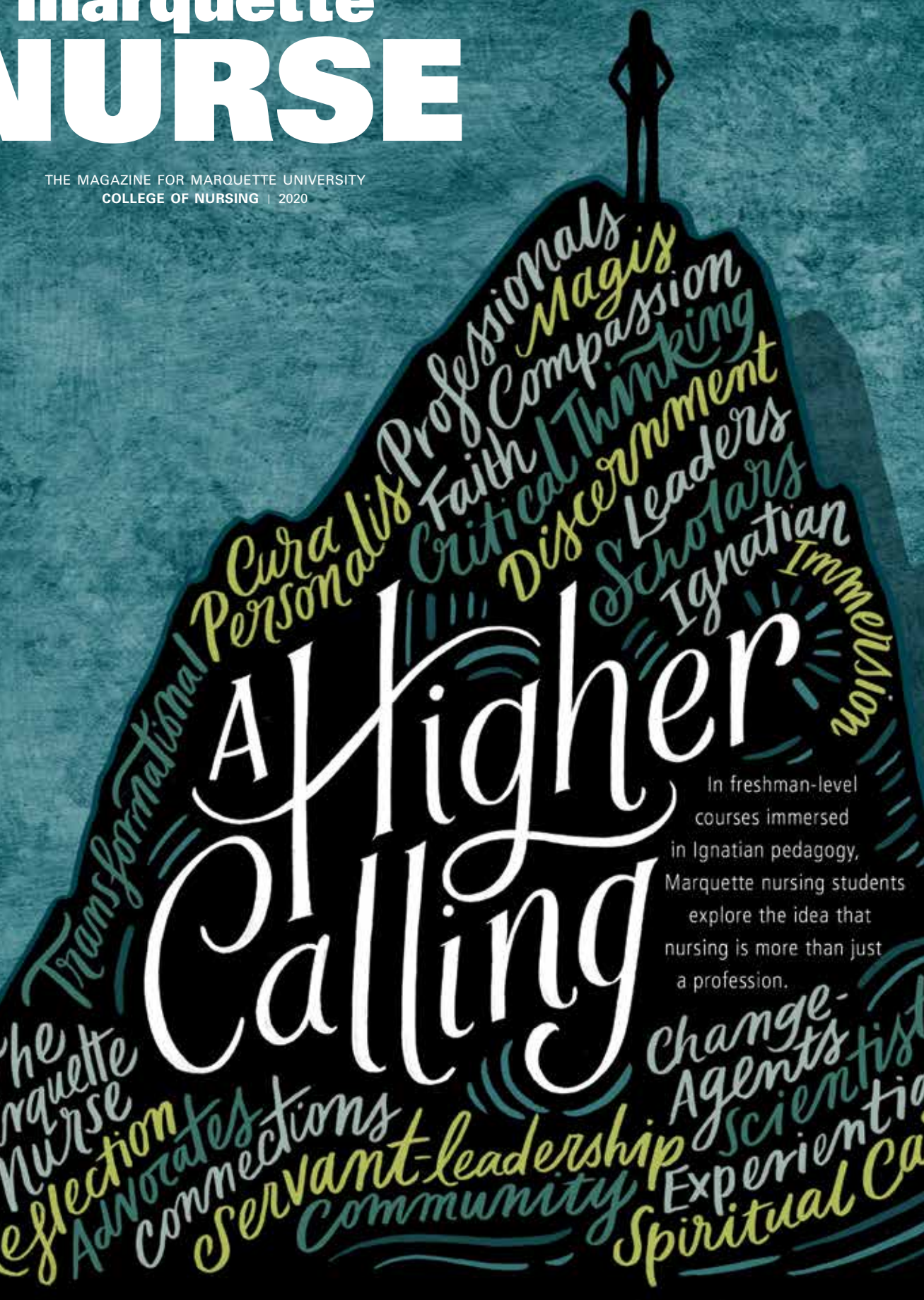


marquette NURSE

THE MAGAZINE FOR MARQUETTE UNIVERSITY
COLLEGE OF NURSING | 2020



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.

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dean's message

Janet Wessel Krejci, Ph.D., RN, NEA-BC
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"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!

“Here at Marquette, we
embrace and help to create
the change while always
being grounded in our
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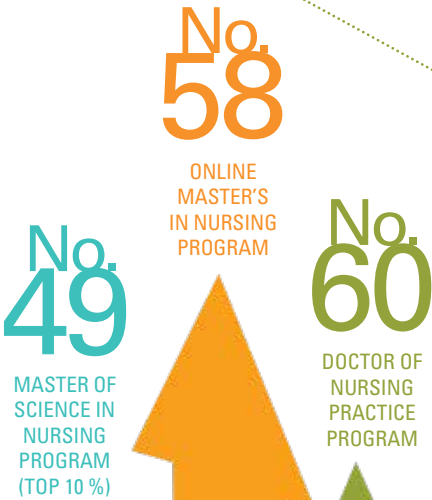


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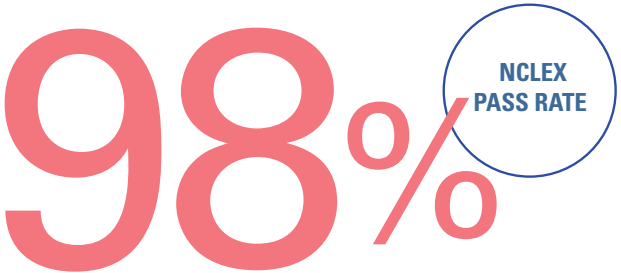




2020
U.S. NEWS
& WORLD
REPORT
RANKINGS



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 91.57 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

After winning a university-wide challenge, College of Nursing faculty members are helping to improve pediatric mental health care in Milwaukee.

Dr. Norah Johnson has waited years for this opportunity. The associate professor has helped write several grants aimed at assisting underserved children with autism and their families. Now she assists them in the most tangible way she can — through a clinic that she helped create.

Johnson, Grad '01,'09, was part of the 15-person team that won the 2018 President's Challenge. Marquette President

Michael R. Lovell posed the competition to the Marquette community, looking for ideas that addressed areas of inequity in the Milwaukee community. Besides Johnson, the team included College of Nursing faculty members Drs. Abir Bekhet and Alexandre Martins, Grad '17, other Marquette faculty and community caregivers. They proposed the Next Step Clinic as an answer to Milwaukee's shortage of practitioners with knowledge of mental health and developmental disorders. The team, led by Dr. Amy Van Hecke from the Klingler College of Arts and Sciences, won a two-year \$250,000 grant from the Johnson Controls Foundation, and the clinic opened in October 2019.

Located at Next Door's 29th Street campus in Milwaukee's Metcalfe Park, the clinic



At the Next Step Clinic, Dr. Norah Johnson (right) and graduate nursing student Selorm Ansah consult on a young patient's treatment plan. The clinic opened in Milwaukee's Metcalfe Park neighborhood this fall.

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

provides developmental assessments for children, particularly for autism spectrum disorder, or ASD, and resources to help families of children with autism. It also offers trauma-focused therapy for children and families.

While the clinic is operational, the team's work is far from done. Bekhet, Martins and Johnson continue to help with the implementation of the clinic care program; Johnson also trains clinic staff to use ASD screening tools. But everyone focuses on the same mission: serving young patients who otherwise couldn't get the treatment they need.

"We all wanted to help children get the autism diagnosis earlier so they could reach their highest potential," Johnson says.

Committed to Teaching Excellence

As health care advances, the college's Teaching Academy and other efforts ensure that new and seasoned educators move forward with it.

BY DELIA O'HARA, JOUR '70

Health care is evolving rapidly, incorporating an explosion of evidence-based knowledge, new technology and a shift toward emphasizing improved outcomes for patients. Likewise, nursing education is equally dynamic, and for the College of Nursing, maintaining excellence in teaching is a priority.

"What we teach and how we teach are both evolving," says Dr. Kristina Thomas Dreifuerst, associate professor and director of the Ph.D. program in the College of Nursing.

One key to keeping pace is that the educators never stop learning themselves, under the auspices of the Teaching Academy, a faculty development program within the college. The Teaching Academy offers a number of different types of learning opportunities for nursing faculty, including conferences, talks and workshops, says Dr. Shelly Malin, Grad '83, associate dean for academic affairs, who led the development of the program. It's an invaluable resource for new teachers, but veteran faculty members can also learn how to adapt to a rapidly digitizing environment and meet the needs of the

latest generation of students — a diverse, tech-savvy group that is accustomed to active and collaborative learning experiences.

"The Teaching Academy is our umbrella for the ways that we're going to pay attention to and invest in faculty development," Malin says.

One workshop teaches best practices for guiding exercises in Marquette's clinical simulation center; another is a deep dive into Debriefing for Meaningful Learning®, which Dreifuerst, who is also a researcher, developed to foster critical reasoning in students following clinical experiences like simulation.

Another program shows instructors how to teach effectively online. It's possible to forge strong relationships with students and present a "really excellent" educational experience in an online class, Malin says.

Instructors in the college programs are a mix of clinicians, researchers and other academics. "We've learned that a good clinician is not automatically going to be a good educator," Dreifuerst says. "We're focusing on best practices in teaching that will help them share that knowledge with learners."

Working effectively with students of different backgrounds, learning

"The Teaching Academy is our umbrella for the ways that we're going to pay attention to and invest in faculty development."

DR. SHELLEY MALIN

Dr. Shelly Malin is a President's Society member.

styles and capabilities; conveying the science and skills of nursing using evidence-based learning theory; collaborating with other members of the academic team — these are some of the skills that seasoned clinicians may need to learn to become good teachers.

Dr. Kelly Calkins, an assistant professor, is part of an unusually large cohort of 13 new teachers who joined the College of Nursing this fall. She has been a nurse for 18 years, mostly in critical care, and continues to work in post-anesthesia care at Ascension Mercy Hospital in Oshkosh, Wisconsin. Calkins, who is also a researcher, values the support and "feelings of connectedness" she gets from attending regular classes in the Teaching Excellence Program, launched this year to help new full- and part-time faculty members effectively translate their expertise into a classroom setting. The classes meet every other week in the fall semester, and monthly in the spring.

"The classroom is a different environment from the hospital," which she views as her "second home," Calkins says. "You want to get the lay of the land, and to learn what the expectations are."

"Our faculty and staff are amazing, and so committed to helping each other," says Dr. Janet Wessel Krejci, dean and professor. "We take our teaching very seriously."

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

Iwanted to be a nurse from the time I was a little Wisconsin girl with mittens attached to my sleeves in winter.”

Alice (Freiberg) Stecker’s lifelong passion for nursing began at a time when most nursing education consisted of three-year diploma programs within hospitals. Instead, Stecker, Nurs ’59, Grad ’64, joined



Alice Stecker is a President’s Society member.

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 do something about it: She put her savings toward an endowed scholarship at Marquette with the hope of preparing additional nurses. Earlier this year, she doubled down, raising her scholarship to \$1 million through future gift commitments.

“Nursing was good to me. I wanted the level of my 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.



High Standards

The College of Nursing received official notification this fall that all of its educational degree and certificate granting programs — baccalaureate, master’s, D.N.P. and APRN certificate — have been reaccredited for a 10-year period, from 2019 to 2029.

This accreditation indicates Marquette’s nursing programs meet the highest standards in terms of educational programs and student outcomes. Officially recognized by the U.S. secretary of education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency that seeks to contribute to the public’s health by encouraging continuing self-assessment by nursing programs and supporting continuing growth and improvement of collegiate professional education.



Collaborative Leadership

Visiting professor recognized for bringing divergent voices together on health care policies and legislation.

BY KEVIN CONWAY

Having stood out for her steadfast commitment to bring together differing perspectives throughout her career, Lisa Grabert, visiting professor of research, received the Alliance for Health Policy’s Bipartisan Health Policy Leader Award this past fall in Washington, D.C. The Alliance for Health Policy recognizes two honorees each year for their exceptional efforts to improve health care in a bipartisan and collaborative manner. The nonpartisan, nonprofit organization is dedicated to helping policymakers and the public better understand health care policies and issues.

A veteran public policy expert, Grabert joined Marquette’s faculty in June 2018 through a joint appointment with Georgetown University, where she is also a research professor. She has focused her research interests on Medicare, Medicaid and health insurance, specifically on how government regulatory and reimbursement systems affect patient care and the supply of health care facilities.

Prior to her role at Marquette, Grabert was a senior aide for the U.S. House of Representatives’ Ways and Means Committee, handling responsibility over the Medicare Part A portfolio. She also previously served as a senior associate director of policy at the American Hospital Association, working with hospitals on quality and payment issues, and as a policy analyst at the Centers for Medicare and Medicaid Services, implementing national performance-based payment programs.

Follow Grabert on Instagram, Twitter and Facebook by searching for “Medicare Meddler” on each channel.

MAKE A DIFFERENCE FOR ONE.



AND YOU MAKE A DIFFERENCE FOR MANY.

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

To make a gift in support of scholarship aid, contact Travis Lamensky at 414.288.8484 or travis.lamensky@marquette.edu.



College of Nursing

BY LYNN C. GRIFFITH,
COMM '09, GRAD '15

A Servant Leader

Alumna Peggy Troy leads top-ranked Children's Wisconsin with a focus on caring for the whole person.

PHOTO BY ADAM RYAN MORRIS

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.”

”

PEGGY TROY

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.



Christ the Redeemer is a popular tourist destination in Brazil, one of many countries nursing students can experience through the college's international program.

BY ANN CHRISTENSON,
CJPA '90

Marquette offers international experiences in which students learn about health care systems that differ substantially from what they know here in the United States.



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

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

(l to r) Sara Korajkic, Cassidy McNulty, Brittany Jackson and Annie Walsh partake in an extracurricular trip to the iconic Eiffel Tower in Paris while studying abroad in Ireland.

understand cultural, racial and gender issues,” says Schindler.

“They often return to Milwaukee better able to recognize inequities within our own health care system and start to think about their role in addressing those systemic issues,” she says.

Nursing senior Sabrina Galang is one of the students who counts the international program as a transformational component of her education. In late 2018 Galang traveled to Cape Town along with 14 other students as part of the two-and-a-half-week course Global Health Concepts in

South Africa, led by Schindler and Theresa Gruenke Schnable (left), clinical instructor and simulation coordinator. The course is offered to students in their sophomore, junior and senior years. During their visit, the students travel to hospitals and clinics to watch how nurses provide care to their patients. Galang recalls visiting the Langa Clinic in Cape Town where the students observed wellness checkups on infants and children. “We were also able to look at wound care and visit the burn care unit. The pediatric care is different but the empathy the nurses showed is the same,” says Galang, who described playing with a 5-year-old while the nurses were taking his vitals. Even with a language barrier between the child and herself, she was able to make an impression. “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.



Flags Fly: Nursing students can explore Australia, Brazil, Peru, India, Ireland and South Africa as part of their educational experience.

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.

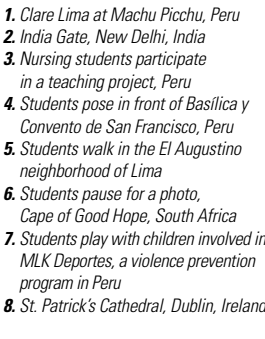
Of the clinical sites she visited during a Marquette nursing experience in Peru in May 2019, senior Clare Lima vividly remembers a pediatric unit where patients were treated on a first-come, first-served basis. “I was able to give a vaccination injection to a child with the parents’ permission,” she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

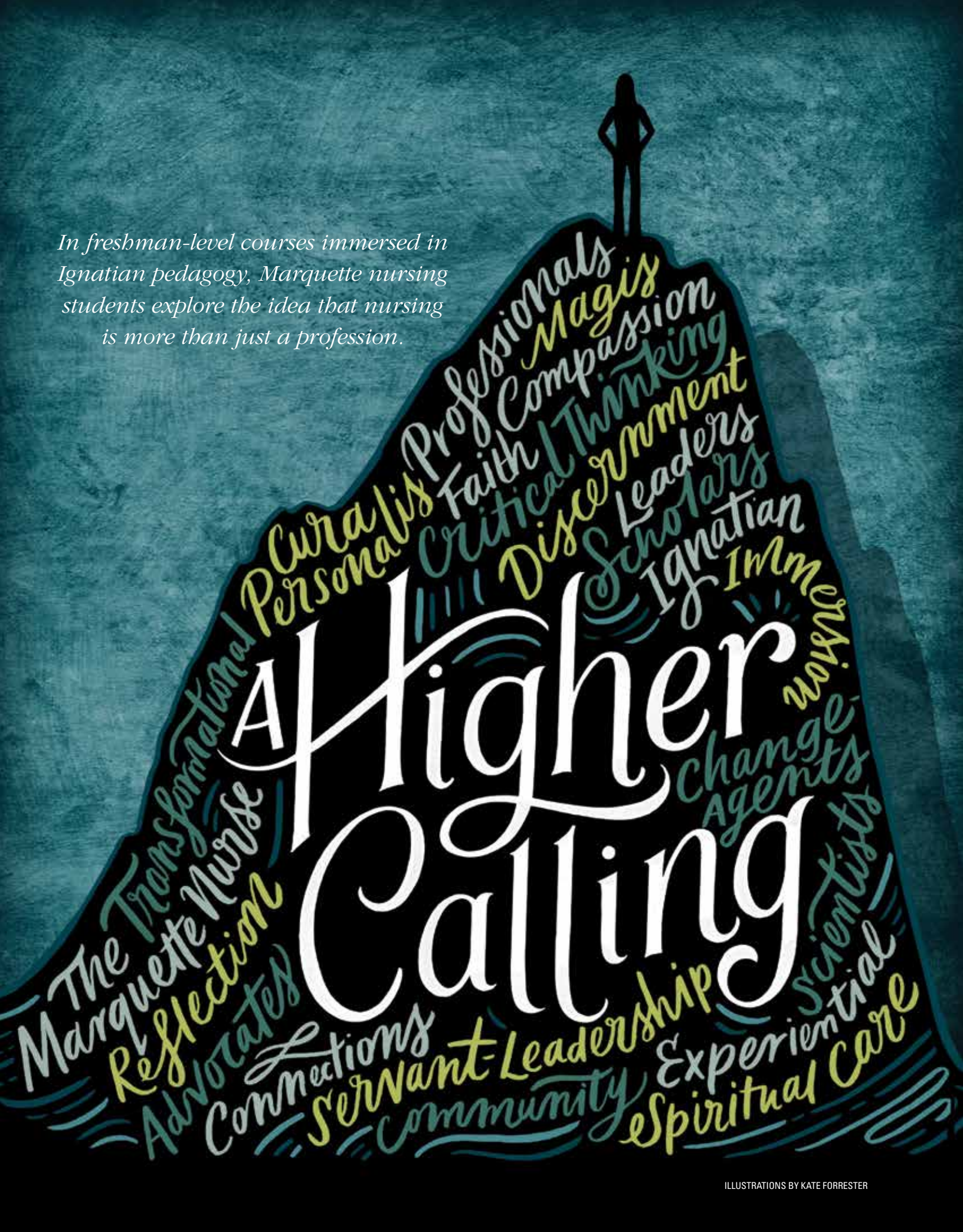
clinic and even further from a hospital. “The nurses were all competent. They had everything down pat. They really ran the hospital,” Lima says.

On one of the community clinicals — to Pamplona Alta, in the hills surrounding the city of Lima — the students gave the children living there lessons in health care. Lima and her classmates taught them about personal hygiene and toothbrushing. “The people lived in shacks with very little resources or clean water. That was really eye-opening to see,” she says.

In 2021 Dr. Norah Johnson, Grad ’01, ’09, associate professor, and Dr. Abiola Keller, H Sci ’01, assistant professor, plan to take a group of nursing students for the first time to New Delhi. Their course, Perspectives on Health and Health Care in India, will examine cultural perspectives of concepts of health and illness, including the relationship of health care behaviors and beliefs to culture and social structure in India. It will also foster an appreciation for intercultural competence. Marquette students will develop skills to engage with a spectrum of people, communities and systems of value, Johnson says. They will also be able to analyze the sources and implications of inequity and take steps to create more inclusive and collaborative social and professional processes. Lessons, Johnson hopes, they will use well after graduation.



In freshman-level courses immersed in Ignatian pedagogy, Marquette nursing students explore the idea that nursing is more than just a profession.



ILLUSTRATIONS BY KATE FORRESTER

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

BY LAUREN SIEBEN

“We started learning about the Ignatian values and pedagogy, and I started thinking about what I felt called to be doing.”

KAITLYN DALY

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,'

and that was really powerful to me,” Daly says.

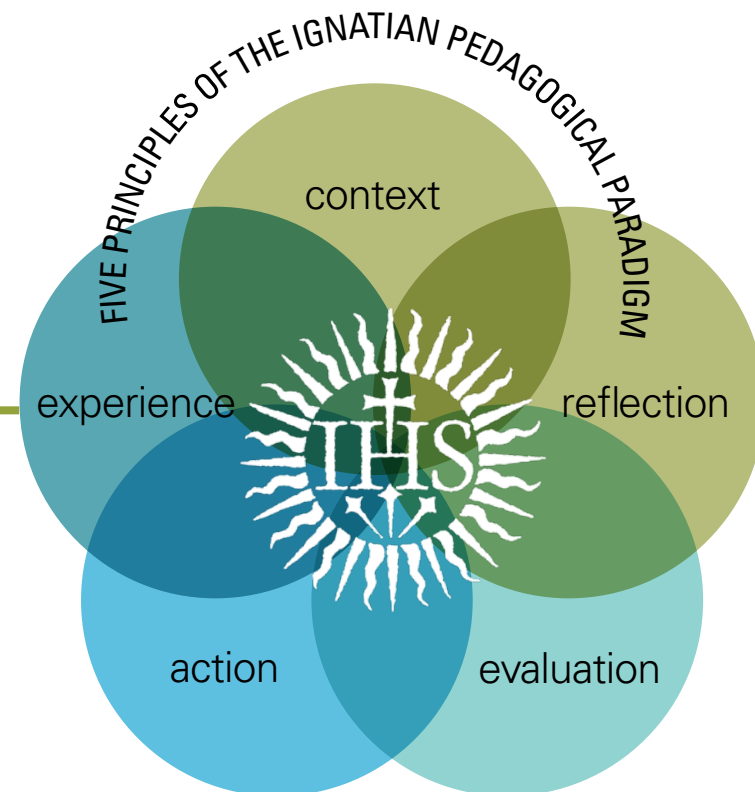
When College of Nursing faculty began teaching the two courses, the goal was to give every student an understanding of spirituality and spiritual care, says Dr. Linda Piacentine (left), Grad '97, '11, associate professor and a NURS 1002 instructor.

Before revising the curriculum to include NURS 1001 and 1002, “We made the assumption that our students were appreciating Jesuit and Ignatian values through education received in other courses throughout the university,” Piacentine says. “We actually discovered that not all students were understanding Ignatian pedagogy, so by deliberately

“I just remember sitting in class and thinking, ‘This is what nursing is and should be and could be,’ and that was really powerful to me.”

KAITLYN DALY

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.



infusing it into our curriculum, we brought it to the forefront.”

During the freshman courses, students spend a full year learning about nursing as both a calling and a profession. Course work focuses on understanding the context and experiences that both the students and the patients bring to a health care encounter. Assignments during the year focus on learning through Ignatian pedagogy, understanding the world around us, communicating with others and developing self-reflection skills. Class activities help students understand themselves and put Ignatian principles into practice through tasks such as observing the local community, interviewing a practicing nurse about servant leadership and reflective journaling.

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 and men for others, Piacentine says. She believes it’s Marquette’s Jesuit and Ignatian values that make the difference.

“Our students are the ones willing to go into rooms with the patients when other students might hesitate. They are willing to enter the conversations.” Piacentine

says. “It’s the interpersonal skills of our students that stand out. The administrators and managers note the students’ willingness to discuss the tough issues, to understand the values and religious beliefs or spirituality of the patients.”

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.”



RESEARCH IN ACTION

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.

Everything we
do is part of
something bigger.



Honor Roll

2018–2019 RESEARCH

11 INTERNAL GRANTS AWARDED TO 10 FACULTY, SERVING AS PI OR CO-PI FOR A TOTAL OF **\$73,000**

2 FEDERAL GRANTS AWARDED; NIH R21 AND PCORI FOR APPROXIMATELY **\$675,000**

10 ADDITIONAL EXTERNAL GRANTS WITH PARTICIPATION OF FACULTY AS PI OR CO-PI FOR APPROXIMATELY **\$535,000**

90 SCHOLARLY PRESENTATIONS, WORKSHOPS OR POSTERS PRESENTED BY FACULTY, INCLUDING 75 AT REGIONAL, NATIONAL OR INTERNATIONAL RESEARCH CONFERENCES

52 JOURNAL ARTICLES, 3 BOOK CHAPTERS AND 3 PROCEEDINGS PUBLISHED BY FACULTY

Our dedicated faculty have expanded their research commitments, creating and implementing new knowledge to address the evolving delivery of health care. To view more faculty honors, grants, presentations and publications, visit marquette.edu/nursing/research.

RESEARCH IN ACTION



METABOLOMICS AND MEMORY

Because they share an academic background in exercise science, it was only natural for husband-and-wife team **Drs. Randy and Kim Gretebeck** to partner as researchers as well. After a two-year employment separation, the Marquette associate professors of nursing have reunited on several research initiatives that leverage their scholarly strengths.

One of their recently completed studies, funded by a National Institutes of Health grant, builds upon previous research that

indicates a low-carbohydrate diet paired with an exercise program can reverse prediabetes. The Gretebecks want to uncover how this same regimen affects blood flow to the brain, and subsequently, if that improves, whether it can delay or even reverse Alzheimer's symptoms in high-risk patients.

"While exercise and a carbohydrate-reduced diet have been shown to improve insulin resistance and glycemic control, we have only limited knowledge of the mechanisms behind these improvements," Dr. Randy Gretebeck says.

For 12 weeks of a nine-month intervention, the Gretebecks had participants exercise for 50 minutes, three times a week, while maintaining a low-carb diet without a caloric limit. They took blood and urine samples biweekly to measure 100 different metabolites. This was a unique element of their research — metabolomics, the scientific study of metabolites — and 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. Kim Gretebeck says.

The professors add that they know certain metabolites improve on this regimen, such as insulin and glucose levels, but they don't know when that improvement occurs. Dr. Kim Gretebeck's previous research anecdotally finds that by week three of a similar regimen, patients are feeling better. The researchers would like to find out when and how that shift occurs metabolically. They have finished collecting data and hope to have results released this spring.

"Should this exploratory study reveal increased brain blood flow and improved memory in response to diet and exercise, then early treatment of these individuals at risk might offer new avenues for disease-course modification," Dr. Randy Gretebeck says.

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. KIM GRETEBECK

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 *National Catholic Register* 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. This fall, *The New York Times* also published a personal essay of one mother's journey using the Marquette Model of natural family planning, which was developed by faculty from the institute.

Search for "Marquette Model of natural family planning and National Catholic Register" or "Marquette Model of natural family planning and The New York Times" to read these stories.



SEDATION-USE INFLUENCERS

More than 750,000 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. Jill 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.



"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 nurse.com.



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.

Dr. Norah Johnson, 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. 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 Bekhet, 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 for 10 parents over 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.

RESEARCH IN ACTION



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, or are not, meeting their needs,” Newman says.

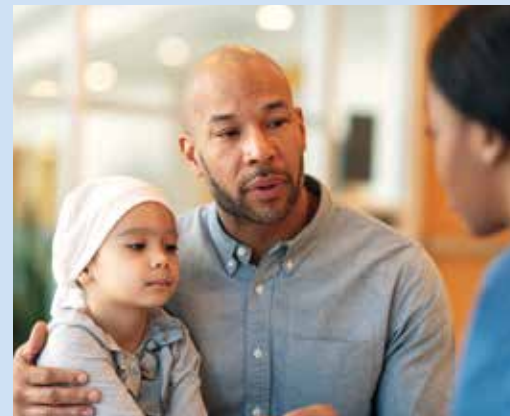
Her study is distinctive in that she is aiming to capture the voices of pediatric and adolescent patients.

“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.”

Also 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

STRIVING 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.

“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.”

DR. KRISTIN HAGLUND

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 ’99, ’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.

100,000+

Americans affected by sickle cell disease

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.

RESEARCH IN ACTION

\$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 and used that patient’s perspective in conjunction with the nurse’s own independent assessment for discharge, there were fewer readmissions among patients hospitalized on units with a high overall readmission rate.

“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 by visiting marquette.edu and searching for “discharge readiness.”

“Our research on nurse assessment of discharge readiness has resulted in major changes in the way nurses perform discharge preparation,” Weiss adds. “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-midwife to care for vulnerable humans bringing new life into this 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 equities.”

“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 equities.”

Robinson, Nurs ’97, Grad ’01, ’10, is a graduate of the university’s Educational Opportunity Program, a federally funded academic program that helps first-generation and low-income students earn college degrees. EOP is celebrating its 50th anniversary this academic year.



Dr. Jennifer Ohlendorf, Nurs ’00, 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

Marquette University P.O. Box 1881 Milwaukee, Wisconsin 53201-1881

INNOVATIVE. CARING. COMPASSIONATE.

A MARQUETTE NURSE.



College of Nursing

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