

Harris

Magazine of Harris College of Nursing & Health Sciences

2017 Vol. 10



Enhancing
global health



“After graduating from
TCU, Horned Frogs turn
possibility into reality.”

Dr. Susan Mace Weeks

Dean, Harris College of Nursing & Health Sciences

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Above: Karen Hennington, an instructor at the Davies School of Communication Sciences and Disorders, works with a patient at the Miller Speech & Hearing Clinic in Fort Worth, Texas, Nov. 3, 2016. Early childhood speech and language classrooms serve the needs of local families with children who require speech and language therapy.

Back cover: Josh Rucker, a speech-language pathology graduate student, enjoys sunset at Isla Negra, Chile May 18, 2017. Students travelled to Chile and Argentina to learn about health care during the three-week study abroad program.

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Be Our Guest

True Worth Place Uses a Different Approach to Serve People in Need

By Katie Kassler

"Have you ever seen Oprah's Legends Ball?"

I hadn't, but after watching a few YouTube videos, I understood exactly what one guest of True Worth Place was talking about.

In 2005, Oprah invited 25 outstanding women, like Tina Turner, Maya Angelou, and Coretta Scott King, to her home in California to celebrate their contributions to entertainment, the arts, and civil rights. It was a beautiful weekend full of gourmet food, guest performers, and elaborate decorations. In Oprah's own words, "love is in the details."

"That's what True Worth Place is like."

Unfortunately, many homeless residents face challenges when trying to get the help they need. Using public transportation to get to doctor appointments, the Veterans Affairs office, or food distributions can be difficult or even impossible.

Norman Kronick, a Fort Worth-based commercial real estate developer, thought the city could do more.

Just before his death in 2010, Kronick used his \$100 million fortune to establish the Fort Worth Foundation. Its sole purpose is to help feed the hungry and provide a better life for homeless residents of Fort Worth and the surrounding north Texas area. The foundation immediately saw the need for a new central resource facility and took on the project.

After several years of planning and ten months of construction, True Worth Place opened its doors to more than 200 guests December 15, 2016. It serves as a day shelter, a central resource facility, and even houses a medical clinic provided by JPS Health Network.

The clinic is connected to the back of the building and provides top-quality medical and dental services directly to people coming into True Worth Place. There are 12 patient

rooms, two dental stations, a pharmacy, and radiology services staffed by licensed doctors and nurses. Patients can be tested for tuberculosis and other diseases, receive regular dental cleanings and medical check-ups, and obtain other health services.

In the main building, you might find people resting in cushioned chairs next to a fireplace, socializing in the beautifully landscaped courtyard outside, using computers in the lobby, or eating a hot meal in the dining area.

The 40,000 square-foot building also features electronic lockers to store personal items, hot showers, as well as washers and dryers. This way, people can access all the services True Worth Place has to offer without having to carry around all of their belongings.

But, for many people who use these amenities, it's the little things that matter the most.

"One woman broke down crying after her first time here," recalled Dr. James Petrovich, True Worth Place consultant and chair of the Department of Social Work at TCU. "She was so happy that she could finally use a shower with a door."

Petrovich was hired by True Worth Place to help the organization better understand homelessness. Petrovich, students from the Department of Social Work, and other experts travelled to Portland, Ore. and Nashville, Tenn. to research other shelters that use evidence-based practices to best eradicate homelessness.

Their research and expertise helped True Worth Place establish its five core values: respect, hope, trust, empowerment, and excellence.

"Our values are more than just something we put on a wall or on our website," said Petrovich. "The board members use values-based decisions to run the facility and ensure that people have more power over the care they receive." One simple, but important, values-based decision the board has made is to call the people True Worth Place serves "guests" instead of something traditional like "customers" or



Respect Trust Hope Empowerment Excellence



“We want this place to be a sanctuary and a refuge where people can get away from the discrimination, victimization, and stereotypes of being homeless.”

Dr. James Petrovich

“clients.” The Fort Worth Foundation wanted to move away from an institutional feel to build positive relationships with the community.

“It changes the power dynamic – it puts volunteers in the position of service, and guests in the position of more authority,” Petrovich explained.

People who are experiencing homelessness face many “no’s” about what they can and can’t do. The organization wants to build a community where guests have more choices about everything, from the brands of toiletries they receive to the actual policies of the facility.

“If someone has a problem with something going on, we want to sit down with them and talk about how it impacts them, others around them, and whether it’s respectful or not,” explained Petrovich. “That’s what communities do,”

Another way True Worth Place breaks barriers is by providing a variety of classes to guests almost every day. While many other shelters provide life skills and financial management training, True Worth Place also gives people the opportunity to take classes on arts and crafts, music, fitness, and even soul-searching. These classes allow guests to access the creative parts of their brain, build meaningful relationships with others, and reduce the stress of daily life.

To Judi Glover, community engagement coordinator, that’s part of what makes True Worth Place so special.

“We have an opportunity to think outside the box,” Glover said. “Because we’re so new and we have such a great staff, we can do something unique, like offer fun classes, that no one else is really doing in the area.”

Many people in the community believe that the best way to help someone suffering from homelessness is to show them how to budget or write a resume. This is not always the case.

“Not everything has to be about life skills,” said Glover. “If we can offer a watercolor painting class and somebody gets to escape their situation for even just an hour, we’ve done our job.”

Glover, along with the education coordinator, is working to get various TCU departments involved with these classes. Studio art students might teach an art class, or an English student could lead a creative writing workshop.

Some guests have even taken the initiative to help out around the facility.

“There are some [guests] who volunteer every day,” Glover explained. “They don’t get paid. They don’t get special benefits out of it, but they’re willing to do something because they can’t just sit around.”

Some guests volunteer to do about 30 loads of laundry a day.

“Most people here want to help themselves, you know, so you get out what you put in,” said one guest.

However, Toby Owen, chief executive officer, hopes that one day True Worth Place will not be needed.

“The end goal is to move people out of homelessness and into homes,” Owen said.

On my first visit to True Worth Place, I didn’t immediately think of Oprah’s mansion, but I see the connection now. Oprah spent months planning every little detail of the ball from the color of the table cloths to the types of flowers placed on each table. And, while True Worth Place doesn’t have fancy decorations, the employees and volunteers behind the organization have put just as much effort into the policies and services they provide to their guests.

I think Oprah was certainly right -- love is in the details.



For more information about True Worth Place and how you can contribute, visit www.truworthplace.org

Previous pages: Guests at True Worth Place have access to health services, program assistance, meals, classes and spaces to relax in a safe and supportive environment.

Above: True Worth Place has partnered with JPS Health Network to consolidate services and offer medical and dental care on-site. Guests at True Worth Place can enjoy meals in indoor and outdoor dining areas, or take cooking lessons in a teaching kitchen. Building designers equipped True Worth Place with two water heaters, each capable of heating 1,500 gallons per hour, to ensure that every guest has access to a hot shower. Guests can check out a secure locker and set their own code to store their belongings while at True Worth Place. The main sitting area features a large fireplace that offers guests a comforting, residential alternative to the traditionally clinical experience of visiting a day shelter.

Getting Under the Skin with Nurse Anesthesia Students

By Meghan Salinas '17

As a part of their curriculum working toward the Doctor of Nursing Practice in Anesthesia degree, some of Harris College's students are undergoing a unique educational opportunity.

Students visit the UNT Health Science Center Anatomy Lab several times throughout their first didactic year, with each visit reinforcing what they've learned in the classroom. Because nurse anesthetists must perform everything from general anesthesia to precise nerve blocks, expert knowledge of human anatomy is vital.

The lab offers students the opportunity to take their understanding of anatomy and pathophysiology to a higher level, thanks to up-close, hands-on experiences with cadavers.

"In the past, anatomy has traditionally been taught through illustrations," said Dr. Vaughna Galvin, assistant professor of professional practice. "I'll give them instruction in the classroom and, when they go into the lab, they're able to walk through the anatomy and review."

Although the value of the anatomy lab experience for the nurse anesthesia program may not be immediately apparent, there are a number of practical applications for which this type of training proves beneficial.

Students are able to participate in gross anatomy labs which reinforce their understanding of airway, vasculature, and nerve structure and location. These are all essential aptitudes for nurse

"I think the thing I've enjoyed the most is all of these **eureka moments**. The big thing is being able to actually visualize what's happening instead of having to see it in an animated video or read about it in a book."

-Lauren Gray

anesthetists who are securing airways, administering regional anesthesia—e.g., for joint surgeries, and placing lines into large central veins for surgical procedures.

Students are also able to learn and refine ultrasound skills, a proficiency for which nurse anesthesia student Lauren Gray says the anatomy lab has been crucial.

"When we go to insert those lines and we're using ultrasound, we're seeing what's underneath the skin," said Gray. "Ultrasound is definitely a finesse thing and we have to learn it. It's a big learning curve. But we know where the vasculature is because we've seen it in the lab."

Anatomist Cara Fisher of UNTHSC's Center for Anatomical Sciences oversees the students' various lessons in the lab, which are correlated with what they are learning in the classroom. Although Fisher's students often range from medical students to EMTs, a large part of her role with TCU's nurse anesthesia students is assisting them in connecting the textbook with real-life applications.

"I really like it when students get that light bulb moment," said Fisher. "They've heard it in lecture and they've seen it in a book, but they haven't been able to really make that connection. To actually show them on a donor, you can see the light go on in their eyes."

Certainly, Gray knows what Fisher means. Even after five years as a nurse in a critical care setting, Gray says the anatomy lab experience has drastically augmented her understanding of the human body.

"I think the thing I've enjoyed the most is all of these eureka moments," said Gray. "The big thing is being able to actually visualize what's happening instead of having to see it in an animated video or read about it in a book."

Although all of Harris College's nurse anesthesia students have had critical care clinical experience, learning from the cadavers has allowed them to acquire a more well-rounded understanding of human anatomy.

"As a nurse, I worked with heart transplants and heart devices," said Gray. "The cadaver lab was valuable because I got to see anatomy that I had never seen outside of the OR. Even then, it's a really small space that they open up during open heart surgery, so this showed us so much more."

Student Kirby Smith agrees that the lab has been central to developing a more solid understanding of anatomy as it relates to her field.

"Working with the cadavers makes things a little more comfortable and makes concepts more concrete," Smith said. "I've enjoyed learning from Cara Fisher — she takes care of the anatomy and Dr. Galvin then applies what we see in the lab to nurse anesthesia as a practice."

Student Hannah Honeycutt also believes the lab experience has taught anatomy better than any book ever could.

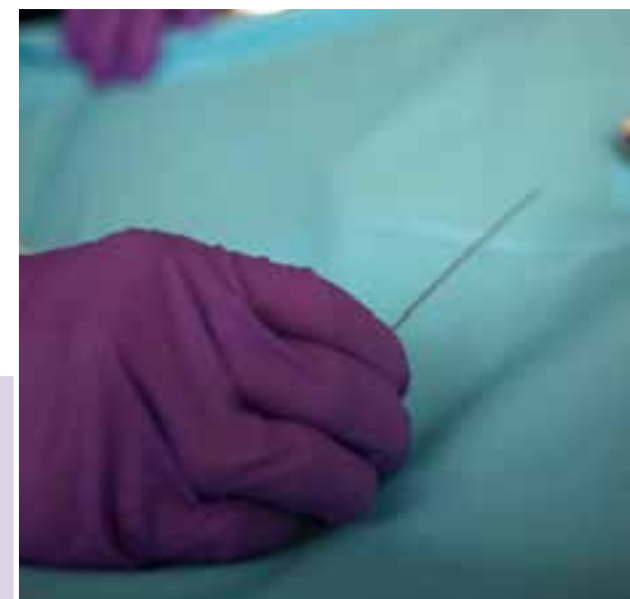
"There is only so much limited information you can get from a picture," said Honeycutt. "Learning from Cara Fisher has been great. She's enthusiastic, has a lot of energy, and she's really good at what she does."

While the department has offered a doctorate since 2009, it recently transitioned and is now doctoral-only. Dr. Galvin and the rest of the nurse anesthesia faculty have wasted no time in ensuring theirs is a top-tier program. Their partnership with the UNTHSC Anatomy Lab will remain an important part of that standard.

"I feel so prepared for what's coming," said Gray. "The first time I go into the OR I'm going to have an excellent understanding of the pathophysiology and the anatomy." She adds, "I have loved my education experience. It's been absolutely wonderful."



James (Logan) McIntosh and Daniel Gideon, students in the School of Nurse Anesthesia's DNP-A post-baccalaureate program, practice using sonography equipment at the UNTHSC Anatomy Lab April 25, 2017. Practical experience in the Anatomy lab provides irreplaceable learning opportunities that cannot be replicated in textbooks or simulations.



Susan Moore's 35 Years

By Meghan Salinas '17



When making a phone call to the Dean's Office at Harris College of Nursing & Health Sciences, you'll probably hear the friendly voice of Susan Moore on the other end of the line. And, if you happen to visit the college to meet with an advisor or professor, Moore will likely be the smiling face greeting you at the door.

In 1982, when the college was still simply known as Harris College of Nursing, Moore arrived on campus to interview for a position under then-Dean Patricia Searse. After securing the job, Moore came on board and joined the Harris family as an administrative assistant, a position she still holds today.

Five deans and 35 years later, Moore has borne witness to tremendous change in the halls of Harris College, originally beginning her departmental work the old-school way -- on an electric IBM typewriter.

"The technology has certainly changed, and it's been both a benefit and a good challenge," said Moore. She added, "Harris has really grown a lot, especially in the academic areas offered here."

Moore's ability to adapt to change, along with her hands-on professional style, have contributed to her upstanding reputation as both a skilled assistant and a steadfast friend.

"Susan Moore serves as the backbone of the Harris College Dean's Office and tackles her innumerable and varied responsibilities with steady diligence," said June Seely, assistant to the dean. "I am so thankful to work with such a kind and dependable colleague and friend."

Throughout the years, Moore has built strong bonds with her fellow officemates. She says one of her favorite aspects of the job is interacting with her colleagues, all of whom she considers to be more comrade than coworker.

And, certainly, Moore is just as beloved by her friends at Harris as they are to her.

"She was truly my go-to person when I had questions about anything related to the faculty, the staff, nursing, or the college," said Sharon Hudson, former assistant to the dean. "Her knowledge, dependability, work ethic, and loyalty to TCU and [Harris College] is truly amazing"

Today, Moore continues to have a quiet, yet incredibly immense impact upon the success of Harris College. Students and colleagues alike appreciate all she has done to support the mission of the organization.

"Susan Moore has been a constant source of information and support since I arrived at TCU in 1994," said Dr. Susan Weeks, dean of Harris College of Nursing & Health Sciences.. "When I was asked to serve as the acting dean in December of 2013, she provided guidance to help me understand the functioning of the Dean's Office. She remains a valued colleague. I can't imagine doing my job without her!"

Left: Susan Moore (bottom right) and other Harris College faculty and staff pose for a photo in 1993.

Courtesy photo: Susan Moore

When Moore isn't on campus, she's usually spending time with family — daughters Sara, Lori, and Jaime, all TCU graduates, along with her son-in-law, Nathan; and grandchildren Blake, Holland, Myles, Cayson and Everett. The family enjoys taking road trips together, especially to the Texas Hill Country. Moore's faithful dog, Stormy, is always at her side.



Classroom with a Cause

By Meghan Salinas '17

Led by Dr. Phil Esposito, assistant professor of professional practice, many students from Harris College of Nursing & Health Sciences have been on a mission to improve the lives of individuals with intellectual and developmental disabilities.

By conducting research at Special Olympics events throughout Texas, Esposito and his team of kinesiology students are looking to help create intervention opportunities in order to improve the overall health status of people with disabilities. The group hopes to achieve this goal by promoting physical activity and health literacy, not only within the Special Olympics community, but beyond.

Some of the data collected by Esposito's group includes information on balance deficits, fine motor deficits, bone density, and body mass index. The group also provides comprehensive health screenings for athletes at the events. This research has proven to be valuable experience for the participating kinesiology students.

"One of the things we always try to do is adhere to this idea of evidence-based practice," said Esposito. "Special Olympics is an opportunity to give some of our kinesiology students hands-on experience with people with intellectual and developmental disabilities."

One such student whose learning has been impacted by her participation in this research is Brianna Giovinazzo, senior movement science major. Giovinazzo has been involved in Special Olympics research for the past three years and has helped conduct over 500 health screenings. Her senior

Above: Students from the TCU Department of Kinesiology pose with Dr. Phil Esposito at a Special Olympics event. By working with Special Olympics athletes and examining factors like fine motor skills and reaction time, students have an opportunity to improve the lives of those with intellectual and developmental disabilities through increased physical activity and health literacy.

Courtesy photo: Phil Esposito

research project on fine motor skills and reaction time in individuals with intellectual disabilities was also conducted at one of these events.

Giovinazzo will be entering the occupational therapy program at the University of Texas Medical Branch in Galveston this fall. One of her particular concerns as a future occupational therapist involves reaction time, fine motor skills, and how those factors translate to activities in daily living.

Esposito also serves as the Senior Clinical Director for Health Promotions at Special Olympics Texas and as Regional Clinical Advisor for Special Olympics North America. In Texas, one of Esposito's primary concentrations has been collecting important health data regarding individuals with disabilities.

Other TCU studies conducted with the organization include one planned by second-year master's student Kyla Collins, who will be doing a secondary data analysis looking at heart rate and oxygen saturation in Special Olympics athletes across the world. According to Esposito, because Harris College's Department of Kinesiology has become a defacto research arm for the organization, more types of research are likely to continue in the future.



A Case for Cochlear

By Meghan Salinas '17

When Rodney and Summer Dethample discovered they were expecting their second daughter, they were overjoyed and excited to welcome their family's newest addition. Months later, Sage Dethample came into the world as a precocious, bright-eyed, smart-as-a-whip little girl.

As the months went on, however, the Dethamples slowly began to notice subtle differences in Sage's communication patterns, namely her listening and speaking abilities. By the time she was two years old, Sage's parents began to realize she wasn't responding to certain stimuli, like finger snaps or the sound of her name.

Although they first attributed her disregard for certain cues to her feisty and stubborn personality, it eventually became clear that something more was to blame.

One day while at home with Sage, Rodney, a lifelong martial artist, discovered that she had no reaction at all to the piercing sound of two sais colliding with one another. Typically made of steel, sais are three-pronged martial arts weapons that can make a distinctive, piecing sound.

"When you hit sais together and then put them near your ears, they make a harmonic sound and vibrate," said Rodney. "I had her facing away from me and, after I hit them together, she never even turned. That told me right then -- we need to do something."

The Dethamples then took Sage to Fort Worth ear, nose, and throat specialist Dr. Ricardo Cristobal of Cook Children's Medical Center who conducted certain tests in order to properly examine Sage's hearing capacity. Rodney and Summer's fears

were confirmed when Sage was diagnosed with a profound hearing loss.

"I felt bad," began Rodney, "but my wife felt worse. It was so hard to figure out if she was born like this or if it was due to something else, like a high fever. Even the specialists couldn't say for sure."

According to Dr. Emily Lund of Harris College's Miller Speech & Hearing Clinic, hearing loss is one of the most common disabilities present at birth, occurring in one in 500 children. While there is no "typical" hearing loss case, Sage's condition is of a degree that she has no access to sound whatsoever.

With Sage's hearing loss diagnosed, she was equipped with a traditional hearing aid. She and her family were then referred as potential participants in a new study conducted by Lund. The study, funded by the American Speech Language Hearing Foundation, would examine the effects of training parents on early child language growth in children with hearing loss. "During that time I got to know Sage as a really intellectually

bright child and got to know her family a little bit," said Lund. "And I continued providing them services even after the study was finished because TCU has the resources to do that."

After using traditional hearing aids for four months, Sage showed no real improvement in her hearing or speech abilities due to the severity of her condition. It was at that time that the Dethamples began seriously considering a cochlear implant for their daughter. After speaking with both Miller Clinic staff and another family at the facility whose child had benefited greatly from the procedure, Rodney and Summer knew that receiving a cochlear implant could be Sage's only hope for a more typical childhood.

Not approved for use in children until 1990, cochlear implants have since enhanced the hearing ability for more than 188,000 people worldwide. While traditional hearing aids merely enhance sound, cochlear implants work by stimulating the auditory nerve into producing signals that the brain then interprets as sound.

"The real miracle of the cochlear implant is that it gives a child who has zero access to sound access at a pretty high level," said Lund.

After undergoing the procedure to receive an implant in January 2017, clinicians at the Miller Clinic immediately went to work helping Sage gain the ability to hear and speak.

Graduate student clinician Remi Locke has been heavily involved in Sage's therapy. In the Miller Clinic's aural rehab laboratory, Locke works with Sage nearly every Monday, teaching her the skills necessary to properly process the signals she hears. Locke also works to provide the Dethamples with strategies and skills they can practice in order to assist Sage as her hearing continues to improve.

Because Sage underwent therapy at the Miller Clinic both before and after receiving the cochlear implant, Locke has been provided with a unique learning opportunity by working with her. Locke says she's learned a great deal about what goes into the hearing process and the preparation involved in planning care for a patient receiving a new cochlear implant.

"When it comes to hearing technology like this, you really have to learn to listen to the signals" Locke said. "When a child like Sage gets a cochlear implant, we're really starting at square one."

Still, Locke says Sage is expected to continue developing her hearing and listening skills at a very fast rate thanks to her lively personality and exceptional intelligence. Only a few months after receiving the cochlear implant, Sage's hearing has been greatly enhanced and is expected to continue improving.

"The implant and the therapy at the Miller Clinic are probably some of the best things that have ever happened to us," said Rodney. "Not only has Miller helped our child, they've also helped us as parents know how to guide her. I'm having to learn as she's learning and teach her at the same time. Miller has taught us step-by-step what to do."

The staff at the Miller Clinic have gone above and beyond. Not only providing emotional and therapeutic support for the family, the clinic also maintains contact with Sage's school in order to give her the most thorough care possible. This has allowed her to have what Rodney calls a "triangle of support" between her family, her school, and her clinicians.

While the dawn of her young life may have had a bumpy start, Sage's therapy has proven to be life-changing. The Dethamples say they dream of a future where Sage might someday help others with hearing loss. For now, the dream is simply for her to finally gain the ability to speak -- a future which isn't far off, thanks to the cochlear implant, her family, and the talented people at the Miller Clinic.

"You can't put a dollar amount on what we've learned at Miller, including how everybody's treated us," said Rodney. "You can't ask for anything better than that."

15%

About 15 percent of children between the ages of six and 19 in the United States suffer from some form of hearing loss.

90%

More than 90 percent of deaf children are born to two hearing parents.

40%

Roughly 40 percent of children born with profound hearing loss now receive a cochlear implant.



Rodney Dethample plays with Sage, his daughter, during a therapy session at the Miller Speech & Hearing Clinic April 10, 2017. Sage learned to use her cochlear implant through guided interaction and exercises with her parents, clinicians and student clinicians.



Sage Dethample, 3, experiences sound for the first time while sitting with Summer Dethample, her mother, Feb. 13, 2017 at the Miller Speech & Hearing Clinic. Cochlear implants allow individuals born without hearing to access sounds by stimulating the auditory nerve.

Previous page: Remi Locke, a speech-language pathology graduate student, provides therapy to Sage Dethample, 3, at the Miller Speech and Hearing Clinic April 10, 2017. Locke worked with the Dethample family following Sage's operation to help them learn to communicate using a cochlear implant.



Better Nurses

By Katie Kassler

Just two years ago, there wasn't much elbow room in the Harris College Learning Center. The simulation lab had only four beds, a small isolation room, and a control center about the size of a closet. The inadequate space and outdated technology limited nursing students in their hands-on learning experiences.

"Some of the equipment was the same equipment I had when I was here, and I graduated in 1983," recalled Dr. Suzy Lockwood, associate dean of nursing.

Needless to say, it was time for a renovation.

In 2015, funding was provided to build a simulation lab and expand its capacity. Now called the Health Professions Learning Center, or HPLC, the three-part facility reopened in the fall of

2016 and hosts skills and simulation labs for sophomores, juniors and seniors.

Ambulatory Care Center

With a space designed to emulate a doctor's office, students practice assessing patients in separate exam rooms equipped with dressing areas, storage, and calling systems.

The ambulatory care center also features a residential suite -- a fully-furnished micro-apartment where students can practice caring for patients in a home health setting. The apartment has a kitchen and is wheelchair accessible so that it feels just like a home.

But it's not just nursing students who use the space; students studying social work, nutritional sciences, kinesiology, and speech pathology also spend time there, practicing hands-on skills relevant to their majors.

"We wanted a space where all health professions could participate in learning activities, not just nursing," explained Laura Thielke, director of the HPLC.

Basic Care Lab

In the basic care lab, students watch their professors demonstrate practical basic skills in the classroom and master them in the lab themselves.

New high-fidelity equipment and technology mimics exactly what you'd see in a hospital setting. From the fully-functional headwalls and computer monitors to the automated medication dispensing system, students use the same techniques and practices implemented in hospitals and other health care facilities.

In foundational skills lab, mannequins serve as patients in each of the sixteen ward-style beds. Juniors learn how to transfer a patient, use lifts, put in urinary catheters, and administer medication through the ears, eyes, mouth and IV's.

Instead of just reading about certain medications, students actually practice administering that type of medication to their patients.

"The only thing that's different is that the medications students give to their patients are not real," said Dr. Lockwood. "The products we use are for an academic setting so it's not quite perfect."

But it's pretty darn close.

Acute Care Center

For many students, the most exciting part about the HPLC is the simulation area in the acute care center.

Simulation has been a vital part of the nursing department's curriculum for many years, but since the recent renovation, the

HPLC has much more space and better equipment.

The acute care center now features a larger isolation room, two labor and delivery rooms, and two pediatric care rooms.

New mannequins are capable of simulating natural childbirth and Caesarean sections, and all mannequins can simulate pupil dilation, breath sounds, and a pulse. They are also equipped with microphones so instructors can speak through them from a separate control room during simulations.

Juniors and seniors are separated into clinical groups, in which they go through rotations and participate in simulation labs together. During these labs, students are presented with either high-tech mannequins or human actors whom they must assess and treat.

Patients could show an array of symptoms for illnesses as common as influenza or for much more serious conditions.

"He kept hinting about how he wanted to commit suicide," shared junior Ashlynn Deaton about one patient she assessed during a simulation. "He never out-right said it, but he would ask if he could take his medication with alcohol."

That's when Deaton knew she had to ask him an important question.

"Are you thinking about ending your life?"

"I was glad I got to see something like that before I see it in real life because, sadly, that is likely to happen in a hospital setting," said Deaton. "We were tearing up because it felt so real. It wasn't a robot saying all of this to us; it was a real, living, breathing human being."

Senior Louis Acker would agree that simulation labs make for better nurses.

"In those situations, you're not assisting the nurse, you *are* the nurse," Acker said. "You have to think for yourself and assess your patient."

While part of the class participates in the simulation, the others



"We wanted a space where all health professions could participate in learning activities, not just nursing."

Laura Thielke

watch from a monitor in a separate debriefing room. At the end, everyone comes together to talk about what went well and what can be improved.

“The simulation lab really helps facilitate a strong bond among our cohort. You get to see each other make mistakes and learn from them,” Acker explained. This is a vital part of the learning process for the nursing program.

During clinicals, students may work at different hospitals, in different departments, under different supervisors, and treat different patients. Nevertheless, simulation labs standardize the experience among students.

Thielke explained that during simulations, “students see and experience the same exact patients. They can debrief at the end and talk about what went well, what didn’t, and coach each other.”

This type of learning environment makes it possible for instructors to introduce high-risk cases, like the one Deaton experienced, without the danger of assessing a real patient.

“When students go to a real hospital setting with a high-risk patient, they’ve already experienced it,” said Thielke.

Better simulation makes for better nurses.

Beyond the Classroom

Students master more than just skills during their time in the HPLC. Faculty and staff ensure that students are learning according to the TCU mission statement:

“To educate individuals to think and act as ethical leaders and responsible citizens in the global community.”

“We’re teaching them about professionalism, safety, leadership and how they, as nurses, have a significant role in protecting patients,” said Thielke. “We also teach them about their responsibility when it comes to respecting patients and being aware of patients’ values, cultures, and rights.”

Many of the cases presented during simulations have some element of culture, ethnicity, ability, and diversity in populations that students must consider when making decisions about clinical care.

Above all, says Thielke, nurses must learn to speak up and advocate for their patients. “That’s part of what they’re learning as ethical leaders.”

In a community that’s becoming more and more global, we need more nurses who can lead the next generation of health care providers. While textbooks and lectures are vital aspects to TCU’s nursing curriculum, that’s not what makes a great nurse.

Exposure, practice, and learning from mistakes mold students into empathetic and responsible nurses capable of providing the best care possible to their patients. And that’s just what TCU students get at the HPLC.



Title page: Tori Miller and Caroline Goode, junior nursing students, practice their skills on a mannequin at the HPLC. Technology in the facility allows students to gain experience in realistic settings ranging from hospital rooms to residential suites and learn from mistakes in a safe and forgiving environment.

Above: Landon Lamb, a simulation specialist, and Laura Thielke, HPLC director, monitor simulations in the centralized control room. Faculty and staff are able to control the learning experience and observe students from the control room, creating a more realistic experience in the HPLC.

Left: Tori Miller, a junior nursing student, listens to a mannequin’s pulse in the HPLC. Patient simulators and human actors work together to create priceless learning opportunities.

Bottom left: The moulage station is staged with artificial limbs, tools, and makeup. HPLC staff are able to replicate a range of injuries and situations that students might encounter in their work after graduation.

Bottom right: Students meet with faculty to discuss the day’s simulation. Cameras in the HPLC allow students to watch other groups and learn from each other.



On the Scene



Left: Students from across Harris College participate in the fourth annual Harris College Chili Cook-Off, hosted by the Academic Resource Center, at TCU Oct. 27, 2016. Teams from each department prepared recipes for the event, and voters gave the award for best chili to the Department of Kinesiology.



Above: Molly Haines, a speech-language pathology senior, dances with a guest during "A Chance to Dance" at TCU March 25, 2017. The annual event, planned and hosted by students from the Davies School of Communication Sciences & Disorders, gives members of the community with developmental disabilities an opportunity to enjoy a prom-themed dance.

Right: Signs and a megaphone are displayed at Founders Statue during "Take Back the Night" at TCU April 19, 2017. Students from the Department of Social Work organized the event, which was attended by students from across campus, to raise awareness and support victims of sexual assault.



Left: A first grade student swings on the playground at Chattanooga Elementary School in Chattanooga, Okla. Nov. 16, 2016. The school worked with the LiiNK Project, part of the Health Innovation Institute at TCU, to provide children with unstructured, outdoor play and weekly character development lessons.

Below: Undergraduate students from the Department of Kinesiology provide cardiovascular risk assessments to students, faculty and staff at TCU Oct. 20, 2016. The assessments combined height, weight, blood pressure and body composition measurements to give participants a better understanding of their overall health. Photo by Nicole Webb '17



Left: "Sleep well, my brothers." A nursing student displays a tattoo honoring his fallen brothers-in-arms to mark Veterans Day at TCU Nov. 11, 2016. Harris College is home to several veterans - now students, faculty and staff.





Top: Sun shines on the snow-capped Andes mountains in Chile May 19, 2016. Harris College gave students from across campus the opportunity to travel to Chile and Argentina and study health care systems in South America.

Center: Kelsey Magenheimer and Danielle Hochhauser, junior nursing students, use a mannequin to explain human anatomy to children at the Como Community Center in Fort Worth, Texas Feb. 8, 2016. Undergraduate students from TCU Nursing and Chi Eta Phi gave classes on health and explained how children can pursue a career in nursing.

Bottom: Daryl Nelson '11, a TCU alumnus and athletic trainer with the New England Patriots, kisses the Lombardi Trophy after Super Bowl LI in Houston, Feb. 5, 2017. Nelson is an assistant athletic trainer for the team and a member of the Professional Football Athletic Trainers Society Athletic Training Staff of the Year. *Courtesy photo: Daryl Nelson*

Right: Alex Nusz, a speech-language pathology graduate student at the Davies School of Communication Sciences & Disorders, helps a patient at the Miller Speech & Hearing Clinic in Fort Worth, Texas Nov. 7, 2016. Three levels of Early Childhood Speech and Language Classrooms are taught by undergraduate and graduate student clinicians under the supervision of certified speech-language pathologists and, through the program, children receive both group and individual therapy that is tailored to their communication needs.

Below: A senior nursing student administers a flu vaccine at TCU Oct. 4, 2016. Seniors from TCU Nursing planned and executed the annual flu clinic to promote public health on campus and to protect students, faculty and staff from illness during flu season.



1960s

Jimmie Ann Gause '60 (BSN) worked in a hospital for 45 years, with the last 30 at St. Luke's Hospital in Cedar Rapids, Iowa.



Holly Wise Eyler '68 (BSN) worked in adult ICU, 26 years in newborn, NICU, postpartum and 14 years in school nursing, public school for special needs preschoolers.



1970s

(1) Mary E. Steward '78 (BSN) has worked as a certified diabetes educator since 1986, when she earned her master of public health from the University of Oklahoma Health Sciences Center. She earned her MSN-FNP from the University of Oklahoma Health Sciences Center in 2005, has worked as an assistant professor of internal medicine since 1991 at University of Oklahoma, College of Medicine at Tulsa, and currently practices ambulatory internal medicine with a diabetes specialty focus at the OU Schusterman Center Clinic in Tulsa, Oklahoma.

1980s

(2) Sandy Beeler '88 (BSN) graduated as a distinguished military graduate from TCU Army ROTC and served as an Army critical care nurse during Operation Desert Storm. Most of her career has been in critical care, and she is currently employed at Texas Health Resources as the Sepsis & Heart Failure program coordinator. Beeler has two children: Megan Elizabeth, age 24, and Michael Thomas, age 23.

(3) Ana Maria Fernandez Minich '88 (BSN) became an L&D Nurse after graduation. She later transitioned into case management, handling workers' compensation for Tyson Foods for 14 years. She now owns her own business, which specializes in workers' compensation and provides services to third party administrators and employers who need bilingual case managers.

"Not a day goes by that I am not eternally grateful for my nursing degree, and TCU was a huge part of my success!"

Ana Maria Fernandez Minich '88

Sue Stone '89 (BSN) completed her DNP degree at Baylor University in 2014 and is currently practicing as a certified nurse midwife at UTMB in Galveston, Texas.



1990s

Kim Barnes Donaldson '92 (BSN) lives in Atlanta. She earned her MSN in 2008 from George Washington University, and last worked in nursing teaching at Emory University's BSN program. After many years dealing with chronic kidney disease, Kim received a kidney transplant from her brother, Joe Barnes, also a TCU graduate. Unfortunately, 2 months after the transplant Kim lost her beloved husband, Scott, to metastatic ocular melanoma. Kim has charted a new course in life by becoming a consultant with LuLaRoe, a clothing company that uses mobile boutiques and social media to make women of all ages and sizes feel beautiful. This opportunity allows her to spend as much time as she needs with her 16-year-old son, AJ, during this life-changing transition.

Dr. Shelby Garner '93 (BSN) is an assistant professor at the Baylor University Louise Herrington School of Nursing. She was recently awarded a Fulbright Research Grant to study the impact of simulation on teaching and learning outcomes in nursing education in India.

2000s

(4) Leslie Morris (Sittima) '09 (BSN) and her husband welcomed their first child, Luke, in September. During this busy year she also graduated from the University of Virginia with her MSN and earned a certification as an AGACNP. She and her family now live Charlottesville, Virginia.

2010s

Courtney Devlin '10 (BSN) completed her MSN in nurse anesthesia at Georgetown University in 2015. After working as a CRNA in the DC area, she has returned home to her Texas roots and is a CRNA with a private anesthesia practice in DFW, and loving it.

(5) Kristie Knickerbocker '10 '12 (BA, MS Speech-Language Pathology) is currently running a flourishing private practice as a speech-language pathologist specializing in voice rehabilitation, or "vocology." In addition to blogging and treating patients at her clinic for voice problems, Knickerbocker has created online resources, such as games & manuals, to help other SLPs treat patients with voice disorders. Her practice, a tempo Voice Center, is also the



official voice care clinic of the Fort Worth Opera.

(6) Dr. Debbie Borowske '11 (DNP) was awarded the prestigious State of Ohio March of Dimes Nurse of the Year Award. The statewide event, held annually in December, recognizes exceptional nurses. The Ohio selection committee reviewed 297 nominations across 18 categories, and awarded Borowske for Long Term Acute Care/Rehab/Hospice & Palliative Care.

(7) Louis Duran '11 (BSAT) currently lives in Los Angeles, where he works as a football athletic trainer at the University of Southern California. Prior to working at USC, Duran obtained his master's in health studies from the University of Alabama where he worked as an AT for the Crimson Tide football team.

(8) Dr. Cole Edmonson '11 (DNP) was elected to the American Organization of Nurse Executive Board – Region 7 for 2016–2019, and serves as chair of the National League for Nursing Foundation for 2016–2018. He has published numerous articles, most recently as lead author with co-authors Acting Surgeon General Trent Adams, Cindy McCain (wife of John McCain and founder of the McCain Institute) and two TCU alumni – Dr. Cindy McCarthy and Dr. June Marshall, on Emerging Global Health Issue: A Nurse's Role, published in OJIN.

(9) Since graduation, **Tifani McGovern '12 (BSN)** has been on many exciting adventures in the Army Nurse Corps. She has been a nurse at Brooke Army Medical Center, a head nurse at the 47th Combat Support Hospital, and was on the nursing team for Pacific Partnership 2015, which provided medical care and education in Kiribati, the Federated States of Micronesia, the Solomon Islands, and the Philippines.

(10) Nelson Head '13 (BS Kinesiology) is currently enrolled in The University of Oklahoma Health Sciences Center Physician Associate program in Oklahoma City, and will graduate with his Master's of Health Science in October, 2019.

(11) After graduating, **Brianna Ortals '13 (BSN)** worked at Texas Health Fort Worth in the Neuro ICU for two-and-a-half years, then started travel nursing in Northern California. During this past one-and-a-half years of travel nursing, she learned about Samuel Merritt University's Nurse Anesthetist program, applied, and was accepted. Her tough and rewarding journey through CRNA school starts this September – wish her luck!

Since graduation, **Caroline Sims (Walker) '13 (BSN)** has had the pleasure of working with transplant and PACU patients, and



is currently working with kids in the Endocrinology Clinic at Cook Children's. She has been married to her husband, Matt, for four years, and has two little boys, Reeves (3) and Walker (1). She will complete her Pediatric Nurse Practitioner degree in May 2019.

Catie Pulsifer (Compton) '14 (BSN) graduated with the December class of 2014 and began working at Mesa Springs Behavioral Health Hospital in Fort Worth immediately following graduation. She works in the adolescent psychiatric unit and functions as the infection control and employee health nurse. She is currently enrolled at TCU in the MSN Nurse Educator track.

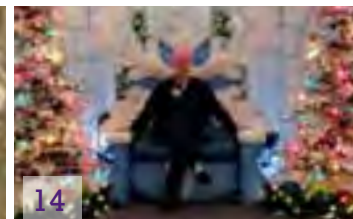
As an account manager of social services, **Laura Hardin '15 (MSW)** oversees Praesidium's abuse risk management work with organizations nationwide that serve youth and vulnerable adults. Hardin delivers in-person training, conducts on-site risk assessments, performs accreditation visits, and regularly consults with organizational leaders to ensure the ongoing protection of individuals served.

(12) Mariah Melvin '15 (BS Movement Science) completed her didactic year of the MS Orthotics & Prosthetics program at Baylor College of Medicine and began residency this past summer. Her upper limb prosthesis simulation project was an eye-opening experience that will help her treat future patients.

(13) Since graduation in May 2016, **Kelly Maun (Ryan) '16 (BSN)** completed Parkland Hospital's eight-month Critical Care & Trauma Nursing Internship Program. She then accepted her dream job working in Parkland's Burn Intensive Care Unit. Kelly also married her high-school sweetheart at St. Patrick Cathedral in Downtown Fort Worth. Though much has changed, she is forever a Frog!

(14) Maggie O'Neil '16 (BSN) started her career as a nurse resident at Cook Children's Medical Center. She takes care of children in the operating room as a surgical nurse, and has learned to love every part of pediatric nursing – including the hospital-wide Christmas decorations.

(15) Caitlyn Reyes (Anderson) '17 (BSN) was married at Robert Carr Chapel June 4, 2017. She is currently a resource RN at Texas Health Resources Harris Methodist Downtown in Fort Worth.





Informatics Innovation

As Providence Health & Services' newest chief nursing informatics officer, Dave Hanson '03 is helping lead the way in the future of health care technology systems.

By Meghan Salinas '17

Like many health care professionals, Dave Hanson '03 decided to pursue a career in nursing because he wanted to make a difference.

"For me, it's not just a job," he said. "It's a purpose, it's a calling, it's a mission."

After encountering a difficult-to-use electronic health record many years ago, Hanson says his interest in informatics was born.

"I was on the clinician end-user side at that time and experienced firsthand the poor usability of the system," he said. "Unfortunately, it put patients at risk of medical error, did little to enhance clinical care, and actually increased the time clinicians spent documenting patient care."

As Hanson and his colleagues continued to grapple with temperamental medical technologies in the field, he became increasingly convinced that there had to be a better way to develop information systems for clinicians.

A broad area of study, informatics is the study of computer and information systems, especially as they relate to human use. An understanding of informatics is useful in a variety of fields, including disaster relief, robotics, and education.

Medical informatics is a practice involving any technology which uses information systems to help caregivers, clinicians, and researchers provide better care for their patients. These technologies can include anything from EHR's

to patient monitors. With the use of informatics, medical personnel have been able to improve clinic workflows, patient-care efficiency, and documentation practices.

"As a clinician and leader, I was—and remain—determined to be part of the solution," he said. "As a clinical practice expert, I realized my voice and insights were essential in helping the clinical informaticists to both understand and design relevant clinical workflows in the EHR."

Ever since, Hanson has worked tirelessly to help improve the information systems available to clinicians in order to better provide quality care to patients. Now serving as Providence Health & Services' chief nursing informatics officer for the hospital system's California Market Clinical Informatics Team, Hanson is looking to the future of informatics in order to save lives.

"[Informatics] is only going to grow – especially when you consider the shortage of nurses and primary health care providers," he said. "Whether you're a nurse, a physician, or a respiratory therapist, you really need tools that make the workflow more efficient."

Hanson earned his BSN from Indiana University and graduated with Harris College's inaugural Adult Health Clinical Nurse Specialist class upon completing his MSN in 2003. No stranger to hard work, Hanson is also currently in his second year as a doctoral student at the UCLA School of Nursing.

Amy Okonkwo

Sports Psychology Senior
Student-Athlete

What She's Been Up To

"I've been playing since I was four years old, so pretty much my whole life."

Okonkwo grew up in Rancho Cucamonga, California and has been passionate about basketball for as long as she can remember. She began her college career at the University of Southern California but, after her freshman year, Okonkwo transferred to TCU to pursue a degree in sports psychology and to continue to play basketball.

"I chose to come to TCU because it felt like a big family."

Currently

Okonkwo balances her time between her sport psychology classes, basketball training, Fellowship of Christian Athletes, Student Athlete Advisory Committee, and hanging out with friends. Okonkwo has also been chosen to serve as a representative on the NCAA autonomy governance. She and 15 other student athletes from the power five conferences will meet in January 2018 to discuss and vote on changes to the NCAA.

Next Steps

Okonkwo will graduate with her bachelor's degree in May 2018. She plans to pursue a master's degree at TCU in sports psychology while working along side Dr. Gloria Solomon in the Department of Kinesiology. In the future, Okonkwo hopes to play professional basketball overseas for a few years and eventually coach college basketball.

"I see basketball being a part of my life, always."

Advice

"Take your time when deciding on which university to attend. Go on over-night visits, ask questions, talk to older students. Investigate as much as you can because, at the end of the day, this is where you're going to spend the next four years."

Dream Job

Division 1 basketball coach.



Whether you're a nurse, a physician, or a respiratory therapist, you really need tools that make the workflow more efficient.



Funded External Grants

Communication Sciences & Disorders

Lund, E., National Institute of Health – National Institute for Deafness and Communication Disorders R03 Program. Lexical Knowledge and Phonological Awareness in Children with Cochlear Implants.

Kinesiology

Oliver, J., Effect of adenosine-5'-triphosphate supplementation on performance, muscle hypertrophy, and recovery in resistance-trained men. MSI/TSI.

Oliver, J., Nutritional strategies to augment the postprandial muscle protein synthetic response to the ingestion of a low dose of protein in older women. Curves Japan. Sub-award with the University of Illinois.

Oliver, J., Bioavailability of oral curcumin ingestion. OmniActives.

Oliver, J., A randomized, double-blind, placebo-controlled study to evaluate the effects of a technology-enhanced curcumin formulation on flow mediated dilation (FMD). OmniActives.

Rhea, D.J., LiiNK Project: Let's inspire innovation 'N Kids. Andrews Foundation.

Rhea, D.J., LiiNK Project: Let's inspire innovation 'N Kids. Miles Foundation.

Rhea, D.J., Research Grant for LiiNK Project. U.S. Play Coalition.

Rhea, D.J., LiiNK Project: Let's inspire innovation 'N kids. Alan Fox.

Nursing

Baker, K., U.S. Department of Health and Human Services. Nurse Faculty Loan Program (for 2016/2017).

Daniels, G., Society of Gastroenterology Nurses and Associates (SGNA) – Outstanding Research Award. Presented during the 43rd Annual Course, Seattle, Washington.

Lockwood, S., Professional Nursing Shortage Reduction Program – Over 70 Program FY16, Texas Higher Education Coordinating Board.

Lockwood, S., Professional Nursing

Shortage Reduction Program – Regular Program FY16, Texas Higher Education Coordinating Board.

Lockwood, S., Oncology Nursing Program, Moncrief Cancer Foundation.

Walker, D., Robert Wood Johnson Foundation. New Careers in Nursing; Studying the Impact. Differences in Nursing Student Satisfaction Related to Mentoring Functions and Characteristics.

Social Work

Petrovich, J.C., True Worth Place Implementation and Evaluation. True Worth. Project assisting with development and implementation of True Worth Place, a new day shelter for people experiencing homelessness in Fort Worth.

Petrovich, J., Evaluating Directions Home: Fort Worth's Plan to make Homelessness Rare, Short-Term, and Non-Recurring within 10 Years. United Way of Tarrant County.

Faculty & Student Publications

Communication Sciences & Disorders

Brimo, D. (2016). Morphological awareness intervention. Communication Disorders Quarterly, 38(1), 35–45.

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Lund, E., & Douglas, W.M. (2016). Teaching vocabulary to preschool children with hearing loss. Exceptional Children. DOI: 10.1177/00144029166518.

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Watts C.R. (2016). Treatment modality and timing influence voice

outcomes for vocal fold paralysis after thyroidectomy: A recommendation for guarded generalizations from a meta-analysis. Evidence-Based Communication Assessment and Intervention, 10(1), 20–24.

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Watts C.R. (2016). A Retrospective Study of Long-Term Treatment Outcomes for Reduced Vocal Intensity in Hypokinetic Dysarthria. BMC Ear, Nose, and Throat Disorders, 16:2. eCollection doi: 10.1186/s12901-016-0022-8.

Kinesiology

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Hull, M.V., Jagim, A., Oliver, J.M., Greenwood, M., Busteed, D.R., & Jones, M.T. (2016). Gender differences and access to a sports dietitian influence dietary habits of collegiate athletes. Journal of International Society of Sports Nutrition, 13(38), DOI: 10.1186/s12970-016-0149-4.

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Nurse Anesthesia

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Faculty Research Symposia

Emily Lund, Ph.D., Assistant Professor, “The Effects of Parent Training on Vocabulary Knowledge of Children with Hearing Loss”

Stephanie Evans, Ph.D., Assistant Professor, “Insights for Health Care Providers from LGBTQ Young Adults; Assisting the Individual During the Adolescent Period”

Adam King, Ph.D., Assistant Professor, “Assessment of Drop Landing Adaptability: A Missing Link in Return-to-Play Criteria Following ACL Injuries”

Tee Tyler, Ph.D., Assistant Professor, “Social Identity Transitioning in the Context of Parent-LGBTQ Child Relationships”

James Petrovich, Ph.D., Associate Professor and Chair, Department of Social Work, “It’s Housing but is it a Home? Experiences of Formerly Homeless Individuals in Supportive Housing”

Riddle, D., Gregoski, M., **Baker, K.**, Dumas, B., & Jenkins, C. (2016). Impressions of pharmacogenomic testing a month. *Certified Registered Nurse Anesthetists: A mixed-method study*. *Pharmacogenomics*, 17(6), 593–602. doi: 10.2217/pgs.16.3.

Books & Chapters

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Books & Chapters

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Center for Translational Research

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Positions of Distinction

American Academy of Nursing Fellows

Dr. Kathy Baker
Dr. Suzy Lockwood
Dr. Susan Weeks

American Association of Nurse Practitioners Fellows

Dr. Kathy Ellis
Dr. Kenneth Lowrance

American Speech-Language-Hearing Association Fellows

Lynn Flahive
Dr. Jennifer Watson
Dr. Chris Watts

National Academies of Practice

Dr. Susan Weeks

Leadership Positions

Dr. Kathy Baker
Site evaluator, Commission on Collegiate Nursing Education

Dr. Kathy Ellis
Board member, National Organization of Nurse Practitioner Faculties

Lynn Flahive
Chair–elect, Council For Clinical Certification of the American Speech–Language–Hearing Association

Dr. Linda Humphries
President, Texas Association of Clinical Nurse Specialists

Dr. Suzy Lockwood
Secretary, National Ovarian Cancer Coalition

Dr. D. Lynn Jackson
President of the Board of Directors, National Association of Social Workers – Texas Chapter

Dr. Kenneth Lowrance
Team lead, Commission on Collegiate Nursing Education

Dr. Kay Sanders
Secretary–treasurer and chair, Council on Accreditation for Nurse Anesthesia Educational Programs

Dr. Melissa Sherrod
Secretary, American Association of the History of Nursing

Dr. Jennifer. Watson
President, Board of Directors, Texas Speech–Language–Hearing Foundation

Dr. Chris Watts
Co–director, 2017 Fall Voice Conference

Research Symposium

Undergraduate

1st Place

Diana Schwene, Kinesiology
“LiINK: The role gender plays in recess activity levels throughout the school day”

Mentor: Dr. Debbie Rhea

2nd Place

Sophie Dohnalek, Nursing
“Environmental healthy literacy promotion within the TCU campus community”

Mentor: Dr. Gina Alexander

3rd Place

Kylie vonRichter, Kinesiology
“The relationship between physical activity and sleep and health related quality of life in breast cancer patients”

Mentor: Dr. Meena Shah

4th Place

Eden Reeves, COSD
“Maternal responsiveness to children with hearing loss during playtime versus mealtime”

Mentor: Dr. Emily Lund

Graduate

1st Place

Sarah Robinson, Social Work
“Is it my responsibility? Students’ perspectives on bystander intervention”

Mentor: Dr. Nada Elias-Lambert

2nd Place

Susana Macias, Social Work
“Assessment of patient safety at Mesa Springs Behavioral Health Hospital”

Mentor: Dr. James Petrovich

3rd Place

Dave Farbo, Kinesiology
“Creating healthier kids one step at a time: An exploratory study through LiINK”

Mentor: Dr. Debbie Rhea

4th Place

Tirza Pena, COSD
“The effects of parent training on the use of language-stimulation techniques with Spanish-speaking parents of children with hearing loss”

Mentor: Dr. Emily Lund

Three-Minute Thesis

Harris College

1st Place

Matt Beene, Social Work
“An Evaluation of Patient Perception of Safety and Security at Mesa Springs Hospital”

Mentor: Dr. James Petrovich

2nd Place

Emily Cowan, Social Work
“Examining Counseling Treatment Completion by Combat Veterans”

Mentor: Dr. Nada Elias-Lambert

People’s Choice Award

David Farbo, Kinesiology
“Creating Healthier Kids One Step at a Time: An Exploratory Study Through LiINK”

Mentor: Dr. Debbie Rhea

TCU

2nd Place, People’s Choice Award

Emily Cowan, Social Work
“Examining Counseling Treatment Completion by Combat Veterans”

Mentor: Dr. Nada Elias-Lambert

Boller Awards

1st Place

Kim Taylor, Kinesiology
“Personality Types and Exercise: Preferences and Behaviors”

Mentors: Dr. Gloria Solomon & Dr. Debbie Rhea

2nd Place

Michelle Pond, Kinesiology
“An Examination of the Role of Vitamin D, Bone Mineral Density, and Perceived Exertion on the Prevalence of Stress Fractures in Division I Cross Country Athletes”

Mentor: Dr. Stephanie Jevas

3rd Place

Lauren Jupina, Nursing
“Successful Transitions or Opportunities for Improved Care”

Mentor: Dr. Lisa Bashore

Student Grants

Anzalone, A. National Strength and Conditioning Foundation Graduate Student Research Grant, The relationship between peripheral biomarkers and clinical measures in youth and young-adult athletes

following a sports-related concussion.
J. Oliver, advisor.

Bratcher, K.,* Brown, J.,* Brown, J. R.,* Cecil, C.,* Hawker, J.,* Kang, H.,* Kufrovich, M.,* Skinner, A.,* Trimble, A.* Health Promotion Workshops at Rosemont 6th Grade School. JP Morgan Chase.

G. Alexander, advisor.

Darrouzet, M.* Annual Influenza Immunization Clinic. JP Morgan Chase.
S. Canclini, advisor.

Berryman, C.,*, McNulty, J.*, Naegelin, M., * Ingebrigtsen, M.,* Eden, B.,* Morton, H.,* & Toalson, E.* Libraries for Hope. JP Morgan Chase.

P. Frable, advisor.

Franks, S.,* Loe, S.* Corneby, J.,* Dtril, K.,* Durso, D.,* Gonzalez, G.,* Hendrickson, S.,* Murray, J.,* Parish, L.,* Pastorkovich, A.,* Rodriguez, E.,* & Yoshida, A.* Be Prepared: A Guide to Emergency Preparedness. JP Morgan Chase.

P. Frable, advisor.

Gross, M. * Exploring North Texas Parents’ Response to CDC HPV Cancer Prevention Messaging. JP Morgan Chase.

P. Frable, advisor.

Haston, C. The influence of acute exercise on monocyte melanocortin receptor-1 and 3 in overweight/obese, postmenopausal women. JVR Honors College Grant Application.

M. Phillips, advisor.

Levitt, M. The influence of chronic exercise on endothelial functioning and circulating platelet-monocyte complexes in overweight-obese postmenopausal women. Texas Chapter, American College of Sports Medicine, Undergraduate Student Research and Development Award.

M. Phillips, advisor.

Mata, J.D. National Strength and Conditioning Foundation Graduate Student Research Grant (2016), The effect of cluster sets on movement mechanics during the back squat.
J. Oliver, advisor.

Saucke, H.,* & Standfield, L.* Welcome Home: Transition to America. JP Morgan Chase.

P. Frable, advisor.



4. Geneva, Switzerland

Crysta Coomer, a nursing senior, completed an internship at the World Health Organization during the summer of 2017. While in Geneva, Coomer collected and analyzed data on the HIV burden and service coverage among sex workers and adolescent girls and young women in South Africa.

1. Pittsburgh, Pennsylvania

Harris College faculty joined representatives from the top nursing programs in the U.S. and China at the 2017 U.S.-Sino Forum June 4-6, 2017. Attendees gathered to collaborate and discuss how to best manage chronic disorders.

5. Florence, Italy

Students from TCU Nursing spent three weeks studying the health benefits of Mediterranean diet and food preparation, and immersed themselves in the local lifestyle, culture, and history. Educational excursions throughout Tuscany and the surrounding regions provided insight into Italian health care systems, education, nutrition and wellness behavior.

2. Washington, D.C.

Rachel Kellog, a senior nursing student, was selected as one of six interns on the Senate Health, Education, Labor, and Pensions Committee's Health Policy team. During the summer of 2017, she worked on Capitol Hill, attending briefings on subjects from contraceptive access to cystic fibrosis, and preparing for a career in public health.

6. Seoul, South Korea

Graduate student Kyla Collins and Dr. Phil Esposito attended the International Symposium for Adapted Physical Activity. Collins presented her project, “New Criteria for Assessing Body Composition in Children with Down syndrome” and was elected as a student representative for the International Federation of Adapted Physical Activity.

3. Santiago, Chile & Buenos Aires, Argentina

Students and faculty from Nursing and Communication Sciences & Disorders studied in South America for three weeks to learn about health care systems, education, and culture in Chile and Argentina.

7. Sydney, Australia

Students and faculty from Communication Sciences & Disorders travelled to Australia to learn about evidence-based practice in the treatment of individuals with communication disorders. Students visited clinics and universities, reflected on U.S. practices, and expanded their understanding of the global community through cultural immersion.

Myrtle E. & Earl E. Walker Graduate Fellowship in Nursing Leadership

By Laura Patton

Harris College is excited to announce the establishment of the first fully-funded graduate fellowship in nursing. The Myrtle E. and Earl E. Walker Graduate Fellowship in Nursing Leadership, provided by the generosity of Myrtle E. and Earl E. Walker and their daughter, Dr. Mary E. Walker, BSN '67, enables a graduate nursing student within Harris College of Nursing & Health Sciences to receive a fully-funded graduate scholarship and stipend at TCU.

Myrtle and Earl Walker modelled generosity and a passion for philanthropy throughout their lifetime, raising Dr. Mary Walker to continue the tradition of investing in education. The family strongly believes in access to education for all and, shortly before his death in 2011, Mr. Walker was quoted as saying, "No one should be barred from college because they don't have the money."

The Walkers founded Carr Lane Manufacturing in 1952 when Earl Walker, then a welder at McDonnell Aircraft Company, realized there was a market for standard tools to hold airplane parts as they were fabricated. He and Myrtle launched Carr Lane in a small garage in Kirkwood, Mo. Through long hours and tireless work, they built the fledgling operation into a global, multi-million dollar company.

Over the years, Carr Lane has provided parts to the automotive, appliance, furniture, and aerospace industries, including six components vital to the Apollo II mission. At the same time, the Walkers, both Kirkwood natives, generously supported civic, educational and charitable organizations. The family has received numerous awards and recognitions for their professional and philanthropic achievements.

To honor them and their lifetime of giving, Dr. Mary Walker established the graduate fellowship so that others may continue to pursue higher education. The endowed fellowship will allow Harris College to compete for the brightest, most talented, and most deserving graduate students, regardless of financial status. Please join me in thanking Dr. Walker for her generosity and recognizing her parents for their lifelong example of philanthropy and support for education.



HEALTH INNOVATION INSTITUTE AT TCU

Collaboration Between Centers

Collaborative Practice

There are many variables to consider when instigating changes, revising guidelines or translating new research ideas into practice. The Center for Collaborative Practice makes implementing practice changes easier by providing assistance and support to community partners, and is able to achieve evidence-based improvement by bridging research and practice.

Let's inspire innovation 'N Kids

The mission of the LiNK center is to bridge the gap between academics and social, emotional, and healthy well-being for children, parents, educators, and administrators.

Oncology Education & Research

The goal of the Center for Oncology Education & Research is to provide opportunities for interdisciplinary, collaborative learning, and research between university faculty, students, and community partners regarding cancer care and survivorship concerns.

Translational Research

The Center for Translational Research bridges the gap between the laboratory bench and the bedside by synthesizing research findings, identifying best practices, and helping patients, families, consumers, and practitioners answer questions about how to make health care decisions.

Board of Visitors

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LBSW, Director of Social Services
Heartland Manor Care

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Preferred Care Partners Management Group

Col. Shirley A. Beck ‘68
Retired
U.S. Army Nurse Corps

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Nursing faculty
Saint Louis University

Britt Brown ‘87
Athletic trainer
Dallas Cowboys

Dr. Kay Bruce ‘66
Retired
Higher Education Executive

Marilyn Davies
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Texas Christian University and Texas Woman's
University

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Business owner, Salutations
and civic leader

Brian Glenn ‘89
Policy program Expert
Social Security Administration

Dana Hall ‘95
Acute care nurse practitioner

Paul Kortschak
Biomedical diagnostics, infectious diseases

Kelly Louks
Retired school teacher and community
volunteer

John (Jack) Lynch III
President & CEO
Main Line Health

Mike Macko ‘94
Physical therapist manager,
Ben Hogan Sports Therapy Institute

Alison Finney Moreland ‘61
Retired assistant professor
Texas Christian University

Mendy Wake Oliver
Retired manager
PG&E
Community volunteer and food writer

Paula Parker ‘77
Registered nurse and civic leader

Mike Patterson
CFO

Charlotte Hilley Pierce ‘63
Retired VP of Patient Care
Harris Methodist Southwest

Andrea Rankin
Retired executive

Kayla Slater ‘96
Home health care executive

Karen Teneriello ‘81
BSN and Civic leader

Harriet Waring
Retired CRNA

Linda Wassenich ‘65
LMSW-AP and civic leader

Jan Zachry ‘77
VP, chief nurse and operations executive
Scripps Memorial Hospital, Encinitas, California

Harris College Leadership

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DNP, RN, CNS, FNAP, FAAN
Dean, Professor, and Director of the Health Innovation Institute at TCU

Suzy Lockwood
Ph.D., MSN, RN, OCN, FAAN
Professor, Associate Dean for Nursing and
Director of the Center for Oncology Education & Research

Hylda Nugent
DNP, CRNA
Associate Professor of Professional Practice and
Assistant Dean for Administrative Affairs

Marinda Allender
RN, MSN, CPN
Division Director, Undergraduate Nursing

Joel Mitchell
Ph.D.
Professor and Chair of the Department of Kinesiology

Kay Sanders
DNP, CRNA
Professor of Professional Practice
and Director of the School of Nurse Anesthesia

Zoranna Jones
Ph.D.
Director, Academic Resource Center

Kathryn Bishop
Career Consultant

Deborah Rhea
EdD
Professor, Associate Dean for Health Sciences & Research and
Director of the LiNK Center

Christopher Watts
Ph.D.
Professor, Assistant Dean for Strategic Initiatives and
Director of the Davies School of Communication Sciences & Disorders

Kathy Ellis
DNP, RN, ANP-BC, FNP-BC, FAANP
Associate Professor, Division Director of Graduate Nursing, and
Director of the Family Nurse Practitioner Program

James Petrovich
Ph.D.
Associate Professor and Chair of the Department of Social Work

Laura Patton
Director of Development

Charles Dewar
Information Technology Coordinator

Chelsea Turner
Regulatory and Compliance Coordinator

Scott Murdock
Marketing & Communication Coordinator

“I am grateful. I give back
because I know the value
of my gift to the College.”

Paula Parker

“What is really great about Harris
College is that student success is
at the forefront of all that we do.”

Dr. Zoranna Jones

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