CONNECTIONS
UND College of Nursing Alumni Magazine

Celebrating a Century!
1909-2009

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Warm greetings and welcome to our celebration of 100 years of nursing on the University of North Dakota campus; 50 of the years as a recognized College. Other important anniversaries we are celebrating this year include 20 years of the widely recognized Recruitment/Retention of American Indians (RAIN) program and 20 years of the highly respected nurse anesthesia program.

As a student, staff, faculty, or friend of nursing we are also celebrating you – for your successful completion of our program, your outstanding patient care, your excellent instruction of our students, the assistance you lend to the smooth functioning of the College, for your innovative research strategies, and for your unwavering support over the years.

Throughout this issue, we will look back over our accomplished history and forward to our new and exciting next century. You’ll find information on how nursing is taught today, along with programs we’ve been building and expanding to meet the needs of healthcare. There are also photographs capturing the experiences of this year’s Homecoming and Centennial Gala.

The College of Nursing (CON) revised its mission statement this year to include the national initiative that permeates all aspects of our work, that of global health. Global health is not just a “hot topic,” but rather the focus of nursing programs throughout the United States. Our graduates and faculty have a global reach, whether in practice, education or research. We are in The Year of the Nurse (2010), which will lead us into The United Nations Decade for a Healthy World (2011 – 2020) campaign. In part, this campaign was formulated in response to the nursing-led Nightingale Initiative. The Nightingale Initiative is a “grassroots, nurse-inspired movement to increase global public awareness about the priority of health and to empower nurses and concerned citizens to stand for a healthy world everywhere.”

The College of Nursing is an excellent institution with a rich history in nursing education, research and service. It is a privilege to be serving as dean of the College. We have the potential for a much larger impact and faculty are currently working on a revision of our strategic plan to reflect that. You can be assured that there will be action plans towards maintaining our reputation of excellence in nursing education, in strengthening our research mission, and in providing service to the profession and to others locally, nationally and internationally.

I’d like to take a moment to publicly thank those alumni and friends who are great partners in helping the CON maintain its thriving programs while increasingly positioning itself to enhance nursing knowledge through a strong and successful research mission. I call on each of you reading this column to join me in exploring new opportunities and in determining strategies for the CON’s next decade and beyond. Let me know your thoughts and ideas at UNDCollegeofNursing@mail.und.edu

Best wishes…..

Julie Anderson, RN, PhD, CCRC
Dean
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In the past 10 years nursing has evolved to a new level. To say the education of our nurses has changed a bit since courses began at UND in 1909 is an understatement. From metal syringes and starched white caps in the 1950s to running a code and simulating a drug overdose today, what students learn in nursing programs has changed dramatically.

UND nurses who graduated in the 1950s and 1960s often reminisce about their days as students. Living together in the dormitories, carpooling to the Deaconess Hospital downtown for their clinical experiences, having to polish the doctor's shoes (no kidding!), and, of course, completing their last year of schooling at the University of Minnesota for pediatric and psychiatric & mental health experiences. Students practiced skills and techniques on each other, including starting intravenous lines and placing NG tubes! These experiences shaped them into the gifted and highly sought after nurses that started our tradition of being known as a UND Nurse - competent, confident and capable of handling any situation.

Today's student experiences are a bit different. No longer are they practicing NG tubes on each other or polishing doctor's shoes. The nursing skills lab has evolved into a state-of-the-art Clinical Resource and Simulation Center. High-fidelity simulators now play the part of the patient and can simulate just about any type of situation (cardiac arrest, a severed limb, and allergic reactions) and the mannequins respond physiologically. Imagine trying to simulate that back in 1962 – would there have been a willing classmate to volunteer? Despite the high-tech models now used in nursing courses, our students are still being taught the art of hands-on care with real patients. During the course of their five semesters in the undergraduate program students log over 1,000 hours of clinical experience.

New Programs
The type of nursing education available today is also quite different. In the 1950s there were considerably fewer career options for women. In fact, a 4-year nursing degree was a big deal. Students today are enrolling into the baccalaureate nursing program with the intent to get a Master's degree in nursing, and potentially a PhD. What we currently offer is not just your traditional baccalaureate program, although that is as strong as ever with more qualified applicants than we can admit. We also offer RN-BSN and RN-MS programs, an accelerated degree, six Master's degree specializations, and a PhD in Nursing program.

The RN-BSN and RN-MS program are uniquely suited for two-year RNs who are interested in furthering their education, either to a BSN or skipping the BSN and applying for a Master's degree. These programs allow the College to collaborate with associate degree programs to elevate the level of nursing care in the state and region.

For individuals with a four year degree in a discipline other than nursing, but are interested in a career change, we offer an accelerated degree, or BAC2, an intensive 16-month program. The first cohort of
15 students (13 female and 2 male) began studies in January 2009 and will graduate in May 2010. You may be surprised to know that it’s not 30 and 40-somethings returning for a second degree, the majority of our applicants are in their mid to late 20s. These students bring a fresh perspective to nursing courses, they are very inquisitive and eager learners and faculty love their enthusiasm. “We are excited about this program,” shares Stephanie Christian, director of the program. “Nurses who graduate from accelerated programs, such as the one we have developed, do an excellent job in the workplace. They have extensive educational and life experience beyond their basic nursing preparation resulting in a well prepared, highly skilled professional nurse.”

Online Education
Each semester as BSN students graduate, they share plans for their future. Of the 44 students who graduated in December 2009, nine stated they have relatively immediate plans to return to graduate school. For nurses interested in pursuing an advanced nursing degree at UND, location really is not a factor. It is becoming increasingly more difficult for nurses to leave their jobs and families to move to Grand Forks for an advanced degree - and now they don’t have to. Five of the six Master’s degree specializations, and the PhD in Nursing, are offered in an online format so no matter where you live or how place-bound you are advanced degrees are within your reach.

The demand for advanced practice nurses is increasing, both in academia and in the healthcare setting. However, so many of today’s nurses, particularly in North Dakota, live in a rural setting. “They have a job and a family and they can’t just up and leave those behind. Offering our programs online is the College’s way of responding to this pressing need,” shares Julie Anderson, dean of nursing. “We worked hard to develop online courses that contain the necessary knowledge and skills that students need. Our online courses are just as challenging as those offered in our physical classrooms.”

The healthcare needs of our community and our nation are increasing exponentially, and the UND College of Nursing continually strives to offer a curriculum that meets, if not exceeds, both the technical needs and the art of nursing in order to serve those around us. Whether you graduated in 1959 or will graduate in 2010 a nursing degree from the UND College of Nursing will have provided you with all of the skills and lessons necessary to become the next generation of the UND Nurse.

A UND Nurse - competent, confident and capable of handling any situation.

### UND College of Nursing: At A Glance

**Enrollment:**
- Pre-Nursing: 425
- Undergraduate Nursing: 295
- Graduate Nursing: 199

**Programs:**
- Traditional BSN
- Accelerated BSN
- LPN-BSN
- RN-BSN
- RN-MS
- Advanced Public Health Nursing
- Family Nurse Practitioner
- Gerontological Nursing
- Nurse Anesthesia
- Nursing Education
- Psychiatric & Mental Health
- PhD in Nursing
A Cultural Immersion

If you could attain a BSN degree in 16 months would you do it? Would you put your life and employment on hold to become a nurse? That is exactly what students enrolled in our accelerated baccalaureate program are doing.

What is an accelerated baccalaureate program, or BAC2? It is an intensive 16-month program open to students who have completed a baccalaureate degree in a field other than nursing and will prepare them to become a registered nurse. The rigor of the accelerated program demands that students leave full-time employment in order to focus on their studies. The first class of 15 students began studies in January 2009 and will graduate in May 2010; a second class of 16 students began in January 2010.

Experience in healthcare is not required to be admitted into this program or to be successful in it. While some admitted students have a background in biology and kinesiology, others have first degrees in psychology, communications, business management, and interdisciplinary studies. Response to the program thus far has been exceptional, with nearly double the number of applicants to those accepted into the program.

A Unique Experience

Students in the BAC2 program recently participated in a cultural immersion experience that is unique to UND’s program. Students lived on the Leech Lake, MN Indian Reservation for four weeks in October 2009 as they completed the clinical experiences for their psychiatric and mental health nursing and public health courses. Four clinical faculty were part of this immersion, two from the College of Nursing and two from the reservation.

“The community has many resources; it was great seeing how they worked together for the health of everyone,” shares Melissa Marx, a BAC2 student. “I felt privileged to have the opportunity to visit with members of the community and learn about their culture. They were very friendly and very willing to provide an education for our class.”

Students had the opportunity to see and participate in a wide range of public health nursing services. “The breadth of public health services that are offered through the Tribe are some of the best that I have seen in any public health agency, and the staff were very receptive to opening their doors to UND students” shares Dr. Tracy Evason, lead public health faculty and director of the advanced public health specialization at the College of Nursing.

The clinical experiences were unique for each student as they were geared toward self-learning. One student followed home health nurses to various communities in the Leech Lake region, spent time visiting with a family in Cass Lake, MN who attended boarding schools when they were young and even spent time at the Cass Lake High School educating a pregnant teen about SIDS and healthy eating habits. “I loved the autonomy of the experiences”, shares Alisha Larson, a BAC 2 student.

Job shadowing health care providers, interacting with community members, touring surrounding health facilities, and home visits were just the tip of the iceberg for the students. They were also given the chance to meet with community Elders, learn about tribal leadership and politics, and tour the Leech Lake Opioid Program which provides a mix of mental health and substance abuse services.

“I will never forget my public health and psychiatric and mental health clinicals. I am very thankful for the experience. I learned a lot about myself and others and I left knowing I would be a better clinician because of it. I consider myself lucky to have had the opportunity to spend 4 weeks with a culture other than my own”, shares Larson.
Changes within our complex healthcare environment are opening doors for nurses with advanced graduate degrees. In fact, nurse practitioners are delivering vital primary and acute care to clinics, schools, hospitals, and other settings. Clinical nurse specialists are providing care to a wide range of patient populations including gerontology and psychiatric & mental health. Certified registered nurse anesthetists safely administer approximately 32 million anesthetics to patients each year. Advanced public health nurses are meeting the challenges of preserving the public’s health while utilizing an evidence-based approach. Master's prepared nurse educators combine clinical expertise with a passion for teaching. PhD prepared nurses are leading the way in scientific inquiry and serve as educators at all levels of the educational process. These professionals play a critical role in educating our future nursing workforce.

The UND College of Nursing is leading the way in the graduate preparation of these advanced nursing professionals. Currently, six Master’s level graduate nursing specializations are available for registered nurses to choose from. These specializations include Family Nurse Practitioner, Psychiatric & Mental Health Nurse Practitioner or Clinical Nurse Specialist, Advanced Public Health Nursing, Nurse Education, Gerontological Nurse Practitioner or Clinical Nurse Specialist, and Nurse Anesthesia. Each of these specializations terminates in a post-master’s certification or Master’s of Science degree with a major in Nursing and qualifies the graduate to sit for the appropriate professional certification examination. Additionally, students may apply for general graduate nursing studies and choose a specialization at a later date. The College also prepares nurses for research and faculty roles in their nursing PhD program.

Enrollment in the nursing graduate specializations is at an all time high, with nearly 200 active students. These increases in enrollment can most likely be attributed to the College of Nursing’s futuristic educational approach. In an effort to meet the growing healthcare needs of our region and beyond, and to allow graduate nursing students to remain in their home communities, the College has adopted an online educational mission and philosophy. Students are now able to obtain their degrees from home. With the exception of the Nurse Anesthesia specialization, all courses within the graduate nursing specializations are now offered entirely online with minimal expectation for students to travel to campus.

According to Anna Sackett-Urness, a December 2009 nursing education Master’s graduate, “What first attracted me to the program was no required visits to campus. I teach full time at Lake Superior College in Duluth, MN and have a pretty full schedule. Not having to worry about making arrangements to cover work so I could travel for school requirements was a big plus. I truly did not know what to expect at first with an on-line program but the overall experience at UND was great and I am seriously looking into online PhD programs.”

“I always assumed that online education was a ‘lonely’ journey. On the contrary, in addition to my diploma, I have obtained many lifetime friendships from the program. Thank you UND!”

Dr. Cindy Anderson, Karry Pepper, Anna Sackett-Urness, and Dr. Darla Adams at UND’s December 2009 commencement.

Get your graduate degree without leaving home: Graduate Nursing Education Expands Specializations and Moves Online

Dr. Cindy Anderson, Karry Pepper, Anna Sackett-Urness, and Dr. Darla Adams at UND’s December 2009 commencement.
All of us have two educations; one which we receive from others; another and the most valuable, which we give ourselves. - John Randolph

The Midwest Nurse Educators Academy was created in response to a critical need for local, quality educational opportunities for nursing faculty. The conference is an excellent mix of simulation, educational innovation, and faculty development topics that meet the needs of nurse faculty and nurse educators in hospitals, long-term care and public health based practices.

The inaugural Academy held in 2009 brought nurse educators from all over North Dakota, 16 other states and Canada. It was so successful that attendees requested a second Academy be held this year. Comments such as: “Outstanding and timely education!” and “I definitely will come again and bring more faculty” were heard at the completion of the Academy.

What to Expect

The 2010 Midwest Nurse Educators Academy will feature national and international experts along with a pre-conference hosted by three simulation companies: Laerdal, METI and Gaumard. The pre-conference is free and open to any attendees of the Academy.

Key objectives of the Academy:

• Examine critical trends in technology and evidence-based teaching in the education of nursing students and nurses.

• Describe efficient strategies for the use of high and low fidelity simulation in clinical, classroom, and community settings.

• Share evidence-based, best teaching practices through networking and dialogue with nursing educators from academia, hospital, long-term care, and public health settings.

• Explore opportunities for integrating the intent of landmark policy statements into nursing educational processes and outcomes.

Featured Speakers

Pamela Jeffries, CNS, RN, FAAN, ANEF is an associate dean for academic affairs at Johns Hopkins University School of Nursing. She has an international reputation for development, testing and implementing innovative products to enhance the learning of students.

Michele Deck, Med, BSN, LCCE, FACCE is an internationally renowned presenter, author, and educator. Michele is known for her innovative teaching methods in the field of health care education and training. She has been training educators and trainers full time for the last eighteen years.

Dr. Tim Bristol, PhD, RN, CNE is an educator and consultant for private and public institutions who specializes in faculty training and clinical educational technology.

Motivational speaker Mike Schlappi has a dazzling smile. Then you notice the wheelchair. If ever a man was defined by what he can do instead of what he can’t do, it’s this gold medalist and author. At the age of 14, Mike had expectations of a sports career as a top notch athlete. A gunshot to the chest at point blank range challenged his dreams. He would never walk again. After months of rigorous physical therapy, he began playing basketball from his wheelchair and went on to become a standout athlete. Mike’s thought-provoking keynote presentation challenges individuals of all ages that, despite difficult circumstances, you can take responsibility and be empowered.
Donor Honor Roll

Thanks to the following alumni, faculty and friends for their continued support of the nursing program. Your generosity allows us to provide the best possible education for our students. Thank you for giving back! We recognize gifts received between Nov 1, 2008 – Dec 1, 2009.

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Steven J Frock
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Susan & William Sausker
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Veronica L Hasbrouck
Vicki Wilson
Virginia & Neil Heinitz

We value each and every gift made to the College as they allow us to offer vital student and program support. THANK YOU!
n the Emergency Room, every second counts. And Kimberly Anderson, BSN '09, thrives on the pressure, thanks to a lifetime connection.

When she began her UND cooperative education rotation in the ER, Anderson was taught by one of the best: her mom, who is also her best friend.

“I fell in love with emergency nursing,” Anderson said of her experience. “The ER is not what most people think. It can be pretty intense, exciting, and a ‘rush.’ You don’t know who is going to be really sick and who is not, so you need to keep an eye on the whole picture and know what’s going on.”

Her mom, Laura Jessen Dravitz, also a UND graduate (BSN ‘82) and a second-generation nurse, has coordinated the nurse co-op program and also served as coordinator of UND practicum students at Altru Health System over the last six years.

“I love to teach others what I have learned,” Dravitz said. She began her career at Meritcare in Fargo in 1982, and began working at Altru after her family moved to East Grand Forks about 10 years ago. She later moved to the ER, and says it’s the best job she’s ever had.

“You are always learning,” Dravitz said. “You never know what will come in the door. When a person has a problem, figuring out what’s wrong is like putting a puzzle together.” That’s why Dravitz emphasizes biological, psychological, and sociological aspects to understand patients and their problems. It’s what she was taught in nursing school, and she teaches it to students. “We are a patient’s voice, ears and hands, even with more tools than ever before at our fingertips.” Dravitz, who received the North Dakota Nurse Excellence Award in 2006, currently serves as state president of the Emergency Nurses Association and was recognized for leadership at the group’s national annual meeting this year.

Like her mother, Anderson fell in love with emergency nursing. She recently completed a capstone practicum in the neuromedical intensive care unit (ICU) at Abbott Northwestern in Minneapolis.

“It’s intense, because you work 196 hours in six weeks, plus homework, as well as spend 32 to 36 hours in class,” she said. Anderson put herself through school as a critical care technician in Altru’s ICU. UND’s Student Nurse of the Year in 2009, she has served as president and secretary of the Student Nurses Association. And like her mom, she may end up in critical or emergency care.

“It’s amazing to have a doctor come up and ask what you think a patient needs. That trust doesn’t happen right away, but the doctors depend on you.” She said that the needs of critical patients are particularly motivating: “They make you think more, make decisions, and work harder. I like the challenge of working to save them.”

“Kim has a gift,” said Dravitz. “I’m so proud of her. She’s not task-oriented — she sees the whole picture. I knew she would be good. I look for a passion for nursing, eagerness to learn, and people who have common sense. That makes a good ER nurse.”

Reprinted with permission from UND Dimensions magazine. Photo courtesy of Chuck Kimmerle.

Are you a second or third generation UND nurse?

The UND College of Nursing is more than just a nursing program. It’s a family of nurses and healthcare professionals.

And just like in any other family it is important to know your roots; where you came from and who came before you.

Discovering details about the College of Nursing family is not just a fun hobby, it is a connection to our past. It is a way to stretch a hand back through the web of time and recognize those who came before us.

Let us know!
beckycournia@mail.und.edu
Russell Hootman Honored

Professor Emeritus Dr. LaVonne (Kleven) Russell Hootman, '54, '75, was honored twice in 2009 for her dedication to the nursing profession and UND.

For her tremendous dedication to learning, to students, and the development of the College of Nursing throughout the years, LaVonne was bestowed an Honorary Doctorate from UND in May. This is the first honorary doctorate UND has bestowed upon a nursing alumna. One of her nominators said: “Dr. Russell Hootman reached the pinnacle of her profession as evidenced by the impact she had on the College of Nursing faculty and students.”

Through her tenure, she initiated courses that remain to be a part of our current undergraduate nursing curriculum.”

The well-deserved accolades continued during Homecoming 2009 when she was honored with the UND Alumni Association’s highest honor, the Sioux Award. This award is given for achievement, service and loyalty. The award is recognition and honor for an individual, and it also embodies the history and tradition of the University of North Dakota, a university which can proudly claim alumni, who, in so many ways, make their lives count for the benefit of others.

Dr. Russell Hootman was a dedicated nurse, educator, and mentor of faculty and students. Her contributions are many and span over fifty years of active involvement in many organizations. In 2004 she was inducted into the North Dakota Nursing Association Hall of Fame in recognition of her lasting contribution to the profession of nursing in North Dakota.

Photos courtesy of Rock Tweten and the UND Alumni Association.

Order CON tote bag

“UND College of Nursing” totes are available for purchase! Order one today to support the College of Nursing and expand your collection of UND apparel.

This essential tote is handy and versatile. Made out of high grade polyester, there is a large main section with a small fabric pocket inside. Bags are available in pink for $15.00 each, plus $5.00 for postage. Measurements: 14” tall x 12.25” wide x 6.5” deep.

Only cash and check are accepted. Please make checks payable to “UND.” Visit www.nursing.und.edu or contact Becky to place an order: beckycournia@mail.und.edu or (701) 777-4526. Thank you for your support!

A Nursing Olympian!

Congratulations to Natalie Nicholson, ’01 BSN, ’08 MS on earning a trip to the 2010 Vancouver Olympics!

Natalie will be competing in curling for the USA. For more information on Natalie and her team visit: www.teammccormick.net. Be sure to click on “About Team USA” for more info.

GOOD LUCK Natalie!
Online PhD Program Available

The Doctor of Philosophy (PhD) in Nursing is now online! The distance-delivered program was launched in the fall of 2009 with an enthusiastic, highly qualified group of students from across the nation. The distance-delivered format expands the ability of the Nursing PhD program to reach students beyond the local area, allowing them to continue to work and live in their home communities while pursuing doctoral education. The establishment of virtual classrooms that bring students and faculty together provides opportunities for rich interaction and scholarly development. Students and faculty meet annually for a residential intensive experience over several days, providing a chance to network with doctoral students, faculty and members of the College of Nursing and University of North Dakota community. Communication with students is facilitated by an electronic community site that provides essential information and resources about the PhD in Nursing program, the College, University and Grand Forks community. The College looks forward to admitting another group of qualified nurses who will launch their doctoral education in preparation for research and faculty roles, addressing the national need for nursing faculty prepared to educate the nurses of the future. Applications for fall 2010 admission are due by April 15. Information about the PhD in Nursing program can be found at: http://nursing.und.edu/grad/phd.cfm

Students

Christine Iseminger, a senior nursing student at the University of North Dakota, was awarded a 2009 Undergraduate Research Fellowship from the American Physiological Society (APS). Fellowship winners spent the summer in the laboratory of an established scientist and APS member. Now in its 10th year, this program aims to excite and encourage students about careers in biomedical research. In 2009, 51 applicants vied for the 24 research positions. Christine worked in the laboratory of Dr. Cindy Anderson, associate dean of research and director of the PhD program, on Anderson’s research to study vitamin D deficiency in pregnant women from the rural, northern plains. “Christine’s application of scientific methods used in physiology to clinical problems identified in her professional nursing practice will provide a strong basis for her future pursuits as a nurse physiologist”, shares Anderson. The research project involves biochemical analysis to determine relationships between maternal nutrient status and peri-natal outcomes. Christine completed experiments on placental tissue to identify differences in nutrient transport in women with hypertension in pregnancy and those who had normal blood pressure. “I’ve been working on this project with Dr. Anderson since the beginning”, shares Christine. “It was exciting to generate data, analyze and interpret it; and to see the project come full-circle.” Christine will be presenting the results of her work at the national Experimental Biology conference in Anaheim, CA and at the Midwestern Nursing Research Society conference in Kansas City, MO in the spring of 2010. She is also using the work to develop a senior honors thesis to fulfill the requirements for graduation with departmental honors from the College of Nursing. Christine will be graduating with a BSN in May 2010. Selection of Fellowship participants was based upon academic merit, the perceived quality of the proposed experience and the availability of appropriate faculty mentors.
Graduate student receives national public health award

Nursing student Debbie Swanson was recognized by the American Public Health Association (APHA) for her contributions to improving health. Swanson, a student in the Advanced Public Health Nursing Master’s specialization, was honored with the 2009 Committee on Affiliates (CoA) Award for Excellence. The award is given to a member whose service is exceptionally meritorious.

Swanson, also a graduate of the College of Nursing bachelor’s program, is currently the nursing and nutrition supervisor at the Grand Forks Public Health Department. As a dedicated advocate for public health, Swanson has spearheaded numerous efforts to advance public health policy in nursing for issues such as tobacco control, immunization, oral health, and obesity.

Dr. Tracy Evanson, director of the Advanced Public Health Nursing graduate specialization shares that “it was my great pleasure to be present to see Debbie receive this award. Debbie has long been one of our top leaders in public health and public health nursing at the local, state and regional levels. In recent years she has increasingly been recognized for her influence at the national level, through her work in the Robert Wood Johnson Executive Nurse Leader Fellowship and her representation on the governing council of APHA. This national award provides formal recognition of her contributions and she is a very deserving recipient.”

“Debbie is a wonderful asset to nursing and healthcare in Grand Forks, the state and region,” said Dr. Julie Anderson, dean of the College of Nursing. “It is through her steadfast leadership that many health initiatives have been developed.”

Gerontological nursing student part of national research project

Veronica Carson, a graduate student in the Gerontological Nurse Practitioner Master’s specialization, was invited to participate in the Hospital Quality Incentive Demonstration (HQID) pay-for-performance project, involving more than 250 hospitals across 36 states.

The first national project of its kind, the HQID project is designed to determine if economic incentives to hospitals are effective at improving the quality of inpatient care. Participating hospitals submit data to Premier Healthcare Alliance, which then submits the data to Centers for Medicare & Medicaid Services (CMS), for validation and analysis.

Veronica was selected after responding to an email requesting a research assistant for Dr. Mary Wakefield. The goal of the project is to assess the impact of nurse staffing and the nurse practice environment on hospital quality improvement. Based on what is learned, this project will inform efforts to design interventions around nurse staffing and the nurse work environment. It will also help Medicare design appropriate incentive structures for hospital payments under Value-Based Purchasing.

Veronica’s role as a research assistant was to request data from nursing facilities around the country via phone and email. Phone conferences were held with the research team every few weeks to discuss which facilities had submitted data and how best to obtain the requested data from non-submitting facilities. The time frame for data collection was February through April 2009. All data was submitted to Premier Healthcare Alliance.

“The project was a wonderful learning experience” shares Veronica. “I was able to get an inside look at the research process, to see the barriers that research teams face and how they overcome them. The Robert Wood Johnson conference where we presented our results was amazing. I was able to listen to and meet researchers from universities all over the country. The research these people are doing is driving our (nursing/medical) practice guidelines and improving patient quality of care and life. The conference really motivated me to want to be involved with research after graduation.”

The HQID project, launched in 2003, was extended by CMS an additional three years and concluded in September 2009.
Faculty & Staff

Barb Anderson, assistant program coordinator of the Recruitment and Retention of American Indians into Nursing (RAIN) Program, received the 2009 Community Service Award from the North Dakota Indian Education Association (NDIEA). The honor recognizes her many years of community service to tribal youth via the UND Indians into Medicine (INMED) Summer Institute. Anderson administered the INMED Summer Institute Program for 14 years prior to assuming her current role at the College of Nursing.

Dr. Cindy Anderson, ’91 MS, assistant professor, was selected to receive a national 2009 Frontiers in Physiology Professional Development Fellowship from the American Physiological Society (APS). Frontiers in Physiology is a teacher professional development program of the APS to build ongoing working relationships between research scientists and middle/high school teachers. Anderson is working with Carol Wheeler, a science teacher at Red River High School in Grand Forks, ND.

Nancy Joyner, ’79 BSN, ’05 MS, was awarded the 2009 Nurse of the Year for Palliative Care from the March of Dimes North Dakota Chapter. Joyner is a clinical instructor at the UND College of Nursing and a palliative care nurse at Altru Health System.

Dr. Diane Langemo, ’69, adjunct faculty, recently completed a term as president of the National Pressure Ulcer Advisory Panel (NPUAP) for 2008-2009, an office she previously held in 2003-2004. Dr. Langemo also served as the NPUAP co-chairperson, working with the European Pressure Ulcer Advisory Panel, on a collaborative effort to write international pressure ulcer prevention and treatment guidelines.

Bonnie Selzler, assistant professor, will be presenting at the Community Development Society and the International Association for Community Development conference in New Orleans, LA, July 2010. The focus of her presentation is rebuilding the emotional network of the community (New Orleans) post Hurricane Katrina. The conference will offer opportunities for students, practitioners, researchers, and policymakers to share experiences, expertise, and/or research findings on innovative strategies to improve the process and practice of community development.

Jeanine Senti, ’82 BSN, ’96 MS, was awarded the 2009 Nurse of the Year – Management – Family Birthing from the March of Dimes North Dakota Chapter. Senti is a clinical instructor at the UND College of Nursing and a family birthing center supervisor at Altru Health System.

Maridee Shogren, ’91, received the 2009 Advanced Practice Nurse of the Year from the March of Dimes North Dakota Chapter. Shogren is a masters prepared certified nurse midwife and a clinical instructor of obstetric and newborn nursing at the UND College of Nursing.

Bridget Thompson, ’73, clinical associate professor, received the 2009 Faculty-Service-Learning Award at the Stone Soup Luncheon and Civic Engagement Awards Program, hosted by Grand Forks Mayor Mike Brown and UND First Lady Marcia Kelley. Thompson has a long history of integrating UND nursing students into the community and bringing representatives of the Safe Kids Grand Forks Coalition into the classroom.

Dr. Eleanor Yurkovich, associate professor, was inducted as a Fellow into the American Academy of Nursing in 2009. The focus of Dr. Yurkovich’s work and research is to produce holistic, evidenced-based interventions by creating an understanding of the perceptions of health and illness held by people with persistent mental illness living in rural communities, prison systems and on reservations.
My Story: Anna Langemo

As a nursing student on the brink of becoming a nurse, I am someone who really cares about other people. It’s the reason I chose this field when I came to UND four years ago. When I think about UND alumna Jane Nelson (class of 1974), who donated her own money to the UND Foundation so I could receive a scholarship, I think of someone else who really cares about other people. Philanthropists like Jane truly make a difference in the lives of students. Without support like this, I would have financial stress on top of the current everyday stress I have that comes with being a nursing student.

Though the major is challenging, I know my hard work will pay off when I graduate in May 2010. You see, nursing is in my blood. It’s something I’ve always wanted to do. My mom is a nurse at MeritCare in Fargo, and another relative, Diane Langemo, was a nursing professor here at UND.

This past summer I had the opportunity to intern on MeritCare’s psychiatric floor. The experience solidified my desire to become a nurse. The satisfaction I felt from helping others was so fulfilling — something I look forward to experiencing every day.

In all of my endeavors at UND I’ve been impressed. I’ve been impressed with the College of Nursing, the Greek system, for which I am the currently recruitment chair, and the Center for Student Involvement and Leadership where I work. Above all, I’ve been impressed with the availability of scholarships and the generosity of UND alumni and friends. I have received a scholarship every year since I’ve been here. The generosity displayed by UND graduates shows me the University of North Dakota left a positive imprint on their lives. I hope one day I can give back and positively impact the lives of students the way I have been impacted.

Reprinted with permission from the 2008-09 UND Foundation Report

Showing Support for Students

Would you like to support students like Anna and see your charitable contribution have twice the impact? Thanks to the generosity of Dakota Medical Foundation (DMF), the College has a match grant opportunity for you to make that a reality.

**Scholarships: $7,500 match**

Scholarships for nursing students are in great need as rising tuition and fees make funding a college degree difficult. Students often take part-time jobs to finance college, all the while losing valuable study time. DMF has come forward with a match grant to support nursing scholarships in the amount of $7,500. This will have a tremendous impact on our students.

**How to make a difference**

This unique opportunity allows one donor’s gift to have double the impact. If you would like to make a match grant contribution to the College of Nursing please contact Becky Cournia at (701) 777-4526. You can also mail your gift or contribute online. Please do not delay, this match grant expires on April 1, 2010.

[www.nursing.und.edu/alumni/giving.cfm](http://www.nursing.und.edu/alumni/giving.cfm)

UND Foundation
3100 University Ave., Stop 8157
Grand Forks, ND 58202

(Please indicate on your check, or with a note, that your gift is intended to support scholarships.)

Would you like to make a gift to the College of Nursing, but you want to spread it out over time? We can work with you to set up monthly pledge payments, or have a specific amount deducted from your checking account each month with nothing to mail in. $10, $25, $50, or $100 each month all add up and can make a big difference for our students! For more information please contact Becky Cournia at beckycournia@mail.und.edu or (701) 777-4526.
Expert on Pain Management Presents at UND

On October 12, 2009 the Gerontological Nursing specialization brought recognized scholar Dr. Ann Horgas to campus to present on Pain Management in Aging. Dr. Horgas provided an explanation and interpretation of pain management in the elderly by presenting results from her research studies. She is currently funded by the National Institute on Aging to study cognitive interventions for older adults, and recently completed a National Institute of Nursing Research funded study on pain assessment in nursing home residents.

“Pain management is an essential part of elder care,” shares Dr. Marcia Gragert, director of the gerontological nursing specialization. “However, health care providers often receive limited education on pain assessment, treatment and palliative care.”

Dr. Horgas is a consultant for the Gerontological Nursing specialization at the UND College of Nursing. She is also an associate professor and associate dean for research at the University of Florida College of Nursing.

The Gerontological Nursing specialization began in 2007 and currently has 17 students enrolled from 6 different states. The specialization will celebrate its first two graduates in May 2010. The care of aging citizens is of increasing importance, particularly in North Dakota where it is a growing age category. North Dakota has the highest proportion of elderly 85 years and older in the nation. If current trends continue, the number of elderly in the state will grow by 58% over the next 20 years and represent nearly 23% of the state's population.

For more information on the Gerontology Nursing specialization, contact Val Krogstad, 701-777-4535 or valkrogstad@mail.und.edu. You can also view information online at www.nursing.und.edu/grad/gerontology

UND Nursing - A Legacy of Caring 1982-2008

The College of Nursing has completed its history and the book is now available for purchase!

UND Nursing - A Legacy of Caring, 1982-2008 chronicles all aspects of the College, including changes in the undergraduate and graduate programs, faculty, the RAIN Program, and the evolution of the Learning Resource Lab into the Clinical Resource and Simulation Center. The book was authored by UND nursing alumni Diane (Sayer) Helgeson, '65 and Rennae (Ellingson) Millette, '74, '86.

The 240 page book is available for $30.00, plus $5.00 shipping and handling. Checks can be made payable to “UND”.

The original history book, Nurse: A Changing Word in a Changing World is also available. This book covers the history of the nursing program from 1909-1982. These books are $10.00 each plus $5.00 shipping and handling.

Make sure to get your piece of UND nursing history!

Send orders to:
Becky Cournia
UND College of Nursing
430 Oxford St., Stop 9025
Grand Forks, ND 58202-9025
beckycournia@mail.und.edu
Simulation: A Suspension of Disbelief

Simulation has been a part of nursing education for decades. Students would perform assessments on each other, including interviewing skills and history taking. Low-fidelity mannequins were also used for basic skill labs. Today, technology is such an integral part of healthcare that it is imperative we prepare our students to be proficient for it. Using clinical simulation equipment allows students the opportunity to learn hands-on what it takes to work in an emergency situation, how to diagnose more effectively and ultimately to be better prepared for any critical situation they could face.

The equipment helps students become more effective in their approach to patient care, but it also addresses the ominous safety trends in health care delivery by providing real life, complex nursing clinical experiences prior to working with live patients. A debriefing following a simulation scenario provides nursing professor feedback to the learner, which in turn can be integrated into further iterations of the simulations to insure learning objective achievement. In fact, students have told us that the debriefing is where the learning truly takes place.

A student perspective: Sue Payne, ‘08
When I first heard about the simulations they sounded good in theory, but I had some concerns. Would I be able to really immerse myself in them and not just go through the motions like a role play? Secondly, I was anxious about watching the playback. My first concern was completely unfounded, and it is difficult to appreciate unless you experience it. You really get into the simulation very quickly, it is very very real. It is not just another role play, this ‘patient’ responds physiologically, verbally and non-verbally to everything you do and say, as do your group peers. The machines are making noises, the patient and their family are talking to you, the doctor calls on the phone and the second nurse needs your attention. It is strikingly real and enhances your ability to multitask.

The debriefing and video play back was a huge learning curve. I saw that despite my inner thoughts whirling around and feeling unsure of myself I actually looked calm and seemed to be in control and know what I was doing. It also showed clearly how to work together as a team, and that the team included the patient and their relative.

I feel that the simulation learning will remain with me more so than reading about it in a text book or discussing it in lecture. It is an opportunity to consolidate learning. I have experienced it, I have had to actively perform in the scenario and that is a huge difference. I am confident that these experiences will stay with me and when I find myself in them again, this time with a real patient, my initial reaction will be tempered by my recollections of the simulations at the CON. I know how valuable this will be to my future and thus the future of every patient I care for. I deeply appreciate the opportunity to have experienced the simulations.

A faculty perspective: Stephanie Christian
Simulation education provides a safe environment for the student and the patient. This was the premise that made simulation learning intriguing to nursing faculty. The implementation of simulations into clinical education was time intensive and involved determining learning objectives for the simulation, as well as building the simulation to be realistic in achieving the objectives. As nurses, we view the whole patient and the whole experience. In order to realistically mimic the true patient experience, we developed scenarios that incorporated various healthcare disciplines as well as family members. The student nurse then has a better setting in which to provide comprehensive nursing care.

The use of simulation provided faculty with information beyond what was expected. We refer to these as the “pearls of simulation”. While the scenario’s main objective was caring for a patient with a particular condition, it became immediately evident that other learning opportunities were inherent to the simulation experience. Some of these learning pearls included communication, delegation, problem-solving, leadership, teamwork, and resource utilization. The faculty are able to really assess student learning. The observation of each student participating in the simulation allows faculty to tailor instruction to meet the needs of individual students.
Centennial Gala

Over 400 alumni, spouses, faculty, staff, students, and supporters gathered to help the UND College of Nursing celebrate its centennial; the largest event ever for the College! Excitement filled the ballroom as former classmates reconnected after many years apart, as classes gathered to smile for a current class photo and as alumni shared stories of what nursing was like when they were a student.

The evening kicked off with Dean Julie Anderson, ‘79, ‘96, ‘00, giving a short ‘State of the College’ address, highlighting many of our past successes and sharing our vision for where the College of Nursing is headed in the next 100 years. Recognition was given to milestone anniversaries including the Nurse Anesthesia specialization (20th anniversary), the Recruitment/Retention of American Indians into Nursing (RAIN) Program (20th anniversary) and the Eta Upsilon chapter of Sigma Theta Tau (25th anniversary).

Students scholarship recipients were asked to stand and be recognized for the effort they put forth. Attention was given to members of the class of 1951; the first class to earn a BSN degree from UND which began the tradition of strong nursing graduates. LaVonne (Kleven) Russell Hootman, ‘54, ‘75 was also recognized as a dedicated faculty and alumna of the College. LaVonne taught at the College full time until 1997 and is a favorite faculty member among hundreds of alumni.

The evening culminated with the presentation of four awards representing diverse areas of nursing. The Dream Award looked at innovative teaching and creative approaches to improving healthcare;
“The College of Nursing Gala was indeed a gala!!!”

Above left: Gala attendees pose for a photo.

Above right: Alumni from the class of 1999 had a great time at the Nursing Gala.

Center: Nursing is a family affair! Pictured here are sisters and UND nursing alumni Rene (Narloch) Finnegan, ’70, and Bridget (Narloch) Thompson, ’73.

The Deliver Award focused on practice and patient care; the Discover Award pertained to nursing research and scholarship, and the Young Alumni Award showcased the future of nursing.

As the Gala concluded attendees were hard pressed to leave, enjoying the past, present and our future. Wrapping up the evening we enjoyed the sounds of the Downtown Horns, a blues and rock band.

One attendee commented, “Thank you for planning the Gala; it was wonderful!!! We had 8 from our class and had such a nice time and a nice weekend. We are all proud of the UND nursing program. Keep up the good work.”

A complete collection of photos from the Centennial Gala can be found at http://undcollegeofnursing.shutterfly.com

Nursing Gala Award Recipients
Below, clockwise from upper left: Pauline Sherry, ’59 BSN - Dream Award; Deborah Soholt, ’78 BSN - Deliver Award; Jacqueline Strinden, ’99 BSN - Young Alumni Award, and Marion Kershner, ’94 MS - Discover Award.

“Thanks for a truly memorable evening.”

www.nursing.und.edu
March 10
College of Nursing Alumni Social
Bismarck, ND

March 30
College of Nursing Alumni Social
Minot, ND

April 13-15
Dakota Conference on Rural and Public Health
Grand Forks, ND
www.ruralhealth.und.edu/dakotaconference

May 13
RAIN Traditional Meal

May 14
Spring Pinning Ceremony

May 15
UND Spring Commencement

May 24-26
Midwest Nurse Educator’s Academy
A conference on simulation and educational innovation for nurse faculty and hospital, long-term care, and public health-based nurse educators. The Academy will be held at the Alerus Center in Grand Forks. Contact: conferences@mail.und.edu

October 9
UND Homecoming 2010