



cura personalis

SAINT LOUIS UNIVERSITY Trudy Busch Valentine School of Nursing

Fall 2021

LIVING JESUIT
VALUES

FROM TRUDY BUSCH VALENTINE

I am writing to share my thoughts about naming the School of Nursing. This honor stirs many emotions in me because it tells so much of my life story: why I wanted to become a nurse and how being a nurse has defined me as a person. I started thinking about becoming a nurse when I was 11, reading the very old Cherry Ames Nurse series of books. The summer I turned 14, I began volunteering in the pediatric division of a hospital.

When I was 17, my little sister Christina, who was just 8 years old, was critically injured in a car accident. We shared a bedroom and a lot of love since she was a baby. After the accident, Christina lived for 11 days on a respirator at Mercy Hospital. I spent much of those days and every night sleeping on a chair, holding her hand and resting my head on her bed. All that time, I closely observed the nurses and nuns nursing my sister with their well-tuned clinical skills and scientific knowledge, their endless compassion and abiding love. I watched the nurses, especially those with a deep spiritual dimension, accompany, comfort and even begin to heal Christina into her new life with God and help our family say goodbye to her, sending her on with all our love, tears, happy memories and prayers. From that time on, I knew that I wanted to be a nurse, and I began looking at college programs.

A year or so later I found what I was seeking at Saint Louis University, as so many of you have. The heart of our Jesuit education is holistic health care: care of the body, mind and soul. To really heal and stay well, each part must be in harmony with the other. Our Jesuit education calls us to be people for others, for the glory of God and the service of humanity. What an incredible gift to be able to try to reach this goal one patient, one family at a time. The knowledgeable, wise, demanding faculty at the School of Nursing opened our eyes and hearts to scientific, evidence-based learning and to the wider, complex world people lived in and to the despair and needs of others. Here, we started on a path to become lifelong learners and to look at our inner selves in the context of who we are and who we want to be.

Naming this school has been humbling and joyful for me. Names are a way of passing on legacies and showing deep and abiding love. I named my daughter Christina after my sister. My daughter also graduated from SLU and went on to become a nurse practitioner. In naming this school, I honor two very passionate and brilliant women, Dean Emerita Dr. Teri Murray and our late Dean Dr. Joan Hrubetz. Both have been my friends and mentors. They have made our School of Nursing one of the best and most innovative schools in the country. I was hired at Massachusetts General Hospital the day I interviewed because I was a SLU nurse. This holds true today, as I have seen many of our graduates go on to work at the finest hospitals in the nation. So many of our nurses are leaders throughout the world.

Finally, I want to thank and acknowledge my parents for giving me so much love, a down-to-earth upbringing formed by faith in God and the financial means to make this gift to our school, a portion of which goes to faculty and staff who are chosen annually by a committee for their excellence in teaching and for going above and beyond what is expected of them.

I am humbled by this incredible gift of naming the Valentine School of Nursing. I know it will always be a place of love, learning, healing and compassion for others. The Jesuit tradition of being people for and with others is ingrained in our hearts and minds.

With deep gratitude and love,

Trudy Busch Valentine
Trudy Busch Valentine (VSN '80, GRAD A&S '07), M.A.



**Trudy Busch Valentine has been a member of the Saint Louis University Women's Council since 1990. She joined the School of Nursing Executive Advisory board in 2000, assuming the chairperson role from 2006 to 2015.*

Cura Personalis is published annually by the Saint Louis University Trudy Busch Valentine School of Nursing and is mailed to alumni and friends.

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ON THE COVER Trudy Busch Valentine (left) stands with her daughter Christina (Valentine) Cammon (right) and Dean Danny G. Willis (middle) in front of the Trudy Busch Valentine School of Nursing.

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SAINT LOUIS UNIVERSITY Valentine School of Nursing

Fall 2021



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School named No. 8 in U.S.

In 2021, Niche ranked Saint Louis University's Trudy Busch Valentine School of Nursing as the No. 8 college nursing program in the country.

Niche collects data and reviews of colleges and universities around the country, analyzes and ranks them. It notes that the most popular major at SLU is Nursing.

"Nursing students in the Valentine School experience first-hand the power of an excellent college education shaped by expert faculty and staff grounded in our mission of educating the whole person — mind, body, heart and spirit," said Danny Willis, D.N.S., dean of the Trudy Busch Valentine School of Nursing.

M.S.N.-N.P. program again named top 50 Grad Program

U.S. News and World Report ranks the Valentine School of Nursing's M.S.N.-N.P. program as a top 50 program in their Best Graduate Schools survey for 2021.

The magazine evaluates universities and colleges, reviewing and ranking them, as well as specific schools and programs.



Jonathan Smith, Ph.D.
VP Diversity and Community Engagement, 1959-2021

Jonathan Smith, Ph.D., SLU vice president of Diversity and Community Engagement, passed away on June 19, 2021. Smith, 61, was known throughout SLU for his kindness, compassion and creativity. He was instrumental in implementing the Clock Tower Accords and for his leadership in diversity and inclusion measures to bring people together. A fierce advocate for programming that promotes cultural competency, literacy and fluency; racial, gender and cultural support, he focused much of his work on connecting SLU to the greater St. Louis community. "Jonathan was a visionary. He was the man who brought all of our ideas to life. Now, it's our turn to give his ideas life and to make sure what he wanted to see happens," said Amber Johnson, (A&S '01, GRAD A&S '03), Ph.D., professor of communication and associate provost for diversity and community engagement.

St. Louis Magazine honors several SLU Nursing faculty as finalists

The following Trudy Busch Valentine School of Nursing faculty members were honored as finalists for the 2021 Excellence Awards by *St. Louis Magazine* in April:

- Associate Professor and e-Technology Coordinator Cynthia Rubbelke, (VSN '79, '85) M.Ed., M.S.N.(R), RN, was an honoree. In 2015, she was an Elsevier Leading Starts in Education (ELSIE) Simulation category honoree.
- Denise Côté-Arsenault, Ph.D., RN, CPLC, FNAP, FAAN. Côté-Arsenault, who is featured in this issue

about her Fulbright research in Scotland, was honored in the Women's Health category. The Hemak Endowed Professor of Maternal Child Nursing, she is an internationally recognized expert in pregnancy loss. Her research also focuses on pregnancy, breastfeeding/lactation, early parenting, theory and perinatal palliative care.

- Adjunct Faculty Michelle Mendonsa, M.S.N., RN, CCRN, who teaches clinical public health in SLU's undergraduate nursing program, was named a finalist in the Intensive Care category.

- Sarah A. Johnson, a clinical nurse at SLUCare's Center for Comprehensive Cardiovascular Care, was honored in the Medical-Surgical Nursing category.

During the virtual awards ceremony in April, Jarrett Medlin, the magazine's editor-in-chief and publisher, praised the finalists.

"Perhaps no time has felt as poignant as now," Medlin said. "Over the past year, you have gone to great lengths, working around the clock and putting your lives on the line to help others in profound ways."

City honors Benz for COVID vaccine work

In April, the City of St. Louis Department of Health recognized Assistant Professor Margaret Benz (VSN '78, '82, '95), M.S.N.(R), APRN, ANP-BC, FAANP, for her organization of volunteers associated with the Department's vaccine clinics.

City officials reached out to Benz and they began planning for SLU's nursing students and faculty to serve as volunteers at the city's COVID-19 vaccine clinics.

As of early May, SLU students volunteered more than 2,393 hours, faculty gave 829 hours of their time and SLU families and staff volunteered 551 hours, Benz said.



Dr. Fredrick Echols, director of the City of St. Louis Department of Health (left), honors Assistant Professor Margaret Benz (holding flowers) for her work engaging Valentine School nursing students and faculty in the city's COVID-19 vaccine clinics. They appear with Kris L'Ecuyer, associate dean, Undergraduate and Prelicensure Education (third from left), and Dean Danny Willis (right).



Artman-Horton receives 2021 Excellence Award

In April, Assistant Professor Deborah Artman-Horton (VSN '08, GRAD PH '09), M.S.N., M.P.H., RN, PHNA-BC, won *St. Louis Magazine's* 2021 Excellence in Nursing award in the Community Care/Ambulatory category. Artman-Horton is a member of SLU's COVID-19 Vaccination Team.

"Her steadfast and excellent nursing service for community care stems from her love of community engagement, public health and helping people with what is important in their daily lives," said Danny Willis, D.N.S., dean of Valentine School of Nursing.

Artman-Horton works closely with Professor Terri Rebmann (GRAD VSN '06), Ph.D., RN, CIC, FAPIC, special assistant to the president and director of the Institute for Biosecurity, to mitigate the spread of COVID-19 on SLU's campus. She was instrumental in mobilizing Saint Louis University's first large-scale COVID-19 vaccination clinic in March.

March of Dimes honored Hendricks-Ferguson and other Valentine School Faculty

Irene Riddle Endowed Chair Verna Hendricks-Ferguson, Ph.D., RN, FPCN, FAAN, received the "Legend in Nursing Award" during the March of Dimes Missouri Chapter Nurse of the Year Awards gala in November 2019.

Hendricks-Ferguson's research has focused on making significant contributions to the pioneering study of palliative and end-of-life (PC/EOL) communication practices by pediatric oncology providers with parents of children with poor prognosis cancer. She has published research articles focused on PC/EOL pediatric provider communication practices and parental preferences to receive PC/EOL support during the care of children with cancer.

Along with Hendricks-Ferguson, Assistant Professor Vicki Moran (VSN '94, '97, GRAD PH '97, ED '15), Ph.D., M.S.N./M.P.H., RN, CNE, TNC, APHN-BC, was named Nurse

Educator of the Year. Moran has taught courses in pharmacology, public health and complex care practicum.

Assistant Professor Samantha Marquard (VSN '04, '09, GRAD PH '09), M.P.H., APRN, FNP-C, was named Pediatric Nurse of the Year. Marquard has focused her teaching on health policy and regulatory environment, nursing fundamentals, public health, health policy and finance and clinical teaching for public health across multiple programs.

The organization also named Assistant Teaching Professor Karen Scaglione, D.N.P., APRN, AGACNP-BC, ACNP-BC, CLNC, the Advanced Practice Nurse of the Year. Scaglione, (VSN '02, '06) teaches in the Adult Geriatric Acute Care Nurse Practitioner Program and is an instructor in the graduate and doctoral programs.

Meyer received 2020 Nancy McNeir Ring Award

Professor GERALYN MEYER (VSN '79, '83), Ph.D., RN, CNE, was selected as the winner of the 2020 Nancy McNeir Ring Award for Excellence in Teaching.



Established in 1966 to honor the University's first dean of women, who was known for her devotion to

students, the award is presented annually to a member of the faculty who displays a special dedication to students both inside and outside the classroom. It is the only student-initiated and sponsored teaching award that includes all faculty across the University.

Meyer's student nominator wrote: "In my introductory nursing course, Dr. Meyer presented the concept of *cura personalis*. She explained the importance of not only considering the medical components of a patient's life, but also his or her emotional, spiritual and social well-being. At the same time, she described what it means to live out the Jesuit mission, encouraging me to volunteer, advocate for the rights of others and practice self-reflection."

2021 nursing graduate receives University social justice award



Brielle Heraty

Brielle Heraty (VSN '21), recipient of the 2021 Mev Puleo Social Justice Award, never met Saint Louis University alumna Puleo, but in many ways, Heraty, who graduated in May from the Trudy Busch Valentine School of Nursing, is carrying on Puleo's legacy of devotion to social justice work. At the same time, Puleo's legacy has impacted Heraty in various ways throughout her education.

For both women, immersing themselves in cultures other than their own ignited the tenets of their Jesuit education. In fact, their experiences offered each of them opportunities to use their talents to live SLU's mission.

Before her death in 1996 at the age of 32, Puleo (A&S '85), focused her camera lens and her advocacy work on the forgotten and forlorn people who live on little and need much more than they receive, primarily in Haiti, El Salvador and Brazil.

Heraty, who also minored in Urban Poverty Studies, embodies every aspect of the award. Like Puleo, she has taken up the cause of social justice and international perspectives on global issues of poverty throughout her academic career at SLU.

"I really do feel my time at SLU has been shaped by my academic experiences in the School of Nursing and my extracurricular experiences," she said. "The things I have learned inside and outside of the classroom integrate with and inform one another. In making decisions, I followed my heart, leaning into what feeds me. All of the opportunities and the relationships I have formed

have helped to shape me and my practice as a nurse."

Originally from Aurora, Illinois, Heraty began thinking of a career in nursing after her high school chemistry teacher recognized her passion for helping others, coupled with her science acumen. She began to make a list of possible schools to attend for nursing. Immediately SLU stood out for its nursing program and urban setting.

On her campus tour, Heraty said she got excited when her guide told her of the opportunity to learn and live in the Micah Program, a learning community focused on addressing issues related to urban poverty and social justice for students across majors where they serve, study and live together.

"To be surrounded by Micah students really set my education on the right path," she said.

During her freshman year, she took an immersion trip to the El Paso, Texas border with Mexico where she saw firsthand what was happening to families at the border.

In her sophomore year at SLU-Madrid, Heraty immersed herself in the culture of Spain and the communities surrounding the University's campus. As a rising junior, she participated in the summer Mev Puleo Program trip to Costa Rica, and later that school year, returned to El Paso as an immersion leader.

Campus Minister Michelle Verner, who worked with Heraty on her immersions in El Paso, Texas, nominated Heraty for the award.

"Brielle has shown a consistent commitment to care for those around her and those on the margins and a commitment to social justice in the four years that I have had the privilege of knowing her," Verner said.

Heraty completed her career challenging herself to be present for others in every aspect of her education and every location from St. Louis to Spain to Costa Rica. Through it all, she weathered typical and expected experiences of homesickness, language challenges and living in unfamiliar settings. Heraty said she anticipated these struggles and chose to embrace them and others that were unexpected. It is in those moments, she said, that she could see her own growth and value the struggle.

"It was such a blessing to have had those experiences," she said. "I have come to see that the most concrete relationship building comes from the power of being present."

Part of that she learned from her host family in Costa Rica. Living with a host family really immersed her in the culture and lives of Costa Rican people; it broke down a barrier that would have limited her experience had she been in a different setting.

"I'm excited to take all I have learned throughout the world and my college experiences and apply those lessons to nursing in the St. Louis community," she added.

After graduating, Heraty began her nursing career as registered nurse in the medical-surgical unit at SSM St. Mary's Medical Center in Richmond Heights, Missouri.

"The thing I love about nursing is that it is so versatile," she said. "I'm honored to be in this profession, to go to work every day doing something I love, something that is valued and needed. I cannot begin to express how excited I am to be a nurse."

CHOSEN BY STUDENTS: McGroarty receives faculty excellence award

This year, Saint Louis University's Student Government Association honored Assistant Professor Cristina McGroarty, M.S.N., RN, of the Trudy Busch Valentine School of Nursing, with the Fr. James Veltrie, S.J. Cura Personalis Faculty Excellence Award.

The award is given annually to a faculty member who exemplifies an extraordinary commitment to the spiritual and intellectual development of members of the SLU community. The SGA selected McGroarty in part for her devotion to students and their development, but also for her work focusing on spirituality in nursing through her course Ignatian Spirituality in Health Care.

The idea for the class grew out of her participation in the University's Mission and Identity committee where the discussions focused on ways of ensuring that SLU is educating the whole person and finding tangible, purposeful ways to put this goal into practice in new ways. McGroarty said she noticed that mental stability and stress were surfacing among nursing students, particularly as they completed their education and prepared to join the workforce.

"I noticed at every meeting we were speaking of mental health, and I began to wonder why many of our nursing students were running themselves ragged," she said.

She, along with her colleagues, considered what attributes a Jesuit-trained nurse, or any baccalaureate recipient, should have upon graduation. Their answer: "a well-rounded

mind, a generous heart and a reflective soul," McGroarty said.

Establishing that in students meant drawing on her own history, as well as the knowledge of others. McGroarty pointed to her spirituality as a means of support, reflection and grounding, which were a part of her upbringing because Jesuits regularly visited her dad, Charles Fleener, Ph.D., a SLU professor of history for nearly half a century. She also called on her own colleagues, particularly Randall S. Rosenberg (A&S '98), an associate professor and dean of the College of Philosophy and Letters, who helped her prepare the course, which she taught in the fall of 2020.

Each Monday at 8 a.m., 32 students gathered, some physically in the room and others virtually. Together, they encountered speakers who addressed spirituality in various forms, stress management tools and more. Each week, they shared ideas and wrote about their own thoughts and concerns.

"It was a very reflective class," she said. "It was a really special, sacred place."

It was that course, as well as McGroarty's concern and compassion for her students that led School of Nursing graduate Brielle Heraty (VSN '21), to nominate her for the Veltrie award.

"It was a very special community to be a part of," Heraty said of the course at the awards event in April. "At her core, Cristina makes her students feel seen and known and has never hesitated to meet us where we are. She has encouraged all of us to show up as our authentic selves with the reminder that this alone is enough."

"She has taught us self-care tools for every aspect of our being so that in turn, we can care for our patients' whole beings. She has modeled for us what it means to live life amazed with joy and gratitude."

HERATY about McGroarty



LEFT TO RIGHT: Brielle Heraty (VSN '21) shares a special moment with her mentor, Cristina McGroarty, at the annual awards ceremony.



Nursing in the Time

of COVID

In a time of isolation, shutdowns and social distancing, the Trudy Busch Valentine School of Nursing faculty and students synergized their efforts, volunteered tirelessly and showed up to do whatever needed to be done in the ever-evolving landscape of contact tracing, screening, vaccinating, treating and comforting those impacted by the infectious disease.

In these next few pages, are stories of compassion, cooperation, comfort and bravery, as nursing faculty and students took on COVID-19 and continue to do all they can to protect health and prevent another wave.

IN THE BEGINNING...

From the start, Saint Louis University administrators turned to experts within the faculty to deal with the pandemic. Specifically, University President Fred Pestello, Ph.D., turned to Terri Rebmann, (GRAD VSN '06), Ph.D., RN, CIC, FAPIC, professor of epidemiology and biostatistics, and director of SLU's Institute for Biosecurity; Rachel Charney, M.D., professor of pediatric emergency medicine and director of disaster preparedness for SLU's School of Medicine and SLUCare; and Valentine School Assistant Professor Deborah Artman-Horton (M.S.N. '08, M.P.H. '09), RN, PHNA-BC, expert on disaster preparedness in schools.

From early days in 2020, faculty and students at the Valentine School watched, wondered and waited to see what would happen next. Many had questions for Artman-Horton, who directed SLU's asymptomatic testing program and eventually oversaw SLU's vaccination clinics.

"They wanted to know what was happening, what could be done, how to handle the situation, if it was true and what was inaccurate information," Artman-Horton said of nursing students. "There was so much conflicting information out there, and also everything was changing so fast. I could see why they would have questions."

On March 22, 2020, the University went to virtual learning settings all across campus. By late May, officials were planning for an early beginning to the fall semester, and started putting in motion plans for a safe return to in-person learning in some fashion.

STRUGGLES AND LOSSES...

While administrators and experts set policies and established protocols, Valentine School nursing students at all levels found themselves on the frontlines and in unthinkable hardships.

Graduate and doctoral students working in hospitals, beyond SLU, shared harrowing stories with Assistant Professor Margaret Benz (VSN '78, '82, '95), M.S.N.(R), APRN, ANP-BC, FAANP, about experiencing shortages of personal protective equipment (PPE), caring for the sick and dying, and often being the person holding the hands and the iPads of dying patients as they said final farewells to distant family members.

Those who could do so, isolated themselves from their families for fear of transmitting the disease. Others did all they could to protect their loved ones

Charles A. Jost, Doisy College Health Sciences student, is about to administer the COVID vaccine to SLU Custodian Ray Matthews.



Gathered together as women and men for others (from left), Professor Joanne C. Langan, Ph.D., RN, CNE, talks with Special Assistant to the President Terri Rebmann (GRAD VSN '06), Ph.D., Director Public Health-Epidemiology and Biostatistics, (on left with back to camera). At the same time, Heather Kotsybar and Ashley Jost prepare for vaccinations with David Young (A&S '03).



Priscilla Carson, security officer, smiles after receiving her shot.



LEFT SLU offers vaccines at a clinic March 12, 2021, in gymnasium at Simon Recreation Center.

as best they could, all the while managing their households. And they all worried about catching the disease themselves and what would happen then.

Benz remained in contact with her graduate students stationed at hospitals in St. Louis and across the country. She watched and worried about the struggles many recounted to her:

There were some who were single mothers afraid to go home to their children, but who had few options. There were others isolated from those they loved, facing homelessness or the potential of infecting a loved one at high risk of perishing from the disease. And they all were living with death, despair and devastation on a daily basis.

“Every member of our Saint Louis University community should be proud of all we have accomplished this past year, much of which many thought impossible a year ago. The pandemic tested us, and we pulled together and rose to the challenges as One SLU.” UNIVERSITY PRESIDENT FRED P. PESTELLO, PH.D.

“I worry about my graduate students the most,” Benz said. “They have devastating stories as nurses treating dying patients with COVID-19. On top of their already stressful jobs, they have faced unimaginable hardships and been forced to make very difficult choices regarding the safety of their loved ones and themselves.”

RETURNING, TESTING, LEARNING...

Like graduate students, many undergraduates, faculty and alumni were on the frontlines as well, volunteering as contact tracers and testing site workers.



Valentine School Nursing Student Humama Tasneem gives the thumbs up after receiving her vaccine.

When students returned in August 2020, the University put several protocols in place to ensure the safety of all, including:

- Requiring all students who lived on campus to be tested prior to move-in.
- Starting school in the early weeks of August so that there was plenty of time to establish protocols.
- Establishing random weekly testing of asymptomatic students to ensure that any outbreak could be detected early and those students could be isolated.
- Engaging in vigorous contact tracing to ensure the follow of any spread, should it arise.
- Communicating regularly with students, parents, faculty, staff, fellow administrators, alumni and all stakeholders in the area to provide the most current information possible.
- And connecting with regional stakeholders to partner with them to establish clinics; to protect all by monitoring and stemming the flow of outbreaks as much as possible.

In September 2020, nursing students began randomly testing 10 percent of all 3,500 residential students showing no signs of infection, Artman-Horton said. While some students volunteered to help, others had the opportunity to fulfill required clinical hours for their involvement.

Artman-Horton said she saw it as a fantastic opportunity to learn all that goes into establishing and bringing to fruition large-scale testing programs. Nursing students also made calls and followed up leads as a part of the contact tracing effort. The experience taught them the diplomacy of community health care and the complications of trying to convince people to share information.

“Contact tracing is not easy,” Artman-Horton said. “Sometimes people don’t want to talk. They feel the questions are too invasive. Students have to learn how to explain the need for their help and how that help can save lives.”

In an online message to the community, Pestello praised Artman-Horton and the nursing school faculty and students who helped with injections and managing the clinics, saying, “Their commitment to *cura personalis* in the communities in which they serve has long been known and recognized. Now, when faced with a need in our community, they have risen to the occasion, providing that same level of compassionate, holistic care for their peers, and in doing so, make our weekly COVID-19 testing possible.”

Throughout the semester, and much of the 2020-21 school year, SLU remained open, conducting the testing and tracing. In that time, the University reported “zero documented cases of disease transmission in classrooms, lab spaces or other educational settings on campus.”

“It was great not to see the disease transmitted,” Rebmann said. “When everyone else was closed, we were open, and open safely.”

NURSING BY THE NUMBERS

As of late June 2021, the Valentine School of Nursing tallied big numbers while assisting with COVID-19 vaccine delivery.

13,500
vaccines given

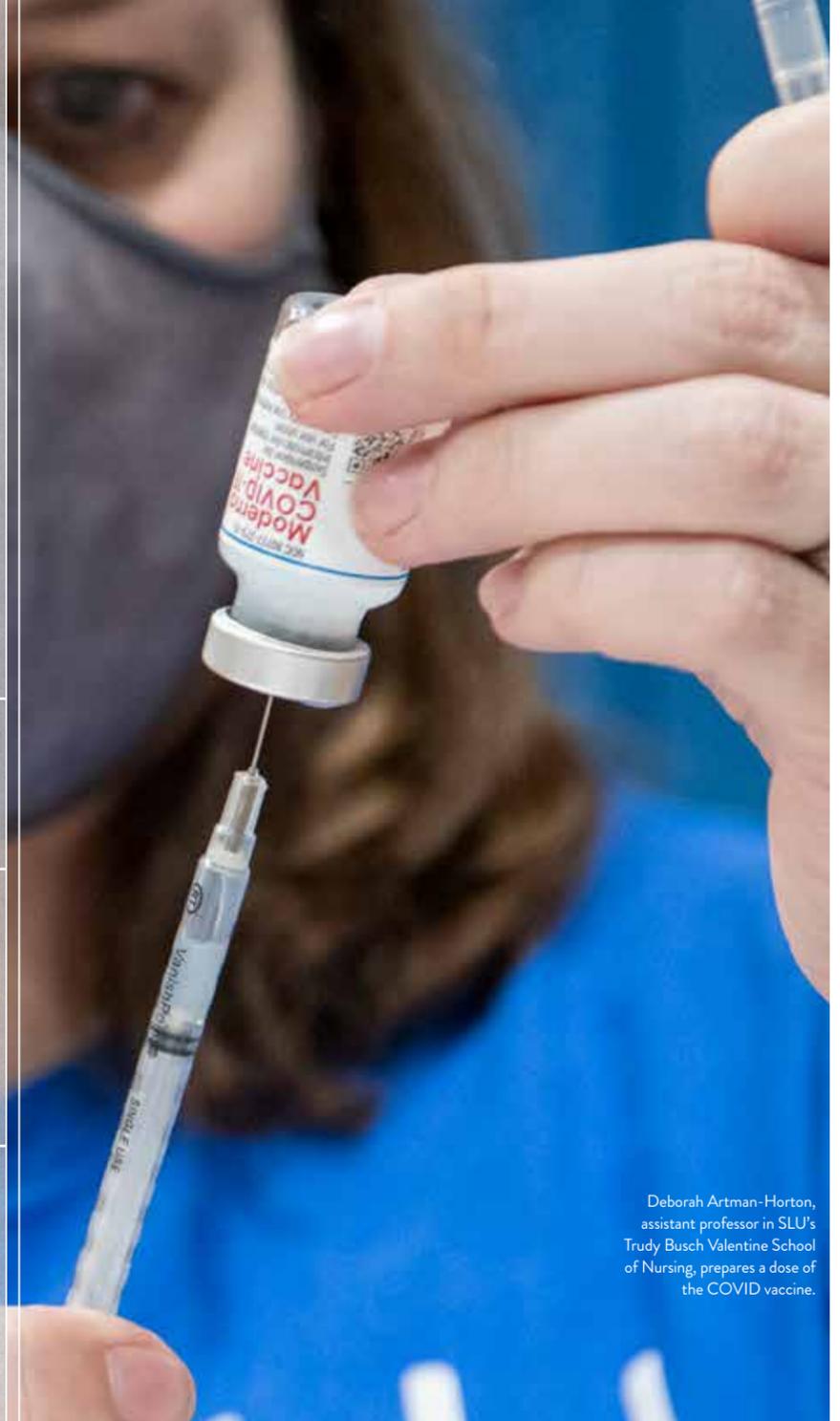
297
nursing students
and faculty have
participated and given
vaccines

75
staff members from
across the University
helped staff the clinics
(for nonmedical jobs)

47
clinics held

“It was so rewarding because people were eager to stop the virus. There were cars with as many as three or four generations of families, some came after church, and some had rolled out of bed in their pajamas. I remember looking back into the line of cars and felt so grateful that I was there to make a difference.”

SLU SENIOR ABIGAIL GRIESMAN
ABOUT VOLUNTEERING AT COMMUNITY VACCINATION CLINICS



Deborah Artman-Horton, assistant professor in SLU's Trudy Busch Valentine School of Nursing, prepares a dose of the COVID vaccine.

Sarah Litzinger, Senior at the Valentine School, refers to the vaccination card as she speaks with fellow Valentine School Senior Magdalena Ariza. At the time, both students were juniors.



“I volunteered at many vaccine clinics, but volunteering at SLU’s clinic touched my heart on a deeper level. It was more personal; I knew some of the people I vaccinated. I had the pleasure of collaborating with fellow nursing students, like my friend Magdalena ‘Maggie’ Ariza [pictured left], and nursing professors in distributing the vaccines at the Simon Recreation Center. ... I know I will be telling my children, grandchildren, and hopefully great grandchildren, one day, about how I was able to help save lives during the Covid pandemic by vaccinating hundreds of people, even fellow students at Saint Louis University.”

SARAH LITZINGER, SENIOR NURSING STUDENT

“During the spring of 2021, the University, with volunteers primarily from the Valentine School, administered vaccines to the SLU community and beyond,” Rebmann said.

Along with students, faculty, staff and Valentine School alumni stepped forward to volunteer to staff the clinics. Among the alumni volunteers was Kevyn Schroeder (VSN ’75, ’83), who eagerly signed up to help administer vaccines at the Simon Recreation Center.

“I got my master’s degree in public health and epidemiology,” she said. “I like helping others. It’s what I do.”

Rebmann praised the work of all who helped. Various faculty spoke of their appreciation for the ways nursing students at all levels mentored and assisted each other. Rebmann also spoke of how the clinics offered opportunities for students who had been unable to do remote clinical rotations because of COVID.

“I really feel like the contributions by the School of Nursing helped SLU stay open and be safe,” she said. “There was a synergistic experience where students were volunteering, when we did not have a way for them to do their regular rotations.”

ONE STUDENT’S EXPERIENCE...

For Abigail Griesman, senior nursing student, giving her time has been rewarding and important work. So much so that she has volunteered around 112 hours to help any way she could.

“I volunteered 72 hours working as a contract tracer for St. Louis County. I spent probably 20 hours doing vaccines, and I spent 2 or 3 days, so around 20 hours, doing the asymptomatic testing at SLU. I began volunteering when Margaret Benz signed up my entire public health clinical group to work vaccines for SSM. We started on a Saturday at 7 a.m. It was the first-ever car vaccine event.

“The rainy-day experience giving COVID vaccines took my breath away. It was just incredible. When we arrived, people were already lined up eager to get their vaccines.

“We had no idea what to expect,” she continued. “We were all really nervous and had only practiced vaccines in the simulation lab. It was so rewarding because people were eager to stop the virus. There were cars with as many as three or four generations of families, some came after church, and some had rolled out of bed in their pajamas.

“I remember looking back into the line of cars and felt so grateful that I was there to make a difference. People waited up to an hour to get their vaccines and rolled down their windows every time with a smile on their face. We flew through all of our shots in half the amount of time they predicted.

“By the end of the day, we all were extremely grateful to have been involved in this experience.

“I continued to volunteer after that. My favorite experience was giving vaccines at Union Station for the St. Louis City Health Department. This event stood out to me because I met so many people that were so eager to make change.

“I met a woman fighting cancer who had waited at many events before hoping for a waste dose. She was in tears when she heard she was eligible to come get one. I also was able to reconnect with a teacher from high school who lived in the city. She and her husband were so thrilled they called her to say she was finally eligible. And I met many public works employees. One man told me he was driving a tractor down Kingshighway when he got the call that he was eligible and to come as soon as possible. He parked the tractor and immediately ran to the vaccine clinic, leaving the rest of his work for when he got back.

“It was just so rewarding. I volunteer so often because I love the difference I was able to make in people’s lives, whether it’s for protecting grandma, an uncle or aunt, or themselves. I loved to hear each person’s personal story. It made me appreciate the change people are willing to make to keep themselves and their family safe. Through these experiences, I also noticed the extreme lengths that health care workers will go to in order to protect people. It made me so grateful that I had the opportunity to give them their vaccines. I am so proud to be a nurse in the near future and join all of these healthcare heroes in the field.”

AND SO IT GOES...

As of late June, the Valentine School faculty and staff had vaccinated more than 13,500 people in 47 clinics on campus and in the larger St. Louis community. Beyond the clinics on campus, faculty and students worked with the City of St. Louis Department of Health to provide vaccines to as many people as possible.

Offering all three approved vaccines, Pfizer, Moderna and Johnson and Johnson, 297 nursing students and faculty volunteered to participate in the clinics. In addition, 75 staff members from across the University gave their time to help at the clinics to ensure they vaccinated as many people as possible.

“Every member of our Saint Louis University community should be proud of all we have accomplished this past year, much of which many thought impossible a year ago,” said University President Fred P. Pestello, Ph.D. “The pandemic tested us, and we pulled together and rose to the challenges as One SLU.”

As the pandemic further unfolds, the University continues to ensure a safe and successful Fall semester for everyone at SLU.

SILVER LININGS...

In the course of the pandemic, Pestello brought perspective to the pandemic through a poem written by Catholic blogger and author Laura Kelly Fanucci:

*“When this is over,
may we never again
take for granted
A handshake with a stranger
Full shelves at the store
Conversations with neighbors
A crowded theatre
Friday night out
The taste of communion
A routine checkup
The school rush each morning
Coffee with a friend
The stadium roaring
Each deep breath
A boring Tuesday
Life itself.
When this ends,
may we find
that we have become
more like the people
we wanted to be
we were called to be
we hoped to be
and may we stay
that way – better
for each other
because of the worst.”*

MEET THE DEAN

At the height of the COVID-19 pandemic on July 1, 2020, Dean and Professor Danny Willis, D.N.S., RN, PMHCNS-BC, CNE, HSGAHN, FAAN, became the first male dean of the Trudy Busch Valentine School of Nursing. He has spent more than two decades in academic nursing as a leader, researcher, mentor and educator. Just prior to arriving at Saint Louis University, he was the associate dean for academic affairs at the University of Wisconsin-Madison School of Nursing. Before that, he served as a tenured faculty member and department chair at Boston College's William F. Connell School of Nursing.

After earning his bachelor of science in nursing degree from the University of Mississippi Medical Center, Willis went on to complete a master's and doctor of nursing science at Louisiana State University Health Science Center-New Orleans.

CURA visited with him just as he completed his first year at SLU.

What drew you to Saint Louis University and the Trudy Busch Valentine School of Nursing?

I really aligned with the mission here. It is building on my 13 years spent at Boston College, another Jesuit and Catholic University. Here at SLU, the identity of the University and the School is very central to who I am and my focus on the marginalized. The marginalized and oppressed have been a focus of my work as a psychiatric mental health nurse and researcher. This is a really special place.

In my discernment, I found that this is how I would align myself. The Jesuit identity and mission is very central to who I am and what I do. The University of Wisconsin-Madison was a great career opportunity, as well. I valued my time as an academic dean there, but my soul was calling me home to the Jesuits. When this opportunity came open, I thought that this could be the place for me.

What were your first impressions of the City of St. Louis?

It reminds me of my time in New Orleans. I earned two degrees at Louisiana State University Medical Center in the city and was very aware of the disparities between the haves and the have-nots.

St. Louis is the same; here we have the "Delmar divide." [The Delmar divide denotes the street's distinction as a physical separation between

traditionally financially challenged North St. Louis and the wealthier communities south of Delmar Boulevard.]

I wanted to see the issues public health and nursing are facing in the city, so I took a drive and frankly I became teary to see that within a few miles of each other you have these amazing mansions and structures with these gilded gates and then, just sheer poverty and desperation that comes with that. I find the contrast disturbing, but the chance to make a difference is very real. In this setting, I see our mission. It is challenging making inroads. But I feel that the mission of the University and of the world is to go and meet other human beings where they are and be of help, be supportive and caring, show compassion. It was part of what made me want to come here and be a part of this mission.

Now that you have been here for a while, what are your thoughts regarding the city and the role of the Valentine School of Nursing and the University?

As I said, there are very challenging inroads that have to be made. I don't want to understate that. Still, I believe deeply in the power of humanization, of meeting people where they are, of learning their stories and understanding their experiences. From my perspective, it is in the language of the University, "Higher purpose. Greater good." These are very grounding words to me. It's easy to get distracted. There are so many messages, so many details. Yet, at the end of the day, I ask myself, "What is the purpose? What is the meaning?" For me, it could not be a better choice of words. If you get lost — and we all do — it is a way back. I find it very grounding. I don't feel that these are just words. Here, at SLU, people really live these words. I have seen that this past year.

You interviewed and accepted the deanship before COVID hit the United States. Yet by the time you arrived, it was here. How did the pandemic and its challenges frame your first year at the University and particularly, as dean of the Valentine School of Nursing?

It has been a year of a lot of loss, but it also has been a year of amazing resilience and lessons. When I accepted the post and sent back my contract in the first weeks of January, COVID had not impacted the United States. It was a little bit later in the year when we realized its impact here. What I have experienced and witnessed is the amazing resilience of the University as a whole. We rallied together, and we focused collectively — everyone at the University — staff, students, faculty, alums, administration. I experienced everyone pulling together and making data-informed decisions, and then shifting as the data shifted. We were immersed in unprecedented times and flexibility to changing scenarios in clinical agencies was key. We recognized how important it is to think outside of the box. We saw how necessary it was that we adapt.

What has this year taught you? What has COVID revealed?

I see the need for people to engage in self-care. When we closed out the school year, I said time and again to people to please take care of yourselves. I am hoping that we all use this time — a break for our own restoration. If the past months have taught us anything, it is the power that lies in self-care. It is and has been really important.

I think the other thing it really helped us see was the value of connections and coming together. We've been in Zoom meetings and hybrid classes for a long time, which are so, so challenging. While Zoom kept us moving forward, we functioned, but it lacked something. My own experience of



Dean Danny Willis, D.N.S., RN, PMHCNS-BC, CNE, FAAN.

Favorites, Go-Tos and Must Haves

MUSIC

St. Louis Public Radio, Hearts of Space Music, KD Lang, particularly *Songs from the 49th Parallel*, and Camille Saint-Saens. I love classical music.

BOOK

Man's Search for Meaning by Viktor E. Frankl

MOVIE

Good Will Hunting

ICE CREAM

Chocolate

PASTIME

Walking on the New England Maine coastline

FOOD

Sushi

ST. LOUIS RESTAURANT

Sidney Street Cafe

being with one another in the precommencement ceremony, at Chaifetz Arena, was so moving. It reminded me of how wonderful it feels to physically be in the same space, to come together as a community. It offered hope for whatever is ahead.

At the same time, people are experiencing anxiety and mental health issues. As a community fostering mental health, we really encourage people to seek support and counseling. Without question, there is healing to do. It is valuable and vital to spend time with a pet or family members you love. It is important to get outdoors, to have someone to listen, someone who is understanding and nonjudgmental. It is the power of restoration that needs to happen and that is where nursing comes in. Mental health nursing can help people struggling.

It really was baptism by fire -- or more accurately disease.

Yes, it was in a way a testament to all that we do in the school and in the community. Obviously, there was a need for short-term strategic planning, and one of the most important key elements was to get wide input from the community, faculty, students, stakeholders, staff, so that we could address immediate needs and prepare for the changing scenarios. We must stay vigilant and at the same time, we can start setting an agenda for the next five years.

So, what is on your agenda for the next five years?

It is critical that I as the dean understand what the needs are for education, research and the community. We need to think about education and where it is moving. One of the things at the forefront is simulation opportunities for students so that they

get real-world experiences in controlled settings that allow them to grow and learn. The best education incorporates simulation that requires both education and technology.

Of course, nursing needs to be grounded in its own disciplinary goals and science, while collaborating across disciplines. And to that end, I envision a robust scholarly environment and research program. We are already engaged in important and vital research — Dr. Denise Côté-Arsenault is a Fulbright scholar, who is continuing her research in care for couples who have lost their babies; Dr. Verna Hendricks-Ferguson studies care for children and families at the end of their battles with life-threatening illnesses; and Dr. Norma Metheny, who has just retired, has a distinguished career in research focusing on bedside nursing that has led to changes in practices worldwide, particularly her work associated with reducing the risk for complications when patients have feeding tubes.

Diversity, equity and inclusion efforts are key. And our former dean, Dr. Teri Murray, has garnered federal support for our education endeavors focusing on diversifying the nursing workforce to better serve those we care for in nursing. She is looking at the critical question that ensures our school and our workforce mirrors the people we serve. In addition, I myself plan to engage in research and to ensure that we grow and become a preeminent scholarly environment and research center.

You're following Dr. Teri Murray, the first Black female dean. In many other settings, following a Woman of Color with a White male would seem to be a step back, rather than forward, but nursing is different. You are actually the first male nurse

to hold this post since the nursing school was founded in 1928. Would you speak about that?

Certainly, it is true that as a White male, I am not a minority, typically speaking. In fact, when I was a biology science major in college, I had not even thought of nursing, though I have always had a love of science. I thought I would be a scientist or a medical doctor. I had an academic advisor who asked me what I wanted to do with my career path; he asked me if I had ever considered nursing. We had a transformative conversation. The conversation led me to think about my future career on a deeper level, and I realized that nursing was a really good path for me because it brought together my love of science and humanity.

Clearly you love research. Are you still involved in it?

I'm currently working on a research grant proposal with a colleague here at SLU and a former colleague in Boston College that moves my prior research on male survivors' healing from child abuse forward with a great team. I have also been involved in crafting a federal grant proposal and providing qualitative research consultation for a sleep enhancement study with a colleague. While I have been involved in a broad spectrum of research, my primary focus in my own program of funded research has been on understanding trauma and healing among populations of boys and men who have experienced interpersonal violence and abuse. Generally, you could classify all the research I've been involved with as either principal investigator or team-member falls within the area of non-pharmacological healing approaches to promote well-being with vulnerable populations. I've been very fortunate with my own research grants, and I have really enjoyed being able to help others with their work as a qualitative research consultant.

EMERITA DEAN MURRAY NAMED CHIEF DIVERSITY AND INCLUSION OFFICER

Professor and Dean Emerita Teri A. Murray (VSN '79, '93, GRAD ED '97), Ph.D., RN, PHNA-BC, FAAN, has been selected as the Valentine School of Nursing's first chief diversity and inclusion officer. Murray was appointed by the new nursing dean, Danny Willis. It is a role she embraces as a seasoned Valentine School leader who has been successful in her scholarly pursuits, and one that speaks to her own experiences as a SLU nursing student of color. In fact in many ways, Murray has been preparing for this new role for the entirety of her years at SLU.

"I know that feeling of being a student all the way up to what it is to be involved in higher education leadership," she said. "I know that climate and environment make a difference in people being successful or not. It is something I have always been interested in: providing access and support to those who don't have it."

In terms of climate, Murray is not speaking of weather or earthy terrain, but of persistent residual effects of Jim Crow laws, human-made redlined neighborhoods, systemic socioeconomic inequities, food deserts, as well as lack of access to medical care and well-funded educational programs. Her work explores the intersectionality of these environmental factors and access to, and representation in, health care.

In June, Murray learned that she had received a \$2.067 million Nursing Workforce Diversity Grant from the U.S. Department of Health and Human Services, Health Resource and Service Administration.

This latest grant is the third in a series of ever-increasing funding. The first grant totaled \$897,427 and funded Murray's work from 2010 to 2013. The second for \$1,575,219 provided support from 2017 through June of this year. The new grant began July 1, 2021, and offers funding through 2025.

"These federally funded grants fit nicely with my new role at SLU," Murray said.

In her new post as chief diversity and inclusion officer, Murray will study and work to resolve issues involving bias in educational opportunities at Valentine School of Nursing. The goal is to help bring more students into the school by changing the admissions approach and offering greater support. Specifically, the school will use the grant funds to implement:

- Holistic admissions, considering leadership, volunteerism, work experience and other training with academics, and focus less on ACT scores (optional during the pandemic) and grade point averages.
- Academic support, including tutoring.
- Financial support, tuition assistance and additional funds to cover costs of incidentals students require.
- Mentoring support, providing counseling, and assisting in social and emotional growth.
- Collaborative community partnerships, helping students with pre-entry preparation, developing study skills, time management, stress relief methods and more. The students will have the opportunity to learn more about the federally qualified health centers as well as have two opportunities for immersion programs — one during the school year and one in the summer that allows them shadowing experiences in a hospital setting.

The goal, Murray said, is to establish a population of successful diverse nursing students who not only reflect the populations that SLU serves but can provide care rooted within the cultural and environmental contexts that impact health, a necessary step to achieve health equity.



MURRAY



OF FULBRIGHTS AND Elephants



Côté-Arsenault admires the baby elephant sculpture in Princes Street Gardens in Edinburgh, Scotland.

by ELIZABETH KRASNOFF HOLZER

As a Fulbright Scholar, Professor Denise Côté-Arsenault, Ph.D., RN, CPLC, FNAP, FAAN, was excited to study the customs and practices of care for Scotland's bereaved parents who have suffered the perinatal loss of a child. Once she arrived, she found even more than that.

Côté-Arsenault spent the summer based at Edinburgh Napier University in Scotland, exploring the country, its customs and its people.

In June, as she awaited word she could move forward with interviews and observations in clinical settings,

Côté-Arsenault, who is also the Valentine School of Nursing's Patricia and James R. Hemak Endowed Professor in Maternal Child Nursing, and her husband, Peter Arsenault, an architect, took a walk through Princes Street Gardens in the heart of Edinburgh. There, among floral topiaries and statues to dignitaries, they found a most unexpected whimsical sculpture of a sitting baby elephant.

Cast in bronze by sculptor Andy Scott, the elephant is embossed with forget-me-nots.

"We learned that the sculpture was a tribute in memory of all babies who have died," she said. "I was so excited, and I said to my husband, 'I think my research has begun.'"

The purpose and presence of the sculpture speak to Côté-Arsenault's purpose as a Fulbright. In her Fulbright application, she specifically addressed the need to study how and how much Scotland supports aggrieved parents, particularly given the United Kingdom's national socialized medicine:

"The question I am pursuing is, given the education and training of nurses, midwives and with national socialized health care in Scotland, what is the philosophy, quality and approach used in the care and support mothers and fathers receive in the circumstance of pregnancy and infant loss?"

Throughout her travels, Côté-Arsenault collected accounts of practices and experiences of doctors, nurses and midwives. As the past recipient of NINR funding and co-editor of the newly published clinical guide for perinatal palliative care, she also shared her research with them.

In her Fulbright proposal, Côté-Arsenault articulated her interests: "I am curious about how philosophical and policy differences in health care priorities impact the care and outcomes for bereaved parents. Time to immerse myself in Scottish care and interviewing parents and midwives will provide me the opportunity to examine bereavement care within another culture, one that I can access without major language barriers, in Edinburgh, Scotland."

Upon seeing the elephant sculpture, she recognized its significance to her work. Its accompanying plaque read: "In memory of our precious babies, gone but never forgotten."

She researched the elephant memorial and found that it was created in response to a 2012

scandal involving a crematorium that had mishandled the remains of 250 deceased babies. Initially, a memorial garden was created at the crematorium, but many parents said they found the place too difficult to be. In response, the statue was completed in 2019.

"I was just so thrilled to find this," she said.

While admiring the statue, the couple struck up a conversation with a Polish woman and her friend who were also enamored and surprised by the memorial.

"I shared my research, and they were fascinated," Côté-Arsenault said. "People don't know that the best estimate is that 25 percent of conceptions end naturally or spontaneously and do not end up with a live, healthy baby."

Côté-Arsenault's research and travels included a visit to Scotland's Isle of Skye, Manchester, U.K., and other destinations. Her goal is to collect data from a wide range of subjects in various locations.

"Fulbright wants us to travel and meet people," she said. "It is part of our role to be ambassadors. Part of the program is immersing ourselves in the culture."

On a visit to Hadrian's Wall, outside Lockerbie, Côté-Arsenault asked the tour guide about visiting the crash site of Pan Am Flight 103, the result of a terrorist bomb that brought down the plane in a Lockerbie neighborhood in 1988. According to the FBI website, 270 people were killed in that attack, including 243 international passengers, 16 crew members, 11 Lockerbie residents and 35 Syracuse University students returning home for Christmas from their study abroad. Some students

were from other universities who enrolled in the program.

For Côté-Arsenault, this request was personal. At the time of the crash, she was on faculty at the School of Nursing at Syracuse University.

"At Syracuse University, there is a memorial to all of the students who died," she said. "There are scholarships in their names and annual remembrances. It all really struck home to me."

The guide took them to the neighborhood where the plane hit several houses, killing people who lived there, and leaving a 30-foot crater and debris for miles. At a nearby cemetery, there was a large grey stone memorial with the names of all those on the plane and plaques in remembrance of the pilots and those on the ground who lost their lives in the crash.

"It was very touching to go to Lockerbie," she said. "I was very appreciative to see that memorial."

Côté-Arsenault sees connections between her research into grief and aftermath of loss of infants and the overt pain echoed in the memorials at Lockerbie.

"It is the desire for each and every person who died to be remembered, and for their existence to be remembered

and that their lives were taken and they were way too young," she said. "I think the other thing is trying to make sense of a tragedy and trying to make sense of how it is possible and the sense that there is a hole in your life."

Amid the profound sadness, Côté-Arsenault also sees the common experience of healing, and even celebration.

"There are celebrations that come out of tragedies, and one thing was that elephant in Edinburgh," she said. "If you can improve the world by sharing your loss in a positive way, then those other people who have similar losses are not alone."

Côté-Arsenault said her research continues to show that the loss of a child, regardless of age, is profound and painful.

"I have interviewed several parents now. Their sense of loss is the same as all parents. The difference with perinatal loss is that people avoid asking about babies that have died, and parents want to talk and remember their babies," she said. "They experience a loss of hopes and dreams, a loss of their child who can never be replaced. It is a common experience, and it is important to know that parents are not alone. Humans gain a lot of support from each other, if they reach out to each other."

"Humans gain a lot of support from each other if they reach out to each other." – CÔTÉ-ARSENAULT



The memorial for those lost on the ground and in Pan Am Flight 103 in Scotland.



Côté-Arsenault at the home of Mary Queen of Scots in Jedburgh



Answering the calls & the questions



Rarely does a single question lead to a lifetime of significant, standard-changing research. Yet for retiring Professor Emerita Norma Metheny (GRAD ED '78), Ph.D., RN, FAAN, who is also the Dorothy A. Votsmier Endowed Chair in Nursing and the former associate dean of research, that is precisely how her career moved from the bedside to the apogee of the field of nursing.

After 42 years at Saint Louis University, Metheny, retired at the end of June. During her career, she became the most funded researcher at the Trudy Busch Valentine School of Nursing and an internationally recognized nurse and scientist who set the standards for feeding tube placement.

That subject of feeding tube placement served as a catalyst, driving her curiosity, which began at the bedside of a patient. "I wondered, 'How do we know we are putting the feeding tube in the right place?'"

RESEARCHER EXTRAORDINAIRE

It was that query that led to a lifetime of inquiry. From 1987 to 2011, Metheny was awarded more than \$5.6 million from the National Institute of Nursing Research that funded six R01 grants and one R21 grant for her studies regarding the safe delivery of enteral nutrition to acutely and critically ill patients. She used that funding to equip a laboratory in the Valentine School to conduct major components of her research.

"I am especially grateful for the support I received from SLU colleagues in a variety of disciplines, as well as from the Saint Louis University Hospital for my research," she said.

Professor and Dean Emerita Teri Murray (GRAD ED '97), Ph.D., RN, PHNA-BC, FAAN, recognized her extraordinary efforts and successes by appointing Metheny to the post of associate dean of research in 2007.

"Simply put, Norma is a nurse-scientist. She is driven by curiosity," Murray said. "It is that inquisitiveness that is the mark of a scholar, not just accepting what you are doing but questioning it. That is how you advance practice and improve it. It is what makes her the most funded faculty at the School of Nursing."

Metheny certainly did question. Her research generated more than 140 publications in both nursing and medical journals and has contributed to national-level guidelines on enteral nutrition. It also led to Metheny serving as a permanent member of the National Institute of Nursing Research Review Panel from 1997 to 2001 and then again from 2007 to 2011.

At the cornerstone of Metheny's publications was her textbook, *Fluid and Electrolyte Balance: Nursing Considerations*, that has trained nurses the world over.

"I'd be at conferences and say that I'm from SLU, and whoever I was speaking with would say, 'Oh, isn't that where Norma Metheny is?' She is truly a living legend."

DEAN EMERITA TERI MURRAY, PH.D.

"I published eight editions of the textbook from 1979 to 2012," she said. "At least once a year during that interval, I taught an elective course on this topic that has been well received by students."

Her knowledge of patient care with respect to feeding tubes, fluids and electrolytes has taken her far beyond academia.

"Because of my expertise in this area, I have served as an expert witness for the government on cases regarding fluid and electrolyte balance problems," she said.

EARLY INFLUENCES

Exploring the how and the why of science dates back to her high school days, and her physics and chemistry teacher, Howard Oetting.

"He encouraged me to ask questions and to never give up," Metheny said. "He was a father figure to all of us; he was a wonderful man, a dynamic guy, very supportive. We all just loved him."

After high school, Metheny trained in nursing at Alton Memorial Hospital in Alton, Illinois. She worked her way through her bachelor's degree in medical-surgical nursing from Southern Illinois University in Alton.

In 1965 she earned her master's degree in medical-surgical nursing from Washington University in St. Louis. And in 1978, she completed her doctorate in education at Saint Louis University, joining the faculty the following year.

PREPARING OTHERS

Metheny taught students at every level, from undergraduate to doctoral candidates, focusing on medical-surgical nursing and research.

"As a teacher, I tried to instill in my students the importance of critical thinking when providing patient care," she said. "Anyone who has been sick and hospitalized knows the value of a compassionate and skilled bedside nurse. While I recognize that nurses can serve in a variety of important roles, I most value the contributions of bedside nurses."

Colleague Kathleen Armstrong, Ph.D., M.S.N., RN, values Metheny and cherishes the years she has had with her as an undergraduate and graduate student, and then as a colleague. Her first encounter with Metheny was in her fluid and electrolyte class.

"To say that Norma has been an instrumental influence on my nursing education is an understatement. I was also lucky enough to call the woman who I admire so greatly a colleague,"

"Throughout her illustrious, internationally recognized career, Professor Norma Metheny has demonstrated deep compassion, endless curiosity and meticulous study that has set the standards of care in hospitals around the world. She is truly a woman for and with others. Her impact on the nursing profession is profound, and her influence on her students at the Trudy Busch Valentine School of Nursing has been meaningful and genuine. She will be fondly remembered and greatly missed."

FRED P. PESTELLO, PH.D., SAINT LOUIS UNIVERSITY PRESIDENT

Armstrong said. "The impact she has made on patients and their families is immeasurable. To say that the loss of her knowledge and influence at the school is great, is again an understatement on both a professional and personal level. Her legacy as an influential researcher, nurse and person will live on through her research and the lives of those she has touched, including me."

AWARDS AND HONORS

Just as Metheny holds bedside nurses in high regard, so too, the Valentine School has valued Metheny. She has received numerous awards and honors. In 1996, Metheny became the first recipient of the Dorothy A. Votsmier Endowed Chair in Nursing.

"This was a great honor to me for many reasons," Metheny said, "primarily because it was endowed by a nurse."

SLU was not the only one to acknowledge Metheny. Her favorite nursing organization, the American Association of Critical Care Nurses, a group that focuses on bedside nursing, honored her with its top three awards: Distinguished Research Lecturer in 2006, Pioneering Spirit Award in 2012 and the Marguerite Kinney Lifetime Achievement Award in 2020.

In recognition of the influence of her research beyond the national level, Metheny was inducted into the prestigious Sigma Theta Tau International Nurse Researcher Hall of Fame in 2014.

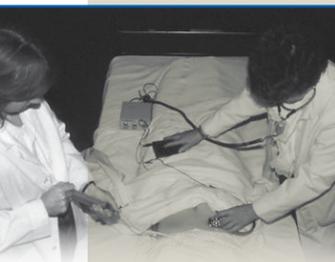
"Dr. Metheny has been an example of excellence for Saint Louis University, the Valentine School of Nursing and the profession of nursing. Her career has been marked by guiding students, faculty and nursing practice. She is known for her numerous contributions to nursing science, improvements in clinical practice, specifically around tube feeding placement, and nursing education. A recipient of many prestigious awards, including research funding by the National Institutes of Health for her science, Dr. Metheny has been a trailblazer. We have been fortunate to have such an esteemed faculty member helping light the way for others here at SLU."

DEAN DANNY WILLIS, D.N.S.



ABOVE TOP Metheny (left) confers with doctoral student Sharon Edwards. MIDDLE Showing her work, Metheny (left) stands by her poster with research assistant Jami Jackson.

BELOW Metheny (right) in her vital role as a "compassionate and skilled bedside nurse" and researcher working with a research assistant.



FROM HUMBLE BEGINNINGS

1956 Became an RN at Alton Memorial Hospital, Alton, Illinois.

1960 Received her B.S.N. at Southern Illinois University, Alton, Illinois.

1965 Completed M.S.N. in Medical-Surgical Nursing at Washington University in St. Louis.

1978 Earned Ph.D. at Saint Louis University.

1985 Became professor of nursing.

TO SLU NURSING'S HIGHEST FUNDED RESEARCHER

1975 First peer-reviewed publication: "Water and electrolyte balance in the postoperative patient" in the *Nursing Clinics of North America*.

1976 First presentation: "Acid-Base Imbalances." Podium presentation at the National Teaching Institute, American Association of Critical-Care Nurses, Anaheim, California.

1985 First grant: Principal Investigator, *Monitoring Patients with Nasally Placed Feeding Tubes*. American Nurses Foundation, \$2,100.

1986 Principal Investigator, *Relationship of Feeding Tube Properties to Nursing Management*. Sigma Theta Tau International, 1 year, \$3,000.

1987-2011 Principal Investigator awarded more than \$5.64 million in a series of grants funded by the National Institutes of Health for nursing research.

TO INTERNATIONAL STANDARD-SETTER

2014-2016 Principal Investigator, *Testing Feeding Tube Placement in Infants*. Impact Grant from American Association of Critical Care Nurses, \$50,000.

2021 Most recent publication: In press in June. "Monitoring for intolerance to gastric tube feedings in adults" in the *American Journal of Nursing*.

1986-2016 Generated more than 140 publications in both nursing and medical journals and has contributed to national-level guidelines on enteral nutrition.

1979-2012 Published eight editions of her textbook about fluids and electrolytes.

1996 Inaugural Dorothy A. Votsmier Endowed Chair (held until retirement).

1997-2001, and again **2007-2011** National Institute of Nursing Research Review Panel, Permanent member.

2000-2021 Associate Editor: *Clinical Nursing Research*.

2007-2009 Associate Editor: *Journal of Parenteral and Enteral Nutrition*.

2007 Named Associate Dean of Research at the Valentine School of Nursing.

2014 Nursing Sigma Theta Tau International, Nurse Researcher Hall of Fame.

2020 American Association of Critical Care Nurses, Kinney Lifetime Achievement Award.

These are but a few of the many accolades and honors Metheny has received.

Tender touch leaves indelible impression

Kevyn Schroeder (VSN '75, '83), P.N.P., M.P.H.

For Alumna Kevyn Schroeder (VSN '75, '83), P.N.P., M.P.H., the gift is in the giving. She isn't splashy or self serving. Rather, she shies from the limelight for hers is a tender touch.

So much so, that in 2019, she was surprised to discover the Trudy Busch Valentine School of Nursing planned to name its building in honor of her generosity and service to the nursing school. While she prefers to point out the benevolence of others, her own love of the school and dedication to it did not go unnoticed.

Over the years, Schroeder has happily returned to her *alma mater*, often as a volunteer, a fundraiser and even a student. In 2019, she audited a course in pathophysiology and in 2018, she served as the co-chair of the Valentine School's 90th gala celebration. In March of this

year, Schroeder eagerly signed up to help administer vaccines at the Simon Recreation Center.

"I am fortunate that I have something I really believe in. I want to help the School of Nursing any way I can," she said. "I received a wonderful education here, and I admire all of the faculty. I am happy I have something that I love so much that I can contribute to."

In the early '70s, Schroeder spent a summer working at Children's Hospital. Following that experience she began her foray into her Catholic, Jesuit education as a sophomore when she transferred to SLU. From her first day in nursing school, she found friendship and inspiration.

"I walked into my first class, and there was Connie Nies Finger. She and I went to grade school and high school together, and here we were in college together," Schroeder recalled. "It was so great. We loved that class, and we did our clinicals together."

Always a self-starter and conscientious student, Schroeder said she felt support and encouragement to do her very best. It was a standard she found in all of her classes.

"I loved being in class," she said. "Our professors were such an inspiration, and they really pushed us to be our best. They each had their specialty, and each was in the right place to teach us and to be great examples of nursing and what it should be."

Schoeder completed her bachelor's in nursing in 1975. She then trained as a pediatric nurse

practitioner at Washington University before returning to SLU to complete her master's degree in public health and epidemiology, which she finished in 1983. Through her training and beyond, she worked at Children's Hospital for 11 years before leaving nursing to pursue a career in finance. Today she is a financial advisor and managing director of investments at Stifel Financial Corp. Still, every chance she gets, Schroeder comes back to the School of Nursing.

"I still love nursing and helping others," said Shroeder. "Participating in the vaccine clinics was a wonderful opportunity to help others. That's what I care about, helping others. I do it today, just in a different way."

That way is Schroeder's "Tender Touch," depicted in her favorite statue outside the building that now bears her name.

inMEMORIAM

PASSINGS IN 2021

Patricia (McAuliffe) Sharp ('85)
Margaret Joyce ('58)
Helen (Savage) Gerhardstein ('57)
Beverley Freeman ('58)
Richard Kislin ('78)

PASSINGS IN 2020

Mary Sue (Sweeney) McDuffie ('58)
Patricia Keller ('68)
Mary (Van Sant) Wheeler ('48)
Angeline (Tapella) Wacker ('55)
Mary (Fearon) Drake ('52)
Sr. Irene Duchesneau ('57)
Jean (Rothweiler) Eckert ('71)
Dorothy Maher ('61)
Kathryn (Kilian) Conliffe ('53)
Mariaraphaella Nguyen-Truong (2020)
Doris (Nigg) Douthat ('58)
Sr. Jeanne Meurer ('55)
Margaret (Gomes) Jaski ('67)
Helen (Robert) Knobbe ('52)
Mary Ann (Wilhelm) Kenney ('53)
Elizabeth (Fox) Wrigley ('81)
Mary (Blount) Murtha ('82)
David Franklin ('85)
Margaret (Lynch) Hanel ('79)
Abby (Braxton) McCarthy ('73)
Dorothy (Bischof) DeGreeff ('84)
Gracie (Garriett) Thompson ('71)
Joan Clarke-Mayes ('60)
Arlyn Pittler ('87)
Judith Wilson-Griffin ('89)
Dr. Sally (Salata) Brenner ('67)
Susan (Kalinowski) Auckley ('62)

Ann Weir-Cochran ('85)
Jean Fowler ('80)
Emogene Alexander ('75)
Marlene (Wirth) Lintz ('65)
Margaret Berkner ('70)
Sr. Lois Martin ('51)

PASSINGS IN 2019

Sr. Paula Pohlmann ('57)
Margaret (Gerler) Hixson ('75)
Kathryn Monroe ('47)
Sr. Dorothy Loeb ('53)
Wilma (Klenk) Mantle ('64)
Geraldine (Witek) Bracken ('66)
Jean (Antal) Drahmman ('52)
Dorothy (Damell) Smith ('62)
Katherine Wagner ('60)
Sr. Mary Dyer ('72)
Cyril Scherer ('83)
Shirley (Douglas) Clampitt ('77)
Dr. Margaret Riley ('73)
Janet Kim ('71)
Mary (Meyer) Boska ('50)
Alice (Leahy) Nouhan ('59)
Susan (Krodel) Sullivan ('57)
Dr. Roberta (McCabe) Froth ('71)
Janice (Spence) McMahon ('47)
Dorothy (Walsh) Holden ('48)
Josephine (Latchney) Coleran ('56)
Marilyn (Poehler) Coleman ('52)
Angela (Mannas) Rowley ('55)
Rita (Gabalski) Heye ('53)
Donna Gail ('80)
Nelda Ravenna ('56)
Sr. Marion Gillis ('67)

Become a Valentine School Preceptor!

Each year, alumni offer guidance and mentorship through serving as preceptors for the students attending the Trudy Busch Valentine School of Nursing.

Preceptors offer wisdom that comes from years of experience in complex care settings to students in undergraduate and graduate programs. They guide our undergraduate students through the daily routines of clinical nursing within a hospital setting. Graduate program preceptors offer opportunities to hone advanced skills within primary care offices, acute care settings and nursing leadership roles.

Under the guidance of a compassionate, knowledgeable preceptor, a nursing student can effectively synthesize what has been learned in the classroom, applying procedural lessons and Jesuit teachings to real-world daily nursing practice. As models of our Jesuit values, preceptors play a vital role in further preparing our students to live as they do, by serving as they do by being women and men for others here at SLU and well beyond their education.

To learn more about precepting, contact: Carolyn Layloff, M.S.N., RN, Clinical Resources Coordinator, Valentine School of Nursing, at carolyn.layloff@slu.edu or 314.977.6653.



FROM LEFT: Chuleeporn Pusopa, Ph.D., Phitinan Isarangura Ayudhaya, Ph.D., and Orawan Kuljeerung, Ph.D., celebrate earning their Doctorate of Nursing May 19 at Chaifetz Arena. The joy on their faces reflects the confidence that comes with completing a Jesuit education at the Trudy Busch Valentine School of Nursing. A cornerstone of the program includes participation in a Preceptor practicum that ensures success of graduates in clinical and hospital settings.

mark your CALENDAR

We ask our loyal alumni to keep an eye out for emails and website postings regarding the following Valentine School of Nursing events in 2021-2022. As of press time in early August 2021, there remains uncertainty about how these events will ultimately be structured. Planning will take into consideration local, state and national guidelines regarding the COVID-19 health pandemic.

HOMEcomings 2021

Scheduled for the weekend of September 24-26, 2021

THE TRUDY AND CHRISTINA VALENTINE LECTURE SERIES
Spring 2022

THE GRACE AND WILLIAM POTTER LECTURE
Spring 2022



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The Campaign for **SAINT LOUIS UNIVERSITY**

The Valentine School of Nursing counts on our generous alumni to partner with us in our efforts to create a future that serves a higher purpose and seeks the greater good through the power of a Jesuit education. With a gift to the Valentine School of Nursing, we can continue to shape and advance our students' experiences as we prepare them to be compassionate, ethical and contemporary practitioners in their various nursing careers. **To make a gift to the Valentine School of Nursing, contact Michelle Cohen, senior director of Development at michelle.cohen@slu.edu or 314-977-8723.**

www.slu.edu/campaignforslu