

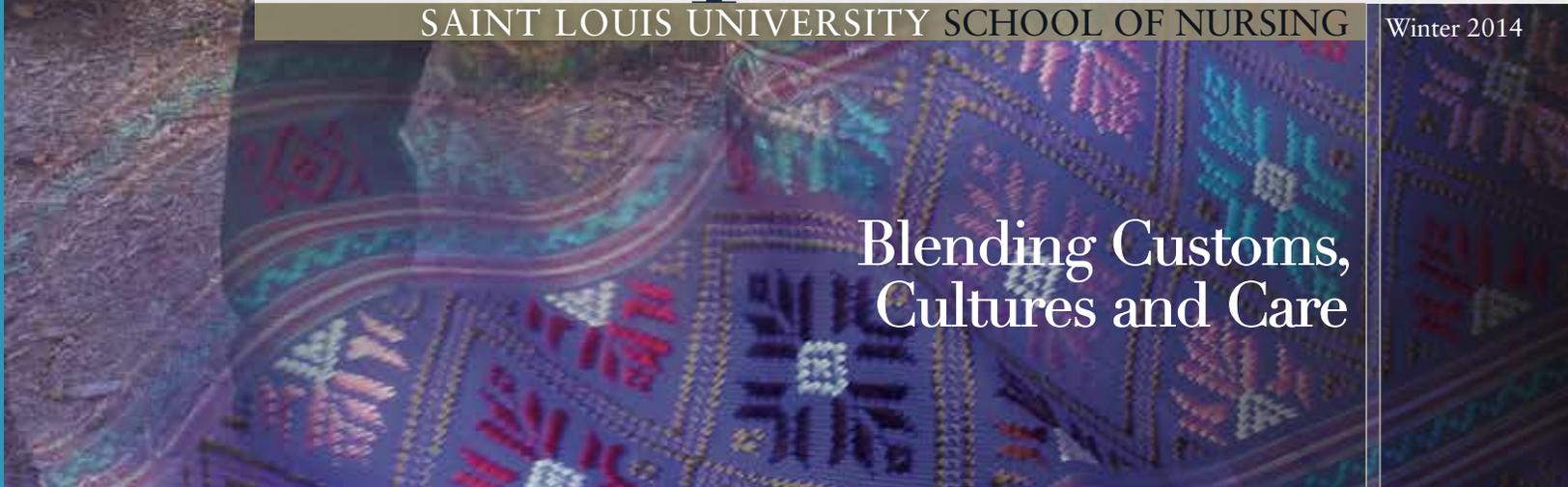


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SAINT LOUIS UNIVERSITY SCHOOL OF NURSING

Winter 2014

Blending Customs,
Cultures and Care



WHAT'S IN A NAME? *Cura Personalis* is a Latin phrase that translates as "care for the entire person." The expression is a hallmark of Ignatian spirituality and describes the Jesuit ideal of encouraging the fullest possible development of all people.

The phrase speaks to the School of Nursing's mission of promoting human dignity and care for the mind, body and spirit of all students. The phrase also promotes the belief that educating future nurses not only requires helping them develop their skills but developing their life purpose and vocation as well.

***Cura Personalis* is published annually by the Saint Louis University School of Nursing and is mailed to alumni and friends.**

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From the Dean

Welcome to the second issue of *Cura Personalis*, the magazine of the Saint Louis University School of Nursing, which highlights some of our accomplishments in innovation and leadership during the past year. In this issue we invite you to share in the 90th birthday celebration of Sister Mary Teresa Noth, F.S.M., our leading innovator who disrupted nursing education more than 40 years ago by developing the first accelerated nursing education program in the nation.

You will read about how our creative "Action Methods" program teaches students compassionate care by helping them see the world through the eyes of others. And I know you will share my pride when you read about the stellar accomplishments of the faculty, who like many of our alumni, are engaged teachers and scholars with strong records of professional and civic involvement and accomplishments.

We are very proud of our strong heritage of academic excellence in the fine Jesuit tradition, which lays the foundation to tackle the challenges facing nursing and health care today and in the future. Dr. Joanne Thanavaro, associate dean for graduate education, and Dr. Diana Mason, our 2013 Alumni Merit recipient and president of the American Academy of Nursing, share what's ahead for nurses as we grapple with the future of health care under the Affordable Care Act. With the details of health care reform still somewhat murky, I tend to lean toward the old Haitian proverb for support — "Beyond mountains, there are mountains" — knowing that when you solve one problem another one emerges. You then go on to solve the next one. I agree with Drs. Thanavaro and Mason that the next problem for nursing to solve is the varied scope of practice laws for nurses among the states.

Our school is committed to advancing diversity, extending our global reach and intertwining cultures. A diverse pool of health care professionals will strongly contribute to a reduction in health disparities. We are very proud to receive (five years running) the Robert Wood Johnson Foundation New Careers in Nursing scholarship program and welcomed a large contingent of Thai graduate students to our program. And in keeping with the Jesuit tenet of social justice, we are pleased to share the story of alumna Christina Martin, who goes to other continents to serve others in ways that make all of us proud. Her work exemplifies the school's and University's global and international dimension of growth and learning.

As the School of Nursing continues to serve others for a higher purpose and greater good, I encourage you to stay connected. Please take a few moments to fill out the enclosed survey to tell us how you would like to continue to be engaged with your School of Nursing family. As always, I am deeply grateful for your collective commitment, generous support, time and energy to make the school's successes possible.



Fondly,

Teri A. Murray

Teri A. Murray, ('79, '93, '97) Ph.D., A.P.H.N.-B.C., R.N., F.A.A.N.
Dean, Saint Louis University School of Nursing

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SAINT LOUIS UNIVERSITY SCHOOL OF NURSING

Winter 2014

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SOWERS
The impact of health care reform on hospitals is the topic for the 2014 Valentine Lecture Series on March 19. The keynote speaker, Kevin W. Sowers, R.N., M.S.N., is president of Duke University Hospital and a renowned expert on leadership, organizational change and mentorship. Sowers has been with the Duke University Health System for more than 20 years. He started at the bedside as an oncology nurse and worked his way up. From 2003 to 2009, he was Duke University Hospital's chief

Duke University Hospital President to Speak at Valentine Lecture Series

operating officer. He also served as interim chief executive officer in 2008 and, later, chief executive officer.

His research focuses on the human response to chronic illness.

The Valentine Lecture Series is named in honor of Trudy Valentine ('80), B.S.N., M.A.P.S., E.M.T., and Christina Valentine ('12), B.S.N. The lecture is scheduled for March 19 at the Health Sciences Education Union.

For more information visit alumni.slu.edu/valentine14 or call 314-977-8907.

RESEARCH HIGHLIGHT

Easing the Fear of Falls

Helen Lach, Ph.D., R.N., G.C.N.S.-B.C., associate professor, was appointed to the executive team of the Missouri Show Me Falls Coalition, a group that works to prevent falls in older adults.

Lach specializes in gerontological nursing and has studied ways to prevent falls for more than two decades.

"While falls can cause problems, we want people to be both cautious and still maintain an active quality of life," said Lach, a 2013 SLU President's Research Fund Award recipient. "You can't get rid of all of the risk in your life. But older adults need to maintain their strength, function and activity to the level they are able."

In a recent review article in the *Journal of the American Medical Directors Association*, Lach showed that the fear of falling is a significant problem in nursing homes.

"People in nursing homes tend to be frailer and have more health problems and physical limitations than older adults who are in the community," Lach said.

It's important that nursing home staff members recognize that about half of residents have such a deep fear of falling that they limit their activities, and develop a way to assuage those fears. Exercise programs offered in a safe and supportive environment can be valuable in helping residents feel better — both physically and psychologically, Lach said.

Faculty and Students Prepared to Protect SLU Community in Case of Bioterror Event

Saint Louis University School of Nursing faculty and students have been specially training to provide SLU faculty, staff and their families with convenient access to medications in case of a bioterror attack.

The University will operate a medication dispensing station exclusively for members of the SLU community and their families that will be activated in case of a public health emergency. This center will help free up the city and county health departments to serve residents who don't have similar access to lifesaving medications.

Last fall, nursing faculty and students received special training to set up and operate a center known as a Closed Point of Dispensing (POD)

that will provide medication for members of the SLU family if a bioweapon, such as anthrax, tularemia or plague, is unleashed. Because of their specialized training, SON graduates will have the opportunity to be a part of the Medical Reserve Corps, continuing to offer care and service in time of disaster.

"If there is a bioterrorism incident, we'd have to get medication to the entire community within 48 hours," said Deb Artman, instructor of nursing, who is spearheading the initiative in cooperation with SLU's Institute for Biosecurity.

"Having SLU provide this service internally is efficient because it takes a significant strain off nurses from the city

and county health departments who otherwise would provide medicines to our faculty, staff and students and their families. And it also is a convenient way to protect the SLU community."

All undergraduate nursing students are required to take public health nursing, which includes a daylong training

session to establish a POD center to dispense medicine. More than 100 received the instruction in November.

"I haven't heard of any other nursing school that put this into their curriculum," Artman said. "Our specialized training speaks to our commitment to service."



Global Leadership

Executive Advisory Board Chair, **Trudy Valentine** ('80) B.S.N., M.A.P.S., E.M.T., and Dean **Teri Murray** with former President Bill Clinton at a St. Louis fundraiser for the Clinton Global Initiative (CGI). Established in 2005, the CGI convenes global leaders to create and implement innovative solutions to the world's most pressing challenges including climate change, human rights and poverty.

Faculty Honors and Appointments

Margaret Bultas, Ph.D., R.N., C.N.E., C.P.N.P.-P.C., assistant professor, received one of the 2013 Nurses of the Year awards from the March of Dimes



BULTAS
Missouri Chapter. Bultas was among those recognized for their compassion, professionalism, integrity, leadership and extraordinary patient care. Bultas was the winner in the education category.

Judith H. Carlson ('72), M.S.N., R.N., C.N.E., associate professor and past coordinator of the traditional option for baccalaureate nursing, was one of six women honored as Saint Louis University's Woman of the Year 2013. The Women's Commission Executive Board commented that of the six nominees, Carlson's nomination was a unanimous decision.

Carlson has played an important role in the development of various School of



CARLSON
Nursing programs, including the nursing program on SLU's campus in Madrid. She was among the faculty and administrators who championed the new interprofessional health teaching program.

Also in 2013, the Reinert Center for Teaching Excellence awarded Carlson and her colleague, Associate Professor **Nina K. Westhus, Ph.D., R.N., C.P.N.**, the James H. Korn Award for Scholarship of Teaching and Learning.

Associate professor **Kristine M. L'Ecuyer, Ph.D(c), R.N., M.S.N., C.C.N.S., C.N.L.**, coordinator of the Accelerated Generalist Master of Science in Nursing, has been appointed as an education representative to the Commission on Nurse Certification Board of Commissioners for a three-year term.



LECUYER
She will help the board develop bylaws, policies and procedures.



Six Nurses Honored by St. Louis Magazine

In its fourth annual "Excellence in Nursing Awards" issue, *St. Louis Magazine* recognized six School of Nursing faculty members for outstanding contributions to their profession. The magazine received more than 200 nominations from patients, physicians and nursing colleagues before selecting 20 winners more than 18 categories.

The 2013 School of Nursing faculty finalists and winners are:

Verna Hendricks-Ferguson, Ph.D., R.N., Associate professor
2013 Nurse Educator Award (TIE)

Hendricks-Ferguson studies caring for children at the end of their battles with life-threatening illnesses. A SLU nursing faculty member has won *St. Louis Magazine's* top educator award for three out of the last four years. Hendricks-Ferguson also received one of the 2013 Nurses of the Year awards from the March of Dimes Missouri Chapter. She received the award in the hospice, home health and palliative care category. In addition the Oncology Nursing Society honored Hendricks-Ferguson with the 2013 "Making a Difference" Emerging Leader Award.

Margaret Benz ('74, '82, '95), M.S.N.(R), R.N., A.P.R.N., A.N.P.-B.C., Assistant professor
Community Health Award (TIED with a perfect score)

Benz was recognized as a champion for nursing, health care and the disenfranchised. She works with elderly and disabled residents in a large public housing complex and coordinates community services for St. Patrick Center, where she also serves on the board of trustees.

Mary Lee Barron ('81, '08), Ph.D., A.P.R.N., F.N.P.-B.C., Associate professor
Director, Advanced Nursing Practice Programs
Education Award (FINALIST)

Barron, a natural family planning nurse practitioner, conducts research on menstrual cycles, natural family planning methods and preconception care. She directs SLU's Nursing Center for Fertility Education, which trains teachers and couples the Marquette Method of natural family planning.

Joanne C. Langan, Ph.D., R.N., C.N.E., Associate professor
Education Award (FINALIST)

Langan studies, writes and educates students about the leadership role nurses must take during a crisis, such as a natural disaster or a bioterror attack. She has published multiple manuscripts and is lead author of *Preparing Nurses for Disaster Management*.

Norma Metheny ('78), Ph.D., R.N., F.A.A.N., Associate dean, Research and the Dorothy A. Votsmier Endowed Chair in Nursing
Research Award (FINALIST)

Metheny is internationally recognized for her expertise in promoting the safe delivery of tube feedings. Her method of testing the accurate placement of feeding tubes to avoid complications that can lead to pneumonia has become the industry standard.

Lee Smith ('78), Ph.D., R.N., Professor
Research Award (FINALIST)

Funded by the National Institutes of Health, Smith has followed a group of teen mothers, their parents and their children for nearly 25 years. Her findings have revealed that being a mother can motivate a teen to continue her education and shy away from engaging in risky behavior.



Associate Professor Dorcas McLaughlin, Ph.D., A.P.R.N., P.M.H.C.N.S.-B.C., C.P., P.A.T., thought it was cute years ago when her 3-year-old daughter, Jenny, played in her Fisher-Price kitchen. She'd pretend to write down orders, cook plastic bacon and eggs, and pour invisible juice. Later, when Jenny worked as a waitress for a period of time in college, McLaughlin wasn't surprised her daughter was good at it.

“Role playing is the natural way to learn,” McLaughlin said. **“It’s rehearsal for living, and I happen to think one of the best ways to learn.”**

McLaughlin is so convinced that for more than 20 years she's been incorporating an enhanced form of role playing — known as action methods — into her nursing practice and teaching. Action methods include the use of psychodrama, a therapeutic modality in which patients dramatize or act out real-life situations to gain insight and change behaviors. The method also uses sociodrama, an educational modality that promotes positive human interaction and fosters role development. The drama is not scripted but instead springs from the spontaneous interactions among participants.

McLaughlin, one of only a handful of nurses in the country who is a board-certified psychodramatist, saw how powerful the technique could be while working with patients at SSM St. Mary's Health Center in the early 1990s. She decided to integrate action methods into her classes with students at the School of Nursing.

“Much of teaching relies on the lecture format, which decidedly is a left-brain approach,” McLaughlin said. “Yet, connecting with your patients is a right-brain skill. Action methods taps into the right brain.”

Move Into Action

McLaughlin started by introducing psychodrama to her sophomore communications lab students who were learning to talk to patients about such sensitive issues as grief, death and dying, suicide and teen pregnancy.

She presented students with case studies, and students spontaneously played the characters as they imagined them. Action methods also goes deeper than traditional role play because students bring more of themselves onto the stage. They take on different roles at different points in the same story and express both a person's internal and external dialogue.

“We tend to look at things from one perspective, ours, but when we switch roles we experience things through another person's eyes and become mindful of what's going on within the other person,” McLaughlin said. “Also, I believe the more roles you're able to play, the more effective you'll be as a nurse.”

BEYOND

Role Playing

Action methods teaching is transforming nursing education and practice

● **Amanda Bartelson** gains insight and develops empathy as she plays an auxiliary role in a scenario in which a loved one receives a deceased partner's personal belongings from a non-compassionate hospital staff member.

Stage Right

Since introducing action methods in the communications lab, McLaughlin has imported the technique into other courses. Two of her electives rely heavily on the teaching tool: “Action Methods for Health and Healing — A Mind-Body Approach,” and “Family Violence Implications for Nursing.” Both classes are filled on the first day of registration.

Today, the students in McLaughlin's Family Violence class are learning to care for patients with HIV. They're on stage playing various roles in a case study presented by Gary G. Seibert, S.J., SLU Medical Center chaplain and professor of communication and fine and performing arts. In Seibert's story, a friend he has known since childhood died of AIDS in New York City hospital.

Students take on the role of Seibert, the patient, the patient's significant other, the nurses and the admissions staff member who informed Seibert of his friend's death by handing him the man's clothing in a brown paper bag.

Getting Into Character

During the second half of class, McLaughlin presents, in character, four patients in a clinic as they wait for results of their HIV tests. Students are asked to come on stage and identify themselves with one of the four patients. Then, the students express what they imagine the patients would be thinking as a nurse asks sensitive questions about their sexual practices.

At the end of the exercise, McLaughlin tells the students to open a slip of paper she'd given them beforehand containing the patient's test results.

"Up to this point, we learned the facts about HIV — the number of cases, who gets it, how you get it, how you treat it," said senior Meaghan Lecture, whose slip indicated her patient was HIV positive. "This exercise humanized it for me. Listening to the patients' backstories and putting myself in their shoes while they're waiting to find out whether they're negative or positive will stay with me. I think I'll be much more understanding and less judgmental after this."

Senior, Angela Struempf agreed. "This is a unique way of seeing things from the patient's perspective, as opposed to watching another PowerPoint on HIV," she said. "The teachers do a really great job of bringing real-life situations into the classroom, but acting it out resonates with me more."

After every class, McLaughlin asks students to let the experience settle in before writing a reflection.

"Sometimes it's difficult for students to disclose what might be going on with them during an exercise," she said. "Really tough issues, such as HIV, can trigger deep emotions. The reflections allow me not only to see where a group might be with the subject matter but also to make sure everybody is OK."

More information on action methods in the classroom can be found in an article written by McLaughlin and Patricia E. Freed, Ed.D., R.N., C.N.E., associate professor of nursing, in the fall 2013 issue of the journal, *Creative Nursing*. The article is titled, "Promoting Cultures of Thinking: Transforming Nursing Education to Transform Nursing Practice."

● **McLaughlin** (center) guides students **Jordan Stone, Erin Kinsella, Emily Tuttle** and **Fr. Seibert** in an action methods role play set in a hospital emergency room. Saint Louis University School of Nursing is the only nursing school in the country with a classroom dedicated to action methods teaching.



Catching On

McLaughlin's action methods approach to teaching is unique among nursing schools. No matter their concentration, students are exposed to action methods in at least one of their sophomore, junior and senior courses. No other school uses the technique as comprehensively throughout its curriculum. McLaughlin has trained other School of Nursing faculty members to use elements of action methods to help their students learn. Even students in McLaughlin's "Mental Health/Psychiatric Nursing" course are taught to employ action methods when they lead peer support groups to process clinical experiences.

"Even if they don't use the technique entirely and just use a portion of it to understand a patient better, it's a success," she said.

Also, for the first time this year, McLaughlin was asked to use the action methods approach to teach components of the "Nursing Leadership" course required of all seniors. McLaughlin teaches a class on team building and another on mindfulness,

in which students play various parts of the brain as they learn to develop a more compassionate self.

"Nurses are challenged to care for sicker, older patients in environments that are fragmented and uncoordinated," said Shelley von der Lancken ('89, '93), M.S.N., R.N., a nursing instructor with 20 years of experience as a nurse manager on a surgical unit. Von der Lancken also is coordinator of the "Nursing Leadership" course.

"Our health care team lacks effective communication skills and has trouble coordinating care," she said. "The nurses are stressed and fail to care for themselves. The only way for our graduates to be effective is if they care for themselves."

"The Institute for Healthcare Improvement has identified the importance of health care workers taking care of themselves as a key factor in improving the environment of care and safety. As an educator, I want the SLU School of Nursing nurses to be balanced, happy individuals. If they're satisfied, our patients will be satisfied."

Von der Lancken said she thought action methods would be beneficial in

teaching these skills because the technique allows simulation of multiple situations that may not come up during clinicals but will come up in practice.

"What do you do, for example, when you have a bad leader, an angry family member or a difficult physician?" she asked. "These scenarios are crucial and difficult to approach. Success lies in practice and controlling emotions."

Until now, evidence to support the effectiveness of action methods has been anecdotal, but McLaughlin, von der Lancken and Patricia Freed, Ed.D., R.N., C.N.E., associate professor of nursing, are collecting data during the leadership course to evaluate the approach's impact.

McLaughlin also is taking her action methods approach into the community. McLaughlin, Freed and Lee I. Smith, ('78) Ph.D., R.N., professor of nursing, will use action methods to help teen mothers in the St. Louis area become more attuned to themselves and their infants. ●

far left ● **Hannah Wyler** and **Erin Kinsella** prepare to get into character.

right ● **McLaughlin** stages students as they prepare for an action methods exercise.

In Their Shoes

Following are excerpts from student reflections submitted after Dorcas McLaughlin's "Family Violence" class titled "The H in HIV Stands for Human" and her "Nursing Leadership" session on compassion and mindfulness.

"It was really powerful to have a slip of paper in my hand telling me that I was HIV positive. Even though I knew that it was pretend and that I'm not at risk for contracting HIV, it still made my heart skip a beat at the very thought. I can't imagine the pain that would be involved in sharing the information with your family, especially with your partner. I am so grateful for this experience because I really feel that it opened my eyes and my heart to the very real experiences of people affected by HIV." — Amanda

"I found myself having very real emotions throughout the drama — mostly frustration and sadness — because I cannot fully imagine what it is like to be in a situation like that with a dear loved one. The same emotions emerged for me in the second half of the seminar when Dr. McLaughlin spoke about real encounters she had with patients who had experienced some kind of trauma in their lives and were being screened for HIV. I found myself really connecting with these people, although I do not know them, because many of them are very young. It really helped me see that the diagnosis could honestly happen to anyone and that the disease does not discriminate. This will help me have empathy for patients, as well as aid in developing an open and nonjudgmental attitude to all of the future encounters I will have with patients." — Carly

"I think psychodrama really could be a helpful therapeutic tool. Psychodrama therapy could be used to help individuals cope during extremely difficult times in their lives. It could help these patients move on, forgive or apologize. While I was skeptical about the whole process at first, I left that day truly believing that this form of therapy could have an impact on someone who has experienced a traumatic event." — Hannah

"I think that if you are able to be mindful and concentrate on the present, others will notice. If you are in a patient's room and they can tell you are worried about another patient or you are on the phone with a doctor talking about another patient, they will feel somewhat neglected. But if you were to wait to make the phone call and instead talk to that patient, they will appreciate your attention and concentration on giving them the best care." — Angie

"From this session, I learned that I tend to be mindless a lot of the time. Instead of focusing on and enjoying the present, my mind wanders to the next thing I have to do or to what my plans are that night or that weekend, etc. I never really looked at this as a problem, but now that I understand the difference between mindless and mindful, I will make an effort to focus less on the past and future and try to focus more on living in the now." — Lauren

"I enjoyed when students modeled the different parts of the body and how they interact. During my years of school I have learned the different parts of the body, brain and nervous system before but I had never thought about the way they all work together. I also enjoyed when we were asked to think of something that we are hard on ourselves about and then think of someone who would give us positive reassurance. That made me think about the fact that sometimes we need to be the ones that reassure ourselves that everything will be alright and to have faith in our capabilities." — Sarah

"I was so focused on the stories being played out that I completely forgot I was in class. I was not thinking about anything else except for these people who had either been affected by HIV or had an HIV scare. My heart ached for the young boy who was only 17. Today's class opened my eyes. I should not be afraid of someone who has HIV. I should embrace them just like I would any other patient." — Claire



A Culture of Collaboration

THE SCHOOL OF NURSING WELCOMES A GROWING NUMBER OF STUDENTS FROM THAILAND

Songkran, also known as the Water Festival, is the traditional Thai New Year's celebration. Every April, Thais take to the streets with containers of water or water guns and splash passersby as a blessing for the new year.

Songkran is also a time to seek spiritual cleansing and pay respect to Buddhist monks and to elders, including family, teachers, friends and neighbors. Even though they are more than 8,000 miles from their home in Thailand, Choochart Wong-Anuchit, R.N., and Sutthida Phongphanngam, R.N., found a way to celebrate Songkran at the School of Nursing, where they are working on their doctorates.

Wong-Anuchit, Phongphanngam and other Thai students in the program invited their professors to a fifth-floor classroom for the traditional water blessing ceremony.

"I was truly touched by the respect they have for us," said Joanne Schneider, Ph.D., R.N., professor of nursing and Wong-Anuchit's dissertation adviser. "Our Thai students are such kind, loving souls. They have opened my world view, not only to our cultural differences but also to our universal similarities. Their presence in our program is a gift."



Strength in Numbers

Approximately a fourth of the students in the School of Nursing's Ph.D. program are from Thailand (6 of 23). Nurses can earn doctoral degrees at one of the handful of Thai universities that offer them, yet, to broaden their world view, the Thai government encourages and provides scholarships to nurses who pursue their doctoral degrees overseas. Some students study abroad for six to nine months while developing their research proposals and then return home to complete their degrees. Others, such as Wong-Anuchit, complete their entire Ph.D. program overseas.

Wong-Anuchit is an assistant professor of mental health and psychiatric nursing at Mahasarakham University in the north-east region of Thailand. He enrolled in the School of Nursing in 2010 and hopes to finish his degree by 2015.

"We must be able to communicate with the world," said Wong-Anuchit, who completed an English immersion program at SLU prior to beginning his doctoral studies. "Thailand cannot stand alone. If we focus only on ourselves, it's not good for research, it's not good for patients, and it's not good for us as professionals."

Phongphanngam said she came to SLU to expand her intellectual capacity and her cultural awareness.

"I'm not only learning, I'm expanding my professional network with American nursing fellows and fellows from other countries," said Phongphanngam, an instructor and assistant director of student affairs at University of Phayao, in northern Thailand. "I feel it's my responsibility to share my perspective and experiences in caring for Thai patients. I also hope to share the nursing knowledge, skills and experiences I'm learning here with my nursing colleagues in Thailand to help improve our country's health care system."

Andrew C. Mills ('85, '87, '95), Ph.D., associate professor and director of the School of Nursing Ph.D. program, said that having the Thai students in class enriches the educational experience of all students.

"I also think we have a unique opportunity to have an impact in graduate education in a country that's still developing its advanced nursing education system," he said. "The students we're educating are going to be Thailand's future nursing leaders."

Word of Mouth

The School of Nursing has educated a fairly steady stream of Thai students since 1999 when Aporn Deenan ('03), Ph.D., R.N., became the first nurse from Thailand to enroll in the School of Nursing's doctoral program. Deenan, a prominent nurse educator in her country, is an associate professor of nursing at Burapha University, where she conducts research in cardiovascular disease, obesity and metabolic syndrome.

Deenan said she explored other universities in the United States but was most impressed with the thorough responses and warm welcome she received at SLU.

"SLU encouraged me to explore myself and my aspirations," said Deenan, a member of Thailand's National Health Assembly, an organization that shapes health care policies for the country's 64 million people. "Everything I learned at SLU has moved me forward in my career."

Since graduating in 2003, Deenan has been a one-woman recruitment specialist for the SLU School of Nursing. She has referred most of the Thai students who have enrolled in the Ph.D. program.

Deenan encouraged Chutima Chantamit-o-pas, M.N.S., to enroll in 2012. Chantamit-o-pas is a lecturer at Burapha University and a faculty researcher at the Chonburi Cancer Institute in Chonburi province. Several members of Chantamit-o-pas' department will retire by 2015, leaving a void in the university's Ph.D. program. The Thai government is eager to fill that void because, like the United States, Thailand is experiencing a nursing shortage. The nation is looking to beef up nursing school faculty to accommodate more students.

Chantamit-o-pas said she looks forward to going back home to teach future nurses, but her style definitely will be different.

"In Thailand, we encourage students to memorize everything we teach and everything in the textbook," she said. "Here, I'm encouraged to think about what I've read and to draw my own conclusions."

"I'm also encouraged to learn more independently and I like this approach. It's changed how I want to educate my students. I want my students to think for themselves."

Wong-Anuchit also anticipates his teaching style will change when he returns to Mahasarakham University. "Traditionally in my country, students are spoon-fed information," he said. "Here, students are active learners. We follow our own path. We do a little of that in Thailand, but I think we need to do more."

Cooperation and Appreciation

In addition, Wong-Anuchit would like to see more collaboration between Thai and SLU researchers. His research interest and the focus of his dissertation is promoting healthy lifestyles in people with mental illness. His adviser, Schneider, has collaborated with other Thai doctoral students on studies published in national nursing journals, including a study on a family support scale for Thais with elderly parents and another on breast cancer beliefs among Thai immigrants in the United States.

Schneider has been invited to attend a nursing conference at Burapha University and has gone to Thailand for a student's dissertation defense.

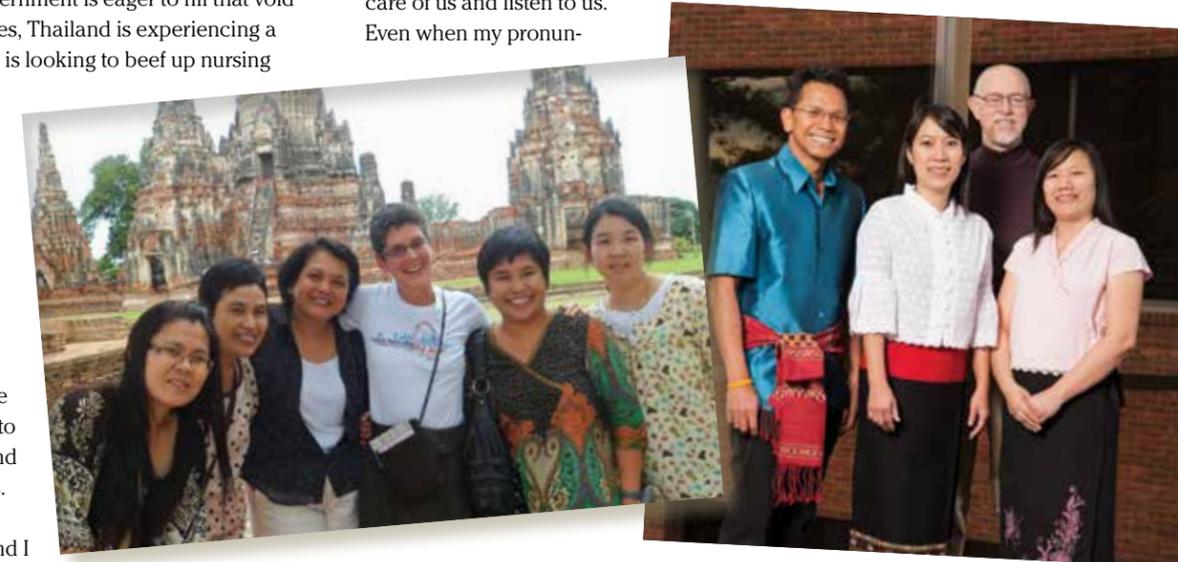
"Who would have thought when I was growing up on a farm in middle Missouri that I'd be traveling halfway across the world for my work," said Schneider, who has taken Thai students to her family farm in Ste. Genevieve, Mo. "You can see how this has been a learning experience for all of us."

Extended Family

Because they are so far from home, the Thai students have formed strong bonds with one another and with School of Nursing faculty. Chantamit-o-pas becomes emotional when she talks about how nursing faculty members express interest in her academics and her well being.

"In my culture, we believe teachers are our second mothers and fathers, and I feel like that here," said Chantamit-o-pas, the daughter of an alternative medicine practitioner. "They take care of us and listen to us."

Even when my pronun-



"I'm encouraged to learn more independently. It's changed how I want to educate my students. I want my students to think for themselves."

CHANTAMIT-O-PAS

ciation isn't the best, my professor tries so hard to make sure she understands me and I understand her. Everything here is new to me, and it can be very overwhelming, but they help me. I love my teachers so much."

Phongphanngam said faculty and students helped ease her culture shock.

"All of them are very helpful and take great care of me," she said. "They try to understand my challenges and give me opportunities to grow and become confident with my English. The relationships I have with my classmates and teachers make me feel warm and never lonely."

To show their appreciation to the faculty and to SLU, the Thai students plan to expand next year's Songkran festival. They are working with the University's Office of International Services to move the water festival out of the classroom and into the new Center for Global Citizenship so the entire SLU community can celebrate Thailand's most important annual holiday. ●

Far left ● Schneider pays respect to Buddha during a Thai New Year celebration held in the School of Nursing.

Above left ● Schneider in Thailand with nursing colleagues including Aporn Deenan on her immediate left. Deenan was the nursing school's first student from Thailand.

Above right ● Mills with Thai students (from left) Choochart Wong-Anuchit, Sutthida Phongphanngam and Chutima Chantamit-o-pas.



FROM LOWER LEFT
 1 Brittany Freeman
 2 Sykari Thomas
 3 Stormy Brown
 4 Cierra Bowbeer
 5 Brittany Ball
 6 Ashley Hughes
 7 Doug Uchendu
 8 Blake Badillo
 9 Josh Fender
 10 Greg Braun
 11 Carl Azab

Increasing Diversity and Fostering Leadership

School of Nursing Scholars Prepare to Change the Workforce

According to the U.S. census, racial minorities will represent the majority of the population by mid century. Yet the nursing workforce — the largest group of health care professionals in the country — remains predominately white and female.

Fifteen students in the Saint Louis University School of Nursing’s accelerated programs are part of the antidote. They are recipients of scholarships awarded by the Robert Wood Johnson Foundation’s (RWJF) New Careers in Nursing (NCIN) program.

New Careers in Nursing is designed to create a more diverse nursing workforce by awarding \$10,000 scholarships to students from groups underrepresented in nursing, such as males, African-Americans, Native Americans, Hispanics and students from economically disadvantaged backgrounds. Since RWJF launched the program in 2008, it has awarded more than 2,700 scholarships to students in accelerated baccalaureate and master’s degree programs. At 15 students, the SLU School of Nursing has received among the largest number of scholarships granted to a nursing school this academic year.

“Providing quality care to people from different ethnic and socioeconomic backgrounds is woven into our mission,” said Shelia Leander, Ph.D., R.N.,



LEANDER
 assistant professor, coordinator of the accelerated B.S.N. program and NCIN program liaison. “But researchers are finding that patients have better outcomes when they receive care from people who look and speak like them.”

In addition to infusing the health care system with nurses from diverse backgrounds, NCIN aims to get nurses into the workplace quickly, which is why it focuses on students in accelerated programs.

Cierra Bowbeer, 25, wanted to enroll in nursing school in her home state of California, but the wait for admission was five years. She shelved the idea while she worked as a personal trainer and group exercise instructor, and earned her bachelor’s degree in kinesiology at Long Beach State University.

The desire to become a nurse, however, never faded.

“I like working with older adults, and I noticed that they have so many health concerns and medication issues,” she said. “I had to be cautious with their workout regimen. I thought it would be a great fit for me to go to nursing school and develop a more thorough background on their needs so I could help them achieve their goals.”

Impatient with the wait in California, Bowbeer looked at schools in Missouri, where she has extended family. She found the accelerated program at SLU. Her admissions essay focused on a health and wellness program she and a colleague created for employees of the gym where they worked.

“I would love to do the same for Native Americans living on reservations where health care and wellness are so neglected,” said Bowbeer, who is one quarter Arapaho. “I also think that by serving this community I can be a role model for other Native Americans who might be interested in the profession.”

Possible next steps: Work in a St. Louis area hospital to hone clinical skills; enroll in the School of Nursing’s doctoral program.

Brittany Freeman, 24, had a bachelor’s degree in biology and was teaching math and science in elementary school when it hit her. “I liked the job, but I didn’t love it, and I want to love what I do,” said the St. Louisan. “I thought nursing might be a better field for me.” Freeman comes by her interest in nursing naturally. Her mother is a nurse, as is her aunt and her grandmother. She was determined to enroll in nursing school, even if she had to take out substantial loans to do it.

“But then I got the call about the scholarship, and it was such a relief,” she said. “It brings hope to people like me who have limited resources but want to enter the field and serve their community.”

Possible next steps: Pursue a doctoral degree; build a career as a nurse practitioner or nurse anesthetist.

“The average age of today’s nurse is 46.6 years,” said Vernell DeWitty, deputy director of the NCIN program based in Washington, D.C. “When these nurses reach retirement age, we will be facing a health care brain drain, and we need to replace them in a relatively short period of time. Students in accelerated programs have had other careers prior to nursing. They’re more mature, more goal driven, and they graduate ready to contribute.”

New Careers in Nursing offers more than scholarship money. It provides for several educational enhancements to maximize a student’s chance for success, including:

Pre-entry Immersion Program. Prior to the start of classes, faculty members meet with students to cover such topics as the rigors of accelerated study and study techniques.

Mentoring. Each scholar is paired with a faculty mentor to guide him or her through nursing school.

Leadership Development. NCIN scholars travel to Jefferson City, Mo., each February for Nurse Advocacy Day. Some scholars have traveled to Washington, D.C., for the national nursing policy summit. ●

“We don’t just want these scholars to graduate, we want them to excel.”

LEANDER

Josh Fender, NREMT-P, 23, did not want to lose momentum. A week after he graduated with his degree in fire and paramedic science from Lindenwood University, he started the accelerated master’s program at the School of Nursing.

“I had the drive and couldn’t afford to lose it,” he said.

Fender has been driven toward nursing since his childhood in Ozark, Mo. After his mother was sent to jail, Fender’s father and stepmother raised him. Another strong influence in his life was his best friend’s mother, a pediatric nurse.

“She would tell us stories about how you could make such a big difference in someone’s life, and I wanted to do that,” he said. “I wanted to be there for someone because there were times when no one was there for me. I would love that.”

Because of his background in paramedic science, Fender finds the accelerated program more invigorating than intimidating. He especially appreciates the mentoring.

“We can talk to our professors any time we need help,” Fender said. “And the conferences we get to attend are interesting. They give us a chance to network. The school has invested in us and they want us to succeed.”

To qualify for the NCIN scholarship, students had to submit an essay about how they would encourage other underrepresented groups to enter nursing.

“I wrote that I wanted to break the stereotype about nursing being a profession for women only,” he said. “Caring for people is not limited to a specific gender. It’s about compassion.”

Possible next steps: Pursue a doctoral degree; work in a rural hospital.

THE SCHOLARS

Meet four of SLU’s 15 “New Careers in Nursing” scholarship recipients.

Blake Badillo, 29, was a combat engineer with the U.S. Marines in the Middle East and Africa in his early 20s. When the infantry went out on patrol, it was his job to clear the obstacles, whether it was a downed tree or a landmine. Badillo also volunteered to help the medics with such tasks as hanging IVs and applying pressure dressings.

“My mom had cancer when I was a kid, my uncle died of the disease, and I ruptured my spleen twice,” said the Illinois native. “It was

touching to see how people took care of us. I developed a passion for the environment.”

After five years in the Marines, Badillo used his military benefits to earn a bachelor of science in biology and a master’s degree in exercise physiology. He landed a job at Washington University conducting research on smoking cessation programs and carpal tunnel syndrome, but he missed working directly with patients. He thought about medical school but

felt nursing was a better fit.

“Physicians are there to treat the disease, but they don’t have the sustained patient contact that nurses do,” he said. “I’m a people person. I could talk to someone all day, and I believe the more you know about someone, the better you’re able care for them.”

Possible next steps: Rejoin the military with the Nursing Corps; pursue a doctoral degree.



Leading Change and Improving Care

NURSES' INFLUENCE ON THE AFFORDABLE CARE ACT

While some health care professionals and insurance companies are bracing for the worst as the Affordable Care Act (ACA) rolls out this year, Diana Mason and Joanne Thanavaro are anticipating the best, especially for nurses and their patients.

Both women are in positions to shape the nursing field and to influence future nurses: Mason as president of the American Academy of Nursing, and Thanavaro as new associate dean at the School of Nursing. In this article, they share their thoughts on aspects of the ACA and how nurses will play a key role in transforming the nation's health care system.

Long Overdue

Mason has been studying nursing trends for more than two decades, and she said no matter what side you come down on in the health care debate, the status quo was untenable.

"We're spending way too much on health care – \$2.7 trillion a year," she said. "We simply can't continue to do that without pulling away resources from other sectors of our society that are upstream determinants of health – schools, housing, safe environments. Change had to happen."

Mason also said that nurses will be essential to turning around the current system and helping patients adapt to the new paradigm behind the ACA.

"This is our time," she said. "We're finally shifting to a health care system that promotes wellness and prevention, which is exactly what nurses are trained to do, always have been. Nurses view health not as the absence of disease but as an integration of the physical, mental, social and spiritual components of a person. We don't just ask about your blood pressure, we ask about your life."

This broader definition of health and focus on prevention, Thanavaro

said, requires relationships between care providers and patients.

"Nurses are skilled at developing these relationships," she said. "From the first day of class we're teaching nursing students how to work as partners with their patients and how to treat the whole person. Nurses are in the best position to help patients make educated health care decision and healthy lifestyle choices."

Nurse-Led Models of Care

Both Mason and Thanavaro believe the ACA will be a boon to nurse-led models of care. With 48 million formerly uninsured people able to receive medical care and a projected shortage of 45,000 primary care physicians by 2020, the care has to come from somewhere.

"The simple answer is to remove the barriers that prevent nurse practitioners from fully using their knowledge, skills and compassion to meet the country's health care needs," Mason said.

The current health care system is linked to state laws that place barriers on nurse practitioners to care for patients within the scope of their license. Mason noted that nearly 20 states allow nurse practitioners to diagnose and treat patients, and to prescribe medications without a physician's involvement. The remaining states require physician involvement or oversight. The American Association of Nurse Practitioners gave Missouri an "F" rating due to the level of barriers it places on nurse practitioners.

"Patients are hurt by these outdated regulations that stop health

... some studies have found that

85% of patients who saw nurse practitioners had higher levels of satisfaction ...

care professionals from providing quality care in a timely fashion," Thanavaro said. "As the flood gates open and more people enter the health care system, I'm sure the need to remove these barriers will become increasingly evident."

Mason agreed. "I have a getaway in a rural area in upstate New York where there aren't a lot of primary care physicians, but there's a nurse practitioner who's been there a long time," she said. "My husband and I go to her for episodic care. When I went to see her recently I asked her what would happen if the physician with whom she has a cooperative agreement decided to go out of practice. She told me that she has 2,000 patients she could no longer see. That's 2,000 patients without access to primary care. The barriers have to go."

Stay on Message

Mason said the burden of removing the barriers to practice is on nurses and consumers who need to lobby decision makers.

"We need to approach legislators with confidence and be armed with data that demonstrate positive outcomes and cost savings," she said. "That research is out there."

Mason and Thanavaro point to a growing body of research demonstrating that patients perceive that receiving quality care and having a usual source

"We're spending way too much on health care – \$2.7 trillion a year. We simply can't continue to do that."

Joanne Thanavaro

('79, '82) D.N.P., A.P.R.N., A.N.P.-B.C, G.N.P.-B.C., A.G.A.C.N.P.-B.C., D.C.C., F.A.A.N.P.

Associate dean for graduate education

Joanne Thanavaro was reluctant when Dean Teri Murray asked her to serve as interim associate dean for graduate education. She was happy right where she was. Thanavaro had a satisfying teaching and research agenda, and a busy clinical practice.

"But you don't say no to your dean, so I thought I'd give it a try," said Thanavaro, an associate professor of nursing. "A few months later, I realized the ideas I was having weren't about my teaching or my research but about the bigger picture. I was thinking about how I could motivate and mentor graduate faculty and how I could help improve our graduate-level curriculum. I felt like I had something to offer nursing, and I got really excited about the possibilities."

Thanavaro moved from interim to associate dean in July. In addition to overseeing graduate faculty and curriculum, she directs the school's continuing education programs and the University Nursing Group.

Thanavaro has been with the School of Nursing for seven years, at least this time around. She taught undergraduate courses at the nursing school from 1987 to 1990 before leaving to advance her clinical skills and education.

She earned her undergraduate and master's nursing degrees at the SLU School of Nursing. She also has advanced degrees from the University of Missouri, Southern Indiana University and Case Western Reserve University. Thanavaro has been an adult nurse practitioner with several St. Louis-area clinics and has an active clinical practice in adult, geriatric and acute care nursing.

Thanavaro is a member of several professional organizations, including the American Association of Critical Care Nurses, the National Organization of Nurse Practitioner Faculties and the American College of Nurse Practitioners. In June, she was inducted as a fellow of the American Association of Nurse Practitioners.

An active community service volunteer, Thanavaro has received numerous teaching awards and honors including, Missouri Nurse of the Year. For the past two years, Thanavaro has been listed as an outstanding nurse educator in *St. Louis Magazine's* "Excellence in Nursing" issue.



of care is more important than who provides that care. Studies comparing the quality of care provided by physicians and nurse practitioners have found that clinical outcomes are similar. In fact, some studies have found that 85 percent of patients who saw nurse practitioners had higher levels of satisfaction with their care than those who saw physicians.

"Nurse practitioners perform better than physicians on measures related to patient follow up, time spent in consultations and counseling services," Mason said. "Our patient-centered focus makes nurse practitioners well prepared for providing primary care, and we can do it more affordably. I believe that in the future, most primary care will be provided by nurse practitioners and physician assistants, while internists will become more specialized."

"Sometimes I present a scenario to my students," Thanavaro said. "A physician in a busy practice is trying to determine whether to hire another physician or an advanced practice nurse to help carry the load. I ask students how they might advocate for themselves and they almost always say, 'Well, I'm cheaper.' That's not the message we want to send. Yes, we're more affordable, but we are safe and have good outcomes. I think we have to have very clear messaging about that. Patients are not getting compromised care or less care when they see a nurse rather than a physician, they're getting different care."

Power to the People

The most powerful way to create change, Mason said, is to mobilize consumer support.

"In New York a couple of years ago, nurse midwives were able to secure full independent practice authority because they mobilized the women they cared for," she said. "Never underestimate the power of your patients. I think all nurses need to learn how to mobilize consumer support and get a seat at the table when decisions are being made about our profession."

One of Mason's goals as president of the American Academy of Nursing is to move more nurses into leadership positions on governing boards of hospitals and other health care organizations, as well as on health-related policy advisory groups and organizations.

Mind the Gap

As nurse educators, both Mason and Thanavaro are most excited about several grants within the ACA that strengthen the nursing workforce. Schools of nursing long have had shortages of doctoral-level faculty, and the shortages are the primary reason more than 50,000 qualified nursing applicants are turned away each year.

"Nationwide we have a 10 to 15 percent shortage of nursing faculty," Thanavaro said.

The ACA has given the Health Resources and Services Administration, the primary source of federal funding for

Nearly 20 states allow nurse practitioners to diagnose and treat patients, and to prescribe medications without a physician's involvement.

nursing education, \$71.3 million in grants to expand nursing education, training and diversity.

One of these grants offers 85 percent loan forgiveness to master's and doctoral students who agree to teach for four years after graduation.

"While it may be satisfying to be nursing faculty, it's not the most lucrative career," Thanavaro said. "A nursing school can't compete with the salaries offered at corporate hospitals. Offering students loan forgiveness is very attractive, however, and I think it will be extremely helpful in building up nursing faculty."

Nationwide there is a nursing faculty shortage of 10 to 15%.

"Patients are not getting compromised care or less care when they see a nurse rather than a physician; they're getting different care."

JOANNE THANAVARO

Other educational components include:

- 60 percent loan forgiveness to graduates who agree to work in critical shortage areas
- Lifting the 10 percent cap on nurses pursuing doctoral degrees
- Increasing grants for advanced education nursing traineeships and nurse anesthetist traineeships that educate RNs to become nurse practitioners, clinical nurse specialists, nurse anesthetists, nurse midwives and other advanced nurse specialists

- Increasing grants to nursing students from economically challenged homes and diverse backgrounds
- Increasing funding for programs that prepare more nurses at the baccalaureate level, promote career mobility and provide continuing education training to enhance the quality of patient care

"A well educated, diverse, highly skilled nursing workforce is critical to meeting future health care needs," said Mason, who also argued that nurses need to be encouraged to practice in primary care settings.

"One of the challenges we face is the number of nurses who want careers in acute care because it pays better," she said. "While I certainly believe people should be able to choose where they work, I think we can and should do more to encourage nurses to go into primary care. That's where our country's greatest need will be." ●

Diana J. Mason

('77) Ph.D., R.N., F.A.A.N.

2013 Alumni Merit Award Recipient

Diana Mason was so impressed with her graduate nursing professors at Saint Louis University that she stayed an extra semester to study with them. Professors Anita Golden Pepper and Edna Dell Weinel took Mason under their wings, introduced her to health care leaders and ideas, and advised her on career options.

So influential were the two professors that Mason wrote about their mentorship in a 2001 *American Journal of Nursing* editorial.

"They helped shape me both as a nurse and a person," Mason said. "They opened doors for me. I can't thank them enough for making me the nurse I've become."

Mason is the Rudin Professor of Nursing at the Hunter-Bellevue School of Nursing at Hunter College and City University of New York in Manhattan. She also is co-founder and co-director of the Center for Health, Media and Policy at Hunter College.

She not only became a nurse, Mason became an educator, author, editor, journalist and talk show host. In 2013, she was named president of the American Academy of Nursing, after serving as president-elect for two years and secretary for four.

She received her bachelor's degree in nursing from West Virginia University, her master's degree in adult health nursing from SLU and her doctorate in nursing theory and research from New York University.

Mason is former editor-in-chief of the *American Journal of Nursing* and co-editor of the award-winning book, *Policy and Politics in Nursing and Health Care*, now in its fifth edition. She writes and speaks about health policy and politics to national and international audiences, and is co-producer/moderator of *Healthstyle*, a weekly New York radio program on health care and health care policy.



CELEBRATING THE SPARK THAT STARTED A WILDFIRE



ON OCT. 30, friends of Sister Mary Teresa Noth, F.S.M., ('52, '57) dean emerita of the School of Nursing, gathered on campus to celebrate her 90th birthday. Noth dedicated more than a quarter of those years to the School of Nursing, and her imprint is found everywhere — from the curriculum, to the faculty, to the building itself.

Here are some tributes and a little history from those who spoke at the celebration and those who continue to feel Noth's impact on their personal and professional lives.

I HAD THE PLEASURE OF INTERVIEWING SISTER MARY TERESA IN 2008, and she shared with me her amazing and rich life story.

Born in 1923, Sister Mary Teresa earned a bachelor's of science in chemistry and a minor in education from the University of Saint Mary in Leavenworth, Kan., in 1945. After teaching high school for a year, she entered the Sisters of Saint Mary of the Third Order of Saint Francis. Following a two-and-a-half-year novitiate, Sister Mary Teresa returned to school to become a nurse.

Although many courses from her undergraduate degree transferred, other courses such as philosophy, anatomy, physiology and microbiology, had to be taken along with the professional clinical nursing program. It took her three full years to graduate with her B.S.N. from Saint Louis University in 1952. Frustrated by the length of time, Sister Mary Teresa vowed that one day she would change things in nursing education.

After passing her licensure examination, Sister Mary Teresa served four years as head nurse at St. Mary's Hospital. From 1956 to January 1962, she worked as an administrative assistant to the dean of the Saint Louis University School of Nursing and Allied Health, completed a master's of science in nursing education, and taught in the undergraduate nursing program. She left to earn her doctor of education degree at Teachers College, Columbia University, and returned to become our dean in 1966.

Based on her personal experience, Sister Mary Teresa fully understood the educational plight of students who had a bachelor's degree or higher in a field other than nursing, yet wanted to pursue a degree in nursing. She, along with the assistant director of the undergraduate program Rita Laverdier, floated the idea of creating a shortened clinical academic program for these students.

Faculty, students and Sister Mary Teresa worked together to bring the idea to reality. In 1971, the school enrolled the first class of 12 students, including two men.

"I knew we could prepare a nurse in 12 months," Sister Mary Teresa said. "I respected the experiences students bought with them. Students were motivated by the recognition that they were older and were invited to build on what they knew and experienced."

The accelerated program initiated under her leadership was the first in the country, and it

created a national movement in nursing education. In 1990, there were 31 accelerated baccalaureate programs in the nation. Today, there are more than 255.

Sister Mary Teresa's actions embody the book written by Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference*. Gladwell writes about the magical moment in history when an idea "tips," or spreads like wildfire. Sister Mary Teresa created our tipping point. She is the force behind the flame that sparked a wildfire in accelerated learning, and she changed the landscape of nursing education in America. Sister Mary Teresa truly is a living legend.

Teri Murray ('79, '93, '97), Ph.D., A.P.H.N.-B.C., R.N., F.A.A.N. Dean, Saint Louis University School of Nursing

I WAS 17 YEARS OLD IN 1963 WHEN I STARTED AS A RECEPTIONIST AT THE SCHOOL OF NURSING. Sister Geraldine was dean at the time, and she was very good but very stern. One day in 1964 when she returned after completing her doctoral program, Sister Mary Teresa came bounding through the front door, and she said, "Is the deanie beanie here?" I thought, "Oh, things around here are going to change." And I was right.

The school came alive under Sister Mary Teresa's leadership. She was so outgoing, and she was way ahead of her time. In addition to creating the nation's first accelerated option in nursing, she encouraged faculty from nursing, allied health and medicine to offer shared courses. She figured that if the students were going to work together, they should study together. That was in the 1970s, and now, 40 years later, interprofessional health care education has become popularized. That's how forward thinking she is.

Sister Mary Teresa also is the kindest person I've ever met. On Friday after-

noons when campus was somewhat deserted, she'd ask me to invite anyone left in the building to her office for a glass of wine. We'd sit around and talk about our day. She genuinely wanted to listen to what we had to say.

Sister Mary Teresa also wrote the grant that helped build the School of Nursing in 1978. If I had my way, the school would be named in her honor.

Joyce Huelsmann
Noth's secretary during her 16 years as dean

IN EARLY AUGUST 1970, I WAS WORKING IN THE MERCY MEDICAL CENTER CORONARY CARE UNIT. One day, I received a phone call from Sister Mary Teresa. She came right to the point. "The director of the M.S.N. program in cardiovascular nursing is leaving," she said. "Would you consider taking her place?"

"Sister," I said, "my degree is in med-surg nursing." She countered, "But, you're working in coronary care and co-authoring a book." I countered again, "Sister, I only graduated nine months ago." Her response was something like, "Well, why not come down and at least talk with me about it?"

I did, but it was not like any other interview. Instead of trying to convince her that I could do the job, she spent the time trying to convince me I could do the job. When I walked out of her office, I not only had the job, but I had my first dose of Sister Mary Teresa-induced self-confidence. In some soft, firm, unmistakable way, she inspired confidence not just in me, but in so many of my peers.

Kristine Gebbie, Dr.P.H., R.N. (former School of Nursing faculty – current professor at Columbia University) and I had Sister Mary Teresa's full blessing and 200 percent support when we called the First National Conference on the Classification of Nursing Diagnosis.

Repeatedly, clinicians, researchers and educators from throughout the coun-

try commented about how fortunate we were to have a dean who supported this. "Yes, we are," we said. "That's our dean, Sister Mary Teresa Noth."

Mary Ann Lavin ('64, '70, '96), D.Sc., R.N., A.P.R.N., A.N.P.-B.C., F.A.A.N. Associate Professor

I MET SISTER MARY TERESA IN JULY 1973. She was scheduled to begin her vacation the next day and had one remaining faculty position to fill. I was fortunate enough to have been hired for the job. Timing was everything!

To this day, I am thankful for my good luck and her guidance. That opportunity launched my academic career, and she showed me how to succeed. She helped me define and achieve my goals.

She created an environment in which faculty could grow and advance. She embraced change and challenged us to do our best. I also believe the successful application for the Delta Lambda Chapter of Sigma Theta Tau was due, in part, to her fiscal and personnel support.

Sister Mary Teresa, thank you for all these opportunities and setting a strong foundation for the school to be a leader in nursing education. ●

Anne G. Perry ('76), Ed.D., R.N., F.A.A.N. Faculty at the SLU School of Nursing for 30 years

Interim Dean and Professor, Southern Illinois University-Edwardsville School of Nursing

In a show of appreciation for **Sister Mary Teresa's** vision that led to construction of the School of Nursing building, Development Officer Molly Roell and Dean **Teri Murray** presented Sister Mary Teresa with a painting of the building by **Georgia Purcell** ('69), B.S.N., R.N. Reprints of the painting are available for purchase. For more information, contact Molly Roell at 314-977-8831.



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Smith, Lee I.

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Thanavaro, Joanne L.,

Associate professor

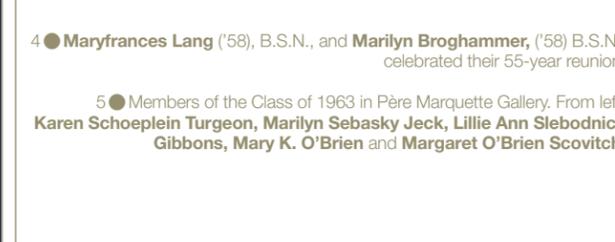
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Make plans now to join us for 2014 Homecoming Weekend: Sept. 26 - 28

All School of Nursing graduates are welcome. Graduates from the classes of 1954, 1959, 1964, 1969, 1974, 1979, 1984, 1989, 1994, 1999, 2004 and 2009 will be celebrating their reunion years. The alumni relations office is searching for representatives from each class to serve as reunion chairs and assist in coordinating class reunion celebrations. If you are interested, please contact Maggie Dermody, assistant director of alumni relations, at 314-977-7825 or dermodym@slu.edu.

Compassion Across Continents



College was a transformative time for **Christina Negele Martin ('00, '12), B.S.N., M.S.N.** During her freshman year, Martin became involved with the Saint Louis University Community Action Program (SLUCAP) through campus ministry. She volunteered locally, nationally and internationally, witnessing firsthand health disparities and needs throughout the world.

"These experiences ultimately focused my desire to bring quality health care to people who would otherwise have no access," Martin said.

Martin said she is especially drawn to vulnerable populations, such as women and children affected by conflict or natural disaster, or those with infectious diseases, such as malaria, tuberculosis or HIV. In 2004, she joined the emergency medical humanitarian organization, Doctors Without Borders/Médecins Sans Frontières (MSF). She recently completed her third field assignment.

On her first MSF assignment, Martin spent six months in rural Zambia working to prevent mother-to-child transmission of HIV.

"Having the opportunities on several occasions to tell an HIV-infected mother that through her hard work and adherence to treatment, her child is HIV-negative — these are the best and most memorable experiences to date," Martin said.

On her second field assignment, in 2006, Martin was an outreach nurse in what is now South Sudan. She spent nine months helping set up primary health care clinics and training local staff to diagnose and treat patients. While there, Martin and team members also treated 100 patients daily, most suffering from malnutrition, malaria or diarrhea.

"To be a humanitarian worker requires much sacrifice," Martin said. "And yes, there are many safety and security risks, but the rewards of being able to work with vulnerable populations and know that you can help them access life-saving treatments

and opportunities make it all worthwhile."

Martin's most recent assignment brought her to Tajikistan, where she worked for 12 months as a volunteer nurse supervisor for a pediatric tuberculosis program.

Knowledge is Power

Shortly after graduating from SLU in 2000, Martin had the opportunity to volunteer long-term in Honduras as a community health nurse. While she was eager to help, the experience opened her eyes to the challenges of working in a resource-limited setting.

"I had just graduated from college and had no real nursing experience when I volunteered in Honduras," Martin said. "I quickly realized that I couldn't depend on the resources we take for granted in the United States or the expertise of other health care team members. I knew that before I could provide quality medical care to people in these poor settings, I needed to first gain more experience as a nurse."

Determined, Martin returned home and sought out opportunities to work in various practice settings and improve her clinical assessment skills. She also took a

"To work with vulnerable populations and witness great health disparities is a privilege that demands a great response."

MARTIN

LEFT ● Martin overlooking a mountain range in Tajikistan.

BELOW ● Martin with a colleague and villagers in South Sudan, where she helped establish primary health clinics.

five-year break after her second MSF assignment to return to SLU and earn an M.S.N. degree with an emphasis on family nurse practitioner skills.

Though she is now a seasoned humanitarian worker, Martin said she still struggles to find balance in her work.

"To work with vulnerable populations and witness great health disparities is a privilege that demands a great response," she said.



"I constantly struggle, however, to find that balance to provide the best medical care available with sometimes less perfect options that are more sustainable or even possible given the limited health care settings in which I work." ●

The Saint Louis University School of Nursing Executive Advisory Board

is composed of alumni and friends. Members support Dean Teri Murray with the school's planning and development activities. The board serves as stakeholders to further the School of Nursing's mission, scope, goals and programs. Members also help facilitate communication with the public and other community stakeholders, challenge the school's administration to make periodic reviews of its activities and expand the School of Nursing's circle of friends and supporters.

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Join us as the Billiken men's basketball team hits the road this season. For more details about events and watch parties, visit alumni.slu.edu/mensball1314.

Theatre Events St. Louis Events

Join alumni and friends at an upcoming Fox performance! Dinner will be served prior to the show on SLU's campus. Visit alumni.slu.edu/foxtheatre1314 for more information.

First Friday Mass and Speaker Series

Join SLU alumni and friends on the first Friday of every month (through May 2). Mass begins at 8 a.m., followed by pastries, coffee and a brief presentation and discussion. The on-campus event is free, but reservations are appreciated. RSVP to Kevin Doyle at 314-977-2204 or kdoyle16@slu.edu.

March 28 ● BOLD (Billikens Of the Last Decade) Beer Tasting

April 19 ● Alumni Easter Egg Hunt
visit alumni.slu.edu/easter14

April 26 ● Black Alumni Association Prayer Breakfast
visit alumni.slu.edu/prayerbreakfast2014

Sept. 26-28 ● Homecoming 2014

CONTINUING EDUCATION

March 19 ● Valentine Lecture Series. Keynote speaker: Kevin Sowers, R.N., M.S.N., president of Duke University Hospital
visit alumni.slu.edu/valentine14

March 27 ● Second annual Grace and William Potter Lecture. Featured speaker: Kathleen A. Knafl, Ph.D., F.A.A.N., professor and associate dean for research at the University of North Carolina at Chapel Hill School of Nursing

May 5-6 ● Comprehensive Brain Anatomy and Neurological Assessment for Nurses and Physician Assistants

September Complex Spine: Anatomy and Instrumentation.
Date to be announced

Oct. 2-3 ● Advanced Practice Nursing Conference

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For information on alumni events, please contact the Alumni Relations Office at 314-977-8335 or visit slu.edu/alumni/.

For information on the CNE programs, please call 314-977-1909 or visit slu.edu/nursing/continuing-nursing-education.

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