

CONtact

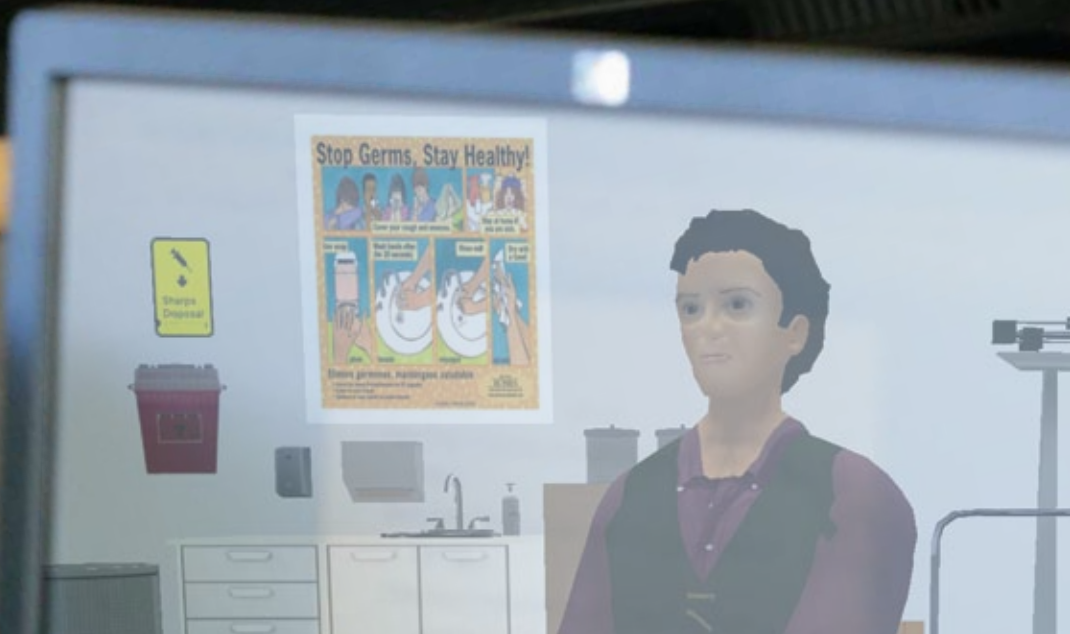
UNIVERSITY OF WISCONSIN OSHKOSH

COLLEGE OF NURSING

SPRING 2009

UW Oshkosh
Pioneers Nursing Education
Technology

■ Clinical in India provides hands-on experience



the dean's message

Technology improves nursing education

Just as the invention of the stethoscope and sphygmomanometer revolutionized patient care at the turn of the last century, today complex technology again is revolutionizing health care practice and nursing education. Our faculty and students are pioneering new teaching and learning modalities through the use of cutting-edge technology.



With new technology comes a new vocabulary: wire casting, hyperlinks, Twittering, high-fidelity computerized mannequins, Second Life. This issue of *CONTACT* proudly showcases our faculty's creative use of technology applications in teaching. Just as technology revolutionizes clinical practice, it similarly changes the design, delivery and evaluation of nursing education. And as cutting-edge technology is integrated into our program, faculty are faced with new challenges related to development, implementation and testing. Additionally, this issue captures other aspects of our changing world: international clinical experiences, increased importance of public health, electronic medical records and informatics.

Program outcomes have never been stronger: NCLEX performance from both the Traditional BSN and Accelerated BSN programs continues to exceed national standards, and the pass rate on the Family Nurse Practitioner (FNP) certification exam is at a record 99.6 percent since the year 2000. Student and employer satisfaction with graduates also is soaring.

Our graduate program is in a continuous state of change in response to industry demands for advance practice nurses, clinical nurse leaders and nurse educators. The MSN options at UW Oshkosh will increasingly be available in an online format or through the use of other technology. The FNP Master of Science (MSN) degree will migrate to the Doctor of Nursing Practice (DNP) with first admission anticipated in 2010.

These are exciting times at UW Oshkosh! Join us in celebrating our creative teaching via technological advances, international efforts and new Doctor of Nursing of Practice degree.

Rosemary Smith, RN, Ph.D.
Dean

Update Your Profile

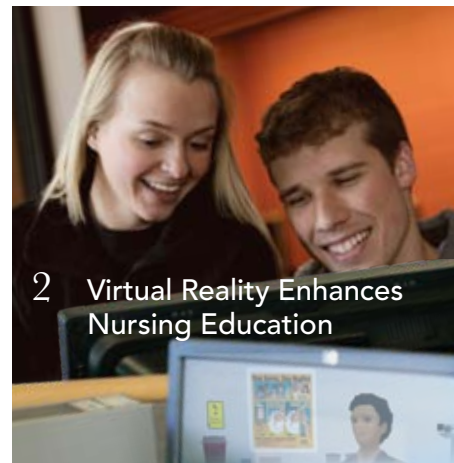
Have you moved, changed careers or changed your name? E-mail smithr@uwosh.edu or jambu@uwosh.edu and let us know.

UW Oshkosh is an equal opportunity/affirmative action institution.

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Feature



2 Virtual Reality Enhances Nursing Education

On the cover: UW Oshkosh College of Nursing students Stephanie Cimermancic and Mike Chastain explore the virtual world of Second Life.

Update from the Traditional Program

SUZANNE MARNOCHA, RN, PH.D.
TRADITIONAL UNDERGRADUATE PROGRAM DIRECTOR

Laboratory Improvements

The College of Nursing (CON) has a strong tradition of providing nursing students with realistic and relevant laboratory experiences. Our laboratories mirror what students will see and experience in their clinical courses. Laboratory experience provides critical preparation for students who are expected to function as healthcare team members in the clinical agencies. With faculty participation and grant writing, CON has been able to enhance our laboratory offerings this past year.

The Elmer Leach Learning Laboratory has been completely remodeled. The lab now offers functional headwalls with simulated oxygen and suctioning. No more pretending for nursing students!

Also, ground work has been laid for the new two- to three-bed Intensive Care Unit (ICU). When complete, the ICU lab will realistically represent what the students



FACULTY MEMBER MORGAN BAILEY WORKS WITH STUDENTS KASSIE GRAY AND BRAD BERGER IN THE NEWLY REMODELED LEACH LEARNING LABORATORY.

would see in an actual ICU setting, providing a valuable new student learning environment.

These laboratory improvements also will benefit nurses in the community. Undergraduate and community nurses who participate in our Introduction to Critical Care course (NUR 390) will utilize

the new ICU lab. For the first time, the two-credit Introduction to Critical Care course is being offered online during the Summer 2009 term. An additional one credit is available (total three credits) in the ICU laboratory area to practice clinical skills. We welcome current nurses as well as nursing students to participate in this offering. ■

Update from the Graduate Program

ROXANA HUEBSCHER, RN, PH.D.
GRADUATE PROGRAM DIRECTOR

DNP Program Progress

The University of Wisconsin Oshkosh Graduate Program has written an Authorization to Plan for the Doctor of Nursing Practice (DNP) program, which is being reviewed. The goal is to begin the MSN to DNP class in 2010. The last BSN to MSN Nurse Practitioner class will be admitted in Fall 2009 and should finish about the time the BSN to DNP curriculum starts. The Nurse Educator and Clinical Nurse Leader MSN emphases will continue.

Clinical Nurse Leader (CNL) and Educator Programs

The Clinical Nurse Leader and Nurse Educator emphases are progressing nicely. The University has a new educator graduate with more educators slated for graduation in 2009. In addition, the first Clinical Nurse Leaders will graduate in June 2009. These master's-prepared nurses will augment the community's educator and clinical nurse leader needs. Clinical Nurse Leaders are meant to coordinate care, improve quality and assure safety. A totally online format for the emphases is being discussed. ■





Virtual Reality enhances nursing education

STEPHANIE STEWART, RN, PH.D.
DIRECTOR OF CENTER FOR
NURSING INNOVATION

Nursing informatics, the application of information and computer technologies to the practice of nursing, is fast becoming critical in educating the next generation of nurses. Bringing busy faculty up to speed with this new knowledge is challenging, and helping them to find ways to introduce these ideas into the already-crowded curriculum requires faculty development approaches that are efficient and easy to access.

To address these issues, a collaborative of nursing colleges on five University of Wisconsin campuses designed a five-year plan that capitalizes on the complementary strengths of each institution. Annually, with a Health Resources and Services Administration Wisconsin Technology Enhanced Collaborative Nursing Education (TECNE) grant led by Patti Brennan, each school introduces one of the key nursing informatics technologies (telehealth, mannequin-based simulation, virtual simulation, interactive case studies and e-learning) to the collaborative. Each year TECNE Scholars are solicited to research and develop the technology topic of the year.

The UW Oshkosh College of Nursing topic is virtual reality, and 2008-'09 is the showcase year. The goal is to create a virtual learning center within Second Life that facilitates distance education endeavors for the college's online programs.

Second Life is a virtual world providing a computer-based simulated environment in which a participant is represented in a humanoid or other form called an **avatar**.

The avatar can move through the environment and manipulate objects. The most popular virtual worlds are in three-dimensional format and involve multiple users whose avatars can interact and communicate with one another.

LEARNING LAB SUPERVISOR JEANNE HIATT
WORKS WITH STUDENT KASSIE GRAY.

Developed by Linden Labs, Second Life was launched to the public in June 2003. Since then, the Second Life world has grown dramatically, with millions of residents joining from all over the globe and a virtual land area more than four times the size of New York City. A tool for innovation, Second Life attracts not only individuals, but also non-profits, universities, major businesses and government agencies, which see the potential for collaboration, education and communication. To find out more about Second Life, visit www.SecondLife.com.

To create a presence in this virtual world, the College of Nursing purchased four virtual islands in Second Life in December 2007. One island has several buildings, including Pollock Alumni House, classrooms, faculty offices, a library, a student welcome center, a public health office, a virtual clinic and a hospital.

More than 20 nursing faculty and academic staff and three cohorts of 77 accelerated nursing students have avatars; hold class sessions, faculty/student office hours and synchronous chats; and utilize the public health department for class exercises.



STUDENT AVATARS AT VIRTUAL MEDICAL CLINIC INTERVIEW A PATIENT.

Current exercises in the public health department include a module in which the student learns the role of the sanitarian. They use a checklist to inspect restaurants and bars in Second Life. They also are able to view a video of an interview with a sanitarian. Another module introduces them to the Women, Infants and Children program.

The College of Nursing will continue to enhance the public health department. Future Second Life lessons related to public health include disaster planning, bioterrorism scenarios, evacuations, community assessment, windshield surveys, fund-raising, health education

and other activities suggested by public health nurses and students. The possibilities are limitless because of the resources that exist in the virtual world Second Life.

Standardized patient avatars are introduced in the online health assessment course. Among the "patients" are a 78-year old Caucasian woman with congestive heart failure, a 61-year-old Caucasian male smoker with a myocardial infarction, a 48-year-old Hmong woman with kidney failure, a 26-year-old Hispanic male with a urinary tract infection and a 19-year-old college student with a tooth abscess. Students interview the

standardized patient avatars; faculty play the patients, reading from scripts and using a health history form.

Many nursing students say that they learn best when they actually "do something," which indicates that they often prefer experiential learning. Virtual environments offer many advantages for nursing education: The clinical environment can be realistically simulated. There is the opportunity to practice repeatedly without harm to patients. Rare but life-threatening patient situations can be simulated. Active learning takes place. Immediate feedback can be given for both correct and incorrect actions. Errors can be corrected, and consistent experiences can be reproduced for all students.

This project is important because it introduces faculty and students to immersive education technology. This technology will revolutionize education and will meet the needs of the media-savvy generations to come. It also will provide virtual experiences that nursing students may encounter in the clinical setting, which are high-risk and low-volume, thus enhancing safety in patient care. ■

College of Nursing opens virtual public health office

BONNIE SCHMIDT, RN, MSN, CNE

Imagine being able to inspect restaurants, experience life in Camp Darfur and meet people with disabilities who gather to support each other. All of this is possible in Second Life.

Second Life is an online, three-dimensional world that allows multiple users to interact, communicate and learn. Many universities offer activities in Second Life. Through a HRSA grant, the University of Wisconsin Oshkosh College of Nursing purchased an island in this virtual world. Among other buildings and activities, a Public Health Office soon emerged.

While Community Nursing is a required nursing course, not all students have a traditional public health experience. Even when experiences in public health departments are available to students, not all students have opportunities to see and do everything this Second Life Public Health Office offers. Therefore, this experience is designed to supplement, not replace, actual clinical activities. The purpose of the Second Life Public Health Office is to familiarize nursing students with the roles of public health nurses and the essential services of public health.

Second Life activities for students include sanitarian visits to virtual restaurants and pubs; a Women, Infants and Children's program interview; an in-world support group and a social justice activity that brings attention to global health concerns. Another project being developed involves influenza preparedness and prevention of pandemics.

Stay tuned as we grow and learn in Second Life!

Second Life offers virtual office hours

Every professor understands the need to be available for questions and discussions with his or her students. Online instructors often find this to be a challenge. How can they be available to their students?

Phone calls are an option but do not hold the same personal touch as face-to-face office hours. E-mail works, but again, the personal touch is lost. Faculty in the Accel program struggled with this for several cohorts, but finally with the introduction of Second Life to the program, they were able to find a way to touch base with students on a one-to-one basis or to answer questions for a group meeting.

During the first course of the program several cohorts ago, the struggle to communicate with students came to a head. Students in this course are introduced to "nursing" language and often have questions about the proper technique to formulate nursing

diagnoses that they will need to use throughout the rest of the program. In past cohorts, questions were answered via e-mail, phone calls or comments in the "dropbox" in the course. These discussions neither seemed to satisfy the questions asked nor met the needs for the student body as a whole.

In May 2008, virtual office hours utilizing the Second Life virtual world were introduced. Students were invited to attend open office hours to discuss nursing diagnosis questions with the professor. They met in the "amphitheatre" on Second Life's Tecne Island, which could accommodate a large group of people. Thirteen of the 26 students in the course took part in

"office hours," and a lively discussion and question-and-answer session followed.

Feedback from the students was very positive. All agreed they felt more of a connection to both their fellow students as well as to their professor. Office hours continue in many classes both as group meetings and as individual sessions. Several faculty members have "private offices" on the Island and others meet at the reproduced Pollock House or at other locations on Tecne Island.

Virtual office hours allow users to be anywhere in the world where a high-speed Internet connection is available. ■

— DAWN POPE, RN, MSN
INSTRUCTIONAL ACADEMIC STAFF



Second Life offers standardized virtual patients

The ACCErated Second Degree BSN program has a new addition to its online Health Assessment course: Students are using standardized patients to perform a health history.

A standardized patient is a carefully trained patient who takes on the characteristics of a real patient, providing an opportunity for a student to learn or to be evaluated on skills firsthand.

But course instructor Jennifer Galbraith Thyes put a twist on the use of standardized patients; these patients are unique because they are available only through the immersive learning technology of Second Life. The student enters the world of Second Life and meets his or her patient avatar at the Virtual Medical Clinic. The patient avatar is then interviewed by the student avatar to collect a health history. The health history is quite extensive, and the student seeks out information about medical history, medication usage, allergies and even questions specific to family history; this encounter lasts about 90 minutes. The patient avatar's health history is scripted so the nursing faculty member is able to provide consistent information specific to each patient. The assignment is completed when the student documents the findings.

The Virtual Medical Clinic can be toured at <http://slurl.com/secondlife/Wisconsin%20Tecne%20II/193/28/42>.

— JENNIFER THYES, RN, MSN
INSTRUCTIONAL ACADEMIC STAFF

Second Life provides a variety of health information services

DEBRA DUNCAN, MA
SECOND LIFE COORDINATOR

Second Life provides a culturally rich, virtual environment for providing outreach services to virtual medical communities; health training and information for its residents; links to consumer health resources; and one-on-one support. Highlighted below are just a few locations in Second Life that include health or healthcare information and resources.

HealthInfo Island

According to Gartner Research Group, while 80 percent of Internet users are expected to engage in some form of virtual world activity by 2011, librarians already are there. HealthInfo Island is a Second Life resource that contains medical and consumer health libraries staffed by avatars who are health science librarians in real life. They provide reference services, virtual displays and factual health resources to those who visit, including the Path of Support, which illustrates graphically the overwhelming number of health support groups there are in Second Life.

<http://slurl.com/secondlife/Healthinfo%20Island/128/128/0>

Second Health Campus by Imperial College

Working in conjunction with the United Kingdom's National Physical Laboratory, Imperial College London has created a virtual hospital in Second Life and a series of "machinima" documentary films that describe what healthcare of the future could look like. Their aim is to help patients and clinicians visualize pathways through complex medical procedures.

<http://slurl.com/secondlife/Imperial%20College%20London/150/86/27>

Virtual Ability

Virtual Ability Inc. is a non-profit corporation based in Denver, Colo., dedicated to helping bring people with a wide range of physical and mental disabilities into virtual worlds like Second Life and providing them with a supportive environment once there. Created from a grant awarded by the Greater Midwest Region/National Library of Medicine, the Virtual Ability Island provides consumer health information and training to people with disabilities and chronic illnesses. Staff can conduct an individualized skills assessment, refer clients for help with assistive hardware and software as appropriate, and provide customized training and orientation.

<http://slurl.com/secondlife/Virtual%20Ability/132/165/25>



VIRTUAL ABILITY ISLAND

The Wellness Center

The Wellness Center utilizes an integrative approach that focuses on confidential person-centered services guided by qualified real-life professional therapists, experienced in both real-life and Second Life counseling. They can provide consultations in areas such as relationship issues, self-esteem, stress management and grief counseling.

<http://slurl.com/secondlife/Wellness%20Island/139/53/25>

Virtual Hallucinations

Schizophrenia is a severely disabling brain disorder that contributes to chronic problems with behavior and emotion. It is difficult for those who do not suffer the disease to understand what an actual victim experiences. The Virtual Hallucinations project, sponsored by the University of California-Davis, strives to educate people about this mental illness. They have developed a clinic building based on the hallucinations of two specific people with schizophrenia who were interviewed in detail and gave feedback on early designs for the hallucinations. While the hallucinations are not attractive, they fairly accurately reproduce these patients' experiences.

<http://slurl.com/secondlife/sedig/26/45/21>

international



NURSING STUDENTS CRYSTAL PETRI AND EMILY FEEDAR EXAMINE AN INFANT.

New clinical provides community nursing experience in India

PATTI VANDERLOOP, MSN

While the University of Wisconsin Oshkosh College of Nursing has had a long relationship with International Touring, offering trips to Europe and India for elective credit, the College of Nursing offered its first “core” nursing class in an international setting, in fall 2007.

Clinical: Community Nursing allowed one section of students to travel to India from December to January for a three-credit clinical. Eight students and clinical assistant professor Patti VanderLoop, MSN piloted the course. The required hours and course objectives remained the same as those at a county or public health agency in Wisconsin. The project requirements remained constant, but the focus was on an unfamiliar population — Chennai Indians near the University of Sri Ramachandra.

Nursing students in the United States typically are challenged by the technology of the profession. In India, students took a step back and learned — or re-learned — the “old fashion” ways of evaluating urine specimens with test tubes, reagents and “spirit” burners. They used mercury thermometers. They assessed fetal heart beats with a primitive trumpet-like instrument. They sat on the floors in homes to do family interviews. They used paper and pens to write their findings. The library offered a limited number of books and journals for research purposes but no “search engine” to locate particular topics. They walked through puddles to go to the clinics. Yet all of these activities made them feel like “real nurses.”

“We hope we left a positive mark on the community of Chennai,” said VanderLoop. “We are sure that we will never forget the impact of this experience on our personal and professional lives as caring and scholarly nurses. I offer special thanks and recall fond memories of Maria Eiden, Liz Haskey, Trisha Rivet, Lindsay Bridich, Carol Veltus, Emily Feedar, Jennifer Helgesen and Crystal Petrie.” ■



ABOVE: NURSING STUDENTS JENNIFER HELGESEN AND LIZ HASKEY TAKE A PATIENT'S BLOOD PRESSURE. ABOVE RIGHT: JENNIFER HELGESEN COLLECTS A FAMILY HEALTH HISTORY. BELOW: STUDENTS LIZ HASKEY AND JENNIFER HELGESEN ASSIST WITH INTAKE AT A RURAL CLINIC.



JUDITH WESTPHAL, RN, PH.D.; JAYA JAMBUNATHAN, RN, PH.D.; ROXANA HUEBSCHER, RN, PH.D.; LEONA DEMPSEY, RN, PH.D.; STEPHANIE STEWART, RN, PH.D.; SHARON CHAPPY, RN, PH.D.; SUZANNE MARNOCHA, RN, PH.D.; AND MARY ELLEN WURZBACH, RN, PH.D.

Advancing the Science of Nursing through Technology

JAYA JAMBUNATHAN, RN, PH.D.
DIRECTOR OF RESEARCH AND EVALUATION

This issue of *CONtact* highlights and emphasizes the use of technology at the University of Wisconsin Oshkosh, College of Nursing (CON). This is further supported by the American Association of Colleges of Nursing (AACN), which states that the use of technology in nursing education can enhance the profession's ability to educate nurses for practice, prepare future nurse educators and advance nursing science (AACN, 200). At UW Oshkosh, faculty and Instructional Academic Staff (IAS) use both technology and traditional modes of teaching. The use of various modalities to impart knowledge enables them to gather more evidence to support the teaching of critical concepts and competencies espoused by AACN. As educators, practitioners or students, we are aware that any continued advancement of healthcare practice depends on our knowledge of the evidence, which is the scientific basis of our care. A listing of the CON faculty/IAS accomplishments below attests to our involvement in advancing the science of nursing.

Appointments

- Chappy, S.** Chairperson, AORN Nursing Practice Committee 2008-2009.
- Huebscher, R.** Affinity Health System, Institutional Review Board (3-year term).
- Jambunathan, J.** Affinity Health System, Institutional Review Board (3-year term).
- Jambunathan, J.** Member, International Advisory Board, *Prism's Nursing Practice* journal (3-year term).
- Udlis, K. A.** Board of Directors, Nurses Foundation of Wisconsin (3-year term).
- Westphal, J. A.** Fox Valley Technical College, Institutional Review Board (3-year term).

2008 Awards

- Basler, J.** *Excellence in Nursing Education*. Wisconsin Nursing Association (WNA).
- Jambunathan, J.** Rosebush Professorship. University of Wisconsin Oshkosh.

2008 Publications

- Dempsey, L. F.** (2008). Connections and Lingering Presence as Co-created Art. *Nursing Science Quarterly*, 21, 311-314.
- Mattioli, J., Repinski, R. and Chappy, S.** (2008). The meaning of hope and social support in patients receiving chemotherapy. *Oncology Nursing Forum*, 35, 822-829.
- Motquin, T. and Jambunathan, J.** (2008). The relationship between physical activity and obesity in children. *Prism's Nursing Practice*, 3(3), 101-108.
- Udlis, K. A.** (2008). Preceptorship in Undergraduate Nursing Education: An Integrative Review. *Journal of Nursing Education*, 47(1), p. 20-29.
- Boldra, J., Landin, C., Repta, K., Westphal, J. and Winistorfer, W.** (2008). *The Value of Leadership Development through Mentoring*. *Health Progress* 89(4), 33-36.
- Wurzbach, M. E.** (2008). *Moral Certainty, Moral Uncertainty, and Moral Regret: Theoretical Perspectives*. In W. Pinch and A. Haddad (Eds.) *Nursing and Healthcare Ethics: A Legacy and a Vision*. Washington, D.C.: American Nurses Association.
- Wurzbach, M. E.** (2008). Risk, Trust, Informed Consent and Healthcare. *Journal of Legal Medicine*, 10(1), 32-40.

2008 Poster/Paper Presentations

- Chappy, S.** *AORN Standards: Why the Matter to Patients*. Presented at the AORN National Congress, Anaheim, Calif.
- Jambunathan, J. and Pope, D.** *Openness to Other Cultures: Empowering Nursing through Provision of Cross-Cultural Care*. Fourth International Nursing Conference, Chennai, India.

- Jambunathan, J., Roetzer, A. and Marnocha, S.** *The Impact of Perceived Self-Efficacy, Outcome Expectations, and Social Engagement in Older Adult*. Nursing Research at the Crossroads of Global Health. 32nd Midwest Nursing Research Society, Indianapolis, Ind.
- Marnocha, S.** *Stress and Coping of Older Female Spouses of CABG Patients*. 15th-annual Getting to the Heart of the Matter, Mayo Clinic, Rochester, Minn.
- Marnocha, S.** *Innovations in Teaching Nursing Research*. Poster presentation, AACN Baccalaureate Nursing Education Conference, San Antonio, Texas.

- Schmidt, B. and Thyes, J.** *Teaching in Second Life via a Public Health Department*. AACN Baccalaureate Nursing Education Conference, San Antonio, Texas.

- Stewart, S., Pope, D. and Clark, S.** *ACCEL Accelerated Online Bachelors Degree to BSN Program Partnerships with Healthcare Agencies: Ensuring Well-Prepared New BSN Graduates*. Nursing Economics Conference, Scottsdale, Ariz.

- Stewart, S., Scheibel, P., Brennan, P., Nehls, N., Block, D., Jansen, D., and Scalzo, L.** *We Connect with You: Telehealth in Nursing Education*, 14th Sloan-C International Conference on Online Learning, Orlando, Fla.

- Stewart, S.** *UW Oshkosh TECNE Second Life Overview*. TECNE Grant Workshop ACUG, Oshkosh, Wis.

- Stewart, S., Thyes, J. and Schmidt, B.** *Using Second Life to Create a Community Health Experience*. LEAP Regional meeting, Appleton, Wis.

- Stewart, S.** *High Tech Nursing Education — The Future is Here: On-line Accelerated Bachelors Degree to BSN for People with Bachelors Degrees in Another Field*. State Board of Arizona, Phoenix, Ariz.

- Stewart, S., Schmidt, B., Thyes, J. and Pope, D.** *Using Second Life to Enhance An Accelerated Bachelor's Degree to BSN*. Sloan-C Conference, Ariz.

- Stewart, S.** *Nursing Education for the Future, Simulation, Virtual Reality and Immersive Education*. Presentation at the Himalayan Hospital Institute Trust, Dehradun, India.

- Stewart, S.** *Nursing Education for the Future, Simulation, Virtual Reality and Immersive Education*. Fourth International Nursing Conference, Chennai, India.

- Westphal, J. A.** (October 2008), *The Effect of Workforce Shortages on Nurse Leader Positions in U.S. Hospitals*. Poster presentation at the 2008 Wisconsin Nurses Association/Wisconsin Student Nurse Association Annual Meeting and Conference.

2008 Presentations

- Wurzbach, M. E.** *Treatment Trials — The Need for an End-of-life Policy*. *Nursing Ethics and Healthcare Policy: Bridging Local, National and International Perspectives*. The International Centre for Nursing Ethics, Yale University, July 17–19.

- Wurzbach, M. E.** *Is Principlism an Adequate Foundation for Nursing Ethics?* Presented at Boston College, September 24, 2008 for the 12th Annual International Nursing Philosophy Conference. ■



Collaborative wiki improves agency and student experiences in the community

Public health nurses have been working with nursing students for decades, introducing them to the unique aspects of nursing in communities. Area community health agencies have had students nearly year-round to accommodate students needing community nursing placement. In exchange, community agencies benefit from the students' efforts on a semester-long project in which students address health needs that the health agency identified.

"Students really keep us on our toes and provide the community with valuable interventions to improve health while they help us address health needs in the community," said Lois Gruetzmacher, nursing supervisor at Outagamie County Division of Public Health. "Projects, such as promoting testing well water for contaminants like arsenic and working to reduce underage drinking, have provided important contributions to our agency. Our challenge is making sure we have suitable projects for the students each semester."

This challenge was identified as a common concern in community agencies. This

concern is being addressed by NEW LEAP*, a unique collaboration of area nursing faculty (UW Oshkosh, UW-Green Bay, Bellin College of Nursing and Marian University) and practice partners from nearly all area public health agencies. The purpose of the group is to address the learning needs of students and new public health nurses.

After problem solving, the group decided to use new "wiki" technology to share information about projects completed each semester by the students. A wiki was created to allow partners to share information and even allow a project to continue from semester to semester as students work toward agency goals. A wiki is a web site that allows partners to add and edit information in real time. Through this process, faculty and agency nurses have discovered a tool that can share information from all the nursing programs and between semesters. The faculty or students add the project information at the end of the semester. In this posting on the wiki, the faculty or students reveal the project summary, including barriers encountered and successes. This immediately makes the knowledge and

JILL COLLIER, DNSc, APRN PHCNS

potential source of resources for students available to agencies, faculty and students who are looking for projects.

"It is a wonderful way to share information about projects and should help improve the clinical experience for student nurses and improve the process for the community agencies," said Stephanie Stewart, UW Oshkosh faculty and a NEW LEAP participant. "It is an example of how technology is improving nursing education and increase the quality of community service our students can provide."

Improved experiences for agencies and students are benefits of the NEW LEAP project and the wiki. To access the wiki go to http://idea.uwosh.edu/newleapwiki/index.php/NEWLEAP_Wiki_-_Public_Health_Nursing_Student_Projects:Community_Portal.

* NEW LEAP is part of Wisconsin LEAP, a grant funded by HRSA (Project #D11HP07731), a three-year grant to Susan Zahner, DrPH of UW-Madison. ■

Students trained on electronic medical records

To improve quality and decrease errors in healthcare settings, the Institute of Medicine recommended in 2004 the use of electronic medical records for patients.

Electronic medical records provide a common data source for the interdisciplinary healthcare team. To fully simulate the use of computers seen in the clinical settings, students need to utilize electronic medical records during interactions in the lab.

Elsevier's SLS program provides patient electronic medical records based on the medical-surgical textbook used in the College of Nursing (CON). As part of the TECNE grant, the site license for the first year is being provided to the faculty and students at UW Oshkosh in 2009.

The site license will allow faculty full access to SLS information, such as patient history, physician orders, medication records and simulation scenarios. The scenarios are modifiable and able to be utilized with the mannequins already in the CON labs. Because there is little development time needed, faculty will be able to focus their energy on implementation with the students.

The College is looking forward to utilizing this new product in our lab along with new headwalls, wireless computers and the mannequins to enhance the realism of the lab setting. ■

— JENNIFER BASLER, RN, MSN
INSTRUCTIONAL ACADEMIC STAFF



Students, faculty stay connected through technology

PAM MACWILLIAMS, MSN, APRN, BC

A couple of months ago my 11-year-old daughter commented as I was e-mailing a nursing student that e-mail was for "old people." She said I should text the student. She was kidding, but sometimes there is truth in humor.

The technology available for educators to communicate with their students has moved past the one-dimensional communication offered by e-mail. We have all experienced misunderstandings with students and colleagues because of difficulty "reading into" the emotional context of e-mail. In nursing, which values the holistic perspective, this lack of emotional context is a significant limitation.

The technology available for educators to communicate with their students has moved past the one-dimensional communication offered by e-mail.

Students' expectations regarding communication also have changed. Instant messaging has quickly replaced e-mail in the younger student population. The next generation of communication devices offers a menu of communication tools that should appeal to our entire nursing student demographic. A great example of these new communication tools is Skype.

Skype offers a form of e-mail, instant messaging, free calls through the Internet, video webcasting and the ability to create chats. For example, students discuss questions they have related to the accelerated pathophysiology class that I am facilitating. One question, which was limited in scope, was quickly answered with instant messaging. The other question was related to a complicated pathophysiology concept and we talked for about five minutes over the Internet. In both cases the students were provided with immediate and applicable communication and were able to move forward in their studies.

Skype also is being used to enhance patient care. As a nurse practitioner with Aurora Health Care, I am adopting Skype as a consultation tool. After observing Skype being used with nursing students, I quickly saw the potential within my practice. While attending a UW Oshkosh nurse practitioner program, I developed a close network of other practicing NPs. As new practitioners, we often would e-mail one another case studies, looking for feedback on our impressions and approach to diagnostics as a form of peer review.

Skype offered the perfect menu of communication options. The instant messaging feature allows the nurse practitioner group to discuss patient care issues in real time, offering instant peer review and immediate feedback. If one of the nurse practitioners encounters a patient care scenario that is complex, a text can be sent requesting a consult, and other group members can call when they have privacy and time. The video webcasting feature allows face-to-face contact with peers, offering a unique and potentially transforming interaction.

Technology sometimes is viewed as creating a chasm or disconnection between people, but in both nursing education and practice, it may offer a greater connection between nursing and their profession. ■



FRONT ROW: CHARLENE MESSENGER, BSN, RN; FRANCIS MEYER, RN; TRACY MONTE, LPN; AND SUSAN ASHTON, BSN, RN.
 BACK ROW: NARENDAR NAGPAL, RN, MSN, M.PHIL AND P.V. RAMACHANDRAN, RN, MSN (HONORARY NIGHTINGALE AWARDS FOR NURSING EDUCATION AND SERVICE); VICKY PARSONS, RN; JONATHAN KUEHN, BSN, RN; FRAN NELSON PHD, RN; MARY TAMBLIN, BSN, RN; AND SHERRI MCLAUGHLIN, RN.

Outstanding nurses honored with Nightingale Awards

The University of Wisconsin Oshkosh College of Nursing and its Board of Visitors celebrated the 16th-annual Nightingale Awards Dinner at Reeve Memorial Union in May. The Nightingale Award Program, established in 1993, recognizes and celebrates nurses' contributions to Wisconsin residents' healthcare. Honorees provide direct care with the selfless spirit of giving epitomized by Florence Nightingale, the founder of modern nursing. This year's Nightingale Award nominees included 27 nurses from throughout Wisconsin.

"Each of these individuals is exceptional," said Tom Veaser, chief nursing officer at Affinity Health Systems and the master of ceremonies for the celebration. "Combining intelligence, clinical skills and compassionate caring, each nurse affects the lives of his or her patients and families in a very special way."

College of Nursing alumni nominated for Nightingale Awards included **Susan Ashton, BSN '85**; **Kelly Calkins, BSN '01**; **Jonathan Kuehn, BSN '99**; **Fran Nelson, MSN '76**; and **Peggy Thielke, BSN '84**.

Nine nurses were selected as recipients of the prestigious Nightingale Award.

Susan Ashton, BSN, RN, works primarily with older adults providing case management, assessment, education and referral for the Winnebago County Health Department.

Jonathan Kuehn, BSN, RN, is an educator and pediatric nurse for Aspirus Hospital in Wausau.

Sherri McLaughlin, RN, works at Mercy Medical Center in the surgical department.

REBECCA CLEVELAND, MSN, RN
 COORDINATOR OF STUDENT ACADEMIC AFFAIRS

Francis Meyer, RN, is a private duty nurse for Professional Homecare Providers and has been a nurse for 50 years.

Tracy Monte, LPN, works with the Affinity Medical Group in the Diabetes, Nutrition, and Endocrine Center.

Fran Nelson, PhD, RN, is a family nurse practitioner who practices at the Nelson Family Clinic in Hilbert.

Vicky Parsons, RN, is a staff nurse at Berlin Memorial Hospital who works night shift on the medical surgical unit.

... I think one's feelings waste themselves in words, they ought all to be distilled into actions and into actions which bring results. —Florence Nightingale

Charlene Messenger, BSN, RN, is a nurse instructor at the Wisconsin Resource Center.

Mary Tamblin, BSN, RN, is an emergency department registered nurse with Ripon Medical Center. ■

Visit www.uwosh.edu/news/?p=944 to read more about the winners.

advancement news

Oshkosh students host dinner for cancer survivors

REBECCA RENNERT, BSN, RN

Cancer survivors gathered at the University of Wisconsin Oshkosh April 29 to support one another and celebrate life during an event sponsored by the Oshkosh Student Nurses' Association (OSNA).

"The intent of the dinner was to encourage cancer survivors to continue fighting because the survival rate for cancer patients has increased a great deal in the past 20 years and is continuing to increase," said Rebecca Rennert, president of the OSNA. "The dinner was not about sympathy; it was about love and support and the fact that no one should have to fight and survive cancer alone. It is a courageous and exhausting battle, and these survivors have fought it well."

Guest speakers were Karen Gremminger, MD, a board-certified medical oncologist at the Michael D. Wachtel Cancer Center at Mercy Medical Center; Rosemary Smith, dean of the UW Oshkosh College of Nursing; and Cindy Joyce, an active member of the American Cancer Society.

"The hard part sometimes is living visit to visit, with an intense relationship upfront, and you can guess from looking at the folks in this room who are in the midst of their intense relationship with those who are undergoing chemotherapy or radiation," Gremminger said.

Meanwhile, Smith shared her own cancer survival story and how it took place during two phases of her life.

Finally, Joyce shared, "When people find out that I am a cancer survivor, they often say to me, 'Wow, you don't look like you've had cancer.' I guess I don't look a certain way; I'm not sure what that is, but I guess it doesn't look like me." Having battled cancer twice in her life, Joyce told how one must survive with a smile and a positive outlook. "I think laughter is a key to your sanity, during treatment and after. In my opinion, if you can't laugh at yourself, well, then life would be pretty dull."

The dinner was made possible with the financial support of Best Buy, the American Cancer Society, the Fox Valley District Nurses' Association, the Oshkosh Student Nurses' Association, Sigma Theta Tau – International Honor Society of Nursing-Eta Pi Chapter, and the Wisconsin Student Nurses' Association. ■



CANCER SURVIVORS AND THEIR GUESTS SHARE THEIR EXPERIENCES AND CELEBRATE LIFE.



DEAN ROSEMARY SMITH, STUDENT REBECCA RENNERT AND GUEST SPEAKER CINDY JOYCE.



Outstanding Young Alumna

Michele Polfuss, BSN '96, was honored on October 17, 2008, with an Outstanding Young Alumni Award.

Polfuss is a certified pediatric nurse practitioner for the NEW KIDS Program, part of the Medical College of Wisconsin's

Department of Pediatric Gastroenterology and Nutrition in Milwaukee. The program promotes pediatric nutrition, exercise and weight management. In 2003, she authored a \$114,900 grant to address pediatric obesity and later developed a reliable, cost-effective program with the help of a multidisciplinary team. ■



Update from Advancement

COLLEEN HUSEBOE
ADVANCEMENT OFFICER

The college lost a dear friend on April 26, 2008, with the passing of retired faculty member Elizabeth "Betty" Bymers Regan. Betty was profiled in last year's CONtact magazine after she created an endowment to fund nursing scholarships. The Elizabeth A. Regan Scholarship Endowment will allow future generations of students to benefit from Betty's generosity as previous generations benefited from knowledge.

In August, the college mourned the passing of one of our newest alumni. Tracy Lloyd BSN '08 lost her battle with lung cancer on July 28, 2008. Like a true nurse, Tracy was thinking of how to help others until her last days. At Tracy's request, her husband Jason has created the Tracy A. Lloyd Memorial Scholarship to help non-traditional nursing students facing chronic illness.

Also during the summer, the college received word that the family of alumna Colleen Gibbons Daugherty BSN '06 had established an endowment in her memory at the Oshkosh Area Community Foundation. The Colleen Gibbons Daugherty Nursing Scholarship Fund will benefit a nursing student facing a chronic health condition.

The scholarships that the college awards each year would not be possible without the generosity of people like Betty, Tracy and Colleen. On behalf of future students who will benefit from their generosity, the college offers our sincere thanks. The college would also like to thank the alumni and friends who generously reply to our appeals. Your support is invaluable to the college as we continue on our mission: educating the nurses of tomorrow. ■

Aurora Health Care establishes endowment to support graduate education

Aurora Health Care has established a \$50,000 endowment for graduate education scholarships for the University of Wisconsin Oshkosh's College of Nursing. The gift is intended to decrease financial barriers for students seeking advanced degrees in nursing. The college currently offers an MSN degree with emphases in Nurse Educator, Clinical Nurse Leader, and Family and Adult Nurse Practitioner.

"We are grateful for Aurora's support of graduate nursing education," said Roxana Huebscher, director of the graduate program. "Today's graduate students are tomorrow's leaders in nursing education and in the workplace." ■

College of Nursing thanks Board of Visitors for their service

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Dean's Club Members are those who have given gifts of \$500 or more to the College of Nursing in a calendar year.

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Donor lists are accurate to the best of our ability. If you have questions or corrections, please contact Colleen Huseboe at (920) 424-3165 or huseboec@uwosh.edu. Dean's Club donors noted with ~.

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A page in history: Do you know these people? The University of Wisconsin Oshkosh Archives received a number of photos depicting the College of Nursing. Unfortunately, the identities of those photographed have been lost. If you know any of the nursing students in this photo, please share your knowledge by contacting us at archives@uwosh.edu. Visit us online at www.uwosh.edu/archives.



from the archives