

GOLDFARB

GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE

2020 ISSUE

on the FRONTLINE

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2020 Suggs Scholar



GOLDFARB Magazine is published annually by Goldfarb School of Nursing at Barnes-Jewish College for alumni, friends and the community.

With a legacy that began in 1902, Goldfarb School of Nursing at Barnes-Jewish College has a strong tradition of educating health care professionals in St. Louis.

Goldfarb School of Nursing is located on the Washington University Medical Campus in St. Louis and is affiliated with Barnes-Jewish Hospital, with a second site at Missouri Baptist Medical Center. Goldfarb School of Nursing has nationally recognized educational facilities with state-of-the-art classrooms, lecture halls and sophisticated clinical simulation institute labs with patient simulation manikins and exam rooms that provide high-tech, advanced nursing care experiences.

Goldfarb School of Nursing at Barnes-Jewish College is accredited by the Higher Learning Commission (HLC) and the Commission on Collegiate Nursing Education (CCNE), and is approved by the Missouri State Board of Nursing and Missouri Department of Higher Education.

To learn more about Goldfarb School of Nursing at Barnes-Jewish College, visit BarnesJewishCollege.edu.

EDITOR

Karen Miller

CONTRIBUTING WRITERS AND EDITORS

Magnetize

DESIGN AND PHOTOGRAPHY

Magnetize

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I can say without a doubt that 2020 was the most challenging year we have faced yet. However, I can also say I have never been more proud of our incredible faculty, staff and students.

Early last year, we had to change on a dime in nearly every facet to continue educating our students. It is incredibly hard to train a nurse when they are not allowed in the hospital, but we worked diligently, investing in sophisticated simulation software that could emulate the experience of being with real patients. This was no small undertaking, and our faculty, staff and students truly rose to the occasion. On Page 2, you can read more on how we faced COVID-19 head on, ensuring no student would be left behind.

On a similar note, we saw just how much of an impact the pandemic had on the financial well-being of so many of our students. As a college, we could not allow that to keep them from becoming the exceptional nurses they were called to be. I am so very appreciative of The Foundation for Barnes-Jewish Hospital and the generosity of donors who stepped up to support students through the Emergency Compassion Fund. Learn more about this vital initiative on Page 12.

The year also brought greater light to racial inequality, which is something very personal to St. Louis. Diversity, equity and inclusion are close to my heart, and it is an integral part of our emerging strategic plan. From a bridge program with Harris-Stowe State University to bring greater diversity to our nursing population to our Homer G. Phillips Nursing Alumni Fund aimed at awarding major scholarships to underrepresented students, our designated task force is helping us to make positive strides in being a role model for equality and representation.

PROGRESS PERSISTS

Despite the challenges of 2020, many bright moments showed through. We received full accreditation by the Higher Learning Commission and the Commission on Collegiate Nursing Education for the next 10 years. This is such an immense accomplishment. I must

also acknowledge the faculty and students who so courageously volunteered at COVID-19 Collection Sites, despite the looming fear of a virus we knew so little about at the time. Read their perspective from the frontline on Page 6.

Despite the challenges of 2020, many bright moments showed through.

As we happily welcome 2021, we continue to navigate these challenges while pushing forward. One silver lining is the experience we have gained in the online space, opening opportunities for us to grow our student and staff population without the need to grow our physical space. Other exciting initiatives underway include our new PhD in Nursing Science program in collaboration with Washington University and the growth of our Dedicated Education Program.

With all of this excitement, it is bittersweet to share that I will be retiring from my role as president this year. I look forward to the next chapter, as I plan to focus my time on increasing nursing diversity and healthy equity in our community. That being said, I will truly miss the wonderful people I work with and our outstanding students. It has been an honor to play a small part in growing Goldfarb as a national academic leader in nursing education, research and scholarship.



Nancy Ridenour

Nancy Ridenour,
PhD, APRN, FAAN

Maxine Clark and Bob Fox President and Professor
Goldfarb School of Nursing at Barnes-Jewish College

Supporting Students

DURING COVID-19



March 4, 2020
New Cases: 38
7-Day Moving
Average: 25



In early March of 2020, COVID-19 began spreading across the United States. Like many, Goldfarb School of Nursing had to adapt — and adapt quickly. Unable to continue clinicals or classes as usual, faculty and staff were faced with questions. How do we make sure students are still progressing? Together, they acted nimbly to support students throughout the pandemic and in the new virtual age.

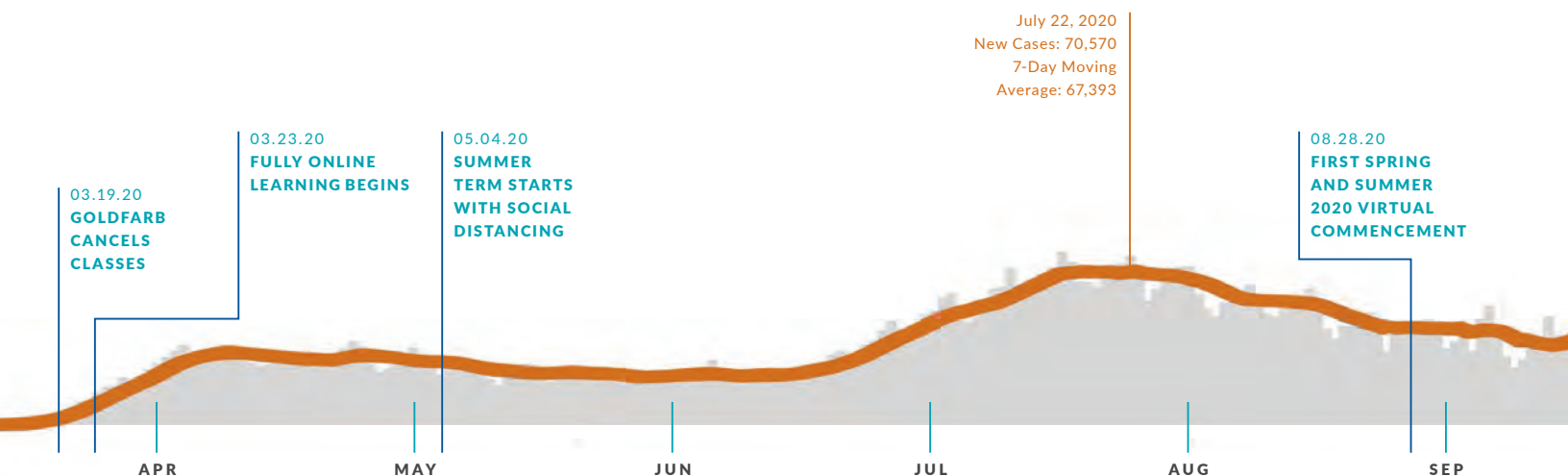
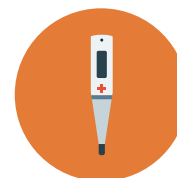
CONTINUING LEARNING IN THE VIRTUAL SPACE

When nursing students were pulled out of hospitals and subsequently, out of the classrooms, the school had to figure out how to continue delivering high-quality education in a completely virtual environment. This was no small feat, as many faculty had never recorded a lecture before. Within days, training began and classes began moving online through the learning management system, Canvas, and Microsoft Teams. Both students and faculty had to learn how to effectively and easily access and use these platforms in a whole new way.

“That was the first step. We can’t go to school. We can’t go to clinicals. But we can’t stop classroom learning — that had to continue,” says Katie Jett, DNP, MSN, FNP-BC, RN, director, BSN Program Upper Division at West Campus Director, Clinical Simulation Institute.

Unfortunately, just getting online brought its challenges. Some students and faculty were not equipped with the necessary technology at home. Goldfarb stepped up, providing those who needed it with loaner laptops, hotspots and webcams, among other equipment. When unexpected connectivity and other issues arose, they took them in stride, troubleshooting with Goldfarb’s Information Systems (IS) team.

With faculty and students now online, it was of the utmost importance to Goldfarb to replicate the synchronous, in-person classroom experience as much as possible. From breakout rooms to small group activities, faculty developed new activities to augment this experience and keep students engaged in the online environment.



Source: covid.cdc.gov/covid-data-tracker

REAL EXPERIENCE IN SURREAL TIMES

As a nursing school, students not only have to meet classroom objectives but also clinical objectives in order to progress. Since students weren't allowed in hospitals, the faculty and staff began looking into virtual platforms they could use to supplement clinical hours. This included simulations and skills modules ranging from pediatrics and psych to obstetrics and adult medical-surgical.

To help students meet their clinical objectives, faculty built robust learning templates with complementary assignments, which included discussion boards, case studies and clinical preparation, allowing up to 12 hours of clinical replacement time. Faculty performed avatar simulations from their living rooms, set up live labs in their homes and demoed skills to students completely remotely.

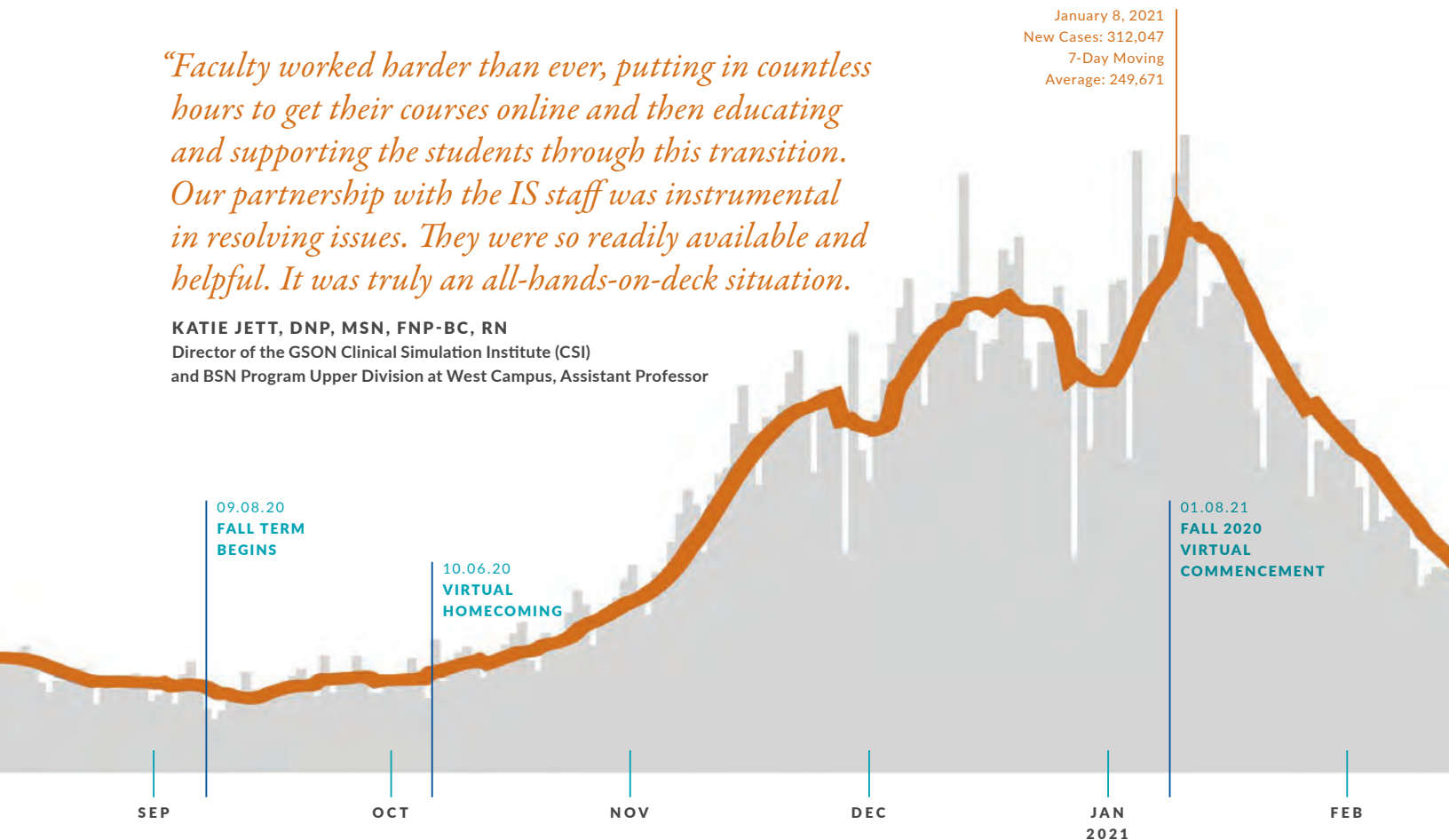
As students safely returned to school, these new academic innovations could be used to supplement their learning. For example, a special camera was installed in Goldfarb's simulation operating room (OR) suite. As the room only allowed for a few students to safely socially distance, the camera allowed the simulation to be broadcast into the classroom — or even at home — where other students could observe and provide feedback.

"The innovations by our faculty were endless, and our partners in learning let us try products to decide what was best for our students in a low pressure way," says Dr. Jett. "We weren't sure when our students would be back in the clinical hospitals, and as a college, we knew we had to support our students and do it at whatever cost it took."



"Faculty worked harder than ever, putting in countless hours to get their courses online and then educating and supporting the students through this transition. Our partnership with the IS staff was instrumental in resolving issues. They were so readily available and helpful. It was truly an all-hands-on-deck situation."

KATIE JETT, DNP, MSN, FNP-BC, RN
Director of the GSON Clinical Simulation Institute (CSI)
and BSN Program Upper Division at West Campus, Assistant Professor



BEYOND THE CLASSROOM AND CLINICALS

It wasn't only academic challenges that students faced. The pandemic also brought other significant stressors, from mental health well-being to financial stability. Faculty and staff were keen to these issues, constantly assessing the well-being of students, identifying those who may be struggling and ensuring they were early and often referred to the right support services.

For some students, online testing brought great anxiety, and those who needed it were provided with appropriate accommodations. Students were also connected with student support services, counseling and other support staff depending on their needs. Many professors even began mindfulness activities in their classes to provide some much-needed respite. Maintaining the rigor and integrity of the school's academic programs persisted, but having compassion and empathy for students and the unique situation they faced was just as important.

Goldfarb also didn't want its students to miss out on important moments, like receiving their first stethoscope — a prized possession given to them in a "health assessment" tote bag when they start their lab work at school. Because these new nursing students couldn't pick them up like they normally would, it was decided the safest and best course of action was to send the tote bags and backpacks to

students via FedEx. An assembly line of faculty and staff filled and sorted about 200 tote bags and backpacks. For graduating students, diplomas also had to be mailed. While these celebratory occasions looked much different than usual, Goldfarb prevailed in making it the best possible experience for students and graduates given the circumstances.

Navigating the COVID-19 pandemic as a nursing school was a huge undertaking academically, financially and mentally, and it took a college-wide effort. "From the faculty and staff to housekeeping and our president, everyone worked so hard this last year," says Dr. Jett. "But we did it because we're here to prepare future nurses, when they are needed more than ever, and not just nurses in general, but exceptional nurses for a changing and evolving health care environment. That is our mission, and we lived it and continue to live it."



05.14.21
SPRING 2021
VIRTUAL
COMMENCEMENT

05.15.21
FIRST VIRTUAL
REUNION

MAR

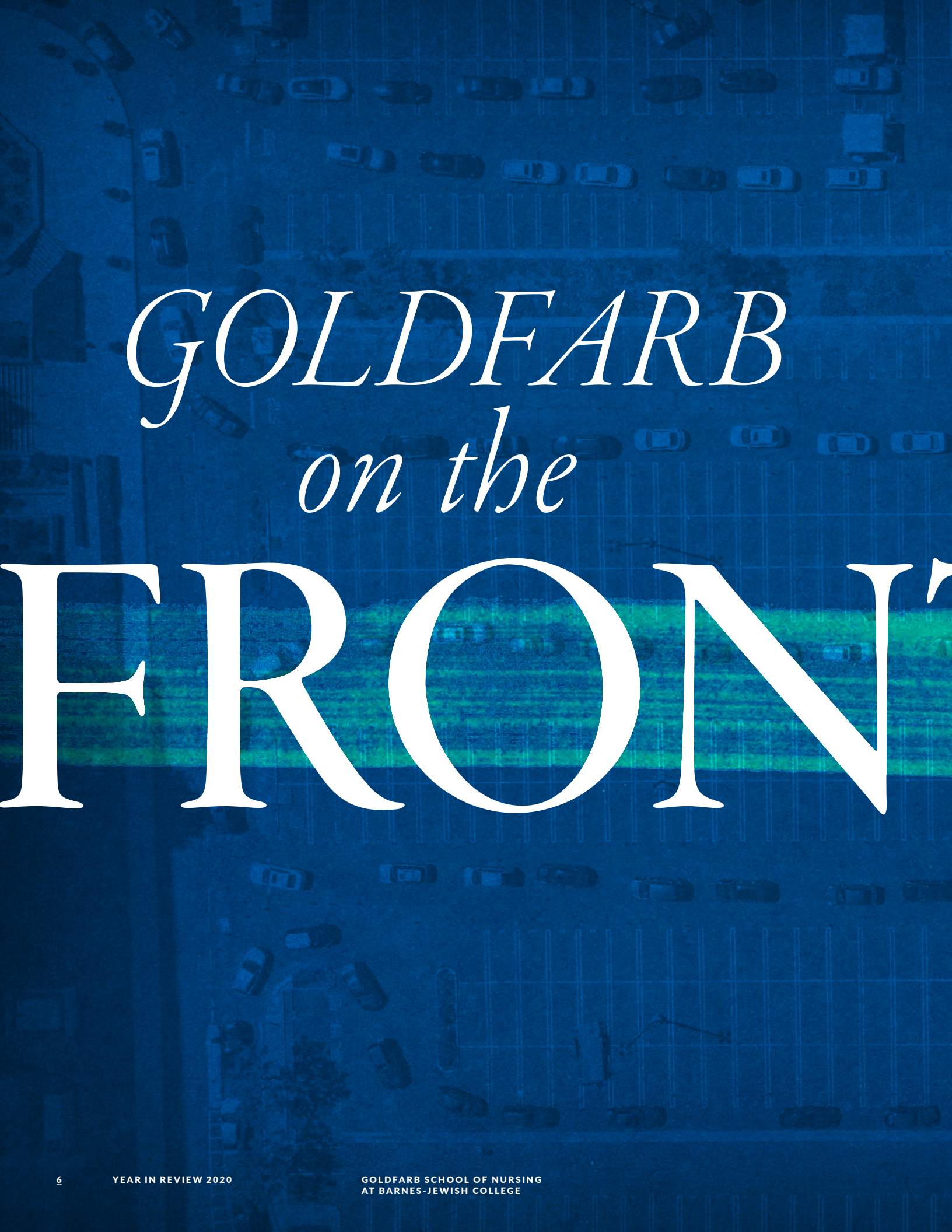
APR

MAY

JUN

JUL

AUG



GOLDFARB
on the
FRONT

An aerial photograph of a parking lot with a grid of white lines and several cars parked. A horizontal band of green color is superimposed across the middle of the image, behind the main text.

TELLING

*NURSING STUDENTS AND FACULTY
VOLUNTEER AT COVID-19 COLLECTION
SITES AND VACCINATION CLINICS*



When the pandemic hit St. Louis, it didn't take long for the area's largest health care organization, BJC HealthCare, to mobilize. It immediately opened COVID-19 Collection Sites across the region. As nurses and physicians worked overtime to handle cases, BJC HealthCare turned to its partner Goldfarb School of Nursing at Barnes-Jewish College for support.

With clinicals in the hospitals halted, nursing students were offered another opportunity to gain real experience and meet their clinical requirements for graduation by volunteering at a testing site.

One of those students was Rebecca Schamel, who was set to graduate from the accelerated BSN program that spring. Rebecca was in the midst of her senior synthesis when COVID-19 hit, and hospitals closed clinicals. After speaking with her parents and fellow classmates, she decided to volunteer at the testing site despite the many unknowns the virus brought. Coming from a family of health care professionals, her desire to volunteer was not surprising.

"I went back and forth, but it came down to the fact that this was a once in a lifetime opportunity," says Rebecca.

"I could help frontline workers and the community in which I've grown up, educating those who came through during an unprecedented and confusing time. It was an opportunity I wanted to take as a new nurse."

GOLDFARB STUDENT
TAYLOR JARRETT



After Goldfarb worked through the complex challenge of scheduling those who volunteered, Rebecca and several other classmates were assigned to work at a COVID-19 Collection Site five days a week, eight hours a day from the end of February through March. While they shared the same fears of this new virus like everyone did, they understood the importance of their work. “At the time, it was scary. You were in close contact with people who thought they had this virus we didn’t yet know much about. It was a different feeling,” says Rebecca. “But we were there to help these people, educate them and get them the care they needed. It felt like I was doing my part as a nurse, and there was no better way to enter the field.”

It was important the students who volunteered were up to the task, and Goldfarb ensured they were as prepared as possible, quickly organizing training for their roles at the testing site, which ranged from patient swabbing to paperwork. It was a lofty undertaking by the faculty, and once at the testing site, Goldfarb clinical instructors,



GOLDFARB STUDENTS HELPED COLLECT COVID-19 TESTS AT A DRIVE-UP EVENT HOSTED BY BJC HEALTHCARE IN MAY 2020, SIMILAR TO AS PICTURED.

including William DeClue, MSN, MHA, RN, and Angela McConachie, DNP, FNP-MSN, RN, supported the students, training them and working right alongside them. As time progressed, more information about the virus emerged, requiring those at the testing sites to continue working nimbly and flexibly.

“It was a very meaningful and educational experience. We had to change the process almost weekly. Learning how to adapt as you go was such an important lesson to learn before entering the field.”



GOLDFARB STUDENTS REBECCA SCHAMEL, JERALDINE BUSS AND CHARLOTTE MARTIN AT A BJC HEALTHCARE COVID-19 TESTING SITE IN APRIL 2020.



REBECCA SCHAMEL, RN,
BARNES-JEWISH HOSPITAL,
GOLDFARB GRADUATE



GOLDFARB STUDENTS WORKING AT A VACCINE CLINIC IN 2021.

GAINING REAL EXPERIENCE, MAKING A REAL IMPACT

The experience was challenging yet incredibly valuable for the nursing students. “It was a great way for students to utilize clinical skills, work with patients and take part in facing this crisis. First and foremost, it taught flexibility. If students can get through nursing school in this current environment, they can do anything. I hope that it diminished their fears,” says Justin Schneider, DNP, RN, AGPCNP-BC, assistant professor at Goldfarb. “When they

go into a practice or into an interview, they can speak to their engagement in this historic moment. The pandemic has contributed to the overall significance nursing plays into our health care system. They can’t run a hospital without nurses, and our nurses are keenly prepared for those roles.”

For Rebecca, it prepared her for her future role as a trauma nurse at Barnes-Jewish Hospital, where she began working upon graduation. “It’s a hectic place, but graduating with that experience taught me that I have to adapt as I go. That’s a huge part of nursing – working on the fly. I love my current job, and I’m really happy with the experience I’m getting,” says Rebecca. “Goldfarb gave me a great educational foundation, and I’m grateful for the timing to gain that clinical experience. They really encouraged us to go after what we wanted and experience anything we thought would be beneficial in preparing for our careers.”

Supporting the COVID-19 Collection Sites went far beyond just providing students with experience; it was about serving the community. “As an institution, one of our goals

WE CONTINUE
MOVING

is community impact. This allowed students to be engaged with all the populations we serve in our community,” says Dr. Schneider. “We’re only as good as the community we sit in, and we are so fortunate for our community partners including BJC HealthCare with its many hospitals. This was one of the ways we could contribute and support the health care professionals who were overwhelmed this past year.”

In spring 2021, Goldfarb was called upon once again to take part in another historical yet more hopeful experience: vaccination clinics. Again, the faculty is preparing students who volunteer at these clinics with learning modules — made possible through the support of Goldfarb’s Information Systems (IS) team — to provide education on the vaccines and how to give them to patients. Students are tasked with administering the shots, checking in patients and observing post-shot reactions, with a clinical instructor providing oversight.

“Everyone getting the vaccine is so excited. It’s much different. Our students have given shots to all ages, from children to those over 100 years old. Hearing stories from them, like how they will finally see their grandkids again, is inspiring,” says Dr. Schneider. “We’re seeing

this unfold in real time, and we are so grateful that students are rolling with the punches.”

Facing COVID-19 from the frontline took great courage and commitment from both students and faculty. “I am so proud,” says Dr. Schneider. “We flipped on a dime to make this happen, we learned a lot about ourselves and each other, and we continue moving forward to establish a new normal that will be better than ever.”

GOLDFARB STUDENT
IVANA MITANOVA



FORWARD

THE EMERGENCY *compassion* FUND



*Supporting
students to create
a healthier future.*

The Emergency Compassion Fund means that finances will not be a barrier for students in completing their nursing degree.



A house fire. An illness. A job loss. Unplanned setbacks like these can happen at any time and jeopardize nursing students' financial and educational plans. Fortunately, the Emergency Compassion Fund was created for this very reason.

Thanks to generous donors to The Foundation for Barnes-Jewish Hospital, the fund was created to ensure these setbacks do not derail students from completing their nursing education and becoming the health care providers our community so desperately needs.

The fund was established in 2017 and has been a priority under the leadership of Nancy Ridenour, PhD, APRN, FAAN, the Maxine

Clark and Bob Fox president of Goldfarb, and with the support of the Foundation. "It's so competitive to get into nursing school. These students have shown that drive, and we need to do everything we can to get them graduated. There is a huge need for nurses in the workforce, and not only that, nursing is an economic engine. If they don't graduate, it is such a loss, not only to the individual, but to the school, and the community," says Dr. Ridenour.

Any student is eligible to receive support from the Emergency Compassion Fund. Often, students in need are directed to the fund by their academic or student support advisor and prompted to complete a form detailing their circumstance. It is then reviewed by Michael D. Ward, PhD, RTR, FASRT, FMoSRT, vice dean for student affairs and diversity, and subsequently, Dr. Ridenour.

“When we support our students, we give them the opportunity to go back into the community and create a healthier future. What an impact we can make through a fund like this.”

Michael D. Ward, PhD, RTR, FASRT, FMOsRT
VICE DEAN FOR STUDENT AFFAIRS AND DIVERSITY

Supporting students with financial needs is critical to Goldfarb. “It’s really a philosophy. Students have worked so hard to get here. They’ve made adjustments in their lives to be here. The mission of the college is to prepare these nurse leaders to go out there and do great things. We don’t want finances to be a barrier for students in completing their nursing degree,” says Dr. Ward. “It means everything that we can help keep them going.”

Over the years, the fund has supported students through many emergencies, from a student who had a fire in their home that destroyed their laptop and books to another

whose home flooded, creating a need for essential items that would allow them to carry on their life and their nursing education. Another student was a cancer survivor who ran out of financial support and had nowhere else to turn. Through the fund, they were able to graduate and are now cancer free and caring for patients.

In 2020, the need for emergency funds was greater than ever. Many students and family members whom they relied on for financial support lost their jobs or had their work hours reduced. There was a great need to offset their inability to pay for tuition, rent, groceries, daycare and so forth. The fund was able to act as a bridge until other resources kicked in.

To help meet the growing need, several alumni classes have dedicated themselves to raising money specifically for the Emergency Compassion Fund.

“The need for financial support throughout nursing school will not diminish. Unfortunately, emergency situations continue to arise.

Likewise, as we aim to recruit more nursing students in underserved communities, we expect a greater need,” says Dr. Ward. “When we support our students, we give them the opportunity to go back into the community and create a healthier future. What an impact we can make through a fund like this.”

In fact, of the more than \$246,000 provided to 76 students since the fund’s inception in 2017, more than 65% of that total has been provided since March 2020 as students and their families face the financial and health burdens of the COVID-19 pandemic.



TO MAKE A GIFT TO THE EMERGENCY COMPASSION FUND, PLEASE CONTACT MARILYN SHEPERD AT MARILYN.SHEPERD@BJC.ORG OR CALL 314-286-2241. GIFTS MAY ALSO BE MADE ONLINE AT FOUNDATIONBARNESJEWISH.ORG. CHOOSE "OTHER" AND WRITE "COMPASSION FUND" IN THE TEXT FIELD.

THE EMERGENCY FUND HELPS STUDENTS WITH

*tuition, rent,
groceries, daycare*

OR ANYTHING ELSE THAT MAY BE AN OBSTACLE
TO CONTINUING THEIR EDUCATION.

UP TO

\$9k

ALLOTMENT PER
STUDENT IN 2020

MORE THAN

\$246k

AWARDED FOR 76
STUDENTS SINCE 2017

OF THE TOTAL THAT HAS
BEEN PROVIDED,

65%

HAS BEEN AWARDED
SINCE MARCH 2020

HEROES IN TRAINING SCHOLARSHIP FUND

Investing in the Next Generation of Nurses



Nursing school comes with a cost, and for many people who aspire to be nurses and educators, the financial burden can be prohibitive. The Heroes in Training Scholarship Fund was created to

provide assistance to the extraordinary individuals, our Heroes in Training, who have chosen to enter a profession that touches the heart and soul of health care: nursing. While nursing continues to change to meet both current and future circumstances and challenges, there is one constant: heroism.

“Pre-COVID, the critical roles nurses play in a health care setting might have gone unrecognized by some. Today, health care and other essential workers have emerged as our nation’s heroes,” says Mayola Rowser, PhD, DNP, FNP-BC, PMHNP, Jack Taylor Dean and Professor of Goldfarb School of Nursing at Barnes-Jewish College. “Although our students don’t see themselves as heroes, our Heroes in Training (HITs) know that they are part of something remarkable and understand the huge responsibility that comes with nursing.”

Please invest in our students by giving to the Heroes in Training Scholarship Fund. Scholarships are life-changing for our students, the patients that they will ultimately serve and the future of health care.



TO MAKE A GIFT, PLEASE CALL MARILYN SHEPERD
AT 314-286-2241 OR MAKE A GIFT ONLINE AT
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AND WRITE "SCHOLARSHIP" IN THE TEXT FIELD.

2020 DONORS

Our Donors Strengthen Health Care

The following list of donors strengthened the next generation of health care professionals through their generous contributions to The Foundation for Barnes-Jewish Hospital. These gifts were made in the 2020 calendar year to advance nursing at Goldfarb School of Nursing at Barnes-Jewish College. We are so grateful for their generosity that supports our students, faculty and staff.

\$100,000+

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Dr. Nancy Ridenour
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NE-BC, FAAN (Barnes '69)

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(Barnes '60)
Ms. Kay E. Kindig (Jewish '62)
Ms. Linda G. Kline
Mrs. Dolores Kling (Jewish '53)
Mrs. Beverly Lackland (Jewish '60)
Mr. Jack Landolt and
Mrs. Abigail Landolt
(Jewish '69)
Mr. Steven M. Levinson
Mr. Marlin Lewis and
Mrs. Gail S. Lewis (Jewish '61)
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Mr. and Mrs. Martin M. Lipsitz
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Mr. Robert* A. and
Mrs. Carol Luckey (Barnes '59)
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Mr. Jay G. Millis
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Dr. Lee A. Schmidt (Jewish '82)
Mrs. Judith L. Shaw (Jewish '64)
Mrs. Marilyn E. Sheperd
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IN 2020, DONORS GAVE *\$1.3 million* TO ADVANCE GOLDFARB'S MISSION.

THANKS TO DONOR GENEROSITY, OVER *\$1 million* IN NURSING SCHOLARSHIPS WERE AWARDED
IN 2020, ENRICHING THE STUDENT AND FACULTY EXPERIENCE AT GOLDFARB.



GOLDFARB 2020
Nurses' Voice
 HOMECOMING

Unable to host an in-person event due to COVID-19, Goldfarb School of Nursing at Barnes-Jewish College Alumni Association and the 2020 Homecoming Planning Committee took a longstanding school tradition and brought it online with a virtual homecoming celebration on Saturday, Oct. 24, 2020.

"We hope, and are counting on you, to remain inspired. Yes, 2020 is most certainly an unprecedented year, but it's also one of significant milestones and recognition."

ANGELLEEN PETERS-LEWIS, PHD, RN, FAAN, CHIEF NURSE EXECUTIVE AND VICE PRESIDENT OF PATIENT CARE SERVICES AT BARNES-JEWISH HOSPITAL

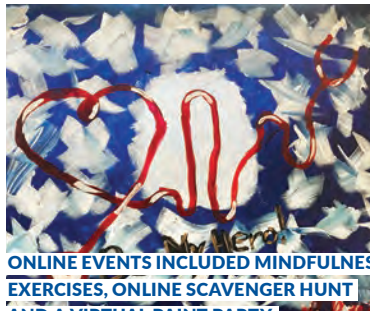
Prompted by the coronavirus pandemic, the theme for this year's celebration was the nurses' voice. As the world has come to recognize the crucial role of nurses, nurses have a platform to speak up for themselves, each other and their patients like never before. To kick off the 2020 Homecoming, the Nurses' Voice Program was broadcast



JEREMY TAYLOR SR., MUSICAL GUEST

on Facebook with an introduction by President and Professor Nancy Ridenour, PhD, APRN, FAAN, who got the event started by describing the ways the school has transformed itself to move online and become stronger for it. "As Goldfarb forges the path of becoming a school of distinction, we remain resilient."

This year's special guest speaker was Angelleen Peters-Lewis, PhD, RN, chief nurse executive and vice president of patient care services at Barnes-Jewish Hospital. Dr. Peters-Lewis was recently inducted as a fellow in the American Academy of Nursing and recognized as one of modern healthcare's minority leaders to watch. She shared a powerful message for everyone in the nursing community and connected the work of Florence Nightingale with the role of nurses in today's challenging times:



ONLINE EVENTS INCLUDED MINDFULNESS EXERCISES, ONLINE SCAVENGER HUNT AND A VIRTUAL PAINT PARTY



ANGELLEEN PETERS-LEWIS, PHD, RN, FAAN, GIVES OPENING REMARKS AT THE VIRTUAL HOMECOMING EVENT

"This pandemic has illuminated nurses' vital role in assisting underserved communities and mitigating the social determinants of health. For voiceless patients, nurses are often their voice. For those of you who are practicing, leading, educating, supporting; thank you. Your voice is being heard."

The event honored Jean Jolley von Hoffman, RN (class of 1964), and Linda Urden, DNSc, RN, CNS, NE-BC, FAAN (class of 1969), with the school's Alumni Association 2020 Distinguished Alumni Award. This was followed by a musical performance by Jeremy Taylor Sr., a COVID-19 survivor, and voices of current students, alumni and faculty.

Attendees then participated in other online activities that were offered for homecoming this year. From an online scavenger hunt and guided meditation to a virtual paint party and photo montage, attendees enjoyed a day of fun and togetherness from the comfort of their home.

COMING TOGETHER SAFELY

Mentorship Program Connects Alumni With Students



Launched in 2019, Goldfarb's mentorship program in partnership with Mentor Collective, a startup of Washington University engineering students, has been a fruitful experience for both students and alumni.

Jennifer Tice Williams, DNP, APRN, AGPCNP-BC, WHNP-BC, a nurse practitioner in adult geriatrics and women's health, received her bachelor's and master's degrees from Goldfarb in 2007 and 2014, respectively. She

"It's really a wonderful feeling to know you're helping someone achieve their goals and make strides towards their career. I see them overcome, and I learn through their resilience too. It's a symbiotic relationship."

JENNIFER TICE WILLIAMS, DNP, APRN, AGPCNP-BC, WHNP-BC, GOLDFARB MENTOR

has volunteered as a mentor since fall 2019, mentoring six students in that time. Mentors and mentees are paired by completing interest inventories, allowing volunteer mentors like Dr. Williams to share their experiences with students of similar interests or circumstances and provide personalized support as they pursue their nursing careers.

"Typically, students choose us, so we have that connection right off the bat. Nursing is difficult, and just relating to someone who has been through it can be so helpful," says Dr. Williams. "From listening to their questions to offering advice, I let them set their own pace and reiterate to them that I am here when they want or need to talk. I think it really gives them peace of mind."

It isn't only students who benefit from this experience. Alumni are provided with a meaningful opportunity to

connect to the Goldfarb community. "It's really a wonderful feeling to know you're helping someone achieve their goals and make strides towards their career. I see them overcome, and I learn through their resilience too. It's a symbiotic relationship."

Alumni who graduated between 2008 and 2019 can become mentors following screening and brief training. Dr. Williams encourages other alumni to participate, particularly as a way to address the shortage of nurses in today's environment. "It's just one more tool to help nurses graduate and help the nursing profession," she says.

IN 2020

404
MENTEES WERE
MATCHED WITH
165
VOLUNTEER
MENTORS.

1,246 +
CONVERSATIONS AND
4,496 +
TEXT MESSAGES
WERE LOGGED.

**IF YOU'RE INTERESTED
IN PARTICIPATING IN
GOLDFARB'S MENTORSHIP
PROGRAM, PLEASE CONTACT
HELP@MENTORCOLLECTIVE.ORG.**

HONORING *the* IMPACT

Nursing careers can take many interesting paths, each with a significant impact on health care. To recognize nursing alumni who have blazed trails, the Barnes-Jewish College Alumni Association awards alumni from Goldfarb School of Nursing at Barnes-Jewish College and their legacy schools the prestigious honor of the *Distinguished Alumni Award*.

The annual award, presented each fall during the college's homecoming festivities, was created to commemorate graduates who have made outstanding contributions to nursing and the community during their professional careers. The award also recognizes the graduate's extraordinary dedication and commitment to nursing service, research and/or education.

In 2020, the annual Distinguished Alumni Award was presented to two recipients: Linda Urden, DNSc, RN, CNS, NE-BC, FAAN (1969), a retired nurse and accomplished professor who continues to mentor students; and Jean Jolley von Hoffman, RN (1964), a member of the Dallas County Health Department's COVID-19 team for school health.

Meet the *2020* Distinguished Alumni Award Winners. ►

Linda Urden,

DNSc, RN, CNS, NE-BC, FAAN

When Linda Urden drove from her Indiana hometown to attend an open house at Barnes School of Nursing in St. Louis, she knew it was where she would be educated as a nurse. Today, the 1969 graduate celebrates an extraordinary career that includes multiple professional degrees, leadership positions and awards, as well as published research and nursing textbooks.

After Linda graduated, she worked for three years at Barnes Hospital. Eventually, she followed the sun to San Diego, where she worked in adult critical care nursing and soon began an ambitious journey to expand her education. She graduated cum laude with her bachelor's degree in nursing, followed by a master's degree and a doctorate of nursing science, and became one of the first nurses in the country to be a PhD-level nurse in a clinical hospital setting.

Unfortunately, these jobs became scarce in the early 1990s. She found a new position in Michigan as administrative director in patient care services and later as director of quality, research and advanced practice. After six years, Linda headed to a new position in Indianapolis where she held joint positions as an instructor and researcher at Indiana University as well as director for outcomes research.

Eventually, the California sunshine and opportunities drew Linda back to San Diego in 2004. At the University of San Diego, she became director of the executive nurse leadership program and professor at the Hahn School of Nursing and Health Science and Beyster Institute for Advanced Practice, Simulation and Nursing Research.

With her research focus on the importance of the clinical nurse specialist role and impact on health care outcomes, Linda has received more than a dozen research grants, has been published more than 60 times, and has presented nationally and internationally more than 70 times. She is also publishing two critical care nursing books that have been adopted nationally and internationally.



Although Linda recently retired, she is still involved and continues to mentor students.



Jean Jolley von Hoffman,

RN

After more than 50 years in nursing, Jean Jolley von Hoffman had planned on retiring. But then COVID-19 hit and her community health skills were in demand. She started as a volunteer contact tracer for the Dallas County Health Department in March 2020 and was ultimately hired full time for the school health COVID-19 team. Jean's latest position follows a track record of answering the call to help others in need.

After graduating from Barnes School of Nursing in 1964, Jean worked at Barnes Hospital for 11 years in the cardiothoracic surgery unit and as a nursing care adviser. Barnes School of Nursing soon recognized Jean's exceptional knowledge and skills and asked her to serve as an interim clinical instructor.

In 1975, Jean relaunched her career in Dallas, Texas, working at two hospitals before becoming a school nurse. After graduating with her bachelor's degree in health services administration, Jean was promoted to lead school nurse and technical specialist for the Garland Independent School District in Texas. In recognition of her outstanding service to the school district, a nursing scholarship was named in her honor. She received numerous other awards throughout her career.

In addition, Jean was an international volunteer for more than 10 years at indigent clinics that served school-aged and adult uninsured populations. She has made 10 U.S. and eight international mission trips. She even brings her expertise right to her own neighborhood by helping her elderly neighbors coordinate medical appointments and their medications.

HEAR MORE ABOUT JEAN AND LINDA'S STORIES AT OUR VIRTUAL HOMECOMING BROADCAST:
[BARNESJEWISHCOLLEGE.EDU/HOMECOMING](https://www.barnesjewishcollege.edu/homecoming)

THE DEDICATED EDUCATION PROGRAM

Goldfarb and Barnes-Jewish Hospital Advance the Nurse Education Model

In 2019, Goldfarb School of Nursing at Barnes-Jewish College and Barnes-Jewish Hospital launched the Dedicated Education Units (DEU). Since its inception, it has grown from three to 13 units into what is now referred to as the Dedicated Education Program.

In contrast to the traditional model of nursing education in which a Goldfarb instructor leads eight students through a semester of clinical learning on a nursing unit, this new model facilitates skills development for students and provides the opportunity for a team of nurses to prepare the next generation. The program consists of one Barnes-Jewish Hospital staff nurse instructing two students throughout a term under the guidance of Goldfarb faculty.

Thus far, the program has helped nursing students make a smoother transition to clinical practice

and provided nursing staff with new professional development opportunities. Where nurses previously served as “preceptors” for student nurses in their last term of nursing school, this program transitions their role to “BJH/GSON DEU clinical instructors,” providing them the ability to develop students throughout their education. It has also extended the availability of faculty at Goldfarb, which are challenged to keep up with the growing and evolving demand for new nurses.

“This collaboration benefits both of our institutions,” says Angelleen Peters-Lewis, PhD, RN, FAAN, chief nurse executive and vice president of patient care services at Barnes-Jewish Hospital. “It develops graduate nurses who are better prepared for the realities of clinical practice, and it provides a new

opportunity for our staff nurses for professional development as educators.”

Peters-Lewis adds that the new program also allows Barnes-Jewish Hospital to showcase the value of its work environment, with the goal of employing the participating student nurses when they graduate.

“Students have been thrilled with the program, which is one of the reasons it has been expanded,” says Nancy Ridenour, PhD, APRN, FAAN, the Maxine Clark and Bob Fox president of Goldfarb. “It not only increases recruitment and retention, but it improves outcomes of the patients. It creates a teaching unit where everyone is focused on a positive outcome — patients respond, staff feel rewarded and students want to work there when they graduate.”



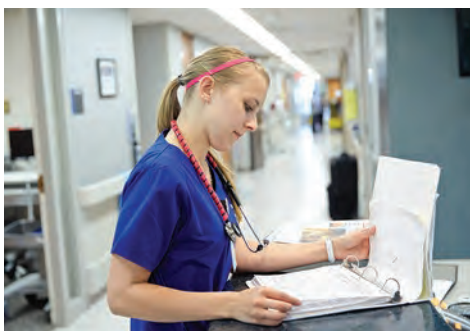
FACULTY MEMBER ANGELA MCCONACHIE, DNP, MSN-FNP, RN, SHOWS THREE GOLDFARB STUDENTS HOW TO OPERATE A CONTINUOUS PASSIVE MOTION (CPM) DEVICE.

Student Nurse Tech Boot Camp and the Goldfarb Apprenticeship Pilot Program (GAPP)

In response to an increased need for student nurse techs, Goldfarb School of Nursing initiated a process in collaboration with BJC HealthCare and Barnes-Jewish Hospital to generate interest among students and subsequently, prepare them with the skills they need to fulfill those roles.

After attending informational sessions, students are encouraged to apply to become a student nurse tech and if accepted, participate in a skills validation boot camp at Goldfarb as part of their orientation at Barnes-Jewish Hospital. In December 2020, five students completed the boot camp. Offered each term, it allows students to gain clinical skills, supports the hospital and potentially provides opportunities for future employment post-graduation.

The establishment of this program leads to future discussions focused on the development of the Goldfarb School of Nursing Apprenticeship Pilot Program, or GAPP. This will be the next level for students in equipping them to perform essential nursing skills and provide advanced support to licensed nurses.



Chair Installation Ceremony for Dean Rowser

Due to the COVID-19 pandemic, the Chair Installation Ceremony of Dr. Mayola Rowser to the Jack Taylor Dean of Goldfarb School of Nursing at Barnes-Jewish College originally scheduled in April 2020 was unfortunately postponed. However, Goldfarb was pleased to announce a virtual Chair Installation Ceremony, which took place on May 20th, 2021. The ceremony marked an exciting and significant moment, as Dr. Rowser's arrival was the first time the role of president and dean has been separated at Goldfarb.



DR. MAYOLA ROWSER
WAS INSTALLED AS CHAIR
ON MAY 20TH, 2021.

Goldfarb Earns CCNE and HLC Accreditation for Another 10 Years

In 2020, Goldfarb School of Nursing at Barnes-Jewish College received two major national accreditations from the Commission on Collegiate Nursing Education (CCNE) and the Higher Learning Commission (HLC). Accreditation for not just one but two agencies is a huge undertaking that required a collaborative effort across the organization.

The accreditation from the CCNE included two nursing programs. The Bachelor of Science in Nursing Programs received accreditation for 10 years, and the Doctor of Nursing Practice (DNP) Program received accreditation for five years, which is customary for a new program. Goldfarb also received the maximum 10-year accreditation from the HLC, with the next reaffirmation in 2029-2030. This was the first virtual HLC accreditation to ever be completed.

2020 SUGGS SCHOLAR

Goldfarb Student Receives Dr. Donald Suggs Minority Nursing Student Scholarship

Goldfarb School of Nursing at Barnes-Jewish College named Ezinne Kalu, nursing student at Goldfarb, as the 2020 Dr. Donald M. Suggs Minority Nursing Student Scholarship awardee.

Dr. Suggs, oral surgeon, newspaper publisher and distinguished community leader, has served with

distinction on Goldfarb's Board of Trustees and championed academic achievement for all students. The scholarship bearing his name helps support the college's commitment to enhancing recruitment and retention of undergraduate degree students pursuing nursing education who are from ethnic groups that are typically under-represented in nursing and nursing education.

Ezinne Kalu is a first-generation Nigerian who grew up in Pleasanton, Calif. Growing up, she was surrounded by a big family, which was her most significant support system and the foundation of her successful academic career.

After graduating from Foothill High School, Ezinne attended the University of California, Riverside (UCR). It was truly her peers that

inspired her to pursue a career as a mental health nurse practitioner. Many of her friends from the African-American community often suffered through undergraduate woes alone. Ezinne realized that the stigma of neglecting mental health and not reaching out for help had taken over a community that was dear to her heart. She committed the majority of her years at UCR to implementing workshops that taught and spread awareness on many health issues that plagued minority communities.

Attending Goldfarb and receiving this scholarship means the world to Ezinne. It is a school that is passionate about its students and utilizes its resources to make the best nurses. For Ezinne, this means so much because she is one step closer to making a difference in her community.



“This scholarship and recognition helps me to take a step closer to making a difference in my community.”

Ezinne Kalu, Goldfarb School of Nursing Student, 2020 Dr. Donald M. Suggs Minority Nursing Student Scholarship Recipient

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To nominate yourself or a classmate to be an Alumni Advisory Council Member, fill out and submit a Barnes-Jewish College Alumni Advisory Council nomination form.

CONTACT DR. JUNE COWELL-OATES AT JUNE.COWELL-OATES@BJC.ORG OR 314.454.8694 WITH ANY QUESTIONS ABOUT THE COUNCIL OR TO REQUEST A NOMINATION FORM.

2020 ACADEMIC AND PROFESSIONAL ACCOMPLISHMENTS

Faculty and Staff Highlights

Teri Boyd, EdD, MNSc, RN, CNE

CERTIFICATIONS

February 2020, Certified Nurse Educator (CNE)

PUBLICATIONS

Walker, D., Altmiller, G., Hromadik, L., Barkell, N., Barker, N., **Boyd, T.**, Compton, M., Cook, P., Curia, M., Hays, D., Flexner, R., Jordan, J., Jowell, V., Kaulback, M., Magpantay-Monroe, E., Rudolph, B., Toothaker, R., Vottero, B., & Wallace, S. (2020). Nursing students' perceptions of just culture in nursing programs: A multisite study. *Nurse Educator*, 45(3), 133-138. doi.org/10.1097/NNE.0000000000000739

Schuler, M., Letourneau, R., Altmiller, G., Deal, B., Vottero, B., **Boyd, T.**, Ebersole, N., Flexner, R., Jordan, J., Jowell, V., & McQuiston, L. (in press) Leadership, teamwork, and collaboration: The lived experience of conducting multi-site research focused on quality and safety education for nurses (QSEN) competencies in academia. *Nursing Education Perspectives*.

Lee, P., Kippenbrock, T., Emory, J., **Boyd, T.**, Harless, L., & Chen, L. (in press). Adapting to a multigenerational nursing workforce: Strengths and challenges. *Nursing Education Perspectives*.

AWARDS

2020 *Generating Evidence for Nursing Education Practice Award*, Sigma and NLN NERC Conference, March 2020

APPOINTMENTS

Director MSN Nurse Educator Concentration, 2019–present

HLC Student Success Academy, Team Lead, 2018–2022

QSEN Academic Task Force, 2017–present

Curriculum Committee, Barnes-Jewish College, 2019–2021

Admissions and Retention, Barnes-Jewish College 2018–2020

Julie Clark, MSN, RN

PRESENTATIONS

Clark, J. (2020, August). *Prechemotherapy Education to Reduce Anxiety*. Missouri League for Nursing 19th Annual Nurse Educator Conference, Branson, Mo., virtual.

Judy Frain, PhD, RN

PUBLICATIONS

Frain, J., Wu, H. S., & Chen, L. (2020). Depression as a Comorbid Condition: A Descriptive Comparative Study. *Western Journal of Nursing Research*, 42(12), 1097-1103.

Frain, J. (2020). Considering the Impact of Aging when Caring for and Treating Adults Living with HIV. *Journal of Gerontological Nursing*, 46(4), 31-40.

Frain, J. (2020). Communicating in Health Care. *Effective Communication for Health Professionals*. (2nd Ed., pp. 1-20). St. Louis: Elsevier.

Frain, J. (2020). Communicating with Diverse Patient Groups. *Effective Communication for Health Professionals*. (2nd Ed., pp. 74-99). St. Louis: Elsevier.

PRESENTATIONS: POSTER

Frain, J. (2020). Sleep and Fatigue: Examining the Impact on Cognitive Function in Older Adults Living with HIV. Presented at SLEEP, the Annual Meeting of the Associated Professional Sleep Societies. Virtual.

Wu, H. S. & **Frain, J.** (2020). Depression as a Comorbid Condition: A Comparative Study of Breast Cancer and Human Immunodeficiency virus (HIV). Presentation at the Oncology Nursing Society Annual Conference. Virtual, April, 2020.

Bernadette Henrichs, PhD, CRNA, CCRN, CHSE

RESEARCH GRANTS

National Institute of Nursing Research RO-1 Grant: Telemedicine Control Tower for the OR: Navigating Information, Care and Safety (TECTONICS) 2019–present

Funding Amount: \$3,000,000 for up to 5 years
Primary Investigators: Avidan, M., **Henrichs, B.**, Torres, B., & Wildes, T.

Nurse Anesthesia Traineeship Grant
July 1, 2020–June 30, 2021
Principal Investigator: **Bernadette Henrichs, PhD, CRNA, CCRN, CHSE**
Funding Amount: \$10,299.00

PUBLICATIONS

Villafranca, A., Fast, I., **Henrichs, B.**, Magid, K., & Christodoulou, C.: Disruptive behavior in the OR is under-reported: an international survey. *Canadian Journal of Anaesthesia* 2020: 67(1), 177-185.

PRESENTATIONS

Drug Diversion and the CRNA, Nurse Anesthesia Annual Congress, (co-presented with Francesco Sessa), Chicago, Virtual, August 18, 2020.

Educator Burnout, Assembly of Didactic and Clinical Instructors, (co-presented with Judy Thompson, DNAP, CRNA), Atlanta, February 22, 2020.

Navigating Academia, Assembly of Didactic and Clinical Instructors, (co-presented with Judy Thompson, DNAP, CRNA, APRN), Atlanta, February 22, 2020.

Addressing COA Standards with Simulation, Assembly of Didactic and Clinical Instructors, (co-presented with John O'Donnell, DrPH, CRNA, CHSE, FSSH), Atlanta, February 22, 2020.

Simulation Preparation, Pre-briefing Strategies and Facilitation Preparation to Meet the Learning Need of Participants, Assembly of Didactic and Clinical Instructors, (co-presented with Greta Mitzova-Vladinova, CRNA, CHSE), Atlanta, February 22, 2020.

APPOINTMENTS

AANA Simulation Subcommittee for the AANA, August 2018–August 2020

PhD Task Force Committee Chair, Barnes-Jewish College, May 2019–present

DNP Task Force Committee, Barnes-Jewish College, May 2018–present

Graduate Council, Washington University,
July 2019–present

Teaching & Professional Development
Committee, Washington University,
October 2019–present

Appointment and Promotion Committee,
Barnes-Jewish College, April 2018–July 2021

Graduate Curriculum Subcommittee,
Barnes-Jewish College, July 2019–July 2021

Simulation Institute Advisory Committee,
Barnes-Jewish College, 2020–present

REVIEWER FOR JOURNALS

Clinical Simulation in Nursing,
March 2020–present

AANA Journal, September 2001–present

Christopher Guelbert, DNP, RN

PRESENTATIONS

Guelbert, C. & Fleisher, S.H., An Academic/
Service Partnership: Animal Control Trauma
Informed Care Project: Changes Made During
COVID-19 Pandemic, virtual poster session
presented at the 24th Annual Midwest Regional
Nurse Educator's Conference, sponsored by the
Sinclair College of Nursing at the University of
Missouri, Columbia, November 13, 2020.

Guelbert, C. & Fleisher, S.H., St. Louis
County Department of Health Staff Meetings,
Trauma Informed Care Related to Animal
Control: Project Results and Recommendations.
Goldfarb School of Nursing at Barnes Jewish
College, virtual to St. Louis County Department
of Health John C. Murphy Building, St. Louis,
June 23, 2020.

GRANTS

Neighbors in Need Grant for startup of
the Southside Salam Free Health Clinic,
the Council for Health and Human Service
Ministries, through the United Church of
Christ denomination.
Funding Amount: \$3,000

APPOINTMENTS

Reelected to a second term Deaconess Nurse
Ministry Board of Directors, which is a 501(c)
in St. Louis.

*Jan Holbrook, DNP, MSN, RN,
APN, FBN/FPN, CFN, CCRN*

PUBLICATIONS

Holbrook, J. M. (2020). Non-licensure
nursing internship program (NLNIP) for
recruiting high school students into a prototype
pilot study. Submitted (January 23, 2021)
to editor-in-chief for possible publication in
Journal of Nursing Education.

Holbrook, J. M. (March 2020). PowerPoint
presentation: Non-licensure nursing internship
program for recruiting high school students in
nursing (NLNIP). *NLN's e-Repository*.

PRESENTATIONS: PODIUM

Holbrook, J. M. (March 26, 2020). Sigma's
Educational Conference in Washington, DC.
Virtual podium presentation. PowerPoint
published in NLN's e-Repository.

Holbrook, J. M. (March 11, 2020). Diabetes
Management at Grace Bible Church. Health
& wellness podium presentation.

Holbrook, J. M. (March 4, 2020). Nutrition
and Wellness at Grace Bible Church. Health
& wellness podium presentation.

PRESENTATIONS: POSTER

Rachman, M., **Holbrook, J. M.**, & Thimsen, K.
(April 2020). Reducing social determinants
of health: Undergraduate nursing student
– Caregiver Training Intervention. MNRS
Conference, Chicago, Virtual, April 5, 2020.

Holbrook, J. M. & Christy A. Seckman (March
26, 2020). Non-licensure nursing internship
program for recruiting high school students into
nursing. Sigma's Educational Conference in
Washington, DC. Virtual podium presentation.
PowerPoint published in NLN's e-Repository
(March 2020).

Xiumei Lin, DNP, RN

PRESENTATION

Lin, X. (2020, August). Evaluating a Student
Success Program to Enhance Nursing Students'
Retention. Presented at the Missouri League
for Nursing 19th Annual Educator Conference.
Branson, Mo., virtual.

*Pamela Kay Newland, PhD,
RN, CMSRN*

GRANTS

2020 Washington University ICTS Grant,
*Adapting Health technology to improve
patient activation and overall wellness
for persons with disabilities*
Principal Investigator: (PI, Morgan;
Co-I, Newland)
Funding Amount: \$50,000

PUBLICATIONS

Ganzel, B., Kozina-Evanoski, K., **Newland, P.**,
Richards, L., & Watson, P. (2020, in press).
Stress Injury and Stress First Aid: Coping on
the Front Lines of the COVID-19 Pandemic
Aging Life Care.

Newland, P., Schares, S., Bettencourt, B.A.,
& Hendricks-Ferguson, V. (2020, in press).
Testing of the Journal Writing for Symptom
Concordance in Adults with Multiple Sclerosis.
International Journal of MS Care.

Gaudio, C., Oo, S., Ferguson, V., **Newland, P.**,
Mar, S., & Varni, J. (October 2020). Development
of the PedsQL™ Multiple Sclerosis Module items:
Focus group and cognitive interviews. *Journal of
International Child Neurology Association*.

Newland, P., Miller, R., Bettencourt, B.A.,
& Hendricks-Ferguson, V. (October 2020).
Development of Videos to Deliver Mindfulness
Based Art Therapy for Adults with Multiple
Sclerosis (MS). *Journal of Neuroscience
Nursing*. Published Ahead of Print. doi:97/
JNN.0000000000000547.

Newland, P. (September 2020). Patient
Activation in Adults with Chronic Conditions:
A systematic review. *Journal of Health
Psychology*. Published Ahead of Print.
doi.org/10.1177/1359105320947790

PRESENTATIONS

Gaudio, C., Oo, S., Ferguson, V., **Newland, P.**,
Varni, J., & Mar, S. (October 2020). Development
of the PedsQL™ Multiple Sclerosis Module
items: Focus group and cognitive interviews.
Poster Presentation, 6th International Child
Neurology Congress/49th Annual Child
Neurology Society Meeting, San Diego.

FACULTY & STAFF

Newland, P., Chen, L., & Wu, G. F. (August 2020). Depression Related to Inflammation in Persons with Relapsing Remitting Multiple Sclerosis. Virtual 4th Annual International Neuroscience Nursing Research Symposium (INNRS).

Newland, P., Schares, S., Bettencourt, A., Winn, K., & Hendricks-Ferguson, V. (April 2020). *Expressive Writing (EW) to Describe Symptoms in People with MS*. Poster Presentation, 44th Annual Conference, Midwest Nursing Research Society, Virtual.

Buch, E. & Newland, P. (April 2020). Incorporating Alternative Therapies in Conjunction with Modern Therapy for Managing MS: A review of literature. Student Competition Poster Presentation, 44th Annual Conference, Midwest Nursing Research Society, Virtual.

Ghezzi, L., Cantoni, C., Lovett-Racke, A., Newland, P., Piccio, L., & Zhou, Z. (February 2020). An integrated approach to precision medicine in multiple sclerosis. Poster Presentation, ACTRIMS, 49th, Dallas.

*Nancy Ridenour, PhD,
APRN, FAAN*

PUBLICATIONS

Keller, T. & Ridenour, N. (2021). "Health policy." Giddens, J. (Ed). Concepts for nursing practice, 3rd ed. St. Louis: Elsevier.

Ridenour, N. Contributor on teamwork and interprofessional practice to Goroll, A. & Mulley, A. (2021). Primary Care medicine: Office evaluation and management of the adult patient. Philadelphia: Wolters Kluwer.

Curtis Smith, MM

APPOINTMENTS

Board Member-Muslims for a Greater St. Louis, Director of Education August, 2020

Julie Spencer, DNP, RN, CDE

PUBLICATIONS

Costantinou, E. & Spencer, J. A. (2020). Analysis of inpatient hospital falls with serious injury. *Clinical Nursing Research*, ISSN: 1552-3799, 2020 Nov 16, pp. 1054773820973406; Publisher: Sage Periodicals Press; PMID: 33190509. Published online ahead of print. doi: 10.1177/1054773820973406.

PROMOTIONS

Associate Professor, 2020–present

*Michael D. Ward, PhD,
RTR, FASRT, FMOsRT*

COMMUNITY OUTREACH

American Nurses Credentialing Center (ANCC) Board of Directors, Public Member (2021-2022). Appointed chair of the Nominations Committee and re-appointed to the Bylaws Committee (2020-2021).

Collegiate School of Medicine and Bioscience Advisory Board Member and Chair of the Nominations and Governance Committee (2020-present).

Lihua Yu, MSN, RN

PRESENTATIONS

Yu, L. (2020, Jan.): The Art of Nursing. Presented at HarMoniCare Beijing Women & Children's Hospital, China (北京和美妇儿医院).

EDUCATIONAL ADVANCEMENTS

Lihua Yu. MSN RN. Halfway through her DNP program. Sept. 2020, Institute for Healthcare Improvement (IHI): Improvement, capability, patient safety, leadership, person-and-family centered care, and triple aim for populations. 18 credits.

NEW 2020

Faculty & Staff

Dr. Bridgette Cotton
Assistant Professor

Dr. Barbara Dixon
Assistant Professor

Kristy Kight
Grant Administrator

Ebony Mosby
Financial Analyst

Dr. Mary Ann Niemeyer
Assistant Professor

Dr. Lisa Stiler
Associate Professor

Angela Wade
*Marketing and
Communications Director*

Jennifer Wilson
Admissions Data Specialist



THANK YOU

AS WE REFLECT ON 2020,
WE EXTEND OUR DEEPEST GRATITUDE
TO OUR FACULTY, STAFF, STUDENTS
AND ALL NURSES WHO HAVE WORKED
SO DILIGENTLY TO ADDRESS THE
CHALLENGES FACED DUE TO
COVID-19. THANK YOU!





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