and Fellowship Reception


1920
The first "Quarterly of the Nurses Alumnae Association, University of Minnesota" was issued on Aug. 1, 1920.

Alma Haupt served as editor. "The Quarterly has been on its way for some time. At last it is here—to give every alumna that personal touch with her Alma Mater and with old classmates which she craves. Its columns are open to each and every member, and it is hoped that articles, inquiries, news items, and even jokes will be sent in freely by all. The editorial staff is entirely new at the game, and welcomes suggestions as well as criticisms."

Louise M. Powell brought greetings as the School’s Superintendent. She wrote, "I welcome the beginning of a Quarterly by the Alumnae Association of the School of Nursing of the University of Minnesota with very real pleasure and pride. It shows the sense of group responsibility on the part of graduates and a desire on their part to stimulate good fellowship and unity of feeling among the alumnae. These things will be much more apt to exist if every member knows what every member is doing."

The publication was meant to allow alumnae to keep in touch with their school. In 1920, there were Alumnae Association members in Japan, Honolulu, Labrador, Florida, New York, Pennsylvania, Connecticut, Kentucky, Ohio, Louisiana, Missouri, Iowa, North Dakota, Montana, California and Wisconsin, as well as Minnesota.

A Call to Every Graduate stressed: The shortage of student nurses over the whole country is the cause of alarm in our profession. We have raised the standards for admission in our schools—we must now raise the supply of nurses. Here is a big task well fitted to the nurse now settled in domestic life, as well as those still “plying the trade.” Many schemes for recruiting have been suggested. Active campaigning was begun at the time of the Florence Nightingale Centennial. University Hospital nurses took pride in the fact that the pageant of the History of Nursing which they had twice put on at the University, was used as the big spectacle in the Minneapolis celebration of the birth of the “Lady with the Lamp.” ... Surely each alumna knows some young women who will make eager and devoted nurses. Talk nursing to your young friends! One nurse has pledged herself to recruit ten new nurses a year. If each of us got just one, our profession would be saved the immediate peril of serious depletion.

The Quarterly mentioned that 12 students received the Degree of Graduate in Nursing at Commencement Day on June 15, 1920. By the time of this publication in 1920, the alumnae dues for active resident members had been raised to $5 a year. Fifty cents was put into the Sick Fund for each member’s dues, instead of $1. There was $145 available in the Sick Fund to be used to maintain a room in the University Hospital for sick graduates.

Over the years
Since 1914, the School of Nursing Alumni Society has been active in the life of the school. It has raised funds for the endowment of the school, supported student scholarships, lobbied for the building of Unit F, promoted the renaming of the school’s building to Weaver-Densford Hall, and even commissioned Edward Brewer to paint the portrait of Katharine Densford that now graces the Powell Hall mantle in the Katharine J. Densford International Center for Nursing Leadership in Weaver-Densford Hall. The society has hosted annual events and alumni celebrations for the school’s 50th, 75th and centennial anniversaries, as well as honored 100 distinguished alumni and 14 centennial distinguished faculty alumni who advanced health care and did significant work in the nursing profession for the 2009 Centennial Celebration.

Today
This year the Nursing Alumni Society is proudly celebrating 100 years of engaging alumni. The society has received the 2012 and 2013 Program Extraordinaire Award from the University of Minnesota Alumni Association. With a goal of supporting students, alumni, the school, the greater University and the current alumni board:

- Greeted incoming students during their BSN, MN, DNP and PhD orientations
- Hosted Speed Mentoring programs in Rochester and the Twin Cities campuses
- Brought 38 nursing students to the University’s formal Etiquette Dinner
- Co-sponsored two social mixers for recent University of Minnesota graduates
- Surprised sophomores before finals with “Best Foot Forward” goodie bags and messages of support
- Maintained the 100-year tradition of presenting School of Nursing pins to pre-licensure graduates during commencement
- Preserved the school’s legacy and archival collection through the tireless efforts of the Heritage Committee
- Coordinated MinneCollege University of Minnesota Days in Florida and Arizona as well as a program in New Mexico
- Planned the annual Alumni Spring Celebration and Class Reunion Weekend to be held April 24-26. A Salute to Seniors Luncheon will honor the school’s newest graduates during Research Day, and annual student, faculty and alumni awards will be presented to recognize achievement.

To learn more, visit www.MinnesotaAlumni.org/Join
Class Notes

Emily Ehmen Forbes, MS ’09, has been practicing in cardiology for the past three years in Virginia and was recently selected as Hampton Roads Top Midlevel Spotlight. While at the University of Minnesota she recalled being the student who traveled the longest distance to complete her nursing degree. She traveled from Hawaii.

D. Michael Graham, PhD, RN, PHN, CNP, ’08, has been elected president-elect of Minnesota Nurse Practitioners. He will serve in this position for two years before assuming the role of president in November 2015. Removing federal and state barriers to practice is a priority.

Angela Mund, CRNA, BSN ’90, MS ’99, DNP ’08, was named teacher of the year at the College of Health Professionals, Medical University of South Carolina. Mund is the director of the anesthesia for nurses program at MUSC.

Members of the School of Nursing’s Heritage Committee gathered at Chair Marie Manthey’s home in December 2013 to honor retiring members. They were Florence Elliott Marks, BSN ’53, MS ’56; Joan Stenberg, BSN ’54, MS ’75, and Blossom Gullickson, BSN ’53, BS ’54, MS ’78. These devoted alumni were recognized for their dedicated service to the Heritage Committee and their perseverance in preserving the history of nursing and the School of Nursing’s enduring legacy.

In Memory

1940
Stella Sather Peterson, BSN, of Marshall, passed away at the age of 101 on Nov. 8, 2013. Following graduation from the University of Minnesota, she worked as a nurse at the University of Minnesota Hospital in Minneapolis and Midway Hospital in St. Paul.

1944
Jean Lindahl Franz, BSN, passed away on Dec. 14, 2013, at the age of 92. She earned her bachelor’s degree in nursing education at the University of Minnesota. She practiced nursing at St. Mary’s Hospital in Minneapolis and at Weston County Memorial Hospital in Newcastle, Wyo.

1946
Barbara Anderson Jepson, BSN, passed away on Nov. 17, 2013, at the age of 90. She worked as a nurse and director of nursing education at Northwestern Hospital in Minneapolis.

1955
Mabel Ruth Yarkie Penney, BSN, passed away on Aug. 10, 2013, after a long and successful career in nursing and public health.

1956
Marjorie Gustafson Kralewski passed away on Nov. 13, 2013. She worked at Swedish Hospital as a pediatric nurse and taught nursing.

1969
Margaret Mono Mackling, MPH, passed away on Dec. 11, 2012. For 43 years she worked for the Victorian Order of Nurses, as a staff nurse, supervisor and an executive director. She was an adjunct assistant professor at the University of Manitoba for 18 years. She received the Gaylord Anderson Leadership Award from the University of Minnesota School of Public Health in 1998.

Also Remembered
Sister Mary Florita Heinen, MA ’73, PhD ’75, died Jan. 1 at the age of 80. Prepared as a nurse, she was a distinguished health care educator and executive who led her religious order, the Sisters of St. Joseph Carondelet, St. Paul Province.

Janet Spain Spoor passed away on Jan. 18 in Salt Lake City, Utah at the age of 88. She was a past trustee of the School of Nursing Foundation.
Sometimes one person can make all the difference to your day, your week and sometimes your life. Earlier this fall, I watched a YouTube video entitled “Brave” that was created by two nurses at the University of Minnesota Amplatz Children’s Hospital. Since it debuted in October, “Brave” has been viewed more than 1.1 million times around the world. To see the video, go to YouTube and search Brave at Amplatz. It shows the power of the human spirit by those who are affected by cancer and those who care for them. One moment you are watching nurses and patients holding signs that read “Be Strong” and the next moment a nurse is jumping for joy on a hospital bed with a patient.

One of the reasons that this video has been so popular is that while we know nurses and health care leaders have the technical skills to care for patients and their families, this video allows them an opportunity to show how deeply these leaders care about patients and their families. In their own way, they are showing the joy that they get from caring for kids who are courageous, who are strong and who are brave. The reason I share this with you is that, in many ways, the video shows the mission of the School of Nursing being lived out in the real world and with real people.

One of the people in the video is Sarah Ewald. She was diagnosed with cancer when she was 17, and she experienced cancer again two years later. What struck me about her story was that the care she received from nurses had a profound impact on her life. Ewald is now not only cancer free, but she has decided that, because of the care she received from her nurses, she would like to become a nurse herself. “Through all of the changes cancer brings, one thing I found remained consistent was the enthusiasm and compassion from my nurses,” said Ewald. “A supportive health care team made an incredible difference during my treatment and helped turn it into a memorable experience with people who were difficult to say goodbye to.”

We are all affected by those around us. In Ewald’s case, the nurses who cared for her not only changed her life but they have given her another chance at it. Thank you for what you do to make it possible to educate the next health care leader that Minnesota and the world needs.

Did you know:

- The School of Nursing has the third largest Doctor of Nursing Practice program in the country
- 85 percent of our Bachelor of Science in Nursing graduates plan to remain in the state of Minnesota and go on to serve in health care in all of its forms
- The School of Nursing was the first in the state to offer a DNP and PhD program

Scholarships make it possible for new students like Ewald to begin their career in health care. In the face of declining support from institutions like the National Institutes for Health, your gifts for our faculty provide critical resources for them to teach and make new discoveries. Your gifts to the state-of-the-art Bentson Health Communities Innovation Center support an environment where our students can learn nursing in a collaborative way with the spectrum of care providers.

John Kilbride
Director of Development
Forstrom Establishes Fellowship to Address Faculty Shortage

Sue Forstrom is well versed in the various facets of the School of Nursing, having served on the School of Nursing Foundation, as a member of the Deans Circle, as a member of the Zeta chapter of Sigma Theta Tau International and as a volunteer for School of Nursing events.

“I’ve come to really appreciate the quality of the School of Nursing and how bright the students are,” said Forstrom.

These experiences have also given her exposure to the needs of the school. Forstrom said that not long after learning about the shortage of nursing faculty she decided to establish a fellowship to assist students earning their PhD degrees, who likely will go on to teach.

PhD students who conduct research focused on improving the health of minority or underserved populations will be given preference for the scholarship, as will students whose research focuses on interprofessional collaboration.

“I know how important interprofessional collaboration is from my personal experiences as a nurse,” said Forstrom. Her career included health care consulting with Creative Health Care Management and work to improve the orientation program for new nurses at Fairview Southdale Hospital. Forstrom received her bachelor’s degree in nursing in 1965 and completed her master’s degree in psychiatric nursing at the University of Minnesota.

“It’s quite amazing the quality of the students coming into the school and the quality of the student leaving the school,” said Forstrom. “I am happy to be able to support the students and the school.”

Investing in the Future of Nursing

Simes Make Gift to Fast Start 4 Impact Program

Elaine and Donald Sime made the decision to establish the Sime Family Endowed Nursing Fellowship as an investment in the future of nursing. The decision to support nurses who are furthering their education made sense to the Simes, as Elaine is a retired registered nurse who received her master’s degree in public health nursing in 1965 from the University of Minnesota.

“My motivation is that I feel strongly that nurses should have a strong educational background because they contribute to the health of individuals and the community,” said Elaine Sime.

Both Donald, who is a retired doctor of veterinary medicine, and Elaine are members of the Nursing President’s Club and the Nursing Heritage Society as well as several recognition clubs through the University of Minnesota Foundation.

While endowments typically take years to begin earning a consistent income that can be awarded to students, the Simes’ gift will provide immediate funding for nursing students. A new program called Fast Start 4 Impact advances funding to students so benefactors can see their endowment in action immediately.

The award will help students working toward obtaining their doctoral degrees who are studying public health or maternal/child health nursing, which were Elaine’s nursing specialties.

“I’m excited about the direction of the School of Nursing and am happy to be able to help,” said Elaine Sime.
Photo Finish

Right: Bachelor of Science in Nursing senior students in the University Honors Program completed research theses and gave presentations at the program “Transitioning to Practice Through Research” in December.

Below: Senior Cassie Janssen, left, and sophomore Ally Labine welcome Rajha Al-Kassar, professor and dean of nursing at the University of Kufa in Iraq, when she visited in October. The students are the co-leads of the School of Nursing Student Global Health and Transcultural Group.

Zeta, the official University of Minnesota School of Nursing chapter of the Sigma Theta Tau International, inducted new members at a ceremony in the Bentson Healthy Communities Innovation Center Nov. 14.
Minnesota House Majority Leader Erin Murphy of St. Paul took time to visit the School of Nursing, where she observed Master of Nursing students learning about medications in the school’s Bentson Center with program director Mary Rowan.

Three generations of University of Minnesota nurses were on hand for the 2013 fall commencement at Ted Mann Concert Hall. Kristin Howard received her Doctor of Nursing Practice degree in December, joined by her mother Sue Howard, who graduated in 1976, and her grandmother, who graduated in 1952.

Minnesota Sen. Kathy Sheran, center, chair of the Senate Health and Human Services Policy Committee, and committee member Sen. Melissa Wiklund, left, joined Dean Connie White Delaney to learn more about the School of Nursing and the Bentson Center.
Clinical Assistant Professor Kathy White, DNP, RN, CRNA, and Clinical Assistant Professor Danilo Lovinaria, DNP, MBA, RN, CRNA, guide Shirley Paul during a central venous access insertion simulation.

**Nurse Anesthetists**

**BY THE NUMBERS**

- **47,000**
  Approximate number of nurse anesthetists in the United States

- **1,700**
  Approximate number of nurse anesthetists in Minnesota

- **34 million**
  Number of anesthetics CRNAs administer to patients in the U.S. annually

1931  The year the American Association of Nurse Anesthetists was founded, making it the oldest nursing specialty organization in the United States

1986  The year legislation passed by Congress to make nurse anesthetists the first nursing specialty to be accorded direct reimbursement rights under the Medicare program

2009  The year the master’s in nurse anesthesia program was converted to the first BSN to DNP program in the country