

# HARRIS

MAGAZINE OF THE HARRIS COLLEGE OF NURSING & HEALTH SCIENCES



Making a Meaningful  
**DIFFERENCE**



# FROM THE DEAN

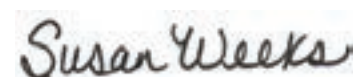
HCNHS Magazine 2016

Dear Friends of the Harris College of Nursing & Health Sciences,

Take a look through the pages of this magazine and you'll see many points of pride and plenty of reasons to keep moving forward. Dive in and read about the ways each department is making significant contributions toward enhancing health and the human condition. Get to know our remarkable students who share their passion in everything they do as they become the ethical leaders of tomorrow. Learn about the ways Harris College is making a difference in the global community through innovative activities and partnerships.

As our students, faculty and staff return to campus for the 2016-2017 school year, we all have high hopes for the next chapter of our story. Maybe we'll discover a creative new way to solve problems, help children find healthier lifestyles, or continue to take our research to an international stage. We've chosen a path that requires hard work, but it comes with a guarantee: No matter the form of our success, we will make a meaningful difference in our world.

Kind regards,



Susan Weeks  
Dean of the Harris College of Nursing & Health Sciences



Harris College  
of Nursing & Health Sciences

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Texas Christian University is a private, coeducational university located in Fort Worth, Texas. TCU is affiliated, but not governed by, the Christian Church (Disciples of Christ). TCU's Harris College of Nursing & Health Sciences is vibrant and thriving with new programs, innovative curricula and students and faculty who are making a difference for others. Harris College houses Communication Sciences and Disorders, Kinesiology, Nursing, Nurse Anesthesia and Social Work, and is home to more than 1,300 undergraduate students, 370 graduate students, 91 full-time faculty, and numerous staff, part-time field and clinical faculty.

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### FIGHTING CHILDHOOD OBESITY ONE STEP AT A TIME

Nursing students pose with the Blue Zones Walking School Bus to encourage physical activity and safe routes to school.

Photo by Kelly Hanes, Tarrant County Public Health



# ADDRESSING CHRONIC PAIN

**Innovative fellowship with the AANA offers new opportunities**

By Sarah Bahari

TCU and the American Association of Nurse Anesthetists (AANA) have forged a partnership to offer an innovative fellowship in pain management, the only accredited program of its kind in the U.S.

The one-year Advanced Pain Management Fellowship begins this fall with 17 certified registered nurse anesthetists.

Students will learn the pain management skills necessary to meet the needs of a growing number of Americans who suffer from chronic pain, defined as any pain that lasts more than 12 weeks.

“The fellowship will offer a holistic approach to pain management,” said Kay Sanders, director of TCU’s Nurse Anesthesia School. “A lot of techniques exist today that can help patients alleviate or lessen their pain. When a return to a normal and healthy lifestyle is not possible, our fellows will continue to provide comfort and care to patients.”

Topics will include theoretical foundations of pain, imaging and radiation safety, assessment, diagnosis and referral, pharmacology, interventional pain practice, spiritual aspects of health, and illness and non-conventional therapies.

About 100 million American adults suffer from chronic pain, and the country spends more than \$600 billion a year on pain management medications, according to the Institute of Medicine

of the National Academies.

While prescription drugs provide relief for many, the abuse and misuse of opioids have become a public health crisis, medical professionals say. Opioids killed more than 28,000 people in 2014, more than any year on record, according to the U.S. Centers for Disease Control. A consensus has emerged that the health care profession must explore alternative therapies.

Accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, the fellowship will combine classroom work offered via distance education and a clinical component with hands-on experience. Sanders said the combination of classroom and clinical work is critical to the curriculum.

TCU’s nationally renowned Nurse Anesthesia program, as well as its strong distance education platform, made the university an excellent fit for the Advanced Pain Management Fellowship, said Bruce Schoneboom, AANA senior director of education and professional development for the American Association of Nurse Anesthetists.

“We are thrilled to partner with Texas Christian University,” Schoneboom said. “Chronic pain is a huge problem that affects a large segment of our country and can significantly lower people’s quality of life. Our collaboration with TCU will allow us to address this critical



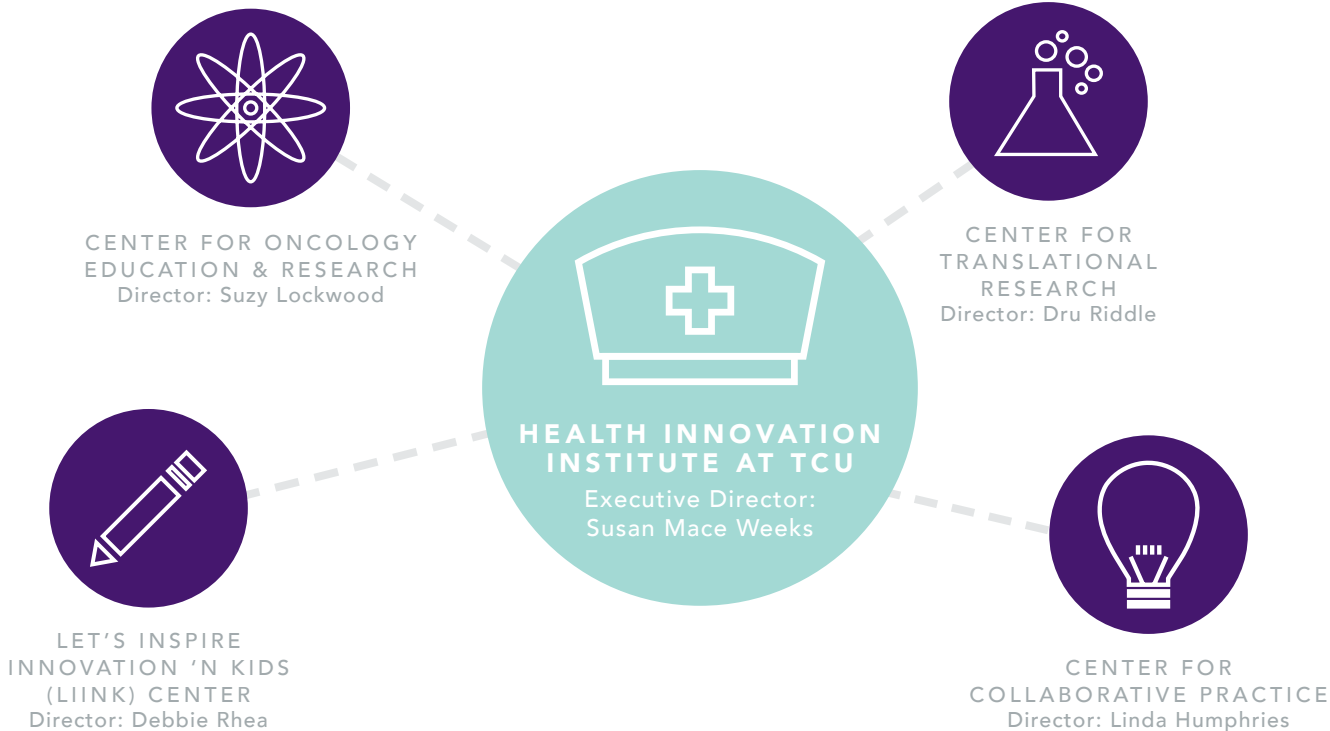
issue and help patients by offering a holistic and comprehensive approach.”

Fellows will come from around the U.S. to participate in the program, which is being taught by five adjunct instructors, all certified registered nurse anesthetists. Upon graduation, students will be eligible to take a certification exam on non-surgical pain management offered by the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA).

Nurse anesthetists have, for years, administered anesthesia services in a variety of health care settings and have excelled at managing acute, or temporary, pain, Schoneboom said. Helping patients who suffer from chronic pain is a natural progression for these health care professionals, he added.

The selection of TCU by the American Association of Nurse Anesthetists is national recognition of the quality work being accomplished by TCU’s School of Nurse Anesthesia, Sanders noted.

“TCU’s Nurse Anesthesia program is highly regarded across the country, and this is absolutely proof of that,” she said. “The Advanced Pain Management Fellowship is an excellent fit at TCU.”



# SHAPING THE FUTURE OF HEALTH CARE

Harris College of Nursing & Health Sciences formed the Health Innovation Institute at TCU (HIIAT), a collaborative institute that houses four related centers: the Center for Translational Research, the Center for Collaborative Practice, the Center for Oncology Education & Research, and the Let’s Inspire Innovation ‘N Kids (LiINK) Center.

“The Health Innovation Institute at TCU will expand and evolve the work of our College’s already progressive centers, providing a collective home and uniting them with a shared purpose,” said Susan Weeks, dean of Harris College and executive director of the new institute.

Previously, all centers within Harris College had operated independently. HIIAT will provide an overarching structure and leadership. Naming and leadership changes will accompany the HIIAT transition.

Under HIIAT, what was formerly known as the TCU Center for Evidence Based Practice and Research: A Collaborating Center of the Joanna Briggs Institute will become two separate centers. The Center for Translational Research, led by Dru Riddle, will focus on shortening the gap between the discovery of new knowledge and clinical implementation, while the Center for Collaborative Practice, led by Linda Humphries, will consult with hospitals and agencies looking to make process improvements and provide leadership of the TCU Evidence Based Practice Fellowship. Suzy Lockwood will continue to lead the Center for Oncology Education and Research, which will keep its current name. The LiINK Center will house the LiINK Project under the leadership of Debbie Rhea.

“HIIAT was born of an effort to strengthen our existing centers and cultivate new ones,” Weeks said, “providing a more stable structure that will better contribute to the advancement of each center’s mission.”





# FIGHTING CHILDHOOD OBESITY ONE STEP AT A TIME

Public health nursing students make a meaningful difference through collaborative research project

By Sarah Angle

Prevention is the best medicine, especially when it comes to obesity. According to the Centers for Disease Control, more than 27 percent of adults living in Tarrant County are obese — higher than the national average — and children who grow up overweight are more likely to become obese as adults.

Currently, 50 percent of kids living in Fort Worth are overweight, according to the city.

Treating such a big problem isn't easy, but Sharon Canclini, assistant professor of professional practice in the Harris College of Nursing & Health Sciences, has never backed down from a challenge, especially when it means improving — and possibly saving — lives.

Canclini specializes in public health, which focuses on a prevention model of health care. In 2014, her students set out to accomplish an ambitious goal: With the help of Tarrant County Public Health, Tarrant County Voices for Health, Fort Worth's Blue Zones Project and GPS data, students identified and conducted a research study on the most vulnerable elementary schools in the district. Their research led them to Christene C. Moss Elementary, a school with some of the highest rates of childhood obesity, which also happens to be located in one of the most impoverished neighborhoods in the city, in the Stop Six area. The historically African-American neighborhood is home to many students who don't have the economic resources to make the healthiest choices. Junk food is cheaper to buy and easier to come by. But increasing

physical activity is something the nursing students and the Blue Zones Project wanted to address and change through this project.

The Blue Zones Project is about reverse engineering longevity and creating a healthier community through sustainable improvements to the environments where people live, work, play and learn explained Jan Titsworth, the project's executive director.

**"It is a beautiful thing when community members realize their intrinsic value and become confident in their ability to protect and promote the health of their community."**

**SHARON CANCLINI**  
Assistant Professor of Professional Practice

Canclini's nursing students conducted a study at C.C. Moss and found that parents didn't feel safe letting their kids walk to school — a simple physical activity that could promote an active lifestyle, a sense of community and a healthy weight. Surrounding the elementary school, drivers didn't obey traffic laws, often driving too fast and passing stopped school buses. Students didn't understand how to safely walk to school using crosswalks or to look both ways before stepping out into the street. And finally, the community surrounding the school offered limited essential resources like complete sidewalks, proper pedestrian signage, crossing guards and volunteers to guarantee a safe route.

But gathering all that information took TCU students and faculty time and trust.

"It's all about building relationships," Canclini said. "We showed up at their school carnival and Valentine's Day dance ... now they trust us explicitly because we keep coming back."

And so far, that investment has paid off for the community and the students at C.C. Moss. Parents now feel better about letting their kids walk to school and understand the value of physical activity and the need for community involvement in the program.

Using the national Safe Routes to School initiative as a guide, which is a program that researches and promotes the safety of children walking and bicycling to school, nursing students recommended education, enforcement, community encouragement, evaluation and engineering — with the biggest push toward getting a new stop sign at a busy intersection. The study also suggested removing destructive trees and creating new crosswalks.

"If we can make the physical changes to the community, the community will support the program," Canclini said. Later this year, the community is coming together to support its first pilot program with the SilverSneakers members of the McDonald Southeast YMCA. The Blue Zones Walking School Bus program will have older members of the community walking alongside kids on a safe route to school. The Walking School Bus is a fun program designed to get two or more kids walking to school under adult guidance.

That type of partnership is a win for everyone, Titsworth explained. "We can remove senior isolation and create cross-generational bonds and a sense of purpose and community."

For Canclini, the C.C. Moss project is service learning at its best, and something she hopes to expand to other schools in the future. "It is a beautiful thing when community members realize their intrinsic value and become confident in their ability to protect and promote the health of their community," she said.

## TURN YOUR CITY BLUE

Learn more about Fort Worth's Blue Zones Project and pledge to create a healthier life for yourself and your city at [fortworth.bluezonesproject.com](http://fortworth.bluezonesproject.com).

# CELEBRATING 70 YEARS OF TCU NURSING

For more than seven decades, TCU Nursing has led the pack in delivering innovative, hands-on learning to health care practitioners, educators and researchers. Nursing at TCU has changed with the times—relaxed purple scrubs have replaced crisp white nursing uniforms—but the primary goal of making a meaningful difference has remained constant.



**1912**  
**HARRIS SCHOOL OF NURSING OPENS**  
Charles H. Harris, a prominent Fort Worth physician, opened the Harris School of Nursing at the corner of Rosedale Street and Fifth Avenue. Harris believed changes in the medical field were creating new demands that required a more rigorous nurse-training program than the non-degree programs offered back then. Although its students were enrolled in classes at TCU, the two organizations were not formally connected.

**1947**  
**NATIONAL ACCREDITATION ACHIEVED**  
The Harris College of Nursing obtained national accreditation, becoming the first accredited baccalaureate program in the state of Texas and the 110th in the nation.

**1958**  
**THE ORIGINAL HARRIS SCHOOL OF NURSING (EST. 1912) DISCONTINUES ITS DIPLOMA PROGRAM**

**1910**  
**1920**  
**1930**  
**1940**  
**1950**  
**1960**  
**1970**

**1946**  
**HARRIS COLLEGE OF NURSING FOUNDED**  
Under the leadership of Charles H. Harris, Lucy Harris and M.E. Sadler, the Harris College of Nursing (now known as TCU Nursing) was founded as an academic unit at TCU. The College was a partnership between Harris Methodist Hospital and TCU through contracts with the College's Board of Trustees.

**1948**  
**FIRST MALE STUDENTS ADMITTED**

**1962**  
**FIRST BLACK STUDENTS ADMITTED**

**1965**  
**TCU ARMY ROTC NURSING PROGRAM ESTABLISHED**

**1971**  
**ANNIE RICHARDSON BASS BUILDING OPENS; INTEGRATED CURRICULUM ESTABLISHED**  
The building was designed by noted architect Preston Geren and named for Annie Richardson Bass, the sister of philanthropist and businessman Sid Richardson and wife of prominent local physician E. Perry Bass. The College developed a common curriculum based on the belief that all nursing action can be derived from the common human needs.

**1984**  
**HARRIS COLLEGE OF NURSING OFFICIALLY MERGES WITH TCU AND DISBANDS ITS BOARD**

**2000**  
**COLLEGE RENAMED HARRIS COLLEGE OF HEALTH & HUMAN SCIENCES**

**2003**  
**SCHOOL OF NURSE ANESTHESIA LAUNCHES**

**2007**  
**DOCTOR OF NURSING PRACTICE (DNP) PROGRAM LAUNCHES**

**2016**  
**TCU NURSING TURNS 70**  
The occasion is celebrated with a commemorative gala in the Brown-Lupton University Union Ballroom.

**1970**  
**1980**  
**1990**  
**2000**  
**2010**  
**2020**

**1980s**  
**HOGSTEL GERONTOLOGICAL NURSING SYMPOSIUM ESTABLISHED**  
The late Mildred Hogstel, emeritus professor of nursing, establishes the symposium in honor of her parents, Ole Gustave and Mabel Nelson Hogstel. Hosted every three years, the event is instrumental in enhancing nursing students' experience caring for older adults.

**1998**  
**W.F. "TEX" AND PAULINE CURRY RANKIN LECTURESHIP IN NURSING ESTABLISHED**  
The endowed lectureship brings national nursing leaders to campus annually and provides complimentary continuing education.

**2001**  
**MASTER OF SCIENCE IN NURSING (MSN) PROGRAM LAUNCHES**

**2004**  
**COLLEGE RENAMED HARRIS COLLEGE OF NURSING & HEALTH SCIENCES; ACCELERATED BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM LAUNCHES**

**2015**  
**BASS BUILDING ADDITION OPENS**  
The addition provides 36,500 more square feet, including a state-of-the art Health Professions Learning Center that features programmable, high-tech mannequins in realistic practice settings.



**A STORIED HISTORY**  
To learn more about the early days of TCU Nursing and Harris College, read Lucy Harris's *The Harris College of Nursing: Five Decades of Struggle for a Cause* (TCU Press, 1973).



# GIVING FROM THE HEART

The story of two Harris College donors

By Sarah Angle



## THE DAVIES FAMILY

For Marilyn Davies, it happened in fifth grade. “I got sick and my teacher brought homework to my house,” she said. To Marilyn, that elementary school teacher, Ms. Norma Brand, made a huge difference in her life and changed the way she thought about school.

For Marilyn’s daughter, Morgan, that teacher — and that life-changing experience — happened at TCU with Professor Teresa Dennett Gonzalez from the Davies School of Communication Sciences & Disorders. When Morgan ’12 (BS in Deaf Education) got sick during her sophomore year, her professors didn’t just email her about missing class, they called to check on her.

Later, when Morgan recovered, the school worked with her so she could graduate on time. “They let her do it at her own pace,” Marilyn said.

That unexpected level of empathy and individualized attention inspired Marilyn to give back to the school the same way it gave back to her daughter. In 2012, she wrote her first check to the Davies School for \$25,000. “That was my thank you,” Marilyn said.

Morgan fell in love with sign language while a high school student in Houston. TCU is the only school in Texas that offers a bachelor’s degree in Habilitation of the Deaf & Hard of Hearing with the option to be certified as a general education teacher and a teacher of the deaf. This degree gives students two career options in one degree. That’s a big reason why Morgan chose TCU.

When she learned that the Miller Speech & Hearing Clinic needed a new graduate workroom, she wrote a second check, this time for \$200,000. Opened in 2014, the Davies Graduate Workroom gives students five times more space for hands-on learning.

**TCU is the only school in Texas that offers a bachelor’s degree in Habilitation of the Deaf & Hard of Hearing with the option to be certified as a general education teacher and a teacher of the deaf.**

Marilyn, a native Texan, owns a seismic database company in Houston, which works with oil companies across the country to provide the seismic data they need for oil exploration and drilling.

“I’m very lucky in this world,” Marilyn said. “I’ve got two great kids who turned out well.” The whip-smart businesswoman, who majored in mathematics at Texas Tech University, is also grounded spiritually, mentally and financially.

Marilyn is passionate about education, which is why she donates a generous amount to TCU. She’d rather give to something she believes in than live an extravagant lifestyle. By giving now, she’s creating a legacy that will last forever



in the students who learn from passionate professors and industry leaders like Morgan’s mentor, Teresa Gonzalez.

That giving mentality and passion for TCU led Marilyn to make the largest donation in the history of the Davies School of Communication Sciences & Disorders, which was renamed in her honor two years ago. Now, the Davies School has a permanent endowment and the ability to expand its program. “I didn’t want to give scholarship money,” Marilyn said. “I wanted to do something that would transform the school.”

Thanks to Marilyn’s involvement and financial support, the Davies School is in the planning process of creating a combined master’s track in Habilitation of the Deaf & Hard of

Hearing. At some point, Marilyn hopes the school will be able to offer a doctor of audiology degree in partnership with the new medical school. Dr. Christopher Watts, assistant dean for strategic initiatives at Harris College, said that although the college doesn’t have that degree currently in the works, “with Ms. Davies support, I believe anything’s possible.”

With the funding to hire more staff members and professors, the Davies School has the power to educate an even greater number of Horned Frogs, who will use the knowledge, skills and empathy they’ve gained at TCU to better care for their community and world.

**“I saw a difference in the TCU nurses — they [TCU professors] teach that a smile can do wonders for a person who’s not feeling well.”**

**ANDREA RANKIN**



### THE RANKIN FAMILY

During the last couple years of his life, Col. W.F. “Tex” Rankin Jr. ’40 saw the inside of a lot of hospital rooms. But he was never alone. His wife, Andrea Rankin, was a steady source of love and support and so were the many TCU-trained nurses they encountered along the way.

Even though Tex and Andrea were always heavily involved in the Harris College of Nursing & Health Sciences as donors and Board of Visitors members, it wasn’t until Tex got really sick, that Andrea realized just how much her work with the Harris College had impacted her life and perspective on health care. “I grew up with the idea that you didn’t question doctors,” Andrea said.

But the nursing students, staff and professors at TCU changed that mentality. She realized it’s okay to disagree or ask for a second opinion.

“They gave me the confidence to do it,” Andrea said. And she witnessed firsthand, as a wife caring for an ailing husband, “that nurses are the best advocate when people have a loved one in the hospital.”

Tex passed away in March. The retired U.S. Air Force officer, proud TCU alumnus and former Horned Frogs golf team captain was 95.

“I’ve always thought scholarships were important,” Andrea said. “But our need for health care professionals over the past few years has shown me just how essential they are. I will continue to make sure funds we donate help those students prosper.”

**“Whenever we came across a TCU nurse, we got 150 percent out of them.”**

**ANDREA RANKIN**

Right now, the Rankin family funds five scholarships across the university, including two in Harris College. Andrea said that Tex wanted to ensure that TCU had the money to make future endowments possible.

Andrea knows that nursing can be a hard job.

“In most hospitals today, nurses are short-staffed and overworked,” she said. But when Tex was sick, those nurses took the time and extra care to show compassion regardless of how many hours they’d been on their feet or how many patients they’d seen, she said.

“And whenever we came across a TCU nurse, we got 150 percent out of them,” Andrea said. “I saw a difference in the TCU nurses — they [TCU professors] teach that a smile can do wonders for a person who’s not feeling well.”

To Andrea, Harris College is like a big family: “They care so much about their students; they are not just another number here.” She wants to maintain that dedication to state-of-the-art education and caring through a future lectureship series and additional community outreach.

“I’d like the public to be more aware that we are a resource to them,” Andrea said. “We need to increase awareness of what we do.” In a state with the highest number of uninsured Americans in the country, Harris College has the power to positively impact the lives of many, thanks, in part, to the continued support, legacy and vision of the Rankins.



### IN MEMORIAM COL. W.F. “TEX” RANKIN JR. ’40

W.F. “Tex” Rankin Jr. ’40 was a beloved and vital part of TCU, especially Harris College. He passed away March 2. Tex was married to Pauline “Polly” Rankin for 55 years prior to her passing. In 2004, he married Andrea Rankin, who serves on Harris College’s Board of Visitors.

Tex was captain of the TCU golf team and graduated in 1940 with a bachelor’s degree in geology. Before retiring in 1970, he served as the director of range engineering for the U.S. Air Force, a post that provided support for NASA and helped put Neil Armstrong on the moon.

Over the years, Tex gave back much of what he had been given, setting up a nursing scholarship, a professorship and a lectureship at TCU. Tex also endowed a geology scholarship, but chose to make Harris College a priority in honor of Polly, who was an Army nurse when they met in 1943. Andrea remains a steadfast supporter of Harris College, a testament to the Rankin family’s passion for the profession of nursing.

Tex believed the secret to happiness was simple: “Do what you want to do and be happy in it; make the silver lining yourself.”

SETTING STUDENT-ATHLETES UP FOR

SUCCESS

By Sarah Bahari

A student in Linda Moore’s Introduction to Social Work class was struggling.

He lacked basic writing skills, and she discovered the student-athlete had accumulated 84 college credit hours—toward no degree.

When Moore sat down to talk to him, she immediately realized he suffered from a severe learning disability. The social work professor wrote impassioned letters to the Athletic Department and provost.

“This was a travesty,” she said. “We need a system in place that helps these struggling students much earlier. We were failing these kids.”

To help correct this problem, Moore launched TCU’s Athletic Academic Services in 1983, which offered advising, tutoring, academic mentoring and more to student-athletes. The program, still in place today, has become a cornerstone of TCU athletics.

Moore, a professor of social work and longtime supporter of athletics, retired this year after nearly 40 years of service to the university and the Department of Social Work. To honor Moore’s commitment, a

scholarship for social work students was established in her name.

“Linda has been a mentor and role model to so many students and a mother hen to athletes for many years,” said Laura Patton, Harris College of Nursing & Health Sciences development director. “We want to honor her legacy and continue her good work.”

“I hear the same thing from freshmen over and over. They chose TCU because it feels like a family.”

LINDA MOORE  
Professor of Social Work

Moore began her career in social work shortly after completing her undergraduate degree at Eastern College in her native Pennsylvania. She initially worked with delinquent children who were sent to live in institutions in Philadelphia. It was there that she discovered a passion for social justice and diversity

issues that would later shape her academic career.

When Moore arrived at TCU in 1977, she was one of just two social work professors at the time. TCU’s close-knit culture was what drew her to the university.

“TCU has always been like a family. I hear the same thing from freshmen over and over. They chose TCU because it feels like a family,” Moore said. “It could take me days to walk across campus because everyone always stops to talk. It does not matter what your role is or who you are. People are open and helpful and friendly.”

Over the years, she carved a niche in macro social work, which aims to drive change at the community or system level rather than at the individual level.

“I believe we can change the world through policy,” Moore said. “If we understand how to affect policy changes, we can improve people’s lives in real, meaningful ways.”

The power of macro social work was in action in Moore’s classroom in 1990 when students took on a project to have Martin Luther King Jr. Day officially recognized at TCU. She had cautioned them it could take a while. Only three months later, then-chancellor William E. Tucker announced that TCU would begin to recognize the holiday and credited the group for its work.



“That, to me, was so exciting,” she said. “These students stood up for what they believed and made a difference in their own community.”

In retirement, Moore plans to volunteer with the university’s Athletic Academic Services, the same program she started more than three decades ago. A longtime sports fan and former college softball player, Moore has been an avid Frogs fan since arriving on campus and shows no sign of leaving the sidelines.

“I believe we can change the world through policy. If we understand how to affect policy changes, we can improve people’s lives in real, meaningful ways.”

LINDA MOORE  
Professor of Social Work

“Forty years goes fast,” she said. “A lot of things have changed. TCU does not stand still,” she said. “There are so many bright, fun people, great professors and hard-working students. I just love it here.”

“Linda has been a mentor and role model to so many students and a mother hen to athletes for many years.”

LAURA PATTON  
Harris College of Nursing & Health Sciences Development Director



# BUILDING BONDS

Athletic training students' work with the Dallas Cowboys provides invaluable experience

By Sarah Bahari



Thirty years ago, TCU student Britt Brown landed a coveted internship as an athletic trainer with the Dallas Cowboys.

Today, Brown is the associate athletic trainer for the Cowboys and serves as a mentor to a new crop of TCU students interning for the NFL team, like senior Madison James.

"It's pretty incredible to see someone who was an intern like myself make it to the top of this profession," said James. "It's inspiring."

James works with the team's athletic trainers, taping ankles and knees; assisting with therapeutic modalities, such as ultrasound and electrical stimulation; and ensuring players are hydrated, among other duties. In August, he traveled with the Cowboys to California for training camp.

Working in professional athletics has taught him how to manage his time more effectively and efficiently, said James, who is from Lonoke, Arkansas. Someday, he hopes to work as an MLB athletic trainer.

"This is 100 percent immersion. It's very rigorous, but we are able to give the players our entire focus," he said. "There is more one-on-one contact with players,

and getting to be around these great professional athletes is truly a blessing."

James is the fifth athletic training student from TCU to work as an intern for the Cowboys in recent years. Brown, who serves on the Harris College Board of Visitors, has been essential in helping to build a relationship between the two programs, said Stephanie Jevas, TCU's director of athletic training in the Department of Kinesiology.

Clinical education and internships help prepare students for the athletic training profession, Jevas said, which is why TCU athletic training students, from their very first year, complete clinical experiences with TCU athletics, area high schools and rehabilitation clinics.

"Hands-on education is so important. We cannot only learn in the classroom," Jevas said. "An internship gives our students another opportunity to grow and build a network beyond TCU. And it helps them decide whether this is the setting they really want to work in after leaving TCU."

TCU's Athletic Training program is working to strengthen ties with alumni like Brown, Jevas said.

Brown, who earned an undergraduate

degree from TCU in 1987 and a graduate degree in 1990, said the Cowboys provide a fast-paced environment, and interns quickly learn the ins and outs of professional athletic training.

"We want them to jump in and learn by doing. We don't hold their hands," he said. "This is not a teaching environment, although they do learn a lot."

Internships like this are invaluable for both students and the Cowboys, he added.

"You can't put a dollar amount on it. The experience to work with an NFL team will help them enormously when they are looking for jobs," he said. "And on our end, interns play a huge role in preparing 90 players to play week to week."

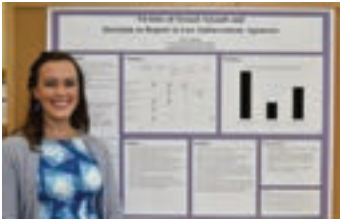
Brown gives James and every other intern the same piece of advice.

"You should be an athletic trainer if you want to help players and athletes of all levels be better. Do not do this just because you want to work in professional sports," he said. "Do this for the right reason, and you will succeed."

# STUDENT RESEARCH SYMPOSIUM

Graduate and undergraduate students in Harris College of Nursing & Health Sciences presented their research at the 12th Student Research Symposium on April 7.

## UNDERGRADUATES



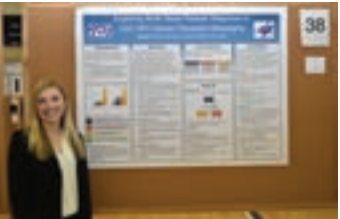
**FIRST PLACE**  
**Erica Pieper (Social Work)**  
"Victims of Sexual Assault and Decision to Report to Law Enforcement Agencies"

Mentor: Nada Elias-Lambert



**SECOND PLACE**  
**Jasmin Ash (Communication Sciences & Disorders)**  
"The Effects of Parent vs. Clinician Administered Language Samples and the Types of Elicitation Techniques on a Toddler's Speech and Language Output"

Mentor: Danielle Brimo



**THIRD PLACE**  
**Maggie Gross (Nursing)**  
"Exploring North Texas Parents' Response to CDC HPV Cancer Prevention Messaging"

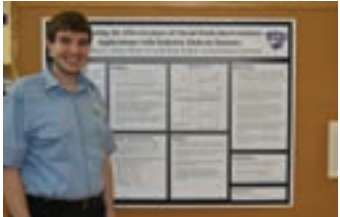
Mentor: Pam Frable



**HONORABLE MENTION**  
**Lauren Nelson & Bethany Schneider (Kinesiology)**  
"Effect of Meal Composition on Blood Pressure in Normal Weight Subjects"

Mentor: Meena Shah

## GRADUATES



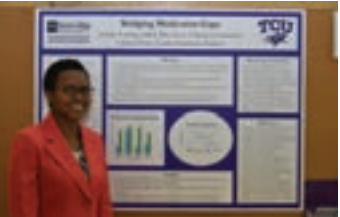
**FIRST PLACE**  
**Christopher Wilson (Social Work)**  
"Evaluating the Effectiveness of Social Work Interventions: Applications with Pediatric Dialysis Patients"

Mentor: James Petrovich



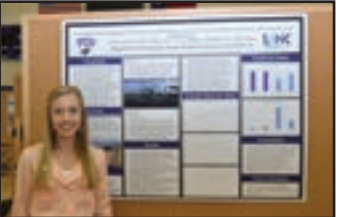
**SECOND PLACE**  
**Paige McMullan (Communication Sciences & Disorders)**  
"A Comparison of Acoustic and Aerodynamic Measurements of Laryngeal Function Using Low-Cost and High-Cost System"

Mentor: Danielle Brimo



**THIRD PLACE**  
**Emma Carriker (Clinical Nurse Leader)**  
"Bridging Medication Gaps"

Mentor: Penny Moore



**HONORABLE MENTION**  
**Laura Clark (Kinesiology)**  
"The LiNK Project: Comparisons of recess, physical activity, and positive emotional states in grades K-2 aged children of two private schools"

Mentor: Debbie Rhea

## FACULTY RESEARCH SYMPOSIUMS

### FALL 2015

**Debbie Rhea, Ed.D.**, Associate Dean for Health Sciences & Research and **Linda Freed**, Director of Sponsored Programs, "Grant Development Roundtable – Learn about the Process"

**Dru Riddle, Ph.D.**, Assistant Professor, Nurse Anesthesia. "Clinical Utility of Pharmacogenomic Testing Among Anesthesia Providers: A Mixed-Method Study"

**Melissa Sherrod, Ph.D.**, Associate Professor, Nursing, "They Came by the Thousands: The Experiences of Public Health Providers at Ellis Island from 1890-1920"

### SPRING 2016

**Lisa Bashore, Ph.D.**, Assistant Professor, Nursing, "Barriers, Facilitators and Components of Transition Readiness in a Population of Young Adult Childhood Cancer Survivors"

**Jonathan Oliver, Ph.D.**, Assistant Professor, Kinesiology, "The Effect of Docosahexaenoic Acid

on Concussive Biomarkers in American Football Athletes"

**Charles Walker, Ph.D.**, Professor Department of Nursing; **David Jenkins, Ph.D.**, LCSW, Professor and Chair, Department of Social Work and **Harriet Cohen, Ph.D.**, LCSW, Associate Professor, Department of Social Work, "The Lived Experiences of Older Transgender Individuals and Their Partners"

**Debbie Rhea, Ed.D.**, Professor and Associate Dean for Health Sciences & Research and Project Creator & Director, LiNK Project

**Alex Rivchun, MS**, Project Manager, LiNK Project; **Emily Lund, Ph.D.**, Assistant Professor, Communication Sciences & Disorders and **Dr. Danielle Brimo, CCC-SLP, Ph.D.**, Assistant Professor, Communication Sciences & Disorders, "The LiNK Project: Public School Launch"

More information about the symposia may be found at [HarrisResearch.tcu.edu](http://HarrisResearch.tcu.edu) under Current Activities: Research Seminar Series.

FUNDED GRANTS

Department of Kinesiology

Oliver, J. (2015). *Amendment to Docosahexaenoic acid* supplementation in American football athletes: Effect of different dosing strategies on concussive and inflammatory biomarkers over the course of a season. DSM Nutritional Products.

Oliver, J. (2015). The effects of an innovative creatine formulation on raisin serum creatine levels and whole body creatine retention. Increnovo.

Oliver, J. (2015). The effects of probiotic supplementation (BRO3/FP4) on markers of muscle damage and performance following exercise induced muscle damage. Increnovo.

Oliver, J. (2015). A comprehensive examination of factors associated with mild traumatic brain injury (mTBI) in youth and young adult athletes. Texas Christian University Invests in Scholarship.

Phillips, M., Mitchell, J., Cheek, D., & Chumley, M. (2015). The influence of 12 weeks exercise training on cellular modulators of atherosclerotic plaque formation and CVD risk in overweight-obese, post-menopausal women. TCU IS Grant.

Rhea, D.J. (2015). LiiNK Project: Let’s Inspire Innovation ‘N Kids. Walsh Foundation.

Rhea, D.J. (2015). LiiNK Project: Let’s Inspire Innovation ‘N Kids. Miles Foundation.

Rhea, D.J. (2015). LiiNK Project: Let’s Inspire Innovation ‘N Kids. Andrews Foundation.

Shah, M. The Effect of Meal Composition on Postprandial Blood Lipids. TCU Research and Creative Activities Fund Grant.

Mentoring Research Grants

Anzalone, A. The influence of physical activity on platelet monocyte complexes in those with type 2 diabetes mellitus. Texas Chapter, American College of Sports Medicine, Student Research and Development Award. (Phillips, M., mentor).

Clark, L. The LiiNK Project: Year 2 Attentional Focus Changes from Multiple Recesses in Private School K-2 Grades. Texas Association of Health, Physical Education, Recreation, & Dance (TAHPERD) Research Award (Rhea, D., mentor).

Turner, S. The influence of physical activity on monocyte melanocortin receptor-1 and 3 in those with type 2 diabetes mellitus. Texas Chapter, American College of Sports Medicine, Student Research and Development Award. (Phillips, M., mentor).

Davies School of Communication Sciences & Disorders

Brimo, D. Advancing Academic Research Career Award from the American Speech and Hearing Association.

Brimo, D. (2015). The Effect of Syntactic Awareness Treatment on Reading Comprehension. Research and Creativity Activities Fund Grant.

Flahive, L., & Hennington, K. (2015). Language Leaps – A Caregiver/Toddler Speech and Language Intervention Program. TCU Instructional Development Grant.

Lund, E. (2015). The Effects of Parent Responsiveness Training on Vocabulary Knowledge of Young Children with Hearing Loss. American-Speech-Language-Hearing Foundation New Investigator Research Grant.

Mentoring Research Grants

Dinsmoor, J. (2015). Lexical Semantic Organization of Children with Cochlear Implants. (Lund, E., mentor)

Maxwell, A. (2015). Neighborhood Density Differences in Lexical Knowledge of Children with and without Cochlear Implants. American Speech-Language-Hearing Association Convention PROGENY Award. (Lund, E., mentor).

McClary, C. (2015). Assessing the Lexical Restructuring Model in Bilingual Students. Harris College of Nursing and Health Sciences Student Research Grant Award. (Lund, E., mentor).

Department of Nursing

Adams, L. (2015). Promoting Disaster Resilience through Use of Interdisciplinary Teams: A Program Evaluation of the Integrated Care Team Approach Sigma Theta Tau International, Beta Alpha Chapter.

Allender, L. (2015). Quality of Prenatal Care and Pregnancy Outcomes: Centering Pregnancy Versus Traditional Prenatal Care. Sigma Theta Tau International, Beta Alpha Chapter.

Baker, K. (2015). Foundation of the National Student Nurses’ Association (FNSNA). A community based public health externship.

Baker, K. (2015). U.S. Department of Health and Human Services. Nurse Faculty Loan Program.

Franklin, A. (2015). Quantifying the Influence of Expert Modeling on Novice Nurses’ Competence and Self-Efficacy – Part II. National League for Nursing Research in Nursing Education Research Grant.

Franklin, A. (2015). Texas Higher Education Coordinating Board.

Hawley, D. (2015). Workforce Enhancement Healthy Aging and Independent Living. HRSA Geriatric Workforce Enhancement Project.

Lockwood, S. (2015). Moncrief Cancer Foundation.

Lockwood, S. (2015). Sloan Ketterling/National Cancer Institute.

Lockwood, S. (2015). Nursing Shortage Reduction Program – REGULAR. Texas Higher Education Coordinating Board.

Wells, J.N., & Cagle, C. (2015). INFOR.

Department of Social Work

Elias-Lambert, N. (2015). Development of Program Evaluation of Bystander Sexual Violence Prevention Program Campus-Wide Initiative. Texas Christian University.

Elias-Lambert, N. (2015). Bringing in the Bystander. Student Affairs Professional Development Program, Texas Christian University.

Jackson, L. (2015). Develop a study abroad program in Dublin, Ireland and Amsterdam, the Netherlands. Instructional Development Grant.

Jackson, L., Alexander, G., & Bashore, L. (2015). The grant was to facilitate social work and nursing students to work jointly to develop an afterschool program using Photovoice at Riverside Middle School. Harris College of Nursing and Health Sciences Interprofessional Education, Research and Practice Grant.

Petrovich, J. (2015). The use of health care services by people who are homeless. TCU Invests in Scholars research award.

FACULTY/STUDENT PUBLICATIONS

Davies School of Communication Sciences & Disorders

Brimo, D., Apel, K., & Fountain, T. (2015). *Examining the Contributions of Syntactic Awareness and Syntactic Knowledge to Reading Comprehension. Research in Reading*, 1-18.

Byrd, C., Watson, J., Bedore, L., and Mullis, A., (2015). Identification of stuttering in bilingual Spanish English children. *Contemporary Issues in Communication Sciences and Disorders*, 42, 72-87. (Received 2015 CICSD Editor’s Award).

Lund, E., Werfel, K., & Schuele, C. M. (2015). Phonological Awareness and Vocabulary Performance of Monolingual and Bilingual Preschool Children with Hearing Loss. *Child Language Teaching and Therapy*, 31, 85-100. DOI:10.1177/0265659014531261.

Lund, E., & Schuele, C. M. (2015). Synchrony of maternal auditory and visual cues about unknown words to children with and without cochlear implants. *Ear and Hearing*, 36, 229-238. DOI: 10.1097/AUD.0000000000000104. PMID: 25285961.

Lund, E., Douglas, W. M., & Schuele, C. M. (2015). Semantic richness and word learning in children with hearing loss who are developing spoken language: A single case design study. *Deafness and Education International*, 17, 163-175. DOI: 10.1179/1557069X15Y.0000000004.

Werfel, K., Lund, E., & Schuele, C. M. (2015). Print Knowledge of Preschool Children with Hearing Loss. *Communication Disorders Quarterly*, 36, 107-111. DOI:10.1177/1525740114539002.

Muñoz, M.L. (2015). The test of English sentence production for persons with aphasia. *Evidence-Based Communication Assessment and Intervention*, 8 (4), 147-150 (1st).

Watts CR, Ronshaugen R\*, & Saenz D\* (2015). The Effect of Age and Vocal Task on Cepstral/Spectral Measures of Vocal Function in Adult Males. *Clinical Linguistics & Phonetics*, 29(6): 415-423.

Watts CR, Hamilton A, Toles L, Childs L, & Mau T (2015). A Randomized Controlled Trial of Stretch-and-Flow Voice Therapy for Muscle Tension Dysphonia. *Laryngoscope*, 125(6): 1420-1425.

Watts CR, & Kelly B (2015). The Effect of Bolus Consistency and Sex on Electrophysiological Measures of Hyolaryngeal Muscle Activity During Swallowing. *Dysphagia*, 30(5): 551-557.

Watts CR (2015). The Effect of CAPE-V Sentences on Cepstral/ Spectral Measures in Dysphonic Speakers. *Folia Phoniatica et Logopedica*, 67 (1):15-20.

Watts CR, Hamilton A, Toles L, Childs L, Mau T. (2015). The Effect of Stretch-and-Flow Voice Therapy on Measures of Vocal Function and Handicap. *Journal of Voice*, 29(2):191-199.

Watts CR (2015). An Examination of Variations in the Cepstral Spectral Index of Dysphonia (CSID) Across a Single Breath Group in Connected Speech. *Journal of Voice*, 29(1): 26-34.

Awan SN, Bressman T, Poburka B, Roy N, Sharp H, & Watts CR (2015). Dialectical Effects on Nasalance: A Multicenter, Cross-Continental Study. *Journal of Speech, Language, & Hearing Research*, 1;58(1):69-77.

Department of Kinesiology

Carr, W.D., Volberding, J.L., & Timson, B. (2015). Preceptor understanding, comfort, and use related to evidence-based practice competencies. *Athletic Training Education Journal*, 10(3), 236-243.

James, A., Adams-Huet, B., & Shah M. (2015). Menu labels displaying the kilocalorie content or the exercise equivalent: effects on energy ordered and consumed in young adults. *American Journal of Health Promotion*, 29(5), 294-302.

Jones, M. T., Jagim, A. R., & Oliver, J. M. (2015). Associations between testosterone, body composition, and performance measures of strength and power in recreational, resistance-trained men. *Journal of Athletic Enhancement*, 4 (2), 1-6.

Mitchell, J.B., \*Goldston, K.R., \*Adams, A.N., \*Crisp, K.M., \*Franklin, B., \*Kreutzer, A., \*Montalvo, D.X., \*Turner, M.G., & Phillips, M.D. (2015). Temperature measurement inside protective headgear: comparison with core temperatures and indicators of physiological strain during exercise in a hot environment. *Journal of Occupational and Environmental Hygiene*, 12, 866-874.

Oliver, J.M., \*Kreutzer, A., \*Jenke, S.C., Phillips, M.D., Mitchell, J.B., & Jones, M.T. (2015). Acute response to



cluster sets in trained and untrained men. *European Journal of Applied Physiology*, 115 (11), 2383-2393.

**Oliver, J. M., Abt, J. P., Sell, T. C., Beals, K., Wood, D. E., & Lephart, S. M. (2015).** Salivary hormone response to 12-week block-periodized training in Naval Special Warfare Operators. *Journal of Strength and Conditioning Research*, 29 (1), 66-73.

**Oliver, J. M., Martin, S. E., Crouse, S. F. (2015).** A longitudinal study examining lipids and lipoproteins over the course of a season in American football athletes. *Lipids in Health and Disease*, 14 (35).

**Shah, M., Crisp, K., Adams-Huet, B., Dart,L., Bouza, B., & Franklin, B. (2015).** Phillips M. The effect of eating speed at breakfast on appetite hormone responses and daily food consumption. *Journal of Investigative Medicine*, 63, 22-28.

**Solomon, G.B. (2015).** The influence of coach optimism on athlete development in intercollegiate sport. *Athletic Insight*, 7, 101-114.

Department of Social Work

**Elias-Lambert, N., Boyas, J., Black, B., & Schoech, D. (2015).** Preventing Substance Abuse and Relationship Violence: Proof-of-Concept Evaluation of a Social, Multi-User, Tablet-Based Game. *Children and Youth Services Review*, 53, 201-210.

**John, A., Bower, K. & McCullough, S. (2015).** Indian immigrant parents of children with developmental disabilities: stressors and support systems. *Early Child Development and Care*. Advance online publication. DOI:10.1080/03004430.2015.1116297.

**John, A. & Montgomery, D. (2015).** Parental Explanatory Models of Offspring’s Intellectual Disability: A Q Methodology Study in India. *International Journal of Disability, Development, and Education*. Advance online publication. DOI:10.1080/1034912X.2015.1085001.

**Petrovich, J. (2015).** Getting back to basics: Developing a therapeutic relationship with a formerly homeless veteran client. Reflections: *Narrative of Professional Helping*, 20(1), 51-57

TCU Nursing

**Adams, L., Canclini, S., & Frable, P. J. (2015).** “Skip the infection, get the injection”: A case study in emergency preparedness education. *Nurse Education in Practice*, 15(1), 58-62. doi:10.1016/j.nepr.2013.12.004.

**Alexander, G.K., Rollins, K., Walker, D., Wong, L., & Pennings, J. (2015).** Yoga for self-care and burnout prevention among nurses. *Workplace Health & Safety*, 63(10), 462-470.

**Baker, K. A., Rushing, J., True, B., & Rodriguez, L. (2015).** A model for collaboration between the clinical nurse leader and clinical nurse specialist roles in the acute care setting. *Nursing Management*, 46(7), 11-14.

**Bashore, L., & Bender, J.E. (2015).** Evaluation of the utility of a transition workbook in preparing adolescents and young adult cancer survivors for transition to adult services. *Journal of Pediatric Oncology Nursing*, Article first published online: 23 JUL 2015. doi: 10.1177/1043454215590102.

**Benham, B., & Hawley, D. (2015).** The effectiveness of tools used to evaluate successful critical decision making skills for applicants to healthcare graduate educational programs: a systematic review. *JBI Database of Systematic Reviews & Implementation Report*, Vol. 13, No. 4. 231-275.  
**Butkus, S.C. (2015).** Introduction to maternal-neonatal nursing. In S.C.Butkus (Eds.). *Maternal-neonatal nursing made incredibly easy* (3rd ed.) (1-28). Philadelphia, PA: Wolters Kluwer.

**Cheek, D.J. & Bashore, L., Brazeau, D. (2015).** Pharmacogenomics and implications for nursing practice. *Journal of Nursing Scholarship*, 47(6), 496-504. Article first published online: 15 Oct. 2015 DOI: 10.1111/jnu.12168.

**Cheek, D. & Brazeau, D. (2015).** Genetically modified. *Nursing Management-UK*, 22(3):13.

**Conard, P. L., Armstrong, M.L., Young, C. L., & Hogan, L. (2015).** Nursing Advocacy for Women Veterans and Suicide. *Perspectives in Psychiatric Care*, 53 (3), 24-30.  
**Conard, P. L., Armstrong, M.L., Young, C. L., & Hogan, L. (2015).** Suicide Assessment and Action for Women Veterans. *Journal of Psychosocial Nursing and Mental Health Services*, April, 53(4), 33-42.

**Daniels, G., Robinson, J., Walker, C., Pennings, J, & Anderson, S. (2015).** Gastrointestinal symptoms among African Americans undergoing hemodialysis. *Nephrology Nursing Journal*, 42(6), 1-11.

**Ellis, K., Anderson, K. & Spencer, J. (2015).** The Living Family Tree: Bridging the Gap Between Knowledge and Practice in a Family Nurse Practitioner Program. *The Journal for Nurse Practitioners*. 11(5); 487-492.

**Fontanilla, Bill, & Baker, K. A. (2015).** Effectiveness of remifentanyl and propofol infusion for procedural sedation in patients undergoing gastrointestinal endoscopic procedures: A systematic review protocol. *The JBI Database of Systematic Reviews and Implementation Reports*, 13(4), 114-126.

**Franklin, A. E., Gubrud-Howe, P., Sideras, S., & Lee, C. S. (2015).** Effectiveness of simulation preparation on novice nurses’ competence and self-efficacy in a multiple patient simulation. *Nursing Education Perspectives*, 36, 324-325. doi: 10.5480/14-1546.

**Franklin, A.E., Leighton, K., Cantrell, M. A., & Rutherford-Hemming, T. (2015).** Simulation research for academics: Novice level. *Clinical Simulation in Nursing*, 11, 214-221. doi: 10.1016/j.ecns.2015.001.007.

**Goldstein, C.L., Susman, E. P., Lockwood, S., Medlin, E.E., Behbakht, K.(2015)** Awareness of symptoms and risk factors of ovarian cancer in a population of women and health care providers. *Clinical Journal of Oncology Nursing*, 19(2), 206-212.

**Howe, C.J., Cipher, D.J., LeFlore, J., & Lipman, T. (2015).** Parent Health Literacy and Communication with Diabetes Educators in a Pediatric Diabetes Clinic: A Mixed Methods Approach. *Journal of Health Communication: International Perspectives Supplement Health Literacy Research*, 20suppl2, 50-59.

**Macdonald, D., Campbell-Yeo, M., Snelgrove-Clarke, E., Aston, M., Helwig, M., & Baker, K. A. (2015).** The experiences of midwives and nurses collaborating to provide birthing care: A systematic review protocol. *The JBI Database of Systematic Reviews and Implementation Reports*, 12(12), 10-26. doi:10.11124/jbisrir-2014-1839.  
**Schmelzer, M., Daniels, G. & Hough, H. (2015).** Safe storage time for reprocessed flexible endoscopes: A systematic review. *JBI Database of Systematic Reviews and Implementation Reports*, 13(9) 187-243.

**Sherrod, M., McIntire, N., & Cheek, D.J. (2015).** Follow the guideline for reducing cardiovascular risk with statins. April 24 Epub ahead of print and nursing, 45(6), 40-46. DOI:10.1097/01.NURSE.0000464982.46821.c9.

**Walker, C.A. (2015).** Caring for the patient with acute psychosis. *Nursing Made Incredibly Easy*, 13(3), 40-47.

**Welch, C., & Baker, K. A. (2015).** The effectiveness of intravaginal vitamin C versus placebo for the treatment of bacterial vaginosis: A systematic review protocol. *The JBI Database of Systematic Reviews and Implementation Reports*, 13(6), 96-113.

**Welliver, M., Cheek, D., Osterbrink, J. & McDonough, J. (2015).** Worldwide experience with sugammadex sodium: Implications for the United States. *AANA Journal*, 83(2), 107114.

**Wilkinson, M., Turner, B., Ellis, K., Knestrick, J. & Bondmass, M. (2015).** Online Clinical Education Training for Preceptors: A QI Pilot Project. *The Journal for Nurse Practitioners*, 11(7);e43-e50

**Wilson, M., Sleutel, M., Newcomb, P., Behan, D., Walsh, J., Wells, J. N., & Baldwin, K. (Spring 2015).** Empowering nurses with evidence-based practice environments: Survey of Magnet, Pathway to Excellence, and non-Magnet facilities in one health system. *Worldviews on Evidence-Based Nursing*.

TCU Nursing Student Publications

**Abraham, A. (2015).** Prediabetes and metabolic Syndrome: Current trends. *Clinician Reviews*, 25(1), 42-29.

**Fontanilla, R., & Baker, K. A. (2015).** Effectiveness of remifentanyl and propofol infusion for procedural sedation in patients undergoing gastrointestinal endoscopic procedures: A systematic review protocol. *The JBI Database of Systematic Reviews and Implementation Reports*, 13(4), 114-126.

**Hadji, D. (2015).** Successful transition from staff nurse to nurse manager. *Nurse Leader*, 13(1), 78-81.

**Hamby, D. L., & Christian, R. (2015).** The clinical effectiveness of a nurse practitioner versus a non-nurse practitioner on hospital admissions of older adults residing in skilled or long-term care nursing facilities: A systematic review protocol. *The JBI Database of Systematic Reviews and Implementation Reports*, 13(5), 24-35.

**Hammond, S. (2015).** Staying home after discharge: Nurse-led versus physician-led transitional care models. *Nurse Leader*, 13(3), 65-66.

**Roberts, J. (2015).** Landing the job: A guide to successful transition. *Nursing Management*, 21(5), 18-21.

**Roberts, J. L. (2015, March 16).** Screening for tobacco use in adolescents. Advance for NPs & PAs. Available online from <http://nurse-practitioners-and-physician-assistants.advancweb.com/Web-Extras/Opinions-and-Essays/Screening-for-Tobacco-Use-in-Adolescents.aspx>

School of Nurse Anesthesia

**Gomersall, J, Jadoette, Y, Xue, X, Lockwood, S, Riddle, D., & Preda, A. (2015).** Conducting systematic reviews of economic evaluations. *International Journal of Evidence-Based Healthcare*, 13(3), 170-178.

**Welliver M. (2015).** Case based management of neuromuscular block, reversal, and recovery: Ensuring optimal outcomes. Continuing education supplement. *AANA Journal*, 83(6).

**Welliver M. (2015).** Histamine, neurokinin, and opioid receptor antagonism for nausea and vomiting. *Journal of Gastroenterology Nursing*, 5, 393-394.

**Welliver M. (2015).** Shake up in the neostigmine methylsulfate cholinesterase inhibitor market for neuromuscular block reversal. Letter to Editor. *AANA Journal*, 83(4), 240-242.

**Welliver M. (2015).** Consideration of acetylcholine antagonists for nausea and vomiting. *Journal of Gastroenterology Nursing*, 38(4), 319-21.

**Welliver M. (2015).** Injectable drug supply disruption update: Neuromuscular block reversal drugs. *Journal of Gastroenterology Nursing*, 38(3), 236-238.

Nurse Anesthesia Student Publications

**Dickerson, N.** Is the Use of Desflurane Associated with Higher Airway Resistance and Decreased Lung Compliance when Compared to Sevoflurane? *Student Journal of Anesthesia*, 14(1), 73-81.

**Moss, Jennifer.** Automated Anesthesia: Science Fiction or Reality? *TxANA Newsletter*, 68(3), 8-10.

*\*Indicates student working with faculty mentor*



ON THE SCENE



- 1 **HATS OFF TO GRADUATION**  
TCU Nursing graduates continue the tradition of celebrating with silly string and decorated hats at commencement, which took place May 7 in the Ed and Rae Schollmaier Arena.
- 2 **FAMOUS FACES**  
Harris College alumna and bestselling author Sue Monk Kidd '70 received an honorary Doctor of Letters at the Spring 2016 commencement ceremony.
- 3 **COLLEGE COOKOUT**  
Students, faculty and staff enjoy some tasty seafood at the annual Harris College Crawfish Boil.

- 4 **FROGS LEAD**  
Harris College brings speakers and educational events to campus through annual events like the Cowtown Oncology Nursing Symposium and the W.F. "Tex" and Pauline Rankin Lectureship in Nursing.
- 5 **THE GIFT THAT KEEPS GIVING**  
TCU Nursing alumnus Danny Kolzow '16 received a kidney from his friend and TCU classmate Graham McMillan in a successful transplant. McMillan first announced he was donating his kidney to Kolzow, a nurse at Baylor All Saints Medical Center, in a viral video titled "Heard urine need of a kidney. Want mine?"



# NEWS

## Davis School professor awarded first-ever NIH research grant

The National Institutes of Health (NIH) recently awarded the Early Career Research Award to TCU Assistant Professor Emily Lund. She was chosen from numerous applicants nationwide, marking the first-ever NIH research grant received in the Davies School of Communication Sciences & Disorders. A grant of this prestige showcases national recognition of the high-caliber research initiatives taking place within Harris College of Nursing & Health Sciences.

Lund plans “to assess how vocabulary knowledge contributes to phonological awareness in children with cochlear implants.” Children with cochlear implants tend to lag far behind their peers with normal hearing in reading achievements. Lund intends to explore potential contributors with the hope of combating the negative effects poor reading skills can have on children.

## Panel addresses global impact on health care

Global health care experts came together in November 2015 to discuss their efforts and insights in a panel discussion titled Giving Thanks. Giving Relief: A Global Impact on Health Care. As part of TCU’s Discovering Global Citizenship initiative, the event, co-presented by the College of Science & Engineering and the Harris College of Nursing & Health Sciences, featured Dr. Ric Bonnell; Dr. John Gibson; Dr. Mary Foley; Dr. David Knight; and John Podgore, DO. Discovering Global Citizenship is a quality enhancement plan to internationalize TCU. It features six initiatives—Visiting

Scholars, Virtual Voyage, TCU Abroad, Global Academy, Local Global Leaders and Global Innovators—which are designed to engage the TCU community with the world while providing international and comparative experiences for students.



## Success of the LiiNK Project highlighted on The Today Show

The *Today Show* recently featured Debbie Rhea’s LiiNK Project and highlighted how training teachers to think differently and implementing two actions—recess and character development—can improve academic behaviors, social and emotional skills, and attentional focus in children. LiiNK, which stands for Let’s Inspire Innovation ‘N Kids, is an innovative school program changing conceptions about a traditional classroom’s structure and school hours in Texas and beyond.

“If you ask American kids what their favorite subject is, their excited reply is often recess!” Rhea said. “That isn’t a bad thing—physical activity boosts brain function, improving development, academic performance and creativity in the classroom.”

But over the past decade, many schools in the U.S. have reduced or eliminated recess to provide for more classroom instruction time.

Rhea believes the lack of physical activity and movement is a primary contributor to lower test scores, increased student stress and obesity among school-age children. She created the LiiNK Project based on Finland’s education model, where play is part of each hour of instruction. The program launched in 2013 at two private kindergarten and first-grade classrooms in Fort Worth and expanded to include additional grade levels and two public school districts in the metroplex last fall.

The program incorporates two 15-minute recesses into the morning and two more in the afternoon. Additionally, a 15-minute character development lesson that focuses on empathy, trust and cooperation is included in the curriculum four times per week.

“Positive results are almost immediate,” Rhea said. “Students are more coordinated, relaxed and focused when they have an outlet for their energy.

“Data collected from participating schools in year one and year two demonstrate that classroom behaviors have improved by 30 percent, attentional focus has improved by 25 percent, and the time students take getting to and from recess has decreased from 4-5 minutes to less than one minute each way,” she added. “Teachers report that students are more focused when they enter the classroom and seem excited to be in school.”



## “Take Back the Night!”



It’s a phrase that spread like wildfire last semester after an international initiative of the same name came to TCU. Started in the 1970s, the program helps to end sexual violence. Now, it extends to college campuses and communities in cities all over the country. “Take Back the Night” events often include marches, rallies and survivor speak-outs that combat violence by raising awareness about sexual violence.

TCU’s first “Take Back the Night” rally was organized by undergraduate students enrolled in the social work elective course Intimate Partner Violence (IPV), which focuses on the treatment and prevention of domestic and sexual violence. After its success, Nada Elias-Lambert, the professor and driving force behind the student-run movement, hopes to continue the project each spring semester with her IPV classes. Together, they will continue to raise awareness and fight sexual violence—on campus and in society.



## Online nursing graduate program rises in rankings

U.S. News&World Report ranks TCU's online graduate nursing program No. 20, up 24 spots from 44 last year. Program rankings consider student engagement, faculty credentials and training, peer reputation, student services, technology and admissions selectivity.

"I attribute this increased recognition to the dedication of our faculty and the leaders of TCU Nursing," said Susan Weeks, dean of Harris College of Nursing & Health Sciences. "They consistently strive for excellence."

Suzy Lockwood, associate dean of nursing, is keenly aware of the career advancement opportunities a graduate degree in nursing provides. "To rise so precipitously in the rankings demonstrates the quality of the education, experience, skills, networking and professional development that students in the online graduate nursing program receive."

## Faculty members examine what a test measures

Can a test alone determine competency? A Harris College of Nursing & Health Sciences team of three was commissioned to complete a systematic review for the American Association of Nurse Anesthetist (AANA) to study just this. Harris College faculty members Dru Riddle and Kathy Baker with librarian Alysha Sapp worked together to compile the evidence that examines what a written test measures.

The AANA is the professional organization for more than 50,000 nurse anesthetists. As advanced practice nurses, Certified Registered Nurse Anesthetists (CRNAs) administer approximately 40 million anesthetics in the U.S. each year.

"Nurse anesthetists have undergone recertification every two years," Riddle said. "The AANA has a long-established history of recertification, and this process

has been revised. The new process includes a written examination as part of recertification."

One can only imagine the controversy surrounding the idea of a passing a test for recertification. The AANA ultimately wants to determine if a written test measures individual practitioner competency and tasked the TCU Harris College team with putting together a scientific process of gathering literature and data.

The team began their literature review in December 2015 and provided their final "report" to the AANA in June 2016. It was published in August within the AANA Journal.

The research process followed the Joanna Briggs Institute Methodology with Riddle, Baker and Sapp taking part in many team meetings. The team relied on Sapps' expertise in searching the literature and operationalizing that piece of the puzzle. Baker and Riddle then completed the systematic analysis with Baker finding themes within the literature and putting multiple findings in one statement.

"What we found is common sense," Riddle said. "We defined competency and showed that knowledge is only one component of competency. We found that a test assesses knowledge.

"We also found in our review that if you test current practitioners or providers they should have access to the same resources, such as the Internet, books, an iPad, that they would have access to if they were actively practicing," he continued. "Ultimately, the test should reflect real-life practice, not esoteric factoids."

The TCU team provided the science behind testing, but it's the AANA that decides on next steps. "There is a lot of angst about a test for recertification," Riddle said. "I think the language should change to reflect the definition of knowledge and competency. The total of your practice and patient outcomes is more than just knowledge."



## Juniors participate in inaugural White Coat Ceremony

In January, 73 Harris College of Nursing & Health Sciences junior nursing majors were presented with their white coats at the inaugural White Coat Ceremony in the Robert Carr Chapel. June Marshall '97 (DNP '11), nurse scientist at Texas Health Resources, served as the keynote speaker, with recent TCU Nursing alumni sharing in the celebration and presenting the students with the white coats.

The White Coat Ceremony welcomes learners into their clinical nursing courses. The white coat represents a commitment to patient-centered care. A lapel pin, which signifies a commitment to humanism, was also presented. This program was supported by a grant through the American Association of Colleges of Nursing (AACN) and the Arnold P. Gold Family Foundation, with local sponsor CID Resources Wonderwink.

The first White Coat Ceremony took place at the Columbia University College of Physicians & Surgeons in August 1993 at the urging of Arnold P. Gold, who was then professor of clinical neurology and professor of clinical pediatrics at Columbia. At the time, Gold noted that the existing practice of having students take the Hippocratic oath at the end of their medical training occurred four years too late. Grants from the Robert Wood Johnson Foundation helped advance the White



Coat Ceremony far beyond Columbia. In just a few years, nearly every medical school in North America adopted the ceremony.

Today, a White Coat Ceremony or similar rite of passage takes place at 97 percent of AACN-accredited schools of medicine in the U.S. and Canada, as well as at several osteopathic schools of medicine, medical schools in 13 other countries, physician assistant programs and, most recently, at a growing number of nursing schools. In 2014, the Gold Foundation partnered with the American Association of Colleges of Nursing (AACN) to support a pilot program that has seen 160 nursing schools adopt the Gold-AACN White Coat Ceremony for Nursing.



# CLASS NOTES

## What have you been doing since you graduated?

Send us your news and a photo, and we'll share it with your classmates through the Alumni Class Notes section. Remember to include your name, email address, degree earned and class year. Send to [s.murdock@tcu.edu](mailto:s.murdock@tcu.edu)

### 1950s

**Shirley Mae Bryson Dukes '58 (BSN)** recently retired from the operating room at Memorial-Hermann The Woodlands Hospital. She was named one of the 150 outstanding nurses in the greater Houston community by the *Houston Chronicle* in the May 6 edition.

### 1960s

After graduation, **Holly Ann Eyler '68 (BSN)** became a certified registered nurse in the low-risk newborn. She writes: "I have worked in adult ICU, 26 years in maternity nursing and 14 years as a school nurse. I am now retired and watch grandchildren so my daughter and daughter-in-law can work as nurses in their careers."

### 1970s

**Natalie Murray '73 (BSN)** went into critical care nursing following graduation from TCU (1973-1975) and became director of the hospital base home health program in 1976, all in North Carolina. From 1976-78, she was a nursing supervisor in Los Angeles and a relief supervisor during pre-med courses and holidays at University of Southern California. She attended medical school at UCLA California from 1980-1985 and completed her residency and

fellowships in critical care, hepatology, gastroenterology and transplant hepatology. Since 2003 she has worked at Baylor All Saints as medical director transplant hepatology, patient safety advocate and chief of medical staff.

**(1) Mary Lou (Young) Dillahunt '77 (BSN)** took her first job at Parkland County Hospital (Respiratory/RICU) before traveling to Taif, Saudi Arabia (ICU), where she met her husband. The couple settled in San Bernardino, California, on return to the U.S., and Dillahunt earned a Master of Public Health from Loma Linda University. While her husband was in medical school in the Midwest, she earned diabetes educator certification and worked briefly as a certified diabetes educator in Dallas, where she and her husband have raised their seven children.

Mother-and-daughter team **Patsy Short '78 (BSN)** and **Erin Short '14 (BSN)** both now work in the Burn Center ICU at Parkland Health & Hospital System. Patsy, who has been with Parkland's Burn Center for 37 years, was pregnant with Erin, now 23, as she cared for some of the hospital's most critically ill burn patients. Despite growing up watching her mom go off to work, the thought of becoming a nurse, let alone one in Parkland's Burn Unit, never crossed Erin's

mind. It wasn't until she was at TCU that her path became clear. Inspired to join the nursing program at TCU, Erin found her calling. The two feel connected in their work and forge a tight bond, both personally and professionally.

### 1980s

**Monette Taylor Mulvihill '80 (BSN)** writes: "I have been very busy raising my six kids. My youngest two are in high school. Two of my older ones are married, and I now have three granddaughters."

**(2) Amy MacCurdy McCarty '81 (BSN)** worked in a cardiovascular surgical ICU for three years, then spent five years in a general medical-surgery ICU, before "retiring" to raise and homeschool two daughters. She keeps her license up and has served a few shifts as a school nurse during her family's time overseas. She writes: "I am proud of my degree and of the education I received at Harris College of Nursing. I often advise and encourage those who are considering a career in nursing ... including my own daughter!"

**Susan Stone '84 (BSN)** completed her master's degree in 1993 with a family nurse practitioner certificate. In 2014, she completed her Doctor of Nursing Practice and is a certified nurse midwife (CNM). She is currently practicing at University of Texas Medical Branch in Galveston as a CNM.

### 1990s

**(3) Col. Nicole L. Kerkenbush '92 (BSN)** will retire from the U.S. Army Nurse Corps on September 30 after 24 years of service. Key positions that Col. Kerkenbush served in during her career include chief nursing information officer, chief medical information officer and CIO for the Army Office of The Surgeon General. She is relocating to Rapid City, South Dakota, where she will continue her career as the vice president of data analytics at Regional Health.

**Shelby L. Garner '93 (BSN)** was awarded a \$652,800

grant by the U.S. Agency for International Development (USAID) American Schools and Hospitals Abroad (ASHA) division to build a Simulation Education and Research Center for Nursing Excellence in Bengaluru, India. She also was awarded a Fulbright-Nehru Research Flex Award to conduct nursing research in India.

**(4) Holly Lieder Parker '97 (BSN)** has been busy being a mom of four kids under 6 years of age. She also has been working at the Austin Diagnostic Clinic Pediatric Urgent Care practice as a pediatric nurse practitioner for the last five years. She and her family recently moved to San Antonio where they hope to meet other Horned Frogs!

**(5) Doug B. Robinson '99 (BSN)** serves as director of perioperative services at Baylor University Medical Center and oversees Roberts Hospital Operating Room and the hospital's endoscopy lab.

### 2000s

**(6) Carrie Murphree Robbins '00 (BSN)** serves as director of population health with Conifer Value Based Care. Prior to pursuing a career within medical management, she worked in critical care and as a clinical research coordinator specializing in cardiology and cardiothoracic surgery clinical trials. She currently lives in Richardson, where she enjoys spending her free time with her husband and three sons.

**(7) Alexandra Allin '08 (BSW)** is working with children/adolescents in an Austin-based psychiatric hospital. She writes: "Prior to that, I was an au-pair in Norway, a 'professor' of English in Slovakia and a graduate student at UT (but Go Frogs!). I'm getting married in October!"

**(8) Joy Borjes '08 (BSW)** works as a Department of Aging and Disability Services government relations specialist, helping the state support older adults and individuals with disabilities. In November 2015, she and her husband welcomed Jonah Reed Borjes-Callison—a future fourth-





generation Horned Frog and, with **Laura Shepherd Callison '81 (BSN)**, as his grandmother, perhaps a third-generation Harris College alum!

Following graduation, **(9) Alesha Albert '09 (BSN)** joined the team at the Dallas VA Medical Center in the Medical Intensive Care Unit/Critical Care Unit. Shortly after, she obtained certification in critical care. She writes: "It has been a joy to work with and for those whom have served our country." Her future plans are to earn a master's degree in nursing.

**Patrice French '09 (BSN)** went on to earn a Master of Social Work from the University of Michigan after graduating from TCU. Since then, she has established a career in higher education, working with under-represented students at Saint Louis University. She is happy to share that she is headed back to the Lone Star State, where she will serve as manager for assessment at Texas A&M University.

**Courtney Devlin '10 (BSN)** finished nurse anesthesia training at Georgetown University (Washington, D.C.) in December 2015, and currently works as a certified registered nurse anesthetist at a level 1 trauma center in Northern Virginia. She writes: "I couldn't be happier with my new career and all the credit goes to TCU for preparing me with a top-notch education and exposure to the endless possibilities in the nursing profession!"

**(10) Kristie Knickerbocker '10 '12 (BA, MS Speech-Language Pathology)** has opened up "a tempo Voice Center," a private speech-pathology practice in Fort Worth. The company name is important to Kristie because she helps people find their original condition again, just as "a tempo" signals musicians to return to the original tempo of a song. She rehabilitates those who are struggling with the debilitating effects of voice loss/change and hoarseness. Kristie offers skilled help, as she was once a patient and surgery recipient for a vocal cyst.



She is a singing voice specialist and sees singers, teachers, ministers, operators, coaches and anyone who uses his/her voice for a living. "a tempo Voice Center" is also the official voice care center for Fort Worth Opera.

**(11) Chelsea Reynolds White '10 (BSN)** was recently awarded the Nurse Excellence Award for Collaboration at Children's Health during Nurse's Week for her assistance with the opening of a new inpatient unit. The following was written regarding the award: "The Collaboration winner has been pivotal in helping new team members become a part of Shared Governance councils and has helped the new group become assimilated to the organization."

**(12) Dr. Alex Bonnette '11 (BS Kinesiology-Movement Science)** received his doctorate in physical therapy in 2014 from University of North Texas Health Science Center. He is now the owner and doctor of physical therapy at Bonnette Elite Physical Therapy and Wellness in Fort Worth.

**(13) Thornell Lewis '13 (BSN)** is working as an RN in the Neonatal ICU at Parkland Hospital. She writes: "Being a graduate of the Harris College of Nursing has definitely laid the foundation for my assessment and therapeutic communication skills. I am so proud to be a TCU alumna! Go Frogs!"

**(14) Brianna Ortvals '13 (BSN)** spent two-and-a-half years working at Texas Health Harris Methodist Fort Worth in the Neuro ICU. She writes: "In January of this year, I started travel nursing! So far, I have been jumping around in Northern California and having a blast!" She is pictured (below) as "Super Nurse" on Halloween 2015.



# ARMY—AND TCU—STRONG

With Harris College faculty and staff at her back, Lt. Col. JoEllen Schimmels overcame extreme challenges to earn her DNP

By Rachel Stowe Master '91

When Lt. Col. JoEllen Schimmels '11 (DNP), an Army psychiatric/mental health nurse practitioner, decided to pursue a DNP to give her a competitive edge in becoming a consultant to the Army surgeon general, TCU was at the top of her list.

"I was excited about the TCU program," she said. "When I spoke to faculty, everyone was really supportive of me because I was in the military, and they knew I would have some special challenges."

Schimmels had no idea how much she would end up needing to lean on her purple support system. It took her an extra year to complete her degree, but despite an unexpected deployment to Iraq, another deployment to Afghanistan and a victory against breast cancer, she graduated in 2011. And her Harris College of Nursing & Health Sciences family was with her every step of the way.

Her deployments often included communication blackouts — meaning no Internet access. "The school gave me some flexibility in working on my project," Schimmels said. "When I did have computer and Internet access, I would ask for articles and they [the faculty] sent them. Then I could do a lot of that kind of stuff offline when I didn't have access, so it worked out very well."

Schimmels' Harris College mentors also rallied around her during her personal health scare. "It's kind of weird to think back. I was in the middle of Afghanistan, and I found this lump," she said. "I didn't want the Army to send me back to have it checked out because I assumed it would be nothing."

Instead, it was cancer that required surgeries and chemotherapy. Harris College faculty and staff responded with everything from helping with program logistics to offering treatment insight to lending an ear — especially Administrative Program Specialist Mary Jane Allred, Associate Professor Kathy Baker, Associate Dean Suzy Lockwood and Dean Susan Weeks '09.

"I felt like I could call her [Susan Weeks] at 2 o'clock in the

morning, and she would pick up and talk to me about what was going on — and not just what was going on with school," Schimmels said.

Weeks was impressed by Schimmels' commitment and grit. "Ellen is one of the most courageous students with whom I have ever worked. Her determination to complete her degree in the midst of two deployments and a significant health challenge was truly inspirational," Weeks said. "Our faculty and staff were stellar in their commitment to support Ellen. Dr. Suzy Lockwood communicated with Ellen to ensure she obtained the best health care for her specific diagnosis and encouraged Ellen to explore treatment options that were not being actively offered to her."

Schimmels was still weak from chemo at graduation, so Margaret Kelly, executive director of community projects at TCU, arranged for special seating up front, making it easier for her to walk across the stage.

"It still brings tears to my eyes when I think of the ways the TCU community pulled together to support this incredibly brave woman who persisted against all odds to obtain her doctoral degree," Weeks said.

Following graduation, Schimmels' Harris College mentors continued to spur her on, encouraging her to apply for an Army research fellowship at RAND Arroyo Center — and she was selected. After completion, she became a special assistant to the Army surgeon general and ultimately a consultant — the position she was aiming for when she began her DNP journey. In July, she also joined the faculty of Uniformed Services University of the Health Sciences in Bethesda, Maryland, as assistant professor of the school's Psychiatric/Mental Health Nurse Practitioner Program.

"I feel like without the encouragement of TCU, and without the faculty believing in me and backing me up, that I wouldn't have really thought I had the ability to do things like that," Schimmels said.

These days Schimmels' conversations with her Harris College mentors center around her 2-year-old daughter — Kenley. "I send pictures regularly to TCU, and we talk about her a lot," she said. "When she was 9 months, they sent me a little TCU cheerleader outfit. She's my little Horned Frog."





# Q & A

with **Laura Patton**  
Director of Development for  
Harris College

## Big Ideas, Big Heart: Making a Difference for Harris College

[Editor's Note: The conversation has been condensed and edited for length and clarity.]



**Q: How did you choose advancement as a career?**

Relationship development has always played a central role in my career, which has spanned several diverse industries. When I left my last corporate job, development was an easy transition. I was

able to combine my love for helping people with my professional experience — not-for-profit work was a perfect fit.

**Q: What is your favorite part of working in advancement and donor relations?**

Helping people fulfill their philanthropic goals. I believe in the power of education, and I pinch myself every day that I can connect the two! I also get to work at TCU with the best faculty, staff and students around!

**Q: What gifts make a meaningful difference?**

All gifts make a meaningful difference —every single one! Transformative gifts that endow scholarships, faculty positions or academic programs help advance TCU's mission to educate individuals to think and act

as ethical leaders and responsible citizens in the global community. Any gift that fulfills a goal or passion truly makes a difference!

**Q: Share a project you've worked on within Harris that you feel is especially impactful.**

Harris College is doing so many great things in the field of health sciences. As a mom to two young kiddos— and someone who truly believes that all students can change their lives through education— Debbie Rhea's LiiNK Project touches my heart. Every dollar we raise furthers LiiNK's mission to bridge the gap between academics and the social, emotional and healthy well-being of children.

**Q: What role do endowed scholarships play in students' lives?**

Endowed scholarships allow TCU to allocate aid in the face of increased demand for financial support and competition from other universities. Specifically, they give Harris College the ability to attract the brightest, most talented and most deserving applicants, regardless of need. Providing a student with the opportunity to benefit from TCU's world-class, values-centered learning community is what philanthropic giving is all about.

**Q: What can interested donors look forward to seeing at Harris College?**

As we continue to grow and develop a strong global presence within the health care field, I see three areas of imminent growth:

1. More global experiential learning opportunities
2. Nationally and internationally recognized scholars and students at Harris College
3. World-class research from each department

The need to assist students in hands-on learning experiences and internships is increasing as we approach health care globally. Outstanding scholars, including international scholars, attract and help retain notable faculty and the best and brightest students. I encourage interested donors to contact me to see how we can fulfill their passions while advancing the priorities of Harris College.

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No matter the amount, your investment in Harris College's future makes a big difference to our students, faculty and staff.



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Covers the cost of scrubs for 10 nursing students



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**Interested in giving to Harris College?**

Email Laura Patton, director of development, at [laura.patton@tcu.edu](mailto:laura.patton@tcu.edu) or call 817-257-5032



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# TCU NURSING CELEBRATES **70 YEARS**



Nursing at TCU has changed with the times—relaxed purple scrubs have replaced crisp white nursing uniforms—but the primary goal of making a meaningful difference has remained constant.

[READ MORE INSIDE](#)