

THE BIG PICTURE

Public health care curriculum raises awareness and expands career options.



curapersonalis

SAINT LOUIS UNIVERSITY School of Nursing

Spring 2017

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 fifth edition of *Cura Personalis*. The St. Ignatius Prayer for Generosity begins with, “Lord teach me to be generous. Teach me to serve.” The Jesuit priest, Peter-Hans Kolvenbach, S.J., said, “Jesuit education will help students to develop the qualities of mind and heart that will enable them in whatever station they assume in life to work with others for the good of all.” The University’s statement on the service of humility indicates that a “generous heart is defined as the quest to reach beyond oneself and gives one’s heart to something one perceives as genuinely worthwhile...becoming men and women for and with others.”

In this issue of *Cura Personalis* you will read how our students are living the mission. They are engaged in meaningful work that allows them to develop, learn and gain a sense of global responsibility. This issue illustrates how our students clearly have been informed, formed and transformed by the Jesuit ideals of service for others. As you peruse this issue, you will read examples of our students’ active engagement in service for others. Seeing the mission through the actions of our students warms my heart. These are but a few of many examples of the wonderful things emanating from our school.

We know that many individuals do not have the same opportunities, advantages and resources as others – most often due to the situations into which they were born. Simply put, the equitable distribution of resources often does not exist. As a three time alumnae of Saint Louis University, I, too, was informed, formed and transformed by the Jesuit ideals of service for others. Having had my own personal journey of the transformative nature of a Jesuit education, I believe it is incumbent on those who have the knowledge, resources and ability to help those who are less fortunate. For me, service to others is the right and only thing to do.

Aside from service, our school continues to pursue excellence in the academic quality of its programs. The state board licensure and advanced practice certification pass rates are well above the state and national averages. The doctoral students (Ph.D. and D.N.P.) are conducting national presentations on their research and capstone projects. They are getting their work published in peer-reviewed nursing journals. We continue to offer students at all program levels a variety of scholarships – many of which are possible through your generosity. I am eternally grateful to all who join us as the School of Nursing continues to strive for the “Higher Purpose, Greater Good.”

In 2018, we will celebrate the school’s 90th anniversary. We will celebrate nine decades of excellence in preparing nurse leaders in practice, education and research. We will celebrate the creation of an endowment to honor one of our esteemed deans, Dr. Joan Hrubetz. Please join us for upcoming festivities to celebrate our success, success that has been made possible by you. Stay tuned.



All the best,

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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ON THE COVER

Dipa Patel, an M.S.N. student, takes 4-year-old Layla Clay's height and weight during a community health screening at a St. Louis City public school. Population-based care in a variety of settings is an essential component of the school's public health curriculum and it stresses the unique knowledge and competencies of public health nurses. **Page 8.**



Undergraduates Meredith Mullen (left) and Josie Knesel performing a grip strength assessment with a client at an assisted-living facility during their public health clinical rotation.

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Student and faculty volunteers power a free clinic for the underserved.

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93%
NCLEX PASS RATE

35 STATES AND
8 COUNTRIES
represented in the
freshman class



1,123
STUDENTS
in 2016
(vs 748 students in 2006)

2016 freshman class
721 APPLIED
AND
126 ACCEPTED



NURSING STUDENT RECEIVES SPIRIT OF THE BILLIKEN HONOR

In honor of the 1818 founding of Saint Louis University, the Office of Alumni Engagement created the Spirit of the Billiken Senior Recognition Program, which recognizes 18 students who are in their final year of study and are committed to being proud and dedicated alumni of the University.

This year, one of those honors went to **Colleen Carroll**, a School of Nursing senior from Cleveland, Ohio.

Per the Office of Alumni Engagement, Carroll and the other students represent what it means to be a Billiken, excel in academics, leadership, community service, commitment to Saint Louis University and demonstrate dedication to “living the mission” after graduation.

This year’s class of outstanding students, along with their mentors, were honored at a special awards ceremony in March. Carroll said one of the primary reasons she applied for the award was to honor her clinical instructor, Krista Simmons, M.S.N. (‘10), A.P.N.

“She demonstrated *cura personalis* in her teaching and in her patient care,” said Carroll. “She demonstrated care for the whole person and made us accountable to do the same.”

In addition to her academic achievements, Carroll is a student worker with the School of Nursing and an involved member of SLU’s Miracle Network Dance Marathon executive board and morale team. The year-round service project raises money for SSM Health Cardinal Glennon Children’s Hospital and St. Louis Children’s Hospital. Since Carroll began volunteering with the dance marathon four years ago, the organization has generated more than \$1 million to help purchase life-saving equipment, support pediatric research and finance child-friendly activities for patients.

Through marathon events, Carroll connected with an adolescent oncology patient who inspired her and her specialty choice – oncology. The patient is now a senior at Saint Louis University High School with an interest in theater lighting, set and sound design; and Carroll has seen some of his productions.

Upon graduation in May, Carroll plans to continue volunteering for causes about which she is passionate.

“To me that means reaching out to those in need and to constantly have a mindset of service to others,” she said. “In the nursing world, that means practicing for the greater glory of God and to search for truth in my practice.”

FEDERAL GRANT INCREASES NURSING SCHOLARSHIPS

Saint Louis University will receive \$2.1 million in federal funds over the next three years for scholarships to future nurses who come from economically disadvantaged backgrounds. It was the largest grant received by the School of Nursing in 2016.

“Our grant from the federal Health Resources and Services Administration (HRSA) will help students who don’t have the financial means to pursue their dreams of becoming nurses,” says Joanne Langan, Ph.D., R.N., C.N.E., associate dean for undergraduate education.

Langan said she sought the grant as a way to help bring to life SLU’s strategic plan of making its education more accessible and affordable by recruiting students from groups that historically have been underrepresented at the university.

SLU is the only nursing school in the metro area and one of two in Missouri to receive federal funding from HRSA’s Scholarships for Disadvantaged Students program.

Part of the U.S. Department of Health and Human Services, HRSA is the primary federal agency for improving access to health care services for people who are geographically isolated and economically or medically vulnerable. It achieves its goal in part by strengthening the skills and diversity of the health work force and expanding the ability of health providers to see patients in underserved areas.

Nursing students who earn the scholarships to SLU will serve their clinical nursing practice rotations in medically underserved areas in the region, with an eye on improving health care for the metro area.



Senior Sherin Thomas participates in a simulation exercise with volunteer patient, Stan Kelton, in the new home health lab.

NO PLACE LIKE HOME

The School of Nursing's Clarke Learning Laboratory expanded in 2016 to include a simulation lab that prepares students for the special challenges of providing home health care. The lab is designed as a fully functional apartment with kitchen, living room, bedroom and bathroom.



"Health care is migrating to our homes," said Margaret Hassler, M.S.N., R.N.-BC, C.H.S.E., laboratory coordinator. "Home health care spans the lifetime from prenatal and neonatal home care to elderly homebound and hospice care. In addition, hospitals are discharging patients much quicker and sicker than in years past. Twenty years ago, we couldn't imagine patients receiving hemodialysis or central line infusions at home but that's commonplace now. We want to prepare our students to provide care no matter where they are."

Sometimes providing care presents challenges not found in a clinical setting – newspapers piled on the stove, insects hiding in corners, a space heater plugged in near flammable objects, a bathroom doorway too narrow for a walker or wheelchair. The new lab simulates these challenges during training.

"Treating the patient is only part of home health care," said Hassler. "Identifying safety hazards and learning how to communicate with patients in a way that maintains respect and provides physical and emotional safety also is part of the simulation experience."

As with the hospital and maternity simulation labs in the Clarke Learning Laboratory, all simulations in the home health apartment are videotaped and reviewed as part of the learning experience. Students sometimes work with high-fidelity manikins and other times with specially trained standardized patients.

Alumni interested in volunteering as standardized patients or in sharing their clinical stories with student nurses can contact Hassler at mhassler@slu.edu.



100%
increase in
male students
since 2006

RANKED
#35 Best
ONLINE MASTER'S IN
NURSING PROGRAM
by *U.S. News & World Report*



1,600 CUPS
of coffee sold
in the Health Sciences Education Union café

A photograph of a healthcare worker wearing blue gloves and a watch, performing a blood draw on a patient's arm. The patient is a Black woman with her eyes closed, wearing a pink shirt. The setting is a clinical room with a computer keyboard on a desk in the background. A blue diagonal graphic element is overlaid on the bottom right of the image.

ACCESS *TO* COMPASSION

Senior Jordan Mekus finishes a blood draw on 25-year-old Danielle Frazier, who recently moved to St. Louis. Frazier learned about the HRC from relatives.



Student volunteers offer free health care to the underserved

The door wouldn't open for another 45 minutes but already the line was 12 deep. A 33-year old man needed a hepatitis A shot so he could start his job at McAlister's Deli. A 25-year-old woman with a family history of hypertension was feeling lightheaded and wanted her blood pressure checked. A 56-year-old man needed antibiotics for his recurring pneumonia. A 72-year-old woman wanted a physical because she'd been feeling a bit "off" following the 20th anniversary of her daughter's death.

Although their needs were different, the patients had one thing in common – they were either underinsured or uninsured.

No insurance, however, did not translate into no care today. The patients were waiting in line at the Health Resource Center (HRC) on north Kingshighway Boulevard where they could get free care provided by Saint Louis University School of Nursing faculty and students.

“If we weren't here, the patients might not get the care they need. They look to us more as nurses than students and I take that responsibility seriously.” MEKUS

"I'm not working yet so I don't have insurance," said Dwight Williams, who came to the HRC for the hepatitis A vaccination. "I heard this clinic could help me out until I get coverage so I got here early. It's good to have a place to go when you're in my position. It's good to know people care enough to help out."

Saint Louis University School of Medicine students established the Health Resource Center in 1994 and have been providing free health care to area residents nearly every Saturday since. Because the demand for care is so great, the School of Nursing sought to open a clinic during the week. HRC co-director and second-year medical student, Anh Ta, helped the nursing school with the logistics; and Jane Tucker, M.D., assistant professor of family and community medicine, volunteered to serve as collaborating physician.

The half-day nurse-run clinic offers physical exams and treatment of acute illnesses in adults and children; TB tests; hepatitis A vaccinations; pregnancy and STD screenings; lab tests; and screenings for diabetes, hypertension, cholesterol and lead.

"Providing care to underserved populations is part of our Jesuit mission and we infuse that mission into our students," said Joanne Thanavaro, D.N.P., A.P.R.N., A.G.P.C.N.P.-B.C., A.G.A.C.N.P.-B.C., D.C.C., F.A.A.N.P., associate dean of the Graduate Nursing Education program and one of the founders of the Thursday clinic. "The clinic is an opportunity for students, as well as faculty, to experience the personal reward of community engagement and service."

TAKING THE LEAD

Six volunteer undergraduate nursing students serve as clinic leads. They are responsible for staffing the reception desk, taking vital signs, collecting patient histories and administering vaccinations. They also draw blood and take specimens to SSM Health Saint Louis University



The Health Resource Center treatment team.

Hospital, where the lab work is performed free of charge. The leads call patients whose results are abnormal and schedule follow up visits.

Rachael Johnson, 22, a senior from Wheaton, Ill., is a lead who has volunteered at the clinic since it opened in July 2016.

"We always talk about health care disparities in St. Louis and the struggle for underserved people to gain access to care," said Johnson, a member of the SLU Student Nurses Association (SNA) executive board. "This is an incredible opportunity to fill the gap. It's not about volunteering just so you can put something on your resume. It's giving back. Every day I leave the clinic I feel as if I've made a difference in a few peoples' lives and that feels really good."

Johnson also said the clinic gives her experience in looking at the whole person when providing care.

"They're coming to us for medical care but they might have unmet mental health needs or basic needs," she said. "If their basic needs aren't met, their medical needs probably aren't going to be met."

To help patients meet those needs, the HRC employs a social worker, who helps patients tap into community resources; and an insurance navigator, who helps patients apply for Medicaid and get connected with medical homes at federally funded community health care centers. Student volunteers

"Providing care to underserved populations is part of our Jesuit mission and we infuse that mission into our students." THANAVARO

Below ● Seniors, Rachael Johnson and Martha Kemp, confer over results of a urinalysis.
Right ● Johnson takes 56-year-old Gregory Byrd's blood pressure.



from the Doisy College of Health Sciences provide nutritional counseling and students from the St. Louis College of Pharmacy are available for questions about medications.

The undergraduate nursing students are overseen by students from the Nurse Practitioner program, who, in turn, are supervised by nursing faculty.

Stacy Marriott, an NP student from Springfield, Illinois, volunteered with AmeriCorps for a year in the same neighborhood in which the HRC is located. She volunteers at the clinic, in part, to fulfill the clinical requirements in her Health Assessment course.

"Volunteering here teaches you to think outside the box," she said. "You have many needs and few resources so you learn to work with what you have. You find creative ways to help your patients."

Twenty-one-year-old Jordan Mekus, a senior and a member of the SNA executive board, said volunteering at the clinic enhances her sense of responsibility.

"If we weren't here, the patients might not get the care they need," she said. "They look to us more as nurses than students and I take that responsibility seriously."

LIFE CHANGING EXPERIENCE

Martha Kemp, 21, a senior from Geneva, Ill. and another clinic lead, was getting ready to close the clinic one Thursday afternoon when the volunteers chose to squeeze in one last patient.

"She came in because she was having abdominal pain and she learned that her life was about to change completely," said Kemp. "We told her she was four-to-five months pregnant. She was so upset. She didn't have the resources to take care of herself much less her baby. We had to talk her through it because it was all so overwhelming. You can't say everything will be OK because maybe it won't. We just had to help her in that moment, which I think we did. I'm so glad we didn't turn her away."

Kemp said she learned a lot about communicating with patients from the NP student who broke the news to the woman and helped her process the information. Thanavaro said role modeling is a secondary benefit to volunteering at the clinic.

"It's important for our undergraduate students to have contact with our graduate students and to work alongside one another," she said. "The hope is that our undergraduates will develop a better idea of the role of the NP and this may encourage them to further their education."

Mekus, Kemp and Johnson said volunteering at the clinic has inspired them to become lifelong volunteers. Kemp, who is a nurse technician on the labor and delivery unit at a local hospital, plans to remain in women's health. She sees herself as volunteering at other free clinics and with international missions. Johnson wants to work in the NICU and maybe volunteer at Nurses for Newborns.

"I've had a privileged life," said Johnson. "My needs were always met. I didn't take that for granted but this clinic has opened my eyes to the scope of unmet needs and the number of people who do without. I not only feel a desire to help, I feel an obligation to serve."

The HRC always can use more volunteers. If you're a student, faculty member or alumni interested in sharing your gifts with the clinic's patients, **contact Dr. Thanavaro at jthanava@slu.edu**. The clinic is open Thursdays from 8 a.m. to noon.

Below ● Student volunteers review their patient cases with faculty members including, Margaret Benz, M.S.N. ('82), A.P.R.N., A.N.P.-B.C., F.A.A.N.P., assistant professor and regular HRC volunteer.



Right ● Jordan Mekus goes over discharge instructions with 33-year-old Dwight Williams. Below ● Students take a break between patients to discuss treatment planning.



CONTACT

Curriculum prepares students to meet the increasing demand for public health nurses.

Two weeks ago, public health nursing didn't sound very interesting to Taylor Schoenborn. The 22-year-old student admitted she wasn't even sure what public health nurses did. She learned quickly, however.

Schoenborn and her fellow students in the accelerated masters of nursing program participated in a health screening at an inner city elementary school. Schoenborn and her instructor, Samantha Marquard, B.S.N. ('04), M.S.N. ('09), M.P.H. ('09), A.P.R.N., F.N.P.-B.C., interviewed a little girl who appeared tired. With gentle prompting the girl revealed that she hadn't had much sleep because her grandmother and cousin were arguing all night.

Marquard guided the nursing students as they asked the girl, as well as her classmates, a series of questions regarding home safety:

Is there anything or anyone in the home that scares you? Are there weapons in the home?

"It was an eye-opening experience for me," said Schoenborn, a native of Orange County, CA. "The level of violence the children are exposed to is breathtaking. Making children feel safe enough to tell you their stories is as important as getting their height and weight.

"Some children didn't have enough food at home. Some needed winter coats. One girl was wearing shoes that were too small and

we were able to get her a new pair," she said. "These things aren't a big deal to me but to them, it's the world."

Clinical Exposure

Marquard said a large part of introducing students to public health nursing is getting them to step outside their comfort zones.

"Asking students to go into a school or into someone's home where they might see things they've never see before – poverty, the lack of resources, unclean – can be over-



whelming,” said Marquard. “Fortunately, many of our students have been on mission trips and are mission driven so they do beautifully. They thrive, actually.”

After her experience at the elementary school, Schoenborn said she might consider a career as a public health nurse. According to the Bureau of Labor Statistics, she shouldn’t have trouble finding a job. Employment opportunities for public health practitioners, especially nurses, are projected to grow by 13 percent over the next decade.

Due to the predicted overall shortage of one million nurses by 2020, the Institute of Medicine, in its Future of Nursing report, stressed the importance of “attracting and retaining well-prepared nurses in multiple care settings,” including those in public health. The training of public health nurses is made more critical by the increased emphasis on preventive care; growing rates of chronic conditions, such as diabetes and obesity; demand for health care services from the baby-boom population; and new emerging infections.

Yet even with an optimistic job outlook, a literature review in the *International Journal of Nursing Studies* (2016) on nurses’ perceptions of different areas of nursing



Stallings

practice found that public health/ community care nursing is not seen as an attractive line of work.

“Students begin their education wanting to practice the kind of nursing that’s been modeled in the media,” said Marquard. “They want to be in the hospital at the bedside taking care of really sick people. They imagine the bleeding-out-on-the-floor experience or performing CPR on top of somebody’s chest. They want access to the cool technology available in hospitals. Our goal is to change perceptions of public health – to show students that the work can be just as challenging and meaningful.”

Care Out There

Both Marquard, who teaches students in the accelerated option programs and Devita Stallings, Ph.D. (’12), an assistant professor who teaches students in the traditional option program, use specific curricular content and clinical placements to change minds and possibly career paths.

Their students spend clinical hours working with underserved and vulnerable populations in the St. Louis area. Student learn the roles of public health nurses by participating in various clinical experiences that include

- working with patients at health clinics and home health care agencies
- caring for children in school settings, inmates in correctional facilities, older adults in assisted living and adult day care centers, and homeless populations to name a few
- promoting health by planning and/or participating in health fairs at schools and churches
- promoting cardiovascular health by conducting heart health screenings for at-risk populations throughout St. Louis and Hands-Only CPR training for elementary and high school students in St. Louis

Left ● Marquard coaxes 4-year-old Deon Sanders into saying “ah” during a community health fair at Patrick Henry Downtown Academy attended by her public health students.

Below ● Junior Ellie Adams uses a hand dynamometer to conduct a grip strength test with a resident of an assisted-living facility.

Oluwatoyin Adeola (left) and Ansh Bhakta check Deon Sanders’ weight and make sure Layla Clay’s shoes fit properly.



Students are required to journal about their public health clinical experiences. “Students come in with biases and if you don’t journal and process your experiences, chances are you’ll leave with the same biases,” said Marquard. Below are some excerpts of student journals:

“I was a bit dismayed at some of the things these kids actually go through in their everyday life. One of the kids talked about hearing gun shots at home. Another one talked about being chased by a dog on his walk to school every day. It was amazing to hear some of the duties that some of these kids do at home each day like cooking and taking care of their siblings.”

“I felt like a lot of the kids just needed our attention and they were excited just to play the simplest games with us.”

“I was most surprised with our last student who told us the story about her cousin being beat up by her grandma. I know child abuse is not uncommon, but hearing it firsthand was an experience that I will probably never forget. It also caused me to have an interest in community health.”

“The most helpful action that I saw was the school nurse. I talked to the nurse throughout the day and she is such a caring person. She really cares about her students.”

“I felt most engaged when an older child opened up to me. She was 10 or 11 years old so she communicated well and I’m glad she felt comfortable around me and safe enough to tell her feelings.”



Senior Hannah Busse talks with Jazmyne Coleman and Karlos Coleman at Lift for Life Academy, St. Louis’ first independent charter school, about the dangers of alcohol and drug use during a health fair organized by undergraduate public health nursing students.

- holding dance therapy classes at adult day care centers
- providing blood pressure checks and medication education at area food pantries
- offering flu shots at nursing homes and in St. Louis Housing Authority developments

“We take our students to where the people are,” said Stallings. “People don’t spend the bulk of their time in hospitals. They live outside hospitals and if they can’t be healthy outside of the acute care setting, they’re going to keep coming back.”

Stallings experienced this firsthand. She was an ER nurse in Memphis when she had her public health epiphany. She saw the same patients returning to the ER every week.

Stallings noted several reasons for patients’ repeat visits to the ER.

“Many didn’t have the money to get their medications,” she said. “Many weren’t compliant with treatment. Some didn’t have transportation. Some didn’t understand their illness. There was a break in the chain of care, which compromised the patient’s quality of life. Providing health care is more than seeing patients when they’re sick.”

Stallings returned to school, earned her master’s degree in community nursing and eventually her Ph.D. in nursing.

Present and Accountable

Stallings shares her passion for public health with students but she also advises them to work in acute care initially to hone their technical skills and learn to prioritize care.

This is the path Andra Morris intends to follow. The 21-year-old junior from the Chicago area wants to work in pediatrics in

an acute care setting after graduation but said she “definitely” can see herself working with older adults in a public health care setting after that.

Morris took Stallings’ public health course last semester. She spent some of her clinical hours engaged in a dance therapy program with older adults at Cardinal Ritter Senior Services.

“I’m much more open minded than I was before,” she said. “Instead of passing judgment or making assumptions you get to know your patients. You become their ally and do everything you can to help them prevent illness and live their lives to the fullest. I also like the idea of giving back to my community.”

Morris became so interested in public health that she working with one of her professors on a research project measuring enjoyment levels in seniors who participate in ballroom dancing exercises.

Even if students do not choose a career in public health, Stallings and Marquard hope they plant a seed and students choose to volunteer in their communities after graduation, as Stallings does with the American Heart Association.

Marquard hopes students never lose the skills they’ve learned in her course.

“Our students develop amazing communication skills when they’re interacting with patients in the community,” said Marquard. “They learn to be present. They explore a patient’s environment, their culture, their spirituality. They see the patient as a person who is loved and has a family who loves them. So, whether the patient is in the ICU or in a community setting, they know how to treat the whole person. This enriches the treatment process.”



NEVER GIVE UP HOPE

Professor honored for her
dedication to palliative care
for terminally ill children

Clinicians sometimes are reluctant to discuss a child's terminal illness with parents because they're concerned about the emotional impact of the information. They fear disclosure of prognostic information, especially when there is little chance for cure, is in opposition to hope.

Yet, Verna Hendricks-Ferguson, Ph.D., R.N., C.H.P.P.N., F.P.C.N., F.A.A.N., associate professor of nursing, said communicating honestly with parents about their child's diagnosis increases hope – albeit a different kind of hope. Per her National Institutes of Health-funded study, a forthright dialogue about prognosis preserves parent and patient autonomy, and allows for choices at the end of life that are consistent with a family's values.

"It troubles me ethically when we don't do a good job of informing parents of their child's diagnosis," said Hendricks-Ferguson, an expert on end-of-life care for terminally ill children. "If you continue to offer treatment without fully educating parents about the possible outcome, parents continue to think you can cure their child. But we know through our research that by communicating truthfully with parents you help them develop a new hope. They have hope that their loved ones symptoms are controlled, that they can plan a vacation, set realistic goals or plan to make special memories with their child."

For more than three decades, Hendricks-Ferguson has conducted extensive research in palliative care for children with life-threatening illnesses. Her recent research on the concept of hope surrounding children with brain cancer was published in the December 2016 advance online issue of the *Journal of Pediatric Oncology Nursing*. She also received the 2016 Research Writing Award from the Association of Hematology and Oncology Pediatric Nursing Association for her article "Novice nurses' experience with palliative and end-of-life communication."

"Our studies found that the number one reason clinicians delay discussions about end-of-life care is that they didn't receive training in how to do it," said Hendricks-Ferguson, a supporter of an effort to make

palliative care communication training mandatory in nursing schools.

Hendricks-Ferguson, a member of the Oncology Nursing Society's Home and Palliative Care Special Interest Group, has published 40 articles focused on palliative and end-of-life care needs of children with cancer. Her topics have included early end-of-life care communication interventions for parents of children with brain tumors; delivery of patient and family education in pediatric oncology; the benefits of using early palliative care interventions in pediatric oncology and; contributions of advanced practice nurses during palliative care for children with cancer. Also, she is editor of the 2014 textbook, "Palliative Care for Pediatric Life Limiting Conditions."

“Our studies found that the number one reason clinicians delay discussions about end-of-life care is that they didn't receive training in how to do it.”

HENDRICKS-FERGUSON

In 2017, Hendricks-Ferguson was named Certified Hospice and Palliative Pediatric Nurse of the Year and in 2015, the Hospice & Palliative Nurses Foundation honored Hendricks-Hendricks-Ferguson for her commitment to research by designating her a Fellow in Palliative Care Nursing.

Hendricks-Ferguson said her greatest reward, however, is working directly with families caring for their terminally ill children. Currently, she is working on an art therapy project with cancer patients at SSM Health Cardinal Glennon Children's Hospital.

"I learn something from every family I'm privileged enough to meet and they're so grateful for everything you do for them," she said. "It's a combination of these factors that has sustained my passion for end-of-life care for children."



From
FELLOWSHIP
to
FRIENDSHIP



Friendships take root quickly and grow deeply when you live, work, worship and play together for two and a half years.



Brenner and Purin

Sally Brenner and Carol Purin discovered this in the mid-1960s when they enrolled in a unique program offered by the School of Nursing. In exchange for working three shifts a week at Firmin Desloge Hospital (now SSM Health Saint Louis University Hospital or another area hospital, SLU

paid tuition, and room and board for registered nurses who wanted to earn their B.S.N. degrees. Brenner and Purin earned their degrees in 1967. They celebrate their 50th reunion this year.

“It was a mutually beneficial relationship,” said Brenner. “SLU granted us our degrees and we augmented the hospital staff. What I didn’t realize was how many friends I would meet through the program.”

SHARED SPACE

The Fellowship Nursing program, which started in the early 1930s, attracted registered nurses who already had diplomas from hospital-based programs – the first source of training for R.N.s in the United States. Brenner was a medical-surgical nurse from Ohio. Purin was an Air Force flight nurse from Pennsylvania.

SLU’s program was one of only a handful of its kind in the country at the time and was considered progressive because it pre-dated the push to move nursing education into colleges and universities.

The fellowship nurses came from throughout the country and lived on two floors of Rogers Hall (now Jesuit Hall), a women’s dormitory on Lindell Boulevard across from St. Francis Xavier College Church. The students shared bedrooms and a large sitting room where they watched TV, held holiday parties, listened to music, played cards and ironed their white uniforms and navy blue ties that distinguished the SLU nurses from other nurses in the hospital. The students shared a phone at the end of a hallway.

In the morning, the nurses would cram into cars, catch a bus or hitchhike, as Brenner preferred, down Grand Boulevard to get to the medical center campus. The students attended class until 2 p.m. and worked the 3 p.m. to 11 p.m. shift at the hospital. They had to be back in the dormitory by curfew (midnight during the week, 1 a.m. on weekends) or face expulsion.

ALL FOR ONE

Karen Hausfeld, B.S.N. (’65), then a 22-year-old fellowship nurse from Dayton, Ohio carried 19 credit hours a semester and worked 24 hours a week on the 8th floor of Firmin Desloge, the cardiac floor. Even though fellowship nurses were scattered throughout the hospital they found ways to work as a team. Hausfeld remembers sending the intermittent positive pressure breathing machine up and down the hospital elevator to her friends on other floors.

“This was before we had respiratory therapists at the bedside,” she said “If you needed the machine, which we had few of, you got on the phone and called a buddy who would put it on elevator and send it to you. This would go on all night long. If you were shorthanded all you had to do was call and another fellowship nurse would come running. We were a tight-knit bunch.”

Some of the students, including Hausfeld and Brenner, worked extra shifts to earn money to buy books, a movie ticket or fruit from the nearby market that students suspected was a front for a bookie joint.

“Those were lean times,” said Brenner, the first in her family to go to college. “We worked extra hours to make ends meet. We were exhausted but we had great fun and commiserated together.”

In their limited off time the students attended fraternity parties hosted by SLU medical students, went to dances and camped in the Ozarks.

After graduating from the fellowship program, Brenner, Purin and Hausfeld continued to pursue their educations. Haus-

feld returned to SLU to earn her M.S.N. in 1978. She retired from SSM Health St. Mary’s Hospital in 2009 having worked in education and nursing administration. She gets together with her fellowship classmates, “the closest friends of my life,” every five years. She does volunteer nursing for the cloistered Carmelite sisters and other volunteer projects in her community.

Purin talked Brenner into joining the Air Force Reserve. They both moved to San Francisco, pursued M.S.N. degrees at San Jose State University and doctoral degrees at different universities. Purin was maid of honor in Brenner’s wedding. Both became nurse educators, both survived breast cancer and both volunteer as healing advocates.

“We were inspired by the Jesuit ideal of service to others.” said Brenner. “We are so grateful to SLU for our education but mostly for the friends that have enriched our lives.”

Though the fellowship program ended in the 1970s it’s clear the friendships it fostered continue to endure.



Hausfeld

Fellowship students lived on a tight budget. They picked up extra shifts for “pin” money and relied on their creativity for entertainment, including this Christmas play and party in the 1950s at what was then Rogers Hall.

1928-2018

Join us as we celebrate 90 Years of Caring for the Whole Person



From its inception in 1928, Saint Louis University School of Nursing faculty and staff have dedicated themselves to outstanding nursing education and exceptional nursing care.

Over the next year, the school will invite alumni to anniversary events where we will celebrate our past and look to our future.

We will host

- **Open houses and luncheons**
- **Wine and cheese tasting on the patio**
- **Specialty lectures and programming**
- **Networking events**

A culminating event will celebrate the funds raised for a new endowed chair named in honor of our first lay dean, Joan Hrubetz, Ph.D. The chair will secure intellectual cohesion within the school and will aid in recruiting and retaining the highest quality faculty.

We aim to raise \$500,000 over the next year and appreciate those who have made a gift already.

“I give back because it is the foundation of my faith and values.” – TRUDY VALENTINE, B.S.N. ('80)

“I give to the School of Nursing because I received a superior education right up to obtaining my Masters in Nursing when I was in my late 40's and I had a daughter in the School of the Nursing program. With great leadership from our deans we have an outstanding reputation in nursing education circles. I am passionate about all the good nurses can do in this world.”

– GLORIA BROWN, B.S.N. ('53), M.S.N. ('82)

As alumni, you not only are part of the school's history, you can be part of its future. Consider a gift to celebrate our first 90 years and help us thrive in the next 90.

For updates on anniversary events contact **Jane Baum, director of development, 314-977-8831 or baumjb@slu.edu.**



SSM HEALTH SAINT LOUIS UNIVERSITY HOSPITAL AND SLUCARE UNVEIL RENDERINGS FOR NEW HOSPITAL AND AMBULATORY CARE CENTER

A new \$550 million academic medical center in St. Louis moved closer to reality as SSM Health Saint Louis University Hospital and SLUCare Physician Group shared renderings of the facilities in February.

The new \$550 million SSM Health Saint Louis University Hospital and ambulatory care center features more than 800,000 square feet of space, 316 private patient rooms, an expanded Level 1 trauma center and emergency department, larger intensive care units, expanded patient parking, green space, and areas for any future campus expansion.

“This is an exciting time for our hospital,” said Kate Becker, SSM Health Saint Louis University Hospital president. “For the past year, design teams have worked closely with our leadership, physicians and hospital teams to create an exceptional experience for our patients and staff. The new campus upholds our vision of providing outstanding quaternary and tertiary services and supporting the needs of our patients for decades to come.”

The new SSM Health Saint Louis University Hospital campus will be located on 15 acres adjacent to the current facility off Grand Boulevard between Rutger and Lasalle streets. The project is expected to total more than 2.2 million workforce construction hours and a peak workforce team of more than 600.

The new hospital will continue to focus on high-acuity patients, cardiovascular care, oncology, stroke, transplant and trauma.

Groundbreaking is planned for Aug. 31, 2017 with a projected completion date of Sept. 1, 2020.





Artman, Deborah N., Instructor
Missouri K-12 School Disaster and Biological Event Preparedness and Seasonal Influenza Vaccination Among School Nurses. *American Journal of Infection Control*

Bertram, Julie E., Assistant Professor
Systematic Review of Shared Decision Making Interventions for Individuals with Mental Health Concerns. In *37th Annual Meeting of the Society for Medical Decision Making*.

Bultas, Margaret W., Assistant Professor
Nursing Examinations: Promotion of Integrity and Prevention of Cheating. *Nurse Educator*

Reducing Barriers to Care in the Office-Based Health Care Setting for Children with Autism. *Journal of Pediatric Health Care*

Translating Research to Practice for Children with Autism Spectrum Disorder: Part 1: Definition, Associated Behaviors, Prevalence, Diagnostic Process, and Interventions. *Journal of Pediatric Health Care*

Translating Research to Practice for Children with Autism Spectrum Disorder: Part 2: Behavior Management in Home and Health Care Settings. *Journal of Pediatric Health Care*

Accuracy of Knowledge of Child Development in Mothers of Children Receiving Early Intervention Services. *Journal of Early Intervention*

Brief, Rapid Response, Parenting Interventions within Primary Care Settings. *Journal of Behavioral Health Services & Research*

Psychosocial Outcomes of Participating in Pediatric Diabetes Camp. *Public Health Nursing*

Davis, Renee L., Assistant Professor
Influencing Factors and Decision-making Regarding a Painful Summer Rash. *Journal for Nurse Practitioners*

Dodgson, Joan E., Professor
Transitions. *Journal of Human Lactation*

Utility of Acculturation in Physical Activity Research in Latina Adults: An Integrative Review of Literature. *Health Education & Behavior*

Effect on Baby-Friendly Hospital Steps When Hospitals Implement a Policy to Pay for Infant Formula. *Journal of Human Lactation*

Perceptions of Hong Kong Chinese women toward influenza vaccination during pregnancy. *Vaccine*

Effect of a Hospital Policy of not Accepting Free Infant Formula on In-Hospital Formula Supplementation Rates and Breast-Feeding Duration. *Public Health Nutrition*

Freed, Patricia E., Associate Professor
Promoting Teen Mothers' Mental Health. *MCN: American Journal of Maternal/Child Nursing*

Hemmer, Christopher R., Assistant Professor
Nontraumatic Cervical Spine for Primary Care Providers. *Journal for Nurse Practitioners*

Painful Wrist After Fall 3 Weeks Earlier. *Journal for Nurse Practitioners*

shelf

Hendricks-Ferguson, Verna L., Associate Professor
Communication During Palliative Care and End of Life: Perceptions of Experienced Pediatric Oncology Nurses. *Cancer Nursing and the International Society of Nurses in Cancer Care*

Facebook Advertising to Recruit Pediatric Populations. *Journal of Palliative Medicine*

Experiences of Pediatric Oncology Patients and Their Parents at End of Life: A Systematic Review. *Journal of Pediatric Oncology Nursing*

Evaluation of Physician and Nurse Dyad Training Procedures to Deliver a Palliative and End-of-Life Communication Intervention to Parents of Children with a Brain Tumor. *Journal of Pediatric Oncology Nursing*

Benefits of Using an Early Palliative Care Intervention in Pediatric Oncology: Quality of Life and Cost Savings Related to Home Delivery of Cisplatin. *Journal of Hospice & Palliative Nursing*

Novice nurses' Experiences With Palliative and End-of-Life Communication. *Journal of Pediatric Oncology Nursing*

Hill, Shellie D., Instructor
Masquerading Knee Pain in a Young Male After a Fall. *Journal for Nurse Practitioners*

Koetting, Cathy W., Assistant Professor
Detecting Trichomonas Vaginalis in High Risk Women: A Tricky Situation. *Journal for Nurse Practitioners*

Krampe, Jean, Assistant Professor
Building Evidence: Fuze Versus Skype for Dance-Based Therapy With Older Adults and Nursing Students. *CIN: Computers, Informatics, Nursing*

Lach, Helen H., Professor
Changing the practice of physical restraint use in acute care. *Journal of Gerontological Nursing*

Intradisciplinary and Interdisciplinary Process in Gerontological Care. Occupational Therapy with Aging Adults: Promoting Quality of Life Through Collaborative Practice

Loman, Deborah G., Associate Professor
Increasing Immunization Adherence Among Infants of Low-income Parents: The Effects of Visually Enhanced Education. *Journal for Nurse Practitioners*

Comparison of Two Postoperative Bowel Regimens in Children With Scoliosis Repair. *Orthopaedic Nursing*

Self-Efficacy and Self-Reported Dietary Behaviors in Adolescents at an Urban School With No Competitive Foods. *Journal of School Nursing*

Lorenz, Rebecca A., Associate Professor
Sleep Quality in Family Caregivers of Individuals With Dementia A Concept Analysis. *Clinical Nursing Research*

Metheny, Norma A., Professor
Practice Alert: Prevention of Aspiration in Adults. *Critical Care Nurse*

The pH of Feeding Tube Aspirates From Critically Ill Infants. *American Journal of Critical Care*

Moore, Karen S., Assistant Professor
Travelers' Diarrhea: Risk Reduction and Management. *The Nurse Practitioner*

Murray, Teri A., Associate Professor
A Nursing Workforce Diversity Project: Strategies for Recruitment, Retention, Graduation, and NCLEX-RN Success. *Nursing Education Perspectives*

Culture and Climate: Factors That Influence the Academic Success of African American Students in Prelicensure Nursing Education. *Journal of Nursing Education*

Factors That Promote and Impede the Academic Success of African American Students in Prelicensure Nursing Education: An Integrative Review. *Journal of Nursing Education*

Papachrisanthou, Michelle M., Assistant Professor
Increasing Immunization Adherence Among Infants of Low-income Parents: The Effects of Visually Enhanced Education. *Journal for Nurse Practitioners*

Clinical Practice Guidelines for the Management of Gastroesophageal Reflux and Gastroesophageal Reflux Disease: 1 Year to 18 Years of Age. *Journal of Pediatric Health Care*

Waking Up to a Child With Abrupt Personality Changes. *Journal for Nurse Practitioners*

Clinical Practice Guidelines for the Management of Gastroesophageal Reflux and Gastroesophageal Reflux Disease: Birth to 1 Year of Age. *Journal of Pediatric Health Care*

Schneider, Joanne K., Professor
A Concept Synthesis of Academically Dishonest Behaviors. *Journal of Academic Ethics*

Shatto, Bobbi J., Assistant Professor
Moving on From Millennials: Preparing for Generation Z. *Journal of Continuing Education in Nursing*

Smith, Lee I., Professor
Teen Mothers' Mental Health. *MCN: American Journal of Maternal/Child Nursing*

Stallings, Devita T., Assistant Professor
Anthropometric Discriminators of Type 2 Diabetes Among White and Black American Adults. *Journal of Diabetes*

Thanavaro, Joanne L., Associate Professor
Clinical Decision Making for Adult-Gerontology Primary Care Nurse Practitioners. MA: Jones and Bartlett Publishers.

Asymptomatic Neck Mass. *Journal for Nurse Practitioners*

Screening for Obstructive Sleep Apnea in Hospitalized Transient Ischemic Attack Stroke Patients Using the STOP-Bang Questionnaire. *Journal for Nurse Practitioners*

Masquerading Back Pain in a Middle-Aged Male. *Journal for Nurse Practitioners*

LIFE

The publications of the School of Nursing Faculty

2016 Alumni Merit Award

IMMEASURABLE IMPACT

ALUMNI MERIT AWARD RECIPIENT HONORED FOR
ELEVATING THE NURSING PROFESSION



Anne G. Perry, Ed.D., R.N., F.A.A.N., firmly believes that true leaders are responsible for steering their professions forward by mentoring future students, researchers and faculty. For her entire career, the professor emerita and former interim dean and associate dean of nursing at Southern Illinois University in Edwardsville (SIUE), has elevated the nursing profession through education and research.

Last fall the School of Nursing honored Perry for her commitment by bestowing upon her the 2016 School of Nursing Alumni Merit Award. She received the award during Homecoming and Family Weekend.

Perry's nursing career took off after earning a master of science in nursing from SLU in 1976.

"I had a solid, rigorous education from the University of Michigan for



“There’s something about a Jesuit education that demands excellence while strengthening one’s critical thinking and inductive reasoning abilities. It was the challenge for continued excellence that really honed my abilities as a nurse, teacher, mentor and administrator.” PERRY

my undergraduate degree,” she said “It was, however, the Jesuit philosophy and teaching that helped shape my career as an academic. There’s something about a Jesuit education that demands excellence while strengthening one’s critical thinking and inductive reasoning abilities. It was the challenge for continued excellence that really honed my abilities as a nurse, teacher, mentor and administrator.”

FRONT ROW SEAT

Perry began her academic career as an assistant professor at SLU. She rose to full professor and interim director of research before leaving in 2004 to become department chair of the primary care and health systems nursing program at SIU-E, and then the interim dean of the university’s nursing school. Along the way, she became a strong advocate for advancing clinical nursing practice standards. She is the co-author of four internationally acclaimed nursing textbooks — “Basic Nursing,” “Fundamentals of Nursing,” “Nursing Interventions and Clinical Skills” and “Clinical Nursing Skills and Techniques.”

“These same texts have had more than 15 foreign translations, so her influence on standards for clinical nursing practice are immeasurable,” said her longtime friend, colleague and fellow co-author Patricia Potter, Ph.D. (’02), M.S.N. (’78), R.N., Ph.D., F.A.A.N., who nominated Perry for the Alumni Merit Award and received the same award herself in 2014. “She is a consummate professional in how she leads and supports her professional colleagues, mentors and students, and in how she sets standards for nursing practice.”

Perry added, “Writing these textbooks gave me a ‘front row seat’ for all of the advances in nursing practice as well as in

academic nursing. I never would have had the opportunity to learn as much as I did about the discipline without this writing opportunity.”

CONTINUING THE LEGACY

While at SLU, Perry also led efforts to establish a Sigma Theta Tau chapter at the School of Nursing.

“At the time of the chapter installation in 1980 we had 408 charter members, which was the largest charter membership at that time,” she said.

Perry, who has never shied away from leadership positions or tackling tough research questions, said it is her fundamental belief that if you are going to do a job, do it well.

“This nursing profession is growing and the opportunities for nurses are extensive,” she said. “It’s important to lead and protect the profession for the future.”

Perry’s contributions to the nursing profession also were recognized in 2016 by the March of Dimes Missouri Chapter. At the chapter’s annual gala, Perry received the Legend in Nursing Award. It was the third consecutive year that a former SLU School of Nursing faculty member received the top award from the March of Dimes.

In 2015, Ruth Murray, Ed.D., professor emerita, received the Legend in Nursing



Perry receives a hug from Ruth Murray, Ed.D., last year’s honoree.

Award for her many contributions to the field of psychiatric nursing. She followed Sr. Jeanne Meuer, C.N.M., M.S.N., F.A.C.N.M., who received the honor in 2014. Sr. Jeanne specialized in obstetrical nursing and midwifery and served as president of the Franciscan Sisters of Mary.

“Saint Louis University School of Nursing is known for academic excellence and this is clearly evidenced by our nurse faculty legends, Drs. Meuer, Murray and Perry,” said Teri Murray, Ph.D., dean of the School of Nursing. “I am so proud of them and each are quite deserving of this honor.”

The March of Dimes received more than 600 nominations for this year’s Nurse of the Year awards, which represent varying fields of nursing. In addition to Perry, SLU School of Nursing award finalists recognized in 2016 included:

Devita Stallings, Ph.D. (’12), assistant professor of nursing
Category: *Case Management, Public Health & Occupational Health*

Bridgette N. Carnes, B.S.N. (’12), M.S.N., clinical/skills review instructor
Category: *Clinical Informatics*

Lee Smith Battle, Ph.D., professor, and **Rebecca A. Lorenz, Ph.D.**, associate professor
Category: *Research*

Rachael Johnson and Hunter Niemeyer
Category: *Student Nurse*



Hanson and one of her home health patients

DEVOTED FOR LIFE

Anna Hanson, B.S.N. (11), has been on several mission trips but it was the two weeks she spent building a library in Belize through SLU Campus Ministry that ignited her lasting passion to serve.

“Everything made sense after that trip,” said Hanson, who was a junior at the time. “I was immersed in a different culture. I woke every morning and saw the struggles they faced and the gifts they shared. The locals were so happy despite how little they had. That made me truly joyous. I realized nursing was a profession that would allow me to go anywhere in the world to serve.”

Hanson continued to go on mission trips to Haiti and Ghana while she built her nursing resume in the United States. For two years, she worked at SSM Health Cardinal Glennon Children’s Hospital. She left to volunteer through the Medics in Africa at a hospital in Kenya for two months. The Kansas City, KS. native spent the next couple of years working as a travel nurse in Houston, Boston, Denver, San Diego and Dallas.

While she was working, Hanson kept in touch with Carly Kirsch, a SLU physical therapy student she met on her Belize trip. They became close friends and continued to volunteer together. In 2015, they decided to dedicate a year to service. They chose to volunteer at the Hillside Clinic, a medical clinic that they toured while building the library in Belize in 2010.

“Spending a few weeks in a community didn’t allow me to have the lasting impact I was hoping for,” said Hanson. “I’d start initiatives but couldn’t see them through. I also wanted to truly become part of a community. I wanted to build relationships where community members would see me as a friend or family rather than an outsider coming in for a couple of weeks trying to change things. I wanted them to rely on me and trust me.”

Hanson left for Belize in August 2016 and will remain there a year.

CARE GOES BOTH WAYS

Hillside Clinic is a freestanding clinic situated in one of the

poorest districts in Belize. It’s in the village of Eldridge just outside of Punta Gordais. Hanson said the clinic operates much like an urgent care that offers preventative services as well.

She bikes a mile to the clinic every day from her home on the outskirts of the jungle. Hanson is director of the clinic’s home health care program. She visits 55 homebound patients at least once a month. Most of her patients are elderly but she has a few pediatric patients. Hanson is working to develop home health programs for wound care and palliative care.

“The people here have changed my life so dramatically,” she said. “They have opened their homes and their lives to me and I am honored by the trust they’ve invested in me.”

Hanson said evidence of the relationships she’s developed came a few weeks ago, when she contracted a gastrointestinal virus.

“I was wiped out for three days and my patients called me to see

how I was doing,” she said. “They said I was their nurse when they were sick and they wanted to be my nurse when I was sick. They made sure I had all the medication I needed and offered me some herbal medicines they thought I should try. It was really touching. They’re looking after me as much as I’m looking after them.”

Hanson isn’t sure what she’ll do when she returns to the United States in August. All that’s certain is she will work for or establish a non-profit health care organization and she will continue to volunteer overseas. She also hopes to remain on the board at Hillside Clinic.

“My public health rotation at SLU encouraged me to get involved in the community and to advocate for my patients not just on the day I see them but beyond. I don’t know where my path will lead me but I’ll always be an advocate for my patients. That’s my motivation.”



Top ● Hillside Clinic
Bottom ● The road Hanson bikes to work each day



mark your CALENDAR

MARCH 29 ● Trudy and Christina Valentine Endowed Lecture

APRIL 21 ● "Publishing with Passion" Publication Workshop

MAY 3 ● Clinical Nurse Leaders Student Capstone Poster Day

SEPTEMBER 21-24 ● Homecoming and Family Weekend

SCHOOL OF NURSING HOMECOMING EVENTS SEPT. 22:

- Patricia and James R. Hemak Endowed Lecture
- White Coat Ceremony
- 90th Anniversary Wine and Cheese Gathering

OCTOBER 17 ● SSM Health/SLU School of Nursing Symposium

For information on alumni events, please contact the Alumni Engagement 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.

inMEMORIAM

Invelda Artz ('50)

Virginia Walters Cherre ('50)

Helen Murray ('50)

Elizabeth Schaefer Scheele ('50)

Clara McKinney Williams ('50)

Dorothy Griggs ('51)

Mary Walsh O'Halloran ('51)

Mary Code Lofstrom ('52)

Margaret Fullerton Fraser ('53)

Lucille Rectenwald Gorski ('53)

Marjorie Sullivan Petersen ('54)

Sr. Marie Scheible ('54)

Dorothy Bewie ('55)

Joann Iosbaker Wygle ('55)

Lillian Marsh Daniels ('57)

Corinne Mulroy Geraghty ('57)

Marilyn Muscat Broghammer ('58)

Alice Ernst Nicols ('58)

Geraldine Happel Graham ('59)

Dorothea Milbrandt ('60)

Margaret Mullenschlader ('61)

Alice Ganey McPherson ('62)

Jeanette Schmid Wuest ('65)

Sharon Wright Oswald ('66)

Mary Velat Schriewer ('66)

Theresa Ehm Furlong ('67)

Patricia Hauser Giarraffa ('68)

Sr. Angela Cools-Lartigue ('70)

Pearline Williams Phillips ('71)

Rhoda Headley ('72)

Kathleen Owens Beekman ('76)

Margo Thomas ('76)

Jan Mueller Becker ('77)

Charlotte Ortwerth ('77)

Linda Westermayer Schepker ('77)

Ruth Ann Launius ('82)

Christine Fultz ('83)

Joseph Sheehan ('83)

Katherine Allhoff Lazaroff ('86)

Leslie Lubiano ('87)

Mel Meyer ('88)

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1982–2004



Since 1928, the School of Nursing has created degree programs that have propelled Saint Louis University to the forefront of nursing education. As we celebrate our 90th year, we honor our pioneers in nursing education, including the school’s first lay dean, Dr. Joan Hrubetz.

During her 22-year tenure, Hrubetz led the school to a position of national prominence. Under her guidance, the school distinguished itself with numerous national accolades for excellence in teaching and innovative research. To honor her contributions, the School of Nursing has established the Joan Hrubetz Endowed Chair Fund.

– 90 YEARS –
of Caring for the Whole Person

If you would like to take part in ensuring her legacy, go to giving.slu.edu/Hrubetz or contact **Jane Baum, director of development, 314-977-8831 or baumjb@slu.edu**

GIVING.SLU.EDU/HRUBETZ