

*fall 2015*

**Loewenberg School of Nursing Magazine**



OS



## **Making a Visible Impact at Home and Around the World**

**Preparing leaders. Promoting health.**



## Mission

To provide accessible and innovative higher education and prepare leaders who promote the health of the global community through excellent teaching, rigorous research and collaborative practice/service. To fulfill the mission, we are committed to:

- Creating a learner-centered educational environment
- Inspiring life-long learning through excellence in teaching
- Shaping practice through innovation and partnerships
- Creating and disseminating knowledge through research and engaged scholarship
- Embracing diversity and cultural competence

## Vision

To create a center of excellence where education, research/scholarship, practice and partnerships integrate to advance nursing science and promote the health of the global community.

## Core Values: Caring–Diversity Integrity–Leadership



## In this Issue

- 3 Leadership Messages
- 6 Touching Lives in Ways that Matter
- 14 The Face of Determination
- 17 Our Research
- 18 Expertly Speaking
- 20 Taking LSON to the Next Level
- 22 Alumni Pulse –and– Focus on Philanthropy
- 23 Supporting Our Students through Scholarship
- 24 Donor Honor Roll
- 26 Community Health Building Now Open

# DRIVEN BY DOING

## A Message from the PRESIDENT

**It is an honor to have been selected as the 12th president of the University of Memphis.**



**We're off to a fast start.** Although we face many challenges, this past year has been tremendously rewarding. We have witnessed record numbers of graduates, both at the undergraduate and graduate levels; we have held tuition flat for the first time in thirty years; we have positioned the university well for future growth, empowering academic leaders and faculty at the college, department and program levels; and we are working to implement a strategic resource investment budget model that we expect will enable us to respond more effectively to a rapidly changing higher education landscape. Also, consistent with the vision that "every great city deserves a great university," we have engaged the city of Memphis with renewed energy.

For over 47 years, the Loewenberg School of Nursing (LSON) has made significant contributions to our community, helping improve the lives of all Memphians. It has achieved substantial growth in student enrollment and expansion of degree programs to meet the needs of professional nurses and advanced nurse practitioners. It has engaged with practice partners and community leaders to prepare high-quality nursing graduates who help improve patient outcomes and healthcare deliveries that are affordable, accessible, coordinated and high quality.

**Notably, the LSON has a higher rate of diversity in nursing faculty, more than 35%, and graduate students, more than 31%, than national data (12.3% and 29.3%, respectively), mirroring the demographic makeup of greater Memphis.**

LSON graduates continue to be highly sought after by healthcare employers, consistent with the high-quality education offered at the University of Memphis. I have the utmost confidence that even greater days are ahead for the LSON! I encourage you to read this issue of Memphis Nursing: Preparing leaders, Promoting health.

Warm Regards,


A stylized, handwritten signature of M. David Rudd in black ink.

M. David Rudd  
President



**18%** OF SPRING '15 ADMITS ARE IN THE  
HELEN HARDIN HONORS PROGRAM

MORE THAN   
35% DIVERSITY  
OF FACULTY

 MORE  
THAN  
31% STUDENT  
MINORITY ENROLLMENT

**\$177K**  
AWARDED IN  
SCHOLARSHIPS

MORE THAN **300** CLINICAL  
AFFILIATIONS

MORE THAN  
**1000**  
STUDENTS  
ENROLLED  
fall 2015

  
DEGREES  
CONFERRED  
**327**

**LSON  
BY THE  
NUMBERS**

**14<sup>th</sup>** ONLINE RN-BSN  
DEGREE PROGRAM  
RANKED BY RNtoBSN.ORG, 2015

# WE'RE MAKING AN IMPACT

## A Message from the LSON DEAN

Nurses play critical roles in  
health care and higher education  
as clinicians, educators,  
scientists and leaders.



### At the UofM Loewenberg School of Nursing, we continue making a big impact

at local, regional, national  
and global levels, preparing a high-quality  
nursing workforce and generating know-  
ledge to guide nursing practice.

Locally, we are a chosen Academic Partner  
of the Nurse Residency Program for St. Jude  
Children's Research Hospital, Regional One  
Health and Methodist Le Bonheur Healthcare.  
Working together, we help graduates transition  
into practice to help improve patient care  
outcomes. Like most cities, Memphis faces  
socioeconomic and multicultural challenges.  
Health disparities need to be reduced, and  
education quality and literacy levels must  
be improved. Our faculty and students work  
diligently and intelligently to be a part of the  
solution to these issues.

Regionally, we extended our BSN program to  
the Lambuth campus in Jackson, Tenn., in 2012.  
Aligning with the Institute of Medicine (IOM),  
the Future of Nursing's key message of higher  
education that "promotes seamless academic  
progression," our online RN-BSN program is  
flexible enough to enable RNs to pursue a BSN  
degree as recommended by the IOM, to have  
80% of the nurses with a BSN degree by 2020.

Nationally, our distinguished faculty provides  
visible and credible leadership serving in the  
following positions: President of American  
Psychiatric Nursing Organization and President  
of American Community Health Nursing  
Educators. Our faculty research results have  
been disseminated at various national and  
international conferences.

Globally, we have built productive partnerships  
with China and India where our faculty helps  
advance nursing education and develop  
nursing faculty capacity.

The Memphis community highly values nursing,  
as demonstrated by philanthropy and the high  
quality of our graduates. Working together, we  
are poised through strategic agility. We remain  
committed to achieving the highest levels of  
academic excellence while advancing research  
and health care innovation by preparing nursing  
leaders in education, research and practice.

### We are excited to move to the \$60 million new building this year.

This nearly  
200,000 square foot building will house  
the schools of Nursing and Communication  
Sciences and Disorders and will be a hub where  
faculty, students, staff and community partners  
exchange ideas, pursue scientific inquiries,  
strive for academic excellence and commit to  
serving the community.

Go Tigers!

Lin Zhan, PhD, RN, FAAN  
Dean and Professor



# Touching lives in ways that matter

At Loewenberg School of Nursing, we touch more lives in more significant ways than ever before. *The impact we make is real. Full of heart. Powerful. Visible.*

Wherever you look—here at home, in our region, nationally and globally—our work is having a long-term impact on society.

*Preparing Leaders, Promoting Health* is our motto, and we've cultivated a vibrant community where this vision is clearly evident and far-reaching. Through program expansion, statewide consortium, innovation and a passionate response to dire community needs, we've become a visible force in the world of health care. *Because here, the need to do the remarkable never stops.*



## LOCAL IMPACT

### *Strengthening LSON's Reputation with Expansion in West Tennessee*

For years, nursing shortages were common in the healthcare communities of Madison County near Jackson, Tenn. There was a strong need to organically grow nurses who wanted to stay in the area and give back to the local community. When LSON expanded its BSN programs to our satellite Lambuth campus in Jackson, Tenn., not only did it ease this shortage of BSN prepared nurses, but it also made dreams come true. Finally, students in the Jackson/Madison County region could get an affordable, world-class education in nursing on a beautiful campus close to home.



In fall 2012, LSON welcomed the first group of students on the Lambuth campus. Five semesters later, these students graduated in December 2014, all passing the NCLEX exam—100% pass rates—to become professional nurses!

*living in poverty simulation snapshot*



For Caroline Robbins, from Spring Creek, Tenn., the presence of the Loewenberg School of Nursing on the Lambuth campus was an answer to her prayer for a locally feasible and affordable option for pursuing nursing in a program with a strong reputation for providing personal attention from faculty. Caroline explained, “I believe we have the best professors. Their raw honesty about being a nurse and sharing of their professional experiences has pulled me more into wanting a meaningful career in nursing. It is by their passion that we have gotten to this point, and I hope they know the impact they have had on our lives.”

Professor Christie Schrotberger, director of the Lambuth nursing program, noted, “We are committed to providing the best higher education for our students. To date, the Lambuth BSN program has grown from the first cohort of 16 students to nearly 100 nursing students, making a big difference in the lives we have touched.” As one graduate put it, “Dean Zhan, thank you for bringing a public university’s nursing program to my area.”

An Eye On Social Justice

As one might expect, there has always been a strong link between poverty and a risk for poor health outcomes (Ruten et al, 2010). But what can we do to improve these outcomes? Surely there is a way for healthcare providers to make adjustments when caring for persons living in poverty that will result in meaningful improvements. The knowledge, skills and attitudes (KSAs) for treating vulnerable populations are key to accomplishing positive change, and at LSON we have a unique way of opening paths to social justice progress.

Dr. Marion Donohoe, an expert in teaching nursing students about poverty, social justice and vulnerable populations, has developed a simulated experience capable of measuring emerging KSAs. The simulation of living in poverty or SLiP provides nursing students with a safe environment where they learn and understand the KSAs necessary to provide appropriate health care and education to individuals, families and populations experiencing the complex stressors of poverty (Distelhorst and Wyss, 2013).

Looking Out for the Most Vulnerable

When you open your eyes to all the needs in society, it can be overwhelming. But LSON is passionate about being part of the solution to troubling health care issues right in our midst. Take Dr. Joy Hoffman, for example, who since 2010 has led faculty and students in providing a “foot clinic” for homeless men and women several times each semester at the Memphis Union Mission. The homeless population is at high risk of foot problems due to wearing poorly fitting shoes, large amounts of walking and feet being too hot, too cold or wet for long periods of time. The “foot clinic” is an innovative community health nursing course where nursing faculty and students teach homeless men and women foot hygiene and treat conditions early on to prevent foot problems, serving nearly 200 homeless people in Memphis. In 2014, the Memphis Union Mission presented the LSON with the “Friends of Friendless Award,” recognizing the impact we have made by serving the underserved.

Following the SLiP experience, faculty noted that nursing students communicated better with poor patients and people in community settings. The theory of social justice became more than a chapter in a textbook. One student wrote, “I knew poverty intellectually, but learning through the simulation really gave me the feeling of stress that must just be the tip of the iceberg in reality.” Dr. Donohoe, assistant professor, is committed to continue providing the SLiP experience to nursing students and guiding them in integrating social justice within their nursing practice.

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REGIONAL IMPACT

Improving Our Statewide Stature

Ten years ago, LSON joined the statewide MSN-Regents Online Degree program known as MSN-RODP, a consortium of six Tennessee Board of Regents Universities including East Tennessee State University, Tennessee Technological University, Middle Tennessee State University, Austin Peay State University, Tennessee State University and the University of Memphis.



The consortium brings together universities with diverse strengths and is enriched by the depth and breadth of experience of faculty from six campuses: an academic health

sciences university in Appalachia, a baccalaureate level campus, a historically African-American campus, a doctoral campus and a doctoral research-intensive campus. It is important to find successful and creative ways like this unique master’s program to expand the advanced nursing population at a time when there is a growing and deepening national shortage of nursing faculty.

The consortium started with 158 students selected from 458 applications and has steadily grown the program to a current enrollment level of 1,422 students. From its first 27 graduates in spring 2005 to the 170 who graduated in 2013-2014, the program has graduated 927 new MSNs in Tennessee. Over 10 years, 84,137 credit hours have been taught, generating more than \$10 million in revenue.

Graduate students endorse the program’s success with 96 percent of them reporting overall satisfaction with learning outcomes and 94 percent reporting overall satisfaction with the program. Employer ratings of MSN-RODP graduates echo these same findings: 94 percent rate MSN-RODP graduates as well or better prepared than others, 100 percent find them technically competent, and 94 percent recommend hiring future graduates. In 2014, the job placement rate for graduates was 89 percent. LSON is proud to be member of this very successful MSN-RODP program.

Contributed by Dr. Toni Bargagliotti, Professor of Nursing, and Dr. Gayle Shiba, Associate Professor and Director of MSN and RODP Program

Standing Out with an Executive Leadership Program

LSON’s Executive Leadership Master of Science in Nursing (MSN) program is answering the call for a sophisticated, highly skilled and highly educated nursing workforce. This prestigious program prepares nurse leaders and managers to meet the market demands of hospitals, clinics, home health care, schools of nursing and Fortune 500 companies. The Executive Leadership MSN graduates are distinctive because:

- 70 percent are serving underserved, economically disadvantaged populations in response to the needs in acute care, home care, hospice and nursing homes in the region
- 33 percent are under 40 years of age, addressing the succession plans for future nurse leaders preparation with advanced education
- 43 percent are from minority backgrounds and 11 percent are male, far exceeding the U.S. workforce statistics in which 12 percent of registered nurses come from racial or ethnic minorities and just seven percent of RNs are men (AACN, 2010).



The Executive Leadership MSN is the academic partner of the American Nurses Credentialing Center (ANCC) Magnet Recognition Program®, which recognizes health care organizations for quality patient care, nursing excellence and innovations in professional nursing practice. The curricula incorporates competencies from the American Organization of Nurse Executives (AONE) and Robert Wood Johnson Foundation Executive Nurse Fellows Program.

Nurses enrolled in the Executive Leadership MSN program have earned career promotions and performance recognition from employers and professional organizations:

- 15 percent lead in executive positions in nationally recognized health care organizations
- 40 percent are part of succession planning efforts in each of the health care providers in Memphis

- 50 percent have distinguished their institutions with the following awards:  
*VISN 9 Leadership Institute 2014—Veterans Administration Regional Award*  
*Mississippi Nurse of the Year 2010 Award*  
*Top 100 Nurses in the Mid-South Award*  
*Excellent Eleven—Recognition chosen from the Top 100 Nurses in the Mid-South*  
*Daisy Awards—Extraordinary Service to Families and Patients Award*  
*Nursing Stars—Methodist Le Bonheur*  
*Healthcare Recognition for Exceptional Service*  
*Published in the Journal of Nursing Administration*

Contributed by Dr. Teresa Richardson, Clinical Associate Professor and Coordinator  
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## NATIONAL IMPACT

LSON's most precious resource is its faculty. Our esteemed professionals have dedicated entire careers to advancements in health care areas that have garnered impressive recognition. Meet three individuals whose life passions to give back have propelled them into the national health care arena in memorable ways.

### *Making A Difference In Mental Health*

Dr. Patricia Cunningham is a perfect example of the impact nurses can have on humanity. She served as president of the American Psychiatric Nurses Association (APNA) in 2013-2014—a year full of rewarding experiences and successful team building. “APNA is a scientific and educational organization. It provides the scaffolding for developing and sharing our knowledge, skills and abilities with each other, our colleagues and patients as partners. This scaffolding is supported by the foundation of trust that has been hard-earned by nursing.

As immediate-past president of the APNA Board of Directors, we support the growth and development of the APNA councils and other initiatives, which are essential to the development of our members,” explained Cunningham. Scaffolding and foundations are meant to support changes over time.

Cunningham shared, **“The deaths of actors Robin Williams and Philip Seymour Hoffman, as well as the suicidal deaths of lesser known persons for whom we all care, have once again reminded us of how dire the need is for more research, more access to care, more action and less stigma in mental health.”**

In 2010, fewer than 40% of the almost 50 million adults with mental health disorders received any mental health services (SAMSHA,

2013). This is just one statistic in a complex issue with which our entire health care system is grappling. One way to help is through a commitment to not only a practice based upon evidence and education, but also demonstrating the value that evidence-based PMH nursing practice has on outcomes—through documentation, through research, through education.

Analysis for continuous improvements in our scientific and educational approaches to mental health care are the foundational core of psychiatric/mental health nursing practice and the psychiatric/mental health nursing organization, APNA. “Like most aspects of our work, analysis involves commitment to caring and listening intently to those we serve and to each other, evolving and modifying along the way. Healthy analysis will continue to serve us all through our collective work in APNA and nursing,” said Cunningham.

Reference:

Substance Abuse and Mental Health Services Administration, *Results from the 2012 National Survey on Drug Use and Health: Summary of National Findings*, NSDUH Series H-46, HHS Publication No. (SMA) 13-4795. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2013.

### *Innovation In Community Health*

At LSON, Dr. Marion Donohoe has distinguished herself as a mentor and community innovator. It's no wonder she was asked to serve as president-elect for the Association of Community Health Nursing Educators (ACHNE).

“I believe community health is the foundation for healthy populations in the United States and globally,” said Dr. Donohoe, who passionately believes that innovative educational strategies and skills empower student nurses learning to serve marginalized, underserved or newly insured populations. “It is essential for the understanding of population health to share tools that craft programs, initiatives and policies that are evidence based to foster and promote core values of public health nursing. Nursing educators do this through education, practice and service,” Donohoe added.

As president-elect of ACHNE, she chose “communication” as a theme: “Today's challenge is using technology and social media as a way to communicate knowledge. To effectively teach and showcase the power of successful community-based participatory research, nursing education and enhanced health literacy strategies, educators and nursing students need to navigate the world of social media.”



Dr. Donohoe is working with members to disseminate their outcome metrics to provide educators with an up-to-date tool kit. This new collaborative work of ACHNE members provides measurable outcomes in education that change the practice of health care in American communities while shaping nursing education for our 21st century students who will be the innovators of health care tomorrow.

## GLOBAL IMPACT

### *Forging Partnerships in All Corners of the World*

Like all top-tier programs, LSON has built strong partnerships globally. Since 2010, we have welcomed Chinese nurses to our campus to study advanced nursing education and clinical education for six months to one year. and since 2011, our faculty has participated in a program that takes them far away to China to help develop nursing faculty abroad, educate nursing students and advance nursing education and practice in China.



In 2014, LSON's Lambuth campus entered a collaboration with the Nrupur Institute of Nursing Science and Research in India. These three fascinating stories tell how LSON is making a difference well beyond the walls of our Memphis and Lambuth campuses.

### *Macau Student Exchange*

In the summer of 2014, three senior BSN students from Kiang Wu Nursing College of Macau joined LSON students and faculty to experience American health care and nursing practice.

Founded in 1923, Kiang Wu Nursing College is located in Macau, a China peninsula situated near Hong Kong. A former Portuguese colony, Macau has one of the highest life expectancies in the world. The college is an international academic institute that integrates Chinese and Western cultures by putting an emphasis on international exchanges (sponsoring senior students for programs in Central Asia, England, Brazil, Australia and the United States).

But this exchange program would not have launched if not for the dedicated efforts of Dr. Lin Zhan, LSON's dean. Since 2010, Dr. Zhan's enthusiasm to collaborate with Asian universities has resulted in amazing opportunities abroad, assisting our partners to better prepare BSN and MSN graduates through nursing faculty development and transforming a traditional medicine-based nursing curriculum to be in line with AACN BSN essentials. The Macau students participated in observational experience at LeBonheur Children's Hospital, a unique experience for them because there are no children's hospitals in Macau. The Macau students also joined community health nursing classes and clinical work.

LSON student Robin Burnett said, “We learned that in China the typical diet is rice, vegetables and fish. Here in the Mid-South, there is so much fried food. This discovery prompted us to discuss the relationship of diet to cultural differences in life expectancy, health issues and even the number of four-generation households because of longevity.”

Other highlights for the Macau students included a tour of the Memphis Mental Health Institute and participation in high fidelity simulation activities and evidence-based nursing classes. They also learned about advanced practice nursing by visiting the Life Point Village and May Medical Group with FNP faculty. The Macau students used words like “humanistic,” “caring” and “impressive” to describe what they saw and experienced.

*Contributed by Dr. Leslie McKeon, PhD, NEA-BC, RN, Assistant Dean for Student Affairs*



Professors Beverly West and Rebecca Adkins with the Macau exchange students





Jining Medical University—China

In 2010, Loewenberg School of Nursing established a collaborative partnership with Jining Medical University located in the northern part of China's Shandong province. The collaboration set out to provide educational experiences for students and to support faculty development. As a result, Drs. Lee and Chung spent two weeks from May 29 to June 13, 2014, in Jining, China.

While there, they explored many topics in the classroom, including foundations in nursing, communication, developing concept maps, 2014 national patient safety goals and pharmacology in pediatrics. Drs. Lee and Chung modeled teaching strategies to engage students in the classroom setting while simultaneously

receiving in-depth knowledge on the identified topics. Dr. Chung had group dialogue with male nurses to discuss male nursing in the United States and China. “We were not only able to teach, but we were also able to learn from students and faculty. So, it was truly an insightful experience for everyone involved,” shared Drs. Lee and Chung.

The partnership with Jining Medical University supports LSON’s powerful vision to forge meaningful partnerships in promoting the health of global communities. Globally, nurses are challenged with more complex issues, patients who are more acutely ill and technology that continues to advance. This is all the more reason to equip them with teaching strategies that

enhance learning and better prepare the workforce to meet demands and radically improve patient outcomes.

After three years in this unique partnership, LSON looks forward to the next trip (in 2012 Drs. Elliott, Fleming, and Zhan attended, and in 2013 Drs. Fleming, Lee and Zhan attended). It’s a one-of-a-kind opportunity that is truly valued by both the University of Memphis and Jining Medical University.

*Contributed by Dr. Shirleatha Lee,  
Associate Professor and Interim Associate Dean*

Nrupur Institute of Nursing Science and Research—India

Back in 2014, Nrupur Institute of Nursing Science and Research (NINSR) in India entered into an exciting collaboration with LSON that will bolster degrees achieved online and on the ground. Hansen Patel, the executive for Nrupur Institute of Nursing Science and Research, says that it was a dream come true to help improve health care in India. She is thrilled about the exchange of ideas between students and faculty in India and Jackson, Tenn., at UofM’s Lambuth campus nursing program.

The agreement between the two institutions aims to deliver both bachelor’s and master’s degrees in nursing. NINSR students will be trained on the Lambuth campus in a short-term exchange, followed by tutoring in India. Using technology to its advantage, the program will also be able to offer online faculty development workshops broadcast from both India and Jackson.

“This is the first effort and part of a significant investment of energy and other resources into making communities in West Tennessee and around the world better.”

—Dr. M. David Rudd,  
President  
University of Memphis





# The face of determination

What exactly does “being driven” look like? Read on and meet some of the acclaimed individuals who are the face of determination here at Loewenberg School of Nursing.

In this collection of faculty soundbites, research highlights, and student snapshots, we celebrate the individuality and passions of the many people who are all pacesetters in nursing excellence.

*Driven to be the best.*



**DR. SHIRLEATHA LEE**—Interim Associate Dean for Academic Programs  
**ON LEADING, SERVING AND DELIVERING**

As interim associate dean, I see myself as a member of a dedicated team that leads, serves and delivers. My commitment to this role is centered on the core values of LSON: caring, diversity, integrity and leadership.

One challenge that I have seen thus far as interim associate dean relates to the overall shortage of nursing faculty across the nation. For that reason, it is important to ensure that we have high-quality, full- and part-time faculty to teach our students across all content areas; this is of uppermost importance.

The most rewarding part of being in this role is being able to serve the LSON and the nursing profession through leadership and having an opportunity to view the undergraduate program through a different lens. It is rewarding to see the big picture and how each piece of the puzzle comes together to make the whole.



**DR. LISA BEASLEY**—Director of Clinical Education  
**ON CREATING SOUND CLINICAL LEARNING ENVIRONMENTS**

Clinical education is a significant part of nursing education. It provides a practice environment where students learn how to apply knowledge in the real world and to foster a higher level of cognitive learning and skill performance. But the intensity of health care settings often brings challenges. So the question I often ask is how do we ensure the best possible learning environment for students in clinical settings? How do clinical faculties ease anxieties while teaching application of knowledge and skills in a real world?

As director of clinical education, I teach, supervise, and provide feedback for student clinical learning, as well as to maintain ongoing evaluations of the clinical sites for the clinical learning environments to promote a strong learning environment. To provide a sound clinical learning environment, we need to see the coherence of all of the variables that comprise the clinical learning environment, and bring it all together. When clinical nurses, faculty, and students work in tandem, LSON can become one of the best clinical learning environments among the highest ranked nursing schools.



**DR. JILL DAPREMONT**—Director of RN-BSN Program  
**ON BEING ACCESSIBLE, AFFORDABLE AND ACCELERATED**

The Institute of Medicine (IOM, 2010) recommends that nurses with BSN degrees be increased to 80 percent by 2020. How can we help nurses to teach this goal? This centers how we design and implement an online RN to BSN program as an accessible, affordable, and flexible one. I am honored to work with faculty, staff and students in support of RNs seeking a bachelor’s of science (BSN) degree.

## The Office of Student Affairs Team ON STUDENT CENTRIC SERVICE

In health care, patient-centered care is one of the six aims of quality. It is also one of the 10 guiding principles of how a health care system should operate. The Institute of Medicine defines patient-centered care as: “Providing care that is respectful of and responsive to individual patient preferences, needs, and values, and ensuring that patient values guide all clinical decisions.” We used this definition to create our own vision of student-centered service—to provide services that promote student success.

Reference:  
Institute of Medicine. 2010. *Future Of Nursing: Leading Change, Advancing Health*.



Using student feedback and formal evaluation data, we set five strategic goals to improve responsiveness and student success.

1. Address prospective student inquiries accurately and promptly.
2. Use a student-centered approach in creating policies and practices affecting student success.
3. Foster timely and transparent communication with students, faculty, and university to support student success.
4. Engage freshman nursing and pre-nursing majors frequently and inclusively to prepare them for academic success in the pre-licensure program.
5. Forge relationships with diverse communities, feeder organizations, and professional associations to attract students from underrepresented groups in nursing.

## LSON's 5 Strategic Goals to Improve Responsiveness and Student Success



## Real-Life Simulation Labs Prepare Nursing Students Well

LSON received a \$10,000 grant from the Promise of Nursing for Tennessee Nursing School Grant program. The grant focuses on “Transition to Practice Utilizing High Fidelity Simulation.” This grant allowed LSON to partner with Baptist Memorial Hospitals to better prepare students for the transition from classroom to clinical practice.

Didactic education and case studies are necessary to assess the knowledge component of the student nurse. However simulation offers the opportunity for the students to decrease errors and improve clinical reasoning. With the use of simulation, the student is provided a learning experience allowing them to react as they would in a real-life setting. Simulation also offers the student a tool to develop a higher level of skills in the high-risk, low-volume situation. Key to the simulation learning experience is the realism (fidelity) of the scenario. Thus a high fidelity simulator is required to offer the necessary fidelity.

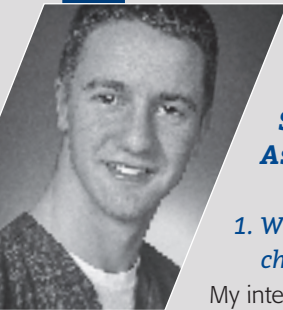
The simulation labs for LSON, as well as Baptist Desoto and Baptist Memphis, contain the same high fidelity simulators. The university and the hospital collaborated, and duplicate scenarios were purchased that identify basic nursing skills and the clinical reasoning necessary for the care of high-risk patients. These scenarios will be used for students in the final semesters of nursing school and the hospital will use the scenarios in their nurse residency program. By creating the same scenario with similar objectives, the transition of the student to a nurse resident role will be streamlined, and allow for individualized orientation.

The use of simulation will not only increase the competence of the student nurse and eventually the nurse resident, but also improve their self-confidence and critical reasoning skills, thereby improving quality patient care.

Contributed by Sheri Howard,  
Director of Simulation







**ISAAC PARRISH—  
Immediate Past  
President of LSON  
Student Nurses  
Association**

**1. What made you  
choose nursing?**

My interest in nursing goes beyond a passion for people. I always knew I wanted to enter a career field that specialized in interfacing directly with others to provide some sort of care, but nursing became my top choice after learning so much about the human body in my high school anatomy class. To me, the human body is the most amazing creation on earth, and as professionals we discover new things about it every day, so exciting to me.

**2. Who influenced you to become  
a nurse?**

As a child, I lost my grandfather to acute myeloid leukemia, so he is my biggest inspiration. At the time, there was not adequate research for a suitable treatment to best meet his needs, something that I did not understand at that time. I now know that this is the case because we as professionals have not yet conducted enough research to find a cure, much less the most effective treatments. My heart is not set on curing cancer, but it is set on finding solutions to unanswered questions.

My only family member in the nursing field is my aunt, who is an oncology nurse manager at the UAB School of Medicine. I also grew up with friends whose parents were nurses and I always admired them for their work ethic and ability to provide for their families, while still making time to “be a family.”

**3. What inspired you to be a SNA  
leader? Why do you think nursing  
leadership is important?**

I was inspired to be an SNA leader out of a sense of duty to my fellow students. God blessed me with the ability to connect with others and to listen, and I feel that our class was underrepresented in the ranks. It is important to have an individual or a team to voice the concerns of a larger body, much like we elect the leaders of our great nation to represent us as the American people.

**I believe that any form of leadership is important. However, nursing leadership is crucial. We are a field that finds people at their weakest, most vulnerable state. We treat the homeless, the middle class, and the CEOs of the world’s most profitable firms. It is our honorable duty, not our preference, to provide the best possible care for all who enter our hands.**

How we lead in our field directly correlates with the quality of treatment these patients receive. We are leaders on our floors, in our communities, and in our families who are respected by others for that very reason.

**4. How would you like your peers at  
LSON to know and remember you?**

I would like to be known as just “Isaac.” I was elected as SNA president to represent the student body, and I don’t consider myself any more special than my peers. To be a great leader, one must first be a great servant! However, I would like to leave this school remembered as an effective leader, a caring person, and someone who could be approached (and answered) at a moment’s notice. I would hope that others would perceive my peers in the same light. Getting through nursing school is a challenge—as is anything worth having in life—but I am confident that LSON has prepared me to meet the requirements set before me to succeed.



**Optimizing Respiratory Function**  
*The Research of Dr. Sarah Miller*

When Dr. Sarah Miller first stepped into a scientific research lab, she was 11 years old and was enrolled in a pediatric asthma study as a research subject. She was instantly fascinated by the scientific process, eagerly asking the scientists dozens of questions about everything they were doing. The lead scientist who ran the lab, Dr. Paul Davenport, invited her to visit again if she still loved science in college. She ended up not only visiting, but also working as a technician in the lab during her undergraduate studies at the University of Florida. She then studied and trained in that same laboratory of respiratory neurophysiology for her doctorate on the perception of breathing, which was funded by a National Institute of Health T32 Neuroplasticity Fellowship.

Her scientific curiosity only grew the more she studied and researched. She wanted to learn how to translate her scientific discoveries to better care for patients with respiratory problems. She decided to enter nursing school after she finished her doctorate, with the hopes of better making the “bench to bedside” connection, which connects basic science with clinical care.

Dr. Miller strives to combine her clinical experiences with her scientific research. Her research program focuses on respiratory physiology, the neural control of breathing, and how various patient populations are affected by disruptions in breathing. Numerous diseases can lead to respiratory distress, difficulty swallowing, impaired coughing, and breathing problems.

She has worked with patients with double-lung transplants, Parkinson’s disease, Multiple Sclerosis, asthma, and chronic obstructive pulmonary diseases. She is currently working on a multi-site project with an interdisciplinary team to evaluate the effects of traumatic brain injury (TBI) on airway protective mechanisms, such as cough and swallow. This is a devastating issue affecting military members and veterans as well as civilians, leading to long-term cognitive and

# Our Research



**Enhancing the Lives of Patients  
and Families with Alzheimer’s**  
*The Research of Dr. Sunghee Tak*

As many as one in seven Americans aged 71 and older has some type of dementia, and Alzheimer’s disease is the most common form of dementia, accounting for about 70 percent of all cases. By age 80, approximately 75 percent of people with Alzheimer’s will be in a nursing home, compared with only four percent of the general population. Along with the impending “Silver Tsunami” predicted by current demographics, the number of people age 65 and older with Alzheimer’s disease is estimated to nearly triple from five million to a projected 13.8 million.

Dementia affects everyday tasks crucial to independence. In response to the recent national plan to reduce the devastating impact of Alzheimer’s and other dementia on patients and families, Dr. Sunghee Tak’s research focuses on enhancing the lives of patients and families with Alzheimer’s disease and other dementia, using care technologies in a creative way. Technologies have tremendous potential to impact the ability to track disease progress, help identify individual needs, assess patients for early detection, and improve health outcomes and quality of life.

In particular, Dr. Tak’s research areas involve how technology can be leveraged to: improve or maintain memory in individuals with Alzheimer’s disease and decrease behavioral problems such as agitations, and develop and test interventions including therapeutic computer activity interventions for individuals and caregivers with the illness. Building on knowledge from her previous National Institute of Health (NIH)-funded research studies, she is currently conducting Alzheimer’s care technology projects funded by the FedEx Institute of Technology. Based on the findings of the projects, she plans to apply for a NIH grant to conduct a large randomized clinical trial to examine the effects of interventions in persons and families.

respiratory difficulties. She is working with her team to evaluate what factors affect life expectancy, quality of life and airway function in patients following brain injury or head trauma, and developing a device intervention to alleviate some of these problems. Her team is finishing up a pilot study this year and hopes to begin their large clinical trial in the next year.

In addition to her clinical research, Dr. Miller has had the opportunity to use her bench science experience while collaborating with Dr. Randy Buddington’s animal research laboratory at the University of Memphis. Dr. Buddington has established an innovative neonatal model of lung development, and they are working to better care for pre-term infants, optimize respiratory support and ventilation in the neonate, and reduce complications of early birth.

Dr. Miller aspires to use her research to improve the quality of life and clinical care of patients with respiratory disease, and identifies herself as a life-long learner. She mentors several undergraduate and graduate students in their research studies, and is passionate about cultivating the next generation of nurse scientists.





# Expertly Speaking

*Loewenberg's 2014 Distinguished Lecturers*

## Dr. Clark Included These Eight Pathways for Fostering Organizational Civility:

- 1 Raise awareness and enlist leadership support
- 2 Measure organizational culture, climate, and civility
- 3 Assemble a civility team
- 4 Develop civility plan with confidential policies, guidelines and protocols
- 5 Implement civility action plan, policies, and strategies
- 6 Evaluation and reassessment
- 7 Reward civility and reinforce success
- 8 Expand civility initiative

Dr. Callista Roy visited the Loewenberg School of Nursing and delivered her speech, "Roy Adaption Model for the 21st century." Dr. Roy is a professor and nurse theorist at the William Connell School of Nursing at Boston College, where she teaches doctoral, master's, and undergraduate students.

Dr. Roy received her bachelor's degree from Mount Saint Mary's College, earned a master's degree in Pediatric Nursing and Sociology, and a PhD from UCLA.

Dr. Roy is best known for her work on the "Roy Adaptation Model of Nursing." She has delivered invited papers, lectures, and

workshops throughout North America and 30 other countries over the past three decades on topics related to nursing theories, research, clinical practice, and professional trends for the future. Dr. Roy was named a Living Legend by the AAN in 2007 and is recognized in the Sigma Theta Tau Nurse Researcher Hall of Fame.

The LSON regularly holds our Distinguished Lecture series, bringing remarkable speakers to Memphis to share compelling ideas, fascinating research, or their own unique contributions in the world.

The lecture series aims to be transformative—where people see the world of nursing a little differently afterward.

The 2014 featured speaker is Dr. Cynthia Clark, an internationally recognized expert on civility and a nursing educator, who delivered powerful speech "Igniting the Power of Civility in Nursing: Fostering Healthy Workplaces."

Her theory-driven interventions, empirical measurements, and reflective assessments provide "best practices" to prevent, measure, and address uncivil behaviors and to create healthy workplaces for all.

Dr. Clark received her bachelor of science in nursing from Boise State University, a master of science in human development and family studies from Colorado State University, and a PhD from the University of Idaho College of Education with concentration in higher education and administration. Her book "Creating and Sustaining Civility in Nursing Education," received the 2013 AJN Book of the Year Award for Professional Issues in Nursing. She is a fellow in the American Academy of Nursing and the recipient of numerous teaching, research and service awards.



The LSON faculty appear with Dr. Callista Roy, Nurse Theorist and American Academy of Nursing Living Legend.



# LOEWENBERG SCHOOL OF NURSING

## Taking LSON to the *Next Level*



### NEW FACULTY MEMBERS

Left to right: Janye Wilson, Jasson Sasser and Dr. Marion Donohoe are pictured above. (Not pictured: Dr. Marie E. Gill and Julie Cupples)

**Dr. Marie E. Gill** joins LSON as an assistant professor. **“I am excited to join the school and find the right place for me to teach, research, and serve our profession and community.”**

She was most recently an adjunct faculty member and taught evidence-based practice to undergraduate nursing students at LSON’s Lambuth program last spring. Gill received her Bachelor of Science in Nursing from the University of Tennessee Health Science Center in 1988. She obtained her Master of Science in Education and Master of Science in Nursing from the University of Memphis in 1995 and 2006, respectively.

Most recently, Gill earned her Ph.D. in Nursing, with a public health minor, from the University of Tennessee Health Science Center in December 2012.

Her program of research focuses on health literacy interventions to promote sobriety in Drug Court Diversion Program clients. Gill was awarded a grant in August 2013 from the Shelby County Drug Court Foundation for developing a low literacy client handbook, which was completed in September 2014.

**Julie Cupples** is a new clinical assistant professor in the LSON program at the Lambuth campus. Cupples graduated in 2005 with a BSN, and returned to Jackson, Tenn., to begin her nursing career. Following a year of medical/surgical nursing, she moved to Nashville, Tennessee to work in pediatrics at Vanderbilt Children’s Hospital.

In 2013, she graduated from the University of Memphis with a MSN in nursing education. While in school, Cupples completed her practicum at the Lambuth campus, and the following semester she worked as an adjunct faculty for the University of Memphis.

**Janye Wilson** spans 13 years work in the fields of cardiology, oncology, infusion nursing, clinical research and higher education. As a proud BSN graduate of LSON, she is thrilled to be back continuing the long-standing tradition of providing the next generation of nursing graduates with a quality and upstanding education. Professor Wilson received her Masters of Nursing in Clinical Research Management from Vanderbilt University.

Throughout her career, her passion for nursing has remained steadfast. She enjoys the opportunity the field brings me to help progress the profession, whether through clinical research, bedside patient care, or teaching the next generation of nurses. Her background helps her bring into the classroom to expand students’ knowledge of the possibilities for their nursing careers.

**Jason Sasser** joined the LSON faculty as a clinical assistant professor teaching complex health alterations practicums in the BSN curriculum. He received his MSN from LSON and is currently exploring doctoral programs to advance his education. His current research interests include the concepts of childhood obesity, healthcare worker civility and diversity, test-taking anxiety, nursing residency programs, and disaster preparedness.

**“My favorite experience in my nursing career is translating wisdom to practice for nursing students and new graduate nurses.” Sasser said.**

**Dr. Marion Donohoe** joined the Loewenberg school of nursing as an assistant professor. prior, she was among the select faculty sent to South Africa during the PEPFAR Initiative to prepare multidisciplinary teams for the introduction of antiretroviral therapy. Witnessing the global power of public health in South Africa, Marion was compelled to pursue a doctor of nursing practice in public health nursing at the University Of Tennessee Health Center. Donohoe brings her scholarship from “Simulation of Living in Poverty (SLiP)” to LSON and her wealth of knowledge and passion for community health nursing and community health education.



## ALUMNI PULSE

### Meet the LSON Chapter President



The University of Memphis Alumni Association LSON Chapter recently named Amy Coulson as its new President. Coulson is excited to be part of the progress at the university and encourages her fellow Nursing alumni get involved with their alma mater through membership in the Alumni Association. As the newly elected president, she looks forward to growing chapter membership and to finding innovative ways for alumni to give back to the UofM and the greater community. Coulson said, "I encourage current and future students to look to their education experiences as an opportunity to impact others, especially the many people looking for the right start or even a fresh start in their lives."

Coulson moved to Memphis from Middle Tennessee to attend the University of Memphis as a Cecil C. Humphreys scholar, and graduated with the Bachelor of Science in Nursing in 2000. She is also an alumna of Delta Gamma sorority at the University of Memphis. Carrying on the family's Tiger tradition, her eldest son will enroll at the University of Memphis this fall.

Coulson is putting her UofM education to good use as the Director of Quality Management at a local hospital. Additionally, she recently became the first person in the nation to pass/concurrently hold the "big five" board certifications in healthcare quality: infection control (CIC), Joint Commission readiness (CJCP), CMS survey readiness (HACP), healthcare risk management (CPHRM), and overall healthcare quality/performance improvement (CPHQ).

During her career, Coulson has served on the Executive Board for the Tennessee Association of Hospital Quality, as President Elect for the Association for Professionals in Infection Control and Epidemiology, has been included in promotional materials for The Joint Commission, and is nationally ranked for her certifications.

The Nursing Alumni Chapter is looking for graduates who would like to give back to their alma mater through service on the chapter board. Please consider lending your talents to support LSON.

*To join the University of Memphis Alumni Association or learn more about Nursing Chapter activities, please contact Alumni Coordinator Shannon Miller at semiller@memphis.edu or 901-678-3043.*

## FOCUS ON PHILANTHROPY

### Honoring Two— Changing the Lives of Many

Charitable gifts to Loewenberg School of Nursing have an immediate and meaningful impact. When families make the decision to give, they do something remarkable. They give students—whom they've never even met—the life-changing opportunity to reach their full potential. It is such a beautiful thing to do in this world.

Making that generous decision recently were William "Ross" Felt and his sisters, Rachel Tasch and Gwyn Wachtel, along with their spouses and children. They did it to honor their parents, Fredrika "Freddi" and Joel Felt, on the occasion of their milestone birthdays by establishing the Fredrika and Joel Felt Endowed Scholarship in nursing. The siblings see this as a win-win: recognizing their parents as lifelong role models, while at the same time providing an enduring method to support nursing students, and ultimately, the health care workforce.

After trying to keep the establishment of the scholarship a secret for many months, the Felt family was finally able to gather together to

present a special certificate to their parents announcing the fund. During the presentation, Freddi and Joel were praised for being great leaders in their family, the Memphis community and the world.

"It is a special privilege for us to be able to honor our parents by supporting the students of the Loewenberg School of Nursing at the University of Memphis. Training the next generation of nurses is critical to strengthening the current healthcare system, and the work of our scholarship recipients aligns closely with the values that have been passed down from our grandparents and parents."

The Fredrika and Joel Felt Endowed Scholarship in nursing will provide support for students who—due to unforeseen, unique or extenuating circumstances—require additional financial support to continue their studies, and who may or may not qualify for other types of financial aid. Dean Lin Zhan expressed her gratitude for this award which will give her the much-needed flexibility to assist students in unusual circumstances so they can continue the curriculum and not be forced

to drop out of school due to "life happening." In addition to being a lasting tribute to Freddi and Joel and their positive influence on others, this scholarship will serve as a dedicated investment in the people and ideas that are the future of nursing. The first award from this endowment is expected to be made in 2016.

*Philanthropic gifts such as those from the Felt family help the Loewenberg School continue to prepare outstanding nurse leaders, practitioners, educators, and clinicians. If you would like to learn more about supporting the Loewenberg School of Nursing through a charitable gift, please contact Randy Gonzalez, director of development for health programs at randy.gonzalez@memphis.edu or 901.678.3951.*



Joel and Freddi Felt with Loewenberg School of Nursing Dean, Lin Zhan

# Supporting our Students through Scholarship

## Thank you donors for making a difference for our students.

For more than 45 years, LSON has prepared outstanding nurse leaders, practitioners, clinicians, and educators. We remain committed to providing accessible and innovative higher education that prepares nurse leaders who promote health of the global community through excellent teaching, rigorous research, and collaborative practice and service.

Scholarship support is critical to a majority of the students pursuing a degree at the University of Memphis. Therefore, we are humbled by our donors' generosity which helps relieve financial burdens for our most outstanding and deserving students.

Thank you for your support and investment in the future of health care through the students enrolled in Loewenberg School of Nursing at the University of Memphis!

## Lettie Pate Whitehead Foundation Scholarship

Kiara Atkins	Ashley Johnson
Ashley Autry	Rachel Johnson
Arika Bailey	Stacey Pillault
Sara Brizendine	LeAnne Marie Schum
Michele Chaney	Linsey Tate
Vernica Davis	Catherine Taylor
Miranda Hayes	Christinna Tunney

"I am extremely blessed to be receiving this scholarship. I work so hard to get by being a single mother but I know I must finish school to give my son the life he deserves, that would be difficult without the funds to attend school. I am extremely grateful."

—Jacqueline Skelton

"This scholarship had a personal impact on my life to want to give back to others and the community."

—Brittany Taylor

### Raymond A. Bratcher and Maxine E. Ritchey Bratcher Scholarship

"To receive such a gift is truly a blessing! It means that someone I don't even know believes in me and that is so encouraging. I hope that in the future I will be able to do the same for someone else."

—Tiffany Elliot

### Goddard Foundation Scholarship

Brandi Pruitt

### Sharon Leslie Hansard Memorial Scholarship

Matthew Swatley

### Eunice Eldoris Jordan Scholarship

Angelita Gallion-Johnson

### William A. and Ruth F. Loewenberg Nursing Scholarship

Aaron Atkins  
Vance Plumhoff

### Allene Farris Memorial Scholarship Mario Antonio Lopez-Rodriguez Glazer Family Foundation Scholarship in Nursing

"Having a donor-funded scholarship is a great honor for me, and it means the world to me and my family. To be able to graduate with as little debt as possible will be life-changing for me. Thank you from the bottom of my heart."

—Amber Reece

### Regina Montesi Memorial Scholarship

Alexandra Pierce

### Ronnie Price Nursing Fund

Kayna Chisum

### Saint Francis Hospital Auxiliary Scholarship in Nursing

Angelita Gallion-Johnson

## Kelly Leanna Smith Pediatric Nursing Scholarship

Alexa Padios

## Ralph Levy, Jr. Endowed Scholarship

LaMonica Stingley  
Kimberly Woodard

## New Scholarship Funds established in 2012-2013:

- Operation Tucci Fund
- Lourene P. Fleming B.S.R.N. Scholarship Fund

## New Scholarship Funds established in 2014-2015:

- Fredrika and Joel Felt Endowed Scholarship Fund



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*Baptist Memorial Health Care Corporation*



# Community Health Building *Now Open*

As one of the largest facilities for community health-related education and research in the Mid-South, the nearly 200,000 square feet, \$60 million Community Health Building unites the faculty and facilities of Loewenberg School of Nursing and the School of Communication Sciences and Disorders.

The Community Health Building was designed using the State of Tennessee's Sustainable Design Guidelines (with a focus on preserving our natural resources and protecting the health and well-being of occupants and visitors) so that it meets or exceeds minimum standards established by recognized sustainable and energy efficient design organizations such as LEED®, Green Globes®, and Energy Star®.

Approximately \$30 million of the work was performed by Memphis based contractors or vendors. It was a goal of Hoar Construction to utilize as much local participation as possible and we feel we accomplished that goal.

## EQUIPMENT OF NOTE IN THE BUILDING

- **11 research sound suites** on the western “wing” of the building, for Audiology researchers in CSD
- An additional **six clinical sound suites** in the Memphis Speech & Hearing Center, doubling its former capacity
- **Six simulation suites** on the eastern “wing” of the building for LSON
- **\$5 million in A/V and IT** throughout building

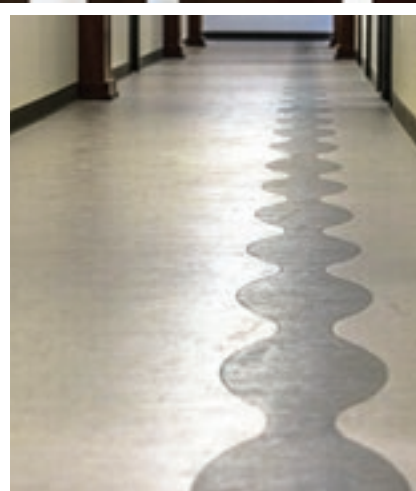
## PEOPLE

- CSD: **111 total students** (95 in the professional programs and 16 in the PhD program) and **19 faculty** supported by **7 staff**
- LSON: **1,006 total students** (607 BSN and 234 MSN in Memphis; 90 BSN and 70 RN-BSN at Lambuth) and **59 faculty** supported by **12 staff**





# *From Groundbreaking to Ribbon Cutting*





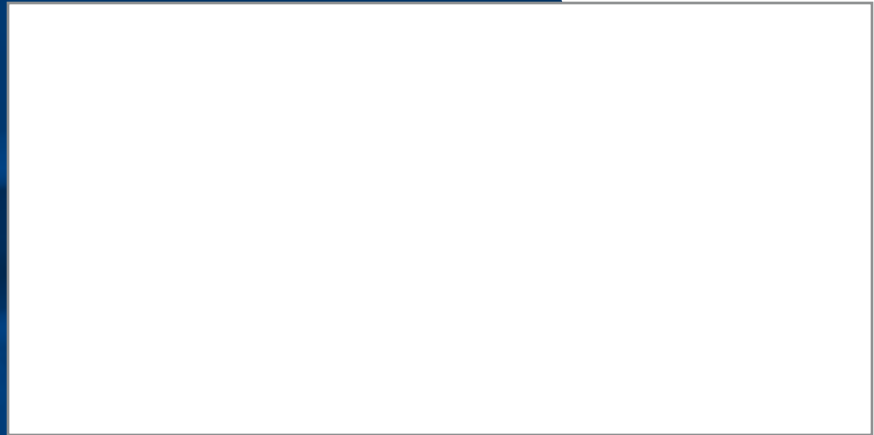


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## Community Health Building

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