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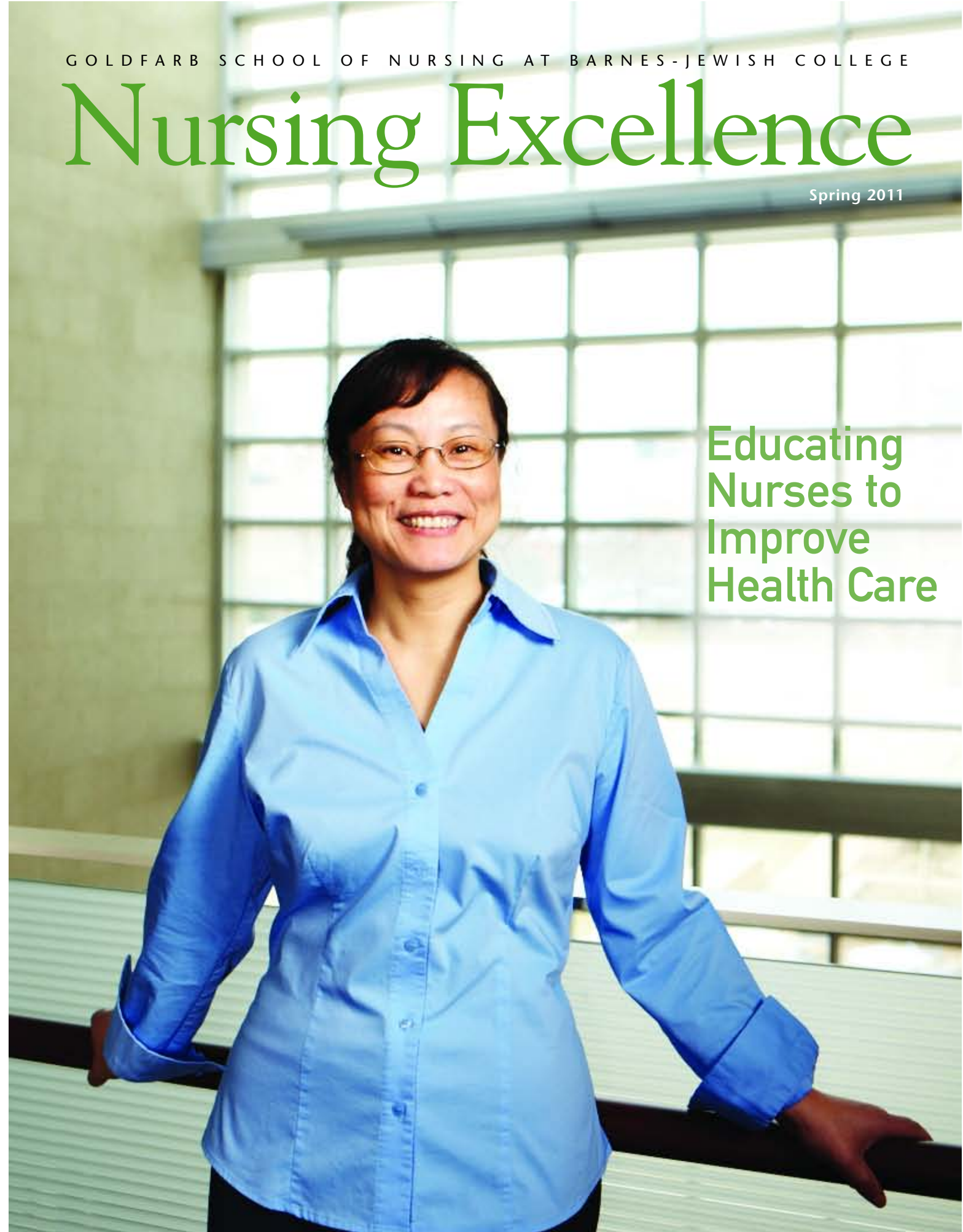
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GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE

Nursing Excellence

Spring 2011



Educating
Nurses to
Improve
Health Care

A Leading View:

In 2008, the Robert Wood Johnson Foundation and the Institute of Medicine (IOM) began a formal assessment of the nursing profession within the context of the nation's health care system. They sought to produce a report to make recommendations for the future of nursing. Just this past October, the IOM issued the report entitled "The Future of Nursing: Leading Change, Advancing Health."

The report outlines four key messages:

- Nurses should practice to the full extent of their education and training.
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners with physicians and other health care professionals in redesigning health care in the United States.
- Effective workforce planning and policy making require better data collection and information infrastructure.

to provide around-the-clock expert intervention for complex patient care needs. The Nurse Anesthesia concentration educates nurses to provide care to patients undergoing surgery or other procedures within inpatient and outpatient settings.

We have sought to create opportunities for seamless progression from the BSN to the MSN advanced practice nurse programs. In addition, we know that graduate education is essential to prepare BSN nurses to assume roles in teaching and in administration. Our Nurse Educator and Nurse Executive concentrations educate nurses to assume these vital roles.

In 2009, we initiated the nation's first fully integrated Doctor of Nursing Practice/Doctor of Philosophy program. We did not have existing doctoral programs that we could combine into a dual degree – instead, our faculty created the integrated program as a whole. We did not begin this program in order to be the first, but to fill what we believe is a vital role in health care now and into the future. We seek to educate practice scientists – nurses who are expert practitioners in a

"WE SEEK TO MAKE SURE THAT OUR GRADUATES FROM ALL OF OUR PROGRAMS HAVE THE NECESSARY KNOWLEDGE AND THE CORRESPONDING SKILLS TO ENABLE THEM TO CARE ENOUGH TO MAKE A DIFFERENCE."



It is clear that nurses will play an increasingly pivotal role in the reformed health care delivery system of the future. Advanced practice nurses (APNs) are those nurses prepared at the graduate degree level who are in the roles such as nurse practitioner and nurse anesthetist.

We have sought to create at Barnes-Jewish College graduate degree programs

that will help to meet society's needs for APNs. Our MSN Adult Nurse Practitioner concentration is focused on educating nurses to meet primary health care needs in ambulatory settings. The Adult Acute Care Nurse Practitioner concentration aims at educating nurses to assume roles of nurse hospitalist and nurse intensivist in hospital settings in order

variety of specialty areas and who also have the knowledge to identify and to apply existing evidence to practice. In addition, when there is not existing evidence to inform practice, our graduates will be able to pose the needed research questions and design studies to answer the questions, and in doing so, enrich the care experience and outcomes for patients and for the nurses providing the care.

It is an exciting and challenging time to be a nurse. We seek to make sure that our graduates from all of our programs have the necessary knowledge and the corresponding skills to enable them to care enough to make a difference.

Michael L. Evans, PhD, RN, FAAN
Maxine Clark and Bob Fox Dean and Professor
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On the Cover:
Suping Bao is part of the inaugural cohort for the DNP/PhD program. Read more about her on p. 5. Cover story photos by Jay Fram.

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Educating Nurses to Improve Health Care

Writing a new prescription for the health care system is a daunting task. Treating and managing patients have become more complex, while providers continue to introduce new technologies, work processes, and practice models. At the same time, health care reform will provide coverage to 32 million newly insured individuals. As a result, the health care industry will have to change the way in which care is delivered – and nurses will play an important role in this effort.

In October, the Robert Wood Johnson Foundation and the Institute of Medicine published a report that called for nurses to achieve higher levels of education and training so they can practice to their fullest potential, and be well-positioned to lead changes in health care.

Since shifting its focus to educate nurses solely at the baccalaureate level and above, Goldfarb School of Nursing at Barnes-Jewish College has been constantly refining its master's program to respond to the needs of the nursing profession. "Our master's graduates are providing primary care and serving as nurse executives and nurse educators throughout the region," says Gretchen Drinkard, PhD, RN, Assistant Dean for Post-Licensure Programs. "We constantly strive to produce nurses who add depth and breadth to the workplace."

Advanced Practice Nurses: A Critical Role in Health Care Delivery

In recent years, the number of medical students and residents entering primary care has declined. The Association of American Medical Colleges estimates that the United States will have a shortage of approximately 45,000 primary care physicians by 2020.

"Even without health care reform, there are currently not enough physicians who specialize in the provision of primary care," says Dr. Drinkard. "This is an area where advanced practice nurses, such as adult nurse practitioners, can be on the front line providing care."

"We've been hiring more advanced practice nurses over the years," says Coreen Vlodarchyk, MSA, BSN, RN, vice president of patient care services and chief nurse



Dr. Gretchen Drinkard, Assistant Dean for Post-Licensure Programs, teaching a seminar course for nurse educator students.

executive at Barnes-Jewish Hospital. "They are able to admit, assess, treat and discharge patients in collaboration with physicians."

The adult nurse practitioner program at Barnes-Jewish College requires its students to complete their practicum experiences in clinics, physicians' offices and other primary care environments. "Our adult nurse practitioner graduates are ready to assume responsibility for the care of individuals in a wide spectrum of settings," says Dr. Drinkard.

In addition to a shortage of primary care providers, there are also not enough physician hospitalists and intensivists within hospital acute care and intensive care units. According to the U.S. Department of Health and Human Services, the nation's booming aging population will increase the demand for adult intensivist services by approximately 38 percent – from 1,900 to 2,600 – between 2000 and 2020.

In response to this trend, in 2009 Barnes-Jewish College launched its adult acute care nurse practitioner program in partnership with Washington University School of Medicine's Department of

Anesthesiology. The program's clinical component is conducted in the intensive care units at Barnes-Jewish Hospital. Students learn invasive procedures such as endotracheal intubation and arterial line insertion, as well as the business aspects of becoming an independent nurse practitioner. Beth Beyatte, MSN '98, the program's clinical director, works with the intensivists in the ICU to train students in these procedures.

Certified Registered Nurse Anesthetists (CRNAs) are another group of advanced practice nurses that provide vital obstetrical, surgical and trauma stabilization services. They are often the primary providers of anesthesia care in more than two-thirds of

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Nursing Graduates Making a Difference

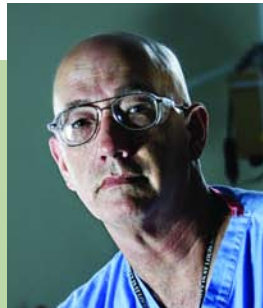
Many of our BSN graduates at Goldfarb School of Nursing at Barnes-Jewish continue their education to become nurse practitioners, administrators and educators. A few of them speak out on how their advanced degree is helping them achieve their goals.

Using evidence-based practice to make business decisions

Phil Stalling

BSN '08, MSN '10

Value Analysis Manager,
Barnes-Jewish Hospital



Phil Stalling went back to school to become a nurse at the age of 43 after a long career in the printing industry. He had been working as a resource nurse for several years until he was offered the position of outpatient surgery manager in the Center for Advanced Medicine at Barnes-Jewish Hospital and Washington University School of Medicine.

He saw the value of advanced education while working at Barnes-Jewish. Shortly after completing the RN to BSN program at Barnes-Jewish College, he continued on to pursue the MSN Nurse Executive program.

"I think the nurse executive program is valuable because it adds balance to the workplace," says Stalling. "There's a deficit in the upper management level of nurses. The program gives a solid basis in the practicalities of executives, like finance and human relations."

Now in his new position as value analysis manager for Barnes-Jewish, Stalling acts as a liaison between clinicians and finance officers. He uses evidence-based practice to inform purchasing and financial decisions in the operating room. "What I've learned in the program is beneficial to my new role," he says. "Now I have the tools to look at literature critically to discern the quality of various studies and products."

▶ Visit gson-ne.ws/phil to watch a video of Stalling discussing the benefits of the MSN Nurse Executive program.

Pursuing a lifelong passion in home health care

Margarita Ukman

ASN '96, BSN' 97, MSN '09

Former President and
Director of Nursing, ASTVA Home Health Agency



Born and raised in Moscow, Russia, Margarita Ukman received training both as a nurse and as a home health physician before she and her family immigrated to the United States in 1990. In St. Louis, she received her associate's degree, and then her bachelor's degree in nursing, at the former Jewish Hospital School of Nursing and Allied Health.

After gaining several years of experience in home health nursing, Ukman opened her own company, ASTVA Home Health Agency, which provided skilled nursing, case management, medication management, wound care, comprehensive rehabilitation and lab services for homebound patients in the St. Louis area. "I developed my own case management model and then when I started hiring nurses, I taught them my model," she says. "Our patients were very complex and diverse. We had patients who spoke Russian, Chinese, German and Spanish – you name it. I would hire interpreters for some cases, but every single one of my nurses spoke more than two languages."

Ukman wanted to integrate the nurse practitioner model into ASTVA's service, so she returned to Barnes-Jewish College to pursue the MSN Adult Nurse Practitioner program. "I gained a lot of knowledge in disease management and implementation of evidence-based practice," she says. "Now, I feel much more comfortable in my presentation skills for both clinical and business situations."

▶ Visit gson-ne.ws/margarita to read more about Ukman's childhood experience in Moscow, which has shaped her dedication to home health care.

Integrating clinical practice and research to benefit cancer patients

Suping Bao

ASN '05, BSN '07, MSN '09,
DNP/PhD '12

Oncology Nurse Practitioner,
Washington University School of Medicine



A native of China, Suping Bao traded in her career in international business to become a nurse, and has come a long way since then. Shortly after completing her BSN, Bao decided to continue on to the MSN Adult Nurse Practitioner program. It was while working on her master's that she realized the potential of nursing research. "Through the education I received in the MSN program, I realized research can expand my capacity to help people," she says.

So when she heard of the integrated DNP/PhD program, she applied for it without hesitation. "I explain my reason for pursuing the DNP/PhD program by using the Yin and Yang philosophy. Yang is seemingly opposite to yin – but there is yin in yang, and yang in yin. Both complement each other and interact within a greater whole," she says. "Similarly, without knowledge application in clinical care, research will lose its purpose. Without knowledge creation and discovery, clinical care will be less likely to improve rapidly. When these two merge, it results in perfectly balanced nursing care."

As an adult nurse practitioner, Bao feels the DNP/PhD program will enable her to apply research findings in the clinical setting, as well as to conduct research based on questions that arise from daily encounters on the oncology unit.

"Caring for a patient with cancer is literally a personalized, holistic care experience," says Bao. "Health care professionals have to consider the patient's physical, emotional and social aspects simultaneously when making care plans. My plan is to continue working with cancer patients individually as a nurse practitioner and do research with a larger population at the same time. This is Yin and Yang at work. I enjoy this kind of balanced care."

▶ Visit gson-ne.ws/suping to learn more about Bao's progression from the BSN to the DNP/PhD.

Educating future generations of nurses

Jessica Basye

ASN '05, BSN '09, MSN '11

Cardiac ICU Staff Nurse,
St. Louis Children's Hospital



Jessica Basye traces her love for nursing back to her grandmother, who used to tell her interesting stories about her life as a nurse.

Basye began her career in the neonatal intensive care unit at St. Louis Children's Hospital; now she is a staff nurse in the cardiac intensive care unit. While working at Children's, she completed the RN to BSN program at Barnes-Jewish College.

Education has always been her passion, so she continued on to pursue the MSN Nurse Educator program. In addition to school and work, she currently works as a clinical instructor for another local university. "I love precepting – I love to share all the knowledge that I have to help students feel comfortable and safe," she says. "I was always one of those students who felt very hesitant to ask questions. I strive to be one of those teachers whom students can ask anything and feel comfortable being around."

In the future, Basye plans to teach both didactic and clinical courses within pediatric nursing, and at the same time work part-time as a staff nurse to keep her clinical skills up to date. "As an educator, I feel it's important to keep my clinical skills so that I can teach those skills to my students," she says.

▶ Visit gson-ne.ws/jessie to watch a video of Basye discussing her passion for teaching.

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all rural hospitals, and in some states nearly 100 percent, according to the American Association of Nurse Anesthetists.

CRNAs practice with a high degree of autonomy and responsibility. Admission into CRNA programs is highly competitive. The path to becoming a CRNA is a rigorous but ultimately rewarding process, as is the case with Barnes-Jewish College's nationally recognized nurse anesthesia program. "It's a 28-month commitment, and when they're not in class or in the simulation lab, they're in the operating room from 6 a.m. to 6 p.m.," says Bernadette Henrichs, PhD, CRNA, CCRN, Professor and Director of the Nurse Anesthesia program.

Nurse executives manage the business side of health care. They collaborate with other health care professionals in rolling out hospital-wide initiatives such as computerized physician order entry and improved patient safety and quality measures. They also provide leadership and mentorship to front line nursing staff to prepare them for such changes.

At Barnes-Jewish College, students in the nurse executive program learn to see the big picture. Courses include topics in fiscal management, organizational behavior and administration, and human resources management, and their practicum preceptors are often administrators at

master's programs and 1,044 from doctoral programs, due to shortage of faculty.

The nurse educator program at Barnes-Jewish College not only produces educators within the hospital and patient care setting, it also sets the stage for them to pursue a doctoral degree should they wish to teach in academia. Students learn how to design curricula for both classroom and simulation learning environments. Graduates of the program include current faculty members Jaina Best, MSN '09, Affiliate Instructor and Julie Spencer, MSN, '09, Affiliate Assistant Professor.

In recognition of the nursing shortage in both clinical practice and academia,

"In this time of health care reform, we need people who are prepared as nurse executives to ensure fiscal responsibility, high quality and the best possible outcomes for patients," says Dr. Drinkard.

The efficacy of advanced practice nurses across several specialties – including primary, acute, pediatric and geriatric care – is well documented. For example, as early as 1986 the Office of Technology Assessment reported that advanced practice nurses can safely and effectively provide more than 75 percent of primary care services and 65 percent of anesthesia services to their patients. Dr. Drinkard notes that many studies show the quality of care provided by nurse practitioners is equal to that of physicians, and that patients report high levels of trust and respect for them.

Building Tomorrow's Nursing Leaders and Educators

Beyond direct patient care, nurses also play an important role in affecting health care delivery at the organizational level. "In this time of health care reform, we need people who are prepared as nurse executives to ensure fiscal responsibility, high quality and the best possible outcomes for patients," says Dr. Drinkard.

Barnes-Jewish Hospital. Students learn the skills and knowledge required to effectively mentor staff, collaborate with other professionals, manage departments, and even design new processes and workflows. These skills will be particularly important as health care reform will demand organizations to provide better access, improved quality and cost-efficient care.

"Master's-prepared nurses bring a different level of knowledge and expertise to the table," says Vlodarchyk. "They can do research and work with teams to look at best nursing practices. For many lead roles I am looking to hire those with a master's."

It is clear that nurses are responding to the need for advanced education. Yet despite the growth of enrollment in graduate programs, some nursing schools still cannot accommodate those interested in pursuing their master's.

In 2009, the American Association of Colleges of Nursing reported that 8,491 qualified applicants were turned away from

Barnes-Jewish College launched the Doctor of Nursing Practice/Doctor of Philosophy (DNP/PhD) dual degree program in 2009. The program is designed to equip nurses with the knowledge and skills so they can address issues in either setting. It also gives them the flexibility to work in both.

Now into its second year, the DNP/PhD program has attracted students from across the nation whose diverse backgrounds range from experienced nurse practitioners, nurse educators to nurse executives.

"Our integrated DNP/PhD program prepares practice scientists – individuals who are able to enact the goal of completing the loop of having clinical practice inform research in a timely manner," says Dr. Drinkard.

Nikki Llorin Eaves and Denene Brox contributed to this article.

BRINGING LOVE FOR NURSING AND OLDER ADULTS TO THE COMMUNITY

Taking care of older adults has been a longtime passion for Judy Smith, PhD, RN, Assistant Professor at Goldfarb School of Nursing at Barnes-Jewish College.

Prior to becoming an educator, Dr. Smith spent 20 years as a gero-psych clinical nurse specialist at St. John's Mercy Medical Center in St. Louis. In 1989, she obtained her MSN in gerontological nursing from Saint Louis University, and while teaching at Barnes-Jewish College, eventually went back to school to obtain a doctoral degree in nursing. Her dissertation focused on loneliness in older adults, a topic that she continues to write and speak about today.

"I've always had a love for older adults," says Dr. Smith. "My grandmother was my inspiration. She lived to 103 years old and was a big force in my life."

Dr. Smith's interest and expertise in gerontological nursing has led to her involvement with Collaborative Assessments to Revitalize the Elderly (CARE) in Our Community, a program that identifies community-dwelling adults who are at high risk for frailty by using an evidence-based collaborative approach.

The CARE program is an interdisciplinary partnership with health care professionals from the Washington University School of Medicine's Division of Geriatrics and Nutritional Science, the George Warren Brown School of Social Work and the Program in Occupational Therapy at Washington University, St. Louis College of Pharmacy, and Goldfarb School of Nursing at Barnes-Jewish College. The program is funded by the Barnes-Jewish Hospital Foundation.



Since 2007, the CARE team has been visiting community-dwelling older adults in underserved communities to provide free health screenings that identify frailty. The screenings include weight, body mass index, bone density, muscle mass, gait, balance, and mood, among other measures.

The assessments concentrate on three risk areas that can increase frailty: osteoporosis, depression and mobility. By identifying risk areas, the team is able to give residents information and advice on how to decrease their risk so they can continue to live independently.

The CARE team also provides the residents with free calcium and Vitamin D supplements, coupons to local groceries, and other food items at each visit.

Dr. Smith began her involvement with CARE in 2008. "I love being part of a team of professionals that reach out to the community of older adults to enhance their quality of

life," she says. She has expanded the College's involvement in the program by bringing student nurse volunteers with her and teaching them how to interact, perform health assessments and discuss plans of care with each of the residents.

Student surveys of the CARE experience are overwhelmingly positive, indicating that they have learned to identify individual abilities, limits and different communication styles needed when working with older adults. Dr. Smith also notes that her students have embraced the community service dimension of the nursing profession.

"There can be a stigma to working with older adults," says Dr. Smith. "Yet they possess a lot of wisdom and have a lot to contribute to society. It's important to impress on nursing students the value of aging because many of them will be taking care of older adults in their nursing careers."

Barnes-Jewish College Offers Upper Division BSN at Missouri Baptist Medical Center

Goldfarb School of Nursing at Barnes-Jewish College now offers the upper division BSN program on the campus of Missouri Baptist Medical Center through a teaching partnership between the two institutions.

The new site at Missouri Baptist, a 489-bed acute care hospital 12 miles west of the main campus, opened its doors to students in Spring 2011.

Students enrolled at the Missouri Baptist site receive the same academic and student support services as those attending school on the main campus. The curriculum includes the same classroom and simulation course work taught by existing Barnes-Jewish College faculty. Clinical rotations will be at Barnes-Jewish College's clinical sites – Missouri Baptist, Barnes-Jewish Hospital and St. Louis Children's Hospital – to give students experience working in both a large community-based hospital and tertiary care environments.

The upper division BSN program began with a small cohort of 18 students, but is anticipated to grow to a maximum of 100 students per year, resulting in an increase in the number of new professional nurses for the region. Classes are held in an existing building at Missouri Baptist while a new facility is under construction. Missouri Baptist is currently building the Clinical Nursing Institute, slated to open in 2012, which will house classrooms, simulation labs and offices.



Facts about Missouri Baptist Medical Center



Missouri Baptist is a top regional hospital, with five Centers of Excellence in heart care, cancer care, gastrointestinal/digestive diseases, orthopedics and women's health/childbirth.

Employees – 2,986
 Physicians – 1,300
 Nurses – 900
 Licensed Beds – 489
 Inpatient Admissions – 23,730
 Outpatient Visits – 226,224
 Surgeries – 15,000
 Emergency Department Visits – 38,122
 Volunteers – 450

“Our vision is to become known as one of the region's premier teaching hospitals for nurses,” said Tim Mislan, RN, vice president and chief nurse executive at Missouri Baptist Medical Center. “This partnership will offer nursing students the opportunity to learn evidence-based clinical practices at the bedside in an environment dedicated to achieving both the highest levels of clinical quality and patient satisfaction.”

“We are excited to partner with the visionary leaders at Missouri Baptist as we replicate our existing program to increase the number of nursing graduates, thus addressing the current and future nursing shortage,” says Dean Michael Evans, PhD, RN, FAAN.

Currently, Barnes-Jewish College has two research faculty members dedicated to helping Missouri Baptist nurses embrace evidence-based practice on its campus. This new teaching partnership will further the use of evidence-based practice as a foundation for students receiving clinical education at Missouri Baptist.

Missouri Baptist Medical Center is a member of the BJC HealthCare system and has been an established clinical site for Barnes-Jewish College pre-licensure students for several years.

New Study Abroad Program to Train-the-Trainers on HIV Nursing Care

By Denene Brox

Goldfarb School of Nursing at Barnes-Jewish College takes nursing to a global level with its new study abroad program to be held in the Republic of Cameroon, a country in sub-Saharan Africa.

The study abroad program will offer nursing students a unique opportunity to learn best practices in treating and educating women infected with HIV (human immunodeficiency virus), and then share that knowledge with their Cameroonian peers in what is called the “train-the-trainer” learning model.

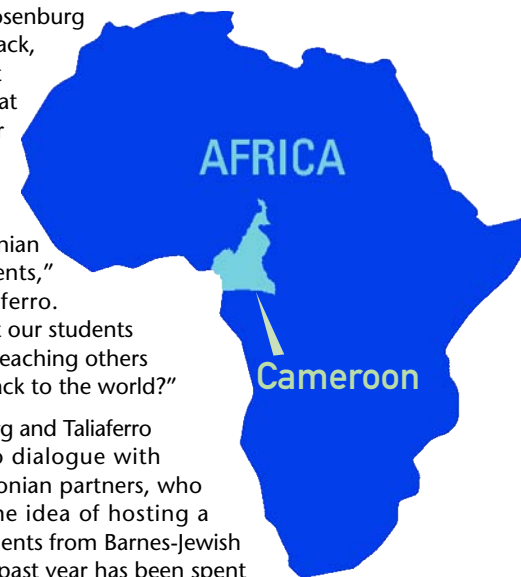
The idea for the peer-to-peer model emerged while principal investigators Neal Rosenberg, PhD, RN, Assistant Professor, and Donna Taliaferro, PhD, RN, the Paul McKee, Jr. Associate Dean for Research, were conducting a research study on HIV-related stigma at five nursing schools in rural and urban Cameroon. During the course of their research, they found that the most common questions asked by the nursing faculty and students there were on HIV mother-baby transmission and breastfeeding.

“When Dr. Rosenberg and I came back, we thought it would be great if we took our students to work side-by-side with the Cameroonian nursing students,” says Dr. Taliaferro. “Why not get our students engaged in teaching others and giving back to the world?”

Drs. Rosenberg and Taliaferro continued to dialogue with their Cameroonian partners, who welcomed the idea of hosting a group of students from Barnes-Jewish College. The past year has been spent designing the HIV elective course that students are required to take, interviewing applicants, and organizing logistical details of the trip. Holly Diesel, PhD, RN, Assistant Professor, joined the study abroad team for additional academic support.

Of the 17 qualified applicants, eight were accepted into the program. The selected students are currently enrolled in the HIV course that covers the etiology, epidemiology, physiological, and psychosocial aspects of HIV disease; as well as the management of nursing care of pregnant HIV-infected women. They will then travel to Cameroon over the 2011 spring break to deliver the material to their peers in an intensive educational workshop.

In addition to delivering the workshop, the study abroad team will engage in cultural activities including visits to orphanages,



pygmy tribes, the International Day of the Woman parade, and other events that may be occurring during the trip.

“It just thrilled us that we had a lot of students interested in participating in an international experience,” says Dr. Taliaferro. “It will be the trip of a lifetime for them.”

A lifelong interest in HIV nursing

Drs. Rosenberg and Taliaferro both have a passion for working in Cameroon. Dr. Rosenberg's interest grew out of his experiences with the Cameroonian people who he describes as extremely gracious.

“I feel safe there and enjoy working with people whom I know appreciate our presence,” says Dr. Rosenberg. “There is much apathy surrounding HIV/AIDS today as this illness moves into a perception of a chronic condition in the United States. Unfortunately, in many resource-limited settings, this is not the case and HIV/AIDS is devastating communities. I want to give a voice to nursing students surrounding the care of HIV-infected patients.”

Dr. Taliaferro has done research work in Africa for a number of years and says it offers her a unique way of giving back. “While Africa has the highest HIV rate in the world, people there have the least amount of knowledge about it. They really don't know how you get it or how to stop it. Over the years I have found it so rewarding to be able to work with them and help them gain knowledge and understanding of the disease,” says Dr. Taliaferro.

Dr. Rosenberg says that by the end of the program, the students will become knowledgeable in HIV care – knowledge that they will carry with them as they embark on their careers as nurses here at home, or anywhere in the world.

Graduate Nurses Benefit from Nurse Residency Program

A new program at Barnes-Jewish Hospital is helping new graduate nurses as they step out of the classroom and into the clinical environment.

Baccalaureate graduates from Barnes-Jewish College, along with their fellow new nurses from other schools across the nation, participate in a nurse residency program after being hired as Barnes-Jewish Hospital employees.

The one-year nurse residency program is required of entry-level baccalaureate nurses who are employed at Barnes-Jewish. Established in June 2009, the program is managed by Barnes-Jewish's Center for Practice Excellence, with active faculty facilitators from Barnes-Jewish College and the University of Missouri-St. Louis.

Based on the framework provided by the UHC-AACN*, the nurse residency program is an evidence-based curriculum designed to support new graduate nurses as they transition into their first professional roles as caregivers in a tertiary hospital setting.

Nurses meet once a month for four hours. Each monthly seminar features content experts that discuss various topics such as leadership, professional development, and patient safety and outcomes. Panel discussions involving physicians, clinical nurse managers, lead charge nurses and advanced

practice nurses provide nurse residents the opportunity to ask questions. In addition, the monthly seminars include "Tales from the Bedside," an informal, confidential group discussion where nurse residents share their experiences as new nurses. Facilitators encourage problem solving and offer resources as needed.

"New graduates need additional support as they build competence and confidence necessary for a successful transition from student to professional nurse," says Margie Berry, MSN '08, senior coordinator with the Center for Practice Excellence. "The nurse residency program provides a bridge between academia and practice, focusing on the real world application of knowledge learned during their baccalaureate program."

Holly Diesel, PhD, RN, Assistant Professor at Barnes-Jewish College, is one of the active faculty members that assist in facilitating the monthly seminars. "The residents frequently comment on the relationships they are establishing throughout the hospital that have given them a focused support group, as well as laying the groundwork for future networking," she says. "They also really love the 'free counseling' that they get from the small group discussions."

* University HealthSystem Consortium/American Association of Colleges of Nursing

Barnes-Jewish College Graduates Speak Out

"The NRP has benefited me by providing monthly opportunities to talk with my peers. I realized that even though we are all in completely different departments, we experience the same things and made me feel like I wasn't alone in my journey. They say the first year as a nurse is the hardest, and by having such a large support group the first year has been great!"

Leslie Robertson, BSN '09
Staff nurse in the cardiothoracic operating room

"The NRP has been a great opportunity to develop relationships with my peers. Through trading stories and speaking with them, I've gained insight into how things are run on many different departments of the hospital. Also, the NRP facilitators have been excellent at teaching us all the benefits and opportunities that are available to us as BJC employees."

Luke Hubbard, BSN '09
Staff nurse in the cardiothoracic ICU

"The residency program not only offered opportunities for my knowledge and growth but also allowed time for me to share my concerns and realize that others in my cohort had similar feelings. Through participating I felt encouraged and optimistic about my future as a nurse."

Linda Ditzler, BSN '09
Staff nurse on the oncology floor

Nurse Residency Programs Expand Nationally

- Nurses who are unprepared to handle the job often change employers or leave the profession altogether.
- According to the Bureau of Labor Statistics, an estimated 1 million new and replacement nurses will be needed by 2016. New nurse turnover is a major issue that hospitals face.
- The UHC/AACN nurse residency program has currently educated over 16,000 nurses at 62 sites in 28 states.
- In the first three years of adopting the program, hospitals experienced an aggregate turnover rate of only 5.6 percent, compared to the national average of 27.1 percent.

Source: University HealthSystem Consortium

HOLLY DIESEL, PHD, RN ASSISTANT PROFESSOR



"I LOVE TO SOLVE PUZZLES AND PROBLEMS, I HAVE A HUGE NEED TO CREATE AND BE CREATIVE, AND I ENJOY BOTH PROCESS AND PRODUCT. ALL OF THESE NEEDS ARE MET IN NURSING..."

Surprisingly, Monday was the day when I was most excited and energized. It didn't take me long to realize that this was the right move, so I asked the assistant dean at Barnes-Jewish College if there were any full time positions. By the end of that summer, I was offered a full-time position at the instructor level. It's funny how life works out, because I've just celebrated my 30th year of employment with BJC!

On Soothing Premature Babies

"I'm fascinated by approaches that are different than what Western medicine provides, so for my dissertation I decided to explore touch and adaptation to a new environment in the premature newborn population. My research explored the effect of touch, in the form of a small pillow that was placed on the upper thorax of premature infants. I got the idea one night while lying in bed trying to think of how I could help premature babies cope with the stressful environment outside the uterus. I had a headache and was stressed, so I laid down on my bed and pulled out the little lavender eye pillow I use for stress relief. Before long, I had the "eureka" moment and knew what I wanted to do.

Autonomy, Creativity and Risk as an Educator

"Nursing has provided me with seemingly limitless opportunities for growth. As I've changed over the years, there has always been a new and exciting role to try out in nursing. I love to solve puzzles and problems, I have a huge need to create and be creative, and I enjoy both process and product. All of these needs are met in nursing, and I meet incredible people who all have something important to teach me.

"What I like specifically about teaching is being a participant in the process of learning. Every day is different, and teaching gives me a way to share the many different facets that make me who I am. The autonomy is incredible, there are opportunities to be creative and take risks in the process of planning and execution... what's NOT to like?

Dr. Holly Diesel joined Goldfarb School of Nursing at Barnes-Jewish College in 2004 as an instructor. Previously, she held various roles within BJC HealthCare, including nurse manager for Barnes-Jewish Hospital's Women & Infants department and organization performance manager for Barnes-Jewish St. Peters Hospital. In June, she received her doctorate from the University of Missouri-St. Louis. She currently teaches women's health and co-teaches an HIV nursing elective. She is involved in the new study abroad program in Cameroon.

The Path to Nursing

"My initial college degree was a double major in sociology and psychology with a minor in German. After graduation, I spent the next seven years working on a cattle ranch. It didn't work out, so I relocated to St. Louis and eventually went back to school. Since I've always loved science, I opted for nursing. I was incredibly fortunate to find the fit was excellent. After I graduated from the Barnes Hospital School of Nursing with my diploma, I was offered a position on an orthopedic unit. Then my best friend in nursing school told me about an opening in the labor and delivery unit. This position was even better suited to meet my needs.

"As often it has happened in my career, I wasn't specifically looking for the next position. Years later, I ran into a former colleague and asked what she was doing, and she said teaching nursing students. It seemed like fun, and I needed a different perspective from the one provided by my administrative role at the time. So, I started teaching clinicals in OB on the weekend.

Homecoming Celebration

On Nov. 6, the Barnes-Jewish College Alumni Association hosted its annual Homecoming Celebration for all alumni. The event included lunch, simulation lab demonstrations and a continuing nursing education opportunity with Patricia Potter, PhD, RN, FAAN, Barnes Class of 1970, who spoke on compassion fatigue among nurses and family caregivers.



Members of the Barnes Hospital School of Nursing Class of 1970



Members of the Jewish Hospital School of Nursing Class of 1965

Dedicated Alumna's Message For You

Peggy Schaffer, RN, Jewish Hospital School of Nursing Class of 1965 alumna, has a mantra that helped her attain satisfaction and success during her nursing career. Now she is sharing it with current and past students at Goldfarb School of Nursing at Barnes-Jewish College, in hope that they too will find fulfillment in their careers.

"Have an open mind when you apply for a job, because one opportunity will lead to your next," says Schaffer. "Don't be afraid to try something unusual or different, because many opportunities await you."

Schaffer learned this lesson from her varying nursing positions over the years.

"One of my favorite experiences was working in labor and delivery. It was so thrilling to be part of the birthing process!" says Schaffer. "But I also loved my time in occupational health. This was an area in which I never saw myself working, yet I truly enjoyed it."

Schaffer appreciates that her career was possible because of her great education from Jewish Hospital School of Nursing. She is also grateful that her parents were able to pay her tuition so that she did not have a financial burden impeding her studies.

"My mother started a scholarship fund and I continue to support it annually because not everyone shares my good fortune of being able to afford nursing school without financial hardship," says Schaffer. "It gives me great pleasure to make it easier for a student to accomplish his or her goal of becoming a good nurse."

As a member of the Barnes-Jewish Hospital Auxiliary, Schaffer is also involved in planning special "breaks" for students to enjoy a hearty snack at Goldfarb Hall during heavy exam times or a special treat on some holidays.



Peggy Schaffer (on left), and Carmen Lehman, Jewish Hospital School of Nursing Class of 1965, both make charitable gifts to support Barnes-Jewish College students.

"I enjoy doing this because I remember how much I looked forward to the monthly coffee breaks the Auxiliary sponsored for us when I was a student," says Schaffer. "And I especially enjoy talking to current students and sharing with them some of my 'ancient' experiences."

To fellow alumni, Schaffer says, "I am confident you would receive a great deal of satisfaction, as I have, from donating time or money to the College and the future nurses who study there. It's a great way to give back to our wonderful profession and our alma mater that helped make our careers possible!"

If you would like to support scholarships at Goldfarb School of Nursing at Barnes-Jewish College, please use the enclosed envelope or visit us at: www.barnesjewishcollege.edu/giving. If you have questions about making a gift, please contact Amber Johansen at (314) 286-0696 or email GivingBarnesJewish@bjc.org



Donor Bill Levinson with his scholarship recipient Rachel Tankersly and his daughter Susie Levinson

Scholarship Dinner

The Scholarship Dinner held Nov. 9 honored the 283 scholarship recipients and 18 award winners from the 2009-2010 school year, and the generous donors that made them possible.



Donors Hanna Evens, Ron Evens and Penny Bari, scholarship recipient Meghan Gerker (second from left) and Barnes-Jewish Hospital President Rich Liekweg (far right)

Alumni: Staying Connected in Unique Ways

Susan Lombardo Kramer, Jewish Hospital School of Nursing Class of 1976, has spent her nursing career at Barnes-Jewish Hospital. From January to March 2011, the Barnes-Jewish community will get to see another side to her when her photography is displayed at the hospital's Arts + Healthcare Gallery on the north campus, adjacent from the Center for Advanced Medicine lobby. Stop in and see the inspiring work of your fellow alumna!

Katie Freshman Niemeyer, Barnes Hospital College of Nursing Class of 1994, traveled from her home in Texas to St. Louis in the summer of 2010 to see the nurses in the Barnes-Jewish Hospital burn unit where she was treated in 1988, who inspired her to become a nurse. During her visit, Niemeyer also stopped by Goldfarb Hall to see the exciting new facilities and learn about the current curriculum and degree programs. Watch a video from Niemeyer's visit at <http://bit.ly/hGNDX>.

Share Your Experience: Join the Alumni Advisory Council

As an alumna, you have a breadth of experience, skills, and points of view that are invaluable to us. Please consider joining the Alumni Association Advisory Council if you are enthusiastic about engaging fellow alumni. The council is an opportunity for you to honor your past, build for the future, and continue the culture of community at the College.

If you are interested in nominating yourself or a classmate, please fill out the form at www.barnesjewishcollege.edu/alumni

What Have You Been Up To?

We'd love to know! Drop us a line and give us an update on your current job, recent award recognition, and most up-to-date contact information. It's great to hear what all

of our alumni are experiencing. Please visit us at www.barnesjewishcollege.edu/alumni and click

"Stay in Touch."

Welcome New Faculty and Staff



Maghan (Strong) McAllister, MA
Enrollment Coordinator/Career Services Coordinator

Maghan McAllister holds the dual role of enrollment coordinator and career services coordinator at Barnes-Jewish College. Previously, she was an academic advisor at St. John's College of Nursing at Southwest Baptist University in Springfield, Missouri. In her former position, she provided course

planning and scheduling for pre-nursing students, assisted students with study skills and test preparation, counseled students with academic, personal and financial difficulty, evaluated transcripts, and conducted degree audits.

McAllister holds a bachelor's degree in social work from Southern Illinois University at Carbondale, and a master's degree in school and professional counseling from Lindenwood University.



Patrick Ercole, MPH
Statistician

Patrick Ercole became a full-time statistician in the Office of Nursing Research after working part-time for a year. In his position, Ercole works with faculty, staff, and students to develop research proposals, analyze data, and interpret the results. He also teaches a series of statistics courses in the DNP/PhD program.

Previously, he was a research analyst and consultant at the Center for Outcomes Research at Saint Louis University. In addition to his professional endeavors, Ercole has worked in Atíma, a remote village in Honduras, for the last 10 years as part of a medical mission trip based in Baltimore. Through this work, he founded OCHO (Organization for Community Health Outreach), a non-profit whose goal is to provide health care access to rural and remote populations in developing nations.

Ercole holds a bachelor's degree in health and societies from the University of Pennsylvania. He completed his master's degree in public health at Saint Louis University, where he is now also pursuing his doctorate in public health.

CRNA program participates at national conference, regional workshop

In August, students and faculty in the nurse anesthesia program attended the American Association of Nurse Anesthetists national meeting held in Seattle, Washington. Andrea Atkins, SRNA, competed with fellow nurse anesthesia students in the college bowl and her team won the competition. Shaun Ferrie, SRNA, was recognized for the \$3,000 scholarship he received from the Missouri Association of Nurse Anesthetists.

In addition, Bernadette Henrichs, PhD, CRNA, Director of the Nurse Anesthesia program, presented a lecture on preventing medication errors.

In September, the nurse anesthesia programs at Barnes-Jewish College and Webster University hosted a regional anesthesia workshop. Over 75 students participated in hands-on activities where they learned how to administer regional blocks and about potential complications that may occur.



Francesca Sciortino, MSN, RN, ACNP-BC
Affiliate Instructor

Francesca Sciortino briefly served as adjunct instructor in pharmacology at Barnes-Jewish College before her appointment to affiliate instructor. Previously, she was an ICU nurse at St. John's Mercy Medical Center and Missouri Baptist Medical Center. She began her nursing career in 2006, after a long profes-

sional career in the airline, fashion, and international banking industries, then as vice president and office manager for a St. Louis manufacturing company.

Sciortino currently teaches pharmacology for evidence based practice and fundamental lab skills in the accelerated BSN program. She holds a bachelor's degree in foreign service from Georgetown University, a BSN from the former Barnes-Jewish College of Nursing and Allied Health, and recently completed her MSN from Saint Louis University. She is certified as an acute care nurse practitioner.



Andrea (Bobbie) Weber, MSN, RN
Affiliate Assistant Professor

Bobbie Weber is an experienced critical care nurse, having spent 28 years in the intensive care unit, post-anesthesia care unit and emergency department at several St. Louis area hospitals, including St. Louis Children's Hospital, St. John's Mercy Medical Center, St. Anthony's Medical Center and Missouri Baptist Medical Center. She also spent seven

years in Wisconsin, as a surgical staff nurse for Columbus Community Hospital and an ICU nurse at Meriter Hospital in Madison.

In addition to her clinical expertise, Weber has 12 years of experience teaching advanced cardiac life support, paramedic education, trauma nursing core courses, emergency nursing pediatric courses and trauma education and prevention.

Prior to Barnes-Jewish College, Weber was associate professor of nursing at St. Louis Community College. Aside from her teaching duties, she continues to work as a staff nurse in the emergency department at St. Louis Children's Hospital.

Weber is currently the course coordinator for adult health I in the upper division BSN program. She holds a BSN from Webster University and an MSN from University of Missouri St. Louis.



Pamela Ostby, MSN, RN, OCN
Assistant Affiliate Professor

Pamela Ostby has over 32 years of experience in the clinical, educational and administrative aspects of nursing. She has worked in a variety of specialties including medical-surgical, pediatric ICU, and OB/GYN; however, her love for oncology nursing began in 1986. As an oncology certified nurse, she gained most of her experience in

hospital nursing at St. John's Mercy Medical Center. During her tenure at St. John's, she worked on both inpatient and outpatient units, as a cancer research nurse, and as manager of the cancer center, as well as several other non-cancer related departments. She continues to serve as a consultant to help identify resources and medical services for newly diagnosed patients that do not have access to oncology services due to geographic location.

Prior to joining Barnes-Jewish College, Ostby was adjunct faculty at Maryville University, where she taught a variety of classroom and clinical courses.

Ostby speaks publicly on cancer related topics, the importance of early detection and prevention and health promotion. She has been awarded grants from various organizations, including the Susan G. Komen for the Cure, to provide clinical exams, mammography, and education for underserved women in the St. Louis area and rural communities in Missouri.

Ostby currently teaches introduction to adult health in the upper division BSN program. She holds a BSN from Maryville University and an MSN from Saint Louis University.



Kate Mansfield, MBA, MA
Senior Grant Writer

Kate Mansfield has over 10 years of experience in grant development and consulting services on a national and international level. As senior grant writer for the Office of Nursing Research, she works closely with the associate dean for research and faculty to optimize research and project grants, develop proposals for external grant funding, and

review and edit all substantive documents and publications.

Previously, Mansfield provided consulting and proposal writing services for several health care and non-profit organizations bidding on government and foundational grants, resulting in over \$22 million in grants awarded.

Mansfield also spent five years in nonprofit administration, having served in executive leadership positions for the Community Council of St. Charles County and Call for Help, an agency that provides 24-hour crisis intervention and support services for Metro East St. Louis residents. In addition to teaching foreign language and history at the secondary level for 12 years, she also spent six years teaching at the college level, most recently as assistant professor of nonprofit management at Lindenwood University in St. Charles, Missouri.

Mansfield received a bachelor's degree in social work from University of Missouri-Columbia. She holds a master's degree in rehabilitation counseling from the University of South Florida in Tampa; an MBA and a master's in human service agency management from Lindenwood University.

Student organizations engage in community service

The year 2010 was a busy one for Barnes-Jewish College pre-licensure students, who participated in several events sponsored by the Student Council and Student Nurses' Association.

In the spring, the Student Council organized a medical trivia event with proceeds donated to the American Red Cross fund for Haiti earthquake disaster relief. In the summer, they volunteered with the St. Louis Association of Nurses in AIDS Care to staff a booth at St. Louis Pridefest, and invited the Mississippi Valley Blood Center to hold a blood drive on campus.

Meanwhile, the Student Nurses' Association sponsored a book drive to benefit patients and families at the Siteman Cancer Center at Barnes-Jewish Hospital and Washington University School of Medicine. They received a large donation from Left Bank Books, a neighborhood bookstore a few blocks from campus. They also organized a group of 25 students to build a house in north St. Louis city through Habitat for Humanity.

Michael Evans Appointed Next President of the American Nurses Credentialing Center

The American Nurses Association (ANA) Board of Directors has appointed Dean Michael Evans, PhD, RN, FAAN, as the next president of the American Nurses Credentialing Center (ANCC), the world's largest and most prestigious nurse credentialing organization.

Dr. Evans will begin his two-year term on July 1, 2011. As president, he will serve as chief spokesperson on behalf of ANCC and will lead the board in setting goals, policy, and long-range plans for the credentialing center.

A subsidiary of the ANA, the ANCC provides nursing certification in various advanced practice specialties, offers continuing education programs, and designates Magnet status to hospitals that demonstrate the highest standards in professional nursing practice.

PUBLICATIONS

Balakas, K. & Fineout-Overholt, E. (2011). Teaching evidence-based practice in clinical settings. In B. M. Melnyk & E. Fineout-Overholt (Eds.), *Evidence-based practice in nursing & healthcare: A guide to best practice 2nd ed.* (pp. 330-343). Philadelphia: Lippincott, Williams & Wilkins.

Balakas, K. & Sparks, L. (2010). Teaching research and evidence-based practice using a service learning approach. *Journal of Nursing Education, 49*(12), 691-695.

Curtis, M.P., Hendrickson, S. & Georgantopoulos, P. (2010). Community collaboration in a community H1N1 vaccination program. *Journal of Community Health Nursing, 27*, 121-125.

Curtis, M.P. & Hoffman, M. (2010). Integrative learning strategies. *Journal of Continuing Education in Nursing, 41*(7), 296-297.

Curtis, M.P. & Jensen, A. (2010). A descriptive study of learning through confluent education: An opportunity to enhance nursing students' caring, empathy and presence with clients from different cultures. *International Journal for Human Caring, 14*(3), 48-52.

Diesel, H. (2009). Soothability and growth in preterm infants [Abstract]. *International Journal for Human Caring, 14*(3), p. 68.

Haas, B., Seckman, C., & Rea, G. (2010). Incorporating cultural diversity and caring through simulation in a baccalaureate nursing program. *International Journal of Human Caring, 14*(2): 50-51.

Haas, B., & Taliaferro, D. (Eds.). (2010). Editorial commentary: Simulation and human caring. *International Journal for Human Caring, 14*(2).

Hendricks-Ferguson, V. L., Haase, J. E., Pradhan, K. R., Kane, J.R, Hinds, P. S. (2010). P.Multi.07. Interdisciplinary development of a communication intervention for parents of children with brain tumors. *Neuro-Oncology, 12*(6), ii80.

Lunsford, V. (2010). Book review of Human Centered Nursing: The Foundation of Quality Care. *International Journal for Human Caring 14*(2), 71.

Spencer, J. & Lunsford, V. (2010). Electronic documentation and the caring nurse-patient relationship. *International Journal for Human Caring, 14*(2), 29-34.

PRESENTATIONS

Balakas, K. (2010, April). *Inpatient diabetes management initiative.* Podium presentation at the Midwest Nursing Research Society, Kansas City, MO.

Balakas, K. (2010, April). *Inpatient diabetes management initiative.* Podium presentation at the Sigma Theta Tau International Tau Iota Chapter Annual Research Day, St. Louis, MO.

Balakas, K. & Steurer, L. (2010, April). *An outcome of evidence-based practice: sustained clinical decision-making among bedside nurses.* Podium presentation at the Sigma Theta Tau International Tau Iota Chapter Annual Research Day, St. Louis, MO.

Balakas, K. & Steurer, L. (2010, June). *An outcome of evidence-based practice: sustained clinical decision-making among bedside nurses.* Podium presentation at Thinking Qualitatively 2010, Edmonton, Alberta, Canada.

Balakas, K. & Steurer, L. (2010, July). *An outcome of evidence-based practice: sustained clinical decision-making among bedside nurses.* Podium presentation at the Summer Institute on Evidence-Based Practice, San Antonio, TX.

Bollini, M, Hassler, **M. Balakas, K,** Fehr, J. (2010, January). *Perceptions in multidisciplinary team-based simulation training.* Poster presentation at the International Meeting on Simulation in Healthcare, Phoenix, AZ.

Bultas, M. W. (2010, October). *Pediatric enrichment strategies through simulation.* Poster presentation at the Annual Conference on the Professional Nursing Education and Development, Baltimore, MD.

Curtis, M.P. (2010, August). *Conducting pre-and post-clinical conferences.* Podium presentation at the St. Louis Clinical Faculty Academy, St. Louis, MO.

Curtis, M.P., Bultas, M., Green, L., & Ercole, P. (2010, October). *Enhancing cultural competency in undergraduate nursing students.* Podium presentation at the Annual Conference of the Transcultural Nursing Society, Atlanta, GA.

Curtis, M.P., Bultas, M., Green, L., & Ercole, P. (2010, October). *Enhancing cultural competency in undergraduate nursing students.* Poster presentation at the Barnes-Jewish Hospital Annual Multidisciplinary Research Conference, St. Louis, MO.

Curtis, M. P. & Hendrickson, S. (2010, November). *Pandemic response: National, state & local perspective.* Podium presentation at the Missouri Immunization Conference, St. Louis, MO.

Curtis, M.P. & Jensen, A. (2010, June). *A descriptive study of learning through confluent education: An opportunity to enhance nursing students' caring, empathy and presence with clients from different cultures.* Podium presentation at the Association of Community Health Nursing Educators Conference, Arlington, VA.

Diesel, H. (2010, October). *Soothability and growth in preterm infants.* Podium and poster presentation at the St. Louis Children's Hospital Annual Nursing and Allied Health Research & EBP Conference, St. Louis, MO.

Diesel, H. (2010, June). *Soothability and growth in preterm infants.* Podium presentation at the International Association for Human Caring Conference, Rochester, MN.

Gerl, S., **Hendricks-Ferguson, V., McKee, S.** (2010, April). *Measurement of post graduate nursing competence.* Poster presentation at the Sigma Theta Tau International Tau Iota Chapter Annual Research Day, St. Louis, MO.

Gerl, S., **Hendricks-Ferguson, V., McKee, S.** (2010, May). *Measurement of post graduate nursing competence.* Poster presentation at the Midwest Nurse Educators Academy, Grand Forks, ND.

Gildehaus, L., **Hendricks-Ferguson, V., Hieml, P.** (2010, October). *Medication adherence among adolescents undergoing a kidney transplant.* Poster presentation at the Barnes-Jewish Hospital Annual Multidisciplinary Research Conference, St. Louis, MO.

Gildehaus, L., **Hendricks-Ferguson, V., & Hieml, P.** (2010, October). *St. Louis Children's Hospital faculty-staff collaborative grant study: Medication adherence among adolescents undergoing a kidney transplant.* Poster presentation at the St. Louis Children's Hospital Annual Nursing and Allied Health Research & EBP Conference, St. Louis, MO.

Pippens, R., **Hendricks-Ferguson, V., Peters-Herron, A., & Hufker, K.** (2010, September). *Evidence-based analysis of the incidence and current health care management for preeclampsia among adolescent mothers.* Poster presentation at the Association of Women's Health, Obstetric and Neonatal Nurses Convention, Las Vegas, NV.

Hendricks-Ferguson, V., Dupree, C., Sawin, K., Montgomery, K., Haase, J., Carr, B. (2010, October). *Focus group of novice pediatric oncology nurses regarding end-of-life care communication.* Poster presentation at the Association of Pediatric Hematology/Oncology Nurse Annual Conference, Minneapolis, MN.

Hendricks-Ferguson, V., Haase, J., Pradhan, K., Kane, J., Chie-Schin, S., Gauvain, K., & Donovan-Stickler, M. (2010, October). *Interdisciplinary development of a communication intervention for parents of children with a brain tumor.* Poster presentation at the St. Louis Children's Hospital Annual Nursing and Allied Health Research & EBP Conference, St. Louis, MO.

Hendricks-Ferguson, V., Haase, J., Pradhan, K., Kane, J., Chie-Schin, S., Gauvain, K., & Donovan-Stickler, M. (2010, October). *Interdisciplinary development of a communication intervention for parents of children with brain tumors.* Poster presentation at the Barnes-Jewish Hospital Annual Multidisciplinary Research Conference, St. Louis, MO.

Hendricks-Ferguson, V. & Palmquist, S. (2010, October). *Retrospective assessment of parents' perspectives of end-of-life communication.* Podium presentation at the Barnes-Jewish Hospital Annual Multidisciplinary Research Conference, St. Louis, MO.

Henrichs, B. (2010, October). *How to be an effective and efficient clinical instructor.* Podium presentation at the American Nurses Association-California Meeting, Pasadena, CA.

Henrichs, B. (2010, October). *Preventing cardiac ischemia in anesthesia.* Podium presentation at the American Nurses Association California Meeting, Pasadena, CA.

Henrichs, B. (2010, November). *Assessing patients for GI sedation.* Podium presentation at the Midwest Society of Gastroenterology Nurses Meeting, Cedar Rapids, IA.

Henrichs, B. (2010, November). *Using simulation to teach crisis management.* Podium presentation at the Midwest Society of Gastroenterology Nurses Meeting, Cedar Rapids, IA.

Haas, B & Rea, G. (2010, October). *Appreciation of interprofessional perspectives: a standardized patient experience to promote communication between nursing and medical students.* Podium presentation at the Barnes-Jewish Hospital Annual Multidisciplinary Research Conference, St. Louis, MO.

Haas, B. & Rea, G. (2010, October). *Faculty and instructor development.* Expert panel at the Laerdal Simulation User Network Conference, Indianapolis, IN.

Haas, B. & Rea, G. (2010, October). *Simulation in nursing schools: integrating simulation into nursing curriculum.* Podium presentation at the Laerdal Simulation User Network Conference, Indianapolis, IN.

Haas, B. & Rea, G. (2011, January). *Appreciation of interprofessional perspectives: a standardized patient experience to promote communication between nursing and medical students.* Podium presentation at the Annual Society for Simulation in Healthcare International Meeting, New Orleans, LA.

Hassler, M., **Bultas, M. W. & Rea, G.** (2010, October). *High fidelity simulation: an application for staff nurse education.* Podium presentation at the St. Louis Children's Hospital Annual Nursing and Allied Health Research & EBP Conference, St. Louis, MO.

Hendricks-Ferguson, V., Haase, J., Pradhan, K., Kane, J., Hinds, P. (2010, June). *Interdisciplinary development of a communication intervention for parents of children with brain tumors.* Poster presentation at the International Symposium on Pediatric Neuro Oncology, Vienna, Austria.

Jensen, A., Curtis, M.P. & Scherder, J. (2010, October) *A qualitative study of participant student response to participatory learning in a graduate nursing education class.* Podium presentation at the Maryville University Scholarship of Teaching and Learning Conference, St. Louis, MO.

Lunsford, V. (2010, June). *Understanding health promotion in newly immigrated Latinos.* Podium presentation at the International Association for Human Caring Conference, Rochester, MN.

Lunsford, V. (2010, September). *Women's physical activity after a cardiac event.* Podium presentation at the State of the Science: Congress on Nursing Research, Washington, DC.

faculty highlights

Lunsford, V, & Taliaferro, D. (2010, November). *Educating the practice scientist*. Podium presentation at the National League of Nursing Education Summit, Las Vegas, NV.

Rea, G., Bultas, M. W., & Hassler, M. (2010, October). *High fidelity simulation: an application for staff nurse education*. Podium presentation at the Barnes Jewish Hospital Annual Multidisciplinary Research Conference, St. Louis, MO.

Rosenburg, N. & Taliaferro, D. (2010). *HIV related stigma among Cameroonian nursing students*. Podium presentation at the Annual Association for Nurses in AIDS Care Conference, Reno, NV.

Smith, J. (2010, October). *An exploration of loneliness in the community-dwelling older adult*. Podium presentation at the Barnes-Jewish Hospital Annual Multidisciplinary Research Day, St. Louis, MO.

Smith, J. (2010, April). *An exploration of loneliness in the community-dwelling older adult*. Poster presentation at the Sigma Theta Tau International, Tau Iota Chapter Annual Research Day, St. Louis, MO.

Smith, J. (2010, April). *An exploration of loneliness in the community-dwelling older adult*. Poster presentation at the Saint Louis University Graduate Student Association Research Day, St. Louis, MO.

Taliaferro, D., & Gray, J. (2010). *Getting your research funded: A workshop for early investigators*. Podium presentation at the Annual Association for Nurses in AIDS Care Conference, Reno, NV.

Taliaferro, D. & Rosenburg, N. (2010). *HIV related stigma among Cameroonian nursing students*. Poster presentation at the Council for the Advancement of Nursing Science State of the Science Conference, Washington, DC.

Ward, M. (2010, November). *Radiography positions in the United States: Issues for foreign educated radiographers*. Podium presentation at the Chinese Association of Radiologic Technologists Educators Conference, Taipei, Taiwan.

FUNDED GRANTS

Appreciation of Interprofessional Perspectives: A Standardized Patient Experience to Promote Communication between Nursing and Medical Students

Goldfarb School of Nursing at Barnes-Jewish College Research Fund
1/1/11 – 12/31/11

Principal Investigator: **Beth Haas**

Co-Principal investigator: **Gail Rea**

Funding Amount: \$6,956

An Outcome of Evidence-Based Practice: Sustained Clinical Decision-Making Among Bedside Nurses

St. Louis Children's Hospital Foundation Grant

10/1/10 – 9/30/13

Principal Investigator: **Karen Balakas**

Funding Amount: \$5,600

HIV Related Stigma Among Nursing Students in Cameroon and the U.S.

Goldfarb School of Nursing at Barnes-Jewish College Research Fund

06/01/08 – 05/31/09

Principal Investigator: **Neal Rosenburg**

Co-Principal Investigator: **Donna Taliaferro**

Funding Amount: \$44,126

The Effects of Melatonin on Sleep in HIV Positive Individuals

Goldfarb School of Nursing at Barnes-Jewish College Research Fund

1/1/11 – 12/31/11

Principal Investigator: **Donna Taliaferro**

Funding Amount: \$101,000

APPOINTMENTS

Holly Diesel, PhD, RN, was elected Faculty Counselor for the Sigma Theta Tau International Tau Iota Chapter.

Judy Smith, PhD, RN, has accepted the invitation to be a reviewer for the *Home Health Care Nursing Journal*. She also began assisting Susy Stark, PhD, Assistant Professor of Occupational Therapy and Neurology at Washington University School of Medicine, on a pilot study on falls entitled "Risk of falls in pre-clinical Alzheimer's disease: A prospective study."

Karen Balakas, PhD, RN, CNE, accepted the invitation to serve as a reviewer for the 2010 National League of Nursing's Nursing Education Grant Program.

Michael Ward, PhD, RTR, FASRT, was elected president of the International Society of Radiographers and Radiological Technologists. This will be a four year term of office and is the first time someone from the United States has been elected into this position.

Vicki Coopmans, PhD, CRNA, was elected president-elect and **Bernadette Henrichs, PhD, CRNA, CCRN**, was re-elected vice-president for the Missouri Association of Nurse Anesthetists.

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BARNES JEWISH
College
Goldfarb School of Nursing
BJC HealthCare

by the numbers

32

Number of patient simulators in the Clinical Simulation Institute, including SimMan 3G and METI HPS



Number of years it would take to complete the new DNP/PhD program

5

BSN prepared nurse

4

MSN prepared nurse

Average age of students enrolled at Goldfarb School of Nursing at Barnes-Jewish College

30.5

BSN students

36.8

MSN students

Correction:
Practicum hours required for acute care nurse practitioner program -

688

On Rotation



The majority of students in the upper division and accelerated BSN programs conduct their clinicals at Barnes-Jewish Hospital, St. Louis Children's Hospital, Missouri Baptist Medical Center and other BJC HealthCare facilities. Lauren Kasperski, BSN '10 and Olaley Olowookere, BSN '10, monitor a patient's vital signs while on clinical rotation at Barnes-Jewish Hospital.