

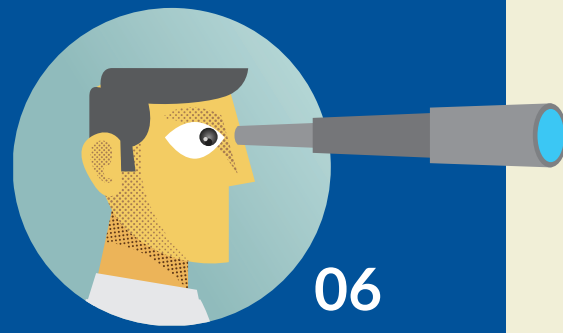
# GOLDFARB

GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE

FALL 2013

Driven To  
Excellence





06

BARNES JEWISH  
College  
Goldfarb School of Nursing  
BJC HealthCare

Goldfarb School of Nursing at Barnes-Jewish College is located on the campus of Washington University Medical Center in St. Louis and is affiliated with Barnes-Jewish Hospital and has a site at Missouri Baptist Medical Center. The college is housed in a nationally recognized educational facility with innovative classrooms, lecture halls and a Clinical Simulation Institute with six patient simulation labs and two exam rooms providing high-tech, advanced nursing care experiences.

Goldfarb School of Nursing at Barnes-Jewish College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the Commission on Collegiate Nursing Education [CCNE] and is approved by the Missouri State Board of Nursing.

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## TABLE OF CONTENTS



### 02: IN THE NEWS

- 02: Simulation's Next Generation
- 03: Goldfarb Students Confront HIV And Health Care Disparities In Swaziland
- 04: Inspiring Engagement And Leadership
- 05: In Missouri, Scope Of Nursing Slowly Expands



### 06: FEATURES

- 06: A Strategic Plan: Mapping Goldfarb's Future
- 10: Discovering A Talent For Caring
- 12: Community-Based Nursing: Building The Foundation



### 14: PROFILES

- 14: Suping Bao: The Art And Science Of Empathy
- 15: Mary Boschert: The Heart Pump, Then And Now
- 16: Renee Gorrell: The Digital Library
- 17: Alberta Peters-Herron: The Nature Of Nursing



### 18: FACULTY HIGHLIGHTS



### 20: BOARD OF TRUSTEES



### 21: GOLDFARB SCHOOL OF NURSING BY THE NUMBERS



12



10

# MEET ST. LOUIS



A fast-paced and productive year has passed since I joined the leadership team at Goldfarb School of Nursing at Barnes-Jewish College and BJC HealthCare. The excitement I feel in working with a new group of scholars is enhanced by the support and leadership of a board of directors with strong connections to St. Louis leaders and philanthropic resources. I am pleased to be working in a community that values nursing, recognizes the quality of our graduates and is challenging us to take on an expanded scope of practice roles.

We at Goldfarb School of Nursing hope this magazine will help readers across the country appreciate the school's rigorous academic life, the breadth and depth of science emanating from it and from other institutions in the city—and the city of St. Louis itself.

Arts and cultural events are abundant—and often free—in St. Louis. The city supports first-class institutions, including the internationally renowned St. Louis Symphony, Saint Louis Art Museum and Saint Louis Zoo. Its diverse neighborhoods celebrate their ethnic and cultural heritage through food and festivals. Its sports teams—the Rams, Blues and Cardinals—help tie a diverse region together. Goldfarb School of Nursing is located in the city's Central West End, a neighborhood of shops, restaurants, homes and Old World charm, which sits at the east end of Forest Park, a green oasis that is a full 500 acres larger than New York City's Central Park.

Like most cities, St. Louis faces socioeconomic, multicultural and multiethnic challenges—and embraces the opportunities these challenges bring. Issues of health disparity need correcting. Air and water quality need to be addressed, as does the city's aging infrastructure. Education quality and literacy levels must be improved. Some of the organizations mentioned in these pages are part of the solution, as is Goldfarb School of Nursing.

We are embarking on a strategic plan that addresses health care challenges and links us to a community working to make life better for its citizens. That plan, "Leading Change and Advancing Health," aligns us with the Institute of Medicine's report titled "The Future of Nursing: Leading Change, Advancing Health." For the next several years, our working motto, Local is Global, will inform our efforts as we reach out to our city's diverse populations and form select partnerships.

I hope you enjoy reading *Driven to Excellence*. With St. Louis as its home, Goldfarb School of Nursing lives in this country's true heartland, at a confluence of ideas and dreams, where rapid response and social change are ways of being, where learning and scholarship abound. At Goldfarb, we call the energy this confluence generates "Intense Compassion."

*Michael R. Bleich*

**Michael Bleich, PhD, RN, FNAP, FAAN**

Maxine Clark and Bob Fox Dean of the School of Nursing

#### Meet the Dean

Michael Bleich, PhD, RN, FNAP, FAAN, joined Goldfarb School of Nursing on Aug. 13, 2012, and was formally installed as its dean on Jan. 21, 2013. In the past year, he was inducted into the National Academies of Practice as a Distinguished Scholar and Fellow and was elected vice president of the Friends of the National Institute of Nursing Research and as a board member of the Council of Graduates of Foreign Schools of Nursing.

Above: Goldfarb School of Nursing Dean Michael Bleich, PhD, RN, FNAP, FAAN, and students Jeannetta Brooks, Stephen Kielbasa, Oscar Nijhi and Montoya Blenman







## SIMULATION'S NEXT GENERATION

Goldfarb School of Nursing at Barnes-Jewish College is one of just 21 internationally accredited simulation centers. And now, thanks to more than a million dollars of new investment in the simulation program, Beth Rotter, MPH, PhD, director of simulation and instructional technology, can help the school usher in the next wave of advancements.

Rotter refers to the school's new 3-G wireless simulators as "clutch-case simulation," because they can be used to create patient-care scenarios outside the classroom or laboratory, much as a clutch handbag can be filled with the essentials and carried anywhere. "With this technology, training can take place in all kinds of places, including an elevator, a lobby or a classroom," says Rotter. "In the real world, nurses care for patients in multiple settings."

Clint Mettlach is a technical specialist and solutions engineer at Goldfarb who previously worked for Laerdal, a manufacturer of simulators. "Simulation realism has greatly improved," he says. "Upgraded video systems allow for better recording, which enhances faculty and student reviews after the simulation is complete." And Mettlach notes other new features: "The manikins' internal audio can generate multizone lung sounds that can be heard bilaterally. Pupils will react to flashlights used to test for brain injury. The IV arms have more realistic veins that give blood flashback when the needle is inserted correctly." But the most significant innovation may be that faculty can, with the use of a tablet PC, change simulation scenarios while instructing students at the bedside.

Tracy Steffen, a Goldfarb nursing student who is training in Goldfarb's Simulation Center, says, "The 3-G simulators can sweat, cry, bleed and mimic human situations." As an example of this realism, Steffen notes a training session in which she was assigned to treat a simulator patient with mental illness and a history of depression: "Suddenly, and realistically, the patient burst into hysterical crying." Steffen applied interventions she had learned and gained valuable experience in a situation that mimicked reality.

Recently, two faculty members took the new simulators on the road when presenting a program about inattentive blindness at a geriatric-care conference. They used a programmed simulator to help seasoned health care professionals understand more about their observational skills, including what they missed during an examination of the simulator and how they could take steps to avoid similar omissions in the future.

Rotter says, "The more realistic the simulation, the stronger our graduates. They will be prepared to face rare events as well as everyday realities. 3-G technology delivers the next generation of simulation education to our students."

— M. Blackwood, RN, MPH



Goldfarb's Simulation Center now offers wireless 3-G simulators that make education scenarios possible virtually anywhere—in an elevator, lobby and classroom.



### 3-G SIMULATION

When Goldfarb School of Nursing brought new wireless manikins into its Simulation Lab, it created new opportunities for student education outside the lab. 3-G technology means these simulators can be used in scenarios virtually anywhere. Among other innovations, the new manikins offer:

- Improved pulse simulation
- Improved urinary catheterization simulation
- More realistic response during blood-pressure test
- More realistic heart and lung sounds
- New bilateral heart and lung sounds
- New control of bilateral chest rise
- New vein response when tourniquet is applied
- Ability to control eyelid movement remotely
- Wireless remote control

## GOLDFARB STUDENTS CONFRONT HIV AND HEALTH CARE DISPARITIES IN SWAZILAND

It's difficult to prevent HIV when no one talks about it. That's the reality six Goldfarb nursing students faced on a two-week trip to Swaziland, Africa, a developing country with the highest HIV infection rate in the world: 50 percent and climbing. As a consequence of HIV/AIDS, life expectancy in Swaziland has fallen from 61 to 32 years in a decade.

A Fulbright grant for HIV and AIDS education awarded to Kevin Mallinson, PhD, RN, for the 2012-2013 academic year included partial student scholarships for travel to the Kingdom of Swaziland. Mallinson's scholarship focuses on building capacity within the health care workforce to improve the delivery of HIV/AIDS prevention, treatment and care services in Southern Africa. As a Fulbright Scholar, he conducted an outcomes evaluation study of the Swaziland Wellness Centre for Health Care Workers and provided focused programs and lectures on the impact of HIV/AIDS on Swazi culture.

**"I left Swaziland with a different perspective on health care. Travel like this makes us more culturally competent, and the impressions we gain help us become better nurses."**

— Alyssa LaValle, student, Goldfarb School of Nursing

Judy Frain, PhD, RN, teaches the HIV elective at Goldfarb, a prerequisite course for the trip, and she accompanied the students to Africa. "The scholarships provided a great opportunity in HIV education for our students. The experiences they had while in Swaziland emphasized the limited availability of health care resources in another country."

Swazilanders see HIV as a tremendous stigma—a situation that can be true in the United States, too. "People with the disease won't discuss their status with family members or friends," says Frain. "Even their medical records are coded to prevent anyone knowing [their status]. In the hospital, patients don't ask questions of doctors or nurses, and clinical rounds never include patients in the conversation. Hospitalized patients in contact with health professionals who could offer education don't receive it, because the wards have no privacy."

Frain and the Goldfarb students spent part of each day at the Nazarene Mission Hospital, where they worked in pediatrics, the emergency room and labor and delivery. Their responsibilities included talking with nurses and patients, taking vital signs and delivering babies. The students also went on home visits with nurses from a local clinic.

Frain hopes future travel programs will continue to expose Goldfarb students to health care issues far different from the ones they encounter in the United States. That sentiment was echoed by Alyssa LaValle, an upper-division Goldfarb student who made the trip to Swaziland. "I grew personally and professionally as a result of the experience," she says. LaValle also notes that she was able to learn from the nurses she worked with about providing care despite meager resources. "I left Swaziland with a different perspective on health care. Travel like this makes us more culturally competent, and the impressions we gain help us become better nurses."

— M. Blackwood, RN, MPH



A group of Goldfarb students recently traveled to the Kingdom of Swaziland, where they confronted the stigma patients with HIV/AIDS face in that country.

Above: from left to right, Goldfarb students Alyssa LaValle and Noreen Haukland

Lower left: from left to right, Cortni Kossmeier, Alyssa LaValle, Alyssa Haines, Dr. Judy Frain, Dr. Kevin Mallinson, Dr. Paulos, Katherine Jenkins, Katherine Luzecky, Noreen Haukland





## INSPIRING ENGAGEMENT AND LEADERSHIP

Faculty governance is an essential component of an active learning environment. Through it, faculty members demonstrate their expertise and commitment to matters involving school curriculum and faculty work life.

Mary Curtis, PhD, RN, ANP-BC, Goldfarb professor and immediate past-president of the school's Faculty Organization, says, "When faculty members contribute to overall governance, it gives each of us skin in the game, making us engaged contributors who own decisions and advance the direction of the school. As a faculty member, I am proud of the direction we have taken this past year to reframe, simplify and take responsibility for how we conduct business in matters of curriculum, faculty affairs, rank and promotion, and student affairs. The engagement and leadership demonstrated by my peers is inspiring."

**"It takes a village of bright and dedicated individuals to create the excellence in education that we strive for. Effective governance matters."**

— Mary Curtis, PhD, RN, ANP-BC, professor, Goldfarb School of Nursing

Curtis found that the work the Goldfarb Board of Trustees did to reaffirm their commitment to faculty governance equally inspiring. "Our new dean, Michael Bleich, felt it was important to adopt the American Association of Colleges and Universities guidelines regarding governance. I'm honored to have been present when the board unanimously endorsed this governance model."

Evidence of the success of the new model was readily apparent during the last Faculty Organization meeting, when Curtis handed over the gavel to incoming president Deidre Schwartz. The faculty endorsed new bylaws, faculty role delineation, curricular revisions, a new strategic plan and improved human resource processes.

Janet Whitworth, DNP, APRN, FNP-BC, assistant professor and chair of the Goldfarb curriculum committee, says, "Faculty and students are involved in the process of curriculum development to help ensure that it is relevant in this age of health reform. We have faculty members representing specialty areas in our undergraduate and graduate curriculum subcommittees, and each member lends expertise in creating, refining and maintaining an exceptional curriculum."

Whitworth also acknowledges that the curriculum committee stays abreast of requirements, standards and guidelines set by the American Association of Colleges of Nursing, the Commission on Collegiate Nursing Education, the Council on Accreditation, the Higher Learning Commission and the Missouri State Board of Nursing.

"It takes a village of bright and dedicated individuals to create the excellence in education that we strive for. Effective governance matters," says Curtis.

— M. Blackwood, RN, MPH

Goldfarb School of Nursing uses a faculty governance model that is designed to inspire collaboration and accountability among faculty, administration and students.



FACULTY



STUDENTS

BOARD OF TRUSTEES

## IN MISSOURI, SCOPE OF NURSING SLOWLY EXPANDS

The health of Missouri's citizens is on the decline; 109 of the state's 114 counties are designated by the U.S. Department of Health and Human Services as "health care provider shortage areas." One in five Missourians lacks access to primary health care. Currently, Missouri ranks 36 out of 50 states in access to health care, avoidable hospital use and costs, and prevention and treatment.

But while the field of nursing is facing significant challenges regarding access to care, there are more than 6,000 advanced practice registered nurses (APRNs) in Missouri, 3,500 of them nurse practitioners (NPs), who could make a difference in Missouri's disheartening health statistics.

Leanne Chilton, BJC HealthCare director of government relations, and her team are happy to help advocate for an enhanced scope of practice for APRNs in Missouri. "Our health system sees the linkage between access to care and the quality efforts that nurses can make. We are aware of the substantial body of evidence from other states that supports collaborative efforts between APRNs and physicians," says Chilton. She notes that Missouri nurses are trained to national standards, but, unfortunately, some leave the state in order to achieve their professional potential.

**But while the field of nursing is facing significant challenges regarding access to care, there are more than 6,000 advanced practice registered nurses (APRNs) in Missouri, 3,500 of them nurse practitioners (NPs), who could make a difference in Missouri's disheartening health statistics.**



**1 IN 5 MISSOURIANS LACKS ACCESS TO PRIMARY HEALTH CARE**

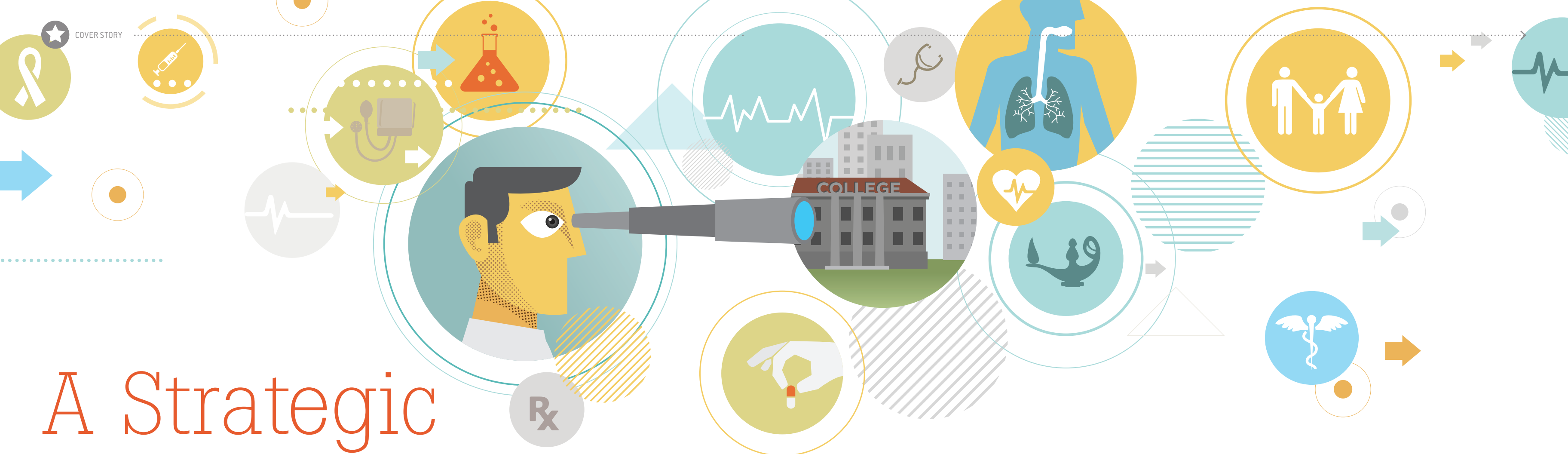


State lawmakers have passed two statutes that inch Missouri toward the nursing practice standards adopted by surrounding states. Missouri Senate Bill 679 and House Bill 1371 eliminated the need for nurses to reside close to their supervising physician. "Putting an arbitrary 30- to 50-mile limit on the proximity of nurse practitioners was unique to Missouri. It surely constricted care opportunities in rural areas of the state," says Janet Whitworth, DNP, RN, APRN, FNP-BC, assistant professor at Goldfarb.

Recently, Goldfarb Dean Michael Bleich joined two APRNs, one of them Goldfarb graduate Maricia Snell, on the St. Louis PBS television station nineNetwork's "Stay Tuned" program. Its topic was the shortage of primary care physicians in the state and the ways in which an expanded scope of practice for APRNs could help address that issue. Speaking about that televised conversation, Bleich notes, "The more the public understands about nursing, its foundation in science and the scope of knowledge its practitioners possess, the more likely we are to gain the support of Missourians to advance the scope of nursing. The field of nursing focuses on common disease conditions that need medical management, but our science extends to family- and community-based concerns, symptom management and living with illness. This makes it a perfect complement to primary care practice."

— M. Blackwood, RN, MPH

Goldfarb's Dean Bleich, BJC HealthCare's Leanne Chilton and their colleagues are advocating for an enhanced scope of practice for APRNs in the state of Missouri.



# A Strategic Plan

## Mapping Goldfarb's Future

Written by Pam McGrath

### "What do you think?"

That simple question became the touchstone for leaders at Goldfarb School of Nursing at Barnes-Jewish College as they undertook one of the most important challenges in the school's history. Their task was a strategic plan that would advance the school's reputation and curriculum while addressing the rapidly changing nature of nursing.

And "What do you think?"—asked of professionals within the BJC HealthCare, Barnes-Jewish Hospital and Washington University School of Medicine communities and the St. Louis community at large—proved to be just the right question to ask. It served as a catalyst for frank discussion and revelatory insights. The answers to these questions helped inspire a three-year vision of Goldfarb's future.

### Making plans in a changing environment

The only thing certain about today's health care environment is that it is a system in flux, and how it will look in just one year—much less three—is a subject of debate and speculation.

"The Patient Protection and Affordable Care Act is designed to enhance access to health care for thousands of people, and that means an increasing

need for health care professionals to provide that care," says Michael Bleich, PhD, RN, FNAP, FAAN, Maxine Clark and Bob Fox Dean of the School of Nursing. "Physician providers are going to be critically important and yet sparse at the same time. Fewer physicians are choosing to enter general practice, opting, instead, to become specialists. Nurses, especially those with master's and doctoral degrees, are strategically poised to fill new roles with greater responsibilities in acute-care settings like hospitals and physicians' offices and in public-health models emphasizing prevention and community-based care."

According to Laurie Schulte, MBA, vice president of TSI Consulting Partners, strategic planning during an era of change is even more crucial than at times of certainty. TSI served as a consultant to Goldfarb during its strategic planning process.

"When an industry such as health care is changing rapidly, organizations that aren't able to adapt find themselves dramatically behind the curve in terms of knowing what choices to make and how to allocate limited resources," Schulte says. "Clarity is essential: What are the few critical goals an organization such as Goldfarb needs to set over a certain span of years in order to respond appropriately to changes, and how can those goals be met in a proactive rather than reactive way?" ➔



# Strategic Plan

Provide Distinctive Educational Program Offerings

Build Sustainable Research Capacity

Expand and Strengthen Key Strategic Partnerships to Advance Education and Patient Care

Secure Needed Human and Financial Resources

Strengthen Organizational Effectiveness & Adaptability

Prepare nurses as patient-centered leaders who collaborate in designing the emerging health care system and practice effectively within it

## The planning process

To gain the clarity needed, the school's leadership team gathered together groups of stakeholders to ask them: "What do you think?" about Goldfarb as an educational institution; what are its strengths and opportunities for improvement, its options for growth in the future? "We included nearly a hundred people in this process, engaging them in one-on-one conversations and in focus groups," says Janet Santos, SPHR, Goldfarb vice dean for human resources and strategic effectiveness.

Those who participated included Goldfarb faculty, staff and students; senior leadership from BJC HealthCare and Barnes-Jewish Hospital; chief nurse executives from within the BJC system; representatives from Washington University School of Medicine, Washington University's Brown School of Social Work and the St. Louis College of Pharmacy; and a number of community agencies, including Raising St. Louis and The SPOT youth center.

"What we gained was honest feedback about the perceived caliber of our graduates and our educational programs," says Santos. "We also learned about the vital role our nurses can play in schools and social service agencies throughout the area to educate and support good health through prevention."

Additionally, a cross section of stakeholders participated in a workshop to help develop Goldfarb's strategic map. Their task was to analyze and synthesize the wealth of information gathered during the investigation process.

"Our overarching objective was to achieve strategic effectiveness—not just develop a strategic plan, but ensure that the goals we set are achievable," says Schulte. "That process involved quickly formulating a plan that is good enough—it's impossible to develop a perfect plan—move immediately to implementation to see what works and what doesn't, and then monitor progress consistently and systematically for adaptability. Goldfarb wanted a guidance document that changes over time, not something that is typed up and put on a shelf."

**"We included nearly a hundred people in this process, engaging them in one-on-one conversations and in focus groups."**

—Janet Santos, SPHR, vice dean, Goldfarb School of Nursing

## The topography of Goldfarb's map

The strategic plan begins with a central challenge: Prepare nurses as patient-centered leaders who collaborate in designing the emerging health care system and practice effectively within it.

"This central challenge is our focal point, the guide that leads us to what we should do at this point in our history," says Bleich. "We don't intend for every nurse who graduates from Goldfarb to end up heading a nursing unit. Our goal is to imbue our graduates with a set of skills that allows them to become leaders in whatever role they choose—health care practitioner, researcher, teacher, primary care provider. No matter the setting, they will be leaders in the collaboration and design of the new and emerging health care system."

To meet this central challenge, Goldfarb identified five strategic priorities that are critical to its progress. The first priority, **provide distinctive educational program offerings**, focuses on developing an academic curriculum that distinguishes Goldfarb from other nursing schools in St. Louis and across the country.

"We have a robust undergraduate program, but we want to redesign it to support promotion, prevention and primary care," says Bleich. "It's also important to link our master's and doctoral programs to research and practice capabilities. And we want to develop a resource-shared PhD program with Washington University. These are some of the strategic objectives we'll work on to achieve this important priority."

The second priority, **build a sustainable research capability**, has quality, safety and population health as key areas of focus. Attaining this goal will involve such actions as recruiting, retaining and developing a strong research faculty and cultivating key partnerships and research funding sources.

"Our vision is to become a top nursing school in the country, and we are well on our way academically," says Bleich. "However, research is another vital component for any leading nursing school, and we now have in place the objectives that will move us toward our research priority."

The third priority, **expand and strengthen key strategic partnerships to advance education and patient care**, will help Goldfarb identify partnerships that will advance its academic and research missions. And that means defining how Goldfarb fits within its surrounding community and within BJC HealthCare—and includes how the school engages with its board of trustees, alumni, friends and patients.

The final two priorities, **secure needed human and financial resources** and **strengthen organizational effectiveness and adaptability**, support the core work outlined in the first three. Recruiting faculty and staff, growing philanthropic funding, developing effective marketing and branding tactics, encouraging faculty and staff collaboration, and increasing development activity—all are basic objectives that, when met, will help Goldfarb achieve its central challenge.

**"Our goal is to imbue our graduates with a set of skills that allows them to become leaders in whatever role they choose—health care practitioner, researcher, teacher, primary care provider."**

—Michael Bleich, PhD, RN, FNP, FAAN, Maxine Clark and Bob Fox  
Dean of the School of Nursing

According to Schulte, the most significant lever for successfully implementing a strategic plan is a leadership team's ability to motivate those charged with seeing that the work gets done. Bleich knows that will not be a problem.

"At the very foundation of Goldfarb is a strong faculty and staff who are excited and willing to invest their time and talent in the direction this college is going," he says. "Their potential and that of the college are linked in a way that ensures our strategic map will lead us to success in the years ahead." ■



# discovering a talent for caring

Written by Pam McGrath



The Goldfarb-Talent Plus partnership focuses on developing a science-based method of assessing a student's potential for becoming an outstanding nurse.



Each of us has abilities that come naturally; they help define who we are and what we do. Whether these affinities are called innate skills, personality traits, God-given capabilities or inborn talents, they are what make one person good at math, science and music and another good at language, writing and cooking.

Recognizing that the possession of certain talents can cause some to excel as nurses, Goldfarb School of Nursing at Barnes-Jewish College recently became the first school of its kind in the United States to form a partnership with Talent Plus, Inc. of Lincoln, Neb., a leader in human resource management. The goal is to identify the talents and strengths of incoming students who share Goldfarb's passion for exceptional patient care.

"The reality is that people will thrive in a career if their natural abilities fit the needs of that field," says Michael Bleich, PhD, RN, FNAP, FAAN, Maxine Clark and Bob Fox Dean of the School of Nursing. "Our goal is to identify applicants with the optimal potential for becoming outstanding nurses. We can then do for them what we do best—provide a high-quality education that helps them achieve their potential as role models and leaders."

### A scientific approach to identifying talent

The Goldfarb-Talent Plus partnership focuses on developing a science-based method of assessing a student's potential for becoming an outstanding nurse. That assessment is achieved through an online interview developed by Talent Plus after research identified the attributes possessed by top-performing nurses.

"Until now, our practice was to admit undergraduates based mainly on grade point average. Those entering our master's or PhD programs may have undergone an interview process as well," says Michael Ward, PhD, RTR, FASRT, vice dean for students affairs and diversity, and professor at Goldfarb. "These traditional measurements allowed us to gauge a student's intellectual capacity and perhaps provided a snapshot of his or her personality. But we had no way of assessing applicants' talents and strengths—who they are at their core."

Now, an online interview provides insight into attributes an applicant may possess that can help him or her become an outstanding nurse. "Our extensive research has given us an in-depth understanding of what differentiates top performers—those who are patient-centered, who possess a natural empathy for people—versus those in the profession who do the minimum required to keep their job," says Libby Farmen, MS, director of leadership consulting at

Talent Plus. "In essence, the Goldfarb online interview is designed to identify themes in a person's personality, the characteristics all of us begin forming quite early in life. When individuals' themes match those possessed by outstanding nurses, then it's likely they will thrive within the profession." Among the themes the interview measures are empathy, patient centricity, resiliency, resourcefulness, positive outlook, high values and commitment to mission.

"This is not a test, and it is not something for which an applicant can prepare," says Ward. "The answers reflect the nature of the person; there is no right or wrong response to any question."

### A tool for growth

Upon completion of the interview, an individual's responses are charted against those of both top-performing and underperforming nurses. "We share with our applicants their three strongest traits and how they relate to a career in nursing," says Ward. "That understanding can have a significant impact on how individuals approach their training and career path. And Goldfarb advisors help guide students based on what makes them unique."

Inevitably, there will be applicants whose online interview reveals that they are better suited for professions other than nursing. Ward sees this insight as valuable to the prospective student and the school.

"People enter nursing for all kinds of reasons that aren't related to a true vocation," says Ward. "But unless the underlying innate talents exist, these people eventually may be unhappy with their career choice—and thus be unhappy nurses—or may decide to pursue another career after spending time and finances on a nursing degree. It is our hope to discuss options with these applicants and help guide them to another, potentially more satisfying career—perhaps in another area of health care that better suits their talents."

Goldfarb's commitment to a selection process that evaluates academic achievement and natural abilities is anticipated to result in a student body that remains diverse and reaches new levels of success. And to further advance the scientific validity of the process, Goldfarb and Talent Plus will follow graduates through their careers. Bleich says, "In the years to come, we will ask employers of our graduates, 'Are they performing at the highest levels and contributing to the profession?' When that answer consistently is 'yes,' we will have succeeded in delivering the best of Goldfarb to the communities in which our graduates serve." ■





# Community-based NURSING:

— BUILDING THE FOUNDATION —

Written by Becky Mollencamp



The profession of nursing has long been practiced beyond the walls of the hospital. The American nurse and community activist Lillian Wald founded the Henry Street Settlement organization in New York City in 1893, determined to improve the lives and health of the immigrants living on the city's Lower East Side. History is filled with similar stories about professionals who chose to address the health care needs of the country by focusing on community. In fact, parts of today's Patient Care and Affordable Care Act are aimed at moving patients, whenever possible, from high-cost sickness care within hospitals to lower-cost preventive care that takes place within the community.

In response to this increasing emphasis on community-based care, Goldfarb School of Nursing at Barnes-Jewish College is working to expand beyond the classroom to fulfill its mission.

Goldfarb leadership recognizes that community-based experience is critical to its baccalaureate and advanced degree programs. Students

must gain science-based knowledge about environmental determinants of care and learn how to intervene with diverse populations. As a result, the school is forging community-based partnerships that will meet health care needs and enhance its educational programs.

"We are looking for strategic partnerships that will allow us to make an ongoing difference in the community while also advancing the quality of education for our nurses," says Gretchen Drinkard, PhD, RN, CNE, Goldfarb School of Nursing associate dean for graduate programs.

## MAKING A DIFFERENCE

"Our students learn theory in class," says Goldfarb assistant professor Susie Fliesher, RN, MSN, CPNP. "They are aware of vulnerable populations, diverse cultures and community need, but experiencing these things first hand opens their eyes and heightens their sensitivity to the issues that people face in life. The ability to interact with and learn from a community makes them better nurses, wherever they end up working."

Enter **Beyond Housing**, a community-development organization that now is just a year away from opening a clinic in an area of St. Louis that lacks access to quality health care. A relationship between Beyond Housing and Goldfarb may present opportunities for master's or doctoral degree students to assist with patient care.

"We view this as a great way to introduce nursing students to real-life clients and circumstances," says Chris Krehmeyer, president and CEO of Beyond Housing. He notes that working with Goldfarb can benefit an organization needing resources to serve its constituents.

Through collaborations like this one, Goldfarb can honor its commitment to provide students with a deep understanding of health care disparities experienced by underserved populations. And the school's long-range vision is to work within the community to help create long-lasting change.

"What has been so refreshing about working with Goldfarb is that it's a partner that asks, 'What can we do to help the community?'" Krehmeyer says. "That's the kind of partner we're looking for."

Goldfarb is evaluating partnerships with organizations engaged in education outreach. **Urban Strategies**, a national community-development corporation headquartered in St. Louis, sees potential in working with Goldfarb students who can help lead health education outreach.

"If we had nurses on our team who could train and nurture citizens to be their own health warriors, we could begin to shift the entire health trajectory for lower-income families in our area," says Sandy Moore, president of Urban Strategies.

Although planning is in the early stages, Moore envisions a core of Goldfarb nursing students who could create health assessments and healthful lifestyle educational materials. They could also train community-based health workers and create and manage a peer-to-peer education network.

"The partnership's goal would be a healthier community with better health outcomes for very vulnerable children and families," Moore says. "We could see households become invested in their own healthful lifestyles because they've had access to a system that really works with them."

## ON-THE-GROUND ADVOCACY

Community-based nursing also involves finding ways to improve access to health care. The St. Louis Chapter of the **Asthma and Allergy Foundation (AAF)** works to do just. Its staff of six does all it can to help ensure that the population it serves has the life-saving medications and equipment it needs.

A partnership between Goldfarb and AAF would present a variety of opportunities for both institutions. AAF could use nursing students to write white papers for use in government lobbying efforts, help with immunization checks or lead



COLLEGIATE SCHOOL OF MEDICINE AND BIOSCIENCE  
MAGNET HIGH SCHOOL



Asthma and Allergy  
Foundation of America  
ST. LOUIS CHAPTER

BEYOND  
HOUSING

URBAN  
STRATEGIES

education classes for daycare providers. And Goldfarb students could experience how uniting around a common cause can bring about change.

"We have built a strong coalition for people with asthma. I would love for our industry to work toward more opportunities for collaboration," says Joy Krieger, RN, executive director of AAF.

## THE BENEFITS OF MENTORING

Responsible community citizenship includes sharing knowledge with others. Goldfarb's strategic partnerships will include at least one organization

for which its students, faculty and administrators can act as mentors.

To that end, Goldfarb has already forged a partnership with the **Collegiate School of Medicine and Bioscience (CSMB)**, a St. Louis Public School magnet school. CSMB educates high school students interested in pursuing careers in a variety of health care professions. Goldfarb recently hosted CSMB students for a day that included a campus tour and a visit to the Simulation Lab.

"It really opened their eyes to their futures," says Chip Clatto, CSMB principal. Eventually, a partnership with Goldfarb could allow CSMB students to complete internships or practica at the school of nursing.

As with every good partnership, mentoring is reciprocal. The relationship between Goldfarb and CSMB offers CSMB students the opportunity to gain knowledge and experience, and Goldfarb the chance to introduce itself to the next generation of recruits.

Gail Rea, PhD, RN, CNE, Goldfarb associate dean for undergraduate programs, is confident the partnerships Goldfarb enters into with community-based organizations will benefit all involved. As she works with other Goldfarb leaders to create new relationships within the St. Louis community, Rea sees an exciting future. "We are engaging with some of the most passionate and focused people I've ever met," Rea says. "We are eager to see how we can fit into what they are doing." ■

To apply to the Collegiate School of Medicine and Bioscience for the 2014-2015 school year, visit [slps.org/CSMB](http://slps.org/CSMB) or send an email to Chip Clatto, principal, at [chip.clatto@slps.org](mailto:chip.clatto@slps.org).







# Suping Bao

## The Art and Science of Empathy

Born and raised in China, Suping Bao, DNP, PhD, travelled throughout that country as part of her first career in international business. In 1997, her company transferred her to São Paulo, Brazil, to develop markets there. In 2004, she moved to St. Louis, where her brother resided, and began her studies in nursing at Goldfarb.

Bao credits her international business career with exposing her to diverse people and cultures. Travel helped develop her strong sense of empathy. “I’ve been all over the place, and as a result, it is easier for me to understand people and their differences. Moving to Brazil was a dramatic change, but I saw it as an opportunity to try to live and think like a Brazilian.”

After receiving her ASN degree, Bao continued studying, eventually earning DNP and PhD degrees in 2013. “I started and just kept going. Goldfarb is wonderful. The professors are supportive and work hard to help you succeed. I couldn’t think of going anywhere else.”

Bao’s decision to combine DNP and PhD degrees reflects her core principle. “Individual patient care and research are parts of an inseparable and dynamic system. The practice of nursing helps direct research to areas where there is need and where it can have impact. Likewise, research affects patient care.”

Bao recently undertook a research project to study the effect various interventions can have on compassion fatigue, which can be debilitating, especially for those working in oncology or other high-stress environments. Bao is interested in finding ways to increase the psychological capital of nurses—their resilience and ability to cope with stress—by mediating the impact of working in traumatic situations. “I see the nurse as the multiplier. If I can find ways to make nurses’ work less stressful and more sustainable, it will have an effect on patients. If I can make a difference in one nurse’s life, the benefits go far beyond that person, affecting all patients he or she will care for.”

As part of her research, Bao created a program that offered nurses the opportunity to spend 30 minutes during a shift listening to relaxing music, doing Chinese stretching exercises and engaging in mindfulness meditation. The therapeutic regimen had a notable impact, decreasing stress levels and improving the nurses’ capacity to perform. After the research study was completed, many participants asked that the program be continued because they found it beneficial.

Now a clinical instructor with the Sinclair School of Nursing at University of Missouri, Bao was the first recipient of the Ruth and Sam Hacker Graduate Nursing Research Fellowship on Aging from The Foundation for Barnes-Jewish Hospital. The award supported her study of long-term care of patients with Alzheimer’s disease. — *C. Quirk*



# Mary Boschert

## The Heart Pump: Then and Now

“It was a big, big deal,” recalls Mary Boschert, RN. In 1963, she was a nursing student at the former Jewish Hospital College. Boschert and her classmates were in the operating theater to observe Martin Bergmann, MD, perform heart surgery at the former Jewish Hospital of St. Louis using a cardiopulmonary bypass machine, or pump. “We were in an observation area, but we could see and hear everything. The machine was massive; it must have taken up half the operating room.”

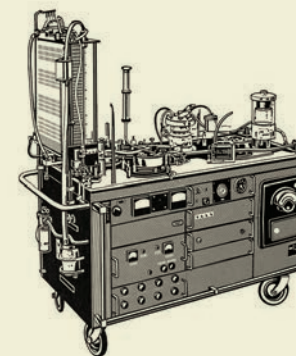
At the time, the pump was new technology in the United States, and the procedure Boschert observed was the third open heart surgery to use it. “We saw them hook up the patient, and then they stopped the heart. I remember thinking it was just so cutting-edge and dramatic.”

Over the span of her career, Boschert saw significant and rapid changes in medicine and nursing. One measure of that change can be seen in the career Lisa Burns, RN, is pursuing as an operating room and cardiothoracic nurse at Barnes-Jewish Hospital.

“It’s fast-paced and exciting,” Burns says. She works hands-on with the latest version of the pump that Boschert observed in action many years ago. “It’s an impressive machine, substantial in size and extremely complicated. It’s even more impressive when you realize that it, the anesthesiologist and the perfusionist, who runs the pump, are keeping the patient alive.”

Boschert, now retired, went on to a diverse nursing career in St. Charles, Mo., working in oncology and pediatrics, as a medical office manager and in many other positions. She finds the advances medicine has made during the span of her career to be remarkable. Boschert says, “It’s amazing to think that a pacemaker used to be nearly the size of a hockey puck; now it looks like a wafer.”

She also says she is impressed by the development of new drugs used to treat cancer and the ways in which technology has enhanced patient care. Recalling her days as a nursing student, Boschert says, “I realize now just how innovative things were because we were affiliated with a teaching hospital. We had excellent instructors and physicians.” — *C. Quirk*



Drawing of the first heart-lung machine designed by J. Gibbon, circa 1953



Computer-supported control panel of a contemporary heart-lung machine, circa 2013

Burns reports that the atmosphere during such procedures “is intense.” She says, “There’s a race against time as the surgery team works to limit the number of minutes a patient is dependent on the pump. Communication is vital.”

Boschert remembers the tension in the air during the surgery she observed: “Dr. Bergmann seemed anxious, frequently asking his colleague, ‘Charlie, how are things? Charlie, is everything okay?’ It was nerve-wracking.”







## Renee Gorrell

### The Digital Library

In many ways, Renee Gorrell, MLS, director of library and information services at Goldfarb, serves as both a gatekeeper and navigator of the wealth of digital information available through the school's library. "Databases and electronic platforms are getting easier to use," says Gorrell, "but it still takes a lot of one-on-one tutoring to get users in the game."

To help accomplish this, Gorrell maintains a wide-open-door policy. "My office is part of the library, just like the circulation desk and the stacks. I let students know I am always here."

For nursing professionals and nursing students, some of the most useful advances in information technology include portability and immediate accessibility. "Because our students have laptops or netbook tablets, we are implementing tools that allow them to access information at the point of care." The benefits of this kind of immediacy for clinical decision-making are obvious; information is available to practitioners when and where it's needed.

But digital resources often come with the complexities of copyright constraints, an issue that isn't always immediately apparent. By way of example, Gorrell notes, "Some digital copyrights essentially restrict the number of simultaneous users; we might have a publication in the collection, but it won't be immediately available to the person using a computer at home." Gorrell recently completed a course devoted to digital copyright issues to help her stay abreast of the issues her patrons encounter.



Gorrell also keeps track of new apps, software and other tools that can help increase access to digital information and streamline its delivery. And her procurement plans are guided by Goldfarb's research and academic faculty, who help her keep tabs on advances in medicine that may be just around the corner. The library is linked to the Nursing Resource Center database, which means that all of its evidence-based information and resources are available to library patrons via the school's network.

Recently, Goldfarb integrated its library collection with MOBIUS, the Missouri academic library consortium. As a result, the school's users have access to the electronic collections of dozens of additional academic libraries. And the school joined with other MOBIUS members to purchase 119,000 e-books for the collection, all of which are available to libraries that participate in the MOBIUS system. — *C. Quirk*



## Alberta Peters-Herron

### The Nature of Nursing

Alberta Peters-Herron, DNP, RN, APRN-BC, began her nursing and academic career more than 40 years ago, but her desire to be a nurse came upon her even earlier. Peters-Herron remembers that when she was in the fifth grade, "A nurse came to our school to talk to us. I was fascinated with what she had to say and knew then and there what I wanted to be."

In retrospect, it's not surprising that this revelation came to Peters-Herron in an academic setting. Now an assistant professor at the Goldfarb School of Nursing at Barnes-Jewish College, Peters-Herron is a natural teacher in the classroom and in her practice. She considers nurse practitioners to be at the forefront of the movement toward comprehensive health care. "Compassion and consideration are important givens in nursing, but educating patients is an equally essential component. We are often the first line of defense and typically spend more time educating patients than physicians do."

Peters-Herron's focus on education dovetails with her devotion to women's health issues. "That's my passion," she says. Focusing on that field of care has given her the chance to influence the lives of young women. "I have seen so many young girls who have misconceptions about sexuality, their bodies, how STDs are transmitted. I've been able to go beyond PAP smears by looking at things in a holistic way, by offering education about diet and cholesterol, about diabetes and high blood pressure. I saw an opportunity to improve lives."

**"Compassion and consideration are important givens in nursing, but educating patients is an equally essential component. We are often the first line of defense and typically spend more time educating patients than physicians do."**

— Alberta Peters-Herron, DNP, RN, APRN-BC, assistant professor, Goldfarb School of Nursing

Her academic service at Goldfarb includes two terms on the faculty governance board, where she worked to address a number of challenges facing the school. She was part of an effort to develop a tool used to survey Goldfarb faculty; the results helped to identify some of the most pressing issues on campus. "When you're on the board, you get to see the big picture."

After serving decades in her profession, Peters-Herron has developed a big picture of nursing, too, and is quick and sure in identifying what it takes to be successful. "You need to be very adaptable. The practice constantly changes—what you learn today may not be true tomorrow. Success demands that you continue to grow and learn." — *C. Quirk*







## FACULTY HIGHLIGHTS

### Doctoral Advancement

Congratulations to the following faculty who completed doctorate programs during the 2012–2013 academic year:

- > Judy Frain, PhD, RN, GCNS-BC
- > Nancy Van Aman, DNP, RN, FNP-BC
- > Beth Rotter, PhD, MPH

### Publications

**Bleich, M.** (2013). The Institute of Medicine Report on the Future of Nursing: A Transformational Blueprint. *AORN Journal*, 98(3), 214-217.

MacWilliams, B.; Schmidt, B.; **Bleich, M.** (2013). Men in Nursing: Understanding the Challenges Men Face Working in This Predominantly Female Profession. *AJN*, 113(1), 38-44.

Bultas, M.; **Curtis, M.P.** (2013). Using Simulation to Teach Child Injury Prevention to Mothers Recovering From Substance Abuse. *Journal of Community Health Nursing*, 30:3, 155-163.

**Diesel, H.J.;** Ercole, P.M.; Taliaferro, D. (2013). Knowledge and Perceptions of HIV/AIDS Among Cameroonian Nursing Students. *DeGruyter*.

**Diesel, H.J.;** Ercole, P.M.; Taliaferro, D. (2013). Changing Knowledge, Attitudes and Beliefs via an Immersion Experience. *International Journal for Human Caring*, 17(1), 71-78.

**Seckman, A.C.;** **Diesel, H.J.** (2013). Report on the Impact of Cultural Diversity in Simulation for Nursing Students Engaged in Immersion Experiences in Global Settings. *Journal of Nursing Education and Practice*, 3(9).

Taliaferro, D.; **Diesel, H.J.** (2012). Global Century—Are We There Yet? *International Journal for Human Caring*, 16(3), 76.

**Diesel, H.J.;** Ercole, P.M. (2012). Soothability and Growth in Preterm Infants. *Journal of Holistic Nursing*, 30(1), 38-47.

Cooper, B.; Scharff, D.; Elliott, M.; **Rotter, B.** (2012). The Impact of SLHS on Perinatal Indicators. *Maternal Child Health Journal*, DOI 10.1007/s10995-012-1101-0.

Lawson, A.; Hageman, H.; **Rotter, B.;** **Rea, G.;** Kirby, J.; **McConachie, A.;** Rothbaum, R. (2013). Appreciation of Interprofessional Perspectives: A Standardized Patient Experience to Promote Communication Between Nursing and Medical Students. *MedEdPORTAL*, www.mededportal.org/publication/9346.

**Smith, J.** (2013). Toward a Better Understanding of Loneliness in Community-Dwelling Older Adults (abstract). *Translational Science*.

**Spencer, J.A.** (2012). Integrating Informatics in Undergraduate Nursing Curricula: Utilizing the QSEN Framework as a Guide. *Journal of Nursing Education*, 51(12), 697-701.

**Wunderlich, R.** (March 2013). Principles in the Selection of Intravenous Solutions Replacement. *Infusion Nurses Society*, 36(2).

**Wunderlich, R.** (2012). Activity and Exercise. *Potter & Perry's Fundamentals of Nursing, eighth edition;* Elsevier Mosby.

**Wunderlich, R.** (2013). Exercise and Ambulation. *Perry & Potter's Clinical Nursing Skills and Techniques, eighth edition;* Elsevier Mosby.

**Wunderlich, R.** (2013). Safe Patient Handling, Transfer and Positioning. *Perry & Potter's Clinical Nursing Skills and Techniques, eighth edition;* Elsevier Mosby.

### Presentations

**Bleich, M.** (2012, November). *Energizing Residency Opportunities Through Collaboration*. Versant Eighth Annual Client Conference, San Antonio, Texas.

**Bleich, M.** (2012, November). *Policy, Politics and the Future of Nursing in a Changing Health System*. Kronos for Healthcare, The Future of Healthcare Workforce Management Conference, Las Vegas, Nev.

**Bleich, M.** (2013, March). *From Inquiry to Evidence: The IOM Future of Nursing Report and its Influence on Practice*. 24<sup>th</sup> Annual Rocky Mountain Interdisciplinary Research and Evidence-Based Symposium, Aurora, Colo.

**Bleich, M.** (2013, April). *Shining Bright—Your Role as the STARS for Nursing's Future!* National Student Nurses Association, Charlotte, N.C.

**Bleich, M.** (2013, April). *The Future of Informatics and Nurse Leaders in Emerging Health Systems*. Cerner CNO Forum, Phoenix, Ariz.

**Bleich, M.** (2013, May). *The Institute of Medicine's Report on the Future of Nursing: Healthcare System Transformation*. The Governance Institute, St. Louis, Mo.

**Bleich, M.** (2013, June). *The Co-Emergence of the IOM Future of Nursing Report With Healthcare Transformation and Expanded Public Expectations of Nursing*. Missouri Teamwork Summit, Jefferson City, Mo.

**Bleich, M.** (2013, June). *Acting With Impact: How to Message, Focus and Deliver on the IOM Future of Nursing Recommendations*. Missouri Teamwork Summit, Jefferson City, Mo.

**Bleich, M.** (2013, June). *Alliances, Partnerships and Collaborators—Advancing Nursing as a Public Right to Care*. Missouri Teamwork Summit, Jefferson City, Mo.

**Curtis, M.P.;** Bultas, M.W. (September, 2012). *Accident and Injury Prevention in Children Whose Mothers are Struggling With Substance Abuse*. Podium Presentation, State of the Science Congress on Nursing Research Conference, Washington, D.C.

**Curtis, M.P.;** Bultas, M.W. (June, 2012). *Designing Undergraduate Community Health Clinical Experiences on Accident and Injury Prevention of Children Whose Mothers are Struggling With Substance Abuse*. Podium Presentation, Association of Community Health Nursing Educators Annual Institute, Portland, Ore.

**Diesel, H.J.** (May, 2013). *Compassion in Nursing Students*. Podium Presentation, International Council of Nurses Conference 2013, Melbourne, Australia.

**Diesel, H.J.** (May, 2013). *Soothability and Growth in Preterm Infants*. Podium Presentation, International Council of Nurses Conference 2013, Melbourne, Australia.

**Diesel, H.J.** (May, 2013). *Compassion in Nursing Students*. Podium Presentation, International Association for Human Caring 34th Annual Conference, Orlando, Fla.

**Diesel, H.J.** (March, 2013). *Perceptions of HIV/AIDS Among Honduran Nursing Students*. Poster, Fourth Annual Conference: Global Health: Innovation, Implementation, Impact; Consortium of Universities for Global Health, Washington, D.C.

**Diesel, H.J.** (March, 2013). *HIV/AIDS Perceptions Between Cameroonian, Honduran and American Nursing Students*. Poster, Fourth Annual Conference: Global Health: Innovation, Implementation, Impact. Consortium of Universities for Global Health, Washington, D.C.

**Diesel, H.J.** (March, 2013). *Compassion in Nursing Students*. Poster, Midwest Nursing Research Society 37th Annual Research Conference. Chicago, Ill.

**Diesel, H.J.** (October, 2012). *Expert Panel for Nursing Development*. Student Nurses' Association Annual Convention, St. Louis, Mo.

**Diesel, H.J.** (September, 2012). *Soothability and Promotion of Growth in Premature Infants*. Podium Presentation, 2012 State of the Science Congress in Nursing Research, Washington, DC.

**Henrichs, B.** (2013, March). *Is That Snoring Something to Worry About?* Missouri Association of Nurse Anesthetists Spring Meeting, Branson, Mo.

**Henrichs, B.** (2013, April). *How to Be an Effective Clinical Instructor and Postop Nausea and Vomiting: Is It Still an Issue?* Wisconsin Association of Nurse Anesthetists Spring Meeting, Wisconsin Dells, Wis.

**Rotter, B.;** Holmes, T.; Hallmark, B.; Gavilanes, J. (2013, January). *Supplies, Scheduling and Video Capturing/Management: An Overview of Operational Management Systems Used in Four Simulation Centers Across the Country*. Expert Panel, 13th International Meeting on Simulation in Healthcare, Orlando, Fla.

**Rotter, B.;** **Rea, G.** (2013, January). *Appreciation of Interprofessional Perspectives: A Standardized Patient Experience to Promote Communication Between Nursing and Medical Students*. Poster Session, 13th International Meeting on Simulation in Healthcare, Orlando, Fla.

**Smith, J.** (2012, October). *Loneliness Research and Next Steps*. Washington University Alzheimer's Disease Research Center, Washington University, St. Louis, Mo.

**Smith, J.** (2012, October). *Medicine and Nursing After the Holocaust: Developing a Curriculum*. American Society for Bioethics and Humanities, 14th Annual Meeting, Washington, D.C.

**Smith, J.** (2012, November). *Confusion Assessment Method: Educating Nurses to Identify Delirium*. Sixth Annual Multidisciplinary Research Conference, Washington University, St. Louis, Mo.

**Smith, J.** (2013, January). *Loneliness Research and Next Steps*. Division of Geriatrics and Nutritional Science and the Harvey A. Friedman Center for Aging Seminar at the Institute for Public Health, Washington University, St. Louis, Mo.

**Smith, J.** (2013, May). *Confusion Assessment Method: Educating Nurses to Identify Delirium*. Harvey A. Friedman Center for Aging, Institute for Public Health, Washington University, St. Louis, Mo.

**Spencer, J.A.** (2012). *Integrating Informatics in Undergraduate Nursing Curricula: Utilizing the QSEN Framework as a Guide*. Poster Presentation, Seventh Annual National League for Nursing Technology Conference, Spokane, Wash.

**Ward, M.** (2013, May). *Best Practices: Professional Guidelines and Technical Standards – The Radiographer's View (United States Perspective)*. Global Summit on Radiological Quality and Safety, Washington, D.C.

**Ward, M.** (2013, April). *Radiography ... Beyond the Fourth Dimension: Who Moves the Cheese?* Missouri Society of Radiologic Technologists Annual Conference, Lake of the Ozarks, Mo.

**Ward, M.** (2013, February). *Health Literacy: A Patient Safety Issue*. Fourth District, Missouri Society of Radiologic Technologists, St. Louis, Mo.

**Ward, M.** (2012, November). *Are You Ready? The Business Case for Cultural Competence: Impact of Health Literacy*. Presentation with Brenda Battle and Jelena Todic, Radiologic Society of North America—Associated Sciences, Chicago, Ill.

**Ward, M.** (2012, November). *Collaboration and Communities of Practice: The Role of the ISRRT*. 47th Korea Radiological Technologists Association Annual Meeting, Seoul, South Korea.

**Ward, M.** (2012, November). *Radiography ... Beyond the Fourth Dimension: Who Moves the Cheese?* 47th Korea Radiological Technologists Association Annual Meeting, Seoul, South Korea.

**Ward, M.** (2012, July). *Health Literacy: A Patient Safety Issue*. National Medical Association Annual Conference—Radiology Section, New Orleans, La.

**Ward, M.** (2012, June). *Collaboration and Communities of Practice: The Role of the ISRRT*. 17th World Congress of the Illinois State Society of Radiologic Technologists, Toronto, Canada.

**Ward, M.** (2012, May). *Strengthening Communication: The Role of the ISRRT*. International Congress of Radiology, São Paulo, Brazil.

**Ward, M.** (2012, April). *Radiologic Technology: An International Perspective*. Missouri Society of Radiologic Technologists Annual Conference, Lake Ozarks, Mo.

**Whitworth, J.** (2013, May). *Observation Skills Can Save a Life*. Association on Aging With Developmental Disabilities 23rd Annual Conference, St. Louis, Mo.

**Whitworth, J.** (2012, October). *What Your Primary Care Provider Does Not Know Could Hurt You: Revealing Sensitive Information*. PEO Women's Meeting, Lebanon, Ill.

**Wunderlich, R.** (2013, March). *Evaluating Evidence in Curriculum Design: A Prospective Analysis*. Elevate Outcomes with HESI, Philadelphia, Pa.

**Wunderlich, R.** (2012). *Principles in the Selection of Intravenous Solutions Replacement*. Infusion Nurses Society Annual Convention, Charlotte, N.C.

### Funded Grants

#### Assessment of Delirium in the ICU Patient Using the Confusion Assessment Method: A Comparison of Educational Strategies

- > Missouri Baptist Medical Center Faculty Staff Collaborative Grant Program
- > 7/13/13 to 7/2014
- > Principal investigator: *Judith Smith, RN, PhD, GCNS-BC*
- > Funding amount: \$11,150

### HRSA

- > Nurse Anesthesia Traineeship Grant
- > 7/1/2013 to 6/30/2014
- > Principal investigator: *Bernadette Henrichs, PhD, CRNA, CCRN*
- > Funding amount: \$9,861

#### Use of Simulation With Home Health Nurses for Tracheostomy and Ventilator Training

- > St. Louis Children's Hospital Foundation
- > 4/2013 to 4/2015
- > Principal investigators: *Deirdre Schweiss MSN, RN, CPNP; Jodi Carter MSN, RN, CPNP*
- > Funding amount: \$2,500

### Appointments

**Janet Whitworth, DNP, RN, FNP-BC**, board member and vice-chair, Southern Illinois Regional Wellness Center board of directors

**Rita Wunderlich, PhD, RN, CNE**, site surveyor, Missouri Board of Nursing

**Rita Wunderlich, PhD, RN, CNE**, Missouri Coalition education team co-lead and member of the Missouri Coalition's RN-BSN Articulation Task Force





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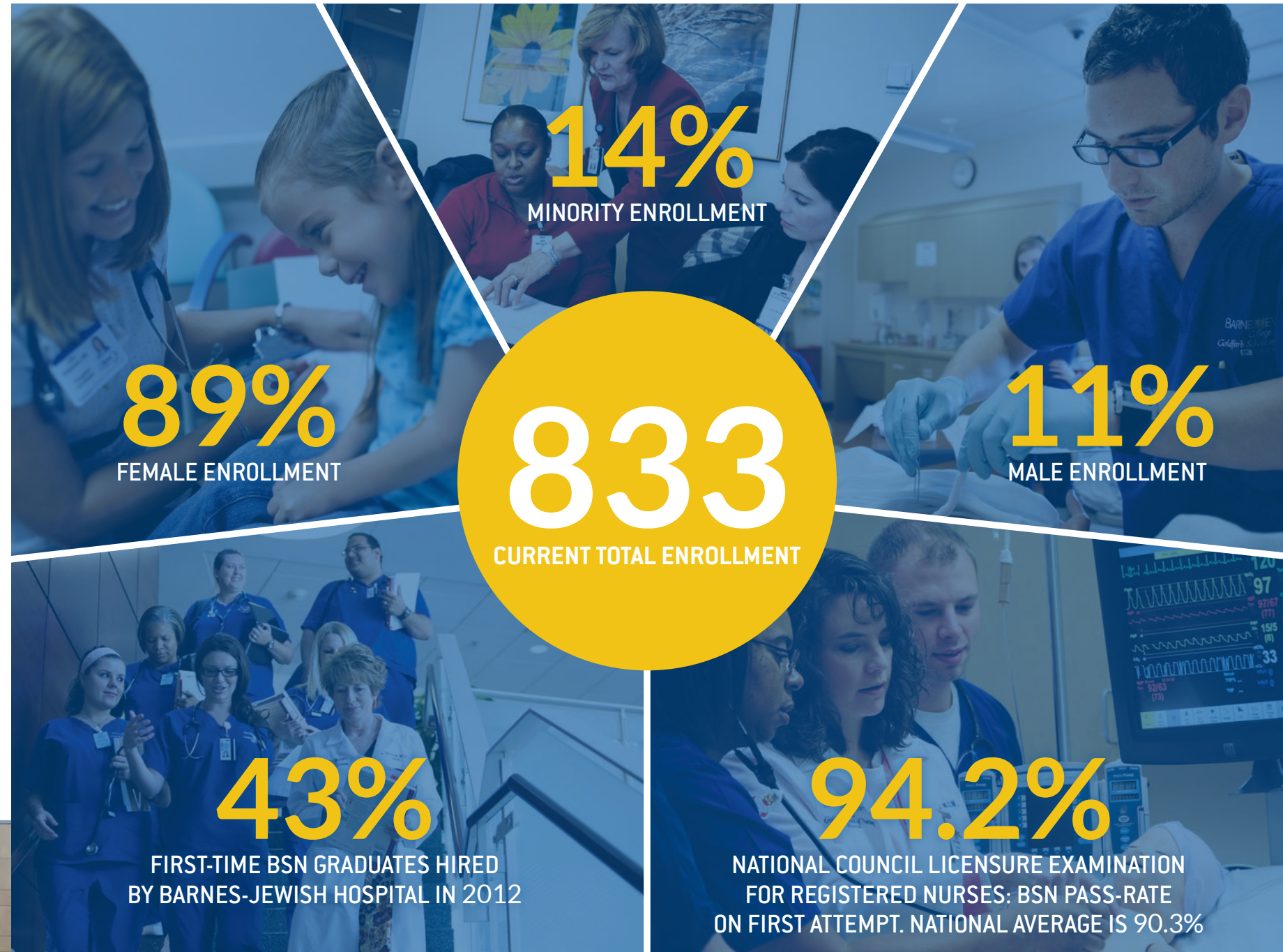
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Goldfarb has created an environment where students thrive. From admission to graduation, our dedicated faculty and staff members mentor students to reach their full potential. Goldfarb is a learning community in the truest sense.



## GOLDFARB SCHOOL OF NURSING BY THE NUMBERS



### U.S. NEWS & WORLD REPORT

**NO. 99 OF 457**  
NURSING GRADUATE SCHOOL RANKING

**NO. 7 OF 107**  
NURSING-ANESTHESIA GRADUATE PROGRAM RANKING





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