



College of Nursing

SOUTH DAKOTA STATE UNIVERSITY

Fall 2014



**IMPACTING
DIVERSITY**
IN NURSING



Dear College of Nursing Alumni and Friends,

This academic year, we celebrate the 80th anniversary of nursing education at South Dakota State University! Throughout the fall and spring semesters, there are numerous events and activities planned to help us honor our students, alumni, supportive friends and partners, faculty (current and former), and dedicated staff members.

On April 10, 2015, the festivities will culminate in the 80th Anniversary Celebration, at which time, recipients of the College of Nursing Excellence Awards will be recognized. I invite you to nominate an outstanding graduate, faculty member or friend of the College of Nursing for this distinguished recognition. Nomination information is available later in this magazine and on the SDSU Alumni Association website, under the College of Nursing 80th celebration link.

Our long and dynamic history of nursing education at South Dakota State provides a firm foundation for the next 80 years, as we prepare future nurses to lead the profession and to assure quality and accessible health care in our state, region, nation and world.

Based on the dedicated planning already undertaken by the 80th anniversary planning committee of volunteer alumni, faculty, leaders and staff, we will host an amazing year of events and activities. These individuals share a passion for the first 80 years of nursing education at SDSU and all of its dynamic growth and impact. This group includes a steering committee and subcommittees focused on events, history, marketing/communications, honoring notable alumni faculty and friends, and building a legacy for the future of nursing at SDSU.

Committee Members:

- Roberta Olson—dean and professor emerita
- Carol Peterson—provost emerita and former College of Nursing dean and professor
- Sylvia Pickard—temporary instructor, College of Nursing
- Susan Rosen—RN Upward Mobility coordinator/academic adviser, College of Nursing
- Laura Jacobs—academic counselor, College of Nursing
- Amanda Mitchell—assistant to the dean, College Nursing
- Stacey Tait-Goodale—development director, College of Nursing
- Annie Hanson—alumni relations director
- Mike Lockrem—director of University Marketing and Communications
- Heather Costello—academic event coordinator

We hope that you, your family and your friends will join the SDSU College of Nursing in celebrating our past and future contributions to nursing and health care by participating in any of our celebration events throughout the year. Please check the College of Nursing website for the latest opportunities to join us, updates from your classmates and many wonderful photos!

If you have any questions or comments about the 80th-year celebration and events, please contact me or Amanda.Mitchell@sdstate.edu or 605-688-6064.

This issue of the College of Nursing magazine celebrates the dedicated work of the College of Nursing in impacting diversity of the nursing workforce. Enjoy reading about the challenges and rewards of our diverse students and alumni. We ask for your support of this very important work!

With warm regards,

Nancy Fahrenwald, Ph.D., RN, APHN-BC
Dean and Professor
SDSU College of Nursing (BS, '83)

College of Nursing

SOUTH DAKOTA STATE UNIVERSITY

Fall 2014

Cover photo:

Kendra Lone Elk '93 is an example of how the College of Nursing has impacted the health-care workforce in the state. Recently promoted to be the health administrator of the Oglala Sioux Tribe Health Administration, Lone Elk showed great perseverance in her pursuit of a scholarship to receive her bachelor's degree.

The College of Nursing

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Michelle Rystrom (left) and Mabel Fosu work with a baby simulator at the South Dakota State College of Nursing's Aberdeen campus.

STUDENTS

Clarice Kills Pretty Enemy

It starts with believing: doctor of philosophy nursing student breaks the glass ceiling



For Clarice Kills Pretty Enemy, taking risks and believing in herself paved the path to where she is today—SDSU’s doctorate of philosophy program in nursing.

The journey hasn’t been easy for the 50-year-old mother of two, but a positive attitude and guidance from a few key mentors have allowed her to pursue the education of which she’s always dreamed.

Kills Pretty Enemy grew up in Bullhead on the Standing Rock Sioux Reservation in north central South Dakota. The reservation is the largest in the state and expands into the southern North Dakota.

“My mom never had the chance to finish high school or go to college, but she knew the value of education,” said Kills Pretty Enemy. “She would say, ‘if you want to go places in the world, you need to get an education first.’ She really instilled that in my whole family.”

Growing up, Kills Pretty Enemy said the education system on the reservation was not good. However, a high school English teacher sparked a will to succeed within her. “Mrs. Hanke was her name,” said Kills Pretty Enemy. “I would go to her with questions after class, and she encouraged me to come in whenever I felt like I needed to talk.”

Kills Pretty Enemy found herself talking to Hanke often and looked up to her as a mentor. With Hanke’s encouragement, Kills Pretty Enemy enrolled in college prep courses with only a few others. “It was exciting because I knew I was going to college after high school,” said Kills Pretty Enemy. “I will never forget her.”

After graduating high school, Kills Pretty Enemy was selected to attend an Indians Into Medicine, or INMED,[™] summer institute on

scholarship. The program, held at the University of North Dakota, offers assistance to American Indian students aspiring to work in health care.

She was one of only 10 selected for the annual institute, which focused on math and science education. “My sister was a nurse, and I knew I wanted to do something in the medical field,” said Kills Pretty Enemy. “So, the institute was backing up my dreams.

“The INMED staff really believed in me. As I look back, they were an amazing source of support away from home.”

Pursuing bachelor’s degree

Kills Pretty Enemy’s experience at the institute inspired her to seek a bachelor’s degree from UND in fall 1982.

But, for Kills Pretty Enemy, moving from the small Bullhead community to Grand Forks, North Dakota, was a huge transition.

She found comfort with counselors and support staff. “They told me I was doing well,” she said. “And I worked hard for my grades. I wasn’t sure where my hard work would take me. I just knew I didn’t want to go back to the reservation.”

While at UND, Kills Pretty Enemy became especially interested in research. “Sometimes I hung out in the periodical section and just read,” she said. “I know I wasn’t supposed to be in there reading, but research was interesting to me.”

Fresh into Kills Pretty Enemy’s college education, family tragedy set her back. “My mother passed away in 1983, then my younger brother passed in 1985,” she said. “It was really, really tough on me.”

Kills Pretty Enemy decided taking a break from school was in her best

interest. She also knew once she was ready to return, the INMED staff would welcome her.

Kills Pretty Enemy said her father's support helped her return to UND in 1986.

"I didn't believe in myself at the time," said Kills Pretty Enemy. "Confidence was something I didn't have."

Through an INMED counselor, Kills Pretty Enemy slowly started to rebuild her confidence. "My counselor used to say to me, 'someone doesn't believe in herself. We have got to believe in ourselves,'" said Kills Pretty Enemy. "And I struggled, but every time I made it through another semester, I gained more and confidence."

Kills Pretty Enemy said once she was into the nursing curriculum, she had to catch up with her peers. "I didn't notice how bad my high school education was until about my junior year of nursing school," she said. "I had catching up to do in all subjects, but particularly math and science."

Kills Pretty Enemy persisted, and graduated with her Bachelor of Nursing degree in 1991. She was required to work for an Indian Health Services medical facility, paying back each of the four years she received IHS tuition assistance.

A risk taker

She began working as a medical surgical nurse in Fort Yates, N.D., which is part of the Standing Rock Sioux Reservation.

Kills Pretty Enemy said it was difficult being back home and having an education. "I don't know how to explain it," said Kills Pretty Enemy. "But once I came back to the reservation with an education, I felt like I was seen differently ... I guess I saw things differently, too."

During her four years in Fort Yates, she got married and had two sons. In 1995, Kills Pretty Enemy was offered a one-year public health internship at the IHS Hospital in Rapid City, and didn't hesitate.

"I am a risk taker," she said. "Even though I was going from a full-time, steady job to a somewhat unsteady one-year job, I knew I would figure out a way to make it work."

Her hard work paid off, and after one year, Kills Pretty Enemy was offered a public health nurse position—created after two people left their positions in the department. For the next six years, Kills Pretty Enemy provided public health education and immunizations in clinics and schools and, "got to know the Rapid City community very well."

In 2002, Kills Pretty Enemy was presented the opportunity to work as a diabetic nurse specialist for the Aberdeen Area Indian Health Services, where she stayed for two and a half years. After that, Kills Pretty Enemy's path led her to work in another diabetic program for the Ojibwe tribe at the Mille Lacs Health System Family Clinic in Onamia, Minnesota—90 miles north of the Twin Cities.

There, she worked alongside many University of Minnesota, Twin Cities, students completing medical internships. "Those research students really sparked my interest in that aspect of the medical field," said Kills Pretty Enemy.

Kills Pretty Enemy decided to act on inspired thought, and enrolled in Minnesota's master of public health nursing program.

Toward the end of the program, Kills Pretty Enemy started working as a traveling nurse in South Dakota. On the weekends, she worked in the emergency room for the critical access hospital in Martin.

"Our family needed my income," she said, noting that the hospital accommodated her difficult schedule.

After earning her master's in 2010, Kills Pretty Enemy had to complete IHS payback in direct care in Rapid City. At the time, there were no supervisory positions available, so Kills Pretty Enemy worked in the ER at Sioux San Hospital for a year and a half before she started looking for supervisory positions.

In January 2012, Kills Pretty Enemy found the position she was looking for at Wanblee Health Center on the Pine Ridge Reservation.

Still taking chances

After a year working as a nurse supervisor, Kills Pretty Enemy, being a risk taker, had the itch to learn more. She wanted to see all nursing had to offer. In September 2013, Kills Pretty Enemy began the SDSU Ph.D. program in nursing.

Now, the pursuit of her doctorate drives her.

"This is an opportunity," said Kills Pretty Enemy. "My interest is in health disparities, and attending strong research universities has inspired me to keep going."

Kills Pretty Enemy just began her course work toward her degree. Everyday she makes the 90-minute drive from her Rapid City home to work in Wanblee. She participates in video lectures and online courses to keep in touch with East River professors located in Brookings and Sioux Falls.

After graduation, Kills Pretty Enemy isn't exactly sure where she wants her degree to take her. "I'd like to teach somewhere down the road," she said. "I know the clinical aspect is important, and I like the evidence-based trend that's happening."

Kills Pretty Enemy's road has been challenging, yet rewarding, and her family has picked up on her motivation.

"My two sons, Ben and Brian, have goals," she said. "It's interesting to listen to them. Ben (a freshman at the South Dakota School of Mines and Technology) wants to be a computer engineer, and already knows what he wants to invent. And Brian (finishing up with senior courses) wants to be a doctor, and go into the Navy.

"I'd like to think my persistence to keep learning has instilled a sense of encouragement and determination in my boys ... I think it has."

Karissa Kuhle

STUDENTS

Joy Schumacher

Childhood in Afghanistan gives Schumacher world view



Whether she's walking through the streets of Kabul or down the corridor in Wagner Hall, senior nursing student Joy Schumacher feels at home. She slips from English to Dari, the language of Afghanistan, effortlessly and interacts with students from India, Pakistan and Iran as though they were long-lost relatives.

"I loved growing up in Afghanistan," said the outgoing 21-year-old. "I have such a passion for international things now. My world window is very big."

Though Joy was born in Denver, she spent the majority of her life in Kabul.

Making a natural choice

Coming to nursing school at SDSU was a natural for Joy. Her mother Debby is a nurse, and her father Owen earned a bachelor's degree in agricultural engineering from State in 1977.

Joy's parents worked for a nongovernmental aid agency called International Assistance Mission in Afghanistan. Owen helped develop water turbines that harness mountain streams to produce electricity for remote Afghan villages. He started a private Afghan company, Remote HydroLight, to continue the work and to sell the power-generating equipment to other countries.

Debby taught Afghan women well-baby care and trained nurses on a labor and delivery unit through UNICEF.

"I learned growing up what an incredible influence you can be on a person's life," Joy

said, recalling how her mother encouraged breast-feeding among Afghan women to promote infant health.

Though her father encouraged her to consider SDSU, Joy explained that she appreciates the program's emphasis on patient care and its dedicated faculty. She spent this past summer doing an internship at Sanford Health in Sioux Falls.

Living in Afghanistan

Unlike those who work for larger organizations and live in communities with security guards, the Schumachers and other International Assistance Mission aid workers lived in standard houses scattered throughout Kabul and did not use armed guards as security escorts.

Joy grew up knowing the native language, because her playmates were Afghan. She has three siblings—sister Grace, 19, and brothers Wesley, 15, and Jeremy, 12. In summer 2013 after more than 20 years in Afghanistan, the Schumacher family moved back to Aurora, Colorado, to be near Joy's maternal grandparents.

Embracing world view

At SDSU, Joy was delighted to find a large international community. Through connections with her international friends, she participates in celebrations, including dancing to Indian music at International Night.

In Brookings, she's experienced what she calls "the neighborliness of the Midwest," something that also reminds her of

Afghanistan. The concept of hospitality is one of the most compelling aspects of Middle Eastern culture.

"Being a guest is like being a king or queen," Joy said. "They will kill their only chicken for you. You will eat before their children eat. They will do everything to make you feel welcome, accepted and happy."

"I have a love for both countries—America and Afghanistan," Joy added.

Looking toward the future, Joy said she hopes one day to care for patients in underserved countries, but first she needs some experience. "The more I learn, the more I need to know," she said. "Willingness to learn is an important part of being a nurse."

Her international perspective has taught her how very different health care is in other countries. "Even though in health care there is a right way to do it, I have to be sensitive about a person's culture," Joy said. "Living overseas had given me a passion and heart for those in underdeveloped countries."

Christie Delfanian

Below, from left: Joy Schumacher, now an SDSU nursing student, poses on a street in Kabul in December 2010.

The separation of men and women is obvious in this photo of Joy's father Owen Schumacher, center, with his arm around his supervisor, daughter Joy and wife Debby. The men on the left work in Owen's business, Remote HydroLight, which makes water turbines that are placed in streams to provide electricity to mountain villages.

Debby and Joy read stories at the Afghan orphanage, where Joy volunteered while in high school.



Beverly Grimshaw

Passion for others powers her drive



The passion Beverly Grimshaw '07 shows to her patients might be a trait inherited from her grandmother.

Grimshaw's grandmother, Wilma Whipple, raised her and taught her how to show compassion toward others. The Rosebud Sioux Tribe Head Start Program honored Whipple by naming its Wilma Whipple Classroom in her honor.

"She taught me to serve our people as she was really involved with the community," said Grimshaw, noting her father, Bill, also raised her. "She was a teacher for many years and just cared for people—she gave that to me. I'm very proud, very honored to be serving my people as a nurse."

That attention has been noticed.

"Like many native nurses, her selfless dedication to her community and her

desire to make a contribution will affect many more lives than she will ever know," said Susan Rosen, the College of Nursing's RN Upward Mobility coordinator/academic adviser.

Grimshaw tried to follow in Whipple's footsteps as a teacher. However, that did not work out.

She quickly adjusted to nursing and was in the second-ever class of the Mitchell Technical Institute's medical assistant program. However, she was unable to find work as medical assistant so she entered Dakota Wesleyan's nursing program.

"I realized I wanted to work in the health-care setting but have more responsibility for complete care of the patient," said Grimshaw, who is originally from Two Strike but now calls Rapid City home. "My passion was helping the patient."

In addition to that passion, her husband, Nick, and their two young sons at the time helped keep her going. She also thanks her mother, Robin, and stepmother, Denita, for their help in allowing her to get her degrees.

Forever thankful for opportunity

She completed an associate degree at Dakota Wesleyan and returned to Rosebud, working in various roles such as a school nurse for the Rosebud Sioux Tribe Head Start Program, diabetes educator for the Tribal Diabetes Program, outpatient clinic for Indian Health Service and public health nursing. When working with the tribal program, she became aware of South Dakota State's RN Upward Mobility Program as well as the Wokunze program.

"It was a terrific program," said Grimshaw. "I was so fortunate. I really wanted to get my bachelor's. I was working and going to school part time, and someone mentioned to me that there was a Wokunze program.

"It was invaluable. I couldn't have done it without the program, especially without the staff support," she continued. "The RN Upward Mobility program is online, and it takes a special person to be disciplined and get through those classes. I'm so thankful

for the support and what the program did for me. It was a great opportunity I'm forever thankful for."

Rosen remembers dedication.

"As a RN Upward Mobility student, Beverly or Buffy, as we called her, was a quiet, determined woman, who was also a full-time nurse, patient advocate, patient resource, wife, mother and student," said Rosen. "Buffy quietly and steadfastly worked toward the baccalaureate degree, as she knew this would allow access to leadership positions in the care of patients with diabetes."

Grimshaw, a mother of four, currently works as the ancillary services director at the Indian Health Service's Rapid City Service Unit, more commonly known as Sioux San.

Now inspired by son

She still thinks about going back to school. Her oldest, Mason, left this past summer for the Massachusetts Institute of Technology. Despite having three other children at home ranging from 5 to 16, Grimshaw said seeing Mason start college has her thinking about what is next for her.

"I really am interested in advanced practice nursing," she said. "I also started taking classes for an MBA but really want to pursue an advanced nursing degree. I'm looking at different programs."

Regardless of what program she chooses, Grimshaw knows what she wants to do.

"If one's passion is to help people, there's no better profession than being a nurse," Grimshaw said. "I admire all nurses, it's not easy. I admire all of my colleagues for where they are in their careers and obtaining their licenses.

"I've always worked with the Native American population since I became a nurse," she continued. "I want to retire doing the same."

Matt Schmidt

Renay Silva Youpee

'I'm here for the patients'



Renay Silva Youpee '07 always knew she would have a career that allowed her to help others. Nursing most certainly fits that bill, but it wasn't her first career.

Silva Youpee earned a bachelor's degree in sociology and human services, an associate of arts degree in social services and alcohol and drug studies, and a master's degree in leadership and management—all from Oglala Lakota College in Kyle.

With those degrees, she found herself working in health education. Whether it was working with children in the Head Start program, postpartum mothers in the Healthy Start program, or with at-risk diabetes patients through Indian Health Service—Silva Youpee's work in human services gravitated toward health.

"I really liked working in these health-related areas, so I decided to look into different nursing programs in the state," said Silva Youpee, who grew up in Rapid City.

Silva Youpee attended OLC for two years to earn her prerequisites, and then entered SDSU's West River College of Nursing program in fall 2005. She was one of several individuals to receive a Wokunze scholarship.

As a senior in 2007, Silva Youpee was named an SDSU Woman of Distinction because of her dedication in the classroom, community and nursing profession.

Even though Silva Youpee shined academically, her road to success was far from easy.

"College was very much a struggle," said Silva Youpee, who had two children while enrolled in the nursing program.

Silva Youpee said one of the hardest parts of nursing school was being away from her two children. "That's time I lost from my kids," she said. "They were in middle and high school at the time, but I can't get that time back."

Silva Youpee said she would not have been able to attend nursing school without IHS scholarships. "I took advantage of a pharmacology tutor, and I am grateful my scholarships helped cover that cost, but I had many financial obstacles."

During Silva Youpee's last semester of nursing school, she did not work because she needed to focus solely on her education. "My advice to others is be serious about school and get help immediately if you need it," she said. "Your GPA will follow your hard work."

Silva Youpee had challenging professors in the nursing program, but she knew they cared.

"I took algebra from a native professor who was infamous for being very tough," said Silva Youpee. "She was tough, but she still managed to show me that she cared. Many people had a hard time passing, but I made it a point to get an 'A' in her class, and I did. I only took one other class that semester because I knew I needed to focus my time."

Silva Youpee graduated with honors in spring 2007 with her bachelor's degree.

"It was a huge accomplishment to pass all my nursing classes and graduate," said Silva Youpee. "I made it by the skin of my teeth, and the grace of God."

Helping at-risk people

Now, Silva Youpee is a clinic nurse for Native Women's Health Care in Rapid City.

She is an enrolled member of the Cheyenne River Sioux tribe and finds meaning working with at-risk native people.

"I'm here for the patients," said Silva Youpee. "I focus on each patient, and follow up if they don't come in."

Silva Youpee said it's imperative to focus on each patient individually.

"As nurses, we are providing a service, and the patients are the reason why we are here," she said. "We have to be understanding of their background and where they come from. I haven't had the best background, but there are some patients with worse backgrounds."

According to Silva Youpee, one of the main issues in serving at-risk native populations is transportation to the clinic. "If we can, we do phone call check-ups or follow-ups instead of having patients drive in from the reservation," she said. "We try to be convenient for our patients, and ask ourselves where they are coming from and why they aren't coming to prenatal or follow-up appointments."

Some patients cannot afford to hire a babysitter for their appointments, do not have a vehicle to get there, or have a family issue arise. "There are many social issues that prevent the women from coming into our clinic," said Silva Youpee. "And while solving these problems does not directly relate to nursing—they take up a lot of our time. We know the importance of getting to the root of the patient's issue, and helping them in any way we can."

Silva Youpee said something she would love to do in the future is talk to middle school girls about the importance of developing self-esteem, and how that relates to overall health.

"Promoting health is a passion," said Silva Youpee. "And educating young girls on the 'things my mother never told me' topics, would be so rewarding."

According to Silva Youpee, diabetes, adolescent pregnancies and sexually transmitted diseases are issues she commonly deals with as a nurse.

"If we start educating the younger population on healthy behavior—not only physically, but also mentally—everyone will benefit," said Silva Youpee. "Those young people will live healthier lives, and as a result, our nursing duties will evolve."

Karissa Kuhle

ADMINISTRATION

Kendra Lone Elk

Perseverance leads to degree and now a career in administration



A part-time job for two years helped reinforce why Kendra Lone Elk went into nursing.

After graduating in 1995 from South Dakota State, where she took classes in Brookings and at the West River Nursing Program, Lone Elk spent time as the case manager for the Flowering Tree Treatment Center.

“I’m real thankful I did that because it gave me the opportunity to learn about addiction, manipulative behavior. It was really eye-opening,” said Lone Elk, who now is the health administrator with the Oglala Sioux Tribe. “After I started nursing school, I realized I had lived a sheltered life. I grew up at my grandparents in the country. It was shocking to me to learn we suffered from diabetes, alcoholism and had all of these health problems and child abuse because

I was never exposed to any of it. However, I’m thankful I was there.”

That position led her into a position with Indian Health Services.

“I loved public health, loved community health, but to be a public health nurse with IHS, you have to have a bachelor’s degree and one year of med surg experience,” she said.

As a result, Lone Elk spent a year working in acute care. While it was not what she wanted to do long term, it allowed her to gain plenty of firsthand experience.

That year allowed her to go into public health nursing with the Indian Health Service in Pine Ridge, a position that lasted 15 years. She made the move to work for the Oglala Sioux Tribe two years ago where she championed home health-care accreditation, which is a critical need on the Pine Ridge

Reservation. Lone Elk was recently promoted to be the tribe’s health administrator.

That position completes a major change for someone who received an associate degree in business administration in 1993 from Oglala Lakota College. When Lone Elk was thinking of pursuing a degree in nursing, she was not thinking of a career in public nursing.

Proud of choice to attend State

“When I started nursing school, I never thought about working back here. I wanted to work at a university and go into research,” she said. “I really liked that part of nursing. I thought I was going to do that.”

“The reasons why I chose SDSU were the fact that I would receive a Bachelor of Science degree in nursing and the success rate of the students passing their state

boards,” continued Lone Elk, who completed her bachelor’s degree in 1995. “I recommend SDSU’s nursing program to anybody and everybody who expresses an interest in nursing. I took a nursing class with another school and it wasn’t as thorough as ones I took at SDSU. I explain all the positive aspects of SDSU, which includes that they work with local tribes.”

Lone Elk’s journey in nursing began at the SDSU College of Nursing in Rapid City, and she ultimately finished the program on the main campus in Brookings.

“I needed epidemiology so I went to Brookings to finish rather than waiting a year to finish,” Lone Elk said. “I had never been to the main campus, so it was a little overwhelming, but I did it. I am proud of my SDSU education. I wear my nursing pin every day to show it.”

As proof of her pride in her education, Lone Elk proudly displayed her South Dakota State pin.

Perseverance

However, her time at State almost did not take place.

“I applied for the Indian Health Services’ 457 scholarship—an awesome scholarship but every time I applied, I kept getting denied,” Lone Elk said. “I didn’t understand why. I had letters of support from the tribal president, from my high school instructors and before I started nursing, I had a business administration degree (associate) from OLC.

“When I found I kept getting denied despite having a 3.75 GPA and excellent recommendation letters, I called to ask why,” she continued. “I was told when you are filling out the application, you mark you want to work in a university setting and we want nurses to come back and work with the underserved populations. As a result, the next time I applied, I selected to work in small reservations. I’m so glad I called otherwise I would have never received the scholarship.”

“Every year our elder numbers are growing. It’s right there in black and white. We’re living longer, which means we’re doing something right.”

—Kendra Lone Elk

That scholarship opened a career for Lone Elk, who is grateful for the perspective her education has given her.

“I think a lot of times, as a health-care provider, what we think is a priority for a person isn’t a priority for them,” Lone Elk said. “They might be in a domestic violence relationship or they might be without propane or not have food and dealing with those issues is what’s important to them.

“Sometimes, we can’t even imagine what their issues are,” she continued. “We’re sitting there teaching them about their medication. Our people will agree because our people are real passive. They’ll accept what you have to say even if they disagree with you. Most of the time, they won’t verbalize it. They’ll do or say what they have to get you out of their house fast.”

However, Lone Elk said things are looking up for the health of the tribe.

“Every year our elder numbers are growing. It’s right there in black and white. We’re living longer, which means we’re doing something right,” she said. “Our pediatric population is booming also.”

Due to her position, Lone Elk still gets to conduct research, just not the research she initially thought of doing in a university setting.

SDSU College of Nursing Dean Nancy Fahrenwald, whose program of community-based participatory research involves American Indian tribes, said, “Public health nurses like Kendra are well-equipped to conduct research with tribal communities. What we know from years of research on health disparities is that a participatory research approach, which identifies health concerns of the community and focuses on collaborative partnerships to meet health

needs, is the most successful. Kendra’s environmental-focused project on child asthma is a great example of a meaningful and sustainable way to improve health outcomes.”

National presentation

Lone Elk recently co-presented a session on one of the threats facing the American Indian population.

At the National Tribal Forum on Indoor Air Quality, in partnership with Jill Heins Nesvold from the American Lung Association—Upper Midwest, the session was entitled “Building Capacity to Identify and Remediate Indoor Air Hazards.”

The session offered the numerous lessons learned and outcomes of a three-year indoor air-quality program to address children’s environmental health on the Pine Ridge Indian Reservation by building capacity for health-care providers to identify children with poor asthma management, conduct environmental assessment in the home, develop remediation plans and evaluate the impact of the plans.

“It starts with a passion for people and their health,” said Fahrenwald when asked about Lone Elk. “From there, it is the drive and ambition of our alumni that leads to impact, and Kendra’s national presentation on child asthma intervention exemplifies the recognition that follows persistence and passion.”

Those qualities can be shown in her presentations or when she talks about the time and care she provides to the members of the Oglala Sioux Tribe, a career Lone Elk never thought she’d pursue.

Matt Schmidt

ADMINISTRATION

Michelle Bruns

follows nontraditional route to teaching, administration



Teaching was not on Michelle Bruns' mind when she graduated from State in 1993. Upon graduation, she worked at the Gordon (Nebraska) Memorial Hospital, which is located near the South Dakota border. Gordon has approximately 1,800 residents.

"You learn all kinds of things in a rural hospital. It's the best," she said. "There isn't any place you can't work after working at a rural hospital. You have to learn how to do everything. I delivered three babies all by myself. Didn't want to, but I did."

After that trial by fire, she took a position with Indian Health Services in Pine Ridge. While there, she was approached about being a preceptor.

"At first, I was like, why would I do that? I found out I really liked teaching," she said.

That led into an opportunity to teach as an adjunct instructor at the Oglala Lakota College in Pine Ridge in 1998, shortly after

she and her husband, Craig, were starting a family on their ranch near Rushville, Neb.

"I never taught a class before and was given a memorization course," she said, noting she had other classes. "Teaching clinicals—I loved teaching that.

"I also loved working on the floor, loved being a nurse," Bruns continued. "I loved my job and loved passing that on to students. I wanted to show them how to do it, how to do it right, how to take care of patients the right way on the floor, how to have a good work ethic, how to show up on time, how to be respectful, how to love your job, and maybe most important, how to come across loving your job. When you love your job, your patients understand you love your job and they really get that from you."

Wanted to fix it

However, that love of being on the floor passed while working at various area hospitals.

"I didn't want to be a floor nurse anymore. If you get a higher education (degree), all kinds of doors open," she said. "You can always go back to floor nursing. There are all kinds of opportunities and all kinds of administrative opportunities if you get a higher education. I just knew I didn't want to be a floor nurse anymore or I knew I didn't want to work with the floor nurses the way they were working. I wanted to do something to fix the way they were working."

With that thought in mind, Bruns returned to OLC. To help prepare and correct the next generation of nurses, Bruns pursued a master's degree, which she finished from South Dakota State in 2010.

"Our previous chair would have the first-year nursing students interview a floor nurse and ask why you were a nurse," Bruns said. "When some of the students would come to me and ask what you love about nursing, I'd think I'm not the person you need to be talking to right now. But at the same time, I was teaching them about nursing. It finally dawned on me that I'm here to fix that attitude."

Recently named chair of the OLC program, Bruns oversees implementation of that attitude.

Making the decision to oversee the program wasn't an easy one.

"The job just kept coming back to me," said Bruns, who turned down the opportunity several years ago. "Finally, I said 'God, if this is what you want for me, I'll do it.' He kept dropping it in my lap. I kept praying, saying 'send somebody who is right for this job.' And it kept landing in my lap."

Whirlwind transition

That faith helped her undergo an application for accreditation. OLC recently received its candidacy letter and advances to the next step in the process.

"I opened the letter and balled," Bruns recalled. "I screamed and I balled. I had expected to hear in March but time went on and on until the letter arrived."

That's been one part of the whirlwind transition.

"I haven't completely moved into my office," she said. "I hit the ground running. I don't know where stuff is at in my office as I have boxes of stuff on the floor."

But Bruns does know where to find help as she has surrounded herself with a strong core of mentors.

"Donna (Demarest), a mentor, was the one who said, 'if you take this job, I'll be there with you. I'll even sign up for Skype, so I can be sitting on your desk.' I've probably called her once in the first four months," said Bruns, adding her predecessor is also available for questions or advice.

"While it turns out I didn't need her, I just needed that comfort blanket, just knowing I'd have somebody there.

"Whether it's nursing or anything, I guess you need someone standing there as your cheerleader telling you can do it, but also knowing in the back of your mind you can do it," she continued. "Part of it is the will to want to do it, part of it is the cheerleading to do it and the need to have to do it."

Matt Schmidt

Teresa Conroy

Education has helped career, patients



“As a nurse, you have limitless opportunities to positively impact the lives of patients, families, communities and organizations. The sky is the limit when it comes to a nursing degree.”

—Teresa Conroy

Family influences helped convince Teresa Conroy to become a nurse. Conroy, who received her bachelor’s degree in nursing from SDSU’s West River Nursing Program in 2005, had aunts and sisters who were already in the profession.

“Their stories of how they helped their patients inspired me,” she said. “As a nurse, you have limitless opportunities to positively impact the lives of patients, families, communities and organizations. The sky is the limit when it comes to a nursing degree.”

Conroy currently works as a clinical nurse educator for the Indian Health Service’s hospital in Rapid City, more commonly known as Sioux San. She has worked in several different positions with Sioux San since 2008.

While Conroy received her bachelor’s degree from State and was in the Wokunze scholarship program, she did not start at SDSU. She started taking pre-nursing classes at Chadron State College and worked as a nursing assistant to pay for school. Those experiences encouraged her to become a licensed practical nurse. She received that credential in 11 months while working part time. That’s when she decided to start at State.

A challenge

“I chose to apply to SDSU for my nursing degree because I wanted a bachelor’s degree in nursing so that when I decided to move forward with my career as a nurse practitioner I would be prepared,” said Conroy, a native of Okreek on the Rosebud Reservation. “Nursing school was challenging. It took time and dedication to complete the coursework and clinicals. I enjoyed attending classes at the Rapid City campus because the class sizes were small, the professors knew you personally and were available when needed.”

And there was the benefit of the Wokunze program. When Conroy was pursuing her bachelor’s, SDSU was one

of six schools to participate in the Indian Health Services-funded program. In exchange for a monthly stipend and tuition, fees and books, recipients were committed to work a year in the IHS for each year they received the scholarship.

Following graduation, Conroy worked at Rapid City Regional Hospital. After working at the McKee Medical Center in Loveland, Colorado, Conroy returned to South Dakota and Rapid City Regional before starting at Sioux San.

“My education has helped me to elevate the level of health in the Native American population,” Conroy said. “My instructors taught me that every patient encounter is an opportunity to educate about disease processes, medications, health promotion and disease prevention. Patient education and involvement is imperative to ensure compliance with the medical provider’s plan of care.

“Nurses are key players in ensuring that the patient understands their disease process and how lifestyle choices can positively or negatively impact the disease,” she continued. “Once the patient fully understands how the disease is affecting his/her body, changes can be made to help maintain a healthy lifestyle so that disease progression does not occur.”

Conroy still looks to furthering her education to improve. She is currently pursuing a master’s degree in order to become a nurse practitioner. The idea of obtaining graduate degrees is a family thing. Her husband, Justin, an assistant principal in the Rapid City school district, recently completed his doctorate in education. They have two children, Grayson and Aly.

“My path to a nursing career took me from nursing assistant, to licensed practical nurse, to baccalaureate-prepared nurse, to now a NP student,” she said. “Every person has one’s own path but the important thing to remember is not to give up.”

Matt Schmidt

American Indian nursing education

Symposium speakers Stenvig, Dahlen and Warne address college faculty

“We need to recognize that we’re all individuals. There isn’t one way to start that conversation.”

—Professor Tom Stenvig

Panelists with a rich history in American Indian nursing education addressed a May 13 faculty development symposium aimed at recruiting, supporting and graduating tribal nurses.

Speakers Tom Stenvig, Barbara Dahlen and Bev Warne wrapped up a morning session that also includes messages from the dean, SDSU’s diversity officer and tribal relations director as well as symposium organizers Gina Rowe from the College of Nursing and Charlotte Davidson, director of SDSU’s American Indian Education and Cultural Center.

Stenvig, an associate professor in nursing with 16 years experience with the Aberdeen Indian Health Service* before coming to State in 2001, reviewed the stages that the college has gone through with American Indian education.

Stenvig: Four stages of education at State

The dark ages preceded 1980. “Diversity wasn’t on the radar. Looking at class photos, it is quite a while before you see a brown face or an Indian name,” he said.

About 1980, when Stenvig was working as a program officer with the Aberdeen Indian Health Service, the age of curiosity began, he said. “I could see some changes.” He noted that Carol Peterson, then the dean, established a West River program, streamlined the bachelor’s completion program for diploma nurses and began a master’s in nursing program.

The era of activation began in 2000 through the efforts of Tish Smyer, an associate professor

and coordinator of the RN Upward Mobility Program, and her colleagues.

“For the first time, American Indian nurses were identified and there were targets to complete so many bachelor’s and master’s degrees online,” Stenvig said.

Another big development was the recruitment of Madonna Blue Horse Beard as program director for the RN completion program.

Smyer shared an office with Blue Horse Beard, “who not only was a nurse, but also a holy woman and healer of the Lakota. She was truly a woman of two worlds,” Stenvig said.

The era of activism continued in 2003, when the college received a five-year Indian Health Service grant to make nursing education available to Native American students. Stenvig said 20 students were funded with 17 finishing the program and two completing master’s degrees on their own.

The college invested a lot of energy into the grant program and produced quality students, but a proposal for another five-year grant was denied.

That brings the college to today—the era of engagement, which is guided by eight broad diversity goals that are delineated by objectives, actions, time frame and means of evaluation. They are fueled by the plan motto: “Diversity is everyone’s business. Make the effort.” Stenvig adds, “It needs to be integrated into everything we do.”

This year’s nursing week theme—“Nurses leading the way”—fits right in with diversity efforts. “So let’s get to work,” he charged.

Dahlen: Created a model program

Barb Dahlen, a member of the Pembina Band of the Chippewa tribe, told her life story, which began in Olga, North Dakota, as one of 23 children in a town of 200. The concept of *tiospaye*, a Lakota term for extended family providing social support and material assistance, was more than an abstract concept for her.

She went on to become the nurse mentor for the recruitment and retention program of Native Americans into nursing at the University of North Dakota. Dahlen developed the Dream Catcher-Medicina Wheel Model of retention that depicted the complexity of services required to retain minority students.

She was hired in 1990 and built the program up to the point it was admitting 12 to 15 Native American students per semester. “We were graduating 15 to 20 Native American students a year. One-on-one supplemental instruction was provided to the Indian students when needed. This was provided to students in the 200 to 400 level baccalaureate nursing courses as well as master’s courses. It was phenomenal.

“It became a model for the nation. We went from a 60 percent pass rate on the NCLEX for Native Americans to 95-plus percent,” she said. Innovative and aggressive retention strategies were needed to build the foundation for the program, Dahlen added.

She left the program in 2006 to earn a doctorate from Florida Atlantic University in Boca



Raton, and now is back in North Dakota “ready to work again,” she said.

Warne: Empowering students, teaching faculty

Bev Warne, who was born and raised on South Dakota’s Pine Ridge Reservation, has 47 years of nursing experience.

She retired from a lengthy teaching career in the state of Arizona in 2009 and just retired as director of the American Indian Students United for Nursing project, which is funded by Indian Health Service to recruit, retain and graduate American Indian students. Now Warne is an educator and consultant on diversity issues.

Her career includes public health nursing with the Indian Health Service, work as a civilian nurse during the Vietnam War, 17 years teaching nursing at Mesa (Arizona) Community College and seven years at Arizona State.

“One of my roles (at ASU) was to help (Native American students) gain some empowerment,” Warne said. They burned sage for smudging ceremonies, had talking circles and she taught students to respectfully approach faculty members whose requests created cultural problems, she said.

Warne also was able to teach new ASU faculty and staff about the Native American culture. “It is a culture with traditions and beliefs not always fully understood in this country,” she acknowledged.

Breaking the isolation barrier

One faculty member noted that students from other backgrounds find themselves isolated within a classroom. “How do you break the isolation barrier?” she asked the panelists.

Dahlen responded, “It’s important to teach that you’re part of a community, you’re part of tiospaye.” She noted that she would have her community health students mix up with whom they sat.

Warne would bring in speakers from other cultures when she taught a cultures and health class. “By utilizing guest speakers, we can gain a richness from other people’s culture,” she said.

Stenvig noted, “There is not one way to approach those issues. Sometimes people want you to notice they’re different, that they’re from Africa or wherever. We need to recognize that we’re all individuals. There isn’t one way to start that conversation.”

Dave Graves



Top: Barbara Dahlen talks about her experiences working with American Indian nursing students at the University of North Dakota. Bev Warne, far left, and Tom Stenvig look on.

Inset: Dahlen said individual instruction was part of the retention program she developed at North Dakota.

*NOTE – The Aberdeen Indian Health Service became known as the Great Plains Area Indian Health Service in January 2014.

Drive to succeed pushes Nenaber to Nightingale Award



"I fell into cardiology. Fortunately for me, it clicked and is an area in which I felt passionate about. I had no idea where I'd be at. Now, my vision of moving forward and leading the heart failure population is taking shape. I'm doing research, writing grants and leading multiple initiatives ... it's the best ever."
—Amanda Nenaber

A strong drive to succeed has been part of Amanda Nenaber for as long as she can remember.

That drive helped Nenaber when she transferred from Minnesota State University Moorhead to South Dakota State. Armed with a desire to go into nursing and still finish college four years after graduating from Huron High School in 2002, Nenaber took summer school classes and was able to graduate from State in 2006.

Shortly after graduation, Nenaber started at the University of Colorado Hospital in Denver. She chose the job because of its new graduate residency program, described as one of the nation's best. She started with the cardiology unit and then moved to the cardiovascular intermediate care unit before working to create her current position with the heart failure program.

Along the way, she continued to add degrees—a master's in 2011 from the University

of Colorado Denver | Anschutz Medical Campus, and a doctor in nursing practice in May.

"Considering I didn't know what a clinical nurse specialist was at one point, I've come a long way," said Nenaber. "I've always been a driven person and knew I'd go beyond my bachelor's."

"The opportunities here have been amazing," she continued. "I fell into cardiology. Fortunately for me, it clicked and is an area in which I felt passionate about. I had no idea where I'd be at. Now, my vision of moving forward and leading the heart failure population is taking shape. I'm doing research, writing grants and leading multiple initiatives ... it's the best ever."

Nenaber was recently honored as one of Colorado's best nurses. She was one of six recipients of the Nightingale Award, chosen from the 41 nurses honored as Nightingale Luminaries. Those nurses represent the best of more than 60,000 registered nurses in Colorado. They are recognized for their leadership, advocacy and innovation.



Nenaber and her parents, Eileen and Brian, at the Nightingale Awards.



Nenaber and her family pose after her May graduation. From left, brother-in-law Matthew Bult '11, mother Eileen, sister Courtney Bult '10, Nenaber, father Brian, and brother Tyler.



A happy Nenaber following her May graduation with a doctor in nursing practice degree.

“I found out I was nominated, which is a huge honor in itself as it is one of the most prestigious honors in nursing,” she said. “I was so honored to be nominated. I never thought I’d get farther than the nomination.”

“The only people who knew were the selection committee and the master of ceremonies. It was a total surprise,” continued Nenaber, adding her parents, Brian and Eileen, were in attendance that night. “I still can’t believe it. It’s probably the most amazing night of my life to date. I’m very, very honored. I can’t believe I’m a Nightingale. It’s an unbelievable honor to have. I can’t believe I have a Florence Nightingale statue with my name on it in my house.”

But Nenaber’s collection of honors does not stop there. She was named one of University of Colorado Hospital’s Magnet Nurses of the Year and was the one selected for the upcoming national competition held in October.

The American Nurses Credentialing Center’s Magnet Recognition Program® recognizes health-care organizations for quality patient care, nursing excellence and innovations in professional nursing practice. Consumers rely on Magnet designation as the ultimate credential for high quality nursing. Magnet is the leading source of successful nursing practices and strategies worldwide.

“Amanda exemplifies the best of both clinical practice and innovation,” wrote Lorna K. Prutzman, UCH’s executive director of cardiac and vascular services, in her Nightingale nomination letter. “She challenges the limits of traditional nursing-care processes as she uses human touch, clinical expertise and technology to improve patient care and create new models of care delivery, nursing training and education.”

Despite all of the accolades, Nenaber knows patient care is key.

Coworkers cited Nenaber’s drive and leadership in enabling UCH to receive The Joint Commission’s Heart Failure Certification in 2012 and adding its Advanced Heart Failure Certification in 2013. Nenaber was also recently awarded the UCH Partners in Care Award for her work in leading the Hospital to Home Heart Failure Task Force and obtaining The Joint Commission certifications.

“With The Joint Commission certifications, we needed to ensure a standard level of care in the hospital,” Nenaber said. “UCH is a 550-plus bed hospital, so patients don’t all go to the same unit with the same providers. One of my projects has been to insure that all staff knew what resources were available and how to educate patients no matter where the patients are placed in the hospital.”

Nenaber developed online heart failure education modules for registered nurses, dietitians, physical and occupational therapy, and case managers and social workers. Her commitment allowed UCH to achieve a 97.9 percent completion rate on those modules.

In addition, she has created partnerships with home health, long-term care and skilled nursing facilities to provide seamless transitions with heart failure patients.

But her work doesn’t stop there.

As part of a hospital improvement program, she developed “March Certification Madness,” which was a five-day program for certification in critical care, progressive and medical surgical nursing. More than 50 UCH registered nurses earned certification as a result of the program.

She also created a digital portfolio to help nurses work through UCH’s Professional Practice Program and earn credentials in the organization’s clinical ladder. Her goal was to get one-third of eligible nurses to use the digital format. Now, approximately 75 percent of eligible nurses use it.

Just more examples of Nenaber’s drive to be the best in nursing, a desire that started at South Dakota State.

Matt Schmidt

Current Faculty and Professional Staff Publications

Manuscripts, Books & Book Chapters (2013-2014) *blind peer-reviewed manuscripts

2014

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Barbara Hobbs

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Laurie Johansen

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Jennifer Kerkvliet

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Cristina Lammers

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Heidi Mennenga

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Mary Minton

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Marylou Mylant

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Roberta Olson

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Robin Peterson-Lund

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Gina Rowe

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Lynnette Stamler

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Lois Tschetter

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Howard Wey

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Palliative care

Training to help incorporate principles into curriculum



“In America, we struggle with death.”

That observation comes from Mary Isaacson, an assistant professor with experience as both a palliative care and acute care nurse. She is among a handful of faculty members with specialized training in palliative care, the holistic care of a patient who has a potentially fatal diagnosis.

Palliative care is not focused on curing, but caring for the mind, body and spirit—the whole person—fellow faculty member Robin Arends said.

Arends and Isaacson completed intensive two-day training sessions earlier this year through the End-of-Life Nursing Education Consortium, which was launched in 2000 with funding from the Robert Wood Johnson Foundation to educate nurses in palliative care and is a project of the American Association of Colleges of Nursing.

Much of the training relates to oncology, but palliative care is applicable for any patient with a terminal diagnosis, Arends said.

Her training was specifically for those integrating palliative oncology care into doctor of nursing practice education. In fact, Arends was in the first cohort assembled to target that audience. Isaacson’s training was geared more toward educating staff nurses, she said.

Guidance through ethical dilemmas

However, she has already shared her new knowledge with an ethics class she teaches for students in the doctoral program.

“They need to know how to respond to dilemma. For example, an elderly person has an advanced directive to not resuscitate. One child has a durable power of attorney. Another sibling comes in and says, ‘You’re killing Mom.’ What do you do?” said Isaacson, who spent seven years coordinating the hospice program in Vermillion.

The answer is bringing together family and the care team. “A lot of times it’s just sitting down and listening,” Isaacson said.

In palliative care, the care team extends beyond the attending physician and a nurse. It typically also involves a social worker and the patient’s spiritual leader. “Palliative care involves the physical, social, spiritual and psychological. It’s making sure we’re looking at the needs of everyone,” Isaacson said.

Delivering care, not a cure

In late-stage palliative care, the patient may not be an active participant, but palliative care can be introduced early in a diagnosis.

While a patient may be receiving acute care, “the aim of palliative care is not to cure or prevent the cancer from occurring but to relieve symptoms and help the patient achieve the quality of life the patient wants,” said Arends, who is a board certified family nurse practitioner.

A goal of the consortium’s training is that a “patient has a better quality of life as the patient goes through treatment,” she said.

In oncology care, that can address issues of nausea, vomiting, pain and anxiety. Having a nurse trained in palliative care doesn’t mean those issues can be eliminated, but they can be better managed and put in the hands of patients, said Isaacson, who has done research in palliative care.

Topic pertinent in many courses

“It looks at what care the patients want rather than being a passive recipient when they go in for an office visit,” Isaacson said.

Arends presented information she gained from the consortium to doctor of nursing practice students in a spring practicum class and will do so again next spring. She also is letting other faculty members know she is an available resource.

“Palliative care issues can be a component in any of our courses. It has a large ethical and a health-care provider component. Palliative care issues can also be discussed in research, policy and culture courses,” she said.

Isaacson, whose career includes 22 years in the U.S. Navy nurse corps and 11 years at Augustana College in Sioux Falls before joining the SDSU faculty in August 2013, said, “I tell my students you can be the best technical nurse, but if you can’t be with the person, it doesn’t matter. Often what they need is someone just to listen.”

Faculty members Mary Minton (West River) and Roxy Boysen (Brookings) attended the consortium’s training in past years.

Dave Graves

Funded Grants

List includes grants with faculty serving as key personnel in research grants and contracts, program grants, and student assistance grants (2013 and beyond).

Susan Bassett

Mennenga, Heidi, Principal Investigator; **Bassett, Susan**, Co-Investigator. Consistent Client Exposure: Effects on Student Empathy. Funding Source: South Dakota State University, Women and Giving. (2013-2014).

Linda Burdette

Burdette, Linda, Principal Investigator; Jennifer Kerkvliet, Project Manager. South Dakota Tobacco-Free School Policy Evaluation. Funding Source: South Dakota Department of Health, Tobacco Control Program. (2014-2015).

Paula Carson

Stenvig, Thomas, Principal Investigator; **Paula Carson**, Co-Investigator; Rebecca Randall, Co-Investigator. Sudanese Refugee Resettlement Transitions Project: A Ground Theory. Funding Source: South Dakota State University, Office of Research and Sponsored Programs, Research and Support Fund. (2012-2014).

Nancy Fahrenwald

Fahrenwald, Nancy, Project Director; Robin Peterson-Lund, Co-Investigator; Howard Wey, Co-Investigator. Culturally Targeted Education on Living Kidney Donation, Principal Investigator, Amy Elliot (Sanford Research, SD). Funding Source: DHHS/NIH/NIMHD. (2012-2017).

Fahrenwald, Nancy, Principal Researcher. A Circle of Learning for American Indians, Education on Living Kidney and Deceased Organ Donor Education, Principal Investigator, Barbara Danielson (Hennepin County Medical Center, MN). Funding Source: HRSA, DoT Social and Behavioral Interventions to Increase Solid Organ Donation. (2012-2015).

Fahrenwald, Nancy, Principal Investigator; Jennifer Kerkvliet, Project Manager. Outcomes of the South Dakota Tobacco Cessation Quitline. Funding Source: South Dakota Department of Health (2014-2015).

Fahrenwald, Nancy, Principal Investigator; Jennifer Kerkvliet, Project Manager. Outcomes of the South Dakota Comprehensive Cancer Control Program. Funding Source: South Dakota Department of Health, flow-through Centers for Disease Control and Prevention. (2014-2015).

Fahrenwald, Nancy, Principal Investigator; Jennifer Kerkvliet, Project Manager. Effectiveness of Patient Navigation at the Avera Cancer Institute: Survey Administration. Funding Source: American Cancer Society, SD. (2014-2015).

Lori Hendrickx

Hendrickx, Lori, Principal Investigator, Heidi Mennenga, Co-Investigator. Nursing Students' Attitude Toward Clinical Placement in Rural Hospitals. Funding Source: Sigma Theta Tau. (2013-2014).

Hendrickx, Lori, Co-Investigator. Interprofessional Education in a Pharmacology Course Using High Fidelity Simulation, Principal Investigator, Brittney Meyer, Society for Simulation in Healthcare. (2013-2014).

Barbara Hobbs

Hobbs, Barbara, Co-Director; Rebecca Randall, Co-Director. Tools for the Trade Application: Native American Students in Health Field. Funding Source: National Relief Charities. (2012-2015).

Mary Isaacson

Isaacson, Mary, Principal Investigator. Health Promotion and Palliative Care on South Dakota Reservations. Funding Source: South Dakota State University, College of Nursing, Dawley Seed Grant. (2013-2014).

Isaacson, Mary, Co-Investigator, Mary Minton, Co-Investigator. Palliative and End of Life Education in Rural South Dakota: A Pilot Workshop for Interprofessionals, Principal Investigator, LuAnn Eidsness, LifeCircle South Dakota, SD. Funding Source: South Dakota Comprehensive Control Plan. (2014).

Isaacson, Mary, Co-Investigator; Marylou Mylant, Co-Investigator. American Indian Pilot Study on Caregiving, Attachment, and Health of Young Children. Funding Source: Collaborative Research Center on American Indian Health. (2014-2015).

Heidi Mennenga

Mennenga, Heidi, Principal Investigator; Susan Bassett, Co-Investigator. Consistent Client Exposure: Effects on Student Empathy. Funding Source: South Dakota State University, Women and Giving. (2013-2014).

Hendrickx, Lori, Principal Investigator, **Heidi Mennenga**, Co-Investigator. Nursing Students' Attitude Toward Clinical Placement in Rural Hospitals. Funding Source: Sigma Theta Tau. (2013-2014).

Tschetter, Lois, Project Director; **Heidi Mennenga**, Internal Evaluator. Simulation Informatics Technology Enhancement (SITE) to Strengthen Quality and Delivery of Rural Nursing Education. Funding Source: HRSA, Division of Nursing, NEPQR Program. (2014-2015).

Mary Minton

Minton, Mary, Co-Investigator; Mary Isaacson, Co-Investigator. Palliative and End of Life Education in Rural South Dakota: A Pilot Workshop for Interprofessionals, Principal Investigator, LuAnn Eidsness (LifeCircle South Dakota, SD). Funding Source: South Dakota Comprehensive Control Plan. (2014).

Minton, Mary, Project Director. Nurse Faculty Loan Program. Funding Source: USDHHS, HRSA, Division of Nursing. (2014-2015).

Minton, Mary, Project Director. Advanced Education Nursing Traineeship. Funding Source: USDHHS, HRSA, Division of Nursing. (2014-2016).

Minton, Mary, Evaluator. Nurses Leading Interprofessional Collaborative Practice Innovation: Interprofessional Teams Improving Access and Care for the Underserved. Principal Investigator, Gwenneth Jensen (Sanford Health, SD). Funding Source: USDHHS, HRSA, Division of Nursing. (2014-2017).

Minton, Mary, Co-Investigator. The Impact of Navigation on Breast Cancer Patients. Principal Investigator, Daniel Petereit (Rapid City Regional Health, SD). Funding source: National Institutes of Health, Walking Forward Program. (2013-2014).

Marylou Mylant

Mylant, Marylou, Co-Investigator; Mary Isaacson, Co-Investigator. American Indian Pilot Study on Caregiving, Attachment, and Health of Young Children. Funding Source: Collaborative Research Center on American Indian Health. (2014-2015).

Rebecca Randall

Hobbs, Barbara, Co-Director; **Rebecca Randall**, Co-Director. Tools for the Trade Application: Native American Students in Health Field. Funding Source: National Relief Charities. (2012-2015).

Awards and Honors

List includes faculty, staff and students receiving awards (2013 and beyond).



Betty Behrens



Kay Foland



Heidi Mennenga



Meghan Peterson



Tom Stenvig

Robin Arends—Faculty Policy Intensive Fellowship, American Association of Colleges of Nursing, 2014.

Robin Arends—Future Leaders Program, American Association of Nurse Practitioners, 2014.

Betty Behrens—Senior secretary in undergraduate nursing, named South Dakota State University Civil Service Employee of the Month for June 2014.

Nancy Fahrenwald—Selected as a Fellow in the American Academy of Nursing (October 2014 induction).

Nancy Fahrenwald—Champion Award, South Dakota Women's Cancer Network, 2013.

Nancy Fahrenwald—Service Award, Midwest Nursing Research Society, 2013.

Kay Foland—District 1-3 Nurse of the Year, South Dakota Nurses Association, 2013.

Nicole Gibson—Jonas Scholar, 2013.

Linda Herrick—Fellow Inductee, American Academy of Nursing, 2013.

Heidi Mennenga—College of Nursing Teacher of the Year, South Dakota State University, 2014.

Nursing Student Association—Board of Regents' Organizational Leadership Award, 2014.

Meghan Peterson—Professional Staff/CSA Award for Excellence, 2014.

Robin Peterson-Lund—Pioneer Award, South Dakota Nurses Association, 2013.

Haifa (Abou) Samra—College of Nursing Research Award for Excellence, 2014.

Tom Stenvig—Inducted into South Dakota Nurses Association Hall of Fame, 2013.

Stenvig, Thomas, Principal Investigator; Paula Carson, Co-Investigator; **Rebecca Randall**, Co-Investigator. Sudanese Refuge Resettlement Transitions Project: A Ground Theory. Funding Source: South Dakota State University, Office of Research and Sponsored Programs, Research and Support Fund. (2012-2014).

Thomas Stenvig

Stenvig, Thomas, Principal Investigator; Paula Carson, Co-Investigator; Rebecca Randall, Co-Investigator. Sudanese Refuge Resettlement Transitions Project: A Ground Theory. Funding Source: South Dakota State University, Office of Research and Sponsored Programs, Research and Support Fund. (2012-2014).

Lois Tschetter

Tschetter, Lois, Project Director; Heidi Mennenga, Internal Evaluator. Simulation Informatics Technology Enhancement (SITE) to Strengthen Quality and

Delivery of Rural Nursing Education. Funding Source: HRSA, Division of Nursing, NEPQR Program. (2014-2015).

Howard Wey

Fahrenwald, Nancy, Project Director; Robin Peterson-Lund, Co-Investigator; **Howard Wey**, Co-Investigator. Culturally Targeted Education on Living Kidney Donation, Principal Investigator, Amy Elliot (Sanford Research, SD). Funding Source: DHHS/NIH/NIMHD. (2012-2017).

Wey, Howard, Biostatistician. Innovation and Collaboration: Creating a Transdisciplinary Childhood Obesity Prevention Graduate Program. Principal Investigator, Teri Kemmer (South Dakota State University, Health and Nutritional Sciences). Funding Source: USDA/NIFA. (2011-2016)

Wey, Howard, Co-Investigator. Voices for Food: Utilizing Food Policy Councils to Bridge the Gap Between Food Security and Healthy Food Choices. Primary Investigator, Suzanne Stluka (South Dakota State University, Food and Families Program). Funding Source: United States Department of Agriculture, National Institute of Food and Agriculture. (2013-2017).

Wey, Howard, Co-Investigator. Maternal and Child Health Epidemiology. Primary Investigator, Bonny Specker (South Dakota State University, Martin Endowed Chair). Funding Source: South Dakota Department of Health. (2013-2015).



South Dakota State University's College of Nursing will celebrate the 80th anniversary in nursing education in the upcoming academic year.

The celebration will formally kick off with a tailgating event prior to the Sept. 6 football game between the Jackrabbits and Cal Poly. The tailgate starts at 2 p.m.

The schedule of events includes:

- Sept. 8** Sioux Falls Accelerated White Coat Ceremony
Avera Hall, University Center North Campus, Sioux Falls, 5 p.m.
- Sept. 19** Rapid City White Coat Ceremony
SDSM&T Ballroom, Rapid City, 5:30 p.m.
- Sept. 25** College of Nursing 80th Anniversary Open House
Hobo Day Gallery, University Student Union, 2-4 p.m.
- Sept. 25** College of Nursing Scholarship Banquet
Volstorff Ballroom, University Student Union, 6 p.m.
- Sept. 27** Jack 15—College of Nursing is a sponsor of this event in honor of the 80th Anniversary, Brookings
- Oct. 16** Rapid City Scholarship Banquet
SDSM&T Ballroom, Rapid City, 6 p.m.
- Oct. 25** Hobo Day Parade, Nursing Student Association float
Brookings
- Dec. TBD** Festival of lights, Nursing Student Association float Brookings
- Dec. 5** Rapid City Pinning Ceremony
Elks Theater, Rapid City, 2 p.m.
- Dec. 12** Aberdeen Pinning and Hooding Ceremony
Krikac Auditorium, NSU campus, 7 p.m.
- Dec. 12** Brookings Pinning and Hooding Ceremony
Volstorff Ballroom, University Student Union, 7 p.m.

- 2015**
- Jan. 12** Brookings White Coat Ceremony
Rotunda D, Brookings Campus, 7 p.m.
- Jan. 30** Rapid City White Coat Ceremony
SDSM&T Surbeck Center Ballroom, Rapid City, 5:30 p.m.
- Feb. 17** Celebration of Faculty Excellence
Volstorff Ballroom, University Student Union
- Mar. 23** Rapid City Phi Chapter Induction Ceremony
Rapid City Regional Hospital, West Auditorium, 6 p.m.
- Apr. 9** College of Nursing Distinguished Alumni/Sigma Theta Tau Induction
Volstorff Ballroom, University Student Union, 7 p.m.
- Apr. 10** Sigma Theta Tau Research Day
Volstorff Ballroom, University Student Union, 8 a.m.-3 p.m.
- Apr. 10** College of Nursing 80th Anniversary Celebration
Volstorff Ballroom, University Student Union
- May 1** Rapid City Pinning Ceremony
Elks Theater, Rapid City, 2 p.m.
- May 8** Pinning and Hooding Ceremonies
Volstorff Ballroom, University Student Union, 7 p.m.

NOTE: Events are subject to change. Please check the college's website or the Alumni Association website for a current schedule.

In recognition of the 80th anniversary—Nursing Excellence Awards

Nominate an alumnus or friend of the college

In recognition of the 80th anniversary, the college would also like to honor alumni, clinical partners and friends of the college who have contributed to it and demonstrated outstanding achievement in the areas listed below. Recipients will be honored at the anniversary celebration April 10, 2015.

Areas of Excellence can be:

- Excellence in teaching and scholarship
- Leadership in clinical practice
- Excellence in nursing research
- Community and professional service
- Impact on growth and development within the College of Nursing

The nomination deadline is Oct. 1. For questions or more information, please contact the SDSU Alumni Association at 1-888-735-2257.

Please use the nomination form or the form found on the SDSU Alumni Association website,

http://www.statealum.com/s/1108/images/editor_documents/2014/nomination_form_6.13.14editable.pdf.

College of Nursing Excellence Awards Nomination Form

Please fill in the appropriate blanks and attach supporting information
Check the category for which you wish the nominee to be considered

- Excellence in teaching and scholarship
- Leadership in clinical practice
- Excellence in nursing research
- Community and professional service
- Impact on growth and development within the College of Nursing

I nominate

Address _____

City _____ Zip _____

Phone _____

Cell Phone _____

Email _____

They are a(n)

- ALUMNI
- CLINICAL PARTNER
- FRIEND of the College of Nursing

I nominate this person for the award because
(you may attach a separate typed page for this portion)

Nominated by _____

I am a(n)

- ALUMNI
- CLINICAL PARTNER
- FRIEND of the College of Nursing

Address _____

City _____ Zip _____

Phone _____

Cell Phone _____

Email _____

For questions

please contact the SDSU Alumni Association at 1-888-735-2257

When you have completed this form, please attach supporting information and return to:

CON 80 the Celebration

c/o SDSU Alumni Association,
Box 515,
Brookings, SD 57007-0299

or submit your nomination by
email: alumni@statealum.com

Nursing Student Association



Pictured from left are: Nursing Student Association adviser Venita Winterboer, President David Chicoine, NSA office Katie Stemper, NSA officer Rachel Wright, Board of Regents President Dean Krogman and the Board of Regents Executive Director Jack Warner.

The South Dakota State University Nursing Student Association was honored in April by the South Dakota Board of Regents for their outstanding academic, community and organizational work. The organization was one of three SDSU student groups recognized.

The Nursing Student Association garnered the award for organizational leadership. Membership is open to all pre-nursing and nursing majors at SDSU. The group mentors and fosters the professional development of future registered nurses, facilitating their entry into the profession through educational resources, leadership opportunities and skill building.

Interested in ordering SDSU College of Nursing apparel?

Visit: <http://www.sdstate.edu/nurs/upload/CON-Apparel-Order-Form.pdf>

For more information please contact:
Nursing Student Association
Faculty Adviser Venita Winterboer
SNF 351, Box 2275
688-4096
venita.winterboer@sdstate.edu



Stacey Tait-Goodale

Looks to help growing the college for the next 80 years

The College of Nursing has produced nearly 7,200 graduates throughout its time at SDSU. A yearlong celebration of its 80th anniversary will kick off Sept. 6 with a College of Nursing tailgate prior to the SDSU versus Cal-Poly football game.

The college would not be where it is today without the commitment, innovation and vision of the hard-working students, dedicated faculty and community partners who have paved the way. It is important that we not only reflect on all that's been accomplished in the first 80 years, but we look forward to the opportunities that lie ahead for health-care education.

As we embark on new initiatives and set the stage for excellence in education, we need your help. Now, more than ever, it is critical to grow our donor base among alumni and friends to provide that margin of excellence. Please think about the role the SDSU College of Nursing has played in your life, and thoughtfully consider the request to participate in the future of our program.

There is no shortage on the ways you can help. You could serve on the Dean's Development Council, take on the responsibility of a class leader in the Dean's Club Challenge or initiate a class scholarship. You can choose to support your own scholarship or program initiative as well.

After 80 years of delivering excellence in nursing education, we need to continue to think big and have a

bold vision. We need your help to achieve our goals and set the stage for the next 80 years. These goals include:

- An endowed chair in Rural Nursing will help identify met and unmet health needs and establish collaborative partnerships to identify creative health care delivery models to meet these needs;
- An endowed Dean's Chair is essential for recruiting and retaining the very best senior faculty to lead strong undergraduate, graduate and professional academic programs; innovation and discovery research; and creative activities;
- A generous contribution of \$25,000 creates an endowment that will support and sustain a \$1,000 annual scholarship in perpetuity;
- Join the Dean's Club for \$500 as we try to fully endow a scholarship in the process. It can be done if we double the current number of Dean's Club members;
- Annual scholarships of \$1,000 are possible with a contribution of only \$84 per month. The college needs 40 new scholarships at this level to support our current and incoming students.
- Annual scholarships of \$2,500 to \$4,000 are needed to make SDSU competitive with other institutions in recruiting the most-promising students. Our goal is to add 10 new scholarships at this level.

Thanks for being part of the college's proud history. We hope that you will remain involved as we build a prosperous future. Thank you for all that you do for the College of Nursing and SDSU.

Thank you SDSU College of Nursing supporters and alumni. Thank you for your investment in our students, our faculty and our research. You make a difference!



Stacey Tait-Goodale
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Development Director
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605-595-5591

Alumni News

In Memoriam

Andrea Boeve '03 died June 30, 2014, as a result of an accident near Steen, Minnesota.

Boeve, 33, was born March 13, 1981, to Bill and Linda (Weidenbach) Roth in Huron. The family later moved to Salem and Andrea graduated from McCook Central in 1999. She received her bachelor's degree in nursing at South Dakota State and also participated for three years as a cheerleader for the football and basketball teams.

She married Matt Boeve Dec. 31, 2005, at St. Mary's Catholic Church in Salem. She worked at Avera Heart Hospital for several years before adding a nurse practitioners degree in 2010 from

Creighton University. She then worked at Sanford Worthington Orthopedics and Sports Medicine Clinic in Worthington, Minnesota, before returning to the Avera Heart Hospital in November 2013.

Survivors include her husband and daughters Claire and Mallorie; parents; brothers Brent (Jenna) and Logan (fiancé, Amanda).

She was preceded in death by her grandfathers, Marvin Weidenbach and Ray Roth.



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