



marquette NURSE

THE MAGAZINE FOR MARQUETTE UNIVERSITY
COLLEGE OF NURSING | 2022

Community Collaborators

Nursing faculty work with Milwaukee community partners to focus their research on real-time health care needs of the neighborhood.

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dean's message

Jill Guttormson, Ph.D., M.S., RN
Acting Dean, Marquette University College of Nursing

This past year, we celebrated the 85th anniversary of Marquette's College of Nursing. It was another year of our college history distinguished by remarkable momentum and transition. Dr. Janet Wessel Krejci retired at the end of 2021 after five years as dean. You can read about her amazing leadership and service to our college and to the nursing profession in this issue. I am honored to be serving as acting dean of the college, charged with carrying forward the vital work of educating our Marquette Nurses. I have been at Marquette more than 11 years as a faculty member, associate dean for academic affairs, and now as acting dean.

We continue our strategic commitment to excellence in teaching and learning. This year our B.S.N. program was ranked 43rd in the nation out of nearly 700 universities, and our online prelicensure program — Direct Entry Master of Science in Nursing — was ranked 38th. Additionally, the college officially launched two new programs, the Health Systems Leadership program and the Teaching Certificate in Nursing Education, supporting our current and future nurse educators and leaders.

This fall we will welcome an additional 50 nursing students into our B.S.N. program freshman class, with a goal of adding another 200 undergraduate students over the next four years. Plans for moving to the newly renovated Straz Hall in 2024 are underway. This space is designed with a focus on innovation and inclusion — high-caliber classrooms for engaged and interactive learning, increased simulation and lab space for students to gain clinical skills and build clinical judgment, a student success center, and spaces throughout the building for students to connect with one another and with faculty and staff.

Throughout this issue, you will see our strategic plan, mission and innovation reflected, including the continued work of Project BEYOND-2 to increase diversity in the nursing workforce through student support, digital care initiatives, community collaborations and research in action. I am forever filled with admiration at the energy and passion our college community — staff, faculty and students — brings to education, research and service and of the work, dedication and accomplishments of our fabulous alumni.

We are Marquette Nurses.



IGNATIAN MOMENT

"Let us touch the dying, the poor, the lonely and the unwanted according to the graces we have received and let us not be ashamed or slow to do the humble work."

St. Teresa of Calcutta

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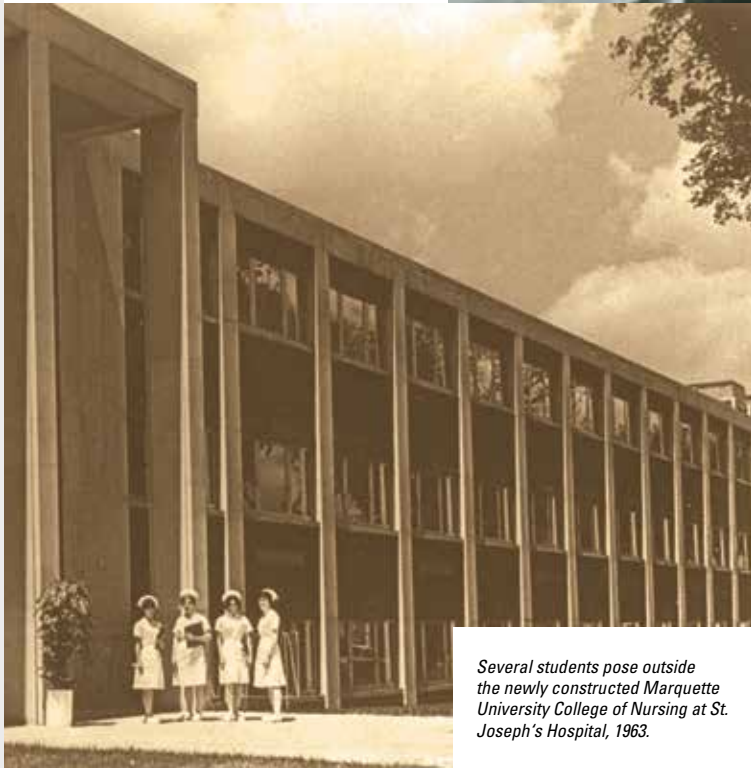
RESEARCH IN ACTION

Celebrating the College of Nursing's commitment to pursue research to further our mission of equity and social justice.





College of Nursing preclinicals in their second year, circa 1945. In circle: Sister Berenice Beck, OSF, Ph.D., dean of nursing, circa 1940



Several students pose outside the newly constructed Marquette University College of Nursing at St. Joseph's Hospital, 1963.



Right: The College of Nursing celebrates the approval of a chapter of Sigma Theta Tau, circa 1980.



A nurse-midwifery professor and student review a textbook, 1994.



Inaugural graduating class of the Nurse Anesthesia graduate program, 2021



U.S. News & World Report ranked the College of Nursing's undergraduate program **43rd** among nearly 700 programs in 2022.



Students working in the sim lab, 2017



Darren and Terry Jackson, 2021

85 YEARS

MARQUETTE UNIVERSITY COLLEGE OF NURSING

1936

St. Joseph's Hospital School of Nursing becomes a constituent college of Marquette University and offers a four-year collegiate Bachelor of Science in Nursing program, the first in Wisconsin. The first class of Marquette University College of Nursing students graduates in **1940**. The college is led by Sister Berenice Beck, OSF, Ph.D., Nurs '27, Grad '31, dean, one of the first 10 nurses in the U.S. to receive a doctorate in nursing.

1993

Nurse Practitioner and Nurse-midwifery degree programs launch.

1999

The Direct Entry M.S.N. for Non-nurses program is established. In **2016** the program is offered as a hybrid option with a satellite location in Pleasant Prairie, Wisconsin.

1963

The Marquette College of Nursing building at St. Joseph's Hospital on N. 49th and W. Burleigh streets is dedicated. In **1982** the college moves to Emory T. Clark Hall on the main campus at 530 N. 16th St., its present-day location. A projected move to a renovated Straz Hall is planned for **2024**.

1980

Delta Gamma chapter of Sigma Theta Tau, the honor society of nursing, is chartered.

2018

The D.N.P. in Nurse Anesthesia program launches. Ten students graduate from the program in August **2021**, representing its inaugural graduating class.

2021

Terry (Hall), Nurs '87, and Darren Jackson, Bus Ad '86, support the College of Nursing with a \$31 million gift, the largest gift in the college's history.

2003

A Doctorate in Nursing program is established with a \$794,000 federal grant. In **2008** graduate offerings expand again with the Doctorate in Nursing Practice program.

2012

The Wheaton Franciscan Healthcare Center for Clinical Simulation opens in Clark Hall.

2022

For its first-ever ranking of undergraduate Bachelor of Science in Nursing programs, *U.S. News & World Report* ranks the College of Nursing's undergraduate program **43rd** among nearly 700 programs. The publication also ranks the college's direct entry graduate program **38th** on its list of Best Online Master's in Nursing programs.

Forging Ahead

Strategic plan advances the college’s efforts to improve health care when it’s needed most.

BY SARAH KOZIOL, ARTS ’92

As a global nurse shortage is stressed further by a pandemic in its third year, the College of Nursing remains resolute in its strategic plans to graduate more Marquette Nurses prepared to lead the industry at this critical crossroads. Launched last year, the college’s robust five-year plan continues to build momentum, driven by its six “big ideas” rooted in the college’s greatest strengths and steadfast mission.

Here are some highlights of the headway:

- The fall 2022 class sizes are set, and the college will welcome 200 freshmen to the undergraduate program. That is 50 more students than last year. The college will evaluate potential for continued enrollment expansion after moving into its newly renovated home in Straz Hall. Regarding the new facility, Dr. Lisa Thiemann, director of the Nurse Anesthesia Educational Program, and Anne Costello, simulation director, have toured advanced simulation centers across the country to help shape the design of Marquette’s future facilities, which will emphasize technology, student support services, collaborative research and classroom space.
- In 2021, the American Association of Colleges of Nursing, the college’s accreditation body, adopted a new model and framework for preparing nurses, and the NCLEX licensing exam is changing its format and content. Faculty leaders have been busy

performing curriculum analysis and mapping to understand how these changes affect both undergraduate and graduate programs. Dr. Jill Guttormson, acting dean, has been leading the effort to reimagine course offerings to ensure Marquette Nurses are prepared to meet these new standards.

- Eleven sophomore nursing students participated in a college leadership program in association with E-Lead’s Leadershape Institute. The college is currently developing its own leadership retreat program for nurses for future cohorts.
- The college continues to prioritize diversity, equity and inclusion initiatives for students and faculty, including a collaboration with Marquette’s Upward Bound high school program to create a NurseCamp and a Future Nurses Club, as well as piloting the university’s diversity training program this fall with faculty and staff.



Above: This fall, the College of Nursing filmed a campaign video highlighting the momentum building within the college. Student Hank DeWeerd volunteered to participate in the video.

- The college announced the launch of its Froedtert Scholars Program, a pilot partnership with the regional health network that places eight students into a dedicated clinical practice setting. Students are more likely to build valuable relationships if they stay within one system throughout their clinicals. The college is negotiating a similar partnership with Ascension and having discussions with other regional systems.
 - A telehealth accelerator has been launched. Read that story on p. 16.
- “Over the next few years, look for the college community to continue to innovate, enhance student support infrastructure, integrate technology and learning, advance pedagogical methods and seek national recognition for its achievements, all while ensuring that we graduate persons who are the exemplary Marquette Nurse,” Thiemann says.

Call It a Comeback

After a life-changing injury, a resilient nursing student aims to give others the same extraordinary care she received.

BY CLAIRE NOWAK, COMM ’16

Nursing student Annie Bruce recently finished a 2-mile run. It may not seem a long distance to some, but it’s a notable milestone — considering that a year earlier, she couldn’t even walk.

On Dec. 18, 2020, while she was home in Michigan for Christmas break, Bruce fainted at a friend’s house. As she fell, she hit her head on a wall, breaking her neck and bruising her spinal cord. She was immediately paralyzed from the neck down.

She was rushed to the hospital and into surgery. When she woke up, she couldn’t move the right side of her body, and her left side had limited mobility.

Doctors were not optimistic about her prognosis. Her neurosurgeon believed she would only be able to move enough to do daily activities like going to the bathroom. Relying on a walker seemed like a near certainty. As she began her recovery, Bruce was faced with a choice.

“Either you work as hard as you can, or you stay paralyzed,” she says. “When those are your only two options, you have to do the work.”

Over the next several months, Bruce went through extensive physical and occupational therapy at three different hospitals, taking a leave of absence from Marquette to focus on her recovery. At one point, she spent six hours a day in therapy, five days a week. That included relearning tasks that were once second nature, such as tying her shoes, writing and even showering. By summer 2021, she had made remarkable progress, walking without a cane and starting to run. “I look back on it now, and I have no idea how I did that,” she says.

The experience changed Bruce emotionally as much as physically. Instead of worrying about what could happen in the future, she strives to live in the moment. It also reinforced her decision to choose nursing as a career, especially since she can offer unique empathy to her patients.

Growing up in a family with many nurses, she knew she wanted to work in the medical field, but her recovery gave her firsthand experience of the support nurses provide their patients.



“Either you work as hard as you can, or you stay paralyzed. When those are your only two options, you have to do the work.”

ANNIE BRUCE

One intensive care unit nurse, in particular, inspired her to work in that specialty postgraduation. After Bruce’s surgery, this ICU nurse saw that she was upset and told her, “I know you can do this. I know what it’s like to be in this bed, but you can do this.” It was a powerful moment for Bruce. “I don’t remember a lot from that day, but I remember her,” she says.

When Bruce returned to campus this past fall, she was met with overwhelming support. Friends who had sent cards and texts with well wishes were happy to see her back on campus. Faculty helped rearrange her class schedule and provided her with resources and accommodations to ensure she can graduate in fall 2022, rather than needing an additional year of schooling. Bruce notes that because she doesn’t look like someone with a spinal cord injury, it can be hard for others to understand that she’s still recovering. However, the experience has given her a new sense of compassion for others with private struggles: “You never really know what someone’s going through until you talk to them.”

A Nurse Leader for All

Retired Dean Krejci leaves a growing college well positioned to Be The Difference the world needs now.

BY SARAH KOZIOL, ARTS '92

When Dean Janet Wessel Krejci announced her retirement this past fall, she did so knowing that she was leaving the College of Nursing in exceptional shape. Krejci's five-year leadership tenure was distinguished by many noteworthy accomplishments, including a crowning achievement in the form of a transformational \$31 million gift from Marquette alumni Terry (Hall), Nurs '87, and Darren Jackson, Bus Ad '86. Inspired by Krejci's strategic vision, the Jacksons' gift aims to fuel scholarships, increase student and workforce diversity, drive health care innovation and support other initiatives. Many of these initiatives have already taken root under Krejci's direction, while others will move forward under new college leadership. (See related strategic plan story on p. 4.)

With the university's dean search well underway, Dr. Jill Guttormson, associate dean for academic affairs, has assumed the role of acting dean. Rounding

out the transition team are Dr. Karen Robinson, Nurs '97, Grad '01, '10, interim assistant dean for graduate programs, and Dr. Madeline Schmidt, Nurs '01, Grad '03, '17, assistant dean for undergraduate programs. A new dean is expected to be in place by July.

"I am so excited about the future of the college," Krejci says. "I am extremely confident in our stellar administrative team and the exceptional faculty and staff who live our mission and are completely committed to preparing the Marquette Nurse at every level."

During Krejci's deanship, the college expanded its hybrid Direct Entry M.S.N. for Non-nurses program at the college's Pleasant Prairie, Wisconsin, site. The program was ranked 38th Best Online Master's in Nursing Program by *U.S. News & World Report* in 2022 and has fueled the college's enrollment growth. (See related story on p. 18.)

In July 2021, Krejci was named a Notable Woman in Education by *Milwaukee BizTimes*, a recognition reserved for exceptional leaders making a difference throughout southeast Wisconsin. Krejci joined Marquette after serving as vice president for academic affairs and provost at Illinois State University. Prior to her role as provost, Krejci was dean and professor of nursing at Illinois State's Mennonite College of Nursing from 2009 to 2014. Previously, she spent 21 years at Marquette in roles ranging from research assistant to associate dean.

"It has been my deep honor to work with an incredible group of faculty, staff, students, alumni and donors to exemplify the mission of Marquette and the College of Nursing. We stand on the shoulders of so many over the past 85 years who have made us a premier college where our past and present communities live our values of excellence, faith, leadership and service," Krejci says.

"I am extremely confident in our stellar administrative team and the exceptional faculty and staff who live our mission and are completely committed to preparing the Marquette Nurse at every level."

DR. JANET WESSEL KREJCI,
RN, NEA-BC



Educators Wanted

New graduate certificate hopes to add more nursing faculty to the teaching ranks.

BY SARAH KOZIOL, ARTS '92

To address the need for more nurse educators in the U.S., the college is now offering a postgraduate certificate program designed to help new and seasoned educators prepare for employment in a variety of academic environments. Nurses with graduate degrees and existing faculty at schools of nursing can complete this certificate on a part-time basis in two and a half years through online synchronous and asynchronous offerings.

The Midwest lags the rest of the country in developing nurse educator programs, says Dr. Kristina Thomas Dreifuerst, director of the Ph.D. program and an associate professor who teaches in the certificate program. "This certificate looks to address that concern, offering opportunities for active nurses making a career transition and current faculty looking to remain in step with an industry that is moving to a new way of teaching and testing," she adds.

The Teaching Certificate for Nursing Educators is designed to develop faculty-nurse educators who are prepared in educational theory, pedagogy, curriculum, instruction and evaluation, and who can also leverage advanced technology and teaching practices. To meet the needs of students, this program uses modern approaches and evidence-based practices for its curriculum, instruction, assessment and evaluation. The holistic approach emphasizes context, experience, reflection, action and evaluation.

The curriculum includes education theory and learner-centered teaching; assessment and evaluation of learners and programs; and teaching in classrooms, online environments, skills laboratories, simulation centers and traditional clinical environments.



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TIME TO RISE

THE MARQUETTE PROMISE TO BE THE DIFFERENCE



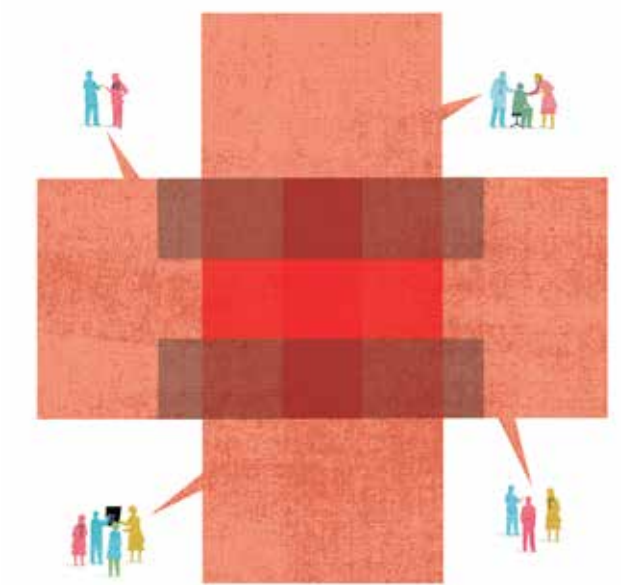
The Future of Nursing

Expert panel examines a consensus report on how the next decade will test the nation’s nursing profession.

BY SARAH KOZIOL, ARTS '92

As it prepares the next generation of Marquette Nurses, the College of Nursing hosted an expert panel discussion on another forward-thinking effort — the recently released *Future of Nursing 2020–2030: Charting a Path to Achieve Health Equity*. The *Future of Nursing* report, compiled by the nonprofit National Academy of Medicine, explores how the country’s nearly 4 million-strong nursing workforce will be tested over the next 10 years to improve health and well-being for all by reducing health disparities and promoting equity. The report concludes that the current health care structure is built for patients who have health insurance, which makes access to care inequitable. There was much to unpack from this study, including nine recommendations, according to Marquette panel member Dr. Michael Bleich, director of the Langston Center for Innovation in Quality and Safety at Virginia Commonwealth

University. Bleich provided an overview of the report and explored how it differs from the 2010 *Future of Nursing* report, of which he was a committee member. He also noted that nurses now make up the largest segment of health care professionals and suggested, “There can be no substantive change in health care without bringing nursing into the fold.” Dr. Mary Beth Kingston, chief nurse officer at Advocate Aurora Health and another panel member, shared her insights on what the report means for nursing practice at all levels. While many nurses feel overwhelmed right now, Kingston wants to “seize the opportunity” laid out by the report recommendations. She acknowledged that health care needs to systematically approach the whole patient in its systems, but that the current financial incentive system does not promote a focus on meeting patients’ social needs.



Dr. Janet Wessel Krejci, then dean of the College of Nursing, wrapped up the report review with its implications on nursing education. While higher education is changing more rapidly than ever, Krejci said, it’s imperative that nursing colleges help students talk about health equity; increase the number of research doctorates; reform clinical education; and improve workforce diversity. “We, in education, have to be bolder at helping our students understand the whole continuum of care for humans and their social context,” Krejci said.

Filling the Gap

Additional Project BEYOND-2 grant provides nursing education opportunities to underrepresented students.

BY SARAH KOZIOL, ARTS '92

The College of Nursing’s Project BEYOND-2 program received another financial boost for its efforts to build equitable opportunities for nursing students. The nearly \$2.2 million grant from the Health Resources and Services Administration of the U.S. Department of Health and Human Services is the third major grant Project BEYOND-2 has received in the past two years. Project BEYOND-2 aims to improve nursing workforce diversity by increasing the numbers of students and graduates from economically and educationally disadvantaged backgrounds, including underrepresented minorities and first-generation students, who earn undergraduate nursing degrees. Students in the program receive financial aid through scholarships and stipends and participate in a variety of academic and informal sessions, as well as

professional and peer mentoring opportunities. This most recent award supports a four-year continuation of the program, which started in 2007. This past summer, Dr. Terrie Garcia, previously Project BEYOND-2’s coordinator, transitioned into the director position held by Dr. Leona VandeVusse, associate professor emerita. Garcia, Grad ’18, now oversees all three HRSA diversity awards, which total more than \$6 million in support of workforce diversity efforts. “We are pleased that this award will continue supporting our Project BEYOND-2 students,” Garcia says. “These critical resources offer valuable mentorship opportunities and scholarships and additional financial aid to remove the financial hurdle many students are faced with.”



“These critical resources offer valuable mentorship opportunities and scholarships and additional financial aid to remove the financial hurdle many students are faced with.”

DR. TERRIE GARCIA

BY PAULA WHEELER

An Eternal Learner

Alumna shares her virtual care expertise and life experiences to help advance the college's focus on telehealth education.

From the medical-themed TV shows she watched during the 1970s, Mary Astor Gomez, Nurs '82, got the distinct impression that nursing was an exciting and important profession.

She has since confirmed that impression, over the course of a varied career that took her from the neonatal intensive care unit to a pediatric air ambulance and eventually landed her in a multifaceted telehealth role helping patients across the country.

Gomez, who grew up in suburban Chicago, says her mother selected Marquette for her, based solely on the fact that a friend's son was already a student there.

"It wasn't until I got there that I learned that the Marquette nursing program was so stellar," she says. "I'm really grateful that I landed there, and I'm so fortunate to have had a Jesuit education that really formulated who I was to become."

While at Marquette, Gomez says, she was particularly inspired by her pediatrics professor Dr. Jean Hennessey, who encouraged students to continue to build on their nursing training. "She really espoused that we were only laying the foundation here and that it was up to us to take our careers to the next level," Gomez says. "She told us, 'You have to keep learning, all the time — learning never stops.'"

Her advice really resonated with me, and I've been on a continual path of learning."

Six months into her first job, as a NICU nurse in Evanston, Illinois, Gomez was back in school to earn her master's degree in clinical maternal/child health from Loyola University Chicago. She later completed additional postgraduate work there to become a nurse practitioner.

Gomez also served in the U.S. Navy Reserves Nurse Corps and admits, with a laugh, that her career has shared some aspects with that of one famed nurse she regularly watched on TV: Maj. Margaret Houlihan, from the hit show *M-A-S-H*.

"That show really did formulate several parts of my career, including my military background and my flight background," she says. "I really wanted to be in a role where I was able to do critical care."

Her 27 years as a flight ambulance nurse and leader for Chicago's Children's Memorial Hospital (now Lurie Children's Hospital) fulfilled that desire. Gomez later moved to a role in international patient services, helping families of pediatric patients from around the world navigate their children's care. That's where she learned about a company called Grand Rounds Health, a provider of remote medical second opinions and other telehealth services. Interested, she applied for and landed a job there as a telehealth nurse.

Gomez knows firsthand just how life-changing this service can be. Through Grand Rounds — now called Included Health — she and her late husband obtained a remote second opinion regarding treatment for his advanced cancer from a specialized Boston-based oncologist at Dana-Farber Cancer Institute. Taking that oncologist's recommendations for surgery and a clinical trial enrollment, she says, "gave him two additional years of very high-quality life."

Throughout her career, Gomez has regularly "paid it forward," informally helping nursing and medical students with their resumes, interview skills and job searches. When she was asked a year ago to join Marquette's nurse mentoring network, she was particularly excited about the opportunity to assist up-and-coming Marquette nurses and has already mentored several. She has also been tapped to serve on the College of Nursing's new telehealth advisory board, which is striving to build a strategic plan for digital care programming, research and curriculum development. (See related story on p. 16.)

"The pandemic has really highlighted the value of telehealth and the value of having care provided in a different way," Gomez says. "Most of us are so accustomed that you have to be seen in person, and that is still a necessary part of the whole landscape, but the remote space has a lot of value."

“
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”

MARY GOMEZ, C-PNP, RN

COMMUNITY COLLABORATORS

Nursing faculty work with Milwaukee community partners to focus their research on real-time health care needs in the neighborhood.

BY LAUREN SIEBEN

For some people, the idea of “research” might conjure images of professors running experiments in a lab or reviewing academic studies in their office. While these are common components of conventional research, these images don’t paint an accurate portrait of community-engaged scholarship, says Dr. Kristin Haglund, professor of nursing. Community-engaged research “takes conventional research to a new level that can be more responsive, relevant and meaningful to people in communities and in the world,” says Haglund, Nurs ’92, one

of several faculty members in the College of Nursing who conduct research in collaboration with members of the community that helps address community needs. In community-engaged research, Haglund adds, the knowledge, expertise and experience of community members are needed and valued.

“There is a high value on published literature and published randomized control trials,” Haglund says. “Those are very important, no doubt. But when we emphasize the knowledge generated by scholars at the expense of the

“When we emphasize the knowledge generated by scholars at the expense of ... the lived experiences of the people we care about, we only get half the picture.”

”

DR. KRISTIN HAGLUND

knowledge generated by the lived experiences of the people we care about, we only get half the picture.”

Early in her career, Haglund’s experience as a nurse in community settings, including the Milwaukee Regional Medical Center and a high school-based health center, led her to start seeking answers to questions affecting the communities she served — her doctoral dissertation looked at how to improve sexual health outcomes for adolescents. In the years since, she has researched violence prevention, promotion of positive development for

young people, and other topics with tangible community impact.

“Working with people in the community just solidified my passion around that type of work,” Haglund says. “Doing nursing in partnership with people is the kind of nursing that I like to do.”

Community-engaged scholarship within the college is making its mark on the broader Milwaukee community, with the combined efforts of faculty such as Haglund, Dr. Dora Clayton-Jones and Dr. Abiola Keller.

Empowering youth living with sickle cell disease

Clayton-Jones, assistant professor, says community engagement has been baked into her values since childhood. Growing up, her grandmother took her to volunteer in a food bank every weekend. “Community service was at the center of my household,” Clayton-Jones says.

After working as a pediatric nurse practitioner in urgent care and school-based health care, Clayton-Jones, Grad ’99, ’14, says her calling to pursue community-engaged research became clear. “Many times, I take a back seat, and I let community members tell me a thing or two,” she says. “I take this seat of humility, which I feel is like a Jesuit principle.”

Clayton-Jones is working on a community-engaged research project titled Eliminating Sickle Cell Disparities Among Youth: The POSSE Project. She is one of 10 recipients of a Betty Irene Moore



Dr. Dora Clayton-Jones



Dr. Kristin Haglund



Dr. Abiola Keller

Fellowship for Nurse Leaders and Innovators from the University of California, Davis nursing school, which provides \$450,000 in support of each awardee.

Clayton-Jones first worked with young patients living with sickle cell disease when she was a graduate student. “When I looked at the literature back then, there was no comparison,” she says. “Other populations are more highly funded in comparison to the sickle cell population.”

The condition disproportionately affects Black Americans: About 1 in 13 Black babies is born with sickle cell trait, according to the Centers for Disease Control and Prevention.

Now, Clayton-Jones is using community-engaged scholarship to decrease health disparities among youth living with sickle cell disease by equipping them with the skills to manage their condition. Her project will include a pilot of an intensive two-week summer program on Marquette’s campus in 2022 for 18- to 19-year-olds with sickle cell disease in the Milwaukee area.

That age group often falls through the cracks as they transition from pediatric to adult care, Clayton-Jones says. The challenges of living with sickle cell disease can be pronounced for young people. Due to pain and fatigue, they may not be able to make it to school every day, and their employers may not understand their condition.

During the two-week summer program, “We’ll spend time going over important concepts

to support adolescents in their self-management,” she says. Participants will learn how to advocate for themselves in the health care system and how to find vocational opportunities. They will also learn about sickle cell disease in a Marquette lab, where they’ll be able to see firsthand what the genetic condition looks like.

Resident voices speak to community health

Keller, H Sci ’01, assistant professor, says she’s been drawn to community engagement since her Marquette undergraduate years as a Burke Scholar, when she volunteered at service sites in Milwaukee making sandwiches and handing out free meals.

After graduating from the University of Iowa’s physician assistant program, Keller practiced at two immediate care clinics in Madison, Wisconsin. In one clinic, “We saw people that were really sick,” Keller says. “I was taking care of patients, essentially managing their chronic diseases in an immediate care setting or talking with African American women coming in for things like a stomachache or backache. The more I talked to them, I realized they had unmet mental health needs.”

At the clinic on the other side of town, patients mostly came in with orthopedic injuries — “They weren’t as sick,” Keller recalls. “As I started noticing these differences and asking questions, that’s when I became more aware of how our health care system was failing some people more than others.”

These experiences influenced her pursuit of a career in health-equity and community-engaged scholarship.

Today, Keller is partnering with Haglund on a research project within the Near West Side neighborhoods to identify community-driven health priorities and map the relevant health assets needed to address those priorities. Their team, which includes faculty, staff and students, surveyed more than 150 residents, asking them what needs to be addressed or improved to foster a healthier community.

They collected more than 300 ideas and combined them into 74 unique clusters, which were then organized, rated and prioritized after the team hosted listening sessions with residents. They will use this information to promote health assets and transform health in the Near West Side.

“This project is an opportunity to demonstrate what can happen when academic institutions work in partnership with communities,” Keller says. “Too often researchers come to communities with preconceived notions of what the problems are and how they should be solved.”

This spring semester, the project is advancing with the formation of health action teams composed of nursing faculty, staff and students, residents and other NWS community partner organizations. The action teams will be assigned a health priority and define and implement interventions, strategies

and policies for promoting neighborhood health assets specific to the prioritized health need. Some of the identified priorities, for example, focused on health care for elderly residents. Keller forecasts that they will investigate opportunities for innovation in Marquette’s clinical training programs to prepare students to provide home health care — a win-win for elderly residents and students who gain experience while meeting community needs.

To Keller, the community-engaged scholarship represented by this new project is a way of living the Marquette mission. “It’s not us going into the community and doing research. It’s working with our communities to identify opportunities where we can do things that will promote health,” she says.

The intersection of nursing, scholarship and social justice

For nursing faculty at Marquette, the connection between *cura personalis*, or care for the whole person, and community-engaged scholarship is clear, Haglund says. “Our College of Nursing at Marquette has a rich strength in community-engaged research that sets us apart perhaps from other universities,” she says.

Dr. Jill Guttormson, acting dean and associate professor, agrees this research is especially important in aligning with the college’s mission of “advocating for social justice

to eliminate health inequities, and engaging with community partners to promote health and improve health outcomes,” she says.

But community-engaged scholarship at Marquette extends beyond the College of Nursing. Haglund recently stepped into a role as advocate for community-engaged research across the university as the Rev. John P. Raynor, S.J., Endowed Chair. As part of her appointment, she will work to raise awareness of community-engaged scholarship across campus and roll out a community-engaged scholarship training program for all faculty.

Ultimately, Haglund hopes this work will help expand the traditional picture of academic research to include not just papers and datasets but also qualitative research in partnership with the community.

“As long as we continue to believe that the scholar’s knowledge is the only knowledge that really matters, we put a blinder on half the world,” Haglund says. “When you begin by asking people who are the cohort of interest: What do you already know about this phenomenon? What is already working for you? What are areas that we need to investigate further? That helps to really put a laser focus on what a problem might be.”

Visit marquette.edu/nursing/research to learn more about the college’s faculty research projects.

BY TRACY STAEDTER

A VISION FOR VIRTUAL HEALTH CARE

A new startup accelerator in the College of Nursing positions Marquette to help lead the growth of digital care.

In early 2020, nurse practitioner Dr. Jennie Peters, clinical assistant professor, was working part time for a family practice in Kenosha, Wisconsin, and also managing her own medical weight-loss business. Then COVID-19 came along. The family clinic shut down that March, and Peters found herself thrust into the world of virtual care to continue seeing her weight-loss patients. It was total chaos, she says. Not only did Peters need to find a video platform, she also needed to set up systems that managed scheduling, insurance, billing and electronic medical records. Questions started to pile up, and she had a difficult time finding answers.

"I was being thrown into this, and there really weren't a lot of resources," Peters says.

Peters was far from the only clinician making the switch to video. By May 2020, health care organizations around the country reported that they were seeing 50 to 175 times more patients via telehealth than they had before the pandemic. Consumer acceptance of video visits shot up too, going from 11 percent to 46 percent. With virtual care going mainstream, an industry that generated about \$3 billion annually is now poised to make upward of \$250 billion a year, according to analysts. A permanent shift could improve access to care for some patients, turn the dial up on better

outcomes and lead to a more efficient health care system.

To explore the opportunities this transformation in health care is creating, the College of Nursing launched a Telehealth Virtual Care Accelerator in September 2021, supported by a \$1.5 million startup grant from a private family foundation. Its director and principal investigator, Patricia Schroeder, Nurs '75, Grad '78, '97, (pictured right) is working with an advisory board of health care experts from the university and industry to explore opportunities that position Marquette at the front edge of change. The goal is to provide programming, conduct research and develop approaches that offer nursing students of every level a "clear and contemporary perspective" of digital care that's fundamentally rooted in Jesuit values.

"Marquette wants to be in the lead of preparing a new generation of health care professionals that will help drive digital care to a higher level of personalization and effectiveness," Schroeder says.

Building expertise

As she steps into the role of director, Schroeder brings with her a wealth of experience from her leadership roles in the college, including as director of strategic initiatives, and elsewhere, such as administrator

of the Milwaukee County Behavioral Health Division, dean of nursing at Alverno College, chief nursing officer at Oconomowoc Memorial Hospital and Wheaton Franciscan Healthcare, and more.

With the help of the advisory board, Schroeder will fill two additional positions, one focused on education and another focused on research for which



Dr. Stacey Lerret, Grad '02, '11, associate professor at the Medical College of Wisconsin, has been tapped. The trio, dedicated exclusively to the success of the accelerator, will work with faculty to enhance the college's curriculum for nursing students and clinical providers in search of continuing education. They will also expand research and development of innovations in telehealth delivery.

Through conversations with key industry leaders, Schroeder and the advisory board are working out what those enhancements will look like. Some of them will likely focus on the use and impact of the technology itself. Others may address issues such as privacy and trust. For instance, how does a nurse ensure privacy with a patient talking from a family's living room? How does a clinician establish trust in just a few minutes over a computer screen? New continuing education opportunities will almost certainly evolve to accommodate practicing clinicians.

One thing is certain, Schroeder says: The College of Nursing has a strong foundation upon which to build. The program already provides an evidence-based education that integrates Jesuit pedagogy and has five key characteristics that distinguish it from other programs: a focus on *cura personalis*, or care for the whole person; engaged, critical thinking; leadership; advocacy; and a commitment to social justice. The intention is to build a curriculum for telehealth within this same framework. Health care workers who are educated through the program — whether new nurses or existing clinicians completing a certification — will be deeply committed to developing personalized and coordinated plans of care for their patients.

The accelerator will have a strategic plan in place this spring, according to Schroeder. She stressed that the \$1.5 million startup grant is just the beginning. Marquette is seeking additional private and public funding to meet the accelerator's goals, which also include connecting other health disciplines to the initiatives.

"We believe ourselves to be a national leader in this transformation of health care, and that positions our students and our faculty to have extraordinary opportunities and to graduate with an ability to lead in the field," Schroeder says.

A WINDOW OF OPPORTUNITY

Five years after it launched, the hybrid direct entry master's program is providing new career options for students and growing enrollment.

BY HAL CONICK

(From left to right) Kazeem "Ade" Adedamola, Grad '21; Dr. Kathleen Muglia, director of the Direct Entry Master of Science in Nursing program; and Stella Chira, a second-year graduate student, have bonded through the career-changing direct entry graduate program.

Stella Chira dreamed of becoming a nurse since she was a little girl.

Growing up in Nigeria, she'd fondly watch her aunt go to work as a nurse in her white uniform, small white hat and big belt. Chira loved the idea of being a compassionate force in people's lives.

When Chira came to Chicago in the '90s, she didn't become a nurse. Life happened, she says. She got her bachelor's degree, got married, had kids and started working as a respiratory therapist.

Years later, while working a full-time job and serving as primary caretaker for three teenage children, Chira decided to fulfill her dream. She found Marquette's Direct Entry Master of Science in Nursing for Non-nurses program a perfect fit.

Chira now attends the direct entry program as a hybrid student at Marquette's satellite location in Pleasant Prairie, Wisconsin. She completes much of her work online but commutes once a week from Evanston, Illinois, to the student learning center and simulation lab at this locale, after her night shift.

"That's the only way I could be doing this program," Chira says of the hybrid option.

How the hybrid program started

The direct entry program, launched in 1999, was reorganized into its current curriculum format in 2014 with on-campus classes in Milwaukee, allowing non-nurses to get their master's in nursing within 18 to 21 months. In 2016, the first hybrid cohort of 13 students began studies at Pleasant Prairie.

Five years later, the Pleasant Prairie location accepts 96 students, twice a year. Including the on-campus cohorts, there are 400 to 450 students total, depending on the time of year, according to Dr. Kathleen Muglia, director of the direct entry program and clinical associate professor. Program graduates need to pass nursing boards after graduating and then can start working as a registered nurse, or they can choose to advance their education further with a post-master's certificate in a specialty, such as nurse practitioner or midwife. The program was ranked No. 38 on *U.S. News & World Report's* list of best online graduate nursing programs in 2022.

460

DIRECT ENTRY MASTER'S PROGRAM NURSING STUDENTS HAVE GRADUATED FROM THE PLEASANT PRAIRIE, WISCONSIN, SITE SINCE 2016 (THROUGH JANUARY 2022).

The hybrid curriculum is the same as the on-campus curriculum, but it's presented differently. At the Pleasant Prairie site, students complete most course work asynchronously, including a variety of virtual clinical simulations and telehealth activities. Marquette nursing professors are actively engaged with students' learning and share their unique nursing experience.

Diverse backgrounds, strong bonds

Like Chira, all direct entry students come from non-nursing backgrounds. Muglia says that the program has accepted lawyers, dancers and business managers, and she thinks that welcoming students from diverse career backgrounds enriches the nursing profession with these varied work experiences.

Kazeem "Ade" Adedamola, Grad '21, for example, worked as an accountant until he became bored by working with money.

"I wanted to have one-on-one contact with patients," says Adedamola, who graduated in May 2021. "I was able to do it during the pandemic, to volunteer to give vaccines to people. It was a passion — I was being called to go help the community. This program changed my life."

Chira says that Adedamola serves as an inspiration in her

quest to become a nurse. Muglia noticed that Chira and Adedamola, both originally from Nigeria, share a positive perspective on life. The two were introduced by Muglia, who says that students in the program — especially those with similar life experiences — often form strong bonds and lean on each other for support. This has been true for Chira, who says she gets a lot of encouragement from Adedamola.

"It feels good knowing that if he can do it, I can also do it," Chira says.

Embodying the Marquette Nurse

The increased enrollment numbers at both program sites are helping the College of Nursing introduce more nurses into a shrinking workforce. The American Nursing Association reports there will be nearly a half-million registered nurses retiring by the end of 2022 and a need for 1.1 million new registered nurses to avoid a nursing shortage.

Muglia is confident the direct entry students will be well prepared to help fill this need. Nurses who graduate from this intense program very quickly progress thanks to the rigorous blend of nursing theory course work, nursing skills and simulation labs, and clinical rotations in diverse practice areas, Muglia says.

"The many challenges and demands on nurses in today's world are especially tough," Muglia says. "I am so proud talking to our direct entry graduates who are amazingly resilient, excellent clinicians."

And "resilient" may be the best word to describe a student like Chira. After ensuring her children get on the bus, she studies and completes her course work with every free moment left in her day. Twice a week, she'll make the drive to Pleasant Prairie for labs and simulations. Once a week, she'll drive to Libertyville, Illinois, for her clinical rotation.

"My life right now is completing this program and taking care of my family," says Chira, who is poised to graduate this August.

Students who work as hard as Chira are the embodiment of the Marquette Nurse, Muglia says.

"Marquette Nurses are critical thinkers, courageous leaders, patient advocates and excellent clinicians, and they fight for social justice," Muglia says. "To see our graduates doing work that we so desperately need right now, that's our biggest success."

When asked what it's like to study to be a Marquette Nurse, Chira responds simply: "It's like a dream come true."

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 in three areas: community engagement, nursing education and 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. STORIES BY SARAH KOZIOL, ARTS ’92



Shania Schmitz, Blessing of the Hands ceremony, St. Joan of Arc Chapel

UNDERGRADUATE RESEARCH PREPARES FUTURE NURSES

Last year, **Dr. Kelly Calkins**, assistant professor, began researching how the coronavirus pandemic was affecting the mental health of critical care nurses on the front lines. She executed qualitative interviews with a national sample of intensive care unit nurses to evaluate their experiences and the effects on their mental health.

As Calkins’ research moved into its analysis and publication phases, her work was supported by undergraduate researcher Shania Schmitz, who reviewed the nurses’ interview transcripts, grouped similar experiences into themes and supplemented the research with additional findings on improving care for critically ill patients in the ICU.

This was Schmitz’s first dive into research. Traditionally reserved for graduate students, research opportunities are now trending for undergraduates in the college — and the experiences are proving valuable for career and graduate school preparation.

“To increase interest in research, it is vital to get students involved in the research process. By giving undergraduate students an opportunity to research, we help them discover



their interest in it, foster their desire to seek new knowledge and hopefully have more students interested in pursuing an advanced degree, which will further elevate the profession of nursing,” Calkins says.

Because Schmitz has aspired to be a critical care nurse since freshman year, she sought out research “to begin improving care for critically ill patients by indirectly decreasing complications and improving outcomes for them while also analyzing comforting measures,” she says.

As she prepares to graduate this spring, Schmitz admits that she did not anticipate graduating into a pandemic. Due to her research observations, she is well aware that challenges as a critical care nurse lie ahead. Yet, she is more than encouraged to pursue additional research opportunities after graduation.

“My research efforts indirectly affect the critically ill patient’s outcomes and provide nurses with evidence-based interventions,” she says.

“I find it incredibly rewarding to contribute to my future profession by bringing awareness of the effects of COVID-19 not only on patients but also nurses.”



Recent faculty addition **Dr. Kathryn Malin** is “driven by a deep desire to serve families with premature or sick infants hospitalized in the neonatal intensive care unit,” and her research is proof of her passion.

Recently, Malin was part of a team of nurse scientists who saw a need to understand how parents with infants in the NICU during COVID-19 were affected by the pandemic and how their experiences might have differed from the already-known challenges associated with NICU hospitalization. Initially, the pandemic forced hospitals to limit parental visits to mitigate some risk of disease transmission. Yet, the researchers found, there was very little evidence on how to best decrease the spread of COVID-19 while also providing best care practices, including patient and family-centered care.



The researchers conducted a survey of parents to assess family life and routines, financial instability, parent confidence, parent mental health and satisfaction with neonatal care. They also conducted a qualitative analysis of open-ended questions about parenting in the NICU during the pandemic’s first six months. Parents reported significant impacts on family life as well as more financial instability during their infant’s hospitalization amid COVID-19. “Importantly, the negative family and financial impacts of hospitalization were noticeably worse than what had been reported in similar populations prior to the pandemic,” says Malin, assistant professor.

The results of Malin’s research led to the development of a consensus statement on essential NICU care during the pandemic, which has been endorsed by the National Association of Neonatal Nurses, National Perinatal Association, and Association of Women’s Health, Obstetric and Neonatal Nurses. The statement is available online, so it can be shared in neonatal and pediatric care units.

“We also believe providers should shift some focus to the family well-being and offer targeted emotional support when families may face additional challenges during their infants’ hospitalization,” Malin says. “We must value families as essential members of the care team in the hospital.”

Honor Roll

2021 FACULTY RESEARCH

8 INTERNAL GRANTS AWARDED TO FACULTY SERVING AS PI OR CO-PI FOR A TOTAL OF \$43,208

1 FEDERAL GRANT AWARDED FOR \$540,914

16 ADDITIONAL EXTERNAL GRANTS WITH FACULTY AS PI OR CO-PI FOR \$1,534,129

57 SCHOLARLY PRESENTATIONS AT REGIONAL, NATIONAL OR INTERNATIONAL CONFERENCES

50 JOURNAL ARTICLES PUBLISHED

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

7

Total number of articles published in 2021 by Visiting Professor of Research **Lisa Grabert**, a leading national expert on Medicare reimbursement and post-acute care. Grabert, a former Capitol Hill aide on the U.S. House of Representatives Committee on Ways and Means, researches the effects of health care policies, with the intent to inform policy development around the quality and cost of care delivered in nursing homes, at home and in specialized rehab and critical care hospitals.



IN ATTENDANCE AND MAKING A DIFFERENCE

As part of a strategic effort to advance diversity, equity and inclusion, former Dean Janet Wessel Krejci sought to strengthen the college's community engagement through more mutually beneficial partnerships. In response, Dr. Shelly Malin, director of Health Systems Leadership graduate programs, wrote and received approval to launch a pilot of the Marquette Nurse-Faculty-in-Residence program to expand faculty impact beyond campus.

Enter **Kameela Jackson**, clinical instructor, community health nursing coordinator and the college's first nurse-faculty-in-residence. Jackson (pictured right, in center) spends three to four days a week working with both Marquette nursing students and staff and students at Milwaukee Academy of Science, a Near West Side STEM education school of more than 1,200 kindergarten to 12th grade students.

Jackson is tasked with developing opportunities at the school to improve the health and well-being of the students, their families and

the school community. She does this by handling some typical school nurse duties: vision screenings, medication distribution and individualized education plan management. But then she is advancing some more uncommon efforts as well: surveying students for classroom health care topics, creating self-care plans for students with chronic diseases, teaching CPR classes and running a "Nurses Club" for students interested in nursing or health care. Marquette students from her community clinical course gain knowledge and skills in community health as they work to assist with MAS health-improvement initiatives.

"I consider this to be 'boots on the ground community nursing,'" Jackson says. "Fostering relationships and actually being present are imperative to making the most impact."

The pilot Nurse-Faculty-in-Residence program is already seeking expansion opportunities in the Near West Side. The relationship Jackson has built with MAS proves this type of partnership can be fruitful — both in improving community health and building an inclusive nursing workforce.

"MAS staff and students are understanding more of what nursing is and how beneficial it can be," she says. "I have high school students who are now sparking interest in a career in nursing and the dream of becoming a Marquette University student."

560

The number of nursing programs worldwide that have adopted Debriefing for Meaningful Learning, or DML, whose author, **Dr. Kristina Thomas Dreifuers**, is an associate professor in the College of Nursing. DML after simulation and traditional clinical practica is a discussion and reflection technique to help students make sense of learned content and gather more actionable feedback from their simulations to better prepare them to treat actual patients.



Dreifuers's recent paper, "Using Debriefing for Meaningful Learning with Screen-based Simulation," published in *Nurse Educator*, explains that due to the COVID-19 pandemic, nursing faculty have had to quickly transition to screen-based simulation, or SBS, and it has been challenging for many. "Ultimately, the goal is to provide nursing students with an alternative to traditional clinical experiences that incorporates enthusiastic instruction and strong pedagogy," Dreifuers writes. "Including a synchronous, structured debriefing such as DML ensures that SBS in addition to performance feedback leads to meaningful learning and fosters the development of safe and quality patient care."



Dr. Jennifer Ohlendorf, far right, is involved in an empowerment research program with faculty from Marquette and other local universities.

STRENGTH TRAINING FOR RESILIENCY BUILDING

As recent research finds Wisconsin incarcerates people of color at some of the highest rates in the nation, an interdisciplinary team of Marquette researchers is investigating how an empowerment program might positively impact women adversely affected by these incarceration numbers.

"Women in Milwaukee experience trauma when they or family members are part of the incarceration system, and the way that trauma is carried in women's bodies has a lifelong negative impact on their health," says **Dr. Jennifer Ohlendorf**, assistant professor, who along with **Dr. Abir Bekhet**, professor, represent the College of Nursing in the Restorative Justice in Movement project.

This pilot empowerment program consists of workshops to engage women in power-based physical activity; Jiu-jitsu, powerlifting, self-defense and rock-climbing activities aim to help women find a way to reconnect with their bodies through exercise, according to Ohlendorf, Nurs '00, Grad '14. Researchers also anticipate that participants will build a community through their shared athletic pursuits, participate in an oral history project and assist in developing the research and programming for future iterations of the program.

"Together, with our participants, we are co-creating knowledge of how strength work can be a form of resistance and resilience," Ohlendorf says. "This work is ultimately meant to allow women to build internal capacity to get strong and heal from the trauma of how high levels of incarceration affect their communities."

The program, funded by Marquette's Institute for Women's Leadership and the President's Challenge for Racial Justice and Equity Response, is a collaboration with the nonprofit Milwaukee Turners that not only connects the researchers to families impacted by incarceration but also provides the necessary athletic facilities located in its historic Turner Hall. The pilot will conclude this spring.

RESEARCH IN ACTION



1 IN 5

One in five children has an elevated body fat percentage and body mass index, which have shown to lead to lifelong health risks such as stroke, heart disease, diabetes and cancer. **Dr. Marilyn Frenn**, Grad '81, professor, who has spent years researching childhood obesity, published a study in the *Western Journal of Nursing Research* that explored which child and parent factors had the greatest influence on a child's body fat percentage and body mass index percentile. Frenn's study discovered that higher measurements were most closely related to a parent's concern over their child being overweight and the child's perception that their parents were concerned with their weight and eating. For children of overweight or obese parents, who are at highest risk for obesity, assessing their parents' concerns about weight is the highest priority for improving outcomes.

COORDINATING CARE FOR DEMENTIA PATIENTS



In Wisconsin alone, more than 120,000 residents have dementia and that number is expected to increase by 8.3 percent by 2025. Dementia, a group of neurocognitive disorders that includes Alzheimer's disease, typically leads those diagnosed with it to struggle with a loss of independence, diminished quality of life and potential premature death. Research has found, "Dementia caregivers are more likely to experience greater emotional, financial and health complications than other types of caregivers," according to **Dr. Stacy Barnes**, Grad '15, director of the Wisconsin Geriatric

Education Center and associate professor of practice. "The impact of the disease on families is substantial." Barnes is the principal investigator of a newly funded project called Student Champions: Connecting Dementia Patients and Caregivers to Community Resources, which aims to educate students in nursing, medicine and pharmacy programs about available dementia support services and how to initiate a referral via Direct Connect, an established referral program of the Alzheimer's Association that is currently underutilized by health care professionals. "By quickly connecting patients and caregivers with available support services,

we hope to lessen the burden on families and support them earlier in the disease process," Barnes adds. "Our students will learn how to champion this referral process at clinical sites throughout Wisconsin, which in turn will enable us to help a greater number of people in our state." The project is supported by a \$500,000 grant from the Advancing a Healthier Wisconsin Endowment, which was established by the Medical College of Wisconsin in 2004 to serve as a catalyst for positive change in the health of Wisconsin communities. Marquette is also partnering with Advocate Aurora Health and the Alzheimer's Association Wisconsin Chapter on this three-year project.

15,000

According to the Centers for Disease Control and Prevention, about 15,000 children under age 20 are diagnosed with cancer each year in the U.S. Care for these patients is often complex, with multiple health care professionals working together with families to provide the best care. **Dr. Amy Newman**, Grad '02, '17, assistant professor and pediatric oncology nurse practitioner, has been researching the communication that happens after a pediatric cancer diagnosis. "Communication breakdowns between patients, parents and medical professionals can result in unnecessary stress and anxiety, lack of trust in the team, and impaired decision-making. Communication is vital to positive patient and family outcomes," Newman says.



Until now, no one has developed tools to measure the many aspects of communication in childhood cancer. Newman is co-investigator on a Childhood Cancer Research Fund grant awarded to Bryan Sisk, M.D., assistant professor at Washington University School of Medicine. The team will be developing pediatric-specific communication measures, which will be the first of their kind.

1,500+

Marquette moved more than 1,500 courses online in March 2020 because the COVID-19 pandemic forced the university to complete the spring semester remotely. Due to the emergence of online and hybrid learning during the pandemic, educators nationwide have been seeking training



to improve outcomes within these various modes of learning. This past summer, **Dr. Amber Young-Brice**, assistant professor, and **Dr. Somesh Roy**, assistant professor of mechanical engineering in the Opus College of Engineering, convened engineering faculty from Marquette, University of Wisconsin–



Milwaukee and Milwaukee School of Engineering to teach them evidence-based interventions that incorporate grit and self-regulated learning into online undergraduate engineering course work. Young-Brice's pedagogical expertise and research into innovations that improve learning make her an ideal partner in this project, which was funded by the Wisconsin Space Grant Consortium.



CLASS OF 2021

Dr. Norah Johnson, Grad '01, '09, associate professor, was one of 225 fellows inducted into the 2021 class of the American Academy of Nursing. The academy comprises approximately 2,900 nursing leaders who are experts in policy, research, administration, practice and academia and are recognized as champions of health and wellness, locally and globally.



Johnson's research aims to develop interventions and knowledge to decrease challenging behaviors and improve the health of persons with developmental disabilities such as autism spectrum disorder. She studies family caregiving stress, family functioning and quality of life, as well as exercise as medicine, which includes swimming programs for children with autism and their caregivers. She developed a copyright autism health care manager app for iPhone, which she disseminated internationally in her role as a Fulbright specialist in global public health.

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College of Nursing

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marquette.edu/nursing