A Higher Calling

In freshman-level courses immersed in Ignatian pedagogy, Marquette nursing students explore the idea that nursing is more than just a profession.
“Change is the only constant in life.” All of us have heard this phrase, which dates back to ancient Greece. For those of us in the higher education and health care fields, we live this phrase every day. Here at Marquette, we embrace and help to create the change while always being grounded in our values that define us. The College of Nursing is currently immersed in an exciting strategic planning initiative to ensure that we continue to stay ahead of the curve and build the foundation of the future on the unique qualities that create the Marquette Nurse.

Our nursing curriculum weaves together the principles of the Ignatian Pedagogical Paradigm: context, experience, reflection, action and evaluation. This foundation is powerful in helping nurses articulate the importance of cura personalis in each patient encounter, so crucial in today’s environment of a health care system that often feels fragmented to those vulnerable individuals who are seeking health care.

Our curriculum is also supported and enriched by a commitment to teaching excellence under the auspices of the Teaching Academy, a faculty development program within the college. Our dedicated, passionate faculty, new and experienced, can take advantage of a rich variety of resources to constantly engage and enhance their instruction, focused on preparing the Marquette Nurse of the future.

As the national nursing faculty shortage continues, it is imperative that we deeply develop those faculty new to teaching so they may continue the tradition of excellence that has made such a difference in preparing the Marquette Nurse.

We have so much positive momentum within the college — our recent AACN 10-year reaccreditation, notable rankings for several of our programs, capacity growth in our Direct Entry M.S.N. program, excellent research with tremendous impact on our communities — it’s difficult to give all these highlights their due. But, as I am sure you will see in the following pages, developing the Marquette Nurse informs all our achievements.

Those of you who give your time, talent or treasure are making sure the Marquette Nurse continues to thrive. We, along with our students, faculty and staff, are so thankful for your passionate support, which ensures that we thrive into the future!

Marquette blessings!
The World Health Organization has designated 2020 "THE YEAR OF THE NURSE AND MIDWIFE"

608 UNDERGRADUATES AND 608 GRADUATES ENROLLED (FALL 2019)

98% NCLEX PASS RATE

95% OF RECENT B.S.N. GRADUATES WERE EMPLOYED FULL TIME, WERE FULL-TIME STUDENTS OR WERE IN ACTIVE MILITARY SERVICE SIX MONTHS AFTER GRADUATING.

FIRST-TIME NCLEX PASS RATE FOR B.S.N. AND DIRECT ENTRY M.S.N. 2019 GRADUATES (NATIONAL AVERAGE IS 81.67 PERCENT)
A Step in the Right Direction

New clinic aims to serve unmet pediatric mental health care needs in Milwaukee.

BY CLAIRE NOWAK, COMM ’16

Dr. Norah Johnson has waited years for this opportunity. The 5-person team, led by Dr. Amy Van Hecke and Alexandre Martins, Grad ’17, proposed the Next Step Clinic after winning the 2018 President’s Challenge. Marquette President Dr. Bobiss Johnson, Grad ’01, ‘09, was a part of the 15-person team that won the 2018 President’s Challenge. Marquette University News, March 14, 2019.

Clinic partners focus on the same mission: serving young patients who otherwise couldn’t get the treatment they need.

A Step in the Right Direction

New clinic aims to serve unmet pediatric mental health care needs in Milwaukee.

BY CLAIRE NOWAK, COMM ’16

Dr. Norah Johnson has waited years for this opportunity. The 5-person team, led by Dr. Amy Van Hecke and Alexandre Martins, Grad ’17, proposed the Next Step Clinic after winning the 2018 President’s Challenge. Marquette President Dr. Bobiss Johnson, Grad ’01, ‘09, was a part of the 15-person team that won the 2018 President’s Challenge. Marquette University News, March 14, 2019.

Clinic partners focus on the same mission: serving young patients who otherwise couldn’t get the treatment they need.

A Step in the Right Direction

New clinic aims to serve unmet pediatric mental health care needs in Milwaukee.

BY CLAIRE NOWAK, COMM ’16

Dr. Norah Johnson has waited years for this opportunity. The 5-person team, led by Dr. Amy Van Hecke and Alexandre Martins, Grad ’17, proposed the Next Step Clinic after winning the 2018 President’s Challenge. Marquette President Dr. Bobiss Johnson, Grad ’01, ‘09, was a part of the 15-person team that won the 2018 President’s Challenge. Marquette University News, March 14, 2019.

Clinic partners focus on the same mission: serving young patients who otherwise couldn’t get the treatment they need.

A Step in the Right Direction

New clinic aims to serve unmet pediatric mental health care needs in Milwaukee.

BY CLAIRE NOWAK, COMM ’16

Dr. Norah Johnson has waited years for this opportunity. The 5-person team, led by Dr. Amy Van Hecke and Alexandre Martins, Grad ’17, proposed the Next Step Clinic after winning the 2018 President’s Challenge. Marquette President Dr. Bobiss Johnson, Grad ’01, ‘09, was a part of the 15-person team that won the 2018 President’s Challenge. Marquette University News, March 14, 2019.

Clinic partners focus on the same mission: serving young patients who otherwise couldn’t get the treatment they need.
A Heart Filled

Alumna elevates her commitment to scholarships to ensure another generation of nurses will fill patient care needs.

BY NICOLE SINGER, COMM '06

Stecker, Nurs ’59, Grad ’64, joined Marquette’s baccalaureate program — one of two in the state. “Something whispered, ‘You should get a degree,’” she recalls. Marquette nursing’s philosophy that every being is created in God’s image spoke deeply to her. After her undergraduate studies and clinical work at Milwaukee’s St. Joseph Hospital, Stecker earned her master’s at Marquette — a rarity in those days, and one that helped launch her career in nursing administration and teaching. Stecker’s leadership took her to a university graduate experience at Duke, to Charleston, South Carolina, where she was working when Hurricane Hugo blew the roof off her 300-bed hospital in 1989, and to Harrisonburg, Virginia.

Throughout most of her career, nursing experienced a constant shortage of caregivers. In the late ’90s, Stecker felt called to fill that shortage. She put her savings toward an endowed scholarship to reflect that. “Nursing was good to me. When I think about what this [scholarship] might mean for future nurses and future patients, it fills my heart.”

When I think about what this might mean for future nurses and future patients, it fills my heart,” Stecker says.

Scholarships like Stecker’s and recent gifts from Dorothy Krawczyk, Nurs ’47, the Helene Fuld Trust, and the All-in Marquette Scholars Completion fund not only open doors for Marquette nursing students, they also empower the college’s ability to graduate compassionate caregivers and health advocates who will make a lasting difference for patients and communities.

Marquette’s baccalaureate program — one of two in the state. “Something whispered, ’You should get a degree,’” she recalls. Marquette nursing’s philosophy that every being is created in God’s image spoke deeply to her. After her undergraduate studies and clinical work at Milwaukee’s St. Joseph Hospital, Stecker earned her master’s at Marquette — a rarity in those days, and one that helped launch her career in nursing administration and teaching. Stecker’s leadership took her to a university graduate experience at Duke, to Charleston, South Carolina, where she was working when Hurricane Hugo blew the roof off her 300-bed hospital in 1989, and to Harrisonburg, Virginia.

Throughout most of her career, nursing experienced a constant shortage of caregivers. In the late ’90s, Stecker felt called to fill that shortage. She put her savings toward an endowed scholarship to reflect that. “Nursing was good to me. When I think about what this [scholarship] might mean for future nurses and future patients, it fills my heart.”

When I think about what this might mean for future nurses and future patients, it fills my heart,” Stecker says.

Scholarships like Stecker’s and recent gifts from Dorothy Krawczyk, Nurs ’47, the Helene Fuld Trust, and the All-in Marquette Scholars Completion fund not only open doors for Marquette nursing students, they also empower the college’s ability to graduate compassionate caregivers and health advocates who will make a lasting difference for patients and communities.

Marquette’s baccalaureate program — one of two in the state. “Something whispered, ’You should get a degree,’” she recalls. Marquette nursing’s philosophy that every being is created in God’s image spoke deeply to her. After her undergraduate studies and clinical work at Milwaukee’s St. Joseph Hospital, Stecker earned her master’s at Marquette — a rarity in those days, and one that helped launch her career in nursing administration and teaching. Stecker’s leadership took her to a university graduate experience at Duke, to Charleston, South Carolina, where she was working when Hurricane Hugo blew the roof off her 300-bed hospital in 1989, and to Harrisonburg, Virginia.

Throughout most of her career, nursing experienced a constant shortage of caregivers. In the late ’90s, Stecker felt called to fill that shortage. She put her savings toward an endowed scholarship to reflect that. “Nursing was good to me. When I think about what this [scholarship] might mean for future nurses and future patients, it fills my heart.”

When I think about what this might mean for future nurses and future patients, it fills my heart,” Stecker says.

Scholarships like Stecker’s and recent gifts from Dorothy Krawczyk, Nurs ’47, the Helene Fuld Trust, and the All-in Marquette Scholars Completion fund not only open doors for Marquette nursing students, they also empower the college’s ability to graduate compassionate caregivers and health advocates who will make a lasting difference for patients and communities.

Marquette’s baccalaureate program — one of two in the state. “Something whispered, ’You should get a degree,’” she recalls. Marquette nursing’s philosophy that every being is created in God’s image spoke deeply to her. After her undergraduate studies and clinical work at Milwaukee’s St. Joseph Hospital, Stecker earned her master’s at Marquette — a rarity in those days, and one that helped launch her career in nursing administration and teaching. Stecker’s leadership took her to a university graduate experience at Duke, to Charleston, South Carolina, where she was working when Hurricane Hugo blew the roof off her 300-bed hospital in 1989, and to Harrisonburg, Virginia.

Throughout most of her career, nursing experienced a constant shortage of caregivers. In the late ’90s, Stecker felt called to fill that shortage. She put her savings toward an endowed scholarship to reflect that. “Nursing was good to me. When I think about what this [scholarship] might mean for future nurses and future patients, it fills my heart.”

When I think about what this might mean for future nurses and future patients, it fills my heart,” Stecker says.

Scholarships like Stecker’s and recent gifts from Dorothy Krawczyk, Nurs ’47, the Helene Fuld Trust, and the All-in Marquette Scholars Completion fund not only open doors for Marquette nursing students, they also empower the college’s ability to graduate compassionate caregivers and health advocates who will make a lasting difference for patients and communities.

Marquette’s baccalaureate program — one of two in the state. “Something whispered, ’You should get a degree,’” she recalls. Marquette nursing’s philosophy that every being is created in God’s image spoke deeply to her. After her undergraduate studies and clinical work at Milwaukee’s St. Joseph Hospital, Stecker earned her master’s at Marquette — a rarity in those days, and one that helped launch her career in nursing administration and teaching. Stecker’s leadership took her to a university graduate experience at Duke, to Charleston, South Carolina, where she was working when Hurricane Hugo blew the roof off her 300-bed hospital in 1989, and to Harrisonburg, Virginia.

Throughout most of her career, nursing experienced a constant shortage of caregivers. In the late ’90s, Stecker felt called to fill that shortage. She put her savings toward an endowed scholarship to reflect that. “Nursing was good to me. When I think about what this [scholarship] might mean for future nurses and future patients, it fills my heart.”

When I think about what this might mean for future nurses and future patients, it fills my heart,” Stecker says.

Scholarships like Stecker’s and recent gifts from Dorothy Krawczyk, Nurs ’47, the Helene Fuld Trust, and the All-in Marquette Scholars Completion fund not only open doors for Marquette nursing students, they also empower the college’s ability to graduate compassionate caregivers and health advocates who will make a lasting difference for patients and communities.

Marquette’s baccalaureate program — one of two in the state. “Something whispered, ’You should get a degree,’” she recalls. Marquette nursing’s philosophy that every being is created in God’s image spoke deeply to her. After her undergraduate studies and clinical work at Milwaukee’s St. Joseph Hospital, Stecker earned her master’s at Marquette — a rarity in those days, and one that helped launch her career in nursing administration and teaching. Stecker’s leadership took her to a university graduate experience at Duke, to Charleston, South Carolina, where she was working when Hurricane Hugo blew the roof off her 300-bed hospital in 1989, and to Harrisonburg, Virginia.

Throughout most of her career, nursing experienced a constant shortage of caregivers. In the late ’90s, Stecker felt called to fill that shortage. She put her savings toward an endowed scholarship to reflect that. “Nursing was good to me. When I think about what this [scholarship] might mean for future nurses and future patients, it fills my heart.”

When I think about what this might mean for future nurses and future patients, it fills my heart,” Stecker says.

Scholarships like Stecker’s and recent gifts from Dorothy Krawczyk, Nurs ’47, the Helene Fuld Trust, and the All-in Marquette Scholars Completion fund not only open doors for Marquette nursing students, they also empower the college’s ability to graduate compassionate caregivers and health advocates who will make a lasting difference for patients and communities.
Peggy Troy, Nurs ’74, first witnessed servant leadership from her father, a small-town doctor in rural Illinois. “He cared for his patients with dignity and grace, no matter how far he had to travel or whether they could pay.”

The importance of servant leadership was fortified when she attended Marquette’s College of Nursing. “We were taught that nursing is a calling and that we’re on this earth to serve others,” Troy recalls.

As a student in the early 1970s, Troy did a clinical rotation at Children’s Hospital of Wisconsin (now Children’s Wisconsin) and fell in love with caring for children and their families. After working as a bedside nurse at Children’s after graduation and then moving up the ladder in hospital leadership roles around the country, Troy returned to her roots in 2009, when she became president and chief executive officer at Children’s.

During her decadelong tenure as CEO of one of U.S. News & World Report’s top-ranked pediatric health systems, Troy has overseen significant growth in Children’s primary and specialty care clinics across Wisconsin—a strategy dubbed “care closer to home.” “When you meet families where they are, parents miss less work and children miss less school,” she explains.

That strategy is infused in Children’s vision that Wisconsin children will be the healthiest in the nation, and to that end Troy spends a lot of her time advocating for children. “Kids can’t vote, so we need to be their voice,” she often says. One recent example is around the dangers of vaping. Children’s has gained national recognition for being among the first hospitals to discover that several teens hospitalized with mysterious lung injuries all had a common link—vaping. Troy and her team are now working with legislators to increase awareness about the dangers of vaping and enact policies that limit access to vaping products for those under 18.

Troy has also responded to changing demands from millennial and Generation Z parents, who have different expectations when it comes to health care. Under her leadership, Children’s has improved family communication and implemented online appointment scheduling, online billing and virtual appointments. In late 2017, Children’s announced an ambitious $265 million expansion and renovation of the hospital’s primary medical campus in Wauwatosa, Wisconsin. For leading these efforts while maintaining top rankings in numerous specialty areas, Troy was named BizTimes Milwaukee’s CEO of the Year in 2018.

Troy believes having a world-renowned children’s hospital located in a small market like Milwaukee is no small feat and is something that should be celebrated. “In most markets our size, families need to travel long distances to receive top-quality care for the most serious injuries and illness,” she explains.

Families are with us during some of the worst experiences of their lives. We can provide the very best medical care, but that’s not enough. We have to go beyond that and show empathy for everyone we care for in a very genuine way.”

“Kids can’t vote, so we need to be their voice,” she often says. One recent example is around the dangers of vaping. Children’s has gained national recognition for being among the first hospitals to discover that several teens hospitalized with mysterious lung injuries all had a common link—vaping. Troy and her team are now working with legislators to increase awareness about the dangers of vaping and enact policies that limit access to vaping products for those under 18.

Troy has also responded to changing demands from millennial and Generation Z parents, who have different expectations when it comes to health care. Under her leadership, Children’s has improved family communication and implemented online appointment scheduling, online billing and virtual appointments. In late 2017, Children’s announced an ambitious $265 million expansion and renovation of the hospital’s primary medical campus in Wauwatosa, Wisconsin. For leading these efforts while maintaining top rankings in numerous specialty areas, Troy was named BizTimes Milwaukee’s CEO of the Year in 2018.

Troy believes having a world-renowned children’s hospital located in a small market like Milwaukee is no small feat and is something that should be celebrated. “In most markets our size, families need to travel long distances to receive top-quality care for the most serious injuries and illness,” she explains.

Families are with us during some of the worst experiences of their lives. We can provide the very best medical care, but that’s not enough. We have to go beyond that and show empathy for everyone we care for in a very genuine way.”

Peggy Troy is a President’s Society member.

A key component of the hospital’s success is its carefully crafted and maintained culture, which is based on Troy’s commitment to servant leadership. Over the past five years, more than 6,000 Children’s employees have gone through the At Our Best training seminar to reinforce the organization’s values of purpose, collaboration, integrity, health and innovation. The training focuses on helping employees nurture their own mental, physical and emotional health in order to provide the best care for children and their families.

“Oftentimes, families are with us during some of the worst experiences of their lives. We can provide the very best medical care, but that’s not enough. We have to go beyond that and show empathy for everyone we care for in a very genuine way,” Troy says.

With Wisconsin and the nation facing a nursing shortage, Troy believes young people should consider nursing because of the public’s trust in the profession, the opportunity to positively impact lives and the diversity of career paths available. “I have three sisters who are nurses, and we all have very different careers, but we’re all serving others,” explains Troy. “Marquette prepared me incredibly well for every step of my journey.”

In November 2019 Troy and Lisa Grabert, visiting professor of research, were panelists for Marquette’s Looking to 2020: Health Care and Politics, an event that focused on implications for health care policy and Wisconsin voter attitudes in advance of the November 2020 election, in which Wisconsin is predicted to be a battleground state.
Around the world

International experiences give nursing students a global outlook on health care inequities, practices and patient needs.

Marquette nursing student Annie Walsh spent her spring 2019 semester at University College Dublin, toggling between three classes: Community Nursing, Evidence-based Practice, and Maternal and Fetal Well-being. For the latter class, she and her classmates toured the city’s National Maternity Hospital — the largest maternity hospital in Ireland — to observe how women and infants are cared for through the lens of midwifery. The opportunity to study abroad as a nursing student was what the College of Nursing senior says attracted her to Marquette. And the semester she spent did not disappoint. Noting how focused the midwives were on helping the laboring mothers “handle pain and contractions naturally,” and other ways childbirth practices differ in Ireland, where there is a public health care system, were invaluable.

Seeing how the hospital works — the long wait times and large number of patients assigned to each nurse” — gave Walsh a contrasting view of health care to inform her education.

The College of Nursing tailors its undergraduate curriculum and programs to prepare students to be the best nurses they can be — empathetic, compassionate, reliable, open-minded. The required lab work, clinical courses and simulated learning experiences are instrumental for nurses-to-be. But they’re not the only ways students are preparing for their careers in the nursing field. For close to 10 years, Marquette has offered international experiences — to, among other countries, Peru, Brazil, Ireland, India, South Africa and Australia — in which students are able to learn about health care systems that differ substantially from what they know here in the United States. These international opportunities provide another layer of vital real-world experience.

Dr. Christine Schindler (right), Nurs ’97, Grad ’11, clinical associate professor, has taught courses in Peru and South Africa and thinks these experiences, while not commonly offered in university nursing programs due to rigorous curriculum requirements, fall directly in line with Marquette’s core values. “Marquette is incredibly interested in developing students with a social justice mindset, and one of the best ways to do that is to take them out of their environment,” says Schindler. The exposure to different cultures, as well as the interaction with nurses and patients, “helps the students know here in the United States. These international opportunities provide another layer of vital real-world experience.”

Marquette offers international experiences in which students learn about health care systems that differ substantially from what they know here in the United States.
Schindler and Schnable are scheduled to lead a group of about a dozen students to Lima, Peru, for one month in May 2020. The course will cover the health of the family, from the beginning to the end of life. The two instructors share a passion for public health, Schnable says, and in Lima, the largest city in Peru and third largest in the Americas, the students will be exposed to an exceptionally heterogeneous metropolis.

“We want students interacting with people. We will look at diagnoses and at the barriers to care, everything that helps our students create a fuller picture of the community. Through an assets-based community assessment, nurses focus on building upon individual and community strengths,” says Schnable.

Of the clinical sites she visited during a Marquette nursing experience in Peru in May 2019, senior Clare Lima vividly remembers a pediatric unit where patients were treated on a first-come, first-served basis. “I was able to give a vaccination injection to a child with the parents’ permission,” she says.

The limited resources and the health care barriers Schnable alluded to made an impression on Lima, particularly in the ways nurses worked around those barriers, which include access to clean water and medications. The rural communities are at a particular disadvantage in that they may be located an hour or more from a health clinic and even further from a hospital. “Laughing is universal. I could use the same abilities to connect with patients,” she says. As for the way the nurses treated their patients, Galang says she observed a “holistic approach. The nurses were well-rounded.” With the cultural similarities, differences also come. She describes shadowing a nurse in an orthopedic rehab unit treating children, where she compared the health care in South Africa with what she had observed in Wisconsin. For instance, orthopedic injuries are treated with external fixators — pins — while in the U.S., internal fixation is typically used. Although she spent less than three weeks there, Galang says she returned with a commitment to exploring global aid and humanitarianism in her future studies at Marquette.

Fellow student Jillian Gallo also went on the Cape Town trip and says she noted that although nursing may be conceptualized and practiced differently in other countries, the core mission is the same. “They share a focus on patient-centered care and advocating for people and their health issues,” Gallo says. She adds that the trip also benefited her on a personal level. South Africa “has a history of apartheid. Seeing how that [a system of race-based segregation] manifests elsewhere helped me apply it to my own world. It made me appreciate the amenities we have in the United States. It opened up my eyes and will make me a better nurse,” she says.
When Kaitlyn Daly came to Marquette University as a freshman in 2013, she wasn’t thinking about her first college major, exercise physiology, in terms of a calling. But after attending a Campus Ministry retreat a few weeks into the semester, something clicked for Daly. "We started learning about the Ignatian values and pedagogy, and I started thinking about what I felt called to be doing," says Daly, Nurs ’17. "That’s when nursing popped into my head." At that point, Daly switched majors and began her journey toward a career as a nurse, eventually earning her degree in both nursing and theology and religion. She credits two freshman-level nursing courses with further cultivating her interest in the intersection of spirituality and nursing: Nursing and Health in the Jesuit Tradition (NURS 1001) and Dimensions of the Nursing Profession in the Jesuit Tradition (NURS 1002). The courses, which launched in 2012 as part of a revised nursing curriculum, introduce first-year students to five principles outlined in the Ignatian Pedagogical Paradigm: context, experience, reflection, action and evaluation. These principles, derived from the Spiritual Exercises of St. Ignatius of Loyola, dovetail with the five principles of nursing: assessment, diagnosis, planning, implementation and evaluation. By studying nursing through an Ignatian pedagogical lens, students begin to understand how to care for patients using cura personalis, a Latin term that means to care for the entire person — not just the head but also the heart, not just the body but also the soul. "I just remember sitting in class and thinking, ‘This is what nursing is and should be and could be,’" she says. In freshman-level courses immersed in Ignatian pedagogy, Marquette nursing students explore the idea that nursing is more than just a profession.
By studying nursing through an Ignatian pedagogical lens, students begin to understand how to care for patients using cura personalis, a Latin term that means to care for the entire person — not just the head but also the heart, not just the body but also the soul.

The courses have ultimately helped nursing students articulate why cura personalis matters in each patient encounter — from the exam room to the home community. “Understanding a patient and their beliefs and values goes beyond simply checking a box noting religious affiliation on a patient’s intake form,” Piacentine says. Caring for a patient spiritually requires truly understanding them as a person.

“Our students can tell you that spiritual care is being present at the bedside with that mother who has a critically ill infant,” she says. “It’s connecting with patients, listening to them, being very intentional.”

These foundational nursing courses also strengthen students’ interpersonal skills through exercises such as face-to-face simulations where students interact with patients presenting with issues that range from depression to vision loss. Intentionally meeting patients where they are at and taking into account the patient’s lived experiences help Marquette Nurses plan interventions that help patients strive for a better level of health.

Hannah Garrison, Nurs ’17, works as an intensive-care nurse at Northwestern Memorial Hospital in Chicago. She says her NURS 1002 course work with Piacentine has helped her beyond the classroom into her work today. “In nursing, we can get so busy and bogged down with completing our tasks and caring for our patients physically that we don’t always take the time to see how they are doing mentally and spiritually,” she says. “Some of my patients are on ventilators and unable to communicate. That doesn’t stop me from trying to learn at least one personal thing about all of my patients. They are able to recognize that I care about them as a person.”

Administrators and providers from local hospitals have also commented that Marquette Nurses stand out in the field as women who have a really beautiful entry into that vulnerable space.”

“Students are the ones that make the difference. Our students are the ones that focus on understanding the true values and religious beliefs or spirituality of the patient,” Daly — who is now a nursing doctoral student at Duke University where she is studying the connection of religion, spirituality and health care — says her Marquette course work created a space for critical conversations about spiritual care that are often left out of the nursing dialogue.

“These classes let us understand — that there’s a place and a moment where you can engage with somebody,” she says. “Nursing has a really beautiful entry into that vulnerable space.”
The College of Nursing’s mission is to provide a transformational Catholic, Jesuit education that prepares nurses to promote health, healing and social justice for all people.

To fulfill that mission, our faculty leaders are directing scholarly research toward three focused areas:

- **Community Engagement**
- **Nursing Education**
- **Person-Centered**

Our professors, graduate students and programs are generating, evaluating and applying knowledge to improve health outcomes and inequities — all the while leading the way for the next generation of Marquette Nurses.
**PERIODICAL \& ABSTRACTS**

RESEARCH IN ACTION

**METABOLIC GOALS**

Dr. Richard Fehring, Arts ’70, Nurs ’73, director of Marquette’s Institute for Natural Family Planning and professor emeritus, was interviewed for a July 2019 story about millennials who are looking for natural alternatives to artificial birth control for family planning and are driving the explosion of fertility-awareness-based method apps.

**One of their recently completed studies, funded by a National Institutes of Health grant, builds upon previous research that one in which research funding agencies are very interested.**

It’s precision medicine. Measuring changes in metabolites as a person’s health normalizes or improves allows you to consult with people individually because we want to change people’s health behaviors to improve health outcomes.”

— Dr. Randy Gretebeck

“Understanding the nurses’ practices in sedative medication administration to this vulnerable population is integral to the successful integration of sedation guidelines in the intensive care unit through quality improvement and education of health care providers.”

Guttormson says. “Nurses need training and support on how to facilitate a patient’s ability to communicate while on the ventilator and unable to speak, so they can understand and manage the source of patient discomfort or distress.”

Guttormson’s survey research was published in the July 2019 American Journal of Critical Care, and a related story can be found on nursing.com.

**Sedation-Use Influencers**

More than 760,000 patients in the U.S. receive mechanical ventilation in an intensive care unit each year. In 2002, published guidelines called for limiting the administration of sedative medications to mechanically ventilated patients because sedation can increase the time a patient is in the intensive care unit and increase the risk of a patient developing delirium, weakness and negative psychological outcomes. But nearly 20 years later, sedation practices have been slow to change.

A team led by Dr. Jib Guttormson, associate professor, conducted a national survey of critical care nurses to learn nurses’ practices and attitudes toward sedative medication administration to mechanically ventilated patients on a breathing machine. Her study found that nurses’ attitudes influence how they sedate patients — attitudes about what it is like to be on the ventilator, what nurses would want if they were on the ventilator themselves, and the comfort of patients during mechanical ventilation.

Dr. Dr. Abir Bekhet, associate professor, Grad ’01, ’09, is interested in learning how the behaviors of children with ASD are linked to parent health outcomes because her previous research found parents are at risk of poor well-being based on their child’s challenging behaviors. Her most recent research includes two pilot interventions to improve the psychological and physical health of caregiving parents of persons with ASD.

The group exercise study, conducted by an interdisciplinary faculty and graduate student team, is still in a data-collection phase. The team has collected baseline physical and psychological health data on 36 parents and offered a group exercise class to 10 parents for nine weeks at Marquette’s Athletic and Human Performance Research Center to compare well-being between the two populations.

After analyzing all the research, we anticipate developing a plan to submit for external funding for a family intervention for caregiving parents of children with ASD.”

Johnson says.

In 2018 the Centers for Disease Control and Prevention released a study that estimated 1 in 59 children has been identified with autism spectrum disorder, or ASD, a developmental disability defined by diagnostic criteria that include social communication and interaction deficits, and the presence of restricted, repetitive patterns of behavior, interests or activities that can persist throughout life. While interventions for children with ASD have slowly increased in the past decade, most of them focus solely on the child, not the parents.

Dr. Jib Guttormson, associate professor, graduated in 2001 and 2009, is interested in learning how the behaviors of children with ASD are linked to parent health outcomes because her previous research found parents are at risk of poor well-being based on their child’s challenging behaviors. Her most recent research includes two pilot interventions to improve the psychological and physical health of caregiving parents of persons with ASD. One study this past summer focused on teaching children with ASD how to swim and another brought parents together for a group exercise class.

“We saw improvements in parental well-being and perceptions of their child’s challenging behaviors in the swim study,” says Johnson, who worked on the study with Dr. Abir Belheit, associate professor, and Dr. Mauricio Garnier-Villareal, research assistant professor.

The group exercise study, conducted by an interdisciplinary faculty and graduate student team, is still in a data-collection phase. The team has collected baseline physical and psychological health data on 36 parents and offered a group exercise class to 10 parents for nine weeks at Marquette’s Athletic and Human Performance Research Center to compare well-being between the two populations.

“After analyzing all the research, we anticipate developing a plan to submit for external funding for a family intervention for caregiving parents of children with ASD,” Johnson says.

**STUDYING PARENTS’ WELL-BEING**

In 2018 the Centers for Disease Control and Prevention released a study that estimated 1 in 59 children has been identified with autism spectrum disorder, or ASD, a developmental disability defined by diagnostic criteria that include social communication and interaction deficits, and the presence of restricted, repetitive patterns of behavior, interests or activities that can persist throughout life. While interventions for children with ASD have slowly increased in the past decade, most of them focus solely on the child, not the parents. In 2018 the Centers for Disease Control and Prevention released a study that estimated 1 in 59 children has been identified with autism spectrum disorder, or ASD, a developmental disability defined by diagnostic criteria that include social communication and interaction deficits, and the presence of restricted, repetitive patterns of behavior, interests or activities that can persist throughout life. While interventions for children with ASD have slowly increased in the past decade, most of them focus solely on the child, not the parents.

Dr. Jib Guttormson, associate professor, graduated in 2001 and 2009, is interested in learning how the behaviors of children with ASD are linked to parent health outcomes because her previous research found parents are at risk of poor well-being based on their child’s challenging behaviors. Her most recent research includes two pilot interventions to improve the psychological and physical health of caregiving parents of persons with ASD. One study this past summer focused on teaching children with ASD how to swim and another brought parents together for a group exercise class.

“We saw improvements in parental well-being and perceptions of their child’s challenging behaviors in the swim study,” says Johnson, who worked on the study with Dr. Abir Belheit, associate professor, and Dr. Mauricio Garnier-Villareal, research assistant professor.

The group exercise study, conducted by an interdisciplinary faculty and graduate student team, is still in a data-collection phase. The team has collected baseline physical and psychological health data on 36 parents and offered a group exercise class to 10 parents for nine weeks at Marquette’s Athletic and Human Performance Research Center to compare well-being between the two populations.

“After analyzing all the research, we anticipate developing a plan to submit for external funding for a family intervention for caregiving parents of children with ASD,” Johnson says.

**STUDYING PARENTS’ WELL-BEING**

In 2018 the Centers for Disease Control and Prevention released a study that estimated 1 in 59 children has been identified with autism spectrum disorder, or ASD, a developmental disability defined by diagnostic criteria that include social communication and interaction deficits, and the presence of restricted, repetitive patterns of behavior, interests or activities that can persist throughout life. While interventions for children with ASD have slowly increased in the past decade, most of them focus solely on the child, not the parents. In 2018 the Centers for Disease Control and Prevention released a study that estimated 1 in 59 children has been identified with autism spectrum disorder, or ASD, a developmental disability defined by diagnostic criteria that include social communication and interaction deficits, and the presence of restricted, repetitive patterns of behavior, interests or activities that can persist throughout life. While interventions for children with ASD have slowly increased in the past decade, most of them focus solely on the child, not the parents.
For 20 years as a pediatric oncology nurse practitioner with Children’s Wisconsin, Dr. Amy Newman witnessed firsthand how patients, parents and caregivers communicated with each other after a pediatric cancer diagnosis. Now an assistant professor at Marquette, Newman, Grad ’02, ’17, is conducting research to gain a better understanding of that vulnerable time by developing a strategic communication intervention that would be delivered by clinicians outcomes, she adds. To optimize patient, family and clinician processes that are currently in place and how patients and families perceive that such processes are, are not, meeting their needs,” Newman says.

Her study is distinctive in that she is aiming to capture the voices of pediatric and adolescent patients. “Often, these voices are overlooked, particularly those of school-age children, as it requires a very thoughtful approach when designing and implementing a study,” she says. “Children have unique needs as research participants, and one must ensure that those are being addressed throughout the research process.” Additionally, unique to Newman’s research is how she is examining and integrating the perspectives of all the communicating parties — patients, parents, doctors and nurses — to develop her strategic intervention.

“Often, we are communicating in silos, even around important topics like goals of care and care preferences. Such communication needs to occur in a more coordinated fashion to optimize patient, family and clinician outcomes,” she adds.

In order to develop an intervention, work needs to be done to better understand the communication processes that are currently in place and how patients and families perceive that such processes are, or are not, meeting their needs.”

In order to develop an intervention, work needs to be done to better understand the communication processes that are currently in place and how patients and families perceive that such processes are, or are not, meeting their needs.”

Dr. Amy Newman

50+

Service learning hours required for B.S.N. students, earned through courses such as Veteran Health and Culture (HEAL 1400) and Family Centered Nursing of Children—Theory (NURS 3900), as well as some study abroad programs including those to South Africa and Brazil.

OVERLOOKED VOICES

For 20 years as a pediatric oncology nurse practitioner with Children’s Wisconsin, Dr. Amy Newman witnessed firsthand how patients, parents and caregivers communicated with each other after a pediatric cancer diagnosis. Now an assistant professor at Marquette, Newman, Grad ’02, ’17, is conducting research to gain a better understanding of that communication in the 12 weeks after a pediatric patient is told he or she has cancer.

Newman is pursuing this research focus because she believes there are opportunities to enhance communication during this vulnerable time by developing a strategic communication intervention that would be delivered by physicians and nurses together to address the unique needs of patients and their families.

“In order to develop an intervention, work needs to be done to better understand the communication processes that are currently in place and how patients and families perceive that such processes are, are not, meeting their needs,” Newman says.

Her study is distinctive in that she is aiming to capture the voices of pediatric and adolescent patients. “Often, these voices are overlooked, particularly those of school-age children, as it requires a very thoughtful approach when designing and implementing a study,” she says. “Children have unique needs as research participants, and one must ensure that those are being addressed throughout the research process.” Additionally, unique to Newman’s research is how she is examining and integrating the perspectives of all the communicating parties — patients, parents, doctors and nurses — to develop her strategic intervention.

“Often, we are communicating in silos, even around important topics like goals of care and care preferences. Such communication needs to occur in a more coordinated fashion to optimize patient, family and clinician outcomes,” she adds.

In order to develop an intervention, work needs to be done to better understand the communication processes that are currently in place and how patients and families perceive that such processes are, or are not, meeting their needs.”

Dr. Amy Newman

STRAVING FOR EQUITY

Since becoming a nurse, Dr. Kristin Haglund has been dedicated — both in her teaching and research — to serving children and families who are marginalized and oppressed because of poverty, racism and other socioeconomic factors. She came to admire the resourcefulness, hopefulness and hard work of people who were working against difficult circumstances to succeed and achieve health and well-being for themselves and their families.

It was for her exemplary leadership and manifestation of the ideals of diversity, equity and inclusion that she was recognized in 2019 with Marquette’s Excellence in Diversity and Inclusion Award.

“I met people who were living in poverty, and I learned about human dignity, perseverance, kindness and competence,” says Haglund, Nurs ’92, professor of nursing. “I was humbled to understand that the stereotypes and lessons I had learned about social standing and how people were valued based on how they looked or where they lived were false.”

Haglund’s research has evolved at Marquette to include collaborative, interdisciplinary teams that involve undergraduate and graduate students and junior faculty. The issues she has chosen to address are important and pressing health problems within underserved communities, such as violence, sexual risks among adolescents and health disparities.

A SICKLE CELL ADVOCATE

Estimated to affect more than 100,000 Americans, sickle cell disease is a group of inherited red blood cell disorders that can cause myriad complications such as pain, anemia and organ damage. Dr. Dora Clayton-Jones, Grad ’98, ’14, assistant professor, has focused her research and community engagement efforts on examining the health care transition experiences of adolescents and emerging adults living with sickle cell disease and how to optimize their self-management and transition readiness.

Toward that end, Clayton-Jones has assumed the presidency of the International Association of Sickle Cell Nurses and Professional Associates, which provides a platform for nurses, social workers, sickle cell advocates and other health care professionals caring for individuals with sickle cell disease to improve their care through advocacy, standardized practices and education. Clayton-Jones began her term in May 2019 and will serve until the end of 2021.

“Having our faculty provide counsel and lead important groups like the International Association of Sickle Cell Nurses and Professional Associates strengthens and deepens the education we offer our nursing students,” says Dean Janet Wessel Krejci. “Dr. Clayton-Jones’ dedication to the IASCNAPA reflects our Jesuit mission of cura personalis, care for the whole person. She has a long history of advocating for those in the community who have been disadvantaged, especially the youth.”

Clayton-Jones also received a Community Engaged Research Partnership Development Grant from the university, which supported the inaugural Sickle Cell Empowerment Conference this fall at the World Outreach Center in Milwaukee and will allow her interdisciplinary research team to partner with the World Outreach Center to develop an intervention for adults living with sickle cell disease.
$800,000+
The amount of scholarship and stipend funds awarded to Marquette B.S.N. students from underrepresented populations through the Project BEYOND 2 program for the 2018–19 academic year, which supported a total of 81 participants’ academic success through preadmission summer sessions, tutoring, peer mentoring circles, professional nurse mentoring, and leadership development opportunities. Since its inception in 2007, the program has averaged a 95 percent retention rate for participants.

DISCHARGE READINESS AND READMISSION RATES
During her tenure at Marquette, Dr. Marianne Weiss developed the Readiness for Discharge Scale to measure relevant aspects of a patient’s readiness to transition from hospital to home. In early 2019, a JAMA Network Open-published study of clinical use of the scale found that when nurses used a structured questionnaire to obtain information directly from the patient about their readiness for discharge, there were fewer readmissions among patients hospitalized on units with a high rate of discharge readiness assessments to their unit’s usual discharges. "What nurses told us in focus groups was that adding the structured discharge readiness assessments to their unit’s usual discharge procedures helped them to be more aware of patients’ needs related to discharge earlier in the hospitalization," says Weiss, now a professor emerita. In most cases, discharge readiness assessment was not a typical practice and was conducted informally, if at all. Over the years, Weiss and her research team have refined and rigorously tested the Readiness for Discharge Scale and other scales, resulting in the development of shorter versions that are more amenable for clinical nursing practice. While initially designed as research instruments, a number of hospitals are now including the Readiness for Discharge Scale in their electronic health record, and it has been translated into 13 languages. Clinicians and researchers worldwide can now access these scales for Discharge Readiness in their electronic health record, and it has been translated into 13 languages. Clinicians and researchers worldwide can now access these scales for discharge readiness planning. "We learned in our research that it is the skills of nurses in discharge teaching that is the most significant predictor of discharge readiness."

110 HOURS
Approximately 50 hours of skills lab plus 60 hours of clinical simulation are required for B.S.N. students by graduation. Fundamental skills are developed during sophomore-year lab classes, and clinical simulations in the Wheaton Franciscan Healthcare Center for Clinical Simulation are aligned with the curriculum throughout the junior and senior years to provide a variety of complex patient situations from preeclampsia to diabetes management to heart failure. The Sim Center is equipped with six acute-care hospital rooms, including an ICU and an operating room; two examination rooms; one home health care apartment; one clinical skills laboratory; two four-bed patient care rooms; and four debrief rooms in which students reflect on their actions from simulations to improve their clinical reasoning abilities.

INSPIRATIONAL EDUCATOR
Nominated by her students, Dr. Karen Robinson, associate professor, received a 2019 Teaching Excellence Award from the American College of Nurse-midwives, the professional association that represents certified nurse-midwives and certified midwives in the U.S. The national award honors nurse-midwifery professors who have shown outstanding qualities for teaching, inspire students to excel and repeatedly promote high standards of nurse-midwifery education. One professor from each pre-credited and credited institution is honored.

"Dr. Robinson is an extremely talented and valued faculty member in the College of Nursing. Her passion for preparing the Marquette nurse-midwives to care for vulnerable humans bringing new life into the world is truly transformational for our students," says Dean Janet Krejci Wessel. "Midwives have always cared for vulnerable populations and those who are underserved," Robinson says. "That’s why I think the model of midwifery fits so well with the mission of our college and the university as a whole, fighting for social justice and health equity."

"The model of midwifery fits so well with the mission of our college and the university as a whole, fighting for social justice and health equity."

Dr. Jennifer Ohlendorf, Nurs ’97, Grad ’14, assistant professor, was a guest on Another Mother Runner podcast this September to talk about her qualitative research analysis of the pregnancy experiences of women who identify as runners. Ohlendorf also researches weight self-management through the childbearing transition and other transitions in women’s lives. She is specifically interested in studying ways that health care providers can influence the weight self-management process of pregnant, postpartum and interconceptional women. She received a grant from the American Nurses Foundation to pilot test a technology-enhanced coaching intervention to promote healthy weight gain in pregnancy for overweight and obese women — a study that is in process and is the result of a partnership with midwives and physicians at Aurora Sinai Medical Center.

700+
THE NUMBER OF CLINICAL HOURS PER EACH B.S.N. STUDENT

1,000+
THE NUMBER OF CLINICAL HOURS PER EACH DIRECT ENTRY M.S.N. STUDENT

Dr. Jennifer Ohlendorf, Nurs ’97, Grad ’14, assistant professor, was a guest on Another Mother Runner podcast this September to talk about her qualitative research analysis of the pregnancy experiences of women who identify as runners. Ohlendorf also researches weight self-management through the childbearing transition and other transitions in women’s lives. She is specifically interested in studying ways that health care providers can influence the weight self-management process of pregnant, postpartum and interconceptional women. She received a grant from the American Nurses Foundation to pilot test a technology-enhanced coaching intervention to promote healthy weight gain in pregnancy for overweight and obese women — a study that is in process and is the result of a partnership with midwives and physicians at Aurora Sinai Medical Center.

Dr. Jennifer Ohlendorf, Nurs ’97, Grad ’14, assistant professor, was a guest on Another Mother Runner podcast this September to talk about her qualitative research analysis of the pregnancy experiences of women who identify as runners. Ohlendorf also researches weight self-management through the childbearing transition and other transitions in women’s lives. She is specifically interested in studying ways that health care providers can influence the weight self-management process of pregnant, postpartum and interconceptional women. She received a grant from the American Nurses Foundation to pilot test a technology-enhanced coaching intervention to promote healthy weight gain in pregnancy for overweight and obese women — a study that is in process and is the result of a partnership with midwives and physicians at Aurora Sinai Medical Center.

Dr. Jennifer Ohlendorf, Nurs ’97, Grad ’14, assistant professor, was a guest on Another Mother Runner podcast this September to talk about her qualitative research analysis of the pregnancy experiences of women who identify as runners. Ohlendorf also researches weight self-management through the childbearing transition and other transitions in women’s lives. She is specifically interested in studying ways that health care providers can influence the weight self-management process of pregnant, postpartum and interconceptional women. She received a grant from the American Nurses Foundation to pilot test a technology-enhanced coaching intervention to promote healthy weight gain in pregnancy for overweight and obese women — a study that is in process and is the result of a partnership with midwives and physicians at Aurora Sinai Medical Center.
In the Marquette University College of Nursing, we’re preparing students to be highly skilled, clinically talented leaders in a rapidly changing health care industry. With the new Health Care Data Analytics and Nurse Anesthesia programs, we’re offering programs that help students to inform care and understand the complexities while meeting the industry demands. And while we continue to innovate, what never wavers is the compassionate care of a Marquette Nurse.

marquette.edu/nursing