

GOLDFARB

GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE

2014 YEAR IN REVIEW



The Genesis
BUILDING ACADEMIC SUCCESS

The Genesis: Building Academic Success
2014 YEAR IN REVIEW

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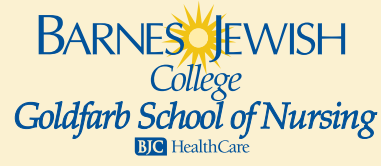
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GOLDFARB Magazine is published annually by Goldfarb School of Nursing at Barnes-Jewish College for alumni, friends and the community.

With a legacy beginning in 1902, Goldfarb School of Nursing at Barnes-Jewish College is an independent single-purpose college with a strong tradition of educating health care professionals in St. Louis.

Goldfarb School of Nursing is located on the campus of Washington University Medical Center in St. Louis and is affiliated with Barnes-Jewish Hospital, with a 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 mannequins 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) of the North Central Association of Colleges and Schools and the Commission on Collegiate Nursing Education (CCNE), and is approved by the Missouri State Board of Nursing and Higher Education Commission.

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

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DEAN'S LETTER



HEAL | INSPIRE | SERVE

It seems as though the speed at which the future reaches us is rapidly accelerating. Since our last publication, we have seen the implementation of the Affordable Care Act and a change in the way many Americans access health insurance. This piece of legislation has brought about the expansion of access points for care and post-acute care follow-up. And it has brought with it more measures to manage costs and the quality of care, placing new documentation burdens on health care delivery systems. In the same time period, civil unrest tied to racial, cultural, socioeconomic and health care disparities has made headlines in our city and in many others. And as I write this, news about Ebola and super bugs contaminating medical equipment has garnered headlines in traditional and social media.

To my mind, social changes such as these underscore the importance of nursing as a discipline. Nursing professionals help interpret health care changes, help educate the public about new protocols and promote social well-being. Goldfarb School of Nursing at Barnes-Jewish College plays a prominent and important role in preparing nurses for the future. We develop students into exceptionally competent and compassionate health care providers who can serve as leaders in the ever-changing world of health care. In the past year, nearly 500 of our undergraduate nurses now enrich communities where they serve.

Goldfarb is the national leader in using the science of talent discernment to identify potential students with the attributes that match those of the highest-performing nurses. We have expanded learning opportunities for case-managed student advising and enhanced career-preparation initiatives and we are employing enrichment-centered programs using an open-space

model. One day a week, our students, faculty and staff recess from their schedules to form a learning community that focuses on a variety of topics, including writing skills, diversity and inclusion, clinical care and mentoring, to name a few.

And we are engaged in the future of health care through our commitment to research, a topic you can explore in this edition of our magazine. As you'll discover, Goldfarb now is attracting first-rate scientists who are building patient safety and quality initiatives into their areas of research. To further enrich our educational environment, Goldfarb includes its undergraduate and graduate students in its focus on research. Undergraduates receive research-assistant training—and many of them are expressing an interest in research-oriented careers. Our partnerships with Washington University in St. Louis and BJC HealthCare help foster and fuel our research programs.

I find inspiration in the community of bright and dedicated professionals who make up the school's faculty, staff and leadership. Their diverse interests, areas of expertise and unique perspectives vitalize our curricula. And all of us find inspiration in our students. They teach us as they embrace change, practice in diverse caregiving settings and care for patients who face complex challenges. Our students exhibit curiosity and compassion. We are better for knowing them—and we're confident the communities they serve in the future will be, too.

Michael Bleich, PhD, RN, FNAP, FAAN
President, Maxine Clark and Bob Fox Dean and Professor



Breakthrough Curriculum: RN to BSN Program

Written by Chris Quirk

Though it may not be evident to today's working nurses, forces that are reshaping their profession are accelerating and will dramatically change the face of nursing in the coming years.

Health care's increased use of more complex technology, combined with the effects of changing patient and population profiles and the Affordable Care Act and other drivers, create a demand for more nurses who are highly skilled and can play a broader role in every facet of the health care matrix.

These are the conclusions of a comprehensive two-year study about the future of nursing, which was completed in 2010 by the Institute of Medicine (IOM) and the Robert Wood Johnson Foundation. The report anticipates a demanding set of community-based needs that nurses, educators and health care administrators will struggle to meet in the coming years. These same demands also offer nursing professionals new opportunities to improve care, reduce patient recidivism, take on new leadership roles and advance the science of nursing. The study notes that the 3 million nurses currently working in the United States, who represent "the largest segment of the U.S. health care workforce," are a powerful force for change.

In response to the IOM report, Goldfarb School of Nursing at Barnes-Jewish College has created an innovative new program that aims to give those with registered nurse (RN) credentials an opportunity to earn their Bachelor of Science in Nursing (BSN) degree. The curriculum is

forward-looking, seeking to place its graduates at the vanguard of their profession.

"Nurses in the 21st century will need broader skills to excel in work environments that will be increasingly varied and complex," says Michael Bleich, PhD, RN, FAAN, president of Barnes-Jewish College, Maxine Clark and Bob Fox Dean and professor at Goldfarb. Bleich collaborated on the report and was chair of the subcommittee on education. "Clinical care is team-based. Nurses need to know when to lead and when to follow, but they will have increasing autonomy and will require confidence to step into the spotlight when it is their turn. Our program is giving them that confidence."

Goldfarb's RN to BSN program recognizes already-mastered skills and prior training, eliminates redundancy and has a supportive cohort structure. The first cohort began the program in August 2014 and is well on its way to graduation.

Janet Whitworth, DNP, RN, APRN, FNP-BC, assistant professor at Goldfarb, chaired the curriculum committee that developed the program. "The IOM report looks at the future of nursing—where nursing science is going and the competencies nurses will need to function optimally.

Goldfarb's new RN to BSN program recognizes already-mastered skills and prior training, eliminates redundancy and has a supportive cohort structure.

"We expect that the nurses who complete this program will not only demonstrate excellence in their course work but will readily translate their acquired knowledge into practice, given the pragmatic focus of the curriculum. They will be leaders in their field," Whitworth says.

"Our faculty designed the program to bring RN to BSN education into the 21st century," says Gretchen Drinkard, PhD, RN, CNE, professor and Jack Taylor Senior Associate Dean for Academic Affairs at Goldfarb. "One of our courses, for instance, covers genomics and its attendant ethical issues. Because genomics will continue to have a profound effect on patient

care and research, nurses must advance their knowledge in this area."

The RN to BSN program, divided into three 14-week terms, takes one calendar year to complete. Each term is devoted to a specific area of focus: community and population care; decision-making and leadership; and emerging technologies and evolving clinical challenges.

"We structured the curriculum to build relationships between the broader areas of study and the material covered in individual courses. The issue of health care populations, for example, is important because more nurses are transitioning into home and community settings, so several courses address that challenge. This is one of the hallmarks and strengths of our program: It incorporates subjects previously not covered in prior education," says Drinkard.

Drinkard also notes the partnership with Washington University and regional health care institutions, which incorporates employee-structured cohorts. "When nurses from the same institution study together, they forge cross-departmental relationships. That kind of peer support is good for the nurses and the institutions that employ them."

LEFT: Janet Whitworth, DNP, RN, APRN, FNP-BC, assistant professor

RIGHT: Gretchen Drinkard, PhD, RN, CNE, professor and Jack Taylor Senior Associate Dean for Academic Affairs



"The IOM called for 'seamless academic progression' for nurses, and we took that mandate to heart. The attrition and failure rate among many RN to BSN programs can be high. We wanted to remove the barriers that prevent students from graduating." —Dean Michael Bleich, PhD, RN, FNP, FAAN

The specifics of the curriculum were designed with the needs of nurses in mind. "I've managed RN to BSN programs at other colleges," says Drinkard, "and I've seen students frustrated by a curriculum that doesn't acknowledge their prior education and work experience. Our program recognizes the knowledge nurses use every day."

Bleich notes, "The IOM called for 'seamless academic progression' for nurses, and we took that mandate to heart. The attrition and failure rate among many RN to BSN programs can be high. We wanted to remove the barriers that prevent students from graduating."

The program includes two intensive face-to-face sessions each term, during which nurses in the cohort work together and motivate each other. All other required coursework is accomplished online.

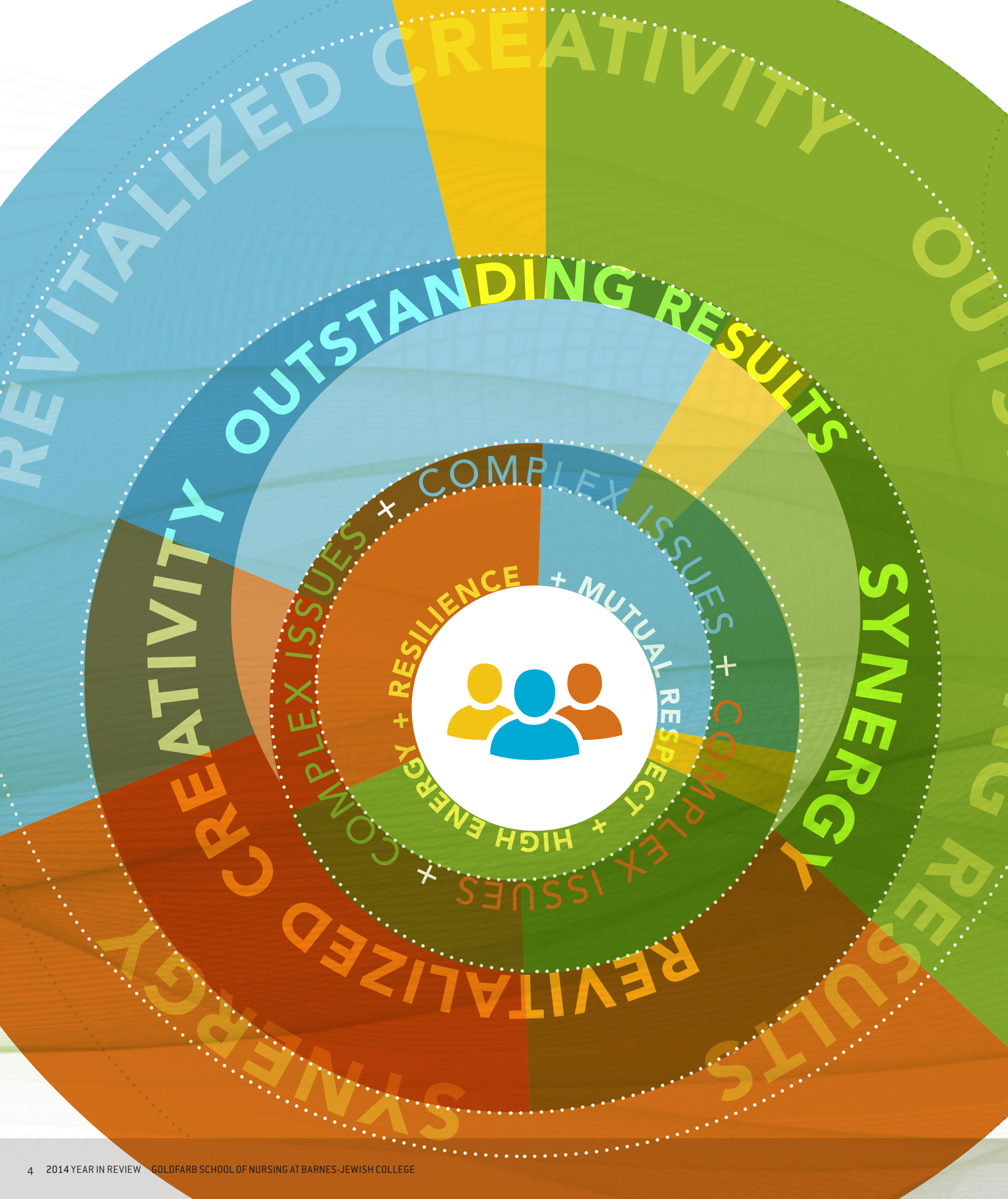
In addition to the IOM report, Goldfarb faculty and administrators were guided by their personal and professional experiences as nurses and educators in shaping the program for maximum effectiveness and efficiency. "We looked at the American Association of Colleges of Nursing (AACN) to determine best practices to meet the required competencies,"

says Whitworth. "For instance, the mathematics requirement for the degree is often taught in isolation from practice realities, yet nurses must be competent in statistics. That subject is in the curriculum, but it's presented in a manner applicable to nursing practice."

The program's design team also took note of the tension created for working adults at the end of the semester in most colleges. Traditionally, a major paper is due for each course. Goldfarb's model calls for a single, integrated project that allows students to focus their energy and create something of value. The professors design the project collaboratively, then evaluate the section of the project pertaining to his or her course.

"Our innovative approach to final projects validates a student's competencies in a comprehensive and efficient way, and the student comes away with a major project for his or her portfolio," says Bleich. "Our program represents a breakthrough in nursing education. I don't know of any similar school in Missouri—or the country—that offers a program like ours." ■





The Genesis of Research at Goldfarb

BUILDING A HIGH-PERFORMANCE TEAM

Written by Pam McGrath

At Goldfarb School of Nursing at Barnes-Jewish College, the definition of “high-performance team” is: a group of diversely talented people whose complementary strengths enable them to address complex issues with mutual respect, high energy and a resilience that continuously revitalizes creativity.

Such a team does not come together by chance; rather, it is developed by design. And Goldfarb is an expert in that design process.

“The fact is, no team needs 12 quarterbacks. But it does need individuals with unique skills who, when brought together in the right combination, create a synergy of thought and action to achieve outstanding results,” says Peter Edison, chair of Goldfarb School of Nursing at Barnes-Jewish College board of trustees.

To identify the right candidates for its teams, the leaders at Goldfarb developed a number of tools and strategies from which they can draw, depending on the need.

“We partner with Talent Plus, a national leader in human-resource management, to help us determine the strengths of existing administrative leaders and pinpoint any missing skills needed to enhance the team’s performance,” says Janet Santos, SPHR, vice dean of human resources and strategic effectiveness. “And when we’re conducting a search for

a candidate, we also develop a detailed position description and form a search committee that is responsible for reviewing applicants’ credentials, conducting interviews and assessing the strengths each candidate could bring to a team. A candidate interviewing for a faculty position is asked to make a presentation to the search committee, current faculty and administrative leaders so we can assess his or her teaching style.”

The Office of Nursing Research at Goldfarb used these tools and strategies to build a high-performance team of core research professors, an important part of the development of a leading research program.

ASSEMBLING THE BUILDING BLOCKS

One of the five areas of focus in Goldfarb’s three-year strategic plan is: Build a sustainable research capacity. According to Edison, research is the next frontier in Goldfarb’s quest to further establish itself as a national leader in nursing education.

“The most successful nursing schools have three missions: teaching, service and research. We are well advanced in the first two. Our challenge is to develop a research program that advances nursing science and benefits our students and communities,” he says. ▶



Jean Davis, PhD, RN, newly appointed Paul J. McKee Jr. Senior Associate Dean for Research, is charged with building Goldfarb's research team. Formerly the associate dean for academic and clinical affairs at Wayne State University College of Nursing, Davis is a senior-level researcher in the field of noninvasive sleep interventions and an experienced mentor of junior faculty members and nursing students. Impressed by the school's academic excellence, she joined Goldfarb's faculty and its mission to establish a strong research program.

"Goldfarb already has a number of the basic elements in place that are essential for a successful research program; first among them, a dean who believes research is vital to the institution," says Davis. "Second is the potential for collaborative opportunities with BJC HealthCare hospitals, Washington University School of Medicine and its Genome Institute and Institute of Clinical and Translational Sciences, and the Washington University School of Engineering & Applied Science. We are meeting with representatives from multiple departments and disciplines to discover how we can work together." Davis adds, "The final important element needed to ensure success is our faculty, all of whom are eager to advance their research efforts."

"The most successful nursing schools have three missions: teaching, service and research. We are well advanced in the first two. Our challenge is to develop a research program that advances nursing science and benefits our students and communities."

—Peter Edison, chair, board of trustees

FINDING SYNERGY

Davis has worked with Goldfarb faculty to identify their research interests and areas of expertise. To date, she has identified groups focused on three areas of research: at-risk and underserved patient populations; chronic health conditions and symptom science in neurology, cardiology and oncology; and simulation research.

"We conduct twice-monthly research round-table sessions, during which junior faculty learn how to write persuasive grant proposals that outline the focus and methodology of the study," says Davis. "A number of faculty members are considering a move into the research arena. It is our job to help them make that transition."

Goldfarb's research initiative benefits from the research expertise of several core faculty members. (Find their profiles beginning on Page 7.) These professionals will serve as mentors to those who are at the start of their investigative endeavors and will simultaneously advance already-established projects in areas such as multiple sclerosis, oncology, heart failure and implementation science.

"The real opportunity at Goldfarb for these core faculty members is the opportunity to help build a first-rate research program where none existed before," says Davis. "These are people who like a challenge and fully realize the contribution they can make to nursing research through their own work and the work of those they mentor."

BENEFITS TO STUDENTS AND COMMUNITY

Davis believes learning about research in a classroom doesn't provide students a true understanding of the investigative process. For that reason, Goldfarb implemented a research-assistant program, in which students receive training and are assigned to established research projects on an as-needed basis.

"We also are expanding opportunities for our master's degree students to present their research posters at national meetings," says Davis. "This initiative serves a twofold purpose: providing students with presentation experience and demonstrating to their peers the commitment we have to a comprehensive research program."

Davis notes that research conducted at Goldfarb is of great benefit to the community at large.

"The research undertaken here supports clinical practice and improves patient care, resulting in healthier communities," she says. "In addition, many of our studies are based in the community, allowing us to enter into a true partnership with those we serve."

Edison sees a future for Goldfarb in which senior, mid-career and junior faculty participate in and benefit from a research program supporting master's and doctoral curricula that emphasize career paths in science.

"We want potential students to view Goldfarb as a college where they can become good clinicians prepared to participate in or lead solid research," he says. ■

GOLDFARB'S CORE RESEARCH TEAM



JEAN E. DAVIS, PHD, RN
Paul J. McKee Jr. Senior Associate Dean for Research

PhD: Clinical nursing research/physiology, University of Arizona
Master of Science: Nursing/education, Hunter College
Bachelor of Science: Nursing, Michigan State University

Within a few years of earning her BSN degree, Davis knew she wanted to contribute to her profession by teaching nurses in training. After receiving her master's degree, she joined the faculty at San Diego State University in the Department of Nursing and became a project director at the University of California, San Diego School of Medicine.

Davis' work in San Diego's health care clinics sparked her interest in research, specifically noninvasive sleep interventions. Women visiting the clinics frequently talked with her about their sleep problems; the only available remedies were medications. Davis earned a PhD in clinical nursing research and physiology from the University of Arizona and began a career as a faculty member at a number of academic and research institutions, including University of California, Los Angeles; University of California, Davis Medical Center; University of Arizona; University of Florida; and Wayne State University.

Throughout her career, Davis' research has focused on the physiologic aspects of sleep, with studies investigating noninvasive interventions such as yoga, bright light and exercise. She has received federal funding to support her research and has served on National Institutes of Health scientific review panels. Among other received honors and awards, she has been a Robert Wood Johnson Nurse Faculty Scholars mentor.

Davis joined the Goldfarb faculty in February 2014 after serving as associate dean of academic and clinical affairs in the College of Nursing at Wayne State University. At Goldfarb, Davis is developing a collaborative nursing research program that promotes a scientific link between academics and clinical practice. ▶

"The research undertaken at Goldfarb will support clinical practice and improve patient care, resulting in healthier communities."

—Jean E. Davis, PhD, RN





Goldfarb's Core Research Team, continued



PAMELA NEWLAND, RN, PHD, CMSRN
Assistant Professor

Postdoctoral study: Nursing, National Institutes of Health, National Institute of Nursing Research
PhD: Nursing, University of Missouri, Columbia
Master of Science: Nursing, Southern Illinois University Edwardsville
Bachelor of Science: Nursing, University of Southern Indiana

Early in her career, Newland worked in a variety of nursing capacities, from hospital and home health to long-term care, rehabilitation and physician offices. Because she wanted to help working nurses advance their skills, she pursued an advanced degree in nursing. During her studies as a PhD candidate, she focused her career on research. Newland's research interests include symptom management and interventions for patients with multiple sclerosis (MS). In 2010, Newland received a grant from the National Institutes of Health for independent postdoctoral study. Her work focused on symptom characterization and symptom clusters in people with MS.

Prior to joining Goldfarb in 2013, Newland was an assistant professor at Southern Illinois University, where she conducted research in MS and taught didactic and clinical nursing courses. She chose to join the Goldfarb faculty to continue and advance her research in MS and to mentor students in meritorious research.

In 2010, Newland's peer-reviewed articles on MS have appeared in a number of professional publications, including the *Journal of Neuroscience Nursing*, *Clinical Nursing Research*, *MEDSURG Nursing* and *Journal of the American Geriatrics Society*. She also serves on the review panel of *MEDSURG Nursing* and has made numerous presentations at national professional conferences on MS and the symptoms of MS.

Newland is a recent recipient of grants from Philips Healthcare, TEVA Pharmaceutical Industries Ltd. and Consortium of MS Centers. Her current research is on monitoring fatigue using technology and examining biobehavioral markers of MS. Newland is co-investigator of a SPARC project investigating the role of the microbiome in MS. She is an immediate past president of the Southern Illinois Prairie Chapter of the Academy of Medical Surgical Nurses and a member of the International Association of MS Nurses Speaker's Bureau, the American Association of Neuroscience Nurses and Sigma Theta Tau.



JUDY FRAIN PHD, RN, assistant professor at Goldfarb, gained admission to the Clinical Research Training Center (CRTC) Postdoctoral Mentored Training Program in Clinical Investigation (MTPCI). Frain is the first nurse awarded this honor. The program is funded through the National Institutes of Health Institute of Clinical and Translational Sciences at Washington University in St. Louis.



JOAN RENAUD SMITH, PHD, NNP-BC
Associate Professor and Advanced Practice Clinical Scientist

PhD: University of Missouri-Kansas City School of Nursing and Health Studies
Master of Science: Nursing, University of Missouri-Kansas City School of Nursing and Health Studies
Bachelor of Science: Nursing, Maryville University
Associate Degree: Nursing, Maryville University

In 1986, Smith began her nursing career in the neonatal intensive care unit (NICU) at St. Louis Children's Hospital, where she found an environment that promoted family-centered care and interdisciplinary teamwork. Professional development also was encouraged, which prompted Smith to pursue her bachelor's and master's degrees; she became a neonatal nurse practitioner in 1994. While working in her field, Smith had the opportunity to participate in research. In 2013, she earned a PhD at the University of Missouri-Kansas City.

Smith currently holds a joint appointment as an advanced practice clinical scientist at St. Louis Children's Hospital and as an associate professor at Goldfarb. Her research interests include the effect of sensory exposure to preterm infant growth and development work, for which she has received a Washington University Research Strategic Alliance grant. Smith also is interested in implementation science, the study of methods to promote the integration of research findings and evidence into health care policy and practice.

Smith is the recipient of the 2012 National Association of Neonatal Nurses Small Grant Award, the *St. Louis Magazine* 2011 Excellence in Nursing Award for Pediatrics and the St. Louis Children's Hospital 2001 Nursing Internal Research Award. She serves on the executive committee of the Academy of Neonatal Nursing and is a former member of the March of Dimes Missouri Chapter board of directors. She is a faculty advisor for the Children's Hospital Neonatal Database QI Collaborative and a member of the Washington University Network for Dissemination and Implementation Research. She also holds editorial responsibilities for a number of neonatal professional publications. Smith is a member of the Midwest Nursing Research Society and Lambda Phi Chapter of Sigma Theta Tau International.



HORNG-SHIUANN WU, PHD, RN
Associate Professor

Postdoctoral study: Symptom management, University of California, San Francisco
PhD: Nursing, Saint Louis University
Master of Arts: Adult and continuing education/nursing, Michigan State University
Bachelor of Science: Nursing, Kaohsiung Medical College, Taiwan

While pursuing her doctorate degree, Wu assisted her advisor in a study of patient satisfaction and discovered she was well suited to the research process. She attended a conference on fatigue then immersed herself in the subject of cancer-related fatigue and produced a paper that was published in *Oncology Nursing Forum*. As a result of that publication, she was invited to write a chapter for a book on the same subject.

Upon completing postdoctoral study, Wu joined the faculty of Wayne State University as an assistant professor. There she collaborated with Jean Davis, PhD, RN, recently appointed the Paul J. McKee Jr. Senior Associate Dean for Research at Goldfarb, and expanded her research interests to include disrupted sleep patterns, oral chemotherapy and cancer survivorship.

Wu joined the faculty at Goldfarb in 2014. She plans to continue her collaborations with Davis and to conduct research in another area of interest, the prevalence and characteristics of what she terms "sudden exhaustion syndrome" in patients receiving chemotherapy treatments for cancer.

Wu is the author and co-author of 15 articles appearing in peer-reviewed publications and has made poster presentations at 16 meetings of national professional organizations. She currently is a reviewer for *Cancer Nursing* and the *Journal of Clinical Nursing*, and she frequently serves as an abstract reviewer for the annual Oncology Nurse Society Congress.



K. M. REEDER, PHD, RN
Research Assistant Professor

National Postdoctoral Association fellowship: University of Kansas School of Nursing
PhD: Nursing administration, University of Iowa
Master of Science: Nursing, clinical nurse specialist — adult health, University of Iowa
Master of Science: Adult education, Drake University
Bachelor of General Studies and Liberal Arts: Drake University
Associate Degree in Applied Science: Nursing, Penn Valley Community College

In the 20 years after graduation from nursing school, Reeder practiced and taught critical-care nursing, deriving satisfaction from the relationships she developed with patients, families and students. She applied the lessons learned from these experiences to her work implementing open-family visiting interventions in the critical care unit.

Interested in furthering her education, Reeder pursued graduate studies that allowed her to focus on research. After completing doctoral study, Reeder accepted a postdoctoral study opportunity in heart failure, a research training fellowship accredited by the National Postdoctoral Association. During her postdoctoral work, Reeder received a five-year award from the National Institutes of Health — National Institute of Nursing Research, a grant annually awarded to no more than 200 outstanding applicants.

Reeder's research interests include self-management of chronic cardiovascular disease in the post-discharge environment, symptom management, preventing hospital readmissions and treatment-seeking behavior. Her current research is on the timeliness with which people living with and self-managing heart failure recognize and interpret symptoms and then report and seek health care for worsening symptoms.

Reeder joined Goldfarb in 2012 to help build and expand the college's research endeavors and to prepare the next generation of nurse researchers by teaching and mentoring students. Reeder holds adjunct faculty appointments at Washington University School of Medicine and Kansas University School of Medicine. She serves as a research mentor and co-investigator on faculty and cardiology fellows' projects. Reeder serves on several professional committees, boards of directors and peer-review panels for nursing journals, including *Nursing Research*, *Heart & Lung: The Journal of Acute and Critical Care*, *Journal of Cardiovascular Nursing*, *International Journal of Nursing Knowledge* and *Research in Gerontological Nursing*. ■

Riegel and Rosenkoetter Return Home to Honors

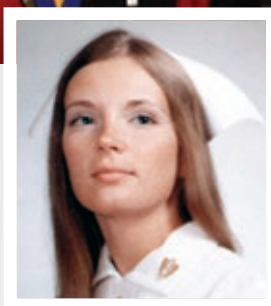
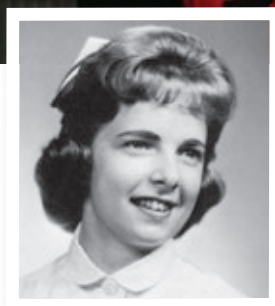
Two alumnae who continue to blaze remarkable trails returned to Goldfarb School of Nursing at Barnes-Jewish College in October 2014 to receive the Barnes-Jewish College Alumni Association distinguished alumni award.

Barbara Riegel, DNSc, RN, FAAN, FAHA says she wasn't headed for a career in nursing until a friend mentioned to her that she would make a good nurse—an accurate prediction but something of an understatement. "Once I was in school and studying nursing, I absolutely adored it," Riegel says. "I remember that Laverne Ryder, the director at that time, was incredibly supportive and gave me a lot of confidence."

Riegel says the program she graduated from "prepared me extremely well clinically, and I went straight into clinical care." She adds, "The curriculum was structured smartly; every course built on a prior course, which created an excellent foundation. I'm not involved in patient care any longer, but the philosophy we learned—valuing patient care—stayed with me and informs my research."

Riegel's area of expertise is self-care, and her research focuses on older patients with heart failure. "Self-care is the process of keeping one's self healthy and includes teeth-brushing and proper nutrition, but there's another side," Riegel explained. "People who are ill need to respond sensibly to important symptoms such as shortness of breath. My research indicates that older adults, who may not see or hear as well as they once did, also don't feel their symptoms as acutely. And this has real implications for us as nurses."

Riegel's research has found a broad audience. "The kinds of questions I ask in my research have clinical relevance. I get emails almost every day from people all over the world who are interested in using the materials I've developed. And that clinical focus is precisely what I learned as a student at Jewish Hospital School of Nursing."



LEFT: Marlene Rosenkoetter, PhD, CNS, RN, FAAN, is professor at the Georgia Health Sciences University College of Nursing

RIGHT: Barbara Riegel, DNSc, RN, FAAN, FAHA, is professor and Edith Clemmer Steinbright Chair in Gerontology at the University of Pennsylvania School of Nursing.

Like many others have done, Marlene Rosenkoetter, PhD, CNS, RN, FAAN chose a nursing career because a personal experience awakened in her a desire to care for people who are sick. "My father was diagnosed with terminal cancer when I was 16," Rosenkoetter says. "He died the month before I started nursing school at Barnes."

Rosenkoetter entered Barnes Hospital School of Nursing and never looked back. "It was one of the top nursing schools in the country, and we lived nearby, so it was a natural choice. Since graduating from Barnes, I have earned many additional degrees, but I continue to value the training I received here," she says.

Rosenkoetter says her experience at Barnes was fulfilling and did not lack for intensity. "We had a diverse class, and it was a tough, tough program, full of really good classes. We saw things that many people would never see—diagnoses that you might not come across in a lifetime. We ran the nursing units, a responsibility that taught me and my classmates how to work together. Teamwork was vital. I also learned the importance of study. As a result, I am always seeking to know more and feeling I will never know enough."

In her career as a teacher and a researcher, Rosenkoetter has been interested in global nursing. She has traveled to 30 countries, presented numerous papers and worked as an international consultant.

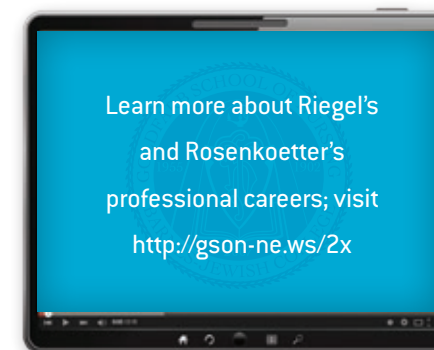
"I respect cultural and religious differences, and varied perspectives. International nursing is one of my great passions. We have a globally mobile citizenry; today's nurses cross borders and cultural barriers. Nurses and their employers must be prepared to respond to these kinds of changes," Rosenkoetter says.

Both women have authored or co-authored scores of scholarly articles and presented their work to peers at dozens of professional conferences in the United States and abroad. Additionally, both have had distinguished teaching careers. And both got their start at Goldfarb; Rosenkoetter with a diploma from Barnes Hospital School of Nursing in 1964 and Riegel with a diploma from the Jewish Hospital School of Nursing in 1974.

Michael Bleich, PhD, RN, FAAN, president of Barnes-Jewish College, Maxine Clark and Bob Fox Dean and professor at Goldfarb presented the awards at a ceremony that was part of the college's 2014 homecoming celebration.

While visiting Goldfarb, Riegel and Rosenkoetter took time to talk with fellow alumni and exchange ideas with the health care community. "It was wonderful to see people, to learn how their careers have progressed," says Rosenkoetter.

"I loved sharing my research with the Goldfarb community in St. Louis and reconnecting," says Riegel. "The whole experience was a lot of fun and a real honor." ■



Learn more about Riegel's and Rosenkoetter's professional careers; visit <http://gson-ne.ws/2x>



Bringing a Global Perspective to the Classroom



Michael Ward, PhD, RTR, FASRT, has been the vice dean of student affairs and diversity at Goldfarb School of Nursing at Barnes-Jewish College since 2013. Before that, he was

the associate dean for student programs and professor beginning in 2008. Prior to his career in academic administration, Ward worked for more than 20 years as a radiology professional at Barnes-Jewish Hospital and Washington University School of Medicine.

While working at Goldfarb, Ward served as the first African-American president of the International Society of Radiographers and Radiological Technologists (ISRRT). The ISRRT represents radiographers throughout the world; Ward has been a member since 1990.

While serving as president, Ward interacted with people from around the world and became acquainted with a variety of cultures. "Very quickly I realized that I needed to set aside my American point of view if I wanted to understand the culture I was visiting. And I learned the value of listening more and speaking less. I have a greater appreciation for cultures and viewpoints that are unlike my own," says Ward.

This global perspective has influenced Ward's work at Goldfarb—and the college has benefited. He is able to counsel students, develop student policies and teach classes with a focus on diversity and inclusion.

"As a result of my experiences with ISRRT, I can engage students in conversations about cultural differences. This type of dialog better prepares them for a world that is rapidly changing and helps them become better care providers," Ward says.

"Dr. Ward is making a significant contribution to the school by bringing his global perspective into the classroom," says Gretchen Drinkard, PhD, RN, CNE, Jack Taylor Senior Associate Dean for Academic Affairs and professor at Goldfarb. "We want our students to be challenged by differing cultures. We aim to educate students in the technical aspects of nursing and develop within them a sensitivity to the various cultures they will encounter as they deliver care." ■



FROM LEFT TO RIGHT: Stewart Whitley, ISRRT treasurer; Michael Ward, PhD, RTR, FASRT; Alexander Yule, OBE, JP, DSc, ISRRT CEO; Ho NamKoong, ISRRT council member [Photo taken in Seoul, South Korea]



Bobbie Weber, DNP, RN

Teaching by Example

Bobbie Weber, DNP, RN, assistant professor at Goldfarb School of Nursing at Barnes-Jewish College and specialist in critical care, has 28 years of experience working in intensive care unit (ICU) and emergency room environments. But it is more than her expertise that makes her a favorite of students, staff and fellow faculty. She's valued because she invites questions, makes time for conversation and helps find solutions. "I want to make sure people know they can talk to me. I am here to help," says Weber.

"I love working with Dr. Weber. She's all about solutions, about how to make things better for students," says Rita Wunderlich, PhD, CNE, RN, interim chair of the upper division program and director of Goldfarb's West Campus site. "The two of us teach a group of students who are about to graduate. They have a lot on their plate; it's high stakes. Bobbie helps keep them focused and collected."

Weber began her nursing career in 1982, after earning an associate's degree. She worked for seven years in an ICU setting in Madison, Wis., then moved to St. Louis, where she earned a bachelor's degree at Webster University in 1994 and a master's degree at University of Missouri—St. Louis in 2007. She recently completed a doctorate degree at Rush University and has been an assistant professor at Goldfarb for four years.

"My teaching philosophy centers on the idea that my students have life experiences. I respect them for who they are, and since we are all different, I try to guide them in ways that work for their lives," says Weber.

Another important tenet of Weber's philosophy is the value of team work. "You have to be willing to ask for help, to ask questions if you don't know something. It's very important in this profession. This can be intimidating, but it's for the benefit of the patient. I've been doing this since I was 18; I still ask questions and still learn something new every day."

One of Weber's most significant contributions to the school has been her work developing an on-boarding program for incoming faculty. The program is designed to assist new faculty members as they begin in their role at the college. The goal is to create mentoring relationships between existing and new faculty. "Some new teachers may have extensive professional and academic experience but may not have extensive pedagogical training," explains Wunderlich. "This program is a magnificent opportunity for them."

Having worked in high-stress settings such as the ICU and ER, maintaining equilibrium has been key to Weber's endurance. "Working in the emergency room for many years has taught me how important it is to maintain a healthy perspective on life. Nurses need to find ways to avoid becoming cynical and burned out. My faith, family and exercise have helped me achieve a healthy work-life balance. When you are a nurse, your career permeates your whole life, it influences who you become." ■



Marilyn Baumann

Harnessing the Power of Alums

"I've been a nurse for 31 years, and I've had the good fortune to be a staff nurse from the day I started my career to today," says Marilyn Baumann, an alumna of Jewish Hospital School of Nursing (one of the legacy schools from which Goldfarb School of Nursing at Barnes-Jewish College grew) and chair of the alumni advisory council. "I still practice bedside patient care."

Baumann's career has been wide-ranging. "I worked for 25 years as a float nurse, going where I was needed. During that time, I routinely worked in the transplant unit, which was fascinating," she says.

Currently working in case management at Anderson Hospital in Maryville, Ill., Baumann enjoys interacting with patients every day. "I can still make a difference in patient care and meet important needs in a variety of ways—analyzing a patient's chart, working with physicians to manage care, checking medications for timing and potential interactions, transitioning patients to home and more."

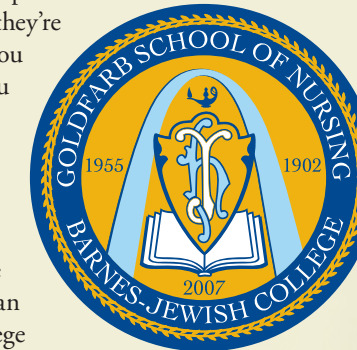
Though Baumann has cared for a variety of patients, she says they all have one thing in common: "The biggest barrier to patients' recovery is often a lack of knowledge. Sometimes they're frightened and can't hear what you are saying. If you can make a patient comfortable at a basic level, you can help them learn and understand. Patients are part of the health care team; we need to help them understand that role."

Baumann credits Barnes-Jewish College for her teamwork approach to working with students. She values that skill and shows her gratitude by being an active alum. Her interest in the welfare of the college influenced her decision to accept the chair of the alumni advisory council position in 2014. "I have been a part of the alumni council since it began. I owe my career to the college and am happy to take on the challenge of this new leadership position," she says.

"Marilyn is invested in the college, and since she assumed the position of chair, the vibrancy of the council has skyrocketed," says June Cowell-Oates, EdD, director of alumni affairs and program officer for student affairs and diversity at Goldfarb. "One of the college's primary goals is to bring unity to the legacy schools. We have more than 8,000 alumni of the several identities the nursing school has had since 1902. Those alumni and institutions are the foundation on which we've built a world-renowned medical center. We want to leverage that heritage."

Baumann agrees. "My goal is to engage the graduates, break down silos and shape a common identity for the college that embraces all its entities," she says. "Our alums are valuable to our student body. I want them to feel united and to support the mission of the college."

A longtime member of the St. Louis Junior League, Baumann is interested in the ways Goldfarb can affect the larger community. "Nurses tend to be task-oriented," she says. "And with the school's commitment to strengthening partnerships with the community and looking at opportunities beyond bedside nursing, I know support and involvement from the alumni can help accomplish these tasks." ■





Victoria Faulkner

From Global Volunteer to Nursing Student

“After working in Ghana for two years as a volunteer with the Aya Institute, my passion for health care grew,” says Victoria Faulkner, a fifth-term, upper-division BSN student at Goldfarb School of Nursing at Barnes-Jewish College.

If you have even a brief conversation with Faulkner, you’ll realize nearly everything she does is motivated by her desire to help others. Her interest in nursing started when she was young and growing up in a large family. Taking care of people—first her family and then others outside the family home—came naturally to her, and it continues to guide the choices she makes.

Many of those choices, including teaching English as a second language, serving others through AmeriCorps, volunteering in Ghana, West Africa, reveal a life dedicated to service. It’s not surprising that Faulkner chose nursing as a career. Nearly finished with her training at Goldfarb, she is about to begin another journey.

“One of her best assets is her positive outlook on life,” says Janine Russell, MM, MBA, academic and student support advisor and mentor to Faulkner. “She sees the big picture and keeps it in focus.”



Faulkner says she chose nursing because, “I wanted to have greater impact. And I felt a career in nursing would make that happen.”

Once the decision was made, she did some research, learning about nursing schools and seeking feedback from others. Her sister suggested Goldfarb. A chance conversation Faulkner had with two nuns yielded another recommendation for Goldfarb. Faulkner’s curiosity about the school grew. A little more digging revealed that Goldfarb offered the quality of education she wanted; another plus was its affiliation with the BJC HealthCare system. Faulkner made her choice, which required a move from Junction City, Kan., to St. Louis. “It’s one of the best decisions I’ve made,” she says.

Faulkner’s desire to impact those around her is evident in her career as a Goldfarb student. She is president of Students Promoting Diversity (SPD) in Nursing, active in the Student Nurse Association and is a peer tutor in a variety of subjects.

“I didn’t anticipate being this involved in student life, but now I see it is a reflection of the profession,” she says. “Thanks to the support and encouragement of family, faculty and staff, my experience at Goldfarb has been unforgettable.”

Faulkner considers her work with SPD, helping to revitalize an important initiative, to be her greatest accomplishment as a student. “Because the Goldfarb nursing program is fast-paced, it can be challenging to maintain student groups,” she says. “But with the support of the faculty, staff and fellow cohorts, we were able to increase student participation. I believe participation in organizations such as SPD is an essential part of our training; it allows us to work in the community we will soon be serving.”

Faulkner plans to stay in St. Louis after graduation to work with underserved populations. She says she values the sense of community she has found here. Russell believes that Faulkner’s future holds more success. “Victoria is a giver, not just with friends and family, but in her community,” she says. “She gives of her time and focuses on the person in need. She shows all of the characteristics of a nurse leader.” ■



TEAMWORK IN ACTION

Meet some of the faculty and staff at Goldfarb School of Nursing at Barnes-Jewish College whose teamwork is making an impact.



In October 2014, Goldfarb School of Nursing at Barnes-Jewish College hosted the American Assembly for Men in Nursing’s (AAMN) annual conference. Nick Silva, academic and student support advisor at Goldfarb and the advisor of the local AAMN chapter, played an important role in keeping the conference running smoothly. Says Silva, “This was a once-in-a-lifetime backstage look at what it takes to ensure a great conference. From arranging transportation, to being a liaison at the hotel, to having the banquet event at the college, it was time and effort well spent.” Conference keynote presenters included Steve Lipstein, from BJC HealthCare; Sean P. Clarke, PhD, CRNP, FAAN, from Boston College; Thomas Ahrens, PhD, RN, CCNS, FAAN, an international expert in critical care from Barnes-Jewish Hospital; Sheldon Fields, PhD, ARNP, FNP-BC, AACRN, DPNAP, FAANP, from Florida International University; and Daniel Sheridan, PhD, RN, FNE-A, RN, FNE-A, SANE-A, FAAN, from Goldfarb, among many others. The panel discussion with nurses from Australia, mainland China and Taiwan was a highlight of the conference. One panel member, Steven Wu, MSN, from Kaoshung, Taiwan, was completing an internship through Goldfarb at Barnes-Jewish Hospital at the time of the conference. He and other male panelists discussed the role of male Asian nurses and the challenges they face in their home countries. ■



Jack Pennington, PhD, assistant professor, is president of the Faculty Organization (FO). He is committed to ensuring the FO plays a key role in developing curriculum, responsible for faculty and student affairs and overseeing rank and promotion among faculty. As a self-governing organization, the FO ensures qualified faculty serve in leadership roles while demonstrating knowledge and skills in their respective areas of teaching, health care and higher education.



Administrators at Goldfarb have specific responsibilities tied to strategic planning, resource allocation and policy and procedure development. **Philip Daniels, MBA**, vice dean for finance and administration, works with faculty and staff to ensure the budgeting processes and allocation of resources are available to support the academic and research mission of the college.



The current changes in health care systems are creating new patient expectations, including the academic environment, concept-based education, high technology applications and holistic care. **Shirley Thorn, PhD, MN, MAdmin, RN**, associate dean for practice engagement—a new role for the college—works closely with faculty members and community agencies to prepare the college for growth and continuing academic excellence.



Angela Trower, MA, director of marketing and communications, shares stories throughout the community of faculty with expertise ranging from clinical care nursing to community health throughout the college’s publications, advertisements and social media platforms. Her efforts have strengthened the community’s awareness of the college and of the value of a career in nursing. She helped the college achieve a No. 13 ranking with NurseJournal.org, among national nursing schools, in the use of social media and was awarded a Business Marketing Association of St. Louis annual Advertising and Marketing award.



New to his position, **Brian Torres, MSN, CRNA**, assistant program director of the nurse anesthesia concentration, is pursuing his passion for nursing practice and research by working with fellow nurse anesthesia program faculty to maintain the highest level of integrity tied to selection, training, and ensuring outcomes that demonstrate safety, leadership and research.



FACULTY AND STAFF HIGHLIGHTS

2013–2014 Academic Accomplishments

Publications

Bleich, M. (2014). The Power of Relationships in Leading. *The Journal of Continuing Education in Nursing*, 45(10), 435-436.

Bleich, M. (2014). The Jest of Leadership. *The Journal of Continuing Education in Nursing*, 45(9), 382-383.

Bleich, M. (2014). Leading With Simplicity. *The Journal of Continuing Education in Nursing*, 45(8), 340-341.

Bleich, M. (2014). Leadership Rejuvenation. *The Journal of Continuing Education in Nursing*, 45(7), 292-293.

Bleich, M. (2014). Developing Leaders as System Thinkers - Part III. *The Journal of Continuing Education in Nursing*, 45(6), 246-248.

Bleich, M. (2014). Developing Leaders as System Thinkers - Part II. *The Journal of Continuing Education in Nursing*, 45(5), 201-202.

Bleich, M. (2014). Developing Leaders as System Thinkers - Part I. *The Journal of Continuing Education in Nursing*, 45(4), 158-159.

Bleich, M. (2014). Rankism in Nursing and Health Care. *The Journal of Continuing Education in Nursing*, 45(3), 108-109.

Bleich, M. (2014). Leading Through Meetings. *The Journal of Continuing Education in Nursing*, 45(2), 56-27.

Bleich, M. (2014). The Essence of Leadership. *The Journal of Continuing Education in Nursing*, 45(1), 6-7.

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

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

Casida, J., **Davis, J.**, Shpakoff, L. (2014). An Exploratory Study of the Patients' Sleep Patterns and Inflammatory Response Following Cardiopulmonary Bypass (CPB). *Journal of Clinical Nursing*, 23(15-16), 2332-2342.

Jarosz, P., **Davis, J.**, Yarandi, H., Farkas, R., Feingold, E., Shippings, S., Smith, A., Williams, D. (2014). Obesity in Urban Women: Associations With Sleep and Sleepiness, Fatigue and Activity. *Women's Health Issues*, 24(4), e447-e454.

Tate, N., **Davis, J.**, Yarandi, H. (2014). Sociocultural Influences on Weight-Related Behaviors in African-American Adolescents. *Western Journal of Nursing Research*, DOI: 10.1177/0193945914537122, 1-17.

Fouladbakhsh, J., **Davis, J.**, Yarandi, H. (2014). A Pilot Study of the Feasibility and Outcomes of Yoga for Lung Cancer Survivors. *Oncology Nursing Forum*, 41(2), 162-174.

George, N., **Davis, J.** (2013). Assessing Sleep in Adolescence Through a Better Understanding of Sleep Physiology. *American Journal of Nursing*, 113(6), 26-31.

Wu, H-S., Natavio, J., **Davis, J.**, Yarandi, H. (2013). Pain in Outpatients Treated for Breast Cancer: Prevalence, Pharmacological Treatment and Impact on Quality of Life. *Cancer Nursing*, 36(3), 229-235.

Sloan, C., Engels, H-J., Fahlman, M., Yarandi, H., **Davis, J.** (2013). Effects of Exercise on S-IGA and URS in Postmenopausal Women. *International Journal of Sports Medicine*, 34, 81.

Henrichs B., Walsh, R.P. (August 2014). Intraoperative MRI for Neurosurgical and General Surgical Interventions. *Current Opinions in Anesthesiology*, 27(4), 448-452.

Newland, P., Riley, M., Thomas, F.P., Forester, L. (in press). Relation of Demographics and Reported Symptoms and Medication Use in Persons With Multiple Sclerosis (MS). *MEDSURG Nursing*.

Newland, P., Lorenz, R., Budhathoki, C., Jensen, M. (in press). Secondary Health Conditions in Individuals With Multiple Sclerosis: a Cross-Sectional Web-Based Survey Analysis. *Journal of Neuroscience Nursing*.

Newland, P., Flick, L.H., Thomas, F.P., Shannon, W.D. (2013). Identifying Symptom Co-occurrence in Persons With Multiple Sclerosis. *Clinical Nursing Research*, Sep 17. [Epub ahead of print].

Coyan, G., **Reeder, K.M.**, Vacek, J.L. (2014). Long-Term Diet and Exercise Outcomes Following Coronary Artery Bypass Graft Surgery: a Systematic Review and Call to Action. *The Physician and Sportsmedicine*, 42(2), 119-129.

Reeder, K.M. (2014). When Dealing With Heart Failure Symptoms, Researcher Says, 'Think of Your Heart First.' *BJC TODAY*, 17(5), pp. 9.

Reeder, K.M., Ercole, P.M., Peek, G.M., Smith, C.E. (2013). Symptom Perceptions and Self-Care Behaviors in Patients Who Self-Manage Heart Failure. *Journal of Cardiovascular Nursing*, DOI: 10.1097/JCN.0000000000000117.

Reeder, K.M. (2013). Exploratory Analysis of Patient Perceptions of Worsening Heart Failure Symptoms (abstract). *Clinical and Translational Science*, 6(2), 286-289.

Smith, J., Carley, A. (2014). Common Neonatal Complications. *Simpson & Creehan (Ed.), AWHONN's Perinatal Nursing Book, 4th edition*. Lippincott Williams & Wilkins: Philadelphia, Pa. pp. 662-693.

Smith, J., McGrath, J.M., Brotto, M., Inder T. (2014). A Randomized-Controlled Pilot Study Examining the Neurodevelopmental Effects of a Five-Week M Technique Application on Very Preterm Infants. *Advances in Neonatal Care*, 14, 187-200.

Palmer, J.L., Langan, J., Krampe, J., Krieger, M., Lorenz, R., Schneider, J.K., **Smith, J.M.**, Lach, H. (2014). A Model of Risk Reduction for Older Adults Vulnerable to Nursing Home Placement. *Research and Theory for Nursing Practice*, 28(2), 162-192.

Thorn, S.A., Carter, M.A. (2013). The Potential of Health Information Exchange to Assist Emergency Nurses. *Journal of Emergency Nursing*, 39(5), e91-e96.

Thorn, S.A., Carter, M.A., Bailey, J. (2014). Emergency Physicians' Perspectives on Their Use of Health Information Exchange. *Annals of Emergency Medicine*, 63(3), 329-337.

Murray, T., Palmer, J., **Wunderlich, R.**, Shaw, J.A. (2014). An Academic-Service Partnership to Promote and Support RNs' Return to School. *Journal of Nursing Education*, 53(5).

Wunderlich, R. (2014). Technical Advisor. *Nursing Video Skills: Basic, Intermediate, Advanced*, Elsevier Mosby, 4th edition.

Wunderlich, R. (2014). Clinical Consultant for Exercise and Mobility. *Nursing Interventions & Clinical Skills and Techniques*, Elsevier Mosby, 6th edition.

Wunderlich, R. (2014). Clinical Consultant for Administration of Parental Medication. *Nursing Interventions & Clinical Skills and Techniques*, Elsevier Mosby, 6th edition.

Wunderlich, R. (2014). Exercise and Activity. *Essentials for Nursing Practice*, Elsevier Mosby, 8th edition.

Presentations

Bleich, M. (2013, October). *Linking the IOM Future of Nursing to the Emerging Health System: Imminent Leadership Challenges*. Pennsylvania Organization of Nurse Leaders, Gettysburg, Pa.

Bleich, M. (2013, November). *Competitive Analytics: Leading the Next Decade*. Patient Care Executive Council, Kansas City, Kan.

Bleich, M. (2013, November). *Breakthrough Curricula in Leadership Culminating From the IOM Report*. INARC Conference, Baltimore, Md.

Bleich, M. (2013, November). *Using Our Collective Voices: Using the Village to Solve Missouri's Critical Issues*. 2013 Statewide Perinatal Conference, Columbia, Mo.

Bleich, M. (2014, January). *The Institute of Medicine's Report on the Future of Nursing: Healthcare System Transformation*. The Governance Institute, Naples, Fla.

Bleich, M. (2014, February). *Healthcare Reform: Implications for Nurses in Improving the Health of Special Populations*. UNC Charlotte Alumni Association Distinguished Lectureship Conference, Charlotte, N.C.

Bleich, M. (2014, March). *Nursing's Preferred Future: Advancing Health Through Ethical and Value-Driving Care*. Inselspital, Bern University Hospital, Bern, Switzerland.

Bleich, M. (2014, June). *Rankism and Its Impact on Diverse and Inclusive Cultures*. National FORUM of State Nursing Workforce Centers, Hartford, Conn.

Bleich, M. (2014, June). *At the Nexus of Strategy and Implementation Science: Workforce, Reform, and Nursing*. National FORUM of State Nursing Workforce Centers, Hartford, Conn.

Bleich, M. (2014, September). *Strengthening Interprofessional Engagement*. Massachusetts General Hospital Grand Rounds, Boston, Mass.

Bleich, M. (2014, September). *The Lion and the Lamb: a Nursing Approach to the Affordable Care Act*. Academy of Medical-Surgical Nurses Conference, Orlando, Fla.

Bleich, M. (2014, September). *Creating Diverse and Inclusive Institutional Cultures and Global Nursing: Finding Our Place in a World of Need*. New England Holistic Nursing Conference, Kennebunkport, Maine.

Mettlach, C. (2014, January 25). *Overview of Operational Management Systems: Supplies, Scheduling, and Video (SimOps)*. SSH/IMSH, San Francisco, Calif.

Newland, P., Riley, M. (2013, October). *Demographic Variables and Symptoms in Persons With Multiple Scleroses*. Poster presentation at 22nd Annual Academy of Medical Surgical Nurses Convention, Nashville, Tenn.

Newland, P., Lorenz, R., Budhathoki, C., Jensen, M. (2014, March). *Comorbidities and Symptom Co-occurrences in Persons With Multiple Sclerosis (RRMS)*. Platform presentation at Midwest Nursing Research Society, St. Louis, Mo.

Newland, P., Riley, M. (2014, March) *Using Technology for Self-Management Tips in Patients With Multiple Sclerosis*. Poster presentation, Mayo Clinic – 2014 Nursing Research Conference – Improving Health Through Self-Management, Phoenix, Ariz.

Reeder, K.M., Ercole, P. M. (2013, July). *Patient Perceptions of Worsening Heart Failure Symptoms: an Exploratory Analysis* (podium). American Association of Heart Failure Nurses, Montreal, Quebec, Canada.

Reeder, K.M. (2013, September). *Lessons From the Field* (podium). Barnes-Jewish Grants Management Office Grants Boot Camp, St. Louis, Mo.

Reeder, K.M., Ercole, P. M. (2013, October). *Patient Perceptions of Worsening Heart Failure Symptoms: an Exploratory Analysis* (podium). 7th Annual Multidisciplinary Research Conference at Goldfarb School of Nursing at Barnes-Jewish College, St. Louis, Mo.

Reeder, K.M., Sims, J.L., Ercole, P.M. (2013, October). *Gender Differences in Symptom Evaluation of Acute Decompensating Heart Failure*. 7th Annual Multidisciplinary Research Conference at Goldfarb School of Nursing at Barnes-Jewish College, St. Louis, Mo.

Reeder, K.M., Sims, J.L., Ercole, P.M. (2013, October). *Gender Differences in Lay Consultations Among Patients With Heart Failure*. Sigma Theta Tau International – Tau Iota Annual Consortium Meeting, St. Louis, Mo.

Reeder, K.M., Ercole, P.M. (2014, March). *Gender Disparities in Acute Decompensated Heart Failure Self-Management Prior to Hospitalization* (podium). Mayo Clinic – 2014 Nursing Research Conference – Improving Health Through Self-Management, Phoenix, Ariz.

Reeder, K.M., Sims, J.L., Peek, G.M. (2014, June). *Self-Management of Heart Failure in the Post-Discharge Environment: a Harbinger of Hospital Readmission or Effective Symptom Self-Care*. American Association of Heart Failure Nurses, Los Angeles, Calif.

Moran, S.L., Chuo, J., Brozanski, B., Grover, T., Piazza, A., Morelli, L., Pallotto, E., **Smith, J.** (2013, September). *Nursing Contributions in a Multi-Institutional and Multidisciplinary Collaborative Reduces CLABSI Rates*. The Council of International Neonatal Nurses: 8th International Neonatal Nursing Conference, Belfast, Northern Ireland.

Brozanski, B., Piazza, A., Chuo, J., Provost, L., Grover, T., **Smith, J.**, Mingrone, T., Moran, S., Holston, M., Morelli, L., Zaniletti, I., Pallotto, E. (2014, May). *Multi-Center Collaborative to Prevent Central Line-Associated Bloodstream Infections (CLABSI) Utilizing Results From Orchestrated Testing to Impact Further CLABSI Reduction*. Pediatric Academic Societies Annual Meeting, Vancouver, Canada.

Smith, J.M. (2013, October 16). *Confusion Assessment Method: Educating Nurses to Identify Delirium*. First Annual Research and Evidence-Based Practice Day, Missouri Baptist Medical Center, St. Louis, Mo.



Smith, J.M. (2013, October). *Confusion Assessment Method: Educating Nurses to Identify Delirium*. Sigma Theta Tau Consortium, Goldfarb School of Nursing at Barnes-Jewish College, St. Louis, Mo.

Smith, J.M. (2014, February). *Nursing as a Career*. Career Day at Villa Duchesne, St. Louis, Mo.

Smith, J.M. (2014, March). *Risk for Nursing Home Placement: a Look at the Evidence*. Poster presentation at Midwest Nursing Research Society, St. Louis, Mo.

Smith, J.M. (2014, March). *Assessment of Delirium in the ICU Patient: Educational Strategies*. Poster presentation at Midwest Nursing Research Society, St. Louis, Mo.

Smith, J.M. (2014, November). *Older Adult Sensory Changes*. Care and Conquer Alzheimer's Association Conference, St. Louis, Mo.

Ward, M. (2013, August). *Role Extension in Radiography: the ISRRP Perspective – A United States View*. Society of Radiographer of South Africa – Radiology Society of South Africa Joint Imaging Congress, Durban, South Africa.

Ward, M. (2013, October). *Bring Your Dreams to Life*. Keynote address, Midwestern Association of College and University Residence Halls – Annual Conference, Saint Louis University, St. Louis, Mo.

Ward, M. (2013, November). *Health Literacy: a Patient Safety Issue*. Barbados Association of Radiographers and Barbados Health Information Management Association – Joint Conference, St. Michael, Barbados.

Ward, M. (2013, November). *Geriatric Medical Imaging: Current and Future Practice Considerations*. Malaysian Society of Radiographers, Kuala Lumpur, Malaysia.

Whitworth, J., Seckman, A. (2014). *Observational Skills Can Save a Life*. National Association on Aging With Developmental Disabilities Conference, St. Louis, Mo.

Research Grants

Pilot Study of Yoga for Breathing and Quality of Life in Patients With Lung Cancer

- > Fund name: National Institutes of Health, National Cancer Institute
- > Dates: 2013 – 2016
- > Principal investigators: Judith Fouladbaksh, **Jean Davis**, and Hossein Yarandi
- > Funding amount: \$421,100

Teaching Student Registered Nurse Anesthetists to Appropriately Respond to Simulated, Life-Threatening Anesthetic Emergencies (pilot study)

- > Fund name: American Association of Nurse Anesthetists Foundation
- > Dates: 2014 – 2015
- > Principal investigator: **Bernadette Henrichs**
- Co-investigator: **Shirley A. Thorn**
- > Funding amount: \$40,000

The Development of a Sensory-Based Clinical Practice Guideline and an Implementation Plan for Very Preterm Infants in the Neonatal Intensive Care Unit: a Necessary First Step Before Clinical Trial

- > Fund name: Washington University Research Strategic Alliance Program
- > Dates: 2014 – 2015
- > Principal investigators: **Joan R. Smith** and Roberta Pineda
- > Funding amount: \$25,000

Timeliness of Symptom Recognition, Interpretation and Reporting in Heart Failure

- > Fund name: National Institutes of Health, National Institute of Nursing Research
- > Dates: 2010 – 2015
- > Principal investigator: **K.M. Reeder**
- > Funding amount: \$898,028

Congruence of Speckle Tracking Echocardiography and Magnetic Resonance Imaging Assessment of Myocardial Function

- > Fund name: Mercy Medical Center North Iowa – Heart & Vascular Institute
- > Principal investigator: Darren Ramoutar
- Co-investigator and mentor: **K.M. Reeder**
- > Dates: 2014 – 2015
- > Funding amount: unfunded academic research award

Characterization of the Microbiota in EAE and Non-EAE Mice and Exploration of Its Role in the Development of EAE

- > Fund name: Washington University Institute of Clinical and Translational Sciences, JIT Funding Core Usage
- > Date: 2014
- > Principal investigators: **Pamela Newland** and PI-Yanjiao Zhou
- > Funding amount: \$4,200

Use of Technology to Evaluate Sleep in Persons With Multiple Sclerosis

- > Fund name: Academy of Medical Surgical Nurses Research Grant
- > Dates: 2013 – 2015
- > Principal investigator: **Pamela Newland**
- > Funding amount: \$7,200

Examining the Efficacy of Computer Tablets to Promote Behavior Change in People With Disabilities

- > Fund name: Research Program Committee: Clinical and Translational Science Collaborative, Cleveland Clinic
- > Dates: 2013 – 2015
- > Principal investigator: Matthew Plow
- Consultant: **Pamela Newland**
- > Funding amount: \$140,000

Monitoring Fatigue in Persons With Multiple Sclerosis Using Mobile Applications

- > Fund name: TEVA Pharmaceutical
- > Dates: 2014
- > Principal investigator: **Pamela Newland**
- > Funding amount: \$149,356

Passive, Continuous, In-Home Symptom and Gait Measure for Patients With Multiple Sclerosis: a Feasibility Study

- > Fund name: Consortium of MS Centers, in memory of Steven R. Schwid, MD, a distinguished researcher in the field of multiple sclerosis.
- > Date: 2014
- > Principal investigator: **Pamela Newland**
- > Funding amount: \$40,000

Appointments

Michael R. Bleich, Friends of the National Institute of Nursing Research board president (2014 – 2015)

Michael R. Bleich, Commission on Graduates of Foreign Nursing Schools board president (2014 – 2016)

Bernadette Henrichs, National American Association of Nurse Anesthetists Resolutions Committee (September 2014 – 2015)

Misty Hursey, St. Louis Area Health Care Recruiters, president-elect, 2013; president, 2014

K.M. Reeder, Washington University School of Medicine, Department of Medicine, adjunct assistant professor of medicine (July 2013 to present)

K.M. Reeder, Midwest Nursing Research Society, program planning committee member (2013 – 2015)

K.M. Reeder, American Association of Heart Failure Nurses, research committee member (2014 – 2015)

Joan R. Smith, Goldfarb School of Nursing at Barnes-Jewish College, associate professor and St. Louis Children's Hospital, advanced practice clinical scientist (June 2014)

Judy M. Smith, Saint Louis Chapter of The Alzheimer's Association, group facilitator for Project Esteem (March 2014)

Shirley A. Thorn, Goldfarb School of Nursing at Barnes-Jewish College, associate dean of Practice Engagement, Program Director Health Systems and Organizational Leadership (February 2014)

Sharon Ward, Goldfarb School of Nursing at Barnes-Jewish College, assistant professor (2014)

Rita Wunderlich, Missouri Board of Nursing, site surveyor (2010 to present)

Rita Wunderlich, Missouri Hospital Association, Clinical Faculty Academy Steering Committee (2014)

Rita Wunderlich, The Missouri Action Coalition, co-lead, education team (2014)

Awards and Certifications

Ryan Bernacki, Caritas Staff Award, Goldfarb School of Nursing at Barnes-Jewish College (December 2014)

Jaina Best, Cynthia Billman Award for Excellence in Clinical Teaching Faculty Award, Goldfarb School of Nursing at Barnes-Jewish College (December 2014)

Michael R. Bleich, Dr. Gene Tranbarger Writing Award, American Assembly for Men in Nursing (2014)

Michael R. Bleich, Anthony J. Jannetti Award for Extraordinary Contributions to Healthcare, Academy of Medical-Surgical Nurses (2014)

Jean Davis, Paul McKee, Jr. Endowed Chair, Goldfarb School of Nursing at Barnes-Jewish College (June 2014)

Colleen Doyle, Dean's Honor List, St. Louis University (spring 2014)

Susan Fliesher, Shirley A. Martin Distinguished Nurse Award, University of Missouri – St. Louis (July 2014)

Bernadette Henrichs, finalist, St. Louis Excellence in Nursing Awards, *St. Louis Magazine* (May 2013)

Bernadette Henrichs, Faculty Award, Goldfarb School of Nursing at Barnes-Jewish College (December 2013)

Shari Kist, Faculty Award, Goldfarb School of Nursing at Barnes-Jewish College (December 2013)

Angela McConachie, Ruth G. Franc Award for Excellence in Classroom Teaching Faculty Award, Goldfarb School of Nursing at Barnes-Jewish College (December 2014)

K.M. Reeder, Christner Award for Excellence in the Advancement of Nursing Science Faculty Award, Goldfarb School of Nursing at Barnes-Jewish College (December 2014)

Julie Spencer, finalist, St. Louis Excellence in Nursing Awards, *St. Louis Magazine* (May 2013)

Julie Spencer, finalist, March of Dimes Nurse of the Year Awards (November 2013)

Judy M. Smith, certification as a Gerontological Clinical Nurse Specialist Board Certified, American Nurses Credentialing Center (through 2019)

Nancy Van Aman, Dean's Award for Exceptional Service Faculty Award, Goldfarb School of Nursing at Barnes-Jewish College (December 2014)

Janet Whitworth, Faculty Award, Goldfarb School of Nursing at Barnes-Jewish College (December 2013)

Educational Advancements

Congratulations to the Goldfarb faculty and staff who completed doctorate programs during the 2013 to 2014 academic year:

- > Susan Fliesher, DNP, RN, CPNP
- > June Cowell-Oates, EdD, LPC, LCSW, CEAP
- > Bobbie Weber, DNP, RN
- > James Harris, PhD, RN

NEW FACULTY GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE

Julie Berendzen, MSN, RN, instructor

Daniel Sheridan, PhD, RN, FAAN, professor

Dana Churovich, MSN, RN, instructor

Joan Smith, PhD, RN, NNP-BC, advanced practice clinical scientist

Peter Smith, MSN, RN, instructor

Hong Shiuann Wu, PhD, RN, associate professor

GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE

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at Barnes-Jewish College

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Founder, Build-A-Bear Workshop

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Publisher and executive editor
St. Louis American Newspaper

Sandra VanTrease
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BJC HealthCare

Coreen R. Vlodarchyk
Vice president, patient care services,
and chief nurse executive
Barnes-Jewish Hospital

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Chair, Barnes-Jewish College
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Penny Bari, '61

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Mystery Hahn, '12

George F. Holland, '06

Julie Lewis, '11

Markeita Moore, '83

Jennifer Tice Williams, '06, '07

Julie Spencer, '09
Faculty member, Goldfarb School
of Nursing at Barnes-Jewish College

Jessica Basye, '09, '11
Faculty member, Goldfarb School
of Nursing at Barnes-Jewish College

Haley O'Neal
Student, Goldfarb School
of Nursing at Barnes-Jewish College

Floyd (Tommy) Barfield
Student, Goldfarb School
of Nursing at Barnes-Jewish College

June Cowell-Oates
Director of Alumni Affairs, Program Officer
for Student Affairs and Diversity, Goldfarb School
of Nursing at Barnes-Jewish College

* as of fall 2014

GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE IN REVIEW*

746

CURRENT ENROLLMENT

88.5% female | 11.5% male

MINORITY ENROLLMENT

13.6% BSN students

21% MSN students



126 STUDENTS AWARDED
institutional scholarships



FACULTY OVERVIEW

46 Full-time

8 Part-time

30 Adjunct

22 Doctorates

11 Faculty with
administrative
responsibilities

U.S. NEWS & WORLD REPORT RANKINGS

No.7 of 107

Nurse Anesthesia
Graduate Programs

No.99 of 457

Nursing Graduate Schools



2014 National Council Licensure
Examination (NCLEX) Pass Rate

84.77%

Missouri's average pass rate is 84.31%



* as of fall 2014

Goldfarb School of Nursing
at Barnes-Jewish College
4483 Duncan Ave.
St. Louis, MO 63110



LET'S STAY IN TOUCH

It's easy to keep track of what's happening at Goldfarb School of Nursing. You can find us here:



barnesjewishcollege.edu



blog.barnesjewishcollege.edu



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And because we like to stay in touch with our graduates, we hope you'll update your contact information online; visit barnesjewishcollege.edu/stayintouch.

10.9.15

SAVE THE DATE

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2015 HOMECOMING

FRIDAY, OCTOBER 9

ST. LOUIS, MO