

WINTER 2018

FORWARDNURSING

UNIVERSITY OF WISCONSIN-MADISON SCHOOL OF NURSING

LEADERS IN LONG-TERM CARE

Barb Bowers and her team are launching a nurse residency program that improves retention and practice perception

HERE, THERE, AND EVERYWHERE

Pediatric nurse scholar works to expedite practice improvement in Madison and beyond





First-year nursing student Alison Thompson takes Bucky's blood pressure to practice for her clinical group's 1,000 Hearts in Cooper Hall blood pressure drive. Two clinical groups, led by clinical instructors Kyoko Schatzke and Liz Collins, organized a month-long campaign to take blood pressure readings every Monday and Wednesday in October.

Front Cover: Associate Dean Barbara J. Bowers and her team at the Center for Aging Research and Education developed Geri-Res, an evidence-based online nurse residency program designed to minimize turnover in long-term care nursing staff. Improving retention rates improves the quality of care and has the potential to change attitudes about the practice area.

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Mission

To develop
leaders for the
profession
and society—
we make
discoveries,
enhance
systems, and
improve
health through
research,
education,
and practice.

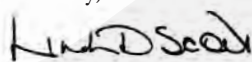
Leading Across the Lifespan

When given the opportunity to talk about the UW–Madison School of Nursing's impact on research and practice, I am proud to point out that we are leaders across the lifespan, from pediatric and family health to gerontology and aging. Our two feature stories this month are great examples of that breadth. First, we have a story of Barbara Bowers and her Geri-Res nurse residency curriculum for long-term care organizations. Dr. Bowers is a professor and the Charlotte Jane and Ralph A. Rodefer Chair. She is also the school's associate dean for research and sponsored programs. Dr. Bowers has spent the better part of her career dedicated to understanding and overcoming the challenges of long-term care nursing practice. Geri-Res is an evidence-based residency curriculum designed to decrease turnover. Pilot testing reveals the program's great impact on clinical practice and promise for other long-term care organizations across the country.

Second, our Q&A with Anne Ersig reveals our organizational commitment to implementing research findings that improve pediatric healthcare. Dr. Ersig is the school's first pediatric nurse scholar, a position with a dual appointment here and at the American Family Children's Hospital. She works closely with clinicians, researchers, students, instructors, and others to help identify and solve pediatric practice challenges. Her insatiable curiosity and collaborative skill have helped the school forge even stronger relationships with our clinical partners. When we created the position, we built into it a commitment to disseminate our learnings. Through Dr. Ersig's leadership, we expect to improve pediatric care here in Madison and throughout the country.

Our other news and profiles of outstanding students and alumni reveal a school with a strong legacy in leadership and an incredible capacity for impact. As we continue to grow our research enterprise, you can expect to read more about the many ways we—as a school through our faculty, staff, students, and alumni—improve health care and advance nursing practice.

Sincerely,



Linda D. Scott

Dean and Professor
University of Wisconsin–Madison School of Nursing

Dean Linda D. Scott



*At the University of Wisconsin–Madison,
nurses lead. They lead to the future of health
and healthcare, for Wisconsin and the world.*

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NURSING News NOW

American Academy of Nursing Fellows Class of 2017

The American Academy of Nursing welcomed four fellows with ties to the School of Nursing. Assistant Professor **Barbara J. King MS '87, PhD '10**, Nurse Scientist **Dr. Polly Ryan**, Board of Visitors Chair **Nancy Kaufman '71** and alumna **Dr. MarySue Heilemann '82** are among 173 distinguished nurse leaders to earn one of the profession's highest honors.

For King, selection as a fellow validates her focus on changing nursing practice as a way to improve outcomes for older adult patients and decrease healthcare utilization costs. Her research shows that nurses often face systematic and personal barriers that prevent them from implementing change to improve patient outcomes. King seeks to create interventions that help nurses overcome those practice barriers. One of those interventions is a system that enables nurses to walk patients who are labeled as fall risks and would

otherwise be restricted from walking during their hospital stay.

"Walking patients has always been within the scope of nursing practice," she says. "We know it is good for patients, and, it turns out, walking patients is also good for nurses, who feel more satisfaction and less frustration when they can do more of what they know their patients need."

Ryan's research aims to help individuals maintain independence as they age. She studies women in the window from just before to just after menopause, and she strives to instill health behaviors that are known to preserve bone mass and safeguard against osteoporosis and the physical vulnerability that accompanies it.

Yet health behavior change, particularly without symptoms or obvious limitation, is notoriously challenging. Just ask anyone who struggles to make it to the gym or to avoid the

doughnuts at the office, or who stays up late watching television despite feeling exhausted all day. "I naively used to refer to health behavior change as a process, or a single step or decision," Ryan says. "In fact, there are multiple patterns and processes involved in change, and there are informational, behavioral, and social aspects to it."

Ryan developed a theoretical framework that helps explain and support health behavior change both in women during middle age and across other populations. "We have learned that health behavior change involves goal setting and resetting, monitoring, engagement, evaluation, and adjustment," she says. "It is an iterative process."



Wendy Crary

Accelerated BSN Program Enrolls First Cohort

The School of Nursing admitted 32 second-degree students from a pool of 112 applicants to the accelerated BSN program. Starting in May, the students will move through the 12-month, year-round, full-time program as a cohort.

Students in the accelerated program follow the same curriculum and are held to the same academic standards as students in UW-Madison's traditional undergraduate program. Running the program through the traditional summer and winter breaks shortens the time to degree.

The program is one way to address the widespread nursing shortage facing the state and nation. The Wisconsin Center for Nursing's 2013 workforce report projects a statewide nursing shortfall of nearly 20,000 by 2035. With 86 percent of UW-Madison School of Nursing graduates living and practicing in the state, graduating more UW-Madison nurses via an expedited program will more rapidly address the problem

and positively impact the healthcare needs of Wisconsin residents.

"From a workforce perspective, this program is invaluable," says UW-Madison Provost Sarah Mangelsdorf. "The new accelerated degree program will enable us to produce more nurses, more quickly."

Program Coordinator **Dr. Wendy Crary** adds that employers welcome the life experience and ambition that accelerated-degree graduates bring to the workplace. "These are highly motivated students," Crary says. "They possess a maturity, focus, and professionalism that expedite their transition into nursing practice and enable them to make immediate contributions as members of the provider team."



More Native Nurses, Better Native Health

The School of Nursing co-hosted the third annual Native Nations Nursing Summit in Green Bay on November 15 as part of an ongoing effort to increase the number of Native nurses in Wisconsin American Indian communities. The free summit for current and prospective Native nurses included information about pathways to the profession, career advancement opportunities within nursing, and continuing education for advanced nursing practice. Other partners include the Native American Center for Health Professions, the Great Lakes Inter-Tribal Council, and the Oneida Community Health Clinic as well as the event host, Oneida Nation of Wisconsin.

Associate Professor **Audrey Tluczek** says increasing the number of Native American nurses can lead to models of care that better reflect the priorities and needs of Native populations. "Native nurses possess a dual perspective that is invaluable when developing and implementing care models that Native communities will trust and utilize," she says.

The summit is only part of the School of Nursing's coordinated effort to increase the ranks of Native nurses. Dr. Tluczek, along with Diversity Officer **Dr. Mel Freitag**, also launched the Success Through Recruitment/Retention, Engagement, and Mentorship (STREAM) program in July 2017 with a \$1.3 million Health Resources and Services Administration grant. The program includes a comprehensive system of support services that will help to admit, retain, and graduate 30 Native American nursing students over the next four years.

Laura Hiebing, STREAM coordinator, says evidence shows that increased diversity within the nursing workforce improves access to healthcare and leads to better health outcomes for underrepresented groups, such as Native Americans. Currently, Native American populations experience significant health disparities, with shorter life expectancies and higher rates of diabetes and chronic lower-respiratory infections than the U.S. population as a whole. All 12 Wisconsin tribes (11 federally recognized and one state-recognized) are federally designated Health Professional Shortage Areas. Further, 90 percent of nurses who provide services in Wisconsin tribal health facilities are white, while the vast majority of patients are American Indian.

"We believe STREAM can and will make a difference and will increase the number of Native nurses practicing in their communities," Hiebing says.



AARP President-Elect Addresses School of Nursing Community

The School of Nursing welcomed **Dr. Catherine Alicia Georges** as the 18th annual Littlefield Leadership Lecturer in October. In her free public talk, "Building a Culture of Health for Older Adults Through Community Engagement," the AARP president-elect called for health systems and communities to better leverage nurses, one of the greatest resources at their disposal, to improve health across patient populations. Nurses, she explains, are invaluable because of their skill and education in disease prevention and health promotion. "Nurses," Georges says, "can change things and get things done."

Georges also explored what she sees as the critical components to wellness for older adults: access to quality healthcare, adequate financial resources, and opportunities for robust social lives. Georges, a

Nursing Students Aid Tornado Recovery Effort

Any practicing nurse knows that unpredictability and flexibility are part of the profession. Seven nursing students learned that lesson firsthand during a summer rural public health immersion course in northwest Wisconsin.

Students typically work at free clinics, help organize immunization clinics, and present health education programs in Rusk, Barron, and Chippewa counties. But when a deadly tornado struck the area on May 16, just days after the group arrived, students shifted gears and reported to the American Red Cross's Multi-Agency Resource Center (MARC) in Cameron, where they referred local residents to other agencies for specific needs, distributed supplies, and helped displaced residents find temporary housing.

Dr. Pam Guthman, the clinical assistant professor for the course, says public health services are almost always part of a response to a natural disaster. In this case, she adjusted the course plan so that the students could be a part of the tornado relief efforts. "We really try to be reactive to the community's needs in what we do here," Guthman says. "This is exactly everything I've been teaching about."



Students Pa Vang, Shane Hoffman, and Taraninsey Seng pose with American Red Cross volunteers

professor and chair of the Department of Nursing at Lehman College and the Graduate Center of the City University of New York, believes cultivating cultures of health requires shifting the public conversation to emphasize not healthcare but health itself. She also advocates for removing restrictions on advanced practice nurses.

The **Littlefield Leadership Lecture** is named after Dean Emerita Vivian Littlefield, who led the UW–Madison School of Nursing from 1984 through 1999. The annual lecture brings to campus national leaders who share insights on and experiences in advancing healthcare and nursing practice.

Expanding the Enterprise

Four new assistant professors bring exciting and innovative research programs to the faculty

The School of Nursing continues to grow its renowned research enterprise with the addition of four assistant professors. The school now has 20 tenured or tenure-track faculty members and intends to continue faculty expansion in the coming years.



Mio Jang
Yale University, PhD

Mio Jang joins UW—Madison after a two-year postdoctoral fellowship at the Duke University School of Nursing. Jang examines how parental roles and parent-child relationships relate to childhood obesity, and she focuses her research

on how parental stress, depression, and sleep influence children's diet and physical activity. She seeks to identify ways to help families recognize and reduce stress so that it is easier to make healthy choices and prioritize wellness.

"I think we have been focused on behavioral change—eat healthier; move more. It is true, but I think we need to focus more on fundamentals, such as stress levels that drive individuals' behaviors," Jang says. "I want to look at that concept in the family environment. Eventually, I want to develop an intervention that helps parents manage stress, practice mindfulness, and access social support."



Kristen Pecanac
University of Wisconsin—Madison, PhD

Kristen Pecanac studies how communication strategies used during end-of-life care conversations can affect the choices that individuals and families make as well as the stress they experience. She joined the faculty after a one-year postdoctoral fellowship at the William S.

Middleton Memorial Veterans Hospital in Madison.

"Before their death, 40 percent of older adults need to make decisions about limiting or stopping treatment," Pecanac says. "The tricky thing is how you measure communication as being good or bad. What does the best communication look like?"

Pecanac intends to identify the components of good communication so that providers can engage in conversations that help individuals and families understand the options available to them, make the best decisions possible, and minimize the stress they feel during the process and afterward.



Traci Snedden
University of Colorado, PhD

Traci Snedden joined the faculty after a two-year joint postdoctoral fellowship with the UW—Madison School of Nursing and School of Medicine and Public Health. She studies the impact of concussion symptoms on cognition and overall quality of life

in high school and college students. Most specifically, her current work focuses on academic performance postconcussion. Snedden anticipates building a multidisciplinary toolkit that offers interventions that leverage the expertise of school nurses and university-based health services in supporting students' overall recovery.

"The high school and collegiate experiences are a critical period of growth," Snedden says. "Students are increasing their independence, making career decisions, and planning a future. If their academic performance is compromised because of the effects of concussion, there could be potential long-term implications. Postconcussion classroom support is vital."



Kim Whitmore
University of Wisconsin—Milwaukee, PhD

Kim Whitmore is interested in better understanding and addressing the needs of families of children with special healthcare needs. She comes to UW—Madison from Loyola University Chicago, where she was director of the Graduate Health Systems Management program.

Whitmore's current research is focused on examining the respite care needs of family caregivers. "Caregivers often experience high levels of chronic stress, which has been found to be comparable to the stress of combat soldiers. Marital stress is common and, as a result, divorce rates are high. We also see greater financial strain and higher abuse and neglect rates in these families," Whitmore says. "There are a lot of different types of respite care. We need to determine ways to identify what works best for individual families and how providers can help families access what they need."

Whitmore will also serve as an affiliate faculty member in the Public Health Program at the UW School of Medicine and Public Health.

Beyond the Clinic

School of Nursing alumna and street-medicine volunteer finds renewed purpose in retirement



Visit machonehealth.org to learn more about the organization's programs and volunteer opportunities.

After a 43-year career, Nan Wild MS '99 was ready to retire. With decades of practice as both an RN and a nurse practitioner, Wild wanted to shift her focus to developing her personal interests rather than purely professional ones.

"I decided in my retirement I was going to try to cultivate compassion and practice compassion," she says.

That led her to Madison Area Care for the Homeless OneHealth (MACH OneHealth), a nonprofit organization that provides health services to housing-insecure populations in Madison. She learned about it from her daughter, the organization's volunteer coordinator, who was recruiting health care professionals to staff the foot-care clinic MACH OneHealth runs with Homeless Outreach Ministries at First United Methodist Church several times a year.

Wild was immediately intrigued by the opportunity to use her nursing skills in a new and meaningful way. "It is that connection," she says, "the personal connection with people who have had quite amazing lives but who have had a difficult journey in life for a variety of reasons."

At the clinics, Wild typically volunteers for the foot spa services because that allows her the most time with patrons. Wild cleans and bandages wounds, checks on circulation issues, and washes and massages the client's feet. Each clinic patron leaves with a new pair of socks and new or gently used footwear. The clinic also offers a hot breakfast and a secure place to store belongings.

Dr. Ann Catlett, a UW Health physician who co-founded MACH OneHealth in 2015 and helped launch the foot clinics a year later, says Wild was a natural fit at the clinics and the organization. "She has been a stalwart, regular contributor to our mission from the beginning," Catlett says.

In fact, Catlett credits Wild for helping make the foot clinics about more than simple foot washing and developing them into a signature program for the organization. Wild's nursing perspective, Catlett says, has a lot to do with it. "She scans for system issues, cultural issues, family issues, safety issues—all of those issues at once," she says. "That is what nurses are very skilled at doing, and that is what Nan does. She uses all those nursing skills, all while being exceptionally kind."

Last year, MACH OneHealth received a UW–Madison Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment grant to develop and launch a new street medicine project. The Madison Street Medicine Initiative will bring healthcare services to homeless populations through walking teams and mobile and outdoor clinics, and Wild is part of the planning group.

Wild says she is honored to serve the populations who currently use the foot clinics and will eventually use the street medicine services, and she is eager to continue developing new administrative and leadership skills. "This organization has been a really great opportunity for me," she says.

She also believes it would be a great opportunity for other registered nurses and nurse practitioners in the area. As the street medicine initiative ramps up, MACH OneHealth will need more volunteers like Wild to staff its programs.

"In particular, we really recognize the need for mental health or addiction specialists. Many nurses, with their understanding of mental health and addiction, have a really great skill set for this," Wild says. "All nurses have a lot to offer."

Leaders in Long-Term Care

Dr. Barbara J. Bowers and her team aim to reduce staff attrition and elevate practice perceptions with Geri-Res, an online long-term care nurse residency program.

In a time when skilled nursing facilities across the country struggle with nursing staff turnover, Lisa McGlynn is an anomaly. A two-decade veteran of Attic Angel Place, McGlynn is proof that nurses can and do make long-term careers out of long-term care nursing.

Yet McGlynn, the Attic Angel director of nursing services, recognizes the challenges that often discourage newer nurses from considering long-term care nursing. Patient loads can be high while care is technically and socially complex. While some clinical settings offer extended training programs, most facilities do not have the capacity to replicate the yearlong residencies that are standard at many hospitals. New nurses quickly find themselves in unfamiliar situations and often lack the critical thinking skills they need to identify solutions or resources.

Kim Nolet and Barbara Bowers



Compounding this is the fact that nursing practice in long-term care settings is also more isolated than it is in hospitals, where extensive provider staffs give nurses access to medical specialists along with physical therapists, respiratory therapists, and more. “It’s a lot harder than people recognize,” McGlynn says. “There are no doctors here. There are no specialists. It’s you. You are each specialist.”

McGlynn credits an exceptional mentor for smoothing her transition 20 years ago, but she knows many new long-term care nurses are not that fortunate and struggle or leave as a result.

“The turnover rate in long-term care is dramatically higher than anywhere else in nursing, and nursing homes are the highest,” says School of Nursing Professor and Associate Dean Barbara J. Bowers, an expert in long-term care nursing workforce issues and policy. “This has remained unchanged since the late 1980s when I started looking at it.”

Dr. Bowers, who has studied ways to better support long-term care staff in order to improve care while controlling cost, says the long-term care model is fundamentally flawed. It relies heavily on Medicaid reimbursements, which are set lower than the cost of care. This creates a challenging environment for even the most dedicated and skilled administrators and nursing staffs, who are forced to operate with extraordinarily thin margins that pressure facility administrators to increase patient loads and minimize time spent away from resident floors for things like training.

“In hospitals, nurses get a year of orientation and take care of four or five patients,” Bowers says. “If you go to a nursing home, you’re lucky to get two days of orientation and you have 30 to 40 patients.”

It is a well-established fact that turnover is expensive and leads to a host of negative health outcomes for residents. According to a report from the Upjohn Institute, a private research organization studying unemployment, high turnover is linked to higher resident mortality rates, increased use of restraints, a higher number of quality of care citations, and more.

Bowers knew from her own research that investing in training and support for new nurses could increase longevity, improve care, and actually offset the cost.

That is what gave Bowers the idea for Geri-Res, a gerontological nurse residency curriculum. She turned to her colleagues in the Center for Aging Research and Education (CARE), which she established within the School of Nursing in 2011 to harness the school’s leadership in research, practice, and education to promote older adult health and support paid and family caregivers. Bowers and the CARE staff collaborated with local providers and experts in geriatric nursing to create a 16-module online curriculum with three separate tracks for skilled nursing, assisted living, and home-care organizations.

Kim Nolet, CARE research manager, believes the industry is ready for Geri-Res. “The evidence is strong. Current research supports a nurse residency program of some kind to help new nurses transition to practice, and anecdotal reports reveal that directors of nursing and administrators in long-term care are aware that they need to provide a more supportive onboarding process and environment for their new nurses,” Nolet says.

During the last testing phases, CARE offered Geri-Res to regional long-term care providers free of charge. McGlynn heard about the opportunity and arranged for Attic Angel to serve as a test site. As two nurses worked through the program, McGlynn noticed marked improvement in their critical thinking skills. She also saw immediate improvements in assessment, charting, and initiative. The nurses were going to their managers with fewer questions and more solutions.

But what really surprised McGlynn was the effect the program had on the rest of the nursing staff. Nurses were talking to each other more and seemed less afraid to ask questions. They began to perceive their uncertainty less as signs of inexperience or lack of skill and more as opportunities for learning and growth. Nurses also openly expressed interest in participating in the program in the future. “I thought we had a really good orientation program,” McGlynn says, “but Geri-Res has just been amazing.”

That kind of praise gives Bowers confidence as CARE readies to bring Geri-Res to market later this year. “I do expect nurses who complete the Geri-Res program to feel better about their work and to feel more confident in their practice,” she says. “I think it is going to take more than Geri-Res to fundamentally change attitudes about long-term care nursing, but I also think it is a very important step.”



Here, There and Everywhere

Anne Ersig

The School of Nursing and American Family Children's Hospital created a joint position to accelerate the research translation process. In her role as a pediatric nurse scholar, **Dr. Anne Ersig** works to facilitate discovery and practice improvement here in Madison and, eventually, in pediatric practice across the country.

Last May, the School of Nursing and the American Family Children's Hospital jointly hired Anne Ersig as their first pediatric nurse scholar. The two organizations had signed an Academic Practice Partnership in 2016 to formalize their collaboration and generate new opportunities to improve nursing education, facilitate research, and advance nursing practice. The pediatric nurse scholar position is part of that strategy and intended to leverage and align the vast clinical and research leadership that exists across both organizations.

Ersig came to Madison from Pennsylvania, where she served as a nurse researcher at the Children's Hospital of Philadelphia. Prior to that, she was an assistant professor at the University of Iowa College of Nursing, where she earned her PhD and pursued research on the genomics of chronic stress and anxiety. As the pediatric nurse scholar, Ersig splits her time between her clinical colleagues on one side of the street and her research peers and students on the other. She answered some questions to shed some light on how her position works and fits into both organizations.

Q *What appealed to you about the pediatric nurse scholar position?*

& A I missed the academic environment, and I wanted time to pursue my own research. Yet I also love nursing practice. This is an opportunity to connect the two. I can help build a culture of scholarship and inquiry on the clinical side and advance science and nursing research on the academic side.



This is a new position. How did you spend your first few months here?

I spent a lot of the summer meeting with important stakeholders and learning more about the structure at the Children's Hospital. Who's who. What is where. I had "meet and greets" with clinical nurse specialists (CNS), nurse managers, and nurse educators across the hospital to learn more about the different units and how they operate. I also met with administrators and leaders to learn about priorities and areas of focus. I followed up with more meetings with each CNS and nurse managers from each unit. One primary purpose was to identify shared priorities and interests across the hospital, which can both form the basis for organization-wide projects and provide opportunities for connecting nursing faculty, researchers, and students from the School of Nursing with projects and teams at the hospital.

What are those priorities?

I've identified three priority topics at Children's Hospital that cross over unit and specialty boundaries: (1) transitions of care; (2) teamwork, collaboration, and interprofessional communication, education, and practice; (3) stress, burnout, and resilience—in all groups, including staff, patients, and family. The priority projects are those that involve one or more of these topics.

Can you point to any specific projects within those topics that presented themselves as good opportunities for collaboration?

There are several. One doctor mentioned an interest in using mindfulness to develop resilience on her team. I also heard from a nurse manager who saw her staff struggle with stress and burnout, and she, too, wanted to find ways to build resilience. The exact language was different from unit to unit, but the desire to develop resilience was a consistent theme across the organization. We are moving forward with creating a work group to identify and evaluate evidence-based strategies that could work for the different groups. One of our Doctor of Nursing Practice (DNP) students, who also happens to be a practicing RN at the hospital, will be joining that work group to represent nursing and, perhaps, to determine whether it could develop into a scholarly project for the DNP program.

Another doctor expressed an interest in interprofessional education, which we embrace and promote at the School of Nursing. That led directly to an opportunity for four undergraduate nursing students to shadow the interprofessional team in the Diagnostic and Therapy Center (DTC) while their assigned preceptor was on leave. This gave them the opportunity to observe care in a less well-known clinical area. They learned not only about sedation and procedures performed on children as outpatients, but also about teamwork and collaboration and how essential those are to providing excellent care.

Has anything surprised you?

One of the biggest things is that building connections between the Children's Hospital and the School of Nursing has been easier than I anticipated. These organizations are really ready for further, more systematic collaborations. In particular, the Children's Hospital is totally at the right spot for this. They are established in their identity with their own building and they are growing, yet they are still at a size where they are nimble enough to implement change. They're very interested in working with nursing faculty, students, and researchers to identify and then translate research findings into practice. This hospital is a great size to serve as an incubator for novel ideas.



Anne Ersig meets with her colleagues from the American Family Children's Hospital Diagnostic & Therapy Center. From left: Tricia Smith, nurse practitioner, Ersig, Myra Uttech, nurse, Greg Hollman, physician and DTC medical director.

Dr. Barb Byrne, vice president of clinical operations at Children's Hospital, said one of the goals of this position is to facilitate the dissemination of findings in Madison, across the country, and beyond. That seems like a tall order. What do you think?

I agree with Dr. Byrne. If we find a way to improve care, we need to share it and share it widely. It shows commitment to all pediatric patients and their families, and it shows leadership in nursing and healthcare. But I believe it is also a fundamental aspect of nursing. Ultimately, the goal is to improve child and family health and well-being. One of the ways nurses do that is through direct patient care, patient by patient, family by family. Another way is by disseminating our discoveries so that other health systems can learn from our findings and adopt evidence-based methods that work. The School of Nursing knows how to do that, and that is one of the things it brings to the partnership.

Dean Linda D. Scott described this position as forward-thinking. What do you think she means by that, and do you agree?

The position—and the partnership that created it—aligns with the National Institute of Nursing Research's vision for the future of science that encourages more partnership between those who are experts in generating nursing knowledge and those who are experts in translating and applying it. This is where nursing and all of healthcare are headed. Of course, translating research into practice is already happening, but it takes, on average, seventeen years. That's way too long! The American Family Children's Hospital and the School of Nursing are just the right size to identify innovative research findings, implement and test them in practice, and then share what we find with others. This is how we're going to advance health care in this country—through key alliances and partnerships between the clinical and academic setting.

What are you working on next?

Right now I'm focused on learning more about pediatric scholarship and research at the School of Nursing. At Children's Hospital, I am broadening my interactions to include nurses at all levels of practice along with other clinicians, such as social workers and child life specialists.

An integral part of UW Health, American Family Children's Hospital is a comprehensive pediatric medical and surgical center featuring nationally recognized pediatric specialists in a wide range of fields, as well as a Level IV Neonatal Intensive Care Unit, a Level I Pediatric Trauma Center, a Transplant Surgery Program, children's cancer service, and more.

UW Health
American Family
Children's Hospital



A Tireless Researcher, Timeless Impact

The School of Nursing has a proud legacy of leadership in pediatric research, and at the heart of it is Professor Emerita **Dr. Karen Frick Pridham '57, MS '66**. Pridham is a prolific scholar who studies the needs of families with medically vulnerable infants, particularly those born prematurely and with low birth weight or a congenital heart disease diagnosis. She also serves as a dedicated mentor to colleagues and to students studying pediatric nursing. A member of the School of Nursing community for more than 50 years, Pridham has witnessed, inspired, and continues to influence tremendous change in nursing education and practice through her active program of research and her continued involvement with the school.

Pridham's vast contributions to her profession have not gone unnoticed. Respected, admired, and beloved by students and her colleagues, Pridham received the Distinguished Achievement Award from the Nurses' Alumni Organization in 1998 and the Midwest Nursing Research Society Lifetime Achievement Award in 2013. In February 2015, Dr. Pridham was accepted into the International Nurse Researcher Hall of Fame of Sigma Theta Tau International (STTI). Since 2010, STTI has been inducting nurse researchers who have achieved significant and sustained recognition for their work, and whose research has impacted the profession and the people it serves.

A Nursing World View

Sometimes students can learn just as much about our healthcare system by studying a completely different one.

By Dr. Tina DeGroot, director of clinical practice,
and Dr. Karen Solheim, clinical professor and
global health program director



Photography: Alexander André

The School of Nursing has been taking students to Thailand to study community health nursing since 2009. We spend two weeks with the Mahidol University Faculty of Public Health in Bangkok and then another week in the Udon Thani province, where we partner with Boromarajonani Nursing College. The goal is to immerse our students in a global setting and give them firsthand experience in another healthcare system.

Students also expand their perspectives by caring for individuals who come from a different culture or do not speak the same language. Most nurses in Wisconsin will encounter diversity in their practice, and these international trips help prepare our students for that future. Through global immersion, students gain knowledge of the world, see how countries in different continents and hemispheres are interconnected, and recognize some of the universalities of health and healthcare.

As part of the course last summer, students performed perinatal exams and postpartum home visits. During the perinatal exams, they used handheld Dopplers to count fetal heart rates and tape measures to measure the fundus. Students were struck by the simplicity of the technology compared to what we have in our clinics. The postpartum visits, however, provided an even bigger contrast. Students participated in well-baby checks in Thai homes, where steam bath were used to promote health in postpartum mothers. Students also used steamed herb balls, called *luk pra kob*, to stimulate breast milk production and uterine involution. Altogether it was an opportunity to approach healthcare delivery more holistically and to address patients' psychosocial, emotional, and spiritual needs.

Students also saw that in the Thai culture, traditional medicine and technology are, at times, woven together. For example, on Tuesdays in the early morning when it is cooler, everyone in the village who has diabetes

comes to the clinic. To improve diabetic neuropathy, the villagers walk barefoot over coconut shells. Our students were very quick to try it out and realize how tender their feet were.

Students also discovered that the differences between our healthcare systems are not limited to available technology and medications. Some of these differences reflect fundamentally different approaches toward healthcare and attitudes about roles and responsibilities for maintaining it. For example, the Thai health system uses family, and not individual, charts and relies extensively on volunteer healthcare workers who make patient home visits and report back to nurse practitioners as a way to bridge gaps between clinic visits.

Also, students recognized that nurses in this Thai community practiced with a significant amount of responsibility, accountability, and respect within the community and the Thai health system. This helped students expand their view of nursing and assume more accountability in their work, and we hope it continues to help them recognize the leadership opportunities that exist within nursing practice at all levels. Finally, since the course is open not only to nursing students but also to students from a variety of healthcare disciplines (including medicine, veterinary medicine, and pharmacy), it is a true interprofessional learning experience that exposes students to a variety of perspectives on care both in Thailand and back at home.

As our students reflected at the end of the course, another thing became clear: While they identified key differences between our cultures and among the different practitioners, they also identified how providers with different training and backgrounds are all united in their efforts, intellect, leadership, kindness, and compassion. Ultimately, the goal to maintain and improve health is universal, and we are more alike in our efforts and approaches than we are different.



Taking it All in

Emily Schumacher '10 is savoring every minute of her five-year, part-time DNP program.

Nursing was not Emily Schumacher's first career choice. A podiatrist's daughter and valedictorian of her high school class, Schumacher headed to Madison in search of a major that would prepare her to attend medical school or enroll in a physician's assistant program after college. Soon after arriving on campus, she began volunteering at UW Hospital to get healthcare experience. To develop her science skills, she got a job as a technician in a lab. At the same time, Schumacher considered majors in education administration, food science, and dietetics with hopes of finding a good fit. Despite her earnest exploration, nothing felt quite right.

"I was all over the place for a while," she says.

Eager to make a decision, Schumacher reflected on her experiences. She liked the health promotion aspect of dietetics and food science. Education spoke to her desire to help and make a difference in people's lives. And while she liked the scientific rigor of her lab work, she found herself craving human interaction all day. Growing increasingly committed to healthcare, Schumacher paid closer attention during her shifts at the hospital to determine who did what and how they did it. Suddenly, the major that had eluded her came into clear focus.

"I found what I was supposed to do. It was nursing," she says. "It was a combination of all the things I love."

Schumacher graduated in 2010 and entered practice in an oncology, neurology, and neurosurgery unit at American Family Children's Hospital. Three years later, she enrolled part-time in the Doctor of Nursing Practice program, which she will complete this spring.

While Schumacher will celebrate her new degree with all the typical fanfare in May, she is not overly focused on crossing the threshold. Rather, she is relishing one last year of being a DNP student.

"Her desire for knowledge, to learn anything that will make her a better provider—that really stands out," says Dr. Tracy Saladar, a clinical associate professor in the DNP program. "Emily is a go-getter. She really tries to soak it all up and grab onto any opportunity."

That includes heading to Belize for a summer service learning course offered through the Physician's Assistant program in 2016. While there she conducted pelvic exams, Pap smears, and cervical cancer screenings in a hurricane shelter that she and other students cleaned top to bottom before local families arrived for health services.

"I think it helped me become more adaptable to change. As a nurse and provider, you never really know what's going to come through the door," Schumacher says. "And when it's 90 degrees and you've sweated through your scrubs in the first hour, you really become appreciative of the healthcare system we have here, especially in Madison."

Schumacher was one of three nursing students who participated in the program that year. When she returned home, she and another nursing student presented a poster about the value of the interprofessional learning opportunity at a Wisconsin Nurses Association meeting.

"I take part in interdisciplinary care all the time. On this trip, we all learned so much from each other," Schumacher says. "It was an incredible experience and I would go back in a heartbeat."

Schumacher is not heading back to Belize, but she is traveling to Malawi with Clinical Professor Karen Solheim to co-lead the BSN summer global immersion trip to Malawi this summer. She has also made an impact closer to home. Schumacher founded the School of Nursing's undergraduate pediatric interest group and co-founded the graduate DNP/PhD journal club. With an article published in the *Journal*

of *Pediatric Health Care*, Schumacher is one of the first DNP students to have her work appear in a scholarly journal.

Schumacher also serves on the School of Nursing Board of Visitors, which gives her the opportunity to share her perspective and learn from the healthcare leaders who advise the school. “I’ve learned so much about how the university is run and the work that goes into getting alumni involved,” Schumacher says. “I would say this has been a life-changing experience, and I’ve met some incredible nurse leaders and alumni.”

In the seven years since she became a nurse, Schumacher has continued to demonstrate her commitment to learning, growth, and advocacy. She has maintained her nursing practice at UW Hospital, where she has precepted undergraduate students interested in pediatrics and invited others to shadow her. She developed a bicycle safety and free helmet program in Beloit. She wrote a letter to her congressional representative and then visited her in person to discuss post-secondary education options for youth with developmental disabilities. She served as a teaching assistant with Dr. Lori Anderson for a course exploring interdisciplinary care for children with chronic health care needs. She also completed one yearlong, 300-hour traineeship through the Waisman Center’s Leadership Education in Neurodevelopmental and Related Disabilities (LEND) and began another similar program for children with pulmonary conditions through the UW Pediatric Pulmonary Center.

Schumacher also attends to life outside of nursing. Since beginning her DNP program, she has gotten married, adopted two dogs, and continued to volunteer at a teen summer leadership camp. And though she is not in the kitchen as much as she would like to be, she did manage to squeeze in a Korean cooking class.

Spreading out her education also gave her more time to develop her leadership skills, which she expects to use fully over the course of her career. “The more leadership skills you develop,” Schumacher says, “the more you can advocate for patients and for your fellow nurses.”



Emily Schumacher providing care to children in Belize during a summer service-learning course (top) and participating in a Student Nurses Association pediatric practice panel at Signe Skott Cooper Hall last fall.

The DNP Difference

With separate tracks for post-BS and post-MS students and both full- and part-time options, the DNP program is a pragmatic choice for nurses with varying degrees of experience and education. With a rigorous hybrid curriculum delivered online and on campus, the DNP program blends convenience with the opportunity for engagement and interaction with peers and professors.

All students gain advanced knowledge and skills in systems, leadership, program evaluation, informatics, and policy. Students can otherwise focus their studies and prepare for one of the following five career paths:

- Adult/Gerontology Acute Care Nurse Practitioner
- Adult/Gerontology Primary Care Clinical Nurse Specialist
- Adult/Gerontology Primary Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

Visit
<https://nursing.wisc.edu/graduate-programs/dnp/>
for more information or to apply.





1



2



3



4



5



6

All photography by Alexander André.

Scenes

A look at what's happening with our students, faculty, staff, and alumni



1. Undergraduate nursing student **Sam Hartley** administers influenza vaccines as part of the University Health Services free flu shot campaign for students. UHS vaccinated more than 11,000 students during the 12-week drive and won the inaugural Alana Yaksich National College/University Flu Vaccination Challenge. The Challenge is run by Alana's Flu Foundation, an organization founded in Michigan to honor Alana Yaksich, a five-year-old girl who died from influenza in 2003.
2. Assistant professors **Dr. Barb King** and **Dr. Linsey Steege** brief lawmakers about their work to develop tools that nurses can use to prevent patient falls during hospital stays. Their panel presentation was part of an Evidence-Based Health Policy Project Research Roundtable at the State Capitol in September.
3. DNP student **Smita Sikhrakar** practices her suturing skills in the Center for Technology-Enhanced Education (CTEN), the Signe Skott Cooper Hall clinical simulation space.
4. **Elisha Smith '14** and Board of Visitors member **Laurie Benson** catch up with Dean Emerita **Katharyn May** at the 2017 Homecoming brunch.
5. **Judy Bauth '69**, Professor Emerita **Emily Campbell**, and **Ruth Drye '66** attended the Bunge Society annual dinner in July. The Bunge Society is the philanthropic giving society of the School of Nursing. This special group comprises and honors alumni, faculty, and friends who support the school's mission.
6. Clinical faculty members show their Badger pride during an all-day faculty meeting in August before the fall semester officially kicks off.
7. **Dr. Catherine Alicia Georges**, AARP president-elect, presented the 18th annual Littlefield Leadership Lecture in October. Georges is pictured here on left with Dean Emerita Vivian Littlefield, for whom the lecture is named, and Dean Linda D. Scott.
8. **Dogs on Call** visited the Signe Skott Cooper Hall courtyard in December to help students, faculty, and staff members relax during the stressful part of the academic year. The visit was part of the **Wellness Wednesday** program, which is run through the Nursing Learning Center and designed to highlight the importance of mental health, stress management, and healthy life/work balance.
9. New undergraduate nursing students tour the school as part of **Welcome Into Nursing Day** in late August before classes start.
10. A child learns how to properly measure medication during **Grandparents University**®, an intergenerational learning experience offered by the Wisconsin Foundation and Alumni Association. The School of Nursing welcomed 11 children and their grandparents (or older relatives) for last summer's program. School of Nursing GPU program directors **Dr. Katie Lothe** and **Katie Pavek** led the group through simulation spaces, taught them to use patient lifts, and practiced skills with simulated patient manikins.
11. Assistant Professors **Dr. Barb King** and **Dr. Traci Snedden** along with Clinical Professor **Dr. Barb Pinekenstein** represented the School of Nursing at **ForwardFest**, an eight-day series of technology and entrepreneurship events in Madison in August. They participated on panels about healthcare innovation.

Keeping up with Alumni

Congratulations to **Nancy Kaufman '71** on her recent induction as a fellow of the American Academy of Nursing. Kaufman is the founding president of the Strategic Vision Group, a health consulting firm based in Milwaukee, Wisconsin. She has held many positions in Wisconsin's government and served on numerous national boards to improve health outcomes around the world. Kaufman is the current chair of the School of Nursing Board of Visitors.



1970s

Ruth Rosenblum '82 is the director of the Northern California Consortium San Jose State University/Fresno State DNP Program. She teaches in the BSN, MS/FNP, and DNP programs at SJSU, and works as a pediatric nurse practitioner in pediatric neurology at a local county hospital.



Congratulations to **Dr. MarySue Heilemann '82** on her recent induction as a fellow of the American Academy of Nursing. Heilemann is an associate professor with the UCLA School of Nursing. She is internationally known for her expertise in qualitative research, specifically grounded theory, and story-based interventions.

Last August, the University of Iowa named **Dr. Julie Zerwic MS '84** the dean of the College of Nursing. Previously, she was executive associate dean of the College of Nursing at the University of Illinois at Chicago. Zerwic is the eighth dean of the college, which was founded in 1949.



1980s

1990s

Michelle Steltzer '92, MS '99 is currently practicing at Lurie Children's Hospital of Chicago as the single ventricle program coordinator.

After graduation, **Jessica Jeter '07** moved to North Carolina to practice as a pediatric oncology nurse at Duke University Hospital. In the succeeding years, Jeter began traveling to Kenya and became involved with a local hospital there. Her experiences in Kenya inspired her to start her own nonprofit, Too Little Children. Too Little Children operates an orphanage and runs a global effort to make and provide reusable sanitary pads for girls.



Jane Peace PhD '08 joined the University of Wisconsin–Madison University Health Service as a family nurse practitioner in the primary care clinic. She is also a contributing faculty member in the Walden University graduate nursing program.

Ashley Rusch '09 recently started a new position as nurse specialist for the inpatient and outpatient adult intraoperative areas at University Hospital in Madison, Wisconsin. Before serving in her current role, which she began in June 2017, Rusch worked in the same unit as a nursing education coordinator and as a cardiothoracic, heart, and lung transplant perioperative registered nurse. Rusch has been an active member of the Nurses Alumni Organization since 2013 and currently serves as the vice president.

2000s

2010s

The Virginia Office of Inspector General appointed **Melanie Krause '06, MS '07, PhD '10** the acting assistant inspector general in the Office of Management & Administration. She is responsible for providing comprehensive services including operational planning, reporting, and follow-up; internal control oversight; training coordination; budgetary formulation and execution; space planning and facilities management; human resources management; information technology and data analysis; and the oversight and operations of VA OIG's nationwide toll-free hotline. Krause has also served as deputy assistant inspector general, Office of Healthcare Inspections (OHI) since April 2017.

KEEP IN TOUCH!

Email alumni@son.wisc.edu with any updates to share with fellow alumni. Don't forget your photo!



2010s

Michael Poeschel '11 has been working at University of Wisconsin Hospitals and Clinics since he graduated. He spent five years in the inpatient operating room before transitioning last May to the Trauma and Life Support Center in order to gain critical care experience before applying to the Mayo Clinic's School of Health Sciences in Rochester, Minnesota. He plans to become a nurse anesthetist.

After working as a registered nurse for four years, **Katelyn Desorcy '13** has returned to school to pursue a PhD in nursing science at the University of Florida. Her area of research is the neonatal microbiome.



The European Forum for Rehabilitation Research recognized **Tolu Oyesanya '11, MS '12, PhD '16** with a prize for the best oral presentation at its Fourteenth Annual Congress in Glasgow, Scotland, last spring. Oyesanya's presentation of her dissertation research received the highest score among all presenters at the conference.



Natasha Crooks '13, PhD '17 received the 2018 Midwest Nursing Research Society Outstanding Dissertation Award. Crooks will present her research at the summer MNRS conference. She is currently completing a post-doctoral fellowship at Emory University.

Mentors Make a Difference for DNPs

Mary Francois DNP '16 is no stranger to hard work and accomplishment. The program director of the Heart, Vascular and Thoracic Service Line at UW Health had risen through the ranks from RN to a top leadership position in a large healthcare system. Yet despite her drive, intellect, and talent, she struggled to finish her scholarly project during the last semester of her DNP program.

The scholarly project is a DNP degree requirement that involves identifying a problem in practice, developing a solution based on scientific evidence, and then implementing that solution for sustainable, system-level change and improvement. It is a significant undertaking for all DNP students, and Francois, who was dealing with her mother's cancer diagnosis and treatment at the same time, could not move her project forward on her own. Frustrated, she contemplated quitting the program.

That is when DNP Program Director **Dr. Pam McGranahan** and former instructor Andrea Williams connected Francois with **Linda Procci '72**. Procci, a recently retired healthcare executive and member of the School of Nursing Board of Visitors, was looking for a new endeavor. She had benefitted from several mentor relationships over the course of her career, including valuable ones with Signe Skott Cooper, Joy Calkin, and Pat Lasky, who were on the faculty when she was a student. Procci was more than happy to help Francois.

The two met via phone and then worked together via Skype for the remainder of the semester. It was intense and time-consuming work, and it worked.

"Working with Linda kept me focused and guided me toward finishing," Francois says. "I would not have finished my degree without Linda. There's no way."

Procci continued to mentor Francois as she transitioned into a new role at UW Health and now, still, when she encounters a new or unfamiliar situation. Procci turned to Cooper and Lasky throughout her career, and she is happy to serve as the same kind of sounding board for Francois. "If you're going to be successful, you've got to know what you don't know and where to get the help you need to get your job done," Procci says.

Clinical Professor **Dr. Barb Pinekenstein** studies the way mentor relationships form and how they influence careers. She says these relationships help nurse leaders progress in their careers, build resilience, and avoid burnout. To help DNP students and graduates identify and connect with potential mentors, Pinekenstein has helped coordinate a speed-networking event at the school for the past two years. Available mentors would meet with potential mentees over the course of an evening, and those pairs that forge a connection are encouraged to formalize and continue their relationship on their own.

Interested in becoming a mentor or mentee? Contact Marlee Promisel, alumni relations officer, and she will add you to our list of candidates. mpromisel@wisc.edu or (608) 262-1179

Now Pinekenstein is taking the program online. The goal is to develop a cadre of available mentors that potential mentees can review and contact to establish a formal relationship. Procci and Francois were among the first nurse leaders to volunteer.

"E-mentoring is just as effective as face-to-face mentoring," Pinekenstein says. "Either way, it is a very rewarding relationship for both."

DNP student Ashley Macy attends a 2017 mentor networking event in Signe Skott Cooper Hall



In Memoriam

We offer our deepest sympathies to the families and friends of those who have passed away.

Marcia K. Andrew '77
(June 11, 2017)

Judy A. Bienfang '71
(July 23, 2017)

Carol L. Blystad '62
(August 6, 2017)

Denise L. Cooper '89
(August 16, 2017)

Patricia T. Davis '51
(November 22, 2017)

Jan G. Eisner '93
(September 7, 2017)

Elizabeth D. Gilchrist '60
(September 26, 2017)

Carolyn H. Gingrich '82
(October 24, 2017)

Carolyn F. Groves '63
(June 30, 2017)

Christine Hutchinson '72
(August 26, 2017)

Kim A. Koster '88
(October 27, 2017)

Mary J. Mollison MS '79
(June 30, 2017)

Heidi A. Morris '90
(August 11, 2017)

Mary J. (Chutte) Moss '62
(June 6, 2017)

Kathleen M. Penfold MS '70
(August 7, 2017)

Mary C. Pozorski '61
(June 17, 2017)

Helen A. Rehfeld '58
(November 23, 2017)

Norma Schuele '64
(July 29, 2017)

Cathy A. Szudy '84
(July 25, 2017)

Edith L. Volterra '42
(June 3, 2017)

Become a Preceptor!

Preceptors are nurse educators. They play an invaluable and instrumental role in mentoring nursing students and developing future nurse leaders. Preceptors hone important teaching skills and experience personal growth and clinical ladder advancement. They also earn ANCC clinical hours for their service.

Interested in preparing your new colleagues for the challenges and rewards of nursing practice? Consider becoming a preceptor for our undergraduate and graduate nursing programs. The School of Nursing is always interested in establishing relationships with preceptors in new and existing clinical sites.

Email clinicals@nursing.wisc.edu for requirements, benefits, and application information.



Nurses' Alumni Organization Recognizes Outstanding Alumni

The Nurses Alumni Organization (NAO) recognized two alumni at its annual Homecoming brunch.

Dr. Michelle Byrne, '79, MS '86 received the 2017 Distinguished Achievement Award, and **Elisha Smith '14** received the 2017 Outstanding Badger Nursing Award.

Distinguished Achievement

Byrne is a nursing professor at the University of West Georgia in Carrollton, where she has taught nursing education instructional methods, assessment and evaluation, quality and safety, and curriculum development as well as academic educator practicums in both the master's and doctoral programs.

Among her other significant accomplishments is "The Byrne Guide for Cultural Inclusion," which resulted from Byrne's dissertation. The guide is a resource to help educators identify explicit and implicit bias and grow more aware of racial stereotypes in teaching materials.

"I finished my PhD in 2000, and I still think

my dissertation is relevant," Byrne says, noting that as society and student populations change, nursing education needs to change with them. "We're always *becoming* culturally competent . . . We can identify bias, but what do we do about it? 'The Byrne Guide' came out of that question. What can you do to make sure every student in your class is included? We should still be asking that question."

Byrne received her PhD in nursing education from Georgia State University. She is a certified nurse educator and certified perioperative nurse with more than 30 years of experience in the nursing field.

"This award really brings my career full circle. This is where I came from, and getting this award from UW–Madison is just the ultimate accomplishment," Byrne says. "I am thankful that I got both my bachelor's and master's degrees at UW–Madison. They weren't just degrees. They really did fuel progress in my career."

Outstanding Badger Nurse

A Chicago native, Smith expected to become a doctor until he started volunteering at Rush University in Chicago. "That opened up my eyes," he says. "When I matriculated into UW–Madison, I had already decided nursing was going to be my major."

After graduation, Smith joined the orthopedic unit at Gundersen Health System in La Crosse. Two years

later he moved into critical care. In both units, Smith impressed his colleagues with his warmth, humility, and gracious manner with patients. But what really made him stand out, says Jeremiah Galván, a Gundersen critical care nurse manager who hired Smith into his unit, is Smith's relentless curiosity and insatiable appetite for growth. "This is who he is," Galván says, "a person of persevering passion and purpose."

Smith acknowledges the enthusiasm and attributes it, at least in part, to what he considers incredibly rewarding work. "I know it sounds clichéd," he says, "but it just feeds my soul. Obviously, my overall goal in life was to enrich the lives of other people. Nursing allows me to do that on a physical level, and an emotional and spiritual level as well."

About the NAO

Established in 1927, NAO includes graduates from degree and certificate programs. It works closely with the UW–Madison School of Nursing to promote fellowship and recognition among school alumni, advance school programs, further high standards for nursing education and practice, and support students in various ways, including scholarships and awards.



Nurses' Alumni Organization
UNIVERSITY OF WISCONSIN-MADISON

Michelle Byrne
and Elisha Smith



News of Note

from School of Nursing Students, Faculty, and Staff

The School of Nursing participated in the Forward Festival, an eight-day series of technology and entrepreneurship events in August in Madison. **Dr. Linda D. Scott**, dean, moderated two panels. Clinical Professor **Dr. Barb Pinekenstein** participated on a panel for a system-level discussion on data, technology, and patient engagement as keys to healthcare transformation. In another panel, Assistant Professors **Dr. Traci Snedden** and **Dr. Barb King** discussed nurses' unique and valuable contributions to patient-centered care.



Barb Pinekenstein

Dean Linda D. Scott and **Dr. Julie Zerwic** won the 2017 *Nursing Outlook* excellence in education writing award for the article "Holistic Review in Admissions: A Strategy to Diversify the Nursing Workforce."

Dr. Katharyn May, professor and dean emerita, retired on December 29. During May's 15-year tenure, the school launched a doctor of nursing practice (DNP) program and nearly doubled undergraduate admissions. May also spearheaded the effort to build the school's current home, Signe Skott Cooper Hall, which opened in August 2014.



Signe Skott Cooper and Katharyn May

Associate Dean for Academic Affairs **Dr. Danny "Dan" Willis** published several articles in 2017. These include "Couples' Experiences with Continuous Positive Airway Pressure Treatment: A Dyadic Perspective" for *Sleep Health*; "A Very Steep Climb: Therapists' Perspectives on Barriers to Disclosure of Child Sexual Abuse Experiences for Men" in the *Journal of Child Sexual Abuse*; and "Developing Abilities to Navigate Through the Grey Zones in Complex Environments: Nurses' Reasons for Applying to a

Clinical Ethics Residency for Nurses" in the *Journal of Nursing Scholarship*. He also served on a research panel at the American Psychiatric Nurses Association 31st Annual Conference in October in Phoenix, Arizona, and he presented his work "Facilitating Healing from Complex Child Abuse Trauma: A Multidimensional Perspective" at the 2017 New York Office of Mental Health Chief Nursing Officer Conference in November in Albany.



Danny Willis

Assistant Professor **Dr. Linsey Steege**, Clinical Professor **Dr. Barb Pinekenstein** and PhD students **Jessica Rainbow** and **Elise Arsenault Knudsen** authored a two-part series, "Addressing Occupational Fatigue in Nurses: Current State of Fatigue Risk Management in Hospitals," which was published in the *Journal of Nursing Administration* in September and October of last year.

Dr. Susan Zahner, associate dean for faculty affairs, delivered the keynote speech at the Illinois Public Health Nurse/PHN Academic-Practice Partnership Workgroup conference in Peoria, Illinois, in October.



Susan Zahner

The *Journal of Nursing Scholarship* published the article "How Could Nurse Researchers Apply Theory to Generate Knowledge More Efficiently? (With CNE)," an article by **Dr. Diane Lauver**, professor, and alumni **Uba Backonja '10, MS '11, PhD '14** and **Maichou Lor '11, MS '13, PhD '17**, in the September 2017 issue. Dr. Lauver also teamed with PhD student **Lacey Alexander** and PhD graduate **Piyaorn Wajanatinapart PhD '15** to co-author the article "Psychometric Properties of Belief Measures about Osteoporosis and Its Control," which appeared in *Applied Nursing Research*. Dr. Lauver also joined Heather M. Johnson, Jamie N. LaMantia, Nancy Pandhi, Christie M. Bartels, and Maureen A. Smith from the UW School of Medicine and Public Health along with Ryan C. Warner from the Marquette University Department of Counselor Education and Counseling Psychology to publish "MyHEART: A Non Randomized Feasibility Study of a Young Adult Hypertension Intervention" in the *Journal of Hypertension and Management*. She also joined another multidisciplinary team with Johnson, LaMantia, Warner, and SMPH's Colleen M. Brown, Laura M. Zeller, and Keven Stonewall to publish "My

Hypertension Education and Reaching Target (MyHEART): Development and Dissemination of a Patient-Centered Website for Young Adults with Hypertension" in *JMIR Cardio*.

Clinical Assistant Professor **Dr. Laurie Newton** received the APN Nurse Practitioner Excellence Award for Children's Hospital of Wisconsin. She also served on a panel at the hospital's annual APN retreat, where she discussed the role of nurse practitioners in providing quality patient care, effective practice models, and suggestions for implementing best practices. An invited speaker at the Society for Otorhinolaryngology Head-Neck Nurses Fall Congress in Chicago, Newton presented "Antibiotics and Beyond: Treatment of the Most Common Pediatric Illnesses" and "Genetics 101." The Children's Specialty Group also selected Newton as co-chair of its professional development committee. Newton is the first advanced practice nurse to serve in the role.

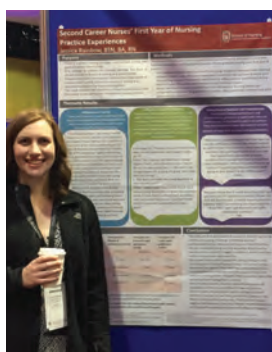


Laurie Newton

Senior nursing student **Brianna Young** and 2015 Littlefield Leadership Lecturer **Barbara Nichols** received 2017 UW–Madison Outstanding Women of Color Awards. These awards recognize women of color among university faculty, staff, and students as well as the greater Madison community for their contributions to social justice, community service, or scholarly work. Award recipients are honored in February at a reception hosted by the Office of the Vice Provost & Chief Diversity Officer.

Visiting scholar **Hanne Nissen Bjørnsen's** article "Positive Mental Health Literacy: Development and Validation of a Measure Among Norwegian Adolescents" was published in the September issue of *BMC Public Health*.

Assistant Professors **Dr. Andrea Gilmore-Bykovskyi**, **Dr. Tonya Roberts**, **Dr. Traci Snedden**, and **Dr. Linsey Steege** each began a two-semester fellowship with the Madison Teaching and Learning Excellence (MTLE) early-career faculty development program, which connects faculty members with teaching experts to more quickly develop skills that enhance student learning.



Jessica Rainbow

PhD student **Jessica Rainbow** presented her poster "Second Career Nurses' First Year of Nursing Practice Experiences" at the Sigma Theta Tau International's 28th International Nursing Research Congress in Dublin, Ireland.

Clinical Professor **Dr. Karen Solheim** attended the American Association of Colleges of Nursing Baccalaureate Education Conference in Atlanta in November. Solheim presented a poster, on behalf of Assistant Dean for Academic Affairs **Karen Mittelstadt** and herself, titled "A New Conceptual Model for Baccalaureate Nursing Education Means New Faculty Roles."



Karen Solheim

Associate Clinical Professor **Dr. Gina Bryan** joined the advisory board of the Adel B. Korkor M.D. Foundation, which raises money through fitness runs and supports organizations that promote mental health.

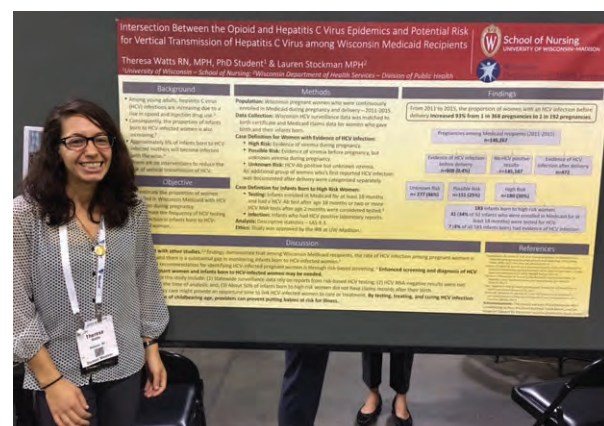


Gina Bryan

PhD student **Haocen Wang** attended the 2017 World Congress of Gerontology and Geriatrics, an annual scientific conference hosted by the Gerontological Society of America, in San Francisco to present a poster titled "Physical Activity Among Urban Dwelling Chinese Older Adults: A Grounded Theory Study."

PhD student **Lacey Alexander** received a 2017 UW–Madison Teaching Assistant Award. Alexander will be recognized at a reception in late February and will receive \$500 recognizing her outstanding contributions to the university's educational mission.

PhD student **Theresa Watts** presented her poster "Intersection Between the Opioid and Hepatitis C Virus Epidemics and Potential Risk for Vertical Transmission of Hepatitis C Virus among Wisconsin Medicaid Recipients" at the American Public Health Association Meeting in Washington, D.C., in November.



Theresa Watts

The Wisconsin Network for Research Support (WINRS) team of **Dr. Betty Kaiser**, **Gay Thomas**, and **Kaitlin Svabek** published the article “The Power of the Personal: Breaking Down Stereotypes and Building Human Connections” in the latest issue of *Narrative Inquiry in Bioethics*. The article explores how WINRS intentionally uses personal stories, values, and experiences in its work with community advisor groups to build connections and advance effective, meaningful research.

Betty Kaiser and **Gay Thomas** also received a 2017 Dissemination Supplement award from the UW ICTR-Community-Academic Pilot Grant Program to develop the PATS (Patient Advisory Training Strategies) Toolkit, a modular collection of customizable training resources for researchers to help them prepare patient stakeholders to give effective feedback on research processes, materials, and activities.

Thomas and Kaiser also presented tips and tools during a workshop at the Meharry-Vanderbilt Advancing the Science of Community Engaged Research conference in Washington, D.C., last fall. Kaiser and Thomas

drew on their consulting experience from nine projects funded by the Patient Centered Outcomes Research Institute to highlight common stumbling blocks in stakeholder engagement and offer effective strategies to overcome them.



Betty Kaiser and Gay Thomas

FROM THE ARCHIVES

DOES THIS LOOK FAMILIAR?

Probably not. Nursing practice and education have changed quite a bit since the days when this photo was taken. But do us a favor and take a second look. The School of Nursing maintains a collection of archival photos that document nurses and nursing students throughout the decades. What we do not have, in many instances, is the context and detail about the content of the photos. The best we can tell is that this image from our archives appears to show nurses practicing casting as it was done in the 1950s.

**If you know more
about the photo,
please share by emailing
forwardnursing@son.wisc.edu**





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Upcoming Events

A Shot to Get Connected

Wednesday, March 7

Explore nursing career opportunities at the third-annual Student Nurses Association speed-networking event for nursing, alumni, and faculty from 5–7 pm in Signe Skott Cooper Hall.

UW–Madison Science Expeditions

Friday, April 6–Sunday, April 8

Bring your family to Signe Skott Cooper Hall and discover the world of nursing science on Sunday, April 8, during the campus-wide community event.

Nursing Research Poster Fair

Monday, April 23–Tuesday, April 24

Visit the UW–Madison Health Sciences Learning Center to learn about research studies, evidence-based practice, and quality-improvement projects by nurses and nursing students.

Commencement Weekend

Friday, May 11–Saturday, May 12

Celebrate another outstanding group of graduates.

DNP student Blaire Adkins practices suturing skills in the Signe Skott Cooper Hall Center for Technology-Enhanced Education (CTEN). Clinical Assistant Professor Dr. Wendy Halm organized and offered the skills training session to provide hands-on practice in common clinical procedures, including suturing, incision, and drainage.

