



CARRYING COMMITMENT FORWARD
School of Nursing Celebrates 90 years.



cura personalis

SAINT LOUIS UNIVERSITY School of Nursing

Spring 2018



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

In 2018, we celebrate the School of Nursing’s 90th year. As part of our commemoration, we honor the innovators and pioneers who blazed the trails in nursing education and contributed richly to our extensive and intricate history.

Among those innovators is Dr. Joan Hrubetz, our dean from 1982 to 2004. With determination and spirit, she realized an array of professional milestones that pushed Saint Louis University forward. Joan distinguished the School of Nursing from other programs in the country by initiating the first comprehensive online M.S.N. program in the nation and the first Ph.D. program in Missouri. Her predecessor, Sr. Teresa Noth, developed the nation’s first accelerated B.S.N. program.

I am proud to have continued this tradition of firsts with establishment of St. Louis’ first Doctor of Nursing Practice program and Missouri’s first accelerated Master of Science in Nursing program. We created a state-of-the-art simulation center, held our first White Coat ceremony, opened a nurse-practitioner-led community clinic and launched *Cura Personalis*, the school’s alumni magazine.

Sr. Noth and Joan laid the foundation for our growth and success. We honor each accordingly, through an endowed scholarship for the accelerated B.S.N. program in Sr. Noth’s name and through an endowed chair to be established in Joan’s name. The endowed chair will ensure that future leaders will emulate Joan’s innovative spirit, drive and heart for the profession.

I invite you to join us in celebrating our 90th anniversary through your support and participation in our many events. Our 90th Anniversary Gala will be held on September 28, 2018 during Homecoming and Family Weekend. Please be a part of this momentous event.

For information about attending the gala and other events, or for giving a gift in honor of Joan, Sr. Noth or our school, please contact Jane Baum, director of development, at jane.baum@slu.edu or 314-977-8831.

We are committed to shaping the future of nursing through continued innovation. Your generosity makes it possible.

Sincerely,



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



Graduation photo from 1979.

cura personalis

SAINT LOUIS UNIVERSITY School of Nursing

Spring 2018



ON THE COVER

From the first class to the Class of 2018, the School of Nursing continues to prepare nurses under the leadership of innovators.

2

Carrying Commitment Forward

Celebrating 90 years of excellence in education.

8

Curriculum Then and Now

Content may have changed but today's graduates are as ready to practice with a passion as they were nine decades ago.

10

Fond Memories

Alumni share special moments and memories over the years.

14

The Technology Evolution

Smart phones make for smart nurses in today's classrooms.



16

Excellence and Autonomy

The school's nurse practitioner program set the bar in the 1990s and continues to raise it.



90+ YEARS

1928-2018

CARRYING COMMITMENT FORWARD

Officially, Saint Louis University established the School of Nursing in 1928, but its roots trace back 50 years earlier. It was 1872 and St. Louis was in the grasp of a smallpox outbreak. A small group of nuns from the Sisters of St. Mary (now the Franciscan Sisters of Mary), arrived to provide care and comfort in densely populated immigrant neighborhoods.

As the order grew, so did its mission. The sisters opened St. Mary's Infirmary in 1877 and, eventually, St. Mary's Hospital (now SSM Health St. Mary's Hospital). In 1924, the infirmary became the teaching hospital for Saint Louis University's School of Medicine. A few years later, W.H. Loeb, M.D., dean of the medical school, wrote national nursing leaders and the Rev. Mother Mary Concordia Puppenthal, superior general of the Sisters of Saint Mary, to discuss creating a nursing school for both the sisters and lay nurses. At that time, nursing education was an apprentice-type system with student nurses working alongside experienced nurses.

While Loeb did not live to realize his vision, his successor, Alphonse Schwitalla, S.J., saw it through. At a formal ceremony 90 years ago, he and the reverend mother signed an agreement to establish the Saint Louis University School of Nursing in the St. Mary's Infirmary. Most of the instructors were male and most were physicians. Students, who numbered about 30 and were female, spent half their day in classrooms and the other half at the bedside. The school offered two programs – a three-year certificate of nursing and a five-year bachelor of science in nursing.

Today, a majority of the school's faculty is female. Enrollment exceeds 1,100 students with a strong mix of male, female, local, national and international students. The school offers four degree programs and various specialty options. Several graduates and faculty members have written best-selling textbooks. Graduates have served as presidents of Sigma Theta Tau and several faculty members are fellows in the American Academy of Nursing.

Throughout 2018, the school is commemorating its past and celebrating its future, which promises to be as bright as the past 90 years. Here are some of the School of Nursing's historical highlights:



St. Mary's Hospital circa 1950s.



THE SCHOOL OF NURSING CELEBRATES 90 YEARS OF EXCELLENCE IN EDUCATION AND PATIENT CARE



1928 School of Nursing founded and becomes the first nursing school in the Midwest to be affiliated with a university

Fr. Alphonse Schwitalla, S.J., named dean



1934 Sr. Mary Athanasia Brune, S.S.M., becomes first R.N. to serve as associate dean

1920

1930

1930

Advance standing given to R.N.s seeking B.S.N. degree

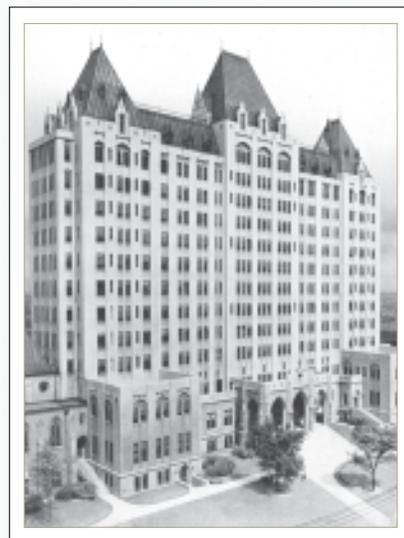


1931 First class of religious and lay women graduated

First fellowship/work study plan for R.N.-to-B.S.N. students begins

1933 Firmin Desloge Hospital (now SSM Health Saint Louis University Hospital) opened with

the transfer of 35 patients from St. Mary's Infirmary. The new hospital becomes the center of R.N. fellowship program



PROGRAMMING EVOLUTION THROUGH THE DECADES

1930s

- Master of Science in Nursing and Master of Science in Nursing Education programs established
- B.S.N. in Public Health and Nursing Education launched
- Three-year certificate program ends – five-year program adopted

1950s

- M.S.N. programs added
 - Pediatric Nursing
 - Gynecological Nursing
- Four-year integrated B.S.N. curriculum replaced the five-year plan
- Nursing continuing education program is established
- Coronary care courses launched as hospitals establish coronary care units

1970s

- M.S.N. programs added in the 1970s
 - Nursing of Children
 - Practice in Distributive Care Settings
 - Nurse Midwifery
 - Cardiovascular Nursing
 - Medical Surgical Nursing (evening/weekend option)
 - Nurse Practitioners
- SON becomes first in the nation to offer accelerated B.S.N. program
- Evening division created and weekend option offered
- Weekend/evening option for R.N. to B.S.N. students offered through Metropolitan College, providing greater access to R.N.s

1980s

- Master of Science programs added
 - Gerontological Nursing
 - Oncology Nursing
 - Respiratory Nursing
 - Nursing Service Administration
 - Community Health Nursing
 - Nursing (Research)
 - Post-masters certificates for nurse practitioners

1942 Dorothy Quigley, R.N., appointed first lay nursing instructor. She taught refresher courses for R.N.s. to meet wartime needs



1947 SON's first black student, **Geneva Smith Taliaferro, B.S.N.**, graduated

1940

1941 Sr. Mary Geraldine Kulleck, S.S.M., appointed dean. She is the first nurse to serve as dean



1943 SON formed a unit of the United States Cadet Nurse Corps to serve the nation's needs during war years. Through this program, enrollment reached an all-time high



1960 Faculty member, **Sr. Mary Charitas Iffring, S.S.M.**, introduced the Lamaze method of childbirth preparation to the region



1966 **Sr. Mary Teresa Noth, F.S.M.**, named dean

1960

1961 **Sr. Geraldine** returned as dean

1965 SON received first United States Public Health Service grant. Nursing research is in its infancy



1968 **Dolores Zeis (middle)** and **Mae Hamilton (left)** become the first two lay faculty members promoted to full professors



1. The Certificate Program, 1928-39 and 1949-52:			
	Religious	75	
	Lay	446	
			521 Total
2. B.S. Degree Program			
	Religious	34	Lay 186
Basic (1937-53)		213	527
Supplemental (1930-53)		—	—
		247	713
		47	35
			960 Total
			82 Total
			1,563
3. Graduate, M. S. Degree (1936-53)			

1950s

Twenty-five years after its founding, the school celebrated its silver jubilee with a more than doubling of student enrollment

1950

1951

First male students accepted



1953 Sr. Suzanne Smith, S.S.M., named dean

1956

Cardinal Glennon Memorial Hospital for Children opened



Sr. Agnita Claire Day, S.S.M., named dean. She goes on to write the first Nursing Arts textbook



1976 Noth obtained \$3.9 million in federal funding to build a new SON



1979 School separated into School of Nursing and School of Allied Health Professions

1970

1969

School name changed to School of Nursing and Allied Health Professions

1973 Nursing Diagnosis movement initiated at SON. Book edited at the SON becomes national clearinghouse for nursing diagnosis

1978 New school is dedicated almost 50 years to the day that Schwitalla and Puppenthal signed the agreement to form a school. Faculty and students move from temporary quarters in Glennon Hall, the Nicholas Building and the McDonald Building

PROGRAMMING EVOLUTION THROUGH THE DECADES

1990s

- SON established Missouri's first Ph.D. in Nursing
- Master of Science programs added
 - Perinatal Nursing
 - R.N. to M.S.N.
 - Family Nurse Practitioner track added to Community Health Nursing
 - Post-master's certificates in Adult Nurse Practitioner, Gerontological Nurse Practitioner and Pediatric Nurse Practitioner
 - Gerontological Nurse Practitioner and Pediatric Nurse Practitioner tracks
 - Adult Nursing specialty clinical specialist and Practitioner replaced Cardiopulmonary, Oncology and Medical-Surgical Nursing
 - Administration of Nursing and Patient Care Systems, Nurse Executive/Manager, Informatics Nurse replaced Nursing Service Administration
- Master of Science programs offered via distance learning

2000s

- Online Master of Science in Nursing degree initiated. Master of Science programs added
 - Acute Care Nurse Practitioner in Adult Nursing (first in Missouri)
 - Nurse Practitioner in Psychiatric-Mental Health
- Dual option Ph.D. program offered (distance learning and on-site)
- SON becomes first in the nation to offer online certificate program for nurse leaders in disaster preparedness and response
- Nurse Educator option added to master's and doctoral programs
- Interprofessional Education core curriculum introduced
- SON offers St. Louis' first Doctor of Nursing Practice program
- R.N. to B.S.N. (online), B.S.N. to D.N.P. option and B.S.N. to Ph.D. programs added

1980 SON established Delta Lambda Chapter of Sigma Theta Tau, national honor society for nursing

Noth retired, marking the end of a long succession of sisters in the position of dean

1980



1982 Joan Hrubetz, R.N., Ph.D., appointed first lay dean. She becomes the school's longest-reigning dean at 22 years

Tribute to Missouri Nurses initiated



1983 Capping ceremony eliminated as nursing becomes a scientific discipline and nursing uniforms emphasize comfort and functionality rather than tradition

2000 Nursing Center for Fertility Awareness established

2001 Undergraduate International Nursing Program established with SLU's Madrid campus

2005 SON becomes part of the Edward and Margaret Doisy College of Health Sciences

International Madrid Nursing Program established

2000

2007

\$3.2 million Marion Bender Scholarship Fund established



2008 Teri A. Murray appointed dean

1991 Skills laboratory reorganized to align with curriculum changes and increased patient acuity

1998 Norma Metheny, Ph.D., received the SON's first patent, which is for a feeding-tube placement method

SON-sponsored nurse-managed clinic opened at St. Patrick Center to serve homeless clients

Action methods classroom developed to utilize psychodrama in teaching skills

1990

1995 University Nursing Group established to foster faculty independence and collaborative practices

1997 SON becomes first school within the university to offer an online course

2013 Inaugural issue of the school's alumni magazine, *Cura Personalis*, is published



First Endowed Sr. Mary Teresa Noth, F.S.M., Endowed Accelerated Nursing Student Scholarship established

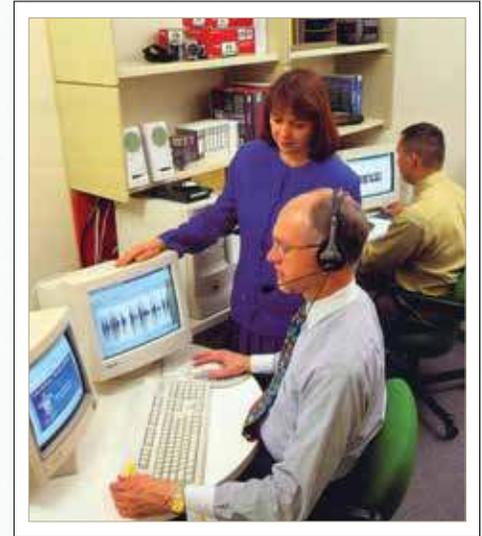
School's Madrid program received Heiskell Award for internationalizing and globalizing the professions.

2011 Clinical simulation lab expanded



2014 The inaugural White Coat ceremony is held at St. Francis Xavier College Church

The Patricia Meili Hemak Maternal/Child Simulation Lab opens



2009 First state-of-the-art clinical simulation lab established

R.N. to B.S.N. program goes completely online

Massive building renovations begin and include a new lobby, lecture hall renovations, construction of smart classrooms and new carpet throughout the school

2015 The SON received another ten-year, full accreditation from the Commission on Collegiate Nursing Education. Ten years is the maximum amount of accreditation that can be granted at one time

The SON received the full five-year Missouri State Board of Nursing approval, which is also the maximum amount of full board approval that can be received

2016 Public Health clinical simulation lab opens

First endowed professorship is established: The Patricia and James R. Hemak Maternal Child Health Professorship

Endowed Riddle Chair established

2010

2008 SON separated from Doisy College

Executive Advisory Board re-established

Heritage Hall established in honor of Joan Carter, professor emerita and associate dean

2010 First Endowed Trudy ('80) and Christina ('12) Busch Valentine Lecture Series launched

2012 First Grace and William Potter Lecture established



2018 SON received the largest scholarship gift in its history, \$8.4 million dollars which is a transformative gift

2017 SON opened a nurse practitioner-operated free clinic at the Health Resource Center where faculty and students provide care to underserved patients

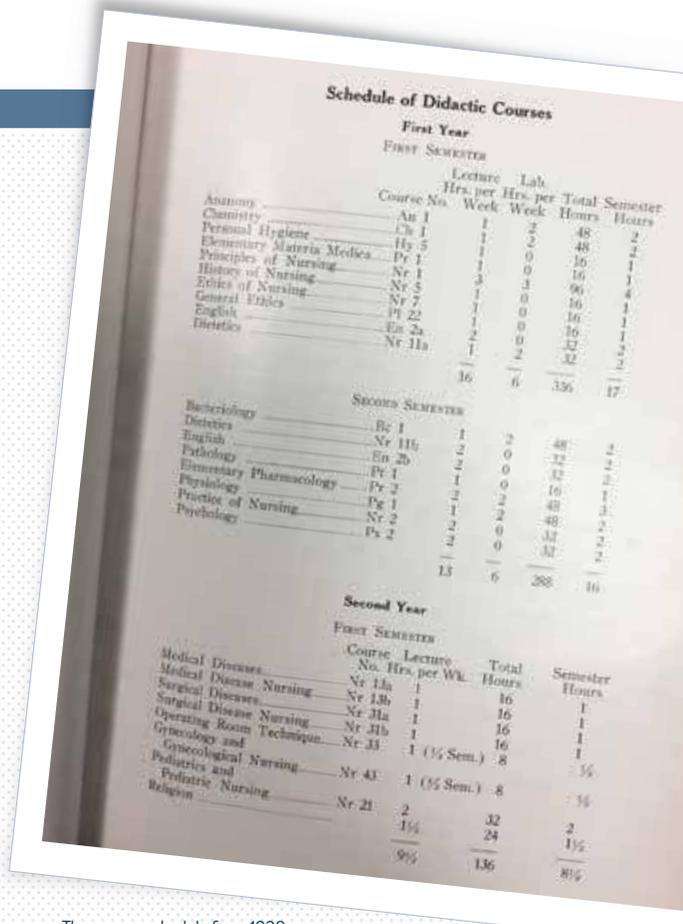


CURRICULUM THEN & NOW

Sr. Mary Teresa Noth lecturing in
a classroom circa 1960s.

At its inception, the School of Nursing offered a two-fold curriculum: a three-year program that led to a Certificate of Graduate in Nursing and a five-year curriculum in Arts and Nursing leading to a Bachelor of Science in Nursing. An excerpt from the 1928 Saint Louis University Bulletin reads that the nursing curriculum "kept in mind the broadest possible training of the students for the increasingly exacting demands of the nursing profession."

Today, the school grants degrees through various program offerings including Bachelor of Science in Nursing, Master of Science in Nursing, Doctor of Nursing Practice and Doctor of Philosophy in Nursing. According to the school's website, students will be "challenged to learn more about the human body than you might have thought possible." Today's curriculum consists of science and nursing courses, as well as a core of courses that provide students with a well-rounded liberal arts education. "In the end," as the SON website notes, "what you learn about most just might be yourself."



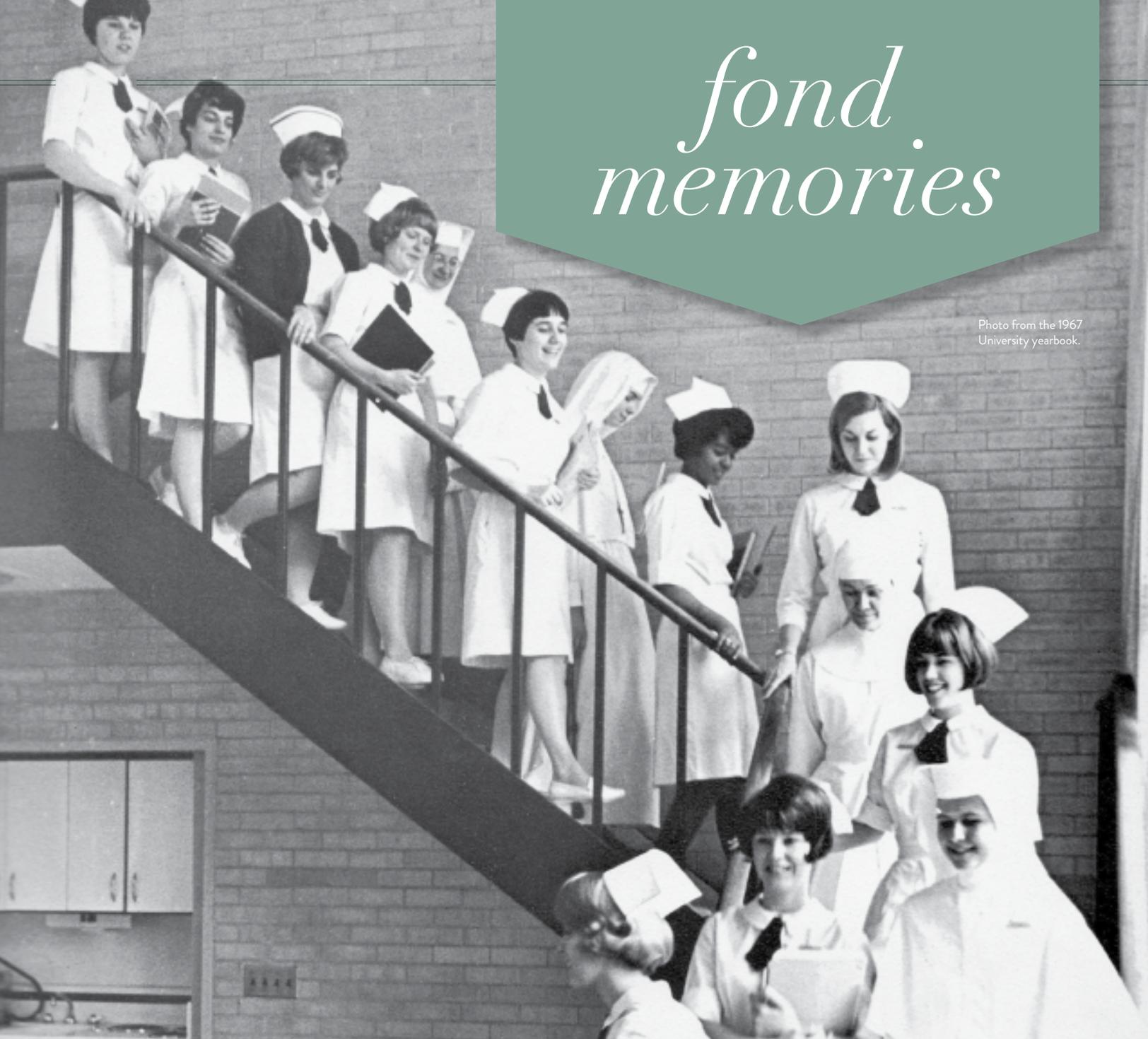
The course schedule from 1928.

Current Course Offerings for the Traditional Four-Year Baccalaureate Program

- Introduction to Philosophy
- General Psychology
- Microbiology
- Human Development Through the Lifespan
- Human Anatomy
- Theological Foundations
- Ethics
- Statistics
- Introduction to Interprofessional Health Care
- Clinical Concepts in Nursing Practice
- Health Assessment
- Human Physiology
- Health Promotion Across the Lifespan
- Health Care Systems and Health Promotion
- Critical Issues in Evidence Based Nursing
- Pharmacotherapeutics for Nursing Care
- Pathophysiology
- Sociology
- Literature
- Applied Decision Making in Interprofessional Practice
- Nursing Care of Childbearing Family
- Community/Public Health Nursing
- Healthcare Policy, Finance, and Regulatory Environments
- Nursing Care of the Adult
- Nursing Care of the Older Adult
- Psychiatric/Mental Health Nursing
- Essentials of Therapeutic Nutrition: A Nursing Approach
- Leadership and Management
- Nursing Immersion Practicum
- Integrative Seminar on Issues in Nursing Practice
- Synthesis of Nursing Concepts
- Complex Multi-System Theory
- Complex Multi-System Practicum

fond memories

Photo from the 1967
University yearbook.



Three-fourths of my classmates were sisters. When our teachers called roll, they referred to me as Sr. Billye, which didn't bother me one bit. I'm a Baptist, always have been and always will be, but I developed a real appreciation of the Catholic faith while I attended Saint Louis University. I went to church a couple of times with the sisters and I learned how their faith informed their lives. SLU was a very friendly place and the teachers cared about us. I received an exceptional education.

Billye J. Brown, R.N., M.S.N. ('58), Ed.D., F.A.A.N.

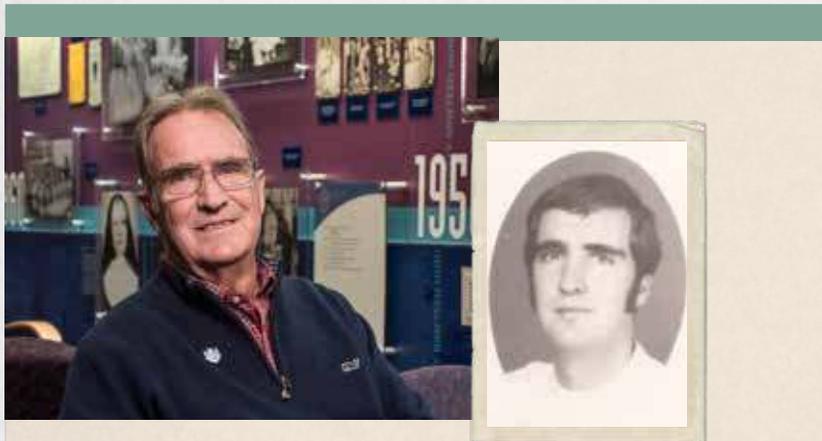
Retired dean and professor, University of Texas at Austin School of Nursing



Our SLU instructors were tough but fair. We wore white uniforms back then with a dark blue swatch of material on our name tags that identified us as student nurses. If we showed up for clinicals and didn't dress the part, or were unprepared in any way, we were sent home. I had one instructor who was brilliant, but she scared me to death. I froze even when I knew the answers to her questions. One time she said, "Michelle, I know you know this. What's wrong?" I finally admitted to her that she terrified me, and that broke the ice. I fondly remember enthusiastic lectures from Anne Perry, Ed.D., F.A.A.N. I enjoyed my pediatric clinicals at Cardinal Glennon Children's Hospital and my psychiatric rotation at the VA on a locked unit where I came face to face with schizophrenia and observed ECT treatments. The caliber of SLU faculty in the classroom and in the clinic was just outstanding. When I went on to teach at The Ohio State and Capital University in Columbus, I modeled what I learned at SLU. I have high expectations for my students because that's what was expected of me. Another strong memory for me was the day classes were canceled because the St. Louis Cardinals were in the 1987 World Series. Our instructors knew no one would show up.



Michelle Madison, B.S.N. ('88), M.S., C.N.S., H.C.S.-D.
Certified coder, hospice quality educator, Columbus, OH



Even though it wasn't acceptable at the time, my OB-GYN instructor, Marguerite Roby, R.N., made sure I had the full clinical experience. It was unheard of to have a male student sit in on vaginal exams or be present during live childbirth, but she went to bat for me several times with hospital administration. She was one of the first nurses in the St. Louis area to push for having fathers in the delivery room and that shaped me. When my children were born, I fought to be in the room with my wife. I got that courage from Mrs. Roby. I appreciate greatly what she did for me.

Philip Gaul, B.S.N. ('71)
Retired nurse anesthetist

I remember Sr. Anita who taught pathophysiology. She was so dynamic. The concepts and theories she taught us back then have stayed with me throughout my nursing career. – BANGERT

fond memories



It is with much humility that I embrace this opportunity to thank the many colleagues with whom I've worked.

These colleagues have been models of dedication to what we have accomplished together at the School of Nursing. These accomplishments have been achieved through the leadership of Sr. Theresa Noth – I clearly remember the day some 45 years ago that Sr. Theresa stood in the hallway of old Glennon Hall and asked if I would be interested in teaching – and to deans Joan Hrubetz and Teri Murray. Their leadership fostered a strong sense of togetherness and helped each of us to use our talents to the fullest.

Also, I am very grateful to have had the opportunity to teach. Students have a special way of touching our lives. They can be challenging, frustrating and intellectually stimulating but above all, students represent the future of nursing. I feel very privileged to have taught so many of them.

The students have given meaning to my life in so many special ways – especially as a wife and mother of five children who hold seven different degrees from SLU.

Teaching at a Jesuit institution has made me the person I am today. I savor this moment as an opportunity to express my heartfelt gratitude and great appreciation for being part of the School of Nursing faculty.

**Judith Carlson,
R.N., M.S.N. ('72)**

*Associate professor emerita,
SON faculty for 45 years*



I remember registering for classes with punch cards in the gym, going to mass every day and traveling from north campus to south campus on street cars. If we missed the car, we'd have to hitchhike between campuses. It was safe to do that back then and we never had trouble getting a ride. I also remember Sr. Anita (Sr. Agnita Claire Day, S.S.M., dean) who taught pathophysiology. She was so dynamic. The concepts and theories she taught us back then have stayed with me throughout my nursing career.

Jackie Bangert, R.N., B.S.N. (67), M.S.N.

*Expert witness on wound ostomy and long-term care,
retired nurse educator*

Teaching at a Jesuit institution has made me the person I am today. I savor this moment as an opportunity to express my heartfelt gratitude and great appreciation for being part of the School of Nursing faculty. – CARLSON



I was one of the many fellowship nurses who earned their B.S.N.s by working as registered nurses three to four days a week at Firmin Desloge Hospital (SSM Health Saint Louis University Hospital). At that time, SLU was one of only two academic settings in the country that was savvy enough to offer a program that provided an exceptional work and educational setting designed to expand the pool of well-educated nurses. Working and attending classes with my peers for two brief years made impressions on me that remain to this day. We were able to work, study, play and pray together in situations that we never would have experienced in other educational settings. After graduation, we went our separate ways, but we've kept in close contact. We've attended many alumni reunions and celebrated our 50th reunion in 2015. Karen Hausfeld ('65) is our "main point person" who keeps us abreast of the happenings of our classmates, as well as important events at SLU. Without this family, I wouldn't have remained as close to my friends as I have. I thank God daily for providing me the opportunity to know and enjoy my SLU family and our continued time together.



Mae Timmons, R.N., B.S.N. ('64), M.S.N., Ed.D.

Semi-retired associate professor, Clarkson College Department of Graduate Nursing



At SLU, I learned the principle that "all men are created equal" translates to "all patients deserve and must be given the best care possible." Two months after graduation, I was working as night supervisor at Charity Hospital in New Orleans where one tower of the hospital was for "white" patients only and the other tower for "black" patients only. Equipment could not be shared between the two. I was responsible for the pediatric units and premature nurseries at night for both the "black" and "white" towers.

One night, a nurse from the "black" tower called to say that she and a 3-pound preemie were in desperate need of an incubator, and all of the "black" tower incubators were filled with infants. The nurse was crying and holding the baby to keep it as warm as possible. I thought, "How would my SLU faculty guide me in a situation like this?"

I got the nurse's attention by looking hard and straight into her eyes while I gently put my keys to the "white" tower storage room on the floor. I told her I was going to take a coffee break with the nurse on duty in the "white" tower nursery. She nodded her head slightly and I could tell that she received the message to discretely go over and get an incubator from the "white" tower for her preemie. I didn't want to ask the nurse on the "white" side to get involved in this because what I was suggesting was illegal. I also didn't want more people involved than necessary.

After my break with the "white" tower nurse, I returned to the "black" tower nursery. The nurse smiled and said the newborn she was so worried about was getting warmed up a bit and doing a little better in the incubator. She had rearranged the incubators in the nursery so the additional incubator she'd taken from the "white" nursery blended in. The nurse then handed me my keys and said, "Oh by the way, you left your keys here."

Marlene Kramer, R.N., B.S.N. ('53), M.S.N., F.A.A.N., Ph.D.

President, Health Science Research Associates; author, Reality Shock: Why Nurses Leave Nursing; faculty member at three schools of nursing

During a “flipped” classroom experience, Bobbi Shatto, R.N., Ph.D., assistant professor, lectures about myocardial infarctions while students use a cell phone app to supplement instruction.

THE TECHNOLOGY EVOLUTION

Advancements in technology have facilitated profound changes in the delivery of nursing education.

When Margaret Bultas, Ph.D., R.N., C.N.E., C.N.L., C.P.N.P.-P.C., attended nursing school in the late 1980s, her academic experience centered on, rather than around, memorizing details, learning about resources and understanding the profession through traditional classroom lectures and printed textbooks.

For today’s nursing students, however, much of that information is readily accessible on any computer or handheld device at any time.

“Because technology is so prevalent today, I don’t spend my time teaching facts and figures anymore,” said Bultas, associate professor. Instead, I teach how to effectively communicate and work with people.”

At the same time, the information requirements of nursing have expanded exponentially. “There’s so much to know, it’s impossible



“In some ways, I think one of the most revolutionary technologies in formal classrooms are movable tables and chairs instead of anchored lecture-hall seating.” – LOHE



As part of instruction, students use a game-based learning platform called Kahoot! that allows Shatto to enter questions and students race to answer correctly.

to memorize it all,” she said. “so technology resources allow us to focus on learning how to think, reason and problem solve.”

Though printed textbooks are still foundational teaching tools, they are often accompanied by online resources, including videos, quizzes and supporting materials. Combined with the barrage of information available on the internet, Bultas believes today’s students need guidance on how to effectively analyze and evaluate information sources to ensure they are credible and valuable.

“Students are bombarded by so many choices and they don’t know where to focus,” she said. “My biggest job is to teach them how to find the most appropriate resources and make the most appropriate decisions.”

The dramatic shifts in nursing education over the last several decades also have been informed by a better understanding of how the brain works, according to Debra Rudder Lohe, Ph.D., director of the Paul C. Reinert, S.J. Center for Transformative Teaching and Learning at SLU.

“Shifts in technology don’t happen in a vacuum,” she said. “With functional MRIs and other advancements in brain research, we’ve learned some things about what happens when people learn, which has influenced pedagogical trends.”

Other societal shifts that have influenced the evolution of teaching include changing parenting styles, generational trends, an increase in learning disability diagnosis rates, and a shift in higher education accreditation and accountability standards.

EQUIPPING TODAY’S NURSES

By replicating real-world scenarios, technology helps equip nursing students for their professional careers.

“Increasingly sophisticated simulations create authentic real-time scenarios, with unexpected variables that challenge students to think on their feet,” said Lohe.

Exciting as these applications are, she believes the technology that has influenced learning the most is a much less obvious one.

“In some ways, I think one of the most revolutionary technologies in formal classrooms are movable tables and chairs instead of anchored lecture-hall seating,” Lohe said. “It’s very difficult for students to interact with each other when they can only see the backs of each other’s heads and can’t huddle up in small groups.”

Classroom flexibility has also improved accessibility for students with physical disabilities and different learning styles. And flexibility in how curriculum is delivered has improved

access to education for those who are located elsewhere.

“The SON has one of the oldest online nursing programs in the country,” Lohe said. “Correspondence courses have existed for a long time, but digital technology—the ability to log into a computer and engage with teachers and students who may be located anywhere in the world—creates meaningful engagement.”

FLIPPING THE CLASSROOM

Technology has also shaped new instructional strategies, including an academic model commonly known as “flipping the classroom.” This approach, which originated in K-12 learning environments, involves reversing the traditional learning experience. During class time, students engage in active learning, rather than primarily listening to lectures. They study course material outside of class, guided by pre-recorded video or audio lectures and readings.

It’s a strategy embraced by Assistant Professor Bobbi Shatto, Ph.D., MSN, RN, CNL Nursing, in the foundational course in medical-surgical nursing.

The 8 a.m. class begins with an interactive game using a smartphone app, followed by a 20-minute review of course materials by Shatto. The balance of the four-hour class involves a series of interactive group

projects and other activities.

“During class, I may ask a student to call a nurse practitioner to get orders, so they’re applying the knowledge they learned in class and practicing what they will be doing in a hospital environment,” she said. “It’s like a live, unfolding case study.” Because students actively participate in every class, Shatto is also able to identify which ones may be struggling to understand certain concepts so she can work with them individually.

Since incorporating new teaching techniques throughout the SON curriculum, scores on the standardized HESI Predictor Examination have risen dramatically. And SLU boasted a 96 percent pass rate on the NCLEX exam in 2017, far above the national and state of Missouri averages.

In many ways, nurses must remain at the forefront of technology to effectively practice within a constantly evolving digital infrastructure that includes electronic medical records, telemedicine, artificial intelligence, virtual reality and augmented reality.

“Nurses are constantly looking for better ways to do things, and our training tells us to look to the evidence and not just do things the way we’ve always done them,” Bultas said.



EXCELLENCE & AUTONOMY

Evolution of the School's Nurse Practitioner Programs

For 90 years, the mission of caring for the underserved has been woven throughout the School of Nursing's fabric. It has been present since the early days of students caring for the indigent at St. Mary's Infirmary, to the present day of students providing free physicals to children in public schools.

This core value of service is reinforced in academic courses, outreach initiatives and programs – perhaps none more so than the School of Nursing's advanced nursing practice programs, primarily its nurse practitioner (N.P.) tracks.

Right • Thanavaro welcomes new N.P. and D.N.P. students during an intensive, on-campus orientation that is among the most comprehensive in the country.



FILLING THE VOID

The idea was radical at the time. It was the late 1950s. Nurses were taking temperatures with mercury thermometers kept in cups of isopropyl alcohol, IVs came in glass bottles and injections were given with reusable glass syringes. Nurses only recently had been permitted to take blood pressure readings and use stethoscopes. Yet, a decade later, Loretta Ford, R.N., and Henry Silver, M.D., at the University of Colorado, envisioned a greater role for nurses. They imagined a role in which nurses could assess, diagnose and even treat medical conditions.

They established the first nurse practitioner training program in 1965 by educating pediatric N.P.s. The nurse practitioners were meant to fill the gap left by the large number of physicians who moved away from primary care and toward specialization. Exacerbating the primary care shortage was approval in 1965 of the Medicare and Medicaid programs that provided health care coverage to women, children, elderly and disabled patients. The sudden availability of coverage increased demand for primary care services, especially in underserved urban and rural areas.

SURVEY SAYS

Cordie G. Reese, R.N., A.N.P., Ed.D., a professor with Saint Louis University School of Nursing, began exploring establishment of an N.P. program in the early 1990s. A survey she conducted in the metro area found robust interest in the post-master's training. With support of a federal grant, she and fellow faculty members Janice Noack, R.N., Ph.D., associate dean, and Deborah Loman, Ph.D., A.P.R.N., associate professor, established N.P. programs with specialties in adult and gerontological care.

“Cost of health care had increased in the 1990s and research studies demonstrated nurse practitioners provided cost-effective, high quality care,” said Loman, pediatric primary care nurse practitioner faculty coordinator. “Faculty members were convinced of the merit of N.P.s, and this was the perfect time to start the program.”

The first class of 15 students graduated in 1995. Two years later, another survey coordinated by Reese found that 86 percent of nurses believed distance education would benefit students who otherwise would not have access to a university or could not pursue a higher

“Nurse practitioners with a doctoral degree have enhanced practice skills but also skills in evidence-based practice, systems and leadership.” — THANAVARO



The school attracts N.P. and D.N.P. students from across the country due to high national rankings and the caliber of faculty.

degree because of work schedules or family responsibilities. One-third of the respondents asked to be contacted with information if a distance program were developed, which it was in 1997.

The school received permission to start an online program with six, part time students in two states. Today, the school's N.P. program is entirely online with more than 400 students in 30 states. Students can choose to specialize as an adult gerontology acute care N.P., adult gerontology primary care N.P., family N.P., pediatric N.P. or family psych mental health N.P. The psych mental health program has been experiencing the most robust growth in the last few years, due in part to the school's growing emphasis on integrative care, which stresses connections between physical and mental health.

"More than half of the adults with mental illness in this country don't receive care," said Thanavaro. "The health care system doesn't have enough psychiatrists to treat the increasing number of patients who've gained access to behavioral health services through the Affordable Care Act."

Thanavaro noted that the number of psychiatric physicians has dwindled, and psychiatrists are now the second most highly recruited physicians after family doctors.

"Board certified family psychiatric advance practice nurses are ideally suited to meet this urgent need," Thanavaro said. "The American Association of Nurse Practitioners (AANP) reports that only 21 percent of all advance practice nurses specialize in this field and the School of Nursing is committed to meet this extreme health care issue by growing our program."

In 2008, advanced nursing practice education grew further when Thanavaro oversaw the development of a Doctor of Nursing Practice (D.N.P.) program –the first D.N.P. program offered in St. Louis.

"Nurse practitioners with a doctoral degree have enhanced practice skills but

also skills in evidence-based practice, systems and leadership," said Thanavaro. "It gives our nurses a seat at the table when it comes to setting policy and getting practice solutions to the bedside more quickly."

HIGH PRAISE

While several other advanced nursing practice programs have developed in the St. Louis area, SLU's programs remain among the most highly regarded. In 2017, U.S. News and World Report ranked the M.S.N.-N.P. program number 35 on its Best Online Master's in Nursing survey. The D.N.P. program is ranked in the top 100 in the nation on the U.S. News Best Graduate Schools in Nursing.

SLU board certification rates surpass the national average. The school's intensive, on-campus orientation program for N.P. and D.N.P. students is one of the most comprehensive in the country.

Four of the school's faculty members are fellows in the American Association of Nurse Practitioners, the nation's largest professional membership organization for N.P.s.

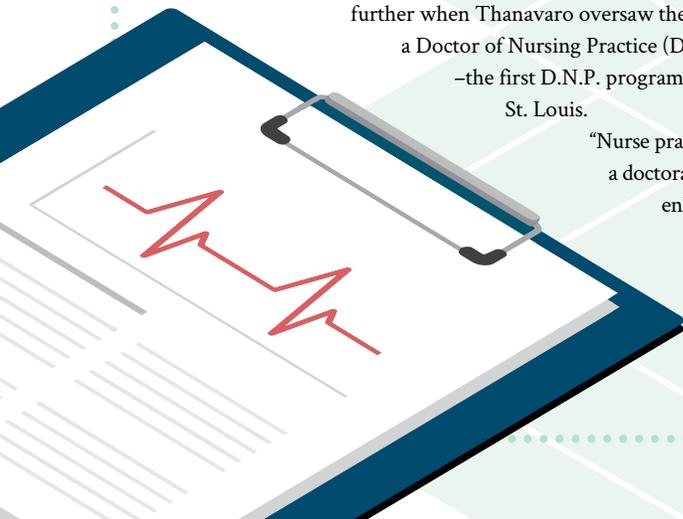
"We've achieved a level of educational excellence that distinguishes us and is unparalleled in the area," said Loman.

A recently implemented centralized application process



Loman has been with the N.P. program since its inception.

"Cost of health care had increased in the 1990s and research studies demonstrated nurse practitioners provided cost-effective, high quality care. Faculty members were convinced of the merit of N.P.s, and this was the perfect time to start the program." – LOMAN





IN PRACTICE



is expected to increase enrollment in the school's advanced practice programs, which will help meet the anticipated demand for highly skilled N.P.s. Merritt Hawkins & Associates, a leading health care placement service, reported that N.P.s are in the top five most requested searches, even though they were not in the top 20 five years ago. The profession becomes even more attractive as nurse practitioners gain more autonomy. N.P.s have full scope of practice in 23 states and the District of Columbia and organizations such as the American Association of Nurse Practitioners are working to increase that number.

Beyond the growth and accolades, the advanced practice nursing programs at SLU remain grounded in service, just as the school has been for the past 90 years. In 2017, faculty opened a nurse practitioner-operated clinic in north St. Louis city where faculty and students offer uninsured and underinsured patients free physical exams and treatment of acute illness. The nurses also offer TB tests, hepatitis A vaccinations, pregnancy and STD screenings, and screenings for diabetes, hypertension and lead.



Sharon Page, R.N., N.P. ('06), D.N.P. ('15) used her advanced degrees to grow her N.P.-led pediatric practice in northwest Tennessee. When she opened Martin Children's Clinic in 2010, she had three employees. Today, she has 12.

Page had other options for distance learning, including Vanderbilt University which was closer to home, but she chose SLU for a few reasons.

"I did a lot of research to find which program was the best fit for me," Page said. "The first time I talked with the faculty at SLU I was impressed with how personable everyone was. I didn't get that feeling from other schools."

Page also said SLU was one of the few fully online pediatric N.P. programs offered in the country at the time. and it helped that periodic visits to St. Louis might include a side trip to see the St. Louis Cardinals, her family's favorite team. In addition, Page said it had been more than a decade since she was in school and she appreciated the level of support faculty offered.

"It was hard getting back into the swing of things," she said. "You have to write a lot of papers for your masters, much more so than for your bachelors. That could have been intimidating but I felt the nursing faculty was so supportive and took a personal interest in me. Even though it was a distance learning program, I felt really connected to all of my instructors."

Page said she felt it was important to pursue her D.N.P. to demonstrate that she is dedicated to meeting the highest professional standards and to tell her patients that she is doing all she can to give them the best care.

One of the nurses who works with Page is finishing her B.S.N. and will begin the SLU's pediatric N.P. program soon after.

"It's my daughter-in-law, which makes me feel good," Page said. "I know she'll be getting the best education and I'll have a legacy. When I decide to leave the clinic, I know our patients will be in good hands."



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FRIDAY, SEPTEMBER 28

Saint Louis University School of Nursing 90th Anniversary Gala

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EVENING RECEPTION AND DINNER ON THE FIELD

Reception/Cocktail hour: 6 p.m. Dinner: 7 p.m.

FOR MORE INFORMATION CONTACT
Jane Baum, director of development, 314-977-8831 or baumjb@slu.edu.

mark your CALENDAR

AUG. 24 ● Convocation

SEPT. 24 ● School of Nursing Open House

SEPT. 27-30 ● Homecoming and Family Weekend

SCHOOL OF NURSING HOMECOMING EVENTS

SEPT. 28:

- White Coat ceremony at St. Francis Xavier Collge Church 1 p.m.
- 90th Anniversary Gala, Busch Stadium 6 p.m.

SEPT. 29:

- Open House 10 a.m.-12 p.m., includes tours of the school, tours of the simulation labs and opportunities to meet with the dean, faculty and staff

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 Lori at 314-977-8919 or Stacy at 314-977-8934 or visit slu.edu/nursing/continuing-nursing-education.

nursingnotes



CONGRATULATIONS

The Saint Louis University Women's Commission selects Dean Murray as one of five honorees as Women of the Year for her contributions, commitment and life of service to SLU.

inMEMORIAM

- | | |
|-----------------------------------|-----------------------------------|
| Virginia Walters Cherre ('50) | Geraldine Happel Graham ('59) |
| Katherine Boggiano McDonald ('50) | Lt. Col. Mary Beil ('60) |
| Leona Ritchick Connaughton ('51) | Constance Gangwer ('60) |
| Mary Smiley Hoppe ('51) | Sr. Mary Canary ('60) |
| Pauline Leutkemeyer ('51) | William Gorman ('62) |
| Mary Wheeler Brewer ('52) | Zita Barrett D'Souza ('63) |
| Sr. Mary Conlin ('53) | Mary Ann Doherty Moscoco ('63) |
| Betty Heldstab ('53) | Sr. Marie Berner ('64) |
| Sr. Dolores Smiskol ('53) | Maryann Shumaker Rickard ('64) |
| Sr. Lillian Zakrzewski ('53) | Mary Long Cooney ('65) |
| Marjorie Moore Byrne ('54) | Delores Bahr Jones ('65) |
| Charlotte Doering Dershimer ('54) | Sheila Diviney ('66) |
| Mary Martin ('54) | Ann Gallagher Mathis ('66) |
| Dorothy Bewie ('55) | Sr. Susanne Keszler ('69) |
| Helen Zikouich Deruntz ('55) | Ann Fehlig Prebil ('69) |
| Sr. M. Albers ('56) | Judith E. (Campbell) Werzyn ('72) |
| Jo Ann Coughlin Alexander ('56) | Cathy Flasar ('71) |
| Mary Smith Fağan ('56) | Lorraine Rickelman ('72) |
| Sr. Mary Niedbalska ('56) | Kathleen Reinhardt Kapp ('73) |
| Sr. Xavier Ballance ('57) | Marie Gonsalves ('76) |
| Laura Fisher ('57) | Judy Kennedy ('76) |
| Laura Wulfhorst ('57) | Thomas Imboden ('78) |
| Shirley Balkenbusch Anigian ('58) | Evelyn Templeton Brown ('83) |
| Rita Mather Cottrell ('58) | Kathleen Carroll Flynn ('86) |
| Jessica Witker Leen ('58) | Margaret Hamilton ('91) |
| Jane Driscoll Flynn ('59) | Kurt Luebben ('91) |
| Jo Gately ('59) | Andrew St. Amour ('11) |

MAKE PLANS NOW TO JOIN US FOR 2018 HOMECOMING AND FAMILY WEEKEND: SEPTEMBER 27-30





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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**

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