

SPRING 2023

FORWARDNURSING

UNIVERSITY OF WISCONSIN—MADISON | SCHOOL OF NURSING



A LEGACY OF EXCELLENCE • BUILDING A LEGACY • NAO AWARD WINNERS



Above: Students and faculty have tea together in the Nurses Dormitory in 1951. The Nurses' Dormitory, located at 1402 University Avenue, housed nursing students from 1926 until 1960 when it closed as a student residence.

Front cover: As the UW-Madison School of Nursing prepares to celebrate its 100th year in operation, it's important to remember that we should honor our past in order to embrace our future. On the cover, some of the School of Nursing's 2022-23 student ambassadors are shadowed by the first ever graduates of the School — the class of 1927.

IN THIS ISSUE

- 3 Dean's Corner
- 4 Cooper Hall Chronicles
- 8 Snapshots
- 10 A Legacy of Excellence
- 20 Legacies Grown from Roots and Branches
- 24 Building a Legacy
- 28 Snapshots
- 30 Serving the Needs of a Growing and Diversifying Wisconsin
- 32 2022 NAO Award Winners
- 34 Alumni News



A LEGACY OF EXCELLENCE

A look at the first 100 years of excellence at the School of Nursing.



LEGACIES GROWN FROM ROOTS AND BRANCHES

Family trees fortify Badger nurse bonds.



BUILDING A LEGACY

Nurse. Triathlete. Entrepreneur. One Badger nurse is building her legacy her way.



2022 NAO AWARD WINNERS

Meet the Nurses Alumni Organization award winners.

FORWARDNURSING

Volume 9, Issue 1

Spring 2023

EDITOR

Megan Hanners

Connect with us: ForwardNursing@son.wisc.edu

EDITORIAL ADVISOR

Kevin Check

ART & DESIGN

Jackapan Pairin, *art and design*

Megan Hanners, *art and design*

Uncredited photos are either stock or supplied photography

CONTRIBUTORS

Cheyenne Carter

Caitlin Clark

Liz Fitzpatrick

Scott Fletcher

Sarah Glodich

Rebecca Jamieson

Hayden Lamphere

Jordan Langer

Meredith Temple

Additional contributions made by freelancers

SCHOOL OF NURSING ADMINISTRATION

Linda D. Scott, *Dean*

Susan Zahner, *Associate Dean for Faculty Affairs*

Lisa Bratzke, *Associate Dean for Academic Affairs*

Linsey Steege, *Associate Dean for Nursing Research and Sponsored Programs*

Dundee McNair, *Associate Dean for Administrative Affairs*

Katie Bleier, *Assistant Dean for Academic Affairs*

Kevin Check, *Assistant Dean for Institutional Affairs*

NURSES ALUMNI ORGANIZATION

Ashley J. (Rusch) Fielek, *President*

alumni@son.wisc.edu

PROSPECTIVE STUDENTS

Office of Academic Affairs

608-263-5202 | academic.affairs@nursing.wisc.edu

SUPPORT THE SCHOOL OF NURSING

Visit nursing.wisc.edu/support to learn more. Or contact:

Scott Fletcher, *Director of Development*

608-263-6007

scott.fletcher@supportuw.org

Alison Lazar, *Associate Director of Development*

608-512-9135

alison.lazar@supportuw.org

The UW–Madison School of Nursing is committed to eliminating all forms of racism by employing strategies to support diversity, equity, and inclusion in our profession and to act against racism proactively and purposefully. A full statement outlining the School's ongoing commitment to operationalize anti-racism in everything we do can be found at go.wisc.edu/z9q209



Dean's Corner

It is an honor to lead the UW–Madison School of Nursing at this special time in our history as we approach our centennial year, 2024. This milestone is an opportunity to celebrate the impact that our students, faculty, staff, and alumni have had on the health of populations by developing knowledge, providing care, informing policy, and on advancing the nursing profession itself.

As we prepare for our centennial year, we are spending 2023 reflecting on the legacy of excellence that has resulted from nearly a century of leadership and innovation in nursing education. Since 1924, the School of Nursing has continuously adapted its programs and curricula in response to evolving public health needs, changing and aging populations, and to prepare leaders for increasingly complex health systems.

The School of Nursing has a rich and impressive history of faculty members who have risen to the challenge and opportunity of defining and redefining academic nursing. Under the direction of Helen Denne (Schulte), the first leaders of the School of Nursing set the standard—and their expectations—at nothing short of excellence. Our committed faculty then supported, mentored, and modeled that in all aspects of nursing. That commitment to teaching and mentoring students into the profession remains one of the School's greatest strengths.

Students with a deep commitment to meeting the health needs of their time have always brought passion and an intrepid

readiness to assume the role of leader and advocate as nurses and nurse scientists. And, as our mission and the impact of our alumni still reflect, they have done so in the profession and society.

Throughout the decades, the School has leveraged new technologies and led in the delivery of nursing programs. This form of educational innovation has resulted in wider reach for the School and it has provided greater access to our offerings. This remains a benefit for degree-earning populations as well as those seeking continuing education.

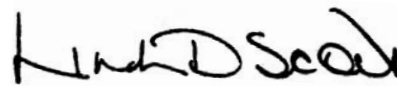
During the pandemic, strategic use of technology was instrumental to continuity in course delivery, student progress, and ensuring mastery of skills when on site clinical education was limited. We continue to equip our teaching and learning environment with state-of-the-art resources and expertise to ensure that we are educating practice-ready nurses. Increasingly, preparation for the demands of modern health care includes expanded use of simulation, which is key to students' mastery of skills and confidence with clinical judgment.

This issue of *ForwardNursing* focuses on our history and legacy as well as our promising current state. It is both interesting and inspiring to read about the milestones of our past co-mingled with snapshots of today's successes and points of pride. These features demonstrate that while we and our graduates have continued to advance nursing education, science, and practice, our contributions are an extension of the progress that came before us.

When I announced the School's Centennial Celebration and Campaign in 2021, I said, "As alumni, friends, faculty, staff, and supporters of the School of Nursing, we should look back proudly at our legacy of nurse leaders that have advanced us as a School, improved health, and contributed so much to the nursing profession. The successes of our first 100 years position us to look resolutely toward our future knowing there is still so much we can do."

I am, indeed, proud to honor and build upon the legacy of our faculty, staff, students, alumni, and friends. Thank you for your part in all we have done and still aspire to do! The School of Nursing is preparing the next generation of Badger nurses whose leadership will change lives in a future that transforms health and achieves equitable care.

Sincerely,



Linda D. Scott



Maichou Lor



2022-23 Outstanding Women of Color honorees. From left to right: Ashley J. Scott, Maichou Lor, Deputy Vice Chancellor and Chief Diversity Officer LaVar J. Charleston, Patricia Cisneros Prevo, Ruthanne Chun, Spring Sherrod, and Terri L. Young. (March 2, 2023. Photo: Andy Manis)

Lor Honored with Prestigious UW–Madison Outstanding Woman of Color Award

Maichou Lor '11, MS'12, Cert'14, PhD'17, assistant professor at the School of Nursing, was honored as one of six UW–Madison Outstanding Women of Color for the 2022-2023 year.

The prestigious award was established in 2007, and this year's recipients mark the 15th cohort of Outstanding Women of Color Award honorees. An important annual Women's "Herstory" Month event, the award recognizes diverse women among UW–Madison's faculty, staff, students (undergraduate and post-baccalaureate), and in the greater Madison community whose advocacy, activism, or scholarship has positively transformed their organizations or communities, and whose efforts advance equity, diversity, inclusion, and belonging for people of color.

Lor, the first Hmong-American nurse to receive a PhD in the United States, focuses her research on providing linguistic and

cultural access to care for populations with limited English proficiency, concentrating on the Hmong populations. She has led multiple interdisciplinary research teams in patient-provider communication (e.g., pain communication), hearing screenings, mental health, and medical interpreting.

Among the many milestones Lor and her teams have reached, one of the most notable is developing the first Hmong word recognition test for the Hmong community. The test is one of the basic components of hearing evaluations and will, with a Hmong word recognition test, allow for Hmong-speaking patients to get an accurate diagnosis of the type of hearing loss they may have, so they can receive appropriate hearing care and treatments.

Lor has published over 40 articles and presented 60 scholarly research presentations at local, regional, national, and international conferences. Her presentations

are on issues related to poor access to care and health disparities due to cultural and language differences from the mainstream, as well as solutions to improving the engagement of underrepresented communities in health research. She has received invitations to speak locally and nationally on topics related to the recruitment and retention of minority nursing students, and Hmong health for student organizations, professional organizations, and the Hmong community.

Along with her research, Lor enjoys teaching about social justice and health equity. One of her favorite classes to teach, Nursing 510: Culturally Congruent Health Care Practice, teaches students to critically reflect on their socially constructed identities and the impact these identities have on patient care and health care systems.

For more on Lor and her research, visit go.wisc.edu/i5ih3r

School of Nursing Wellness Advisory-Action Committee Strives to Foster a Culture of Support and Well-being.



Katie Pavlek
Wellness Officer

The University of Wisconsin–Madison is committed to ensuring all students have access to various forms of mental health and wellness resources. In January 2022, the School of Nursing formed the Wellness Advisory-Action Committee, a group that advises and assists in the development and enhancement of a culture of wellness to improve the health and well-being of all members of our School of Nursing community through wellness initiatives. Comprised of students, faculty, and staff, it has grown to over 20 dedicated members in its first year. “We are so fortunate to have a diverse committee that brings varied knowledge, experiences, and ideas,” says **Katie Pavlek ’08, PhD’21, RN**, School of Nursing

Wellness Officer and assistant clinical professor. “Their excitement and commitment to this work has resulted in some great outcomes in the first year.”

Tell us about your role as the School of Nursing’s Wellness Officer – what are some of your responsibilities and objectives?

Pavlek: I was fortunate to begin serving as the School of Nursing’s Wellness Officer at the beginning of this academic year (Fall of 2022). It is my goal to deeply ingrain a culture of wellness throughout the School of Nursing that positively impacts the health and wellness of students, faculty, and staff. I hope to serve our School of Nursing community as a leader, as a trusted resource, and as a collaborator as we collectively work to improve the many dimensions of wellness that impact our well-being.

With what does the Wellness Advisory-Action Committee assist?

Pavlek: A few highlights of wellness initiatives that the committee has implemented over the past year include: a fall and spring wellness series including yoga, mindfulness, and a community walk to Picnic Point; the creation of a School of Nursing wellness website; monthly wellness activities; and a wellness survey that was used to assess the strengths and needs of our School of Nursing community.

What are some initiatives that the School of Nursing is committed to when it comes to improving wellness for our students, faculty, and staff?

Pavlek: We strive to foster a culture of wellness through positive culture change and wellness initiatives. Such initiatives may include implementing wellness activities, fostering belonging and inclusivity, integrating evidence-based preventative strategies, reviewing and revising policies and procedures, advising and collaborating with committees and leaders on system-based initiatives, and collaborating with students, faculty, and staff in the support of individual and collective well-being.

Why is wellness so important to the School of Nursing?

Pavlek: The School of Nursing largely relies on the people that work and learn here. It is essential that students, faculty, and staff are supported in their wellness, and that we are intentionally creating an environment in which people can thrive. If we work or learn in an environment that puts our well-being at risk, we are unable to reach our full potential, both personally and professionally.

In the News

Traci Snedden, PhD, RN, CPNP, CNE, FNAP was a guest on Wisconsin Public Radio for a segment called, “What are the injury risks for student athletes?” For more School of Nursing media mentions, visit go.wisc.edu/quauf2

School of Nursing Earns Reaccreditation with Commendation

The UW–Madison Interprofessional Continuing Education Partnership (ICEP), which offers continuing education for practicing health care providers throughout their careers, earned special recognition during its recent reaccreditation cycle.

The partnership, a collaboration between the Schools of Medicine and Public Health, Nursing, and Pharmacy, was granted accreditation with commendation by Joint Accreditation for Interprofessional Continuing Education, a collaboration between 10 different accrediting bodies in the health care professions.

This distinction recognizes ICEP’s capacity to provide continuing education for the health care team and exceed the core standards.

The UW–Madison School of Nursing’s continuing education program is particularly invested in building relationships with community and health care organizations to help teams improve the health of the populations they serve, according to Sue Gaard, director, Nursing Professional Development at the School of Nursing.

“We believe that interprofessional continuing education leads to improved health care delivery and better patient outcomes, and as a provider of Joint Accreditation, we commit to delivering the highest standards in continuing education and professional development and advancing team-based, collaborative practice,” she said. “Commendation encourages us to raise the bar even higher.”

Presentations



Katie Collins

Katie Collins, MS, DNP, AGPCNP-BC, FNP-BC, presented about "Energy, Disability, and Climate Justice" at the Wisconsin Energy Institute's Forward in Energy Forum.

Awards, Honors, and Recognition



Jingxi Sheng

Jingxi Sheng, PhD, RN, was selected by the 2023 Midwest Nursing Research Society (MNRS) Annual Research Conference as a Distinguished Abstract.



Nadeen Alshakhshir

Nadeen Alshakhshir, PhD candidate, MSN, RN, received the 2023 Graduate Student Award from the MNRS Adolescent and Young Adult RIIG, and the Palliative and End of Life Care RIIG. She accepted both awards at the MNRS conference that ran from March 29 - April 1.



Elliot Tebbe

Elliot Tebbe, PhD, LP, received the 2022 Shane J. Lopez Award for Distinguished Contributions to Positive Psychology from the American Psychological Association (APA). He will accept his award at the 2023 APA Convention in August.

Snedden Receives 2023 AANP State Award for Excellence in Wisconsin



Traci Snedden

In recognition of her excellence in clinical practice, Traci Snedden PhD, RN, CPNP, CNE, FNAP, clinical associate professor at the School of Nursing, was honored by the American Association of Nurse Practitioners® (AANP) as the 2023 recipient of the AANP State Award for Excellence in Wisconsin. The AANP State Award for Excellence was established in 1993, and is given to an NP in each state who demonstrates excellence in clinical care. Each year, nurse practitioners (NPs) across the nation are nominated by their colleagues to receive this prestigious award.

"I am honored to be recognized by the AANP for my commitment to clinical practice specific to pediatric and adolescent injury. As a pediatric nurse practitioner and PhD, my research, teaching, and advocacy work in traumatic brain injury has increased awareness of concussion signs and symptoms, the potential for adverse learning effects post-injury, and the existing disparities in treatment for those with concussion. This work improves the clinical care we provide and the resulting overall outcomes for our pediatric and adolescent patients. It is a privilege to be recognized along with other 2023 AANP state awardee colleagues." For more, visit go.wisc.edu/0z184m

New Hires

The School of Nursing welcomes the following new team members:

Aya Yassin, Clinical Instructor, Nursing Simulation & Skills

Danielle Seib, Clinical Placement Coordinator

Lisa Sisulak, Administrative Specialist

Ross Beattie, School of Nursing Mental Health Provider

Tracey Maloney, Academic Advising Manager

Maisee Her, Academic Advising Manager

John Coutley, Data Reporting Specialist

Abigail Kleinschmidt, Clinical Assistant Professor

Jessica Leiberger, Clinical Associate Professor

Jennifer Lange, Clinical Instructor

Promotions & Transitions

Molly Censky was promoted to assistant director for student success.

Micah Roberts transitioned from faculty affairs supervisor to the dean's executive assistant and administrative services supervisor.

Julianna Manske transitioned to the New to Public Health residency program manager.

Retirement



Barbara Pinekenstein

Barbara Pinekenstein '73, DNP, RN-BC, FAAN, retired from the School of Nursing in December 2022.

Great Things Happening In Research



Laura Block

Laura Block '20, PhD candidate, BS, RN, received a Ruth L. Kirschstein Predoctoral Individual National Research Service Award (F31) grant to support *Characterizing Alzheimer's Disease and Serious Mental Illness Co-Occurrence Among Nursing Home Residents and Relationship to Symptomatology and Care Practices*.



Jeneile Luebke

Jeneile Luebke '02, MS'09, PhD, RN, received a grant from the National Institute of Health's Great Lakes Native American Research Centers for Health (GLNARCH) to support *Healing from Within: Identifying and Understanding the Intersecting Barriers to Help-seeking After Experiences of Violence for Wisconsin American Indian Women through Survivor-led Research*.



Lisa Bratzke

Lisa Bratzke '88, MS'92, PhD, RN, ANP-BC, FAHA, received a School Nurse Pipeline Workforce Grant from the Wisconsin Department of Health Services.



Susan Zahner

Susan Zahner, DrPH, RN, FAAN, with Amy Schultz, UW-Madison SMPH, received an Institute for Clinical and Translational Research (ICTR) Dissemination & Implementation Grant.



Rachel Gicquelais

Rachel Gicquelais, PhD, MPH, with Ryan Westergaard (MPI), UW-Madison School of Medicine & Public Health (SMPH), and David Seal (MPI), Tulane University, received a National Institutes of Health (NIH) R01 grant to support *Mobile Health Strategies to Support Longitudinal Engagement in Harm Reduction Services*.



Megan Zuelsdorff

Megan Zuelsdorff, PhD, with Ryan Powell (PI), UW-Madison SMPH, received an NIH R21 grant to support *Feasibility of Linking the Occupational Exposome to Alzheimer's Disease Neuropathology*.



Madelyne Greene

Madelyne Greene, PhD, RN, received an NIH grant to support *Identifying Outcomes and Implementation Strategies to Optimize Prenatal Care Coordination*.

Zuelsdorff, with Carey Gleason (Site-PI), UW-Madison SMPH and Chengie Xiong (PI), Washington University, received an NIH R01 grant to support *Cross Sectional and Longitudinal Racial Disparity in Molecular Biomarkers of Alzheimer Disease*.

In addition, Zuelsdorff and Gleason (PI) received funding from the National Institute on Aging for *African Americans Fighting Alzheimer's in Midlife*.



Kris Kwekkeboom

Kris Kwekkeboom '89, MS'95, PhD'99, RN, FAAN, with Gretchen Schwarze (PI), UW-Madison SMPH, received an NIH R01 grant to support *A Randomized Clinical Trial of Scenario Planning for Older Adults with Serious Injury*.



Maichou Lor

Maichou Lor '11, MS'12, Cert'14, PhD'17, with Michel Engleman, UW-Madison Dept. of Sociology (Co-PIs), received funding from the University of Michigan Network for *Innovative Methods in Longitudinal Aging Studies for Diversity, Aging, and Inclusion in the Midwest: Opportunities for New Directions (DIAMOND)*.





Spring has sprung! Sunshine and warm temperatures lured nursing students outside in mid-April.

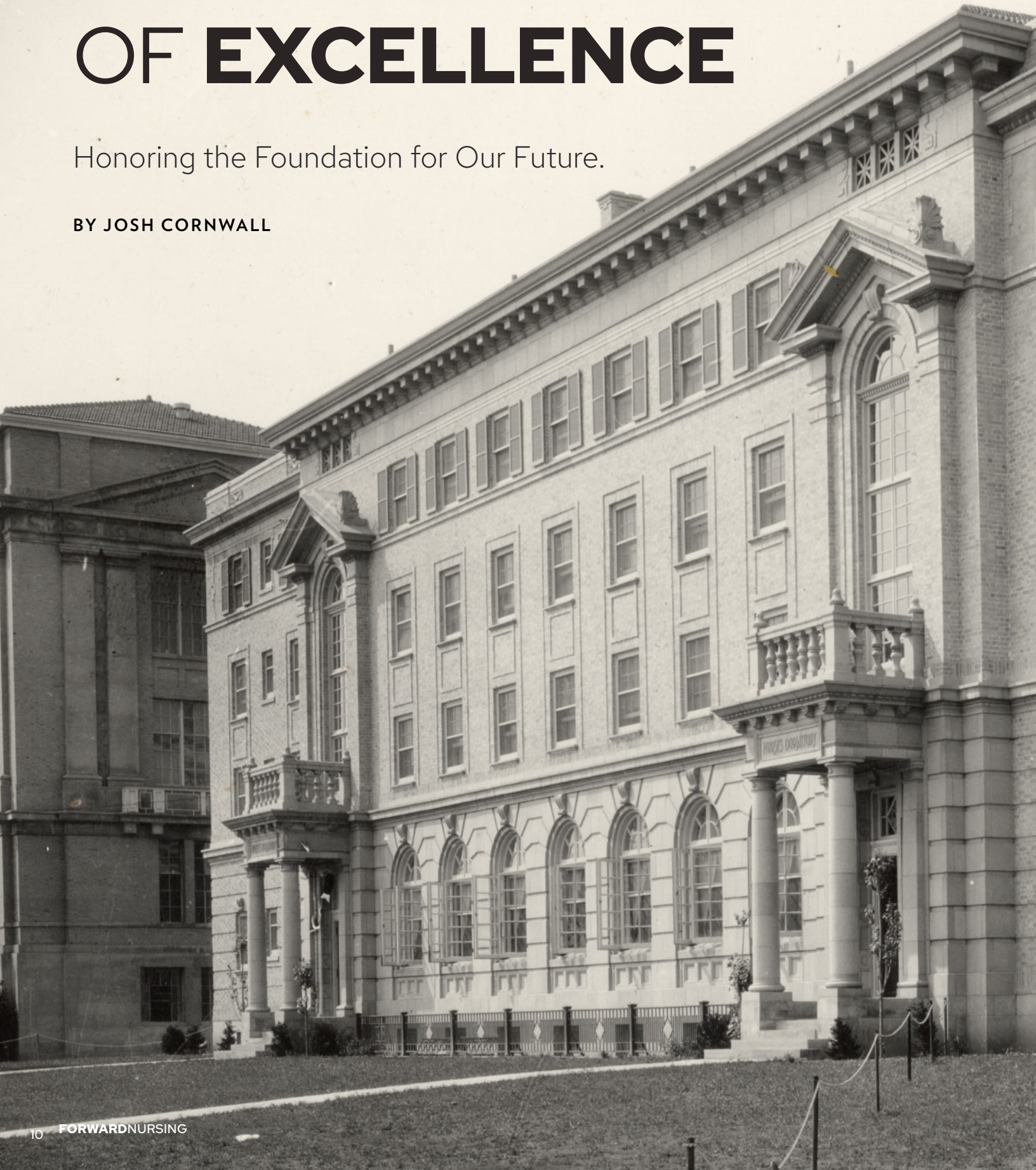
Photo by Liz Fitzpatrick

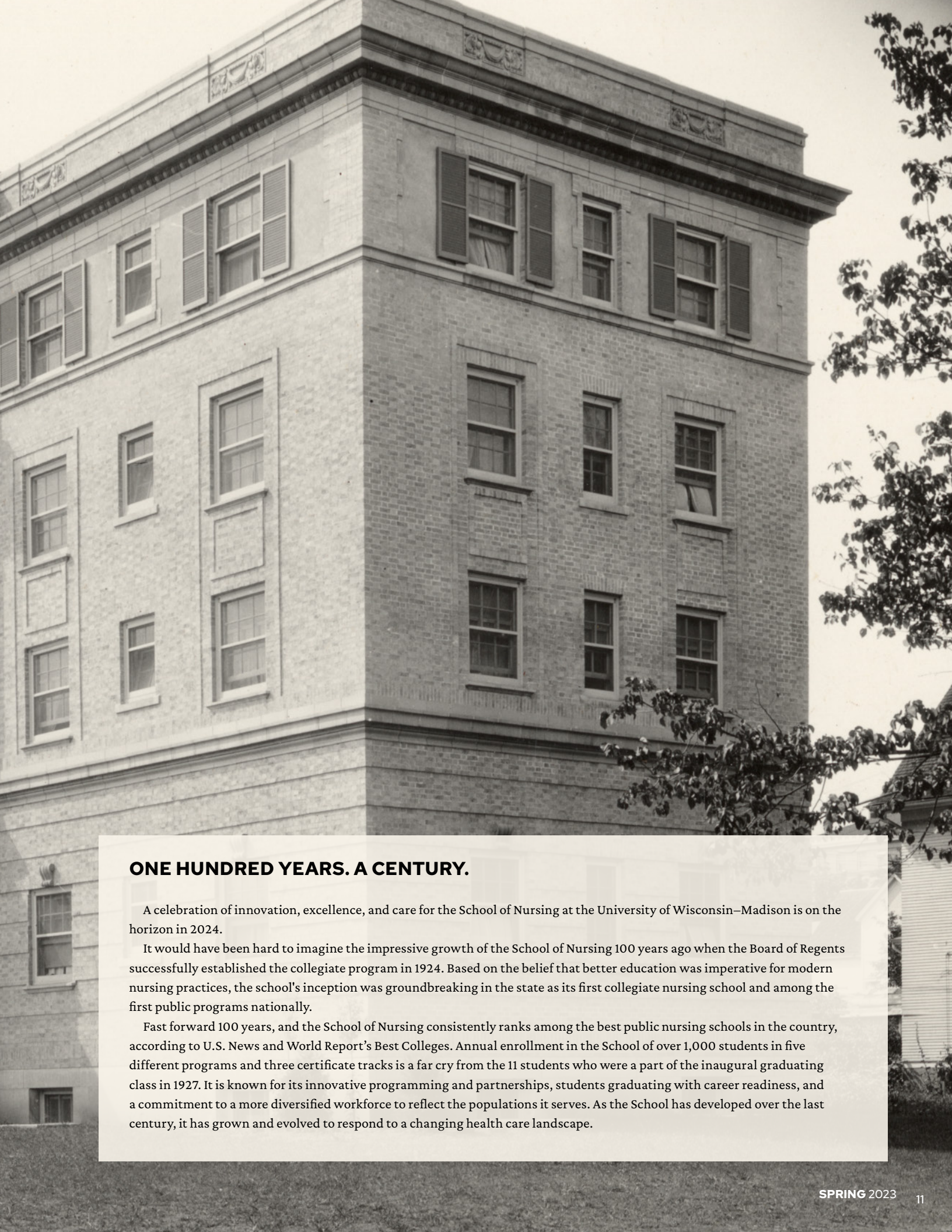


A LEGACY OF EXCELLENCE

Honoring the Foundation for Our Future.

BY JOSH CORNWALL





ONE HUNDRED YEARS. A CENTURY.

A celebration of innovation, excellence, and care for the School of Nursing at the University of Wisconsin–Madison is on the horizon in 2024.

It would have been hard to imagine the impressive growth of the School of Nursing 100 years ago when the Board of Regents successfully established the collegiate program in 1924. Based on the belief that better education was imperative for modern nursing practices, the school's inception was groundbreaking in the state as its first collegiate nursing school and among the first public programs nationally.

Fast forward 100 years, and the School of Nursing consistently ranks among the best public nursing schools in the country, according to U.S. News and World Report's Best Colleges. Annual enrollment in the School of over 1,000 students in five different programs and three certificate tracks is a far cry from the 11 students who were a part of the inaugural graduating class in 1927. It is known for its innovative programming and partnerships, students graduating with career readiness, and a commitment to a more diversified workforce to reflect the populations it serves. As the School has developed over the last century, it has grown and evolved to respond to a changing health care landscape.



Helen Denne (Schulte) circa 1924. The first director of the UW-Madison School of Nursing



THE BEGINNING AND EVOLUTION OF THE DEGREE

The timing could not have been more perfect.

Four years after an initial attempt to get a state-funded nursing school established, the University of Wisconsin-Madison achieved success under the direction of Helen Denne (Schulte) in September, 1924. It just so happened that Wisconsin General Hospital opened down the street the same month.

The two organizations opening simultaneously offered an easy symbiotic relationship, instantly providing students in the School with hands-on opportunities for learning as a part of their studies. The first graduating class, the class of 1927, had a choice between earning either a certificate or degree in nursing. The certificate program was a three-year course that included one semester of academic work followed by 32 months of instruction in nursing. Nursing degree candidates also selected a second major in either the College of Letters and Sciences or the School of Home Economics. The dual-major approach required three years of academic work, with 27 additional months of instruction in nursing. Both majors included a bachelor of science degree in hygiene.

By the time the School of Nursing reached its 15th year, the certificate program had undergone several structural changes, and the School offered the first nursing-specific major in public health as a way to remove the need for the aforementioned double-major.

In the early 1940s, the certificate program format changed to four full semesters of academic instruction and 27 months of clinical practice.

An increased demand for nurses came soon after as World War II raged across the globe. The School of Nursing was one of many that participated in the U.S. Cadet Corps program, allowing for a temporary accelerated program to get nurses into the queue for service. As a result, School of Nursing alumni were sent all over the world for service, including to many of the battle hotspots in Europe and the Pacific.

Interest in the nursing field increased following the war as the number of registered nurses enrolling in the School

increased with nurse veterans taking advantage of the G.I. Bill of Rights. The natural result was more changes to the degree makeup. The School revamped the public health major and created a second nursing major: Ward Management and Ward Teaching.

In the ten years following the end of World War II, the university established a Department of Nursing, which held continuing education classes for nurses looking to fine-tune their skills, and moved its undergraduate program to a four-year curriculum solely within the School of Nursing, changing the title of the degree from a BS in hygiene to a BS in nursing. It also dissolved its certificate program, putting all of its resources into the traditional degree program by the turn of the 1960s.

Progress continued into the '60s when the School of Nursing was finally recognized as an independent entity, no longer sharing space under a different academic department. It was the final brick laid on an already solid foundation for excellence to come.



The class of 1927 - the first graduating class of the UW-Madison School of Nursing.

First Row - Left to Right: Marion Zilley (Ferrier), Mary Carney (Bailey)

Second Row - Left to Right: Marcella Hartwig (Yoran), Catherine Cirves (Onona), Arminta Hartwig (Miller), Margery MacLachlan

Third Row - Left to Right: Maxine Baumgartner (Quade), Florence Roddan (Traumbauer), Freda Peterson, Elva Sanden (Fadness)



Students interact with a clinical patient, circa 1934.

WARTIME EFFORTS OF BADGER NURSES AT HOME AND ABROAD



UW–Madison School of Nursing Cadet Corps nurses Marguerite Sill (Whittingham) Cert '33, and Leone Scalzo Cert '36, shown while stationed at Camp Anzn, California, in 1943.

Right: Katherine “Pat” Baltzer (Roth) Cert '40, receives the Bronze Star from General Mark Clark. Baltzer was one of the first American nurses to land in Italy in January 1944. Trained as an anesthetist, she wrote home, “The cases are all those so bad they can’t be moved to rear hospitals... We just operate on them on the litters and really put a lot of blood plasma into them. It’s remarkable how well they get along.” She was assigned to one of three nearby evacuation hospitals with the 5th Army; the hospitals “leap frogged” as they followed the troops, giving patients time to recuperate. Baltzer received the Bronze Star on February 23, 1944, for heroic achievement in action. The citation reads, “During an enemy attack on the Anzio-Nettuno beachhead area, Lt. Baltzer remained at her post of duty in the operating tent, even though considerable flak was falling throughout the entire hospital. While the attack was in progress an enemy plane dropped anti-personnel bombs, and many fragments pierced the operating tents. Disregarding the extreme danger, Second Lieutenant Baltzer continued to care for a patient then on the operating table in a cool and efficient manner. Her courage and devotion to duty reflect credit upon herself and the Army of the United States...”



MEETING THE CHALLENGES OF A SHIFTING HEALTH CARE LANDSCAPE

While the need for trauma-prepared nurses continued into the 1970s, the landscape of the health care industry at home was shifting drastically. The role of the nurse was changing, and the UW–Madison School of Nursing needed to adjust to meet the evolving needs of the profession.



The first four students to receive graduate degrees, a master of science in pediatric nursing. From left to right: Catherine Slamar '60, MS'66, Marie Bremer, MS'66, Karen Pridham '57, MS'66, PhD '72, and Carolyn Aradine, MS'66. Circa June 6, 1966

Moving away from majors in public health and ward management was the first step in the early '60s, giving aspiring nurses more modern looks at medicine and health care.

In 1964, the School introduced the UW System's first graduate program in nursing. Under the direction of Florence Blake, the program enrolled students to earn a master of science degree in pediatric nursing.

Three years later, the School earned independent status from the Board of Regents, becoming an autonomous unit within the University of Wisconsin–Madison.

As the School of Nursing approached its 50th anniversary in 1974, enrollment soared to the highest in its history at nearly 1,300 students. Just years earlier, an in-depth curriculum study led to a forward-thinking redesign of its baccalaureate teachings, increasing overall interest. A school that, only years earlier, was more regional in attraction from prospective students nearly doubled in size from just over 700 enrolled nursing students.

The boom in enrollment, combined with a slew of well-timed grants, led to exciting new opportunities for the School of Nursing.

Between 1975-77, the school added three nurse practitioner programs — geriatric, pediatric, and adult — and received an entitlement to plan its first doctoral program in nursing, which became officially established in 1984.

The nurse practitioner programs, many of which were innovative and first-of-their-kind, became an area of distinction for the School as it opened a new Clinical Science Center in November 1977. The location, 600 Highland Ave., bolstered the School of Nursing's range of resources dedicated to research and teaching with all the latest medical technology.



Faculty celebrate the UW Board of Regents' approval of the School's PhD program.



AT THE CUTTING EDGE OF TECHNOLOGY

Much like the University at large, the School of Nursing was a trailblazer in the technology that was changing the health care industry.

The School started with two-way telecommunication educational opportunities, and ultimately ended up with its first course, "Call Nursing 1966," in the late spring of 1966. It was the School's first foray into long-distance learning, which gave nurses a chance to listen to non-credit lectures of varying lengths on various nursing topics.

The program evolved over its 25 year tenure, gaining national notoriety for its extended learning in the process.

While still a relative novelty in the classroom in the 1960s, the School began to use television to teach in 1963. Thanks to the efforts of May Hornback, assistant professor of nursing, the School launched its first televised course, "Fundamentals in Nursing." The series was eventually released beyond the University of Wisconsin network of schools, reaching a wider audience with primary nursing skills education.

Hornback, along with Bruce Westley, a UW-Madison faculty member at the time who specialized in research methods and

theory in the study of social and mass communications, eventually published their findings and successes of the television initiative. It was the first faculty research publication to come out of the School of Nursing, and a signifier for what was to come.

By the early 1980s, the School of Nursing had been at the forefront of emerging learning technologies for nearly two decades. However, signs of the digital age were becoming abundantly clear with the development of computers.

As the School continued its television course outreach to its external constituents in the late '80s, the School saw the formation of the Computer and Instructional Resource Center to support the increasing need for instructional and research support involving computers. Within the next few years the use of computers utilized in the School grew immensely, from instructional use to simulated research assistance.

With technology quickly evolving, so did the need for the nursing profession to stay ahead of the times. The School recognized that they were already living in the future they had anticipated some 30 years before. In an effort to adapt to the quickly evolving technological landscape, the School of



A student makes use of the school's study carrel learning environment in the late 1960s.



May Hornback, Cert '53, '54, (left) and Ruth Schumacher Lutze, Cert '51, '52 (right) take part in a radio teleconference on nursing techniques for inactive nurses, circa 1970. The location dots on the map in the background represented areas where listeners were tuning in.



School of Nursing professor Rose Marie Chioni, PhD, (left), and Signe Skott Cooper, 'Cert42, '48, MEd, RN, FAAN, (right), offering a continuing education course on WHA radio as part of Call Nursing 1966.



Then Associate Dean Pat Lasky, MS'68, PhD, RN, stands in front of video equipment that aided in the School's instructional video efforts, circa 1985.

Nursing created its official home on the world wide web in 1995. The website opened a whole new set of doors to limitless opportunities.

The introduction of the internet revolutionized the way many institutions thought of instructional technology, which was no different for the University of Wisconsin–Madison. Its use allowed the School of Nursing to expand its reach through an online collaborative program between the five universities within the UW System that had nursing programs at the time. First referred to as the Collaborative Nursing Program, it is now known as the BSN@Home program, a RN-BSN completion program.

Soon after, in 1997, the School saw its first ever internet course offered to students — a class on Primary Health Care in the School Setting offered by Patricia "Pat" Lasky, MS'68, PhD, RN.

Just four years removed from publishing its first web page—ushering in a new era of digital reach—the School of Nursing was poised for the challenges ahead. The early foundation of investing in technology prepared the School for the turn of the millenium.



A nursing student works on a computer, circa 1985.



A School of Nursing media specialist edits an instructional nursing video in the School's media room, circa 1988.



One of the first iterations of the UW–Madison School of Nursing's website, circa 1997.

THE LEARNING LABORATORY



School of Nursing faculty member Alice Simonds '62 (left) directs an instructional video for her Learning Laboratory class supplement. Students reviewed recorded audiovisual materials and completed assignments at their own pace. This instructional environment became a prominent feature at the School, and was a forerunner to later clinical practice laboratories. Signe Skott Cooper noted that Simonds was ahead of her time with media and technology, saying, "She designed the first course in physical assessment and health history to be offered by the School of Nursing, and adapted it for use off campus. She developed numerous videocassettes and slide-tape teaching units. Her teaching skills were exemplary and she used creative approaches to helping students learn. She challenged other faculty members to use media in their teaching and encouraged and assisted them in using various forms of instructional technology." Circa early 1980s.



INNOVATING TO BETTER SERVE A GROWING AND DIVERSIFYING POPULATION

INNOVATIVE PROGRAMMING AND CONTINUING EDUCATION

With a focus on resources, programming, and education, the innovations that have resulted from keeping the community at the forefront of the School's efforts to grow and advance nursing in the state of Wisconsin and beyond have led to greater impacts on the populations Badger nurses serve.

Since its inception, the School has kept nurses on top of ongoing changes in health care through offering continuing education programming. Early courses, such as refresher



Barbara Gessner '64, PhD '79 (left) demonstrates the use of a Hoyer lift to nurses enrolled in a refresher course, circa 1963. An acute shortage of nurses in Wisconsin, caused by nurses leaving the field to raise families, created a need for increased educational opportunities for continuing education. Nurses who had left the workforce attended courses such as this when they were ready to return to practice.



A NET student demonstrates the proper way to take blood pressure to students at Nicolet College in Rhineland, Wisconsin in 2002.

courses for nurses returning to the workforce, were created to help address needs like nursing shortages and changes in health care practice.

Over the decades, the School of Nursing has remained dedicated to delivering new and innovative resources, education, and programming. One such program, introduced in the early 2000s, was Nurse Education for Tomorrow (NET), offering nurses the opportunity to enroll in a master's program online or gain post-master's credits while remaining in their home communities. NET broadened the online programming being offered to those continuing their education in rural areas, and the initiative planted a seed about the importance of providing care to underserved communities. Since then, the core tenets of community, accessibility, and outreach remain central to the School's efforts.

Additional programs and resources have been created since then to better serve the changing landscape of health care and the diverse communities nurses serve. These innovative academic programs and outreach initiatives, such as the Center for Aging Research and Education (CARE), or the New to Public Health Residency Program, improve quality of life by providing tools, resources, and education for nurses and other health care providers to stay on top of the continuous changes of the industry.

As health care has evolved, so has continuing education programming offered by the School of Nursing. The need for interprofessional collaboration and team-based care has become increasingly important when delivering optimal health care. As a result, the School transitioned in 2020 from what was then called Continuing Education in Nursing to a new format called Nursing Professional Development (NPD). The change in name marking a representation of the School's commitment to life-long, self-directed learning.

Delivering educational opportunities designed by health care teams, for health care teams, NPD is built on a century of innovative technology, design, and delivery. Its reach expands beyond Wisconsin and the nursing profession to improve the health of patients and communities worldwide. Through NPD, the School partners with health science colleagues to deliver accredited continuing education, increasing the skills and strategies of nurses and interprofessional health care teams while preparing them for collaborative practice and the future of health care.

Through partnerships and collaborations, the School continues to expand nursing professional development, prepare health professions teams for the complexities of current and future health care systems, and improve the quality of life for residents of Wisconsin and beyond.



A student assists at CARE's Healthy Aging Fair on March 28, 2017.

ADDRESSING THE NEED FOR DIVERSITY, EQUITY, AND INCLUSION

As the School entered into the 21st century, conversations in the workforce were shifting. Confidence in utilizing nurses as change makers was increasing, as were conversations around how nurses could positively impact those they serve by addressing inequities and diversity in health care.

In 2010, the National Academy of Medicine (NAM) — formerly known as the Institute of Medicine — published *The Future of Nursing: Leading Change, Advancing Health*, which offered recommendations to strengthen the education, capacity, and roles of the nursing workforce by empowering nurses to play a more central role in health care. Over the next few years, efforts increased within the School of Nursing to create a more diverse and inclusive nursing workforce.

The School was already ahead of the times. In 2007, it had formed the Equity and Diversity Committee, now known as the Equity, Diversity, and Inclusion Committee (EDIC). Since the committee's inception, the EDIC has been dedicated to fostering an environment of inclusion that welcomes diversity among its students, faculty, and staff. Awareness of diversity and promotion of inclusivity has become central to the School's efforts on multiple levels.



School of Nursing students and alumni gather at the Underrepresented Student and Alumni Reception in November 2022. The annual reception helps to connect Badger nurses through networking and community building.



A student works with a community member to gather data for Nurses 4 Black Well-Being research in July 2022.

In 2018, the EDIC began the process of creating an inclusive excellence plan for the School. It also added inclusive excellence as a central pillar to the School's 2019-2024 Strategic Framework, which was already supported by the foundational pillars of academic excellence, research expertise, faculty resources, and organizational effectiveness.

The inclusive excellence plan supports the School's ongoing efforts to create safe, dynamic spaces in the workplace to ensure all members of the School understand their unique influence on the current nursing climate, and all nurses play a role in addressing the pervasive health inequities worldwide by expanding their own self-awareness, advocacy skills, and social engagement.

Beyond the academic setting, the impact of School of Nursing research on addressing the need for more equitable health care has had tremendous impact over the years. Recent initiatives, such as the work being done by the Nurses 4 Black Well-Being research team, advance the School's mission and address the most recent call to action by the NAM, *The Future of Nursing 2020-2030: Charting a Path*

to Achieve Health Equity, which calls on nurses to lead the way towards more equitable health care.

Led by Professor Linda Denise (LD) Oakley, PhD, RN, Louis J. and Phyllis Clark Jacobs Professor in Mental Health, the Nurses 4 Black Well-Being research team is using science to find health and well-being solutions to systemic hypertension present in Black communities.

Additional School initiatives to address diversity, equity, and inclusion center around the need for a more diverse nursing workforce that is more reflective of the populations nurses serve. In 2021, a gift from the Oscar Rennebohm Foundation created scholarships to support nursing students. The scholarships are intended for those who come from underrepresented groups or populations, those from socioeconomically disadvantaged backgrounds, or those who face additional barriers in pursuing further education in nursing. The goal being to address an immediate need to diversify the nursing workforce by first addressing the diversity of nursing students. *(For more on the gift from the Oscar Rennebohm Foundation, see page 28).*



EVOLVING ACADEMIC OFFERINGS TO MEET DEMAND

The substantial growth and progress in both technology and community innovations helped usher the School of Nursing through the '80s and '90s, and into the early 2000s.

With substantial growth to both the School of Nursing and the profession, the School continued to evolve the academic offerings to meet new workforce demands. Academics were tailored to meet the challenges that were arising as the profession advanced and evolved, and research within the School was expanding into new territory thanks to heightened funding from grants and initiatives. As nursing research as a whole shifted its focus on patients and patient behavior, so did the focus on research efforts within the School of Nursing.



Members of the first cohort of the Doctor of Nursing Practice program. The inaugural cohort began their DNP journey in 2010. Since then, the DNP program has expanded to seven specialty tracks, including five hybrid and two online programs, and is open to both bachelor of science in nursing (BSN) and master of science (MS) degree holders.



Members of the first cohort of the Accelerated BSN program show their Badger nurse pride as they celebrate the start of their nursing journeys with the white coat ceremony on May 17, 2018.

This focus on research led to more academic opportunities, including an early-entry PhD path. Established in 2003, the track makes it possible for undergraduate students interested in research careers to advance directly into the PhD program.

As the academic and research side of nursing expanded, there became a need for more advanced practice nurse leaders. The School of Nursing responded to the need, and in 2010 launched its doctor of nursing practice (DNP) program. With post-BSN and post-MS options, the program provides a customizable experience for each student to help them achieve career goals. Students were able to further develop critical thinking, and focused expertise in areas like health care systems, leadership, program development, informatics, and health policy.

While the School of Nursing was experiencing growth and success with its academic offerings, the profession was finding itself in progressively strained situations: the delicate balance between demand from health care sectors from an increasingly aging population, and the supply of nurses entering the workforce, were not matching up.

While the United States has experienced nursing shortages since before the School of Nursing opened, the strain on the profession typically resolved itself quickly. However, the turn of the century brought forth new challenges for the nursing profession. By 2012, the recognition of a significant nursing shortage had risen to the forefront of health care conversations. In addition, the Institute of Medicine recommended increasing the percentage of practicing nurses with a BSN to 80 percent by 2020.

To help address the needs of increased demands for more nurses in the workforce, the Board of Regents approved a new



Members of both the UW-Madison School of Nursing and the Madison College Nursing School took part in a ceremonial signing of documents outlining the new partnership streamlining transfer requirements between Madison College and the School of Nursing's BSN@Home program. The event took place on Friday, May 6, 2022, at the Health Education and Information Technology Building on Madison College's Truax Campus.

accelerated baccalaureate nursing program at UW-Madison in 2016.

The accelerated program, created to enable the School of Nursing to enroll more qualified students and contribute more BSN-prepared nurses to the workforce was designed for students who already hold a bachelor degree in a different discipline and have met nursing prerequisite classes. Students enrolled in the program would be able to graduate with their bachelor of science in nursing in just 12 months, preparing them for the workforce faster. The rigorous program kicked off with its first cohort of students in May of 2018, and upon graduation in May of 2019 and they were fully prepared to sit for licensure.

The School has continued to develop new pathways and access to nursing education in response to the persistent workforce needs. Most recently in 2022, the School helped secure a new transfer agreement between Madison College and the University of Wisconsin-Madison School of Nursing. The agreement addresses the need to create greater access to nursing education. In addition, it supports the need for more BSN-prepared nurses in health care, which will improve health in the state of Wisconsin and beyond.



LOOKING AHEAD TO THE NEXT 100 YEARS

The School of Nursing's first 100 years has seen incredible growth and progress. It has leaned into meeting the demands of societal and professional challenges. It has bounded over technological hurdles and strengthened its research enterprise. It has partnered with communities to create more inclusive health care. The curriculum has been refined, and the clinical skillsets enhanced. It has risen to the occasion of recognizing and addressing the challenges of its times over and over again.

But there is still work to be done. As 2024 and the UW–Madison School of Nursing's centennial celebration quickly approaches, Badger nurses are asking, "Where do we go from here?"

Current affairs see the workforce facing ongoing challenges, including strain due to the nursing shortage. Aftershocks of the COVID-19 pandemic are still shaking the foundation of health care. There is a need for a more diverse nursing workforce to help care for an ever growing, aging, and diversifying population. Addressing disparities and building health equity is critical. The need for nurse leaders is greater than ever as health care evolves to a more collaborative, team-based approach to delivering optimal health care. And, like the clinician workforce shortage, the need for nurse educators and researchers is at an all-time high.

The decades ahead will test the nursing workforce in ways not yet imagined, but the

School of Nursing is building on its strong history of leading and innovating to find solutions.

However, in order to move forward, the School must first look back and reflect on what has been. The challenges, changes, growth, and hurdles of the past are all key moments in time from which to learn. Each milestone is a rung in history that helps future Badger nurses do more to advance health for all.

Only by honoring the legacy of our past can we embrace the future and charge forward into a new century of changing lives.



LEGACIES GROWN FROM ROOTS AND BRANCHES

*Family trees fortify nursing bonds for
two Badger families*

By Cheyanne Carter

FAMILY TREES

There is an old saying, "Like branches on a tree, we all grow in different directions, yet our roots remain as one." For graduates of the UW–Madison School of Nursing, they become a branch on a great big family tree that anchors itself with roots that were established when the first 11 graduates of the School earned their degrees in 1927.

Those roots ground a tree with a trunk that, if cut in half, would display almost 100 years of growth rings—each ring marking a Badger nurse graduating class that has entered into the workforce to change lives. That trunk fortifies a foundation that strengthens a network of Badger nurses and extends to all corners of the globe.

Family trees are more than just a collection of names and dates. They are a means of understanding the legacy of our past. They root us to the history that came before and ground us as we look ahead to what is to come.

They are intricate maps that allow us to reflect on where we came from, and better understand how our legacy has grown over time. They offer a unique window into our own individual narratives, giving us a sense of belonging and reaffirming our place in the larger network that surrounds us.

For some Badger nurses, they are one branch extending from the trunk of those who came before. Their limb extends from the main trunk and reaches to the sky without forking. For others, that branch extends further, reaching out from its primary bough. These branches of the Badger nurse network are grown from multi-generational Badger nurse families.

The legacies that these families carry forward are rooted not just in the 100-year history of the UW–Madison School of Nursing, but in the strength of their own family bond on the Badger nurse family tree.





GROWING LEGACIES

A legacy is defined by the Merriam-Webster Dictionary as “something transmitted by or received from an ancestor or predecessor or from the past.” A generational inheritance of higher education is arguably one of the most esteemed gifts one could receive. Sharing an experience, knowledge, and a sense of pride are all offerings of a Badger bloodline. The Bizjak and Steele families share this gift and more, both comprised of Badger nurses.

“Our Badger nurse legacy is what we do every day; the care we provide, the people we interact with, and the communities we uplift define who we are and how we will be remembered,” said Kathlyn Steele '75.

While every experience is unique, each family’s lineage has unified them beyond their genetics. They share the same culture; to lead and change lives.

(Continued on page 20)

Illustrations by Megan Hinners



Left: Kimberley Bizjak celebrates her graduation from the School of Nursing in 1993.



Right: A few decades later, Kimberley celebrates the successes of her own daughters, Claire and Madeleine, as they embark on their own journeys into nursing as students at the UW–Madison School of Nursing.

THE BIZJAKS

Kimberley Bizjak '93 was the first Badger nurse of the family, an experience that inspired her daughters Claire '23 and Madeleine '24 to follow in her footsteps. When it came to choosing UW–Madison for nursing, the Bizjak women had one common basis: they wanted to learn how to help people the best way they could.

“UW–Madison is a world class university that breeds critical thinkers by giving you hands-on experience that translates into every part of your life,” Kimberley said. “You graduate so well-rounded and that’s what I want for my daughters.”

The Bizjak family legacy goes back two generations; Gerald and Kay Bizjak graduated from UW–Madison together in 1966 and passed the red and white torch to all four of their children. While Kimberley is a Bizjak by marriage, she was heavily influenced by the family, meeting her husband Christopher in middle school. Today the bloodline continues with their daughters Claire and Madeleine whose memories are flooded with Bucky-filled fun.

“I think I often reminisce on going to football games as a family growing up, and those were probably my first exposures to UW as a child,” said Claire. “I can vividly remember driving into the city and thinking about how huge it was when I was so small. I also loved walking past Luther Memorial

Church where my parents would point out that’s where they got engaged in college.”

From a very young age, Kimberley felt called to care for people. This calling paved the way for her career as a perianesthesia nurse and health coach. Claire and Madeleine inherited this trait from their mother, both of whom are deeply passionate about helping others. While the feeling is innate, they also had the opportunity to see it brought to fruition. Having a mom as a nurse was the pinnacle of leading by example; they saw the impact their mother made on the lives of so many people every day, and the gratification that came with it.

“Throughout our childhood, we heard stories about different procedures that happened each day, and the work our mom was doing was always super fascinating,” said Madeleine. “I loved knowing that my mom was able to help other people and I wanted to follow in her footsteps to also help other people and make as much of an impact as she did on our community.”

Claire and Madeleine are doing just that. Both are currently in nursing school and forging their own paths for their future careers in health care. While their experiences are distinct, Kimberley’s college stories have an influence of their own.

“One of my favorite memories of nursing school was getting to simulate being a flight nurse and going up in a helicopter,” said Kimberley. “I share that memory with my

then classmate, and now coworker, James Karow, and the reason I remember it so well is because I got sick in the helicopter and threw up on him. He never lets me or my daughters forget it.”

Hearing all of her mother’s stories about her flight nurse simulations — the good, the bad, and the funny - sparked Madeleine’s interest in the specialty. Today, she aspires to become a flight nurse in the Air Force following her graduation in 2024 and eventually become a certified registered nurse anesthetist (CRNA).

For now, though, the Bizjak women share the pride of being Badger nurses. The joint experience has been an unforgettable journey so far, and their UW–Madison legacy has bonded them beyond their DNA.

“I love being a Badger nurse,” said Kimberley. “I still wear my nursing pin that reads ‘Numen Lumen’ on my badge every day. It truly has opened many doors and enlightened many opportunities. I take a lot of pride in it, and I’m thrilled to share that experience with my daughters. I know the state-of-the-art school they are attending, and I’m ecstatic for everything they will accomplish.”

THE STEELES

Kathlyn Steele started caring for children at the age of nine and was a born nurturer. She loved the job and became a source of help for her entire neighborhood; she took babysitting courses and pursued it as philanthropy in her Girl Scouts troop. The passion only flourished from there and sparked a yearning to continue learning how to care for children. She became an expert; as a pediatric nurse and mother of three, she turned her passion into her entire life. She continued to dedicate over 40 years of her career to caring for patients with developmental disabilities. Her accomplishments became a blueprint for two of her daughters, Kate Louther, MS'10, and Beth Kucher '09, and they were eager to expand their family’s legacy and make their mark on the nursing profession.

“In all of her roles, she took a leadership position, and it was really empowering as a girl to see my mom as a boss lady,” said Kate. “It was a blessing to have known that I could grow up and do anything I wanted

to do because that's the example she set. I mean, there were weekends where she wasn't around because she was with her colleagues writing a chapter in a book, and I just remember thinking, "Wow, my mom is really, really cool."

Both Kate and Beth found their passion for care giving in the model their mom built for them. They pursued it from a young age by becoming babysitters first, then certified nursing assistants in high school. They worked alongside their mom before even reaching college. Kathlyn became their mentor in all respects and continuing her legacy became a shared goal for them.

"She's the reason why I am who I am today, not just in my personal life but in my career, too," said Beth. "I know how to be a leader because of her, and she is my mom and mentor all in one. She's the first person that I go to if I have a question about anything really. Personally, or professionally, I know she's going to give it to me straight."

Growing up in Madison, Wisconsin, Kathlyn knew from a very early age what it meant to be a Badger. The Madison community became an instrumental part of who she was, and she had her sights set on staying home to pursue a college degree to become a first-generation Badger. Kathlyn was dedicated to her education, and, regardless of the circumstances, she was prepared to learn more and become better at her passion. From being tear gassed during a biology final on Bascom Hill in the midst of Vietnam War civil disobedience to taking a medical-surgical exam the morning of her wedding day during a blizzard, she didn't allow anything to deter her from reaching her goals. These adversities shaped Kathlyn as a nurse and a role model for her daughters.

"Being a Badger nurse is a leadership role," said Kathlyn. "You lead by example and show people you mentor that helping people is centering in on their individual needs. And you give those who don't have voice, who are vulnerable, a space to be heard and an advocate. These traits don't come easy, but it's always rewarding."

Kate understood this responsibility when she decided to return to Madison for her master's degree in nursing education. After receiving her bachelor degree in medical microbiology and immunology and completing the University of Wisconsin-Oshkosh's online and accelerated nursing



The Steeles celebrate Kathlyn's receipt of the Distinguished Alumni Award in 2016. Kathlyn's daughters nominated her to recognize the tremendous work she has done throughout her nursing career and the impact she made on developmental disability research and care.

program, she had a large amount of appreciation for nursing and the flexibility of her degrees.

"Right after I received my bachelor of science in nursing (BSN) degree, I applied and went straight for my nursing educator degree at UW-Madison," said Kate. "The reason why I wanted to do that was I wanted to be able to give back to the nursing profession, and work in infectious disease. Ultimately, I wanted to meld my two degrees together to work in infection control or work in areas that are important to public health."

Beth found herself on a different trajectory than her sister by landing in oncology nursing following her graduation. While she had felt she had found her stride in this field of nursing, she was soon called back home to care for her model, mentor, and mother while she was treated for kidney cancer.

"I came back to take care of her, and there is no place like home," said Beth. "I think that's a part of our legacy too, we stick together and are community bound. I still go to work at UW Health Hospital, and I was where I

needed to be most. We got through it, and now she is 13 years cancer free."

The Steele women passed down the resilience and compassion that comprise a Badger nurse. Today, Kate continues to give back by teaching a public health nursing course for Viterbo University in La Crosse, Wisconsin, every summer since she received her master's degree in 2010, and she works as a nursing supervisor for Public Health Madison & Dane County. Over a decade after she earned her BSN from UW, Beth received her master of science in nursing education in 2022 from Chamberlain University. She has now returned to UW Health as a clinical staff educator. Kathlyn was acknowledged as a distinguished alum during Homecoming of 2016 and is now dedicated to helping her daughters full-time in any way that she can.

The Steele legacy is lived out in the actions of three strong nurses who are passionate about their work and their community. "It's who you are and how you live," said Kate. "That is our legacy, and that is what we want to share with our kids and beyond."

BUILDING A LEGACY

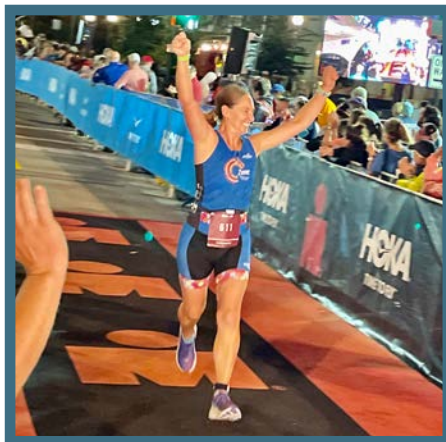
*Nurse. Triathlete. Entrepreneur.
One Badger nurse is building
her legacy her way.*

By Megan Hinnars

Professional photos by Carley Anne Photo
Additional photos provided by Becky Berkan



Berkan utilizes her skills as an aesthetic nurse as she works with a client at BellaReis Med Spa.



Berkan celebrates as she crosses the finish line of the 2021 IRONMAN Wisconsin race.



Berkan and her BellaReis colleagues celebrate the spa's grand opening in October, 2022.

Becky (Travis) Berkan '03, RN, CEN, is no stranger to expanding her comfortable limits. After stepping away from participating in athletic activities for a decade, she decided to get back into a sport that she had always enjoyed – running. She set out to train for the Madison Marathon in 2012, which would eventually get canceled due to extreme heat conditions. Rather than shrug her shoulders and call it a day, Berkan persisted with her training and eventually ran the Marine Corps Marathon in 2013.

“My goal was to beat Oprah (Winfrey), and I don’t think I beat Oprah,” she admitted in a 2021 interview with the Oregon Observer newspaper. “I didn’t have a coach, I didn’t know anything about nutrition. At the end, I was definitely struggling. I didn’t have a good time.”

Berkan could have, once again, thrown in the towel. But instead, a bet with a work

colleague transpired and she found herself agreeing to compete in the 2020 IRONMAN Wisconsin triathlon. Having only had running experience, Berkan bought a bike, found a swim coach, and enlisted the expertise of triathlon coach Miranda Bush.

She faced challenges, long days of training, and some setbacks. But her drive and determination pushed her forward. Even after COVID-19 canceled the race in 2020, she continued her training and signed up to participate the following year, completing all 140.6 miles of the IRONMAN Wisconsin race on September 12, 2021.

Berkan, who earned her bachelor of science in nursing from UW–Madison in 2003, says that it takes a lot to get her “razzled.” It’s that ability to handle the high-stress situations and roll with the punches that can be a big asset, not just in her triathlon training, but in her career and personal life.

The Oregon, Wisconsin, native has spent over 20 years as an emergency department nurse, a position which she truly enjoys. However, she notes that she began to feel the need to step outside her comfortable limits and utilize her skill sets in other areas. “I had an itch to expand my nursing skills and opportunities,” said Berkan. “So, I became a legal nurse consultant and currently work for a law firm in Madison.”

Soon after, she added mobile IV nurse to her resume, traveling to people’s homes and offices to provide IV hydration and vitamin therapy. In this role, she found her love for a new form of nursing.

“This is why I love nursing,” she said. “You never have to stop where you are at. You want to expand your career, you can! Not many professions have the ability to do what we do.”

(Continued on page 24)

“

I THINK THAT IT IS IMPORTANT THAT NURSES KNOW THEY ARE UNIQUE IN THAT YOUR CAREER CHOICE CAN BE EVER CHANGING. THAT IS THE BEST THING ABOUT NURSING!

”



**“ I LOVE THAT I HAVE THIS CAREER
WHERE I CAN KEEP EXPANDING
INTO AREAS THAT I NEVER THOUGHT
POSSIBLE. YOU CAN’T DO THAT WITH
MANY OTHER CAREERS. ”**

Berkan moved on from her role as an IV nurse, but her desire to look at different roles outside her traditional position at the bedside remained. “After COVID-19 came, I felt the need to cut back my hours at the bedside and chase another dream,” she said. “I’ve always had a passion for aesthetics and skin health, so I decided to take on a new role as nurse entrepreneur. I went big, and opened up a med spa in my hometown where I’ve been able to build a practice by helping others feel and look their best. I’m still putting in hours at the bedside, but this new nursing chapter has allowed me to broaden my skill set to a new level that I never thought was in the cards for me. Being a business woman in the nursing profession was not something necessarily taught when I went to nursing school in the early 2000s. However, I think that it is important that nurses know they are unique in that your career choice can be ever changing. That is the BEST thing about nursing!”

Q: How are you able to utilize your nursing skills and training in this new role at BellaReis Med Spa?

Berkan: Being a nurse injector is not just Botox and needles in faces. You have to have training, know facial anatomy, possible complications, etc.. I definitely think that it is the most artistic form of nursing, but also one of the most challenging. I come from a background where if you don’t ask questions when you don’t understand something, someone could die. As an emergency room nurse, I am comfortable in the emergency department. When I went into the field of aesthetics, I developed an imposter syndrome feeling. I realized that I need to ask the questions; I needed to get the training; I needed to do all of the education; I needed to practice on every single friend and every single family member. Knowing what goes into training a nurse and how much practice I needed before feeling confident showed me what it was going to take to be successful as a nurse injector at BellaReis.

Q: How does your nursing background help you as an entrepreneur?

Berkan: I think one of the greatest gifts that my nursing career has given me is the ability to form relationships quickly and efficiently. In the emergency department, I have about two hours total to connect with my patients. You would think this is not a lot of time to form a meaningful relationship, but I beg to differ. I can tell you to this day about some of my very first patients 20 years ago. They resonate with me. Connections happen every day, usually when we least expect it! As I have practiced over the years, this skill has become easier for me. I’ve carried that over into my entrepreneurial life. Starting a business, I have formed a lot of new relationships, new clients, new vendors, new drug reps, etc.. My background in nursing has made this easier for me.



Berkan utilizes her skills as an aesthetic nurse as she works with a client in their home.



Berkan competes in the bike portion of the IRONMAN Wisconsin triathlon in 2021.



Berkan and a colleague motivate each other as they put in hours at the bedside in the emergency department during the height of the COVID-19 pandemic.

Q: What makes your role as a nurse entrepreneur so rewarding?

Berkan: Maybe come back and ask me this in a year or so! Starting a business has been hard, and I have definitely had my fair share of setbacks. However, looking back and seeing what has been built over the last six months is incredibly rewarding. Being able to take an idea and turn it into something that I am passionate about and thoroughly enjoy, all while using my nursing career, has been an absolute blessing.

Q: What advice do you have for fellow Badger nurses who might be considering starting their own business?

Berkan: Don't jump into it. Go out there, use that amazing degree, and get some experience. If you still think after a few years at the bedside that starting a business is for you, take a business class; talk to other business owners; shadow a nurse in that role (I'm always available!); join social groups; get involved in your community; put down some roots.

Q: What is the legacy you hope to leave as a Badger nurse?

Berkan: I would love to be remembered as the Badger nurse who always stepped outside her comfort zone and then succeeded. We can do hard things. Nothing is ever accomplished when you're "comfortable" all the time. I love that I have this career where I can keep expanding into areas that I never thought possible; you can't do that with many other careers. And now, I've opened up an entire new realm: the business world. I am 41 years old and don't plan on slowing down anytime soon. I've got a lot more to accomplish and I can thank the UW–Madison School of Nursing for that!



Berkan celebrates after completing the IRONMAN Wisconsin triathlon.

“

**I WOULD LOVE TO BE REMEMBERED AS THE
BADGER NURSE WHO ALWAYS STEPPED OUTSIDE
OF HER COMFORT ZONE AND THEN SUCCEEDED.**

”

SNAPSHOTS

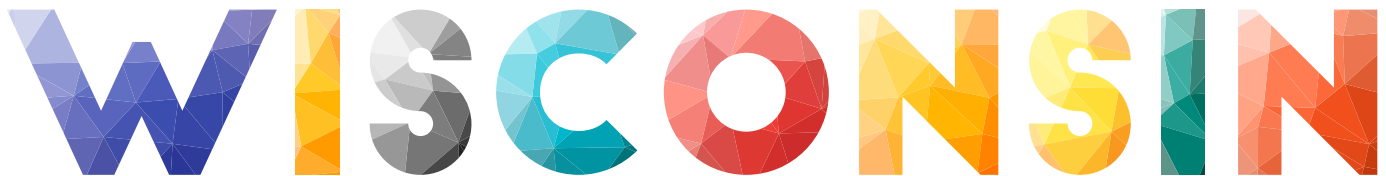


A glimpse of recent events and happenings at the School of Nursing this past academic year.

Photos by Todd Brown, Liz Fitzpatrick, Megan Hinners, Kristen Koenig, and Jordan Langer



SERVING THE NEEDS OF A GROWING AND DIVERSIFYING



With a gift from the Oscar Rennebohm Foundation, the School of Nursing is addressing an immediate need to diversify health professions by first addressing the diversity of its students.

By Hayden Lamphere, WFAA

When the UW–Madison School of Nursing first opened its doors to students in 1924, it made history as the first collegiate nursing program in the state. Now, almost 100 years later, the School of Nursing is positioned, once again, to be at the forefront of nursing in Wisconsin as it tackles racial disparities in the profession. In the last few years, faced with dual pandemics of COVID-19 and racial inequality, the School of Nursing made several determinations about necessary steps for the future. Chief of which was addressing a long-established and immediate need to make greater strides in diversifying the nursing profession.

With Wisconsin falling drastically below the national benchmark for nursing workforce diversity, the School of Nursing is seeking to set an example by implementing meaningful steps to diversify both student and faculty populations.

Looking ahead to the next 100 years, the School of Nursing is prioritizing educating a nursing workforce capable of achieving equitable care across ethnic and racial boundaries. “The residents of Wisconsin and beyond can no longer afford a delayed response to

creating a diversified nursing workforce,” says Dean Linda D. Scott, PhD, RN, NEA-BC, FNAP, FAAN. Now, with a major gift to the School of Nursing, the Rennebohm Initiative for Nurse Workforce Diversity and Health Equity is investing in the nurses and educators who will shepherd the field into the future.

Since the Oscar Rennebohm Foundation began in 1949, they have devoted their resources to supporting various causes across Dane County. “Oscar Rennebohm was committed to the research at the university,” says board member Mary Gulbrandsen, MS’74, RN, PNP. The basic principles and tenets of the foundation were rooted in “everything from the health and well-being of the community to education and research.” Their goal is not only to fulfill the existing needs of the region but also create initiatives that improve lives in and beyond Madison well into the future.

Shortly after Gulbrandsen joined the foundation’s board of directors in 2007, nursing shortages in Madison became more noticeable. As the Rennebohm Foundation began to look ahead, they sought feedback from the health care community to develop a plan. “We brought all

the nurse leaders together from around the county and we talked about what was needed and what was the future of nursing,” says Gulbrandsen. After helping to commission a study on the supply and demand of nurses in Wisconsin, the foundation began to look forward and assess the future of nursing in the state. “That was really the beginning of Rennebohm linking to the School of Nursing,” says Gulbrandsen.

As an alum, former faculty member, and current member of the Board of Visitors of the School of Nursing, Gulbrandsen is acutely aware of not only the needs of the field of nursing but also the School of Nursing’s ability to fulfill them. As Wisconsin’s population diversifies, “It has been well documented that having providers who mirror the populations they serve increases access to health care and decreases health inequities,” Scott says. “Given these facts, the need for intervention to diversify the nursing workforce is critical.” In the last five years, the population of students, faculty, and staff of color within the School of Nursing has steadily increased; however, despite progress, there is much more to be done. The Rennebohm Foundation’s gift supports this critical mission by providing financial support to students from underrepresented groups and populations, as well as students who may be facing barriers in their efforts to pursue further education. The scholarship aims to alleviate the expense of attending the UW–Madison School of Nursing while promoting health equity.

The recipients of the funding from the Rennebohm Initiative for Nurse Workforce Diversity and Health Equity come from various undergraduate and graduate academic programs throughout the School. One recipient, Jackline Nekola ’20, DNPx’24, is a second-year doctor of nursing practice (DNP) student. Born and raised in Egypt, Nekola worked as an internal medicine physician for several years before moving to the United States. No longer able to practice medicine, “I started to look around and see what I could do with my life at that point,” says Nekola. After relocating to Madison in 2016 with her husband and two children, she realized a career in nursing would allow her to continue her passion for patient care and clinical judgment. Nekola



Jackline Nekola '20, DNPx'24

enrolled at Madison College for prerequisites, enrolled at UW–Madison in 2019, and graduated from the School of Nursing’s accelerated bachelor of science in nursing program in 2020.

Throughout the pandemic, Nekola was both a full-time student and a full-time nurse in the ICU. Despite having already earned her BSN, Nekola knew her experience as a physician could be valuable to others in her new profession. “I know there is a shortage of educators and I have a big background in [the] medical field,” she says, “I think I can use it to help and benefit future nursing students.” To achieve her goals of both teaching and nursing, she would have to continue into graduate studies. However, maintaining a full-time course load, a full-time nursing position, and her family would be unsustainable. “I couldn’t do it anymore,” Nekola says, “I was about to quit.”

In the summer of 2021, with her home flooded from top to bottom, Nekola was forced to reconsider her future in nursing. “It was total damage, and I was thinking of not joining the [DNP] program because, financially, we were devastated at that point,” says Nekola.

It was at this time that she received an email from the School of Nursing about the Rennebohm Initiative for Nurse Workforce Diversity and Health Equity. After being selected for the scholarship, Nekola had the means to proceed with her enrollment in the graduate program and transition to part-time work.

Planning to graduate in May of 2024, Nekola wants to not only teach and do clinical work, but she also hopes to give back to communities like the one she grew up in. “I was born and raised in a small village back in Egypt, and we had a shortage in medical supplies, medical personnel, and everything,” says Nekola, “I know how devastating that is for people.” Eventually, she aspires to practice in a rural area to treat underserved populations and provide access to treatment options they wouldn’t otherwise have.

Students like Nekola and her fellow scholarship recipients represent the future nurses and educators the School of Nursing and Rennebohm Foundation strive to support. Recipients have diverse perspectives and life experiences. They are patient-focused, future-focused, and meet not only the immediate demands of the profession but are excited to serve the needs of a growing and diversifying Wisconsin.

“There has been remarkable growth and positive changes from the School of Nursing, that’s exciting for the whole field of health care,” Gulbrandsen says. “I think the gift is seeing results.”

A CONVERSATION

With the 2022 Nurses Alumni Organization Award Winners

The University of Wisconsin–Madison Nurses Alumni Organization (UW NAO) is proud to announce its 2022 NAO Award Winners. Jean Johnson, MS'78, PhD, RN, FAAN, has been selected as the 2022 Distinguished Achievement Award recipient, and Zhiyuan “Effy” Yu '15, PhD'19, Cert'19, has earned the 2022 Outstanding Badger Nurse Award.

Johnson is dean emerita and professor at the George Washington University (GW) School of Nursing. She also serves as the executive director of GW's Center for Health Policy and Media Engagement. Throughout her career, she has been committed to improving the health and well-being of people and communities, and has designed and launched a range of programs to improve access to nursing education and health care in rural and underserved communities.

Yu is the Morton K. and Jane Blaustein postdoctoral fellow in psychiatric and mental health nursing research at the Johns Hopkins School of Nursing. Her program of research focuses on understanding and preventing the intergenerational transmission of adversity and its health consequences, with an overarching goal to improve health outcomes and equity among families and young children exposed to high levels of adversity.



Jean Johnson

Distinguished Achievement Award



Zhiyuan "Effy" Yu

Outstanding Badger Nurse Award

Why did you choose nursing? Did you always know you wanted to be a nurse, or did you explore other options first?

Johnson: I did not always know I wanted to be a nurse, even though my older sister and aunt were nurses. My first degree was in economics from the University of Illinois; I had specialized in developing economies and thought I would work internationally. I worked with the Job Corps in Chicago to support young, vulnerable women in job training. After the funding ran out for that project, I worked in St. Croix with a group of friends to open a pre-school for non-nationals who have no benefits. The only way women could work was to have a safe place for their children. After that, I traveled and ended up on a small island in Greece — Spetses — for a year. While living on the island, I got sick and there was no health care, only a traveling physician and my friends got him to come early. I likely had pneumonia and responded to antibiotics. While I was recovering, I reviewed my life and knew my future was not living in Spetses. In my review, I realized that some of the most meaningful times for me were when I volunteered at a local hospital

while in high school and worked as a nurse assistant during summers while in college. I decided then I was going to go into nursing and put a plan in place, which included getting back to the States and applying to nursing school.

Yu: To be honest, I never thought I would be a nurse growing up because my whole family is all hydraulic engineers, but I was always fascinated by how the human body works. I became certain that I wanted to be a nurse when I had a shadowing experience at a burn intensive care unit (ICU), which at that time had just received an entire unit of burn patients because of a mine explosion. The experience of taking care of people in their most vulnerable state and attending and responding to not just the physical but mental and emotional pain solidified my pursuit to become a nurse.

Why did you choose UW–Madison?

Johnson: My husband had completed his post-doctorate at UW–Madison and I saw an opportunity to continue my education. I read about nurse practitioners (NP) in the early 70s, and I was very intrigued about being able to do more as a nurse. The School of Nursing

started a geriatric NP program, and I thought that would be a great opportunity. I was told that a traineeship might be available, so I applied and got it. At that time, the Department of Health and Human Services was called the Department of Health and Human Welfare and they provided specific NP program traineeships through grant funds.

Yu: I chose UW–Madison because of its prestigious, internationally-known academic standing and vibrant college-town vibe. I always had an affinity for places near water bodies, so I also loved that Lakes Mendota and Monona hug the campus.

Describe how your nursing education has influenced your career or life path.

Johnson: My nursing education has influenced every part of my life. With each step in my education, I gained greater personal and professional confidence and was challenged in many ways by patient care and educational opportunities for students. I would never have had the many opportunities that I did have for growth and leadership. Nursing has been an incredibly rewarding profession. Clinically, it provides personal

challenges and self-knowledge when you work with people in life-and-death situations as well as everyday situations where people struggle. On the academic side, it provides challenges to be innovative and creative in ways to help students learn, manage themselves in difficult situations, and work with faculty and others to be the best version of themselves. Nursing has been my path for one of my core values, which is to try to help the world be a kinder, more compassionate, and healthier place.

Yu: My nursing education has given me a lens of compassion to notice human suffering and the scientific toolbox to understand and respond in a systematic and evidence-based way.

Which role, position, or experience has been the most significant to your nursing career? Why?

Johnson: This is a tough question. My role as a geriatric nurse practitioner was incredibly significant because I loved the elder people I worked with, the level of accountability that I had, and the team of folks that I worked with. Perhaps the most significant was being the founding dean of the School of Nursing at George Washington University. We had to build educational programs, get many levels of approval within the university (medical center faculty senate, dean's committee, university faculty senate, and board of trustees) and externally (nursing program accreditors, regional accreditor, board of nursing, and other government agencies). We offered our first master's level program in 2006, our DNP (doctor of nursing practice) program in 2008, and our accelerated BSN (bachelor of science in nursing) program in 2010. All were fully accredited by 2010. Once we started the internal process for recognition as a school, it took eight months to complete all the approvals. Along the way I learned a lot!! There was the political intrigue with the university in mounting a new school, working with groups I had not worked with before, and building on relationships that I had developed over my years at GW. We started with six students in 2006, and when I left the dean position in 2015, we had over 800 students.

Yu: My UW–Madison School of Nursing Honors Program experience opened the door to nursing research for me. Without this experience, I would not know the possibilities a nursing career could offer and the consideration, rigorousness, and impact of nursing science. This program encouraged me to pursue the early entry PhD option and provided me with a solid foundation to launch my career in nursing research.

How are you currently engaged with the School of Nursing? Why do you choose to stay involved?

Johnson: I am on the School's Board of Visitors and co-chair of the development committee, which looks at ways to continue to support the School's mission and initiatives. A turning point in my life was being a graduate student in school. My NP education was truly the prelude to seeing many possibilities in nursing and life and having the courage to take on challenges that at times seemed like impossible or at least improbable work. It was at the University of Wisconsin–Madison that I became the person I wanted to be—and the best version of that person. I must continually work at it, yet the SoN gave me the tools to do the work that is necessary for growth.

Yu: I am currently the co-chair of the Alumni of Color Subcommittee of the School of Nursing. I choose to stay involved and engaged because I want to give back to the school that supported me to be where I am today and to serve my community who may share different/difficult experiences as alumni, nurses, or students because of their identities.

Which School of Nursing member (faculty, leadership, or staff) had the biggest impact on your experience?

Johnson: The people that had the biggest impact included Emily Campbell, Judy Bausch, and Fern Mims. Emily Campbell was the founding director of the GNP program and was very engaged with all the students. She was inspirational, practical, and always challenging and kind. She knew how to get the best work from students. Judy Bausch was one of my clinical teachers. She was

my role model for what a nurse practitioner could do and be. She supported my learning by challenging me and supporting me. Fern Mims taught a crisis intervention course that was an incredible experientially-based course. We really delved into who we were and how we could manage crises. It was a course that has served me well my entire life.

Yu: My PhD mentor, Dr. Barbara Bowers. Barb truly defines the word “mentor” and “researcher.” Words cannot justify how much of an impact Barb has had on my experience and nursing career. I am forever grateful for all her support and wisdom imparted to me.

What advice would you give to recent graduates and young alumni?

Johnson: I would advise recent graduates and young alumni to be courageous, keep extending yourself, and take care of yourself. Always understand that you are a therapy for patients—it is the relationship with patients and not the tasks that are important. Patients expect you to have the skills to care for them and they want to know that you care about them as people. If there is a situation that is toxic for you, either try to change it or leave. Practice reflection and gratitude daily and keep exploring who you are and who you want to be.

Yu: You can't pour from an empty glass. Self-care isn't selfish.

What advice would you give a current nursing student?

Johnson: The same as above as well as letting them know that nursing is an amazing profession and that there are many, many opportunities. The future is in their hands.

Yu: When interacting with patients, you must take a holistic approach. Ask questions related to their background, lifestyle, and other factors that may be contributing to their symptoms or pain. You will interact with patients who can be difficult or non-compliant, and you may find yourself asking “why?” and trying to get to the source of their behaviors. In short, be curious!

Keeping Up with Alumni

1960s

Mary Behrens '64, MS, FNP-BC, FAANP, spoke at the Wyoming Legislative Days in Cheyenne, Wyoming, on February 9 on the topic, "Why Nurses Should Serve on Boards." Behrens notes, "Whether in the workplace, community, or on the state or national levels, you can make a difference in policy by using your leadership and problem solving skills."



1970s



Class of 1972 graduates **Karen Ransom Harris** and **Linda Byrne Kriz** visited the School of Nursing this past fall to celebrate their 50-year reunion.

Karen (Bolton) Moser '75 was recognized on the November 5, 2022, Wisconsin Stars and Stripes Honor Flight. Stars and Stripes Honor Flight, Inc. was started in 2008 by Joe Dean, who was inspired to bring this program to Southeastern Wisconsin. This mission supports all World War II, Korean, and Vietnam veterans visiting their respective memorials in Washington, D.C.

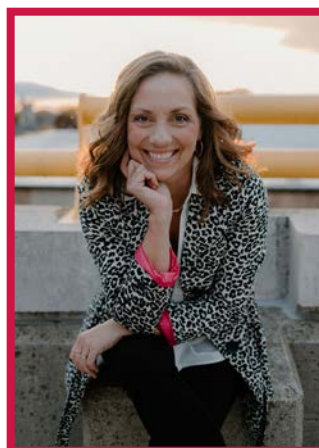


We want to hear from you! Tell us about your career and life events including but not limited to job promotions, marriages, birth announcements, publications, special awards and recognitions! Visit

1990s



Members of the Class of 1997 (some pictured above) celebrated their 25-year reunion on November 2, 2022, at the annual Littlefield Leadership Lecture. **Cindi (Wirtz) Liethen, Kay Maffitt, Mandy (Schulte) Monson, Amy Puls, Becky (Johnson) Schachter, Missy (Sabel) Tate, and Suzana (Durutovic) Zamecnik** attended the event.



Amy Puls '97: "I am currently a part-time family medicine nurse practitioner. Like many facilities, COVID-19 resulted in my small, rural clinic being shut down. Unfortunately, mine was not a temporary shutdown. We reopened, but only part-time. I took it upon myself to start my own legal nurse consulting business. I am happy to report that this year I am projected to meet and possibly exceed my current NP income. I offer testifying expert witness services as well as non-testifying expert services to

attorneys all over the US on cases involving medical malpractice and personal injury. Legal nurse consulting has been such a rewarding option for me. It has helped me become a better NP and has allowed me to share my expertise with non-medical professionals to help bring justice to the patients we care for every day. It is definitely a career path I wish I had learned about in nursing school!"

Brenda Anderson Muth '98, MS'02, contributed to a paper that was the result of a survey of advanced practice providers in solid organ transplant in the United States. "The Current State of Transplant Advanced Practice Provider Practice Survey" was published in the *American Journal of Transplantation*.



Left: Homecoming 2022 saw beautiful weather, some great Badger football, and of course, a fun-filled Nurses Alumni Organization pre-game tailgate at Union South!

In attendance at this year's event were (in alphabetical order) Lisa Bratzke '88, MS'92; Ann Brewer '84; Marilyn Carroll '74; Diane Dressler '69; Peggy Fahl '65; Ashley Fielek '09, DNP'22; Laurie Glass '71; Barb King, MS'87, PhD'10; Sarah Kruger, MS'00; Pat Lasky, MS'68; Grace Long '19; Cara MacKenzie '10; Tara Schweitzer '06; Dean Linda Scott; and Peggy Zimdars '73. We can't wait to see you at Homecoming 2023!

2000s

Dr. Kristen Abbott-Anderson, MS'09, PhD'15, was named the dean of the College of Nursing and Health Sciences at the University of Wisconsin–Eau Claire. She will replace Dean Emerita **Dr. Linda Young, PhD'10**, who retired in June after over a decade of leadership at UW–Eau Claire. For more, visit go.wisc.edu/2pgd2t

2020s

Laura Banning, Cert'21, presented a poster at the Association of University Centers on Disabilities (AUCD) Conference in Washington, D.C., in November 2022.

Growing the Network



Allison Ludwig '03 and **Bonny Kulick '72** met in Brooklyn, New York, for coffee in the fall of 2022. Ludwig serves on the University of Wisconsin–Madison School of Nursing Board of Visitors, and Kulick is a member of the UW–Madison Nurses Alumni Organization Board. She also just celebrated her 50-year reunion this fall!

SAVE THE DATE!



HOMECOMING
OCTOBER 7, 2023

In Memoriam | *We offer our deepest sympathies to the families and friends of those who have passed away.*

Janice Spoerl Saunders, Cert'44, '46
September 8, 2022

Bonnie Rasmussen Featherly, Cert'60, '61
December 12, 2022

Susan Sagunsky Katausky '74
May 1, 2021

Natalie Slocumb Witte, Cert'51, '70, MS'94
November 3, 2022

Judith Johnson '60
August 21, 2022

Elaine Kennedy Rattunde '78
August 27, 2022

Eleanor Idtse Hawkins, Cert'52, '53
October 17, 2022

Ruth Helmke Reetz '61
January 13, 2023

Theresa Mackey Romenesko '80
September 15, 2022

Sally Berner Pierson, Cert'53, '54
November 21, 2022

Kathleen Hanson '63
August 1, 2022

Eno Ndon '80
September 20, 2022

Mary Engler Reppen, Cert'53, '56
November 30, 2022

Veronica Knudtson Fuerst '67
July 24, 2022

Bonnie Nagler '85, MS'94
September 27, 2022

Priscilla Hadley, Cert'54
November 22, 2022

Jane Demming Sheehan '67
December 21, 2022

Susan Wedeking Carpenter '88
August 30, 2022

Ruth Dettman Bartling, Cert'54, '55
DOD Unknown

Elizabeth Wywialowski '67
January 2, 2023

Lori Sylla Myers '88
December 27, 2022

Barbara Gee Buchholz, Cert'56, '57
May 8, 2022

Katherine Wildeman Libert '67
January 3, 2023

LuAnne Rosa '88, MS'94
October 13, 2022

Marilyn Nelson Shanahan, Cert'57, '58
December 20, 2022

Linda Herrmann '68
November 23, 2022

Lori Rapp Purko '92
February 28, 2007

Nancy Hirschbeck Kuehn '58
DOD Unknown

Marjorie Manson Poulsen '70
October 3, 2022

Donna Sengbusch Spies '98
December 3, 2018

Eleanor Zolt Kramer, Cert'59, '59
December 17, 2022

Susan Huempfnr Schoch '72
July 8, 2022

Barbara Weikel
(Former Board of Visitors Member)
January 20, 2023

Carolyn Dawson, PhD, RN

Professor Emerita | October 29, 2022



The School of Nursing is saddened to announce the passing of Professor Emerita Carolyn Dawson, who had a distinguished career in clinical nursing, nursing education, and research.

She joined the faculty of the School of Nursing in 1973 and, over the next 25 years, provided significant leadership in psychiatric nursing and doctoral nursing education. For over ten years, she

was the project director of a graduate training grant in psychiatric nursing, funded by the National Institute of Mental Health, which provided support for curriculum and graduate fellowships to nurses to become advanced practice nurses in psychiatric mental health nursing.

She was a co-founder of the Society for Education and Research in Psychiatric Nursing (SERPN), which eventually became an organization within the American Nurses Association. She was chair of the School of Nursing's doctoral steering committee, a faculty committee that developed and implemented the joint PhD program in nursing and psychology.

Later, she served as the director of the School's PhD program.

As a researcher, she studied the factors that influence patient self-disclosure. She developed an instrument to measure patient self-disclosure in primary care centers. This instrument was used widely both nationally and internationally.

She will be remembered as an exceptionally gifted teacher and advisor of graduate students, inspiring them through coursework and individual mentorship to discover and further the intellectual and theoretical focus of nursing and its practice.

The **University of Wisconsin–Madison School of Nursing** prepares you to improve nursing practice and patient health outcomes.



Reach your potential at
nursing.wisc.edu/dnp



Become a nurse scientist and lead research to transform nursing and improve health.

Advance your career at
nursing.wisc.edu/phd

1,500 MEMBERS AND COUNTING!

Join a professional network of Badger nurses from 44 states and 9 countries!
Open to all School of Nursing students, faculty, staff, and alumni.

LEARN MORE

 @BADGERNURSENETWORK

 NURSING.WISC.EDU/ALUMNI

 ALUMNI@SON.WISC.EDU



CREATE YOUR LEGACY.

Give back to the School of Nursing by including us in your estate plans or through other forms of giving. Contact our Development Team for details!

Scott Fletcher
DIRECTOR OF DEVELOPMENT

scott.fletcher@supportuw.org
608-263-6007

Alison Lazar
ASSOCIATE DIRECTOR OF
DEVELOPMENT

alison.lazar@supportuw.org
608-512-9135



School of Nursing

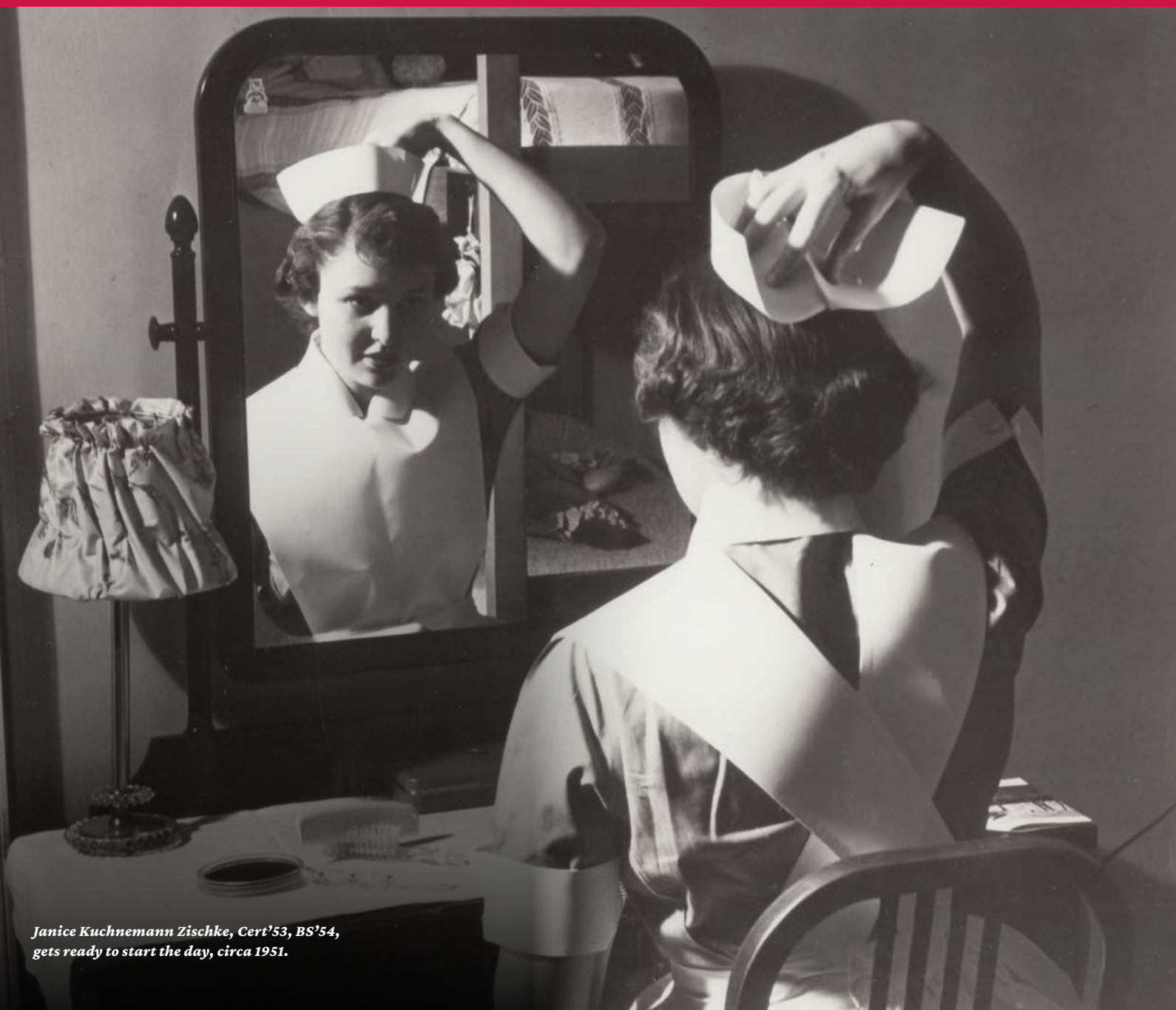
UNIVERSITY OF WISCONSIN-MADISON

Signe Skott Cooper Hall
701 Highland Avenue, Madison, WI 53705
nursing.wisc.edu • ForwardNursing@son.wisc.edu

Nonprofit
Organization
US Postage

PAID
UMS

Stay in touch! [f](#) [t](#) [i](#) [in](#)



*Janice Kuchnemann Zischke, Cert'53, BS'54,
gets ready to start the day, circa 1951.*