STRONG TO THE FINISH
Pushing a friend for 26.2 miles, Connor Petty ’15 uses marathon training to achieve big dreams.

SECRET TO CONCUSSION DIAGNOSIS MAY BE IN THE BLOOD

EMERITUS FACULTY: WHERE ARE THEY NOW?

MEET THE NEW DEAN
A Q&A WITH SUSAN WEEKS
p 10-11
Dear friends of the Harris College of Nursing & Health Sciences,

This issue of Harris College Magazine is dedicated to the doers, dreamers and trailblazers who make our College a vibrant contributor to the health of our community.

In this magazine, you will read about the features of the revitalized Annie Richardson Bass Building, such as the state-of-the-art Health Professions Learning Center and the new Academic Resource Center suite. You will also learn more about the innovative research projects and strategic collaborations of the College.

My first year as dean has been fast-paced, full of firsts and exciting opportunities. It was with great enthusiasm that TCU announced its collaboration with the University of North Texas Health Science Center to create a new medical school offering the M.D. degree here in Fort Worth. Harris College is a vital link in developing the school, which will teach a patient-centered team-based model of health care.

While this year has had many impressive moments, it was not without sadness. Last December we lost our former dean, my colleague and friend, Dr. Paulette Burns. We also saw the passing of several other important members of the Harris College family. I hope you will take time to read the “In Memoriam” section near the end of this issue, which is dedicated to honoring the significant contributions these educators made to our College and our world.

I hope you will be inspired as you read the stories of how our students, faculty, staff, and alumni are learning to make a difference in their field and clinical faculty.

Kind Regards,

Susan Weeks
Dean of Harris College of Nursing & Health Sciences

I hope you will be inspired as you read the stories of how our students, faculty, staff members and alumni are learning to make a difference in the global community.
A marathon is normally a solitary activity — a 26.2 mile test of stamina that leaves a runner alone with his thoughts. But for Connor Petty ’15 and his friend Steven Marrs, it was a dream.

A year ago, the two saw a team of people push a friend who uses a wheelchair across the finish line of a race. Marrs wanted to try it. Petty was game.

“It was a big challenge. Neither of us had done a race of that length,” said Petty, who met Marrs four years ago at Camp Barnabas, a Christian camp for kids with disabilities, special needs and terminal illnesses. Petty was a counselor; Marrs attended as a camper for 18 years and recently became a staff member.

“When we started, we knew we wouldn’t be able to do it physically or mentally,” said Petty. “But spiritually, we both believe in a big God. So we started taking small steps to make a big dream come true.”

Petty started building up his strength by pushing a jogging stroller filled with cinder blocks. Marrs, who has cerebral palsy and weighs 130 pounds, became the inspirational muscle. Marrs started building up his strength by pushing a jogging stroller.

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“We decided to run with a normal wheelchair, but as we were running with it, the front tires started wearing down when we got to 10 miles,” Petty said.

Unknown to him, the camp staff had collected $1,000 to purchase a racing wheelchair for Marrs. Their slogan became “2 guys, 1 dream.”

In November, after just seven months of training, they raced it to the finish line of the Bass Pro Marathon in Petty’s hometown, Springfield, Mo., in four hours, 11 minutes.

A few months later, the duo had planned to run the Cowtown Marathon in Fort Worth, with Marrs outfitted in a TCU helmet signed by Gary Patterson. But an ice storm limited them to the half-marathon. They plan to keep running, but they have something larger in mind.

“The two reunited in the summer to train together but soon discovered they needed a better chair. On their first run, the handrail broke.

“If it occurs, the legs start shaking, and I’m the heart,” Marrs explained. “Legs don’t work without a heart, so I think it was each other’s passion that kept us motivated.”

In Texas, football isn’t just a pastime. It’s a way of life. “Daddies want their kids to play, but mommies want their kids protected,” noted Jonathan Oliver, assistant professor of kinesiology.

Good news for the moms: Oliver and his team are trying to figure out how to detect concussions before serious — and lasting — damage is done. Accurately diagnosing concussions can be difficult at times because part of the process is subjective and based on symptoms that an athlete is willing to share with the health care provider, Oliver noted. And if that player is a young kid, she may or may not want to answer honestly because it could pull her out of the game. While a physical exam is also done, it does not always provide a clear diagnostic.

Oliver’s research would take some of the mystery out of the concussion concern by measuring biomarkers in the blood that become elevated when a concussion is present. Knowing when a concussion occurs and being able to take a player out of a game before more damage is done is important because there’s a strong link between neurodegenerative disease and concussions, Oliver said. In fact, some NFL players are developing symptoms of dementia and Alzheimer’s disease at a much earlier age. The full scope of potential side effects from this type of brain injury is still relatively unknown, which makes early diagnosis critical.

Studies examining the short-term effects of repeated head impacts are inconclusive. According to the Institute of Medicine and National Research Council, some studies show that these types of injuries lead to decreases in cognitive function and memory loss, while other studies disagree. The long-term health ramifications of concussions are also debated, but neurodegenerative diseases like chronic traumatic encephalopathy (CTE) as well as Alzheimer’s disease are suspected side effects.

When it comes right down to it, “we really don’t know,” Oliver said. “You can’t take out the human brain.”

Although the NFL is spending millions on developing equipment to reduce the impact of concussions, Oliver said the idea of diagnosis and identification is a new area of research — which makes finding research dollars a little more challenging.

But finding football players to participate in his latest study — championship football players, no less — was easy. Oliver just walked across the street and asked for help. Ninety-six players participated in a study that looked at the effect of docosahexaenoic acid (DHA) — an omega-3 fatty acid — on concussive biomarkers in players throughout summer training, fall camp and the 2014 football season. Oliver and his team — which included David Gable, head athletic trainer; and Dr. Michele Kirk, team physician — periodically measured players’ blood for biomarkers implicated in brain trauma, while concurrently giving the players weekly doses of DHA to see if the fatty acid had any effect on concussive biomarkers in their system. Lower biomarkers in the blood may mean that DHA supplements could lessen the detrimental effects of concussions to the body.

Results of the study are still pending.

In the high-stakes world of sports, this type of research could help athletes around the globe play hard and rest easy by accurately identifying concussions and protecting their futures — on and off the field.
**IMPROVING LIVES THROUGH EXERCISE**

As a professor and a researcher, Phil Esposito strives to teach his students to be thoughtful. “Even if they forget the details, I feel like I’ve done a good job if I’ve taught them how to think,” he noted.

An assistant professor of kinesiology, Esposito designs and implements programs to improve health, physical functioning and quality of life for those with disabilities, focusing particularly on the role of physical activity to narrow the physical health and developmental gaps that exist between youth with developmental disabilities and their peers. This year, he and his students completed a balance training study in children with Down syndrome.

“At baseline, we saw they were significantly different from their peers without Down syndrome,” he said. “Following eight weeks of training, we saw lots of improvements. Although their balance was not as good as their peers, in a relatively short amount of time we were able to narrow that gap.”

In a spring study, Esposito and student researchers looked at an exercise program for adults with intellectual disabilities. While this study did not have a comparison group, the researchers did see that all participants improved in muscular strength following a 12-week program.

In February, he led 14 students on a trip to Austin for the Special Olympics Winter Games, where they completed more than 125 health screenings for athletes.

“It’s a unique experience. I really challenge students to interact with as many people as possible. I believe it gives them a more complete picture about the disability community,” he said.

The health screenings included measures of height, weight, body mass index, blood pressure and bone mineral density, as well as some nutrition and physical activity education.

“This experience allows my students to see many of the things we have talked about in class in an applied setting,” he continued. “It also gives them hands-on experience with people with disabilities and their caregivers.”

A graduate school mentor ignited Esposito’s passion for research.

“I found working with individuals with disabilities to be both meaningful and rewarding,” he said. “From there, I continued to develop and shape my interests.”

This summer, he represented North America as a regional clinical director for health promotions at the Special Olympics World Games.

“My research has several practical applications,” he said. “We are out in the community and offering programs that can be of direct benefit to participants. On a small scale, our programs and the benefits are modest and limited to our participants. On a larger scale, getting our research out there to others has the potential to be of greater value and benefit others with disabilities and those who work with them.”

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**THE ART OF SIMULATION**

By Sarah Bahari

A new grant is sharpening professors’ simulation skills. Over the next two years, Project OneSim’s goal is to train 20 Harris College of Nursing & Health Sciences faculty members in simulation to complement new undergraduate curriculum.

“As nursing faculty, we like simulation because it is a safe place for our students to start independently thinking like nurses,” said Ashley Franklin, an assistant professor of nursing who is directing the project. “Simulation is a good place to practice communication, teamwork and clinical judgment skills like giving medications, talking with patients, treating patients and advocating to other healthcare providers.”

The $103,000 grant is provided by the Nurse Innovation Grant Program, which is administered by the Texas Higher Education Coordinating Board. Launched in 2001, the program was established to help the state relieve the nursing shortage.

Simulation lessons will be a key part of three courses — Clinical Reasoning and Simulation I, II and III — in the new nursing curriculum that begins fall 2016. The first two courses will focus on basic nursing care and care of critical care patients, mothers and families. The third course will help nursing students learn to care for multiple patients at once and reinforce leadership and delegation skills.

“Our goal with simulation is to bring nursing content from the lecture to life in a way that helps our students learn,” said Franklin, who is a certified health care education simulator.

So far, six TCU professors have participated in training, meeting for a few hours every month, and more will start later this year. The grant ends December 2016.

Simulations run the gamut of nursing care delivery. In one, a 55-year-old man has been hospitalized with pneumonia and recently diagnosed with Type 2 diabetes. Nursing students must check his blood sugar, review medications and educate him on how to take care of himself when he leaves the hospital.

In another, an elderly man is released from the hospital after suffering an exacerbation of congestive heart failure. Students conduct a home visit to discuss his medication, help him brainstorm ways to care for himself at home and provide community resources he can seek while grieving the recent loss of his wife of 60 years.

For simulations, instructors will use computerized mannequins and trained actors called standardized patients, Franklin said.

In addition to the instruction, the grant will enable Harris to bring nationally known simulation expert Stephanie Sideras, an instructor at Oregon Health and Science University in Ashland, Ore., to campus twice a year to help train students and faculty. TCU faculty also will travel to national and international conferences on simulation to boost professional development.

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**...Esposito designs and implements programs TO IMPROVE HEALTH, PHYSICAL FUNCTIONING AND QUALITY OF LIFE FOR THOSE WITH DISABILITIES...**

By Shannon Allen

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Courtney Garcia ‘15 believes everyone should have a chance to dance — so much so that last year she organized a prom-like event on campus for adults with intellectual and developmental disabilities. The second annual A Chance To Dance was held in February in the Brown-Lupton University Union ballroom.

As a freshman, Garcia learned through social media about similar events happening across the country. “This sparked my interest. I remember thinking about the impact of such an event,” she said. “By junior year, I decided I was ready to take on the challenge.”

Garcia first worked with individuals with intellectual and development disabilities as a senior in high school serving as a YMCA summer camp counselor. As a TCU student, she began volunteering with KinderFrogs School, an early childhood education facility that predominantly serves young children with disabilities. Soon after, she changed her major to speech-language pathology with the hope of working with this population following graduation.

The purpose of A Chance To Dance is simple: to provide a fun and entertaining evening for young adults and adults with intellectual and developmental disabilities so they can experience a social event that celebrates who they are and their incredible qualities, Garcia said. The event features dancing, music, snacks, a photo booth and an arts-and-crafts area, where attendees can make boutonnieres or corsages.

The first event in March 2014 involved 40 attendees ranging in age from 14 to 40. Garcia worked with TCU undergraduate students, including Brigitte Adams ’15 and Grady Forkin, and TCU Best Buddies, a nonprofit organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment and leadership development for people with intellectual and developmental disabilities. She coordinated with Fort Worth organizations that aid individuals with intellectual and developmental disabilities to spread the word about the dance.

The turnout at this year’s event wasn’t quite as large as Garcia had hoped, due to unexpected Texas weather that brought heavy snow the day before. But she still considered it a success.

Lynn Flahive, assistant professor in the Davies School of Communication Sciences & Disorders and director of the Miller Speech & Hearing Clinic, has watched Garcia nurture this prom event. She recently nominated Garcia for a Senior Leadership Legacy Award — and Garcia won.

In that nomination, Flahive wrote: “Courtney has been the sole force behind A Chance To Dance. Last year, she organized the entire event single-handedly. This year, she made it happen again and enlisted the help of NSSLHA, the Davies School of Communication Sciences & Disorders’ student organization, to ensure the dance lives on now that she has graduated.”

For Garcia, the legacy of the event is what is so meaningful. “These individuals deserve a chance to enjoy a social night out with their friends, and it gives them a chance to have some independence,” she said.

“During the event, they are not connected with a staff member or a parent for the entire night; they dance and socialize with their friends and other TCU students. They celebrate and express themselves.”

Next up for Garcia is graduate school at TCU, where she is pursuing a master’s degree in speech-language pathology. She hopes to work with children who are deaf or hard of hearing or in a children’s hospital, helping individuals with intellectual and developmental disabilities.

“Through A Chance To Dance, I learned how big of an impact a simple idea and a couple of passionate people can make,” said Garcia. “I encourage everyone to find something they are passionate about and do it. It takes work and a leap of faith, but the lasting impact is incredible.”
Susan Weeks has worked in health care for more than 35 years, and she has a heart for helping others since her earliest days.

Weeks has been acting dean of Harris College of Nursing & Health Sciences since December 2013, and in March of this year, the position became permanent.

Weeks — who also serves as director of the TCU Center for Evidence Based Practice and Research: A Collaborating Center of the Joanna Briggs Institute — recently took time from her busy schedule to answer a few questions.

Q: WHAT FIRST DREW YOU TO HEALTH CARE?
A: From a very early age, I was interested in health care. When I was a young child, my grandmother became ill, and that really sparked my interest in making a difference through health care. I was also interested in health promotion. At age 4, my family tells me that I was lecturing a great aunt on the dangers of smoking.

Q: WHY NURSING?
A: Nursing was a very deliberate choice. I looked at various health professions, and I knew I wanted to focus on the human response to health and illness. Although I also enjoy the scientific side of health care, I wanted to primarily focus on that human response versus diagnosis and treatment. Nursing was a good fit.

Q: HOW AND WHEN DID YOU TRANSITION TO HEALTH CARE ACADEMIA?
A: I had been conducting guest lectures at TCU and other universities for a while, and I decided midcareer that I could make a meaningful difference by educating future health professionals. As an educator, I could shape the professionals who would make a difference in the lives of people. It became a way of extending my influence beyond the care that I could personally deliver.

Q: WHAT HAS BEEN THE MOST REWARDING PART OF BEING DEAN?
A: Seeing our students and faculty succeed is immensely rewarding. We frequently hear from recent graduates and alumni whose careers are going well, and their successes are our successes.

Q: WHAT ARE THE BIG CHALLENGES TODAY FACING HEALTH CARE?
A: I see three big challenges. One, we must find ways to provide the best quality of care at a reasonable cost. Two, we need qualified practitioners across all health disciplines to provide the care. And three, we need care models that ensure the patient is at the center of all our health care decisions.

At TCU, we are changing the ways we teach to help our students to address those challenges. Rather than teaching each discipline in a silo, we are bringing the disciplines together so they can work as a team. We know outcomes are much better when the entire health care team is working together, communicating effectively, and everyone understands one another’s role.

Q: WHAT IS ON TAP FOR HARRIS COLLEGE?
A: In the 2015-2016 school year, we will refine our Strategic Plan, seeking input from all stakeholders, including faculty, staff, students and colleagues from TCU and elsewhere.

Q: WHAT ADVICE WOULD YOU GIVE TO A RECENT GRADUATE BEGINNING HIS OR HER CAREER?
A: I always encourage young people to follow their passion. It will be difficult to be engaged 40 hours a week in a job you do not love. Certainly, explore different areas, then find your passion and pursue it.

Q: AND FINALLY, WHAT INTERESTS DO YOU HAVE OUTSIDE OF HEALTH CARE?
A: I enjoy playing the piano, traveling and spending time with friends and family.

A HISTORY OF HELPING

Weeks earned a Bachelor of Science in Nursing from William Jewel College, a Master of Science in Nursing from Texas Woman’s University and a Doctor of Nursing Practice from TCU. A registered nurse since 1983, Weeks has been an advanced practice registered nurse since 1987, a licensed marriage and family therapist since 1988 and a licensed chemical dependency counselor since 1992. In addition, she is a 2011 fellow of the American Academy of Nursing and a 2014 distinguished fellow and practitioner of the National Academies of Practice.
‘BRINGING IN THE BYSTANDER’ PROGRAM BRINGS ABOUT CHANGE

By Shannon Allen

Nada Elias-Lambert has made it her mission to change the current rape culture on college campuses. She began her campaign as a University of Texas at Austin undergraduate, working with like-minded students to make a difference.

“Since becoming involved in this activist work, I was hooked,” she said. “I wanted to find a way to help prevent rape from happening to others.”

As she grew in her professional goals, Elias-Lambert realized she could fuse her research work with teaching others about sexual violence and how to prevent it.

In today’s world, campus violence and rape is top of mind. Elias-Lambert, an assistant professor in the Department of Social Work, is working with Student Affairs to launch a sexual violence prevention program called Bringing in the Bystander (BITB). She saw the positive effect of this program when it was implemented at University of Texas at Arlington while she was completing graduate work.

“I have always been a strong believer in prevention work,” she noted. “I believe intervention after someone has experienced a traumatic event is critical; however, I also feel strongly that we need to be providing resources to help prevent traumatic events before they happen.”

Bringing in the Bystander does just that. Through role-plays and scenarios where participants practice intervention strategies and share observations, the program focuses on changing community norms that allow sexual violence to continue. Long term, the goal is to change how society views sexual violence and its survivors so that it is more challenging to commit an act of sexual violence — which, in turn, makes it easier and safer for victims to report and get the services they need.

Working closely with Vice Chancellor of Student Affairs Kathy Cavins-Tull and Associate Vice Chancellor for Student Affairs and Dean of Campus Life Dave Cozzens, Elias-Lambert is implementing and evaluating this bystander-focused sexual violence program. It began in the spring with three BITB training sessions conducted by Elias-Lambert and Charity Stutzman, director of the Sexual Assault and Relationship Violence Prevention Program at UT Arlington. Student Affairs staff members each attended one four-hour training session.

In June, TCU hosted a “Train the Trainer” event, inviting universities in the region to attend. TCU Student Affairs representatives who went through the spring training also attended this event, which was hosted by Prevention Innovations, the University of New Hampshire research center that developed the BITB program. Moving forward, Student Affairs staff members who attended the two BITB events will present three additional four-hour training sessions to their peers in the fall, as well as work with three student groups each semester.

Elias-Lambert chose Student Affairs because of its established relationship with students.

“From the moment I reached out to Dr. Cavins-Tull, she and the Student Affairs professionals have been supportive and excited about moving this project forward,” she said. “Over time, all students on campus will come to understand the bystander prevention message.”

The value of BITB is exponential.

“This program allows college students to be involved in helping prevent sexual violence without feeling like targets,” Elias-Lambert said. “In the past, our sexual violence prevention programming focused on telling men not to rape and teaching women how to keep themselves safe. The bystander programs have shifted that message, and we are now asking all members of the community to get involved as pro-social bystanders to help stop sexual violence in the community.

“The goal is to reduce defensiveness among participants so they can hear the message and learn skills to be an active bystander. Hopefully, if peers are standing up for one another, we will slowly see a shift in the norms that currently exist that allow sexual violence to continue.”

BOOSTING SENIOR VACCINATION RATES THROUGH TECHNOLOGY

WITH A HEALTHY DOSE OF CREATIVITY AND AN E-LEARNING MODULE, DNP GRADUATE SHARON GUNN IS SHAPING GLOBAL HEALTH PROMOTION.

By Sarah Angle

Sharon Gunn ’15 is using new technology to improve the world of nursing. The 23-year critical care nurse created an e-learning module to teach health care providers more about vaccinating senior adults.

Can a nurse be an interactive designer? Absolutely. Gunn uses technology she learned at TCU to develop apps and ideas that provide health care professionals with the information they need to better serve their patients — both locally and globally.

Gunn graduated from TCU’s Doctor of Nursing Practice program in May. For her final project, she decided to dream big and teamed up with the International Council of Nurses, a federation of more than 130 nursing associations, to create an e-learning module that has the power to educate health care providers around the world with accurate, easy-to-access information about the benefits of vaccines for senior adults.

“Many nurses in third-world countries are practicing in isolation,” Gunn said. “But a lot of them have smartphones and computers, which means they can access this type of information online.”

The module, which will be available on the ICN website, explains how vaccines are made, who’s eligible to receive them, and even offers a quiz to test users’ knowledge.

Gunn’s goal is to eliminate the barriers to getting vaccinated. She said there’s a lack of knowledge surrounding the benefits and a lot of misinformation, too.

“One thing we’ve found is that nurses and other health care providers have a huge influence on whether people will get vaccinated,” she said.

By empowering nurses and other health care providers with the right information in a well-designed format, Gunn hopes to increase the number of seniors who get vaccinated.

“The future of health care is going to be dependent upon well-educated nurses,” she noted.

Locally, Gunn is using her new education to create apps and web pages that inform and inspire health care providers where she works at Baylor Scott & White Healthcare System in Dallas.

“My job is to come up with new ideas and to be creative,” she said. “It’s the most awesome job in the world. I just love it.”

She will become the leader of learning and innovation for the hospital — thanks to her new degree — and provide innovation and creativity to health promotion globally and locally.

This summer, Gunn flew more than 6,000 miles to the ICN conference in Seoul, South Korea, to present her e-learning module to an eager room of clinicians.

“The Doctor of Nursing Practice is an awesome program; it gives you the tools to shape the future of health care,” Gunn said.
Practice makes perfect:
NEW HEALTH PROFESSIONS LEARNING CENTER PREPARES TOMORROW’S PROFESSIONALS

By Clara Ladisic

When asked to name the best thing about the Annie Richardson Bass Building renovation and addition, junior nursing major Chelsea Berryman didn’t skip a beat in responding — “Space.”

She’s not alone in her opinion. Before the 36,500-square-foot annex opened last fall, students and professors were working in cramped conditions. Now, they have room to grow.

“There’s so much space we can have an orientation day with our whole cohort and see everyone, interact with everyone, learn together and learn from each other,” said Berryman. “We couldn’t do that before because there just wasn’t room.”

Perhaps the crowning jewel of the addition is the new Health Professions Learning Center (HPLC) on the second and third floors. Designed to look like a clinical facility and packed with the latest technology, the HPLC provides the type of hands-on experience that is essential to cultivating health care professionals who are prepared for the work force.

The HPLC provides a comprehensive practice experience via three learning spaces — the Ambulatory Care Center, the Acute Care Center and the Basic Care Lab.

THE AMBULATORY CARE CENTER

Designed to mirror a doctor’s office with a reception area and separate exam rooms, the Ambulatory Care Center is used to practice physical assessments and provide care to “patients” with acute illnesses. Here, students can practice on standardized “patients,” who simulate everything from gunshot wounds to influenza to help future health professionals hone their clinical skills.

Each room features a writeable wall and a camera to record the student’s work for review during the debriefing session with the professor. Additionally, every exam room has a dressing area, storage for patients’ belongings and a call system for easily notifying caregivers of an urgent need.

Another feature is the Residential Suite, a fully furnished micro-apartment with a kitchen and a wheelchair-accessible bathroom and shower. The suite mimics the practice environment of home health and hospice settings, providing a key learning space for nursing, nutritional sciences, kinesiology, speech-language pathology and social work students to practice their skills.

THE ACUTE CARE CENTER

Learning how to respond to patients in hospital and high-risk settings is essential for future health care professionals, and TCU students learn these skills in the Acute Care Center.

Rooms in this facility are outfitted with the same technology students will encounter in practice settings, including fully functioning headwalls, computer monitors and phones that allow them to mock-call the lab or a physician. The Center also reinforces infection precautions by featuring automated sinks, hand hygiene dispensers and hazardous waste bins.

High-tech mannequins primarily serve as the “patients” in the acute care center, and each unit can be programmed to replicate a variety of medical conditions. Mannequins also mimic real-life patient diversity, since different simulator models represent different ages,
The entire HPLC was created with the future of learning in mind. Laura Thielke, Health Professions Learning Center Director

There are also a variety of special-use rooms designed to give students space to practice different types of real-world scenarios:

- An isolation room, which prepares students for dealing with highly infectious diseases. This room houses only one patient and can also simulate a sterile environment, such as a procedure room or operating room.

- Two labor and delivery and postpartum rooms, which allow students to experience simulated natural childbirth and Caesarean sections. Mannequins in this room are capable of simulating birth, complete with fluids, an umbilical cord and newborn infant. Students can practice checking vital signs of the mother and the baby via monitors during the postpartum phase of care.

- Two different pediatric care rooms, which help familiarize students with caring for babies and young children.
  - Two gender-separated medical and surgical rooms, which feature an automatic patient lift that allows a single nurse to life patients up to 350 pounds safely and easily.
  - A medication area, which includes an automated medication dispensing system, ice machine and refrigerator.
  - A utility area, which includes a dietary cart, blanket warmer, scrub sink for surgery and a hopper for waste disposal.

- A moulage area, which provides the HPLC staff with a space to prepare the mannequins and standardized patients with physical characteristics needed for the clinical scenario. Staff use makeup, wigs, smells and attachable items like wounds and dressings to prepare the “patients.”

THE BASIC CARE LAB

The Basic Care Lab provides a space for clinical students to learn fundamental skills. It is split into two identical spaces that can be used simultaneously; each has a table for easy demonstration and instruction by professors. Students watch faculty members demonstrate the skills, then practice at one of the eight ward-style beds.

Students also have access to the new practice lab, a scaled-down room with head walls and simulators. There are even six virtual IV simulators, which allows students to practice starting IVs using an interactive, self-directed computer system.

TEACHING FOR THE FUTURE

“The entire HPLC was created with the future of learning in mind,” said Laura Thielke, who recently became director of the Health Professions Learning Center. Harris College is dedicated to staying on the cutting-edge of health sciences innovation, and the HPLC provides evidence of that commitment.

Thielke said she believes the most important aspect of the HPLC is the opportunity it provides students to develop skills and clinical judgment in a safe, realistic environment.

“Simulation allows students to independently deliver care and learn from what they did correctly — or incorrectly — without fear of harm to a human patient.”
IT’S THE VITAL LINK TO TURNING A DREAM JOB INTO A REALITY — AND EVERYTHING IN BETWEEN.

The Harris College Academic Resource Center (HARC) is ready to help students prepare for lifelong careers in health sciences. Located on the second floor of the Annie Richardson Bass Building, the center’s doors are wide open to students, faculty and staff.

The Center’s goal is to enhance the learning environment for all members of the Harris College family, which include the areas of Communication Sciences and Disorders, Kinesiology, Nurse Anesthesia, Nursing and Social Work. And it helps create that environment by providing detailed and personalized information for students about degree requirements, internships, study abroad opportunities and student organizations.

While a job after graduation is the goal, there are many steps in between. And that’s where a talented team of academic advisers like Vallary Bingham, Amanda Duvall and Kit Mintz come to the rescue.

Together, the HARC staff provides a full array of support to get students where they need to be, including: tutoring, educational workshops, career exploration, résumé critiques, leadership development and more. They also happily answer any questions from families of potential new students.

On top of those services, the HARC prepares students for their future careers with help from an expert career-counseling consultant, Kathryn Bishop. Bishop works with students — from freshmen to seniors — to find their best fit in the field of health sciences.

Director Zoranna Jones wants the Center to help as many students, faculty and staff as it can each year and serve as a space where people can find the answers and support they need to succeed.

During the 2014 school year, the center made 19,819 contacts with students — advising, solving problems and reducing the stress of lots of Horned Frogs in the process.

After all, the first step to happiness is charting the right course, and that’s exactly what the Harris College Academic Resource Center is ready to do for all of its students.

INSIDE THE HARRIS COLLEGE ACADEMIC RESOURCE CENTER

By Sarah Angle
Moments after receiving anesthesia, the patient’s body becomes rigid as his muscles contract. His heart rate quickens, and his temperature spikes. The patient is suffering from malignant hypothermia, a rare but life-threatening genetic condition triggered by general anesthesia. Thinking quickly, the nurse anesthetist administers drugs to counteract the hyper-metabolic state, saving the patient’s life.

This scenario is part of Simulation Saturdays, a School of Nurse Anesthesia program that gives future nurse anesthetists hands-on experiences with real-life situations.

“We want our students to be able to leave here feeling comfortable and competent in the operating room,” said Mike Sadler ’07, assistant professor of professional practice and a longtime registered nurse anesthetist. “In Simulation Saturdays, the students must think fast then act. It’s very realistic.”

TCU’s Doctor of Nursing Practice-Anesthesia program prepares professional registered nurses to practice nurse anesthesia. The 36-month program begins with 20 months of coursework — including research, biostatistics, informatics, pharmacology, chemistry and anatomy, among others — and concludes with a 16-month hospital-based clinical residency, where students are placed in hospital settings across the nation. During the clinical residency, students return to TCU to complete Simulation Saturdays, which is in its third year.

Housed in the Advanced Simulation Suite, the Saturday program is offered once a month, with four students attending each session. Using computer-based mannequins, professors demonstrate various scenarios, which range from a patient who suffers from anaphylaxis, a life-threatening allergic reaction, to a patient who has difficulty waking after anesthesia.

Students must provide a diagnosis and decide how to treat the patient.

“We tell students they need to suspend disbelief in the lab,” Sadler said. “We treat this like a real operating room, and we want them to do so, too.”

Certified Registered Nurse Anesthetists (CRNAs) from area hospitals attend the simulations to provide assistance and play the roles of surgeons, circulating nurses and scrub nurses, Sadler said. After students complete the simulations, they attend a debriefing with professors and CRNAs to discuss the scenario and share ideas.

Sadler said Simulation Saturdays provide future nurse anesthetists with a safe environment to learn and practice.

“Using a controlled environment, we can give them a taste of the experiences they are likely to face in the operating room,” he said.

“When those issues do arise, our students can say, ‘I know what to do. I know how to treat this patient.’

Excellent faculty members are the backbone of a successful college. “Our faculty members are our most valued asset,” said Susan Weeks, dean of the Harris College of Nursing & Health Sciences. “Faculty members providing high-quality education are vital to building and maintaining our programs of exceptional quality. We have been very fortunate to have high-quality faculty members for many years.”

Many of those faculty members continue to make a difference long after retirement.

“Our emeritus faculty members are individuals who have made exceptional contributions during their time of service as a TCU faculty member,” Weeks said. “In many cases, they continue to serve as mentors for current faculty members.”

Harris College Magazine recently caught up with some of the College’s emeritus faculty members. Not surprisingly, they are still making an impact on their communities.

WILLADEAN BALL
Nursing
Willadon Ball was an associate professor of pediatrics from 1964 until retirement in 1989. “Having students who turn out to do great things after they graduate is the best thing about teaching,” she said. “The students were always wonderful, especially those working with children in pediatrics.” Ball appreciates teaching because of the opportunity to influence someone else. Since her retirement, she has quilted, sewed, spent time gardening, taught ESL at her church and kept up with her exercise. She also traveled a great deal with her husband after retirement. In addition, she has served as a member of the Harris College Board of Visitors.

BETTY BENSON
Kinesiology
Betty Benson was a kinesiology professor who taught a multitude of different classes from 1969 until retirement in 1999. Benson loved her students very much and has enjoyed staying in touch with them over the years. She is excited to see how TCU has grown and developed and is thrilled that people go to the baseball games. She is proud of the advancements of the university she loves so much.

Benson occupies her days reading, spending time with her service dog and educating those who have a need for a service dog. She said her service dog is the love of her life and a wonderful companion.

ART BERLINER
Social Work
The late Art Berliner established the Bachelor of Social Work at TCU, which he directed for 12 years before retiring in 1987. However, he decided to come back to teach part time from 1990 until 1998. Berliner’s favorite subject to teach was ethics, with students calling him the “master of ethics.” He is described as a confident, smart, well-respected, funny man. “He was the epitome of the classic college professor,” said Linda Moore, a former colleague of Berliner. Moore particularly recalls his infamous flannel shirt covered with killer whales. Berliner played tennis until his passing and was active in the National Association of Social Workers.

In his memory, the Arthur K. Berliner scholarship was established for a sensor social work major participating in the internship program. His legacy lives on at TCU, but he is greatly missed by all.

GAIL DAVIS
Nursing
Gail Davis was a nursing professor from 1974 until she retired in 1997. While at TCU, she taught pediatrics, management and geriatrics. Davis fondly remembers TCU’s grant for her research of chronic pain in adults. Currently, she is working on a project examining the prescriptions remaining from her grandmother’s country store. She is evaluating the medicines used and researching the prescribing physician.

Additionally, Davis volunteers at Alzheimer’s Association.

PEGGY MAYFIELD
Nursing
Peggy Mayfield was an associate nursing professor for 32 years, from 1955 to 1965 and again from 1968 to 1990. Mayfield is now living in an adult retirement center in Fort Worth, where she spends her time quilting for the Trinity Valley Quilters Guild. She has quilted hundreds of quilt tops for the John Peter Smith Health Network. During her time at TCU, Mayfield was instrumental in teaching a physical health assessment course in the TCU nursing curriculum. Additionally, she assisted in writing TCU’s workbook for this course.

Mayfield said she is very proud to have taught under the first three deans of Harris College.

WILMA JEAN TADE
Communication Sciences and Disorders
Wilma Jean Tade was an instructor in the Miller Hearing and Speech Clinic from 1966 to 1990. She supervised clinicians for preschool-aged children in the Miller Clinic. “Everything I did at the clinic was pure joy,” she said. “It was never work.” One specific memory comes to mind when she reflects on her time at the clinic: A 5-year-old boy, who had no ability to make speech sounds, said, “No Coke,” in the waiting room. It was the first time the child said something so clearly and appropriately. Since her retirement, Tade has been exercising her love for music by playing the piano and violin on a regular basis. She also started playing the ukulele. In addition, she spends time working at her daughter’s textile company and volunteering through her senior living community.

Benison occupies her days reading, spending time with her service dog and volunteering through her Harris College Board of Visitors. She also started playing the ukulele. In addition, she spends time working at her daughter’s textile company and volunteering through her Harris College Board of Visitors.
BUILDING A BETTER SHELTER FOR FORT WORTH’S HOMELESS

By Staci Somrad

James Petrovich, assistant professor of social work, saw a golden opportunity when a local nonprofit approached him last year and asked if he would lend his expertise to help the homeless.

Since then, the assistant professor of social work has given well over 100 hours to help plan the development of a $12 million day shelter for homeless people in Fort Worth. Funded by the True Worth organization of Fort Worth, it is slated to open in fall 2016 as True Worth Place.

“For such a facility to be funded entirely by private money is rare; I don’t know of another place of this kind,” Petrovich said. “This is a tremendous opportunity for Fort Worth to set the standard nationally.”

Fort Worth’s current day shelter — the Day Resource Center for the Homeless — is struggling in a 100-year-old building with limited space and a second floor deemed structurally unsafe by the fire department.

In contrast, True Worth Place will have five times more space, half of which will be dedicated to a full-service, state-of-the-art health clinic operated by JPS Health Network. It will also provide bathrooms, shower stalls, food and daytime shelter.

“We’re all trying to do what we can to help a vulnerable group of people, so I’m extremely thrilled to be a part of the project,” Petrovich said. “We want people there to feel cared for and respected. It’s also to be restorative in terms of their physical needs and ultimately escaping homelessness.”

Petrovich is partnering on the project with Associate Professor Emily Spence-Almaguer and Professor Scott Walters of the School of Public Health at the University of North Texas Health Science Center. The professors conducted focus groups of both service providers and the homeless population they serve.

In addition, Petrovich developed a web-based survey of shelters nationwide, visited shelters in Tennessee and Oregon and reviewed literature to assess best practices in facility design. He received a $57,000 grant from the foundation to cover travel expenses and stipends for two students who assisted — Laura Hardin and Brooke Williamson. Students Jordan Holley and Debra Flores also helped in the early stages of the project. All four students recently graduated with Master of Social Work (MSW) degrees.

Though the project isn’t making Petrovich rich, he views it as enriching. “We’ve got the capacity. We’ve got the expertise. We’ve got the brightest students in the world. How can we not join with this effort to try and create something really wonderful?”

RESEARCHERS STUDY LANGUAGE, LEARNING LINK

By Sarah Bahari

How do children learn language?

Two professors in Communication Sciences and Disorders are studying the link between language and learning — and how they are intertwined for young people.

Danielle Brimo, an assistant professor, researches how language supports literacy among school-age children. Emily Lund, an assistant professor, studies how children with hearing loss learn new words, both spoken and written.

Brimo, who is beginning her fourth year at TCU, works with middle and high school-age students to determine how language skills and grammar knowledge support reading comprehension. In a study of 60 Fort Worth-area eighth- and ninth-grade students, Brimo found that vocabulary and grammar contribute to successful reading comprehension. She is now developing an assessment to evaluate grammar skills, which could help teachers identify children who are at risk of having difficulty with reading.

 Developing strong reading skills is crucial to a student’s success,” Brimo said.

“It snowballs. A kid in first grade who is having trouble in school will tend to not want to read, say they don’t like reading or they hate reading,” she said. “It gets worse as they get older. It becomes a chore for them, and they fall further and further behind.”

Lund, who previously worked as a speech language pathologist before entering academia, said she noticed mothers of children with hearing loss would grow frustrated trying to communicate with their children.

“As a parent, you want your children to say Mama, to tell you what they want to eat, to tell you how they feel,” Lund said. “You want your child to succeed!”

Lund hopes to develop an intervention program that would help mothers communicate with their hearing-impaired children who have cochlear implants, surgically implanted electronic medical devices that provide the patient with a sense of sound.

In a separate project, Lund is studying how phonological awareness affects reading among preschool and kindergarten-age children with and without hearing loss. The work could help build therapies to improve reading capabilities for people with hearing loss, which have remained stubbornly low for the past 30 years.

“The median reading level of 18-year-olds with hearing loss is third or fourth grade, and that has not changed since the 1980s,” she said. “Young children who have trouble sounding out words often have trouble reading later in life.”
The number of students enrolled in Harris College programs almost doubled during her eight-year tenure as dean, largely thanks to new international programming. Two centers of excellence were also established under her leadership: the Center for Oncology Education and Research and the TCU Center for Evidence Based Practice and Research. A Collaborating Center of the Joanne Briggs Institute.

Burns also advocated creating solutions to combat the critical nationwide nursing shortage. She played a key role in developing the nursing accelerated baccalaureate track, which allows students who already have a bachelor’s degree in another area to earn their nursing degree in only 15 months. The program was one of the first of its kind and doubled in size since launching in 2007.

A History of Helping

Before being named dean, Burns served as director for TCU Nursing. She built a successful career focused on health care education, with an emphasis on creating new higher education pathways and improving opportunities for health professionals.

Burns began her nursing career in staff positions in the U.S. Army Nurse Corps, and prior to joining the Horned Frog family in 2001, she served as faculty and then director of the Tulsa campus of the University of Oklahoma College of Nursing.

Throughout her career, Burns was also devoted to improving service delivery models for underserved populations. She was a member of the American Association of Colleges of Nursing, Robert Wood Johnson Executive Nurse Fellowship Association, American Nurses Association, Texas Organization of Baccalaureate and Graduate Nursing Education, and numerous other health service organizations.

“The nursing world — and the world at large — has lost an inspirational leader,” said Eileen Breelin, dean of the School of Nursing at the University of Texas Health Science Center at San Antonio and current president of the American Association of Colleges of Nursing. “Paulette’s wisdom and grace, shared so generously to all, made all of our lives richer.”

“She really took our College’s mission to heart and made a difference in the lives of others, and I know her legacy will live on with the students, faculty and staff she touched.”

Harris College underwent major changes and improvements under Dean Burns’ leadership. She helped shape the college’s reputation as a learning center thriving with cutting-edge curriculum, making it a destination for those looking to study or teach the health sciences.

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HERRERA TOOK FIRST PLACE HONORS WITH HER STUDY EVALUATING THE EFFECTIVENESS OF THE CLINICAL PROGRAM AT ALLIANCE FOR CHILDREN...

First Place: Sarah Herrera (Social Work) “AFC Clinical Program Evaluation: Working with African-American and Latino Male Youth”  Mentor: Dr. James Petrovich

Herrera took first place honors with her study evaluating the effectiveness of the clinical program at Alliance for Children when working with African-American and Latino male youth who have been sexually abused. She concluded there was an overall decrease of traumatic symptoms reported by participants, although more research is needed to determine the program effectiveness.

Second Place: Kayla Darnell (Social Work) “Most Effective Treatments for Depression: A Review of the Literature”  Mentor: Dr. Harriet Cohen

Darnell conducted a study to determine which treatments are the most effective for treating adults with depression. She concluded that many treatments significantly reduced depressive symptoms. Overall, the most effective treatments for depression ultimately depend on many variables, such as age, severity of symptoms and personality characteristics — i.e., “one size does not fit all” in treating adults with depression.

Third Place: Laura Hardin (Social Work) “O Brother, Where Art Thou? Evaluating Children’s Connections in Foster Care Placement”  Mentor: Dr. James Petrovich

Hardin conducted a study to evaluate the effectiveness of a pilot foster care redesign program — Our Community, Our Kids — in maintaining children’s connections to family, as measured by percentage of cases where all siblings are placed together in Region 3b foster care during the first quarter of program implementation. OCOK missed its target goal (71.1 percent) by 1 percent but did exceed the Department of Family Protective Services baseline standard by 0.5 percent, suggesting minor improvements in redesign efforts but lack of success in obtaining the intended performance metric.

HONORABLE MENTIONS

Honorable Mention: Maddie Murrell (Kinesiology) “Mental Toughness Among NCAA Football and Baseball Players”  Mentor: Dr. Gloria Solomon

Murrell conducted a study exploring mental toughness among collegiate Division I football and baseball players. This study also examined mental toughness variations between starters and nonstarters within each sport. Although no mental toughness differences were found between sports, nonstarters reported higher levels of control than starters.

First Place: Elise Decker (Kinesiology) “Physical Activity Intervention in Adults with Intellectual Disabilities”  Mentor: Dr. Phil Esposito

Decker took first place honors with her study evaluating the effectiveness of a once-weekly, 60-minute group exercise session on improving overall physical fitness in populations with developmental and intellectual disabilities. While these results suggest that strength can be improved in similar interventions, further research should examine how cardiovascular performance can be likewise improved and whether the specificity of training could have resulted in improved muscle strength or better ability to recruit muscles to achieve movements.

Honorable Mention: Teresa Hughes (Communication Sciences & Disorders) “Effects of Two Exercises on Hyolaryngeal Muscular Activity: Electrophysiological Evidence”  Mentor: Dr. Chris Watts

Hughes’ study compared the electrophysiological activity in hyolaryngeal muscles during performance of two exercises that target the submandibular laryngeal elevators. The study provided supporting evidence for the effect of two published exercises targeting submandibular muscles when compared to baseline. The CiC exercise, which required jaw opening against a rigid brace, resulted in the greatest degree of neuromuscular activity in the submandibular muscles.

Third Place: Eva Erickson (Kinesiology) “Mental Toughness Among Collegiate Athletes Across Sport Type”  Mentor: Dr. Gloria Solomon

Erickson conducted a study exploring the concept of mental toughness as it relates to sport type — specifically skill-based sports, racing sports and game sports. Findings revealed no significant differences in any of the mental toughness factors between skill, race and game type sports. However, because no differences were found, these results may also suggest that mental toughness is a more universal construct, with athletes across all sports experiencing similar perceptions of their mental toughness levels.

Second Place: Elle Ryan (Communication Sciences and Disorders) “The Effect of Age on Cepstral Measures of Phonation in Female Speakers”  Mentor: Dr. Chris Watts

Ryan conducted a study on the effect of female age on acoustic measures of voice production. The results showed children displayed higher Cepstral Peak Prominence values during production of the two vowels compared to adults. Alternatively, the children exhibited lower values during connected speech compared to the adult females, though the difference was very small (0.25dB). For measures of fundamental frequency, female children always manifested higher values than the adults regardless of the stimulus.

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A bystander sexual violence prevention program was presented to 142 fraternity members. A quasi-experimental design utilizing pre-, post- and follow-up surveys was used to compare the effectiveness of the program with university men who are at low- and high-risk of using sexually coercive behavior. The findings suggest that the sexual violence prevention program had a positive impact on attitudes and behaviors related to sexual violence among fraternity members; however, the program had less impact on high-risk men. The results of this study will expand our ability to design programs that can have an impact on reducing sexual violence on campus.

Research Roundtable: “Participants, Instruments, and the IRB”

The Institutional Review Board is central to Harris College productivity with manuscript and grant submissions for faculty and students. This presentation gave insight into how this process should be navigated for faculty working individually or as a collaborative unit as well as how students need to engage in the process. Discussion topics included who the participants are; what criteria are considered for whether a protocol is deemed exempt, expedited or full review; what types of instruments and procedures should be included; and the process of approval following submission to the IRB at TCU.

The LiiNK Project (Let’s inspire innovation ‘N kids) is a research project that began two years ago as a result of examining the Finnish educational system and its importance on recess and character development in schools. Since then, the LiiNK Project has implemented an intervention of four 15-minute recesses daily and three CD lessons weekly into several private schools and two public school systems. This presentation introduced the pilot intervention results, the impact it is having on the children and teachers in the schools and next steps for studying this intervention in public schools.

The LiiNK Project... BEGAN TWO YEARS AGO AS A RESULT OF EXAMINING THE FINNISH EDUCATIONAL SYSTEM AND its importance on recess and character development in schools.

Connecting faculty, students and staff for research endeavors, the Faculty Research Symposium creates an awareness of and respect for each other’s work. Harris College strives to uphold the teacher-scholar model and to exhibit a research culture for undergraduate and graduate students.
HARRIS COLLEGE GRANTS & PUBLICATIONS

FUNDED GRANTS
DAVES SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS


DEPARTMENT OF KINESIOLOGY


Oliver, J. (2014). A randomized, double-blind, placebo-controlled study to evaluate the effects of a technology-enhanced curcumin on markers of flow mediated dilation (FMD), performance, muscle damage, and inflammation. Incrcenovo LLC.

Oliver, J. (2014). 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. (2014). 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 — received supplies.


Petrovich, J. (2014). True Worth Place implementation support services project. A subaward from UNT Health Science Center.


NURSING


Bashora, L. (2014). Exploring the barriers/ facilitators to successful transition to adult providers for young adult cancer survivors and parents. TCU Research and Creative Activities Fund Grant (Shah, M., mentor).

DEPARTMENT OF SOCIAL WORK


SCHOOL OF NURSE ANESTHESIA

FACULTY PUBLICATIONS
DAVES SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS


Watts, C.R. (2014). Preliminary Experimental Evidence Supports the Need for Further Research Into the Effects of LSVT LOUD on Voice and Speech Function in Children with Spastic Cerebral Palsy. Evidence-Based Communication Assessment and Intervention, 7(6), 139-144.

DEPARTMENT OF KINESIOLOGY


Rhea, D.J. (2014). Give students time to play. Education Week.

Books/Chapters

NURSING


**ALUMNI SPOTLIGHT**

**EMPOWERED TO ADVOCATE**

By Staci Serroul

Laura Hardin ’08 (’15 MSW) credits her graduate degree for empowering her to advocate and provide support for people in need.

"When residents in one of the programs I was on, we had to provide care for a young girl with cancer. I remember thinking, ‘I wish I could do more for this child,’” she said. “I felt empowered by what I was learning in school, and I knew that I could make a difference in her life.

"I want people to know that just because someone is in a vulnerable position, that doesn’t mean they’re not capable of making important decisions. It’s important for us as nurses to be advocates for our patients and to be willing to go the extra mile to ensure they receive the best care possible.

"I’m proud of the work I do, and I’m grateful for the opportunities I’ve had to put my skills to use in serving others. I hope to continue to make a positive impact on the lives of those I care for, and to inspire others to do the same."
ALUMNI CLASS NOTES
What have you been doing since you graduated?

1970s

Karen Villabranh Fenimore ’72 (BSN) began her nursing career in 1973 and married Tony Fenimore in August 1973. She has one son — James Dustin. She worked for Dr. William Carter Hawkins — her childhood pediatrician — until he retired in 1991. In 1993, she began her school nursing career with Garland ISD. She got involved with the American Diabetes Association in the ’90s and served on its Camp New Horizons board, volunteered as a camp nurse and received the Volunteer of the Year Award from the Di/PW Chapter of the ADA for Camp New Horizons in 2013. She writes: “I thank TCU every day for giving me a strong foundation on which to be able to do what I have always loved to do — be a nurse.”

Marianne Miller ’76 (BSN) lives in Seattle where she is a labor and delivery RN at Swedish Hospital. She has gained knowledge/experience as an RN in ICU, CCU, plastic surgery, oncology, stem cell, medical/surgical, education and maternal/infant health. She began her career in the Army and continued with the Navy Reserves, holding positions as staff RN, assistant and head nurse, nursing supervisor and chief nurse for the Montana National Guard.

1980s

(1) Melissa McGill Gonzalez ’80 (BSN) served 23 years in the U.S. Air Force, retiring in 2005 as a lieutenant colonel. In 1995, she received the MSN from the University of Texas Health Science Center in San Antonio and worked as a women’s health nurse practitioner for the last 10 years of her military career. Since retirement, she has taught nursing and for the last five years has been on faculty at the Baptist School of Health Professions where she teaches OB nursing theory and clinical. She writes: “TCU was an excellent school and prepared me well.”

(2) Dan Gaskell ’84 (BS Speech-Language Pathology) recently took on a new position as associate director at Healthsouth Rehabilitation Hospital in Frederickburg, Va. He writes: “It's an administrator in training program after which I am expected to take over a Healthsouth hospital in one to two years.”

(3) Sharon Travis ’87 (BSW) started a nonprofit providing housing for human trafficking survivors which she began more than 10 years ago while studying at TCU. She attended Southwestern Baptist Theological Seminary in Fort Worth.

(4) Dorothy Utad Vonderhaar ’64 (BSN) and husband Tom recently celebrated their 50th wedding anniversary. She writes: “Seems in retirement wherever we travel we find a TCU graduate. Job opportunities because I was a TCU graduate afforded nursing positions for me in three states and in seven different categories. Currently, I’m a commissioner on Windsor Senior Advisory Board to the City Council, an oil paint artist, and I’m writing two books. Thanks for the 50-year celebration.”

(2) Margaret Martin ’69 (BSN), an RN, was named a 2015 Shining Star for her volunteer efforts for the American Association of University Women Texas Northeast Tarrant County Branch. AAWU promotes education for women and girls. The Shining Star event is sponsored by the Arts Council Northeast.

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specializing as a clinical apheresis specialist from 2009 until 2015. In April, she became supervisor of the apheresis and infusion units at HCA Medical City Dallas. She earned an MSN from Walden University in 2013 and holds the Blood and Marrow Transplant Certification and has been a member of the Oncology Nursing Society since 2009.

(11) Vanessa Flores ’07 (BSW) is a Licensed Clinical Social Worker in Austin. She and her boyfriend live in Pflugerville and enjoy all the nature, arts and music that Austin has to offer. She earned the Master of Social Work degree from the University of Houston in 2009 and spent about five years working as a social worker in pediatric medicine. Now she is a school social worker at KIPP Austin Collegiate High School. She is also beginning a private practice specializing in individual and group therapy with adolescents and adults. She is a Certified Daring Way Facilitator and offers a variety of workshops.

(12) Jackie Gomez ’10 (BSW), an RN and OCN, was so proud in June to celebrate five “amazing and phenomenon” years at Harris Methodist Fort Worth working on the oncology/hematology floor. She also works as an infusion nurse for Texas Oncology. She writes: “I couldn’t be happier in the field and specialty I chose thanks to TCU and its encouraging staff. GO FROGS!”

(13) Kristie Knickerbocker ’10, ’12 (BS COSD, MS Speech-Language Pathology) started her own private speech pathology practice — a tempo Voice Center (www.atemptopvoicecenter.com) in Fort Worth — seeing voice and swallowing patients for exams and rehabilitation. She is a regular blogger on voice and voice disorders for the American Speech Language and Hearing Association. She hopes to continue helping professional voice users of all kinds from her own experience and is proud to be a Horned Frog.

(14) Kelly Rominger Stephens ’10 (BS) moved back to Albuquerque, N.M., and has been a neonatal intensive care nurse for almost five years. She participates in her hospital’s transport team, relief charge nurse and several committees. In addition, she won her hospital’s Guardian Angel Award after a family donated $5,000 in honor of the care Kelly and a colleague gave to their twins, and now she is featured on the hospital TV program discussing the award. She has been married for almost four years and has 5-month-old son Lucas.

(15) Heath Heefner Finley ’11, ’14 (BS Nutrition, MS Kinesiology/Sports Psychology) practices as a Registered Dietitian in the Fort Worth area and operates her own private practice (www.dietitianheather.com). She primarily treats clients with eating disorders, food allergies and hormonal imbalances. Heather believes that proper nutrition holds the key to a happy and healthy lifestyle, which can be achieved without deprivation, fad dieting or restriction. She appreciates the emotional connection an individual has with food as much as the science behind it. This fall she returns to TCU as an adjunct faculty member in the Nutrition Department.

(16) Jessica McNeil ’08 (BSN) was chosen as a 2015 AWHONN Emerging Leader and the 2016 National AWHONN Conference Host Committee chair. She also chairs the DFW chapter of AWHONN. Jessica is a clinical educator at UT Southwestern Medical Center and an adjunct clinical faculty member in obstetrics for Baylor University. In 2013 she earned an MSN from Walden University. She writes: “My time at TCU challenged me to always continue to grow as a nurse.” Since January, Laura Windheuser Nordgren ’08 (BSW) has been working as an attorney for the state of Kansas on cases related to child support issues involving children and parents receiving state assistance. She writes: “I love that I have found a job that brings my interests in social work and law together!”

(17) Travis Chace ’12 (A-MSN), who recently earned the MSN Family Nurse Practitioner degree, works as a Family Nurse Practitioner in a private practice clinic located in his hometown of San Diego. He is married to childhood sweetheart Jessica Marie Chase and they are happily raising their five children.

(18) Tashanne Williams ’12 (BSN) was offered a position as a clinical nurse, specialising in cardiology, following graduation. Now she is certified and practicing Endovascular Laser Ablation Therapy. She and her family recently moved to Azle and are in the process of building. She is also studying for the MSN Family Nurse Practitioner degree with only eight months left.

(19) Sarah Zavitz ’15 (BSN) shares her last moments in the famous purple scrubs with Margaux Hebert, Maddie Holmes and Chelsea Kindler. “Frogs forever!”

(20) Melissa Whitehurst ’14 (BS Habilitation of the Deaf and Hard of Hearing) lives in Kolkata, West Bengal, India, working for PACE (Promise of Assurance to Children Everywhere) Universal, a nonprofit that “exists to nurture the educational, health, nutritional, social and cultural development of girls in the world’s poorest regions.” PACE opened a school for girls and a vocational school for women in Piayli Junction 11 years ago. Melissa is the TEAM Programme coordinator and assists the teaching staff with their teaching methodology. She also plans to research if piloting a deaf and hard of hearing program would be a benefit to the village.

(21) Brooks Mabry ’15 (BSN) accepted a job at Texas Health Resources Hurst-Euless-Bedford on the oncology unit.

(22) Courtney Taylor ’15 (BSN) completed four years of Army ROTC at TCU, passed the RN NCLEX and is a newly commissioned 2LT in the Army Nurse Corps. She will be moving to Hawaii in October to work at Tripler Army Medical Center on Oahu.

(23) Brandi Buss ’15 (BSN) accepted a residency in the neonatal ICU at Medical Center of Arlington. She writes: “I am very excited to see where this new chapter in my life takes me, and I am even more thrilled to be an alum of such an amazing university. Go Frogs!”

(24) Elise Shanks ’12 (BSN) welcomed baby-girl Sydney Elise Shanks in June 2013. Elise works for Fort Worth ISD Health Services. A 2014 nursing scholarship recipient, she is pursuing her master’s degree as a Family Nurse Practitioner.
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Honorary Member
COL. WARNER (TEX) RANKIN, JR. ’40

2015 Board of Visitors Highlights

New Members
The Harris College Board of Visitors welcomed several new members in 2015. John (Jack) Lynch III joined at the spring meeting and Jan Zachry ’77 joined in the fall.

Returning Members
The Board of Visitors had a number of members whose original terms ended, but who graciously chose to resign after taking a year off. The BOV is excited to have Shirley Beck ’68, Margaret Benz, Mike Macko ’94 and Linda Wassenich ’65 return to their posts. Your continued service is greatly appreciated!

HARRIS COLLEGE
BY THE NUMBERS

*As of fall 2015

12 NUMBER OF CHANCELLOR’S SCHOLARS FROM HARRIS COLLEGE*

117 STUDENTS ALSO IN THE JOHN V. ROACH HONORS COLLEGE*

15,614 SQ. FEET OF SPACE IN THE NEW HEALTH PROFESSIONS LEARNING CENTER

19,819 CONTACTS WITH THE HARRIS COLLEGE ACADEMIC RESOURCE CENTER DURING 2014

19,819 STUDENT ATHLETES*

85,679 SQ. FEET IN THE ANNIE RICHARDSON BASS BUILDING

CONGRATULATIONS TO ANDREA RANKIN, New Board of Visitors Chair!