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UPCOMING EVENTS

Saturday, November 14	All Alumni Homecoming 11 a.m. – 2 p.m. Celebrating classes with graduation years ending in 4 and 9. Keynote speaker featuring Brenda Battle, Director of the Barnes-Jewish Hospital Center for Diversity and Cultural Competence
Tuesday, November 17	Scholarship Dinner 5:30 – 8 p.m.
Thursday, December 1	Visit the AIDS Memorial Quilt on World AIDS Day
Thursday, December 10	Honors Convocation Plaza Auditorium 6 – 7 p.m.
Saturday, December 12	Commencement at Powell Symphony Hall 9:30 – 11 a.m.

For more information, please call 314-286-0600.



Fall 2009

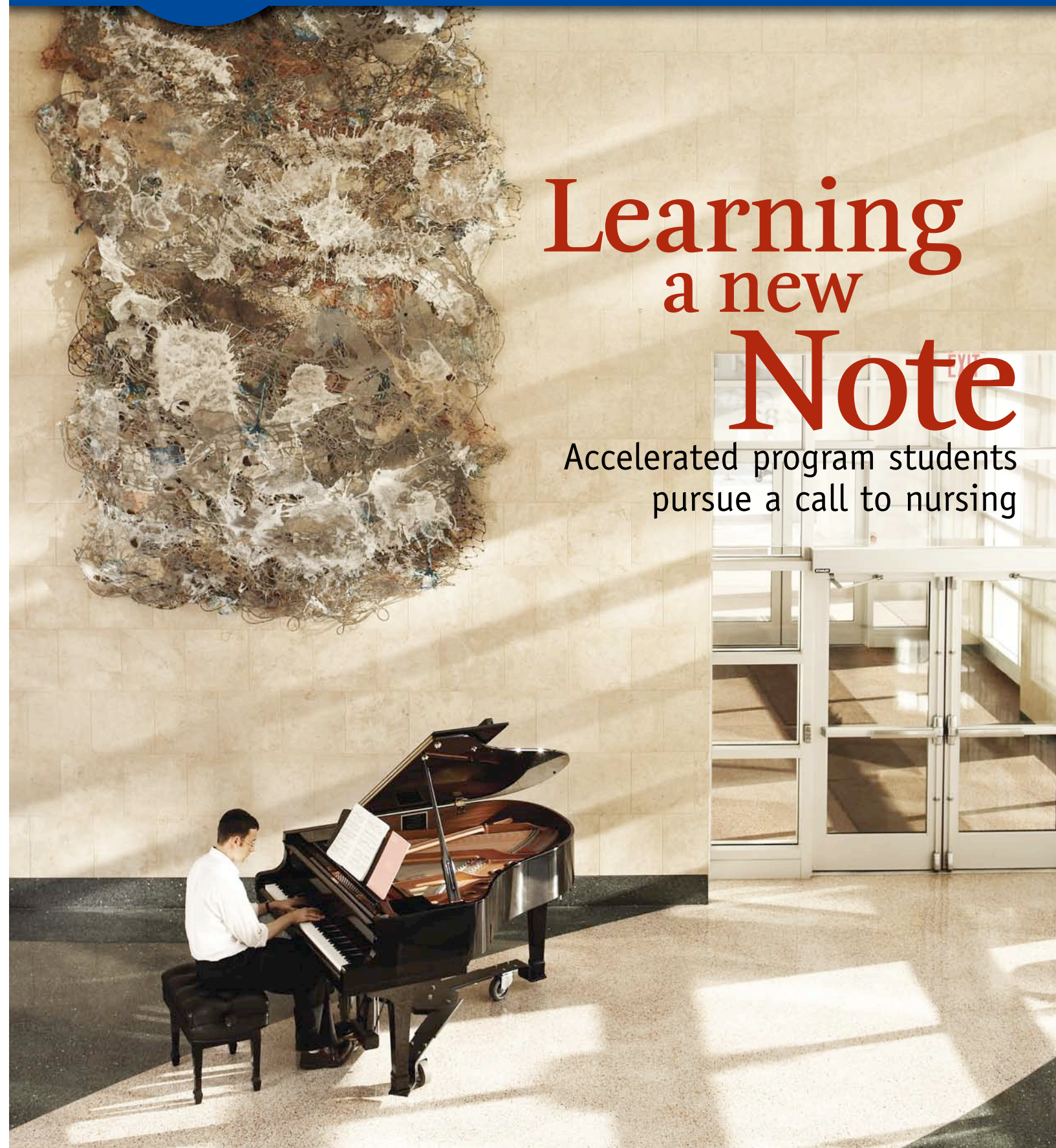


Nursing Excellence

A PUBLICATION FOR ALUMNI AND FRIENDS OF GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE

Learning a new Note

Accelerated program students
pursue a call to nursing



A New Mission, Vision for Goldfarb School of Nursing at Barnes-Jewish College

Mission

Goldfarb School of Nursing at Barnes-Jewish College, an academic center of nursing excellence in the Washington University Medical Center, advances learning, research and innovation that lead to improved health outcomes for the populations and varied communities we serve.

Vision

To achieve a national leadership position as demonstrated by:

- Prominence in select high need, high impact, fundable areas of translational research in collaboration with our partners.
- Innovative educational approaches and curricula that address the changing needs in healthcare.
- Advancement of leadership in all forms of simulation technology.
- Unmatched preparation for evidence-based practice.
- Development of practice, research, and academic leaders in their chosen field.
- Contributions to improving the health of the community, particularly the underserved.
- Diversity in all its forms evidenced in our students, faculty, and staff.

On the Cover: Daniel Jacobsen, BSN-Accelerated Class of 2010, takes a break from studying to play the piano at the atrium of Goldfarb Hall. Jacobsen is one of many Accelerated program students who have switched careers to pursue nursing.

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A Leading View

I have now been Dean of Goldfarb School of Nursing at Barnes-Jewish College for almost three years. I want to give a recap of all that we have accomplished together during that relatively short period of time.

When I arrived in January of 2007, I began the execution of the strategic plan that had been crafted by the College interim administration and the Board of Trustees. We completed the execution of the strategic plan in late 2008.

That strategic plan called for, besides the hiring of a new dean, transforming this school into one of the top-tier nursing education programs in the country. We began by transitioning the allied health programs out of the College and, in doing so, the College became a single purpose academic program in order to devote all of our resources and attention to nursing education. The strategic plan also transformed the College into a BSN and graduate degree institution. Therefore, the last class of ASN students was admitted when I arrived and we ceased admitting students into the ASN program at that time. The last of the ASN students graduated in December of 2008. We also moved the school into our spectacular new building, Goldfarb Hall, in January of 2008.

With the components of that plan executed, in January of 2009 we began creating a new strategic plan to chart our course through 2014. This new strategic plan has just been completed and will move us closer toward our goal of becoming a top-tier nursing program. We will continue to concentrate on devoting resources and attention to our research programs and gaining external funding for research.

We will also focus on building our graduate degree programs. In order to address the nursing shortage that will greatly worsen over the next few years, we will continue to look for innovative ways to increase the number of students in our outstanding BSN programs. In 2008, 97 percent of our BSN graduates passed the state board licensing examination to become RNs on their first attempt. This percentage is one of the highest in the state, with the average being 88 percent. Our graduates have maintained this same level of stellar performance so far in 2009.

Another reason that our BSN programs are among the best anywhere is the outstanding clinical experiences our students receive, first in our world-class simulation facilities, then in world-class Magnet hospitals like Barnes-Jewish Hospital and St. Louis Children's Hospital as well as outstanding community hospitals like Missouri Baptist Medical Center.

In addition to our current MSN programs, which include Adult Nurse Practitioner, Nurse Anesthesia, Nurse Executive and Nurse Educator, this fall we began the Adult Acute Care Nurse Practitioner program. This program, which is in partnership with the Washington University School of Medicine's Department of Anesthesiology, will educate nurses to serve in the role of nurse hospitalist and nurse intensivist.



In order to stimulate more patient care research and to adopt findings into practice more quickly, we need a greater number of nurses with the skills to bridge research and clinical care. We will address this by launching in early 2010 the Doctor of Nursing Practice (DNP) and PhD dual degree program. This program is the first concurrent, fully integrated DNP/PhD program in the country. We made the conscious decision to move in this direction and to not offer the two degrees separately.

This program will begin as a post-MSN program and will evolve into a post-BSN program. We seek to create nurse practice scientists, whose practice informs research and whose research informs practice, and who are able to create relevant science that can be adopted quickly into care arenas to improve care.

And we have worked to interest, to involve and to engage alumni from all of our legacy programs. We recreated the alumni association and have alumni serving in a leadership capacity on the Alumni Advisory Council.

We have come a very long way in a relatively short period of time. Transforming Goldfarb School of Nursing at Barnes-Jewish College is a journey that is very gratifying to me. We are seeing our vision becoming a reality as we educate nurses who provide the highest quality of safe, evidence-based, compassionate care to our patients.

Michael L. Evans, PhD, RN, NEA-BC, FAAN
Maxine Clark and Bob Fox Dean and Professor
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Contents

I	A Leading View
3	Many Different Backgrounds. One Common Goal. <i>BSN-Accelerated Option students return to school to pursue a call to nursing</i>
10	Communicating to Parents of Children at the End of Life <i>Verna Hendricks-Ferguson, PhD, RN, receives NIH-NINR funding to study timely communication to parents of children with brain tumors</i>
11	Cutting Edge DNP/PhD Program Will Produce 'Practice Scientists' <i>A new dual degree nursing program will marry clinical practice and scholarly research</i>
11	Professor Selected as Faculty Champion for NIH Research Initiative <i>Janet Whitworth, DNP, RN, participates in the National Institutes of Health Genetic/Genomic Faculty Champion Initiative</i>
12	New Master's Program Focuses on Critical Care <i>MSN-Acute Care Nurse Practitioner Concentration to produce nurse intensivists</i>
13	Going Global: Taliaferro, Whitworth Present to Peers at International Conferences <i>Two professors head to South Africa to discuss research, education</i>
14	News Briefs
15	New Faces at the College
17	Alumni News
18	Faculty Highlights

Many different backgrounds. One common goal.

Our Accelerated students have diverse pasts – from sales to software design to music – but they all have nursing in their futures.

Going back to school can be a daunting prospect. It takes time, money, and a lot of hard work. For some people, it's their calling.

At Goldfarb School of Nursing at Barnes-Jewish College, our BSN Accelerated Option students have decided to go back to school to pursue a nursing degree. Through the Accelerated program, students who have a bachelor's degree or higher in other fields complete their BSN in just one year. The program is intense and fast-paced but our students say it's worth it.

Our Accelerated students have many reasons for going back to school. Some were disillusioned with their former careers. Some loved their jobs but wanted to expand their list of career possibilities with a new degree. Others simply wanted to help people. Their backgrounds vary widely but they have a common goal: to become nurses. Here are a few of their stories.



Daniel Jacobsen *Musician*

Daniel Jacobsen is passionate about music. He has a bachelor's degree in music with an emphasis in classical piano.

Though he grew up in Colorado, a skier's paradise, he never set foot on the snowy slopes. His mom was worried he might have an accident and injure his hands, so she sent him to piano camp instead.

After college, Jacobsen traveled to Israel to learn more about his religion, Judaism. He stayed for seven years, teaching piano lessons while he was there. He also got married and started a family, which put some things into perspective for him.

"Music was an all-consuming passion," says Jacobsen. "Through having a wife and kids and going to Israel, I started thinking, 'What if – God forbid – I'm injured and could never play again? Would my life have any meaning?' It's dangerous to let one's occupation define oneself. Music has now become just one of many several methods of self-expression."

When Jacobsen returned to the United States, he worked in a variety of industries, including real estate, education and sales. Eventually, though, he decided to become a nurse. He started the Accelerated program in May.

"It's awesome. Just amazing," says Jacobsen. "The professors are great folks, the subject matter is really fascinating and I have great peers to work with."

He says that as a nurse, he hopes to have the flexibility to continue studying the Torah and playing the piano.

He even has the opportunity to play while he's on campus. In the lobby of Goldfarb Hall sits a grand piano that was donated by Daniel and Barbara Liberman. Mrs. Liberman is the niece of the late Alvin Goldfarb, for whom the building was named.

Jacobsen was itching to play it. Sensing a great opportunity for a student to meet a donor, Dean Evans set up a meeting between Jacobsen and Mrs. Liberman. After they played the piano together, Mrs. Liberman hoped that Jacobsen would play the instrument whenever he wanted.

He does so only at night, when classes are over, because he doesn't want to disturb anyone.

"Music has taken its rightful place in my life," says Jacobsen. "Now I'm also developing the tool of nursing, which will be another great way to bring solace to people."

"Nurses can approach their work from a spiritual perspective. That's something that can comfort and inspire patients."

Celia McGraw

Graphic Designer/Art Teacher

Celia McGraw grew up with parents who were physicians. Everyone figured she would go into the medical field too. But when she started college at age 18, being like her parents was the last thing she wanted to do. So she pursued a liberal arts career.

After college, McGraw took a job as a graphic designer for a newspaper. She later spent several years in the marketing department of a large private company and then freelanced for a while.

She then became an art teacher, but soon found out that teaching is much more than a 9-to-5 job. However, she loved mentoring kids and knowing that she was truly making a difference in their lives.

"I've always wanted to help people," says McGraw. "I'm a big bleeding heart."

In her spare time, she'd attend medical conferences with her mother just to keep her company. But McGraw loved what she learned in the lectures, so much so that she knew it was time for a change. So she decided to become a nurse.

"I'm not rebelling against my parents anymore," she says. "It's like I finally realized what I've always wanted to do."

She started in the Accelerated program in May. She says it's tough but that the faculty members do everything they can to help students succeed. "It doesn't matter what they're doing; they're never too busy to help," says McGraw.

When she graduates she'd like to work in the operating room. She's also interested in continuing her education and would love to teach nursing. She intends to go on medical missions as well.

As she works toward the day when she can do those things, she draws inspiration from her parents and her late brother who, like McGraw, as a young adult refused to go into the medical field, but later changed his mind to pursue a nursing degree.

"I thought he had courage to do this, so I'm going to do it too," says McGraw. "He's part of my inspiration. And so is seeing the pleasure on my mother's face. If I learn something, she's all smiles."



"Nurses are essential health care providers and fill a vital role on the health care team. Nurses provide a good system for checks and balances."

Luke Hubbard

Sales Manager

When Luke Hubbard graduated from college, he asked himself a question that has troubled many a college graduate: "What am I going to do with an English degree?"

He ended up taking the first job he was offered at a paint manufacturing company. He went through the company's sales management program and then spent six years as a manager.

"I liked the people part of sales, but I hated the selling part of it," says Hubbard. "When I'd been there for three or four years I realized I was going to have to do something else."

He considered going to medical school – he had started college as a pre-med major – but wasn't sure he wanted to put in all the years of education and training. He decided nursing school was a better option for him – he would still be able to help people, but he'd enter the health care field much more quickly.

So he spent a couple of years taking prerequisites and then enrolled in a two-year associate degree RN program. Then he heard about the Accelerated program offered at Goldfarb School of Nursing at Barnes-Jewish College. He applied, got accepted and moved to St. Louis from Cape Girardeau so he could attend.

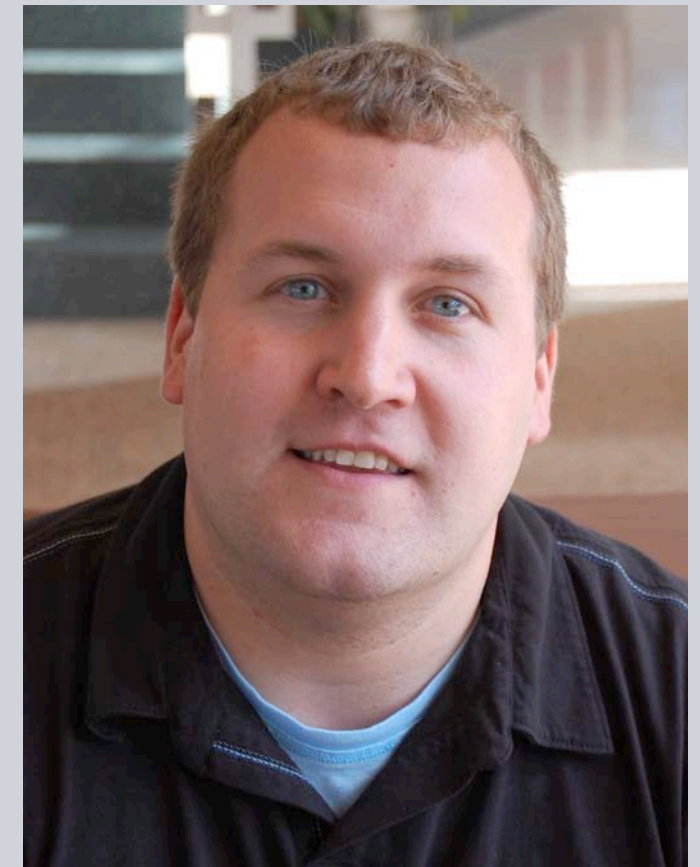
On top of his highly intensive class load, Hubbard is working as a student nurse technician in the cardiac ICU at Barnes-Jewish Hospital. He's hoping the experience will help him land a job in an ICU after he graduates.

Eventually, he also wants to pursue a nurse practitioner or CRNA track and hopes to do it at the College.

Hubbard has been highly involved at the College since he arrived. In his first semester he was elected student council vice president. After the president graduated, Hubbard ran unopposed for the position and then stepped into his new role.

He stays plenty busy but he always keeps his eye on his goal: to be the best nurse he can possibly be. When Hubbard was seven years old, his father died of pancreatic cancer. That has been a motivating force for him.

"I had my seventh birthday in a hospital waiting room," he says. "Memories like that make me want to excel in this field."



"Nurses are on the front lines when it comes to patient care. Nursing is a very necessary and important profession in health care."

“When my son was hospitalized, I saw firsthand how important nurses are. They provide a lot of the day-to-day care and coordination that is so important.”

Randall Hodgson

Computer Programmer/Software Developer

Randall Hodgson worked in a cubicle for many years. But his passion for science and people drove him to look beyond his cube walls.

Hodgson has a bachelor's degree in applied physics and a master's degree in physics. He spent a few years in the engineering/science industry but left the field when research money became scarce. He then spent 18 years in computer programming and software development.

“I reached a point where I would be in my cube writing software, and I would be thinking that I wanted to do something more meaningful. I wanted to help people,” he says. “I’ve always been interested in all kinds of science, and nursing dives back into more heavy-duty applied science.”

Hodgson had another important reason for choosing nursing. Several years ago, his 14-year-old son had a neck injury from an accident. It turned out to be nothing serious, but an angiogram revealed something else: an arteriovenous malformation – an abnormal tangle of blood vessels – in his brain.

There was a risk of brain hemorrhage, so Hodgson's son underwent brain surgery at Barnes-Jewish Hospital. Consequently, Hodgson and his wife spent a lot of time at the hospital and with the nurses there.

“I met a nurse in the neurosurgery group I was very impressed with,” says Hodgson. “I thought, ‘What this guy does is really cool.’ Nurses really provide some outstanding service.”

Today, Hodgson's son is an Army lieutenant going through Ranger school, and Hodgson is a student in the Accelerated program. He says the program is challenging but exciting, and sometimes he gets to apply what he learned as a physics student.

“What's cool is having physical science training and then diving into biological science,” he says. “In studying the human body, I see so many mechanical and electrical engineering principles hidden in there.”

Hodgson says he'd like to start his nursing career on a medical/surgical unit and then perhaps work in oncology or ophthalmic surgery. He's also considering continuing his education to become a nurse practitioner in a couple of years.

For now, he's concentrating on his last few months in the Accelerated program. “It's getting scary now,” he says. “But I really like it.”

Nancy Adams

Community Health Educator

Nancy Adams loves working in public health. She knows a lot about the field. She does, after all, have a doctorate in community health education.

After receiving her PhD, she taught at Northern Illinois University and then worked for the DuPage (Illinois) County Health Department. In that role, she ran a free clinic where people could be screened and treated for sexually transmitted diseases. She also did counseling, community education programs and outreach that involved handing out pamphlets and condoms.

“I loved my job,” says Adams. “I really enjoyed the public health arena, but I felt like having a nursing degree would open more doors for me in public health. Being an educator was one thing, but being a nurse and being able to treat patients too would allow me to do a lot more.”

When her husband took a job in St. Louis and they moved to the area, Adams quit work and spent a few years staying home with their two young children.

The thought of going back to school while raising her kids was daunting. But when Adams learned about the Accelerated program, she knew it was the right choice for her.

“I felt like I could give a year to a program, even with having small kids,” she says. “Having already spent so much time in school, one year seemed obtainable and doable.”

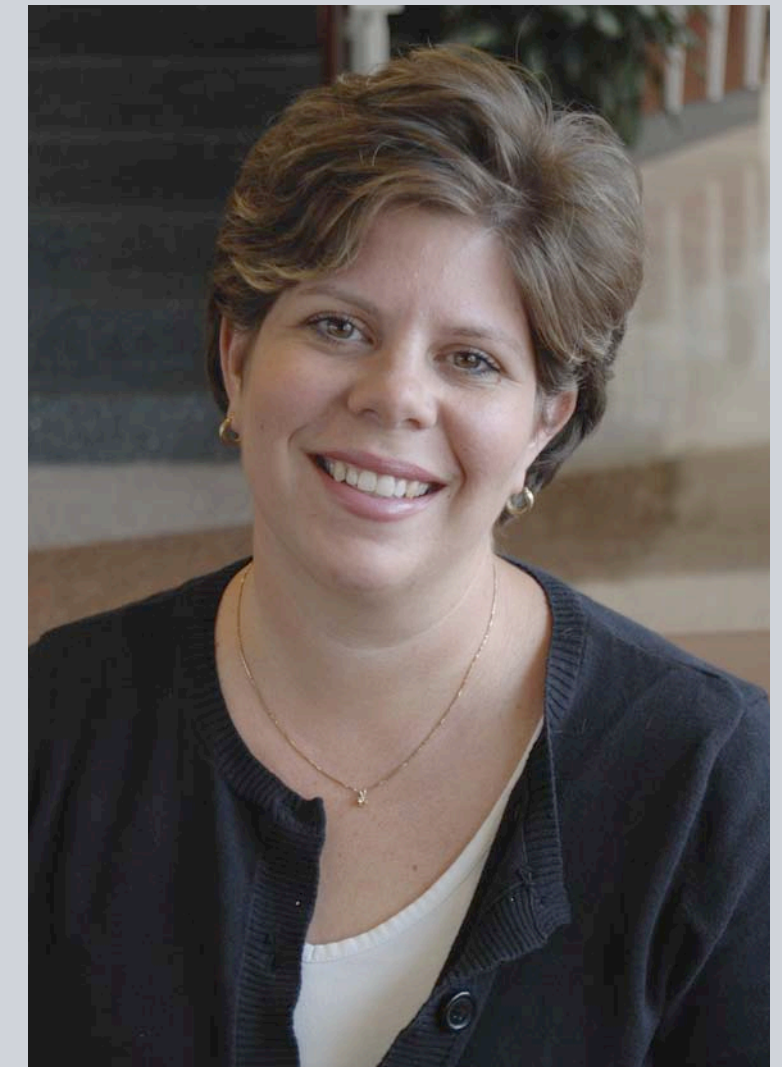
Getting through the intense program while raising her kids, who are two and four years old, isn't easy. She has to study between 9 p.m. and 5 a.m., when the kids are asleep, and she says she hasn't studied so hard in a long time.

But she's doing well, and her kids have handled her more demanding schedule just fine. When Adams started the Accelerated program, she and her son made a paper chain, and they remove a link each week so her son can visualize how long she has left.

She graduates in December, so the chain is getting shorter.

After graduation, she'd like to get some practical experience – probably in women's health or pediatrics – before going on to become a nurse practitioner. And then she'll be ready to go back to public health.

“My love is still public health,” says Adams. “After I become a nurse, I'll be able to do much more in-depth community outreach.”



“I think nursing is the key to our health care system. It bridges the gap between physicians and patients. Nurses are the ones who really understand the patients. So much of what nurses do is educate and teach patients.”

Michael Magner Chiropractor

Michael Magner says helping people is in his blood. It's the reason why he spent 19 years in private practice as a chiropractor. He loved it. But after two decades in the business, he needed a change.

"Being in private practice is very arduous and time-consuming," says Magner. "I was working six days a week. So I started investigating different avenues. What I want to do is help people. Nursing will allow me to do that and still have free time."

Helping others is so important to Magner that he even wants to do it in his free time. When he was in private practice, he always wanted to do volunteer work but never felt like he had the time. He says that should change once he becomes a nurse. He hopes to get involved with Doctors Without Borders at some point.

Magner began his studies in May 2009. He studies every day and says his hard work is paying off. He says his background has helped him tremendously.

"There's no doubt about it – my educational background is very science-laden. Most of the subject matter in the program is not completely unfamiliar to me," he says. "What will help me the most is my past interactions with patients. I have already established good bedside manner."

He loves the program, the College and Barnes-Jewish Hospital. After he graduates, he'd like to spend a year working in the intensive care unit at the hospital and apply for a spot in the CRNA (certified registered nurse anesthetist) program.

He can't wait to become a nurse so he can help people both on and off the job.

"I made the right decision," says Magner. "I'm now able to live a second life, so to speak. Very few people get the opportunity to reinvent themselves. I'm counting my lucky stars and looking forward to where I'm going."



"Nurses are the front line of health care. Why is that important? Nurses do a lot of important things as far as patient education. They do a lot of things that other professions simply don't want to do or don't know how to do."

Communicating to Parents of Children at the End of Life

Verna Hendricks-Ferguson, PhD, RN, receives NIH-NINR R21 exploratory/development grant to study timely communication to parents of children with brain tumors

It's the worst news that a parent never wants to hear: their child is dying. For parents of children with terminal brain tumors, the emotional suffering is unimaginable.

Health care providers have to manage the delicate task of keeping hope alive in the midst of treatment while staying grounded about a grim prognosis. Among children with high grade brain tumors, 90 percent will die within two years of diagnosis. As parents are consumed with determination for their child's recovery, providers find it difficult to initiate discussions about palliative care and end-of-life care options until all treatment options have failed.

Verna Hendricks-Ferguson, PhD, RN, professor at Goldfarb School of Nursing at Barnes-Jewish College, is the principal investigator of a study that aims to determine the best strategy and time period for health care providers to discuss palliative care and end-of-life information with parents of children with brain tumors who have a poor prognosis.

In September, her study proposal received an R21 grant of \$291,106 from the National Institutes of Health – National Institute of Nursing Research (NIH-NINR). R21 grants are intended to encourage exploratory/developmental research by providing support for early and conceptual stages of project development. The study has been funded over a two-year period (2009-2011).

Dr. Hendricks-Ferguson is the first faculty member to successfully receive NIH-NINR funding since the College's research program began in 2007. This R21 study builds upon her previous work during a three-year, T32 NIH-NINR funded post-doctoral fellowship at the Indiana University School of Nursing.

The R21 research team consists of nurse researchers and physicians – national experts in health care communication, medical ethics, pediatric oncology and palliative care – from St. Louis, Mo.; Memphis, Tenn.; Indianapolis, In., and Washington, DC.

"I'm excited that our collaborative team work and study outcomes have the potential to lay the foundation to improve communication about palliative care/end-of-life among physicians, nurses, and an underserved population of parents," says Dr. Hendricks-Ferguson.

Early communication about palliative care and end-of-life is considered a high priority by the NIH and the American Academy of Pediatrics. Yet health care providers are reluctant to initiate the discussion because parents may show resistance to receiving such information and the information may diminish parents' hope for their child's survival while still in treatment.



Students in Dr. Hendricks-Ferguson's palliative care class debrief after performing a scenario in which a physician and nurse communicated treatment and palliative care options for a family member diagnosed with a brain tumor.

Dr. Hendricks-Ferguson's research involves designing a communication intervention in which the health care team initiates the discussion within two weeks after prognosis of the disease.

"Having a child diagnosed with a cancer that has a poor prognosis is a highly stressful situation and one in which parents need to make very difficult decisions about care," says Dr. Hendricks-Ferguson. "Helping parents to identify realistic hoped-for goals is essential to supporting their decision making."

The intervention is designed to be delivered within routine clinic visits. During the visit, the physician/registered nurse (MD/RN) team initiates and sustains a conversation about palliative care and end-of-life issues. They will provide written decision maps and resource forms with information on both treatment and palliative care/end-of-life options. Throughout the discussion, they will consistently use "we" messages and other appropriate terminology to actively elicit parents' hopes and goals as they are making treatment decisions.

Eligible parents of children with a brain tumor will be recruited from Cardinal Glennon Children's Hospital in St. Louis and Riley Hospital for Children in Indianapolis.

Palliative care and end-of-life are issues close to Dr. Hendricks-Ferguson's heart. Her first husband, as well as her uncle, both died from brain tumors. Two of her friends have lost their loved ones to the disease as well. She knows what it's like to be overwhelmed with stress, grief and hopelessness in the midst of a terminal illness.

"It's important for health care providers to deliver compassion and psychosocial support in addition to good medical treatment," she says. "That's what this study is about. I want to make a difference in helping to better equip parents in making difficult clinical decisions about their child's treatments including palliative care/end-of-life support options."

View Dr. Hendricks-Ferguson's grant abstract online:

- 1) Go to: <http://crisp.cit.nih.gov>
- 2) Click on Crisp query form (orange icon)
- 3) Type in the investigator's name: Ferguson, Verna; for State: MO; for Institution: Barnes-Jewish Hospital
- 4) To view the complete abstract - click on the green title: "Timely End-of-Life Communication to Parent of Children with Brain Tumors" (1R21NR011071-01A1).

Cutting-Edge DNP/PhD Program Will Produce ‘Practice Scientists’

Starting this winter, Goldfarb School of Nursing at Barnes-Jewish College will offer the nation’s first integrated Doctor of Nursing Practice (DNP) and Doctor of Philosophy (PhD) dual-degree nursing program.

The DNP/PhD program will combine the advanced clinical practice elements of a DNP with the scholarly research emphasis of a PhD. The College does not offer the DNP and PhD programs separately like other nursing schools, and instead developed only the dual degree program.

“The DNP is the highest clinical degree within nursing, and the PhD is the highest degree in academia,” says Gretchen Drinkard, PhD, RN, CNE, FNP-BC, Assistant Dean for Post-Licensure Programs. “We are weaving them together from the beginning of students’ doctoral education, so students who complete the program will become what we’re seeing as ‘practice scientists.’”

“Graduates of the program will be able to see what best practices are needed, and they will also have the skill set necessary to conduct research that leads to best practices,” adds Connie Koch, EdD, RN, the Jack Taylor Associate Dean for Academic Programs.

Classes will be conducted solely online with the exception of five-day “intensive sessions” held at Goldfarb Hall each year. Students and faculty members will be equipped with web cameras so they can have face-to-face contact during class.

The first term will begin in January 2010 for students with a master’s degree in nursing. The College will begin to admit

those with a bachelor’s degree in nursing for the next cohort to start in the summer. Post-master’s students will take three years to complete the program; post-baccalaureate students will take four.

“We really are shaving off a year to three years from how long it would take students to get even one of these degrees elsewhere,” says Dr. Drinkard. “We really want to be part of a transformation within nursing that includes people prepared to conduct research that can get into the practice arena quickly. These are going to be uniquely savvy individuals.”

Students will take practice and research courses concurrently throughout the program. Practice experiences will be arranged on an individual basis based on each student’s location and preference. All courses will be taught by doctorally prepared faculty.

Dr. Drinkard says graduates will likely end up in a variety of leadership roles, including nurse practitioners in clinical settings, nurse executives managing employees, and nursing faculty in institutions of higher learning.

The program aims to produce graduates who will be able to help address the current nursing shortage in both practice and academic areas.

“Nursing is experiencing a tremendous shortage right now,” says Dr. Koch. “One of the greatest needs is faculty. We envision our graduates being very attractive candidates to go into education because they will come in with a really strong background in application and how to conduct research.”

Professor Selected as Faculty Champion for NIH Research Initiative

Janet Whitworth, DNP, RN, assistant professor, has been selected to participate in the National Institutes of Health (NIH) Genetic/Genomic Faculty Champion Initiative, which calls for the integration of genetic and genomic content into the baccalaureate nursing curriculum.

In 2005, the National Institutes of Health established Essential Nursing Competencies and Curricula Guidelines for Genetics and Genomics, which led to the integration of genetic and genomic content into the American Association of Colleges of Nursing’s publication, *Baccalaureate Essentials*.

Upon selection, Dr. Whitworth completed an online assessment survey then attended a training session at the NIH campus in September. She will participate in a follow-up meeting at the NIH in 2010.

As Faculty Champion, Dr. Whitworth is expected to lead efforts at Goldfarb School of Nursing at Barnes-Jewish College in changing curriculum to include genetic/genomic content at the BSN level. This commitment includes informing faculty colleagues about the need to include such content, consulting with them individually to assist in integrating content into their coursework, and serving as a link to outside genetic/genomic experts.

All diseases and conditions have a genetic or genomic component, so it is essential for nursing students to receive a solid foundation during their studies. The goal of the Faculty Champion initiative is to prepare students to provide competent genetic and genomic focused nursing care when they enter the workforce.

New Master’s Program Focuses on Critical Care Setting

Goldfarb School of Nursing at Barnes-Jewish College is partnering with Washington University School of Medicine to offer a master’s-level nursing program focusing on adult acute care.

The MSN-Adult Acute Care Nurse Practitioner Concentration, which began this fall, is designed for BSN- and MSN-prepared registered nurses who want to become nurse practitioners focusing on critically ill and injured patients. Students who complete the program are considered acute care nurse practitioners.

“The focus of our program is training nurse practitioners to work in critical care-type settings,” says Beth Beyatte, ANP-BC, ACNP-BC, director of the program, and an acute care nurse practitioner at Barnes-Jewish Hospital and Washington University School of Medicine. “On a local level we see a great need for more critical care providers. That will be the case nationally as well with people getting older and resident hours getting cut back. With this program we will be filling a gap.”

Students in the program will become proficient in invasive procedures and other skills common in acute and critical care. In addition to their classroom courses, they will gain clinical experience through rotations in the critical care, urgent care and long-term acute care units at Barnes-Jewish Hospital. This will include neurosurgical ICU, cardiothoracic ICU and surgical trauma rotations.



Beth Beyatte, ANP-BC, ACNP-BC (left), clinical director for the Adult Acute Care Nurse Practitioner program, reviews a patient chart with an ICU nurse and patient care technician in the Barnes-Jewish Hospital intensive care unit.

Students who are already licensed as nurse practitioners can complete the program in one year. Other students can complete the program in two years if they attend full time or three years if they opt to attend part time while taking the classroom courses. The clinical portion of the program will take one year for all students.

“Other nursing schools in the nation offer similar programs, but ours is unique because we are focusing more on preparing students for work in critical care,” says Gretchen Drinkard, PhD, RN, CNE, FNP-BC, Assistant Dean for Post-Licensure Programs. “At the same time, if they decide not to work in a critical care environment, they will be prepared to work elsewhere – in acute care, for example.”

Beyatte says that acute care nurse practitioners mostly work in critical care units and acute care facilities but that graduates of this program will be prepared to work in both inpatient and outpatient settings. Telehealth work may even be an option.

The College will at first limit classes to about six students so that there will be clinical rotation spots available at Barnes-Jewish Hospital for all of them. The program may enroll more students eventually, but class sizes will remain small.

“We want to educate a much-needed provider in both our intensive care units and acute care facilities,” says Dr. Drinkard. “In our area and elsewhere, the ACNP graduate could work throughout the hospital in any location, whether rural or urban. We are hoping to educate a provider that helps to increase quality within our hospital and our health care system.”



The first cohort for the Acute Care Nurse Practitioner program. From left to right: Angie Stratton, RN, BSN, CCRN, CNRN; Chelessa Snyder, RN, BSN; Jennifer Wright, RN, BSN, CFRN; Sara Weiner, RN, BSN. Not pictured: Laquita Lewis, RN, BSN.

Going Global: Taliaferro, Whitworth Present to Peers at International Conferences



Donna Taliaferro, PhD, RN, and Janet Whitworth, DNP, RN

Two professors from Goldfarb School of Nursing at Barnes-Jewish College recently gave presentations to peers from around the world at two international nursing conferences.

Donna Taliaferro, PhD, RN, the Paul McKee, Jr. Associate Dean for Research and Professor, and Janet Whitworth, DNP, RN, Assistant Professor, both attended the International Council of Nurses' 24th Quadrennial Congress, held June 27 through July 4 in Durban, South Africa. The International Council of Nurses (ICN) is an independent organization that works to improve health services and recognize nursing's role in those services. It provides a forum for nurses and other health professionals to share ideas on nursing and health.

Dr. Whitworth previously had submitted an abstract to the ICN and was then selected as a conference presenter. She spoke on her change project about ways that stigma affects the reproductive health-seeking behavior of adolescents.

"There is a gap in the literature and care when it comes to reproductive services," says Dr. Whitworth. "Most of the programs we have, especially in the St. Louis area, really focus on adolescent females, while adolescent males are notoriously bad about getting in to be screened for STDs and infections. I was looking at the reasons for that. A lot of it goes back to stigma related to STDs."

She says South Africa was a fitting location for her presentation.

"Stigma is a huge issue in South Africa because of the battles they're fighting against HIV," says Dr. Whitworth. "People – especially African-American inner-city adolescent males – are hesitant to come in to be treated and screened. Entire communities in South Africa don't want to be screened for the same reason. It's a very big battle the country is fighting right now."

ICN had never held the congress in Africa before, and historically, African countries haven't had the resources to send many nurses overseas to attend. But this year more than 5,000 people attended, including more than 3,000 African nurses, according to Dr. Taliaferro.

Neal Rosenburg, RN, PhD(c), Assistant Professor, and Erin Curran, research coordinator, represented the College as recruiters at the Congress.

"I met nurses from all over the world. Just hearing about the health care issues that nurses are facing throughout world was really enlightening and very interesting," says Dr. Whitworth.

Dr. Taliaferro arrived in Durban a few days before the ICN Congress to attend the International Network for Doctoral Education in Nursing's biennial meeting June 24-25. The goal of the network is to improve health globally through doctoral education and research.

Dr. Taliaferro gave a presentation on the College's new Doctor of Nursing Practice (DNP) and Doctor of Philosophy (PhD) in Nursing dual-degree program, which is the first of its kind in the United States.

"I wanted to get a feel for how people in the United States and internationally feel about what we're doing," says Dr. Taliaferro. My presentation was very well-received. Some attendees had good questions, and they realized that nursing hasn't thought about looking at it from a practice scientist point of view."

She says around 65 people attended the meeting, with representatives from various African countries, as well as the United States, Mexico, and Italy. The meeting was open to both doctoral faculty and doctoral students.

The network is a small but growing group, says Dr. Taliaferro. "It's interesting to look at countries around the world and see how doctoral education is administered there. In the British system, for example, they don't take any classes, just years of research. That's very different from our system. It's good to talk with students and faculty from various kinds of programs."

"... Just hearing about the health care issues that nurses are facing throughout world was really enlightening and very interesting."

RESEARCH

Nursing research continues to grow at Goldfarb School of Nursing at Barnes-Jewish College. On March 27-30, several faculty and student research posters were featured at the Midwest Nursing Research Society's 33rd Annual Research Conference held in Minneapolis, Minnesota. The research studies featured were led by Holly Diesel, RN, MSN, PhD(c), Assistant Professor, Suping Bao, MSN, RN, Maria Turner, RN, Colleen Gilmore, RN, BSN, and Janet Cathell, RN, BSN.

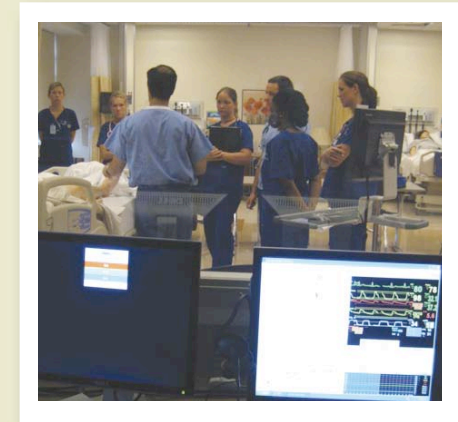


SIMULATION

The College continues to strengthen its reputation as a leader in nursing education and simulation. On June 10-13, the school co-sponsored and participated in the 8th Annual International Nursing Simulation/Learning Resource Centers Conference held at the Millennium Hotel in St. Louis.

During the conference, the school offered two tours of its simulation labs and hosted a pre-conference workshop discussing the various stages of design, planning, and implementation of a state-of-the-art simulation center. The workshop was held at Goldfarb Hall and led by Beth Haas, Director of the Clinical Simulation Institute, and Gail Rea, PhD, Assistant Dean for Pre-Licensure Programs.

Margaret Bultas, MSN, RN, CPNP, Assistant Professor, also led a breakout session on how to integrate simulation into pediatric curriculum to improve students' nursing skills.



COMMUNITY OUTREACH

The College continues to provide education and outreach to various groups in the community. On July 15-16, it hosted the 12th Annual School Nurse Survival Training, a continuing education opportunity for St. Louis area school nurses. The conference was organized by BJC School Outreach and Youth Development and Sue McKee, PhD, Associate Professor, who specializes in community health. In photo: Margaret Bultas, MSN, RN, CPNP, Assistant Professor, directs a central line broviac dressing change on an infant as two school nurses look on. Bultas and Tina Ahearn, RN, clinical simulation facilitator, organized a skills review track which included hands on review of dressing changes, trach care, Foley straight catheterization, and ear assessments, among other skills.



FACULTY PROMOTIONS

Karen Balakas, PhD, RN, was promoted from Associate Professor to Professor.

Vicki Coopmans, CRNA, PhD, was promoted from Assistant Professor to Associate Professor. She also assumed the role of Editor for the International Student Journal of Nurse Anesthesia, a collection of peer-reviewed case reports and abstracts, last spring.

Bernadette Henrichs, CRNA, PhD, was promoted from Associate Professor to Professor.

Neal Rosenburg, RN, PhD(c), was promoted from Instructor to Assistant Professor.

Laurie Sparks, PhD, RN, was promoted from Associate Professor to Professor.

Janet Whitworth, DNP, RN, FNP-BC, Assistant Professor, and **Chris Seckman, DNP, MSN, RN**, Assistant Professor, both completed their DNP degrees at Chatham University in Pittsburgh

New Faces at the College

Cynthia Billman, EdD, MSN, RN

Assistant Dean for Educational Partnerships

Dr. Cynthia Billman joined the College in the spring with more than two decades of experience as a nurse educator. Most recently, she was BSN-C program coordinator at the University of Missouri-St. Louis (UMSL) and an adjunct faculty member at the College. Her previous positions include clinical associate professor at UMSL and junior-level coordinator/assistant professor and interim director of nursing at Maryville University. Dr. Billman also spent many years as a maternal-child NCLEX review instructor, traveling throughout the United States to conduct eight-hour review courses for new graduates preparing for state board licensure exams. In addition, she previously worked as a labor and delivery nurse for Barnes-Jewish Health Center, a home health nurse in maternity and pediatrics, and a maternity charge nurse and pediatrics nurse for the University of Missouri Health System. Billman received her EdD from the University of Missouri-St. Louis, her MSN from the University of Missouri-Columbia and her BSN from Truman State University in Kirksville. Her research interests include adult education, retention, and alternative instructional delivery methods.



Angela McConachie, MSN, RN, FNP-C, DNP(c)

Instructor

Angela McConachie joined the College in the summer as instructor. Previously, she spent several years working as a nurse practitioner at Barnes-Jewish Hospital where she collaborated with physicians, residents and interns to manage 40 to 50 acute care patients daily and helped manage more than 100 nursing and assistive staff. She also served as an adjunct faculty member at the College. In addition, she worked at the Heart and Vascular Institute of Florida and Bay Pines VA Medical Center in Florida. McConachie received her MSN from the University of Tampa and her BSN from the University of South Florida. She is working on her Doctor of Nursing Practice at Rocky Mountain University of Health Professions with an anticipated graduation date of December 2009.



Jaina Best, MSN, RN

Affiliate Instructor

Jaina Best joined the College as affiliate instructor after having served as an adjunct pediatric clinical rotation instructor since 2005. A certified pediatric nurse, Best has worked as a staff nurse and as a preceptor for new staff nurses and nursing students at St. Louis Children's Hospital. Her teaching experience includes lectures and presentations on pediatric pain, basic pediatric assessment, pediatric nursing and pediatric gastrointestinal disorders. She received her MSN from Goldfarb School of Nursing at Barnes-Jewish College and her BSN from Jewish Hospital College of Nursing.

Julie Spencer, MSN, RN, CDE

Affiliate Assistant Professor

Julie Spencer joined the College as affiliate assistant professor after serving as teaching assistant in the spring, then as an adjunct instructor in the summer. She has worked in several nursing positions over the past two decades – as a clinical information systems coordinator, nurse educator, diabetes educator, instructor, case manager, assistant head nurse and staff nurse. Her past employers include Barnes-Jewish Hospital, Patient Care Services Home Health Agency, Barnes Hospital and Jewish Hospital. Spencer received her MSN from Goldfarb School of Nursing at Barnes-Jewish College and her BSN from Central Missouri State University.



Mary Curtis, PhD, RN, ANP-C, PHCNS-BC

Assistant Professor

Dr. Mary Curtis joined the College in the fall as assistant professor. Previously, she was a professor and the nursing program director at Maryville University. She also worked as an instructor and community educator at St. John's Mercy Medical Center and director of education at Bethesda General Hospital. She was head nurse at both St. Mary's Health Center and Bethesda General Hospital and has worked as an adult nurse practitioner at Care Improvement Plus. Dr. Curtis received her PhD in higher education and her BSN from Saint Louis University. She received her MSN from Southern Illinois University-Edwardsville.



Pamela Storey, MSN, RN, FNP

Simulation Faculty Liaison

Pam Storey joined the College in the summer to act as a liaison between the clinical simulation facilitators and faculty members to assist in integrating simulation both into curriculum and clinical time. Previously, she was director of outpatient specialty clinics at Forest Park Hospital, dealing with a patient volume of 7,000 visits per year. Prior to that, she was director of clinical services for Trilogy Health Care and director of home care services for St. Anthony's Medical Center. Storey also previously worked as a nurse practitioner and staff nurse for several organizations, including Specialized Wound Management, Willowbrook Medical Center, Saint Louis University School of Nursing, BJC Home Care, Visiting Nurse Association and Cardinal Glennon Children's Medical Center. She received her MSN and her BSN from Saint Louis University.



Kelli Fuller, MSN, RN, ANP-C, DNP(c)

Instructor

Kelli Fuller joined the College in the fall after several years of experience at various teaching positions – at Metropolitan State College of Denver; the University of Colorado Denver; Front Range Community College in Longmont, Colo.; and St. Louis Community College. Her most recent job was with Radiant Research. In addition, she has worked as a nurse practitioner for Planned Parenthood and as a staff nurse at St. Luke's Hospital in Chesterfield. Fuller received her MSN and her BSN from the Jewish Hospital College of Nursing. She is working toward her Doctor of Nursing Practice at the University of Colorado Denver.

Yakima Young-Shields, ANP-BC, APRN, EdD(c)

Assistant Professor

Dr. Yakima Young-Shields joined the College in the fall as assistant professor. Previously, she held teaching positions at the University of Missouri-St. Louis College of Nursing, Goldfarb School of Nursing at Barnes-Jewish College, and Southern Illinois University-Edwardsville School of Nursing. Dr. Young-Shields has worked as an adult nurse practitioner for North County Medicine and an educational instructor for Devoted Home Health – both in Florissant, Mo., and as a staff nurse for several organizations. She received her EdD and her MSN from the University of Missouri-St. Louis. Her doctoral dissertation focused on the role of mentoring in the transition from student to autonomous practitioner.



Class of '59 Reunion

The Barnes-Jewish College Alumni Association hosted the 50th Class Reunion for alumni of the Barnes School of Nursing and the Jewish School of Nursing on May 1-2 at Goldfarb School of Nursing at Barnes-Jewish College. On the second day, several alumni from the Class of '59 walked at the graduation ceremony at Powell Symphony Hall wearing their 50 year medallion.



Named Scholarship Opportunities

Thanks to generous support of alumni and donors, the Goldfarb School of Nursing at Barnes-Jewish College is able to continue its mission of delivering excellence in nursing education, practice and research. Donor funds support the College in many ways: through endowments to fund chairs and professorships, through research support, and through scholarships for students.

The College has a new scholarship opportunity for alumni and supporters. You can be a pioneer in this program by supporting named annual scholarships for \$2,500. This will allow you to assist a student financially as they go through nursing school and enable us to attract and retain the best and brightest students. You and your scholarship recipient will be invited to our scholarship dinner.

If you would like more information on a named annual scholarship, please contact the Barnes-Jewish Hospital Foundation office at 314-286-0600.

Alumni Advisory Council Members Needed

The Alumni Association is looking for council members who bring a breadth of experience, skills, and points of view to our Alumni Advisory Council. Members should have a record of service in volunteer positions, and be willing to work to inform, coordinate, energize, and encourage alumni. The council is a wonderful way for you to honor the past as you help build the future.

Nominations are currently being accepted. Please find the nomination form on www.barnesjewishcollege.edu or call Betsy Dennis at 314-286-0451 to receive a copy. Self nominations are encouraged. The deadline for nominations is December 31, 2009.

Seeking Your Help for New Alumni Mentoring Database

Career services assistance is now available to our current students. Nursing students often seek answers to specific questions about various opportunities in the nursing field. The College would like to connect our students with alumni for information or advice. As an example, we have recently had a student who was looking for information on how to become a flight/transport nurse, and a student who was seeking infectious disease nurse practitioner positions. While we can provide general information, there is likely someone out who has this experience and may be of more help.

To accomplish this, we are currently developing an alumni mentoring database. Students whose interests or questions match a particular alumna's profile will be provided with the contact information for that alumna. We envision the relationship being no more than an occasional email, phone call or face-to-face meeting, and it would be up to the alumna and student to determine which method of contact is preferred.

If you are interested in being a part of the alumni mentoring database, please contact Elizabeth Hamtil at ehamtil@bjc.org or 314-362-9161. Please include your name, graduation year/program, contact information, area(s) of interest/practice/expertise, and if currently employed, your employer and position.

Texts and Chapters Published

- Balakas, K. & Fineout-Overholt, E. (2009). "Teaching Evidence-Based Practice in Clinical Settings." In *Evidence-Based Practice in Nursing and Healthcare (2nd ed.)*. Lippincott, Williams & Wilkins.
- Coopmans, V.C. (2009). Testing the student's knowledge. In B. Henrichs & J. Thompson, (Eds.), *A Resource for Nurse Anesthesia Educators*. Park Ridge, IL: AANA Publishing, Chapter 21, 371-395.
- Evans, M. L. (2009). Political action in nursing. Chapter in JoAnn Zerwekh and Jo Carol Claborn (Eds.) *NURSING TODAY: TRANSITION AND TRENDS* (6th ed.). St. Louis: Saunders.
- Evans, M. L. (2009). Leadership in nursing. Chapter in Patricia S. Yoder-Wise (Ed.). *Leading and Managing in Nursing* (5th ed.). St. Louis: Mosby.
- Evans, M. L. (2009). Employment in the United States. Chapter in Barbara Nichols and Catherine Davis (Eds.) *The Official Guide for Foreign Educated Nurses: What you need to know about nursing in the United States*. New York: Springer Publishing Company.
- Henrichs, B. & Thompson, J. (2009). *A Resource for Nurse Anesthesia Educators*. (Ed.) Chicago: AANA Publishing.

Journal Articles

- Balakas, K., Potter, P., Pratt, E., Rea, G., & Williams, J. (2009). "Creating an Evidence-Based Practice Mentoring Program within an Academic Medical Center." *Nursing Clinics of North America*, Schultz, A. (Ed.) 44 (1). St. Louis: Mosby Elsevier.
- Barnes, V., Hendricks-Ferguson, V., Stegenga, K., Docherty, S., Roll, L., Haase, J. (2009). "A Cooperative Group Behavioral Intervention Study: Strategies to Support Participation by Nurses." Online exclusive publication in *Oncology Nursing Forum* 36 (1): LXIV.
- Boyle, W., Beyatte, M.B., & Grabenkort, R. (2009). "Non-Physician Providers in Critical Care." *Critical Connections* 8(3): 20-21.
- Hendricks-Ferguson, V. Dupree, C., Sawin, K. and Haase, J. (Feb., 2009). *Perspectives of Novice Pediatric Oncology Nurses Regarding End-of-Life Care Communication*. Online Exclusive publication in *Oncology Nursing Forum*, 36 (1), LI.
- Henrichs, B. (2009). "Mentoring: The Teacher as a Mentor." *A Resource for Nurse Anesthesia Educators*, Jenrichs, B. & Thompson, J. (Ed.) Chicago: AANA Publishing, Chapter 16, 271-282.
- Oakley, B., Hendricks-Ferguson, V., Haase, J., Stenga, K., Docherty, S., Roll, L., Barnes, Y. (Feb., 2009). *Planning, Implementing, and Monitoring Strategies for Recruitment of Adolescents/Young Adults into a Randomized Clinical Trial*. Online Exclusive publication in *Oncology Nursing Forum*, 36 (1), VI.
- Stegenga, K, Haase, J., Donovan, M., Docherty, S., Oakley, B., Roll, L., Hendricks-Ferguson, V. (2009). "The SMART Approach: An Innovative Method to Multi-site Qualitative Data Collection and Analysis." Online exclusive publication in *Oncology Nursing Forum*, 36 (1), XXIV-XXIV.

Presentations

- Balakas, K. & Sparks, L. (2009, June 5). "Creating an Evidence-Based Approach for Students to Use Evidence-Based Practice in the Real World: A Collaborative Model." Drexell University Nurse Educator Institute, Arlington, VA.
- Balakas, K. (2009, April 23). "Creating a Culture for Best Practice." Keynote presentation for the 2nd Evidence-Based Practice on the Frontline Conference sponsored by the Sinclair School of Nursing at the University of Missouri-Columbia.
- Balakas, K., Potter, P., Rea, G., Williams, J. (2009, January 7-8). "Evidence Equals Excellence: An Evidence-Based Practice Mentorship." Seminar presented for clinical educators and nursing staff of Barnes-Jewish Hospital, Missouri Baptist Medical Center, and Siteman Cancer Center, St. Louis, MO.
- Balakas, K., Potter, P., Rea, G., Williams, J., & Pratt, E. (2009, March 24-25). "Evidence Equals Evidence: An Evidence-Based Practice Mentorship." Workshop presented for clinical educators and nursing staff at Boone Hospital Center, Columbia, MO.
- Barnes, V., Hendricks-Ferguson, V., Stegenga, K., Docherty, S., Roll, L., Haase, J. (2009, February 12-14). "A Cooperative Group Behavioral Intervention Study: Strategies to Support Participation By Nurses." Poster presentation at the 10th National Conference on Cancer Nursing Research, Orlando, Florida.
- Bess, K. & Hufker, K. (2009). "S.A.F.E (Simulation, Assessment, Fun and Evaluation) Program for Childbearing Students." Poster presentation at Emerging Technologies Conference, La Jolla, CA.
- Bultas, M. W. (2009, June). "Integration of Simulation into the Pediatric Curriculum." 8th Annual International Nursing Simulation/Learning Resource Centers Conference, St. Louis, MO.
- Hendricks-Ferguson, V. (2009, January 13). "Palliative Care Initiative for Children with Life-Threatening Illnesses." Presentation at the Palliative Initiative Task Force, St. Louis Children's Hospital, St. Louis, MO.
- Hendricks-Ferguson, V. (2009, March 18). "Talking to Children About Cancer When a Family Member is in Treatment for Cancer." Women-Gyn Oncology Clinic at the Siteman Cancer Center, St. Louis, MO.
- Hendricks-Ferguson, V. (2009, April 2). "Parental Perspectives of Initial End-of-Life Communication." Abstract accepted for a podium presentation at St. Louis Children Conference entitled "Perspectives in Pediatric Nursing Conference," St. Louis, MO.
- Hendricks-Ferguson, V. Dupree, C., Sawin, K., Haase, J., Carr, B., Koskella, S. (2009, April 10). "Collaborative Perspectives of Novice Pediatric Oncology Nurses Regarding End-of-Life Care Communication." Abstract accepted for a podium presentation at the Annual Gateway Martha Welch Nursing Research Conference, Edwardsville, IL.
- Hendricks-Ferguson, V., V. Dupree, C., Sawin, K., Haase, J., Carr, B., Koskella, S. (2009, April 17). "Collaborative Multi-Site Study: Study of Palliative and End-of-Life Communication Perspectives of Pediatric Oncology Nurses." Abstract accepted for a podium presentation at Sixth Annual Pediatric Multidisciplinary Research and Evidence-Based Practice Conference, St. Louis, MO.
- Hendricks-Ferguson, V. (2009, May 13). "Parental Perspectives of Receiving Difficult News About Their Dying Child." Podium presentation at Tau Iota Nursing Research Conference, Goldfarb School of Nursing at Barnes-Jewish College, St. Louis, MO.
- Hendricks-Ferguson, V. Dupree, C., Sawin, K. and Haase, J. (2009, February 12-14). "Perspectives of Novice Pediatric Oncology Nurses Regarding End-of-Life Care Communication." Poster presentation at the 10th National Conference on Cancer Nursing Research, Orlando, FL.
- Lunsford, V. (2009). "Women Finding the Balance in Caring for the Self and Caring for Others During Recovery from a Cardiac Event." Proceedings: Tau Iota Chapter of Sigma Theta Tau First Annual Research Conference, St. Louis, MO.
- Niebynski, J. & Hendricks-Ferguson, V. (2009, May 13). "Parents' Beliefs of Their Child's Preferences During End-of-Life Care." Poster presentation at Tau Iota Nursing Research Conference, Goldfarb School of Nursing at Barnes-Jewish College, St. Louis, MO.
- Oakley, B., Hendricks-Ferguson, V., Haase, J., Stenga, K., Docherty, S., Roll, L., Barnes, Y. (2009, February 12-14). "Planning, Implementing, and Monitoring Strategies for Recruitment of Adolescents/Young Adults into a Randomized Clinical Trial." Podium presentation at the 10th National Conference on Cancer Nursing Research, Orlando, FL.
- Smith, M. & Hendricks-Ferguson, V. (2009, May 13). "Parents' Preferences of Nursing Support During Child's End-of-Life Experience." Poster presentation at Tau Iota Nursing Research Conference, Goldfarb School of Nursing at Barnes-Jewish College, St. Louis, MO.
- Stegenga, K, Haase, J., Donovan, M., Docherty, S., Oakley, B., Roll, L., Hendricks-Ferguson, V. (2009, February 12-14). "The SMART Approach: An Innovative Method to Multi-site Qualitative Data Collection and Analysis." Podium presentation at the 10th National Conference on Cancer Nursing Research, Orlando, FL.
- Turner, M. & Lunsford, V. (2009). "The Relationship Between Women's Accurate Self-Assessment of Cardiac Risk and Effecting Exercise Behavior Change." Proceedings: Midwest Nursing Research Society 2009 Annual Conference, Minneapolis, MN.