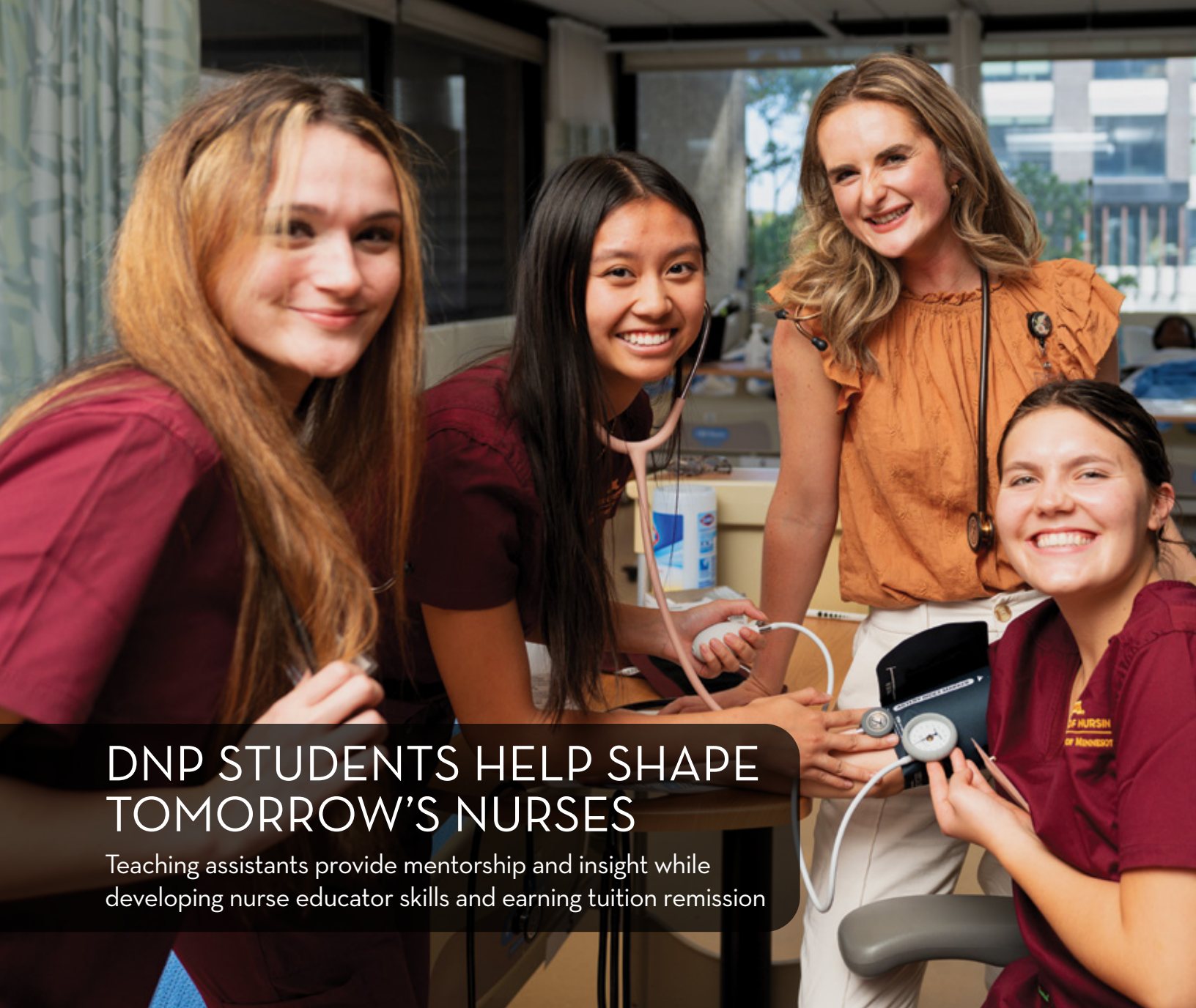


# MINNESOTA NURSING

A publication of the University of Minnesota School of Nursing

FALL/WINTER 2024



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### OUR VISION

Optimal health and wellbeing for all people and the planet.

### OUR MISSION

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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# Ceremony welcomes students into nursing profession



Sophomore students in the Bachelor of Science in Nursing program and first-year Master of Nursing students were welcomed into the nursing profession at a ceremony in September. The school announced that all students will receive National Student Nurses Associations memberships at the ceremony.

April Prunty, PhD, RN, NPD-BC, system director of Nursing Professional Development, Allina Health, delivered the keynote, noting that nursing is both a rewarding and challenging career. "Use your expertise to advocate for your patients, innovate your practice and lead with compassion and conviction," said Prunty.



## FROM THE DEAN

# Living out the vision of our founding pillars

Dear Friends,

This past year has been one of reflection as we celebrate the 115th anniversary of our founding. At that time in 1909, there were 1,129 nursing schools in the country primarily located in hospitals. Richard Olding Beard recognized an opportunity to go in a different direction and create a school of nursing that was under university control where the emphasis in nursing was on education, rather than training nurses for service to the hospital. Since Beard's remarkable foresight, our school has been unwavering in its commitment to its founding pillars of helping society recognize the worth of human life, conserving human health and providing for social justice. This issue of Minnesota Nursing magazine provides a glimpse at how our students, alumni, faculty and staff continue to pursue innovative new ways of achieving a vision of optimal health and wellbeing for all people and the planet.

Our cover story explores one of my favorite innovations in the Doctor of Nursing Practice (DNP) program and our school. Each semester nearly 70 of our DNP students serve as teaching assistants in pre-licensure programs, supporting faculty in the classroom, in our skills lab coaching students through simulations, and in clinical settings supporting students in their clinical rotations. This unique arrangement provides our pre-licensure students with contemporary role models who can share their real-world experiences with our

future nurses while allowing our DNP students to hone their own teaching skills and earn tuition remission.

This issue also includes a profile on one of the students in our Doctoral Education Pathway Program for American Indian/Alaska Native nurses. Through Haley Warren's story we gain a glimpse of how this bold initiative can improve the health of our Tribal communities.

As always in these pages, we lift up alumni who are leading the way. From recent grads Kasey Bellegarde mobilizing nurses to promote planetary health to Samantha Huguelet advancing care for perinatal mood and anxiety disorders to Jonathan Pritchard using his nursing degree to better serve the community as chief of the Cottage Grove Fire Department, School of Nursing alumni are living out Beard's vision and writing the history of our school through their actions and achievements.

We welcome your reflections, suggestions, and shared wisdom to advance our school and this magazine. And as always, we appreciate your continued readership and support.

*I Am - We Are* 

In gratitude,  
Connie White Delaney  
Professor and Dean

# PARTNERING FOR HEALTH

## School supports VA as it seeks accreditation for transition to practice program

In 2009, the Minneapolis Veterans Affairs (VA) Health Care System served as a pilot site for a transition to practice program for newly licensed nurses. After evaluation of the program showed effectiveness in terms of satisfaction and retention, the program was expanded to all VA sites nationally.

Now, the Minneapolis VA is seeking accreditation for this program from Commission on Collegiate Nursing Education and sought partners – including the University of Minnesota School of Nursing – for guidance.

The RN Transition to Practice program supports nurses with less than one year of experience in the transition from academia to a complex practice environment. The program consists of a 12-month curriculum that emphasizes veteran-centric content, and program activities build on the communication, clinical reasoning and technical skills acquired during nursing school experiences. The program consists of interactive classroom content, experiential learning activities, professional engagement with others and professional development planning.

“The evidence speaks to a transition program supporting newly licensed nurse in the first 12 months of their professional practice,” says Star Thorson, MSN, RNC-OB, NPD-BC, RNTTP Residency Program coordinator. “Newly licensed nurses

are coming into a practice environment where the expectations are high and the learning curve is steep. The program helps support them during that time.”

Thorson says the Minneapolis VA is seeking accreditation to have the program thoroughly evaluated for program quality, effectiveness and continuous improvement practices. “Being able to go through the accreditation process and achieving accreditation speaks to the robustness of the program and the effectiveness of it to supply those newly licensed nurses with the knowledge and resources they need to be successful,” she says.

As part of the accreditation process, an advisory council was formed to provide feedback and support. The University of Minnesota School of Nursing was a logical partner.

“In addition to the history of research and academic affiliations, we have a collaborative partnership that is unique,” says Thorson. “That naturally fit into why we would want to partner.”

Assistant Dean for Pre-licensure Programs Carol Flaten, DNP, RN, PHN, now serves on the advisory council. “We were a logical academic partner to be invited because we go through a similar accreditation process every 10 years, and it feels like a natural fit to collaborate with the VA to support a program that will benefit our graduates as well,” says Flaten.



*Carol Flaten, assistant dean for Pre-licensure Programs, and Star Thorson, RNTTP Residency Program coordinator.*

Of the 37 newly licensed nurses the Minneapolis VA hired last year, 14% were from the University of Minnesota.

The accreditation application was submitted earlier this year, with a site visit next year and notification of accreditation in 2026.

In the meantime, the advisory council meets quarterly. “We learn a lot from hearing what they are noticing in our new grads. It’s really full circle and two-way learning,” says Flaten.

Thorson agrees. “Combining our areas of expertise and putting them together to move both missions forward is important,” she says.

**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.**





“Without attending to a broader focus on nurse staffing, the benefits of increased RN staffing levels will not be achieved,” says Christine Mueller.

# AS NURSING HOMES PREP FOR NEW STAFFING MANDATE, OPTIMIZING THE ROLE OF THE RN SHOULD BE CONSIDERED

Mueller's article in the Journal of the American Geriatrics Society encourages a broader focus

by Brett Stursa

After decades of advocacy, the Centers for Medicare and Medicaid Services (CMS) released a highly anticipated final rule in April that creates requirements for 24-hour, 7-day a week registered nurse (RN) staffing at nursing homes as well as sets a minimum of .55 hours per resident day of RN staffing.

While the controversy around the RN staffing mandate continues – the national provider organizations are suing CMS and there is a bill to prevent CMS from moving these new regulations forward – the decision comes after multiple reports from the Institute of Medicine and research findings that indicate that higher RN staffing ratios improve health outcomes in nursing homes.

While agreeing the new requirements are long overdue, Professor Christine Mueller, PhD, RN, FGSA, FAAN, encourages policy makers, nursing home providers, regulators and researchers to broaden their attention

to additional aspects of RN staffing to ensure nurse home residents receive the highest quality of care.

Mueller was the lead author, with Barbara Bowers, PhD, RN, and Ann Kolanowski, PhD, RN, of *RNs in nursing homes—It is not always about the numbers* that was published in the April issue of the Journal of the American Geriatrics Society.

“There are other dimensions to RN staffing in nursing homes beyond the numbers or hours per resident day that influence the quality of care,” she says. “Without attending to a broader focus on nurse staffing, the benefits of increased RN staffing levels will not be achieved.”

The article explains how optimizing the role of RNs in nursing homes requires full understanding of a RN's scope of practice and accountability. It outlines the four components of a nursing practice model, which was informed by Mueller's previous research, that maximizes the RN role. The model maximizes the effectiveness of the RN by serving as a care role model, gerontological nurse expert, coordinator to ensure continuity of care, and mentor.

“A nursing home can use this as a blueprint to determine the best way to staff a nursing home,” says Mueller.

Mueller previously served on the National Academies of Sciences, Engineering, and Medicine Committee on the Quality of Care in Nursing Homes, whose findings were published in the report, *The National Imperative to Improve Nursing Home Quality*. It recommended the need for staffing standards, particularly for registered nurses, among other recommendations.

The Journal of the American Geriatrics Society article also calls on schools of nursing to strengthen gerontological nursing content and experiential learning in nursing curricula to ensure RNs are prepared to succeed in this new nursing practice model.

“All nursing programs, Bachelor of Science in Nursing and Associate Degree, could do a lot to improve gerontological teaching and create exemplary clinical experiences,” says Mueller.



**READ MORE**

The article *RNs in nursing homes—It is not always about the numbers*, published in the Journal of the American Geriatrics Society, can be read at [z.umn.edu/rninnursinghome](https://z.umn.edu/rninnursinghome).

# STUDY SEEKS TO INCREASE THE QUALITY OF ADOLESCENT PREVENTIVE HEALTH VISITS

## Easy-to-use adolescent health communication toolkit features one-page resources, training opportunities and videos

by Katherine Pierson

Primary care clinicians and parents know that the most important topics to address in adolescent health – including sexual and mental health – can also be the most sensitive.

It can often be a challenge to know how to start a conversation about these subjects.

In response, an interdisciplinary team of researchers and clinicians at the University of Minnesota's Healthy Youth Development - Prevention Research Center, including School of Nursing Professor Renee Sieving, PhD, RN, FAAN, FSAHM, designed *TALK: Toolkit for Adolescent Care* to provide training and resources to support conversations with adolescents about potentially sensitive health topics.

The TALK study, which was supported by Centers for Disease Control and Prevention funding, builds on the team's Confidential Adolescent Sexual Health Services (CASH) research. "That study found young people want to talk to about psychosocial and sexual health topics but they don't often have the opportunity because clinicians aren't asking them. We learned from that observational study that both clinicians and parents often lack the words to talk about these topics with adolescents," says Sieving. "The TALK study is the next step. Based on what we

learned from the CASH study, we decided to turn this into a program that will be utilized by primary care clinics."

TALK includes three broad components. It trains clinicians in a straightforward communications framework that involves supporting and guiding adolescents. It provides a set of one-page conversation guides on a variety of psychosocial and sexual health topics such as vaping, marijuana, alcohol, bullying, sex, sleep, sexual orientation, and screen time. Finally, TALK supports clinic-level changes that help clinicians introduce time alone with their adolescent patients as their health care setting's new standard. Clinic level changes can include adjustments to patient flow and sending a letter to welcome both adolescents and their parents or guardians to adolescent care.

TALK emphasizes the discussion and implementation of time alone between a clinician and an adolescent patient as a standard part of a preventive care visit. Time alone offers adolescents an opportunity to build age-appropriate skills in taking responsibility for their own health care, as well as an opportunity to ask any questions that may be embarrassing or difficult to ask in front of a parent or guardian. TALK provides resources for clinicians to effectively include time alone while also facilitating and encouraging supportive parent-adolescent communication about health-related topics.

"Clinicians know that how something is said can be just as important as what is said," says Principal Investigator Christopher Mehus, PhD, LMFT, a research associate professor in the College of Education and Development. "We designed TALK to provide practical tools that clinicians and parents can use to support their health-related conversations with teens."

The University of Minnesota team tested the effectiveness of TALK as a clinic-based intervention to increase the delivery of high-quality preventive care for adolescents in partnership with four primary care systems.

"Though this small study needs well-powered replication to demonstrate evidence of the program's efficacy, TALK shows promise as a program that is user-friendly for busy clinicians, feasible to implement, and effective in improving the quality of adolescent preventive health visits," says Sieving.

For example, among parents/guardians, 45.5% reported their teen had time alone with their clinician before TALK implementation, with 77.5% reporting that their teen had time alone at post-test.

TALK Tools, a set of one-page conversation starters on a variety of health topics for clinicians and parents, garnered particularly positive feedback and are available for free at [z.umn.edu/talk\\_toolkit](http://z.umn.edu/talk_toolkit).





Christopher Mehus, research associate professor, and Renee Sieving, professor, led the design of *TALK: Toolkit for Adolescent Care*.

# STUDY ANALYZES IF EXERCISE REDUCES INFLAMMATION, DEPRESSION IN PEOPLE WITH HIV

Associate Professor Ryan Mays traveled to Uganda to begin study with train-the-trainer model

by Brett Stursa

Researchers from the University of Minnesota are partnering with health professionals from Mildmay Hospital in Uganda to determine if exercise reduces inflammation and depression in people with HIV.

School of Nursing Associate Professor Ryan Mays, PhD, MPH, FAHA, FSVM, traveled to Kampala, Uganda to begin the initial steps for the study *Supervised Treadmill intervention to Reduce Inflammation and Depression through Exercise in HIV: The STRIDE Pilot Study*.

“Depression in people who have HIV is three to four times more frequent than among the general public. The disease causes chronic inflammation that is potentially a driver of depression,” says Mays, who is a co-principal investigator on the study. “Exercise is a non-pharmacologic therapy known to decrease both inflammation and depression over time. Gaining a better understanding of the pathophysiology of inflammatory depression and how it is modulated by anti-inflammatory interventions would help target that sub-type of depression.”

The research, funded by a University of Minnesota Grant-in-Aid of Research, is partnership with School of Medicine Assistant Professor Sarah Lofgren, MD, whose research interests include understanding the pathogenesis of depression in HIV-infected persons and evaluating HIV treatment and inflammation outcomes in resource-limited settings of sub-Saharan Africa.

“One way we can reduce chronic depression and inflammation in patients is through exercise. Given my background as an exercise physiologist and my interests in developing novel approaches to improve adoption and adherence to exercise therapy, it led to a unique collaboration,” says Mays. “Formal exercise



Associate Professor Ryan Mays and Eve Namitala, director of Bioethics at Mildmay Hospital in Kampala, Uganda.

may be an effective and feasible intervention that could be used in settings where there is a dearth of available treatment modalities available. The Mildmay Physiotherapy Clinic was in need of a working treadmill, which we were able to provide. This is critically important for Ugandan physiotherapists to continue providing exercise in a supervised setting to improve not only our primary outcomes, but also the overall cardiovascular health and quality of life of patients with HIV after the study concludes.”

Mays developed the exercise testing procedures and identified key outcomes for assessment. He also designed the 8-week supervised treadmill program for patients with HIV who are assigned to the intervention group.

“We used a train-the-trainer model where I worked with physiotherapy staff during my trip to Uganda. We implemented data-driven procedures and protocols for collecting outcomes and conducting a successful intervention,” says Mays.

Following the conclusion of the STRIDE Study, researchers intend to conduct a larger exercise trial with Ugandan patients with HIV.



# SCHOOL UNVEILS NEW RESEARCH FRAMEWORK

At its core is equitable health for all people, populations and the planet

The School of Nursing unveiled its new research framework that better reflects the nursing research being conducted at the school and the health needs of the community.

“We undertook updating the research model to ensure we are reflecting all of the research being conducted and align those areas with the National Institute of Nursing Research research lenses and the United Nations Sustainable Development Goals,” says Diane Treat-Jacobson, PhD, RN, FAHA, MSVM, FAAN, FNAP, senior executive associate dean for research.

The new research model captures the depth and breadth of research being conducted at the school. At its core is equitable health for all people, populations and the planet. The values that support that mission are innovation and bold ideas, community engagement, social justice and human dignity, patient-centered care, data-driven solutions and interprofessional collaboration.

“Those are the values that have grown out of our mission,” says Treat-Jacobson, Cora Meidl Siehl Chair in Nursing Research for Improved Care. “With those values, we have different approaches to our research we conduct at our school.”

The approaches include research that promotes a just health care system, population/global/planetary health, use of artificial intelligence, machine learning, and informatics to expand our knowledge, management



of health across the lifespan, development of a strong nursing workforce, and health and wellness promotion.

After analyzing the research grants received within the last five years and categorizing them, faculty were invited to refine the categories. “Faculty were deeply engaged in the process and thoughtful,” says Treat-Jacobson. “Our conversations were rigorous and honed in on our areas of expertise.”

The school then partnered with the Strategic Partnerships and Research Collaborative (SPARC) with the Office of the Vice President for Research to develop a framework that reflects the values and approaches utilized in research at the school and the school’s overall mission and vision.



# MAYO CLINIC, UNIVERSITY OF MINNESOTA COLLABORATORY AWARDS SEED GRANT

The University of Minnesota School of Nursing and Mayo Clinic academic-practice partnership awarded a seed grant to School of Nursing Associate Professor Kristin Sandau, PhD, RN, FAHA, FAAN, and Mayo Clinic Nurse Scientist Samantha Conley, PhD, RN, for their study *Care Partners and Patients Navigating Year 1 of Dyadic Self-Management post-LVAD*. The joint seed grant is awarded each year to collaborating teams of investigators consisting of one School of Nursing faculty member and one Mayo Clinic nurse scientist. Grants are peer reviewed by University of Minnesota School of Nursing faculty and Mayo Clinic nurse scientists and are awarded for up to two years.



*Mayo Clinic Nurse Scientist Samantha Conley and School of Nursing Associate Professor Kristin Sandau were awarded a seed grant for their research.*

# DNP STUDENTS HELP SHAPE TOMORROW'S NURSES

Teaching assistants provide mentorship and insight while developing nurse educator skills and earning tuition remission

by Brett Stursa

As sophomore Bachelor of Science in Nursing students gather in the skills lab early in the semester, their steady attention is on taking vitals.

At the head of the class, Elena Bueltel, BSN, RN, is leading students through new skills, including how to use a blood pressure cuff, that will eventually become second nature.

Bueltel is serving her fourth semester as a teaching assistant, where she's been both a clinical instructor and a teaching assistant in the skills lab. She's also a Doctor of Nursing Practice (DNP) student in the family nurse practitioner specialty.

While nationally nursing schools struggle with a dearth of clinical instructors, the University of Minnesota School of Nursing utilizes current DNP students – who often are also practicing nurses – as teaching assistants for pre-licensure students. The TAs provide pre-licensure students with mentorship and share real-life experience, while giving TAs opportunities to hone their teaching skills and earn tuition remission.

“We want our pre-licensure learners to be in the hands of contemporary nurses that are engaged in practice at the same time that they're building their expertise

in advanced practice,” says Susan Gross Forneris, PhD, RN, CNE, CHSE-A, FAAN, Katherine R. & C. Walton Lillehei Chair in Nursing Leadership, associate dean for Academic Programs. “We envision our teaching assistants as part of our teaching team because they're taking our learners from the classroom and helping them use their classroom knowledge and content in a real-life environment. The students need a contemporary role model who's experienced in the clinical practice to provide that mentoring and coaching at the bedside.”

The school utilizes around 70 TAs each semester in three areas – in the skills lab coaching students through simulations, in classroom settings supporting faculty and in clinical settings supporting students in their clinical rotations.

“In the fall, we envelop them as part of the team. We give them a grounding of our curriculum, their role, our teaching philosophy and educator skill building in their role,” says Gross Forneris.

## **INSPIRED BY THEIR OWN TEACHING ASSISTANTS**

For Bueltel, who juggles being a TA and a DNP student with also being an oncology nurse at the University of Minnesota Medical Center, becoming a TA was something she aspired to after she experienced their impact firsthand. “I went to undergrad here at

*continued on page 15*



Elena Bueltel leads a skills lab class as a teaching assistant. Bueltel is also a Doctor of Nursing Practice student, studying to become a family nurse practitioner.

*Photo: Darin Kamnetz*





*“They can ask us about our clinical experience and about stories we have with patients and then by the end of year, some of the students get teary when they think about how far they’ve come and the confidence they have and skills they are now able to perform.”*

- Hayley Morkeberg, lead TA and DNP student

*continued from page 13*

the University of Minnesota, and I remember having the most respect and loved learning from nurse practitioner students. In our clinical rotations, I felt so comfortable with them. It was that relationship and support that interested me,” she says.

DNP student Abbi Schultz, BEN, RN, PHN, was also inspired to become a TA because of her own experiences as a pre-licensure student at the school. “I am now happy to provide guidance to nursing students and inspire them to be the best nurse they can be. I love to encourage my students to allow all of their own personality and previous experience to flow into their care of patients,” says Schultz.

#### **THE PERSPECTIVE OF PRACTICE**

The TAs are guided by lead faculty who stay connected week by week so they can link the coursework to clinicals and suggest areas of focus during post-clinical debriefing. “There’s a lot of support for the TAs in terms of staying in touch with our learners and staying in tune with what’s going on in the curriculum,” says Gross Forneris.

The TAs can see their encouragement and mentoring help pre-licensure students gain confidence. “They can ask us about our clinical experience and about stories we have with patients and then by the end of year, some of the students get teary when they think about how far

they’ve come and the confidence they have and skills they are now able to perform. It’s very special to be able to support growth in the role for them,” says Hayley Morkeberg, BSN, RN, who is a family nurse practitioner student and serves as a lead TA in the skills lab.

Those connections remain even after the semester is over. TAs often stay in touch with students, providing career advice, letters of recommendation and information about internship opportunities.

“We bring a perspective of practice into the role. A lot of the students are trying to determine what type of nursing they want to pursue. We all have such a variety of nursing practice backgrounds and we are able to bond with the students in a way that helps them better understand their options,” says Hannah Reece, BSN, RN, who is a women’s health nurse practitioner student.

Reece embraced the responsibility that comes with being a TA and is now serving as a lead TA with Morkeberg in the skills lab.

“As lead TA, I’ve been impressed with our engagement in the decision tree. The professors seek feedback to make their courses better. As TAs, it’s fun to be the eyes on the ground, in it with the BSN students, and able to advocate for them,” says Reece.

*continued on page 16*



Teaching assistants gather in the fall to learn about the school's curriculum, teaching philosophy and the role that they play.

*continued from page 15*

### **CULTIVATING NURSE EDUCATORS**

The TA positions come with a percentage of tuition remission reflective of workload, as well as hourly pay and health insurance. Reece has had as much as 90% of her tuition covered, depending on the semester. "It's allowed me to earn a DNP degree without going into debt. And I'm becoming a better nurse educator along the way. It's not just a win-win, it's like a hundred wins," says Reece.

Gross Forneris says developing teaching skills in doctoral students is by design.

"They're going on to further their education to take a more in depth and focused role in nursing practice, and also to teach. I think too often we don't take into account the value of that clinical teaching at the bedside," says Gross Forneris.

It's also opened some DNP students' eyes to the possibility of being a nurse educator.

"In undergraduate, I didn't see myself as a nurse educator. Now after these experiences, it's definitely opened my eyes. You really see the impact of a good educator and how it helps these students grow," says Bueltel.

Helping students grow and gain confidence translates to a smoother transition into the profession and prepares new graduates for success when they enter the work force.

"Being part of the investment into the future generation of nurses is appealing, to be able to make a difference in those future nurses and to translate the knowledge I've gained from my practice to those nurses. It's impactful and rewarding to make those relationships with nursing students," says Bueltel.



DNP students Hannah Reece and Haley Morkeberg serve as lead teaching assistants, which includes calibrating mannequins for simulations.

# COMMITTED TO PROVIDING CARE TO THE COMMUNITY THAT RAISED HER

DNP student Haley Warren is in the record-setting Doctoral Education Pathway for American Indian/Alaska Native Nurses

by Brett Stursa

Haley Warren, BSN, RN, doesn't remember the nurse's name, however she remembers how she made her feel.

Warren was 10 years old, newly diagnosed with Type 1 diabetes and in the hospital. Her mom had to leave for the evening, but Warren wasn't alone that night because a nurse sat with her keeping her company. "I felt like I was important. She was helping me in a scary situation," says Warren.

That early memory of the care she received is something that guides her as a nurse in Detroit Lakes, Minnesota — a town of less than 10,000 people, not far from where she grew up on the White Earth Reservation in northern Minnesota.

"I remember how she made me feel and that was something that I wanted to give to other people in my community, too," says Warren, a decedent of White Earth Tribe.



*Haley Warren plans to provide care as a nurse practitioner near where she grew up on the White Earth Reservation in northern Minnesota.*

Now as a Doctor of Nursing Practice student on her way to becoming a family nurse practitioner, Warren is committed to providing care to the community that raised her. She's one of 19 students in the school's Doctoral Education Pathway for American Indian/Alaska

*continued on page 19*



There are 19 students in the Doctoral Education Pathway for American Indian/ Alaska Native Nurses, which is the highest number of AI/AN students in any doctoral program in the country.





*continued from page 17*

Native Nurses, which supports Indigenous students with mentorship and financial assistance while earning a doctoral nursing degree.

### **PATHWAY PROGRAM PROVIDES SENSE OF BELONGING**

Warren attended the University of North Dakota for her pre-licensure degree because it offered a program that supported American Indian nursing students. When she learned of a similar program for doctoral nursing students at the University of Minnesota, she knew the value of the support she'd receive.

"I wanted to get my Doctor of Nursing Practice degree to further my career, so when I learned of the Pathway Program at the University of Minnesota I knew I had to go for it," says Warren. "Being able to have a doctoral degree and provide evidence-based practice to my community was important to me."

She credits the program – and the support that she's received from other students and Director Misty Wilkie, PhD, RN, FAAN – for giving her a sense of belonging.

"I have a lot of questions that I feel like students who have family members with graduate education don't have because their families are able to answer those questions for them," says Warren. "There's some strength in knowing that I'm not the only one. There are quite a few of us that are in the Indigenous program and even though we're all from different communities, we all have similar backgrounds. I feel like our communities are actually being seen and our communities are actually being represented."

Wilkie checks in with Warren monthly and provides resources for support. "She actually found students who have taken the same class as I was in and they gave me tips and tricks on how to study, what I need to focus on and manage my time more effectively. Being able to reach out to somebody and have them come back with resources was big for me," Warren says. "I am really family oriented so it's nice to have a family away from family and have somebody that I can talk to with similar backgrounds. Being a first-gen student and navigating this whole system is overwhelming, so having someone who's done this and has been in similar shoes has meant a lot to me."

Warren is now beginning clinical experiences near her home on the White Earth Reservation and is planning to graduate in 2026.

As an RN, Warren has practiced at an Indian Health Service clinic in White Earth and a clinic in Detroit Lakes. While she's uncertain where her APRN practice will take her specifically, she knows it will be near home.

"I'm keeping an open mind with it. I like the smaller community. I like getting to know patients and having patient care like that," says Warren. "We need more resources in the area where I am from, so I want to stay rural. I want to be able to help my community. They were the people that supported me when I needed it, so I want to be able to give back to them."

## **INDIGENOUS ENROLLMENT IN DNP PROGRAM CONTINUES TO LEAD THE NATION**

With seven new students joining the University of Minnesota School of Nursing Doctoral Education Pathway for American Indian/Alaska Native Nurses, the school now has 19 students in the program.

"I think these numbers are outstanding," says Misty Wilkie, PhD, RN, FAAN, Turtle Mountain Band of Chippewa/Métis, who serves as director of the Doctoral Education Pathway for AI/AN Nurses. "We've accomplished so much in such a short period of time."

With 19 American Indian/Alaska Native students, the Indigenous enrollment in the DNP program leads the nation.

"We're breaking our own record and my goal is to continue to do so," says Wilkie. "It's a testament to the commitment the School of Nursing and the University of Minnesota has to Native students. This program and the number of students that we have and the support that we receive from the University really shows the commitment we have to these students."

The School of Nursing was awarded a three-year Health Resources and Services Administration (HRSA) Nursing Workforce Diversity (NWD) grant to support American Indian/Alaska Native doctoral nursing students. Students receive financial support, mentoring from Indigenous faculty and peer support.

The school is the only HRSA NWD-funded program focusing on American Indian/Alaska Native doctoral nursing students in the nation. It's also the only school of nursing to have three American Indian, PhD-prepared faculty.

As director of the program, Wilkie strives to cultivate a community for students to lean on when they need help. Recently a student who was considering leaving the program reached out to other students sharing her doubts. "She instantly got replies saying she needed to stay," says Wilkie. "That's what I wanted for these students. There are so many times in Native students' lives where they want to quit and there is nobody there to encourage them. I'm so thankful they have this kinship so that they can support each other."

# SEEING THE BIG PICTURE

## Ratchada Jantraporn, PhD '24, lands prestigious CDC Public Health Informatics Fellowship

by Steve Rudolph

Ratchada Jantraporn, PhD, RN, Rida as she's known to most, began her career as a community nurse in Bangkok, Thailand.

As her career progressed she improved her skills and experience, including earning a master's degree in community nursing. As health technology advanced, she felt there was still more she could do to improve health outcomes.

"At the front line we collect data and have data on hand, but I think we sometimes miss things because there's so much information, and our brains might not catch it all," says Jantraporn. "It's the data behind the scenes that also enhances our ability to see both the big picture and the finer details. We have a variety of tools to capture and analyze this information, helping us identify blind spots and improve the health of people."

For Jantraporn and her career, that meant coming to the United States to study nursing informatics. Unfortunately, the COVID-19 pandemic delayed a physical move from Thailand to Minnesota. Not to be deterred, Jantraporn began the PhD program at the School of Nursing virtually spending her entire first year studying at night and sleeping during the day so she could be on the same time as her professors and classmates in Minnesota, 12 hours behind Bangkok time.

Jantraporn was finally able to move to Minnesota in August of 2021 and quickly realized that in addition to finally being

in the right time, she had found the right place.

"I've never been in an environment where lots of people were always encouraging me, believing in me to succeed in something that is really hard with advanced technology and resources readily available to support me," she says.

The more she learned, the more she saw informatics as more than data and analysis. And the more possibilities she discovered to make an impact in the field.

"It's so much more than I thought," says Jantraporn. "It's about the system. It's about the people, ethics, and other things that surprised me. I was so excited to learn about all of that."

Wanting to combine her new passion for informatics and public health on an even larger scale, Jantraporn discovered the Centers for Disease Control's Public Health Informatics Fellowship, a two-year program where fellows work on advanced projects to enhance information systems that improve the nation's health.

Jantraporn shared the idea with her PhD adviser Assistant Professor Robin Austin, PhD, DNP, DC, RN-BC, FAMIA, FNAP, and Associate Professor Sripriya Rajamani, PhD, MBBS, MPH, who recommended she pursue a Population Health Informatics and Technology (PHIT) Certificate to improve her candidacy for the CDC fellowship.

A partnership between the School of Nursing, School of Public Health and the Institute for Health Informatics

at the University of Minnesota, the PHIT certificate program prepares learners to tap into the power of data for improving public and population health. It offers opportunities to apply the learning with practicum placements such as Jantraporn's with the Minnesota Department of Health. That experience allowed Jantraporn to see how the type of data she collected as a community nurse could better be used to improve a public health system and how to advance public health infrastructure to leverage this data for a broader impact.

It also helped her land the prestigious internship she coveted. After graduating from the School of Nursing in May, Jantraporn moved to Atlanta where she's now assigned to the Office of Informatics and Information Resource Management at the CDC's National Center for Chronic Disease Prevention and Health Promotion.

Where Jantraporn's lands next is to be determined, but the path she'll be taking is clear.

"I want to see myself in five or 10 years as a health care professional who can help advance the public health informatics workforce," says Jantraporn. "I want to see myself make a bigger impact on population health by leveraging the power of informatics and technology."

### LEARN MORE


For more on the PHIT certificate program visit [z.umn.edu/PHITcertificate](https://z.umn.edu/PHITcertificate)





From left, Assistant Professor Robin Austin, Ratchada Jantraporn and Associate Professor Sripriya Rajamani.





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# CLIMATE CRISIS SPARKS NURSE INNOVATION

Kasey Bellegarde, DNP '24, is mobilizing nurses to lead in planetary health as ANA Innovation Lead

by Susan Maas

As climate change and its effects worsen, human health is increasingly impacted – and nurses are more crucial than ever. Kasey Bellegarde, DNP '24, MPH, RN is helping lead the way.

Bellegarde chose the University of Minnesota's Doctor of Nursing Practice (DNP) program, with a health innovation and leadership specialty, thanks to the school's focus on planetary health. The ingenuity of nurses is key to mitigating the human health implications of climate change, Bellegarde believes, and to implementing stronger climate policy at every level of government.

The Massachusetts native graduated this spring and is now Innovation Lead at the American Nurses Association. "Planetary health is health for everything," Bellegarde says, and the climate crisis demands new ways of thinking and acting. "We need to change our values, the ways that we work and the ways that we think, the ways we consume, all of it. It's really hard to change the ways we do things.



"Innovation asks us to do this differently, or to do things in a new way. The more we can incubate and support nurses' ideas for innovation, it will be transformative for patients and communities," she continues. "How can we mobilize the power of nurses? How do we activate this spirit of innovation and confidence to support communities and the planet?"

*continued on page 24*





*“So much of what patients and communities are experiencing is shaped by climate policy at all levels. Climate policy is maternal-child health policy.”*

- Kasey Bellegarde

*continued from page 23*

### **MOBILIZING ‘THE POWER OF NURSES’**

Bellegarde has been a nurse, mostly in public health, for over a decade. After earning a master’s degree in public health at Johns Hopkins University in 2016 and serving in city and county health departments, she accepted a position in Colorado with the Nurse Family Partnership program. “It’s a national, evidence-based, nurse-led home visitation program for first-time, low-income parents,” she explains, where innovation was encouraged.

Among the challenges Bellegarde saw routinely was the disproportionate harm to low-income people – especially mothers and children – caused by climate change. Having just had her first child this summer, that’s on her mind even more. “I think all the time about my pregnant mamas who would walk to the bus stop to get to their OB appointments on really hot days,” Bellegarde says. “There’s planning that we can do around those extreme heat days: Can I see if someone can drive me? Or can I bring some extra water, and take breaks, and take the shady route?”

“Or if it’s a poor air quality day, mom and baby can play inside instead of outside. Or if flooding is a risk for us—what would we do? How can we have some extra medication on hand in case of an emergency?” Bellegarde convened a group of Colorado-based nurses who were interested in the intersection of climate and maternal-child health and wanted to do something about it.

### **MAKING HEALTH CARE CLIMATE FRIENDLY**

Besides helping patients minimize their own, and their families’, vulnerability to climate change, nurses can lighten health care’s climate footprint, Bellegarde says. “We have so many single-use supplies. We create so much linen and other types of waste and it really adds up.”

One of Bellegarde’s DNP projects, in partnership with Project Drawdown, was creating a climate action resource guide for nurses to highlight opportunities to drive down carbon emissions in health care. “The U of M School of Nursing is unique in that it’s been at the forefront of bringing that climate focus into nursing education,” Bellegarde says. During her program, she was also chosen as a U of M delegate to the 27th Conference of the Parties to the United Nations Framework Convention on Climate Change in Egypt – an experience Bellegarde calls an honor.

“So much of what patients and communities are experiencing is shaped by climate policy at all levels. Climate policy is maternal-child health policy,” Bellegarde says. “I wanted to understand, what do those negotiations sound like? Are they talking about health impacts?” And while Bellegarde was disheartened to see fossil fuels delegates outnumbering advocates from climate-impacted countries, she’s heartened by the potential for nurses to play a bigger advocacy role in climate policy discussions.

“Nurses bring that human face. It’s like, ‘I can tell you about this patient I saw yesterday, with this particular health issue. Here’s how it connects back to a decision you’re making right now.’”

At the ANA, Bellegarde works with another DNP alum: Oriana Beaudet, DNP ‘17, RN, FAAN, who’s the association’s vice president for innovation. They’ve known each other for several years; for the past three, Bellegarde served on the ANA’s Innovation Advisory Committee on Planetary and Global Health Committee (ultimately becoming its chair).





*Kasey Bellegarde at the United Nations in New York City.*

### **INNOVATION, BROADLY DEFINED**

Innovation, she's quick to say, doesn't necessarily mean using fancy or expensive new technology. "It's not just, what's the latest device on the market. That's important, and it's also community health. It's sometimes about, remembering what we used to know, remembering that way of doing something that we moved away from because we've gotten caught up by systems that are harming people."

Last year, Bellegarde was chosen as a Global Nursing Leadership Institute Scholar with the International Council of Nurses. Through that program, she participated

in a weeklong intensive in Geneva, during which she helped facilitate a lunch meeting with the head of Climate and Health at the World Health Organization. And she was recently appointed to be a fellow of the Faculty of Nursing and Midwifery at the Royal College of Surgeons in Dublin.

"Advocacy is core to nursing. We have to change our systems that are not working, that are actively harming people, as if our lives depend on it and the life of the planet depends on it," Bellegarde says. "It's something that nurses are uniquely well positioned for."



# TWO DOCTORAL NURSING STUDENTS NAMED JONAS SCHOLARS

Program provides financial assistance, mentorship for future nurse faculty

by Brett Stursa

Doctor of Nursing Practice (DNP) student Priyanka Roy, BSN, RN, and PhD student Angela Miller, MN, APRN, CNM, were named Jonas Scholars by Jonas Nursing and the American Association of Colleges of Nursing.

Scholars were selected for their academic achievement, commitment to teaching, and research abilities. As Jonas Scholars, they will engage in two years of learning from nationwide nursing experts and developing new skills to transition into a nursing faculty role.

“It’s exciting. It’s a fantastic opportunity for mentorship and connection,” says Miller, who provides full-scope midwifery care and will graduate from the PhD program in 2026. “I want to incorporate more research into my practice, and I want to include more teaching into my role. As nurses, we’re always teaching in some capacity, but I want to provide something more academic, like being faculty.”

Roy, who is a student in the DNP family nurse practitioner program and grew up in Kharagpur, India, is committed to serving as faculty to address the shortage of diverse nursing educators.

“This significant lack of diverse representation among nursing faculty hampers efforts to provide inclusive and culturally competent education of aspiring nursing students from marginalized communities,” says Roy.

Advocacy is also core to Roy’s service as a nurse. “The Jonas scholarship will help me continue my education



*PhD student Angela Miller and DNP student Priyanka Roy were named Jonas Scholars.*

and training to become a nursing faculty leader to advocate at the state and national level for policy reform,” she says.

The Jonas Scholar program aims to improve health care by expanding the pool of PhD and DNP-prepared nurses needed to educate the next generation of nurse leaders. Jonas Scholars receive financial support, mentorship and curriculum tailored to them.

Both Roy and Miller will attend the 2025 Jonas Scholar Conference in Washington, D.C.



# SCHOOL OF NURSING RECEIVES AACN'S EXEMPLARY ACADEMIC-PRACTICE PARTNERSHIP AWARD

Award honors Collaboratory of Collaboratories, which includes 10 practice partners

by Brett Stursa

The American Association of Colleges of Nursing (AACN) awarded the University of Minnesota an Exemplary Academic-Practice Partnership Award for the Collaboratory of Collaboratories, which is a collaboration of 10 practice partners and the University of Minnesota School of Nursing.

The award is presented to nursing schools and their clinical partners to honor highly productive and model academic-practice partnerships.

The School of Nursing has 10 collaboratories, which are academic-practice partnerships aimed at improving nursing practice, education and patient outcomes. These nursing think tanks serve as an incubator for creativity and innovation and engage nursing faculty, clinicians, staff and students in shared goals and vision. The 10 collaboratories are M Health Fairview, Essentia Health, Minneapolis Veterans Affairs Health Care System, Children's Minnesota, Faith Community Nurse Network, PrairieCare, Mayo Clinic, Minnesota Hospital Association, Allina Health and Hennepin Healthcare.

Leadership from each of collaboratories gathers quarterly to discuss best practices, coordinate goals, share education and research initiatives, and strengthen lines of communication.

"This achievement is testament to the value these partnerships bring in contributing meaningfully to the advancement of health and wellbeing of



the communities we serve," says Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP. "The spirit of cooperation that exists among the leaders of these systems is remarkable and is improving health across the state of Minnesota."

The academic-practice partnerships have resulted in joint research projects and grant-funded initiatives, meaningful clinical experiences, and additional projects that have are addressing workforce trends and advancing nursing knowledge to support of the health of all people.

The Exemplary Academic-Practice Partnership Award was presented at the 2024 Academic Nursing Leadership Conference in October.

# CNEE OFFERS PREPARATION COURSES FOR NEW NURSING FACULTY

by Steve Rudolph

The Center for Nursing Equity and Excellence (CNEE) launched preparation courses to help new full-time and part-time nursing faculty be more successful in their new roles.

The courses help new faculty expand their knowledge of teaching methodology, student evaluation and curriculum development, and offer evidence-based strategies for fostering active engagement, promoting critical thinking and developing clinical competencies for students.

“Supporting nurses in their transition to teaching is vital, as it empowers them to share their invaluable experience, cultivate the next generation of caregivers, and enhance the quality of care in Minnesota,” says Jennifer Eccles, PhD, RN, FAADN, executive director of the center. “CNEE’s mission is to attain equity and excellence in nursing care in Minnesota, contributing to equitable health care access to meet the needs of all Minnesotans now and into the future. By supporting nurses as they transition to teaching, we strive to increase the number of nurse faculty in Minnesota so that we can expand the nursing workforce and care for all in our state.”

The full-time course runs for 12 weeks and includes six hours of one-on-one coaching. Upon completing the course in December, new faculty will be able to compare teaching methods including technology for facilitating learning and examine best practices for teaching in the classroom, online and in simulation, learning laboratories and clinical settings.

The course for clinical adjunct or part-time faculty is a six-week offering that helps participants evaluate a student’s preparation for clinical assignments and proactively anticipate and address clinical issues that may arrive. In addition faculty will be able to evaluate and write a formative and summative evaluation based on course competencies and criteria.

CNEE plans to offer the courses again in the spring. They are offered through a partnership with the Connecticut Center for Nursing Workforce.

## LEARN MORE

Learn more about the new nursing faculty courses at [www.mncnee.org](http://www.mncnee.org)

# PLANTING SEEDS OF INNOVATION CHALLENGES NURSES TO USE INNOVATION TO IMPROVE HEALTH

The Planting Seeds of Innovation Colloquium, hosted by the Katharine J. Densford International Center for Nursing Leadership on June 4, examined the science and process behind innovation, and guided participants through the process of growing an innovation seed into action.

Oriana Beaudet, DNP, RN, FAAN, vice president of Nursing Innovation for the American Nurses Association Enterprise and School of Nursing alum, delivered the keynote about the importance and the presence of innovation in health care.

"It is the innovations of nurses that is actually returning health to health care," said Beaudet.

Kelly Landsman, MN, BME, RN, PHN, a biomedical engineer and nurse, discussed current health care system challenges in need of innovative solutions.

Clinical Assistant Professor Stephanie Gingerich, DNP, RN, CPN, asked participants to consider "what if" and ways of innovative thinking that may help find solutions to the current health care challenges.



*Oriana Beaudet, vice president of Nursing Innovation for the American Nurses Association Enterprise, delivered the keynote.*

Gingerich also moderated a discussion with panelists who shared their stories about innovation being applied in practice. Panelists included Steve Burmeister, DNP, RN-BC, CNML, Qventus lead perioperative clinical solution architect, Cheristi Congnetta-Rieke, DNP, Mayo Clinic chief nursing officer, Angelica Walton, DNP, RN, CCRN, clinical assistant professor, and Siobhan McMahon, PhD, MPH, GNP-BC, associate professor.

Teddie Potter, PhD, RN, FAAN, FNAP, clinical professor and Planetary Health director, and Jill LaLonde, OneVillage Partners executive director, discussed how to ensure that climate change is being considered within the most vulnerable populations, and how human-centered design and positive deviance efforts are being used to improve care in Sierra Leone.

Clinical Associate Professor Misty Wilkie, PhD, RN, FAAN, Turtle Mountain Band of Chippewa/Métis, discussed an innovative pathway to increase the number of American Indian/Alaska Native doctoral nursing students and support them for success.

Margaret Moss, PhD, JD, RN, FAAN, Hidatsa/Dakhóta, professor and associate dean for Nursing and Health Policy, discussed how policy and advocacy efforts can aid in implementing and sustaining innovation.

Planting Seeds of Innovation was launched in 2015 in partnership with M Health Fairview to support nurse innovators, and this year marks its return since the COVID pandemic.

The 2025 Planting Seeds of Innovation Colloquium will be held April 25, 2025.





Attorney General Keith Ellison, Rep. Sandra Feist and Rep. Kristin Bahner spoke about the importance of online safety legislation, with Haley Hinkle serving as moderator.

# SUMMER INSTITUTE IN ADOLESCENT HEALTH FOCUSES ON USE OF TECHNOLOGY

## Attorney General Ellison encourages legislative advocacy

by Brett Stursa

The 2024 Summer Institute in Adolescent Health, *Cultivating Adolescent Well-Being in the Digital Age*, explored how professionals, from across health, public health, education and policy sectors, along with parents, caring adults, and young people can work together to understand and promote young people's healthy use of technology.

The institute, held July 22-24, examined digital literacy, dissected the exploitative nature of influencer culture, and shared skills to empower youth, including those with marginalized identities.

Panelists Attorney General Keith Ellison, Rep. Sandra Feist and Rep. Kristin Bahner spoke about the importance of online safety legislation and legislative advocacy, with Haley Hinkle, policy counsel for Fairplay, facilitating the discussion.

"The truth is most legislators are not experts in privacy and technology. You all know what you know and we need you telling the folks we've elected what they need to be doing," said Ellison. "We need your partnership."

Professor Renee Sieving, PhD, RN, FAAN, FSAHM, co-presented *It's Complicated! Patterns & Trends in Young People's Mental Health and Social Media Use* with adolescent panelists, discussing nuanced data that illustrates both the benefits of social media as well as the harms.

"Social media and technology are a double-edged sword for young people. We need to be thinking about how we support them in managing the challenges that social media presents without diminishing the positive benefits," said Sieving.

Ellen Selkie, MD, MDH, assistant professor and adolescent medicine specialist at the University of Wisconsin, presented *The Evolution of Social Media Risk in Adolescents and Cultivating Adolescent Wellbeing in a Digital World*, which included discussion of a new framework to guide adolescent use of technology.

"There are many risks for young people in digital world, but these technologies also have great potential for wellbeing and are constantly evolving," said Selkie.

Additional presentations included *The Impact of Social Media on the Teen Brain* by Monica Luciana, PhD, and Syla Wilson, PhD, MS, *TikTok Study* by Ash Milton, MS, *Impacts of Social Media on Youth of Color* by Henry Willis, PhD, MA, and *Toolkits for Best Practices* by Maree Hampton, MA.

Sponsors include the Center for Adolescent Nursing at the School of Nursing, Healthy Youth Development - Prevention Research Center in the Division of General Pediatrics & Adolescent Health in the Department of Pediatrics at the Medical School, Center for Leadership Education in Maternal & Child Public Health in the School of Public Health, the Child & Adolescent Health Unit at the Minnesota Department of Health, Health Equity Strategy & Innovation Division at the Minnesota Department of Health, the Minneapolis Health Department, and the Saint Paul - Ramsey County Public Health Department.

# DRIVEN TO DISRUPT

Samantha Huguelet, DNP '12, MSN '02, is advancing care for perinatal mood and anxiety disorders

by Brett Stursa

Samantha Huguelet, DNP '12, MSN '02, APRN, CNS, PMH-C, was serving as a nurse on an inpatient psychiatric unit over 20 years ago when she overheard a psychiatrist say, “What are they going to do next? Train monkeys to do our jobs? She’s just a nurse.”

As it turns out, the psychiatrist was talking about a nurse who had returned to school at the University of Minnesota to become a clinical nurse specialist and was going to start treating patients.

“It was very threatening to the medical hierarchy at that point in time. I knew then if something was going to cause that much of a disruption, I wanted to be a part of it,” says Huguelet.

Huguelet did just that, earning a master’s degree in 2002 and a Doctor of Nursing Practice degree in 2012 at the University of Minnesota School of Nursing. For more than 20 years, she has served as a clinical nurse specialist in psychiatric mental health and has developed an expertise in perinatal mood and anxiety disorders, including founding a Mother Baby Program at Nystroms & Associates.

## AN ALTERNATIVE TO WHITE KNUCKLING

After a colleague at Nystroms & Associates experienced her own bout of postpartum depression and began advocacy around the condition, the number of patients

coming to the clinic with perinatal mood and anxiety disorders increased.

Huguelet, who was the only female medication provider at the time, began receiving more referrals for medication management. The general rule at the time, in the mid to late 2000s, was to take women off of everything that wasn’t a prenatal vitamin. “So people were being taken off of their antidepressants, usually pretty abruptly, and white knuckled it through their pregnancy and nursing time,” she says. “There were not established treatment guidelines, but there were little pockets of people throughout the United States who were doing this work. Finding resources really took a lot of effort.”

Around this time, Huguelet became involved with Pregnancy and Postpartum Support Minnesota, a volunteer-led group of mental health professionals focused on perinatal mental health. “We found our voice in helping to establish trainings that we took to OB providers and mental health clinics and really got the word out about awareness and treatment,” she says.

Eventually, Huguelet decided to go into private practice and opened Iris Reproductive Psychiatric Clinic focusing on perinatal mood and anxiety disorders. When she decided to return to Nystroms & Associates, she did so to establish a Mother Baby Program to help mothers learn strategies for coping with postpartum depression and anxiety, develop skills to help them bond with their child/children, and learn ways to handle stressful situations.

The program curriculum was created with the assistance of four Doctor of Nursing Practice students at the University of Minnesota as part of their practice





*“In graduate school, I would never have dreamed I would have the autonomy and be able to serve a patient need so great and be able to make a difference.”*

- Samantha Huguelet



improvement project. “My tie to the University of Minnesota has never stretched very far,” says Huguelet, who serves as preceptor for School of Nursing graduate students.

Nystroms & Associates saw its first patient in the Mother Baby intensive outpatient program in 2017. They ran the group three days a week with two providers. Now they offer daily programming including high-intensity and low-intensity groups and have 15 therapy providers and three psychiatry providers. Last year, they served 200 women, and there are plans to expand the program to North Dakota next year.

“As we’ve tracked our outcomes with depression and anxiety questionnaires at the start of treatment and at the end of treatment, we have a 53% and a 56% symptom reduction in that eight week period of time, which is better than any antidepressant can boast,” she says.

#### **ENCOURAGED BY ADVANCEMENTS**

Huguelet continued her service with Pregnancy and Postpartum Support Minnesota for 10 years, serving as board member, education director and assistant director. She’s now on the board of directors with Postpartum Support International’s credentialing board and part of their education faculty.

She’s encouraged to see the growth in the field, noting that the first Postpartum Support International conference she attended drew 300 attendees and there were 1,300 at the conference earlier this year.

“Nationally and in Minnesota, there have been great advancements, but there still is an unmet need,” says Huguelet. “The live births in Minnesota is 65,000 a year and another 15,000 experience pregnancy loss. And about 1 out of 5 of those women have some type of a clinical perinatal mood or anxiety disorder as a result of that hormone shift. Less than 10% of those are going to seek treatment. So there are women that are suffering, getting misdiagnosed or they go to ineffective coping mechanisms.”

Those women – and the women she’s already helped – keep Huguelet focused on improving the treatment of perinatal mood and anxiety disorders.

“In graduate school, I would never have dreamed I would have the autonomy and be able to serve a patient need so great and be able to make a difference,” says Huguelet. “I see patients back for their subsequent pregnancies and their journey having adequate treatment and support makes a remarkable difference. Being a part of their journey is life changing for them and extraordinarily rewarding for me.”



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# AS FIRE CHIEF AND NURSE, PRITCHARD HAS AN EYE FOR INNOVATION

Jonathan Pritchard, MN '10, was named chief of the Cottage Grove Fire Department

by Susan Maas

Jonathan Pritchard, MN '10, keeps four vaccine vial caps on his desk as a reminder of why his work matters, and of what's possible when nurses innovate.

Pritchard, who was named chief of the Cottage Grove Fire Department (CGFD) last December, is proud to be a nurse who's also a paramedic and firefighter. That combo has enabled him to serve his community in innovative ways – like when he led, as assistant chief, the CGFD to partner with Washington County Public Health and Environment to deliver COVID testing and, eventually, vaccination.

Pritchard never wanted to choose between being a first responder and a career as a nurse – so he didn't. He embraced both paths early on: his grandmother was a

nurse, and an EMT program Pritchard attended in high school – followed by firefighter training after graduation – proved exciting and rewarding. “I fell in love with it and joined a volunteer fire department in the west metro,” he says.

Accepting a job as a hospital ER tech at the same time, Pritchard recalls marveling at the nurses around him. “I was amazed at these nurses, the amount of knowledge they had and literally they could go through the most difficult situations, but then walk to the next room and treat somebody with compassion and love,” Pritchard says. “It's a science and an art, and they truly embrace that.”

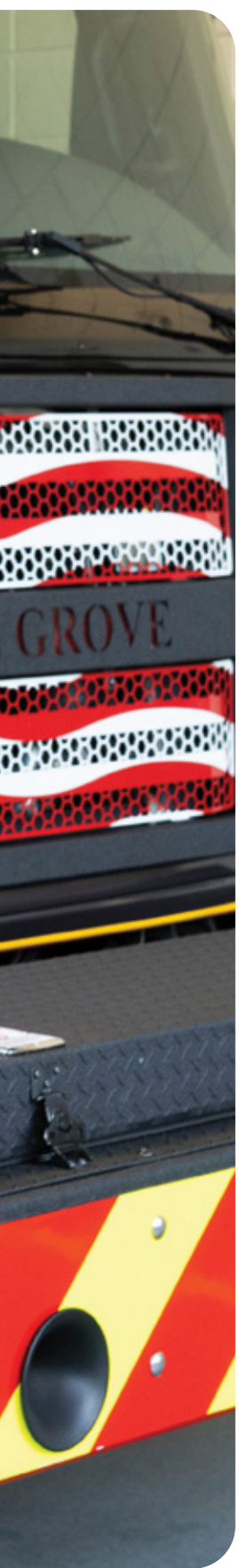
Pritchard finished his undergraduate degree – in history and sociology – in 2007, then accepted a research job on the Minnesota Heart Study (while also working part time for the Hopkins Fire Department). Pritchard knew he wanted to continue his education, and the U of M's 16-month Master of Nursing (MN) program, which serves

*continued on page 37*





As Cottage Grove fire chief, Jonathan Pritchard says being a nurse, firefighter and paramedic allows him to think in innovative ways.



continued from page 35

midcareer professionals from non-nursing backgrounds, seemed like a perfect fit. “I like to learn a lot,” Pritchard says. “I want to be continually learning.”

#### **MN COHORT'S 'SHARED MISSION'**

The familial vibe of his 48-person MN cohort affirmed the choice. “You find that bond. When you meet other people who’ve been through the MN program, they’re legit here for the right reasons. It’s that shared mission,” Pritchard says. He completed the MN degree at the end of 2010, and in early 2011 accepted a position at the U of M hospital in the surgical intensive care unit while continuing to work for the Hopkins Fire Department.

There, Pritchard used what he was learning at the U to secure a grant to implement a home safety program. “Fire prevention is really public health, because we’re trying to figure out how to prevent fires, prevent injuries,” he says.

Pritchard found it gratifying to work directly with community members in their homes. “It was this profound revelation, how important that was.”

In 2013 Pritchard accepted a position in the emergency department at St. Paul’s Regions Hospital. His promotion to supervisor in 2015 enabled him to further develop his leadership and mentoring. He moved from Hopkins to Maplewood, to be closer to Regions, and joined the White Bear Lake Fire Department – which has its own ambulance service. “Since I was a nurse and also had my EMT, I got to work in the ambulance. I fell in love with EMS and decided to get my paramedic certification.”

#### **INNOVATING ON THE FLY**

A tempting opportunity arose in 2019. “I knew some people working in Cottage Grove at the fire department and they were like, ‘Jon, this is the perfect job for you. They’re looking for somebody who wants to be innovative.’” Pritchard was named deputy fire chief of CGFD just months before COVID exploded.

As the pandemic took hold, “all these testing problems were happening; we all felt helpless. I thought, there has to be something we can do,” Pritchard remembers. “I emailed our city administrator and said we can help



*“This is my dream job. Even doing paperwork and budgets, none of it feels mundane – because you’re pushing the mission forward.”*

– Jonathan Pritchard

with this testing issue. We can train paramedics to do these tests.

“So we ended up partnering with Washington County Public Health. It took some time, getting funding through the state. But we were able to create a testing team, and we got it up and running in time for the fall 2020 COVID surge. I think we ended up testing over 3,500 people over five weeks,” Pritchard says. “And we had such a great relationship, we ended up helping with their vaccine effort. They were able to give about 50 more doses a day because we had a couple paramedics working with them.”

When his boss retired last year, Pritchard was named fire chief. “I get paid a lot less than what you can in nursing leadership, but I love this job,” he says. Under his leadership, the department is piloting a new community paramedic program, helping older residents with fall assessments and partnering with the police department to “reach out to folks with mental illness and substance use disorder.” With a seemingly bottomless well of energy, Pritchard still works two shifts a month in the ER at Regions, too.

“I love firefighting and EMS. I love working as a nurse. It’s like these two parallel paths, and I love both of them so much,” says Pritchard. “This is my dream job. Even doing paperwork and budgets, none of it feels mundane – because you’re pushing the mission forward.”



# AUSTIN INDUCTED INTO AMERICAN ACADEMY OF NURSING

## Shaw, Kazik also named Fellows

Assistant Professor Robin Austin, PhD, DNP, DC, NI-BC, FAMIA, FNAP, was inducted into the American Academy of Nursing after being selected for the 2024 Class of Fellows. Holly Shaw, PhD, RN, a Katharine J. Densford International Center for Nursing Leadership co-director, and Rhonda Kazik, DNP, RN, CEND, chief nurse executive at Essentia Health and Nursing Collaboratory member, were selected to be Fellows as well.

The achievement is considered one of the highest honors in the nursing profession. The Academy represents nursing's most accomplished leaders in policy, research, administration, practice and academia.

Austin's research capitalizes on her clinical background as a chiropractor and a nurse and integrates it with informatics methods to examine patients' biopsychosocial, whole-person needs. Through her research and expertise in consumer and clinical informatics, she seeks to empower individuals to better care for themselves, using technology to advance person-centered care and achieve better health and wellbeing. Austin, who is an alum of the school's PhD program, is the specialty coordinator for the nursing informatics Doctor of Nursing Practice program and the co-director of the Center for Nursing Informatics.

Shaw joined the directorate of the school's Densford Center in 2022. She represents the International Council of Nurses within the United Nations system, including Civil Society leadership in appointed and elected positions in the Department of Global Communication and the Economic and Social Council.

Kazik was named CNE of Essentia Health East Market in 2020 and previously served as assistant professor and nursing chair at Fresno Pacific University. She has also served as system chief nursing officer at Fresno, California-based Community Medical Centers.

### TWO ADDITIONAL ALUMS NAMED FELLOWS

Two additional alumni of the school were also named Fellows. Angela Mund, DNP '08, CRNA, MSN '99, BSN '90, is a professor at Medical University of South Carolina College of Health Profession and serves as chair of the Clinical Sciences department. Luz G. Huntington-Moskos, PhD, MSN '05, RN, CPN, is an associate professor at University of Louisville School of Nursing and serves as the director of the Community Engagement Core for the Center for Integrative Environmental Health Sciences.

The inductees were honored at the Academy's annual Health Policy Conference in November in Washington, D.C.



*Robin Austin*



# FULKERSON NAMED A MCKNIGHT PRESIDENTIAL CHAIR IN NURSING



Jayne Fulkerson

Professor Jayne Fulkerson, PhD, was named a McKnight Presidential Endowed Chair in Nursing. She is the first professor at the School of Nursing to receive the honor, which is among the highest honors at the University of Minnesota.

“As a McKnight Presidential Chair, you exemplify the qualities in teaching, research, and service that the University values most highly,” wrote Rachel T.A. Croson, executive vice president and provost, in the award letter.

Fulkerson has served as a full professor in the School of Nursing faculty since 2015. She co-leads the Clinical Translational Science Institute (CTSI) Research Education Career Development and Training Core, and she is an affiliate professor in the Division of Epidemiology in the School of Public Health. She also directs the School of Nursing Center for Child and Family Health Promotion Research.

Fulkerson’s program of research includes family-based health promotion in community settings, child and adolescent obesity prevention – particularly through the home food environment and family meals, research methodology, program evaluation, measurement, and instrument development.

She serves as principal investigator (PI) on multiple National Institutes of Health (NIH) RO1 research grants and has received continuous NIH RO1 funding as PI since 2010. Her innovative programs for families to prevent childhood obesity by changing their home food environments are sought after globally.

She presents this high-quality, innovative research at national and international health behavior conferences both with competitive abstracts and as an invited speaker. She is also a leader in the field in the development and validation of tools to assess and evaluate home food environments.

Fulkerson is purposeful in her engagement with the community and works extensively with University of Minnesota Extension to move evidence-based research to communities to improve the health of Minnesotans.

In 2018, Fulkerson was named as a holder of the Cora Meidl Siehl Endowed Chair in Nursing Research.

Fulkerson earned a PhD in psychology from the University of Minnesota, a master’s degree in psychology from San Diego State University, and a bachelor’s degree in child psychology from the University of Minnesota.

In recognition of their excellence, the names of all McKnight Presidential Chairs and Professors are engraved on monuments that line the University’s Scholars Walk, which is a prominent pathway spanning nearly 2,200 feet that celebrates the research and classroom accomplishments of the University of Minnesota’s award-winning faculty, alumni and students.

# SCHOOL NAMES 8 ENDOWED CHAIRS, PROFESSORS

The School of Nursing announced the appointment of eight endowed chairs and professors. Professor Susan Gross Forneris, PhD, RN, CNE, CHSE-A, FAAN, and Clinical Associate Professor Misty Wilkie, PhD, RN, FAAN, were named holders of the Katherine R. & C. Walton Lillehei Chair in Nursing Leadership. Professor Lucy Mkandawaire-Valhmu, PhD, RN, FAAN, and Associate Professor Sripriya Rajamani, PhD, MBBS, MPH, FAMIA, were named holders of the Pauline A. Vincent Chair in Public Health. Associate Professor Melissa Horning, PhD, RN, PHN, Associate Professor Martin Michalowski, PhD, FAMIA, Associate Professor Mary Fran Tracy, PhD, APRN, CNS, FAAN, and Assistant Professor Cynthia Bradley, PhD, RN, CNE, CHSE, ANEF, were named holders of the School of Nursing Foundation Research Professorship.

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.



Susan Gross Forneris

## **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.*

Gross Forneris is associate dean for Academic Programs and has been a nurse educator for over 25 years. As a former director for Innovation in Education Excellence at the National League for Nursing (NLN), she has been working in the field of simulation



Misty Wilkie

over the years with the generation of new research on faculty development. She co-authored the publications *Critical Conversations: The NLN Guide for Teaching Thinking* and *Critical Conversations: From Monologue to Dialogue*.

Wilkie, an enrolled citizen of the Turtle Mountain Band of Chippewa Indians, created the Niganawenimaanaanig Indigenous Nursing Education Model used to provide holistic support to American Indian/Alaska Native (AI/AN) nursing students. She secured \$4.2 million in Health Resources and Services Administration grant funding, is recognized for establishing and sustaining academic support for AI/AN nursing students across BSN and DNP programs, and is known for her commitment to inclusivity, diversity and equity work. She has served on several national inclusivity, diversity and equity committees and was appointed to the Special Medical Advisory Group for the U.S. Department of Veterans Affairs to represent AI/AN veteran needs. Her passion to diversifying the workforce and educating others on AI/AN culture, values, and beliefs will aid in minimizing health disparities in Indigenous relatives and communities.

#### **PAULINE A. VINCENT CHAIR IN PUBLIC HEALTH NURSING**

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



Lucy Mkandawaire-Valhmu

education since 2003. She is instrumental in the design and implementation of faculty development courses focused on the science of teaching and learning, primarily grounded in debriefing best practices, curriculum and instruction, and learner evaluation. Forneris' research has focused on the use of experiential teaching and learning that intersects with her research on critical thinking. This work has evolved

Mkandawaire-Valhmu is a nurse scientist whose expertise is on violence in the lives of women disproportionately impacted by gender-based violence due to racial/ethnic identity and socioeconomic status among other factors. Her research advances nursing science, positioning nurses as leaders in improving health outcomes for women experiencing violence. Her current studies include a National Institutes of Health-funded study to analyze American Indian and Black women experiencing violence and their access to health care and support during the COVID-19 pandemic and a University of Minnesota-funded study focused on meeting the health care needs of refugee women experiencing gender-based violence in Malawi. Mkandawaire-Valhmu addresses the complex barriers that women face to health care and support when experiencing violence in their lives using feminist theory as a framework for analysis.

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Sripriya Rajamani

*continued from page 41*

Rajamani's research focuses on the use of health information technology and electronic exchange of data to improve public and population health. These tools decrease workload on providers, including nurses, by eliminating burden of manual data entries and meeting of arduous reporting requirements, in addition to providing standardized data for decision-making. She has served as a senior informatician for the state public health agency in Minnesota and as an advocate for academic-practice collaborations. She is the co-principal investigator of a multi-million dollar federal grant to build and diversify the informatics workforce in public health and co-developed a population health informatics certificate training program. Rajamani is a fellow of American Medical Informatics Association and chairs an informatics pathways program for underrepresented students.

#### **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.*

Horning is committed to improving health equity by addressing social determinants of health through her teaching, service and externally-funded, community-partnered research. Horning leads a large trial funded by the National Institute of Nursing Research with her community partners. Because of her high-impact work and expertise, she has received both international and national recognition, and she serves on NIH Special Emphasis Review Panels. The overarching goal of

Horning's program of research is to improve food access, food security and dietary intake in communities that are underserved and/or marginalized. To achieve this goal, her community-engaged research rigorously tests the impact of innovative, community-led interventions, like mobile grocery stores, aiming to address these outcomes.



Melissa Horning

Michalowski is an internationally recognized leader in using artificial intelligence (AI) to improve patient outcomes through applied and methodological research in the areas of information integration, automated reasoning, heuristic-based planning, constraint satisfaction, and large language models. He is an elected senior member of the Association for the Advancement of Artificial Intelligence and one of the fellows of the American Medical Informatics Association. He authored and co-authored over 90 peer-reviewed articles published in top academic journals and international conference proceedings. Michalowski's interdisciplinary research brings advanced AI methods and models to clinical decision support at the point of care and to patient-centered care. His scholarly work and teaching aims to empower nurses to be change leaders in the health system of the 21st century that leverages AI-based methods and models in the provision of efficient, personalized, and patient-focused care.



*Martin Michalowski*



*Mary Fran Tracy*



*Cynthia Bradley*

Tracy is the assistant dean for the PhD Program and director of Graduate Studies. She has been a certified critical care clinical nurse specialist for more than 20 years. Throughout her career she has mentored nurses and students to optimize their impact in the care of patients. She is a past-president of the American Association of Critical-Care Nurses and served on the AACN Certification Corporation and American Thoracic Society Boards. She co-founded the Minnesota Affiliate, National Association of Clinical Nurse Specialists. Tracy's program of research focuses on symptom management for acute and critically ill patients. For example, she has been on an interdisciplinary team studying the effectiveness of patient-controlled sedation in mechanically-ventilated patients, and explored the long-term physical, emotional and mental health symptoms experienced by patients hospitalized for COVID-19.

Bradley is the director of Simulation for the School of Nursing. As a fellow in the Academy of Nursing Education and a certified health care simulation educator, she is recognized as a leader in advancing health care simulation science. She is committed to transforming the preparation of nurses with innovative simulation and debriefing methodologies. She is on the forefront of investigating emerging technologies generating higher immersion in simulated clinical learning activities that replicate real-world patient care without jeopardizing patient safety. Supported by the highly competitive Reimagining Nursing Initiative grant by the American Nurses Foundation, she is advancing the use of immersive virtual reality to improve the clinical competence of nurses.

# NEW BOOK CHRONICLES SCHOOL'S TRANSFORMATION



The School of Nursing's transformation over the past two decades is chronicled in the new book *Igniting Transformational Change: The University of Minnesota School of Nursing Journey*.

Co-authored by Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP, Joanne Disch, PhD, RN, FAAN, Mary

Jo Kreitzer, PhD, RN, FAAN, FNAP, and Marie Manthey, MNA, FRCH, FAAN, the book shares insights into the school's transformative journey, particularly its past 20 years, and provides recommendations to schools experiencing challenges. The book informs and inspires change by inviting readers to reflect on the key cultural priorities and transformative practices of the University of Minnesota School of Nursing.

*Igniting Transformational Change* was published to celebrate the 115th anniversary of becoming the first school of nursing established within an institution of higher education. It can be purchased at [z.umn.edu/IgnitingTransformationalChange](http://z.umn.edu/IgnitingTransformationalChange).

## SCHOOL RECEIVES HEALTH PROFESSIONS HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD FOR 9TH 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 for the ninth consecutive year. The school was one of only 19 nursing schools to receive the HEED Award honoring U.S. health colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

In its application, the school cited expanding funding opportunities for underrepresented and diverse students as well as support for the students within the programs among its diversity and inclusion efforts. The school now has 10 scholarships that support success for underrepresented students in addition to scholarships provided to American Indian/Alaska Native (AI/AN) students in the doctoral programs through a Health Resources and Services Administration grant. The holistic support in the AI/AN pathway program includes mentoring from AI/AN/Indigenous faculty, peer support and mentoring and the promotion of cultural identity through traditional gatherings and celebrations.

## BRIEFLY

### 4 faculty receive promotions

Lauren Martin, PhD, was promoted to associate professor with tenure. Joanne Donnelly, DNP, APRN, CRNA, FAANA, Elena Geiger-Simpson, DNP, APRN, PMHNP-BC, and Anne Hayden, DNP, APRN, FNP-BC, were promoted to clinical associate professor.

### School receives A- on Planetary Health Report Card

The School of Nursing received an A-grade from 2024 Planetary Health Report Card. The school is one of six schools of nursing around the world that completed a Planetary Health Report Card for 2024. Kent Boyd, DNP '24, Jo Bjorgaard, DNP '24, Tumani Jackson, DNP '24, Yvonne Mongare, BSN '26, and Bianca Onrubia, DNP '25, reviewed of the school's programs.

### 4 Global Scholars named

Clinical Professor Mary Benbenek, PhD, APRN, CPNP-PC, FNP-BC, FAANP, FNAP, Professor Donna Bliss, PhD, RN, FGSA, WOCNF, FAAN, Assistant Professor Fang Lei, PhD, MPH, RN, and Clinical Assistant Professor Angelica Walton, DNP, RN, CCRN, were accepted into the School of Nursing Faculty Global Scholars Community of Practice. Through the Community of Practice, School of Nursing Faculty Scholars learn together, exchange and challenge ideas, and collaborate with faculty from partner schools of nursing on research, practice or education-focused projects.



# AWARDS AND HONORS



Presidential Postdoctoral Fellow **Nadeen Alshakhshir**, PhD, RN, was selected as one of five fellows for the 2024-2025 Midwest Nursing Research Society (MNRS) Leadership Academy.



Assistant Professor **Robin Austin**, PhD, DNP, DC, RN-BC, FAMIA, FNAP, was accepted into a two-year research mentorship program through the Menopause Society to examine integrative therapies, chronic pain and resilience during perimenopause and menopause.



Professor **Donna Bliss**, PhD, RN, FAAN, FGSA, WOCNF, was awarded Best in Abstract category for *Use of a mobile app supporting self-management by patients with fecal incontinence* at the International Continence Society in Madrid, Spain.



Clinical Associate Professor **Stephanie Delkoski**, DNP, APRN, WHNP-BC, received the National Association of Nurse Practitioners in Women's Health, Inspiration in Women's Health Award for Education.



Center for Nursing Equity and Excellence Executive Director **Jennifer Eccles**, PhD, RN, FAADN, was elected to serve as secretary of the National Forum of State Nursing Workforce Centers board of directors.



Clinical Associate Professor **Elena Geiger-Simpson**, DNP, APRN, PMHNP-BC, received a 2024 Daisy Award from the Daisy Foundation.



Clinical Assistant Professor **Mary Goering**, PhD, RN-BC, received a University of Minnesota Unit Service Award, which recognizes faculty members who create a vibrant department culture and support the mission of the University of Minnesota.



Clinical Professor **Brian Goodroad**, DNP, APRN, CNP, FAANP, received the Outstanding Nursing Alumni Award from Minnesota State University Moorhead.



Associate Professor **Melissa Horning**, PhD, RN, PHN, received a University of Minnesota Unit Service Award, which recognizes faculty members who create a vibrant department culture and support the mission of the University of Minnesota.



Assistant Professor **Jiwoo Lee**, PhD, RN, PHN, was selected as a Fellow in the Obesity Health Disparities PRIDE (OHD PRIDE) program at the University of Houston Population Health Collaboratory on Research Training and Mentoring.



Associate Professor **Barbara McMorris**, PhD, received a University of Minnesota Unit Service Award, which recognizes faculty members who create a vibrant department culture and support the mission of the University of Minnesota.



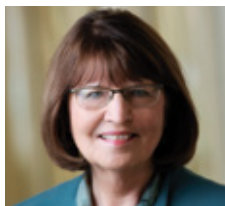
Associate Professor **Martin Michalowski**, PhD, FAMIA, was elected to the 2024 class of academy fellows of the International Academy of Health Sciences Informatics. He was also awarded the Marco Ramoni Award for Best Paper at the 22nd International Conference on Artificial Intelligence in Medicine for *Manually-Curated Versus LLM-Generated Explanations for Complex Patient Cases: An Exploratory Study with Physicians*.

# AWARDS AND HONORS (CONTINUED)



Professor **Margaret Moss**, PhD, JD, RN, FAAN, was named to the inaugural class of 176 Fellows selected for the newly established Academy of Diversity Leaders in Nursing by the National Black

Nurses Association. The inaugural ADLN Fellows have demonstrated expertise in nursing education, research, practice, policy or administration related to justice, equity, diversity and inclusion.



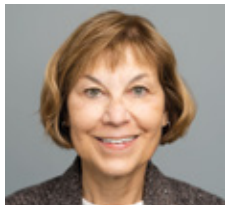
Professor **Christine Mueller**, PhD, RN, FGSA, FAAN, was appointed to the Board on Aging by Gov. Tim Walz.



Clinical Instructor **Cassandra Narr**, MS, APRN, CNP, received a 2024 Daisy Awards from the Daisy Foundation.



Assistant Professor **Carrie Neerland**, PhD, APRN, CNM, FACNM, was re-elected to the American College of Nurse-Midwives (ACNM) Board of Directors for a second term.



Professor **Susan O'Conner-Von**, PhD, RN-BC, CHPPN, CNE, FNAP, was named a fellow of the National League for Nursing Academy of Nursing Education.



Assistant Professor **Erica Timko Olson**, PhD, RN, was named an IonE Associates by the Institute on the Environment.



Clinical Assistant Professor **Lauren Petersen**, DNP, MPH, APRN, CPNP-PC, received a 2024 Daisy Awards from the Daisy Foundation.



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



Professor **Carolyn Porta**, PhD, MPH, RN, FAAN, FNAP, was appointed to the Department of Human Services Special Review Board by the commissioner of Human Services.



Clinical Professor **Teddie Potter**, PhD, RN, FAAN, FNAP, was appointed to the Planetary Health Report Card and MEDICC boards of directors. She also received a 2024 Daisy Awards from the Daisy Foundation.



Associate Professor **Sripriya Rajamani**, PhD, MBBS, MPH, FAMIA, with colleagues at the Minnesota Department of Health, was awarded the Presidential Priorities Award for *Aligning Agency-Wide Data Modernization Strategy and Electronic Case Reporting for All Public Health Reportable Conditions: Perspectives from the Minnesota Department of Health* at the Council of State and Territorial Epidemiologists conference.



Clinical Associate Professor **Lisa Martin Rennie**, PhD, RN, PHN, AHN-BC, FAAN, was named IonE Associates by the Institute on the Environment.



Clinical Assistant Professor **Angelica Walton**, DNP, RN, CCRN, was selected as a scholar for the Environmental Health Research Institute for Nurse and Clinician Scientists. She also was selected to serve on the Board of Directors for the University's Regional Sustainable Development Partnerships.

# NEW APPOINTMENTS



**Jenna Herman**, DNP, APRN, FNP-BC, joined the school as a clinical assistant professor. She has 17 years of experience in clinical practice and practices as a family nurse practitioner at Marathon Health. She earned a Doctor of Nursing Practice degree from the University of Minnesota, a master's degree in nursing from the College of St. Scholastica and a bachelor's degree from Augustana University.



**Elizabeth Hopfenspirger**, DNP, APRN, CNP, FNP-BC, PMHNP-BC, joined the school as a clinical assistant professor. She brings almost 20 years of experience in nursing and advanced practice nursing specialties, including psychiatry, family practice and cardiology. She earned a master's degree in nursing from Saint Louis University and a Doctor of Nursing Practice degree from the University of Minnesota in the psychiatric/mental health nurse practitioner specialty. Hopfenspirger has served as an affiliate faculty member since 2015.



**Leso Munala**, PhD, MSW, joined the school as an associate professor. Her research focuses on the intersection of gender-based violence, climate change, and health outcomes, with an emphasis on community-engaged scholarship. Previously she served as an associate professor at St. Catherine University. She earned a PhD in community health education from the University of Massachusetts-Amherst, a master's degree in social work from the University of Chicago and a bachelor's degree from The Ohio State University.



**Nadeen Alshakhshir**, PhD, RN, joined the school as a postdoctoral fellow. Her research focuses on advancing positive health outcomes through spirituality in palliative and end-of-life care for adolescents/young adults with cancer. She earned a bachelor's degree in nursing science and a master's degree in palliative care nursing from the University of Jordan. She earned a PhD in Nursing from the University of Wisconsin-Madison.



**Julie Anderson**, PhD, RN, joined the school as the Pre-Licensure Nursing Apprenticeship Model program director for the Center for Nursing Equity and Excellence. Previously she served as dean of Winona State University Nursing and Health Sciences. She earned a PhD in education, master's degree in parent child nursing and bachelor's degree in nursing from the University of North Dakota.



**Sarah Holtey** joined the school as an office manager in the Office of Student and Career Advancement Services. She previously served as an administrative assistant/data specialist in the Admissions Office at Minneapolis College. She completed coursework in mathematics, physics, and data science at St Olaf College.



**Ian Litwin**, PhD, joined the school as a grant development specialist in the Office of Nursing Research and Scholarship. He earned a bachelor's degree in English and philosophy from DePaul University and master's degree and PhD in English from the University of California Irvine. Previously, he taught courses and served as a course coordinator.



**Jim Morse**, MA, joined the school as facilities and technology director. He has served in several positions at the University of Minnesota for 29 years, most recently as facilities and operations manager at the College of Pharmacy. He earned a bachelor's degree in liberal arts and a master's degree in liberal studies from Metropolitan State University.



**Nicole Radotich**, MS, joined the school as the alumni relations officer. Most recently she served as the ensemble operations manager for the School of Music. She earned a bachelor's degree in communication studies and English from Gustavus Adolphus College and a master's degree in library and information science from St. Catherine University.



**Idania Studenski** joined the school as an executive accounts specialist in the Business Office. Previously, she served at the University's Veterinary Medical Contact Center. She has completed business courses at Century College.



DIRECTOR: Misty Wilkie, PhD, RN, FAAN,  
Turtle Mountain Band of Chippewa/Métis

## CENTER FOR INDIGENOUS PEOPLE, HEALTH AND NURSING OF NORTH AMERICA

### Center houses 3 American Indian, PhD-prepared faculty mentors

The Center for Indigenous People, Health and Nursing of North America has the unique distinction of housing three American Indian PhD prepared nurse faculty: Margaret P. Moss, PhD, JD, RN, FAAN; Lisa Martin Rennike, PhD, RN, PHN, AHN-BC, FAAN; and Misty L. Wilkie, PhD, RN, FAAN.

Moss is a professor and associate dean for Nursing and Health Policy. Martin Rennike is a clinical associate professor, Indigenization Scholar, and Global Health Faculty Scholar. Wilkie is a clinical associate professor, director of Doctoral Education Pathway for American Indian/Alaska Native Nurses, director of the Center for Indigenous People, Health, and Nursing, and assistant director of Inclusivity, Diversity and Equity in the School of Nursing.

With so few American Indians with a PhD in nursing, the center is proud to have each of them also serving as faculty mentors for the American Indian/Alaska Native Pathway students. Their expertise is expansive and includes health policy, public health nursing, and student support program development in academia.

Pathway students have a unique opportunity to connect with their faculty mentor on a monthly basis (more or less often as needed). Students and faculty address topics ranging from personal and academic goal setting, preferred learning methods, cultural identity and values, career planning and colonization in higher education. These mentor meetings contribute to Pathway students' sense of belonging, encourages cultural pride and minimizes social isolation.

The mentor meetings reciprocate benefits for both the student and faculty. American Indian/Alaska Natives are family and community centered. The consistent interactions encourage community-building for each. While both may expand their professional networks, it is also quite common for them to have mutual connections because Indian Country is a small world. The relationship established during the mentor meetings aids in student retention and persistence, and eventually leads to a lifelong professional connection.



Margaret Moss



Lisa Martin Rennike



Misty Wilkie

DIRECTOR: Teddie Potter, PhD, RN, FAAN, FNAP

## CENTER FOR PLANETARY HEALTH AND ENVIRONMENTAL JUSTICE

### School of Nursing at the climate crossroads

Abraham Lincoln established the National Academy of Sciences in 1863, but it took the urgent crisis of climate change for the three National Academies of Science, Engineering, and Medicine to come together. In July 2023, Center Director Teddie Potter, PhD, RN, FAAN, FNAP, was honored to be selected to be an inaugural member of the Climate Crossroads committee of the National Academy of Science, Engineering, and Medicine (NASEM).

When she started serving on the Climate Crossroads committee, planetary health was an unfamiliar term to most if not all the other members; but she did not let that stop her. Every topic they discussed found her commenting that a planetary health lens would strengthen the work and advance innovative solutions. She used examples from the School of Nursing's planetary health curriculum and planetary health research being conducted by the school's faculty. She talked about the school's commitment to zero-waste events and sustainable practices. She mentioned the school's commitment to transdisciplinary partnerships across the University and across the globe. She shared stories of what planetary health means to the school's students and for the future of nursing.

Planetary health makes sense. Once exposed to the paradigm, people feel hopeful and ready to work together toward a better future. As evidence, Potter was invited to moderate a Planetary Health plenary panel at the Climate Crossroads Summit in July, and next March 1-4, 2025, the National Academy of Medicine will co-host Our Planet, Our Health: 2025 Climate Action Summit in Washington, D.C. Planetary health is on the move and the School of Nursing is leading the way.

From lesson plans to national policies, the School of Nursing's Center for Planetary Health and Environmental Justice works hard to transform systems and co-create a healthier planet for generations to come.

DIRECTOR: Sherry Chesak, PhD, RN

## CENTER FOR FLOURISHING HEALTH CARE COMMUNITIES

### Creating environments for flourishing

The Center for Flourishing Health Care Communities was established in 2023 with inaugural director Sherry Chesak, PhD, MS, RN, clinical professor and nurse scientist. The center was envisioned by Dean Connie White Delaney, PhD, RN, FAAN, FACMI, FNAP, and University of Minnesota Rochester Chancellor Lori Carrell, PhD, in response to the concern for

heightened levels of stress, anxiety and burnout among health care students, faculty, staff and practicing clinicians in a complex health care ecosystem. The new center is a collaboration between the University of Minnesota School of Nursing and the



*Bridget Apitz and Sherry Chesak*

University of Minnesota Rochester (UMR) and engages Mayo Clinic and the state nursing workforce Center for Nursing Equity and Excellence, a collaboration between the University of Minnesota School of Nursing and Minnesota State Healthcare Workforce. A think tank meeting in early 2023 informed the purpose of the center, which is to discover innovative methods to create environments that are conducive for health care students and professionals to not just survive, but to flourish. Its vision is to create a culture of flourishing in health care education and practice through the discovery of groundbreaking, creative approaches that foster diversity, inclusivity, resilience and a thriving health care ecosystem. Several initiatives are underway.

Currently, the center is collaborating with Amit Sood, MD, a globally recognized expert in resilience and wellbeing, to train University of Minnesota health care students as Certified Resilience Facilitators. Through a selection process School of Nursing and UMR student leaders were accepted into the program in fall semester and are completing a 12-week training throughout the 2024-2025 academic year. This training educates students on how the brain focuses, thinks, and generates positive and negative emotions. They learn to apply this knowledge to enhance their focus, manage challenging situations better, cultivate positivity, and strengthen relationships. Additionally, students are equipped to teach resilience principles to peers and future colleagues in health care, empowering them to inspire resilience in others.

#### DIRECTORATE:

Shirley Brekken, MS, RN, FAAN

Teddie Potter, PhD, RN, FAAN, FNAP

Holly Shaw, PhD, RN

## KATHARINE J. DENSFORD INTERNATIONAL CENTER FOR NURSING LEADERSHIP

### Deepening partnership with United Nations

The beginning of the 2024-2025 academic year provides the opportunity to reflect on the accomplishments related to the Katharine J. Densford International Center for Nursing Leadership's purposes and initiatives. Of particular note is the work focused on continued development of the Center for Nursing Leadership and Engagement at the United Nations within the School of Nursing to promote preparation and engagement of nurses to represent underrepresented peoples in discussions about planetary health, human rights, global health, and other global challenges of the United Nations.

In addition to previously achieving associate membership in the Conference of Non-Governmental Organizations (CoNGO), the Densford Center spearheaded the successful efforts of the University to achieve status in the United Nations Academic Impact (UNAI), which engages the UN with higher education institutions to advance the 17 Sustainable Development Goals, promote human rights and foster global cooperation. School of Nursing faculty hosted a virtual parallel event during the United Nations Commission on the Status of Women (principal intergovernmental body exclusively dedicated to the promotion of genders equality and the empowerment of women), focusing on the use of technology in nursing education related to women's health.

Most recently, the Densford Center has submitted applications to be a member of the United Nations Economic and Social Council (ECOSOC), a principal organization responsible for the direction and coordination of the economic, social humanitarian, and cultural activities carried out by the UN and for accreditation with the United Nations Global Communications.

An exciting development is an immersion experience at the United Nations in a course on global leadership created by the School of Nursing faculty and United Nations Champions. Providing students with opportunities to interact at the UN will facilitate their development to advance health and social equity.

## 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

## At the forefront of AI, informatics and consumer health technologies

The faculty members of the Center for Nursing Informatics are at the forefront of nurses' engagement in various national and international initiatives such as ethical issues in artificial intelligence in nursing, population health informatics, and consumer-health technologies.



*The pre-conference session provided insight into projects to enhance digital health equity, social determinants of health data collection and data re-use for research.*

This year was the 12th-Annual Nursing Knowledge: Big Data Science (NKBDS) Conference held June 5-7, with the focus on *AI, Your Social Mirror to Your Data, Your Digital Twin is in the Data*. Keynote speaker Peter Klein, chairman of Educated Change, explored how AI, particularly through Large Language Models, acts as a social mirror reflecting human behavior and discussed the transformative potential in nursing informatics to enhance personalized patient care and health care outcomes through digital tools and a growth mindset.

Assistant Professor Robin Austin, PhD, DNP, DC, RN-BC, FAMIA, FNAP, and Associate Professor Sripriya Rajamani, PhD, MBBS, MPH, hosted a pre-conference session *Project Showcase on Multi-Modal Approaches to Social Drivers of Health (SDOH)*. This pre-conference provided insight into current existing projects to enhance digital health equity, social determinants of health data collection and data re-use for research. The TRIUMPH grant funding supported 15 students and professionals interested in public health informatics. This grant also provided support for PhD in Nursing graduate Ratchada Jantraporn to earn a Population Health Informatics and Technology (PHIT) Certificate. Jantraporn was recently selected for a two-year Public Health Informatics Fellowship through the National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP) at the Center for Disease Control and Prevention (CDC).

Associate Professor Martin Michalowski, PhD, FAMIA, presented at the NI 2024 conference in Manchester, UK. He co-led an initiative to create a core set of Constitutional Artificial Intelligence (AI) principles tailored for nursing. This initiative convened a diverse group of stakeholders to gain insights into the potential benefits and challenges of adopting a Constitutional AI approach in nursing. It was organized by the Nursing and Artificial Intelligence Leadership (NAIL) Collaborative, which aims to transform nursing with AI, and where Michalowski is a co-founder.

For more information about these initiatives please contact center faculty at [quis0026@umn.edu](mailto:quis0026@umn.edu).

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

## CENTER FOR

# ADOLESCENT NURSING

## Study finds clinicians should normalize time alone during adolescent health care visits

How can health care professionals support the healthy development of adolescent patients? One opportunity health care professionals routinely have is to offer young people time alone during preventive visits. Research finds that time alone with a clinician supports development by giving adolescents the opportunity to talk with their clinician independently, which builds health literacy skills as teens take increasing responsibility for their own health care. Having time alone also increases the likelihood that sensitive topics including mental health and sexual health are addressed, that adolescents disclose sensitive health information, and that they receive appropriate health services.

In a study published in the *Journal of Adolescent Health*, University of Minnesota researchers, including School of Nursing Professor Renee Sieving, PhD, RN, FAAN, FSAHM, aimed to understand how adolescent patients and their parents or guardians experience the introduction of time alone during adolescent preventive visits. In qualitative interviews, 35 pairs of 11-17 year olds and their parents described their experiences and preferences related to learning about time alone with a health care professional.

"This study suggests that clinicians should strive to normalize time alone as a routine, developmental step in adolescent health care. Both parents and adolescents can benefit from communication about time alone before it occurs to set the expectation for this practice," says Sieving.

Findings suggested that adolescents prefer a universal application of time alone with an option to opt-out (e.g., "At this age, I always ask parents to step out for a few minutes. Are you OK with that?") rather than an opt-in (e.g., "Would you like your parent to step out?"). Parents noted that time alone should be presented as routine, so they don't wonder if time alone was offered to their teen for a specific reason.

Christopher Mehus, PhD, lead author and research associate professor in the College of Education and Human Development, notes, "These findings suggest that universal presentation of time alone with the option for adolescents to opt out may improve acceptability of time alone and support of high quality care."

### LEARN MORE

Read the *Journal of Adolescent Health* article *How is Time Alone Introduced? Experiences and Preferences of Adolescents and Parents* at [z.umn.edu/timealone](https://z.umn.edu/timealone)



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

CENTER FOR  
AGING SCIENCE AND  
CARE INNOVATION

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## Improving clinical teaching in nursing homes

The majority of nursing students have no intention to seek employment in a nursing home after they complete their nursing education. Most of them haven't thought of the nursing home setting as an employment option. Yet, there is a large demand for registered nurses in nursing homes with new nursing home federal RN staffing requirements. Professor Christine Mueller, PhD, RN, FGSA, FAAN, believes that when students have opportunities to work with faculty who have enthusiasm and genuine knowledge about the nursing home setting and they are provided with engaging learning experiences, it can go a long way to pique their interest for their future practice.

Mueller developed an interactive web-based resource to guide nursing faculty in creating exemplary clinical experiences for students in nursing homes. With funding from the Health Services Resources Administration, this unique and innovative resource on clinical teaching in nursing homes is organized around the four required ingredients to create a positive and robust clinical experience for students. Because most faculty have not had any experience in a nursing home, the resource first provides faculty with a deep understanding of the nursing home environment, roles of staff in the nursing home, and the needs of the residents so they can create and facilitate a positive learning experience for students. Second, it guides faculty in how to select a nursing home that provides high quality care, has a resident-directed philosophy, and has sufficient RN staffing. The third key ingredient is establishing an academic-practice partnership between the school of nursing and the nursing home so that nursing home staff and faculty can co-create positive clinical experiences. The final ingredient is a web-based resource that provides a plethora of meaningful and stimulating learning activities for students while they are in the nursing home setting. The activities emphasize the application of evidence-based gerontological assessments and interventions, the roles of the RN, and leadership and management experiences. There is also a tool to evaluate students' attitudes towards older adults, their confidence in caring for older adults, and their career intentions about working with older adults.

The web-based resource is available at no cost to nursing faculty in schools across the country and the globe. It can be accessed through the Minnesota Northstar Geriatrics Workforce Enhancement Program (GWEP) website at [mngwep.umn.edu](http://mngwep.umn.edu).

DIRECTOR: Jayne Fulkerson, PhD

CENTER FOR  
CHILD AND FAMILY  
HEALTH PROMOTION  
RESEARCH

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## Understanding home food environments

The food we eat represent many features of life including our culture, community, family, history, tradition, and nutrition and health. Food in the home is one expression of those features and other aspects of life including preferences, habits and access. The home food environment offers an opportunity to understand how the food around us impacts what we eat and our health. The Food at Home study research team, including center members Professor Jayne Fulkerson, PhD, study PI, and Professor Mary Hearst, PhD, has developed a way to measure the food that is available in our everyday home environments.

They created a checklist of foods and beverages available in the home called the Home Food Inventory (HFI). Foods that are available in homes are the foods people choose to eat when at home. With new grant funding from the National Institutes of Health, the team updated the HFI so that it is shorter and made sure it is useful for both native English and native Spanish speakers.

An electronic version of the HFI provides the written word of each food, visual images, and links to hear the word spoken aloud in English or Spanish. To ensure the HFI will best serve the needs of the Latinx community, the research team is engaging community organizations for their input and have developed a community advisory board.

They have validated the paper version and are currently validating the electronic versions of the HFI. In the end, they hope to better understand how home food environments are related to the health of both native-Spanish speaking and native English-speaking households. You can read more about the study at [z.umn.edu/foodathome](http://z.umn.edu/foodathome). The website also includes a link to contact staff for those who are interested in participating in the study.

# CLASS NOTES

**Sandra Rasmussen**, BSN '57, teaches graduate students in the Psychology and Community Services Program at Walden University and runs a remote addiction/recovery counseling practice. Rasmussen is also writing her eighth book.

**Anna Hamrick**, DNP '08, was named director of the Hunt School of Nursing at Gardner-Webb University.

**Angela Mund**, DNP '08, MSN '99, BSN '90, was inducted as a Fellow of the American Association of Nurse Anesthesiology (AANA) and a Fellow of the American Academy of Nursing. Mund also received the Helen Lamb Outstanding Educator Award from AANA.

**Sandra Hagstrom**, PhD '15, started a new role as nurse scientist at Essentia Health.

**Chad Helton**, DNP '16, is a faculty member in the Mayo Clinic nurse anesthesia program.

**Genna Mortensen**, DNP '16, is a faculty member in the Mayo Clinic nurse anesthesia program.

**Kasey Bellegarde-Armstrong**, DNP '24, started a new role as Innovation Lead at the American Nurses Association.

**Becka Ann-Maria Watry**, PhD '24, is completing a two-year Clinical and Translational Science Institute postdoctoral fellowship through the University of Minnesota School of Public Health.

## 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](http://www.nursing.umn.edu/alumni).

# IN MEMORY

Cathryn Balek, BSN '45

Alice Derry, BSN '46

Patricia Koenig, BSN '48

Beverly Dorsey, BSN '53

Kay Acton, BSN '55

Nancy Leaf, BSN '56

Alice Brown, BSN '57

Ruth Morehead, BSN '58

Saralou O'Brien, BSN '58

Jane Harding Filerman, BSN '59

Lynda Jones, BSN '59

Darlene Dommel, BSN '63

Margaret Sorensen, BSN '70

Patricia Melby, BSN '71

Arlene Sargent, MSN '72

Bernadette Neis, BSN '76

Denise Konicek, BSN '78

Joanne Fletcher, BSN '81

Michael Mech, BSN '81

Laurie Hovis, BSN '82

Stephen O'Connor, MSN '82

Karin Norgaard, BSN '86

Judith Nelson, MSN '90

Robin Galambos, BSN '93

Jean Humphries, MSN '93

**Patricia "Trish" Tomlinson**, BSN '57, was a professor at the school, championing new theoretical insights of health and had a leading influence on nursing clinical practice with families in perinatal care, critical care and end-of-life care. She fostered international collaboration with scholars in Scandinavia and Southeast Asia.

**Betty Lia-Hoagberg**, MSN '66, BSN '61, was a renowned public health nurse with an unwavering commitment to education, improved care for women, mothers, children, families, and communities through a lifetime of research and practice. She taught generations of future public health nurses as an associate professor at the School of Nursing and the School of

Public Health, where she was beloved by colleagues and students.

**Margaret A. "Peggy" Plumbo**, MSN '78, was a cherished practitioner and educator who guided generations of nurse-midwives. In practice and as an educator, Plumbo impacted the lives of mothers, babies, students, and colleagues at the University of Minnesota School of Nursing, Group Health, HCMC, and HealthEast for 39 years. Named one of the school's Distinguished Faculty Alumni, Plumbo helped to establish nurse practitioners in women's health care in Minnesota and played a vital role in the school's achieving international prominence in nurse-midwifery. Plumbo's legacy at the School of

Nursing endures through the Margaret A. Plumbo Nurse-Midwifery Scholarship.

**John "Jack" Spillane Jr.**, was a longtime advocate and supporter for nursing education and health care. His work with the school began with the establishment of the Elva Walker Spillane Leadership and Innovation Fund in honor of his late wife, a nurse and school alumna. Bringing decades of entrepreneurial experience as a national business executive, Spillane's philanthropic leadership with the University of Minnesota School of Nursing Foundation Board included co-chairing the Empowering Health campaign.

## SCHOOL OF NURSING ALUMNI SOCIETY BOARD 2024-2025

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# DRIVING INNOVATION AT THE HIGHEST LEVEL

Donors from around the world are investing in the future of the University of Minnesota School of Nursing's deanship. The Connie White Delaney Dean's Leadership Chair is a direct response to the nationwide nursing faculty shortage, which will intensify the need for top-tier deans of nursing schools for years to come. Currently, only a few peer institutions across the country offer endowed deanships. When fully funded, this chair will ensure that the school will support, and most importantly enable, all future deans to drive innovation at the highest level.

## EMPOWERING FUTURE SCHOOL LEADERS

A dean's chair is a vital resource for advancing excellence in executive leadership innovation and practice. The chair's endowment retains its value over time through careful investment, generating annual income. The dollars made available each year by the endowment will:

- **Fuel innovation:** Provide the dean with the flexibility to pursue groundbreaking initiatives that will shape the future of nursing and health care.
- **Develop future leaders:** Support the dean's efforts to mentor and develop generations of nursing leaders.
- **Enhance compensation:** Ensure that the School of Nursing can offer a compensation package in the upper echelon of public schools of nursing nationally.

**Join donors like Michael Bleich, PhD, RN, FAAN.** "As a former collegiate dean of nursing myself, I can attest to how this chair will play a significant part in securing top leaders for a school of prominence," he said about his motivation to donate. With less than \$500,000 left to raise toward the \$2 million needed to complete this cornerstone endowment, your gift will help forge a perpetual conduit for a diverse and extraordinary deanship. To learn more, contact Maria McLemore, major gift officer, at 612-625-1365.

## CONNIE WHITE DELANEY DEAN'S LEADERSHIP CHAIR BENEFACTORS

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# PHOTO FINISH



The nurse anesthesia Doctor of Nursing Practice program took its largest group ever to the American Association of Nurse Anesthesiology Annual Congress in San Diego in August. Pictured are students, faculty and clinical coordinators.

The school celebrated the graduation of Bachelor of Science in Nursing, Doctor of Nursing Practice and PhD students at the commencement ceremony on May 10.



Faculty, students and community partners gathered April 12 for the school's Nursing Research Day, *Nursing Research: A Catalyst for Health Equity*.

# PHOTO FINISH

For the 10th consecutive year, Minnesota State Fairgoers had the opportunity to advance nursing research by visiting the University of Minnesota Driven to Discover Research Facility. The Sit, Share & Connect study interviewed 8-17 year old's to learn what makes them strong and resilient.



The school welcomed the BSN Class of 2028 to campus in August.



Members of the Bachelor of Science in Nursing Class of 1964 gathered in July to celebrate their 60th reunion. The class donated to the Frances McHie Nursing Scholarship and gave a restored painting of Powell Hall by alum Aune Alice Trygg '47.





**SCHOOL OF NURSING**

UNIVERSITY OF MINNESOTA

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