

MARQUETTE NURSE

COLLEGE OF NURSING MAGAZINE 2018



SECONDS COUNT

An accelerated path to nursing from other fields

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Hello Marquette nursing alumni and friends,



I hope your 2018 is off to a fresh and wonderful start. January 1 officially marked my one-year anniversary as dean of the College of Nursing. I cannot believe how quickly that year has gone by! Over the past year, I have spent a lot of time relearning the ins and outs of the college from our faculty, staff and students. It's also been a pleasure to reconnect with former colleagues and get to know university leadership. At times it feels like I never left!

I want to take a moment to sincerely thank the faculty, staff and students for their unwavering support over the past year. I especially want to thank Dr. Donna McCarthy, who stepped in as interim dean and has been an instrumental resource to me since I took on the deanship.

One priority during the first year has been to establish the right organization within the College of Nursing that best supports our strategic priorities. (See page 5 for four key hires). It was also critical that we maintained the college's great momentum of expanding our academic programs. Our feature story (see pages 10–13) highlights how our direct entry programs here in Milwaukee and in Pleasant Prairie, Wis., offer people with various degrees an accelerated path into nursing.

We continue our work to expand our national reputation in research, teaching and professional practice. See pages 14–17 to read how Dr. Kristina Thomas Dreifuferst, associate professor, is using debriefing sessions to transform our student experiences.

The college's number one priority has always been to provide our students with a diverse, rigorous and values-based education to meet the changing needs of the patients they will care for within the ever-changing health care industry. It's truly an honor as dean to see this happening each and every day.

I hope you enjoy this issue of *Marquette Nurse*. Hearing from alumni is one of my favorite aspects of this role, so be in touch anytime.

Best wishes for the year ahead!

Sincerely,

Janet Wessel Krejci, Ph.D., R.N., N.E.A.-B.C.

Dean and Professor, College of Nursing

College mission

Through a transformational Catholic, Jesuit education, the mission of the Marquette University College of Nursing is to prepare nurse leaders to promote health, healing and social justice for all people through clinical practice and development of nursing knowledge. The faculty, students and staff of the college are committed to:

- Providing high-quality, compassionate care focused on individuals, families and communities.
- Advocating for social justice to eliminate health inequities.
- Engaging community partners to promote health care for all.
- Generating, evaluating and applying knowledge to improve health and education outcomes.
- Creating a dynamic, innovative learning community.
- Leading change to improve the health care environment.

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College of Nursing

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News, Research & Innovation

Byte by Byte

New master's harnesses data analytics for health care.

By Erik Gunn

In the digital age, virtually every detail of patient care winds up in bits and bytes on computer drives and memory chips. The unimaginably huge trove of information resides in countless unconnected computer networks. Now a new Marquette University Master of Science in Health Care Data Analytics program aims to equip a cadre of professionals to help health care providers and researchers assemble this information.

"We've got 20 years of data sitting, waiting for us to use to define the best practices or to clarify strategies to make an impact," says Patricia Schroeder, director for strategic initiatives and clinical assistant professor in the College of Nursing. Effectively tapping that data could help the health care profession improve patient outcomes, reduce the cost of health care and upgrade entire health care systems.

The Graduate School curriculum for the program couples five courses in data analytics under the auspices of the Department of Math, Statistics and Computer Science, and five in health care through the College of Nursing. The program expects to draw candidates from college graduates working either in the health care field or in computer science. Some might come straight from an undergraduate program, but many will probably be mid-career professionals, Schroeder says.

"A big part of this program is going to be helping people understand where the data is, how to get it, and how to ask questions and come up with information that is actionable," she adds. Graduates of the program will be technical advisers, guiding health care institutions and researchers on how to effectively use data sources.

"In so many ways the key to improving health and reducing costs is already there in the vast array of data accumulated in the routine care of patients," Schroeder, Nurs '75, Grad '78, '97, says. "We just haven't unlocked it."

New Data Guru

"The way to be academically involved in a lot of different areas is to be the data guy," quips Dr. Mauricio Garnier-Villarreal, a research assistant professor who teaches Advanced Applied Statistics in the College of Nursing.

The course is part of the new Master of Science in Health Care Data Analytics program, which focuses on how to apply statistical concepts and tools to research. He also serves as the statistician/consultant and technical data analyst for graduate students in the college and partners with fellow faculty members and doctoral students on multiple studies and publications.

One of the most common misconceptions he encounters among students, he says, is that statistics are "objective." He aims to point out that all the decisions that come before the collection of data, as well as those on how to interpret it, are grounded in certain assumptions, about which researchers must be clear. The new master's program grapples with that squarely, he observes: "There's a big focus on ethics in data."

Garnier-Villarreal is enthusiastic about the new program's interdisciplinary nature. "It's the bridge between data and content," he says. "That's one of my strengths."



5 Questions with Dr. Janet Wessel Krejci, Dean and Professor

Dr. Janet Wessel Krejci spent 21 years in various positions in the Marquette University College of Nursing before departing for Illinois State University where she served as both nursing dean and provost. Last year she returned as dean of the College of Nursing. As her first year comes to a close, *Marquette Nurse* sat down with her for a quick Q&A.

1. “Embracing change opens doors.” How does that apply to Marquette University College of Nursing?

The entire landscape of higher education is changing, and the future of health care is very uncertain. In order to continue to thrive, we need to be agile and create new opportunities in the community and with our health care partners. Here at the College of Nursing, with President Michael R. Lovell at the helm, we are poised to forge strategic partnerships while deepening our commitment to our values.

2. How did growing up in a family of 10 children shape your career?

When I was 2 years old, my mother died of Hodgkin's at age 40. Two of my sisters died fairly young from the same disease. Initially that led me away from nursing, but as a high school student in the '70s who was good in science, I was directed to nursing. I was ambivalent about a long career in nursing. I had watched many family members go through the health care system and witnessed really incredible care, and I saw what happens when care was not of high quality. It seemed like an awesome challenge to ensure that high-quality care was always delivered. I soon fell in love with the profession. The opportunity to work with professionals focused on making a difference every day is very fulfilling.

3. What partnerships do you envision for the College of Nursing?

It's imperative to embed our faculty in practice environments and in the community in a variety of ways. We are working on joint appointments with health care systems, more involvement in boards across the community, and creative ways to develop clinical practice environments for our students. We are partnering with health care systems to create longer-term endeavors and synergistic relationships that have great impact for the health care system as well as for our student learning.

4. Why Marquette's College of Nursing?

I would like students to know that becoming a Marquette Nurse is a transformational experience and prepares one to not only become a clinical expert and instrumental member of the health care team but also a strong advocate for all they serve.

5. Looking ahead, what will we see in five years?

Teams of interdisciplinary teacher-scholars that will identify ways to help vulnerable humans better manage and take control of their health, their living and their dying. These teacher-scholars will also advance the science of teaching/learning, being leaders in clinical simulation, so that the students of the future can access engaged, interactive academic environments to maximize learning and become stronger leaders for society. And, of course, the four pillars of Marquette's mission — excellence, faith, leadership and service — will continue to guide us and help us make a difference for future Marquette Nurses.



News, Research & Innovation

Serving Those Who Serve

Partnership brings together Marquette nursing students with nurses and patients at the VA.

By Ann Christenson, CJPA '90

Allie Comes, Nurs '17, felt the pull to be a nurse, the emotional rewards a great source of resonance for her. When Comes discovered she was drawn to working with veterans, that tug was deeper, more compelling. During her sophomore year, she spent time in the long-term care unit at Milwaukee's Clement J. Zablocki VA Medical Center and witnessed firsthand the challenges faced by veterans of all ages. She was struck by the bond the VA nurses had with their patients and their eagerness to impart their knowledge to a new generation of nurses.

This experience would not have been possible had it not been for the Veterans Affairs Nursing Academic Partnership or VANAP, a pioneering five-year program — now in its fourth year — that pairs up undergrads from Marquette's College of Nursing with nurses on dedicated education units and patients at the VA. Milwaukee is one of just six sites handpicked by the U.S. Department of Veterans Affairs. The \$5 million federal grant allowed Marquette to add nursing instructor positions and increase student enrollment.

Comes' VANAP experience was particularly meaningful, she says, as she worked under the guidance of the nurses and observed the veterans' responses to that care. Comes' tasks included taking patient vitals, conducting evaluations, helping with admissions and discharges, all in addition to her Marquette nursing school curriculum.

60%
OF VETS ARE
TREATED OUTSIDE
OF A VA HOSPITAL



Nursing students apply to the VANAP program in their sophomore year and begin their cohort education in the fall of junior year, continuing into senior year. Employment at a veterans-centric hospital after graduation is not guaranteed, but VANAP students receive priority consideration for vet-specific positions.

Tabitha Eden, a Navy vet who teaches the Veteran Health and Culture class at Marquette, says that the value of this vet-focused training for Marquette students is that "a lot of brand-new nurses will make a difference. Every student has knowledge of this vulnerable population," she adds.

As the VANAP program is now at the five-year mark, funding will end after the spring semester. But that won't signal the end. A sustainability plan will continue the program for at least an additional three years (until July 1, 2021), according to Interim Associate Dean of Undergraduate Programming Sandra Van Den Heuvel. Marquette and the VA "believe this is worthwhile for both institutions and the community, so we will continue the program as long as we can," Van Den Heuvel says.

Comes started her yearlong nurse residency program at Milwaukee's VA Medical Center in summer 2017. After completing the program, her future nursing path isn't certain, but she knows she wants to care for vets. "It's inspiring," she says. "There's so much rich history to the VA and the vets treated there."

Leaders in Nursing Education

New faculty members bring a wealth of unique experiences to Marquette.

By Guy Fiorita

Dora Clayton-Jones, Ph.D., R.N., C.P.N.P.-P.C.

Assistant Professor

As a pediatric nurse, educator and minister with a doctorate in nursing, how does recent hire Dr. Dora Clayton-Jones see her role at Marquette? "Simple — during my time here as a graduate student the faculty was completely invested in me, and I desire to invest in students and peers with the same compassion that I experienced."

It is a passion that is not limited to the Marquette campus. Clayton-Jones, Grad '99, '14, is also the founder of the Children First Angelic Foundation, which is dedicated to improving the quality of life for children, adolescents and families through philanthropy, education and outreach. In her first year at Marquette, Clayton-Jones is teaching Nursing and Health in the Jesuit Tradition.

Joan Totka, Ph.D., R.N.

Joint Clinical Assistant Professor

Dr. Joan Totka's joint position with Marquette's College of Nursing and Children's Hospital of Wisconsin is the first of its kind, and allows her to leverage her experience in education and the health system to meet their shared goals. This collaboration is key to "spark clinical innovation, align critical resources, and fortify the public's health." Totka's research focuses on patients with diabetes and their families. Although she has an active role in guiding and promoting improved health care, she is never far from the bedside and is committed to working with students, fellow faculty and colleagues to implement evidence-based solutions that support better patient outcomes.

Abiola Keller, Ph.D., P.A.-C., M.P.H.

Assistant Professor

Dr. Abiola Keller, H Sci '01, comes from Marquette's College of Health Sciences, as a former member of the Department of Physician Assistant Studies. Though her resume may not be a traditional one in the College of Nursing, her mission is the same. Keller brings both her diverse background and her training and research in public and population health to complement the work of the college. Keller's research focuses on developing, implementing and evaluating interventions that optimize health results for vulnerable populations. "As health care providers, researchers and educators, we are committed to achieving the best outcomes possible for all patients," she says.

Kim Gretebeck, Ph.D., R.N.

Associate Professor

Dr. Kim Gretebeck is best known for her Physical Activity for Life for Seniors (PALS) program, which aims to increase physical function and therefore help older adults live fuller, fitter and more functional lives. Specifically designed for a community setting, it's no surprise that Marquette's mission of social justice and community engagement drew her here. Gretebeck is collaborating with Dr. Daniel Bergen, executive director of community engagement at Marquette, and other community partners on the program. Gretebeck sees great potential for PALS to influence care more broadly and says, "The plan is to package PALS and disseminate it both statewide and eventually nationwide."



Dr. Dora Clayton-Jones



Dr. Joan Totka



Dr. Abiola Keller



Dr. Kim Gretebeck

News, Research & Innovation

The Class of 2017 Finds Its Voice

Marquette nurse chosen as all-university Commencement speaker.

By Sara Rae Lancaster



Alexandra Mohs, Nurs '17

College is filled with many different opportunities, but speaking at your college Commencement ceremony isn't one every student experiences. For Alexandra Mohs, Nurs '17, being chosen as the all-university Commencement speaker gave her the opportunity to reflect on her time at Marquette, as well as her next steps.

"That opportunity felt like the perfect way to bookend my time at Marquette," Mohs says. "This experience was the ultimate testament to how much Marquette has contributed to my own personal growth and helped me determine how I could put into action the wealth of knowledge I gained throughout the last four years."

As Mohs transitions from her role as a college student to a medical/surgical unit nurse at Columbia St. Mary's Hospital, she draws upon those lessons frequently. "I learned so much about how to love others and build a team of people working toward a common goal," Mohs says of her extracurricular experiences with Greek Life, Midnight Run and MARDI GRAS.

She says MARDI GRAS influenced her, especially during her last spring semester when she traveled with the group to New Orleans. There, she worked with local residents of the Lower Ninth Ward, including Jeanette Bell, the founder of the nonprofit Garden on Mars. The organization creates community gardens and teaches

community members how to grow their own food and eat healthfully despite living in a food desert.

"Jeanette's passion for her community showed me what it looks like to love what you do with your whole heart," Mohs says. "After that week spent in the soil, I felt reaffirmed in my desire to be a nurse and to utilize my knowledge of health conditions as well as my passion for building relationships."

Months after addressing the Marquette community at graduation, Mohs still thinks back to the words she spoke in front of thousands of people. "The common thread throughout my Marquette story has been community," she stated in her Commencement address. "Community manifests itself in some of the most unexpected ways. For me, community has shown itself in the form of *cura personalis*, a Latin phrase that translates to 'care for the whole person.'" It is that type of whole-person care, fueled by the spirit of community, Mohs strives to live out today as a Marquette alumna.

A Life Dedicated to Marquette: Remembering Dean Emerita Sister Rosalie Klein

By Clare Peterson, Comm '10

In July 2017 Sister Rosalie Klein, OSF, dean emerita, passed away at the age of 93. Sister Rosalie served as dean of the College of Nursing from 1970–1988. She was also a Marquette alumna, having earned her bachelor's degree in nursing in 1952 and a master's degree in nursing in 1960.

Marquette was truly in Sister Rosalie's blood. She was born at Marquette University Hospital in 1923 and came to Marquette to obtain her undergraduate degree shortly after taking her final vows in 1947.

After graduation, she was assigned to St. Francis Hospital in Cape Girardeau, Missouri, and in 1954 moved to St. Michael Hospital in Milwaukee. In 1959 she became an instructor in Marquette's College of Nursing. By 1960 she completed her master's degree in medical-surgical nursing, taught in the college,

and became coordinator of the Basic Nursing program from 1965–1967. Sister Rosalie briefly left Marquette from 1967–1970 to complete her doctor of science degree at Tulane University, New Orleans.

When she returned, she applied for the dean position with the college and was appointed in June 1970. During her deanship, the College of Nursing became both the fiscal and academic responsibility of Marquette University, and they moved to their current location on campus in Emory T. Clark Hall.

In 1988 Sister Rosalie resigned from the deanship, feeling as though she had met her goals of transforming the college and positioning it for future success. In subsequent years, she served as chaplain at Elmbrook Memorial Hospital and wrote a history of nursing at Marquette to which she remained devoted to the end.



Beyond and Back

As alumni return to guide current students, Project BEYOND–2 continues to successfully expand inclusivity in the College of Nursing.

By Brian Boyle, student intern

As then-freshman Kyle Mendoza sat with his peers late last April and looked on as nurses spoke about their experiences as members of underrepresented groups in school and in their new professional lives, he couldn't help but feel inspired. For Terrie Garcia, project coordinator and doctoral student, this is exactly the point. Things are going as planned.

With a fresh \$2 million federal grant, Garcia pushes forward with Project BEYOND, her initiative to expand inclusivity in the nursing industry and create a tight-knit Marquette community, connecting current minority and disadvantaged students with a circle of successful alumni who faced all the same trials and pitfalls just a few short years ago.

"I felt like I owed it to BEYOND (to come back and speak to new students)," first-wave BEYONDer Tamiah McCoy, Nurs '14, says. "They were a huge support for me. I was a first-generation college student, so it was nice for them to be able to understand the stress I felt at school."

Now dubbed Project BEYOND–2, the venture was originally conceived to close a massive and problematic representation gap in the nursing community. In culturally diverse cities like Milwaukee, nursing staffs rarely mirror the populations they serve—or even come close. BEYOND seeks to fix this problem, offering financial aid and a generous support system to targeted students who are often from minority backgrounds and the first in their family to attend college.

The result has been a string of unmitigated success stories. Many alumni are enrolling in or completing graduate programs while others are working toward their doctorate degrees. All, however, are employed professional nurses, proving to the current students that they can succeed in the industry, too.

"It was such a good experience having Project BEYOND alumni come back and tell us their experiences," Mendoza says. "It's amazing how we all share the quality of perseverance. Their stories motivated me. They taught me that when the going gets tough, I know I can make it to the end, and I will come out as a Marquette Nurse."

*"It's amazing
how we all share
the quality of
perseverance."*

Kyle Mendoza



John Nienhuis



And the Award Goes to

Grad student evidence-based practice paper named Best Research Paper for 2017.

MCN: The American Journal of Maternal/Child Nursing editorial board recently awarded Best Research Paper for 2017 to Dr. Kristin Haglund, Nurs '92, associate professor, and four graduate students: Katelin Larson, Grad '15, Jessica McLaughlin, Grad '15, Mallory Stonehouse, Grad '17, and Brittany Young, Grad '17. Their work "Introducing Allergenic Food into Infants' Diets: Systematic Review," marks the first time a systematic review has won the award.

"This paper began as a class assignment to write an evidence-based practice paper. Katelin and Jessica discovered that the evidence did not support the guidelines for infant feeding that were recommended at that time. We knew that it was important to share this information with other nurses," says Haglund.

"Our paper came out at that same time as major changes to infant feeding recommendations were announced. We are very proud of this paper and our part in changing nursing practice."

Their award was announced in the January 2018 issue of *MCN: The American Journal of Maternal/Child Nursing*.

THE FUTURE IS IN GOOD HANDS



Photography by Jennifer Javiere

Commitment to the Profession Ceremony

The College of Nursing hosted its annual Commitment to the Profession Ceremony on October 1, 2017, during Family Weekend.

Sophomore undergraduate nursing students had their hands blessed and committed themselves to the nursing profession.

The purpose of the ceremony is to celebrate what it means to be a professional nurse at Marquette.

“It is so powerful to watch our alumni and our faculty welcome these students into this amazing profession,” says Dean Janet Wessel Krejci. “These students will go on to serve thousands of vulnerable humans seeking care and will be with them during the most challenging moments of their lives. They will bring people into the world, and help them leave this world with dignity and comfort. A Marquette Nurse does it all with clear competence and exquisite skills while always demonstrating *cura personalis* and advocacy for each and every patient.”

The ceremony takes place each year at the Church of the Gesu on Marquette’s campus. Alumni are encouraged to attend. Next year’s date will be shared as details are arranged.

— Clare Peterson, Comm ’10





SECONDS COUNT

The direct entry program offers graduates the chance to change careers and take an accelerated path to nursing.

By Brian Boyle

Two years ago, Steve Abramowski, a Lutheran minister serving a local parish in Minnesota, found that though providing spiritual guidance was fulfilling, it simply wasn't enough for him. He needed a change. He needed to do more.

Then a surprising opportunity presented itself in the form of the direct entry accelerated nursing master's program in Marquette's College of Nursing. The move offered Abramowski both a return trip to the region where he and his wife grew up and the potential for a career shift that once seemed tectonic and impossible to achieve in a reasonable amount of time. If he made it successfully through an arduous 18–20-month immersion in course work, care simulations and hospital clinicals, he would indeed be on the cusp of doing more, armed with a new master's degree in nursing from Marquette and certification to practice as a registered nurse.

“I guess I saw the parallels between being in the health care field and helping people and being a pastor and helping people,” Abramowski says, noting his new pursuit was less a shot in the dark than it initially sounds. As a nurse, dealing with the physical ailments of the patient is only half the battle. With a half-decade of ministry work under his belt, he says he had a head start in the bedside manner and emotional support departments.

Today, after earning that master's degree in nursing, he's working as a pediatric nurse in the medical oncology ICU at Children's Hospital of Wisconsin. In his eyes, he's finally doing enough.

If Patricia Schroeder, the College of Nursing's director of strategic initiatives and clinical assistant professor, had sketched out the type of student she had hoped the program would attract, Abramowski would be an uncanny fit.

The program is designed around the needs and aspirations of those who graduated from college with degrees in other fields, started down a certain career path and then began to see nursing as an attractive alternative. “They begin to look at other alternatives, this being a great one,” says Schroeder, Nurs '75, Grad '78, '97. “And it can be a perfect fit for people in other disciplines who say, ‘I want to find a new meaning in my life.’”

Rather than being stuck with regrets about long-expired opportunities to hit the undergraduate reset button, these students find a predictable, if challenging, path into nursing. Evolving over its 15-plus years in existence, the Marquette program is

now laser-focused on providing these seasoned students with a compact journey toward expert preparation in their new field. Unlike other similar programs in the region that offer these returning students an opportunity to earn a second bachelor's degree, students in the Marquette program have the advantage of earning a master's degree in a similar amount of time.

A streamlined but heavy course load — 75 graduate course credits taken over five consecutive summer, fall and spring terms — helps students obtain their master's degree and RN license in 18–21 months, suiting the needs of motivated and mature students adjusting their career tracks.

With its current combination of attractive features, the program has been resonating with potential students and expanding at an impressive rate. The College of Nursing's Milwaukee-based direct entry program reached capacity several years ago, enrolling 56 future nurses per year. Then a second program followed in a new facility in Pleasant Prairie, Wis., in 2016, bringing the proven and mission-driven Marquette approach to nursing to a new location. Here, contemporary tools such as hybrid learning are used to combine online study and group work with in-person exams and clinical simulation. Offering untapped opportunities for student learning, clinical rotations take place at hospitals in Racine and Kenosha, Wis., and Northern Illinois. Beginning with just 13 students in the initial class, the site admitted an additional 24 students in January, another 52 students this past fall and then another 52 in January 2018. At a time when colleges of nursing are striving for solutions to a vexing problem — the gap forming between the needs of a growing population nationally and a decline in the number of registered nurses — these expanded cohorts of future nurses are a hopeful sign.

Through both locations, Marquette has been able to connect those looking to do more with an industry in near-crisis struggling to find more help. For the College of Nursing, the on-line-hybrid setup is new, but students are taking to it well. “The way they have the lectures set up online is great,” says current Pleasant Prairie student George Vanags. “You can watch them more than once. You have the PowerPoint you can download, and then you actually have the professor doing a voice-over lecture. And you can listen to those as much as you want. So I think it almost gives you an advantage.”

“We know that in the state of Wisconsin today, nursing schools graduate 3,000 nurses per year,” Schroeder says. By 2030, she says, there will be a need for more than double that figure. Without the opportunity the program provides, a student like Abramowski could potentially spend close to a decade working toward becoming a nurse and achieving an advanced degree.

For Abramowski, Grad '16, leaving the ministry was difficult, but he says that his pastoral experience made the transition easier. Today as a pediatric nurse, he sees a lot of overlap between the two professions. “As a pastor we do a lot of listening. And I



Michael Carpenter

Former Lutheran pastor Steve Abramowski found his new calling as a pediatric ICU nurse.

“The direct entry program was really laid out for people who have jobs and other experiences.”

— Chanille Witham, Grad '17

learned in my clinicals how important it is to be at the bedside and really listen to what these families are going through. They need support and encouragement. As an older student with life experiences and three kids of my own, I think I can more easily relate to what the parents are going through,” he says.

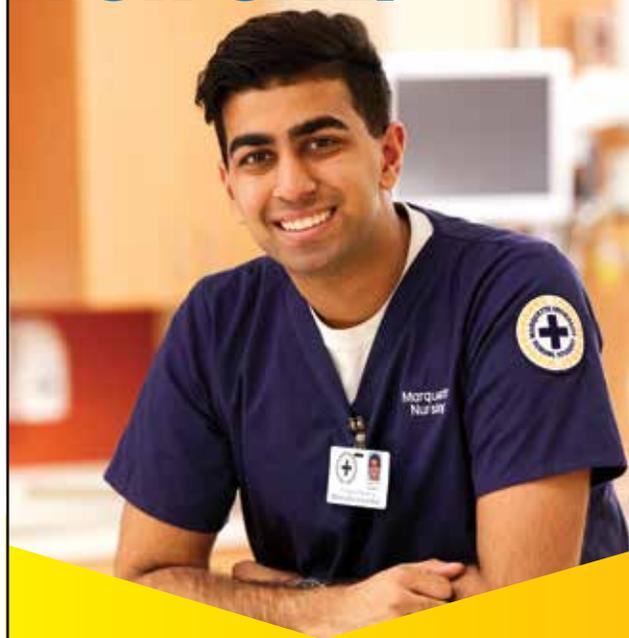
Like Abramowski, fellow program graduate Chanille Witham, Grad '17, was also looking for a change in her life. A child life specialist, whose job it is to help families navigate hospitalization, illness and disabilities, Witham was intimately familiar with the hospital setting and saw firsthand the difference she hoped to bring about on others' lives. “Marquette was supportive of me having those life experiences. The direct entry program was really laid out for people who have jobs and other experiences. It met my needs, in terms of what I needed in my life and how quickly I wanted to be done with school,” she says.

Now, with a master's in nursing and freshly completed midwife boards, Witham works at Reedsburg Area Medical Center, where she completed a clinical rotation. Wanting to return to rural America where service for mothers-to-be is increasingly limited, Witham accepted a chance to continue her work in Reedsburg, Wis.

“When I think of myself as a seasoned midwife, I think of myself working with a specific population. Perhaps the population of women who are transgender or differently abled, or maybe a minority population,” Witham says. “I think Marquette probably influenced that, because Marquette is very service-oriented.”

As with Witham, Abramowski was attracted to more than just the accelerated opportunity and Milwaukee location. “I just really like the Marquette phrase ‘Be The Difference,’” he says. “Every nurse has a variety of gifts, and Marquette empowers you to use your skill set to the best of your abilities.”

**MAKE A
DIFFERENCE
FOR ONE.**



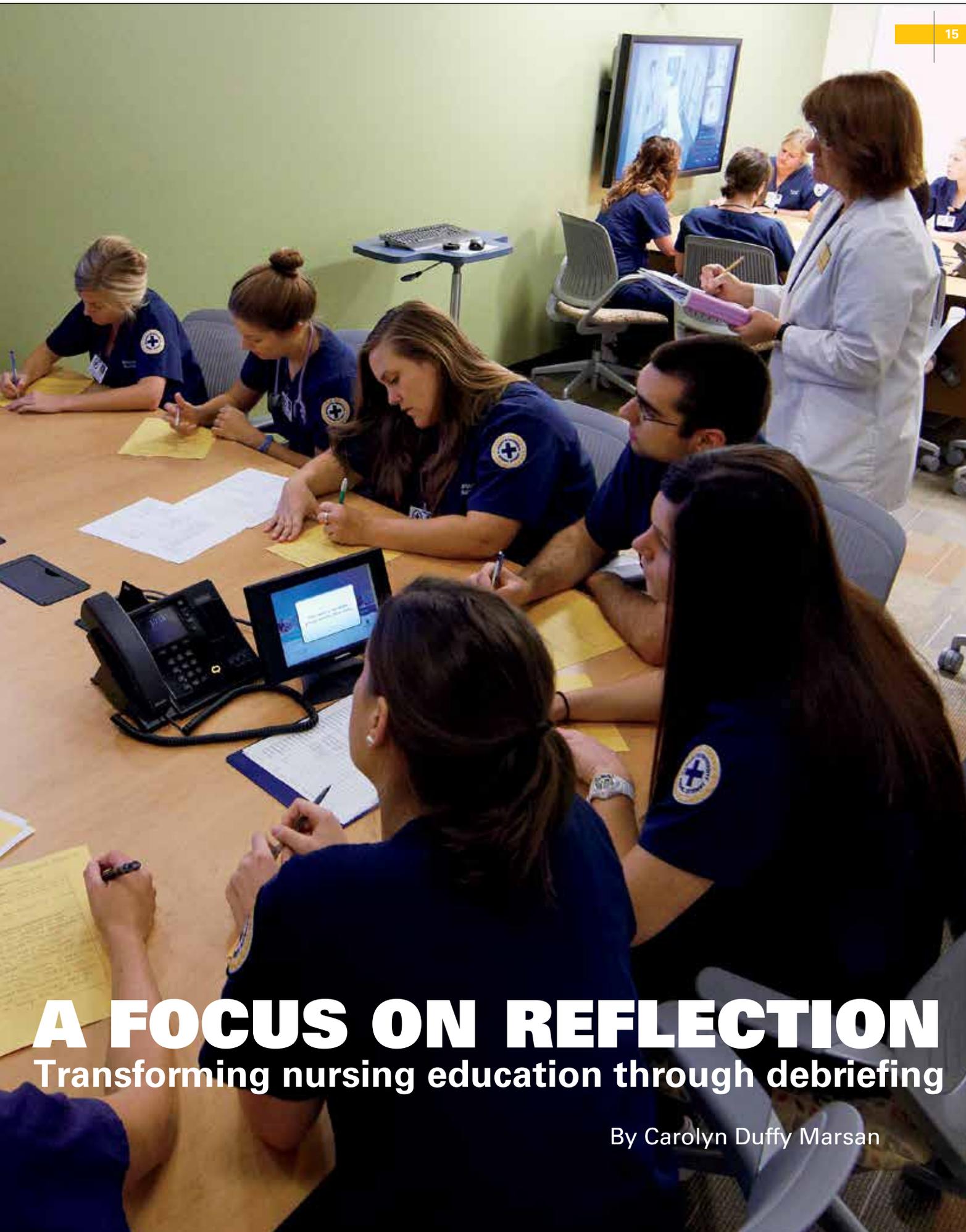
**AND YOU MAKE A
DIFFERENCE FOR MANY.**

At Marquette University, students learn how to become fearless leaders, agile thinkers and effective doers. Your gift to scholarship aid will help provide a Marquette education for students who desire to Be The Difference for others, ready in the spirit of St. Ignatius to “go forth and set the world on fire.”

To make a gift in support of scholarship aid, contact Emily Carroll at 414.288.8484 or emily.carroll@marquette.edu.







A FOCUS ON REFLECTION

Transforming nursing education through debriefing

By Carolyn Duffy Marsan

When nursing student Sushil Patel prepared for studying abroad in Peru last summer, he performed a complex simulation in the College of Nursing's simulation lab using an innovative model to foster clinical reasoning designed to help him critically analyze every decision he made in caring for his manikin "patient."

Dubbed DML — or Debriefing for Meaningful Learning — this cutting-edge discussion technique prompts Marquette nursing students to gather more actionable feedback from their simulations and better prepares them to treat actual patients.

"DML provides an opportunity for Marquette student nurses to critically think about situations that might arise in an actual clinical setting," Patel explains. "It helps us realize our mistakes or successes."

DML is a highly structured format for nursing professors and students to discuss a simulation using the Socratic method of dialogue. In DML, a professor guides a group discussion after the simulation by posing a series of questions. Students must express why they took each action; correct actions are reinforced and alternatives to incorrect actions are discovered.

"DML has helped me take into account all the pieces that go into providing care from pharmacological sides to interdisciplinary sides. It has helped me engage myself in my own learning and keep myself accountable for the care I provide," says Patel.

Theresa Gruenke Schnable, who serves as simulation coordinator and clinical instructor in the College of Nursing, says DML reinforces correct on-the-job thinking not only for the two nurses engaged in a lab-based simulation but also the

"... the point of debriefing is to reinforce positive behavior or to correct confusion, misconceptions and mistakes."

— Theresa Gruenke Schnable

other half-dozen students who are observing a simulation via video from a nearby conference room.

"DML helps the students understand their own thinking — correct or incorrect — and gives them a sense of security that they are doing what they are supposed to be doing," says Schnable.

The leading authority behind DML, Dr. Kristina Thomas Dreifuerst joined the College of Nursing faculty in September 2016 as an associate professor. Thomas Dreifuerst is a world-renowned authority on using debriefing techniques after simulations to help develop critical-reasoning skills.

"Part of what attracted me to Marquette is that the reflective nature of the debriefing method that I developed fits very well with a Jesuit mission and vision of education," says Thomas Dreifuerst, referring to the essential role of reflection in the Jesuit conception of learning.



John Neuhuis



Dr. Kristina Thomas Dreifuert, author of *Debriefing for Meaningful Learning (DML)*, works with students during a debriefing session.

For Thomas Dreifuert, the majority of learning from simulations and clinicals occurs during the debriefing because students are caught up in their hands-on experience. When it is over they have to reflect on it in order to learn from it.

“Say a student is looking at information about a patient, and they see a change in vital signs or a change in demeanor or in lab values, and they have to take action. They have to pull all of this information together, make sense of it and take an appropriate action,” Thomas Dreifuert explains. “Through debriefing, we dialogue about what they were thinking and what actions they took, and we talk through whether those are the right actions and whether there are alternatives. What we see is that next time, they do better. The more they use DML, the better the outcome.”

Starting freshman year, all Marquette nursing students are involved in simulations. For example, students will be exposed to rare, high-risk scenarios in their obstetrics course. “They may not have a chance to see a postpartum hemorrhage or preeclampsia in the community, but when they’re here in the Sim Lab, they are expected to take care of the patients as they would in a hospital,” Schnable says. “Because they’re learning, the point of debriefing is to reinforce positive behavior or to correct confusion, misconceptions and mistakes.”

Hiring Thomas Dreifuert is a coup for Marquette not only because she is the author of DML, which is used at 300 nursing schools worldwide, but also because she is the president of INACSL — the International Nursing Association for Clinical Simulation & Learning.

“The benefit for Marquette is the visibility,” Thomas Dreifuert says. “INACSL has published the standards of best practice in simulation that are being used across disciplines in health care education. We actually have five people on our faculty who belong to INACSL.”

Thomas Dreifuert has trained the entire Marquette nursing prelicensure faculty in DML and is overseeing its integration in all aspects of its nursing curriculum. “DML is a transformation that’s happening across Marquette’s nursing curriculum,” Thomas Dreifuert says. “Ultimately the goals are to ensure our graduates are ready for a successful transition into practice with better decision-making skills and to improve patient care.”

What’s New in the Simulation Lab

The College of Nursing boasts the state-of-the-art Wheaton Franciscan Healthcare Center for Clinical Simulation in the lower level of Clark Hall. Since 2012 this facility has provided a realistic health care environment where students can develop and strengthen their clinical reasoning and nursing skills, while preparing for high-risk situations.

The center features a six-bed hospital suite with two intensive care rooms, two medical surgical rooms, one pediatrics room, and a labor and delivery suite. Additionally, it offers two examination rooms, a home health/assisted living apartment, a clinical skills laboratory, two four-bed patient care rooms and four debrief rooms.

GE Healthcare provided the center’s cutting-edge equipment, including patient monitors, telemetry technology, infant incubators and ventilators. Marquette recently purchased an ultrasound machine and hopes to add two more manikins, as well as operating equipment for the new nurse anesthesia program being developed.

Alumni Perspective

2017 Alumni National Awards — College of Nursing Award Recipients



Distinguished Alumna of the Year Award

Patricia A. Lasky, R.N., Ph.D., Nurs '63

After a long career as a nurse and professor, Pat Lasky now enjoys volunteering in a first-grade classroom at Chávez Elementary School in Madison, Wis. Lasky retired from the University of Wisconsin–Madison School of Nursing in 2003. Prior to her retirement, she served as executive associate dean. Her earlier administrative positions at UW–Madison included acting dean and associate dean of undergraduate program and outreach.

She credits her Marquette experience for providing her a lifelong career and personal grounding. “I chose Marquette because of the Jesuit tradition of higher education and the reputation of the College of Nursing,” Lasky says.



Service Award

Alice Freiberg Stecker, Nurs '59, Grad '64

Even as a child, Alice Freiberg Stecker knew nursing would be her lifelong career and passion. She spent the majority of her career in nursing administration and says her satisfaction came from working to assure that acute care nurses in her facilities had the best possible environment to provide quality patient care.

“This will definitely identify my era, since nursing caps are long gone, but my capping ceremony on the steps of St. Joseph’s Hospital was traditional, beautiful, sentimental and a rite of passage at that time,” Freiberg Stecker says.



Young Alumna of the Year Award

Jessica Spencer Castner, Ph.D., Nurs '99

Two of Jessica Spencer Castner’s fondest Marquette memories center around the heart of campus at St. Joan of Arc Chapel. One is packing a lunch on a nice day and studying with friends in the gardens outside of the chapel. Another was a Tuesday evening Mass where Rev. John Naus, S.J., delivered a moving homily about humanitarianism and love.

Spencer Castner credits Marquette and the Bradley family, who supplied her scholarship, for changing her life and career trajectory. Not only did she meet her husband, Brian, Eng '99, during her time on campus, but the mission and values instilled at Marquette have continued to resonate with her.



Friends of the College Award

Mary K. Tardella and **Stephen M. Tardella**

While Steve and Mary Tardella are not Marquette alumni, their love and commitment for Marquette is rooted in their children, two of whom attended the university. Their son James is a 2012 graduate of the Diederich College of Communication. Their daughter Kathleen is a 2016 graduate of the College of Nursing.

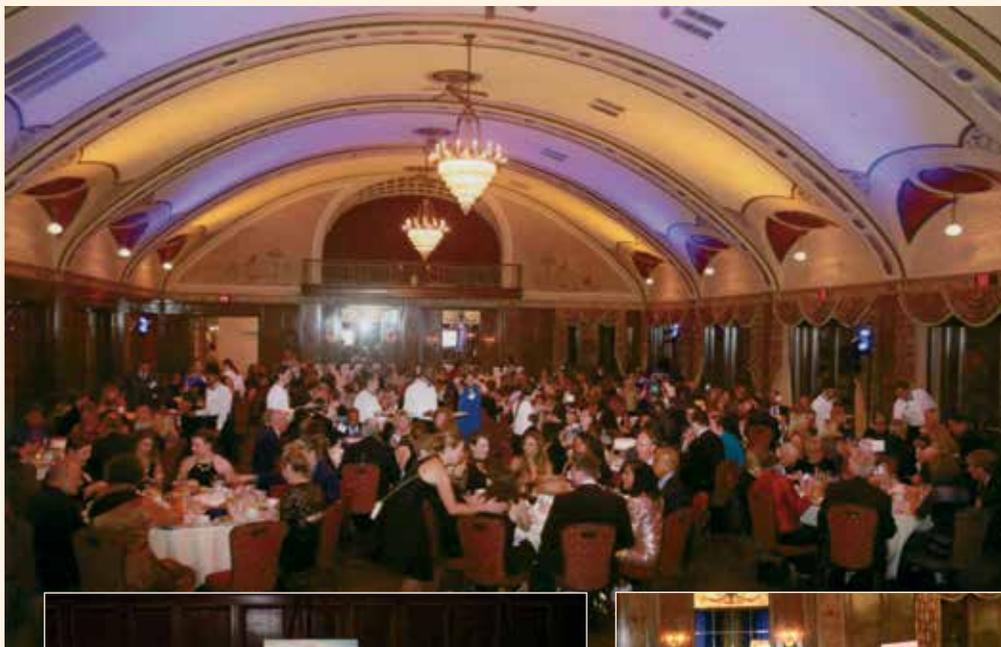
“We know firsthand how special the nursing program is at Marquette. The staff and administrators truly care about each and every student,” says Steve. “This nursing program is excelling at preparing students for a life of caring for others in an extremely competent and compassionate way. A ‘Marquette Nurse’ is a special kind of person, and we are so proud to be associated with this wonderful school.”

NightinGala Raises \$95,000 for Milwaukee's Most Vulnerable Populations

More than 240 people attended the second annual NightinGala on Friday, November 3, 2017. The event included both live and silent auctions, as well as a lively "paddles up" portion.

During the event, Dean Janet Wessel Krejci spoke of the importance of the Sojourner Family Peace Center, and two nursing students, Sara Brouch and Kellsie Murphy, talked about their experience as interns at the center. The night also included an emotional testimonial given by a survivor of domestic violence, and finally Anne Lent and Dave Watson, Law '16, the volunteers who inspired NightinGala, thanked the crowd for their continued support.

The event raised \$95,000 for the college's outreach programs, which care for Milwaukee's most vulnerable populations.



Auction items



Paddles up



From left to right: Anne Lent and Dave Watson, Law '16; Dr. Shelly Malin, Grad '83, Dean Janet Wessel Krejci, Pat Schroeder; Dr. Marilyn Bratt, Coach Steve Wojciechowski, Lindsay Wojciechowski; John Lent, Rev. Robert A. Wild, S.J., Barbara Lent, Nurs '64; group of nursing students in attendance

Photography by Tony Cilento

Notable Scholarly Accomplishments

Prominent honors, grants, publications and presentations from the 2016–17 academic year

AWARDS/MAJOR ACHIEVEMENTS

Ruth Ann Belknap, Ph.D., R.N., P.M.H.C.N.S.-B.C., professor
Awarded the Marquette Community Engaged Teaching Award, Marquette Office of Community Engagement, November 2016.

Kristin Haglund, Ph.D., P.N.P., F.N.P., A.P.R.N., associate professor
Awarded the 2017 Julie Lathrop Nursing Research Award, Children's Hospital of Wisconsin, March 2017.

Awarded the Research Paper of the Year, *MCN: The American Journal of Maternal/Child Nursing*, 2017.

Lisa Hanson, Ph.D., R.N., C.N.M., A.P.N.P., F.A.C.N.M., professor
Awarded the Excellence in Teaching Award, American College of Nurse-Midwives, May 2017.

Norah Johnson, Ph.D., R.N., C.P.N.P., associate professor
Awarded the *Journal of Pediatric Health Care's* Leah Harrison Excellence in Clinical Writing Award for 2016, National Association of Pediatric Nurse Practitioners, March 2017.

Awarded the Copyright Recognition Award, Going to MRI for a Research Study iPad Application, Marquette University, October 2016.

Christine Schindler, Ph.D., R.N., C.P.N.P.-A.C./P.C., W.C.C., clinical assistant professor
Awarded 3M Excellence in Skin Safety Award, July 2016.

Amber Young-Brice, Ph.D., R.N., clinical assistant professor
Awarded the Way Klingler Teaching Enhancement Award, Marquette University, February 2017.

GRANTS

Abir Bekhet, Ph.D., R.N., H.S.M.I., associate professor
\$5,000, "The Mediating Effects of Positive Cognitions on Dementia Caregivers' Burden and Their Care Recipients Behavior Problems," Delta Gamma at large.

\$1,000, "Mediating Effects of Perceived Social Support and Positive Thinking on the Relationship Between Self Esteem and Resiliency Among Undergraduate Students," Social innovation (bonus) award winner, Marquette University and the College of Nursing, with Denise Matel-Anderson, doctoral candidate, College of Nursing.

Ruth Ann Belknap, Ph.D., R.N., P.M.H.C.N.S.-B.C., professor
\$2,520,000, "Marquette Scholarships for Disadvantaged Students," U.S. Department of Health and Human Services, Health Resource and Services Administration.

See entries for Dr. Kristin Haglund.

Kristina Dreifuerst, Ph.D., R.N., C.N.E., A.N.E.F., associate professor
\$300,000, "National Study of Clinical Education in Family Nurse Practitioner Programs," National Council of State Boards of Nursing, with Darrell Spurlock, Jr., and Angela McNelis.

Marilyn Frenn, Ph.D., R.N., C.N.E., A.N.E.F., F.T.O.S., F.A.A.N., professor, director of the Ph.D. program
\$605,767, "Graduate Assistance in Areas of National Need," U.S. Department of Education.

\$125,000, "Future of Nursing Scholars," Robert Wood Johnson Foundation.

\$70,000, "Interprofessional Health Education," U.S. Department of Health and Human Services subaward from Wis. Geriatric Education Center, with MaryJo Wiemiller, College of Health Sciences.

Jill Guttormson, Ph.D., R.N., assistant professor
\$25,000, "A Randomized Controlled Trial of an iPad for Patient Communication During Mechanical Ventilation," Clinical and Translation Science Institute of Southeast Wisconsin, National Institutes of Health.

\$4,700, "Enhancing Nurses' Utilization of Alternative Communication Strategies with Mechanically Ventilated Patients," Marquette University Regular Research Grant.

Kristin Haglund, Ph.D., P.N.P., F.N.P., A.P.R.N., associate professor
\$34,460, "Changing Responses to Dating Violence Precursor Behaviors: An Action Research Project for Girls of Color and Their Partners," Marquette University Center for Gender and Sexualities Studies Women and Girls of Color Research Initiative Grant, Marquette University, with Dr. Ruth Ann Belknap, College of Nursing.

\$2,500, "Learning a Healthy Rhythm," Southeastern Wisconsin Nursing Research Consortium, with Dr. Ruth Ann Belknap, College of Nursing.

Teresa Jerofke-Owen, Ph.D., R.N., A.P.N.P.-B.C., assistant professor
\$11,270, "Patient Preferences for Engagement in Care," Marquette University Summer Faculty Fellowship and Regular Research Grant.

Norah Johnson, Ph.D., R.N., C.P.N.P., associate professor
\$3,000, "Autism Program of Research," Autism Society of Southeastern Wisconsin.
\$4,818, "Using an iPad Application to Prepare for Imaging," Marquette University Strategic Innovation Fund.

\$17,744, "WI Act Early ECQUIP Project," Department of Health Research Services Administration, subaward of University of Wisconsin–Madison, with Dr. Amy Van Hecke, Klingler College of Arts and Sciences.

Jennifer Ohlendorf, Ph.D., R.N., assistant professor
\$2,500, "The Influence of Patient Activation and Social Facilitation on Engagement in Postpartum Weight Self-management Behaviors," Southeastern Wisconsin Research Consortium.

\$11,000, "A Pilot Study of a Nurse-delivered Activation-based Coaching Intervention to Promote Healthy Weight Gain in Pregnancy," Marquette University Summer Faculty Fellowship Regular Research Grant.

Karen Robinson, Ph.D., R.N., C.N.M., assistant professor
\$5,500, "In-home Peer Counseling to Increase Breastfeeding Rates Among African American Women Who Participate in WIC," Marquette University Regular Research Grant.

PUBLICATIONS

Abir Bekhet, Ph.D., R.N., H.S.M.I., associate professor
"Online Positive Thinking Training Intervention for Caregivers: Necessity, Acceptability, and Feasibility," *Issues in Mental Health Nursing*, Vol. 38, (2017), pp 443–448.

Ruth Ann Belknap, Ph.D., R.N., P.M.H.C.N.S.-B.C., professor
"Latina Adolescents' Perspectives of Healthy Relationships," *Journal of Cultural Diversity*, Vol. 23, (2016), pp 131–138, with Dr. Kristin Haglund, College of Nursing; Dr. Aimee Woda, College of Nursing; and Terrie Garcia, doctoral candidate, College of Nursing.

"Spirituality and Religiosity in Adolescents Living with Sickle Cell Disease," *Western Journal of Nursing Research*, Vol. 38, (2016), pp 686–703, with Dr. Dora Clayton-Jones, College of Nursing; Dr. Kristin Haglund, College of Nursing; J. Schaefer; and A. Thompson.

"Desert, Detention, and Deportation: Mexican Women's Descriptions of Migration Stressors and Sources of Strength," *Health Care for Women International*, Vol. 37, (2016), pp 995–1009.

Susan Breakwell, D.N.P., P.H.N.A.-B.C., DNP program director, Institute for Palliative and End of Life Care director, clinical associate professor
"Evaluation of a Primary Care Weight Loss Program," *Journal of Doctoral Nursing Practice*, Vol. 10, No. 1 (2017), pp 6, with Dr. Kristin Haglund, College of Nursing; Dr. Callie Schlicht, College of Nursing; and Dr. Christine Shaw, College of Nursing.

Dora Clayton-Jones, Ph.D., R.N., C.P.N.P.-P.C., assistant professor
See entries for Dr. Ruth Ann Belknap and Dr. Kristin Haglund.

Kris Dreifuerst, Ph.D., R.N., C.N.E., A.N.E.F., associate professor
"Reflection in Clinical Contexts: Collaboration, Learning and Evaluation," *Reflective Practice*, second edition (2017), with G. Armstrong; S. Horton-Deutsch; and G. Sherwood.

"Exploring the Pursuit of Doctoral Education by Nurses Seeking or Intending to Stay in Faculty Roles," *Journal of Professional Nursing*, Vol. 32, (2016), pp 202–212, with A. McNelis; M. Weaver; M. Broome; C. Draucker; and A. Fedko.

"Pilot Testing the Debriefing for Meaningful Learning Evaluation Scale," *Clinical Simulation in Nursing*, Vol. 13, (2016), pp 3–11, with C. Bradley.

"Simulation," *Teaching in Nursing: The Complete Guide*, second edition (2017), Springer Publishing Company.

"A DASH to the Top: Educator Debriefing Standards as a Path to Practice Readiness for Nursing Students," *Clinical Simulation in Nursing*, Vol. 12, (2016), pp 412–417, with J. Rudolph; J. Palaganas; M. Fey; C. Morse; R. Onello; and R. Simon.

Jill Guttormson, Ph.D., R.N., assistant professor
"Quiet Time for Mechanically Ventilated Patients in the Medical Intensive Care Unit," *Intensive and Critical Care Nursing*, Vol. 35, (2016), pp 22–27, with N. McAndrew; J. Leske; S. Kelber; K. Moore; and S. Dabrowski.

Kristin Haglund, Ph.D., P.N.P., F.N.P., A.P.R.N., associate professor
"Parents' Perspectives on Caring for Children After Solid Organ Transplant," *Journal for Specialists in Pediatric Nursing*, (2017), with Dr. Norah Johnson, College of Nursing; and Dr. Stacey Lerret, College of Nursing.

"Parents' Perspectives on Shared Decision-making for Children with Solid Organ Transplants," *Journal of Pediatric Health Care*, Vol. 30, (2016), pp 374–380, with Dr. Norah Johnson, College of Nursing; and Dr. Stacey Lerret, College of Nursing.

"Religiosity and Spirituality as Coping Strategies for Children and Adolescents with Sickle Cell Disease: A Review of the Literature," *Journal of Holistic Nursing*, Vol. 34, (2016), pp 351–360, with Dr. Dora Clayton-Jones, College of Nursing.

"Systematic Review of Introducing Allergenic Food into Infants' Diets," *MCN: The American Journal of Maternal/Child Nursing*, (2016), with K. Larson; J. McLaughlin; M. Stonehouse; and B. Young.

See entries for Dr. Ruth Ann Belknap and Dr. Susan Breakwell.

Lisa Hanson, Ph.D., R.N., C.N.M., A.P.N.P., F.A.C.N.M., professor
"Nurses' Own Birth Experiences Influence Labor Support Attitudes and Behaviors," *Journal of Obstetric Gynecology and Neonatal Nursing*, Vol. 45, (2016), pp 491–501, with A. Aschenbrenner; T. Johnson; and S. Kelber.

PUBLICATIONS continued

Teresa Jerofke-Owen, Ph.D., R.N., A.P.N.P.-B.C., assistant professor

"Development and Psychometric Analysis of the Patient Perceptions of Patient-empowering Nurse Behaviors Scale (PPPNBS)," *Journal of Advanced Nursing*, (2016), with Dr. Marianne Weiss, College of Nursing.

Norah Johnson, Ph.D., R.N., C.P.N.P., associate professor

"Development of a Self-management Theory-guided Discharge Intervention for Parents of Hospitalized Children," *Journal of Nursing Scholarship*, Vol. 49, No. 2 (2017), pp 202–213 with Dr. Marianne Weiss, College of Nursing; Dr. Shelly Malin, College of Nursing; Dr. Stacey Lerret, College of Nursing; K. Sawin; K. Gralton; C. Klingbeil; J. Thompson; K. Zimmanck; M. Kaul; and R. Schiffman.

"Discharge Teaching, Readiness for Discharge, and Post-discharge Outcomes in Parents of Hospitalized Children," *Journal of Pediatric Nursing*, Vol. 34, (2017), pp 58–64 with Dr. Stacey Lerret, College of Nursing; Dr. Marianne Weiss, College of Nursing; K. Sawin; K. Gralton; C. Klingbeil; O. Yakusheva; and R. Schiffman.

"Autism Spectrum Disorder and the Child's Weight-related Behaviors: A Parents' Perspective," *Journal of Pediatric Nursing*, Vol. 31, No. 6, (2016), pp 598–607 with M. Polfuss; S. Bonis; S. Hovis; and K. Sawin.

"Transition of Experienced and New Graduate Nurses to a Pediatric Hospital," *Journal for Nurses in Professional Development*, Vol. 32, No. 4, (2016), pp 198–204 with R. Schiffman; C. Ziebert; Joan Totka; C. Schmitt; L. Doyle; A. Stetler; A. Stone; and K. Weiming.

See entries for Dr. Kristin Haglund.

Stacey Lerret, Ph.D., R.N., C.P.N.P.-A.C./P.C., C.C.T.C., clinical instructor

See entries for Dr. Kristin Haglund and Dr. Norah Johnson.

Shelly Malin, Ph.D., R.N., interim associate dean for academic affairs

See entry for Dr. Norah Johnson.

Donna McCarthy, Ph.D., R.N., F.A.A.N., professor

"Interleukin-1 Receptor Antagonist Polymorphisms and Birth Timing: Pathway Analysis Among African Americans," *Nursing Research*, Vol. 66, (2017), pp 95–104, with S. Gillispie; J. Neal; L. Christian; L. Szalacha; and P. Salsberry.

"The Relationship of Anti-Müllerian Hormone Levels and Urinary Cortisol in Women with Chronic Abdominal Pain," *Journal of Obstetric, Gynecological and Neonatal Nursing*, Vol. 45, (2016), pp 772–780, with Theresa Hardy, doctoral candidate, College of Nursing; N. Fourie; and W. Henderson.

Jane Miles, Ph.D., assistant professor

"Facilitator of Learning," *Synergy for Clinical Excellence: The AACN Synergy Model for Patient Care*, (2016).

Linda Piacentine, Ph.D., R.N., A.P.R.N.-B.C., assistant professor

"Perceived Cognitive Changes with Chemotherapy for Breast Cancer: A Pilot Study," *Applied Nursing Research*, Vol. 29, (2016), pp 9–11, with J. Miller; S. Haberlein; and A. Bloom.

Callie Schlicht, D.N.P., A.P.N.-B.C., clinical assistant professor

See entry for Dr. Susan Breakwell.

Theresa Schnable, R.N., A.C.N.S.-B.C., simulation coordinator, clinical instructor

"Nursing Student Perceptions Regarding Simulation Learning Experience Sequencing," *Journal of Nursing Education*, Vol. 55, No. 9, (2016), pp 528–532, with Dr. Aimee Woda, College of Nursing; P. Alt-Gehrman; and J. Hansen.

Kathryn Schroeter, Ph.D., R.N., C.N.E., C.N.O.R., clinical associate professor

"Moral Distress in Critical Care Nursing: The State of the Science," *Nursing Ethics*, (2016), with J. Leske; and N. McAndrew.

Margaret Sebern, Ph.D., R.N., associate professor

"Shared Care Contributions to Self-care and Quality of Life in Chronic Cardiac Patients," *Western Journal of Nursing Research*, Vol. 38, No. 7, (2016), pp 837–857, with R. Brown; and P. Brennan.

Christine Shaw, Ph.D., F.N.P.-B.C., A.N.C.-P., interim assistant dean for graduate programs, clinical associate professor

See entry for Dr. Susan Breakwell.

Marianne Weiss, D.N.S.C., R.N., professor

"Interprofessional Health Team Communication About Hospital Discharge: An Implementation Science Evaluation Study," *Journal of Nursing Care Quality*, Vol. 32, No. 4, (2017), pp 285–292, with S. Bahr; D. Siclovan; K. Opper; J. Beiler; and K. Bobay.

"Building Infrastructure for Research in Magnet Hospitals: Current Status and Future Directions," *Journal of Nursing Administration*, Vol. 47, No. 4, (2017), pp 198–204, with M. Johantgen; R. Newhouse; M. Shirey; and V. Lundmark.

"Discontinuity in Acute Care Nursing Impacts Patient Clinical Condition," *Medical Care*, Vol. 55, No. 4, (2017), pp 421–427, with O. Yakusheva; and D. Costa.

"Maternal Weight After Childbirth Versus Aging-related Weight Changes," *Women's Health Issues*, Vol. 27, No. 2, (2017), pp 174–180, with O. Yakusheva; and K. Kapinos.

"Rankings Matter: Nurse Graduates from Higher-ranked Institutions Have Higher Productivity," *BMC Health Services Research*, Vol. 17, No. 134, (2017), with O. Yakusheva.

"Describing Pediatric Hospital Discharge Planning Care Processes Using the Omaha System," *Applied Nursing Research*, Vol. 30, (2017), pp 24–28, with D. Holland; C. Vandenboom; A. Delgado; and K. Monsen.

"Patient/Family Education in Pediatric Oncology: Consensus Recommendations for a Children's Oncology Group Expert Panel," *Journal of Pediatric Oncology Nursing*, (2016), with W. Landier; J. Ahern; L. Barakat; S. Bhatia; K. Bingen; P. Bondurant; S. Cohn; S. Dobrozsi; M. Haugen; R. Herring; M. Hooke; M. Martin; K. Murphy; A. Newman; O.C. Rodgers; K.S. Ruccione; J. Sullivan; J. Withycombe; L. Yasui; and M. Hockenberry.

See entries for Dr. Teresa Jerofke-Owen and Dr. Norah Johnson.

Aimee Woda, Ph.D., R.N., B.C., assistant professor

See entries for Dr. Ruth Ann Belknap and Theresa Schnable.

PRESENTATIONS

Abir Bekhet, Ph.D., R.N., H.S.M.I.,
associate professor

"Positive Thinking Training Intervention for Autism Caregivers: Establishing Fidelity," 41st Midwest Nursing Research Society Annual Research, Minneapolis, April 2017.

"Pre-death Grief, Resourcefulness, and Positive Thinking Among Caregivers of Partners with Young Onset Dementia," 41st Midwest Nursing Research Society Annual Research, Minneapolis, April 2017, with K. Kobiskie.

"Reliability and Validity of the Physical Activity Enjoyment Scale in Adults with Physical Limitations," 41st Midwest Nursing Research Society Annual Research, Minneapolis, April 2017, with C. Murrock.

"Resilience in Adolescents who Survived a Suicide Attempt," 19th International Society of Psychiatric-Mental Health Nurses Annual Conference, Baltimore, March 2017, with D. Matel-Anderson.

"Positive Thinking Training Intervention for Caregivers of Persons with Autism Spectrum Disorders: Is There a Need?" 19th International Society of Psychiatric-Mental Health Nurses Annual Conference, Baltimore, March 2017.

"Establishing Fidelity of the Positive Thinking Training Intervention for Autism Caregivers," 19th International Society of Psychiatric-Mental Health Nurses Annual Conference, Baltimore, March 2017.

"Online Positive Thinking Training for Autism Caregivers: Feasibility and Acceptability," American Psychiatric Nurses Association 30th Annual Conference, Hartford, Connecticut, October 2016.

Ruth Ann Belknap, Ph.D., R.N.,
P.M.H.C.N.S.-B.C., professor

"An Engaged Community Partnership to Promote Positive Youth Development Among Young People," Midwest Nursing Research Society Annual Research Conference, Minneapolis, April 2017, with Dr. Kristin Haglund, College of Nursing.

"Drumming for Health and Cultural Connections," Community Engagement Symposium, Milwaukee, November 2016, with Dr. Kristin Haglund, College of Nursing; J. De Los Santos; and C. Negron Jr.

"Culturally Relevant Pedagogy," Imagining America: At the Crossroads 16th Annual National Conference, Milwaukee, October 2016, with Dr. Kristin Haglund, College of Nursing.

"Culturally Relevant Pedagogy," Imagining America: At the Crossroads 16th Annual National Conference, Milwaukee, October 2016, with Dr. Kristin Haglund, College of Nursing; J. De Los Santos; C. Negron Jr.; and B. Leigh.

Marilyn Bratt, Ph.D., R.N., associate professor

"Evaluating the Impact of Supplemented Simulation Learning Experiences on Clinical Decision Making and Clinical Competence," Midwest Nursing Research Society Conference, Minneapolis, April 2017, with Dr. Aimee Woda, College of Nursing; Theresa Schnable, College of Nursing; and P. Alt-Gehrman.

"Accreditation of Nurse Residency Programs," Commission on Collegiate Nursing Education Team Leader Training, Orlando, Florida, January 2017.

Susan Breakwell, D.N.P., P.H.N.A.-B.C.,
DNP program director, Institute for Palliative and End of Life Care director, clinical associate professor

"Interprofessional Education in Palliative Care: A Report from the Trenches," American Academy of Hospice and Palliative Medicine & Hospice and Palliative Nurses Association Annual Assembly, Phoenix, February 2017, with B. Head; D. Donesky; and B. Sumser.

"Module: Interprofessional Teams: Promoting Excellent Cancer Care," Integrating Palliative Oncology Care into DNP Education & Clinical Practice, Atlanta, June 2016.

Margaret Bull, Ph.D., R.N., F.A.A.N.
See entry for Teresa Jerofke-Owen.

Kristina Dreifuerst, Ph.D., R.N., C.N.E.,
A.N.E.F., associate professor

"Operationalizing the Standards for Best Practice: Simulation™. The Evidence and Translation for Application in Academic Settings," International Society for Simulation in Healthcare, Orlando, Florida, January 2017, with T. Gore and L. Gonzales.

"Embracing the Promise of Simulation and Best Practices for Traditional Clinical Substitution," Instructional Leadership Network Conference, Anaheim, California, November 2016, with D. Bambini and H. Henao.

"Debriefing and the Development of Clinical Reasoning: A Review of Findings and Implications for Nursing Education," Beijing University of Chinese Medicine School of Nursing, Beijing, China, October 2016.

"DML Debriefing," Peking University Health Science Center, Beijing, China, October 2016.

"RN to BSN Education and Clinical Reasoning," National Council of State Boards of Nursing Scientific Symposium, Chicago, October 2016.

"Learning to Use Debriefing for Meaningful Learning," National League for Nursing-DML Workshop, Washington, D.C., October 2016, with S. Forneris.

"Simulation and Clinical Education: The Best of Both Worlds," Peking University Health Science Center, Beijing, China, October 2016.

"What is Debriefing and Why is it Important for Health Sciences?" Peking University Health Science Center, Beijing, China, October 2016.

"Current and Potential Doctoral Students: Becoming a Researcher in Nursing Education," National League for Nursing Summit, Orlando, Florida, September 2016.

"Operationalizing the NLN/INACSL Debriefing Vision Statement," National League for Nursing Summit, Orlando, Florida, September 2016, with S. Forneris; C. Bradley, T. Gore; C. Durham; and M.E. Tagliareni.

"Using Debriefing to Enhance Clinical Reasoning in RNs seeking a BSN," National League for Nursing Summit, Orlando, Florida, September 2016.

Richard Fehring, Ph.D., R.N., F.A.A.N.,
professor emeritus

"Extended Use Effectiveness of an Evidenced-based Hormonal Fertility Monitor Aided Method of Natural Family Planning," The Catholic Medical Association 85th Annual Education Conference, Washington, D.C., October 2016.

PRESENTATIONS continued

Marilyn Frenn, Ph.D., R.N., C.N.E., A.N.E.F., F.T.O.S., F.A.A.N., professor, director of the Ph.D. program
 "Evaluation Approaches for Inter-professional Education," Midwest Nursing Research Society, Minneapolis, April 2017.

"Getting Started with Interprofessional Education (IPE): A University and Medical College Collaboration," National League for Nursing Beyond Boundaries, Orlando, Florida, September 2016, with MaryJo Wiemiller, College of Health Sciences.

Annette Garcia, D.N.P., R.N., A.C.N.S.-B.C., clinical assistant professor
 "Developing a Virtual ICU Mentor Program to Support New ICU Nurses," Southeastern Wisconsin Nursing Research Consortium, Milwaukee, May 2017.

"Surviving Sepsis: An Update on the Surviving Sepsis Guidelines," Wisconsin Department of Health Services, Wisconsin Dells, Wisconsin, November 2016.

Mauricio Garnier-Villarreal, Ph.D., research assistant professor
 "Bayesian Mixed Effects Nonstationary Latent Differential Equation Model (BMNLDE): An Application to Accelerometer Data," Association for Psychological Science, Boston, May 2017.

"Intra and Interindividual Variation Modeling: Bayesian Mixed-effects Nonstationary Latent Differential Equation Model," Modern Modeling Methods (M3), Storrs, Connecticut, May 2017.

"Bayesian SEM," Summer Institute in Advanced Quantitative Analysis, Albuquerque, New Mexico, June 2016.

Jill Guttormson, Ph.D., R.N., assistant professor
 "Changes in Nurses Attitudes and Self-reported Sedation Administration Practices: 2005 to 2016," American Thoracic Society International Conference, 2017, with L. Chlan; M. Tracy; and B. Hetland.

"Usability Testing of an iPad Communication Application for Mechanically Ventilated Patients," American Thoracic Society International Conference, Washington, D.C., 2017.

"Usability Testing of an iPad Communication Application for Mechanically Ventilated Patients," American Thoracic Society International Conference, Washington, D.C., 2017.

Kristin Haglund, Ph.D., P.N.P., F.N.P., A.P.R.N., associate professor
 "Parent Experience of Communication with Health Care Providers Related to the Diagnosis and Treatment of their Children with Autism Spectrum Disorder," Midwest Nursing Research Society, Minneapolis, April 2017, with Dr. Norah Johnson, College of Nursing; and Wendy Krueger, College of Health Sciences.

"Pediatric Nurses' Perspectives on Medication Teaching in a Children's Hospital," Society of Pediatric Nurses 27th Annual Conference, Florida, September 2016, with Dr. Stacey Lerret, College of Nursing; C. Gibson; and A. Stelter.

See entries for Dr. Ruth Ann Belknap.

Teresa Jerofke-Owen, Ph.D., R.N., A.P.N.P.-B.C., assistant professor
 "Nurses' Experience Empowering Hospitalized Patients," MNRS 2017 Annual Research Conference, Minneapolis, April 2017, with Dr. Margaret Bull, College of Nursing.

Norah Johnson, Ph.D., R.N., C.P.N.P., associate professor
 See entry for Dr. Kristin Haglund.

Stacey Lerret, Ph.D., R.N., C.P.N.P.-A.C./P.C., C.C.T.C., clinical instructor
 See entry for Dr. Kristin Haglund.

Donna McCarthy, Ph.D., R.N., F.A.A.N., professor
 "Untangling Symptoms of Fatigue and Depression in a Mouse Model of Cancer-related Fatigue," State of the Science, Washington, D.C., October 2016, with D. Norden; J. Godbout; and L. Wold.

Linda Piacentine, Ph.D., R.N., A.P.R.N.-B.C., assistant professor
 "Goal-oriented Team Triathlon Training Can Promote Weight Loss, Endurance and Strength in Female Breast Cancer Survivors," Midwest Nursing Research Society, Minneapolis, April 2017, with J. Tjoe; K. Banting; and Dr. Alexander Ng, College of Health Sciences.

Madeline Schmidt, D.N.P., R.N., A.P.N.P., clinical assistant professor
 "Using Personal Reflective Debrief to Promote Resiliency from Compassion Fatigue," 19th Annual Building Bridges to Research Based Nursing Practice, Milwaukee, May 2017.

Theresa Schnable, R.N., A.C.N.S.-B.C., simulation coordinator, clinical instructor
 See entry for Dr. Marilyn Bratt.

Margaret Sebern, Ph.D., R.N., associate professor
 "Does an Intervention Designed to Improve Self-care, Social Support, and Awareness of Palliative Care Address the Needs of Individuals with Heart Failure, Family Caregivers, and Clinicians?" Midwest Nursing Research Society 41st Annual Research Conference, Minneapolis, April 2017, with N. Sulemanjee.

"Does an Intervention Designed to Improve Self-care, Social Support, and Awareness of Palliative Care Address the Needs of Individuals with Heart Failure, Family Caregivers, and Clinicians?" Sigma Theta Tau Delta Gamma at Large Research Meeting, Milwaukee, November 2016.

Geralyn Voboril, R.N., M.S.N., clinical associate professor
 "Fall Prevention Through Simulation," Institute for Healthcare Improvement, Orlando, Florida, December 2016.

"Fall Prevention Through Simulation," Department of Veterans Affairs, Orlando, Florida, July 2016.

Marianne Weiss, D.N.S.C., R.N., professor
 "Making Your Research More Robust with Implementation Science," ANCC Magnet Conference, Orlando, Florida, October 2016, with L. Costa.

"Discontinuity in Acute Care Nursing Negatively Impacts Patient Clinical Condition," Academy Health Annual Research Meeting, Boston, June 2016, with O. Yakusheva; and D. Costa.

"The Value of a Nursing Baccalaureate Degree Depends on the Quality of the Program," Academy Health Annual Research Meeting, Boston, June 2016, with O. Yakusheva.

"Improving Health Team Communication About Discharge: Applying TeamSTEPPS to an Interprofessional Redesign and Research Project," AHRQ TeamSteps National Conference, Washington, D.C., June 2016, with K. Opper; and J. Beiler.

Aimee Woda, Ph.D., R.N., B.C., assistant professor

See entry for Dr. Marilyn Bratt.

Amber Young-Brice, Ph.D., R.N., clinical assistant professor

"Exploration of Factors Influencing Retention in an Undergraduate Nursing Program from the Perspective of Ethnic Minority Students," Harnessing Big Data and Nursing Science to Improve Health, Minneapolis, April 2017.

"Recruitment and Retention of Ethnic Minority Nursing Students in an Undergraduate Nursing Program: Recommendations for Education and Policy," Harnessing Big Data and Nursing Science to Improve Health, Minneapolis, April 2017.

"Barriers and Facilitators to Completion of an Undergraduate Nursing Program," National College Learning Center Association Webinar Presentation, January 2017.

"Outside Comfort Zones: Supporting Faculty Coming from the Professional World," Professional and Organizational Developers Network Annual Conference, Louisville, Kentucky, November 2016.



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