

NURSING IN A DIVERSE AND COMPLEX WORLD

Dean's Report 2010
siue.edu/nursing



SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE
SCHOOL OF NURSING



COURAGE TO SERVE COMPASSION TO CARE IN A DIVERSE AND COMPLEX WORLD

NURSING IN A DIVERSE AND COMPLEX WORLD

SIUE Statement on Diversity

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice and the development of full human potential, we must build on this diversity.

SIUE nurtures an open, harmonious and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future.

Integral to this commitment, SIUE strives for a student body and a workforce that manifests diversity.

SIUE NURSING: EXCELLENCE IN ACTION! CREATIVITY TO TEACH CURIOSITY TO LEARN

ABOUT SIUE

Beautifully situated on 2,660 acres, SIUE is a public university offering a broad choice of degrees and programs ranging from liberal arts to professional studies. Undergraduate and graduate degrees are offered in the arts and sciences, business, education, engineering and nursing. Professional degrees are available in dental medicine and pharmacy. More than 14,000 students choose SIUE for the enlightening programs, engaging faculty and convenient location just 25 minutes from St. Louis.

FROM THE CHANCELLOR



SIUE is recognized for excellence. For the second year we've achieved national recognition as one of 68 "up and coming schools" nationwide by *U.S. News & World Report* for "innovative changes in the areas of faculty, student life, campus life or facilities." *U.S. News* also cited our outstanding senior capstone program, along with those at an elite group of 15 schools including Brown, Princeton and Stanford. *Washington Monthly* lists us among the top 14 public master's granting universities in the nation for our contributions to society.

The University is thriving, even in the face of the challenging economy. SIUE has an estimated \$471 million economic impact on the region, as reported in a 2010 economic impact study. We have reached the largest overall enrollment in the history of the school at 14,133. We continue to increase the diversity of the student body, serving students from ethnic and cultural backgrounds traditionally underrepresented in higher education in the state of Illinois.

SIUE is dedicated to empowering our students and embracing the rich diversity enjoyed on our campus. In its pursuit of excellence, the SIUE Statement on Diversity reflects the University's commitment to the diversity of culture, race, background and thought.

The School of Nursing shares the University's commitment to diversity and has several diversity initiatives under way. The University's values of Excellence, Openness, Wisdom, Citizenship and Integrity are clearly represented in the current work and future goals of the School. In a diverse and complex world, the SIUE School of Nursing continues to be a dynamic place to learn and study the profession of nursing.

A handwritten signature in black ink, reading "Vaughn Vandegrift".

Vaughn Vandegrift, Ph.D.
SIUE Chancellor



*SIUE is dedicated to empowering our students
and embracing the rich diversity enjoyed on
our campus.*

– Vaughn Vandegrift, Ph.D.



Perhaps you have seen or heard SIUE advertisements. You may have noticed the recurring theme: The power of e. The “e” stands for a number of values at SIUE and the School of Nursing. First and foremost, “e” means excellence in teaching and learning. Other values that the “e” represents for the School are engagement with colleagues, students and patients; enrichment of the mind; entry into practice; and exemplify a person for others.

This issue of the dean’s report focuses on the value of “exemplify a person for others.” Specifically highlighting the diversity of thought, action, teaching and people within the School.

The School was recently awarded a \$900,000 Health Resources and Services Administration (HRSA) grant to fund a major diversity initiative, the Student Nurse Achievement Program (SNAP). This program is aimed at recruiting students from socially, economically and educationally depressed communities. Participants receive scholarship support and other educational interventions to support their academic success. Graduates will return to their communities and practice nursing for at least one year.

In 2005, the Blowitz Ridgeway Foundation provided seed money to get SNAP started. Additionally, Sam and Geri Winston offered a challenge grant to raise money for scholarships for SNAP students. The first class was admitted in fall 2007; they will graduate in May 2012. The HRSA grant will allow us to increase SNAP enrollment.

On a more somber note, we mourn the loss of two of our foremost advocates for increasing the diversity in the School—Associate Professors Gladys Mabunda and Lorraine Williams. Please turn to page 14 to learn about the impact of their lives on the School of Nursing and the world around them.

As always, I end my annual letter with an extension of my gratitude to all alumni and friends of the School for their continued support verbally and financially. You are living testimonials to the values of the “e”!

Sincerely,

Marcia Maurer, Ph.D., RN
Dean and Professor, SIUE School of Nursing
Robert Wood Johnson Executive Nurse Fellow



CREATIVITY TO TEACH • CURIOSITY TO LEARN • COURAGE TO SERVE • COMPASSION TO CARE • IN A DIVERSE AND COMPLEX WORLD • SIUE NURSING: EXCELLENCE IN ACTION!



Excellence in Action

The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) has awarded accreditation for a 10-year period, the highest term available, to the SIUE School of Nursing Anesthesia Nursing Specialization. The SIUE program offers a graduate level curriculum leading to the award of a master of science and a post-master's certificate, both in nursing anesthesia. According to the COA, very few programs earn the maximum 10-year accreditation.

The accreditation provides added value to current and prospective students who are seeking excellent career preparation, value to the citizens of Illinois who expect quality public nursing education, and finally, confidence in the quality of care given by current and future SIUE-educated nurses.

Paul W. Ferguson, Ph.D.
Provost and Vice Chancellor for Academic Affairs

OUR MISSION

The School of Nursing at Southern Illinois University Edwardsville, comprised of graduate and undergraduate programs, prepares professional nurses through creative teaching by fostering

- Curiosity to learn through engaging students in scholarship of inquiry and practice and dissemination thereof
- Respect for all peoples through cultural awareness in order to provide competent nursing care to diverse populations
- Courage to serve through collaborative practice, professional leadership, and advocacy for the sake of patient care
- Life-long learning and commitment to the advancement of the nursing profession
- Compassionate care for clients served in multiple and diverse settings



"I get to work with staff nurses and help them discover the impact that research can make and how it truly improves patient care."

– Debbie Birk (pictured on the right)



The Research Side of Nursing

Debbie Birk, MS '93, is passionate about mentoring other nurses and encouraging them to learn more through research. "I learned to love research when I was working on my thesis during my master's work at SIUE," she said. Today, she applies her passion for research to her career at Memorial Hospital in Belleville, Ill.

Debbie is the director of professional development and research at Memorial Hospital, a position she has held since it was created three years ago to help the hospital move forward in nursing excellence. Her role is multifaceted, but educating nurses about evidence-based practice and helping them engage in research are two activities that are woven through most of her work.

"My job is to promote the professional development of nurses and help them move forward in certification, formal education and continuing education at the hospital," Debbie said.

Prior to assuming her current role at Memorial, Debbie was a member of the faculty at the SIUE School of Nursing and worked as a staff nurse and hospital nursing manager and director. She believes her

combined experiences provided the perfect skill set for her current role.

Debbie has helped create an environment at Memorial where the nurses are making significant impact in the quality of care of their patients. For example, Debbie helped start a nursing research internship program that gives an RN the opportunity to gain in-depth knowledge of the research process by working one-on-one with Debbie on a year-long research project.

Another example is an initiative that began as a quality improvement project. After identifying a lack of guidelines for glycemic control of outpatient cardiac rehabilitation patients, a cardiac rehab nurse conducted an audit of her patients' blood glucose levels. She then conducted a literature review and collaborated with regional, state and national organizations to develop glycemic control guidelines for cardiac rehab patients.

Debbie describes her role at Memorial as the best of both worlds. "I get to work with staff nurses and help them discover the impact that research can make and how it truly improves patient care."

Nursing in the Schools

Cindy Johnson, or “Nurse Cindy” as her students affectionately call her, spends her school days reviewing health histories, assessing injuries, educating teachers on the signs and symptoms of food allergies, maintaining student health records, responding to emergencies, consulting with parents, dispensing prescribed medications, and much more.

A 1989 graduate of the SIUE School of Nursing, Cindy spent the first part of her career working in the acute medical care unit at St. Elizabeth’s Medical Center in Granite City. She transitioned to school nursing in 1997 and has worked for the Edwardsville School District ever since. Today, she is a nurse at an elementary school, caring for preschool through second grade students.

School nursing is more than taking temperatures and tending to scraped knees. According to Cindy, it is much more involved. “I never know what I’ll run into,” she said. “As the only medically trained person in the building, I rely heavily on my assessment skills and am always ready for the unexpected.”

Not only is she relied upon for medical care, Cindy is often the students’ parent away from home. “Sometimes kids just need to talk and be reassured that they are going to be okay,” she said. “It’s important to take the time to get to know what’s going on. It’s not always just a stomach ache that is bothering them. I want my students to feel comfortable coming in to see me.”

While her job allows for a great deal of autonomy, Cindy also collaborates with the school principal, psychologist, social worker, speech pathologist and teachers. The needs of her students are as diverse as their personalities and backgrounds. “My role as a school nurse is to see each child as an individual and support their well being and academic success,” she said. “To know that I’ve made a difference in a student’s life makes it all worthwhile.”





"I'm proud of our School's efforts to be a leader in inclusiveness."

– Jerrica Ampadu



Improving Nursing through Diversity

Jerrica Ampadu, BS '97, MS '03, believes that nursing students must understand how to care for a culturally diverse population in order to act as positive change agents in the health care industry. As an instructor in the SIUE School of Nursing and a member of the School's Diversity Committee, she is doing her part to make that happen.

"Our health care system was founded on an ethnocentric model," Jerrica said. "As a result of this model, disparities in health care still persist. By addressing diversity and inclusivity, we are ensuring that our nursing graduates are knowledgeable and prepared to care for individuals of diverse backgrounds."

Marcia Maurer, dean of the School of Nursing, initiated a diversity task force two years ago within the School. That task force assessed areas in which diversity could be addressed in curriculum, student and faculty recruitment, and accreditation standards. The task force is now an official diversity committee, meaning that the principles of diversity and inclusivity are not only woven throughout the curriculum, but are part of the overall philosophy and culture of the School of Nursing.

"Having a diversity committee shows that we're committed to advancing cultural competency," Jerrica said. "The School has embraced the ideas of the task force by creating an environment that represents all facets of diversity, including diversity in thought and teaching practices."

The formation of the committee, which honors the memory of the late Gladys Mabunda, associate professor and chair of the original task force, provides an avenue for handling ongoing issues of diversity within the School, and helps ensure that students are exposed to different cultures.

"This exposure will come from providing settings in which students can learn to treat patients of diverse backgrounds, but also through recruiting and retaining a diverse faculty," Jerrica said.

Jerrica came to SIUE for her undergraduate degree via Project GAIN (Get Ahead in Nursing), a program designed to help minorities in underserved areas. "I'm proud of our School's efforts to be a leader in inclusiveness and creating an environment where everyone can feel comfortable with issues of diversity," she said. "That will improve nursing on every level."

Impacting the Nursing Community

Susan Winters is passionate about providing nursing education opportunities to students who, without the efforts of people like her, may not have the option to pursue a career in nursing. As director of the new SIUE Regional Nursing Program on the Carbondale campus, Susan is dedicated to serving the diverse needs of her students and the community.

“Until now, SIUE was the only university in the southern part of Illinois that offered a baccalaureate degree in nursing,” said Susan. “We are able to give SIUC students more opportunities and help alleviate the shortage of nurses in the area.”

One thing that Susan is particularly excited about is the opportunity to serve the diverse needs of veteran students returning from the Middle East to pursue nursing. She was a nurse in the U.S. Naval Reserves for many years, and was even called to active duty during Operation Desert Storm, so she has a unique perspective on military nursing.

“One of my current students is a veteran from Iraq, and I feel that my military experience has given me a heightened awareness of his needs and issues,” said Susan.

Her interest in military nursing began while she was writing her dissertation on Frances Payne Bolton, the influential congresswoman who spent her life as an advocate for nursing. Bolton wrote many bills that were beneficial to the nursing profession. Her most notable contribution was The Nurse Training Act (known as the Bolton act), which established a special government program to facilitate the training of nurses.

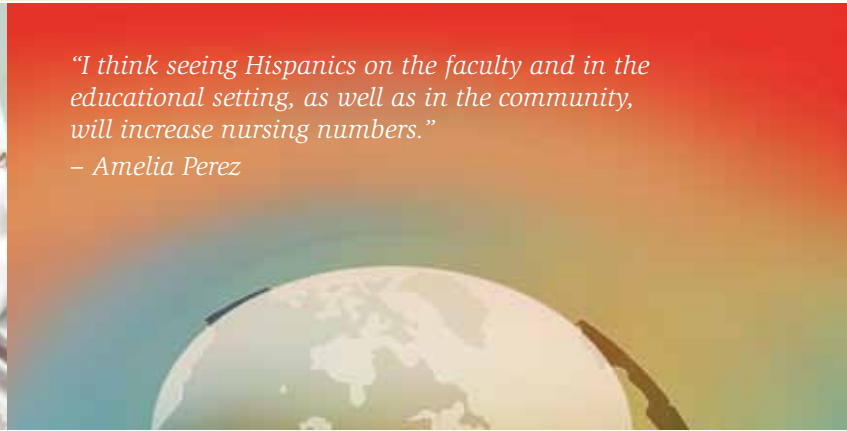
Both the work of Bolton and her experiences with military nursing continue to act as inspiration to Susan’s career and her commitment to positively impacting the nursing community. She is currently planning a Continuing Medical Education series on the health care needs of veterans who return to school.





"I think seeing Hispanics on the faculty and in the educational setting, as well as in the community, will increase nursing numbers."

– Amelia Perez



Leading by Example

Amelia Perez, BS '96, MS '01, believes that positive nursing role models within the Hispanic community will not only increase the numbers of Hispanic students who choose the profession, but also improve the health of the population. Those beliefs are part of the reason she entered the teaching profession and they prompted her doctoral research.

Amelia has been part of the faculty of the SIUE School of Nursing since 2003. She was inspired to teach because of the many positive role models she had while completing her degrees at SIUE, and she wanted to be a similar role model for future Hispanic students.

A native of the Dominican Republic, Amelia moved to the United States when she was in high school. She hopes her presence on the School Nursing faculty will encourage more Hispanic students to attend SIUE and enter the nursing profession.

"Right now, Hispanics compose about 15 percent of the U.S. population, but only represent about three percent of the nurses in the country," she said. "I think seeing Hispanics on the faculty and in the educational setting, as well as in the community, will increase those numbers."

Amelia is very active in delivering health care to the Hispanic community in the St. Louis Metropolitan Area. She regularly does presentations on how to control blood pressure and diabetes at Hispanic churches in St. Louis and Illinois. Her plan is that her dissertation research, "Acculturation and Illness Perceptions of Hypertension among Hispanic Adults," will help health care providers better plan the care for Hispanic individuals suffering from high blood pressure.

"The main focus of the study is to learn about high blood pressure in the Hispanic/Latino population and how they take care of their high blood pressure," she said. "From glancing through the completed surveys and communicating with participants, it seems that lack of awareness about high blood pressure is a big issue in the Hispanic population."

Amelia points out that a Hispanic presence is needed in health care because Hispanic individuals tend to open up more to professionals who speak their language and understand their culture. That is why Amelia is taking strides daily to bridge that gap.

Committed to Community

Director of Community Nursing Services **Kathi Thimsen** is committed to helping medically underserved populations. While her annual mission trips take her to the heart of Central America, her work in East St. Louis is a lot closer to home. She grew up in the city that, in 1957, was named one of the most beautiful in the United States. Today, East St. Louis' diverse and extremely vulnerable residents face numerous challenges due to decades of economic hardship.

Kathi is working with the public health nursing students from the School of Nursing, the city of East St. Louis, Mayor Parks, East Side Health District, Washington University George Brown School of Social Work from St. Louis and the University of Illinois, as well as neighborhood residents and agencies in East St. Louis, to make lasting improvements to the community.

As a public health professional, she knows that you can't have a healthy community without first addressing basic public health and safety needs. She assigned her students the task of conducting a community health assessment. "Results told us that residents were concerned about very basic health issues like trash, weeds and standing water," she said.

Students followed up and got residents of an 11-block area involved in a neighborhood clean-up effort last spring. "The richest resource this city has is the people," Kathi said. "Engaging the community is an important component of a public health initiative. The School of Nursing is merely a catalyst - it is our goal to support healthy lifestyles through education and outreach."

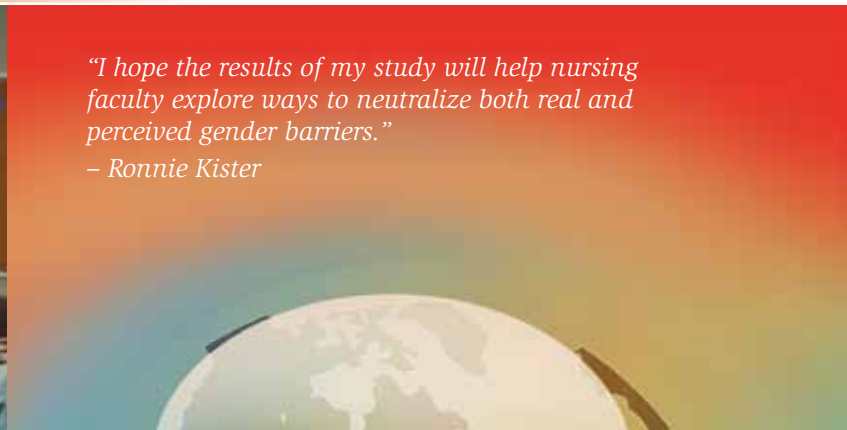
The most recent initiative involved building raised gardens, an educational garden for children and a community garden at the neighborhood park. The project will ultimately give residents access to resources for growing healthy foods and a sustainable environment they can enjoy for years to come. According to Kathi, a work plan is being created to address additional property safety and street repair tasks. "The ultimate goals of the project are to improve the health and well-being of the neighborhoods in East St. Louis, developing a sense of pride of ownership."





"I hope the results of my study will help nursing faculty explore ways to neutralize both real and perceived gender barriers."

– Ronnie Kister



A Male's Perspective

When **Ronnie Kister**, BS '10, entered his obstetrics rotation as an SIUE undergraduate nursing student, he heard rumors that male nursing students were not given the same opportunities as their female counterparts in this area of nursing. "My experience in obstetrics was the exact opposite of what I was being told," he said. "The nursing staff and patients were very willing to help me learn."

But, the experience got him thinking: Do male nursing students encounter difficulties? He decided to find out. Ronnie's research project, "Men in Nursing: The Perceptions of Gender Barriers in Nursing Education," was accepted by the University's Undergraduate Research and Creative Activities (URCA) program, and he spent his senior year working under the guidance of his School of Nursing faculty mentor Ann Popkess to find the answers.

The URCA allows students to engage in a research project under the guidance of a faculty mentor. Students explore in-depth research or creative processes at a level that is usually not available to them in their undergraduate studies.

Ronnie reviewed current literature and found that men do in fact encounter barriers in nursing school. These

barriers stem from social stereotypes and curricula designed for female students. "My study included a comparison of responses from current male nursing students, male nurses who have graduated within the last five years, as well as more than five years ago," Ronnie said. "Respondents from across the Midwest said there is definitely a lack of male students in nursing programs and not enough male faculty serving as role models. Both situations can be perceived as barriers due to unique learning and communication styles.

"Respondents also indicated that the learning experience for males is improving. More content is being included in the curriculum about men's health, and male students have increasing opportunities to work with male nurses in their clinical rotations."

Ronnie feels he has only scratched the surface with his URCA research and hopes to continue his work on the topic. "This experience has helped me understand the important role research plays in advancing the nursing profession," he said. "I hope the results of my study will help nursing faculty explore ways to neutralize both real and perceived gender barriers. Strides must continue to be made to promote recruitment and retention of male nursing students."

Discovering a Passion

Adam Schneider always knew he wanted to go into health care, but he wasn't exactly sure where he would land. After completing his undergraduate degree in biological sciences and chemistry at SIUE in 2008, Adam felt drawn to the field of nursing because of the vast opportunities it offers. "You can do anything from anesthesia to obstetrics. There are a lot of options, and each offers a unique experience," Adam said.

After applying to SIUE's Accelerated Nursing Program, Adam worked as a chemist while he waited for an open spot in the program that would ultimately lead him to his true calling.

It was during clinicals that Adam found his passion. "I never thought I would enjoy OB or pediatrics, but now I know that's what I love." He said that the freedom offered by the SIUE nursing program is allowing him to grow and develop as an individual in the field.

Adam attributes much of his success as a nursing student to the unwavering support of the SIUE School of Nursing faculty. "They are always willing to listen and are very passionate about helping students become competent nurses," he said.

In addition to a genuine passion for teaching, SIUE nursing faculty members bring to the classroom real world experiences from a variety of specialties. Many faculty members are also currently practicing, so opportunities to incorporate actual patient care experiences into the curriculum are plentiful.

With his December 2010 graduation nearly upon him, Adam feels that he has had an extremely well-rounded learning experience in the accelerated nursing program. "The many different specialties covered through clinicals, in addition to the wide variety of experience offered by both the faculty and my peers, have given me the tools I need to succeed in a diverse and ever-changing healthcare field."



ABOUT THE SCHOOL

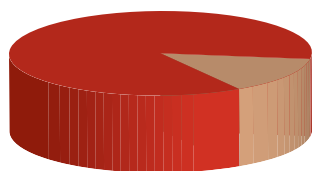


"Nursing school is the hardest thing I've ever done. It's also the best thing I've ever done."

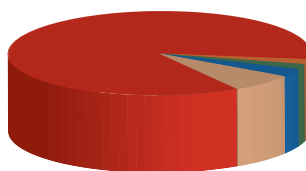
– Kevisha White (pictured on the next page)

Snapshots of the Fall 2010 Class

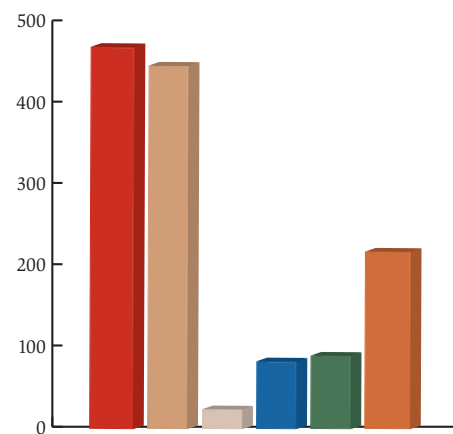
Total Students: 857



● Female 86 percent
● Male 14 percent



● Caucasian 86 percent
● Black or African American 7 percent
● Asian/Pacific Islander 3 percent
● Hispanic 2 percent
● Multi-Ethnic 2 percent



Fall 2010 Enrollment:

● Bachelor of Science 469
● Edwardsville campus 446
● Carbondale campus 23
● Accelerated BS Option 82
● RN to BS 89
● Master of Science 217

Overcoming Obstacles

Kevisha White knows that coming from a poverty stricken area and a school system that did not offer access to the most up-to-date technology or textbooks could have dampened her dreams of entering a medical profession. But instead, she was encouraged to pursue a nursing degree through the Student Nurse Achievement Program (SNAP) at SIUE.

“It would have been easy to give up on things like college and consider a nursing degree out of my reach because of where I came from and because it is so hard,” Kevisha said. “But the SNAP program and my mentors have pushed me, encouraged me and showed me new ways to learn so I could be successful.”

The SNAP initiative is a five-year bachelor of science in nursing program that targets high school graduates from schools in underachieving districts in Illinois including East St. Louis, Washington Park, Lovejoy, Fairmont City and Cahokia.

Students in the program typically complete two years of freshman general coursework at the SIUE East St. Louis Center and then are mainstreamed into the SIUE campus nursing program upon meeting standard requirements. Each student is assigned two faculty mentors—non-nursing and nursing.

The mentoring proved to be key to Kevisha’s early success in the program. “I have been mentored by (the late) Lorraine Williams and Cheryl Jackson,” she said. “They showed me new ways to study—not just memorizing, but how to apply what I am learning. It is an application style of learning that has helped me in all my coursework. I am learning critical thinking skills.”

Kevisha will graduate from the School of Nursing in 2012. She plans to work for a year as a clinical nurse in an area experiencing a nursing shortage (a requirement of SNAP), and then return to SIUE to pursue her doctor of nursing practice so she can later work as a nurse practitioner in her hometown of East St. Louis.



ABOUT THE SCHOOL



The Student Call Center, located on the SIUE campus, provides an avenue for alumni and friends to stay connected to SIUE through current students, as well as an opportunity to support SIUE in its vision to be a premier metropolitan university. (pictured second from left: Marissa Menke, senior nursing student)

With your charitable support, our rapidly growing student body will continue to receive an educational experience like no other. Please consider giving to the SIUE School of Nursing this year. You can make a difference in the lives of our students and inspire the future of nursing.

For more information on scholarship giving, visit siue.edu/nursing or contact Angie Peters, director of development, 618-650-3906, angpete@siue.edu.

2010 Scholarship Recipients

Student	Scholarship Name
Sarah Abbott , Jerseyville	Nursing Alumni Heritage Award Scholarship
Alexandra Brooks , East St. Louis	St. Clair County Medical Society Alliance Scholarship
Carol Carlton , Decatur	Gloria Perry RN-BS Student Achievement Award
Michael Dunseth , Jacksonville	Nursing Alumni Heritage Award Scholarship
Sarah Fischer , Lebanon	School of Nursing Faculty Scholarship Award
Austin Gaines , Granite City	Shirley Strohmeyer Memorial Nursing Award
Rachel Holtgrave , O'Fallon	St. Clair County Medical Society Alliance Scholarship
Stephanie Johnson , East Moline	Rose M. Juhasz, RN Memorial Nursing Scholarship
Janassa Kapadia , Quincy	Nursing Alumni Heritage Award Scholarship
Ronald Kister , Fairview Heights	Roberta Lee MacDonald Dial, RN, BS Award
Amanda Kriese , Mascoutah	Stacey Jo Probst Memorial Nursing Award
Theresa Long , Glen Carbon	Ron McBride Scholarship for Nursing
Allison Moenster , Highland	Pearl Morgan Award in Pediatric Nursing
Carrie Neville , Hoffman Estates	Anthony Oliver & Felissa Lashley Award in Nursing Janice M. Bloomfield Memorial Award
Rachel Owen , Belleville	Pre-Clinical Nursing Student Scholarship
Ellyse Santos , Quincy	Pre-Clinical Nursing Student Scholarship
Lorilee Sebesta , Troy	Cecil Howard Griffin & Florence Bowmaster Griffin Award
Shawanna Thompson , Bellwood	Pre-Clinical Nursing Student Scholarship
Tara Venvertloh , Edwardsville	Ann Heiden Wharton Memorial Nursing Award
Kevisha White , Collinsville	Pre-Clinical Nursing Student Scholarship

Faculty Highlights

PUBLICATIONS (*refereed)

Marjorie Baier

*Simpson, L., & **Baier, M.** (2009). Disorder or delusion: Living with Morgellons Disease. *Journal of Psychosocial Nursing*, 47(8), 58-61.

Virginia Cruz

Cruz, V. (2010). Monitoring and improving performance. In Mary Ellen Grohar-Murray & Helen R. DiCroce (Eds.), *Leadership and Management in Nursing* (5th ed). Upper Saddle River, NJ: Prentice Hall.

Cruz, V. (2010). Managing change. In Mary Ellen Grohar-Murray & Helen R. DiCroce (Eds.), *Leadership and Management in Nursing* (5th ed). Upper Saddle River, NJ: Prentice Hall.

Cruz, V. (2010). Managing resources: The staff. In Mary Ellen Grohar-Murray & Helen R. DiCroce (Eds.), *Leadership and Management in Nursing* (5th ed). Upper Saddle River, NJ: Prentice Hall.

Arleen Fearing

*Riley, M. & **Fearing, A.** (2009). Mentoring as a teaching-learning strategy in nursing. *MedSurg Nursing: The Journal of Adult Health*, 18(4), 228-233.

Louise Flick

*Cook, C.A, **Flick, L.H.**, Homan, S.M., Campbell, C., McSweeney, M., Gallagher, M.E. (In Press, 2010). Psychiatric Disorders and Treatment in Low-Income Pregnant Women. *Journal of Women's Health*.

Andrew Griffin

*Dickemper, R. L., **Griffin, A. T.** (2010). Vision loss as a complication of nonophthalmologic surgery: Implications for care for the perianesthesia nurse. *Journal of PeriAnesthesia Nursing*, 25(1), 29-35.

Karen Kelly

*Barlett, M., & **Kelly, K.** (2009). Hospital-acquired conditions: A leadership challenge for nursing quality management and performance improvement. *Nurse Leader*, 7(6), 26-28.

Kelly, K. (2011). Informatics. In M. E. Grohar-Murray & J. Langan (Eds.), *Leadership and management in nursing* (4th ed., pp. 316-329). Upper Saddle River, NJ: Prentice Hall.

Kelly, K. (2011). Managing resources: The budget. In M. E. Grohar-Murray & J. Langan (Eds.), *Leadership and management in nursing* (4th ed., pp. 297-315). Upper Saddle River, NJ: Prentice Hall.

Kelly, K. (2011). Managing resources: Time. In M. E. Grohar-Murray & J. Langan (Eds.), *Leadership and management in nursing* (4th ed., pp. 286-296). Upper Saddle River, NJ: Prentice Hall.

Frank Lyerla

***Lyerla, F.**, LeRouge, C., Cooke, D. A., Turpin, D., & Wilson, L. (2010). A nursing clinical decision support system and potential predictors of head-of-bed position for patients receiving mechanical ventilation. *AJCC-AMERICAN JOURNAL OF CRITICAL CARE*, 19 (1).

Anne Perry

***Perry, A. G.**, & Potter, P. A. (2010). Pocket Guide: Basic Skills and Procedures, 6th edition. St. Louis: C.V. Mosby.

***Perry, A.G.**, & Potter, P.A. (2010). Clinical nursing skills and techniques (7th ed.). St. Louis: Elsevier Health Sciences.

*Potter, P.A., **Perry, A.G.**, Stockert, P.A. & Hall, A (Eds.). (2011). Basic Nursing 7th edition. St. Louis: Mosby.

Marguerite Riley

***Riley, M.**, & Fearing, A. (2009). Mentoring as a teaching-learning strategy in nursing. *MedSurg Nursing: The Journal of Adult Health*, 18(4), 228-233.

Melodie Rowbotham

***Rowbotham, M.A.** (2010). Teacher Perspectives and the Psychosocial Climate of the Classroom in a Traditional BSN Program, *International Journal of Nursing Education Scholarship*: Vol. 7 (1).

Allan Schwartz

Schwartz, A. (2011). Anesthesia for Office-Based Pediatric Dental Surgery. In Sass Elisha (Ed.), *Case Studies in Nurse Anesthesia* (Chapter 55, pp. 607- 618). Sudbury, MA: Jones & Bartlett.

Terry Wood

Bess, K & **Wood, T.L.** (2010). Trophoblastic Disease. In Cassidy-Almadrones (Ed). *Site-specific cancer series: Gynecologic cancers* (pp.113-123).

Wood, T.L. (2011). Urinary Elimination. In Potter, P., Perry, A.G. Stockert, P. and Hall, A. (Eds). *Basic Nursing*. (pp: 947-985). St. Louis: Mosby/Elsevier.

Wood, T.L. (2010). Urinary Elimination. In Perry, A. G. and Potter, P.A. (Eds). *Clinical nursing skills and techniques* (pp. 860-896). St. Louis: Mosby/Elsevier.

Wood, T.L. (in Press). Hygiene. In Elkin, Potter, & Perry (Eds). *Nursing interventions and clinical skills*. St. Louis: Mosby/Elsevier.

Valerie Yancey

Yancey, V. (2010). Palliative care. In A. Perry, & P. Potter (Eds.) *Clinical nursing skills and techniques* (7th ed.). St. Louis: Elsevier.

PRESENTATIONS

Virginia Behrhorst

Berhorst, V. (2009). Cardiac nursing. Kaskaskia College, Missouri Med-Surg Nursing Society, Centralia, IL.

Rhonda Comrie

Comrie, R. (April, 2010).

Undergraduate nursing student experiences with moral distress. Peer reviewed poster presentation at the Midwest Nursing Research Society Annual Conference, Kansas City, MO.

Gaehle, K.E., **Comrie, R.** & Popkess, A. (November, 2009). Promoting professional student development through use of Carper's Patterns of Knowing and faculty mentoring. Peer reviewed poster presentation at the American Academy of Colleges of Nursing Annual Baccalaureate Education Meeting, Chicago, IL.

Arleen Fearing

Newland, P. Riley, M., **Fearing A.**, & Neath, A. (October, 2009). Symptom clusters in women with Relapsing-Remitting Multiple Sclerosis (RRMS). Poster presentation, Academy of Medical Nursing Annual Conference, Washington, DC.

Louise Flick

Flick, L.H., Cook, C.L., Homan, S.M., McSweeney, M., Campbell, C., Tenkku, L., Gallagher, M.E., Parnell, L. (April 12, 2010). Bipolar disorder, depression symptoms and tobacco use in pregnancy. Annual meeting of the Midwest Nursing Research Society, Kansas City, MO.

Flick, L.H., & Harrod, A. (March 5, 2010). An Update on the National Children's Study and the Gateway Study Center. Paper presented at the Maternal, Child and Family Coalition Meeting, St. Louis, MO.

Flick, L.H. (December 17, 2009). Response to Investing in Healthy Babies: History of efforts to improve maternal child health in St. Louis. St. Louis Maternal, Child, and Family Coalition Annual Meeting, St. Louis, MO.

Flick, L.H., & True, W.R. (September 11, 2009). SIUE Graduate School

Conference on Winning NIH Applications, Edwardsville, IL.

Kay Gaehle

Gaehle, K., Yancey, V., Ketchum, K., Harrison, R., Riley, M. & Yakimo, R. (April, 2010). Hospital/Academic partnerships to support evidence-based practice. Peer reviewed podium presentation at the Annual Meeting of the Midwest Nursing Research Society, Kansas City, MO.

Gaehle, K.E., Comrie, R. & Popkess, A. (November, 2009). Promoting professional student development through use of Carper's Patterns of Knowing and faculty mentoring. Peer reviewed poster presentation at the American Academy of Colleges of Nursing Annual Baccalaureate Education Meeting, Chicago, IL.

Andrew Griffin

Griffin, A.T. (October 4, 2009). Spiritual Dimensions of the Peri-operative Experience: Theoretical and Practice Considerations. Presentation at the Illinois Association of Nurse Anesthetist Fall Meeting, Northwestern University Medical Center, Feinberg School of Medicine, Chicago, IL.

Griffin, A.T. (June 12, 2010). What do you mean I can't do that? I've been doing it for 20 years: A look at the AANA's new Safe Practices for Needle and Syringe Use Position Statement. Presentation at the Hawaii Association of Nurse Anesthetist Annual Meeting, Waikiki, HI.

Griffin, A.T. (June 12, 2010). Spiritual Dimensions of the Peri-operative Experience: Theoretical and Practice Considerations. Presentation at the Hawaii Association of Nurse Anesthetist Annual Meeting, Waikiki, HI.

Roberta Harrison

Gaehle, K., Yancey, V., Ketchum, K., **Harrison, R.**, Riley, M. & Yakimo, R. (April, 2010). Hospital/Academic partnerships to support evidence-based practice. Peer reviewed podium presentation at the Annual meeting of the Midwest Nursing Research Society, Kansas City, MO.

Kathy Ketchum

Ketchum, K.M., & Behm, K. (October, 2009). Incorporating handheld technologies: Moving from PDAs to mobile devices. Focus on Teaching & Technology: A Regional Conference, University of Missouri, St. Louis, MO.

Gaehle, K., Yancey, V., **Ketchum, K.**, Harrison, R., Riley, M. & Yakimo, R. (April, 2010). Hospital/Academic partnerships to support evidence-based practice. Peer reviewed podium presentation at the Annual meeting of the Midwest Nursing Research Society, Kansas City, MO.

Juge, R., Meyer, C., Velk, J., Gilder, R., & **Ketchum, K.M.** (May, 2010). Characteristics of patients with fracture blisters after total joint arthroplasty. NAON 30th Annual Congress, National Association of Orthopedic Nurses, Seattle, WA.

Gladys Mabunda

Mabunda, G.T. (April, 2010). Empowerment for the future: Second Annual Midwest African Student Organization Conference, SIUE, Edwardsville, IL.

Mabunda, G.T. (December, 2009). Health disparities, Ogoni Youth Network, St. Louis, MO.

Mabunda, G.T. (October, 2009). Promoting physical activity among African Refugees in St. Louis, Annual meeting of the Transcultural Nursing Society, Seattle, WA.

Mabunda, G.T. (September, 2009). Promoting Physical Activity among African Refugees in St. Louis, Annual Gateway Martha Welch Research Day, SIUE, Edwardsville, IL.

Marcia Maurer

Maurer, M.C. (May 21, 2010). Advanced Practice Nursing: A Needed Role in the New Health Care Reform Movement. Presented at the Illinois Coalition for Nursing Resources, IHA, Springfield IL.

Maurer, M.C. (April 26, 2010). Sharing Innovative Ideas: A New ASN Model. Presented at INA's BSN in '12 conference, Heartland Community College, Normal, IL.

Maurer, M.C. (March, 2010). Impact of Federal and State Funding on State Universities. AACN Executive Series Conference, Chicago, IL.

Maurer, M.C. (November, 2009). Impact of Federal and State Funding on State Universities. AACN Executive Series Conference, Chicago, IL.

Maurer, M.C. (October 15, 2009). Health Care Reform and It's Impact on the Advanced Practice Nurse. Symposium Presentation, Northern Region for Illinois Society of Advanced Practice Nurses, Lombard, IL.

Pamela Newland

Newland, P., Riley, M., & Naismith, R. (September, 2009). The financial burden of pain in persons with Multiple Sclerosis. Poster presentation, 19th Annual American Society of Pain Management Nurses, Jacksonville, FL.

Newland, P., Riley, M., Fearing A., & Neath, A. (October, 2009). Symptom clusters in women with Relapsing-Remitting Multiple Sclerosis (RRMS). Poster presentation, Academy of Medical Nursing Annual Conference, Washington, DC.

Ann Popkess

Gaehle, K.E., Comrie, R. & **Popkess, A.** (November, 2009). Promoting professional student development through use of Carper's Patterns of Knowing and faculty mentoring. Peer reviewed poster presentation at

the American Academy of Colleges of Nursing Annual Baccalaureate Education Meeting, Chicago, IL.

Marguerite Riley

Gaehle, K., Yancey, V., Ketchum, K., Harrison, R., **Riley, M.** & Yakimo, R. (April, 2010). Hospital/Academic partnerships to support evidenced-based practice. Peer reviewed podium presentation at the Annual meeting of the Midwest Nursing Research Society, Kansas City, MO.

Newland, P., **Riley, M.**, & Naismith, R. (September, 2009). The financial burden of pain in persons with Multiple Sclerosis. Poster presentation, 19th Annual American Society of Pain Management Nurses, Jacksonville, FL.

Newland, P. **Riley, M.**, Fearing A., & Neath, A. (October, 2009). Symptom clusters in women with Relapsing-Remitting Multiple Sclerosis (RRMS). Poster presentation, Academy of Medical Nursing Annual Conference, Washington, DC.

Melodie Rowbotham

Rowbotham, M. (2010). Warm and Fuzzy or Cold and Prickly: Which is Your Classroom? Drexel Nursing Education Conference.

Cynthia Schmidt

Schmidt, C. (March, 2010). Parental involvement with adolescents' Type 1 diabetes care management:

Perceptions of Parents and Adolescents. Paper presented at the Annual Conference of the Midwest Nursing Research Society, Kansas City, MO.

Kathleen Thimsen

Thimsen, K. (2009). Philippine Nurses Association of Illinois: Legal and Regulatory Issues for Nurses: Need to Know.

Thimsen, K. (2009). Philippine Nurses Association of Illinois: Ageism in Healthcare.

Thimsen, K. (2009). Philippine Nurses Association of Illinois: Home Health Nursing: An Unexplored Frontier for Nursing.

Thimsen, K. (2009). Philippine Nurses Association of Illinois: Understanding Healthcare Reform and Reimbursement: A Primer for Nursing.

Thimsen, K. (2009). University of Arkansas Sigma Theta Tau Research Day: Opportunities for Evidence Based Practice in Nurse Managed Centers.

Valerie Yancey

Gaehle, K., **Yancey, V.**, Ketchum, K., Harrison, R., Riley, M. & Yakimo, R. (April, 2010). Hospital/Academic partnerships to support evidence-based practice. Peer reviewed podium presentation at the Annual meeting of the Midwest Nursing Research Society, Kansas City, MO.

IN MEMORIAM



Associate Professor **Gladys Mabunda** died May 29, 2010. Gladys joined the SIUE School of Nursing faculty in 1996. She led the School of Nursing diversity committee and spearheaded a strategic plan to increase the focus on diversity initiatives in the School. Her research and

publications reflected her interest in African emigrés and their adaptation to America, particularly in terms of health-seeking behaviors. Gladys is genuinely missed by both the School of Nursing and the African immigrant society in St. Louis.



Associate Professor **Lorraine Williams** died Sept. 5, 2010. A faculty member for more than 20 years, her legacy is her strong commitment to recruit young men and women from educationally, socially and economically disadvantaged communities to the nursing profession. Beginning with

Project GAIN (Get Ahead in Nursing) to her current project, SNAP, she recruited numerous students into nursing, many of whom are working in surrounding communities and contributing to health care. Lorraine was an inspiring teacher and mentor, and her loss is felt deeply.

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HOPE FOR HAITI 2010



After graduating from the SIUE School of Nursing in December 2009, **Emily Zimmerman** was poised to start a new career as a nurse anesthetist in the general surgery area at Memorial Medical Center in Springfield. But, a devastating earthquake Jan. 12 in the island nation of Haiti changed all that. Zimmerman's cousin, who is with the Haitian Embassy in Washington, D.C., asked the graduate if she'd like to help the injured.

"It's a little overwhelming, but this is why I went into health care—to help."

Emily shares her experience with you at:
siue.edu/nursing

DATES TO REMEMBER

School of Nursing Convocation
Dec. 17, 2010

Fall Commencement
Dec. 18, 2010

Open House for prospective nursing students
Feb. 19, 2011

School of Nursing Convocation
May 6, 2011

Spring Commencement
May 7, 2011

Dedication to the Profession
Sept. 18, 2011

School of Nursing Gala and Awards Banquet
Oct. 1, 2011

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