

MINNESOTA NURSING

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Ceremony welcomes students to the nursing profession



Photo: Darin Kamnetz

The School of Nursing hosted a Welcome to the Nursing Profession-Gold-AACN Oath Ceremony for Nursing at Coffman Theater to celebrate students' entry into the nursing profession. At the ceremony, students learned the school is providing all nursing students with a National Student Nurses Association membership.

Sophomore students in the Bachelor of Science in Nursing program and first-year Master of Nursing students read a commitment to the profession. It stated, in part, "As a future professional nurse dedicated to providing the highest quality care and service, I am committed to act in a compassionate and trustworthy manner in all aspects of my care to patients, families and communities. I commit to apply knowledge, experience and skills to the best of my ability to assure optimal outcomes for those in my care."



FROM THE DEAN

Partnering for impact

Dear Friends,

Higher education and researchers are often challenged to demonstrate their impact. The University of Minnesota School of Nursing always includes a focus on why we are doing it and who will benefit for everything we do – from education to research to service.

Our cover story takes a deep dive into the power of partnerships and the benefits of community-engaged nursing research. Diane Treat-Jacobson's PAD Prairie Initiative and Siobhan McMahon's efforts to promote health and wellness among older adults with fall risk help illustrate how involving partners and the community in design, recruitment, implementation and dissemination can create powerful interventions that positively impact thousands of lives.

Subsequent stories are exemplars of the research that School of Nursing faculty are doing in partnership with the community, including Niloufar Hadidi's efforts to reduce the disparities of stroke deaths among African Americans and Sarah Hoffman's work to address symptoms of community and intergenerational trauma in North Minneapolis.

This issue includes several magnificent profiles of School of Nursing alumni. The first is the fascinating journey of recent DNP graduate Shanna Miko who turned an interest in global health into a position at the Centers for Disease Control where she is a disease detective focusing on global water, sanitation and

hygiene. New BSN grad Julie Pekala shares how she discovered that, rather than having to choose between math and science or her passion for the arts and human connection, she could have it all by pursuing nursing. This issue also highlights Misty Wilkie, the 14th American Indian nurse to earn a PhD in the U.S. Recognizing the importance of representation, Misty has dedicated her career to ensuring more American Indians become nurses. And we celebrate the remarkable career of Marie Manthey and her tremendous impact on nursing. Marie, the creator of Primary Nursing, recently received the highest award the University bestows upon its alumni.

Finally, we celebrate you and your role in making the Empowering Health: The Campaign for the School of Nursing so successful. In this issue we share stories that show the impact your generosity will have on preparing nurse leaders, ensuring forward-thinking faculty and transforming nursing research.

We offer our deepest gratitude for your continued interest in and engagement with our school. We hope reading Minnesota Nursing deepens our bond. We look forward to your continued feedback.

I Am - We Are

Connie White Delaney
Professor and Dean

PARTNERING FOR HEALTH

by Steve Rudolph

The Minneapolis VA Health Care System (VAHCS) and University of Minnesota celebrated their 75 years of academic affiliation with the announcement of a new Collaboratory aimed at improving nursing practice, education and patient outcomes.

The collaboration between the University's School of Nursing and the VA's Department of Nursing creates a nursing think tank, which serves as an incubator for creativity and innovation. It will engage nursing faculty, nursing staff and nursing students to focus on three areas:

- Fostering innovative undergraduate, graduate and post-graduate education experiences at the Minneapolis VAHCS and supporting veteran-centered care in the curriculum
- Advancing nursing knowledge to improve and support the health of veterans and their families through research and evidence-based practice
- Addressing nursing workforce needs for the Minneapolis VAHCS and other VA centers throughout the U.S. and supporting a smooth transition of graduates into practice

"I am so honored to be involved in the first Collaboratory in the history of nursing at the Minneapolis VA Healthcare System," says Teresa Tungseth, MN, RN, NEA-BC, associate director for patient care services/nurse executive at the Minneapolis VAHCS. "This Collaboratory between our VA and the School of Nursing is essential to the development of our future nursing workforce."

She says the partnership will help foster innovative research and evidence-based practice experiences for undergraduate and graduate students from the School of Nursing.



Minneapolis VA Health Care System and School of Nursing leaders attended a signing ceremony for a new Collaboratory.

"These partnerships help to strengthen nursing practice and prepare current and future nurses to lead change and advance the health of our veterans. Our Collaboratory goal is to transform nursing practice for our veterans by ensuring nurses are prepared to provide the best possible care to veterans and their families, whether here at the VA or in the community," adds Tungseth.

"The vibrancy of this celebration of 75 years of collaboration between our institutions extends to an even greater commitment to veterans care through this Collaboratory," says Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP, dean of the School of Nursing. "The School of Nursing welcomes our partnership with the Minneapolis Veterans Administration Health Care System and exceptional nursing leaders to impact care, education and innovation."

As part of the agreement, key nursing leaders at the Minneapolis VAHCS will hold affiliate faculty status in the School of Nursing and University nursing leadership will hold Without Compensation Appointments at the Minneapolis VA.

A HISTORY OF COLLABORATION, INNOVATION

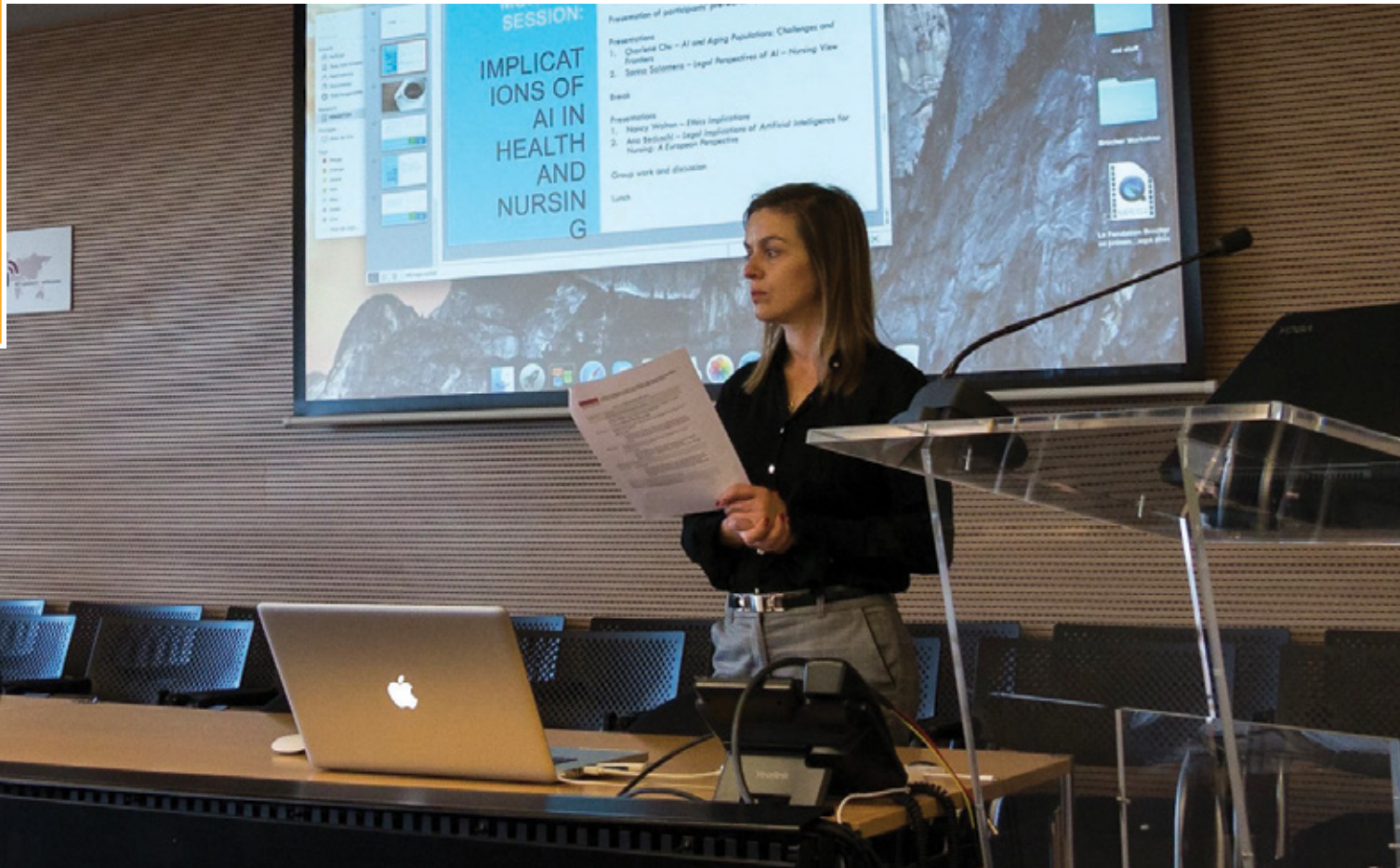
The Collaboratory is the latest example of the Minneapolis VAHCS and School

of Nursing working together to serve the public. The two began educating nurse anesthetists together in 1996, which led to the first Doctor of Nursing Practice program in nurse anesthesia in the United States.

Other collaborations included the VA Nursing Academic Partnership that enabled the School of Nursing to increase the number of students it prepares to become registered nurses while providing specialized training about veterans' health. As part of that program, health topics like PTSD, chemical exposure, amputation, traumatic brain injury and substance use disorder as they are experienced by veterans were integrated into the school's BSN education.

The most recent partnership between with the two was the Minneapolis VAHCS being selected as one of 11 sites nationally to educate leaders and scholars in health care improvement to lead change nationally and internationally, as part of the VA Quality Scholars Program. The two-year doctoral fellowship, with an emphasis on interprofessional, veteran-focused health care improvement, includes dedicated time for School of Nursing faculty at the VA.

PARTNERING FOR HEALTH is a recurring feature that highlights a school partnership working to advance health care to improve the health and wellbeing of all.



Lisiane Pruinelli, PhD, RN, FAMIA

THE GROWING IMPORTANCE OF AI IN NURSING

International invitational workshop develops blueprint for nursing to take a leadership role in shaping artificial intelligence use in health systems

by Brett Stursa

Recognizing the growing importance of artificial intelligence (AI) in nursing, the International Medical Informatics Association Students and Emerging Professionals Special Interest Group organized an international invitational workshop of the Nursing and Artificial Intelligence Leadership Collaborative (NAIL), *Artificial intelligence in nursing: social, ethical and legal implications*.

The three-day think tank held and sponsored by the Brocher Foundation in Hermance, Switzerland included 20 interdisciplinary experts from Canada, Finland, Switzerland, the United States and the United Kingdom.

"We decided to put this together because we saw the need to accelerate nursing's leadership around AI in health systems," says School of Nursing Assistant Professor Lisiane Pruinelli, PhD, RN, FAMIA, a member of the core organizing group whose expertise is innovative nursing informatics tools and cutting-edge data science methods.

The workshop brought together academic researchers, health educators, health practitioners and representatives from international health, informatics and nursing organizations to explore the ethical, legal, and social implications of AI for nursing. Three areas of

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"Patient outcomes will improve because of technologies that allow people to process so much more information and make better, more informed, and personalized decisions around a patient's care."

– Assistant Professor Martin Michalowski, PhD, FAMIA

focus were the potential of AI advances in nursing, nursing competencies required to work with AI systems to provide safe and high quality care to patients, and technology requirements for seamless practice integration.

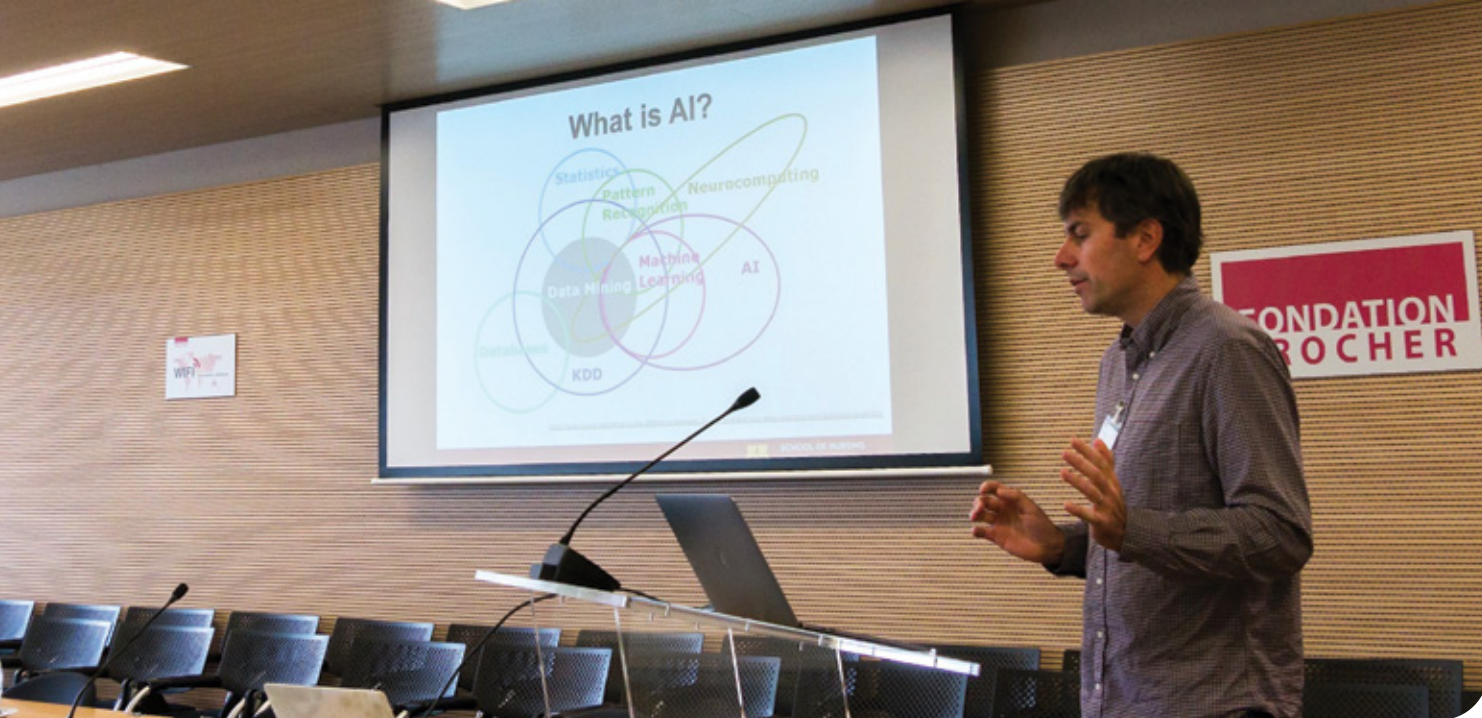
Assistant Professor Martin Michalowski, PhD, FAMIA, was one of the key experts in AI invited to the workshop. Michalowski says AI in health is in its infancy, arguing nursing has a responsibility to respond to the call to action.

"This isn't a trend," says Assistant Professor Martin Michalowski, PhD, FAMIA. "This is a fundamental paradigm shift in how nurses do their job."

AI AND PATIENT OUTCOMES

Broadly, AI is any technology that automates decision-making. "Patient outcomes will improve because of technologies that allow people to process so much more information and make better, more informed, and personalized decisions around a patient's care," says Michalowski.

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Martin Michalowski, PhD, FAMIA

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AI adds to the decision-making, rather than replacing it. “In the end, the clinician is still the decision-maker,” says Pruinelli.

The three-day workshop focused on pragmatic, actionable approaches so that steps could be taken to address them. Ultimately, the group identified areas for nursing to take a leadership role in shaping AI use in health systems. The three priorities they identified were:

- Nurses must understand the relationship between the data they collect and AI technologies they use
- Nurses need to be meaningfully involved in all stages of AI, from development to implementation
- There is a substantial untapped and an unexplored potential for nursing to contribute to the development of AI technologies for global health and humanitarian efforts.

The findings are discussed in the article *Artificial intelligence in nursing: Priorities and opportunities from an international invitational think-tank of the Nursing and Artificial Intelligence Leadership Collaborative*, which was published as an open access manuscript in the Journal of Advanced Nursing, May 2021.

“We didn’t expect the impact that we have had internationally,” says Pruinelli. “People are reading about it and are inviting us to speak about what we did. They are using our work as a blueprint of the work that needs to be done. We are further exploring opportunities to expand this work.”

EDUCATION IS CORE COMPONENT

For both Pruinelli and Michalowski, education is a core component of ensuring nurses are shaping AI use in health systems.

Already they have developed doctoral courses in data science, and Pruinelli is editing a book on AI in nursing, with Michalowski writing a chapter. “AI in society as a whole is here, and AI is here in nursing,” says Michalowski. “There is a significant transition already happening, so the question is, is nursing leading it? Or is nursing following how other people believe nursing should make the transition?”



READ MORE

To read *Artificial intelligence in nursing: Priorities and opportunities from an international invitational think-tank of the Nursing and Artificial Intelligence Leadership Collaborative*, visit z.umn.edu/ainursing.

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COMMUNITY ENGAGEMENT KEY TO FOSTERING ROBUST RESULTS

Community-engaged research is a powerful approach for nurses

by Brett Stursa

Behavior change doesn't happen in the hospital or in the clinic. It happens in people's lives, in their homes, neighborhoods and communities.

That's a key reason why researchers at the School of Nursing routinely engage deeply with community partners during various stages of research. "We don't think people are separate from the environments in which they live. To understand how to intervene, you need to understand the people and the contexts in which they live," says Associate Dean for Research Diane Treat-Jacobson, PhD, RN, MSVM, FAHA, FAAN, Cora Meidl Siehl Chair in Nursing Research for Improved Care.

Treat-Jacobson, whose expertise is exercise training in patients with claudication from peripheral arterial disease (PAD), says community engagement can lead to stronger project design, implementation, and relevant and enduring findings.

"It makes the interventions more feasible and realistic, and the interventions have the potential to work better," she says. "You gain a better understanding of the people who you're working with, and it seems like being in touch with the community helps inform the questions that you have and then enhances your ability to answer them."

Her recent project, Peripheral Artery Disease: Promoting Healthy Aging and Mobility in Rural Minnesota (PAD Prairie Initiative), involved building partnership with rural health care professionals to raise awareness, facilitate

screenings and provide effective exercise therapy for people with PAD.

"We partnered with health care professionals to say 'This is what our overall goal is, and what it looks like in your community is going to be determined by you,'" says Treat-Jacobson. The four-year project broadened her perspective and encouraged her to be more flexible.

"It really opened my eyes to the notion that if you don't design something that's going to be workable in the day-to-day busy world of peoples' lives and a health care system, it doesn't matter what you do, because it's not going to take," says Treat-Jacobson.

The investment in time and resources was appreciated by the health care professionals and community members with PAD.

"The PAD Prairie Initiative staff at the University of Minnesota have provided us with everything — plus more — than we could ever need. They have been the best resource of any in my career. It's been above and beyond anything I expected and we have seen awesome results," Kayla Larson, a cardiac rehab technician for Lake Region Healthcare in Fergus Falls.

In her research focused on promoting health and wellness across diverse older adult populations with fall risk, Associate Professor Siobhan McMahon, PhD, MPH, APRN, GNP-BC, School of Nursing Foundation Research Professorship, says partnerships are essential. The resulting community-engaged research enables its design, recruitment, implementation and dissemination, and makes it possible to study factors that influence

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Nurse researcher Siobhan McMahon practices a balance-challenging exercise (heel-toe walking) with participants in the Ready Steady study.

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translation. Her studies examine the unique effects of different behavior change strategies, also known as health promotion strategies, on making certain physical activities, such as balance-challenging, leg-strengthening movements, part of everyday life.

“Community members have helped make decisions in all phases of this research, which ensures it is meaningful and acceptable to them,” says McMahon.

A component of the community-engaged research is her team’s commitment to mutual partnerships. This involves providing information, assistance and input to some of our partners’ work. “Our team of students and researchers have facilitated conversations and collaborative learning about health topics that are of interest to our community partners, such as balance, sleep and diabetes in more than 30 gatherings,” says McMahon.

Ultimately, McMahon sees community engagement as key to fostering research that yields better solutions to public health problems. “Because our research is community-based, participants tend to represent the population of people over 70 who live in the Twin Cities, and in turn, our conclusions are more generalizable,” she says.

COMMUNITY-ENGAGED RESEARCH POWERFUL FRAMEWORK FOR NURSES

Community-engaged research is a powerful approach for many types of research nurses conduct, from health promotion to intervention research.

“Community-engaged research is important when conducting intervention research because it occurs in

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“Nurses understand that a person’s response to illness or risk is not only dependent on the way they think and what they believe, but also the resources that they have in their community context.”

– Associate Professor Siobhan McMahon

realistic settings—settings that are natural to participants and reflective of their everyday lives,” says McMahon.

“Nurses understand that a person’s response to illness or risk is not only dependent on the way they think and what they believe, but also the resources that they have in their community context. It’s all interdependent. We are taught to consider that from the beginning of our nursing education. A person’s community context is going to affect and influence the way they respond to whatever illness or risk is in front of them. It’s just an integral part of that person and their health.”

As a public health nurse and nurse researcher, Professor Cheryl Robertson, PhD, MPH, RN, FAAN, says her work is 100% community engaged. “My work has always been community-driven, community-supported and community-led whether it be here, in other states, with other communities or across the globe,” says Robertson. “I get the privilege of being able to follow along and help



Kayla Larson, a cardiac rehab technician for Lake Region Healthcare in Fergus Falls, and Diane Treat-Jacobson, PAD Prairie Initiative project director.



Siobhan McMahon, PhD, MPH, APRN, GNP-BC

put shape to it and structure in a way where we can measure whether or not it’s effective.”

She said nurses are well-suited to conduct this type of research because they know the importance of building relationships and the value of partnerships. “Nurses know the joy and skill in eliciting the story from people, because we need the story to explore how to be most effective in helping people feel better,” she says.

The community of researchers at the School of Nursing, specifically, and the University, more broadly, are invested in finding community-centered solutions with this research approach, she says. “The University of Minnesota does a really good job at providing the tools to conduct community-engaged research,” says Robertson, explaining that it can be a slower approach because of the time it takes to develop and build relationships. “That can be stressful when you can conduct other types of research quicker. So, that’s been

recognized and University-wide, there’s support for how to strategize building a community-based program while on the tenure track.”

McMahon agrees that the University community fosters this type of research, from the Clinical and Translational Science Institute to the Office for Public Engagement. “I think our University of Minnesota has some incredible resources and orientation to the spectrum of community-engaged research. So everywhere you turn, there are experts, programs, guidelines and tools that investigators conducting community-based research can use.”

McMahon says the benefits of that support can be seen in the community. “The knowledge generated by the research is disseminated in the community in ways that bolster community-relevant resources and make a positive impact on individual and community health and wellbeing,” she says.



From left, Susan Everson-Rose, Clarence Jones, Zachary Taylor, Emily Gorcyski, Niloufar Hadidi, James Desota and Makeda Zulu.

REDUCING THE BURDEN OF STROKE IN AFRICAN AMERICAN COMMUNITIES

Research seeks to build trust, improve stroke knowledge

by Brett Stursa

As both a researcher focused on strokes and an advanced practice nurse, Niloufar Hadidi, PhD, APRN, CNS-BC, FAHA, knows that even with advances in risk factor identification and management, cardiovascular health disparities persist among African Americans.

Strokes are identified as the largest contributor to disparities in life expectancy in African Americans. In Minnesota, the death rate from stroke is 26% higher in African Americans compared to whites.

To address those disparities, Hadidi is partnering with Community Health Strategist Clarence Jones, MEd, CPH, CPE, CHW, of the Hue-MAN Partnership to build trust and improve understanding of stroke risk factors and warning signs. Their project, *Building trust and reducing the burden of stroke in African-American communities*, was awarded a community health collaborative pilot grant from the Clinical and Translational Science Institute.

“This community-academic partnership will build trust, explore strategies to engage African American communities around promoting stroke risk factor reduction and further explore barriers to behavioral change and solutions to overcoming stroke disparities,” says Hadidi.

The new research builds on the knowledge Hadidi gained over the years while volunteering at community health fairs. “We’ve had a stroke table, and with students, we take blood pressures and talk about warning signs of a stroke and risk factors,” says Hadidi. “We saw a higher rate of hypertension and that there is a major gap in general knowledge of a stroke.”

Initially, the research team will conduct surveys to gain a better understanding about what is known about risk factors and warning signs. Along with surveys, the first phase of the study includes virtual focus groups, called community listening circles. “We will listen to the community to understand where they are coming from, where they are getting their information, and what the best way is to get them accurate information,” says Hadidi.

The information will help inform a feasibility study to develop and refine a seven-week intervention based on American Health Association Life’s Simple 7, which are seven

modifiable risk factors, like blood sugar, activity, cholesterol and diet.

Stroke Champions will be identified in the community, who will be trained on stroke warning signs and risk factors to share that information in the community.

The research team includes Doctor of Nursing Practice (DNP) students in the adult gerontological clinical nurse specialist specialty. “These DNP students have been integral to the project from the beginning. Oftentimes we think of an adult gero CNS in the hospital doing tertiary prevention, but there is no reason they can’t be leaders in the community providing primary prevention,” says Hadidi.

She adds that nurses are well-suited to lead these types of research projects. “I think we have a good combination of trust and knowledge that lends itself to this kind of research,” she says.

Once this study is completed, Hadidi plans to share what they’ve learned. “Every research answers some questions and brings up new questions,” says Hadidi. “We want to continue building that trust. We want to establish that this intervention is feasible and is it acceptable. Once we know that, we can bring it to a larger community.”

DISRUPTING PATTERNS WITH HEALING CIRCLES

Grounded in culture and history, the intervention addresses African American intergenerational trauma

by Brett Stursa

Community and University experts are collaborating to utilize an intervention grounded in culture and history to engender healing due to historical trauma experienced and re-experienced through racism and inequity.

Yolonde Adams-Lee, MA (addiction counseling), MS (professional counseling), LISW, of Lighten Your Load Counseling, and Sarah Hoffman, PhD, MPH, RN, School of Nursing assistant professor, were recently awarded a community health collaborative pilot grant from the Clinical and Translational Science Institute for *Addressing symptoms of community and intergenerational violence in North Minneapolis: Feasibility pilot of the Intergenerational Healing Circle Intervention*.

HEALING CIRCLES INTERVENTION

The healing circles intervention is an eight-month, strengths-focused preventive group intervention. It incorporates evidence-based resilience constructs adapted from the African American Wellness Model. The intervention provides space to process wellbeing and resilience, as well as behaviors and barriers that trigger or exacerbate unresolved historical traumas specific to African American communities.

“The birth of intergenerational healing circles came out of wanting to utilize a healing tradition to break patterns we see in our community,” says Adams-Lee, who is a social justice advocate and community elder in Native and African American communities. The current research builds on Adams-Lee’s work with the

city of Minneapolis Green Zone Project to address the disproportionate impact of environmental and racial injustice on people of color in North Minneapolis.

Healing circle session topics include types of trauma, cultural coping with grief, parenting, chemical health, and environmental influence on health. In addition to the 15 sessions, there is an embedded referral opportunity for group participants needing additional one-on-one support.

EXPANDING THE REACH OF HEALING CIRCLES

The collaboration between Hoffman, whose research focus is intergenerational trauma, and Adams-Lee began when Adams-Lee sought to expand the reach of the healing circles. One component of their work together has been organizing the expertise and wisdom Adams-Lee used to facilitate group sessions into a program with structured curriculum.

“The feedback from the community has been incredibly powerful in terms of the effectiveness of her work,” says Hoffman. “We view the research as an opportunity to formalize and evaluate the work in a way that will facilitate its dissemination.”

Through qualitative assessments they will examine initial impact on coping and resilience strategies, and triggering symptoms experienced in response to community violence and racial inequity. These assessments will be used to guide quantitative evaluation strategies in future phases of the project.

Eventually, they anticipate disseminating the curriculum so that it can be utilized nationwide.

“We want to go farther and deeper and determine what works best to heal and to provide preventions ahead of time for folks in the community to break toxic cycles,” says Adams-Lee.



Yolonde Adams-Lee and Sarah Hoffman were awarded a CTSI grant for *Addressing symptoms of community and intergenerational violence in North Minneapolis: Feasibility pilot of the Intergenerational Healing Circle Intervention*.



Findings in a Pediatrics article published in August note that primary care providers frequently miss opportunities to talk about sexual and reproductive health with younger adolescents.

PROVIDERS MISS OPPORTUNITIES TO TALK ABOUT SEXUAL HEALTH

Study finds that less than one-third of adolescents report discussing sexual health during annual visits

by Kat Dodge

Routine adolescent preventive visits provide important opportunities for promoting sexual and reproductive health and for preventing unintended pregnancy and sexually transmitted infections.

A new study published in Pediatrics — led by the University of Minnesota — found that a majority of adolescents and their parents considered health care provider discussions about puberty, sexually transmitted infections, HIV and birth control important. However, less than one-third of these young people reported discussions about such topics, other than puberty, at their most recent preventive visit.

“Our findings suggest clear gaps between parent and adolescent perceived importance of discussing sexual and reproductive health topics and adolescents’ experiences during preventive visits,” says Professor Renee Sieving, PhD, RN, FAAN, FSAHM, the study’s lead author. “While most parents and many youth that were surveyed noted the importance of providers discussing these topics, it does not routinely occur during preventive visits.”

Based on data from a nationally representative survey of U.S. adolescents ages 11-to-17 years old and their parents, the study’s key findings were that during recent preventive visits:

- 14% of younger adolescents (ages 11-14 years old) and 38.7% of older adolescents (ages 15-17 years) reported that providers asked about their sexual activity;
- of all of the potential sexual and reproductive health topics, provider-adolescent discussions about puberty were most common;

- less than one-third of adolescents reported a provider discussing any other sexual and reproductive health topic; and
- conversations about confidentiality and time alone between providers and adolescents were infrequent, with 20% of younger adolescents and 44% of older adolescents reporting time alone with their provider at their most recent check-up.

The researchers noted that their work indicates that primary care providers frequently miss opportunities for critical conversations about sexual and reproductive health, particularly with younger adolescents.

“These findings dispel potential concerns that parents may object to providers having these discussions: both parents and adolescents want discussions on a range of sexual and reproductive health topics to start in early adolescence,” says Sieving. “Discussions about sexual and reproductive health and other sensitive topics are most likely to happen as a part of confidential conversations between adolescents and their providers, a practice that was infrequent among adolescents in this study.”

Further efforts are needed to identify strategies that enhance providers’ capacities to engage adolescents in these discussions. It will also be important for research and interventions to address structural barriers and facilitators to provider-adolescent conversations about sexual and reproductive health within primary care settings.



READ MORE

To read *Sexual and Reproductive Health Discussions During Preventive Visits*, visit z.umn.edu/SexualandReproductiveHealthDiscussions.

SAFEGUARDING WATER AS A DISEASE DETECTIVE

Shanna Miko brings her ICU background and a newly earned dual DNP/MPH degree to the CDC

by Susan Maas

Shanna Miko entered the School of Nursing's Doctor of Nursing Practice (DNP) program health innovation and leadership specialty with an insatiable curiosity but an unclear direction.

Miko — who began nursing in pediatric cardiology, earned a master's degree in nursing education, and started teaching public health when an older colleague asked her to lead her class — was ready to take her career to the next level. “I had no ideal job or career path, but I knew I wanted to work in global health, and I wanted to help people,” says Miko.

Her work experience, energy and clear commitment to that fundamental mission carried the day. Three

years later, Miko is bringing a newly minted dual DNP/ Master's in Public Health degree to the Centers for Disease Control and Prevention in Atlanta, where she'll spend the next two years becoming a disease detective with the Epidemic Intelligence Service (EIS) focusing on global water, sanitation and hygiene.

While earning that dual degree, Miko also managed to be named the first Scholar in Refugee and Population Health with the U's Center for Global Health and Social Responsibility in Uganda — all against the backdrop of the world-changing COVID-19 pandemic and while raising a young family. “It's a testament to what people are capable of if they have the right support system. Everyone in my University community and family has been incredibly supportive,” Miko says.

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Shanna Miko visited a reception site on the Ugandan border, where people first cross as they are seeking asylum, to examine the facilities and water tanks.

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HUMAN-CENTERED INNOVATION

As the inaugural Global Health and Social Responsibility Fellow, Miko had the opportunity to delve deeply into the innovation part of the Health Innovation and Leadership DNP degree during her time in Uganda. She views innovation through a human-centered lens. “It’s often not about technology, but about solving a problem in a unique way,” says Miko. “And I can tell you, nurses are very good at this and people in lower-income countries are phenomenal at it.”

Based in Kampala, Miko partnered with Ugandan health care providers and community leaders conducting health screening, counseling and preparing refugees and migrants for travel. The work included refining a health and hygiene curriculum, while nimbly moving with them to incorporate the context of a global respiratory pandemic. The curriculum includes subtitled videos that are being translated into multiple languages for use worldwide.

Central to their efforts, Miko says, was relationship-building, including collaborating with local community members who have interest and experience in health care. “It wasn’t me showing up and saying, ‘here are my fancy ideas of how we can make this better.’ It was a lesson in co-creation: where do you all see your problem? What do you need? How can I help you achieve that?”

“Relying on people who are plugged into the community, and trying to avoid the colonizing ways as much as possible – a big part of innovation and design thinking for me is getting your users’ input,” Miko says. “This relationship-based and community-based care, which a lot of other countries have been doing, we’re discovering in this pandemic is very valuable.”

...

“It’s often not about technology, but about solving a problem in a unique way. And I can tell you, nurses are very good at this and people in lower-income countries are phenomenal at it.”

– Shanna Miko, DNP/MPH

DISEASE DETECTIVE-IN-TRAINING

While in Uganda, she met a colleague who’d completed the CDC’s two-year EIS program and suggested Miko check it out. She was thrilled to be accepted into the agency’s National Center for Emerging and Zoonotic Infectious Diseases Division of Foodborne, Waterborne, and Environmental Diseases: Waterborne Disease Prevention Branch. She’ll specialize in preventing, monitoring and arresting domestic waterborne illness outbreaks.

“It’s this elite group of maybe 65 of us from around the world – doctors, nurses, veterinarians, PhD scientists –

learning real epidemiological skills,” Miko says. “Leading field investigations, doing data analysis – boots on the ground. It’s real on-the-job training for people who have other experiences in public health.”

Miko says her previous experience in infectious diseases “was trying to avoid them in the ICU for 15 years. Trying to avoid them at all costs,” Miko laughs. “But I’m a lifelong learner. I really feel this is going to help make me the most well-rounded leader and public health professional. It’s been a winding road, but everything has brought me to here.”





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“Part of the reason that I love nursing is that you’re doing so much more than just giving medical care or nursing interventions. You can help someone heal mind, body, spirit,” says Pekala.

PERFECT COMBINATION

Nursing allows Julie Pekala to integrate her love of science, art and human connection

by Tom Ziemer

As her time at Southwest High School in Minneapolis wound down and college beckoned, tears streamed down Julie Pekala’s face.

Deciding on a major and a future career was exasperating. And, to Pekala, it felt as though she was being forced to choose between the part of her that loved connecting with others to bring out their best and the joy she held for science and math. Until a teacher and mentor, having listened to Pekala’s tearful venting, offered her a solution.

You should be a nurse.

She hasn’t looked back since. Pekala graduated with her Bachelor of Science in Nursing in May—serving as the student commencement speaker at the School of Nursing’s ceremony—and is staying in the Twin Cities to start her nursing career.

In nursing, she says she’s found a vocation to pour her whole self into—and not just her scientific acumen and people skills, but also the artistic side that she believes helps her appreciate both the common humanity and unique story of each patient. Pekala competed nationally in spoken word poetry as a high school student and continues to write poetry in her spare time.

“I can’t imagine doing any other field,” says Pekala, who also plays five musical instruments. “And it’s everything that I’ve ever wanted to do, all wrapped into one profession.”

That enthusiasm was evident throughout Pekala’s time in the School of Nursing, during which she jumped at opportunities to get involved through student organizations like the Minnesota Nursing Student Board (which she joined as a first-year student and served as

vice president as a senior) and the National Student Nurses Association. She also worked as a peer-assisted learning study group leader for early nursing students, an experience that has fueled her ambition to one day return to school to become a professor in the field. (Though, unlike her tutoring sessions, she likely won’t start class with dance breaks.)

“I thrive in feeling like I’m contributing to a bigger purpose,” she says. “Part of the reason that I love nursing is that you’re doing so much more than just giving medical care or nursing interventions. You can help someone heal mind, body, spirit. And in so doing all these extra things out of school was kind of just second nature because school is learning content, but I want to be doing the thing. I want to be acting.”

Pekala admits her driven nature was put to the test in nursing school. “I did not expect it to be as demanding as it was,” she says, particularly during her sophomore year, when long nights at the library became the norm and she slipped into isolation. She’s since tried to forewarn younger students of that isolation trap whenever possible.

She says the community she found in the School of Nursing—and, more broadly, among intellectually curious students across the University of Minnesota campus—helped her out of that isolation. Small class sizes allowed her to form deeper friendships in classes in Weaver-Densford Hall and over breaks in the Moos Health Sciences Tower. Faculty members like Associate Professor Susan O’Conner-Von inspired her. Those relationships and the support they provided while she learned the art and science of nursing have left a lasting mark.

“The person I am now,” she says, “is so much more me than who I was five years ago, six years ago.”

INNOVATION AIMS TO REDUCE MATERNAL MORTALITY

Biomedical engineering students' invention assists in diagnosing hemorrhage, a leading cause of maternal deaths



Carrie Neerland, PhD, APRN, CNM, FACNM

by Susan Maas

The maternal mortality rate in the U.S. is the highest of any developed country, and that rate — currently 17.2 per 100,000 — keeps climbing. Moreover, most of those deaths are preventable.

Five University of Minnesota biomedical engineering students and one experienced nurse-midwife, Assistant Professor Carrie Neerland, PhD, APRN, CNM, FACNM, set out to help change that. Through a connection Neerland made with Shai Ashkenazi, associate professor of biomedical engineering in College of Science and Engineering, she became clinical adviser to the team of fourth-year engineering undergrads and helped them develop the DuoPouch: a calibrated, two-pouch drape to diagnose postpartum hemorrhage, a leading cause of maternal deaths.

The DuoPouch was recognized by the National Institutes of Health and VentureWell with an honorable mention for innovation in the 2021 Design by Biomedical Undergraduate Teams (DEBUT) Challenge. The team accepted the honor, which includes a \$1,000 award, at the annual Biomedical Engineering Society Conference in early October. The device was also featured in the department's Senior Design Showcase in May, where it won a People's Choice Award.

The students decided, early on, to focus their project on a childbirth-related innovation. "I hoped to introduce them to thinking about design from a feminist perspective and putting the pregnant person first," Neerland says. She suggested they conduct focus groups, interviewing obstetricians, labor and delivery nurses, and nurse-midwives to learn about some of the hurdles in their work.

Currently, many labor and delivery units use plastic drapes designed for urology. It's not a great solution, Neerland says.

"We have to open up this mesh part to get it even to work correctly for us, because it's not made for a birth," she says. "The plastic isn't the most comfortable, and often the blood slides back beyond the person's buttocks," she explains. "One of their innovations was to have the drape be made of a fabric-like material that's more comfortable."

Another was to make a two-pouch system: one pocket to capture amniotic fluid, if the patient's water breaks, and another to capture blood. That pocket has measurements on it. "Studies show that we greatly underestimate blood loss when we 'eyeball,'" Neerland says. The measurements on the DuoPouch pockets allow providers to accurately gauge, at a glance, just how much blood the patient has lost. "The calibrations let you monitor blood loss in real time, to help the clinician make decisions about whether or not

how sometimes simple projects are just as important. Something that's simple and wouldn't have to be very costly could save lives globally," Neerland says.

Gasser concurs. "Often in school, we learn super complicated things: 'look at this really cool, difficult invention. Let's see how crazy we can make it,'" she says. "There's not a lot of emphasis on simplicity."

One professor suggested adding sensors to the design, Gasser recalls. "And we're like, 'Honestly, no, we want it to be very straightforward.' This could be used anywhere — not just in hospitals, not just in places with electricity — because people give birth everywhere. And people are suffering unnecessarily."

Neerland found it rewarding to help their invention come to fruition. "A couple of them have expressed interest in doing more work related to women's



From left, Lexi Kedzierski, Josh Stadler, Emma Sethi, Rachel Gasser and Emily Chandler.

they're going to need to use any corrective measures to prevent further blood loss."

Rachel Gasser, a member of the design team who's beginning her master's in biomedical engineering at the U, found the process eye opening. "There's a lot of research and money going into other fields, while labor and delivery is seen as something that just happens," Gasser says. "Maternal health isn't perceived as the priority that other things are."

The DuoPouch is elegant in its simplicity. Neerland and the students say that's one of its best attributes. "Let's talk about

health," she says proudly. "I'm glad to have helped them really bring in the patient's perspective." She hopes to be part of more such collaborations in the future, especially if institutional support could create dedicated time for cross-disciplinary work between nurses and engineers. It's an underexplored realm, Neerland believes.

"Nurses are making adaptations to existing tools all of the time," she says. When a team of fledgling engineers bring their skills and creativity to the process, so much the better.

NEW PROGRAM TO IMPROVE ACCESS, HEALTH OUTCOMES FOR SEXUAL ASSAULT SURVIVORS

\$1.5 million grant will nearly double the number of nurses in Minnesota trained to provide care after sexual assault

by Brett Stursa

Sexual assault survivors in Minnesota and around the country will have improved treatment access and health outcomes, after the Health Resources and Services Administration (HRSA) awarded a three-year, \$1.5 million grant to increase the number of forensic nurses.

The purpose of the Advanced Nursing Education-Sexual Assault Nurse Examiners program is to expand the availability of sexual assault nurse examiners (SANEs) to rural and under-

resourced communities to improve care provided to victim-survivors, according to Professor Carolyn Porta, PhD, RN, SANE, FAAN, who is the principal investigator.

SANEs are registered nurses who have completed specialized education and clinical preparation in the medical forensic care of a patient who has experienced sexual assault or abuse.

“Victim-survivors of sexual violence and domestic violence have potential for better and healthier outcomes, whether children or adults, if they receive trauma-informed care, including SANE services,” says Porta, noting that trauma-informed care recognizes and responds to the signs, symptoms and risks of trauma to better support the health needs of patients.

NOT ENOUGH SANES TO MEET THE NEED

The SANE workforce in Minnesota reflects national trends in that there are not enough SANEs to meet the needs of the population. This issue is exacerbated by a lack of certified SANEs in rural and underserved areas and overall high turnover rates.

In Minnesota, there are approximately 100 practicing SANE-trained nurses. The International Association of Forensic Nurses (IAFN) shows that only 48 nurses are SANE certified, and only seven of those serve outside of the Twin Cities metro area.

“This is nowhere near the workforce needed to ensure access to SANE services,” says Porta.



“Victim-survivors of sexual violence and domestic violence have potential for better and healthier outcomes, whether children or adults, if they receive trauma-informed care, including SANE services.”

– Carolyn Porta,
PhD, RN, SANE, FAAN

The new program will train approximately 90 nurses as SANEs and an additional 45 current SANEs are expected to be supported toward certification.

The project includes partnering with Minnesota State University-Mankato and expert forensic nurses from across the state to ensure broad recruitment efforts are successful.

In addition to collaborating with local and state partners, they will be partnering with the other Advanced Nursing Education-Sexual Assault Nurse Examiners programs across the country.

“The need in Minnesota is reflective of what we see nationwide. On average about 20-25% of U.S. hospitals have SANE services available according to our

voluntary database, with no mandatory SANE database repository to rely on for accurate data,” says Jennifer Pierce-Weeks, IAFN chief executive officer. “We have already seen dramatic growth in the number of didactically and clinically educated, as well as board certified SANEs as a result of the HRSA funding.”

TRAUMA-INFORMED CARE COMMUNITY OF PRACTICE

In addition to increasing the number of SANEs and certified SANEs, the program includes developing and delivering a Trauma-Informed Care Community of Practice that promotes competency, retention and wellbeing.

The community of practice will include didactic courses, robust clinical skills

simulations, virtual training modalities, practical learning experiences, a mentorship framework and multidisciplinary case review and team building.

“Accessing meaningful forensic nursing clinical experiences often poses logistical and programmatic challenges,” says Porta. “This newly developed Trauma-Informed Care Simulation Series, delivered online and in person when feasible, will advance important competencies and address existing needs and gaps in SANE competency development.”



Professor Donna Bliss launched MN Bike and GO to identify restrooms and portable toilets along every bike trail and route in Minnesota.

PROJECT LAUNCHES TO REMOVE BARRIERS TO BICYCLING

Crowdsourcing used to locate bathrooms
on Minnesota bike paths

by Brett Stursa

Faculty and students at the University of Minnesota School of Nursing are teaming up with experts in Geographic Information Systems (GIS) to identify the location of public restrooms and portable toilets along every bicycle path and route throughout Minnesota.

The project—MN Bike and GO—is using crowdsourcing and mobile devices to identify the locations on an interactive web-based map. There is also a short survey that allows bicyclists to report information about the restroom’s features, such as cleanliness, toilet paper supplies, hours the restroom is open and whether the toilets flush. After an April launch, the map already has more than 400 bathrooms identified throughout Minnesota and the numbers continue to increase.

“Minnesota is a great place to ride a bike, but people often need to use the restroom during a ride and there isn’t a good way to know where they are located or what they are like. They may also not know which ones have opened after being closed due to COVID-19. Currently there are no maps or lists readily available,” says School of Nursing Professor Donna Bliss, PhD, RN, FGSA, FAAN. “This project will solve those problems and help people and families enjoy their bike rides and be in the know about any restroom stops they may need to make.”

Bliss said this kind of practical solution that encourages health promotion and keeping the environment clean and safe is

at the heart of nursing and a great example of collaborative work at the University. She is collaborating with Len Kne, director of U-Spatial, on the project, which also is supported by undergraduate and doctoral students who are assisting with the map development, surveys and getting the word out about the project.

A key component of the project is that it is using crowdsourcing to identify the restroom locations. “We really wanted to involve Minnesotans throughout the state,” says Bliss. “It’s so much more engaging to use crowdsourcing and promotes a spirit of community.” The information provided is freely available to any user with the link and can be updated as needed.

Bliss’ research expertise is in bowel and bladder health and she learned of similar maps in Australia and the United Kingdom while she was the chair of the Nursing Committee of the International Continence Society. “The initiative has benefits for everyone, not only as a matter of convenience but to maintain health,” she says. It may also eliminate one of the barriers preventing people with bladder or bowel problems from getting on their bikes and enjoying nature.

Bliss says they are currently sharing information about the project with bicycle organizations and bike shops throughout Minnesota to raise awareness about the project and encourage riders to participate. The submitted information is being used to populate the map and allows users to search for restrooms and portable toilets along bike routes using their mobile devices during or before a ride.



BSN student Elizabeth Hansel and DNP student Jonathon Popko are assisting with the MN Bike and Go initiative.

Want to help in the effort to identify all bathrooms along Minnesota bike paths? Go to z.umn.edu/MNBikeandGO to fill out the survey or to learn more.



BAKKEN CENTER FOR SPIRITUALITY & HEALING HOSTS VIRTUAL INTERNATIONAL INTEGRATIVE NURSING SYMPOSIUM

Center nurtures integrative nursing community via free webinars

by Kit Breshears

Inspiring a global community of integrative nurses and nurse leaders during the COVID-19 pandemic is a critical goal for the Earl E. Bakken Center for Spirituality & Healing.

Building on the success of past International Integrative Nursing Symposia in Iceland (2015), Arizona (2017) and Ireland (2019), the center will be hosting an online Symposium April 27-29, 2022.

"While we had planned on holding an in-person Symposium in 2021, the challenges of the COVID-19 pandemic made it impossible," says Professor Mary Jo Kreitzer, PhD, RN, FAAN, director of the center. "We will miss the intimacy of being together, but an online Symposium offers many exciting opportunities. Our goal has always been for the Symposium to be as accessible and inclusive as possible, and by offering this at a low cost in an online environment, we are confident that even more nurses will be able to gather, share and learn together."

A new feature of the 2022 Symposium will be interactive poster sessions. Presenters who submit posters for the online Symposium will have the opportunity to not just share their work in a poster format, but record short videos and interact with participants from around the world.

To continue nurturing the community that past Symposia have built, the center began convening an Integrative Nursing Free Webinar Series in 2021.

"The Integrative Nursing Free Webinar Series has been a fantastic way to connect with and expand our Integrative Nursing community," says Sue Nankivell, director of business development and community relations at the Bakken Center. "Series content has been very well-received, providing valuable learning opportunities. It's also been a great way to build community and excitement leading up to the 2022 Symposium."

To date, more than 500 attendees have participated in these webinars, two of which have been led by nursing alumni Stephanie Hope and Clinical Assistant Professor Erika Timko Olson.

"By sharing different ideas and views on integrative nursing, this is a big step towards learning and also improving quality of care," said a past webinar participant.

Megan Voss, DNP, RN, who is clinical associate professor in the School of Nursing and director of education/graduate studies and associate professor at the Bakken Center, is enthusiastic about learning how the pandemic is shaping integrative nursing practice. "The Integrative Nursing Symposium offers a way to connect with likeminded nurses across the globe," she says. "I am always so inspired by the people I meet and the connections I make. After two challenging years in health care, I am excited to see what innovations have emerged from the brilliant integrative nurses who will be sharing their work at the virtual Symposium in 2022."

Abstract submissions are being accepted for the 2022 Virtual Symposium at integrativenursingsymposium.com.

Remembering the Journey and Giving Back



If you viewed a flashback reel of Nancy (BSN '69) and Dennis (BS '68, CFANS) Moeller's time at the University of Minnesota, you would see joy in marching band melodies, friends in front of the Powell Hall mantle, and servings of Gopher football with a side of the Minnesota Rouser. Having received countless happy memories and exemplary educations, they felt it was time to give back to the institution that gave them so much. The Nancy J. and Dennis D. Moeller Fund for Nursing will recognize and honor the importance of palliative care nursing in home and non-home settings. "Our decision to give back was an easy one after having a successful nursing career for almost 50 years," says Nancy. "The education I received from the School of Nursing provided the foundation for me to provide care and leadership that was compassionate, caring, and innovative."

And what a career it was, spanning bedside nursing, nursing leadership at the clinical and community levels, and hospice case management. Golden Gophers through and through, Dennis and Nancy also included University of Minnesota Extension and Marching Band in the estate plan. "Our gifts reflect what we love about the U," Dennis said. "Just as our time as students was shaped by professors and mentors, we hope our generosity impacts the lives of many emerging young professionals."

To learn more about leaving a legacy through an estate gift to the School of Nursing, please contact John Kilbride (kilbride@umn.edu) or Maria McLemore (mmclemor@umn.edu).



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SETTING THE PATH FOR MORE AMERICAN INDIAN NURSES

As the 14th American Indian nurse to earn a PhD, alum Misty Wilkie says representation matters

by Brett Stursa

While a nursing student at Bemidji State University, Misty Wilkie learned there were only 12 American Indian nurses with PhD degrees. Knowing the importance of representation and valuing being a role model, she was motivated to earn one herself.

"I didn't really know what a PhD in Nursing meant, I just knew that 12 was a really low number and we needed more of those," says Wilkie, an enrolled member of the Turtle Mountain Band of Chippewa Indians in North Dakota.

Wilkie went on to earn a PhD in Nursing from the University of Minnesota in 2009, becoming the 14th American Indian nurse to earn the degree. She's now dedicated her career to ensuring more American Indians become nurses and has earned some of nursing's highest honors, including being inducted as a Fellow into the American Academy of Nursing in 2018.

"Representation matters," says Wilkie, PhD, RN, FAAN. "To me, having more American Indian nurses and more diverse nurses really improves the health outcomes of that population. And so I knew that in order to advance diversity in nursing, I had to advance myself and be a role model."

NURSING ORIGINS AND MONUMENTAL MENTORS

Wilkie's career in nursing has its origins in an experience she had when her 5-month-old son Zachary suffered a stroke.

"I was 18 at the time and I was a single mom, and we spent two weeks at the University of Minnesota Children's Hospital," says Wilkie. "It was Zachary's primary nurse Roni—I still remember her name—who would explain what things were going on and what the doctors were thinking and what the treatment was going to be. She's the reason I became a nurse."

After earning an associate's degree from Hibbing Community College and a bachelor's degree from Bemidji State University, Wilkie was recruited by the director of the Recruitment and Retention of American Indians in

As a professor at Bemidji State University, Misty Wilkie recently received renewed funding for Niganawenimaanaanig, a program designed to provide holistic support for American Indian students named after an Ojibwe phrase that means "we take care of them."

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Nursing (RAIN) program at the University of North Dakota (UND) to enroll in the master’s program and then attend the University of Minnesota to earn a PhD.

It was during her time at UND that she first experienced having other American Indian nursing students in her classes. “In my two-year and four-year programs, I was the only minority,” says Wilkie. “I noticed that and it was lonely.”

At the University of Minnesota, Professor Sue Henly was awarded funding to increase the number of American Indians with a PhD in Nursing. A bridge program between UND and the U of M was created to ease the transition for students. “The bridge program was pivotal for me. At the time, the U of M had the most American Indian nursing faculty than any other university in the country, with Margaret Moss, Roxanne Struthers and Felicia Hodge. Having them as a mentors was monumental for me,” says Wilkie.

CREATING NIGANAWENIMAANAANIG

After earning her PhD degree, Wilkie returned to Bemidji State in 2013 as a faculty member. She was surprised by the demographics of the student body and how few American Indians were in nursing. “Bemidji is at the center of the three largest reservations in Minnesota, so I wondered where all of the American Indian students were at,” says Wilkie.

When a Health Resources Services Administration (HRSA) nursing workforce diversity grant opened for submissions, Wilkie and a group of others on campus who were asking the same question submitted a proposal.

In 2017, she was awarded a four-year, \$2 million grant to increase the number of American Indian students. The

grant helped launch Niganawenimaanaanig, a program designed to provide holistic support for American Indian students named after an Ojibwe phrase that means “we take care of them.”

The program provides students with tuition scholarships, monthly stipends, and other support including tutors, student mentors and opportunities to network to increase the chances for their success.

• • •

“I think my belief and my passion for this much needed program, along with a supportive partnership with the university, has helped make it successful.”

– Misty Wilkie, PhD

In four years, Niganawenimaanaanig served 38 nursing students from 15 different tribal nations and has graduated 17 nurses who are now working in underserved communities.

• • •

“Having an instant rapport and trust that comes with an American Indian nurse I think speeds up their healing process and gets them healthier quicker.”

– Misty Wilkie, PhD

Wilkie says the program design was shaped her own higher education experiences, both the challenges and successes. “Building a sense of community was a big part of what I put into Niganawenimaanaanig,” says Wilkie.

Earlier this year, Niganawenimaanaanig received renewed funding from HRSA, with a four-year, \$2.2 million grant. The new funding allows the program to fully fund full-time students and increase stipends.

“I think my belief and my passion for this much needed program, along with a supportive partnership with the university, has helped make it successful,” says Wilkie, who was promoted to full professor earlier this year. “I have very strong feelings about making sure that students are taken care of and we’re doing everything we can to help them be successful.”

AN EYE ON DECLINING MORBIDITY, MORTALITY RATES

The stakes are high. American Indians and Alaska Natives have the highest rates of poverty, depression, addiction, suicide, domestic violence and diabetes in the United States. At the same time, a 2017 National Council of State Boards of Nursing survey found that nurses from minority backgrounds represented 19.2% of the RN workforce, with American Indians/Alaskan Natives comprising only 0.4%.

“American Indians have a difficult time trusting people outside of their social network or cultural network. Having an instant rapport and trust that comes with an American

Indian nurse I think speeds up their healing process and gets them healthier quicker,” says Wilkie. “Hopefully that helps manage their chronic illnesses better, so their morbidity rates decline and the mortality rates decline.”

TO NOT BE FORGOTTEN ANYMORE

As Wilkie reflects on her career, she surprises herself at where it has taken her. “I never in a million years would have imagined myself being here,” says Wilkie. “I grew up on the Spirit Lake reservation in North Dakota for the first 12 years of my life, and then I went to Standing Rock in North Dakota and to Rosebud, South Dakota, which is one of the poorest reservations in the country, so I’ve seen a lot of really bad things, but I have also seen a lot of good and positive things too.”

Never one without a new goal on the horizon, she says she sees raising the visibility of American Indian nurses as a new challenge. “It feels like we’re minorities of the minorities,” says Wilkie.

Currently, she serves on the American Academy of Nursing Diversity and Inclusivity committee and AACN’s Diversity, Equity, and Inclusion Leadership Network.

“I am just shocked at how many times American Indians are left out of conversations on diversity,” says Wilkie. “I just think, ‘When will we not be forgotten anymore?’ I don’t know how I’m going to get there, but that’s my next goal, whatever I can do to help us not be forgotten anymore.”

MANTHEY RECEIVES HIGHEST AWARD FOR UNIVERSITY ALUMNI

As the creator of Primary Nursing, she's
influenced generations of nurse leaders



Marie Manthey, PhD (hon), MNA, FRCH, FAAN, known throughout the world as the Mother of Primary Nursing, will be presented with the Outstanding Achievement Award, the highest award the University of Minnesota presents to its alumni.

Manthey becomes just the 27th individual in School of Nursing history to receive the award that recognizes University alumni who have attained unusual distinction in their chosen fields or professions or in public service, and who have demonstrated outstanding achievement and leadership on a community, state, national or international level.

Manthey, who earned a Bachelor of Science in Nursing Administration degree from the University in 1962 and a Master of Science in Nursing Administration in 1964, developed Primary Nursing based on her experiences on Unit 32, an acute medical care ward at University of Minnesota Hospital where she led a team of nurses in 1968.

Experiencing extreme frustration with a chaotic work environment where “everybody’s responsible for everything and nobody’s responsible for anything,” she developed the revolutionary concept of Primary Nursing, a system of nursing care delivery that emphasizes continuity of care and responsibility acceptance by having one registered nurse (RN) provide complete care for a group of patients throughout their stay in a hospital unit or department.

The concept of Primary Nursing was later expanded to include people in all health care disciplines and departments.

Moreover clinicians expanded to seeing themselves as the “primary” caregiver or service provider to each patient and family became the core of the Relationship-Based Care (RBC) model of care delivery used worldwide today.

After serving as associate director of nursing at the University of Minnesota Hospital and director of nursing at United Hospitals of St. Paul, Manthey moved to New Haven, Connecticut in 1976. There she served as vice president of patient services at Yale New Haven Hospital and was an associate professor at the University of Connecticut and associate clinical professor at Yale School of Nursing.

In 1979, Manthey founded a health care consulting company – Creative Health Care Management (CHCM) – based on the RBC delivery model. Through her work she has influenced generations of nurses and supported the development of nursing in more than 2,000 client health care organizations around the world. She also provided technical guidance to the U.S. Department of Health and Human Services for their study of Primary Nursing, published in 1983.

In 1994, she became just the fourth American nurse elected a fellow of the Royal College of Nursing in the United Kingdom. In 2015, she was named a Living Legend of the American Academy of Nursing – its highest distinction – for extraordinary contributions to the nursing profession, sustained over the course of a career.

A prolific author with more than 100 published articles, she received The American Journal of Nursing Book of the Year Award in 2002 for *The Practice of Primary Nursing*, in 2004 as a co-author of *Relationship-Based Care: A Model for Transforming Practice*, and again in 2016

as co-author of *Primary Nursing: Person-Centered Care Delivery System Design*.

Daniel Pesut, PhD, RN, FAAN, past director of the Katharine J. Densford International Center for Nursing Leadership, who nominated Manthey wrote, “Marie Manthey has influenced generations of nursing leaders throughout the world with her creation of Primary Nursing and its evolution and development into Relationship-Based Care.”

In a supporting letter, Gladys M. Campbell, MSN, RN, NC-BC, FAAN, wrote, “Beyond her well-known professional accomplishments, Marie is recognized as a nurses nurse, a professional whose heart has remained at the bedside and whose commitment has reflected her understanding that a nursing license is a statement of public trust.

As a young nurse and first-time nursing manager, I remember carrying Marie’s Primary Nursing text, literally, under my arm as I worked to develop a professional practice climate. Stunned by the simplicity of a model based on nurse’s accountability to his or her patients, achieved through Relationship-Based Care, I was empowered to challenge the traditional acuity-based ‘numbers game’ that drove out staffing models. ...I am just one story of a nurse, initially unknown by Marie, who was highly impacted by her work.”

Manthey continues to push the profession forward by challenging it to explore structural racism and implicit bias. She regularly hosts nursing salons to provide space for these important discussions and continues to consult for Creative Health Care Management.

She will be formally presented with the Outstanding Achievement Award as part of the School’s All School Reunion in 2022.

SIX NAMED TO ENDOWED CHAIRS, PROFESSORSHIPS

The School of Nursing announced the naming of six endowed chairs and professors. Clinical Professor Mary Chesney, PhD, APRN, CPNP, FAANP, FAAN, and Professor Christine Mueller, PhD, RN, FGSA, FAAN, were named as Katherine R. & C. Walton Lillehei Chairs in Nursing Leadership. Professor Carolyn Porta, PhD, MPH, RN, and Clinical Professor Teddie M. Potter, PhD, RN, FAAN, FNAP, were named Pauline A. Vincent Chairs in Public Health Nursing. School of Nursing Foundation Research Professorships were awarded to Professor Wendy Looman, PhD, APRN, CPNP-PC, and Associate Professor Siobhan McMahon, PhD, MPH, GNP-BC.

“Chairs and professorships are a life blood of tier-one research institutions such as ours,” says Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP. “They recognize and advance academic scholarship of the highest order and they serve as lasting tributes to the benefactors, often our distinguished alumni, who established them.”

In addition to providing faculty with the resources necessary to propel their research and innovations, endowed chairs and professorships are essential for recruiting and retaining the highest-quality scholars. They help create an academic environment that attracts the best students by giving them access to key learning, often years before it appears in textbooks.



KATHERINE R. & C. WALTON LILLEHEI CHAIR IN NURSING LEADERSHIP

The Katherine R. & C. Walton Lillehei Chair in Nursing Leadership was created in 2001 in appreciation for the role the University played in their lives and in the belief that education holds a society together. It is named after Katherine R. Lillehei, a nursing student in the 1940s and former School of Nursing Foundation member, and her husband C. Walton, a renowned Minnesota physician and pioneer of open-heart surgery.

Chesney is a nationally recognized nurse leader, APRN workforce/practice expert, and child health advocate. She led the Minnesota Advanced Practice Registered Nurse (APRN) Coalition's successful 2014 legislative campaign to enact full practice authority for Minnesota's APRNs. She has served seven appointments to Minnesota Legislative or executive branch work groups and has provided numerous legislative testimonies. She advocated for children's health as Health Policy Chair and President of the National Association of Pediatric Nurse Practitioners. She is a Fellow of the American Academy of Nursing and the American Association of Nurse Practitioners.

Mueller, Long-Term Care Professorship in Nursing (Emeritus), is the senior executive associate dean for academic programs at the School of Nursing and the co-director of the Center for Aging Science and Care Innovation. She is recognized as a national expert on nursing home care quality and serves on the National Science, Engineering and Medicine Committee on Nursing Home Quality. She developed a model to provide nursing students with exemplary clinical experiences in nursing homes. Mueller is a fellow in the Gerontological Society of America and the American Academy of Nursing.



Mary Chesney



Christine Mueller

PAULINE A. VINCENT CHAIR IN PUBLIC HEALTH NURSING

The Pauline A. Vincent Chair in Public Health Nursing was established in 1999 to support faculty who are developing nursing programs and providing nursing services that focus on the needs of the community at large. The chair honors the legacy of Pauline A. Vincent, PhD, MPH, RN, FAAN, who was a public health nursing leader and a 1956 alum of the University of Minnesota master’s degree in public health nursing program.

Porta serves as professor and associate vice president for Clinical Affairs in the Office of Academic Clinical Affairs and as director of Global Health for the School of Nursing. She is recognized for her expertise in global health workforce development, public health nursing, sexual violence prevention and trauma-informed response, and young adult health promotion. With 100+ peer-reviewed publications, she has been inducted in the American Academy of Nursing, the National Academies of Practice, and the University of Minnesota Academy of Excellence in Clinical Practice. A first generation college graduate, she is committed to the success of every student everywhere.

Potter knows that nursing knowledge and leadership are necessary to innovate effective solutions to our most urgent global challenges. In 2019, Potter was appointed the first director of Planetary Health for the School of Nursing. In addition, she chairs the American Academy of Nursing Environment and Public Health Expert Panel, is a member of the coordinating committee of Columbia University’s Global Consortium on Climate and Health Education and is a member of the steering committee for the Planetary Health Alliance at Harvard. She is a Fellow in the National Academies of Practice, in the American Academy of Nursing and the Institute on the Environment at the University of Minnesota.



Carolyn Porta



Teddie Potter

SCHOOL OF NURSING FOUNDATION RESEARCH PROFESSORSHIP

The School of Nursing Foundation Research Professorship was established in 2009 by supporters of the University of Minnesota to advance nursing science.

Looman is professor and chair of the Child and Family Health Cooperative and director of the Center for Children with Special Health Care Needs. As a pediatric nurse practitioner and family nurse researcher, her work has focused on systems of care for families raising children with medical complexity. She developed the Social Capital Scale for Families Raising Children with Chronic Conditions, which has been translated into four languages. She co-developed the Position Statement on Planetary Health and Family Health for the International Family Nursing Association and serves on the editorial board of the Journal of Family Nursing.

McMahon is associate professor and a gerontological nurse practitioner whose interests broadly focus on promoting health and wellness across diverse populations of older adults, particularly those with fall risk. She serves as co-director of the Center for Aging Science and Care Innovation and chair of the Research Committee. She is also an affiliated faculty at the University’s Robert J. Jones Urban Research and Outreach-Engagement Center. Her research – developing and testing fall prevention and physical activity interventions augmented with technology – is grounded in interdisciplinary collaborations and is recognized nationally and internationally.

The recipients were honored at a ceremony in September.



Wendy Looman



Siobhan McMahon

MONSEN RECEIVES AMIA'S VIRGINIA K. SABA INFORMATICS AWARD

Professor Karen A. Monsen, PhD, RN, FAMIA, FNAP, FAAN, has been named the 2021 recipient of the American Medical Informatics Association's (AMIA) Virginia K. Saba Informatics Award, recognizing an individual's distinguished career and significant impact on the care of patients and the discipline of nursing.

Monsen's research, informed by more than 20 years experience as a public health nurse and manager, uses standardized data and systems to improve the quality of care and patient outcomes. She developed a novel practice-based research network based on standardized nursing terminology data through the University of Minnesota Center for Nursing Informatics, where she currently serves as director. The Omaha System Partnership for Knowledge Discovery and Health Care Quality has been used by multi-disciplinary research teams around the world to shape policy in knowledge management and to educate students in contemporary health care practices.

Of particular interest to Monsen are the ways that informatics, big data and documentation in general; and the Omaha System in particular, can increase health equity and transform health care for the better.

Monsen was presented with the Virginia K. Saba Informatics Award at the AMIA 2021 Annual Symposium in San Diego on Oct. 31. She joins Associate Professor Emeritus Bonnie Westra, PhD, RN, FAAN, FACMI, and Professor and Dean Connie White Delaney, PhD, RN, FAAN, FAMIA, FNAP, as past School of Nursing recipients of the AMIA signature award.



Karen Monsen

AFTER 40 YEARS OF SERVICE TO SCHOOL, AVERY NAMED EDITOR-IN-CHIEF OF MIDWIFERY JOURNAL

After nearly 40 years of service to the School of Nursing, Professor Melissa Avery, PhD, CNM, FACNM, FAAN, retired in the fall 2021. Avery's service began with an adjunct faculty appointment in 1983 in the nurse-midwifery program. From there, she served as a clinical instructor and graduate assistant in the program from 1984-1988. She was a co-project director on the NIH-funded Breast Feeding Behaviors study from 1989 to 1993. She was appointed on the tenure track in 1994 and served as director of the Nurse-Midwifery program for 23 years. Avery served as the school's first coordinator of the Doctor of Nursing Practice nurse-midwifery specialty, which is ranked second in the nation by U.S. News and World Report.

Avery's midwifery practice through 2007 was an integral part of her academic role and this practice informed her scholarship through funded research, publications and interprofessional education initiatives. Her service to the profession has shaped the school's approach to teaching nurse-midwifery and has contributed to improvements in the preparation and practice of nurse-midwives in the region as well as nationally and around the globe.

Her research focus examined prenatal care practices to enhance maternal confidence for physiologic labor

and birth as well as vaginal birth after cesarean birth. Recently, she was co-principal investigator on a nationally funded project to develop and implement an interprofessional education curriculum for graduate midwifery students and obstetrics and gynecology residents.

Avery is a past president of the American College of Nurse-Midwives. She was named a Fellow in both the American College of Nurse-Midwives and the American Academy of Nursing.

Avery received the U of M Outstanding Contributions to Graduate and Professional Education Award in 2011 and is a member of the Academy of Distinguished Teachers.

She was recently named Editor-in-Chief of the Journal of Midwifery and Women's Health, and will assume this role in January 2022.



Melissa Avery

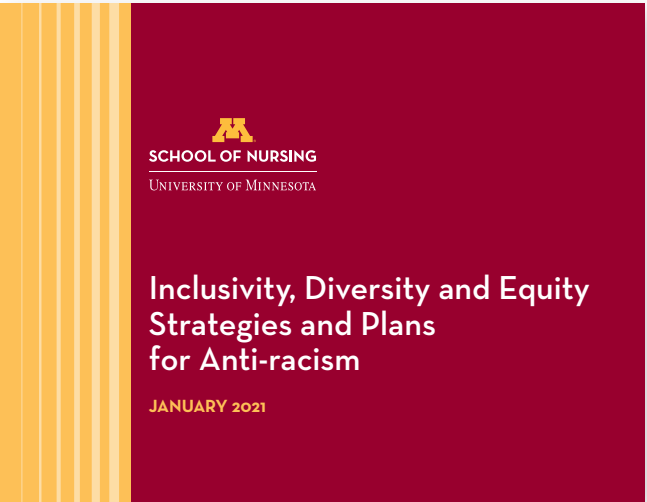
ANTI-RACISM PLAN ENACTED

The School of Nursing has enacted a strategic plan to promote an inclusive, diverse and equitable culture within the school that rejects racism and promotes and cultivates an environment that is safe, supportive and responsive to the needs of students, staff and faculty. Developed by the Inclusivity, Diversity and Equity (IDE) directors and committee, the plan is supported by the school.

The plan, which includes metrics and benchmarks, focuses on areas such as recruitment and admissions, curriculum and student experiences, faculty and staff recruitment, nursing research, leadership, and communications.

"The strategic plan is driven by our enduring dedication to creating a culture that embraces inclusivity, diversity, equity and social justice," says Clinical Associate Professor Barbara Peterson, PhD, APRN, PMHCNS-BC, and director of Inclusivity, Diversity and Equity. "Sustained transformation in nursing education and health care requires vision, reflection and committed action. The strategic plan's commitments, goals and action steps reflects the school's priorities to cultivate an environment that is safe, supportive and responsive."

Peterson says the plan is both a product and a process. It will serve as a roadmap rather than a destination as the school lives out its values through its priorities and



daily engagement. It also provides opportunities for all members of the School of Nursing community to add their energy, skills and wisdom to accomplish its goals.

Following approval by the Inclusivity, Diversity and Equity committee and Dean Connie Delaney, the plan was reviewed and distributed for comment and subsequently endorsed by school leaders, faculty and staff.

Inclusivity, Diversity and Equity Strategies and Plans for Anti-Racism at the School of Nursing can be found at z.umn.edu/antiracismstrategies.

BRIEFLY

BSN program ranked 10th by U.S. News

U.S. News & World Report placed the University of Minnesota 10th in its first-ever ranking of the Best Bachelor of Science in Nursing (BSN) programs.



The review of more than 690 schools with BSN degree programs was compiled from surveys of top academics and officials at nursing schools or departments. The full list of programs and methodology can be found in the U.S. News Graduate School Compass.

School receives 6th consecutive Higher Education Excellence in Diversity Award

For the sixth consecutive year, the School of Nursing received the Health Professions Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity Magazine. The school was one of only 13 nursing schools to receive the HEED Award, which honors U.S. nursing, medical, dental, pharmacy, osteopathic, veterinary, and other health schools and centers that demonstrate an outstanding commitment to diversity and inclusion.



School names inaugural Global Health Faculty Scholars

The School of Nursing announced the slate of inaugural Global Health Faculty Scholars. The 2021-2023 cohort includes Cynthia Bradley, PhD, RN, CNE, CHSE, Nasra Giama, DNP, RN, PHN, Barb McMorris, PhD, Lisiane Pruinelli, PhD, RN, Sripriya Rajamani, PhD, MPH, MBBS, FAMIA, and Erica Schorr, PhD, RN, FAHA.

Through a Global Health Faculty Scholars' Community of Practice, School of Nursing Faculty Scholars will learn together, exchange and challenge ideas, and collaborate with faculty from partner schools of nursing on research, practice or education focused projects. The Global Health Faculty Scholars Program supports the advancement of global health through meaningful partnerships around the world.

Outstanding preceptors honored at ceremony

The school recognized the 2020-2021 outstanding preceptors at ceremony during the Doctor of Nursing Practice Enhancement and Enrichment Programming day. Each specialty was invited to recognize two outstanding preceptors in 2020-2021. Those interested in working with graduate nursing students as a preceptor can learn more at www.nursing.umn.edu/outreach/clinical-preceptors.

Sean Murray, at University of Minnesota Physicians, and **Christina Wiekamp**, at HealthEast, were honored for being Adult Health/ Gerontological Clinical Nurse Specialist preceptors.

Leesa Cachuela, at Health Partners, and **June Van Valkenburg**, at Allina Health Centennial Lakes were honored for being Adult Health/ Gerontological Primary Care Nurse Practitioner preceptors.

Melissa Lachowitz, at North Memorial Elk River Clinic, and **Rebecca Skoler**, at Community University Health Care Center (CUHCC), were honored for being Family Nurse Practitioner preceptors.

Lori Skinner, at Medica, was honored for being a Health Innovation and Leadership preceptor.

Amy Quarberg, at M Health Fairview St. John's Hospital, was honored for being an Integrative Health and Healing preceptor.

Bobbi Gagliano, at M Health West Bank/Masonic/UMMC, and **Jill Lange**, at Minneapolis VA Medical Center, were honored for being Nurse Anesthesia preceptors.

Lois Cannon, at Health Partners, and **Michele Stegeman**, at Health Partners, were honored for being Nurse Midwifery preceptors.

Clarence Jones, at Hue-MAN Partnership, and **Shannon Merillat**, at American Academy of Neurology, were honored for being Nursing Informatics preceptors.

Chanon Ridore, at Hennepin Healthcare, and **Allison Goulson**, at Partners in Pediatrics, were honored for being Pediatric Nurse Practitioner Primary Care preceptors.

Kristin Hjartardottir, at Abbott Northwestern Hospital, and **Mary Warin**, at Mental Health Resources, were honored for being Psychiatric/Mental Health Nurse Practitioner preceptors.

Kara Stender, at Hennepin County Obstetrics and Gynecology Clinic, and **Jenna Wygant**, at Mayo Obstetrics and Gynecology Clinic were honored for being Women's Health/Gender-Related Nurse Practitioner preceptors.

AWARDS AND HONORS



Clinical Professor **Diana Drake**, DNP, APRN, WHNP-BC, FAAN, was appointed as the Inclusivity, Diversity and Equity Committee co-chair of the National Association of Nurse Practitioners in Women's Health



Professor **Carolyn Porta**, PhD, MPH, RN, SANE-A, FAAN, FNAP, was appointed as co-chair of the President's Initiative to Prevent Sexual Misconduct.



Assistant Professor **Carrie Neerland**, PhD, APRN, CNM, FACNM, was elected to the Board of Directors for the American College of Nurse-Midwives.



Clinical Professor **Teddie Potter**, PhD, RN, FAAN, FNAP, was named to the American Nurses Association's inaugural Innovation Advisory Board.

NEW APPOINTMENTS



Amanda Aho, BA, joined the school as a data systems and reporting specialist. She earned a bachelor's degree from the University of Minnesota's astrophysics program. Previously she supported the document custody line of business and used SQL to provide reports at Wells Fargo.



Camille Brown, PhD, RN, PHN, LSN, joined the school as a tenure track assistant professor. She was a postdoctoral fellow in Interdisciplinary Research Training in Child and Adolescent Primary Care in the Medical School, Division of General Pediatrics and Adolescent Health. She is an experienced school nurse in rural and urban communities, and her program of

research centers on experiences of marginalized, vulnerable groups of youth. She earned a bachelor's degree in nursing from Winona State University and a PhD from the School of Nursing with a minor in public health.



Mads Clark, MA, joined the school as pre-licensure recruitment and admissions coordinator in the Office of Student and Career Advancement Services. They most recently served as interim assistant director of student diversity and inclusion services at the University of St. Thomas. They earned a master's degree in leadership in student affairs from the

University of St. Thomas and a bachelor's degree in communications studies from Hamline University.



Matt Everhart, MA, joined the school as a HR generalist. Previously, he served as a senior HR analyst at Minneapolis College of Art & Design, a HR analyst at the Center for Diagnostic Imaging and a HR coordinator at US Bank. He earned a master's degree in human resources at George Washington University and a bachelor's degree in psychology from Drake University.

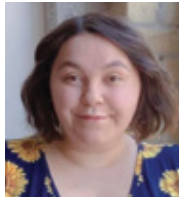


Ellen Frerich, MN, MSW, MPP, RN, PHN, joined the school as a project coordinator for the Advanced Nursing Education-Sexual Assault Nurse Examiners program. She comes to the school the Minnesota Department of Health, where she served as a refugee health nurse consultant. Frerich earned a bachelor's degree in integrated international studies from Knox College, Illinois. She earned master's degrees in social work, public policy and nursing from the University of Minnesota - Twin Cities.



Phuong Geiger, MA, joined the school as a BSN academic adviser in the Office of Student and Career Advancement Services. She comes to the school from the College of Biological Sciences where she served as an academic adviser. She earned

a master's degree in leadership in student affairs from the University of St. Thomas and a bachelor's degree in sociology with an Asian studies concentration from College of the Holy Cross in Massachusetts.



Shyla Harrah, BA, joined the school as an executive office and administrative specialist- class scheduler. She is a recent graduate of the University of Memphis where she earned a bachelor's degree in advertising, and supported the computer science department as a student worker.

NEW APPOINTMENTS (CONTINUED)



Jenna Marquard, PhD, joined the school as a tenured professor. Previously she led the Health Information Visualization and Exploration (HIVE) Lab at the University of Massachusetts Amherst. She is PI of numerous studies that design and test technologies that support precision health, including consumer, nurse, and physician decision-making. Her work with older adults include studies on the science of symptom self-management related to sleep, fatigue, dyspnea, heart failure and rheumatoid arthritis. She earned a bachelor's degree in industrial engineering at the University of Iowa and a master's degree and PhD in industrial engineering at the University of Wisconsin-Madison.



Lisa Martin, PhD, joined the school as a clinical associate professor. She came to the school from St. Catherine University, where she was a tenured associate professor in the nursing department. She serves as a nursing diversity and inclusivity consultant to the Future of Nursing: Campaign for Action and The Center to Champion Nursing in America. She earned an associate degree in nursing from St. Catherine University, a bachelor's degree in nursing from Augsburg University, and master and PhD degrees from the University of Minnesota School of Nursing.



Vincent Peters, MASW, joined the school as a director of community engagement. Previously he served as assistant provost, off-campus/international programs for Bethel University. He received an honorary doctorate from the Academy of Ecumenical Indian Theology and Church Administration, a master's degree in social work from the University of Madras and a bachelor's degree in history from Loyola College in India.



Kathryn Schwartz-Eckhardt, MEd, joined the school as director of the Office of Student and Career Advancement Services. Previously, she led the student services team in the Division of Epidemiology and Community Health in the School of Public Health and has worked in student services in the School of Public Health for 17 years. She earned both her master's and bachelor's degrees from the University of Minnesota, in work, community and family education, and child psychology.



Sasha Skendzel, DNP, APRN, ACNP-BC, ACRP-CP, joined the school as a clinical assistant professor. Skendzel is an advanced practice nurse with experience in interdisciplinary peri-transplant care of patients undergoing adult bone marrow transplant and cellular therapy. She was the clinical director of the Clinical Trials Office at the Masonic Cancer Center and co-director of a BMT survivorship clinic at M Health Fairview Clinics & Surgery Center. She earned a bachelor's degree in nursing from Eastern Michigan University, a master's degree in nursing from the University of Michigan and a Doctor in Nursing Practice degree from St. Catherine University, St. Paul.



Grace Spagnolo, BS, joined the school as a DNP placement coordinator in the Office of Academic Programs. Previously, she served as a cardiac telemetry monitor technician at Essentia Health in Duluth. She's a recent graduate of the University of Minnesota Duluth, where she earned a bachelor's degree in business administration in healthcare management with a minor in management information systems.



Natya Stroud, DNP, RN, ANP-BC, WHNP-BC, joined the school as a clinical assistant professor. She has been a teaching specialist at the School of Nursing, an instructor in Medicine at the Mayo Clinic College of Medicine and Science and a nurse practitioner in Breast Diagnostic Clinic and Menopause and Women's Sexual Health Clinic at the Mayo Clinic. She earned a bachelor's degree in nursing from Metropolitan State University and a Doctor of Nursing Practice degree from the University of Minnesota with a focus on adult/women's health.



Megan Voss, DNP, RN, joined the school as a clinical associate professor. She is also an assistant professor in the Bakken Center for Spirituality and Healing. She was the Integrative Therapy Program Director in Pediatric Blood and Marrow Transplant at University of Minnesota Masonic Children's Hospital. She earned a bachelor's degree in nursing from Fort Hays State University and a Doctor of Nursing Practice degree from the University of Minnesota, specializing in integrative health and healing. She is enrolled in the Psychiatric Mental Health Nurse Practitioner Post-Graduate Certificate program.



Ashley Walker, DNP, APRN, ACNP-BC, CPNP-PC, joined the school as a clinical assistant professor. She has served clinically in emergency medicine, orthopedic surgery and pediatric critical care. For the past several years, she has worked at the University of Nevada Orvis School of Nursing, assisting in the AGACNP program and launching a Pediatric Acute Care NP Post Master's Certificate program. She earned a bachelor's degree in psychology at St. Olaf College, and a master's degree and Doctor of Nursing Practice degree at Vanderbilt University.

CENTER DIRECTORS:
Christine Mueller, PhD, RN, FGSA, FAAN
Siobhan McMahon, PhD, MPH, GNP-BC

CENTER FOR AGING SCIENCE AND CARE INNOVATION

Wyman's legacy of transforming geriatric nursing education

Jean Wyman, PhD, RN, GNP, FGSA, FAAN, who joined the faculty as a tenured professor in 1997 as the Cora Meidl Siehl Chair in Nursing Research and was the first director of the legacy Center for Gerontological Nursing in the School of Nursing, is retiring. Her work has transformed geriatric nursing education, research and service.



Wyman led the school's efforts to be designated as a National Hartford Centers for Gerontological Nursing Excellence (NHGCNE). The Minnesota Hartford Center for Gerontological Nursing (MNHCGNE) distinguished itself by creating a successful national faculty development initiative, Faculty Learning About Geriatrics. These efforts and her leadership in the Upper Midwest Geriatric Nursing Education Alliance transformed geriatric nursing education in schools of nursing across the country. Wyman then guided the transition of the MNHCGNE to our Center for Aging Science and Care Innovation.

Wyman's areas of expertise include interprofessional and gerontologic nursing education, urinary continence care and fall prevention. Wyman is a gerontological nurse practitioner and practiced in the Wilder Senior Health Clinic, UMP, Minnesota Continence Associates and U of M Medical School. She was also the principal investigator (PI) or site PI of 10 research grants or contracts, including the Center for Health Trajectory Research, funded by a P20 grant from NIH. She was a PI of the University of Minnesota Building Interdisciplinary Research Careers in Women's Health K12 grant funded by NIH and co-investigator of the Minnesota Geriatric Workforce Geriatric Enhancement Program. She has authored/co-authored more than 100 journal publications and book chapters and co-edited two books.

Wyman's professional service included being chair of the Council of Nursing Science, president of MNRS, associate editor of the Journal of the American Geriatrics Society, reviewer for more than 10 journals, and an ad hoc grant reviewer for NIH. She is a member of the U of M Academy of Excellence in Health Research and a Fellow in the American Academy of Nursing and Gerontological Society of America.

Wyman's extraordinary contributions to the advancement of gerontologic nursing science and education are profound. Her 24 years of service have made an enduring impact on the center, school and profession.

CENTER DIRECTOR:
Renee Sieving, PhD, RN, FAAN, FSAHM

CENTER FOR ADOLESCENT NURSING

Supporting sexual health of transgender and gender diverse youth

Recent societal discourse about gender has led to greater recognition of the health disparities experienced by transgender and gender diverse (TGD) youth. These disparities are present across physical, mental, social and sexual health domains. For instance, TGD high school students are more likely to report dating relationship violence and risky sexual behaviors than their cisgender peers.

A potential contributor to sexual health disparities is a lack of sexuality education that includes experiences of TGD youth. As with other adolescents, communication about sex and relationships between TGD youth and their parents represents an important aspect of sexuality education. However, parents and youth may struggle to communicate effectively when a young person's experiences related to sex and relationships differs from cisnormative and heteronormative expectations, as may be the case with TGD youth.

Assistant Professor Camille Brown's research seeks to understand TGD youth's experiences with parental communication about sex and relationships. In a study published in 2021 in GLBT Family Studies, Brown, PhD, RN, PHN, LSN, and colleagues explored TGD youth's perspectives on parental messaging about sex and relationships. Eight transgender or gender diverse young people from the Twin Cities area participated in in-depth interviews discussing family communication about sexuality. "The young people I spoke with clearly described how certain aspects of messaging they received from their parents regarding sexuality could compromise their sexual health and development of healthy relationships," says Brown. Findings support efforts to broaden access to inclusive sexuality education for TGD youth and their parents.

CENTER DIRECTORS:
Karen Monsen, PhD, RN, FAAN, FAMIA
Connie White Delaney, PhD, RN, FAAN, FACMI, FNP

CENTER FOR
NURSING
INFORMATICS

Informatics impact

The Center for Nursing Informatics continues to have impact on a local to global scale. In a partnership with the Minnesota Department of Health (MDH) led by Sripriya Rajamani, PhD, MBBS, MPH, FAMIA, the Center for Nursing Informatics continues collaborative work to support a national initiative for electronic case reporting for COVID-19 surveillance. Funded by the Centers for Disease Control and Prevention, this initiative promotes national standards-based submission of COVID-19 case data from health system electronic health records to MDH for public health surveillance needs.

Nationally, the Center for Nursing Informatics ninth-annual Nursing Knowledge: Big Data Science Conference brought together researchers, academicians, clinicians and interprofessional experts to share year-round accomplishments and emerging questions from the 10 working groups. The keynote address *Five ways big data is changing nursing* was delivered by Molly K. McCarthy, MBA, RN-BC, national director, US Health Provider and Plans for Microsoft.

Internationally, Jiwon Kang, PhD, joins the Center for Nursing Informatics as a visiting scholar for 2021 from Korea University School of Nursing. Her research has focused on nursing education, and nurses' security competency development. She will share her expertise in nursing informatics, nursing management and her work related to compassion competency growth models. Her current research is supported by the National Research Foundation of Korea and the Center for Women In Science, Engineering and Technology Grant funded by the Ministry of Science and ICT under the Program for Returners into R&D.

We celebrate these center members, who are extending informatics expertise and advancing the science of nursing informatics where it is most needed for health care transformation. Center for Nursing Informatics faculty are actively co-creating a future of digital health, empowered by the voice of the people/consumer and big data.



Sripriya Rajamani



Molly McCarthy



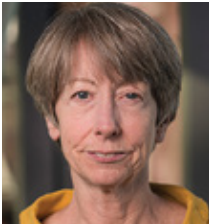
Jiwon Kang

CENTER DIRECTOR:
Wendy Looman, PhD, APRN, CPNP

CENTER FOR
CHILDREN WITH SPECIAL
HEALTH CARE NEEDS

Driven to help clinicians
and families communicate

Rhonda Cady dreams of a day when children and youth with special health care needs have the supports they deserve to thrive in their communities, and clinicians recognize the value of these supports by returning to the fundamentals of patient- and family-centered care. For



Rhonda Cady

Cady, communication and care coordination are key to realizing this dream. Cady is an adjunct faculty in the School of Nursing and a clinical scientist at Gillette Children's Specialty Healthcare. As a collaborator with the School of Nursing's Center for Children with Special Health Care Needs for more than two decades, Cady regularly works with center faculty and students on research and systems change projects. With degrees in both nursing and business, Cady has a passion for finding simple, workable solutions to helping clinicians and families communicate better. With expertise in health informatics and care coordination, Cady's visionary approach had her testing telehealth nursing interventions before telehealth was commonplace. Her postdoctoral research included a time-motion study of telehealth nurse triage, and she has studied telehealth workflow utilizing the theory of distributed cognition. Recent quality improvement projects with Doctor of Nursing Practice students have focused on improving inpatient to outpatient discharge, telehealth nursing triage encounters, and a complexity tool for adults with lifelong disabilities. For Cady, care coordination and informatics are naturally intertwined. "You can't do one without the other," says Cady. "Effective, proactive care coordination depends on an intelligent electronic health record." Anyone who has worked with Cady has heard her mantra: the ultimate goal of both is to help children and families thrive in their communities.

For a list of Cady's published work see <https://z.umn.edu/rhondacadybibliography>.

CENTER DIRECTOR:
Jayne Fulkerson, PhD

CENTER FOR
CHILD AND FAMILY
HEALTH PROMOTION RESEARCH

New insights on preventing
sexual violence



Carolyn Porta

An interdisciplinary group of University of Minnesota researchers, College of St. Scholastica (CSS) administrators and Men as Peacemakers (MAP) team members partnered with student leaders at both universities to engage in research activities focused on changing campus culture and preventing sexual violence. Since 2018, the Sexual Violence Prevention Collaboratory has conducted community-university partnered research to test a prevention intervention model with college students and to gain insights from students about their partying practices and safety strategies.

MAP, a non-profit community organization, has spent years developing and implementing a comprehensive campus program that showed anecdotal promise, but they lacked the resources to rigorously test the intervention using a rigorous randomized controlled trial study design. Their efforts were discussed among the Collaboratory members and a decision was made to invest time and resources into studying whether their comprehensive campus program was a viable prevention intervention. Around the same time, the University of Minnesota created the President's Initiative to Address Sexual Misconduct and was investing resources into new initiatives to prevent sexual violence among students.

The team, led by Professor Carolyn Porta, PhD, RN, FAAN, launched two parallel projects. At the University of Minnesota, the team worked with Greek life fraternity and sorority presidents to design and implement a study about their partying practices and safety. The team took time to understand their perspectives and co-created a series of questions that would facilitate their members sharing experiences, concerns and ideas toward solutions. Four focus groups were conducted, separately for fraternity and sorority members, and separately for under and upper class students. The first article summarizing initial findings is published in the Journal of American College Health (2021) and highlights candid ways in which students strive to create or find safe partying environments, as well as missed opportunities for partnership with campus adults and others to strengthen safety and mitigate risks for sexual violence. It is our hope that the experiences of these college students inform national, state and campus efforts to prevent sexual violence; we know that listening to the students who make decisions in the moment is a critical starting point.

The second project took place with students at the College of St. Scholastica. MAP implemented their prevention intervention, the BEST Party Model. The University of Minnesota Collaboratory faculty and staff partnered with CSS and MAP to conduct a randomized controlled trial. Student volunteers were randomly assigned to the intervention or a survey-only condition. This was the first time MAP had undertaken a rigorous research protocol. Study results demonstrated high fidelity in intervention delivery, protocol feasibility and acceptability. Initial results did not yield many significant differences between the study conditions, and our Collaboratory team is exploring the measures and protocol to identify superior outcome measures for future trial use. For more information, contact Porta (porta@umn.edu) or Katherine Lust (lustx001@umn.edu) with any questions about the Collaboratory or these projects.

ALUMNI RECOGNIZED FOR ACHIEVEMENTS AT 2021 ALL SCHOOL REUNION

The School of Nursing Alumni Society named the recipients of its annual awards – Rising Star, Distinguished Alumni Humanitarian and Excellence in Innovation.



**RISING STAR AWARD:
KARI MILLER, DNP '14**

Kari Miller serves as director of Clinical Informatics at Optum, where she manages technical solutions that ease nursing documentation burden, monitor quality of care and allows the company to assess the

quality of clinical processes and services provided. She is passionate about making nursing better by understanding the challenges nurses face and improving technology and systems so they align with nursing care processes while also harnessing data that can improve the profession and health. Miller has built award-winning software for nursing documentation that exemplifies her dedication to being part of health care redesign and building tools to improve quality patient care. Furthermore, she shares her passion and knowledge by leading practicum experiences for DNP students.



**DISTINGUISHED ALUMNI
HUMANITARIAN AWARD:
ELIZABETH SAEWYC,
BSN '96**

Elizabeth Saewyc is a professor and director of the University of British Columbia School of Nursing. Saewyc's research focuses on

how stigma and trauma influence the health of marginalized young people and what protective factors and interventions can foster resilience. Populations include lesbian, gay, bisexual, transgender, queer and Two Spirit (LGBTQ2S) teens;

runaway and homeless youth; sexually abused and sexually-exploited adolescents; and Indigenous young people in Canada and other countries. She heads the Stigma and Resilience Among Vulnerable Youth Centre (SARAVYC) in Vancouver. She is a fellow in the Society for Adolescent Health and Medicine (2011), the Canadian Academy of Health Sciences (2013), and the American Academy of Nursing (2016). She also was an inaugural fellow in the Canadian Academy of Nursing.



**EXCELLENCE IN
INNOVATION AWARD:
ORIANA BEAUDET, DNP '17**

While earning her Doctor of Nursing Practice degree in health innovation and leadership, Oriana Beaudet identified a gap in knowledge and practice about the existing state of nursing innovation.

She interviewed nursing leaders across the nation who were engaged in transformative change and that led to her design of systems solutions and cross-sector partnerships to activate nursing innovation in a variety of health care settings. Beaudet created the Planting Seeds of Innovation workshop, which has shaped the innovation and design thinking mindset of hundreds of nurses and health care professionals. Her recent body of work as vice president of Nursing Innovation for ANA Enterprise exemplifies her ability to innovate and scale initiatives for significant change nationally and globally. In response to the COVID pandemic, Beaudet designed the ANA COVID-19 Workplace Survey, which drove the Corona Virus Response Fund for Nurses. She also started the Pulse of the Nation's Nurses survey series, which gathers national data and works with a national advisory board to build innovation concepts and leadership principles into the upcoming edition of the scope and standards of nursing practice manual.

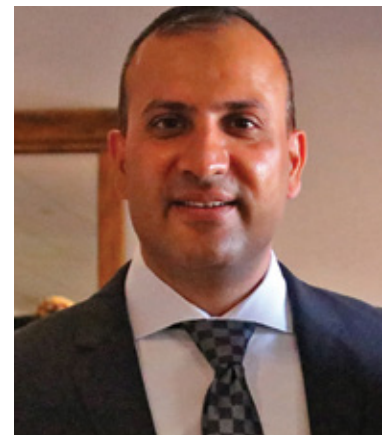
The awards were presented at the All School Reunion held virtually in April.

If you know an alum who should be considered for one of these awards, contact John S. Kilbride at kilbride@umn.edu.

TWEDELL, MS '99, INDUCTED AS AN AAN FELLOW



Diane Twedell



Cyrus Batheja

Diane Twedell, DNP, MS '99, RN, CENP, FAONL, was one of two nurse leaders from Minnesota inducted into the 2021 Class of Fellows by the American Academy of Nursing. Twedell is a nurse administrator at Mayo Clinic in Rochester.

Cyrus Batheja, EdD, MBA, BSN, PHN, RN, was also inducted. He serves as the national Medicaid vice president for policy and clinical solutions, UnitedHealthcare Community and State, and serves on the School of Nursing Dean's National Board of Visitors.

Fellow selection criteria include evidence of significant contributions to nursing and health care. Selection is based, in part, on the extent the nominee's nursing career has influenced health policies and the health and wellbeing of all.

They were formally inducted at the American Academy of Nursing's annual Health Policy Conference in October.

CLASS NOTES

Agnes Oblas, BSN '69, came out of retirement to serve as a board certified adult primary care nurse practitioner two years after retiring from New Paths to Healthcare, her business that she owned and operated in Ahwatukee, Arizona.

Steve Anderson, BSN '83, retired after 36 years as a nurse, 27 of those as a CRNA with Anesthetists Inc of Wisconsin.

Robin Madsen, MS '88, was nominated for the March of Dimes Heroes in Action: Celebrating Nurses and Maternal and Infant Health Providers award.

Tamara J Nissen-Omosowon, BSN '95, received the National CHAI award citing her intense patient acuity and for assisting staff who saved a patient. Nissen-Omosowon serves at the VA Hospital in Minneapolis in the Telemedicine Intensive Care Unit.

Linda Wick, MS '95, was appointed president of the American Association of Heart Failure Nurses. Wick is the associate chief nursing executive (ACNE) for M Health Fairview, which includes 11 hospitals, 56 clinics and over 34,000

employees. In addition to her role as ACNE, Wick was also the interim chief nursing officer for the University of Minnesota Medical Center and University of Minnesota Masonic Children's Hospital in 2020. She also served as co-commander of the COVID-19 Incident Command Center, leading the system's response to the pandemic.

Annie Lumbar Bendson, MS '00, was named director of health services for Minnetonka Public Schools.

CLASS NOTES (CONTINUED)

Beth Nelson, MS '00, BSN '95, was nominated for the March of Dimes Heroes in Action: Celebrating Nurses and Maternal and Infant Health Providers award.

Reed Hiltner, MS '04, BSN '00, was nominated for the March of Dimes Heroes in Action: Celebrating Nurses and Maternal and Infant Health Providers award.

Catherine Osborne Harrison, BSN '07, is a public health clinical response planner with the University of Minnesota Health Emergency Response Office (HERO).

Lori Ranney, MSN '07, received the Dianne Fochtman New Author Award from the Association of Pediatric Hematology/Oncology Nurses.

Avis Johnson-Smith, DNP '08, is a professor in the family nurse practitioner program at Angelo State University in Texas. She is also the owner of Healthy Kids and Families Wellness Center in Albany, Georgia. She serves on the National Organization of Nurse Practitioner Facilities diversity and inclusion committee, the National Association of Pediatric Nurse Practitioners diversity, equity and inclusion committee and the Institute of Pediatric Nursing standing committee for pediatric nursing certification board.

Danilo Lovinaria, DNP '08, was inducted to the inaugural class of Fellows of the American Association of Nurse Anesthesiology. He is the only CRNA from Minnesota selected for this honor this year. He currently practices full-time at M Health Clinic and Surgery Center and the Minneapolis VA.

Kelly Suzan, MS '08, was appointed to serve as vice president of strategy for the Neighborhood Health Center in Buffalo, New York.

Anne LaFlamme, DNP '13, was nominated for the March of Dimes Heroes in Action: Celebrating Nurses and Maternal and Infant Health Providers award.

Justine Wells, BSN '13, is serving as a captain with the US Air Force. She is a labor and delivery nurse for the US Air Force, stationed at Misawa Air Base in Japan. Previously, she was stationed at Eglin Air Force Base in Florida and Ramstein Air Base in Germany.

Karla McCall, DNP '16, joined the Essentia Health-Duluth Clinic as an advanced practice registered nurse and certified nurse practitioner to its neurology team.

Lynsi Espe Romportl, DNP '16, is a nurse practitioner traveling with Mayo Clinic Health System's recently launched mobile health clinic, a large commercial vehicle featuring two exam rooms, an on-site laboratory and pharmacy services, and telemedicine capabilities. She joined Mayo Clinic Health System in 2009.

Jason Fratzke, PhD '19, MS '02, was appointed vice chair of nursing-ambulatory at Mayo Clinic in Rochester. Fratzke previously served as regional chief nursing officer of Mayo Clinic Health System's Southwest Wisconsin region since 2017 and was chief nursing informatics officer of the Mayo Clinic enterprise prior to 2017.

Rachel Kerr, DNP '19, is a registered nurse with a specialty in environmental health and currently serves as the environmental health nurse program manager for the Alliance of Nurses for Healthy Environments. An article she wrote, *In the midst of a wildfire smoke crisis, Minnesota needs coordinated disaster preparedness and response*, was recently published in MinnPost.

Emma Butzer, DNP '20, BSN '14, is a public health lead nurse at the University of Minnesota's Boynton Health.

Nicole Greene, DNP '20, is an oncology clinical nurse specialist, supporting nursing practice in M Health Fairview cancer and infusion centers.

Katelyn Kemmetmueller, BSN '20, made the Big Ten softball all-conference second team.

Erin Mahoney, DNP '20, joined the Essentia Health-Duluth Clinic as an advanced practice registered nurse and certified nurse practitioner specializing in pediatrics.

Cheryl Mosisa, DNP '20, joined the St. Catherine University nursing faculty as an adjunct clinical faculty member. Prior to her faculty appointment, Mosisa was a NICU nurse for 25 years.

Abbigayle Schultz, BSN '20, was nominated for the March of Dimes Heroes in Action: Celebrating Nurses and Maternal and Infant Health Providers award.

Jessica Thompson, MN '20, is serving as a labor and delivery nurse in Washington state.

Madeline Fedorowicz, BSN '21, is serving as a nurse in the emergency department at Fairview Ridges Hospital in Burnsville.

AnneMarie Wells, BSN '21, joined the US Air Force and is a labor and delivery nurse.

KEEP US UP TO DATE
Have you recently received a promotion, been hired for a new position or been honored with a special award? Keep us up to date and let us know by visiting www.nursing.umn.edu/alumni.

IN MEMORY

Phyllis Reid Nordstrom, BSN '40
Jeanne Jones Felder, BSN '43
Gretchen Birkholz Short, BSN '43
Marion Meyer Glatiotis, BSN '45
Patricia Edwards Hagel, BSN '45
Lorraine Tourville Goetz, BSN '46
Mary John McKenna, BSN '46
Helen M. Olson, BSN '46
Dorothy B. Schroeder, BSN '46
June Engleson, BSN '47
Eleanor Anderson Giusti, BSN '47
Rose Bannai Kitahara, BSN '47
Mary H. Nelson, BSN '47
Carley Petersen Engwall, BSN '49
Yvonne Shepard Whalley, BSN '50
Mary Hanses Murai, BSN '51
Wanda Rauma, BSN '51
Eunice Albright Dettman, BSN '52
Elizabeth (Cookie) Alsaker Steiner, BSN '54
Jeanne Belanger Valentine, BSN '54
Claire Sill O'Connor Frisch, BSN '56
Dorothy Pecholt Geis, BSN '56
Verona M. Keith, BSN '56
Alice Hoiland Larson, BSN '56
Barbara Peters Schulz, BSN '56
E. Jeschke, BSN '57
Barbara Farm Medeck, BSN '57
Audrey Hagen Wagner, BSN '57
Gwili Olson Blair, BSN '58
Shirley Roningen Lundquist, MS '58
Laurie Walther Sprungman, BSN '58
Genevra Howson Harris, BSN '60
Marge A. Pederson, BSN '60
Rita Rosenthal Goldfarb, BSN '61
Elizabeth B. Simon, BSN '61
Joyce E. Tow, BSN '63
Priscilla Pol Vineyard, BSN '63
Judith Hinds Olmsted, BSN '64
Dorothy Makinen Carlson, BSN '67
Stephanie L. Blair, BSN '68
Josephine (Dodie) Lorenz Gerding, BSN '68
Marjorie Brackee Masley, BSN '71
Janet F. Wilcox, BSN '74
Isabelle K. Hegarty, BSN '75
Mary C. Schroepfer, MS '76
Blossom Santamaa Gullickson, MS '78, BSN '53
Colleen Wold Atkinson, BSN '79

Jane Rengo Flickinger, MS '81, BSN '60
Pamela Gisborne Murphy, BSN '83
Jacqueline Smith Tornoe, MS '86
Ann Juntti, BSN '87
Barbara Braun Schwartz, BSN '89
Kathleen L. Brandenburg, MS '97, BSN '87
Abigail (Abby) R. Anderson, BSN '14

REMEMBERING

Karin L. Alaniz, PhD'91, MS'77, passed away April 30, 2021. She was with the School of Nursing from 1977-2015, taught pediatrics, human growth and development, and the freshman guarantee seminar from its inception until 2014 when she was diagnosed with a glioblastoma. She served as the Nursing College Board adviser for decades, on a variety of all University committees, and on the board of the American Lung Association in Minnesota at one time serving as board president. Alaniz was also among the first University of Minnesota School of Nursing educators to receive the DAISY award in 2011. In 2015, Alaniz endowed a scholarship for undergraduate nursing students and in 2016, she received a U of M Alumni Service award.

John H. Borg, MPH '76, BSN '74, passed away March 28, 2021. Borg first worked in the health care field as a medic in Vietnam. After his discharge, earned BSN and MPH degrees at the U of M. He held several executive hospital administration positions supporting nursing care. Borg was honored as one of the 100 Distinguished Nursing Alumni at the School's Centennial Gala in 2009 and served on the school's Foundation Board from 2008-2011. John and his wife Karen have been lifelong supporters of the University, crediting his alma mater for providing him with an excellent education that led to great professional opportunities.

Dorothy Pecholt Geis, BSN '56, passed away Dec. 17, 2020. After more than 30 years of teaching nursing at the University of Minnesota and North Dakota, she implemented one of the first grants to

help children with terminal cancer die peacefully at home. In recognition of her lifelong efforts, she received the KARE 11 Eleven Who Care Award in 1994 and was honored as one of the 100 Distinguished Nursing Alumni at the school's Centennial Gala in 2009.

Blossom Santamaa Gullickson, MS '78, BSN '53, passed away April 4, 2021. She devoted her nursing career to teaching at the University of Minnesota and St. Olaf College. In 1991 she was honored with the School of Nursing Alumni Society Board's Excellence in Innovation award, citing her innovation in educational interventions and collaboration in teaching.

Floris E. King passed away April 12, 2021. King was professor emeritus of nursing at University of Minnesota, with a specialty in research on continuity of care for the elderly in Canada, United States and Finland. In 1976 she came to the University of Minnesota School of Nursing as associate dean and was elected director of Graduate Studies. Her first career was that of concert pianist with a music degree from University of Toronto. King received many recognitions and awards but she especially cherished two: her election into Delta Omega Honor Society at the University of Michigan and her Title Deed Lady Floris Ethia King PhD bestowed by Her Majesty Queen Elizabeth II of the United Kingdom in 2004.

Sister Joan Tuberty passed away on June 26, 2021. She served as a nursing instructor, consultant and clinical specialist in psychiatric nursing with the School of Nursing in the 1970s.

A message from the director of development

EMPOWERED BEYOND MEASURE



On behalf of Dean Connie White Delaney and the entire School of Nursing community, it is with sincere gratitude that we recognize the generosity of our alumni, faculty, staff and friends. You are the reason why *Empowering Health: The Campaign for the School of Nursing* raised \$48.6 million to advance nursing excellence. From three priorities—preparing nurse leaders, ensuring forward-thinking faculty and transforming research—came a community connectivity that led to the most successful fundraising campaign in the school’s history.

The *Empowering Health* story started with a record-breaking gifts from the Bentson Foundation to establish the Bentson Healthy Communities Innovation Center, the school’s health care simulation space, and grow our Doctor of Nursing Practice program into the largest full-time program in the country. What happened over the years that followed can only be described as an historic achievement, one that would not have been possible without a passionate belief in nursing education, research and practice. With enhanced faculty chairs and professorships, increased research opportunities and expanded pathways for student scholarships, the School of Nursing is certainly empowered to move forward in transformational fashion.

We are deeply grateful to all who contributed their resources and time toward a greater good and offer a special thank you to School of Nursing Foundation Board of Trustees for their leadership throughout the campaign. And while surpassing our \$45 million goal was an achievement, community impact is the true return on investment. Over the next few pages, we have shared stories that demonstrate how impact capital is indeed empowering health beyond measure.

John Kilbride
Director of Development

EMPOWERING HEALTH CAMPAIGN - WITH GRATITUDE

The School of Nursing’s *Empowering Health Campaign* reached a successful conclusion on June 30, 2021, having raised over \$48 million. We are incredibly grateful for every single gift and everyone who joined us to advance nursing education, practice and research. Through your partnership, we’ll continue the work to provide communities with the finest nursing professionals, meet the evolving needs of patients, families, and health care systems, and increase healthcare equity, access and efficiencies.

CAMPAIGN PROGRESS



PREPARING NURSE LEADERS



TRANSFORMING RESEARCH



ENSURING FORWARD-THINKING FACULTY



INITIATIVES AND OUTREACH



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TOGETHER WE PREPARE NURSE LEADERS

“I want to be a health care provider patients can trust,” says Thompson Nguyen, as he described his calling to the nursing profession. Nguyen, a member of the Bachelor of Science in Nursing Class of 2025, is the inaugural recipient of the Nursing Inclusivity Scholarship.

Initially guided by his parents’ desire for him to pursue a “stable career in high demand,” Nguyen gained further motivation from patients he met while volunteering at a local hospital. He realized that holes in the health care safety net sometimes left patients with unmet needs. “It’s alarming how common the issue is,” says Nguyen. “It is a problem that needs to be addressed because all patients should receive the care they deserve.”

Inspired by a mutual commitment between the school and the scholarship’s benefactor to create a workforce that reflects the communities its graduates serve, the Nursing Inclusivity Scholarship covers the full cost of attendance for four years as long as the scholar remains in good academic standing. The benefactor, who chooses to remain anonymous, also wanted to reduce the financial burden four years of student

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“I want to be a health care provider patients can trust.”

– Thompson Nguyen

loan debt creates. “My gift along with others will educate nurses at all levels and give them a debt free education.”

For Nguyen, graduating with little to no debt is empowering. “My father is the only breadwinner in our household, which makes it impossible to fund my tuition,” he says. “Words cannot express how thankful I am to be the recipient of the Nursing Inclusivity Scholarship. I will give it my all these four years and beyond to become someone who can make a difference in the health care system.”

TOGETHER WE ENSURE FORWARD-THINKING FACULTY



When reflecting on her three years at the University of Minnesota, School of Nursing senior Caroline Bejarano sees images more akin to family photos than yearbooks. “I could not have done this on my own,” says Bejarano. “I owe much of my success to the hardworking, intuitive and genuine faculty that have mentored me.”

The faculty are the reason many students choose the School of Nursing at the University of Minnesota and why alumni and friends invested in endowed chairs and professorships during the *Empowering Health* campaign. School of Nursing professors challenge students to be the change they want to see in health care and have transformative impacts on teaching, learning and research. “They expect a lot from us, and for good reason, but at the end of the day they show up for us and encourage us to excel,” Bejarano says. In fact, endowed chairs and professorships are powerful

tools in the recruitment, retention and recognition of a world-class faculty.

Clinical Associate Professor Laura Kirk and Clinical Assistant Professor Mary Steffes are among those who have had the greatest impact on Bejarano’s student experience. “I appreciate Professor Kirk’s ability to give grace, especially mid-pandemic, and encourage me to perform in-class activities or assignments for the pure joy of learning,” says Bejarano. “Professor Steffes was hands on with my learning and gave me so much valuable knowledge to expand my ability as a nurse.”

Palpable synergy is how Dean Connie White Delaney describes the relationship between exemplary educators and students. Indeed, it is what distinguishes the School of Nursing at the University of Minnesota from its peer institutions. “I could not be more grateful for all the supportive faculty and

• • •

“I owe much of my success to the hardworking, intuitive and genuine faculty that have mentored me.”

– Caroline Bejarano

staff that have helped me reach my full potential in such a rewarding field,” says Bejarano. “They are highly motivated to transform me and my peers into compassionate, hardworking and driven nurses that are ready to make a huge impact in the world.”

TOGETHER WE TRANSFORM RESEARCH



• • •

“When I started I couldn’t get out of the chair by myself. Now I can get out and move and do what I want to do when I want to do it.”

– PAD Prairie Initiative participant

In higher education, research findings come in the way of journal articles citing qualitative dynamics and quantitative efficiencies. Indeed, School of Nursing faculty have performed research, published articles in leading academic journals and presented at high-profile symposiums. However, some of the most impactful findings come forward in the words of patients and families.

Even before the pandemic reminded us of the importance of healthcare research, it was a critical *Empowering Health* campaign pillar. Professor and Associate Dean for Research Diane Treat-Jacobson led the PAD Prairie Initiative to promote awareness and

improve treatment for the patients suffering from peripheral artery disease (PAD). Funded by a grant from the Margaret A. Cargill Philanthropies, the initiative partnered the School of Nursing with rural community members to better diagnose, treat and educate health care providers, patients and the public about PAD.

The impact of Treat-Jacobson’s research was best evidenced by comments made by a PAD Prairie Initiative participant:

You don’t realize what you can do until you can’t do it. Then once you don’t have it anymore, you have to find out a way to get it back. And sometimes

if you are lucky enough, as I am, you can get at least part of it back. When I started I couldn’t get out of the chair by myself. Now I can get out and move and do what I want to do when I want to do it. For example, now I can come out and sit in my backyard, which I couldn’t do before.

Although concluded in 2019, the Prairie PAD Initiative continues to take steps forward to improve care and impact the lives of patients and their families. You could say, *the proof is in the PAD-ing.*

PHOTO FINISH



As part of the school's planetary health efforts, the school co-sponsored Healing the Planet - Healing Ourselves with Northside Healing Space. It included a gathering at the Mississippi River to offer blessings of peace and healing.

Nursing faculty conducted research at the Minnesota State Fair, including the Tip Top Kids study that is analyzing how kids feel about their life and how that changes over time. From left, Jiwoo Lee (nursing faculty), Adrianna Bell (PhD student), Parker Winkelman (BSN student), Paula Nersesian (nursing faculty at University of Southern Maine and research collaborator), and Wendy Looman (nursing faculty and principal investigator).



The school celebrated the graduation of Bachelor of Science in Nursing, Doctor of Nursing Practice and PhD in Nursing students at ceremonies in May.

PhD students were on campus for the inaugural Doctor of Philosophy Intensive Experience, which is focused on engagement, mentorship and professional development. The PhD program is now delivered in a HyFlex instructional format, which allows students the choice of attending class in person or remotely.



Faculty and staff gathered at the Health Sciences Education Center and virtually for the All School Fall Kickoff for the 2021-2022 academic year.



Students in the Minnesota Nursing Student Board volunteered at the Walk to End Alzheimer's at Target Field.

PHOTO FINISH



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LEADING THE WAY

The Sigma Theta Tau International Honor Society of Nursing named the University of Minnesota School of Nursing the academic recipient of the 2021 Healthy Work Environment Award for the school's demonstrated commitment in promoting a healthy work environment and demonstrated excellence in health care outcomes.