
June MNORN Member Meeting (Virtual)



LESSONS IN THE MARGINS:
Student Learning while in Community

Tuesday, June 24th

6:30- 7:00 PM: Social/Networking

7:00- 8:00 PM: Program

Program: The Augsburg Health Commons: A Model of Nursing Practice to Advance Equity

Presenter: Kathleen Clark

Objectives:

- Provide an example of nurse-led drop-in centers that focus on providing care by meeting people where they are (e.g., shelters, public housing, community centers).
- Learn how educational experiences can focus on addressing structural inequities in healthcare using faculty-led immersive pedagogies.
- Gain a further understanding of the experiences of minoritized communities and the barriers they encounter when accessing care.

**Attendees will receive 1.0 continuing education credit
There is no charge for this meeting.**

[Click Here to Register](#)

May MNORN Member Meeting Recording and Report:
Code of Ethics for Nurses: 2025 Revision

Provision 1

| 2015 | 2025 |
|---|--|
| <ul style="list-style-type: none"> • <i>Human dignity & respect</i> • Moved 1.5 (collegial relationships) to Provision 6 • <i>Surrogate decision maker</i> | <ul style="list-style-type: none"> • Extended thinking to include <i>condemning dehumanization</i> – allyship and recognition of racism and other forms of bigotry, prejudicial bias, & discrimination • Self-reflection to identify and mitigate bias • More nuanced discussions of dangerous or self-destructive behaviors • <i>Alternate decision maker</i> |

Presenter: Martha Turner

[Slide show](#)

Objectives:

- Identify key changes/updates to the revised 2025 Code
- Articulate ways to use the Code to navigate everyday ethical challenges encountered in nursing practice
- Explore the evolving role of nurses in addressing broader social issues that affect health both nationally and globally

Bio: Martha Turner, PhD, RN, FAAN – a native of Minnesota, is adjunct faculty, SON, U of M. She was a consultant to the Center for Ethics and Human Rights (CEHR) at the American Nurses Association. (2017-2025) and served as Co-Chair for 2025 Code of Ethics revision project with 45+ nurse participants from many roles and settings. As Associate Director of CEHR (2006-2017), she served as content editor, revision coordinator, and co-lead writer for the 2015 revision of the Code of Ethics for Nurses with Interpretive Statements. In 2006 she retired from active duty with the Air Force after 30 years. She was the Ethics Consultant to the Air Force Surgeon General from 1998 until 2006. She provides formal and informal ethics education across the U.S. and abroad. Her educational preparation includes the University of Minnesota for a BS and PhD, Loma Linda University for an MSN and Ball State University for an MA in Counseling Psychology.

Evaluations of the presentation:

Overall rating of the meeting comments:

- Excellent start to this conversation but much more dialogue that could be a topic on its own (in regard to the third objective: explore the evolving role of nurses in addressing broader social issues that affect health both nationally and globally).
- Martha is an excellent presenter and her enthusiasm and commitment to our code of ethics is evident in her presentation.
- Thanks
- This presentation was long anticipated and did not disappoint. I'm grateful for the update on this long-awaited revision. So pleased with the results.
- An excellent review of the current updates!
 - Everyone's specific nursing practice alters the use of the Code, but it does help to hear about all the various aspects.
- Excellent presentation, and it was a good time to hear the updates.
- A special thank you to our excellent presenter!

What factors influenced your decision to attend?

- I was going to be available to attend that evening
- Topic
- Excellent presenter, topic that is current and relevant for all nurses
- CEU and speaker' knowledge of subject!!!
- Convenience
- The Code of Ethics is an important device for all nurses to be aware of.
- The content is interesting to me



2025 ANA Membership Assembly

The 2025 ANA Membership Assembly will be held June 26-28 in Washington DC. MNORN's delegation includes Cami Peterson-DeVries, Sunita Arrell, Christy Waltz, Mary (Berg) Ellenberger, Heidi Orstad, and Kathi Koehn. Nikule Abel will be attending as an ANA Board member; Jennifer Tucker as a member of the Committee on Bylaws; and Stephanie Witwer as president of the the American Academy of Ambulatory Care Nurses and chair of the ANA Organizational Affiliates.

Here are some of the activities/actions that will take place during our time in DC.

Hill Day, when MNORN representatives will meet with members of the Minnesota Congressional delegation and staff. Among the issues we will be advocating for are:

- Protecting Medicaid
- Advancing APRN Full Practice Authority through the Improving Care and Access to Nurses Act (ICAN)
- Supporting Nursing Education support through Title VIII
- Support for nursing research and infrastructure

Dialogue Forums: This year's dialogue forum topics to be discussed during Membership Assembly include:

- **Advancing Rural Health Through Nursing Innovation and Advocacy** – Rural communities in the United States face significant barriers to healthcare access, leading to stark health disparities compared to urban populations. The barriers include geographic isolation, provider shortages, limited broadband access for telehealth, and socioeconomic challenges. Rural areas experience higher rates of preventable diseases, maternal and infant mortality, and chronic conditions, alongside lower access to preventative care. Nurses, who are the most trusted and accessible healthcare providers, are ideally positioned to lead innovative solutions to these challenges.
- **Balancing Care: the Protective Role of Nurses in an Era of Artificial Intelligence and its Ethical Implications / A Policy Development for the Effective Use of Artificial Intelligence from the Lens of Ethics Within the Scope of Nursing Practice** – Integrating Artificial Intelligence technology into nursing practice and healthcare workflows can improve clinical decision-making at the point of care and impact patient safety and outcomes. The issue is how nurses can use AI tools within their scope of practice and ethical practice.
- **Revising and Protecting the Role of the RN** – The evolving demands of healthcare have placed increasing pressures on registered nurses, leading to critical challenges related to role clarity, mental health, and workforce sustainability. The current Nursing: Scope and Standards of Practice, last revised in 2021, no longer sufficiently addresses the realities of modern nursing practice, resulting in role overload, burnout, and rising mental health concerns. RNs are often expected to serve as a catch-all solution for systemic healthcare staffing shortages, leading to role confusion and unsustainable workloads.

The lack of clear delineation between RN responsibilities and those of other healthcare professionals contributes to inefficiencies and professional dissatisfaction.

Other Activities:

We will also be voting on a wide-ranging assortment of bylaw amendment proposals and electing a Vice President; Treasurer; Director-at-large; Director-at-large, recent graduate; and four members for the Nominations and Elections Committee. Nikule Abel, who is on the MNORN Board, is running for re-election to the ANA Board as Director-at-large, recent graduate - the entire MNORN delegation will be working hard to help her campaign!

Watch for the date/invitation for the July MNORN Member Meeting, when the MNORN delegation will report on activities/outcomes from this year's Membership Assembly.



Planetary Health Initiatives

At its May Board meeting, the MNORN Board voted to make donations to two planetary health organizations that MNORN has been working with over the past few years.



The Alliance of Nurses for Healthy Environments

(AHNE) was a primary author of the American Nurses' Association position statement on climate change and health, ([Nurses' Role in Addressing Global Climate Change, Climate Justice, and Health](#)).

The [AHNE Annual Report](#) has a full list of accomplishments during 2024.

Health Professionals for a Healthy Climate is a Minnesota-based organization whose mission is to inspire and activate health professionals to address climate change through interprofessional education, clinical practice, and public advocacy.

Check out the their website [To learn more about the activities of Health Professionals for a Healthy Climate](#)

Survey reveals 'dramatic shift' in nurses' work and well-being

[Kathleen Steele Gaivin](#)

The COVID-19 pandemic exacerbated pre-existing staffing and burnout concerns among the nursing workforce, causing a “dramatic shift” in the profession, according to the results of the [2024 National Nursing Workforce Survey](#) from the National Council of State Boards of Nursing and the National Forum of State Nursing Workforce Centers. And those challenges remain, respondents said.

Survey results were published in a supplement to the April issue of the *Journal of Nursing Regulation*.



Credit: Hiranman / Getty Images)

Data from registered nurse and licensed practical nurse/licensed vocational nurse respondents were collected between March 25, 2024, and Dec. 31, 2024. Among RN respondents, 53.3% said they worked primarily in a hospital, followed by ambulatory care (11.5%), nursing home/extended care (4.7%), home health (3.5%), community health (2.3%), hospice (1.8%) and assisted living (0.5%). Long-term care settings also were secondary practice settings for many respondents.

“While we have seen some improvements, staffing challenges, stress and burnout, and workforce safety are issues that have permeated the nursing industry before, during and after the pandemic and are still challenges,” NCSBN Chief Executive Officer Phil Dickison said in a [press release](#) issued in conjunction with the publication. “We can no longer use COVID-19 as an excuse as to why nurses are leaving the workforce.”

According to the survey, a marked re-entry of experienced nurses into the workforce has occurred in the post-pandemic era, which has helped stabilize the workforce. With the re-entry of older nurses, the median age of the workforce now is 50. The authors noted, however, that this trend could be short-lived, as many baby boomers, born between 1946 and 1964, will be retiring in the next few years as they reach retirement age.

“While workloads have decreased by 20% to 25% since 2022, staffing shortages, burnout and high intent-to-leave rates remain critical challenges that threaten long-term stability,” according to the survey.

Pay rates have increased over the past five years. According to the research, median pre-tax annual earnings for RNs and LPN/LVNs have increased by 10% to 16%, "likely driven by inflation and rising demand for healthcare services."

Additional highlights of the report:

- The nursing profession began to rebound in 2022. In 2024, 87.7% of RN licensees and 70.6% of LPN/LPV licensees were actively working in the profession
- Additionally, educational levels among nurses have increased to the highest level ever documented. Nearly three-fourths (73%) of RNs hold a baccalaureate degree or higher.
- The nursing workforce also is becoming more racially diverse. The percentage of Latino/Hispanic registered nurses has doubled since 2015, increasing to 7.2% from 3.6%.

retrieved 5/14/2025 https://www.mcknightsseniorliving.com/news/survey-reveals-dramatic-shift-in-nurses-work-and-well-being/?utm_campaign=7592203-ANA_News_Scan&utm_medium=email&_hsenc=p2ANqtz-80zww5tGJ6NX10NyVxD2gWRWWgS7df8w7LI2l6jNsVfsAmDBu3rK4Bpj2bm9NH24hFE2wJNQompMG4wdM7nvhRUvOAog&_hsmi=361472902&utm_content=361472902&utm_source=hs_email



The Philosophy of Knowledge in the Age of Artificial Intelligence: Are We Teaching, or Is AI Taking Over?

April 9, 2025

Guest Contributor: Cora Rabe

PhD student in nursing, Texas Woman's University

Introduction

For centuries, philosophers have wrestled with life's biggest questions: What is knowledge? How do we learn? Why do students suddenly "remember" an assignment is due five minutes before class? Okay, maybe that last one wasn't on Plato's mind, but if he were around today, he might be pondering another big question: What happens when artificial intelligence (AI) enters the classroom?

AI is changing education faster than a student trying to cram a semester's worth of material the night before an exam. But should we embrace AI as the next great teaching assistant,

or are we on the verge of accidentally replacing ourselves with robots? (Cue dramatic music.) In this post, we'll explore the philosophical roots of knowledge, the impact of AI on active learning, and whether or not our new AI overlords—I mean, tools—should have a place in education.

Philosophers and Their Hot Takes on Learning

Before we dive into AI, let's take a quick history lesson on how philosophers have viewed knowledge.

- **Plato:** Learning is Just a Fancy Way of Remembering Stuff. Plato believed that knowledge wasn't something you gained—it was something you remembered. Essentially, he thought we already knew everything deep down, and education was just a matter of recalling it. By his logic, forgetting your Wi-Fi password for the tenth time isn't forgetfulness; it's just an educational journey waiting to happen.
- **Descartes:** "I Think, Therefore I Cram." Rene Descartes took a different approach. He believed knowledge came from reason and self-reflection. His big idea? Doubt everything until you prove it to yourself. That might be good advice for critical thinking, but it's also why students still Google "Is coffee a food group?" at 3 AM.
- **John Locke:** Hands-On Learning FTW. Locke was all about empiricism, meaning knowledge comes from experience. He'd probably be the kind of professor who makes students build a volcano instead of just reading about one. His ideas led to more active learning methods, which is great—except when it means students get assigned group projects (and we all know how those go).
- **John Dewey:** Learning Should Be Fun (But Not Too Fun). Dewey believed students should be active participants in their education. He encouraged experiential learning, problem-solving, and critical thinking. If he were alive today, he'd probably advocate for AI in education—as long as students don't start outsourcing all their thinking to ChatGPT.

AI in the Classroom: The Good, the Bad, and the Slightly Terrifying



So, where does AI fit into all of this? Well, AI has already infiltrated classrooms in ways that philosophers never imagined. (Although if Socrates were around today, he'd probably love debating a chatbot at 2 AM.) Let's break it down.

Photo credit: OpenAI. (2025). DALL-E (Version 3) [Progression of Knowledge with AI]. <https://openai.com/index/dall-e-3/>

AI as the Ultimate Teaching Assistant

AI can make learning more personalized, engaging, and interactive. Think of it as the teacher's sidekick—kind of like Robin to Batman, but with fewer questionable outfit choices. AI can:

- Provide instant feedback (no more waiting weeks for test results!)
- Adapt lessons to individual learning styles (so no student gets left behind... unless they really try to)
- Automate administrative tasks (finally, teachers can stop drowning in paperwork!)

But before we start rolling out the red carpet for AI, let's consider the flip side.

The Ethical Dilemma: Are We Training Students or Robots?

Immanuel Kant would have a lot to say about AI in education—mainly, that humans should be the only ones capable of teaching. His philosophy emphasized moral and intellectual autonomy, which is a fancy way of saying, “AI can help, but don't let it do all the work for you.” Otherwise, we might end up in a world where students pass exams by asking Siri instead of studying.

And let's be honest: we've all seen students submit AI-generated essays that make about as much sense as a Shakespearean monkey typing experiment. (“To AI or not to AI, that is the question.”)

Could AI Replace Teachers? (Spoiler: No, and Here's Why)

Sure, AI is smart, but can it:

- Detect sarcasm in a student's answer?
- Navigate a classroom full of sleep-deprived students running on energy drinks?
- Answer the age-old question, “Will this be on the test?” with just the right amount of mystery?

Exactly. AI might be great at grading multiple-choice tests, but it lacks the human touch—like understanding when a student is struggling, providing mentorship, or knowing when to let the class out a few minutes early because everyone is clearly checked out.

John Dewey and Rousseau emphasized the importance of student engagement and interaction with real humans. AI can help facilitate that, but it can't replace the deep connections that make education meaningful. Also, let's not forget that students might try to argue with AI, but at least teachers can throw in some well-timed side-eye for good measure.

Finding the Right Balance: Using AI Without Losing Our Minds

So, what's the best way to integrate AI into education without accidentally launching a full-on robot uprising? (I mean, we've all seen *The Terminator*.) Here are some practical strategies:

1. Let AI Handle the Busywork. AI is great for grading quizzes, generating practice questions, and summarizing lecture notes. This frees up teachers to do what they do best—actually teach.
2. Teach Students How to Question AI. Instead of banning AI outright, educators should encourage students to engage with it critically. Make them fact-check, cross-reference, and ask, “Does this actually make sense?” (We all know AI sometimes gets a little too creative with its answers.)
3. Use AI for Personalized Learning. Some students thrive with visual aids, while others prefer text or hands-on activities. AI can help tailor educational content to different learning styles—kind of like Netflix, but for studying instead of binge-watching.
4. Keep It Human-Centered. At the end of the day, education is about people. AI should support learning, not replace the curiosity, creativity, and relationships that make learning worthwhile. Besides, can you imagine an AI trying to manage a room full of first-graders on a sugar rush? Nightmare fuel.

Conclusion: AI is Here to Help, Not Take Over

So, should AI be part of education? Absolutely. Should we hand over the chalk and let it run the whole show? Not a chance.

AI can be a fantastic tool—like a calculator, but way cooler. But just like we still teach students how to do basic math instead of relying entirely on calculators, we need to make sure AI enhances learning without replacing the essential skills of critical thinking, problem-solving, and, you know, actually learning.

After all, if AI ever does take over the world, the last thing we want is a generation of students who don't know how to outsmart it.

REFERENCES

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ABOUT CORA RABE

Cora Rabe is the Program Director for Nurse Anesthesia at the University of Texas Medical Branch (UTMB) and is pursuing a PhD at Texas Woman's University. With 21 years of experience as a nurse and 16 years as a Certified Registered Nurse Anesthetist (CRNA), she is dedicated to advancing nurse anesthesia education and practice. Her research focuses on AI literacy among nurse educators, reflecting a passion for integrating technology into healthcare education. Beyond her professional life, she is a proud parent of five and a loving grandparent. Balancing academia, leadership, and

family, she is committed to shaping the future of nursing while enjoying floating in the pool and smoking meat on her Big Green Egg.

retrieved 4/9/2025. <https://nursology.net/2025/04/09/the-philosophy-of-knowledge-in-the-age-of-artificial-intelligence-are-we-teaching-or-is-ai-taking-over/#respond>



ICN Topic Brief: Nursing for Planetary Health and Well-Being

This most recent ICN Topic Brief was published in May of this year. It's authors were:

- Teddie Potter, Director of the Center for Planetary Health and Environmental Justice at the School of Nursing at the University of Minnesota
- Erica Burton, Senior Policy Advisor - Nursing and Health Policy, International Council of Nurses
- Barbara Astle, Director MSN Program and Professor, School of Nursing, Trinity Western University
- Heidi Honegger Rogers, Associate Professor, University of New Mexico College of Nursing

Here is an excerpt from the Brief where the authors call out the importance of the nurse's role to ensure individual and population health as written below. (You can read the entire Brief at [https://www.icn.ch/sites/default/files/2025-05/Planetary Health Topic Brief - EN_0.pdf](https://www.icn.ch/sites/default/files/2025-05/Planetary%20Health%20Topic%20Brief%20-%20EN%200.pdf))

Planetary Health Knowledge for Nurses

Planetary health knowledge is an important aspect of the nurse's role to ensure individual and population health, and access to safe and high-quality care. It is important for every nurse to be educated to minimize the harm to the health of individuals and communities from threats caused by climate change, loss of biodiversity, pollution, and destruction of wilderness and natural ecosystems.

Nurses should be educated and resourced to lead movements and to create and sustain systems change. Understanding planetary health threats and proposing effective planetary health solutions will require a global transdisciplinary approach. The Planetary Health

Education Framework (Figure 2) provides a shared language through its transdisciplinary education guide.

The framework has five foundational domains of planetary health knowledge, values and practice:

1. Interconnection within nature
2. The Anthropocene and health
3. Equity and social justice
4. Movement building and systems change
5. Systems thinking and complexity

Fluency in the five planetary health domains, providing a shared curriculum and language, will support nurses to co-create the Great Transition. These interconnected domains equip students and practising professionals with a planetary health lens to promote transdisciplinary collaboration on planetary health solutions. The domains are situated within local socio-economic, cultural and environmental contexts, as well as local learning needs and priorities. In addition, they are also impacted by anthropogenic changes at a planetary scale, and global agendas and priorities, such as the United Nations Sustainable Development Goals.

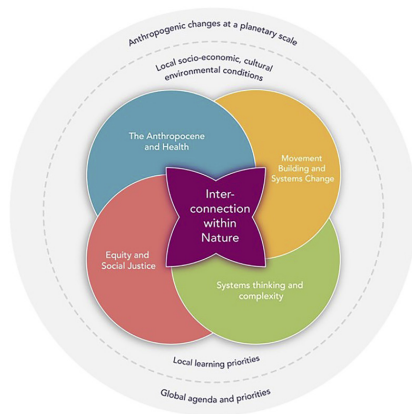


Figure 2: Planetary Health Education Framework²²
Image used with permission of the Planetary Health Alliance

The domains are not sequential or hierarchical. Like the cross-section of a rope, they are intertwined into one whole, which cannot be separated.

Interconnection within nature is the centre of the framework, recognizing that human health and well-being are intertwined with the health of all our ecosystems,

both social and environmental. Humans are not separate from nature but rather are nature, and any actions that threaten the health of our environments and Earth's natural systems, adversely impact the health of humans and all life on the planet. Indigenous knowledge systems have long understood this interconnection;

therefore, indigenous ethics and values of interrelatedness, environmental stewardship, and responsibility for current and future generations are centred in the planetary health movement and must be centred in nursing practice.

Nurses should understand how the human caused disruptions to Earth's natural systems (the ecological drivers) impact the health of individuals and communities. Nurses understand the concepts of justice, equity and fairness, and a planetary health lens calls for the extension of these ethical commitments to all species and future generations.

Even though planetary health is a transdisciplinary field, it also recognizes the unique contributions that are required by each discipline to advance the Great Transition, and nurses have unique knowledge and skills to contribute. Instead of calling for a separate nursing specialty, planetary health can be the foundation for nursing research, education, advocacy and practice. Nursing for planetary health uses the five domains of the Planetary Health Education Framework to inspire nurses and other health professionals to step into the full power of what it means to be a nurse for planetary health in these times.

Opportunities for Nursing and Nurses

The urgency of this moment calls all nurses in all nations and all areas of practice to recognize the impacts that disrupting Earth's natural systems have on the health of individuals and communities today. Nurses are the trusted voices that can advance planetary health in health care organizations, communities, and in

governing bodies locally and internationally. Nurses must prepare people and communities to reduce environmental impacts and exposures, protect health in the context of disasters, and teach people adaptation strategies to improve health, well-being and resilience.⁴ The International Council of Nurses (ICN) has for many years recognized the connection between the health of the environment and human health.⁴ Nursing values and ethics align nursing practice with the protection of the environment. The ICN Code of Ethics for Nurses reinforces this connection. "Nurses collaborate and practice to preserve, sustain and protect the natural environment, and are aware of the health consequences of environmental degradation, e.g. climate change.

They advocate for initiatives that reduce environmentally harmful practices to promote health and well-being." Nursing ethics demand that nurses protect the health and safety of individuals and communities threatened by climate change, biodiversity loss, land degradation, pollution and other threats to the Earth's natural systems.

Nurses should work in full partnership with experts from other fields and the communities they serve, including learning from indigenous frames for social systems: living well together, being kindhearted and caring, and communicating honestly. Nurses are important leaders and supporters for decarbonization efforts in health care organizations. Nursing leadership must collaborate with global organizations to advance planetary health knowledge and practice for nursing and engage in multi-sectoral initiatives to address the triple threat of climate change, biodiversity loss and pollution of air, soil and water.

Nurses are encouraged to develop deep practices in meaningfully engaging the self and others with the environment to advance ecological respect, healing, environmental and planetary health, environmental stewardship and justice. In their daily practice, nurses can seek opportunities to teach patients, communities, and future nurses about the interconnections within nursing and planetary health and narrate how decisions we make today can negatively or positively impact future generations.

Nurses have a vital role in advancing planetary health through education, advocacy, leadership and practice. As trusted professionals and the largest health workforce, they are well positioned to drive change across health systems and communities. By adopting a planetary health lens, embracing transdisciplinary collaboration, and centring equity and indigenous knowledge, nurses can help shape a healthier, more just and sustainable future for all life on Earth. Restoration of planetary health must be an essential value and practice commitment for all health professionals, and nurses are uniquely positioned to be leaders in this transdisciplinary work.

From the Bakken Center for Spirituality & Healing: A new website - "You Do Matter"



In both challenging and everyday moments, it's natural to question whether what we do really matters. But it does — you do matter. Every act of kindness and expression of care, whether shown to others or ourselves, contributes to a more compassionate and connected world.

To support individual and community wellbeing, the University of Minnesota's Earl E. Bakken Center for Spirituality & Healing has created [You Do Matter](#) — a website offering short, practical videos and guided practices from our wellbeing experts with contributions from colleagues at the University's Clinical and Translational Science Institute, the Wellbeing and Burnout-Prevention Program, and Hennepin Healthcare Services / Hennepin Healthcare Research Institute.

You'll find topics that meet people where they are, including:

- Managing Stress
- Grief and Loss

- Dealing with Difficult Emotions
- Self-Compassion
- Connecting to Purpose
- Building Stronger Communities
- Vulnerability as a Strength
- Living Gratefully
- The Power of a Mindful Pause
- ...and more.

Whether you have just one moment or a few, you'll find something meaningful on You Do Matter.

We invite you to explore the site at z.umn.edu/YouDoMatter, and to share it with colleagues, friends, clients, patients, and loved ones. These free resources are meant to be shared and spread, just like the small acts of care they're inspired by.

You can also help amplify this message by reposting from the Bakken Center's Facebook, Instagram, or LinkedIn pages.

We'd love to hear your thoughts and ideas as we continue to grow this resource. If you have suggestions for future topics or formats, please reach out to Kit Breshears, our communications director, at kit@umn.edu

MDH Project Firstline

Join MDH Project Firstline as we recognize National Safety Month in June. Educate your team on what they should do if they see blood, so they can stop the spread of germs and keep themselves and others safe. Explore our recorded training sessions, access interactive scenarios in English and Spanish, and find additional resources on our website: [Project Firstline Training and Resources](#).

[New MDH Project Firstline Blood Education Bundle \(PDF\)](#)



The Power To Stop Infections. Together.



Minnesota Department of Health Project Firstline Blood Education Bundle

Always assume blood is infectious. Those infected with bloodborne pathogens don't always have symptoms, but their blood and some body fluids still have virus in them. The pathogens most concerning for infection risks in health care are HIV, hepatitis B, and hepatitis C. Bloodborne pathogens can be spread when infected blood enters the body. This can happen from a needlestick, through breaks or cracks in the skin, or by splashes or sprays to the eyes, nose, or mouth.

Resources available:

- Live & recorded trainings
- Interactive & multimedia resources
- English & Spanish language resources

MDH Live and Recorded Trainings

- 20 min

Multi-Dose Vials Part 2: Injection Safety Steps Recorded Training
<https://survey.vivid.com/Surveys/2024/03/27/533171>
- 30 min

Fidgeting Felix gets an IV Recorded Training
<https://survey.vivid.com/Surveys/2024/03/27/533171>

MDH Project Firstline Table Talk: Fidgeting Felix (PPT) En Sp
www.health.mn.us/business/unsafe/infectioncontrol/ppttraining/ff.ppt

CDC Interactive and Multimedia Resources

- Fidgeting Felix gets an IV Interactive Scenario** En Sp
www.cdc.gov/project-firstline/training/fidgeting-felix.html
- Blood Micro-Learn (PDF)** En Sp

www.cdc.gov/project-firstline/media/pdf/Blood_Micro_Learn.pdf
- 15 min

Did you Know? Germs Can Live in Blood (YouTube)
<https://youtu.be/82C2q212m>

Print Materials and Resources

- Germs Can Live in Blood (PDF)** En Sp

www.health.mn.us/business/unsafe/infectioncontrol/ppttraining/ffblood.pdf
- CDC: Preventing Unsafe Injection Practices**

www.cdc.gov/infection-control/practices/prevention/unsafe-injection-practices/
- EPA's Registered Antimicrobial Products Effective Against Bloodborne Pathogens [List S]**

www.epa.gov/pesticide/registration/epa-registered-antimicrobial-products-effective-against-bloodborne

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 @mn-hsa-1b

SCAN ME

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