

# Nursing News

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## CALLING ALL NURSING ALUMNI ... WE WANT TO HEAR FROM YOU ...

We like to know what our alumni are up to, so please take a moment to tell us about yourself. Feel free to also share a story or memory of your time spent in the nursing program. E-mail your name, class year, job information and other updates (career changes, honors, moves, etc.) to: [mary.mooney@ndsu.edu](mailto:mary.mooney@ndsu.edu).

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Fall  
'06



"To provide professional nursing education, to advance knowledge of the discipline, and to serve as a resource for the health-care needs of society."

NDSU

# Nursing News

North Dakota State University

Department of Nursing

## Practicing on 'Mr. Unipatient'

Simulator adds whole new dimension to teaching

Charles Craig Unipatient seems to have the easiest job in the nursing school. Clad in his Bison T-shirt and shorts, his blue eyes closed, he lounges on a gurney all day.

But when he actually has to work, there's a serious down side. His job is to get very, very ill – even die.

Fortunately, Charles isn't really an employee. He's a teaching aid, a sophisticated electronic mannequin that will be used in nursing classes beginning this fall and pharmacy classes in a year or two.

Carla Gross, associate professor of nursing, calls the mannequin "the biggest new innovation in health care education in the last decade." She says it will be used this fall in nursing I, II and III classes and in the health assessment class.

The \$45,000 simulator was manufactured by Sarasota, Fla.-based Medical Education Technologies, Inc. The model NDSU bought is geared toward management of emergency cases. Similar mannequins are used to train doctors, EMTs and paramedics.

The simulated man breathes, has heart and lung sounds and, with the assistance of an instructor, can talk to patients through a speaker hidden in its head. Its tongue swells and its pupils can be changed to widen or narrow. Students can insert IVs and catheters; a series of tubes runs up his right arm, simulating veins, and the arm is sheathed in replaceable fake skin. It has interchangeable genitalia, allowing students to practice catheterizing both men and women.

A laptop computer controls the simulator. Everything students do to it gets a reaction in real time, from the dummy itself and from a monitor showing all its vital functions. If students do the wrong thing, it even dies.



*Nursing student Neeru Jyoti gives Charles Craig Unipatient, the nursing department's new patient simulator, an injection as Assistant Professor Maggie Lee supervises.*

It uses a series of programs simulating medical situations. A program that has the patient suffering an allergic reaction to a bee sting triggers physical symptoms, like faster breathing and a higher heart



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Master's program opens new opportunities.



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Assistant professor experiences Army training.



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Co-op nurses test skills on the job.

## Simulator continued from front page

rate on the mannequin itself, and shows physiological data like the increased heart rate on the monitor. Any treatment administered shows effects the same way. Administering oxygen, for example, will cause the breathing to slow.

There also are programs for heart failure and respiratory arrest from a variety of causes.

Students can run nearly every diagnostic procedure for a real person on the simulator. They can check blood gases, feel for a pulse and listen to internal sounds.

Pharmacy students will be able to see the effects of drugs and their interactions on a patient. An actual fluid is injected, the computer tells the mannequin what drug the fluid represents and the dummy reacts appropriately. If too much "morphine" is given, for example, the dummy's breathing will slow.

Peterson says pharmacy students won't use the mannequin as soon as the nursing students, since it will take perhaps a year to determine how the teaching aid will fit into the pharmacy school's curriculum.

But once the pharmacy students are brought in to classes with the mannequin, it will reinforce development of teamwork with nurses.

"The pharmacy students bring to the table predominantly the drug knowledge, rates of delivery, possible side effects, how to monitor the effectiveness" of medication, Peterson says. The student pharmacists and student nurses will have to work together to treat the "patient," just as it's done in real-world hospital settings.

While it's easy to be amazed by the sheer realism of the thing, the simulator teaches more than the physical care of a patient. It also is used to evaluate nursing students' communication skills as they interact with the patient, other members of the medical team and — through role-playing by instructors — the patient's "family."



*Nursing student Stacy Lund checks Charles Craig Unipatient's vital signs as Associate Professor Carla Gross monitors the computer controlling the mannequin's bodily functions.*

Every simulation includes an extensive debriefing. Instructors evaluate not only what student teams did medically, but how effectively they communicated and how students respond emotionally to a patient's death or other outcomes. "From what we hear, the students get very emotionally involved," Gross says. "When the patient actually dies, that can be really hard on the student."

As sophisticated as the simulator is, Gross says it won't replace clinical work. "We're using it to augment our clinical experience and help students gain skills and confidence in a clinical setting." And, unlike with real patients, she says, "It will allow students to make mistakes."

— Tom Pantera

## Greetings from the chair



*Mooney*

The poet Chuck Lathrop wrote:  
*All sorts of things need breaking  
seals on letters  
husks on corn  
bread  
butterflies from cocoons  
chickens from eggs ...*

And I would add, nurses from a tendency to take the victim road.

It's easy to amble onto the "if only" path. If only there was more time. If only the manager knew what she was doing.

If only the doctors would listen. But in reality, "if onlys" are a tiresome and troubling way to journey through one's profession.

As nurses we need to be leaders, not victims. Whether we are direct-care givers, students, teachers, researchers or managers, we need to take what we have and make something better.

By doing constructive little things, we can create wide positive ripples. By our words and actions, we can cultivate competence and promote cheerfulness amid chaos. We can learn when to say "no" and how to take care of ourselves so we'll have the resources we need to care for others.

We can improve the quality of nursing by sharing not only what we learn from our successes, but also the knowledge we gain from our failures. By showcasing what works, we can bring along those who haven't quite got it yet and gain support for innovations we'd like to try. We need to share what we learn each day, telling our stories to all who will listen and to those who appear not to be listening. Because, as Lathrop continues in his poem ...

*Not even the sidewalks can resist persistent dandelions.*

**Mary Margaret Mooney**  
Chair, Department of Nursing



## Master's degree helps nurses achieve career goals

Whether they work in a clinic, in the air or in a classroom, graduates of the master's in nursing program say earning an advanced degree has expanded both their knowledge and their opportunities.

Fourteen nurses have earned their master's degrees from NDSU since the graduate program in nursing began in 2001. For **Miranda (Mikkelsen) Baugh, MS '04**, practical experience provided by the program has helped her in her work at rural clinics in Langdon and Munich, N.D. It gave **Peggy Hornung, MS '05**, a wider view of the profession, much like the wider view of the valley she gets as a nurse on MeritCare's Lifelight helicopter. It gave **Karla Haug, MS '05**, new ways to teach her students in NDSU's undergraduate nursing program.

Baugh, a family nurse practitioner, says she values the program for the experience she got doing clinicals and working with preceptors. She worked with nurse practitioners in Langdon and Walhalla and with a doctor in Wahpeton, N.D.

"It was just a really well-rounded program where we got experience within the city, but we also were able to go to outlying areas and see how primary care is provided in a variety of settings," she says.

Nurses who work in rural clinics often must be a bit more self-reliant than those who work in larger areas, where resources and colleagues are closer. "In the rural area, you need to be a little more independent and you really have to have good clinical skills to decide what you need to send further on or what you can manage," Baugh says. "I felt that the master's program was in-depth and required me to develop and fully use my critical thinking skills."

Hornung, a flight nurse for MeritCare's Lifelight in Fargo, pursued the advanced degree with a future teaching job in mind; her master's concentration was in education. It helped train her to speak at trauma conferences and teach core classes in advanced trauma nursing at MeritCare.

"I always thought if I had kids and a family I'd want to teach," she says. "I had instructors who made it look like a good job."

But the advanced degree wasn't just a way to get into a different career path in nursing, she says. As a working nurse, it also gave her tools for digging deeper.

"I do more journal research than I did before, trying to find new ways to do things," she says. "You try and look at the big picture more."



Photo by Mike Smith/MeritCare

*Peggy Hornung, a MeritCare flight nurse, plans to use her master's degree to teach advanced trauma care.*

The graduate program also exposed her to perspectives from different parts of the profession, since classes put nurse practitioners, educators and people from other specialties together.

Haug, who was a teaching assistant while in graduate school and became an assistant professor in fall 2005, says that as an educator, the graduate degree has helped her plant seeds of critical thinking in the minds of her students.

"I think it made me a better teacher in that it helped give me a broader depth of knowledge," she says. "But it also helped me to understand there are different approaches to teaching."

The advanced degree also helped her understand how to explain things to students who may have different learning styles, she says. Some students can learn better through a verbal explanation, for example, while other, more visually oriented students, learn better if they see an actual picture of a procedure.

Baugh says doctors also appreciate the depth an advanced practice nurse brings to patient care. "I think there is a level of trust that comes with confidence in the skills that are developed in the educational program."

For more information on NDSU's master's in nursing, go to [www.tri-college.org/trinursing/index.htm](http://www.tri-college.org/trinursing/index.htm).

## Dakota Medical matching grant renewed: Alums can double donations

Dakota Medical Foundation has renewed its \$20,000 matching grant for nursing scholarships at NDSU. Last year, so many alumni and friends took advantage of the dollar-for-dollar match, the nursing department was able to award more than \$40,000 in scholarships.

Dakota Medical Foundation again will match every new dollar contributed for nursing scholarships between now and the end of December, up to \$20,000.

"We are grateful to Dakota Medical Foundation, our alumni and other supporters for making these scholarships possible," said Mary Margaret Mooney, department chair. "Not only do the scholarships provide financial relief and contribute to the pool of future nurses for the area, they also demonstrate to our students that their academic pursuits are valued by others."

## Basic training: Army shows Haug what ROTC has to offer

Some time with ROTC cadets and military medical personnel in Washington opened Karla Haug's eyes.

It showed the assistant professor of nursing the opportunities for nurses in ROTC and the importance of helping cadets juggle their military obligations with education.

Currently, there are no ROTC students in NDSU's nursing program, although a slot in each class is designated for one. But the military, which is suffering the same nursing shortage as hospitals and clinics, wants to recruit student nurses. And they want teachers' help.

"If you're interested, the opportunities they have available are just as good or better than in a hospital," Haug says.

The Army brought Haug and about 140 other teachers, nearly half of them nurse educators, to an ROTC camp the week of July 17 at Fort Lewis, Wash. The event taught educators about ROTC and was aimed at convincing them to support it on their campuses.

Haug came away with some ideas for doing that at NDSU. One is for instructors to be more flexible, she says. If a student needs to leave class five minutes early for an ROTC function, professors should let them go, just as they let athletes out of class for games.

Haug is not the first NDSU nurse educator to attend ROTC camp. Assistant Professor Shila Thompson was there in 2004 and Assistant Professor Maggie Lee was there in 2003.

The teachers watch cadets undergo military training and, in some cases, join them. Haug and other nurse educators spent the program's third day at the Army's Madigan Medical Center.

At Madigan, a series of speakers told the nurse educators about opportunities in Army nursing. A panel of four cadets, who also are student nurses, gave one of the more impressive presentations. "The cadets had a great sense of national pride," Haug says. They spoke of tending to wounded soldiers as an obligation of citizenship.

Haug also gained a new appreciation of the opportunities ROTC can open up for students and those already in the profession. One military nurse, a captain, told Haug that while she pursued a graduate degree the Army would continue to pay her salary and pay for her schooling as well.



*Karla Haug tries rappelling at Fort Lewis ROTC camp.*

Some parts of the program combined the military and the medical. Haug saw cadets, who eventually will become commissioned officers, take first-aid training, everything from CPR to needle decompression of the chest – something that isn't taught to student nurses. In another session, focused in part on training of Army medics, she watched cadets carry a 75-pound dummy over a wall and through barbed wire, providing cover fire along the way. The medics trained on a METI human patient simulator, like one recently acquired by NDSU's nursing department.

Other parts of the program were strictly military, the kind of training officer candidates go through no matter what their eventual specialty. Participants saw cadets go through tear gas training – "they made sure we were downwind," Haug says – a water confidence course that included a rope slide and a log walk, rappelling, tactical training with paintball guns and a field leadership reaction course that required cadets to solve problems on the fly.

Haug tried rappelling, although she passed on the chance to go down vertical walls and instead rappelled down a 17-foot incline.

The observing teachers also saw some of the less hectic aspects of camp life. They ate with cadets, watched one regiment's graduation and attended an Army ball.

— Tom Pantera

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### Student council stays busy

*The Undergraduate Nursing Student Council for 2005-2006 included (from left) Brenda Haug, Carrie Hansen, Mary Grosz, Julie Krick, Lisa Steffen, Amanda Brenny, Kelsey Dieken and Mary Margaret Mooney, nursing department chair and the group's adviser. The group meets once a month to make recommendations on student welfare, policies and curriculum. This council has discussed changing the color of uniforms, organized the senior pinning ceremony and planned for the North Dakota Board of Nursing review.*

## Nursing co-ops provide intense, on-the-job training

Steve Opat's first day of work included war paint, fake blood, teen-age actors and a significant amount of running.

No, this was not the set of the latest Hollywood blockbuster. It was the emergency room at Innovis hospital in Fargo. Opat was starting his job as a co-op nurse in the emergency room when Fargo conducted a citywide disaster drill. Local volunteers were given artificial wounds and brought to local emergency rooms as part of a training drill for Fargo critical care professionals.

"It was my first day there and I was shaking at the knees," said Opat. "But I just had to stick my head in and be confident. It was great though — with the disaster drill — to have fake patients to learn from and get comfortable."

Opat, a senior nursing student at NDSU, and many of his classmates are taking advantage of the NDSU nursing department's cooperative learning program. Through this program, students earn academic credits for getting valuable experience in hospital settings. "I do everything a nurse would do on the floor," said Sara Skatvold, a senior co-op at MeritCare in Fargo. "It is an opportunity to put everything you learn in the classroom together by actually practicing it."

Co-ops are similar to nursing internships, but there are some key differences. An NDSU co-op student will earn three credits toward his or her degree; an intern will earn one independent study credit. Some medical institutions will accept students for co-ops but not for internships. And while the experience students receive is nearly identical, co-op students may have more responsibility. For instance, Skatvold administers medication to patients, a task nursing interns are not allowed to do at MeritCare. Three weeks into his co-op at Innovis, Opat was taking care of patients with minimal supervision.



Photo by Mike Smith/MeritCare

*Left: Steve Opat had a tremendous co-op experience in the Innovis hospital emergency room. Right: Sara Skatvold found her MeritCare nursing co-op provided invaluable hands-on experience.*

"They let you function to the extent of your ability," said Opat. "They know you are there to learn and they facilitate that."

Co-op students provide direct nursing care and do all of the paperwork required for each patient, from admission forms to medical records to discharge forms. They also interact with patients, families and other care-providers, something they cannot replicate in a classroom.

Students complete the program by writing reflection papers on their co-ops. Opat said during his first meeting about his co-op with adviser Dr. Mary Margaret Mooney, she told him, "Remember experience is not the best teacher; reflection on the experience is the best teacher." Now at the close of his co-op, Opat said the entire experience has given him a "nursing mindset" that will make him a better student in his final year of classes.

— Rebecca Stich

## Nursing department 'mom' honored by graduating class of 2006

Every department needs a mom, and the nurses who graduated from NDSU in May honored theirs this year.

This year's graduates honored 17-year nursing department secretary Gloria Nysveen at their May 11 pinning ceremony.

In presenting her with the award, graduating senior Lisa Steffen lauded Nysveen as the go-to woman for, well, nearly everything.

"It is Gloria who sees us, nursing students, from beginning to end," she said in presenting Nysveen with a plaque. "It was Gloria who typed and mailed the acceptance letters that each of us received, starting our placement in the nursing program at NDSU." And, at the end of a student's time here, it's Nysveen who sends transcripts so graduates can take their boards and become RNs.



*Students honored Gloria Nysveen at the pinning ceremony in May.*

"Our journey through the nursing program would have been impossible without her," Steffen said.

Speaking later, Steffen said Nysveen is definitely the departmental mom and "the glue that holds the department together."

"If anyone had questions, we'd go to her," she said, adding that Nysveen doesn't even get exasperated repeatedly answering the same question from different students. Without her work to keep track of things, like tuberculosis testing, many students would forget and be unable to do their clinicals, Steffen said.

"If our class were to give an award to anyone in the entire nursing department, it was hands-down unanimous it was her, for all the hard work she does, for all the questions she answered."



## Mooney finally gets pinned: Class of '06 surprises chair

Last May, nursing department chair Mary Margaret Mooney proudly watched 52 nursing students walk across the Festival Concert Hall stage to receive their pins, symbols of nursing, NDSU and four years of hard work.

Once all the pins were presented, Mooney was about to walk to the podium to deliver her closing comments, when Lisa Steffen, one of the graduating students, beat her to it. One pin still needed to be presented.



Mooney

"We have a special award we would like to present to Dr. Mooney, to thank her for her commitment to the nursing program," Steffen said. Then Steffen revealed another pin, not from NDSU, but from the College of St. Scholastica in Duluth, Minn., Mooney's alma mater.

Mooney's surprised expression resembled that of someone unexpectedly bumping into an old friend. She hadn't seen the pin since she graduated in 1963, a time when she couldn't afford to purchase it.

Steffen presented the pin to Mooney. Finally, after years of helping others celebrate commencement with pinning ceremonies, Mooney had a pin of her own. It was the perfect gift.

"We seniors knew we wanted to do something for Dr. Mooney, but we didn't know what," Steffen said. "Dr. Mooney is just an awesome person. A lot of students respect her for how much she has done for the nursing department. We just wanted to do something nice to thank her for how she has helped us."

Steffen came up with the idea after overhearing a conversation in the nursing office one day. "Another student came in to pay for her pin and I heard Dr. Mooney casually remark that she had never gotten hers," Steffen said. "I thought it would be exciting to get one for her."

Steffen easily gained a consensus for the idea among the seniors. She then researched Mooney's alma mater and contacted the office personnel who were pleased to help. "Tracking down the pin was actually very easy," she said.

And keeping it a secret wasn't a problem either. "I think I know everything that goes on in and around the nursing department, but had never gotten a whiff of this," Mooney said.

"I am always proud of students and alumni with whom I have worked - their intellectual achievements, their professional accomplishments, their good citizenship, and most of all their care and concern for people. I am usually an observer of the latter - it was a humbling and gratifying experience to be a recipient of their graciousness."

— Linsey Hegvig

## Celebrating college days: Classes of '71, '72 gather for reunion

Much has changed in the NDSU nursing department in the past 35 years. Degree programs have been added, enrollment has increased and technology has improved the way students learn. But the sense of family throughout the department has definitely remained the same. In August an important part of that family returned to NDSU for a reunion after graduating with the department's first associate degrees.

Nearly 30 graduates of the classes of 1971 and 1972 spent August 11 and 12 reacquainting themselves with their classmates and their alma mater. Alumni came from as far as Alaska and Florida to attend. "It was a delight," said Rae (Brandner) Sanders, AD '71, who helped organize the event. "Some of us now have doctorates, some have no additional education. It was just wonderful to be together."

Twenty-five years ago, the first nurses to graduate from NDSU met for a 10-year reunion. Sanders kept in touch with several classmates afterward, and recently they started talking about organizing another. Soon plans were falling into place.

During the two-day affair the former classmates shared brunch, toured the nursing department - including the new student learning lab - held a cocktail hour and attended a banquet.

"Touring the new lab was such fun," Sanders said. "We had to practice on each other to learn. Now the students have programmed models to use."

The highlight of the weekend came when Elizabeth Clark, one of the first instructors in the associate's program, met with the class. She shared memories and spoke on the history of the



Reunion attendees: front row, left to right, Deborah Fisher, AD '71; Christine Stenerson, AD '71; Elizabeth Clark, former faculty member; Rae (Brandner) Sanders, AD '71; back row, Mary Margaret Mooney, nursing chair, Marcia (Edinger) Udem, AD '71; Betty Justesen, AD '73; and Marilyn Williams, AD '72.

nursing department. "She remembered every one of us," Sanders said. "She knows so much of the history. She was just a delight."

Following the success of this reunion, department chair Mary Margaret Mooney says she hopes to see more alumni follow suit. "We are pleased that the '71-'72 graduates had this reunion," she said. "The department would like to work with the Alumni Association to organize future reunions." The class of 1971 already has plans to reunite in August 2011.

— Becca Stich

## Alumni notes

**BRENDA (KVAMME) LUEDEMAN, ADN '74**, attended the pinning and graduation of her niece, **DAWN COX, BSN '06**, in May. Luedeman has lived and worked in Florida for several years and completed her baccalaureate degree in nursing there. While in Fargo, she gave archival material - a 1976 alumni update letter - to the department.

**KRISTEL PESTA, BSN '01**, will return to the United States in December after operating a clinic in Honduras for three years. She is the primary healthcare provider for children and workers in Finca del Nino orphanage and residents of five neighboring villages. When she returns to the States, she plans to pursue graduate study in advanced practice nursing and theology.

**JUDE GONZALES, BSN '06**, practices nursing in a Louisiana prison. His clients include those prisoners designated criminally insane. He also manages the care of inmates with diabetes. He writes that there is "never a dull moment." He lives about 45 minutes from New Orleans in an area that sustained wind damage from Katrina but was spared from flooding.

**DIANE (SCHOMMER) PADDEN, ADN '78**, earned her doctorate in nursing in May from The Catholic University of America, Washington, D.C. She was awarded the Janet Rexrode Southby Prize in Nursing Research for her study on the effect of deployment separation on female spouses of active duty military. She earned her BSN from State University of New York, Utica/Rome, and master's in nursing from Emory University in Atlanta, and is certified as a family nurse practitioner. Padden is an assistant professor at the Uniformed Services University of the Health Sciences in Bethesda, Md. Her husband, Alfred, BS '80, is in the Army.

## Mea culpa

In our last newsletter we misspelled the name of Laurie Nelson Maas, ADN '84, and omitted mention of her oldest daughter, Jennifer, who is a student at MSUM. We apologize.

## Honors! Honors! Honors!

Four nursing faculty members were recognized during spring 2006 for outstanding achievements.

**NORMA KISER-LARSON** received the FM-YWCA Florence Reed Owens Award. It honors an area woman who has demonstrated a long-term commitment to equality and the elimination of racism, and who exemplifies integrity and compassion.

**KARLA HAUG, MS '05**, received the Outstanding New Member Award from North Dakota Nurses Association District IV. The award recognizes exceptional involvement by a new member.

**CARLA GROSS** was named Nurse of the Year by North Dakota Nurses Association District IV. The award goes to a professional nurse who achieves excellence in practice, fosters high standards in nursing, works to improve health care services and promotes professional development in nursing.

**MARJORIE MCCULLAGH** was selected as Researcher of the Year by the College of Pharmacy, Nursing, and Allied Sciences for her ongoing research in farm safety. The award goes to a researcher who has made sustained progress in the advancement of knowledge in his or her discipline. This is the first time that a member of the nursing faculty has received this honor.

**Thank you to the following alumni and friends for their gifts during fiscal year July 1, 2005 - June 30, 2006. These gifts allow us to carry on the tradition of excellence in nursing.**

*Every effort has been made to ensure accuracy, but errors or omissions may have occurred. Please bring any such errors to our attention. For more information about gifts that directly benefit the nursing department, contact Cynthia Hanson, Director of Pharmacy Advancement, by phone at 701-231-6461 or by e-mail at Cynthia.Hanson@ndsu.edu.*

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Donna and Stanley Quam  
Kathy (2000) and John Reichert  
Joy (1988) and Scott Schell  
Ms. Margaret Schmidt  
Robert (1994) and Michelle  
Schmieg  
Deb (1979) and Randal Schneibel  
Roselyn L. Severson  
Joan (1982) and Franklin Shepel  
Marcia (1974) and Steven Sjulstad  
The Stadter Center  
Jana L. Stenson (1983)  
Sandra (1978) and Alan Stokke  
Madelon Streeter (1970)  
Shila (1996) and Dan Thompson  
Paula (1994) and Mark Thomsen  
Remar (1973) and Mark Thorsness  
Tadd (1993) and Heather Thorson  
Judith (1986) and Terry Trader  
Julie (1989) and Mark Waldera  
Judith Ward (1986) and Frank  
Lilley  
Lori L. Wightman (1980)

*Years shown reflect nursing class year.*

## Report bytes

Fifty-two pre-licensure students graduated in May. Thirty-five are practicing nursing in North Dakota, 14 in Minnesota, one in South Dakota, one in Wisconsin and one in Australia. More than half of the class graduated with honors.

It's official! At its May meeting the State Board of Higher Education approved changing the name of the College from College of Pharmacy to College of Pharmacy, Nursing, and Allied Sciences.