

GOLDFARB

GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE

2015 YEAR IN REVIEW



FUSION

Educating Nurses for
High-Stakes Health Careers

+ FUSION FORWARD

At Goldfarb School of Nursing at Barnes-Jewish College, we constantly strive to be national leaders in nursing education. By fusing together a diversified curriculum, advanced technologies in the classroom and our educators' commitment to innovative teaching methods, we've crafted a BSN degree program that's unparalleled. But much like the landscape of health care, educational advances are ongoing — and we'll continue to respond to these changes, graduating nurses who are equipped for the high-stakes world of health careers.

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Make A Difference: Support Goldfarb School of Nursing.

In this issue of our magazine, you'll notice a little something extra. It's an envelope that provides you an opportunity to support Goldfarb School of Nursing's innovative educational efforts and scholarships. With your generous donation through our partner, The Foundation for Barnes-Jewish Hospital, you help prepare the next generation of caregivers to meet the changing needs in health care. Thank you for considering a gift of any size — It all makes a difference.



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 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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+ From the President and Dean:

In this issue of GOLDFARB, we are proud to share some of the accomplishments achieved as a result of our continually expanding academic mission.

Nursing is a practice profession. Nurses, more than any other discipline, serve across every facet of the health care continuum. Our impact is profound, whether the focus of care is on the individual, the family or the community. Goldfarb School of Nursing at Barnes-Jewish College understands the primacy of care as we advance our teaching and research missions. Our approach to maintaining academic excellence is to select, advance and graduate only those individuals who exceed professional standards — doing so in one of the country's top networks of academic and community-based hospital, clinic and ambulatory care settings.

As you peruse this magazine, I invite you to take special note of the advances in instructional design and technology we are integrating into our curriculum. My generation of nursing education relied on the traditional lecture, with each student busily taking notes. The overhead projector was our high-tech advancement, with cellophane-like slides placed on the screen. Mine was one of the first schools in the country to use the Lippincott Learning System, a series of audiotapes that advanced filmstrips to teach nursing fundamentals. Many of you may be smiling at a similar memory, especially when you consider high-fidelity simulation learning environments and the "active" classroom of today.

As president and dean, I take great pride in our faculty and the academic leadership team we have in place. Take note of Dr. Angela McConachie, who brings the pioneering work of Dr. Patricia Benner's "novice to expert" educational tools and our own Dr. Thomas Ahrens's expertise to students. Also review some of the accreditation outcomes — with a particular kudos to our Certified Registered Nurse Anesthesia program, led by Dr. Bernadette Henrichs, which received top honors of a full 10-year award. Explore the creativity and innovation of what we call "Open Space," where we foster advanced competencies in a new time-sensitive model using adult learning breakthroughs. Examine how faculty developed Synthesized Thinking Analysis Review (STAR), a proactive program to help students synthesize knowledge,

all aimed to better prepare students for the NCLEX-RN examination. Finally, learn about the partnerships that have led to the Center for Interprofessional Practice and Education (CIPE) at Washington University Medical Center.

Our faculty, staff and leadership team make it a habit to remind ourselves every day that fulfilling the mission of this college is our calling, not just our job. We reflect on our heritage and bring our alumni and philanthropic partners with us to experience the power of educating the next generation of professional nurses: The ground zero of the workforce serving humanity.

As a member of the BJC Collaborative, we engage with a world-class Health Sciences Roundtable, which includes Blessing-Reiman College in Quincy, Ill., St. Luke's College in Kansas City, Mo. and Cox College in Springfield, Mo. We're also a part of the American Health Science Education Consortium (AHSEC), a group of independent health system-based colleges to address excellence and quality in health care through education. We also help author the Missouri Commission of Higher Education strategic plan, "Preparing Missourians to Succeed: A Blueprint for Higher Education."

With special thanks to our faculty and staff, and the gifted writers and designers of GOLDFARB, who have captured our journey for the past year and have set us on an exciting path, know that I am grateful for the honor of leading this great school at this point in its history.

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



TEACHING WITH TECH

The digital classroom goes virtual, with avatars, interactive tools and simulators

Traditional approaches to nursing education evoke images of a classroom lecture: A professor talking to a class, with an occasional live demonstration. Historically, technological advancements were limited to an overhead projector, followed by PowerPoint presentations. Today, the use of technology in the classroom is changing exponentially. Its infinite opportunities for interactive education enable students and teachers to move from passive to active participation throughout the learning process.

At Goldfarb School of Nursing at Barnes-Jewish College, educators are advancing computer- and web-based technology use, which enables them to use new teaching approaches and give students new ways to learn. Already renowned for simulation instruction, Goldfarb classrooms continue to enhance active learning with these tools.

“Technology is playing a critical role in both teaching and learning at Goldfarb,” says Barcus C. Jackson, DCS, Ed.D., MBA, ITIL, director of simulation and instructional technology at Goldfarb School of Nursing. Jackson, who joined Goldfarb in May 2015, spearheads the school’s technology efforts. “Education has evolved from a pen, paper and textbook to include smart boards, iPads, online resources and mobile apps. With all the technology readily available, we are becoming a completely connected global community at Goldfarb, and incorporating technology in the classroom is a major step toward that goal.”



**Teaching with Tech, continued**

Social media technologies are also utilized more. Students turn to social media platforms like YouTube, Facebook, Twitter and Instagram to get access to and share educational information. Professors also upload instructional videos to these platforms, to download cases and present up-to-date nursing practices.

“This shift is requiring changes in the way educators teach and students learn,” says Angela McConachie, DNP, RN, FNP-C, assistant professor at Goldfarb School of Nursing, who teaches Adult Health 1 and whose curriculum is 100 percent online. Students are responsible for reviewing them before coming to class. Instead of presenting materials using a PowerPoint, I use Apple TV, a digital media player where my assigned patient cases are loaded and streamed onto a screen, which I control through my iPad or smart phone as I walk through the classroom. Students can also actively participate during class through this platform, so it’s very interactive and visual.”

The technology also allows McConachie to utilize a flipped-classroom approach. This model of learning rearranges how students’ time is spent both inside and outside of the classroom, transferring ownership of learning to the student. For example, lessons and patient cases are electronic and made available for students to review and complete before class, allowing the professor to devote classroom time to clarification of concepts, review of difficult content and in-class activities. Much of this digital style of teaching is accomplished through **NovEX**, an innovative educational software



program that allows nursing students to perform virtual care assignments on a digital avatar.

“We are committed to investigating how educational technologies can best be implemented to assist our students,” says Michael Bleich, PhD, RN, FAAN, dean at Goldfarb School of Nursing and president of Barnes-Jewish College. “Excellent education equals excellent patient care, and that is our mission.”

McConachie and other educators also use 3-G simulators — programmable mannequins that mimic a variety of biological symptoms and reactions. This virtual simulation can resemble real-life nursing situations that are either rare or too high-risk for novice nurses to handle with actual patients, such as a flatline or a severe drop in blood pressure. “The use of virtual simulation in educating nursing professionals is an essential element in the learning process and helps better prepare our students for their training in the hospital environment,” notes McConachie.

From the use of mobile apps to register for classes, to establishing networks where students and teachers engage in continuous email communication, to turning all classrooms into digital learning labs, technology in the classroom is just beginning to scratch the surface of possibilities. “In the next few years, our goal is to utilize technology to transform the entire student success lifecycle at Goldfarb,” says Jackson, who sees Goldfarb as a leader in this area. “Nursing is a profession of action, and technology is helping our students become better prepared to be successful in their careers.”



NovEX

Applied Learning Through Virtual Training

Goldfarb’s nursing students are benefitting from innovative software called NovEX, which enables students to use applied learning in real-world care scenarios.

NovEX, only used in a handful of nursing education programs, is short for “Novice to Expert,” based on its mission to give nursing students practical experience in real situations they’ll face once they’re on the job.

“The most significant benefit is that students experience real-time ramifications of their choices, which leads to better absorption of concepts” says Angela McConachie, DNP, RN, FNP-C, assistant professor at Goldfarb School of Nursing. “For instance, if a student gives the patient avatar too much medication, which creates a sentinel event, the program will walk them through the mistake, notify the instructor and allow them to redo the assignment.”

The software also brings logistical benefits. Students complete NovEX assignments prior to class, so lectures are more robust.

“Traditionally, students predominately learned about nursing at a theoretical level, and NovEX is changing that,” says McConachie. “We’re graduating nurses who are prepared to enter the workforce.”

NovEX is used at Goldfarb in conjunction with a variety of other technologies, all geared toward offering dynamic, relevant curriculum to its students.



Interprofessional Strategies

In an effort to advance teamwork in clinical care, which leads to better patient- and family-centered outcomes, Goldfarb School of Nursing at Barnes-Jewish College has entered into a partnership with the St. Louis College of Pharmacy and Washington University School of Medicine to create the Center for Interprofessional Practice and Education (CIPE) at Washington University Medical Center.

Interprofessional education (IPE) encourages health care professionals to better understand the roles of other disciplines and appreciate their contributions to patient care. The CIPE will provide this interdisciplinary learning environment to students at Goldfarb, St. Louis College of Pharmacy and Washington University School of Medicine. A foundation course has already been developed and is being implemented for audiology, deaf education, medicine, nursing, occupational therapy, pharmacy and physical therapy students from the three schools.

Internationally, IPE has emerged as an important strategy, as clinical practice becomes more team-centered. This collaborative approach leads to increased patient safety, patient satisfaction and overall quality of patient care. IPE’s popularity is aided in part by several trends in health care, which include expanded treatment options for patients, the rapid growth of medical technology, longer average life expectancy and increased access to health care through improved insurance coverage. These principles foster the idea that no one discipline “owns” the patient.

Goldfarb anticipates the CIPE, which is directed by Heather Hagerman, MBA, will give students the core competencies essential to team-based care, building the foundation for future practice partnerships.

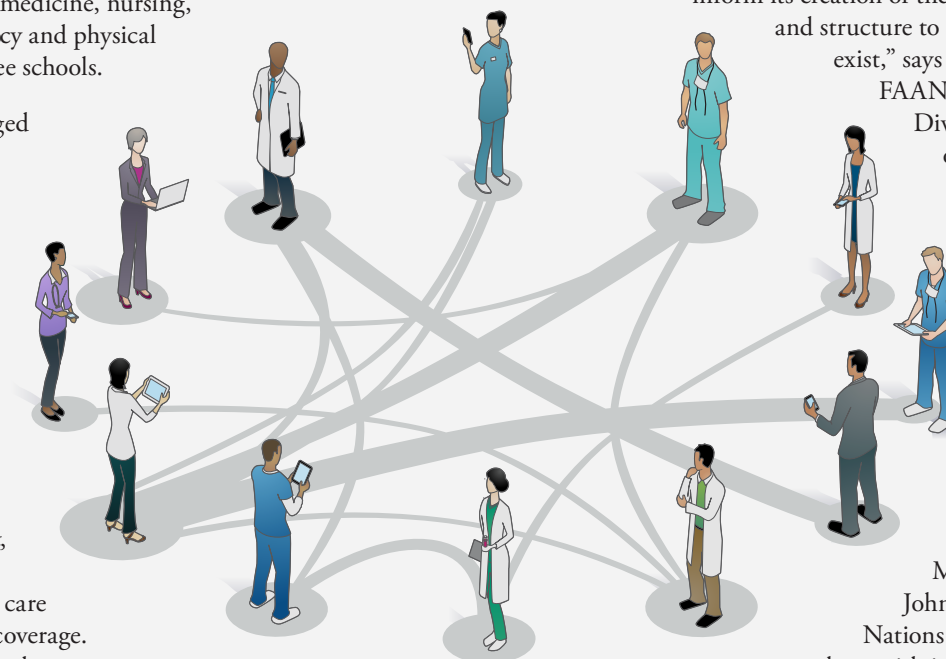
Students are pushed to make complex clinical decisions using skills acquired from each discipline, maintaining excellent communication skills in high-stakes environments. These skills are fostered concurrently with ensuring patients are safe and well cared for across the entire health care continuum, not just in their own specialty. As future health care professionals, they must also utilize clinically and ethically appropriate human and material resource deployment, which should positively impact the quantity and efficacy of care they provide.

The CIPE will create a community that fosters various disciplines learning in tandem, which mirrors the interdisciplinary landscape of health care, with the added benefit of facilitating faculty who are interprofessional educators.

Goldfarb looked to authoritative health organizations and research to inform its creation of the center. “A universal definition and structure to achieve IPE doesn’t currently exist,” says Sandra Burke, PhD, RN, FAAN, Academic Chair, BSN Upper Division Program and Director of West Campus Site who represents Goldfarb on the CIPE Steering Committee with Jean Davis, PhD, RN, the Paul J. McKee Jr. Senior Associate Dean for Research, “However, there are strong position statements issued by the American Association of Colleges of Nursing, the Josiah Macy Jr. Foundation, the National Academy of Medicine, the Robert Wood Johnson Foundation and the United Nations that are informing our work, along with international research generated from places where IPE is being implemented.”

Davis adds that Goldfarb’s goal will be “to define IPE locally, and to establish the mechanisms necessary to develop faculty for IPE work, influence curriculum in defined subject areas, and to conduct research that advances knowledge of the impact of team performance.”

The CIPE is the latest development in leveraging the shared location of one of the nation’s preeminent biomedical complexes — providing students with unprecedented education, research and practice opportunities.





Students in the Bachelor of Science in Nursing (BSN) program at Goldfarb School of Nursing at Barnes-Jewish College spend 12-to-20 months thinking like students. Their sole job while in the program is to learn, whether in classrooms, simulation labs or clinical settings.

Upon completing their studies, the new graduates take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®), taking their next step toward becoming a professional registered nurse. To pass the exam, they must think not like students but like nurses, using clinical reasoning skills to apply information they have learned to complex care decisions. Gone are the days when nurses simply followed orders; they now play an active role in the treatment, safety and holistic care of patients.

“The NCLEX-RN® is designed to reflect the state of nursing at any given period of time. As a result, it has shifted from testing nurses’ theoretical knowledge to how they use that knowledge to become clinical decision makers within a team setting,” says Judith Smith, PhD, RN, GCNS-BC, Goldfarb associate professor and member of the School of Nursing’s undergraduate curriculum committee. “Our goal for all of our graduates is to pass the NCLEX-RN® in his or her first sitting. We wanted to boost

our students’ confidence in the clinical decision making skills required to pass the NCLEX-RN® and begin a successful career in the nursing field.”

The solution was to offer Goldfarb BSN students the Synthesize Thinking: Analysis Review (STAR) workshop prior to their last semester. This two-day interactive workshop uses cognitive learning theory to help students break down, simplify and prioritize the volumes of information they receive during their studies. Loretta Manning, MSN, RN, GNP, and Lydia Zager, MSN, RN NEA-BC developed the workshop, which they also facilitate. Manning is president and co-founder of I CAN Publishing®, Inc., an organization specializing in services and resources to simplify complex information for nursing students and faculty. Manning and Zager are co-executive directors and consultants for Leading Learning LLC, and Zager also serves as director for the Amy V. Cockcroft Leadership Program at the College of Nursing at the University of South Carolina, where she is a clinical professor.

“We developed the STAR program because faculty and students kept asking us, ‘why can’t we get the information we receive at the end of our nursing program in preparation for the NCLEX-RN® while we are in school? It would help us know what and how to study to be more successful,’” says Manning.

The workshop aims to help students prioritize their knowledge into “need to know” versus “nice to know.”

“Our focus is ‘simplicity,’ or simplifying complex information by using various exercises that move the ‘need to know’ information to participants’ long-term memory,” says Manning. “Mnemonics, jingles, music, rap — we get the students up and moving to engage their minds. These exercises help them feel more comfortable and confident with the multiple facets of the nursing curriculum required to pass the NCLEX-RN®.”

From that basis, Manning and Zager provide students with decision-making strategies that model the critical thinking they will need as professional nurses, such as how to prioritize information. The curriculum then uses a series of clinical situations and sample exam questions to help participants evaluate their understanding and abilities.

“It’s important that students are able to practice their clinical reasoning in a safe environment where they can think through clinical priorities, which will allow them to create the desired result and properly evaluate the outcome,” says Zager.

Adds Manning, “Many times students receive information in silos — the classroom, the hospital — and we help them link that knowledge with the

various aspects of human physiology. Ultimately, the goal is to ensure the safety of patients by educating nurses who question medication orders, treatments and procedures, in order to prevent potential complications.”

Matthew Stempin, who is scheduled to graduate from Goldfarb in April 2016, says the STAR workshop taught him how to stay focused while problem solving. “Obviously, you are never going to be able to remember the details of every question asked on the NCLEX-RN®,” he says. “But the workshop taught me how to approach a problem and solve it even when you don’t know all the answers. It enhanced my ability to narrow down options and be more focused on how to solve the problem in front of me.”

He also appreciated the energy and enthusiasm of Manning and Zager. “They obviously were passionate about education and helping us succeed.

Their knowledge was impressive, and their use of the Socratic method encouraged us to really engage, which was beneficial to our thought processes.”

In addition to conducting STAR workshops, Manning and Zager meet with Goldfarb faculty members to discuss how the educational process as a whole can facilitate the move from student thinking to clinical reasoning.

“Their insight into restructuring our approach to testing was invaluable,” says

Smith. “For instance, in addition to multiple choice questions on an exam, we’ve added more ‘select all that apply’ answers, which engage students’ critical thinking skills. We’re moving away from an emphasis on medical diagnoses and focusing more on the patient patterns and trends, as well as evaluation of clinical findings. In essence, we are moving toward requiring more assessment, analysis, planning and evaluation, which are skills that both the NCLEX-RN® exam and the actual practice of nursing require.”

The NCLEX-RN® exam has changed to reflect today’s nursing profession and therefore become more difficult. Nationwide, the percentage of nurses who pass the exam on the first try stood at 86.77 percent in 2015, which is somewhat lower than years prior. Goldfarb remains above the national average for first-time passes, but is setting a much higher goal for its students: 100 percent.

“Offering the STAR workshop to its students and meeting with faculty to discuss ways to encourage clinical reasoning skills within the curriculum is truly visionary,” says Manning. “Constantly evolving in order to respond to the rapidly changing nursing profession and the NCLEX-RN® exam content is how Goldfarb can best serve its nursing students and the profession at large.”

The Synthesize Thinking: Analysis Review (STAR) workshop is offered prior to students’ last semester and uses cognitive learning theory to help students break down, simplify and prioritize the information they receive during their studies.



New Dimensions in Nursing Education

Preparing Students for Research and Science Careers

Nursing. Research.

Just a few decades ago, these two words were rarely used together to describe a potential career path for nurses. A nurse's job focused solely on patient care — despite the fact that nurses were among the team of medical professionals whose training gave them unique insight into the clinical needs of patients as well as the emotional and psychological consequences of illness.

When Jean Davis, PhD, RN, FAAN, the Paul J. McKee Jr. Senior Associate Dean for Research, joined Goldfarb School of Nursing at Barnes-Jewish College in early 2014, she was determined to harness the potential for growth in nursing research that existed at the school. Within that environment were collaborative opportunities with the hospitals of BJC HealthCare, one of the largest nonprofit health care organizations in the United States, and Washington University School of Medicine in St. Louis, ranked among the top medical schools in the nation.

Two years later, Goldfarb's research program shows impressive progress. In 2015, faculty members published 15 research papers in peer-reviewed journals; an increase from a combined total of nine papers published in the two preceding years. Five new research studies also commenced in areas such as cognition in elderly individuals with HIV, EEG changes in individuals with multiple sclerosis, and bright light effects on fatigue in women with breast cancer, bringing the total of Goldfarb's current research projects to 12.

Additionally, Davis' dream of establishing a research assistant program for Goldfarb students was launched, garnering praise from all involved. "Previously, the only exposure our BSN students had to research was through one required classroom course. There was no hands-on experience, which is the only way to really appreciate the complexities and rewards of the research process," says Davis, a renowned nurse scientist and experienced mentor of junior faculty members and nursing students. "The fact is, we need more nurse scientists, and a research



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

assistant program is an advantageous way to introduce this field as a potential career path for students."

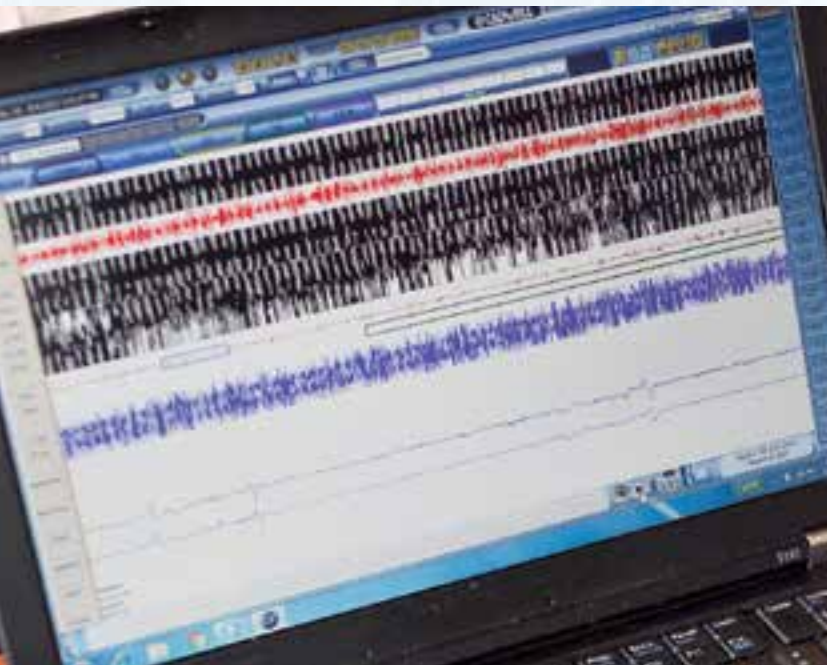
She adds, "Even for students going into other areas of nursing, the time they spend as a research assistant gives them the insight needed to feel comfortable if asked to provide support to research studies, or encourage the development of studies within their own workplaces."

In addition to a basic understanding of or interest in the research process, potential research assistants at Goldfarb should possess particular attributes and skills. Among these are effective communication, working well on teams, integrity, accountability and reliability. These students must also be willing to work hard — performing research assistant duties in addition to regular studies and clinical hours. Since most of Goldfarb's research involves human subjects, preparation includes completing the Collaborative Institutional Training Initiative (CITI) course in the protection of human research subjects, as well as specific training related to the research assistant role in their assigned research study.

"Currently, at any one time, we have about 15 student research assistants working in 12 to 15 research studies. And the number of students eager to join the program continues to grow each term," says Davis.

"Even for students going into other areas of nursing, the time they spend as a research assistant gives them the insight needed to feel comfortable if asked to provide support to research studies, or encourage the development of studies within their own workplaces."

—Jean E. Davis, PhD, RN, FAAN





Benefits for Researchers and Assistants

The program not only benefits students, but also the researchers themselves, who gain an extra pair of hands on their projects.

Among the research interests of Judy Frain, PhD, RN, Goldfarb assistant professor, is the effects of HIV on an aging population. She recently began a pilot study on the benefit and feasibility of a home-based computerized cognitive training program, which aims to improve cognitive function in older adults with HIV who have experienced a mild cognitive decline. "This approach offers an opportunity for affected adults to be proactive in managing their health outside of traditional health care systems," says Frain.

The study provides Frain's research assistant, Leora Shachat, an opportunity to visit and interview study participants and assist with data entry. Shachat is in her last term of Goldfarb's three-term accelerated degree program.

"I was interested in becoming a research assistant because I have learned, from my classes and through clinical experiences at the hospital, that research and continuous learning are essential to delivering the highest quality of care" says Shachat. "I wanted to engage in a process of discovery that would complement what I'm learning in my nursing research class and enhance my understanding of the scientific method through hands-on experience."

Frain cites Shachat's clinical experience within a hospital as a major advantage to her work as a research assistant. "Leora already is comfortable talking with patients, which is essential when you are working with study participants," she says. "One of the most difficult aspects of clinical research is creating a comfortable environment with patients you have just met, so you can ask questions about their health and lifestyle."

In another research project, Horng-Shiuann Wu, PhD, RN, Goldfarb associate professor, initiated a pilot study that is measuring the effects bright light has on fatigue in women undergoing treatment for breast cancer. Amanda Rood is one of two research assistants working with Wu on the project. Rood joined the research assistant program in spring 2015. Although she graduated from Goldfarb in August, and now works as a registered nurse in a cardiovascular intensive care unit (ICU), she continues to work on the study.

"I thought being a research assistant would give me a different perspective of nursing, which it definitely has — it's so much more than just data collection," says Rood. "It's a complex process of creating a protocol, recruiting and interacting with patients, developing schedules, troubleshooting. It's a wonderful learning experience that will be a tremendous help in developing my own research projects in the future."

Wu explains that recruiting patients is especially sensitive for this study because it deals with women recently diagnosed with breast cancer.



JUDY FRAIN, PHD, RN
Assistant Professor



HORNG-SHIUANN WU,
PHD, RN
Associate Professor



PAMELA NEWLAND,
RN, PHD, CMSRN
Assistant Professor

"My research assistants underwent two months of training so they could properly explain the study to patients, learn how to talk with a patient during a difficult time and instruct them on how to use the light device," she says. "This is a wonderful learning experience for them, and frees up my time to work on other aspects of the research process, such as data analysis and interpretation, and advancing science through preparing grant proposals and disseminating findings through manuscript writing."

Bolstering Career Opportunities

Just one year into the research assistant program, Davis has already received feedback from students that research may be their future career path. For those who don't choose research as a full-time pursuit, Davis feels these students still benefit from time spent in the research environment.

Heather Huppert, a research assistant for assistant professor Pamela Newland, RN, PhD, CMSRN was thankful for the opportunity. "While completing my BSN in nursing, I was able to obtain insight into and contribute to nursing clinical research. I find the field exciting, with so much potential to add to the current knowledge in important areas like multiple sclerosis. This is a valuable student offering and I look forward to being involved with research in the future."

"In some cases, students move into funded research assistant positions. In addition, they may have an opportunity to co-author research papers or develop a poster presentation of the study's findings to present at a regional or national research meeting, an opportunity we are happy to fund," she says.

In the future, Davis believes the research assistant initiative will develop into an honors program with course credit. "Our program is unique because the participating students are in essence volunteering their time to enhance their learning experience. The eagerness these students demonstrate for expanding their knowledge speaks to the caliber of students we have at Goldfarb."



OPEN SPACE, a sacrosanct four-hour time block each Thursday in which no classes are scheduled, is far from open. It's become one of the busiest times in the school week.

The Thursday slot originated as a way to give students and faculty more time for student organizations, advising, tutoring, faculty meetings and other community events. Quickly, Open Space began to also fill a need for addressing current issues in health care; personal reflection, development and building community partnerships. "The nursing curriculum here is not one that leaves lavish time for reflection and personal enrichment, as students face didactic and clinical demands," says Michael Ward, PhD, RTR, FASRT, the vice dean for student affairs and diversity.

"From a program perspective, each term presents opportunities for high-quality, value-driven programs that unite faculty, staff and students," says Jack Pennington, PhD, an associate professor at Goldfarb

School of Nursing at Barnes-Jewish College. "One way we're doing that is by showing relevant feature documentaries. One recent choice was the movie 'Fixed,' which addresses individuals with disabilities along with the bio-ethics of using health care resources to advance hyper-abilities."

Goldfarb also has a special partnership with the St. Louis Symphony and their SymphonyCares program, which uses music to influence health outcomes. In a presentation last February, a string quartet played music composed by musicians with cardiovascular disease who incorporated heart rhythms in their music.

"Health professionals benefit from the self-care that these programs advance," says Ward. "We've even brought political candidates to the college for a legislative forum, had botanists from the Missouri Botanical Garden discuss their research on herbal medicine and also organized a visit to the Human Genome Center."

As the diversity officer for the college, Ward sees Open Space dovetailing with the diversity goals of the school. "Diversity is the sum of the ways in which people with different perspectives and journeys come together to share and value each other. Open Space reminds us that we need structures to promote inclusion."

There is also the reality of study and meeting time to consider. Much of the college's academic business is also addressed during the Open Space time blocks. Students receive academic support, either formally through tutoring or programs on specialized topics, or informally through study groups.

The lineup of Open Space activities is coordinated through a committee that includes Pennington, Ward, Raquel Manuel, BA, administrative coordinator; Judith Smith, PhD, RN, GCNS-BS, associate professor and Angela Trower, MA, director of marketing and communications.

To view Open Space's calendar of events, go to www.barnesjewishcollege.edu/Events



Olive Emmert-Coe, RN Distinguished Alum, '44, Pioneered Aseptic Techniques to Prevent Infections in Hospitals

In 1941, Olive Gray Emmert-Coe, RN, was an ambitious young woman whose options were limited. "I was considering a career as an art teacher but chose nursing, which was one of few viable paths to a professional career for women at that time," says Emmert-Coe. "It was my way of proclaiming my independence. I was determined to leave home and wanted to live in a college dormitory with classmates."

Seventy-four years later, Emmert-Coe received a 2015 Barnes-Jewish College Alumni Association distinguished alumni award from the Goldfarb School of Nursing at Barnes-Jewish College. The award recognizes her dedication to Goldfarb School of Nursing and her contributions to the practices of aseptic techniques in the nursing field.

Emmert-Coe matriculated into the Jewish Hospital School of Nursing in an era when students worked 40 or more hours per week at the hospital, with time off for classes. "Nurses wore starched, white uniforms and formal nurse's caps. The capping ceremony was a very proud moment. We had no male nurses at that time, and if a nursing student got married, she would be expelled."



Life inside the dormitory was another world as well.

"It might be hard to believe today, but we not only had curfews, but late night bed checks," Emmert-Coe remembers, "though it wasn't unheard of to stuff some pillows under a blanket to cover for a late-returning roommate."

After graduating nursing school in 1944, Emmert-Coe secured a job as a psychiatric staff nurse for the Psychiatric Service of Barnes Hospital. Later, she was appointed the head nurse of the Medical Specialties Clinics at the Washington University outpatient department, and eventually worked as head nurse at the Jersey City Medical Center outpatient department.

After marrying and moving to Dallas in 1953, Emmert-Coe had two daughters — both of whom later became nurses — and opted to be a stay-at-home mom until her children were in elementary school.

Restarting her nursing career in 1960, Emmert-Coe was selected to supervise the Central Service Department at St. Paul Hospital in Dallas. Medical implements — including syringes, gloves and dressing carts — were frequently re-used.

"There were no disposables. Needles had to be sharpened; rubber gloves and operating room linens were among the many patient care items that had to be cleaned, properly packaged and precisely positioned in steam pressure sterilizers," Emmert-Coe says. "There were numerous ways things could go wrong. If things were damp when removed from the sterilizer because they were not properly positioned or the drain sieve was clogged, they were considered contaminated, and when exposed to the air, they were no longer sterile."

In attempting to address the problem, she received pushback from other staff. "It really concerned me terribly, but no one wanted to change. One doctor even used profanity. I had to do lab work to show them just how contaminated things were. I realized that to do my job I was going to need the backing of the top administrators, and once I got that backing I was able to start a comprehensive training program and make procedural changes."

Eventually, Emmert-Coe founded the American and Texas Hospital Central Service Personnel Societies under the American and Texas Hospital organizations, and developed a semester certification program at El Centro, a Dallas Community College, to train central service technicians. The program would later be widely adopted within the nursing field. Several registered nurses from Liberia, supported by our government's Aide for Independent Development of Foreign Countries program, even came to take the course. On a global trip in 1967, with a letter of introduction from the president of the American Hospital Association in hand, Emmert-Coe visited and consulted with hospital Central Service departments in eight nations. In 1977, she won the Len Leibus award from the American Society of Hospital Central Service Personnel for her dedicated work in the field.

Having achieved the professional career she dreamed of, Emmert-Coe, now 92, maintains licensure for the Texas Society of Interior Designers and Texas Real Estate Sales, and continues to be active in charitable causes and social networks in Dallas.



Margaret Fincham, RN, MSN, GCNS Distinguished Alum, '59, Advances Health Care in Rural Nicaragua



It would be difficult to find a nurse more intrepid than Margaret Stark Wilker Fincham, RN, MSN, GCNS. Fincham, who graduated from the Barnes Hospital School of Nursing in 1959, explored some of the most difficult and heart-wrenching aspects of nursing during her years working in gerontology, home health nursing and administration. She also worked abroad to bring needed expertise to underserved communities.

In recognition of her illustrious career, which is still ongoing, Fincham was presented with a 2015 Barnes-Jewish College Alumni Association distinguished alumni award from the Goldfarb School of Nursing at Barnes-Jewish College at the 2015 homecoming celebration.

While still a student, Fincham began studying compassionate alternatives to end-of-life care. "At Barnes, I did neurological and surgical rotations that allowed me to care for those who were dying and observe the process," Fincham recalls. "I was born on a farm, so death and dying were natural occurrences. That influenced my view that there should be ways to deal with the process that were more holistic and promoted fulfillment for hospice patients." Fincham began advocating for a calm, holistic, pain-free approach to death many years before the hospice concept of end-of-life care was defined as such. Her decades of work in hospice care enriched the lives of patients and greatly impacted how patients, their families and caregivers approach the process.



Fincham poses with colleagues at Aproquen, a children's burn clinic in Nicaragua, where she has volunteered since 2004. She recently became a permanent Nicaraguan resident.

In addition to her extensive nursing expertise, Fincham's organizational, logistical and leadership skills have been key to her career and volunteer work. Since 2004, she has helped organize, supply and run the Roberto Clemente Santa Ana Clinic during several volunteer trips to Nicaragua. This charitable nursing work led to Fincham becoming a permanent Nicaraguan resident. Since then, she has organized burn prevention education programs in rural schools around Managua, and has volunteered extensively for Aproquen Children's Burn Center. She also assisted in implementing a clinical ABLS certification seminar for doctors, nurses and first responders in rural areas, which instructs on how to care for burn patients in the first 24 hours. It's a critical program for communities that don't have immediate access to institutional care.

In the small village of Tola, near the Pacific coast, she continues to serve the medical needs of the area. "I help in whatever way I can here. I've worked as a nurse, a clinical nurse, and many times it's just me and the doctor side-by-side, as weather and flooding have kept other staff from getting to the clinic."

She also advocates nursing as a career to youth in her area, where education is a challenge. One student is now a graduate nurse and another has begun nursing studies.

Fincham, 77, remains grateful for her own educational experiences. "At Barnes, the rewards of the program were enormous," she says. "I've talked with colleagues a lot about how grateful we are to have been in that environment. It taught us to pay close attention and also to be humble. We learned a heck of a lot, and it stuck with me for sure."

To learn more about Emmert-Coe's career, visit <http://gson-ne.ws/47>

To learn more about Fincham's career, visit <http://gson-ne.ws/48>



Mike McLean

BSN student called to nursing after brother's death, founded L.I.F.E., a nonprofit supporting cancer patients

Mike McLean, 33, a Bachelor of Science in Nursing (BSN) student at Goldfarb School of Nursing at Barnes-Jewish College, had a very personal reason to pursue nursing, and senses he is not alone. "I hear it frequently from nurses and fellow students: the impetus to be a nurse came from caring for a loved one. That's certainly what happened to me."

In 2003, McLean, a Wisconsin native, was attending the University of Wisconsin in Madison. That same year, his younger brother Eric was diagnosed with acute myelogenous leukemia (AML) at age 18.

Eric's illness required that McLean, his parents and two other siblings be his caregivers for nearly a decade, partnering with the team of nurses, physicians and technicians looking after Eric. He and his sister, Lindsey, were also stem cell donors for three of Eric's transplants. "It was very, very intense," says McLean.

While doing his part for Eric, McLean began focusing his undergraduate studies on science, specifically in the area of cancer research, and after graduation, went to work in a research laboratory. Unfortunately, Eric's health was continuing to decline. To document his fight against AML, Eric kept a personal blog, which culminated in a heartrending "final confession" video he filmed just days before his death on Aug. 23, 2012, which is also McLean's birthday. The video received more than a million views on YouTube, was picked up by several media outlets, and brought comments from thousands who expressed sympathy and condolences.

"The doctor told Eric that the average survival rate for his type of illness was 18 months, and he made it for almost 10 years," McLean says. "Thankfully, that gave us time for Eric to do a very cool bucket list."

"Throughout Eric's journey, it was amazing to me how the nurses, with as many people as they had to take care of, always made us feel that Eric's well-being was the most important thing to them. I wanted to keep that attitude going, and am still in touch with those people today," McLean says. "I think being part of that group of medical professionals, staff and family helped me understand the totality of patient care, and that will make me a better nurse."

McLean, an avid triathlete, also established the Leukemia Ironman Fundraiser for Eric (L.I.F.E.) in 2003, a nonprofit that supports cancer patients through direct donations, sponsored participation in sporting events and merchandise sales. "A lot of people came out to help us when Eric was sick, whether with a random meal or a nice card. There was a lot of positivity, and I made a promise both to Eric and myself to repay those favors somehow," says McLean.

McLean is now progressing through the Goldfarb BSN program, and is scheduled to graduate in August 2016. He was inspired to choose Goldfarb in part by his wife Megan, a 2010 Goldfarb graduate, who is now pursuing her nurse practitioner degree. The couple is expecting their third child in September, who will join their sons Mason, 3, and Wyatt, 1.

"The faculty here have tons of experience and are wonderful to work with," says McLean. "Some have been nurses for 30 years or more. I feel like I am getting a state-of-the-art education, and get to work in a top-notch hospital. I am also surrounded by a cohort of very dedicated students. It's easy to feed off that motivation and energy."

McLean's brother Eric embraces him after McLean finishes a triathlon, an effort sponsored by his nonprofit, L.I.F.E., which supports cancer patients.



McLean [center] with his brother Eric and sister, Lindsey.



McLean with his wife, Megan, and their sons Mason and Wyatt.



Eric [left] serves as the best man at McLean's wedding.



FACULTY AND STAFF HIGHLIGHTS

2014–2015 Academic Accomplishments

Publications

Bleich, M. (2015) International Perspectives in Leadership Development: Part I. *The Journal of Continuing Education in Nursing*, 46 (8), 343-5.

Bleich, M. (2015) Patient-Centered Leadership. *The Journal of Continuing Education in Nursing*, 46 (7), 297-8.

Bleich, M. (2015) Another Level of Leadership: Nurses on Boards. *The Journal of Continuing Education in Nursing*, 46 (6), 240.

Bleich, M. (2015) Defining Moments in Leadership Character Development. *The Journal of Continuing Education in Nursing*, 46 (6), 247-9.

Bleich, M. (2015) Leadership and Brilliant Mistakes. *The Journal of Continuing Education in Nursing*, 46 (5), 203-4.

Bleich, M. (2015) Identifying Volition-Driven Leaders. *The Journal of Continuing Education in Nursing*, 46 (4), 155-6.

Bleich, M. (2015) Teasing Leadership Development out of Clinical Scenarios. *The Journal of Continuing Education in Nursing*, 46 (3), 105-6.

Bleich, M. (2015) Advancing Diversity through Inclusive Excellence in Nursing Education. *The Journal of Professional Nursing: Official Journal of the American Association of Colleges of Nursing*, 31 (2), 89-94.

Bleich, M. (2015) Hot Topics for Leadership Development. *The Journal of Continuing Education in Nursing*, 46 (2), 59-61.

Bleich, M. (2015) Leadership Needs Assessment. *The Journal of Continuing Education in Nursing*, 46 (1), 10-11.

Bleich, M. (2014) Another Level of Leadership: Nurses on Boards. *The Journal of Continuing Education in Nursing*, 45(12), 530-532.

Bleich, M. (2014) Developing Positive Deviants as Change Agents. *The Journal of Continuing Education in Nursing*, 45(11), 482-483.

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

Bleich, M., MacWilliams, B. and Schmidt, B. (2014) Advancing Diversity Through Inclusive Excellence in Nursing Education. *The Journal of Professional Nursing*, published online, September.

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. and Kist, S. (2014) Leading, managing, and following. In P. Yoder-Wise (Ed.) *Leading and Managing in Nursing* (5th ed.). St. Louis: Elsevier.

Taliaferro, D. and **Diesel, H.** (in press) Cultural Impact with Reflective Journaling. *Journal of Holistic Nursing*.

Hults, J., contributing editor: **Henrichs, B.M.** (Fall 2014) Hepatic Trauma and Massive Transfusion Protocol. *International Student Journal of Nurse Anesthesia*. Vol. 13(3), 16-19.

Henrichs, B. and Walsh, R.P. (August 2014) Intraoperative MRI for neurosurgical and general surgical interventions. *Current Opinions in Anesthesiology*, 27(4), 448-452.

Kist, S. (2014) Communicating with families. In E. Arnold & K Boggs (Eds.) *Interprofessional relationships: Professional communication skills for nurses*. (7th ed.). St. Louis: Elsevier.

Newland, P., Meshberg-Cohen, S., Flick, L., Beatty, K. and Smith, J.M. (2015) Comorbid Alcohol Disorder Intensifies Patterns of Psychological Symptoms Among Women. *The Journal for Nurse Practitioners*, 11 (6), 618-625.

Newland, P., Riley, M., Thomas, F.P. and Forester, L. (2015) Relation of demographics and reported symptoms and medication use in persons with multiple sclerosis (MS). *MEDSURG Nursing. Epub.*

Newland, P., Lorenz, R., Budhathoki, C. and Jensen, M.P. (2015) The presence of symptoms with comorbid conditions in individuals with multiple sclerosis. *Clinical Nursing Research*, 29. Pii: 1054773815592817. [Epub ahead of print]

Newland, P., Lorenz, R., Budhathoki, C. and Jensen, M.P. (2015) Secondary health conditions in individuals with multiple sclerosis (MS): A cross-sectional web-based survey analysis. *Journal of Neuroscience Nursing*, 47(3), 124-130.

Smith, C.E., Piamjariyakul, U., Wick, J.A., Spertus, J.A., Russell, C., Dalton, K.M., Elyachar, A., Vacek, J.L., **Reeder, K.M., Nazir, N. and Ellerbeck, E.F.** (2014) Multidisciplinary group clinic appointments: The Self-Management and Care of Heart Failure (SMAC-HF) trial. *Circulation: Heart Failure*, 7, 888-894. PMID: 25236883.

Reeder, K.M., Sims, J.L. and Peek, G.M. (2014, abstract) Self-management of heart failure in the post discharge environment: A harbinger of hospital readmission or effective symptom self-care? *Heart & Lung: The Journal of Acute and Critical Care*, 43(4), 380.

Ramoutar, D., Pazdernik, V. K., Beasley, B.T. and **Reeder, K.M.** (2015, abstract) Congruence of Speckle Tracking Echocardiography and Magnetic Resonance Imaging Assessment of Left Ventricular Ejection Fraction. *Heart & Lung: The Journal of Acute and Critical Care*, 43(4), 380.

Smith, J.M. (2015) Loss and loneliness: Audrey's Story. *Home Health Care Now*, 33 (6) 320-325.

Smith, J.R., Donze, A., Wolf, M., Smyser, C., Mathur, A. and Proctor, E. (2015) Ensuring quality in the NICU. *Journal Perinatal & Neonatal Nursing*, 29(3):255-261.

Grover, T.R., Pallotto, E.K., Brozanski, B., Piazza, A.J., Chuo, J., Moran, S., McClead, R., Mingrone, T., Morelli, L., and **Smith, J.R.** (2015) Interdisciplinary teamwork and the power of a quality improvement collaborative in tertiary neonatal intensive care units. *Journal Perinatal & Neonatal Nursing*, 29(2):1-8.

Rosenbaum, J.L., **Smith, J.R., Yan, Y., Abram, N. and Jeffe, D.B.** (2015) Impact of a neonatal-bereavement-support DVD on parental grief: A randomized controlled trial. *Death Studies Journal*, 39(4), 191-200.

Smith, J.R. and Donze, A. (2015) Patient safety. In Verklan & Walden (Ed.). *Core Curriculum for Neonatal Intensive Care Nursing Book*, 5th edition. Elsevier Saunders: St. Louis, MO.



Smith, J.R., McGrath, J.M., Brotto, M. and Inder T. (2014) A randomized-controlled pilot study examining the neurodevelopmental effects of a 5-week M Technique application on very preterm infants. *Advances in Neonatal Care*, 14, 187-200.

Constantino, R., Stewart, C., Campbell, P., Moynihan, B., Kagan, S., Daugherty, P., **Thimsen, K.**, Tiefel, L. and O'Brien, C. (2014) Evidence Collection of the Unconscious and Unconsented Patient. *Open Journal of Nursing*, 2014, 4, 287-295

Dadi, F. and **Thimsen, K.** (2015) Identification and Care of Human Trafficking Victims: an evidence based practice guidance document for health care professionals. Submitted for publication.

Wu, H.S. and Harden, J. (2015) Symptom burden and quality of life in survivorship: A review of the literature. *Cancer Nursing*, 38(1), E29-E54.

Casida, J., **Wu, H.S.**, Harden, J., Chern, J. and Carie, A. (2015) A multistage instrumentation study of self-efficacy and adherence for patients with left-ventricular assist devices (LVAD). *Progress in Transplantation*, 25(2), 116-123.

Casida, J., **Wu, H.S.**, Harden, J., Chern, J. and Carie, A. (2015) Evaluation of the psychometric properties of self-efficacy and adherence scales for caregivers of patients with a left-ventricular assist device (LVAD). *Progress in Transplantation*, 25(2), 107-115.

Presentations

Bleich, M. (2015, August) *Board Orientation on Nursing and Allied Health*. The Governance Institute. Colorado Springs, CO.

Bleich, M. (2015, July) *Complex Adaptive Systems*. AONE Nurse Manager Fellowship. San Francisco, CA.

Bleich, M. (2015, June) *The Essence of Leadership at the Nexus of Strategy and Implementation Science: Workforce, Reform and Nursing*. Taipei Veterans General Hospital. Taipei, Taiwan.

Bleich, M. (2015, June) *Hot Topic: Leadership Development Through a Variety of Perspectives*. Taipei Veterans General Hospital. Taipei, Taiwan.

Bleich, M. (2015, June) *Rankism and Its Impact on Diverse & Inclusive Cultures*. Taipei Veterans General Hospital. Taipei, Taiwan.

Bleich, M. (2015, June) *Taiwan Nurses Association Nursing's Preferred Future: Advancing Health through Value-Driven Care*. Taipei Veterans General Hospital. Taipei, Taiwan.

Bleich, M. (2015, April) *Institute of Medicine, Future of Nursing, National Perspectives*. Midwest Regional Men in Nursing Conference. Cincinnati, OH.

Bleich, M. (2015, February) *Demystifying Advanced Practice Nursing, Physician's Assistants, and Primary Care Physician Services: How They are Educated, Trained, and Practice*. The Governance Institute. Boca Raton, FL.

Bleich, M. (2015, February) *Rankism and Its Impact of Diverse and Inclusive Cultures*. 2015 NLN Leadership Conference – Academic Leadership Excellence: Co-Creating a Collaborative Culture. San Antonio, TX.

Bleich, M. (2015, February) *The Institute of Medicine's Report on the Future of Nursing: Impact on Health Care System Transformation*. Annual Dialysis Conference. New Orleans, LA.

Bleich, M. (2015, January) *Great Nurses Need More Than Great Intentions*. Taking the Lead 2015: Leading in Turbulent Times. Ann Arbor, MI.

Bleich, M. (2014, October) *Leadership in Nursing*. American Assembly for Men in Nursing Conference, St. Louis, MO.

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

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

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

Henrichs, B.M. (2015, March) *Awareness under Anesthesia*. MoANA Spring Meeting. Kansas City, MO.

Henrichs, B.M. (2015, March) *What Can the CRNA do to Promote Patient Safety?* MoANA Spring Meeting. Kansas City, MO.

Hoffman, M. (2015, January) *Evaluation of an Educational Program of the Human Papilloma Virus*. Elsevier Faculty Development Conference. Scottsdale, AZ.

Kist, S. (2014) Authored powerpoint slides and instructors manual (combined) to accompany E. Arnold & K Boggs (Eds.) *Interprofessional relationships: Professional communication skills for nurses*. (7th ed.).

Newland, P., Riley, M., Bordner, M. and Thomas, F.P. (2015) Use of automated electronic diaries to explore sleep and other symptoms in persons with multiple sclerosis: A pilot study (2015). Poster presented at Midwest Nursing Research Conference, Indianapolis, IN.

Newland, P., Flick, L.H., Xian, H. and Thomas, F.P. (2015) Symptom groups associated with smoking in persons with multiple sclerosis. Poster presented at the Annual Americas Committee on Treatment and Research in Multiple Sclerosis (ACTRIMS) Convention, Indianapolis, IN.

Oliver, B. and **Newland, P.** (2015) Options grids for decision making in persons with multiple sclerosis. Poster presented at the Annual Americas Committee on Treatment and Research in Multiple Sclerosis (ACTRIMS) Convention, Indianapolis, IN.

Ramoutar, D., Pazdernik, V. K., Beasley, B.T. and **Reeder, K.M.** (2015, July) *Congruence of Speckle Tracking Echocardiography and Magnetic Resonance Imaging Assessment of Left Ventricular Ejection Fraction* (invited oral and poster presenter). Trinity Health Research Summit – 2015. Detroit, MI.

Reeder, K.M. (2015, June) *Dissemination Plan: Planting Your Tree in the Forest*. American Association of Heart Failure Nurses Conference (invited speaker). New Orleans, LA.

Reeder, K.M., Sims, J.L., Shetty, S.S., Craddock, H.E. and Wallendorf, M. (2015, June) *Engaging Persons from Lay Social Networks in Heart Failure Symptom Evaluation*. American Association of Heart Failure Nurses 2015 Conference (poster presenter). New Orleans, LA.

Ramoutar, D., Pazdernik, V.K., Beasley, B.T. and **Reeder, K.M.** (2015, June) *Congruence of Speckle Tracking Echocardiography and Magnetic Resonance Imaging Assessment of Left Ventricular Ejection Fraction*. American Association of Heart Failure Nurses Conference (poster). New Orleans, LA.

Reeder, K.M. (2015, April) *Developing a Sustainable Program of Research: Lessons from the Field* (invited speaker). St. Louis University School of Nursing. St. Louis, MO.

Reeder, K.M., Sims, J.L., Shetty, S.S., Craddock, H.E. and Wallendorf, M. (2015, April) *Heart Failure Self-management: Engaging Social Networks in Symptom Evaluation*. American Heart Association – Quality Care and Outcomes Research Conference (poster). Baltimore, MD.

Ramoutar, D., Pazdernik, V.K., Beasley, B.T. and **Reeder, K.M.**, (2015, April) *Congruence of Speckle Tracking Echocardiography and Magnetic Resonance Imaging Assessment of Left Ventricular Ejection Fraction*. American Heart Association – Quality Care and Outcomes Research 2015 Conference (poster). Baltimore, MD.

Reeder, K.M. and Shetty, S.S. (2015, February) *Heart Failure and Diabetes*. C.H.I.P.S. Health and Wellness Center. St. Louis, MO.



Reeder, K.M. (2014, December) *Heart Failure Self-management in the Post-discharge Environment: A Qualitative Analysis of Patients' Perspectives*. Alton Memorial Hospital, BJC HealthCare (invited speaker). Alton, IL.

Reeder, K.M. (2014, November) *Timeliness of Symptom Recognition, Interpretation and Reporting in Heart Failure*. American Heart Association Scientific Sessions (invited speaker). Chicago, IL.

Reeder, K.M. (2014, November) *Timeliness of Symptom Recognition, Interpretation, and Reporting in Heart Failure*. Open Space at Goldfarb School of Nursing at Barnes-Jewish College (podium). St. Louis, MO.

Reeder, K.M., Sims, J.L., Peek, G.M., Craddock, H.E., Shetty, S.S., & Wallendorf, M. (2014, October) *Heart Failure Self-management in the Post-discharge Environment: A Qualitative Analysis of Patients' Perspectives*. 8th Annual Multidisciplinary Research Conference at Barnes-Jewish College (podium). St. Louis, MO.

Reeder, K.M. (2014, September) *Lay Consultations in Chronic Heart Failure Symptom Management: An Exploratory Analysis*. 2014 State of the Science Congress on Nursing Research – Council for the Advancement of Nursing Science (podium). Washington, D.C.

Smith, J.M. (2014, May). *Assessment of Delirium in the ICU Patient: Educational Strategies*. Nurses' Week, Missouri Baptist Campus (poster presentation). St. Louis, MO.

Smith, J.M. (2014, November). *Loneliness Research*. Presentation to doctoral students at Goldfarb School of Nursing at Barnes-Jewish College. St. Louis, MO.

Smith, J.M. (2014, October). *Assessment of Delirium in the ICU Patient: Educational Strategies*. 8th Annual Multidisciplinary Research Conference (poster presentation). St. Louis, MO.

Poster Presentation

Smith, J.M. (2014, July) *Self-Care Preservation in Nursing School and Beyond*. Goldfarb School of Nursing at Barnes-Jewish College (invited speaker). St. Louis, MO.

Smith, J.R. (2015, July) *Neonatal Therapeutic Hypothermia Implementation Project to Ensure Appropriate Care Delivery*. Training Institute for Dissemination and Implementation Research in Health (TIDIRH). Sponsored by the National Institutes of Health and the U.S. Department of Veterans Affairs (poster presentation). Pasadena, CA.

Smith, J.R. (2015, May). *Therapeutic Hypothermia Implementation Research Design*. Washington University Network for Dissemination and Implementation Research Meeting (podium presentation). St. Louis, MO.

Pineda, R and **Smith, J.R.** (2015, May) *Benchmarking Best Practices for Identifying Environmental Exposure Interventions in the NICU*. National Association of Neonatal Therapists – Webinar Educational Series.

Pallotto, E.K., Piazza, A., Grover, T., **Smith, J.R.**, Moran, S., Mingrone, T., Bellflower, B., Holston, M., Chuo, J., Morelli, L., Richardson, T., Hulbert, C., Rintoul, N., Rao, R., Soliman, D., McClead, R. and Brozanski, B. (2015, April) *STEPP IN: A Multi-center Quality Collaborative Reducing Post-Operative Hypothermia in Neonates*. Pediatric Academic Societies Annual Meeting (poster presentation). San Diego, CA.

Smith, J.R. and Conner, S. (2015, April) *Applying comforting touch to very preterm infants using the M-Technique: a pilot randomized control trial*. The 5th Annual NANT Conference (podium presentation). Phoenix, AZ.

Pineda, R. and **Smith, J.R.** (2015, April) *An Integrative Review of Environmental Enrichment Interventions in the NICU: current evidence and current practice*. The 5th Annual NANT Conference (research roundtable oral presentation). Phoenix, AZ.

Pineda, R. and **Smith, J.R.** (2015, March) *An Enhanced Sensory Environment in the NICU: An Integrative Review*. The 28th Annual Gravens Conference on the Physical and Developmental Environment of the High Risk Infant. Clearwater Beach, FL.

Piazza, A., Brozanski, B., Chuo, J., Provost, L., Grover, T., **Smith, J.R.**, Moran, S., Migrone, T., O'Connor, T., Morelli, L. and Pallotto, E. (2014, November) *In an orchestrated design paradigm: A children's hospital NICU quality improvement collaborative decreased CLABSI rates*. 2014 Annual Quality Congress Conference (poster presentation). Chicago, IL.

Smith, J.R. (2014, October) *The neonatal ice bucket challenge: therapeutic hypothermia and the current state of the science*. The Maternal Child Health Conference at Boone Hospital (podium presentation). Columbia, MO.

Smith, J.R., Coffelt, P., Raney, M., Conner, S., McGrath, J., Brotto, M. and Inder, T. (2014, September) *A randomized-controlled pilot study examining the neurodevelopmental effects of a 5-week M Technique application on very preterm infants*. The National Association of Neonatal Nurses (NANN) 30th Annual Educational Conference (podium presentation). Phoenix, AZ.

Thimsen, K. (2015) *Preventing Amputations in Persons with Diabetes*. Community Based Clinic Diabetic Advocacy Group. St. Louis, MO.

Thimsen, K. (2015, October) *Elder Abuse: Differential Diagnosis*. Forensic Nurses International Conference (oral presentation). Orlando, FL.

Thimsen, K. (2015) *Elder Abuse: Differential Diagnosis*. Goldfarb School of Nursing at Barnes-Jewish College *Advanced Practice Nursing Seminar*. St. Louis, MO.

Thimsen, K. (2014) *Elder Abuse: Speed bumps, roadblocks and drivers*. International Association of Forensic Nurses Scientific Assembly. Phoenix, AZ.

Thorn, S. Missouri Center for Nursing, Direct Care Nurses Leadership Academy (facilitator and presenter).

Ward, M.D. (February, 2015) *Diversity and Inclusion: Starting the Discussions*. Student Affairs Development Day at Webster University. Webster Groves, MO.

Wu, H.S. and Davis, J. (2015, April) *Prevalence and impact of comorbidity among patients with breast cancer*. Oncology Nursing Society 40th Annual Congress. Orlando, FL.

Wu, H.S. and Roop, J. (2015, April) *Understanding the symptoms during oral chemotherapy: Nurses perspectives*. The 39th Annual Midwest Nursing Research Society (MNRS) Research Conference. Indianapolis, IN.

Davis, E., Engels, H.-J., **Wu, H.S.** and Natavio, T. (2015, April). *Sleep quality and disrupted sleep patterns in estrogen deficient postmenopausal women*. The 39th Annual Midwest Nursing Research Society (MNRS) Research Conference. Indianapolis, IN.



Research Grants

Nurse Anesthesia Traineeship Grant

- > Fund name: Health Resources and Services Administration
- > Dates: July 1, 2014 – June 30, 2015
- > Principal Investigator: Bernadette Henrichs
- > Funding Amount: \$11,117.00

Bright light on fatigue in women being treated for breast cancer: A Pilot Study

- > Fund name: Barnes-Jewish Hospital Foundation and Washington University Institute of Clinical and Translational Sciences (ICTS) Clinical and Translational Research Funding Program
- > Dates: June, 2015 – 2016
- > Principal Investigator: **Hornng-Shiuan Wu**
- > Funding Amount: \$50,000

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: University Research Strategic Alliance (URSA) Interdisciplinary Collaborative grant – Washington University in St. Louis
- > Dates: 2014 – 2015
- > Principal Investigator: **Co-PI: Joan R. Smith and Roberta Pineda**
- > Funding Amount: \$25,000

Education for Electronic Clinical Decision Support to Optimize Hypoxic Ischemic Encephalopathy Diagnosis and Treatment: A Pilot Study

- > Fund name: St. Louis Children's Hospital Research Grant (St. Louis Children's Hospital Foundation)
- > Principal Investigator: **Joan R. Smith**
- > Funding Amount: \$6,000

Teaching Student Registered Nurse Anesthetists to appropriately respond to simulated life-threatening emergencies

- > Fund name: American Association of Nurse Anesthetists (AANA) Foundation Grant
- > Dates: 2014
- > Principal Investigator: **Bernadette Henrichs and Shirley A. Thorn**
- > Funding Amount: \$43,000

Identifying Critical Communication Behaviors: Interprofessional Educational Teams and the Impact on Standardized Patient and Student Team Satisfaction

- > Fund name: St Louis College of Pharmacy Grant
- > Dates: Feb. 6, 2015 – Dec. 31, 2015
- > Principal Investigator: **Gloria Grice**; Co-Principle Investigator: **Dehra Glueck and Shirley Thorn**

Appointments

Beth Beyatte, Promotion in rank to Assistant Professor (Sept. 2014)

Michael Bleich, President of Friends of the National Institute of Nursing Research (FNINR) (2015)

Michael Bleich, re-elected president of the CGFNS International Board of Trustees (2015)

Jean Davis, inducted into the Fellow of the American Academy of Nursing (FAAN) (2015)

Jean Davis, an Ambassador for the Friends of the National Institute of Nursing Research (FNINR) (2015)

Bernadette Henrichs, Resolutions Committee member for the National AANA (Sept. 1, 2014 – Aug. 30, 2015)

Bernadette Henrichs, Faculty Organization Chair-Elect at Goldfarb School of Nursing at Barnes-Jewish College (July 2015)

K.M. Reeder, 40th Anniversary Midwest Nursing Research Society Conference, Program Planning Committee Chair-Elect (2014 – 2015).

K.M. Reeder, American Association of Heart Failure Nurses (AAHFN), Research Committee, Co-chair (2015 – 2016)

Joan R. Smith, Invited guest-editor for the Quality and Patient-Safety edition for the Journal of Perinatal and Neonatal Nursing (JPNN) (2015)

Joan R. Smith, Invited Editorial Review Board Member for Neonatal Network: The Journal of Neonatal Nursing (2015 – present)

Joan R. Smith, National Perinatal Association Family-Centered Care and Developmental Care Task Force Member (2014 – present)

Judith M. Smith, Chairperson of Curriculum Undergraduate Subcommittee Elect at Goldfarb School of Nursing at Barnes-Jewish College (2013 – 2015)

Kathleen Thimsen, Contributing Editor for "Wound Management", American Journal of Nursing (2015 – present)

Kathleen Thimsen, Editorial Advisory Board, American Journal of Nursing (2014 – present)

Michael Ward, American Nurses Credentialing Center (ANCC) Board of Directors, Public Member Appointment, by the American Nurses Association (Jan. 1, 2015 – Dec. 31, 2016)

Awards and Certifications

Colleen Doyle, inducted into the honor society for social workers, Phi Alpha (Tau Mu Chapter)

Susan Fliesher, Shirley A. Martin Distinguished Nurse Award (August 2014)

Renee Gorrell, St. Louis Medical Librarians Outstanding Service Award (May 2014)

Renee Gorrell, St. Louis Medical Librarians Leadership Award (2015)

Bernadette Henrichs, St. Louis Magazine's Excellence in Nursing Award-Educator-Nominee (May 2015)

Bernadette Henrichs, Beverly Krause Outstanding Clinical Instructor Award (December 2014)

Racquel Manuel, Caring Enough to Make a Difference staff award at Goldfarb School of Nursing at Barnes-Jewish College (January 2015)

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

J.R. Smith, Selected to the 2015 Training Institute for Dissemination and Implementation Research in Health (TIDIRH). Sponsored by the National Institutes of Health and the U.S. Department of Veterans Affairs (July 2015)

Kathleen Thimsen, Nomination for Goldfarb School of Nursing at Barnes-Jewish College Deans Award for Service (2015)

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

Michael Ward, "Fellow" Elevation by the Missouri Society of Radiologic Technologists (April 2015)

Educational Advancements

Colleen Doyle, graduated with a BSSW

Katie Jett, graduated with a post-master's certificate as a Family Nurse Practitioner and passed the ANCC certification exam on March 20, 2015

Michael Ward and Gretchen Drinkard, "Academic Leadership Academy" at Pennsylvania State University, State College, Pennsylvania, (June 21–25, 2015)

Service

Kathleen Thimsen, Chair of Missed Opportunities: Healthcare professional training to improve identification and screening for human trafficking victims. Goldfarb School of Nursing at Barnes-Jewish College and Co-sponsored by the St Louis International Institute and Rescue and Restore-STL, St. Louis, MO (2015, October)

Kathleen Thimsen, Emergency Shelter for Homeless Female Veterans (VA Contracted provider). Opal's House, St Clair County, IL

Kathleen Thimsen, Nurse Volunteer. Opal's House, St Clair County, IL (2007 – present)

Kathleen Thimsen, President Board of Directors. Opal's House, St Clair County, IL (2015 – present)

Kathleen Thimsen, Clinical Provider for Wound Management Services. Casa de Salud, St. Louis, MO, (2015-present)

Interview

K.M. Reeder (Abstract 125) and A. Sahay (Abstract 241). Friends and social networks valued by patients with heart failure and health care providers. American Heart Association Meeting Report News Release. Proceedings from American Heart Association Quality of Care and Outcomes Research conference – 2015. American Heart Association (2015, April).

K.M. Reeder (Abstract 125 & 241). Friends and social networks valued by heart failure patients and health care providers. American Heart Association Meeting Report. American Heart Association (2015, April).

Shirley Thorn, Interprofessional simulation aids communication. Nurse.com (2015, August).



GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE

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Alan Ernst, student

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*as of fall 2015



NEW FACULTY AND STAFF

Leadership



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Vice Dean of Human Resources and Strategic Effectiveness

Post-Graduate Studies: St. Louis Business Diversity Fellows Program

Bachelor's Degree: Organizational Studies, Saint Louis University

Master's Degree: Human Resource Management, Webster University



SANDRA BURKE, PHD, ANP, BC, FAAN

Academic Program Chair and West Campus Director

PhD: Nursing Science, University of Illinois in Chicago

Bachelor's Degree: Nursing, Indiana State University



BARCUS JACKSON, DCS, EdD, MBA, ITIL

Director of Simulation and Instructional Technology

PhD: Education, Missouri Baptist University-St. Louis

PhD: Computer Science-Enterprise information systems, Colorado Technical University, Colorado Springs

Master's Degree: Business Administration, Fontbonne University, St. Louis

Bachelor's Degree: Computer Science, Lane College, Jackson, Tennessee



CARLOS PARDO, MBA

Director of Information Systems

Post-Graduate: Computing Chancellor's Certificate, University of Missouri-St. Louis

Master's Degree: Business Administration, St. Louis University

Bachelor's Degree: Business Administration, Computer Science, St. Louis University

Faculty

- Teri Boyd, assistant professor
- Julie Crawford, instructor
- Shemelle Davis, assistant professor
- Heather Hupperts, research assistant
- Lee Aleebe Jerls, assistant professor
- Sara Kimmel, instructor
- Amanda Korte, instructor
- Catherine Kush, assistant professor

- Holly Mathis, instructor
- Lori Meier, assistant professor
- Ida Kay Mueggenburg, associate professor
- Amanda Rood, research assistant
- Maria Turner, instructor
- Leora Shachat, research assistant
- Barbara Whitaker, instructor

Staff

- Patricia Hankey, administrative coordinator
- Ahn Nguyen, staff accountant
- Angela Griffin, administrative coordinator
- Jennifer Thornton, administrative coordinator
- Eric Nicola, simulation support tech
- Mike Kimmel, information systems
- Dettra Fields, senior HR specialist



Alumni Set Sail for Weekend of Honors and Activities

2015 Goldfarb School of Nursing homecoming deemed one of its most successful

Faculty, students, alumni, donors and their families "set sail" on Oct. 8, 2015 for two days of activities and awards during the homecoming celebration at Goldfarb School of Nursing at Barnes-Jewish College.

With the theme "Full Sail Ahead," the celebration opened with the unveiling and dedication of an original sculpture, "Full Sail," at the entrance to the school. The commissioned sculpture was created and donated to the college to honor the history of the two institutions that came together to form Goldfarb School of Nursing at Barnes-Jewish College: Jewish Hospital School of Nursing and Barnes Hospital School of Nursing.

The sculpture incorporates 100-year-old red bricks from Jewish Hospital School of Nursing, brown bricks from Barnes Hospital School of Nursing and the cornerstone from the original Jewish Hospital School of Nursing, which was erected in 1928.

The weekend's events culminated in a donor appreciation and scholarship dinner. At the event, alumni Olive Gray Emmert-Coe BSN '44, and Margaret Stark Fincham, BSN '59 received the 2015 Barnes-Jewish College Alumni Association distinguished alumni awards for their lifelong dedication to nursing. The award recognizes alumni who have made outstanding contributions to the nursing field and demonstrated the importance of a nursing education. You can read more about them on pages 12-13.

Emmert-Coe graduated from Jewish Hospital School of Nursing in 1944, and was recognized for her outstanding contributions to the nursing field over a 30-year career and her ongoing dedication to Goldfarb School of Nursing. Emmert-Coe was also lauded for her

pioneering approach to aseptic techniques to prevent hospital-acquired infections, long before it became a national priority. During her career, she developed a seminar on the principles of aseptic techniques to educate nurses on best practices. At Goldfarb, she also established the Olive Gray Emmert-Coe Nursing Scholarship Fund.

Fincham graduated from Barnes Hospital School of Nursing in 1959. Her passion for home health, hospice and gerontology led her to create hospice courses, facilitate cancer support groups and develop a 20-hour vocational caregiver training program, sharing her expertise with Goldfarb. Fincham's intrepid career led her to Nicaragua, where she now lives and facilitates the burn prevention program at Aproquen Children's Burn Center in Managua, Nicaragua.

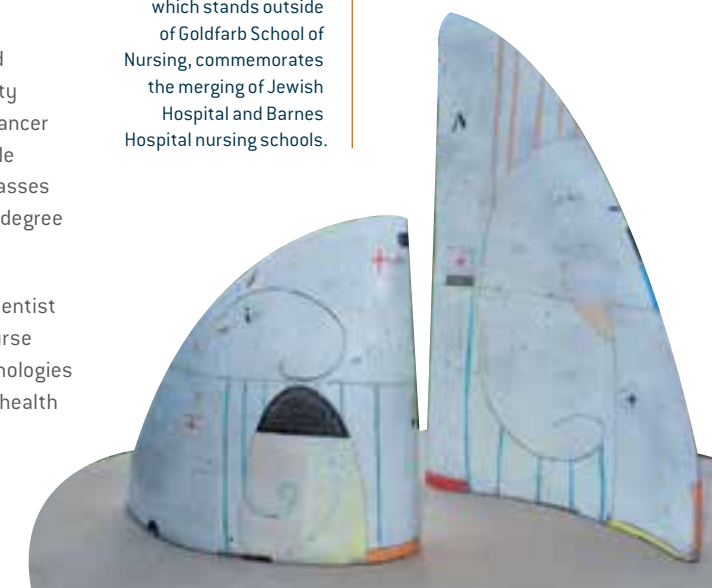
An expert lineup of health care professionals anchored the homecoming speaker series:

- Samuel Achilefu, PhD, professor of radiology, biomedical engineering and biochemistry and molecular biophysics at Washington University School of Medicine, spoke about the path to cancer detection and therapy. One of his most notable inventions is a pair of cancer-detecting eyeglasses that allow clinicians to see cancer with a high degree of accuracy.
- Thomas Ahrens, PhD, RN, FAAN, research scientist at Barnes-Jewish Hospital, is a renowned nurse educator who discussed the advanced technologies that are changing the way nurses and other health care providers learn their craft.

- Henry Evans, a robotics activist and TEDx presenter, spoke about developments in robotics and how these tools help the severely disabled navigate their lives. In 2003, at age 40, Evans became quadriplegic and mute after a stroke-like attack, which was caused by a hidden birth defect

This year's homecoming celebration was deemed one of the school's most successful by Michael Bleich, PhD, RN, FAAN, dean of Goldfarb School of Nursing and president of Barnes-Jewish College. "I was truly in awe of the success of this year's homecoming celebration," he says. "Strong attendance from students, alumni, donors and their families fueled the support and excitement felt by everyone at our school, and that momentum was evident throughout every moment of the event."

The Full Sail sculpture, which stands outside of Goldfarb School of Nursing, commemorates the merging of Jewish Hospital and Barnes Hospital nursing schools.





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



LET'S STAY IN TOUCH

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9.30.16

SAVE THE DATE



2016 HOMECOMING
FRIDAY, SEPTEMBER 30

ST. LOUIS, MO