



Mission:

Focus on innovative nursing practice knowledge that influences the health and healing of families and society, and

Provide leadership and expertise in family and society health related issues at the local, state, national and international levels.

Purpose:

- Nurture an intellectual community of scholars focused on education, practice and research to improve family and societal health.
- Support the scholarship of nursing practice with emphasis on advancing family and societal health and healing.
- Create partnerships to support the health of families and society.
- Engage scholars to intentionally focus on families and community.
- Develop, test, and disseminate nursing education pedagogies and nursing practice models that advance nursing practice with families and society.
- Develop models that translate knowledge to change practice and improve family and societal health and healing.

Director Introduction

The 2019 Glen Taylor Nursing Institute for Family and Society annual report highlights initiatives guided by faculty, students, and partners. Education, practice and research projects that align with the Institute’s mission continue to be launched and sustained. The purpose of this report is to provide written documentation of recent innovations and contributions to the health of families and society. Faculty and students continue to share their scholarship in multiple ways: conferences, educational and practice activities, and research projects. Engagement with alumni, students, and partners remains a priority of the Institute and School of Nursing.

Conference Highlights

International Family Nursing Conference – Washington DC



Networking on a Potomac River Cruise



Attending IFNC: Faculty, Emeriti Faculty, and Students

Reflections from Faculty and Students

From Kristen Abbott Anderson...“The IFNA conference is one of the most welcoming and supportive conferences I have ever been to; the support for research is collegial and respectful. The opportunity to engage with other scholars across the world is amazing. The students' experiences at their first International conference was priceless. Watching their eyes light up when they shared about the sessions they attended and that 'awe' they shared when they realize that they are meeting individuals who wrote the texts (and other works) for the courses they take in nursing school. The support and encouragement the students received while presenting their posters.”



Nursing students' poster presentations inform and create engagement



Dr. Eggenberger,

I cannot thank you and the foundation enough for this award. Grace and I truly thought this conference was more than we could have expected. We both learned and gained a diverse knowledge about so many new subjects. I would definitely recommend students attend this conference. I believe it benefitted me as a nursing student tremendously. Again, thank you. Thank you again and I look forward to maybe seeing you at the next conference!
Thank you, Kaitlyn Kenow

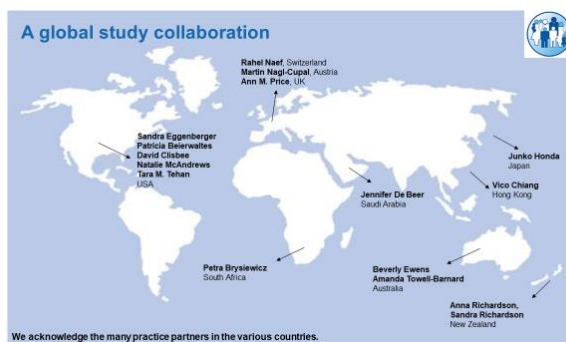
Preconference at IFNC-14



Van Gelderen Family Rubric

- Preconference entitled Developing Family Care & Communication Skills in Simulation at IFNC-14 in Washington DC. The preconference was a culmination of a international research project with Mayo Clinic in Mankato, Washington National and Keele University
- From connections made through IFNA, VGFCR is now being utilized in 8 countries! Dr. Cristina Garcia-Vivar from Spain has a PhD who is using the rubric to support cancer-surviving families

Research Projects and Presentations



An Acute Care Global Research Collaboration led by Dr. Sandra Eggenberger, Dr. Rahel Naef from Switzerland, and Dr. Petra Brysiewicz from South Africa Disseminated Results

Softening Distress: Continuity of Care for Cancer Survivors and Their Families	Podium	Leslie Darmofal
Innovative Global Family Research: Lessons Learnt From the IFNA Acute Care Research Cluster	Podium	Sandra Eggenberger, Pat Beierwaltes, David Clisbee
Chorus Participation for Individuals Living with Alzheimer’s Disease and Other Associated Dementias and Their Care Partners: Exploring Experiences and Benefit	Podium	Kristin Abbott-Anderson
IFNA Position Statements Dissemination Project: Inherent Implications of Social Determinants of Family Health	Poster	Norma Krumwiede
IFNA Practice Committee Response to the Global Refugee Crisis: Caring for Refugee Families Sessions - A	Poster	Norma Krumwiede
Family Module in Basic Life Support (BLS) Course	Poster	Tiffany Gordon
An Evidence-Based Review: School-Based Adolescent Suicide Prevention Program	Poster	Linsey Rohlik
Family, School & Community-based Initiatives to Promote Healthy Living	Poster	Norma Krumwiede, Kelly Krumwiede
Oral Contraceptive use Among College Aged Women; Their Choices, Barriers, and Perception of Family Support	Poster	Abigail Heitz, Kristen Abbott-Anderson
An Analysis of the Implementation of Interventions for Post-Partum Hemorrhage Across Developed Countries: A Literature Review	Poster	Kaitlyn Kenow, Grace Berquist, Kristen Abbott-Anderson
How Translation of Evidence Through Digital Storytelling Enhances Use of Family Nursing Interventions	Podium	Pat Beierwaltes, David Clisbee, Sandra Eggenberger
Easing Family Suffering Through Dialogue and Education	Podium	Norma Krumwiede, Kelly Krumwiede
The Importance of a Structured Debrief for Optimizing Learning of Family Caring Skills During Low Fidelity Emergency Obstetric Simulation: Findings from an International Study	Podium	Stacey Van Gelderen
Addressing Food Insecurity in a Rural Community	Podium	Norma Krumwiede, Kelly Krumwiede
Reducing Technical Challenges Of Digital Storytelling While Advancing Family Nursing Practice	Podium	Pat Beierwaltes, David Clisbee, Sandra Eggenberger
Engaging with Families during Critical Illness: An international Study of Nurses’ Descriptions and Practices of Family Engagement in Intensive Care Units	Podium	Pat Beierwaltes, David Clisbee, Sandra Eggenberger

Validation of a Family Care Rubric: An International Study	Podium	Stacey Van Gelderen
Helping Families Navigate Progressive Illness	Podium	Tammy Neiman



Tammy Neiman presenting at IFNC-14 Helping Families Navigate Progressive Illness

Midwest Nursing Research Society Conference



Poster presentations by Doctoral Students guided by Faculty and supported in part by the Institute

Evidence to Support a School-based Type 1 Diabetes Program for Families: A Literature Review
 Minnesota State University, Mankato
 Sarah Ogilvie BSN, RNC-ND, PhD, LSN
 Kristine Abbott-Anderson PhD, RN
 Patricia Beierwaltes DNP, C-PNP
 Green Verbeke PhD, APRN, CNP
 Sandra Eggemeier PhD, RN

Synthesis of Evidence

- Family care rubrics improved responsibility, sharing and cooperation between parents and child, reduced overall distress, and improved health outcomes.
- Family factors:
 - Families in single parent homes had lower positive metabolic control of T1DM. These differences existed even after differences in socioeconomic status were controlled for.
 - Mothers who had higher BMAC (Body Mass Index) were more likely to have higher HbA1c (glycated hemoglobin) levels, worse self-management and lower problem solving.
- Family experience:
 - Mothers showed tremendous concern for their child, and often did not feel that the school personnel were doing enough to support their child's health.
 - Supporting experience distress and anxiety, and often did not feel that their own health was being supported, and had negative behaviors. This led to increased emergency department visits and hospitalizations with T1DM, even when one-time with parents, and from positive family events.
 - Reducing stress, reducing anxiety and stress in children with T1DM and improving outcomes.
- Implications for practice:
 - Adherence to a program is more stable than diet and exercise. Increased parental knowledge resulted in better adherence and their family difficulties.
 - Programs with more self-responsibility had better medication adherence in children.
 - Programs with more self-responsibility had better medication adherence in children.
 - Programs with more self-responsibility had better medication adherence in children.

Background and Abbreviations

Health Care Access at Point of Care (HCAPOC) is a measure that is a partnership between Bloomington Public Schools, Minnesota and Minnesota State University, Mankato. HCAPOC is a measure that is a partnership between Bloomington Public Schools, Minnesota and Minnesota State University, Mankato. HCAPOC is a measure that is a partnership between Bloomington Public Schools, Minnesota and Minnesota State University, Mankato.

Problem

T1DM is a significant health problem, affecting about 187,000 children and adolescents aged 20 in the U.S. Each year, an estimated 10,000 children are diagnosed with T1DM. The National Association of School Nurses (NASN) has identified T1DM as a critical health care need for school nurses. The research evidence suggests that school nurses face an overwhelming burden of family-based challenges with managing T1DM, which leads to increased emergency department visits and poor health outcomes. Being part of interventions with T1DM is essential for school nurses in Bloomington, Minnesota.

Purpose

The literature review was conducted to support the development of evidence-based interventions for nurses managing T1DM. The purpose was to identify evidence that supports school nursing, family care, and health promotion with T1DM in order to support school nurses in Bloomington, Minnesota.

Search Strategy and Results

Key words included: diabetes, children, school nurse, and programs. Peer-reviewed literature was searched from Academic Search Premier, CINAHL, MEDLINE, and PubMed. Articles were included that addressed family-based challenges, school nursing, and T1DM. A total of 38 articles were found. 18 were excluded. The other 20 articles were included that were relevant. After reading some and abstracts, although there were some better studies regarding diabetes and school nursing.

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Educational Intervention for Bupropion Abuse Prevention
 Brittany A. White, DNP, APRN, FNP
 Faculty: Sue Ellen Bell, PhD, RN, PHN, APRN, CNS; Rhonda Cornell, DNP, APRN, CNP; and Patricia Beierwaltes, DNP, C-PNP

Introduction

There is a paucity of literature about prevention of bupropion abuse. Bupropion is an antidepressant medication used to treat major depressive disorder and seasonal affective disorder. It is also used for smoking cessation. Bupropion abuse is a growing problem, and it is important to have research to address this problem. This study was designed to evaluate the effectiveness of an educational intervention for bupropion abuse prevention in a community setting. The study was conducted in a community setting, and it was designed to evaluate the effectiveness of an educational intervention for bupropion abuse prevention. The study was conducted in a community setting, and it was designed to evaluate the effectiveness of an educational intervention for bupropion abuse prevention.

Purpose/Objective

The purpose of this study was to evaluate the effectiveness of an educational intervention for bupropion abuse prevention in a community setting. The objective of the study was to evaluate the effectiveness of an educational intervention for bupropion abuse prevention in a community setting.

Clinical Question(s)

What is the effectiveness of an educational intervention for bupropion abuse prevention in a community setting?

Theoretical Framework

The theoretical framework for this study was the Health Belief Model (HBM). The HBM is a theory that suggests that individuals will engage in health-promoting behaviors if they believe that they are at risk for a health problem and that the benefits of the behavior will outweigh the costs. The HBM is a theory that suggests that individuals will engage in health-promoting behaviors if they believe that they are at risk for a health problem and that the benefits of the behavior will outweigh the costs.

Methods

The study was a quasi-experimental design. The study was conducted in a community setting, and it was designed to evaluate the effectiveness of an educational intervention for bupropion abuse prevention. The study was conducted in a community setting, and it was designed to evaluate the effectiveness of an educational intervention for bupropion abuse prevention.

Results

The results of the study showed that the educational intervention was effective in reducing bupropion abuse. The number of bupropion prescriptions filled decreased significantly after the intervention. The results of the study showed that the educational intervention was effective in reducing bupropion abuse.

References

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Students presented their posters in an online format when the conference switched to virtual due to Covid-19. The focus of the posters were to support families in the Bloomington School District and an Educational Intervention to combat Bullying Abuse.

Consultations

South Africa

Dr. Petra Brysiewicz, Professor of Nursing, University of KwaZulu-Natal has been a colleague through the Acute Care Research Project and committee work at IFNA. She is interested in using our digital storytelling intervention to support families in the ICU. At the conference in Washington D.C. David Clisbee, Lynn Kuechle and Sandra Eggenberger met with Petra and explored how this intervention to support families in the ICU. We continue to support faculty in South Africa.

Using Digital Technology to Deliver Psychosocial Support to Families of Patients Admitted into ICU

Background

Having a loved one sustain a traumatic injury that necessitates admission into an intensive care unit (ICU) is an extremely traumatic experience; added to this is the unfamiliar and intimidating environment of the ICU. There is little literature on the in-hospital psychosocial interventions for these families.

Purpose

To do a feasibility testing of a digital psychosocial intervention for families of trauma patients admitted into the ICU.

Methods

A situational analysis, investigating the psychosocial support for families in ICU documented in the literature, as well as quantitative and qualitative assessment of ICU patient family needs in Durban, South Africa was done. The Families in ICU Study (FIS) intervention (evaluated by experts) was developed and comprises of an information booklet which is provided to families using a supportive (scripted) information giving session based on the principles of Psychological First Aid (WHO, 2011). Feasibility testing is being conducted to investigate providing this intervention digitally to families.

Results

This presentation will report on the preliminary findings of a Digital Technology Acceptance questionnaire given to families of trauma patients admitted to two surgical ICUs (one state and one privately funded) in South Africa.

Implications for nursing

- Families of trauma patients admitted into the ICU have high levels of psychosocial distress and a large number of support needs
- Providing information using a supportive information giving session either face to face or using digital technology
- Using digital technology can be more cost effective and less time consuming

Objectives of the presentation:

- Feedback of previous work on psychosocial distress and family needs in ICU
- Describe the development of the FIS intervention for families of trauma patients admitted into the ICU
- Describe findings of questionnaire on technology acceptance of FIS intervention

Table 1: Description of the research project phases

Phases	Objective	Participants	Method of data collection
Phase 1: Literature and curriculum review	To map the literature of family nursing research in Africa		Scoping review
	To analyse the UKZN B Nursing curriculum for training as a professional nurse (both the old and new curriculum as well as the SANC regulations R425 and R174)		Curriculum analysis and SANC regulations
Phase 2: Adaptation of a family focused acute care simulation learning package	To adapt a family focused acute care simulation learning package from the Glen Taylor Nursing Institute for use by the undergraduate nursing students at UKZN	Family nursing experts from USA and UKZN Clinical skills lab staff from UKZN	Individual consultation with experts Workshop at UKZN
Phase 3: Implementation	Baseline data regarding family nursing practice including attitudes toward working with families, critical appraisal of their family nursing practice and reciprocity in the nurse-family relationship	2nd and 3rd year Bachelor of Nursing students, UKZN (approx. 70 students per year)	Family Nurse Practice Scale (FNPS) Focus group discussion – 4 to 5 groups per year
	Lecture and self-study on an introduction to family nursing and family nursing concepts – preparation for simulation	2nd and 3rd year Bachelor of Nursing students, UKZN	1 lecture per year
	Implementation of family focused acute care simulation learning package	2nd and 3rd year Bachelor of Nursing students.	
Phase 4a: Evaluation	To evaluate family focused acute care simulation learning package	2nd and 3rd year Bachelor of Nursing students.	Van Gelderen Family Care Rubric Focused group discussion Peer evaluation questionnaire
Phase 4a: Evaluation - 3 months post simulation	Assessment of family nursing practice including attitudes toward working with families, critical appraisal of their family nursing practice and reciprocity in the nurse-family relationship	2nd and 3rd year Bachelor of Nursing students.	Family Nurse Practice Scale (FNPS) Focus group discussion

Educational Initiatives

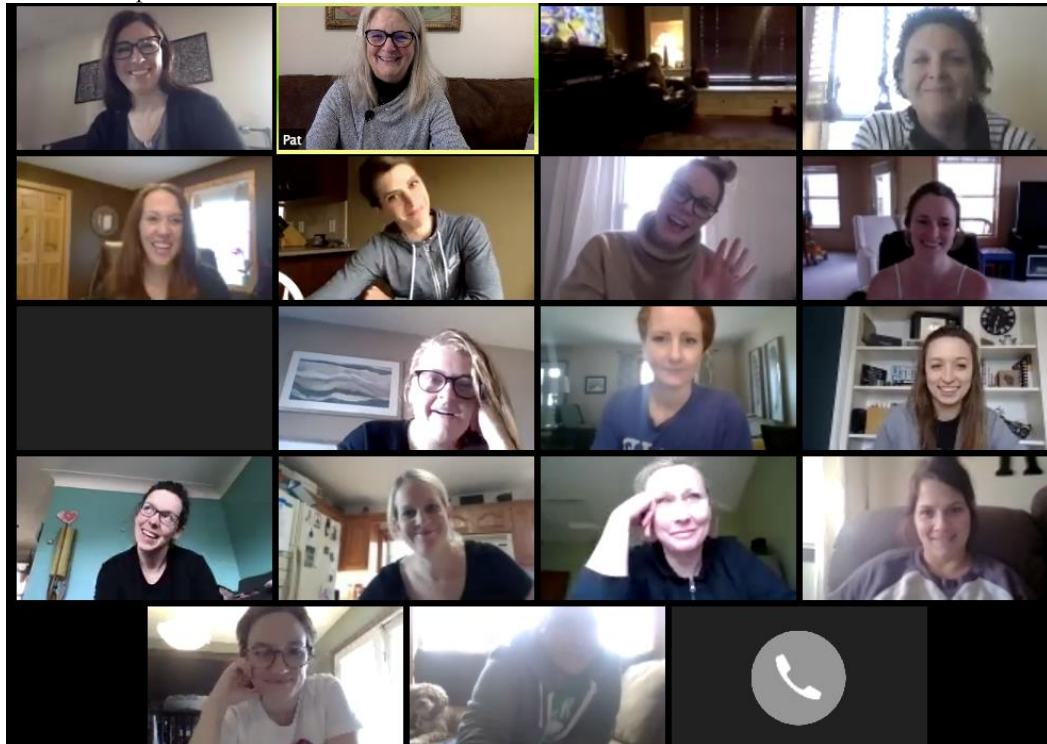
Undergraduate Students Engage in Educational Projects that Align with Mission of Institute



Dr. Laurel Ostrow Guides Undergraduate Students' Learning Based on Prior Scholarship as a Becky Taylor Fellow

Students and Faculty Learning During a Pandemic

As COVID-19 hit the United States in March the University closed all in person instruction following Spring Break. Faculty were given one week to reimagine all coursework and simulation. The Mankato Free Press (https://www.mankatofreepress.com/news/local_news/from-the-classroom-to-the-front-lines-of-the-covid-19-fight/article_533c880a-7437-11ea-ba9b-233d40525d57.html) reported, working with the Board of Nursing, the schools came up with some adjustments to the standards that allow those final hours of clinical experience to be replaced with online simulations of medical emergencies and other health care scenarios. MSU was particularly well set up for the change because of its high-tech Maverick Family Nursing Simulation Center and online educational experiences.



Graduate Students Shift to Online Learning with Expert Faculty Guiding Quality Learning experiences

Taylor Institute Shared On-Line Resources Available During Pandemic

Families Share Health Illness Experience

MavTube Videos: https://mavtube.mnsu.edu/academics/taylor_institute.html

Teresa Zimanske is a wife and mother who shares her individual and family illness experience. She

shares a family experience that emerged with her and son's illness (e.g. vigilance, uncertainty, discomfort, pain).

Nurses' Share their Experience

Nurse participants in a research study shared their experience of caring for families. Students listened to the nurses' stories and identified priority nursing action implemented by each of the nurses.

- Presence – Language and Communication - https://youtu.be/D7sv0h_YeUY
- Uncertainty - Family Questions - <https://youtu.be/F7bsV-0DkDg>
- Trust and Hope – Concerns Sharing Information - https://youtu.be/6wA3OMe_g2E
- Uncertainty – Giving Family Language - https://youtu.be/iap_7w1ecs

Ecological Frameworks: Planetary Health Position Statement

International Family Nursing Association Positions Statements, (<https://internationalfamilynursing.org/association-information/position-statements/>) supported in part by the Glen Taylor Nursing Institute for Family and Society, are used to guide discussion with students about role of FNP/DNP in planetary health.

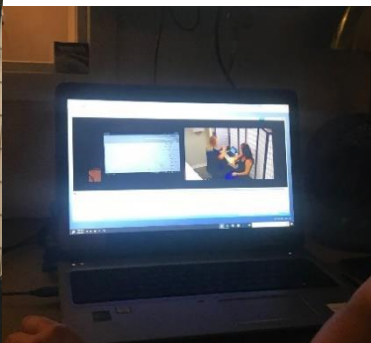
- Sam Myers - Planetary Health: The Future is Now: <https://youtu.be/atAU0OJWFi0>
- Howie Frumkin – What is Planetary Health: https://youtu.be/lw_17rh9eY

On-going Projects

Continuing Education and Customized Training

The Institute continues to support advancing nursing practice The College of Allied Health and Nursing offering of training and education for individuals, businesses and community organizations. Patrons are involved in training programs through grants and paid contracts. Some examples from the last year include:

Mankato Clinic



Mankato Clinic has instituted a new rooming procedure for their providers and nurses. In an effort to onboard all staff, members of their management team created a video in the Maverick Family Nursing Simulation Center.

Mayo Clinic Health System

The School of Nursing is beginning to explore The Surgical Nurse Experiential Training program (SNET) workforce development collaboration with Mayo Clinic Health System. Through this partnership, Minnesota State Mankato faculty will be engaged with Mayo Clinic Health System in developing new curriculum utilizing real-life simulations in the Maverick Family Nursing Simulation Center. This new dual training process will

support the on-site onboarding training for Mayo Clinic Health System surgical nurses and post-operative nurses will participate in a Family Nurse Communication Course.

Summary of Mankato Clinic Training Contract

Summary of Oaklawn Training Contract

Accreditations

ANCC

The American Nurses Credentialing Center's Commission on Accreditation has approved our application for accreditation as a provider of nursing continuing professional development on June 22, 2020. The Commission has granted provisional accreditation for one year, from June 22, 2020- June 30, 2021.

Society for Simulation in Healthcare

The Maverick Family Nursing Simulation Center earned provisional accreditation from SSH. SSH is the industry leader in healthcare simulation. Their mission is to foster the improvement and application of simulation-based modalities such as human patient simulators, virtual reality, standardized patients and task trainers.

Alumni Engagement

MINNESOTA STATE UNIVERSITY MANKATO

Honor the Past - Envision the Future

Saturday, October 5, 2019

Homecoming Breakfast Gathering for current and former Faculty
9:00 a.m. – 10:30 a.m.

Minnesota State University, Hubbard Building/Strategic Partnerships Center
424 North Riverfront Drive Mankato, MN 56001

Please make plans to join our current and former faculty on the morning of Saturday, October 5th for breakfast and connection.

Breakfast items will be provided and will include:
Egg Bake with Fruit, Pastries Juice and Coffee
Compliments of the University Development Office and The Glen Taylor Nursing Institute for Family and Society.

The breakfast event is free!

RSVP to lynn.kuechle@mnsu.edu by September 20, 2019

This is Homecoming Weekend and many events are planned:
Theatre & Dance Production: Newsies Oct. 3-6, 2019 • Call (507) 389-6661 for tickets
Homecoming Parade 12 pm • Warren Street
Football Game vs UMD Bulldogs 1:30 - Blakeslee Stadium

Alumni Gathering 4:00 – 8:30 with tours of the Maverick Family Nursing Simulation Center and new classrooms in Wissink Hall, a social hour and dinner with cash bar, presentations by School of Nursing Book Authors, \$25/person. A separate email invite will be sent, please let us know if you don't receive it.

COLLEGE OF ALLIED HEALTH & NURSING
MINNESOTA STATE UNIVERSITY MANKATO

School of Nursing
MINNESOTA STATE UNIVERSITY MANKATO

Note from participant:

Kudos to all involved in planning and implementing this very special day of events. This was a wonderful time of reconnections, connections and reflections...celebrating current amazing accomplishments, and very exciting planning and building for the future. . Special thanks to Tricia, Sandra, the Dean, Chris, and Lynn as well as current and former faculty who shared their work (Stacy on her research, and Colleen the head of the Simulation lab), the tours which shared with us all the awesome learning environments, and books and members of the class of '69.

Sharon Aadalan



Minnesota State University, Mankato
A member of Minnesota State

A member of the Minnesota State system and an Affirmative Action/Equal Opportunity University. Individuals with a disability who need a reasonable accommodation to participate in this event, please contact the School of Nursing at 507-389-1165 (V), 800-627-3329 or T11 (VRS/TTY) at least 5 days prior to the event. This document is available in alternative format to individuals with disabilities by calling the above numbers. NURS2019C, 07/19



Class of 1969 – 50 years



Retired Faculty gather for breakfast



Dr. Van Gelderen presents her rubric for family care in simulation

Health Commons at Pond

New video <https://youtu.be/EtfRP-BKT'xo>

Video for donors: <https://www.youtube.com/watch?v=ZB5SdtacA7s&feature=youtu.be>
<https://ahn.mnsu.edu/departments/school-of-nursing/health-commons-at-pond/>

A nurse-managed school based health center with a care model that bridges the school setting, family, and the community has been developed by the School of Nursing (SON) at Minnesota State University, Mankato (MSU) US with Bloomington public school system. The Bloomington public school system has 10 elementary schools, 3 middle schools, 2 high schools and an early childhood program with a mission of helping all learners, regardless of race, gender and learning abilities or faith succeed. This school district has a diverse population with over 50 different languages spoken. Over 40% of students are on free and reduced lunch programs. MSU undergraduate and Doctor of Nursing Practice students engage in learning at Health Commons. College of Allied Health and Nursing faculty are also collaborating. Dr. Patricia Beierwaltes is clinical director who connects with faculty, students, and partners. Family programs and collaboration with school nurses are starting.



Year End Report - <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:50153fc0-36bf-4cce-8f51-acca79f171a6>

Nubia Torres and me at Community Resource Night at Kennedy. Nubia does breast feeding education and peer counseling at BPH



Flyers also produced in Spanish and Somali

Events

Faculty and students attended the 2019 Bloomington Heritage Days parade and booth. The group handed out branded lip balm and ice packs. We had 14 students for the parade and 5 stayed for the booth. At least 2 of our patients gave us a shout out: <https://cablecast.bectv.org/CablecastPublicSite/show/48358?channel=1>

External Support

Former Faculty and Department Chair Marcia Stevens after being involved in the tour and presentation to former and retired faculty in 2018 coordinated donations of two nebulizer kits from Corner Home Medical to the Health Commons. The commitment and outreach on behalf of the Health Commons at Pond is appreciated.

The Institute funded the purchase of a new temperature monitoring system called Digi-sense monitoring system for vaccines in the amount of \$1458.00. College funds were used in purchasing a freezer for vaccines at the clinic.

Interprofessional Services

Speech and Hearing Services added to Health Commons by Wm. Eric Strong, Ph.D., A/S-C, CCC-SLP, Assistant Professor, Department of Speech, Hearing and Rehabilitation Services

Dr. Strong has been able to add significant services to families. As written by Dr. Strong, “Adequate Speech, Language, and Hearing health is an essential component of this child-family-school-neighborhood-community equation. Having adequate language skill in children under three years of age, for instance, is the number one predictor of academic success in school-aged children. It is also known that the provision of early community-based speech-language therapy services blunts the risk factors that stem from a low socio-economic status. That is, Speech-Language Pathologists who provide support and training to caregivers in lower SES settings can affect the associated risk of parents producing fewer vocalizations, being less responsive to infant vocalizations, and showing fewer expansions and repetitions of infant vocalizations. The result of this risk, without proper speech-language support, are children who are less responsive in conversations, who give less precise and relevant responses, who demonstrate difficulty with abstract (academic) language, and who exhibit differences in topic elaboration, maintenance, shading, and change. In summary, if speech-language-and-hearing assessment, diagnostics, and treatment are not part of the Health Common at Ponds equation, then there is clear and genuine risk that children who reside within this community may experience academic hardship. The same is clear for speech and phonological development: children with delays in speech and phonology are at greater risk for reading problems—such as inadequate decoding and comprehension skills. Providing articulation and phonological support is crucial for reading and academic success. I sincerely appreciate that Health Commons at Pond has offered a place for speech-language services by recognizing these links to school and community success and offering support and space within Health Commons at Pond building.”

Results from the first year as reported Wm. Eric Strong, Ph.D., A/S-C., CCC-SLP

- Eleven Blooming Public School children were supported this summer through the efforts of nine student clinicians. Twelve children, if I include one child from Fall Semester when the Speech-Language-and Learning Clinic, as well as the pandemic, were both breaking ground.
- The 11 children from Bloomington Public Schools were seen for a total of 56 hours and 50 minutes. That's nearly 57 clinical clock hours generated for our students here at Minnesota State University!
- On average, a child was seen for 6 hours and 18 minutes (SD 2:41). The range was 11 hours, 45 minutes to 4 hours 15 minutes.
- 9 of the 11 children will be returning for more speech-language support services in the Fall! That's an 81% return rate. In other words, most parents appreciated and valued the services!
- There are currently 4 children on a waiting list.

Parent Survey Responses as reported Wm. Eric Strong, Ph.D., A/S-C., CCC-SLP

- My appointments were scheduled within a reasonable amount of time. 4.67 / 5.0
- The student clinician served my child at the scheduled appointment time. 5.0 / 5.0
- The student clinician serving my child was courteous, respectful, and professional. 5.0 / 5.0
- The student clinician serving my child was prepared, organized, and instilled confidence. 5.0 / 5.0
- The student clinician serving my child clearly explained the services they provided. 4.5 / 5.0

- The student clinician serving my child seemed experienced and knowledgeable. 4.83 / 5.0
- The student clinician considered the client's special needs (age, culture, diagnosis, education level). 4.5 / 5.0
- The student clinician's supervisor introduced themselves and was available to discuss any concerns. 4.67 / 5.0
- The student clinician's supervisor respected my input and questions were clearly answered. 4.67 / 5.0
- Overall, the services provided were satisfactory. 4.67 / 5.0
- My child benefited from the services he/she received. 4.0 / 5.0
- I would recommend the Speech-Language-Learning Clinic at the Health Commons at Pond to others. 4.5 / 5.0
- ---"We are very grateful for this opportunity. It is amazing how much improvement we have seen. He has also gained so much more self confidence."
- ---"To the teacher, my sincere compliments and expression of gratitude for the way he exercised this very noble profession. It is not easy to help us in a way that we do not speak the same language, but this teaching is essential for the development process of my little Caio. Your Student was incredible I already fall in love with her and I also, and I'm sure she will be a quality professional. Children relate to knowledge in a meaningful and affectionate way. Your Student and you have become my greatest reference and for that, I thank immensely. Thank you so much for all the affection and commitment♥
- In such a delicate phase, you stand out and serve as an example for all educators to see how it is possible to align knowledge with respect for these little human beings who are being formed.
- I am happy to see that these children are in good hands and in what depends on you, dear teacher, their future will be very successful. All my gratitude for the work and affection made available by you and your Student and know that we already miss Ciao teacher very much♥♥♥ Thank you very much🙏Please do not abandon us, we are anxious for the return."

Scholarships

Madeline Youngstrand was awarded a Becky Taylor Scholarship in the amount of \$1000.00 for fall semester 2019. Her dedicated service at Health Commons at Pond has been an immeasurable resource that has helped faculty launch a school-academic partnership along with her presence, thoughtful suggestions, and follow-through actions have helped to create many successes this year! Madeline is a student leader that aligns with our directions of developing innovative models of care. Our hope is that we can continue to collaborate in your future endeavors—you are a stellar nursing student!

Interdisciplinary Highlights

The Institute continues to reach out to other disciplines. Meetings this year involved Communication Studies and Social Work.

Communication Studies

Dr. Anne Kerber (Communication Studies) has begun a Health Communications program within Communication Studies. Several research projects related to identities related to Chronic Conditions and Nursing Narratives have begun. Intersection of communication and nursing continue to be an interest to both departments and we hope there will be future projects.

Social Work

Social Work faculty will begin using the Family Simulation Room on 3rd floor in Wissink Hall for students to practice interviewing. Additionally, Social Work Field faculty, Jenn Parker and Laura Benesch, are exploring formalizing future social work practicum opportunities at Health Commons at Pond.

Practice Partnerships

Goals of the Institute include creating partnerships that influence the health of families and society. The Institute collaborates with healthcare systems to influence nursing practice, educational systems to advance education, and organizations that share our mutual goals. Collaborations at the regional and global level supported the mission and vision of the Glen Taylor Nursing Institute for Family and Society.

We supported our practice partners with food and messages of appreciation during the COVID-19 pandemic.



Faculty Sustain Community Partnerships

Madelia Community Based Collaborative

Dr. Kelly Krumwiede and other School of Nursing colleagues continue to lead and guide the Madelia Community-Based Collaborative (MCBC). This broad community partnership works towards the goal of improving the health and well-being of the citizens and families in Madelia. MCBC continues to engage students in learning experiences.

ACT on Alzheimer's

Dr. Kristen Abbott-Anderson continues research and community collaborations with ACT on Alzheimer's national programs. Creating an interprofessional team with Dr. Chiou advances mission of College of Allied Health and Nursing. She has disseminated impact of her community-based projects where colleagues, students, and community members participate: Community Garden Project and the Singing Hills Chorus.



Kristen Abbott-Anderson (SON) Sheen Chiou (Communication Sciences and Disorders)

The mission is to advance family and societal health and healing through education, research and practice.

Madelia Community Based Collaborative (MCBC)



The Madelia Community-Based Collaborative (MCBC) works towards the goal of improving the health and well-being of the citizens and families in Madelia, MN. The local group currently includes broad community representation consisting of members from the Madelia Community Hospital & Clinic, Madelia School District, Tony Downs Food Company, Public Health, Glen Taylor Nursing Institute for Family and Society, Minnesota State University, Mankato Nursing Program, Luther Memorial Home and Watonwan County Vision for Families and Children and others.

The CBCAR process serves as a triple benefit. The critical access hospital meets federal requirements through a community health needs assessment, provides a mechanism for improved family health and community engagement, and creates meaningful public health education for nursing students.

ACT on Alzheimer's

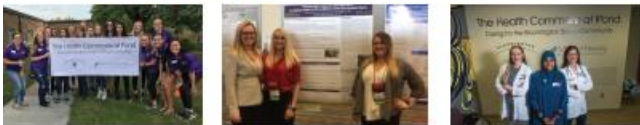


Reprinted from ACT on Alzheimer's developed book and resources. <http://actonalz.org>

ACT on Alzheimer's was the catalyst for Dementia Friendly America which involves community engagement, health care practice change, and health equity integration.

The CBCAR process began with assessing needs and identifying resources for families and caregivers living with Alzheimer's. Interprofessional students and faculty in the College Allied Health and Nursing are taking actions, such as a dementia-friendly garden and chorus for individuals with memory loss and caregivers.

Health Commons at Pond



Health Commons at Pond (HCP) is a school-based no fee health clinic that developed as a partnership with the Bloomington School District. HCP partners with students, families and the community to promote of health and wellness through clinical practice, education and research.

The CBCAR process informed the launching of this school-based clinic. School staff identified needs related to immunization compliance and free access to sports physicals. Faculty provide clinical learning experience for nursing students through a model of practice that extends from the individual to the family and community.



Endowment from the Glen and Becky Taylor family provides sustained funding for the Institute and creates an unprecedented opportunity for School of Nursing and Minnesota State University, Mankato.

Community Based Collaborative Action Research (CBCAR)

The CBCAR framework is an innovative process that promotes critical dialogue and allows all voices of stakeholders and researchers to be heard. CBCAR is an effective method for researching the phenomenon of community-based health concerns and has been used to develop nursing interventions that target family health and reduce health disparities.

Exemplar: Madelia Community Collaborative



Exemplar: Health Commons at Pond



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Global Partnership

International Family Nursing Association

On the 50th anniversary of [Earth Day](#), IFNA joined global conversation by launching a new [IFNA Position Statement on Planetary Health and Family Health](#). The [IFNA Position Statement on Planetary Health and Family Health](#) asserts that “family nursing will become increasingly important as changes in the earth’s ecosystems impose unprecedented challenges to families around the world. All nurses should understand principles of planetary health, how changes in the earth’s ecosystems affect families, and what nurses can do to promote health, adaptation, and resilience of individuals and families.” [\[Read More\]](#)

IFNA Communications Committee helped launch this position statement and expressed gratitude to the Glen Taylor Family Nursing Institute for making design services available to the International Family Nursing Association. Co-Chair of IFNA Communications Committee stated, “Heartfelt thanks to the Glen Taylor Nursing Institute for generous support.”

Collaboration to Spread Family Nursing Worldwide

The International Family Nursing Association and Minnesota State University, Mankato, Glen Taylor Nursing Institute for Family and Society Enter into Outreach Collaboration Agreement to help improve care for families.

Press Release and KEYC News Announcement

Mankato, Minnesota USA - May 8, 2020 - The International Family Nursing Association (IFNA) and Minnesota State University, Mankato | Glen Taylor Nursing Institute for Family & Society (Glen Taylor Nursing Institute) entered into a Family Nursing Outreach Collaboration Agreement beginning May 8, 2020.

Since IFNA's incorporation 10 years ago, the Glen Taylor Nursing Institute has been a vital partner. The goals of this agreement to recognize the vision of the Glen Taylor Nursing Institute, recognize IFNA Committees' support of the IFNA vision, highlight nurses transforming health for families worldwide, promote the Year of the Nurse and the Midwife, and launch and emphasis on The Decade of the Family Nurse.

A collaboration with the International Family Nursing Association (IFNA) allows Minnesota State University Mankato to build on our strong foundation of developing partners that advance our mission and vision. The Glen Taylor Nursing Institute for Family and Society received the Distinguished Partner in Family Health Care Award from IFNA in 2015. When Glen and Becky Taylor provided the financial support the Institute they recognized the critical role of nurses in the healthcare system. Now, a decade later, the significance of nursing to local and global families has become even more evident. This is the opportune time to join forces with IFNA to advance the health of families and society."

Sandra K. Eggenberger, PhD, RN, Director of the Glen Taylor Nursing Institute for Family & Society

"On behalf of the IFNA Board of Directors and members, I am honored to accept this gracious gift from the Glen Taylor Nursing Institute for Family & Society. This gift will make a difference in extending the reach of IFNA and the Institute simultaneously and nurture the art, science, education, and practice of family nursing worldwide. We are grateful for this opportunity and look forward to our work together."

Sonja J. Meiers, PhD, RN, PHN, IFNA President

May 11, 2020 at 9:00pm EDT and May 12, 2020 at 10:00am EDT





International Family Nursing Association

A donation to IFNA was made in honor of

Dr. Sandra K. Eggenberger

Donation was made by George and Kathy Knafel

Sandra has contributed to IFNA in so many ways - BOD leadership, pre-conference workshops, and championing our partnerships with Minnesota State University, Mankato and the Glen Taylor Nursing Institute for Family & Society. Through her dedication and leadership, Sandra has sustained us.

International Family Nursing Association
461 Cochran Road, Box 246
Pittsburgh, Pennsylvania 15228 USA

Dr. Sandra Eggenberger and the Glen Taylor Nursing Institute for Family and Society were recognized in a donation by Drs. George and Kathy Knafel.

Research Highlights

Engagement of faculty, students, and colleagues in research and dissemination remains central to the Glen Taylor Nursing Institute for Family and Society. A purpose of the Institute is to form partnerships and engage scholars in developing knowledge to support the health of families and society. Multiple research studies and methodologies are being conducted by several faculty in the School of Nursing that demonstrate this community of scholars' efforts to embrace this vision. Selected examples are noted below.

Global Research

Experience of Providing Nursing Care to Patients and Families in the Context of COVID-19 in Brazil and the United States

Kristen Abbott-Anderson, PhD, RN; Sandra K. Eggenberger, PhD, RN; Sonja J. Meiers, PhD, RN, AGCNS-BC; Julie A. Ponto, PhD, APRN, CNS, AGCNS-BC, AOCNS; Maiara Santos, RN, PhD; Regina Szylit, RN, MSN, PhD

The overall research question for this study is "What is the experience of providing nursing care to patients and families in the context of COVID-19 in Brazil and the United States?" Examining this question across two countries with the highest incidence of COVID-19 will provide an opportunity to discern nurse experiences that may be universal and experiences that may be country-specific.

Nurses' descriptions and practices of family engagement in intensive care settings: An international, multisite descriptive –qualitative study.

International Family Nursing Association (IFNA) Research Cluster: Academic-Practice Partners from 10 countries including Dr. Sandra Eggenberger and Dr. Patricia Beierwaltes from Glen Taylor Nursing Institute for Family and Society.

Purpose of this study is to discern nurses' descriptions and practices of family engagement in the adult intensive care units (ICUs) from a global perspective. This study is concluding now with plans to move to other settings and opportunity for other partners to join.



Exploration of Current State of Translation and Implementation Science in Family Nursing

Sandra K. Eggenberger, PhD, RN and International Family Nursing Association (IFNA) Research Cluster: Five Global Team Members

This study aims to describe current state of knowledge in translation and implementation science.

Experience of Care Partners: Global Research Focused on Caregivers

Kristen Abbott-Anderson at Minnesota State University Mankato USA and global colleagues.

Dr. Kristen Abbott Anderson has formed a global study focused on the experience of care partners who have a loved one with Alzheimer’s disease or related dementia (ADRD) in a care facility during the time of COVID, This study is exploring the impact of social distancing restrictions during COVID-19 on the care partner.

Faculty Launch Research

Hearing the Voices of Nurses during COVID-19: Reflection Using Digital Storytelling and Journaling

Tammy, Neiman, PhD, RN-BC, PHN; Sandra K. Eggenberger, PhD, RN; Patricia Beierwaltes, DNP, C-PNP; David Clisbee MFA

This research study aims to explore the experience of nurses during the COVID-19 pandemic in Midwestern USA through their stories. Using digital storytelling and journaling methods examine the stories of nurses to identify key themes of the nursing practice experience during COVID-19.

Nursing Graduates’ Experience with Simulation

Dr. Marilyn Swan; Dr. Sandra Eggenberger; Prof. Ashley Engebretson; Dr. Patricia Young

This research study method includes focus group interviews with the May 2020 pre-licensure baccalaureate

graduates to understand their experience of viewing online simulation scenarios followed by facilitated debriefing with a nurse educator when used as a replacement for clinical hours during the COVID-19 pandemic.

Digital Storytelling: Stories by Nurses and Families

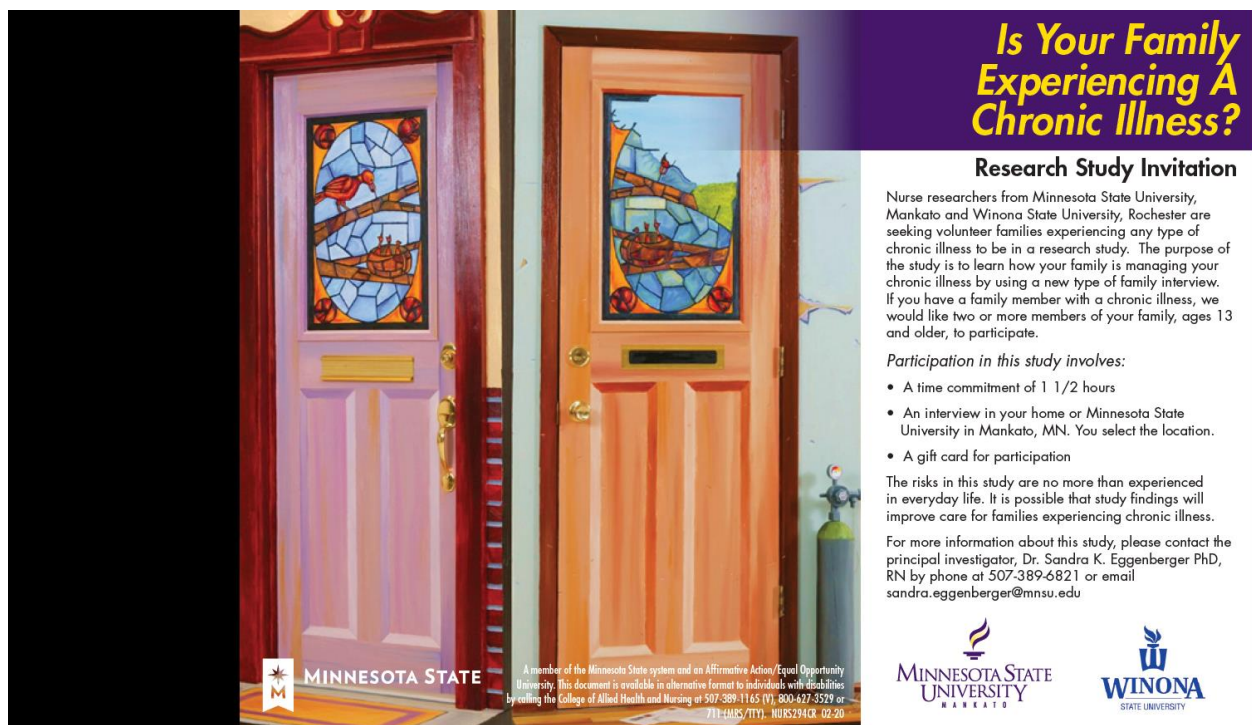
An Educational Intervention Incorporating Digital Storytelling to Implement Family Nursing Practice in Acute Care Settings

Patricia Beierwaltes, DNP, C-PNP, David Clisbee, MFA, MA TESL, and Sandra K. Eggenberger, PhD, RN
This project includes an educational intervention designed to initiate practice changes that support families and nurses during acute illness. A digital storytelling methodology provides a foundation for a quasi-experimental research design included quantitative and qualitative measurement before and after the educational intervention. Themes identified in digital stories of nurse experiences caring for families provided direction for the educational intervention including the digital stories, empirical evidence, and proposed changes in nursing practice focused on families. This project highlighted digital storytelling's power to promote family interventions and move family nursing knowledge into practice and was recently published in the Journal of Family Nursing.

This storytelling method is now being expanded in Wisconsin USA healthcare systems, South Africa educational systems, and local nurses.

Measuring Family Members' Experiences of Integrating Chronic Illness Into Family Life: Preliminary Validity and Reliability of the Family Integration Experience Scale: Chronic Illness (FIES:CI)

***Sonja J. Meiers, PhD, RN, Sandra K. Eggenberger, PhD, RN,
Norma K. Krumwiede, EdD, MN, RN, and Brant Deppa, PhD***



Is Your Family Experiencing A Chronic Illness?

Research Study Invitation

Nurse researchers from Minnesota State University, Mankato and Winona State University, Rochester are seeking volunteer families experiencing any type of chronic illness to be in a research study. The purpose of the study is to learn how your family is managing your chronic illness by using a new type of family interview. If you have a family member with a chronic illness, we would like two or more members of your family, ages 13 and older, to participate.

Participation in this study involves:

- A time commitment of 1 1/2 hours
- An interview in your home or Minnesota State University in Mankato, MN. You select the location.
- A gift card for participation

The risks in this study are no more than experienced in everyday life. It is possible that study findings will improve care for families experiencing chronic illness.

For more information about this study, please contact the principal investigator, Dr. Sandra K. Eggenberger PhD, RN by phone at 507-389-6821 or email sandra.eggenberger@mnsu.edu

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This research was recently published in the Journal of Family Nursing and reports development and psychometric testing of the Family Integration Experience Scale: Chronic Illness (FIES:CI), a measure of family member perceptions of integrating CC or CI into evolving family life. Family Systems Nursing (FSN), the Reintegration Within Families in the Context of Chronic Illness Model, and measurement theory guided the

study. The FIES:CI contributes a valuable new measure of family integration in the context of CC or CI with preliminary validity and reliability as tested in these samples.

This measure is now being refined for usage in Iceland and other countries.

Research Dissemination

Faculty dissemination of their scholarship provides evidence of a community of scholars focused on the mission and vision of the Institute. Several faculty received various types support from the Glen Taylor Nursing Institute for Family. The following abstracts, presentations, and photos are not an exhaustive list, but a few selected presentations and publications that present the various disciplinary conferences and diverse faculty research agendas that align with the mission.

Publications

Reducing Digital Storytelling Implementation Barriers in Nursing Education Workshops

David Clisbee, MFA, MA TESL; Patricia Beierwaltes, DNP, C-PNP; and Sandra K. Eggenberger, PhD, RN
The Journal of Continuing Education in Nursing · Vol 50, No 9, 2019 doi:10.3928/00220124-20190814-07

An Educational Intervention Incorporating Digital Storytelling to Implement Family Nursing Practice in Acute Care Settings

Patricia Beierwaltes, DNP, C-PNP, David Clisbee, MFA, MA TESL, and Sandra K. Eggenberger, PhD, RN
Journal of Family Nursing 1 –16 © The Author(s) 2020
DOI: 10.1177/1074840720935462https://doi.org/10.1177/10748407209354

The Symbiotic Collaboration Between Family Nursing and Data Science

Lisiane Pruinelli, PhD, MS, RN, FAMIA, Amany Farag, PhD, RN, Wendy Looman, PhD, APRN, CPNP-PC, Anne Chevalier McKechnie, PhD, RN, Karen A. Monsen, PhD, RN, FAMIA, FAAN, Stacey Van Gelderen, DNP, MS, PHN, RN, Karen Dunn-Lopez, PhD, MPH, RN
CIN: Computers, Informatics, Nursing August 2020 Volume 38 | Number 8 DOI:
10.1097/CIN.0000000000000675

Presentations

Student and Faculty Presentations

Midwest Nursing Research Society

Frigaard, C., Larson, A., & **Abbott-Anderson, K.** (2020). *The last month of life: Care and place of death for individuals with cognitive impairment compared to cognitively intact individuals*. Poster presentation: the Midwest Nursing Research Society Conference, Schaumburg, IL April 2-4, 2020: Undergraduate student poster competition

Abbott-Anderson, K. & Chiou, H.S. (2020). *Making Meaning through Connections for People with Alzheimer's or Associated Dementia and their Care Partners: Creating EngAGEment*. Poster presentation: for the Alzheimer's Association International Conference, July 26-30, 2020, Amsterdam, The Netherlands (Virtual due to COVID-19).

Neiman, T., Sieve, L., Stenberg, L., Molesky, N., & Rider, G. N. (2020). "School Nurses' Experiences Working with Transgender and Gender Diverse Students' Parents/Guardians." MNRS 44th Annual Research Conference, Podium Presentation.

Faculty Engage Students in Global Education Collaborations

Visitors from Japan and Singapore observed at the Simulation Center and visitors from Austria worked at the Health Commons at Pond. Dr. Julie Frederick and Dr. Hans De Ruiter coordinating their visit and experiences.



Becky Taylor Fellowship Highlights

Supporting students continues to be central mission of the Glen Taylor Nursing Institute. Multiple students currently focus their graduate education on areas of study aligned the Institute. Providing Becky Taylor Fellowships support Minnesota State University, Mankato Doctor of Nursing Practice students who focus on improving and enhancing family and societal health.

Fellowship Recipient Updates



Rochelle Perry current DNP Student

Highlights of Fellow:

- Office-Based Addiction Treatment implementation at Open Door Health Center and establishing a process for access to treatment for mental health and recovery.
- Key note speaker at the United Way “Women with Heart” celebration, August 7, 2019, for over 650 attendees. As a team, we exceeded the previous record for amount pledged, over \$175,000.
- Education provided to Blue Earth County and Wellcome Manor on the use of Suboxone as an intervention in opioid use disorder recovery
- Presentation at the National Medical-Legal Partnership conference, May 2019, “Opening Doors in Rural Communities” with the LAW project team from Open Door Health Center. The focus of my portion of the presentation: Substance Use and the Role Healthcare-Legal Partnerships Play in Recovery.
- Presentation 6/30/2020 for MSSA through MNSU for their Social Work conference “Diseases of Despair” focusing on the chronic illness of addiction and the use of medication assisted therapies in recovery.
- Preceptor for two PMHNP students.
- Collaborating provider for new graduate PHMHNP requiring 2000 hours of ‘supervision’



Angie Rickheim Graduate July 2019

Reflections of Fellow:

Experience in the DNP program at Minnesota State University Mankato: MNSU Mankato's DNP program has had a substantial impact on both my nursing career by positively influencing the care of patients and their families. As I reflect on my experience in the DNP program at MNSU, my commitment to nursing was supported by The Glen Taylor Nursing Institute for Family and Society. I am beyond grateful for all that I have learned from my top notch professors at MNSU as well as lifelong relationships with my fellow DNP graduates.

My current work: My current DNP career has taken me to a transition in practice as I now am working as a primary care provider in a small rural clinic in Clearwater, MN. This position has enabled me to transform my academic education experiences into caring for patients and families from womb to tomb. In addition to my work as a primary care provider, I also have begun my career in academics in teaching DNP students at the College of St. Scholastica as an adjunct faculty member.

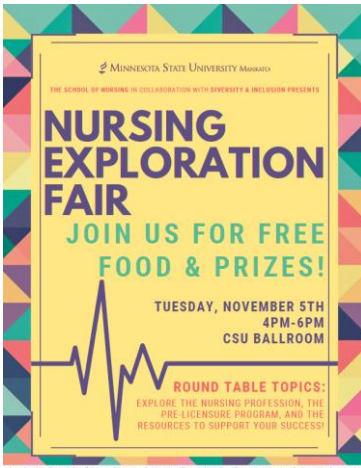
Becky Taylor Scholarships

Amber Norman was able to spend the summer working and learning in Kenya thanks, in part, to the Institute's commitment to helping students and faculty engage in multiple learning experiences that create an impact on themselves and others.



Additional support for Students/Faculty

Nursing Exploration Fair



Thank you for your donation! The event was a great success in part to the additional prizes we were able to purchase with the donation from the Institute. In total, we had 117 individual students attend the Nursing Exploration Fair. We had 11 different table topics that rotated every 10 minutes. Students needed to attend at least 3 table topics to be eligible for a prize drawing, here is how they chose to engage:



Diversity Dinner



Students and Faculty attend the 7th annual Office of Institutional Diversity dinner on Friday, November 16

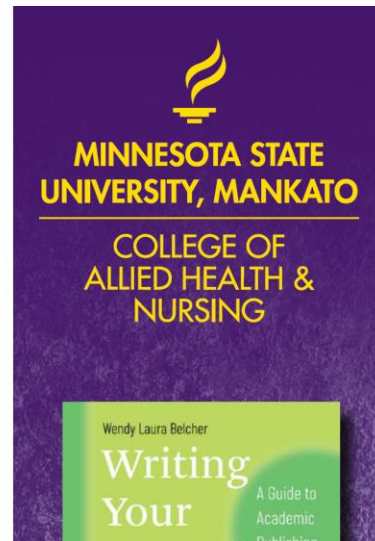
Faculty Writing Group

In the summer of 2020 a group of nursing faculty took part in a writing curriculum. After much success, it was decided that it would be offered to the entire college. At the beginning of the Fall semester there are 9 faculty in the college who will be participating.

Writing Group

If you have the idea for a manuscript that you want to have ready for publication in 12 weeks you are welcome to join a writing group.

Sandra K. Eggenberger, Professor School of Nursing and David L. Clisbee, faculty from Computer Information Science will be offering a weekly session focused on writing for publication.



Gifts for Graduates



Graduating students received a special gift including their chords, a class photo, a special message of support and a custom made MSU mask

Connection with Students/Alumni

Note from one of Norma's students, Matt Nelson

I've had something of a gut-check in recent months, provoked by reflection on the subject-matter of classes I've been taking this semester. Having been out of school for ten years, there have been some aspects of my nursing that haven't been stretched for a long time. What I've been concerned about is the development of a habit of thinking of myself first instead of the patient, also known as selfishness. Doing so results in an uncaring behavior and attitude that may have already been apparent to patients and families, but that I had rarely consciously reflected on. I say this to my shame.

I work in the cardiovascular ICU. When we regularly see different people suffer from the same health problems, have pain, receive life-altering prognoses, grieve the loss of a limb, or die, it's easy to forget that they've never had these experiences before and that it is profoundly personal and painful. I was brought to tears by a qualitative article earlier in the semester from my EBP class about patient experiences with mechanical ventilation. Patients described their experience using words like, "terrible" and "unbelievable" (Wang, Zhang, Li, & Wang, 2008). And here I was, finding their discomfort (basically equated to hell on earth) a nuisance – it's unbelievable, shameful. I have consciously been changing my behavior, responding with more patience to agitation related to suffering, such as during mechanical ventilation. So maybe there is something to be said for getting your bachelor's degree.

Caring for families in crisis presents peculiar challenges. One such challenge is that the patient may be so ill that

the nurse is focusing all of their mental and physical energy on providing timely assessment and care, leaving little time for interaction with the family. Unfortunately, the timeliness of family care is also quite important in these situations because they are often very anxious.

In fact, what is being discussed here is not really the acute medical situation of the patient, but the response of the family. The family crisis is a sort of acute family “illness”. The family is brought to a breaking point and the context, at least of my intensive care unit practice, is the acute severe illness of a loved one. Such situations often cause unhealthy family dynamics to rise to the surface. Anger, manipulation, or infighting between family members can be jarring for nurses and it is tempting to avoid engaging with the family (Kaakinen, Coehlo, Steele, & Robinson, 2018). Being that families are ill with a case of the crisis, the family-oriented nurse is responsible to care for them. The nurse provides education, thereby reducing unknowns that cause stress. The nurse helps families anticipate necessary changes in order to adjust to their new situation (Kaakinen et al., 2018, p. 168).

References

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- Wang, K., Zhang, B., Li, C., & Wang, C. (2008). Qualitative analysis of patients’ intensive care experience during mechanical ventilation. *Journal of Clinical Nursing*, 18, 183-190. doi: 10.1111/j.1365-2702.2008.02518.x

Email from Alumni

Hi Sandy!

It is interesting. We have let the census fall so at the moment we are in the calm before the storm with staff on call and taking voluntary (and some mandatory) days off. The apprehension and uncertainty is better tolerated by some... you know the deal. These times bring out all the strengths and the weaknesses to.

The really hard part has been restricting family visits. We knew it was coming for a couple days so we had time to prepare most of them but the staff was sick about it and asking for help. The day the family members all had to leave, I went room to room to speak with each one personally and I am quite certain that was the hardest thing I’ve had to do in my career. Thank you for all the family communication skills you taught me! I leaned on it heavily that day and continue to share it with every nurse I can. I’ve watched my staff step up with video chats of all different kinds, verbal comfort and words of encouragement and conference calls to say the rosary as a family with the pt. Only one family member is allowed when a pt is dying. I overheard a family member on the phone telling another that “it was ok , I wasn’t alone, the nurse was there and he was crying to”.

For now we are doing ok. When things change I’ll reach out and in the mean time I’ll share that we have your support. You might want to start scheming some research project to help everyone unpack this experience. No matter how much we do it can’t possibly be enough on the family side and I’m fearful of what their experience is. Just a thought.

Miss you,
Marita

Distinguished Young Alumni Award

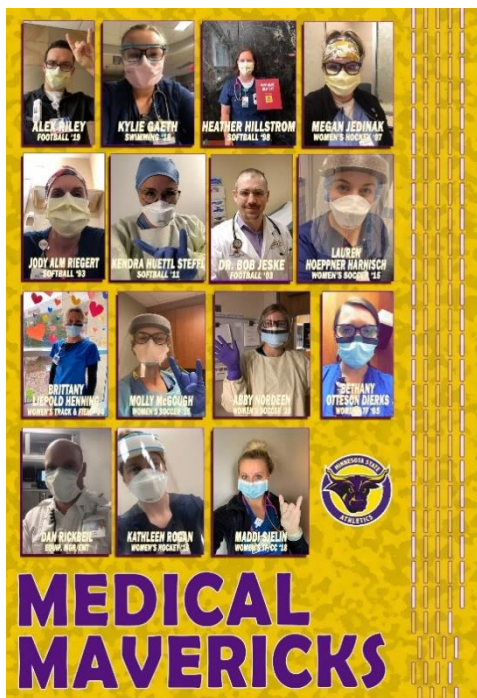
The Distinguished Young Alumni Award honors graduates 35 years old or younger who reached personal or professional achievements early in their careers, positively impacted their communities, and show promise for continued success. This year’s recipient is Brett Anderson, Eagan, Minnesota.



Former and Current Faculty attended award ceremony to celebrate with Brett

Anderson graduated from Minnesota State Mankato in 2011 with a bachelor’s degree in nursing. He later earned a master’s degree in nursing from Metropolitan State University. He is a registered nurse, a certified public health nurse and board-certified nurse executive. Anderson is currently vice president of health and clinical services with Ecumen. In that role, Anderson leads Ecumen-wide health care services, with responsibility for ensuring quality of care, clinical outcomes, customer satisfaction, cost of care efficiency and regulatory compliance. Anderson began his career at Ecumen in 2014 as the clinical director at Ecumen Centennial House in Apple Valley (after serving as an Ecumen graduate student intern). In 2016, he was promoted to the role of regional nurse consultant, supporting new business development and national management contracts. Before joining Ecumen, Anderson served as an adjunct instructor at Minnesota State Mankato and as an instructor at Saint Paul College. He also previously owned and operated CareLogix Nursing Solutions and provided clinical and operational consulting and support to area health care organizations. Governor Mark Dayton appointed Anderson to serve on the Board of Trustees for the Minnesota State System from 2011-2013.

Article and Social Media Posts about Students during COVID-19



Mavericks on the Frontlines

SEPTEMBER 20, 2020 BY [GRACE BRANDT LEAVE A COMMENT](#)

From working on the front lines in hospitals and clinics to figuring out ways to keep children fed without school lunches, University alumni are finding creative, resourceful and compassionate ways to care for their communities.

From the beginning, healthcare workers have faced much of the danger and uncertainty of the COVID-19 situation. As they’ve tried to protect patients from a virus still not fully understood, they’ve pulled exhausting shifts and risked contamination on a daily basis.

University student Cy Schweiss is a registered nurse at a rural hospital in Minnesota. Schweiss, who is currently working toward her Doctor of Nursing Practice, has had to find new ways to protect patients while giving their families the best access for visits that quarantine can allow.

Schweiss shared the story of one elderly patient who had been in multiple hospitals and was finally returning to his home hospital. Because of quarantine, he had not been able to see or touch most of his family for several months. When he returned

home, his family wanted to visit, but they could only look at him through his window—10 feet above the ground. So, Schweiss got creative.

“I moved every piece of furniture in the room, moved his bed as close to the window as possible and raised his bed up as high it would go,” she said. “He could see his family and talk to them through the window. It was the biggest smile I had ever seen on that man’s face.”



Cy Schweiss is a University student and registered nurse, well versed in the family nursing approach.

Schweiss credits the University nursing program for her holistic perspective on nursing, saying that it teaches students to consider not only patients but also their families.

“It was really helpful to learn how important the family is,” Schweiss said. “You really don’t understand [at first] the impact it makes on patients and their healing process. Nurses have to think critically, but we also have to be creative to make sure that we’re providing families and patients as much together time as possible.”

According to Sandra Eggenberger, director of the Glen Taylor Nursing Institute for Family and Society, the program’s emphasis on family nursing is fundamentally important—especially now in a time where so many people are affected by a health crisis.

“Our whole view of nursing practice and healthcare is that for us to improve health outcomes, we need to have

a focus on the individual, the family and the society,” she said. “[Students] recognize that idea of what happens with the family and what happens to the family in the community all has to do with our health outcomes.” Eggenberger has been contacted by several students who graduated from the University’s nursing program and are now working in their chosen field, and she said they’ve shared stories of how they’re putting what they learned in the classroom to work while treating COVID-19.

“I can just hear it in the students’ voices, what kinds of challenges they’re facing—the threats, the anxieties, the stresses, the fears—but they’re also showing us their strength,” she said.

“They feel very confident that in spite of all that’s going in our world, they’re prepared. I’m very proud of their resiliency in the face of all this challenge.”

Faculty Retirement and Passing

The institute lost two members of our Simulation Team in 2019/2020

Colleen Royal, Director of the Maverick Family Nursing Simulation Center retired in May, 2020. The School of Nursing extended congratulations to Dr. Colleen Royle on her retirement with a 22-car parade in May. School of Nursing faculty and students recognize her legacy and outstanding career at MSU. She is looking forward to traveling with her husband Steve.



Nancy Miller passed away on July 27, 2019 at her home after battling cancer. Nancy helped establish our simulation center and advanced the educational experiences for students. She also served as a model for many photo shoots.