

CALL FOR CANDIDATES FOR THE 2021 MNORN ELECTION

Put Your Leadership into Action - Serve in a MNORN Elected Position!

By deciding to run for a MNORN elected position, you make a choice to invest in your future and the future of nursing. This is more important than ever as we address the issues uncovered during the COVID-19 pandemic.

MNORN members have the capacity to influence public policy, professional nursing standards and the advancement of the association. In a leadership position, you will help MNORN and the nursing profession remain strong.

MNORN members will vote for the following positions in this Fall's election:

- ★ First Vice President
- ★ Treasurer
- ★ Director(s) - 2
- ★ Nominating Committee - 3
- ★ Representative to ANA Membership Assembly - 2 and 2 alternates

How to Become a Candidate:

To be eligible as a candidate for any of the elected positions, you must be a MNORN member and complete a Consent to Serve form and return it, with your photo, to MNORN by email - kkoehn@mnorn.org by September 30th, 2021.

The Candidate information for elected positions is available on the MNORN website and will be available by email upon request.

Voting instructions will be emailed to each MNORN member for online voting and the results of the elections will be announced to members online.

For more information, please contact MNORN ED, Kathi Koehn at kkoehn@mnorn.org or 651-271-5863. [Position Descriptions and Consent to Serve forms](#)

MNORN Member Meeting (Virtual) September 30th

Time: 7-8pm Registration will be via Evite. (link: <http://evite.me/m6dFqGfVmE>)

Title: Systems Thinking: What It Is + Why Nurses Need It (1 CEU will be provided)

Presenter: Claire Phillips MN, RN, DNP©

Most nurses choose our profession, so that we might touch people's lives. When we feel frustration in our role, it is often thanks to systems getting in the way. But as complex and overwhelming as systems can be, we cannot ignore them. If we want to make a difference for people - if we want to be effective nurses - we MUST care about systems. Systems touch people's lives - more than one nurse ever could alone.

In this webinar, participants will learn the concept of systems thinking, a conceptual framework that makes clear the patterns of our world and helps us see how to effectively change them. We will walk through four components of systems thinking:

1. See the Big Picture
2. Look Beneath the Surface
3. Your Perspective Matters
4. So Does Everyone Else's

We will learn how systems thinkers navigate these four orientations.

Finally, participants will assess their own tendencies and competencies and come away with a personal, practical action plan to stretch their systems thinking muscles.

This program is meant for any future, current, or former nurse who wants to move past the "overwhelm" to more clearly see the patterns in their patients' lives, the healthcare system, and the world.

Learning Objectives:

1. The participant will be able to list the 4 components of systems thinking.
2. The participant will identify their natural cognitive orientation.
3. The participant will select 4 actions to strengthen their systems thinking ability.

About Claire: Claire describes herself as a Systems Nurse, who helps nurses see the healthcare Big Picture and imagine their place in its possible futures. She does this in her current roles as an Emergency Department Patient Care Supervisor, as a digital media educator in the organization she founded "Nursing the System" (<https://www.nursingthesystem.com>), and as a 3rd year Nursing doctoral student specializing in Health Innovation and Leadership. Claire has a bachelor's degree in Sociology and Anthropology from Centre College in Danville, KY and a Masters of Nursing from the University of Minnesota. She currently supervises the ED at M Health Fairview Southdale. Prior to this position, she worked in the ED at Mercy Hospital Unity Campus.



The Fight for Healthy Environments: Nurses Drawdown empowers nurses to make a difference

Katheren Koehn MA, RN, FAAN

Executive Director: Minnesota Organization of Registered Nurses

This article originally appeared in Texas Nursing 2021, Issue 3. Reprinted with permission of Texas Nurses Association.

While the political debate continues about climate change, its impact, and what governments can do, nurses do not have to wait to take action.

The Nurses Drawdown initiative helps individual nurses and nurse organizations to collectively work to decrease the impact of climate change.



Nurses must act now to make a difference into the future. While each action may seem small within the scope of the enormity of the challenge, everyone will make a difference. As Florence Nightingale famously said, "So never lose an opportunity of urging a practical beginning, however small, for it is wonderful how often in such matters the mustard-seed germinates and roots itself."

Nurses Drawdown is just this—a practical beginning.

Origins and Goals

In atmospheric terms, drawdown is that point in time at which greenhouse gases peak and begin to decline on a year-to-year basis. The goal of Project Drawdown would be to identify, measure, and model one hundred substantive solutions to determine how much we could accomplish within three decades to towards that end.

Nurses Drawdown is based Drawdown, the work of Paul Hawkins, over 70 Drawdown Fellows from 22 countries, and a 120-member advisory board of scientists, engineers, climatologists, botanists, economists, and others. Their resulting book, *Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming* organizes a growing list of practical solutions for energy; food; women and girls; buildings and cities; land use; transport; and materials.¹

Nurses Drawdown selected five key Drawdown areas to focus on:

- **ENERGY:** Supporting a clean energy future by promoting energy efficiency and advocating for a transition to renewable energy
- **FOOD:** Commit to a plant-based diet, use of clean cook stoves, and reduced food waste
- **MOBILITY:** Bike infrastructure, walkable cities, and mass transit

- GENDER EQUITY: Educating girls and family planning
- NATURE-BASED SOLUTIONS: Planting trees, protecting tropical forests and forest protection

These goals relate closely to the UN Sustainable Development Goals and the Social Determinants of Health.^{2,3}

Expertise and Trust

Why nurses? As nurses, we know the impact of the environment on health. We know that health depends on good nutrition, clean air, the ability to get exercise safely. As nurses, we are called to take action to protect the environment.

The Code of Ethics for Nurses says, in part, "Nursing must also advocate for policies, programs, and practices within the health care environment that maintain, sustain, and repair the natural world. As nursing seeks to promote and restore health, prevent illness and injury, and alleviate pain and suffering, it does so within the holistic context of healing the world."⁴

The power of nurses to implement change is based on three essential assets:⁵

- Nurses comprise about 60% of worldwide health care professionals, working in clinical and public health sectors.
- Nurses are trusted, as evidenced year-after-year in Gallop Poll findings.
- Nurses are close to the people most vulnerable to climate change, including people who are underserved, marginalized, or both.

Action and Change

Nurses Drawdown believes that nurses are in the right place and at the right time to make a significant contribution to drawing down greenhouse gases. A project of the Alliance of Nurses for Healthy Environments and Project Drawdown, Nurse Drawdown involves nurses from around the globe. The website, Nurses Drawdown, has a list of current organizational partners, including the ICN, the Irish Nurses and Midwives and several state nurses' associations of the American Nurses Association.

A first step for individual nurses is to join Nurses Drawdown. Nursing organizations can also become Nurses Drawdown Partners. There is no charge for individuals or organizations to become involved. On the website, nurses can learn about several actions they can take and access media, including YouTube videos, of how other nurses have gotten involved. Learn more at nursesdrawdown.org. (MNORN is an organizational partner of Nurses Drawdown.)

Learn more about the value nurses bring to addressing climate change in the See You Now podcast, episode 51 <https://nursing.jnj.com/see-you-now-podcast/51-the-planet-is-our-patient>

1 Hawken, Paul. Drawdown: the Most Comprehensive Plan Ever Proposed to Reverse Global Warming. Penguin Books, 2017.

2 Department of Economic and Social Affairs. (2015). Sustainable Development: The 17 Goals. United Nations. <https://sdgs.un.org/goals>

3 Healthy People 2030. (n.d.). Social Determinants of Health. U.S. Department of Health and Human Services. <https://health.gov/healthypeople/objectives-and-data/social-determinants-health>

4 American Nurses Association. (2015) Code of Ethics for Nurses with Interpretative Statements.

5 Butterfield, P., Leffers, J., Vásquez, M.D.. (2021). Nursing's pivotal role in global climate action. BMJ 373:n1049.

Help Nurses and Victims of Hurricane Ida

Hurricane Ida, a category 4 hurricane, made landfall in Southeastern Louisiana on August 29, bringing 150 mph winds and more than 17 inches of rain in some areas. As the storm weakened to a Tropical Depression it has also impacted parts of Mississippi as the heavy rain continue to move up through other parts of the south and onward toward the Northeast.

Because of the storm, millions evacuated their homes due to massive flooding and other damage or are without power.

On behalf of ANA's Board, Leadership and Staff our thoughts and prayers are with our C/SNA colleagues, members, and staff during this time.

As nurses and communities recover from the devastating effects of Hurricane Ida, here are some ways you can help.

Volunteer opportunities

To volunteer, learn about eligibility from the [American Red Cross](#) and the [National Voluntary Organizations Active in Disaster](#).

To learn more about supporting the relief effort, visit <https://www.fema.gov/disaster/volunteer-donate>

Mental health support

For crisis counseling, SAMHSA's Disaster Distress Helpline is available 24 hours a day to provide confidential support to those experiencing emotional distress due to Hurricane Ida.

Call **1-800-985-5990** or text **TalkWithUs to 66746** or visit <https://www.samhsa.gov/find-help/disaster-distress-helpline>.

Other resources

- [Crisis Communications template](#)
- [ANA Media Training](#)

Visit [ANA's Disaster Relief](#) web page for more information.

MINNESOTA DEPARTMENT OF HEALTH: WELLBEING & CLIMATE CHANGE

<https://www.health.state.mn.us/communities/environment/climate/wellbeing.html>

The mental health impacts of climate change may be sudden due to experiencing a weather disaster or gradual and cumulative. The connection between climate change and mental health may not always be clear, even to those who are affected. Each person will react to climate change differently based on a variety of factors such as where they live, occupation, and previous significant interactions with disasters and their environment.

How do disasters impact wellbeing?

Negative mental health outcomes of disasters are not only attributable to exposure to the initial event. Many people who experience a disaster struggle with longer-term consequences, including displacement (temporary or longterm), unstable or unknown housing circumstances, lack of access to support services, and loss of employment and possessions.

Most people who experience disasters are resilient, and basic support after an event will be sufficient to prevent negative mental health outcomes. However, stress, anxiety, or fear that lasts for several weeks or impacts an individual's daily activities and quality of life may indicate that additional mental health resources and support are necessary.

Sense of Place

Climate is fundamental to our understanding of place. Places with changing seasons provide a signal for certain recreation and economic activities, such as the beginning and end of the ice fishing season, planting and harvesting times, and tourism to ski areas. Our attachment to places—the environments, traditions, and customs tied to these places—are very deep and part of our identity. Attachment to place is what makes environmental changes and natural disasters particularly distressing.

As climate change impacts traditional landscapes, communities, and places we call home, larger numbers of people are likely to experience the type of stress and negative emotions from a psychological phenomenon called 'Solastalgia.' Solastalgia is a newer concept developed to give greater meaning and clarity to environmentally-induced distress and is characterized by a sense of distress or emotional pain felt when the place of solace (or homeland) is diminished or destroyed.

Loss

Climate change can contribute to several sources of loss that may include:

- Loss of habitat for native plants and wildlife
- Water shortage and drought
- Loss of livelihood for those who have a career dependent on stable and unexpected climate conditions
- Loss of property, pets, or possessions due to a disaster
- Loss of place due to forced migration or displacement due to a disaster or
- loss of job

All of these losses can cause stress, sadness, anxiety, or depression amongst individuals or populations that are impacted.

Health Outcomes

Climate anxiety is the distress caused by witnessing subtle and sometimes dramatic and irreversible changes to our environment. This kind of anxiety can be triggered by personally experiencing environmental disasters, like floods, or by exposure to the news and social media. Climate anxiety may look like feelings of worry, grief, isolation, and hopelessness, and if left unmanaged may grow to more severe mood disorders, such as depression. Some additional negative mental wellbeing outcomes from climate changes include the following:

- **Relationship Strain:** Climate change has the potential to impact how individuals interact with each other and within their communities, resulting in a disrupted sense of belonging, increased violence and crime, and increased aggression and domestic abuse.
- **Substance Abuse:** Climate change can increase overall stress levels, which can lead to increases in high-risk coping behaviors, such as substance abuse.
- **Post Traumatic Stress Disorder (PTSD):** Wellbeing impacts of climate change, especially from extreme weather events, can lead to serious mental health consequences, such as Post-Traumatic Stress Disorder (PTSD).

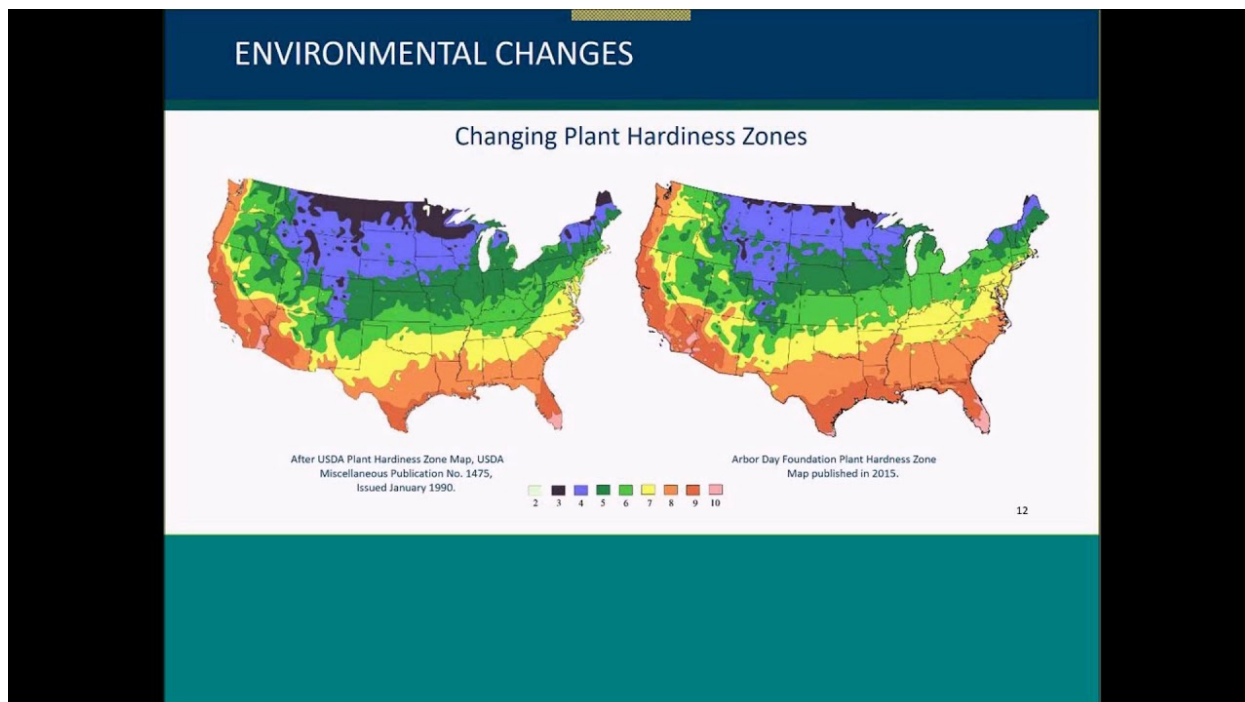
At-Risk Populations

- **Youth:** Youth are at an increased risk for distress and anxiety in the aftermath of an extreme event.
- **Women:** Women have a higher prevalence of Post-Traumatic Stress Disorder (PTSD) and other mental health disorders after disasters than men.
- **Elderly:** Elderly tend to have higher rates of untreated depression and physical ailments that contribute to their overall vulnerability.
- **Communities of Color, Immigrants, Limited English:** Socioeconomic and educational factors, limited transportation, limited access to health education, and social isolation related to language may inhibit people's ability to prepare for and respond to climate related disasters.
- **Homelessness:** A combination of risk factors make people who are experiencing homelessness more at risk to the negative impacts of climate change.
- **Occupational Exposure:** Healthcare and public safety workers are at an increased risk for short-term and long-term mental health consequences.
- **LGBTQ+:** Societal stigmatization, harassment, and abuse place this community at greater risk to the effects of climate change.

Climate Change & Wellbeing Resources

Resources for Public Health Professionals

The MN Climate & Health Program developed a training module for public health professionals in 2017 including a webinar, slides, and summary sheet. The training module covers the observed climate changes in Minnesota, the public health issues related to climate change and wellbeing, and public health strategies to mitigate and adapt to climate change to reduce the health impacts. The training module can be used as general education or as a "train the trainer" tool for local public health professionals.



- Health, Climate Change, Wellbeing Training Slides (PPT) available on the MDH website
- [Health, Climate Change, Wellbeing Summary \(PDF\)](#)

Resources for Health Care Professionals

Health care professionals can support patients by staying informed on climate change and discussing their patients' climate-related concerns. Patients suffering climate-related mental health impacts need to see that their health providers understand and validate their distress. Health professionals can share information on climate change, its causes, and their personal or health institution's experience of limiting their carbon footprint. A list of organizations dedicated to advancing climate knowledge for health professionals can be found at the end of this webpage.

Efforts are being made to produce therapeutic programming to address the collective grief associated with climate change. [The Good Grief Network](#) may be useful for Minnesota communities to address despair and promote individual and group resiliency.

Centering group psychotherapy around climate change topics can be a way for professionals to address specific concerns. The American Psychological Association addresses mental health and climate change and provides useful approaches in their published document [Mental Health and our Changing Climate \(PDF\)](#).

Additionally, the Environmental Distress Scale may be a useful tool in evaluating mental health issues in a patient population.

Resources for Parents/Caregivers

Youth are increasingly reporting climate anxiety, and interventions are needed to foster resiliency. Parents and caregivers uniquely impact how children think about climate change and can influence feelings of powerlessness in the face of the climate crisis. The MN Climate & Health Program created the following resource in 2021: [Responding to Youth Emotional Distress due to Climate Change: A Guide for Parents and Caregivers \(PDF\)](#).

Resources for Educators

Learning about our climate is an important part of understanding our place in the world, and educators can support students, especially youth, in acknowledging and responding to the intense feelings they may have when hearing about climate change. Consider the following strategies:

1. Help students understand the links between actions and impacts on ecosystems and environmental resources.
2. Ask students how climate change and related natural disasters make them feel.
3. Take time to address feelings and help students find healthy, proactive ways to reduce negative thoughts and gain a sense of control.

For more information about support for educators, curriculum plans and efforts to mobilize future generations for a healthier Minnesota, visit the following:

- [Children & Nature Network](#)
- Bring climate change into your classroom with [Climate Generation Curriculum](#): A Will Steger Legacy

Interested in learning more? Visit our [Training & Resources](#) webpage and subscribe to our Climate & Health E-Newsletter.

Additional Resources

- [Behavioral Health and Emergency Preparedness](#), Minnesota Department of Health Office of Emergency Preparedness
- [SAMHSA Disaster Behavioral Health Information](#)
- [Mental Health and Our Changing Climate \(PDF\)](#), ecoAmerica
- [Mental Health Promotion](#), Minnesota Department of Health
- [Mental Wellbeing and Resilience Learning Community](#), Minnesota Department of Health
- [Mental Wellness and Resilience](#), American Public Health Association

Organizations dedicated to advancing climate knowledge for health care professionals:

- [Nurses Drawdown](#)
- [Alliance of Nurses for Healthy Environments](#)
- [Climate Psychiatry Alliance](#)
- [American College of Physicians: Climate Change Toolkit](#)
- [Health Professionals for a Healthy Climate](#): Climate change is a health emergency
- [Lancet Countdown](#): Tracking the connection between public health and climate change
- [National Indian Health Board: Climate Ready Tribes](#)

NURSES ON THE FRONTLINE: A collective storytelling project gathering the experiences of nurses on the frontline of care during the Covid19 pandemic.

A request from Lucy Mathews Heegaard. Lucy describes herself as a creative non-fiction writer/editor who is adept at distilling stories to their essence.



The purpose of this project is to bear witness to nurses' experiences providing care during the unprecedented challenges of the pandemic. Part documentary, part art, I will create a video that weaves together individual stories I gather through one-on-one conversations into a collective narrative that will reflect nurses' experiences in their own voices and words

If you are a nurse who has served on the frontlines of Covid care and would be willing to share your story with me, please contact me at lucy@studiolustories.org.

I am grateful to all who choose to participate and will share the final project on my website and social media channels in hopes of shining light on the vital role nurses play in general in the healthcare system, as well as the added weight that has fallen on their shoulders during the pandemic.

This project is my service offering as part of a year-long program on socially engaged Buddhism through Upaya Zen Center in Santa Fe, New Mexico.

[Click on this link for more details on Lucy's planned process and timeline for this process](#)

Develop an Innovation Mindset: Leaders Create the Future

Daniel J Pesut, PhD, RN, FAAN

Dan is currently the Chair of the ANA Innovation Advisory Board and a MNORN member.

As the complexity of health care and nursing intensifies, nurses are challenged to think creatively and develop innovations that advance the knowledge, learning, and service contributions of our discipline to the health care enterprise.

ANA Innovation Vision

As the complexity of health care and nursing intensifies, nurses are challenged to think creatively and develop innovations that advance the knowledge, learning, and service contributions of our discipline to the health care enterprise. Nursing requires creative thought and innovative action in service of a greater good (Pesut, 2013). The new ANA Innovation initiative is designed to help members develop an innovation mindset and provide people with knowledge, learning, and resources to create the future of nursing.

In order to realize this vision, nurses need to see themselves creative and develop future oriented leadership skills. I am honored and privileged to serve as the Chair of the ANA Innovation Advisory Board. Our Board is dedicated to supporting Dr. Oriana Beaudet as she advances the ANA Innovation initiatives designed to help nurses see themselves creative and develop the leadership skill set to champion creativity and innovation for the future.

Mental Locks Impede Creativity

Creativity consultant Roger Von Oech (1983) suggests there are at least ten mental locks that can be barriers to creative thinking. Some of these mental locks are conscious and some not so conscious.

As you think about your own thinking, perspectives, and points of view about creativity and innovation are any of these mental locks preventing you from activating your creativity?

- A belief that there is a right answer to problematic situations.
- A need for logic to everything.
- An affinity for following rules.
- A preference for being practical.
- A tendency to avoid ambiguity.
- A belief that making mistakes is wrong.
- A belief that play is a frivolous activity.
- A "That's not my job" attitude.
- Not wanting to appear foolish.
- The self-perception that "I'm not creative."

Keys exist to unlock these beliefs, and barriers.

For example, I use Dr. Von Oech's Creative Whack Pack or Creative Whack App to stimulate my own creative thinking about challenging problems. It fun, easy to use, and provides valuable insights about the structure and process of creative thinking.

I also have had to develop new mental models and leadership skills related to foresight leadership and futures thinking. One of my favorite thought leaders on future leadership skills is Dr. Bob Johansen.

Leaders Create the Future

Dr. Johansen (2012) believes leaders create the future and to do so they need new skills.

These skills are:

- A maker instinct: the ability to activate, build, and connect with others to remake organizations.
- Clarity: the ability to see through complexity and distill the essence of issues in complex situations.
- Dilemma flipping: the ability to turn dilemmas into polarities that need to be managed instead of problems that need to be solved.
- Immersive learning: jumping into experience to learn from a first-person perspective.
- Bio-empathy: the ability to see things from nature's point of view and to understand, respect, and learn from nature's patterns.
- Constructive depolarization: the ability to calm tense situations and to positively engage people even when differences are apparent.
- Quiet transparency: the ability to be open and authentic without self-promotion.
- Rapid prototyping: the ability to create versions of innovations realizing that future success depends on early failures.
- Smart-mob organization: the ability to create, engage, and link purposeful business and social networks.
- Commons creating: the ability to seed, nurture, and grow shared assets that benefit others and allow competition at other levels in a system.

An Invitation

Do you see yourself creative and have an innovation mindset? Do you want to develop your leadership skills in health care design and innovation? Please join our efforts and become a part of the ANA Innovation movement.

We are looking for people to join our Innovation Advisory Board Committees in the following areas: Business, Intrapreneurship, and Entrepreneurship, Care Delivery Models (Nursing & APRN), Technology & Devices, Data Science, AI, Augmented Intelligence, Education & Communication, Planetary & Global Health, Policy Determinants of Health Equity. Members

are appointed by the IAB and report to the IAB and the VP of Innovation. [If interested, get more information here.](#) Join our team and help us create the future of nursing with creativity and innovation in mind.

References

Creative Whack Pack

Johansen, B. (2012). Leaders make the future: Ten new leadership skills for an uncertain world. San Francisco, CA: Berrett-Kohler.

Pesut, D. J. (2013). Creativity and innovation: Thought and action. Creative Nursing, 19(3), 113-121.

Von Oech, R. (1983). A whack on the side of the head. New York, NY: Warner Books.



Grants Available from the American Nurses Foundation to Reimagine Nurse-Led Community Care

Submit your one-of-a-kind innovations and ideas to the American Nurses Foundation for the opportunity to bring them to life with funding from its **Reimagining Nursing (RN) Initiative**. Empower transformative change to our health care system that currently under-develops, under-utilizes, and under-appreciates nurses.

The RN Initiative will provide grants of between \$500,000 to \$1.5 million to innovative pilot programs that establish nurse-led, entrepreneurial, and community-based models of care funded by direct reimbursement. We will also consider pilots that address the barriers preventing direct reimbursement from flowing to nurses for care delivery and coordination. Fundamentally, care delivery in the community by nurses will improve the health of the community through greater accessibility, reduction in inequities, lowering cost, and maintaining or improving the quality of patient outcomes.

Please join the Foundation in equipping and enabling nurses with the leading-edge knowledge, tools, environments, and systems they need to deliver exemplary care.

Applications are due by October 25, 2021. For additional questions, please contact rni@ana.org.



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