

MINNESOTA NURSING

A publication of the University of Minnesota School of Nursing

FALL/WINTER 2023



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To generate knowledge and educate diverse leaders to shape the future of nursing and advance equitable health care to improve the health and wellbeing of all.

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

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Immersive VR comes to the nursing classroom



Photo: Darin Kamnetz

Seniors in the Bachelor of Science in Nursing (BSN) program on the Twin Cities and Rochester campuses participated in their first immersive virtual reality (VR) simulation module in September. All BSN seniors will participate in five modules over the course of the semester culminating in an immersive VR simulation requiring nursing care for a caseload of five patients. The sessions are part of the Big 10 Practice-Ready Nursing Initiative led by Assistant Professor Cynthia Bradley PhD, RN, CNE, CHSE, ANEF, who received a \$1.3 million grant from the American Nurses Foundation as part of the Reimagining Nursing Initiative. Watch a video from the classroom at z.umn.edu/NursingVR



FROM THE DEAN

Embracing collaboration and co-creation

Dear Friends,

Visually, the cover of this Minnesota Nursing magazine might strike you as a departure from past issues. It is. To help illustrate the impact artificial intelligence (AI) is already having on our lives and across industries, we used AI to create our cover rather than using a photograph as has been our standard. AI has the potential to revolutionize nursing care, nursing research and nursing education. It also has the potential to cause tremendous harm. Our cover story introduces the initiative we have launched to develop a framework for the ethical use of AI in nursing.

This fall/winter issue includes articles on two other new launches at the school, the Center for Planetary Health and Environmental Justice and the Center for Indigenous People, Health and Nursing of North America. The former will promote planetary health practice, advance innovative research, and as its director Teddie Potter has said, help nurses proudly claim leadership roles in this space. The latter, led by Misty Wilkie, is related to our efforts to increase the number of doctorally prepared Indigenous nurses. The initial success of that pathway program, which welcomed 14 new American Indian/Alaska Native students to the Doctor of Nursing Practice program this fall is also featured in these pages.

At the School of Nursing, we approach the opportunity to partner with others

with open arms for it is only through collaboration and co-creation that we can truly embrace the biggest challenges and opportunities. This issue includes recent examples of collaborations such as the Partnering for Health feature on our collaboratory with Essentia Health, our efforts to improve veterans' care with the Minneapolis VA, and a new collaboration with the Mayo Clinic to expand the nurse-midwifery workforce in the Upper Midwest, just to name a few.

Looking ahead, 2024 will mark the 115th anniversary of the founding of our School of Nursing, the first nursing school established within an institution of higher learning. We look forward to celebrating this milestone with a new book on the school's transformative journey, particularly over the past two decades.

We welcome your reflections, suggestions and shared wisdom to advance our school. We appreciate your continued readership and support.

I Am - We Are

In gratitude,
Connie White Delaney
Professor and Dean

PARTNERING FOR HEALTH

Preparing for the future is at the core of Essentia Health partnership

by Steve Rudolph

Rhonda Kazik, DNP, RN, CENP, Essentia Health's chief nurse executive, says she approached the collaboratory with the School of Nursing ready to let go of any preconceived notions of what should happen in an academic-practice partnership. Instead she asked, "How do we best prepare the future? And that is both from an educational perspective and from a clinical experience perspective."

"Rhonda and her team aren't bound by traditional silos and don't have a 'this is how we've always done it' mentality," says Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP, professor and dean. "This enables us to truly break new ground and move at speeds often unheard of in large organizations. The potential for our collaboratory with Essentia Health to affect real change in nursing and nursing education is breathtaking."

The fresh approach to the relationship has helped the collaboratory, which was formed in the fall of 2021, achieve early successes and has it poised for more partnerships, particularly in rural settings.

"The more remote locations can offer an enriched experience from a student perspective," says Kazik. "Locations in rural areas showcase community health care, how communities come together to represent each other and their needs. And really create that independence and nursing professional practice in a way you don't get in some of the other locations."

Kazik and Carolyn Hughes, DNP, RN, NE-BC, NPD-BC, system nursing director

for Essentia Health, believe creating more opportunities for students to holistically explore the nursing continuum of practice in all locations, not just urban centers, can help with recruiting and retaining nurses in these locations as well.

"If they have a clinical experience in their hometown or maybe their grandmother's hometown and can see firsthand the impact of that care, they're likely to look at career options a little differently," says Hughes.

In addition to thinking innovatively on how they remove logistical barriers to rural clinical placements and create more immersive experiences for students, nursing research has been at the forefront of the collaboratory's work. This includes welcoming two School of Nursing faculty members as voting members on Essentia Health's research and innovation council.

Through this collaboratory the School of Nursing has been sharing new research opportunities with Essentia Health and the partners are exploring an internship position where recent graduates could partner with Essentia Health's nurse scientist.

In May, leaders of the School of Nursing visited Duluth where they toured St. Mary's Medical Center prior to its opening and further discussed nursing innovation. In June, Kazik participated in the nurse executive panel at the 2023 Nursing Knowledge: Big Data Science Conference hosted by the University of Minnesota where she shared how



Dean Connie White Delaney and Essentia Chief Nurse Executive Rhonda Kazik at the Nursing Knowledge: Big Data Science Conference in June.

Essentia Health is using nursing data and informaticists to demonstrate the value of nursing.

Kazik and Hughes say another positive outcome of the collaboratory with the School of Nursing has been the ability to have intentional connections with and learnings from leaders in other University collaboratories. They stated Mayo Clinic nursing leaders were gracious in sharing information on their virtual nursing program that was helpful in accelerating Essentia's development of a similar offering as well as sparking thinking about future care delivery models.

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.



Assistant Professor Mary Whipple's research focuses on strategies that are simple yet impactful to help older adults move more.

RESEARCH WITH A PRACTICAL LENS

Whipple named a BIRCWH scholar
for research with older adults with
type II diabetes

by Susan Maas

A cascade of health crises that rapidly shrunk her once-independent grandmother's life—beginning with poorly managed type II diabetes—helped lead Assistant Professor Mary Whipple, PhD, RN, PHN, FSVM, to nursing.

It's also directly related to Whipple's latest research, for which she was named a Building Interdisciplinary Research Careers in Women's Health (BIRCWH) scholar by the National Institutes of Health this year. Whipple is studying whether and how breaking up sedentary behavior in older people with type II diabetes might improve vascular function. The BIRCWH program offers mentorship, networking, professional development, and assistance with manuscript and grant writing.

"We already know that sitting too much is bad," says Whipple. Yet evidence suggests that interspersing intense workouts with long periods of sitting isn't the answer to

better health outcomes, Whipple explains. Her research seeks to establish whether breaking up sedentary periods with shorter, more frequent bits of exercise might have a meaningful impact beyond simply exercising a certain number of hours each week.

BREAKING UP 'SEDENTARY BEHAVIOR'

While some other studies look at high-intensity interval training, Whipple says, "I'm interested in things that are practical and can fit into daily life. We hear a lot from people about how challenging exercise can be. Some people say that it feels a little bit overwhelming, like, 'I don't have an hour, or half an hour.'"

But what about a very short walk, or a few squats, or five minutes of cycling? Whipple's project will explore whether exercise spread out in small intervals throughout the day can yield better vascular outcomes than one longer exercise session. Participants will wear monitors that measure sedentary behavior and physical activity. Each participant will try three different types of activity: exercising for short intervals multiple times daily, exercising for a longer period once daily, and remaining sedentary.

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Whipple and her team will measure participants' blood pressure, and they'll use an ultrasound technique called flow-mediated dilation (FMD) to also measure changes in the diameter of patients' arteries in the three different conditions. She's enrolling women and men, age 60 and older, with type II diabetes in the study. "There's reason to believe there might be some differences in women and men because of menopause and the way it impacts cardiovascular health," she says. The three-year grant began this summer. Whipple anticipates preliminary findings in two years.

Whipple — who joined the nursing faculty in 2022 — returned to Minnesota after a postdoctoral fellowship in geriatrics at the University of Colorado School of Medicine. One of her projects there involves examining seniors' sense of meaning and mood in relationship to physical activity: "We're having folks wear activity monitors and then sending them quick surveys asking, 'In this moment, how do you feel, in terms of tired, anxious, upset, or happy?'"

KEEPING SENIORS HEALTHIER, LONGER

Having grown up in Rochester, Minnesota, home of the Mayo Clinic, probably had something to do with Whipple's attraction to health care (in fact, Whipple began college in Iowa as a premed student, and worked as a research coordinator at Mayo after graduation). However it was her mother's bout with breast cancer years ago, and especially her grandmother's steep decline after being injured in a fall, that more directly led to Whipple's focus on seniors, diabetes, cardiovascular health and physical fitness.



Whipple uses an ultrasound technique called flow-mediated dilation (FMD) to measure changes in the diameter of patients' arteries in the three different conditions.

"She fell in her home and had a fracture," Whipple says. "Then she had multiple infections, and never really walked again. She had been such an independent woman. The idea of a fall and how it can so dramatically diminish that independence is something that's driven me to focus on older adults and strategies that maybe are really simple, but could be impactful."

Whipple is glad to be doing more teaching; her two-and-a-half years in Colorado didn't include much teaching. She teaches research as well as honors thesis, and this past spring taught a grant writing course in the PhD program. Whipple also serves as an associate editor for Vascular Medicine. "It's been fun being the only nurse on that team," she says. "I've learned a lot from that process. It's helped me become a better

writer by learning to be a better reviewer. That's something that I share with students: there's a lot of value in being a reviewer."

It's an honor to be back at the U of M, Whipple says. "I'm proud to be here on the faculty—being in the place where I got my BSN, where I got my PhD, is really cool. To be able to be part of giving the kind of mentorship that I got when I was a student, and that I still get, is wonderful. It's a great place to be."

Watch Mary Whipple talk about the ways a PhD in Nursing can be utilized to improve health at z.umn.edu/Whipple

MAYO CLINIC, UNIVERSITY OF MINNESOTA AWARD INAUGURAL SEED GRANT

Seed grant program provides building blocks for larger grants

by Brett Stursa

The University of Minnesota School of Nursing and Mayo Clinic Department of Nursing are collaborating to award a joint seed grant to support nursing innovation and discovery.

The seed grant will support a joint research project led by a nurse scientist at Mayo and a faculty member at the School of Nursing. The grant award is \$25,000 each year for two years, with a new grant awarded annually.

"This seed grant program will foster collaboration between nurse scientists at Mayo Clinic and the University of Minnesota for the advancement of nursing science and, ultimately, the health of our communities," says Diane Treat-Jacobson, PhD, RN, FAAN, senior executive associate dean for research at the University of Minnesota.



Robin Austin

Common Data Models: A Pilot Study. The project will examine two common data models for content coverage and evaluation of nurse-sensitive data representation.



Elizabeth Umberfield

between our two institutions to provide the building blocks for future larger extramural research grants and career training awards," says Linda Chlan, PhD, RN, ATSF, FAAN, associate dean for nursing research at Mayo Clinic.

This collaboration builds on existing partnerships, which were codified with the creation of a collaboratory last year between the University of Minnesota School of Nursing and the Mayo Clinic Department of Nursing. The collaboratory was created to facilitate an academic-practice partnership to generate, disseminate and apply knowledge for the improvement of nursing practice, education and health outcomes.

The long-term goal for this research is to provide a foundation for harmonizing nurse-sensitive data and to build the infrastructure for longitudinal, national-scale nursing outcomes research. "These initial research grants will be used to seed collaborations

WITH A PATHWAY, 16 AMERICAN INDIAN NURSES JOIN DNP PROGRAM

Indigenous enrollment in DNP program leads the nation

by Brett Stursa

This fall, the University of Minnesota School of Nursing enrolled the largest number of American Indian/Alaska Native (AI/AN) students in a Doctor of Nursing Practice program ever. Fourteen new AI/AN students joined two previously enrolled students, for a total of 16 AI/AN students.

The achievement is due in large part to the nursing workforce grant *Pathway to Graduate Nursing Degree for American Indian/Alaska Native Nurses* that the school was awarded by the Health Resources and Services Administration (HRSA).

"Indigenous nurses have been waiting for an opportunity like this," says Misty Wilkie, PhD, RN, FAAN, a citizen of the Turtle Mountain Band of Chippewa Indians and director of the AI/AN Pathway program at the school. She confirmed with the American Association of Colleges of Nursing that the University of Minnesota has the largest number of AI/AN students in a DNP program.

While there are schools that offer scholarships and assistance at the undergraduate level for AI/AN students,

few have focused on the doctoral level. "I think there are many, many Indigenous nurses with baccalaureate degrees that have been wanting to go back to school but they don't have the financial means to pursue a graduate degree," says Wilkie.

The HRSA grant allows the school to offer financial assistance, while also offering mentoring from AI/AN faculty, peer support and community building.

"Our communities will become healthier if we have more health care providers that look like our communities," says Wilkie. "What we want is for these doctorally prepared nurses to go out into their communities and take care of their relatives. We know that the Tribal communities will become healthier because of that."

With only 49 AI/AN students graduating with a DNP degree nationwide in 2022, Wilkie sees the profound impact the Pathway program will have on the number of doctorally prepared Indigenous nurses and, in turn, on the health of Tribal communities.

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Students in the American Indian/Alaska Native Pathway program met with mentors Misty Wilkie, Margaret Moss and Lisa Martin at the beginning of the semester.

Photo: Tom Steffes

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**CREATING SPACES FOR
INDIGENOUS STUDENTS**

The grant also supported assistance in the application process. Jillian Rowan, MA, Lac Courte Oreilles Band of Ojibwe, Pathway recruiter and adviser, says as more Indigenous nurses learned about the flexibility of the program and the potential for financial assistance, there was significant interest in the program.

“Nurses have been looking for something like this, but either financially it’s been a burden or relocating isn’t something they can do,” she says.

Wilkie and Rowan walked applicants through the process and connected them with the right people to answer questions. After they were accepted into the program and enrolled, the group of incoming AI/AN students met every other week over Zoom with Wilkie and Rowan. A key piece of the pathway program is building community.

“We really encourage community building so they have people they can connect with and reach out to when they need it,” says Wilkie. The two returning students joined some of the calls and provided insights on their experiences for another layer of peer support.

“One of the biggest challenges for underrepresented students is not having anyone in the program that looks like them,” says Wilkie. “That’s why I am ecstatic that there is such a large cohort,

• • •

“Our communities will become healthier if we have more health care providers that look like our communities.”

– Misty Wilkie, director of the AI/AN Pathway program

so that they’re not going to feel like the only one. That’s always been my goal – to create spaces for Indigenous students to have others that look like them so they never feel alone.”

The new students live in states across the country, with many living in the southwest. Their Tribal affiliations are White Earth Band of Ojibwe, Navajo Nation, Oglala Sioux, San Carlos Apache, Turtle Mountain Band of Ojibwe, Blackfeet Nation, Cheyenne River Sioux, Muscogee Creek Nation and Fond Du Lac.

The students are enrolled in a variety of specialties, although half of them are enrolled in the health innovation and leadership specialty. For a specialty with a total of 15 students, the experience will be a pilot of what’s to come in the future. “These students are going to be transformed by this specialty and I also think that the specialty is going to be transformed by these students,” says Wilkie. Other specialties include integrative health and healing, family nurse practitioner and psychiatric mental health.

There will also be opportunities for AI/AN nursing students to connect with AI/AN students in other health sciences programs, like medicine, pharmacy and dentistry. “Last year we planned an event with Indigenous health sciences students across University campuses and they loved it so we’ll plan on that again,” says Wilkie.

JUST THE BEGINNING

Wilkie says she expects this to be just the beginning. “I think our numbers will keep growing,” says Wilkie. With one year left of the grant, they’ve already surpassed the grant’s recruitment goals. Regardless, next year Wilkie would like to match the number of AI/AN students admitted this year. She also would like to support the enrollment of AI/AN students in the PhD program, to ensure representation in research and nursing faculty.

“The bottom line is to help our relatives in Native communities have healthier outcomes,” says Wilkie.



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FIRST-OF-ITS-KIND COURSE EXAMINES SEXUAL, GENDER AFFIRMING HEALTH CARE

Course aims to reduce health equity gap experienced by 2SLGBTQI+ people

by Brett Stursa

For their final project, an interprofessional group of graduate students from nursing and social work presented a case study they designed on a transgender woman with complex health needs that weren't being addressed by medical professionals.

The case study represented the culmination of what these students learned in a first-of-its-kind sexual and gender affirming course offered through the School of Nursing. The course *Sexual and Gender Affirming Healthcare: An Interprofessional Approach*, taught by Clinical Associate Professor Maria Ruud, DNP, APRN, WHNP-BC, and Assistant Professor Camille Brown, PhD, RN, covered topics including two-spirit, lesbian, gay, bisexual, transgender, queer, and intersex (2SLGBTQI+) affirming theoretical models, evidence-based practice guidelines, evaluation and management of health concerns, health disparities and policies.

"This class is key to promoting interdisciplinary team work among health care professionals working toward a reduction in the health equity gap experienced by two-spirit, lesbian, gay, bisexual, transgender, queer, intersex, asexual and other sexual and gender minority people," says Brown.

Historically and currently, she says, 2SLGBTQIA+ people face significant discrimination in health care settings that deepen the health equity gap. At the same time, evidence shows that health care professionals do not receive sufficient training in creating supportive environments and providing affirming care for 2SLGBTQIA+ people and their families. "Students need a safe space, like a classroom, to learn how best to work together to promote healthy outcomes and make mistakes without unintentionally compounding harms to individual patients," says Brown.

2SLGBTQI+ CARE ACROSS THE LIFESPAN

After a more than year of planning, the course was offered for the first time this summer. Classes covered 2SLGBTQI+ care across the lifespan, from childhood and adolescence specific issues to adulthood,

family planning and aging. Students were provided historical perspectives, assessments of their own biases and an overview of policies impacting the health and wellbeing of sexually and gender diverse people.

"Over recent years students have started demanding more comprehensive curriculum," says Ruud. "While the some of these concepts are taught in fragments throughout the curriculum, this course explores them deeper and more broadly."

INTERVENTIONS THAT DRIVE ORGANIZATIONAL CHANGE

Inga Knudson, BSN, RN, a Doctor of Nursing Practice student in the family nurse practitioner specialty, says she enrolled in the elective course to gain a better understanding of the state of LGBT+ health care education. "I specifically am pursuing the family nurse practitioner track to support other queer and trans people in their health care experiences and want to focus my attention on the needs of those

populations," says Knudson, who sees the need for a course like this to be a requirement rather than an elective. "I feel familiar with things but I also wanted to know where things are at and to get a better sense of official health care position statements, resources and guidelines. What's been most helpful to me was engaging in dialogue with my peers in the cohort to think about what interventions can be done on a clinic or structural level that will drive organizational change."

A FUTURE WITH BETTER UNDERSTANDING

Ruud says she hopes interest in the course continues to grow and expand, both with nursing students and students in the other health sciences schools, like medicine, dentistry and pharmacy. "My hope is that as we educate the providers of tomorrow that we'll see better advocacy and understanding and we, as a society, won't be as guided by mistruths and fearmongering," says Ruud.

Photo: Darin Kamnetz



DNP student Inga Knudson, far right, listens to guest speaker Laurie Sieve, an inpatient mental health nurse and mother of a transgender son.

PARTNERING TO IMPROVE VETERANS' CARE

Unique fellowship at the Minneapolis VA focuses on quality improvement

by Brett Stursa

As a charge nurse at M Health Fairview University of Minnesota Medical Center, Lyndsay Thompson learned she enjoyed being a resource for other nurses, researching answers to questions and acting as a troubleshooting guide. When she returned to the University of Minnesota School of Nursing to earn a Doctor of Nursing Practice (DNP) degree, she chose to become a clinical nurse specialist to focus on providing evidence-based expertise to improve patient care.

Now as a fellow in the VA Quality Scholars (VAQS) Fellowship Program, she is utilizing what she learned in the DNP program and furthering her expertise in implementing quality improvement projects. The VAQS Fellowship Program educates interprofessional clinicians within the Veterans Administration (VA) with comprehensive skills in quality improvement. Fellows, like Thompson, participate in national curriculum, local didactics, an annual conference, networking, mentoring from local faculty, and hands-on learning implementing quality improvement projects.

"I really appreciate that during the fellowship I am working on developing all of the elements I need to excel at advancing at the VA," says Thompson, DNP, RN, who graduated from the School of Nursing earlier this year and is in the first year of the two-year fellowship.

VA, U OF M PARTNERSHIP

While the fellowship has been around for two decades across the Veterans

Administration, the Minneapolis VA joined the VAQS program in 2019.

Each site – there are 11 across the country – consists of a partnership between a VA hospital and an academic institution. The Minneapolis VA is partnering with the University of Minnesota. The fellowship has an interprofessional emphasis with physicians, doctoral-trained nurses, clinical psychologists and pharmacists as fellows and faculty. Fellows use their two years to focus on health care improvement research and scholarship, operations leadership, and teaching quality and safety.

The VA in Houston, Texas, serves as the coordinating center, delivering the national curriculum, fostering collaboration among the VA sites and hosting the annual quality improvement conference.

Local faculty, including Physician Senior Scholar Susan Diem, MD, MPH, Psychology Senior Scholar Michele Spoont, PhD, and Nursing Senior Scholar Judith Pechacek, DNP, RN, CENP, provide local curriculum based on their areas of expertise and mentorship.

"We are really shoulder-to-shoulder and arm-in-arm with the fellows as they blossom into the kind of professional they want to be," says Pechacek, who serves as assistant dean of the DNP program at the School of Nursing. "Then they all move on to great positions."

For Diem, the fellowship plays a critical role in the VA's mission of improving



Lyndsay Thompson

veterans' health. "The fellowship trains an interprofessional cadre of highly skilled health care professionals in quality improvement and health care leadership who are helping to transform the VA into a robust learning health system," she says.

Spoont agrees that improving veteran's health is at the core of the program. "The fellowship creates clinicians, clinical leaders and researchers who have both the mindset and the skillset to improve health care services for veterans," says Spoont. "Since improvement sciences are more effective if they are interprofessional, the structure of the program is particularly effective."

PROJECTS THAT MAKE A DIFFERENCE

The Minneapolis site is a productive one. Since the Minneapolis VAQS fellowship began in 2019, there have been 10 fellows who have completed dozens of projects. They vary in size and scope, from redesigning nursing orientation to improving process flow and reducing cancellations in the endoscopy lab. When COVID hit, fellows completed a contingency documentation project. "The clinical staff was busy providing care, and because of the enormous burden of care, the documentation burden became too large. A team had to quickly come



Becca Brown

together and put together the guidelines for documentation during a pandemic or during this crisis staffing model," says Pechacek. "It was an extremely fast project. They still used quality improvement techniques, however the entire project happened in just over a month. They deployed it. They put it out into practice and then they sunsetted it because they needed to move back into regular documentation."

Becca Brown, PhD, RN, who graduated from the school's PhD program in 2021, was one of the VAQS fellows serving on the project. As a new fellow, she served on the team that summarized literature, analyzed variables, created a decision algorithm and processed mapped how nurses were charting, as well as created a systematic way of collecting feedback.

She is now the first nurse scientist at the Minneapolis VA who is both working on her own independent program of research – for Brown it is peripheral artery disease detection and treatment – and serving as a house nurse scientist, assisting those in the hospital with their research needs for projects like addressing burnout and creating a virtual nurse program. "You walk a very fine line between quality improvement and research," says Brown. "I want to both create evidence and implement it."

She says the fellowship prepared her to serve in the nurse science role by developing a better respect for quality improvement and says the mentorship she received was key to her growth. "The experience of being mentored by the Senior Scholar team was by far the

best part of being in VAQS. They really did set us up for success and helped us dive into the deep end with our quality improvement projects," she says.

For Thompson, who began her fellowship this year, she's already juggling four projects – from writing a chapter in a clinical nurse specialist textbook to working on standards of care documentation and evaluating the new primary care nurse practitioner residency program. She's also serving on a committee working on a regional level to make VA facilities more age friendly.

"The clinical nurse specialist role is super versatile, which is what I liked about it. You can choose your own adventure," says Thompson. She was familiar with the VAQS program before applying because her husband – a mental health nurse practitioner who she met when they both were students in Bachelor of Science in Nursing program at the University of Minnesota – completed the fellowship before her. "It was nice to see through him the different opportunities I would have," says Thompson.

For Pechacek, the value in the VAQS programs is that it both strengthens quality improvement skills in doctorally educated health professionals while directly improving patient care.

"We improved access in the endoscopy lab by improving how we do intake. We improved access to mental health care by helping them quickly pivot to online mental health service delivery. We improved access to our inpatient units by improving flow through the ED," says Pechacek. "We really try to marry the interests of the VAQS fellows with what is really critically needed."

All the while, fellows are becoming experts in quality improvement.

"We are partnering with our fellows to push them in new directions, to make a difference, to get their scholarship published or presented," says Pechacek. "I think that it has exceeded our expectations in terms of the scholarship that's coming out, the collaboration and networking."

PRIMARY CARE NURSE PRACTITIONER RESIDENCY PROGRAM LAUNCHED

The Minneapolis VA and School of Nursing partnered to launch the Primary Care Nurse Practitioner Residency Program at the VA. The program, which started this year, aims to ease the transition from school to practice for primary care nurse practitioners by providing additional training and requiring less productivity. "The advantage to a residency program is it socializes a new nurse practitioner to the site," says Pechacek.

The residency program is the latest example of the Minneapolis VA and School of Nursing partnering together to improve veterans' care. 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. In 2021, the Minneapolis VA and School of Nursing announced a new collaborative aimed at improving nursing practice, education and patient outcomes. Other collaborations included the VA Nursing Academic Partnership that allowed the School of Nursing to increase the number of students it prepares to become registered nurses while providing specialized training about veterans' health.

"We're trying to solidify how we connect with each other and understand each other's needs," says Pechacek.

To learn more about the Primary Care Nurse Practitioner Residency, visit z.umn.edu/PC-NPR

LEARN MORE

To learn more about the VA Quality Scholars Fellowship Program, visit www.vaqs.org.



MAYO CLINIC, UNIVERSITY OF MINNESOTA ANNOUNCE NEW PATHWAY PROGRAM FOR TRAINING OF NURSE-MIDWIVES

Collaboration will expand the nurse-midwifery workforce in Upper Midwest

by Steve Randolph

Mayo Clinic School of Health Sciences and the University of Minnesota School of Nursing are collaborating to create a new academic pathway for nurse-midwives that will expand the nurse-midwifery workforce in the Upper Midwest.

The collaboration creates a pathway for students admitted to the University of Minnesota School of Nursing's Doctor of Nursing Practice program to complete the approximately 1,000 hours of required clinical training at Mayo Clinic hospitals in Minnesota and Wisconsin. The program is open to nurses who work within and outside of Mayo Clinic. The application process began in August, with the program starting in the fall of 2024.

"Mayo Clinic expects a significant expansion of midwifery services across the Midwest over the next decade," says Leah McCoy, DNP, CNM, nurse-midwifery program director at Mayo Clinic School of Health Sciences. "This collaboration with the University of Minnesota facilitates the recruitment, training and hiring of the next generation of midwives across rural Minnesota and Wisconsin."

"The U.S. is facing a maternal mortality and morbidity crisis that is particularly

affecting rural areas," says Judith Pechacek, DNP, RN, CENP, assistant dean of the Doctor of Nursing Program at the University of Minnesota. "Through this collaboration, we will educate and train nurse-midwives to meet the reproductive needs of women both regionally and across the nation."

Courses will be taught by University of Minnesota faculty as well as Mayo Clinic-certified nurse-midwives, who hold adjunct faculty positions with the School of Nursing. The program's hybrid-by-design structure maximizes education while offering flexibility.

The University of Minnesota was ranked No. 6 nationally in the 2023-2024 ranking of Doctor of Nursing Practice programs by U.S. News & World Report. Its nurse-midwifery specialty was No. 2 nationally the last time the publication ranked midwifery programs.

Mayo Clinic was named the No. 1 hospital in the United States by U.S. News & World Report for 2022-2023, the seventh consecutive year that it has been ranked No. 1. Mayo Clinic provided care for about 1.3 million people from nearly 130 countries in 2022. Mayo Clinic School

of Health Sciences, one of five schools in Mayo Clinic College of Medicine and Science, has more than 1,600 active students and 480 faculty members. The school offers degree programs and training opportunities for those pursuing healthcare careers.

The collaboration between the University of Minnesota School of Nursing and the Mayo Clinic Department of Nursing dates back to 2002 when the school first began educating Bachelor of Science in Nursing students in Rochester. In 2022, the two institutions formalized an academic-practice partnership to further engage nursing faculty, nursing staff and nursing students in the development of strategies to enhance nursing education, research and practice.

"We are seeking new ways to engage learners to build the workforce of the future," says McCoy "This collaboration will offer an innovative pathway for nurses interested in pursuing a career as a midwife, especially if they would like to practice in more rural areas of Minnesota and Wisconsin."

ADVOCATES FOR NURSING

Student Policy Summit helps nursing students find their voices and shape policy

Nursing is the nation's largest health care profession with nearly 5.2 million registered nurses, a total almost four times the size of the physician workforce.

There are 19 physicians in the 118th Congress (15 in the House, four in the Senate) and just two nurses. A nurse has never served in the Senate.

From local to state to the federal level, nurses have been historically underrepresented in elected office and their unique experiences in health care and understanding social determinants of health have all too often been left out of policy discussions and lawmaking.

Christy Barich, MEd, BSN, RN, CDCES, Elizabeth Hansel, BSN, RN, and Bianca Onrubia Mueller, BSN, RN, hope to change that. The three represented the School of Nursing at the American Association of Colleges of Nursing (AACN) Student Policy Summit in Washington, D.C. last March. During the two-day conference they were immersed in didactic program sessions focused on the federal policy process and nursing's role in professional advocacy, and they visited staffers from Minnesota's congressional delegation.

"For me the visit to Capitol Hill during the Student Policy Summit was really empowering," says Hansel who graduated from the BSN program in May and is completing an ICU nurse residency program. "Health policy always intimidated me. Health care and funding is very complex, so I always felt like I didn't know enough to advocate for policy changes. But the Student Policy Summit really made me realize that advocating for policy is not as intimidating as it sounds. I think nursing school really equips us to advocate for change. We learn from our professors and in the clinical setting how to advocate for patients, and I think a lot of those skills translate to being able to advocate for policy."

Hansel, who fell in love with policy while serving on the city of Roseville's Human Rights Commission while in high school, sees herself branching out more into health care policy in the future, possibly leading to a role on Capitol Hill advising legislators. She hope nursing students realize they aren't powerless and have the potential to create real change while in school.

"We have experiences with clinicals and we learn about a lot of the issues facing the nursing profession," she says. "I think we can use a lot of that knowledge to advocate for the nursing profession."

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A highlight of the visit to D.C. was a dinner in Georgetown with Dean Connie White Delaney and ret. Brid. Gen. Clara Adams-Ender, former chief of the United States Army Nurse Corps and the first nurse in Army history selected as a commanding general, who shared leadership lessons with the students.



Christy Barich, Elizabeth Hansel and Bianca Onrubia Mueller visited staffers from Minnesota's congressional delegation during the AACN Student Policy Summit.

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Visiting D.C. was nothing new for Barich who says she was, “kind of born with a social justice bend.” Earlier in her youth she lobbied Congress on behalf of the Runaway and Homeless Youth Act. It was during this advocacy work that she learned how policy connects to all aspects of life and she wanted to continue to serve the community through advocacy after entering nursing.

“We have a unique role as nurses. There are a wide variety of things we can advocate for and that our voices are really wanted for,” says Barich, who enrolled in the health innovation and leadership (HIL) specialty in the Doctor of Nursing Practice program with the goal of being better prepared to access decision-making spaces to influence legislative and organizational policy. “I knew that I would be getting more skills that would be helpful in articulating and doing what I want to do, which is ultimately to work on eliminating health disparities and toward health equity.”

Like Hansel, Barich thinks nursing students shouldn't feel intimidated getting involved in advocacy as it's a skill they have and use every day on behalf of patients and their families.

“We're in this unique space as nurses where there's a lot of potential for advocacy,” says Barich “It's a very natural extension of what we already do. There's a lot of entry points and you can enter at a place where you feel comfortable.”

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“I think nursing school really equips us to advocate for change. We learn from our professors and in the clinical setting how to advocate for patients, and I think a lot of those skills translate to being able to advocate for policy.”

– Elizabeth Hansel, BSN, RN

She thinks one area where nurses could share their expertise and have a real impact is with government requests for feedback and comments on proposed rules and policy. And she adds that personal stories are particularly important for helping officials understand how policies impact the lives of their constituents.

“Policy is accessible and it should be, and we have a place there as nurses,” adds Barich.

DRIVEN TO MAKE NURSING A SUSTAINABLE CAREER

With her newly earned PhD, Anna Pirsch hopes to nurture a new generation of nurses

by Susan Maas

Working as a public health nurse in New York City during the intersecting crises of COVID-19 and the global uprising following George Floyd's murder—amid widespread suffering, chaos and limited government resources—could have led Anna Pirsch, PhD '23, BSN '12, RN, to switch careers.

Instead, it affirmed her PhD path, inspired her dissertation and deepened her commitment to the field. Now, it helps inform her teaching as a visiting assistant professor in the new Susan S. Morrison School of Nursing at the University of St. Thomas in St. Paul.

The traumas of 2020 amplified for Pirsch “the limits of our role,” she says. “You work with people who are living and working within circumstances that are out of our control ... experiencing health disparities that are caused by social and structural inequities.” Her PhD research project, *Critical Consciousness and Whole-Person Health of Public Health Nurses*, explores whether and how critical consciousness—reflecting on one's own biases, assumptions, and position in the world, and how societal systems and structures uphold or exacerbate inequity and injustice—might affect nurses' wellbeing.

“I was experiencing burnout,” Pirsch says. “It can be



Photo: KOBIFlicks

morally distressing when you don't feel like you can act in alignment with your values because of things that are structurally beyond your control.” Pirsch's research asks whether deep, moral dot-connecting and “sociopolitical awareness” can help build nurses' resilience or conversely make it harder to do their jobs. “Do we become demoralized if we know the reality of the world?”

Preliminary results suggest nurses are critically reflective and critically motivated to address injustice, but score lower on critical action. Pirsch also found that public health nurses in particular possess many “whole-person” strengths, yet have greater challenges and needs in mental

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Anna Pirsch, right, during her time as a public health nurse in New York City at an event with the NYC Breastfeeding Leadership Council.

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health, sleep, physical activity and nutrition. Now she's examining correlations between critical consciousness and whole-person health in nurses.

THE POWER OF RELATIONSHIPS

Pirsch's expansive worldview was shaped in part during her undergraduate studies at the University of Minnesota, including study abroad experiences—two via the School of Nursing—in Mexico, Peru and Turkey. Her master's in advanced public health nursing at Hunter College in New York City, along with her seven years of work experiences in New York during turbulent times, shaped it further. Pirsch's two years working as a nurse home visitor through the NYC Department of Health and Mental Hygiene was particularly formative, she says.

"Our program was a pilot focused on women who were experiencing homelessness," she says, which meant visiting patients in shelters and temporary housing. Probably the greatest tool she had to offer, Pirsch believes, was relationship. "Sometimes your 'intervention' is nothing but the therapeutic relationship. I really learned that that's key: partnering with patients and families; evaluating how you need to show up," she explains.

"Sometimes it would be just a little shopping trip; nothing to do with what I thought, in my head, I was supposed to be doing as a nurse. But supporting the person. The power is in that interaction," she says.

While still living in New York, Pirsch decided to seek her PhD, and reached out to Karen Monsen, PhD, RN, FAAN, whom she calls an "inspiring, supportive mentor" going back to her undergrad years. "She said yes, come back to the U and I'll work with you before I retire." Pirsch began the degree remotely while working in the ER at New York Presbyterian hospital during COVID's explosion.

NURTURING A NEW GENERATION

To call that period challenging is an understatement. Pirsch saw many peers leave the profession. But ultimately it cemented her path, and her drive to help make nursing a sustainable career. "My hope is for nursing

to be a place we can stay, where we can impact and love our communities and be sustained in the work that we do," she says.

During her PhD program, Pirsch joined the Inclusivity, Diversity, and Equity Committee — surveying the student body and working on educational initiatives. She's happy to see how the school has evolved over the past decade, even as work remains in making the student body and faculty more reflective of the population.

Today Pirsch is thrilled to be part of creating St. Thomas's new nursing school from the ground up. Her deep roots in the U of M School of Nursing have helped prepare for this new chapter. "The school was one of the earliest to be grounded in academic nursing and professionalism; that's really important to me," Pirsch says. Helping cultivate a healthy, thoughtful and more diverse generation of nurses is a challenge she relishes. "It's an exciting time to build."

PhD PROGRAM CELEBRATES 40 YEARS

In the past 40 years, PhD in Nursing graduates have made contributions to nursing knowledge in areas such as ethics, theory, health policy, child and family health, gerontology and practice innovation. The first three PhD students were admitted in 1983 and seven more were admitted in 1987. Under the direction of Assistant Dean Mary Fran Tracy, PhD, APRN, CNS, FAAN, the PhD program admitted 11 students in both 2022 and 2023, the largest cohorts to date. The PhD program prepares independent researchers who promote health by developing and improving the nursing care of individuals, families, communities and populations.

LESSONS LEARNED IN PHILIPPINES FARM FIELDS PROVIDE **DRIVE TO BE LEADER IN THE FIELD OF NURSING**

Arlene Corpuz, DNP '22, is prepared to leverage informatics solutions to support the health of veterans

by Brett Stursa

The farm in the northern Philippines that Arlene Corpuz, DNP '22, RN, grew up on was both a source of fun as a playground and the source of many lessons in responsibility, as she tended to animals and herded goats.

It was also where her parents instilled the importance of an education. Now, as a recent Doctor of Nursing Practice graduate with a specialty in nursing informatics, Corpuz is prepared to leverage technology and informatics solutions to support the unique health care needs of veterans.

REALIZING THE POTENTIAL OF TECHNOLOGY TO IMPROVE PATIENT CARE

At 16 years old, Corpuz left her family's farm and attended college in Manila to earn a degree in computer science.

After graduation, she secured a job in Japan as a factory worker and eventually immigrated to the United States. Influenced by her mother-in-law who was a nurse, Corpuz pursued a nursing degree. The degree led her to join the military, where as an Army nurse she had the opportunity to serve in various health care areas.

She began in the medical surgical unit, then trained in the mother-baby unit and eventually moved to the emergency department while being stationed first at Fort Irwin, California, and then at Walter Reed National Military Medical Center, which is the world's largest joint military medical center.

"One of the most memorable experiences in my military career was being a nurse flight attendant on the medical evacuation team responsible for transporting patients in a Blackhawk helicopter," she says. The role involved coordinating with the flight crew, preparing patients

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Corpuz served as a nurse flight attendant on a medical evacuation team responsible for transporting patients in a Blackhawk helicopter.

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for transport, and ensuring their safety and stability throughout the flight.

“It was a high-pressure environment that required quick decision-making and effective communication with the rest of the medical team,” says Corpuz, adding that in the Army she was never alone in her responsibilities. “We had an exceptional team that worked together seamlessly to ensure everything went smoothly. Collaboration and teamwork were paramount in our operations.”

During her time at Walter Reed, she collaborated with the chief nursing officer to design and build a secure internal information-sharing portal for more than 5,000 health care professionals. “Through my experiences, I realized the immense potential of technology to improve patient care, streamline health care processes and enhance communication among health care professionals,” she says.

Her time in the Army was cut short due to medical reasons, retiring as a captain. However, the experience she gained as an Army nurse, particularly at Walter Reed, gave her direction for her new career path.

“I believe that well-implemented informatics systems can lead to better outcomes and more efficient care delivery. I also believe that nursing informatics can greatly impact patient safety, data management, and evidence-based decision-making, and I wanted to be at the forefront of these developments,” she says.

Despite the challenges associated with the transition, the decision to pursue a doctoral degree enabled her to be more involved in her children’s lives while contributing to the field of nursing informatics.

She chose to pursue a Doctor of Nursing Practice degree at the University of Minnesota because of its reputation in the field of nursing informatics and because of her fondness of the area, which was her first home after emigrating from the Philippines.



TRANSFORMATIVE EDUCATION

She says the program at the School of Nursing provided her with a solid foundation in advanced nursing practice and equipped her with the necessary skills to excel in the field of nursing informatics. “My time in the DNP program at Minnesota was truly transformative,” says Corpuz.

Learning from faculty who are experts in their field, they offered her valuable insights, guidance and mentorship.

Courses covered topics such as health care data management, informatics systems implementation and health care policy. She also engaged in hands-on learning through practicums at Optum and the VA Medical Center, where she applied what she was learning in the classroom.

“I had the chance to collaborate and learn from my peers, who came from diverse backgrounds and brought unique perspectives to the table,” says Corpuz. “We engaged in group discussions, shared our experiences, worked together on challenging assignments and fostered a supportive learning environment.”

Now, she’s confident she’ll be able to make a positive impact in the field of nursing informatics. “Overall, my time in the program was enriching and empowering, and prepared me to effectively utilize informatics in health care practice,” says Corpuz.

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“By harnessing the power of informatics, we can streamline processes, improve access to care, enhance data-driven decision-making, and ultimately provide better health care services to those who have served our country.”

– Arlene Corpuz

INSPIRED TO MAKE AN IMPACT IN THE LIVES OF VETERANS

After graduating, Corpuz took time to rejuvenate at her home in western Wisconsin with her two daughters, ages 11 and 15, and her husband, Patrick Rebman. She is hoping to secure a position at the Department Veterans Affairs or the Department of Defense as a nursing informatics specialist, preferably remote so she can work from anywhere and explore the world with her husband. As a nursing informatics specialist, she will implement and optimize health information systems, manage data and analytics, and support the integration of technology to enhance patient care. “I will collaborate closely with health care teams, analyze workflows, and ensure that informatics tools are effectively utilized to improve health care delivery and enhance patient outcomes,” she says.

She’s excited by the potential to make a positive impact on the lives of veterans. “By harnessing the power of informatics, we can streamline processes, improve access to care, enhance data-driven decision-making, and ultimately provide better health care services to those who have served our country,” says Corpuz.



Arlene Corpuz, DNP '22, RN, spoke on behalf of doctoral students at the University of Minnesota School of Nursing’s commencement ceremony on May 15, 2023. Corpuz shared her journey growing up on a farm in Manila, becoming a factory worker in Japan, and then moving to the United States and joining the U.S. Army. “As we stand here witnessing the American dream alive and well, let us never forget that we have the power to chase our dreams and make a difference in the world,” said Corpuz. Watch her deliver her remarks at z.umn.edu/corpuz.

EXAMINING THE ETHICS OF AI IN NURSING

School launches initiative to
develop framework for use
of artificial intelligence

by Steve Rudolph and Brett Stursa

Artificial intelligence (AI) isn't new to nursing. Nurses regularly use AI tools for clinical decision support, patient monitoring and alerts, and scheduling.

But as generative AI becomes increasingly easier to use and as the buzz around AI reaches a fever pitch, the implications of its use and what it means for patient care has some nurses wary. In an effort to address those concerns and empower nurses to better utilize it, the School of Nursing recently announced the launch of an initiative to examine the ethical implications of the use of AI in nursing.

"Artificial intelligence has the potential to revolutionize the care nursing provides; however without a better understanding of its implications and unintended

consequences it also has the potential to cause tremendous harm," says Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP. "Now is the time to develop a framework for the future use of AI in nursing and this initiative, along with others who will join, has the breadth and depth of knowledge to lead this effort."

STEERING COMMITTEE NAMED

The initiative's steering committee, which features national and international experts with nursing and industry expertise, is co-chaired by Professor Jenna Marquard, PhD, the Cora Meidl Siehl Chair in Nursing Research at the University of Minnesota, and Associate Professor Martin Michalowski, PhD, FAMIA, a senior member in the Association for the Advancement of Artificial Intelligence (AAAI). Additional steering committee members include:

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Constantin Aliferis, MD, PhD, MS, FACMI, director of the Institute for Health Informatics;

Kathy Chappell, PhD, RN, FNAP, FAAN, senior vice president of Accreditation, Certification, Measurement, Quality and Research, American Nurses Credentialing Center;

Pamela Cipriano, PhD, RN, NEA-BC, FAAN, president of the International Council of Nurses;

Tracee M. Coleman, MS, RN-BC, CPHIMS, Clinical Informatics Consultant, Optum Health;

Peter Klein, BA, CEO and founder of Educated Change;

Joyce Sensmeier, MS, RN-BC, CPHIMS, FAAN, senior advisor of informatics for HIMSS;

Bill Torvund, Quantum Futurist;

Olga Yakusheva, PhD, MSE, economist and a professor of Nursing and Public Health at the University of Michigan.

“Nurses are very ethical creatures and know that any technology can be hijacked for sinister use,” says Pamela Cipriano, PhD, RN, NEA-BC, FAAN, president of the International Council of Nurses. “Nurses are eager to further understand AI’s positive applications as well as limitations. Ensuring there are guardrails that lead to virtuous use of this powerful technology is a necessary first step to embracing the benefits of AI for nursing.”

DEVELOPING A FRAMEWORK

The work group has been charged with producing a strategy or framework, including partnerships and engagement with Nursing Knowledge Big Data Science (NKBDS) Initiative leadership, to inform and expand scholarship in the profession’s adoption of new AI technology.

For its first step, the steering committee is analyzing existing research at the intersection of nursing, AI and ethics. It’s also developing a better understanding of the current AI landscape in terms of what’s

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“Nurses are eager to further understand AI’s positive applications as well as limitations. Ensuring there are guardrails that lead to virtuous use of this powerful technology is a necessary first step to embracing the benefits of AI for nursing.”

– Pamela Cipriano, president of the International Council on Nurses

already developed. “There’s been quite a bit of work looking at existing frameworks around ethics and AI in health care, but not much has been nursing-centric,” says Marquard. “Nurses play a unique role in care teams, and their use of AI will be different than that of other clinicians.”

Looming questions about who’s in charge of making decisions – the technology or the human – and around what data sets the systems are building on will also be addressed.

“The issue of ethical use of AI is not specific to nursing. AI as a whole is going through a period of reflection on its role and use in society,” says Michalowski. “There are no easy solutions to ethical issues surrounding AI that can be applied to address those concerns in nursing. Therefore, it is important that ethical concerns about using AI in nursing are centered on nursing principles to ensure that AI’s use aligns with nursing’s goal of optimizing patient outcomes.”

RECOMMENDATIONS WILL BE SHARED, IMPLEMENTED IN 2024

The steering committee began meeting this fall and expects that recommendations can be shared and implemented by nursing schools, nurse scientists, practitioners, health systems and nursing-related organizations in 2024.

“Without a better understanding of AI’s implications and unintended consequences, it has the potential to cause tremendous harm,” says Peter Klein, BA, CEO and founder of Educated

Change. “Therefore, a cautious and informed approach, ongoing evaluation, robust training, and ethical considerations are vital to ensure that the deployment of AI upholds the standards and values of health care and nursing education.”



THE MAKING OF THE COVER

The artwork accompanying this article, as well as the art above, was created by Jim Henderson Photography using the artificial intelligence (AI) program Midjourney. After submitting a carefully crafted prompt, the program creates an image using AI. The wording of the prompt makes a significant difference in the results, so it required adjusting the wording several times to get this result. For this cover, Henderson wanted to graphically show how the vast knowledge bank of AI can support, collaborate and integrate with the human nurse.

CNEE BECOMES MINNESOTA’S OFFICIAL NURSING WORKFORCE CENTER

Minnesota Center for Nursing transfers its membership in National Forum of State Nursing Workforce Centers

by Steve Rudolph

It is estimated nursing education programs in Minnesota will be graduating 30,000 less nurses than the state’s health care system needs in 2030. Citing the growing needs of the nursing workforce in the state, the Minnesota Center for Nursing (MCN) board voted to dissolve and transfer its membership in the National Forum of State Nursing Workforce Centers to the Center for Nursing Equity and Excellence (CNEE) housed at the University of Minnesota.

CNEE was launched in 2022 through a partnership between the University of Minnesota and Minnesota State. The center works with every school of nursing in the state, health care providers and others invested in improving health care in Minnesota to increase enrollment in nurse education programs at all degree levels, expand equity in the nursing workforce, increase the success of nursing students, and support nurses to flourish as they care for Minnesotans.

With the MCN’s transfer of membership, CNEE now serves as Minnesota’s official nursing workforce entity. It is one of 42 nationally, focused on addressing the nursing shortage within its state and contributing to the national effort to assure an adequate number of qualified nurses to meet the health needs of the U.S. population.

“Through the forum we can be working in collaboration with other states to learn what has been successful and fine-tune those solutions to suit Minnesota,” says Jennifer Eccles, PhD, RN, FAADN, CNEE’s executive director who joined the staff of the School of Nursing earlier this summer. “As Minnesota’s representative to the forum, we are contributing to building a robust national nursing workforce, which includes excellence in nursing care and equitable care for all Minnesotans.”

“We commend the Minnesota Center for Nursing for the bold decision to transfer their membership to the Center for Nursing Excellence and Equity,” says Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP, dean of the School of Nursing. “The workforce crisis we face will require a coalition of all and CNEE has become uniquely positioned to bring institutions and industry together to advance nursing in Minnesota.”

States such Arizona, Florida, Indiana, Montana, New Mexico and Washington have recently passed legislation or increased funding to expand nursing workforce solutions. At the federal level, the National Nursing Workforce Center Act (S.1150/H.R. 2411) has been introduced to grow nursing workforce centers in their missions to ensure a robust nursing workforce in each state.

PLANNING FOR A NURSE PRACTITIONER PROGRAM IN LIBERIA

Nurse practitioners could fill gap in health care access

by Brett Stursa

Clinical Associate Professor Dorcas Kunkel, DNP, RN, PHN, CNE, CPHIMS, received funding from the Global Programs and Strategy (GPS) Alliance as part of its initiative focused on the Sustainable Development Goals (SDG). The project *Assessment of Relevancy of Nurse Practitioner Entry-to-Practice Competencies in the Primary Health Care Systems of Sub-Saharan Africa* is assessing the relevancy of an existing set of core competencies for training and practice of advanced practice nurses in primary health care contexts, in particular family nurse practitioners in Liberia and for additional application in sub-Saharan Africa.

The project is building on what was learned in previous educational initiatives in Liberia and will provide information for governmental and non-governmental organizations and boards of nursing to begin to plan for context-relevant,

graduate level family nurse practitioner programs in universities and colleges.

FILLING GAPS IN CARE

Kunkel's personal history in Liberia dates back to her childhood, as she spent seven years there as a child of Lutheran missionaries. In 2011, she helped launch a Master's of Nursing Education program at Mother Patern College of Health Sciences in Monrovia as part of an expatriate team of faculty led by Edna E. Johnson, PhD, University of Connecticut faculty emeritus, who was engaged in health care recovery in Liberia after the civil wars. "The Master's of Nursing Education program has prepared more than 80 Liberian faculty to be nursing educators and leaders who have contributed to filling gaps in national health care capacity after the civil wars," says Kunkel, who served as visiting faculty and has continued to mentor students and graduates.

In 2021 Sister Barbara Brilliant, dean of Mother Patern College of Health Sciences, approached Kunkel to gauge her interest in assisting in the development of curriculum for a family nurse practitioner program to fill in some of the gaps of primary care professionals and access.

"Primary care is very difficult to access because there are so few primary care providers," says Kunkel. "A well-prepared nurse practitioner can monitor and care for families across the lifespan. There's a

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Minister of Health CNO Diana Sarteh, Clinical Associate Professor Dorcas Kunkel, Edwin Beyan, and Deddeh Kesselly.

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"Primary care is very difficult to get because there are so few primary care providers. A well-prepared nurse practitioner can monitor and care for families across the lifespan. There's a real dearth of primary care providers over the whole country, but particularly rurally."

- Dorcas Kunkel

CENTER LAUNCHES TO IMPROVE INDIGENOUS HEALTH OUTCOMES

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“A lot of really good things have happened in Liberia because of nursing and because of the increase in the capacity of nursing and the number of nurses. That’s a real testament to the hard work of Liberian nursing leaders, educators, and bedside nurses.”

– Dorcas Kunkel

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real dearth of primary care providers over the whole country, but particularly rurally.”

Kunkel was awarded a 2022 Fulbright grant to spend six weeks assessing the possibility of establishing a nurse practitioner program in Liberia. With SDG grant co-PI Edwin Beyan, DHSc, RN, who graduated from the Master’s of Nursing Education program’s inaugural cohort and now coordinates the program, they began developing the curriculum framework. “It was important that we not just copy and paste curriculum from the United States. It just wouldn’t work because the context of care is so different. Liberia is a low-income country, and primary health care is the most inclusive, equitable and cost-effective way to achieve universal health coverage. The NP role needs to fit seamlessly into that system to be acceptable and to be sustainable,” says Kunkel.

They visited with the chief nursing officer at the Ministry of Health, Cecelia Kpangbala-Flomo, MPH, RN, and Diana Sarteh, MPH, RN, the registrar, executive secretary for the Liberian Board for Nursing and Midwifery, who were both very supportive. “We also visited sites trying to determine if there would be enough clinical opportunities, discussed

how to improve nursing record keeping and how we might include simulations as part of clinical learning,” says Kunkel. “We looked at all of those to see if there would be a possibility of establishing a program, and we’ve determined that there would be if there was NP faculty to teach specialty courses and plan and supervise clinical learning.”

ASSESSING COMPETENCIES IN CONTEXT

With the GPS Alliance grant, four half-day workshops are being conducted to introduce participants to advanced practice nursing concepts, and focus groups will be utilized to learn participants’ perceptions and opinions about the relevancy of nurse practitioners in family-centered practice across the lifespan for primary care delivery in Liberia.

They will also conduct a survey to assess an existing core set of nurse practitioner entry-to-practice competencies for their application in Liberia.

“We’re assessing the set of nurse practitioner competencies for the context in the country to be assured that the population would understand and trust that new kind of primary care provider,

which is different than what they have now,” says Kunkel.

The grant also supported attendance at the International Council of Nurses Conference in July. “We presented a poster and it fostered the opportunity to meet together face-to-face and discuss advanced practice nursing role development with attendees,” she says.

NURSE PRACTITIONER PROGRAM MAY LAUNCH IN A FEW YEARS

Kunkel expects this phase to be completed by December and is looking for funding opportunities to finish building the curriculum. She expects it will take another year or two before a nurse practitioner program will be launched in Liberia.

“A lot of really good things have happened in Liberian health care and education because of nursing and because of the increase in the capacity and expertise of nursing,” says Kunkel. “That’s a real testament to the hard work of Liberian nursing leaders, educators, and bedside nurses.”



Misty Wilkie

The Center for Indigenous People, Health and Nursing of North America launched at the University of Minnesota School of Nursing to minimize health disparities to improve health outcomes for American Indian/Alaska Native (AI/AN) people, families and communities. It will build collaborative relationships with Tribal Nations, health care and academic institutions, federal and state agencies, and community organizations to increase the number of AI/AN nurses with graduate nursing degrees and develop evidence-based interventions and best practices.

“I see us as an ally, an advocate, a partner, in helping our Tribal communities accomplish their visions and goals for the health of their community,” says Misty Wilkie, PhD, RN, FAAN, a citizen of the Turtle Mountain Band of Chippewa Indians and inaugural director of the center.

AI/ANs have some of the highest disparities and poorest health outcomes of all racial or ethnic minority groups in the U.S. “We’re just not gaining any traction on improving those disparities. I believe it’s because we lack the nurses in place to help facilitate change,” says Wilkie, who also serves as the director of the school’s AI/AN Pathway program to increase the number of doctorally prepared Indigenous nurses.

Stakeholders have already expressed a need for a center and have said the School of Nursing is an ideal location because of its reputation and ability to implement research through various funding sources.

“The center is multi-focused and broad reaching so that it’s beyond recruiting and graduating Indigenous nurses. It’s an opportunity for us to right some wrongs that the institution has created. It’s going to take some time to build relationships and trust but there is great potential for beautiful outcomes when we work together toward a common goal,” says Wilkie.

She is currently establishing an advisory board, which will consist of local and national leaders with knowledge of AI/AN social, cultural, health and workforce issues, to help guide the center. The executive team includes Professor Margaret Moss, PhD, JD, RN, FAAN, a citizen of the Three Affiliated Tribes, and Clinical Associate Professor Lisa Martin, PhD, RN, PHN, AHN-BC, FAAN, a citizen of the Lac Du Flambeau Band of Lake Superior Chippewa Indians. “Each of the Indigenous faculty have our own area of expertise that will help fulfill the mission and vision of the center,” says Wilkie.

Initially the center will focus on establishing connections with the 11 Tribal Nations in Minnesota and then expand farther out.

“We have a rich Indigenous culture in the state of Minnesota,” says Wilkie. “The opportunities are great for us to build better Tribal communities to help in any way that we can.”

NEW CENTER LAUNCHES TO RESTORE PLANETARY HEALTH



Teddie Potter

The School of Nursing announced the launch of the Center for Planetary Health and Environmental Justice to educate future planetary health leaders, promote planetary health practice and advance innovative research.

The center will build local to global partnerships to advance both planetary health and environmental justice.

“Nurses need to take an active leadership role in planetary health and environmental justice so others realize they need to be paying attention to this environmental crisis,” says Teddie Potter, PhD, RN, FAAN, FNAP, the center’s inaugural director who also serves as the director for planetary health at the school. “By establishing the center, we are proudly claiming our leadership in this space.”

The school has long been a leader in planetary health, from creating interprofessional curriculum that explains the connection between climate and health to developing partnerships with local, national and global collaborators that are advancing the understanding of the interconnectedness of health and the environment.

The establishment of the center creates another avenue to engage faculty, students and staff in planetary health and environmental justice at the school.

“Our goal has always been to encourage all faculty, staff and students to see themselves in this work. It is a foundation of who we are. By creating a center it solidifies our values and commitment even further so that future permutations of the school see we’ve established this as a pillar of the school,” says Potter.

Potter is currently identifying external and internal advisers for the center who are recognized as environmental justice and planetary health leaders locally, in rural Minnesota and national partners, including partnerships with the Planetary Health Alliance, Health Care Without Harm, and Alliance of Nurses for Health Environments.

Partnership, solidarity, and an orientation toward solutions and actions are some of the core values of the center.

“In the past, centers could be launched and their work became proprietary. That’s not our intention. The center will demonstrate how we can thread planetary health and environmental justice through our research, education, policy work and practice as an example for other schools to do so similarly,” says Potter.

SCHOOL NAMES 5 ENDOWED CHAIRS, PROFESSORS

The School of Nursing announced the appointment of five endowed chairs and professors. Professor Margaret P. Moss, PhD, JD, RN, FAAN, was named a holder of the Katherine R. & C. Walton Lillehei Chair in Nursing Leadership. Associate Professor Anne Chevalier McKechnie, PhD, RN, was named a holder of the School of Nursing Foundation Research Professorship. Associate Professor Rozina Bhimani, PhD, DNP, APRN, FNP-BC, CNE, CRRN, Professor Niloufar Hadidi, PhD, APRN, ACNS-BC, FAHA, and Associate Professor Kristine Talley, PhD, RN, CNP, FGSA, were named holders of the Long Term Care Professorship in Nursing.

In addition to providing faculty with the resources necessary to advance 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.

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.

Moss, a member of the Three Affiliated Tribes of North Dakota, is the only American Indian nurse with a PhD and JD. She has served as a nurse for 34 years and an academic for 23 years across four

universities. In addition to serving as a professor, Moss serves as the associate dean for Nursing and Health Policy. Her career has focused on Indigenous health, aging and policy in the United States and Canada. She was named a Robert Wood Johnson Foundation Health Policy Fellow and a Fulbright Chair in Indigenous Contexts (McGill University). She authored the award-winning text *American Indian Health and Nursing*. Moss is an American Academy of Nursing board member, serves on a National Academies of Sciences, Engineering, and Medicine board, and is a member of the National Academy of Medicine.

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Margaret Moss

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**LONG TERM CARE PROFESSORSHIP
IN NURSING**

The Long Term Care Professorship in Nursing was established to help advance the science and aging of elders or children requiring long-term care.

Bhimani holds both research-focused (PhD) and clinically-focused (DNP) doctorates in nursing—the first individual in Minnesota to do so. Bhimani’s groundbreaking work has identified that spasticity is a cluster of symptoms overlapping with pain and sensory symptoms. She was the first to report that term spasticity was used incorrectly and interchangeably for muscle tightness by both clinicians and patients. With this knowledge, she convened multidisciplinary clinicians to develop a consensus definition of muscle tightness and tested a tool that clinicians can use to assess muscle tightness reliably. Bhimani’s program of research concentrates on neurological disabilities and movement disorders with a focus on spasticity. Her research agenda was ignited during her clinical practice as an APRN.

Hadidi is a board-certified adult health clinical nurse specialist and fellow of the American Heart Association. She is committed to empowering nursing students to have a lasting impact on stroke prevention and the care of stroke survivors. Hadidi has more than 20 years of experience as an advanced practice nurse in neuroscience nursing and served as chair of the Cardiovascular Nursing Subcommittee of the American Heart Association. Her research has focused on using fMRI to localize regions of interest for depression and cognition, and non-pharmacological interventions to improve post-stroke emotional and cognitive outcomes. Her current research evaluates engagement with African American communities to reduce racial disparities in stroke-related outcomes and increase uptake of preventive behaviors.

Talley is co-director of the Minnesota Northstar Geriatric Workforce Enhancement Program and strives to improve the care of older people through research, teaching and service. She is a fellow of the Gerontological Society of America and recognized as a Distinguished Educator in Gerontological Nursing by the National Hartford Center of Gerontological Nursing Excellence. Talley investigates interdisciplinary solutions to improve geriatric syndromes and care. She designs and tests interventions to prevent falls and improve urinary incontinence in older populations. She also leads the development of interprofessional educational experiences and resources to train the current and future geriatric workforce.



Rozina Bhimani



Niloufar Hadidi



Kristine Talley



Anne Chevalier McKechnie

**SCHOOL OF NURSING FOUNDATION RESEARCH
PROFESSORSHIP**

School of Nursing Foundation Research Professorships were established in 2011 by supporters of the University of Minnesota to advance nursing science.

Chevalier McKechnie is committed to addressing a critical gap in meeting the needs of parents who have infants prenatally diagnosed with life-threatening conditions. Her interdisciplinary intervention science involves clinical specialists and an industry leader in patient engagement technology. Supported by multiple grants, including the highly selective MN-REACH program, she developed a technology-based intervention while expanding her skill set related to market dynamics, regulatory processes and commercialization of digital health products. Additionally, her integration of scholarship, teaching and exceptional mentorship have been awarded recognition.

**ENDOWED CHAIRS, PROFESSORSHIPS SUPPORT FACULTY
RESEARCH AND LEADERSHIP**

The school currently has eight named chairs and professorships including:

- Cora Meidl Siehl Chair in Nursing Research for Improved Patient Care
- Katherine R. & C. Walton Lillehei Chair in Nursing Leadership
- Pauline A. Vincent Chair in Public Health
- Clara Adams-Ender Endowed Leadership Chair
- Eileen M. Vinnes Kalow Endowed Chair in Children and Family Health
- Long Term Care Professorship in Nursing
- School of Nursing Foundation Research Professorship
- Marie Manthey Nursing Professorship in Innovative

The chair and professorship endowment fund is valued at \$18.3 million in 2023.

ALLINA HEALTH, UNIVERSITY OF MINNESOTA ANNOUNCE NURSING COLLABORATORY

Allina Health and University of Minnesota School of Nursing announced the signing of a formal academic-practice partnership, or collaboratory, to generate, disseminate, and apply knowledge for the improvement of nursing practice, education, and patient outcomes.

The collaboratory will serve as an incubator for creativity and innovation. It aims to develop new strategies to enhance nursing education and professional development, research, practice, diversity, inclusion and equity, and recruit top talent into nursing.

“The signing of this agreement is a celebration of a relationship that has existed for many years,” says Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP. “With the creation of the collaboratory we now have the structure to elevate our partnership, specifically in the areas of clinical education and translating scholarship to practice.”



“We are grateful for the dedicated nurses who provide exceptional care for the communities Allina Health serves, and we celebrate this partnership with the University of Minnesota School of Nursing,” says Dominica Tallarico, executive vice president and chief operations officer at Allina Health. “We look forward to collaborating to find ways to retain a diverse workforce and support

future generations of nurses.”

According to an American Association of Colleges of Nursing and American Organization for Nursing Leadership task force, academic-practice partnerships such as the collaboratory are “an important mechanism to strengthen nursing practice and help nurses become well positioned to lead change and advance health.”

WHITE DELANEY NAMED TO GOVERNOR’S TASK FORCE ON ACADEMIC HEALTH

Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP, was appointed by Gov. Tim Walz to the Governor’s Task Force on Academic Health at the University of Minnesota.

The task force, chaired by former Commissioner of Health Jan Malcolm, is focused primarily on the University of Minnesota’s health workforce training mission and will develop recommendations to support world class health professions education and training that advances equity, centers primary care, and ensures that Minnesotans can continue to receive the highest quality care in a financially sustainable way.

“It’s an honor to be appointed to the Governor’s Task Force on Academic Health

at the University of Minnesota,” says White Delaney. “Under the exceptional leadership of Jan Malcolm this task force presents a phenomenal opportunity for us to re-examine the bold contributions academic health makes to the health of all Minnesotans and re-envision its potential to better serve the state.”

“We are incredibly thankful to Gov. Walz and Lt. Gov. Flanagan for establishing the Task Force on Academic Health at the University of Minnesota and for their understanding of the importance of academic health to Minnesota,” says University of Minnesota Interim President Jeff Ettinger, JD. “Their leadership, along with that of former Minnesota Department of Health Commissioner

Jan Malcolm and legislative leaders, gives me confidence the Task Force will contribute significantly to this important discussion. In particular, we appreciate the appointments of Dr. Penny Wheeler, retired CEO of Allina Health and a member of the University’s Board of Regents, and Dr. Jakub Tolar, vice president for Clinical Affairs and dean of the Medical School, to represent the University. We’re also delighted to see Connie Delaney, dean of the U of M School of Nursing, was selected to serve on the Task Force for her expertise in health professions education and health care workforce issues.”

The task force will submit its recommendations by Jan. 15, 2024.

GROSS FORNERIS NAMED ASSOCIATE DEAN FOR ACADEMIC PROGRAMS



Susan Gross Forneris

Susan Gross Forneris, PhD, RN, CNE, CHSE-A, FAAN, joined the school as professor and associate dean for Academic Programs. Gross Forneris has been a nurse educator for more than 20 years and most recently served as director for Innovation in Education Excellence at the National League for Nursing (NLN).

Her expertise is in curriculum development with emphasis on experiential teaching and learning that intersects with her research on critical thinking. Her publications focus on the development and use of reflective teaching strategies to enhance critical thinking. Recognized nationally and internationally for her expertise and leadership driving programs on faculty preparation to teach, she was inducted as a fellow in the American Academy of Nursing in 2018.

“Her breadth of experience and expertise will help ensure the school continues to provide innovative and effective

learning to students, shaping the future of nursing,” says Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP.

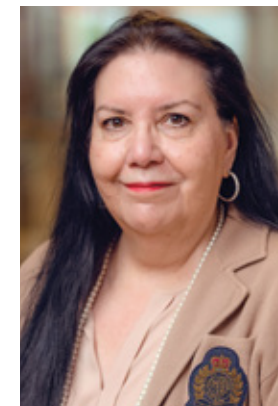
Gross Forneris served as a simulation expert for the NLN Advancing Care Excellence for Seniors (ACE.S) Team and a simulation author for the NLN ACE.Z Alzheimer’s simulation scenario series. In her work with the NLN she has traveled to Taiwan, China and South Korea to prepare faculty in teaching and learning best practices with emphasis in simulation. She is instrumental in the design and implementation of faculty development courses focused on the science of teaching and learning, curriculum and instructional design, simulation foundations, debriefing, and learner evaluation.

She earned bachelor’s degree in nursing from the College of St. Scholastica, and master’s and PhD degrees in nursing at the University of Minnesota.

BRIEFLY

Moss inducted into NAM

Professor and Associate Dean for Nursing and Health Policy Margaret Moss, PhD, JD, RN, FAAN, an enrolled member of the Three Affiliated Tribes, was inducted into the National Academy of Medicine. It is considered one of the highest honors in the fields of health and medicine and recognizes individuals who have demonstrated outstanding professional achievement and commitment to service. Moss is the second female American Indian to become a member. The academy cites her exemplary leadership in nursing, law and Indigenous health inequities as the only American Indian nurse with a PhD and JD.



Margaret Moss

University of Minnesota cohosts MNRS conference

The University of Minnesota School of Nursing is cohosting the 48th annual Midwest Nursing Research Society Conference in Minneapolis on Feb. 28-March 2. Additional cohosts include Mayo Clinic, Winona State University, Minnesota State University Mankato and the University of St. Thomas. The conference will be focused on *Nursing Research in the Future: Exploring the Driving Forces*.

School prepares to celebrate 115th

The University of Minnesota School of Nursing will be celebrating its 115th anniversary in 2024. As part of the celebrations the book *Igniting Transformational Change: The University of Minnesota School of Nursing Journey* will be published. It is authored by Joanne Disch, Mary Jo Kreitzer, Marie Manthey, Kevin Johnson, Laurie Glass and Connie White Delaney. It shares insights into the school’s transformative journey, particularly its past 20 years, and provide recommendations to schools experiencing challenges. This book is to inform and inspire change by inviting readers to reflect on the key cultural priorities and transformative practices of the school.

BRIEFLY (CONTINUED)

4 faculty earn promotions

The University of Minnesota Board of Regents approved the promotions of four faculty in the School of Nursing. Niloufar Hadidi, PhD, APRN, CNS-BC, FAHA, was promoted to professor. Ryan Mays, PhD, MPH, FAHA, FSVM, was promoted to associate professor with tenure. Eunice Areba PhD, RN, PHN, was promoted to clinical associate professor. Stephanie Delkoski, DNP, APRN, WHNP-BC, was promoted to clinical associate professor.



Delkoski



Mays



Areba



Hadidi

For 8th year, school recognized for excellence in diversity

For the eighth consecutive year, the University of Minnesota 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 15 nursing schools to receive the HEED Award, which honors health schools and centers that demonstrate an outstanding commitment to diversity and inclusion.

The School of Nursing's 2022-2023 transfer cohort was majority BIPOC and a mentoring program was expanded to deepen connections with the program, increase peer/student relationships, and help the school better understand the needs of transfer students. Student support staff and services were also increased including a full-time staff member to support Native American/Alaska Native nurses applying to and enrolled in the school's doctoral programs.

In the past year the school reviewed and revamped the curriculum to deeply embed diversity, equity, social justice and recognition of implicit bias and racism throughout the undergrad and graduate programs.

Austin receives ANA Innovation Award

Assistant Professor Robin Austin, PhD, DNP, DC, RN-BC, FAMIA, FNAP, was named the recipient of the Individual Nurse Award by the American Nurses Association and the American Nurses Foundation. The 2023 ANA Innovation Awards celebrate nurse innovators who improve patient safety and health outcomes.

Austin is the nurse and creative mind behind the app MyStrengths + MyHealth: A Comprehensive Whole-Person Health & Resilience Assessment. "The award will allow us to make updates to the application and potentially redesign features that will enhance end-user functionality and experience," says Austin.

Outstanding preceptors recognized at ceremony

The school recognized the 2022-2023 outstanding preceptors at a ceremony in September. Those interested in working with graduate nursing students as a preceptor can learn more at z.umn.edu/preceptors.

Carol Droegemueller was honored for being an adult health/gerontological clinical nurse specialist preceptor at Regions Hospital.

Sarah Watkins Lee was honored for being an adult health/gerontological primary care nurse practitioner preceptor at Meadow Woods Martin Luther Care Center.

Dan Brooks was honored for being a family nurse practitioner preceptor at M Health Nurse Practitioner's Clinic.

Paul West was honored for being a health innovation and leadership preceptor at Project Drawdown.

Kristen Guilmette was honored for being an integrative health and healing preceptor at Harvard, Boston Children's Hospital.

Anna Dittmann was honored for being a nurse anesthesia preceptor at United Hospital.

Maria Wolff was honored for being a nurse-midwifery preceptor at Health Partners.

Shannon Bakshian was honored for being a nursing informatics preceptor at Planned Parenthood.

Alexandra Staum was honored for being a pediatric nurse practitioner preceptor at Fairview Woodwinds.

Heidi Shafland was honored for being a pediatric clinical nurse specialist preceptor at Children's Minnesota.

Karalee LaBreche was honored for being a psychiatric/mental health nurse practitioner preceptor at Allina Health.

Emily Kratochwill was honored for being a women's health/gender-related nurse practitioner preceptor at Planned Parenthood.

AWARDS AND HONORS



Professor **Donna Bliss**, PhD, RN, FAAN, FGSA, was inducted as a fellow of the Wound, Ostomy, and Continence Nurses Society.



Clinical Assistant Professor **Joanne Donnelly**, DNP, APRN, CRNA, was inducted as a 2023 fellow of the American Association of Nurse Anesthesiology. She also was named an editor of the American Association of Nurse Anesthesiology Journal.



Assistant Professor **Kristin Elgersma**, PhD, DM, RN, was named a winner of the abstract presentation in the nursing science category at the 8th World Congress of Pediatric Cardiology and Cardiac Surgery for *Human Milk Feeding And Direct Breastfeeding Improve Outcomes For Infants With Single Ventricle Congenital Heart Disease: Propensity Score Matched Analysis Of The NPC-QIC Registry*.



Professor **Jayne Fulkerson**, PhD, FNAP, was named the co-leader of the Clinical and Translational Science Institute's Research Education, Training, and Career Development program.



Clinical Assistant Professor **Stephanie Gingerich**, DNP, RN, CPN, was accepted to participate in the University of Minnesota's 2023 Internationalizing Teaching and Learning Faculty Cohort Program offered by the Global Programs & Strategy Alliance.



Professor **Niloufar Hadidi**, PhD, APRN, CNS-BC, FAHA, received the American Heart Association's 2023 Mathy Mezey Excellence in Aging Award.



Associate Professor **Barb McMorris**, PhD, received the Mid Career Award from the Adolescent Health Research and Implementation Interest Group (RIIG) at the 47th annual Midwest Nursing Research Society Research Conference.



Professor **Christine Mueller**, PhD, RN, FGSA, FAAN, Katherine R. & C. Walton Lillehei Chair in Nursing Leadership, was appointed by Gov. Tim Walz to the Council on Developmental Disabilities.



Assistant Professor **Carrie Neerland's** article *Giving birth during the COVID-19 pandemic, perspectives from a sample of the United States birthing persons during the first wave: March-June 2020* was among the journal Birth's top downloaded articles.



Assistant Dean of the DNP Program **Judith Pechacek**, DNP, RN, CENP, received the Award for Excellence in Academic Unit Service from the University of Minnesota.



Clinical Professor **Barb Peterson**, PhD, PMHCNS-BC, APRN, FNAP, was elected to serve as the International Society of Psychiatric-Mental Health Nurses president-elect.

8 FACULTY JOIN THE SCHOOL

The University of Minnesota School of Nursing welcomed eight new faculty to the school this fall, including two full professors. Additionally, two clinical faculty applied and were accepted to join the tenure-track faculty. Their specialties range from HIV, Indigenous health and cardiovascular care to substance use disorders and planetary health.



Margaret Moss, PhD, JD, RN, FAAN, an enrolled member of the Mandan, Hidatsa and Arikara Nation, joined the school as a professor and associate dean for Nursing and Health Policy. She has extensive expertise at the intersection of older adult health, Indigenous health, and health law and policy. She is a fellow and board member of

the American Academy of Nursing and serves on the Board on Population Health and Public Health Practice of the National Academies of Science, Engineering, and Medicine. She earned a PhD in nursing from University of Texas, a JD in law from Hamline University, a master's degree from University of Phoenix, and a bachelor's degree from Washington State University.



Brian Goodroad, DNP, APRN, CNP, FAANP, joined the school as a clinical professor with expertise in the area of HIV and APRN practice. He is an adult nurse practitioner and family nurse practitioner. He served as president of the Minnesota APRN Coalition and was a Minnesota state representative for the

American Association of Nurse Practitioner. He is a clinical adviser for the Midwest AIDS Training and Education Center. He earned a bachelor's degree in nursing from Metropolitan State University, a master's degree from University of California San Francisco, and a Doctor of Nursing Practice degree from Minnesota State University Moorhead.



Kristin Sandau, PhD, RN, CNE, FAHA, FAAN, joined the school as an associate professor with 30 years of clinical experience and leadership in acute care, cardiovascular care and critical care nursing. Her research focuses on technology use in cardiovascular patients for in-hospital ECG monitoring and

health-related quality of life among patients with a left-ventricular assist device. She earned a PhD in nursing and a master's degree in nursing from the University of Minnesota, and a bachelor's degree in nursing from Bethel University.



Kristin Elgersma, PhD, joined the school as an assistant professor. Her research focuses on human milk feeding and direct breast/chestfeeding for infants with critical congenital heart disease. She earned a bachelor's degree in music from Dordt University, a master's degree and Doctor of Music degree from

Northwestern University, and a master's degree and PhD in nursing from the University of Minnesota.



Seol Ju (Esther) Moon, PhD, RN, joined the school as an assistant professor with health promotion expertise in substance use disorders and mental health problems. She aims to prevent relapse and promote recovery by using wearable technology to improve symptom monitoring, self-management, and

treatment adherence in individuals with substance use disorders. She earned a bachelor's degree in nursing from Hope College, a master's degree in nursing from Yonsei University in South Korea, and a PhD in nursing from University of Pittsburgh.



Erin Armstrong, DNP, RN, CNE, joined the school as a clinical assistant professor with more than six years of experience as a nurse educator, teaching students with diverse needs. Armstrong earned a bachelor's degree in nursing from Winona State University, a master's degree in nursing from Grand Canyon University, and a

Doctor of Nursing Practice degree from St. Catherine's University.



Angelica Walton, DNP, RN, joined the school as a clinical assistant professor. She/they utilized integrative health and healing approaches as a critical care nurse, traveling crisis response nurse and with death and dying in-home hospice and palliative care. She/they earned a Doctor of Nursing Practice degree in the integrative health and

healing specialty from the University of Minnesota and bachelor's degree from University of Holy Cross.



Ryne Wilson, DNP, RN, OCN, joined the school as a clinical assistant professor. He has practiced in both academic and community health care organizations, including medical oncology and hospice settings. His scholarship interests include oncology nursing practice, health policy and advocacy,

and planetary health. He earned a bachelor's degree in nursing from Western Kentucky University and a Doctor of Nursing Practice degree in the health innovation and leadership specialty from the University of Minnesota.



Two clinical faculty applied and were accepted to join the tenure-track faculty. **Erica Timko Olson, PhD, RN**, is now serving as an assistant professor. Her area of research is focused on integrative nursing and wellbeing with a particular interest in the role of nature and forest therapy on

the psychosocial wellbeing of college students and adolescent/young adult cancer survivors and the role of mindfulness, spirituality and resilience. Timko Olson earned a PhD from the University of Arizona, a master's degree from the University of Minnesota and a bachelor's degree from the College of St. Benedict.



Sripriya Rajamani, PhD, MBBS, MPH, FAMIA, is now serving as an associate professor. Her research interests are in using health information technology to improve public and population health with focus on electronic data exchanges. She earned a MBBS from Madras Medical University, a

master's degree in public health and PhD in health informatics from the University of Minnesota.

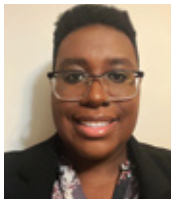
NEW APPOINTMENTS



Janine Amaral, MPH, joined the school as a DNP placement coordinator in the Office of Academic Programs. She previously served as a library assistant at the University of Minnesota Libraries in Minitex. She earned a master's degree in public health from Boston University and earned a bachelor's degree in animal science from the University of Minnesota.



Abdoulaye Camara, BA, joined the school as a DNP recruitment and enrollment coordinator in the Office of Student and Career Advancement Services. Camara previously served as an intervention specialist in Saint Paul Public Schools. He earned a degree in individualized studies from Metro State University.



Ifeyinwa Ikegwuani, BS, joined the school as a PhD and certificate program coordinator. Previously, Ikegwuani served as an EMT at Children's Minnesota. She earned a degree in biology, society and environment from the University of Minnesota.



Brittnei Kuduk, MS, joined the school as a BSN academic adviser in the Office of Student and Career Advancement Services. Kuduk served as a senior access consultant in the University of Minnesota's Disability Resource Center as a liaison to the School of Nursing and in academic coaching and advising roles at the College of Saint Benedict/Saint John's

University and St. Cloud State University. She earned a bachelor's degree in psychology and political science from the University of Minnesota and a master's degree in college counseling and student development from St. Cloud State University.



Randi Mayer, BA, joined the school as a human resources partner. Mayer has more than 15 years of human resources experience and most recently served as an HR specialist with the city of Brooklyn Center. Mayer earned a bachelor's degree in social services from Minnesota State University Mankato.



Jacob Moore, BA, joined the school as a social media and digital content specialist in the Office of Strategic Communications. Previously he served as a marketing specialist for The Good Clinic and as an account executive at Token of Trust. He earned a bachelor's degree in strategic communications from the University of Wisconsin-Madison.



Maigos Nguyen, MS, joined the school as a BSN academic adviser in the Office of Student and Career Advancement Services. Nguyen served as an academic adviser in the Advising and Student Transitions Office at St. Cloud State University. Previously, she

served at St. Olaf College as an academic enrichment and advising coordinator. She earned a bachelor's degree in psychology from the College of St. Benedict and a master's degree in college counseling and student development from St. Cloud State University.



Mariana Villegas Ramirez, MA, joined the school as a research professional on Food at Home Study: Data Collection and Recalls in Spanish and English. Previously, she served as a bilingual Parent Aware coach. She earned a master's degree in

Montessori from St. Catherine University and a bachelor's degree in human resources development from the University of Minnesota.



Honey VanderVenter, PhD, joined the school as the instructional designer and academic technologist in the Office of Academic Programs. She has served as a business/systems analyst and academic technologist for the College of Food, Agricultural and

National Resources Sciences for 16 years. She earned bachelor's degrees in Chicano studies and English and a master's degree in English education from the University of Minnesota. She earned a doctoral degree in instructional design for online learning from Capella University.



V. Paul Virtucio joined the school as the class scheduler/administrative assistant in the Office of Academic Programs. Previously he served as a service coordinator for Health Sciences Classroom Services.

CENTER DIRECTOR:
Siobhan McMahon, PhD, MPH, GNP-BC

CENTER FOR AGING SCIENCE AND CARE INNOVATION

Two students named Emerging Scholars in Gerontological Nursing

The Center for Aging Science and Care Innovation (CASCI) welcomes PhD students Bella Xiong and Anna Fleischman to our year-long Emerging Scholar in Gerontological Nursing Program. Xiong, a bilingual woman of color from a developing country, aspires to become a scholar engaged in alleviating challenges faced by older adults living with dementia and improving their quality of life. Fleischman, motivated by the idea of "living well to die well," aspires to investigate the quality of life for aging individuals and, more specifically, the intricacies of having thoughtful, productive conversations with patients in any stage of acute or chronic illness about their wishes for the remainder of their lives, whether that might be several years, months, weeks or days. Xiong and Fleischman's mentors in this program are Associate Professor Rozina Bhimani, PhD, DNP, APRN, FNP-BC, CNE, CRRN, and Associate Professor Mary Fran Tracy, PhD, RN, APRN, CNS, FAAN, both members of CASCI.

The Emerging Scholar in Gerontological Nursing Program was recently developed to recognize students whose commitment to improving the care for older adults is evident as they seek opportunities to gain additional knowledge and experience in gerontological nursing. In addition to mentorship in this program, each scholar has specific plans for engaging in at least three learning activities and experiences. Examples of such activities include projects (e.g., PhD dissertation) related to aging or gerontological nursing; involvement in the Aging Studies Interdisciplinary Group or the Aging Work Group, both in the Center for Healthy Aging and Innovation, School of Public Health; present at the School of Nursing Research Day or other local, regional and national conferences; and engage in a professional organization focused on the care of older adults. Students from all programs in the School of Nursing, including the Bachelor of Science in Nursing, Master in Nursing, Doctor of Nursing Practice and PhD, are encouraged to apply for this program each spring.



Bella Xiong



Anna Fleischman

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

CENTER FOR ADOLESCENT NURSING

Sex trading, homelessness, and food insecurity among cisgender boys

Cisgender girls and boys trade sex for things of value at similar rates. However, most research focuses on girls and women, leaving boys understudied and underserved. In a study published in *Pediatrics* in May, nursing faculty Lauren Martin, PhD, FNAP, and Barbara McMorris, PhD, along with G. Nic Rider, PhD, set out to address research and practice gaps about adolescent boys who trade sex. "There is a real gap in knowledge about boys who trade sex, which leads to stereotypes and misunderstandings," says Martin. McMorris adds, "That's why this particular research is so important."

Their study, *Sex Trading Among Adolescent Cisgender Boys*, used data from a 2019 statewide survey of Minnesota high school students. The team analyzed information from a group of 32,311 boys in 9th and 11th grades who self-reported that they were male and did not identify as transgender, genderqueer or genderfluid. About 1.2% of cisgender boys in 9th and 11th grades indicated that they had traded sex for money, food, drugs, alcohol, a place to stay or other things.

About 23.3% of cisgender boys who had traded sex also reported experiencing unstable housing in the past year; 18% reported food insecurity in the past month- percentages that were significantly higher than boys who indicated never trading sex. This research also found disproportionate representation among Black and Native+ boys trading sex compared to white, Asian and Latino boys. "This uneven depiction is likely related to structural racism and experiences of racial oppression," notes McMorris. "Understanding the needs of boys who are trading sex will help us better advocate for expanded clinical supports, social services, and school-based prevention and intervention efforts for these youth," says Martin.

CENTER DIRECTORATE
Shirley Brekken, MS, RN, FAAN
Siobhan McMahon, PhD, MPH, GNP-BC
Vincent Peters, MASW
Teddie Potter, PhD, RN, FAAN, FNAP
Holly Shaw, PhD, RN

KATHARINE J. DENSFORD
INTERNATIONAL CENTER FOR
NURSING LEADERSHIP

Center moves to a directorate leadership structure

The leadership structure of our center changed in 2022 from a director dedicated to all facets of the center to a directorate. According to the Merriam dictionary, a directorate is a “group of persons who govern the affairs of a center or institution.”

The Katharine J. Densford International Center for Nursing Leadership adopted this structure because its evolving mission, vision and values warranted new and diverse initiatives.

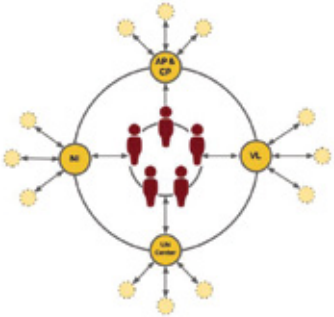
Developing initiatives include Center for Nursing Leadership and Engagement at the United Nations; Academic, Practice, and Community Partnership; Nursing Impact: Key to a Viable and Better Future; and Cultivating Bold Visionary Leadership.

Each initiative is linked to relevant activities guided by the Snowflake Model, pictured below.

Members of the center’s directorate represent faculty (clinical and tenure/tenure track), staff, as well as state and national leaders.

The directorate team, illustrated as maroon figures in the middle of the snowflake model, facilitates the development of interconnected teams.

Interconnected teams, illustrated as gold spheres on snowflake model, are local to each initiative and related activity. The key responsibility of the directorate is to ensure the work of all teams reflects the center’s mission, vision and values and is coherently and effectively moving toward the long term goals of our initiatives.



Adapted from Marshall Ganz’s snowflake model, Harvard Kennedy School

CENTER DIRECTOR:
Jayne Fulkerson, PhD

CENTER FOR
CHILD AND FAMILY HEALTH
PROMOTION RESEARCH

Research supports parents of infants prenatally diagnosed with critical congenital heart disease

Congenital heart disease affects approximately 40,000 infants born each year in the United States, including 25% diagnosed with critical congenital heart disease (CCHD) requiring immediate surgery and ongoing medical care. Over half of CCHD diagnoses are made prenatally and survival rates have greatly improved in recent decades. Yet, these infants still face serious growth and development challenges. Parents often find themselves seeking ways to feel prepared while struggling with emotional distress. Prenatal counseling and perinatal care vary widely, leaving gaps in addressing parents’ needs for timely, condition-specific information and support.



Anne Chevalier McKechnie and Kristin Elgersma

To provide consistent care and improve outcomes, center members Anne Chevalier McKechnie, PhD, RN, and Kristin Elgersma, PhD, RN, developed a nurse-guided mobile health intervention called the Preparing Heart and Mind™ (PHM™) care program. Developing this innovative care program involved collaboration with industry partner GetWellNetwork, to customize a secure, cloud-based software platform, offering a parent-facing app and a nurse-monitored dashboard. The recent pilot study featured the PHM™ app with 15 care program topics (e.g., handling uncertainty, preparing for hospitalization, feeding your baby), and was organized to include two key sections of *Helpful to know* and *Parent stories* in every topic. *Helpful to know* provided evidence-based information, videos, and links to resources, and *Parent Stories* were written vignettes describing psychosocial issues with interactive response options. The care program included a dedicated nurse guide who conducted remote sessions (e.g., Zoom) with each family twice before and once after birth.

Feasibility was demonstrated through parents’ engagement with app content and session attendance. Parents tended to engage more frequently with the nine prenatal topics. All PHM™ parents attended the first remote session, at least 96% of parents attended pre- and postnatal sessions, and most (65%) messaged with the nurse. Importantly, there was a clinically meaningful decrease in emotional distress (depressive, anxiety and traumatic stress symptoms) for the PHM™ group compared to the control group.

This is the first study showing the impact of a psycho-educational mobile health intervention on parents’ emotional distress before and after the birth of an infant with CCHD. This novel research underscores the potential of the PHM™ care program to prepare parents for the specialized caregiving required for their medically vulnerable infants and to reduce their emotional distress during the perinatal time.

CENTER DIRECTORS:
Robin Austin, PhD, DNP, DC, RN-BC, FAMIA, FNAP
Connie Delaney, PhD, RN, FACMI, FAAN, FNAP
Martin Michalowski, PhD, FAMIA

CENTER FOR
NURSING INFORMATICS

Center members at the forefront of nursing informatics

The faculty members of the Center for Nursing Informatics are at the forefront of nurses’ engagement in various national and international undertakings. This year was the 11th Annual Nursing Knowledge: Big Data Science Conference, held June 7-9 with the focus on *The Value of Nursing*.

Assistant Professor Robin Austin, PhD, DNP, DC, RN-BC, FAMIA, FNAP, and Associate Professor Sripriya Rajamani, PhD, MPH, MBBS, FAMIA, conducted a pre-conference workshop *Looking at the Crystal Ball – The Power of Partnerships across Public Health and Nursing Informatics*. This pre-conference workshop focused on bridging the gap across public health and the numerous health information technology (HIT) tools that are being implemented across organizations driven by patient needs, market pressures and regulatory requirements. The Power of Partnerships in Informatics was provided with financial support from the TRaining in Informatics for Underrepresented Minorities in Public Health (TRIUMPH). The TRIUMPH project is supported by the Office of the National Coordinator for Health Information Technology (ONC) of the U.S. Department of Health and Human Services (HHS) under 90PH0005/01-00, the PHIT Workforce Development Program.

The School of Nursing announced an initiative to examine the ethical implications of the use of artificial intelligence in nursing at the Nursing Knowledge: Big Data Science Conference. The initiative’s steering committee, which features national and international experts with nursing and industry expertise, is co-chaired by Professor Jenna Marquard, PhD, the Cora Meidl Siehl Chair in Nursing Research at the University of Minnesota, and Associate Professor Martin Michalowski, PhD, FAMIA, a senior member in the Association for the Advancement of Artificial Intelligence and co-director of the Center for Nursing Informatics.



Associate Professor Sripriya Rajamani and Assistant Professor Robin Austin conducting a pre-conference workshop at the Nursing Knowledge: Big Data Science Conference.

The Nursing Knowledge: Big Data Science Conference proceedings can be found at z.umn.edu/2023Proceedings.

The 2024 Nursing Knowledge: Big Data Science Conference will be held June 5-7, 2024, in Minneapolis.

The faculty members of the Center for Nursing Informatics continue to spearhead nurses’ active participation in diverse national and international endeavors and contribute to advancing the field ensures a promising future for nursing informatics on a global scale.

For more information about these initiatives please contact center faculty at quisO026@umn.edu.

ALUM, ARMY NURSE RECEIVES CONGRESSIONAL GOLD MEDAL

Lt. Col. Hortense McKay, BSNE '49, GN '33, earns highest accolade from U.S. Congress for service in WWII

by Andrew McIlree

The United States Congress awarded Lt. Col. Hortense McKay, BSNE '49, GN '33, a posthumous Congressional Gold Medal last March for her heroic service as a U.S. Army nurse during World War II.

McKay was one of the last soldiers to escape the Japanese invasion of the Philippines in 1942.

On a dark night 81 years earlier, as McKay climbed down the hatch of an American submarine that would slip her and a handful of nurses to safety, she must have been astounded at how far life had taken her from rural Minnesota. McKay would have been even more astounded to learn that for her sacrifice in grueling combat conditions, one day Congress would bestow on her its highest accolade for distinguished achievement. She is the only graduate of the School of Nursing to have received the Congressional Gold Medal.

The 1918 flu pandemic inspired in McKay a passion for nursing when, at 8 years old, she cared for her sick family. She earned a three-year degree from the University of Minnesota School of Nursing in 1933 and joined the Army Nurse Corps in 1939.

By early 1941 she was assigned to an Army hospital in the Philippines. This tour of duty offered nurses ample opportunities to explore the countryside or enjoy dancing in Manila. That changed the day after the Pearl Harbor attack, when the base McKay was on was attacked for three hours.

Immediately, the wounded and dying arrived at her hospital. "We nurses weren't prepared for such casualties. Hundreds and hundreds of them," McKay recalled in an interview for the book

Jungle Angel: Bataan Remembered. The Army had not trained them for mass casualty incidents. McKay continued: "I remember seeing one soldier die in bed, his bleeding so profuse that it soaked through the mattress. Everywhere around me were lives to be saved and so few of us to save them."

McKay promised herself during this harrowing ordeal that, if she survived, she would improve education for Army nurses. McKay later returned to the University of Minnesota to earn a Bachelor's of Science in Nursing Education summa cum laude in fulfillment of that promise.

McKay moved to a field hospital in the jungle of the Bataan Peninsula. Set in the open air, the hospital was hidden underneath the forest canopy. "Nurses were on duty at first light and worked until it became too dark to see," wrote historian Michele Manning. The hospital, prepared for 1,000 patients, soon cared for 6,000. In addition to the constant threat of attack, the nurses



Lt. Col. Hortense McKay



Lt. Col. Hortense McKay believed to be en route home, after the war. McKay served as an Army nurse in the Philippines during World War II.

had to be cautious of venomous snakes and spiders, mosquitoes with malaria and dengue, and unsanitary conditions from overcrowding. "Most soiled bandages were washed and used over again," recalled McKay.

Everyone began to starve, which was made worse by severe dysentery. McKay, who weighed 115 pounds when the war started, soon dropped to 88 pounds. She remembered: "I was in charge of feeding 90 people from a 12 quart bucket" with a stew consisting of horsemeat, monkey, fish, rice and weeds-whatever could be found.

Eventually, nurses were ordered to abandon the hospital. The sick and wounded were left behind to become prisoners of war. "I would have to live with this tragedy for the rest of my life," McKay wrote.

After her rescue, McKay could have returned to the United States. However, she chose to serve the entire war in the Pacific theater. She remained in the Army as a senior leader and nurse educator until 1960, retiring as a Lieutenant Colonel. Her focus on nursing education would improve care delivery for future conflicts.

"As a nurse, I had learned to think beyond the blood, the maggots, the high fevers and the deep open wounds, to focus on the individual, the human being in his hours of trial," she said, concluding that for nurses, "rewards come to us in quiet and mysterious ways." McKay died in 1988.

ALUMNI HONORED FOR NURSING ACHIEVEMENTS

The School of Nursing Alumni Society named the recipients of its annual awards Rising Star, Distinguished Alumni Humanitarian and the inaugural Excellence in Practice. The awards were presented at the All School Reunion held in September.



**RISING STAR AWARD:
EMILY STELTER, DNP '22,
MN '18**
As a Rising Star, Stelter is celebrated for her noteworthy successes in career trajectory, scholastic accomplishments, and distinguished service to the School of Nursing, the nursing profession, and the

larger community. She has a commitment to pushing the boundaries of nursing practice and embracing evidence-based approaches that have led to tangible improvements in patient care and outcomes. Stelter led a transformative initiative to create Intermediate Care Guidelines within M Health Fairview. She formed an interdisciplinary group to close gaps in standards of care, documentation, orders and education in the Intermediate Care Units resulting in the improvement of care in 11 different units. She graduated from the University of Minnesota School of Nursing with a Doctor of Nursing Practice degree in the adult gerontological clinical nurse specialist speciality in May 2022. A colleague of Stelter's states, "Her unwavering commitment to excellence and compassionate approach to patient outcomes make her an outstanding representative of the next generation of nursing leaders."



**DISTINGUISHED ALUMNI
HUMANITARIAN AWARD:
EMILY CARROLL, DNP '20**
Carroll's passion for community work and reduction in health disparities is reflected in her own learning, clinical practice and education of others. Her work has made HealthFinders Collaborative

in Northfield, Minnesota a hub routinely sought by the community for providing culturally and linguistically appropriate comprehensive chemical health services. Carroll identified a tremendous need in the community for Medication for Opioid Use Disorder (MOUD),

particularly in those without insurance. She met that need through providing training of local health care providers, jail-based MOUD for patients with opioid use disorder, and harm-reduction-focused and stigma-decreasing education program to every law enforcement member in Rice County. She is the first nurse to be appointed to the Rice County Community and Justice Council to represent clinicians and health care to law enforcement and the criminal justice system. Carroll's work continues to save countless lives, narrow cultural disparities and expand medical services among underinsured or uninsured patients in a rural setting.



**EXCELLENCE IN
PRACTICE AWARD:
HOLLY LINDER, MN '14**
The inaugural honoree of the Excellence in Practice Award, Linder exemplifies the spirit of nursing in a patient-facing role by being a genuine, compassionate person with integrity, knowledge and a strong

work ethic. She has a gift for calming, comforting, and making people feel safe, and because of this her patients trust her and know she will advocate for them. When a challenging patient and family situation surfaces on the unit where she serves at Abbott Northwestern, it is often Linder who is pulled into help because of her problem-solving skills. Linder's responses and empathy helps the patients, the families and the nurses in situations that can often grow very hostile. She has earned the respect and admiration of nurses, management and physicians because of her sincere and unwavering commitment to the nursing profession and evidence based practices. Linder's dedication and passion to nursing makes her the type of nurse you want to work alongside, and you want caring for your beloved family member. She inspires others to want to be a better nurse.

If you know an alum who should be considered for one of these awards, contact Matthew Opitz at opitzo68@umn.edu.

5 ALUMS INDUCTED INTO AMERICAN ACADEMY OF NURSING

Five alumni were among the 253 distinguished nurse leaders inducted into the American Academy of Nursing in October. The alumni include Oriana Beaudet, DNP '17, RN, PHN, Jennifer Doering, PhD, BSN '99, RN, Debbie Gregory, DNP '16, RN, Margo Halm, PhD '05, RN, NEA-BC, and Danilo Lovinaria, DNP '08, MBA, APRN, CRNA, CHSE, FNAP, FAANA. Induction into the Academy is a significant milestone in which past and current accomplishments are honored by their colleagues.



Oriana Beaudet
Beaudet is the vice president of Nursing Innovation for the American Nurses Association Enterprise. Her early work as an acute care nurse and nurse supervisor inspired Beaudet to address organizational and system-level challenges faced by patients and health care staff.



Jennifer Doering
Doering is the associate dean for Academic Affairs and a professor in the University of Wisconsin-Milwaukee College of Nursing. Doering's work focuses on generating practical practice and policy solutions by a holistic understanding of maternal-infant environments, maternal mental health and sleep deprivation, and the consumer product industry.



Debbie Gregory
Gregory serves as a principal in Health Innovation Consulting at Smith Seckman Reid. She is a leader in health care design and innovation. Her passion and experience have earned her national recognition for aligning the built environment and the clinical workflow.



Margo Halm
Halm served as an associate chief nurse executive in Nursing Research and Evidence-based Practice at the Portland VA Medical Health Care System. Her primary areas of impact are evaluating, designing, and disseminating evidence-based practices which have resulted in improving patient care, professional development and system performance across the continuum of care.



Danilo Lovinaria
Lovinaria serves as a nurse anesthetist with University of Minnesota Physicians and Minneapolis Veterans Affairs. As a national leader in providing nurse anesthesia education and training, his significant contributions to nursing relate to leadership in expanding nurse anesthesia programs in the U.S. and globally. He led the design and implementation of the Philippines first Anesthesia Nursing Care Training Program.

CLASS NOTES

Lynn (Soppeland) Assimacopoulos, BSN '62, has published three books, including a 2023 children's book titled *A Happy Color*.

Clara Adams-Ender, MS '69, was featured in an article published by the U.S. Army about her Army nursing career.

Hyeoun-Ae Park, MS '83, received the 2023 IMIA François Grémy Award of Excellence, which recognizes an individual whose dedication to medical informatics has made a lasting contribution to medicine and health care.

Kathleen Ohman, MS '87, published the 4th edition of *Davis's Q&A for N-CLEX RN*. Ohman retired from the College of St. Benedict/St. John's University after teaching for 37 years in the Bachelor of Science in Nursing program and is now a professor emerita.

Michelle Franek, MS '98, started a new role as a nurse practitioner specializing in family medicine at Essentia Health-52nd Avenue Clinic.

Laura Cullen, DNP '12, co-authored the 2nd edition of *Evidence-Based Practice in Action*. The book received a 2022 American Journal of Nursing Book of the Year Award as a second place winner in the nursing research category.

Shanda Demorest, DNP '17, BSN '13, was a panelist at the 2023 Aspen Ideas: Health conference.

Amanda Zerr, DNP '13, started a new role as a nurse practitioner at Essentia Health-Duluth Clinic. She specializes in rheumatology.

Jung In Park, PhD '16, was featured in a Healthcare IT News interview about her work with artificial intelligence and machine learning at the University of California Irvine School of Nursing.

Wendy Williams, DNP '16, started a new role as the Vice President/Chief Nursing Officer at Advocate Health.

Paige Hardy, DNP '21, started as an associate professor in the nurse-midwifery program at Bethel University.

Paiton Schwab, BSN '22, has organized several blood drives since 2013 in memory of her sister. The Post Bulletin featured the blood drive in an article.

Anna Ludowese, DNP '23, was awarded the Board of Directors scholarship for the American Psychiatric Nurses Association Annual Conference.

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

RYDEN, WHO HELPED CREATE THE SCHOOL'S GRADUATE PROGRAM IN GERONTOLOGY, PASSES



Muriel Ryden

Professor Emerita Muriel Ryden, PhD, RN, a trusted and respected nursing leader whose work led to the creation of the school's graduate program in gerontology, passed away on April 11. Ryden, along with her friend and fellow professor emerita Mariah Snyder, was instrumental in the creation of the School of Nursing's graduate program in gerontology. "Muriel was one of the most kind and gentle people I've known," says Snyder. "She would want students and alumni to be very proud to be nurses." In 2002, the school established the M and M Fellowship in Gerontological Nursing to honor Ryden and Snyder's vast contributions to the fields of nursing and gerontology. Excellence comes full circle as eight talented M and M Gerontological Nursing Fellows have been named, including Erica Schorr, PhD, BSBA, RN, FAHA, who currently leads the school's Adult and Gerontological Health Cooperative. Ryden, a recipient of the University of Minnesota Horace T. Morse Award and one of the School's 100 Distinguished Alumni, made an indelible mark on nursing education and research. The School of Nursing community remains forever grateful.

IN MEMORY

Marian M Zieg, BSN '42	Bernadine M Gust, BSN '53	Gwendolyn M Kline, BSN '61
Sally A Thompson, BSN '45	Mary R Hanstad, BSN '54	Colleen Y Rouzer, BSN '62
Ruth Williams Bennett, BSN '46	Joyce Stevens, BSN '55	Mary Ruth Thompson, BSN '62
Lola M Ouska, BSN '46	Sharon O Schamber, BSN '57	Laura C Iverson, BSN '70
Virginia Young, BSN '46	Marguerite J Judge, BSNE '57	Jane A Kurata, BSN '80
Elizabeth LeFevre Swanson, BSN '47	Nancy J Irvin, BSN '59	Marilyn R Carlson Olmstead, MSN '80, BSN '53
Muriel R Hoeflich, BSN '49	Christine K Peterson, BSN '59	Linda M Prigge, MSN '92
Lois O Olson, BSN '50	Eldean M Tingerthal, MEd '59	Diana L Farm-Franks, DNP '11, MSN '09, BSN '84
Alice A Litton, BSN '52	Joanne M. Pedersen, MPH '74, BSN '59	
Phyllis M Smith, BSN '52	Lois M Troemel, MSN '59	
Jo Ann M Williams, BSN '52	Beverly J. Donner, BSNE '60	

Brenda Haram Canedy, MSN '74, recognized for her expertise and leadership in mental health nursing, health care management, her regression therapy practice, and her passion for nursing history that resulted in the publication *Remembering Things Past: A Heritage of Excellence* – a book honoring the diamond jubilee of the University of Minnesota School of Nursing, passed away Aug. 2. Canedy taught at the University of Minnesota School of Nursing and later went on to become the director of the Graduate Nursing Program at the College of St. Catherine. She maintained a private mental health practice until she retired in 2012.

Susan G Gerberich, BSN '75, passed away June 4. In response to her observations of severe injuries and deaths in high school football, she launched the first major comprehensive study of football injuries in Minnesota high schools in 1978. She went on to conduct epidemiologic research associated with unintentional and intentional injuries, including youth sport injuries in the U.S. and Canada that resulted in return-to-play criteria and rule changes to reduce injuries. Her agricultural research also helped to identify and reduce work hazards to optimize safety in rural communities. "Injuries are Not Accidents" is a mantra she repeated to her colleagues and students over decades and is also engraved on her gravestone.

CONNIE WHITE DELANEY DEAN'S LEADERSHIP CHAIR TO ENSURE SCHOOL'S EXCEPTIONAL LEADERSHIP

In the growing and dynamic field of academic nursing, having a strong dean who can envision collaborative solutions to both local and global questions is key to sustaining a nursing school's competitive advantage. To ensure the School of Nursing will remain a magnet for top-tier executive leadership, the Development team is taking steps now, well before Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP, announces plans to retire, to raise money for an endowed dean's chair.

The genesis of the Connie White Delaney Dean's Leadership Chair began with three members of the Dean's National Board of Visitors: Richard Norling, Jeannine Rivet and Michael Rohovsky. Together, they worked with the school to design the chair's purpose and made the first donations toward endowing it.

"We have tremendous respect for how Dean Delaney has reimagined academic executive leadership and elevated the school's national and international reputation," says Rivet. "And we realized that to sustain this trajectory and culture of excellence for years to come in such a competitive market for nursing leaders, the school's deanship must include an endowed chair to attract the best leader."

What is a dean's chair, and what does it provide a leader? Few endowed chairs exist outside of higher education. For the next dean of the school, who will be the Delaney Leadership Chair's inaugural holder, it will provide funding necessary to compensate the dean in a highly competitive market. Additionally, it will provide the dean with the resources to develop transformational leaders in nursing education, research and practice. Every future dean of the school will hold the Delaney Leadership Chair.

Further, a chair not only elevates the holder, it also honors the person it is named after. The Delaney Leadership Chair will memorialize the leadership attributes and character demonstrated by Dean Delaney through her impeccable reputation, commitment to research, education, ethics and advancement of innovation.

We welcome your support! In partnership with the Delaney Leadership Chair Fundraising Task Force, the school has \$750,000 left to raise to establish the Delaney Leadership Chair. Please contact Andrew McIlree, director of Development & Alumni Relations, at 612-624-2428 to learn more.

DELANEY LEADERSHIP CHAIR FUNDRAISING TASK FORCE MEMBERSHIP

Michael Bleich, PhD, RN, FAAN,
task force co-chair
NursDynamics, LLC

Marjorie Page, DNP, RN,
task force co-chair
M Health Fairview, Retired

Joanne Disch, PhD, RN, FAAN
Professor ad honorem, University of
Minnesota School of Nursing

Karen MacDonald, MS, RN, CPHQ
Nurse Executive Consultant

Shonda Craft, PhD, LMFT
Dean, College of Health and Wellness
Professions St. Cloud State University

David Rothenberger, MD
Professor of Surgery Emeritus,
University of Minnesota Medical
School



Faculty, students and community partners gathered April 14 for Nursing Research Day, *Addressing Health Disparities and Promoting Social Justice through Nursing Research*. DNP student Emily Gorzycki discusses her poster, *Development of Community-Engaged Hypertension Education to Reduce Stroke Risk in African Americans*.

DNP students hosted a Ride for Their Lives event that included health professionals from M Health Fairview, Gillette, Regions and the School of Nursing to draw attention to the health emergency of climate change.



Students from the Doctor of Nursing Practice program in health innovation and leadership and the Master of Healthcare Administration traveled to Sweden in August to learn about its national health care model.

Sophomore students in the Bachelor of Science in Nursing program from the Minneapolis and Rochester campuses and first-year Master of Nursing students were welcomed into the nursing profession at a ceremony on Sept. 8 at Coffman Theater.



The University of Minnesota School of Nursing celebrated the graduation of Bachelor of Science in Nursing, Doctor of Nursing Practice and PhD students at a commencement ceremony May 15. Pamela Cipriano, president of the International Council of Nurses, delivered the commencement address, encouraging new graduates to be rebels to challenge the status quo.



Natalie Nicholson, a citizen of The Three Affiliated Tribes, spoke to Doctor of Nursing Practice students at the DNP Enhancement and Enrichment Programming Day Sept. 14 about her journey to establish an Anishinaabe-led health center. She serves as a nurse practitioner at Mewinza Ondaadiziike Wiigaming in Bemidji.



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