

SPRING 2020

FORWARDNURSING

UNIVERSITY OF WISCONSIN-MADISON SCHOOL OF NURSING



OTHER SIDE OF THE DOOR

How nurses help build healthy
communities in rural places

CAREERS BEYOND BIG CITIES • WHEN COMMUNITIES GO GRAY • SIGNE SKOTT COOPER'S BACKSTORY



ForwardNursing

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ABSN students participated in a health fair in Cooper Hall in October, sharing information about breast cancer, mental health, and other conditions.

Cover: Visitors write their boat names and year of visit at Anderson's Dock in Ephraim.

Cover, inside and back cover photography:
Alexander André/School of Nursing



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

Rural Health in Focus

Since my arrival here as dean, I have appreciated how the revered Wisconsin Idea applies directly to our work in the School of Nursing. As nurse leaders and innovators, we are committed to finding a way — often, finding *new* ways — to improve the health of all people in Wisconsin and beyond. Educating our students for the future of care means preparing them to address health challenges where unique barriers exist, including in rural communities.

This issue of *ForwardNursing* focuses on rural health care and highlights how the School of Nursing has responded to the complex health needs that characterize many parts of Wisconsin. In these pages, we share how our Center for Aging Research and Education applies its gerontological expertise to partnerships, education, and outreach across the state. You will also learn about how we are working to increase the number of Native Americans in the nursing workforce through a program called Success Through Recruitment/Retention, Engagement, and Mentorship (STREAM). We also put the spotlight on efforts to reduce the shortage of rural health care providers through the Monroe Clinic partnership with our Doctor of Nursing Practice program, which prepares students for advanced practice. And I believe you will be equally impressed and inspired by our cover story about the invaluable exposure to rural nursing practice our students experience during a winter clinical immersion in Door County. Because of these opportunities, and others like them, our students enter or continue their nursing career with the mindset needed to make the greatest possible impact.

Badger nurses lead in the profession and in society. With alumni practicing in all of Wisconsin's 72 counties, they improve the health of our state with the policies they shape, the research questions they answer, and the partnerships they form. True to the Wisconsin Idea and the ideals of nursing, our role and presence across the state enable us to collaborate with organizations, clinics, and entire communities to address health challenges.

I am deeply motivated by the opportunity we have at the School of Nursing to educate nurses who are uniquely equipped to change lives by forging paths to better health and the delivery of care.

Sincerely,

Linda D. Scott

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History Lessons

Native Americans face some of the highest rates of health disparities and poverty in the country, inequities that indigenous health care expert **Dr. John Lowe** explored when he visited the School of Nursing to deliver the 20th annual Littlefield Leadership Lecture.



“To understand who we are as a people today, our history and our past must be understood,” said Lowe, a registered nurse and the first Native American man to be named a fellow of the American Academy of Nursing. Lowe used his speech to share real-life examples and stories to paint a picture of how colonization created historical trauma that led to the inequities that American Indians and Alaska Natives experience today. Nurses have an opportunity to address health needs in Native populations, and providing culturally appropriate care requires understanding this context, Lowe said.

As one of only 23 Native Americans with a doctorate in nursing, Lowe has represented Native American and indigenous health care professionals in national and international forums. A Cherokee tribal member, Lowe serves as the McKenzie Professor in Health Disparities Research and executive director of the Center for Indigenous Nursing Research for Health Equity at Florida State University.

Lowe appeared last fall for the event named after Dean Emerita Vivian Littlefield, which highlights nurse leadership in health and health care topics. He also highlighted his work in community-based participatory research, early intervention programs for youth, and in co-authoring the first conceptual framework for nursing in Native American culture.

Top Honor for Opioid Expert

Dr. Gina Bryan '99, MS'02, DNP'12, a leading state and national policy expert on opioids and addiction, is a new fellow of the American Academy of Nursing. She was among 231 new fellows inducted at the academy's annual policy conference in October, an honor reserved for nurses who demonstrate sustained and significant impact on health and well-being as well as the profession.

Bryan is a psychiatric advanced practice nurse and directs the School of Nursing's postgraduate psychiatric nurse certificate program as well as the psychiatric mental health track of the Doctor of Nursing Practice degree program. She teaches in graduate and undergraduate programs at the School of Nursing and the School of Pharmacy.

Throughout her career, Bryan has worked to expand access to mental health care, particularly by arguing for the removal

of legal barriers that limit advanced practice nurses from making use of the full extent of their education and licensure. These legal restrictions prevent advanced practice nurses from playing a bigger role in meeting mental health needs in Wisconsin.

Bryan, featured in the summer 2019 issue of *ForwardNursing*, has also secured grants to fund programs to expand opioid recovery services in underserved areas, train students on addiction detection strategies, and support faculty recruitment and financial aid for graduate students pursuing careers in psychiatric nursing.

She is also a national expert on medical and nursing ethics and serves on the National Academies of Sciences, Engineering, and Medicine's committee reviewing the federal Comprehensive Addiction and Recovery Act.



Gina Bryan

Collaboration is Key for New UW CIPE Director

UW–Madison founded the UW Center for Interprofessional Practice and Education in 2016 to develop and coordinate a program to enhance collaborative practices across the health professions.

As the new director of the independent center, **Dr. Hossein Khalili** is motivated by the opportunity to improve health outcomes through collaboration across health professions by providing UW health sciences students with team-based learning and practice. Health care professionals from different disciplines interact and learn as a team rather than as independent groups.

"Foundational exposure to students from other professions can foster greater collaboration later when those students graduate, earn licensure, and enter practice," Khalili says.

Since arriving in April, Khalili has spent the beginning of his tenure laying out plans and strategic directions for the UW CIPE. In line with its five-year strategic plan, the center is currently working collaboratively with its stakeholders and partners to develop the infrastructure, programs, and partnerships needed to champion, integrate, and advance interprofessional practice and education.

Educated as a nurse, Khalili was previously a professor and program coordinator at Fanshawe College School of Nursing and adjunct professor for Western University in London, Ontario. He has published broadly on interprofessional practice and education and is the co-founder and lead of the Global Network for Interprofessional Education and Collaborative Practice Research.



Hossein Khalili

The center is supported by the Office of the Provost as well as the Schools of Medicine and Public Health, Nursing, Pharmacy, and Veterinary Medicine, with its office located in Signe Skott Cooper Hall.

Team Building

Four assistant professors joined the School of Nursing in the 2019–2020 academic year, joining a research enterprise that includes 23 tenured or tenure-track faculty members. The School is on course to have 30 faculty members by 2024.

Madelyne Greene, RN **University of Pennsylvania, PhD**

Influenced by her experience as a registered nurse in obstetrics and gynecology, Dr. Greene's research examines disparities in sexual and reproductive health, and the particular role that health care systems and providers play in addressing or perpetuating these disparities. Her research aims to improve access to crucial reproductive health care for marginalized groups, and mitigate adverse outcomes of inequities and disparities in health care delivery.



Kitty Montgomery, RN, PCNS-BC, CPHON **University of Wisconsin–Milwaukee, PhD**

An experienced pediatric nurse and clinical nurse specialist, Dr. Montgomery's research is focused on addressing gaps in symptom management that lead to a reduction in health-related quality of life for children with advanced cancer and/or during end of life. She has completed a multisite study to document symptoms experienced by pediatric patients with advanced cancer, and the first of four planned manuscripts was accepted by the *International Journal of Cancer Nursing*.



Maichou Lor, RN **University of Wisconsin–Madison, PhD**

Dr. Lor '11, MS'12, PhD'17 joined the faculty after completing a postdoctoral fellowship at Columbia University. Her research is focused on using applied informatics to improve data collection for research and patient-provider communication in health care delivery settings among vulnerable populations.



Megan Zuelsdorff **University of Wisconsin–Madison, PhD**

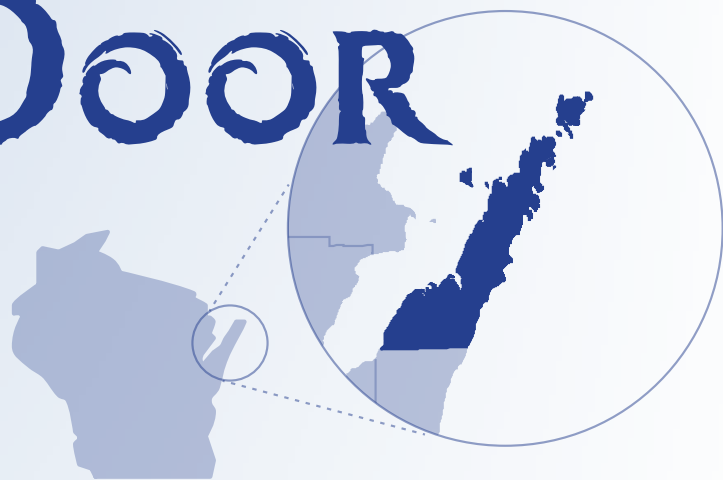
Dr. Zuelsdorff is a social epidemiologist and health disparities researcher, exploring social-biological pathways that underlie cognitive and functional health disparities in later life. Her research focuses on clarifying stress-related physiological mechanisms that link life course social disadvantages to brain aging and cognitive and functional decline in later life.



OTHER SIDE OF THE DOOR

A winter immersion program shows students how nurses help build healthy communities in rural places

by Jenny Price



In January, Door County, Wisconsin, is the polar opposite of its summer self. Picturesque lakefront towns are quiet without the crush of tourists and temporary residents, and harsh winter weather can sometimes dictate how quickly residents get medical help.

This cold hard fact hit Ashley Schoen '19 last winter as she and Drew Farrahar '19, classmates in the first class of the School of Nursing's Accelerated Bachelor of Nursing (ABSN) program, prepared to board a ferry last winter to Washington Island for the inaugural offering of a Door County-focused rural health immersion course. An ambulance traveling from the scene of an accident on the island disembarked with lights flashing and sirens wailing.

"I couldn't imagine what it would be like to have the ferry as your main source of transportation, especially during a situation like that or even getting to and from a check-up appointment," says Schoen, one of eight students who participated last year.

A new group of eight — who signed up for the experience just as last year's group did — took part in January. All of them arrived in Door County having completed three other clinical experiences in or around the Madison area, but the school is committed to every student participating in a clinical focused on population health, says Dr. Wendy Crary '00, who was coordinator of the school's accelerated bachelor's program until last year and wrote the existing rural health course that was adapted for Door County. She now serves as coordinator for the School's graduate nurse educator program. "Not all experiences are identical, but the school is committed to helping them understand what it's like to provide care where you don't have resources or a team of people down the hallway," Crary says.

In Door County, nurses are often the ones who help residents connect to services needed to live healthy lives. There is only one pharmacy north of Sturgeon Bay, and a ride to the hospital can take upwards of ninety minutes, depending on where someone lives. The idea to send students to Door County bloomed in conversations Peggy Zimdars '73, a member of the School of Nursing Board of Visitors, had with UW nursing faculty and nurses who live and work in the area. Zimdars felt passionately that Door County had something to teach the students and could offer a window into what a nursing career looks like in a place where residents and providers work together to weather tough conditions.

“Door County has this veneer during the season of being very affluent,” says Zimdars, who lives in Ephraim. “And yet, in the off-season there are many people who earn their income in six months. There’s a high concentration of people over the age of 65, so that creates some unique needs.”

COMMUNITY CONVERSATIONS

Midway through their Door County experience last winter, the first group of students had lunch with senior citizens at the Aging and Disability Resource Center in Sturgeon Bay. They discussed their lives and challenges, including how their strong ties to their communities outweigh concerns about being too far from a hospital in an emergency.

“The providers did an amazing job of connecting them with resources. It was remarkable to me — the resilience of these people,” says Samantha Swancoat '19, an oncology nurse at University Hospital who was part of the first group to go to Door County last year. “They understood their challenges, but dealt with them, because they wanted to live there.”

Swancoat, who grew up in bustling Orange County, California, says that before this experience, she would not have considered working in a rural setting at some point in her career. “It opened my eyes to maybe make that a possibility,” she says. “I think before I would have probably turned my head the other way.”

Students followed up the meal with a mini-health fair that offered information on diabetes, as well as blood pressure screenings and hand massages with essential oils. This year’s group also put on a health fair and conducted screenings to determine fall risk.

They also visited a children’s center that includes a significant number of children with disabilities and requires staff members to have a four-year degree in education or be actively enrolled in such a program.

“We were able to do a pretty comprehensive exposure to wellness through the life span, not just focused on aging,” says Dr. Donna Scattergood, a nurse and educator involved in the Northern Door Health and Wellness Ministry, who served as facilitator for both groups when they visited the child-care center. “Because they were in more than one facility, more than one clinical, I think they got the chance to see how a community is really woven together.”

Students spent time at the surgery, recovery, and wound clinic at the Door County Medical Center and at a luncheon met School of Nursing alumni who live in Door County. A community panel discussion, including local nurses and public health officials, covered topics including affordable housing concerns, healthy aging, air and water quality initiatives, public policy impacts on health and wellness, and nontraditional roles for nurses.

The view from Eagle Panorama in Peninsula State Park, with Horseshoe Island and Welker's Point at left, shows the quiet beauty of Door County during the winter months.



Samuel Nash '19, who participated in the immersion program in January 2019, greets a client at Sunshine House, a nonprofit that provides day programs and employment opportunities for disabled adults. Accelerated Bachelor of Nursing (ABSN) students work in settings around Door County.

“We lean on each other a little more heavily in the winter months.”

When the weather cooperates, there are two ferry boats a day during the winter: One arrives on the island at 10:30 a.m. and departs at 1 p.m. When community health service providers come to the island “they have a narrow window,” she says. Andersen lived briefly on the island with her parents in the 1970s and returned in 2011 to be closer to her mother after her father died. She came from a larger clinic in the San Francisco Bay area.

“I’m not going to lie, I had a moment where I was like, ‘What did I do?’ and now I walk, talk, breathe it,” she says. “We are all in it to help everybody and work together. We never had that collaboration in the city, ever.”

The students also visited Sunshine House, a nonprofit that provides day programs and employment opportunities to disabled adults, and spent the day with home health nurses in locations around the county. During those home visits, students saw how integral nurses were to people successfully living in their homes, even at advanced ages. Schoen called the experience “eye-opening.”

“[The home health nurse] had a full schedule and even with that, she made time to check in on someone she wasn’t scheduled for that day,” Schoen says. “I heard from another classmate that the home health nurse did someone’s dishes for them while they discussed health care. I did not expect to see this level of care and closeness within a community.”

SLICES OF LIFE

Students witnessed that collaboration during their visit to Washington Island, where they met with Christine Andersen, a registered nurse with the nonprofit Washington Island Community Health Program, whose work focuses on keeping older residents in their homes safely and independently. She brought the students with her on a visit to a homebound resident who was born and raised on the island. They also met with the island’s EMS crew chief to discuss emergency medicine in a rural setting and assisted with a blood pressure screening clinic.

“Up here in January, it’s pretty barren. It’s about as isolated as you’re going to get,” Andersen says.

On Washington Island, the students also had the opportunity to visit with a physician and a nurse practitioner to learn about working in a rural access clinic.

Students spent another day at Scandia Village in Sister Bay, which offers care options for senior citizens ranging from independent living apartments to rehabilitation services to memory and nursing home care.

“It was such an energizing thing,” says Kathy Wagner, a retired registered nurse and educator who volunteered to guide the UW group during its time at Scandia. “Those students were so bright, so sharp, so ready and willing to do and learn and ask questions.”

During each day of the immersion, the students did something they wouldn’t have the opportunity to do in their normal rotation, says Dr. Mary Francois DNP’16, current coordinator of the ABSN program, a path to a nursing degree in one year for students who already hold a bachelor’s degree. They attended a classic Door County fish boil, and this year’s group was also tasked with a lesson focused on cooking on a budget to help them better understand the nutritional options patients have available to them in more rural areas.

They also built strong bonds with one another and found strong mentors in Zimdars, Wagner, and Scattergood — relationships forged during meals and fireside chats at the close of the day’s activities.

On one particular icy morning, Zimdars reminded students how poor road conditions could affect residents' ability to travel. "Maybe their road isn't going to be plowed, and if they don't show up to their clinic appointments, somebody might label them as being noncompliant when really it's just the issue of safety."

Schoen, who now works in the neurology intensive care unit at University Hospital — and keeps her phone screen background set to a picture from Door County's Peninsula State Park — says her experience there showed her how important it is to consider all of the factors that influence a person's health. She also now strives to avoid making assumptions about her patients, such as everyone having access to reliable transportation. "I found myself more empathetic and driven to understand people than to be judgmental," she says.

THE TAKEAWAY

At the end of the course, students must write a final paper that details specifically how the experience in Door County changed them. The responses have been what the organizers had initially hoped for, Crary says.

"I did not expect to see this level of care and closeness within a community," says Ashley Schoen '19 (right), shown here doing a craft project with a Sunshine House client. Below, ABSN students Elise Clussman '19 (right) and Samantha Swancoat '19 play with some tiny students at the Northern Door Children's Center.

"In those one-day experiences they already developed relationships with the patient that just went right to their hearts," she says. "This wasn't just a check the box, 'OK, that's another clinical done, I'm that much closer to graduation.'"

At the end of the first group's experience in January 2019, clinical associate professor Dr. Shawn Skurky, who leads the course, asked the students to physically draw how the sites and services they observed were linked to and supported one another. "I wanted them to see how each piece fit into making a quilt of a healthy community," Skurky says. The exercise also showed them how nurses fit into that picture, often connecting their patients with those resources.

"What I always try to impart in anything I do with my students is that every patient you take care of, they come from somewhere and they go back to somewhere," Skurky says. "Here they can really experience it."



Career Path to Rural Health



UW partners with small-town clinics

by David Tenenbaum

Dr. Claire Johnson DNP'17 weighed challenge and complexity strongly in her career calculations as she worked to earn her degree, but she also wanted to return to the kind of small town where she grew up.

Johnson learned firsthand during a field placement with Monroe Clinic that she could find both in one place.

As a psychiatric mental health nurse practitioner, Johnson works across the lifespan with people who have mental health conditions, including schizophrenia, bipolar disorder, and anxiety. “We see a lot of complexity in a rural area, with trauma history and mental illness, just as you would in a city,” she says.

In the four years that Monroe Clinic has been giving experience to UW–Madison doctorate of nursing practice (DNP) students, Johnson is one of three who have returned there to work as nurse practitioners.

“In a rural community, you get to know colleagues in all the disciplines,” Johnson says. “Everybody works together for the good of our patients.”

As rural regions of Wisconsin cry out for better health care — and more of it — the partnership between the Monroe Clinic-SSM Health and the School of Nursing offers one solution. The reason is simple: DNP students require several field placements, or preceptorships, and a positive placement in a small city can influence their later choice of employment.

“To help meet our goal of educating nurses for the entire state, the School of Nursing is emphasizing relationships like the one with Monroe,” says

Dr. Pam McGranahan MS'04, DNP'12, director of the DNP program and associate clinical professor of nursing. “Some of our students really respond to a well-run clinic that is large enough to offer a fairly intricate level of specialties and technology, but not so large as to become anonymous.”

And if the challenge is great enough, if teamwork on the job and community spirit in town are sufficient, the clinic can count on a steady influx of highly educated doctors of nursing practice, who appreciate the small-city atmosphere.

Dr. Sarah Smith DNP'18, now an adult-geriatric primary care nurse practitioner at the central clinic in Monroe, served two rotations with the branch in Durand, Illinois. “The nurse practitioner I worked with had a lot of independence in her practice. Other providers within the clinic were very supportive if she had a question. It was a really collaborative environment, working together as a team.”

Even before Smith attained her DNP, she appreciated the challenge of rural work in the small clinic where she was placed. “I got to see a lot of different issues, which is what interested me in rural work in general and in Monroe Clinic in particular.”

Monroe Clinic operates 11 clinics in southwestern Wisconsin and nearby Illinois, with more than 85



Sarah Smith and Claire Johnson at the Monroe Clinic.

physicians, over 200,000 annual patient visits, and 40 to 50 advanced practice providers, primarily nurses.

“This relationship with the School of Nursing helps us recruit,” says Monroe Clinic CEO Mike Sanders. “We hear from people that they did not know you could have a practice like this in a small community, with access to technology and specialties but with a small-town feel.”

The DNP at the School of Nursing is available to holders of a bachelor’s or master’s degree in nursing with one year of experience. The coursework can be taken via a combined in-person, online delivery.

“The degree builds on the former master’s-level nurse practitioner program, offering more clinical practice hours and a deeper dive into leadership and the application of research to practice,” McGranahan says. “We all know medical science and technology are expanding and growing more complex. Patient needs and expectations are likewise growing, and the Wisconsin population is aging, especially in rural areas.”

The DNP is, in essence, a response to changing demands.

“The program prepares nurses to use advanced clinical expertise, advocacy, and leadership skills, and understandings of research to assure that the practice is up to date, the system is working the way it should, and clinical outcomes are at their best,” she says.

And experience in rural hospitals and clinics turns out to be more challenging — and satisfying — than students expect. “People may think the scope is small, and that they won’t see much high-acuity stuff, but people get hurt, sick, have a heart attack or stroke, and hit by cars everywhere,” she says. “And then there are farm accidents ...”

As a result, McGranahan says clinic staff — like the students rotating through — “get to see and do things that would be outside the scope in Madison, where you have medical students, residents, and specialists who are ready to take over.”

To Sanders, the collaboration with the UW is a creative solution with deep roots. “Monroe Clinic has had a long tradition of involvement in medical training that goes back to the 1930s,” he says. “It’s part of our culture, and it goes back to our founding physicians.”

Guiding students takes effort, and the clinic is not paid for the service, but the relationship offers a big payoff, says Sanders.

“Our goal is to have a top team here, and one of our fundamental strategies is to create an organizational environment that helps us recruit and retain top talent,” he says. “It’s shortsighted to look at the opportunity to offer a preceptorship and say, ‘It will take more time. We can’t do it. Sorry.’”



Native American Students Connect Through Culture

by Caitlin Clark

Brianna Boston-Kemple and Alexandra DeSautel (back row, center) at the Native American Center for Health Professions May 2019 graduation ceremony.

Each month during the semester, 10 Native American nursing students gather in Cooper Hall to share the highs and lows of the previous month. After filling their plates with food, group members settle into their seats — set up in a traditional talking circle — and take time to connect.

These gatherings are part of the Success Through Recruitment/Retention, Engagement, and Mentorship (STREAM) program, launched three years ago to increase the number of Native American nurses in the workforce. The program's greatest impact is the relationships the students forge with each other, say group facilitators Haley Burkhardt, STREAM coordinator, and Melissa Metoxen, community and academic support coordinator of the Native American Center for Health Professions (NACHP).

From a lack of cultural awareness, to low numbers of Native American peers, to confusion about available resources, to outright racism — Native American students face a number of challenges, both in and out of the classroom. Native Americans are a small population on campus and the nursing school's population — just 17 students, according to the Registrar's office — is even smaller. While STREAM is not meant to address all of the issues Native American students face head-on, it is designed to attract more Native American students to nursing and offer targeted and culturally appropriate support once they are enrolled in the School.

"UW-Madison can be a big, daunting place for students of color, so this community that the students and STREAM staff are building could be the difference between a Native nursing student feeling welcomed and supported or possibly feeling isolated," Burkhardt says.

Fostering community is a key facet of STREAM.

Brianna Boston-Kemple '19 and Alexandra DeSautel '19 both appreciated having a group of people who were going through similar struggles whom they could lean on for support. DeSautel says she often felt pressure from her non-Native peers to be the "spokesperson" on Native American-related topics in class, and the monthly talking circles provided a safe space to talk about shared experiences.

"Being able to speak up when things aren't going well and feel like people care about what you're saying is really powerful," says Boston-Kemple, who joined STREAM during her first year in nursing school. Boston-Kemple and DeSautel were the program's first two graduates last May.

STREAM also provides a foundation for Native students to engage in the self-reflection and discovery that is often a part of the undergraduate experience but that can be particularly challenging for Native students when they feel isolated from their communities and peers. The group often attends cultural events and takes field trips together. Ireland Guenther, a junior who joined STREAM her freshman year as a pre-nursing student, says one of her favorite experiences was going wild ricing for the first time on an annual trip through NACHP. Harvesting the same foods as her ancestors made her feel more connected to her culture, says Guenther, who dreams of one day working as a family practice nurse practitioner in a tribal clinic.

"I don't think I would have made it to where I am now without the support and guidance STREAM has given me," she says.

Disclaimer: Success Through Recruitment/Retention, Engagement, and Mentorship (STREAM) for Native American Nursing Students is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$400,000 per year with 6% financed with non-governmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government.

New Strategies for Aging Communities

by Diane Farsetta

Rural communities are aging more rapidly than other parts of the country. Vickie Stangel has witnessed her city's changing needs firsthand as director of the Dodgeville Public Library.

"We have patrons who have been using our library probably 70 or 80 years," Stangel says. "We're seeing them going from regular print to large print and audiobooks. We take books out to the senior living facilities. Families come in with questions about dementia care and senior resources."

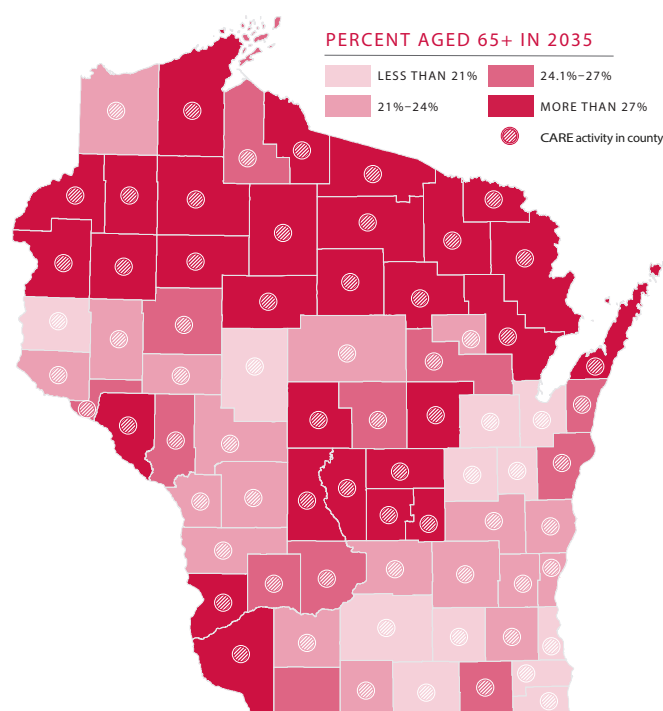
That's what prompted Stangel to join the Iowa County coalition of the Healthy Aging in Rural Towns (HeART) project. For two years, HeART has brought together coalitions from Iowa and Langlade counties and the city of Waupun with the School of Nursing's Center for Aging Research and Education (CARE) to support rural aging-in-place.

In 2018, HeART focused on gaining an in-depth understanding of challenges and resources for older residents. Each community coalition surveyed adults and family caregivers, and interviewed local health care providers, first responders, church leaders, librarians, and others.

"In addition to coming up with what I think are some really good strategies to work with our older and aging population, we're learning how to work together as a group," says Ruth Schriefer, a member of the Iowa County HeART Coalition and a family living educator with the UW–Madison Division of Extension.

The assessments showed that close-knit rural communities, local media, libraries, and Aging and Disability Resource Centers are important in all three areas the coalitions serve. Common challenges include a shortage of paid caregivers, little coordination between existing services, resources being limited to town centers, and a lack of transportation options.

In response to the results, Building a Healthier Langlade County broadened its scope by expanding the definition of a caregiver, says Stephanie Thiede, a registered nurse who works for the Langlade County Health Department.



"With our methamphetamine issue here, we're finding that quite a few grandparents are taking care of their grandchildren," Thiede says.

Each HeART coalition worked with CARE and the Wisconsin Office of Rural Health to develop an action plan based on its assessment data. The coalitions' goals include increasing awareness of local resources, developing programs for unmet needs, making social and community activities more accessible, and supporting family caregivers of older adults.

HeART has also introduced CARE to rural leaders passionate about making their communities more age friendly. As CARE and the Respite Care Association of Wisconsin began offering workshops for family caregivers and respite care workers, HeART contacts in Iowa and Langlade counties volunteered to host.

The HeART project "is allowing us to strengthen what we're already providing and also add to it," says Thiede. "We'll be able to act on what the community has told us. We do a lot of surveys like the community health needs assessment, but the outcomes aren't always obvious. I think the community will appreciate that we're delivering something visible. That goes a long way."



The Pioneer

How Signe Skott Cooper became a nursing legend

by Kären Knutson

Cooper (above) served in military hospitals in India during World War II, an experience that shaped the rest of her life. She later developed one of the first distance-delivered courses at the UW (opposite page), broadcasting lectures from Radio Hall on the Madison campus to more than 600 nurses across the state.

Scrub typhus — also known as tsutsugamushi fever — was the subject.

“We can skip this one,” said the instructor in Signe Skott Cooper’s class on communicable diseases. “You’ll never see it.”

Little did she know. The disease usually occurred halfway around the world, in Asia. Just a couple years later, Cooper Cert ’43, ’48, a Wisconsin farm girl, would be stationed in India as one of thousands of nurses who volunteered for the Army Nurse Corps.

“It was the patriotic thing to do,” Cooper recalled during a 2006 interview. “But I think all of us had a little bit of a sense of adventure.”

Cooper devoted more than 60 years to nursing education at UW–Madison and within the UW System. She died July 16, 2013, having pledged her own estate and that of her sister to the UW Foundation to support the construction of a new state-of-the-art facility for School of Nursing students.

Growing up liberated

Signe Skott was born Jan. 29, 1921, in Clinton County, Iowa, to Hans and Clara Skott.

She was the second of four children — three daughters and a son. In 1937, they moved to Wisconsin, eventually settling in Middleton.

Hans was a college-educated farmer, something rare at the time. The children would try to impress him with a good report card, Cooper wrote in her memoir. “Yes, but you don’t know the capital of Madagascar,” their father would say. “Antananarivo,” they’d report back. But he’d just ask more questions.

Like most, the family struggled during the Great Depression. Her father fell ill with appendicitis. Back then, surgery was highly risky. Even getting a proper diagnosis was a challenge.

There was no such thing as health insurance. The surgeon wouldn’t operate until he was certain he’d be paid. Finally, her mother persuaded an uncle to provide a hog as payment. Precious time had been lost. Her father’s appendix had ruptured and peritonitis had set in. He eventually recovered, but the near-death experience left its mark.

“I have never forgotten the doctor who wouldn’t operate until he knew that he would be compensated,” Cooper said.

Becoming a Badger

Cooper enrolled at the UW, driving to class in her Ford Model A and parking all day in front of Lathrop Hall on University Avenue.

World War II changed everything. Nurses were in demand. Student nurses like Cooper saw staff nurses leave to serve. There were shortages of equipment. Many more nurses were needed, so much so that President Franklin D. Roosevelt proposed that nurses be drafted. A nurse draft bill passed in the House and came within one vote of passage in the Senate.

Signe Skott Cooper Hall,
the home of the School of
Nursing named in her honor,
opened in 2014.



As soon as Cooper finished her nursing certificate program in February 1943 and passed the State Board of Nursing exams, she volunteered for the Army Nurse Corps.

From Madison to India

Cooper was first stationed in Fort Belvoir, Virginia. There was little orientation and training for the nurses, she said.

From Virginia, she went to India to serve in military hospitals as a first lieutenant. It was her first time on a plane — a C-47 with bucket seats. Her only trips in the past had been to the Iowa State Fair in Des Moines and to the 1933 Chicago World's Fair.

Penicillin was just coming into use. Nurses were not allowed to mix the penicillin powder with the sterile distilled water (“As if we couldn’t read the directions!” Cooper said) — only doctors could. But that soon changed, Cooper said, “presumably because doctors did not want to get up at night to administer the penicillin at the required every-three-hour schedule.”

There was so much disease and so little the nurses could do about it. It was before Salk’s polio vaccine, before the widespread availability of antibiotics. Her unit averaged a death a day.

Cooper’s wartime service shaped the rest of her life, both personally and professionally.

“[Nurses] carried a great deal of responsibility during the war, and we were not going back to being the physician’s handmaiden,” Cooper wrote in her memoir. “We had learned to be assertive and to demand recognition for our abilities and skills.”

Back to UW–Madison

Cooper accepted a position at University of Wisconsin Hospital in 1946 as head nurse on the

obstetrical unit. “I was so busy, I didn’t have time to think,” she said. “I was in a maternity ward, and this was the baby boom years.”

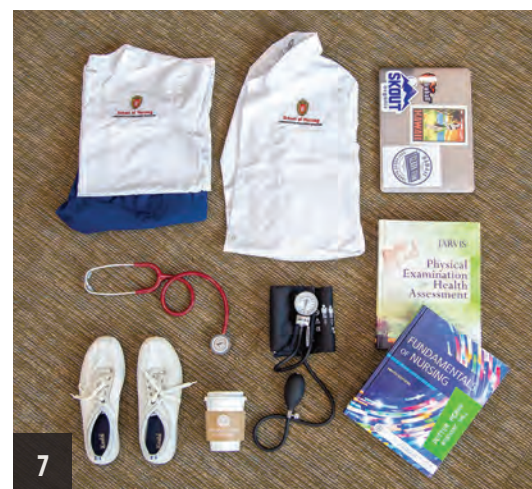
They once ran out of cribs and had to use a baby bathtub instead.

She finished her bachelor’s degree in 1948 while working full time, aided by the GI Bill, which paid for books and tuition. While teaching full time, Cooper also pursued graduate education at Teachers College and later at the University of Minnesota, earning a master’s degree in education. In 1955, she joined the faculty of the Extension Division and held a joint appointment in the School of Nursing.

Cooper was involved in a number of innovative programs over the next decade, including the development of extension courses in death and dying and the care of the elderly — areas that were not added to university nursing curricula until years later. In 1966, Cooper developed one of the first distance-delivered courses at Wisconsin, broadcasting lectures from Radio Hall on the Madison campus to more than 600 nurses across the state.

She was a leader in professional nursing throughout her career, writing two textbooks and editing three others. She received numerous awards, including election to the American Academy of Nursing. In 2000, Cooper was inducted into the American Nurses Association’s “Hall of Fame”; in 2003, she was named a “Living Legend” by the American Academy of Nursing.

After her retirement in 1983, Cooper developed a new field of expertise: nursing history. Over the next 15 years, she became the School of Nursing’s resident historian, documenting not only the school’s history but that of more than 100 nurses.



Scenes

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



8



9



10



11



12

1. Students from the STREAM (Success Through Recruitment/Retention, Engagement, and Mentorship) program showed their pride at the fifth annual Native Nations Nursing Summit in November. The event focused on tribal health advocacy, holistic health care approaches, and the importance of interprofessional collaboration to the overall wellness of tribal communities.
2. Students decorated tiny pumpkins at an October student wellness event in the atrium, hosted by the Nursing Learning Center.
3. The School welcomed 162 new traditional BSN students, including Travis Winger, at the annual Welcome Into Nursing (WIN) Day and White Coat Ceremony on August 29.
4. Old friends embrace, reunited at the 20th annual Littlefield Leadership Lecture.

5. Dean Linda D. Scott joined nursing alumni from the Class of 1969 at the campuswide 50-Year Class Reunion in October.
6. Alumni from various classes celebrated UW at the 2019 Homecoming Tailgate in Gordon Commons.
7. This back-to-school shot welcomed nursing students in the fall as a fun reminder of what they'd need for the semester—and of course, we couldn't forget the coffee.
8. Professor Kristine Kwekkeboom '89, MS'95, PhD'99, shared insights into her research with members of the Board of Visitors at the fall REDTalk (Research, Education, and Discovery) colloquium. The recorded presentations can be viewed at nursing.wisc.edu/redtalks.
9. On November 6, the School of Nursing celebrated Thank a Badger Day. During this campuswide event, nursing students gathered in Cooper Hall to write thank you notes to generous Badgers who have helped support the School over the past year.

10. Students in the accelerated BSN program's N314 class — Health Promotion & Disease Prevention Across the Lifespan — hosted a health fair to promote healthy lifestyles and raise awareness of various health conditions.
11. Dean Emerita Vivian Littlefield joined Dean Linda D. Scott at a Tea with the Dean event in October.
12. Erica Andres shared her experiences with community leaders and policymakers at an Easter Seals Respite Camp district discussion. Respite camps give people with disabilities a similar camp experience to their peers, while providing a break for their families and caregivers.

Porter Scholarship Plants Legacy for Future Nurses

Judy Porter's lasting legacy began with a degree in nursing education from UW–Madison. It launched a four-decade career that spanned leadership roles in teaching and public health and saw her become a pioneer in home health care in Wisconsin. Porter Cert'58, '59 also had a lifelong love for Door County, where she and her husband, Harry, made their home in Sturgeon Bay for 50 years. Porter served as the county's director of public health nursing for 13 years before opening one of the first privately owned home health care services in the state.

A Rhinelander, Wisconsin, native and proud School of Nursing alumna, Porter wanted to provide the same educational opportunities that she had to future Badger nurses from northern Wisconsin. Her husband honored her last wish by establishing the Judy Porter Memorial Scholarship Fund. The financial need-based scholarship is intended for School of Nursing students from Rhinelander, Door County, or other rural Wisconsin towns. The scholarship will be awarded to its first recipient in fall 2020.

After graduating from the UW, Porter worked as a nursing instructor at Madison General Hospital. She went on to serve as a psychiatric nursing instructor at Madison's Mendota Mental Health Institute. The couple spent a short time living in Fort Collins, Colorado, where she was a public health nurse. When they returned to Wisconsin, she worked at Tomahawk Hospital and the Visiting Nurses Association before they settled in Sturgeon Bay.

While serving as the director of public health nursing in Door County, Porter was deputized in order to help with emergency situations. She went on to open Porter Kiehnau Home Care Services with longtime friend Diane Kiehnau, and they ran the business together for almost 20 years. During this time, they helped found a state organization for home health care providers and opened and operated an assisted living home called Cranberry Haus. Porter retired from nursing in 2000 and joined her husband in running their family business, Porter's Pines, a Christmas tree business where they made wreaths and planted upwards of a million trees in Door County.



Judy Porter's last wish was to provide the same educational opportunities to future Badger nurses from northern Wisconsin that she had in her 40-year career.

To learn more, visit supportuw.org
or contact **Scott Fletcher**, Director of Development,
scott.fletcher@supportuw.org

One Family, Four Generations of Badger Nurses

by Kayla Huynh

As a child, Emily Hanna says she “just knew” she would someday attend UW–Madison as many of her family members had. But today the senior BSN student is carrying on an even stronger tradition.

Following in the footsteps of her great-grandmother, grandmother, and aunt, Hanna is the fourth in her family to take part in UW’s nursing program. The generations of women in her family who studied nursing before her served as inspiration and motivation for her to pursue the same path.

“It’s amazing to walk around campus and think that my great-grandma or grandma was walking through these same halls of the Health Sciences Learning Center or that my aunt was in this hospital, too,” Hanna says.

Her clinical rotations have included time in University Hospital’s oncology unit, where her late grandmother, Judith Schuler-Weinhold ’64, was treated for lymphoma. And the coincidences don’t stop there. Hanna says her former roommate’s grandmother roomed with Schuler while they were in the nursing program together in the 1960s.

A lot has changed since Hanna’s great-grandmother Eleanor Schuler graduated with a nursing certificate in 1932. During one of Hanna’s clinicals, she toured a UW Health Med Flight helicopter. When Schuler attended, helicopters had not been invented yet.

In fact, the nursing program was introduced only eight years prior to Schuler’s graduation. The first students were

admitted into the program in 1924, and the first class of 11 nurses graduated in 1927.

According to Mary Hitchcock, a senior academic librarian in the Ebling Library, housing for students in the nursing program has also changed throughout the decades. Living in the nurses-only dormitory, located on University Avenue, was an integral part of the nursing school experience in the 1930s.

In return for students’ service, the university provided housing and meals, with the dorm serving as a social hub when the students weren’t studying. By the 1960s, enrollment outpaced available space and student nurses were allowed to live elsewhere both on and off campus, Hitchcock says.

Before the first nursing major was established in 1939, nurses studied in the College of Letters & Science in a variety of majors — the nursing program did not formally become the School of Nursing until 1959.

“To have four generations of one family attend the school in that timeframe is fairly remarkable, and it is a testament to the quality of our program and the experience of the university as a whole,” says Linda D. Scott, dean of the School of Nursing. “We are honored to be a part of Emily’s family tradition, and we are proud that she is now a part of ours.”

The family’s generational ties to the health care field — outside of the UW — go back even further. Hanna’s mother and great-great-grandmother also studied nursing and her grandfather and great-grandfather graduated from the UW’s medical school.



Emily Hanna

Her aunt Lisa Wallen ’90 says passing on the Badger nursing cap to her niece is “extra special.” Hanna says she is proud to take on that role.

“I love that I get to share this with all of them,” she says. “I want to make the same impact on the world as they have through nursing, and my goal is to keep my grandmother’s memory alive through my actions as a nurse.”

But while upholding her family’s health care tradition is important to her, Hanna says becoming a nurse means much more.

“With nursing, you get to meet so many different people and learn their stories,” Hanna says. “You can help to make the world a better place. You can create a lasting impact.”

Keeping up with Alumni

1960s

Joanne Disch '68 was listed as one of the "UW Alumnae You Oughta Know" by *On Wisconsin* magazine. The magazine published the profiles of Disch and several other Badger alumnae deserving of recognition in an online extension of their Summer 2019 women's issue, which celebrated the 150th anniversary of women receiving degrees from the university.



1970s

Nancy Kaufman '71 was featured in a new book by Leslie Crutchfield, *How Change Happens: Why Some Social Movements Succeed While Others Don't*. Kaufman's strategic role in battling the tobacco companies nationally and globally was cited as an example of successful leadership of social change.



Mary A. Nies '74 received an Excellence in Receiving Extramural Grant Funding Award at the Mountain West Clinical Translational Research Infrastructure Network recognition ceremony held at the Smith Center for Performing Arts in Las Vegas, Nevada.

In Memoriam

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

Burleigh A. Anderson '62
December 30, 2018

Evelyn N. Brocher Cert '46
October 28, 2019

Nelle C. Campbell '86
June 24, 2019

Ruth M. Forhan Cert '45
April 18, 2019

Audrey E. Giles Cert '50, '51
July 16, 2019

Joan K. Goetsch '76
March 7, 2019

Shirley A. Haase '62
September 6, 2019

Jean M. Hamill '64
August 24, 2019

Edith I. Martindale '44
June 5, 2019

Marilyn G. Neubauer Cert '53
July 25, 2019

Martine G. Starr Cert '58, '59
August 6, 2019

Lois N. Thurwachter Cert '45, '45
February 5, 2018

Julia Thornbury, faculty,
1989-1994
August 7, 2019

2010s

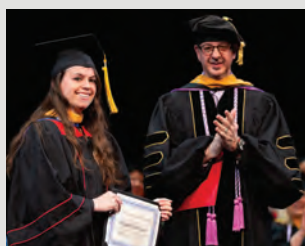
Rachel Azanleko-Akouete '13 is a public health nurse working to eliminate racial infant mortality disparities. Madison365's David Dahmer published a profile on Azanleko-Akouete in August 2019, and in October 2019, she wrote an article for the news website on how birth cost recovery policies affect racial health disparities.

The *Wisconsin State Journal* featured "**Singing Nurse**" **Bridget Ravis '16** in its "Know Your Madsonian" column. Ravis, who once sang to a patient who loved musicals to help her relax and feel more comfortable, discussed her work in palliative care and how health care teams sometimes need to be creative when it comes to managing a patient's pain.

Cody Krentz '17 and **Alex (Jensen) Krentz '17** celebrated their wedding day surrounded by family and friends — including several fellow Badger nurses! — on August 3, 2019. The couple met in their first semester at the School of Nursing through a mutual friend while studying for finals, though Alex believes they may have met earlier when buying their textbooks. They remained friends throughout their time at the School and both went on to work at University Hospital after graduation.



2017 grads celebrate Cody and Alex Krentz; from left to right, Edwin Chen, Leslie (Wright) Williams, Tenzin Kunga, Clare Costello, Samantha (Bock) Aufderhaar, Ram Miro



Elizabeth Alleman '19 received the Wisconsin Nurses Association's Future Nursing Leader Award. Twice a year, the WNA recognizes five outstanding graduates from schools and colleges of nursing in Wisconsin. In addition to receiving a complimentary year of WNA membership, Alleman will receive an appointment to a WNA council or committee of her choice.

Inspired by her son's care after a severe spinal cord injury, **Elizabeth Arth '19** made it her mission to provide the same experience for other families. In an interview with *On Wisconsin* magazine, Arth discussed her decision to change careers and return to school to become a nurse. Arth is among the first graduates of the School's accelerated BSN program.



Five Questions

The Nurses Alumni Organization (NAO) salutes alumni each year who have made significant contributions to the nursing profession. The most recent winners — **Nancy Kaufman '71**, who received the Distinguished Achievement Award, and **Jessica Kendall '14**, who received the Outstanding Badger Nursing Award — are members of NAO and the Badger Nurse Network. Kaufman, who chairs the Board of Visitors and is the founding president of a Milwaukee-based health and social issues consulting firm, has practiced in acute health care settings, public health administration, a national health foundation, and a large health care system. Kendall is a nurse clinician at University Hospital in the hematology, oncology, bone marrow transplant, and palliative care unit, where she has served as a preceptor for nursing students. She also works with the Brain Health Equity Initiative at the School of Nursing, and serves as a resource nurse for diversity, inclusion, and cultural congruence at UW Health.

Why do you choose to stay engaged with the School?

KAUFMAN: I treasure time mentoring a few students each year. I am a big believer in paying back time, talent, and treasure to the institutions that gave me the skills to launch and succeed in my public health career.

KENDALL: [As a student] I recall how important to me it was seeing nurses of color present and engaged, so I've tried to take advantage of every opportunity to be a part of events and activities here.

Who was your favorite instructor at the School of Nursing? Why?

KAUFMAN: An impossible question! I cannot choose.

KENDALL: Being in [Professor] Linda Oakley's class was something that I needed and something that I still think about today. I began to feel how powerful it is to respect those you serve, particularly considering that so many cope with being disrespected, unseen, and unheard on a daily basis. I can't overstate the importance of black students having black instructors. It was transformative for me to have someone in a position of authority validate the challenges and encourage deeper thinking.

What's the most rewarding part of being a nurse?

KAUFMAN: Changing lives. Improving health.

KENDALL: Being confided in. It's such an honor.



Nancy Kaufman



Jessica Kendall

What's the biggest challenge facing nurses today?

KAUFMAN: Today's nurses must practice basic skills, plus open themselves to health innovations and be ready to adapt in a moment's instance. Nurses have a huge role within communities, leading efforts to achieve health equity. That means fighting determinants like racism, poverty, and lack of access to quality education.

KENDALL: The need to impact health disparities and social determinants of health is at emergency levels and the perspective of nursing is needed in all related spheres of influence. To create change via institutions, we should be represented at all levels and in positions to directly impact organizational decision making, especially within health institutions.

What current or past TV show or character most accurately represents the nursing profession?

KAUFMAN: *Chicago Med*. You see nurses practicing to the top of their competencies. Their characters demonstrate real-life decision dilemmas, dealing with other members of the health care team and patients from every culture, social station, and belief system.

KENDALL: I admit that in general I've avoided TV shows set in health care environments because I can't stand the unrealistic interprofessional dynamics, the sexualizing of nurses, and the minimization of the nurse's role in the clinical environment. The difference with *Nurse Jackie* is that it demonstrates some of the barriers nurses face when advocating for their patients.

Interview edited and condensed for length.
Read the full Q&A at nursing.wisc.edu/alumni/awards

News of Note

from School of Nursing Students, Faculty, and Staff

GRANTS

Dr. Lisa Bratzke '88, MS'92's article, *Cognitive decline in the middle-aged after surgery and anaesthesia: results from the Wisconsin Registry for Alzheimer's Prevention Cohort*, received 2nd place for the Association of Anaesthetists' Article of the Year 2018 award.



Lisa Bratzke

PROMOTIONS/NEW HIRES

Dr. Madelyne Greene, Dr. Maichou Lor '11, MS'12, PhD'17, Dr. Kitty Montgomery, and **Dr. Megan Zuelsdorff** joined the School's tenure-track faculty as assistant professors.

Deanna Blanchard, Tammy Bomkamp, Nichole Hinkel, Briana Hutchinson, Stacy Schmitt, and **Christine Smith** joined the School as clinical instructors. **Dr. Dawna McMillan, Dr. Dana O'Brien,** and **Dr. Sarah Saari DNP'16** joined us as clinical assistant professors. **Dr. Becky Muehrer '01, MS'03, PhD'08** joined us as a clinical associate professor.

Erika Bengtson joined the School's Human Resources team as the HR Recruitment & Retention Specialist.

Scott Fletcher joined the School as the Director of Development, and **Alexis Cuozzo** joined as the Associate Director of Development.

Katie Bleier was promoted to Assistant Dean for Academic Affairs.

Kate Beggs joined the School's Office of Academic Affairs as the Graduate Admissions and Recruitment Coordinator.



Tammy Bomkamp



Katie Bleier



Kate Beggs

APPOINTMENTS

Dr. Kristen Pecanac '09, MS'12, PhD'16 was selected as a 2019 Putnam Scholar by the Academy of Communication in Healthcare.

Dr. Andrea Gilmore-Bykovskyi '09, MS'10, PhD'14 was selected as a member of the Wisconsin Alzheimer's Disease Research Center's inaugural group of Research Education Component (REC) scholars.



Andrea Gilmore-Bykovskyi

IN THE NEWS

Dr. Traci Snedden wrote an opinion piece for *USA Today* called "For real equity in women's soccer, let's talk about concussion injury," and she was featured on Wisconsin Public Radio's *Central Time* in a segment called "Shedding Light on Concussions in Women's Soccer."

Dr. Pam McGranahan MS'04, DNP'12 was featured on Wisconsin Public Radio's *Central Time* in a segment called "How Early Trauma Can Affect Youth Later in Life."

Dr. Barbara King MS'87, PhD'10 was featured in *The Washington Post's* article called "Overzealous in preventing falls, hospitals are producing an 'epidemic of immobility' in elderly patients."



Pam McGranahan

CERTIFICATIONS

Dr. Dana O'Brien, Dr. Tracy Seiler-Schultz, Dr. Wendy Halm, Dr. Karen Solheim '73, Laurie Pirtle '89, and **Dr. Dan Willis** received national certification as Certified Nurse Educators (CNE®) from the National League for Nursing (NLN). **Pirtle** received certification as a Certified Healthcare Simulation Educator, offered by the Society for Simulation in Healthcare.



Dan Willis



BSN students Natalia Gabaldon and Olivia Walters play after an unseasonal, but beautiful, snowfall in October.

Back cover: Mono-Lighthouse Monument in Sister Bay.



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Upcoming Events

Nursing Workforce Diversity Conference

Wednesday, February 26

Nurses, nursing students, health care employers, and educators connect at this annual event to develop more inclusive health care systems that welcome diverse nurses and enable them to succeed and thrive.

UW-Madison Science Expeditions

Friday, April 3–Sunday, April 5

Explore the unknown at Wisconsin's public land-grant research and extension university. Visit Cooper Hall and over two dozen venues across campus for free, family-friendly events including hands-on exhibits, presentations, and facility tours.

LGBTQ+ Health Summit

Friday, April 17

The second annual LGBTQ+ Health Summit will educate the health sciences community on LGBTQ+ health, create new pathways to serve those communities, and promote ways to improve health outcomes.

Nursing Poster Fair

Tuesday, April 28

Learn about current research, evidence-based practice, and quality improvement projects conducted by nursing faculty, staff, and students from UW Health and the School of Nursing.

Commencement Weekend

Friday, May 8–Saturday, May 9

Join us in celebrating our Class of 2020 graduates.

Learn more about these events and others at nursing.wisc.edu/news-events.

