FAIRMONT STATE UNIVERSITY

SCHOOL OF NURSING

ASSOCIATE OF SCIENCE NURSING PROGRAM

SELF-STUDY REPORT 2018

ACCREDITATION COMMISSION FOR EDUCATION IN NURSING, INC.

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EXECUTIVE SUMMARY

1.1: GENERAL INFORMATION
Program being reviewed:

Associate of Science in Nursing (ASN) Degree Program

Continuing Accreditation Review

Date of Review: September 25-27, 2018

Name, address, and telephone number of the governing organization:

Fairmont State University

1201 Locust Avenue

Fairmont, WV 26554

Telephone: 304-367-4000

Website: http://www.fairmontstate.edu/

Name, title of chief administrative officer of the governing organization:

Dr. Mirta M. Martin, PhD

President

222 Hardway Building

Office number: 304-367-4151

Regional accrediting body:

The Higher Learning Commission (HLC), a Commission of the North Central Association of Colleges and Schools

Date of most recent regional accreditation:

2012-2013; continuing accreditation

Next visit: 2022-2023

Name, address, and telephone number of the governing organization:

School of Nursing (SON):

1201 Locust Avenue

Fairmont, WV 26554

2nd Floor Education Building and 1st Floor Colebank Hall

Nursing Office phone number: 304-367-4133

Nursing Office Fax number: 304-367-4268

SON website: https://www.fairmontstate.edu/schoolofnursing/

Name and title of administrator of the unit in nursing:

Mary Sharon Boni, PhD, MSN, BS, RN

Dean and Professor, School of Nursing

Director of Nursing

245 Education Building

Office phone: 304-367-4767

FAX- 304-367-4268

Email:sboni@fairmontstate.edu

Name of State Regulatory Agency and Approval Status:

West Virginia Board of Examiners for Registered Professional Nurses (WVBOERPN)

90 MacCorkle Avenue, SW, Suite 203

South Charleston, WV 25303

Approval status: Annual Review: Full Approval, March 24, 2017

Site Visit: Full Approval, June 12, 2015

Year nursing program was established:

1964

ACEN Accreditation History:

Initial accreditation: 1970

Previous Review: 03/24/2011

Current Accreditation Status: Continuing Accreditation Link to NLNAC Accreditation 2018

Nursing Program Type:

Associate Degree

Credits required for all programs:

60 semester credits

Length of program(s) and academic terms required:

Four semesters for the Traditional ASN program track

Twelve months (3 semesters + 1 semester of pre-requisite courses) for the LPN-to-ASN program track

Six semesters for the Weekend ASN program track

Total Number of Credits for Entire Program all Options (Traditional, Weekend and LPN-to-ASN): 60

Total Number of Nursing Credits for all options: 41

Total number of Non-Nursing/General Education/Elective/Prerequisite Credits (do not count credits twice): 19

Transfer Credits (included in the credits above) based on the governing organization or state policies: 44
Up to 19 non-nursing/general education/elective/prerequisite credits can be transferred into the all program option.

Up to 30-31 nursing credits can be transferred into the program option with a 70 percent content match and a score of 800 or higher on corresponding standard examinations.

Number of general education credits and/or nursing credits that may be transferred into the program/program option(s):

All 19 support/general education credits may be transferred

Nursing courses may be transferred with a 70% match of content

Students must complete at least one semester (16 credits) at FSU

Student totals by program type, and disaggregated by program option(s):

Total ASN student: 249

Traditional ASN: 178

LPN-ASN: 38

Weekend: 33

Faculty cohort:

Full-time: 14

Part-time: 25

The method of delivery and percentage of nursing credits delivered by distance education for all program options.

Traditional and Weekend ASN program tracks are delivered face-to-face (38 credits) with the exception of 3 (one-hour) Nursing pharmacology classes taught through online delivery.

The LPN-to-ASN program track theory courses (34 credits) are taught synchronously online through BigBlueButton. Clinical (8 credits) is taught face-to-face. Students receive credit for NURS 1101 based on a current unencumbered LPN license. Total 41 nursing credits.

Program Options/Length: Traditional ASN/ 4 semesters
Name of Program Option: Traditional ASN
Method of Program Delivery: ☐ Face-to-Face ☒ Hybrid ☐ Distance Education
Percentage of Nursing Credits: 41out of 60 = 68%
Delivered by Distance Education: ☐ 0% ☒ 1–24% ☐ 25–49% ☐ 50–100%
Official Published Program of Study: ☒ Full-time ☐ Part-time ☐ Both
Academic Term Type: ☒ Semesters ☐ Trimesters ☐ Quarters
Length of Academic Term (in weeks): 16 weeks
Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program): 4 semesters

Program Options/Length: Weekend ASN/ 6 semesters
Name of Program Option: Weekend ASN
Method of Program Delivery: ☐ Face-to-Face ☒ Hybrid ☐ Distance Education
Percentage of Nursing Credits: 41 credits out of 60 = 68%

Delivered by Distance Education: ☐ 0% ☒ 1–24% ☐ 25–49% ☐ 50–100%
Official Published Program of Study: ☐ Full-time ☒ Part-time ☐ Both
Academic Term Type: ☒ Semesters ☐ Trimesters ☐ Quarters
Length of Academic Term (in weeks): 16 weeks
Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program): 6 semesters

Program Options/Length: LPN-to-ASN/ 12 months/ 3 semesters
Name of Program Option: LPN-to-ASN
Method of Program Delivery: ☐ Face-to-Face ☒ Hybrid ☐ Distance Education
Percentage of Nursing Credits: 41 out of 60 credits = 68%
Delivered by Distance Education: ☐ 0% ☐ 1–24% ☐ 25–49% ☒ 50–100%
Official Published Program of Study: ☒ Full-time ☐ Part-time ☐ Both
Academic Term Type: ☒ Semesters ☐ Trimesters ☐ Quarters
Length of Academic Term (in weeks): 16 weeks
Length of Time/Required Number of Academic Terms (including any prerequisite terms prior to entry into the program): 4 semesters with pre-requisite coursework (23 pre-requisite courses including 7 credits awarded for LPN license and 13 general education course credits).

All program locations delineated by location classification:

Fairmont State University
1201 locust Avenue- Education Building
Fairmont, WV 26554

The ACEN Accreditation Standards and Criteria used to prepare the Self-Study Report:

2017

HISTORY of the UNIVERSITY & NURSING EDUCATION UNIT

Fairmont State College was established in 1865 as a private teacher training school. It became a state supported normal school in 1867 and was authorized to offer Bachelor of Arts and Bachelor of Science degrees in 1943. In 1974, a community college component was founded and it became independently accredited as Fairmont State Community and Technical College (FSC&TC). In 2001, the West Virginia Legislature mandated separation of community colleges within four-year institutions. Associate degree and certificate programs at Fairmont State College became part of the Community and Technical College. However, the associate degree programs in Nursing and Engineering Technology stayed with the four-year institution.

On April 7, 2004, Governor Bob Wise signed legislation allowing Fairmont State College to change its name to Fairmont State University. In 2006, the West Virginia Legislature approved a bill to allow FSU and FSC&TC to once again share accreditation. Therefore, on July 1, 2006, FSC&TC became a Division of FSU and in 2006, FSC&TC was renamed Pierpont Community & Technical College. On July 1, 2007, the West Virginia Legislature again required separate accreditations for FSU and Pierpont Community

and Technical College making these separate institutions, which share a 120-acre main campus and services. The associate degree programs in Nursing and Engineering Technology, again, stayed with FSU.

FSU is located approximately 90 miles south of Pittsburgh, Pennsylvania on the I-79 corridor in Fairmont, West Virginia. Fairmont is a small city of 17,500 people and is the county seat for Marion County. FSU has an approximate enrollment of 3,800 students and is the third largest university in West Virginia. The School of Nursing (SON) is one of six academic divisions within FSU. FSU has two colleges and four schools: College of Liberal Arts; College of Science and Technology; School of Business; School of Education, Health and Human Performance; School of Fine Arts; and the School of Nursing. FSU currently offers five master's programs, 93 bachelor programs and six associate degree programs. The SON offers the following majors: Bachelor of Science in Nursing (RN-to-BSN) and the Associate of Science Degree in Nursing (ASN and LPN-to-ASN).

FSU's Carnegie classification is "Baccalaureate Colleges - Diverse Fields", and is characterized as a medium sized four-year college, which is primarily nonresidential. Ninety-four percent of the student population is from West Virginia and ninety-one percent of the student population report race as "white". The average age of the student population is 23.

The FSU Associate of Science Degree Nursing Program

The Associate of Science Degree Nursing Program was initiated in 1964 as a result of a community effort to establish a college based nursing program. National League for Nursing accreditation was sought and achieved in 1970 and continual accreditation has been maintained. Dr. Miller retired in 1983, and was replaced by Dr. Deborah M. Kisner. Dr. Kisner retired in 2005, and Dr. Mary Sharon Boni, the current dean and director, was hired in May 2006.

In 1985, a mandate from the Vice-Chancellor for Health Programs in West Virginia stipulated that four-year colleges within the state system must develop baccalaureate-nursing programs with an articulation for registered nurses. Thus, in 1989 the Department of Nursing established a RN-to-BSN Program.

In 2001, the West Virginia Legislature mandated separation of component community colleges within four-year institutions. Associate degree and certificate programs at Fairmont State College became part of the Community and Technical College. However, the associate degree programs in Nursing and Engineering Technology stayed with the four-year institution due to the strong articulation between the associate and baccalaureate degree programs.

In 2004, the Department of Nursing was renamed as the School of Nursing and Allied Health Administration, and it housed three majors: Allied Health Administration, the Bachelor of Science in Nursing, and the Associate of Science in Nursing. During the 2008 West Virginia Legislative Session, the Senate allotted supplemental appropriations for allied health expansion programs within the State. The ASN program received $464,450 to develop simulation laboratories and to increase the student numbers in the ASN program. Since the number of newly admitted traditional students was already at 96 per year, the nursing faculty felt that those numbers could not be increased. After discussion, the faculty decided to explore the development of a non-traditional LPN-to-ASN track. A needs assessment was conducted with the LPNs in the State to determine their interest and needs in pursuing an ASN.

It was determined that most LPNs needed to work full-time and desired a program where they could attend classes in the evenings and on weekends. In 2009, the first LPN-to-ASN non-traditional cohort of 13 students was admitted and evening classes were conducted synchronously online through BigBlueButton with clinicals being conducted two days a month. The program currently admits 24 students each fall semester, but with the new legislative rule changes will admit 32-40 students in the fall 2018 (WVBOERPN Board Action Letter FSU 10/13/17 and WVBOERPN Title 19 legislation).

In fall 2014, with the rollout of a new curriculum, the traditional ASN admission class size was changed to 48 students each fall and spring semester. The smaller classes allowed for more personalized student attention and permitted any student who had to be re-sequenced to enter the program the next semester as opposed to waiting a year.

In fall 2015, the Board of Governors approved moving the Allied Health Administration program to the School of Business and renaming nursing as the School of Nursing. After conducting a needs assessment, it was determined that there was a need for a part-time weekend ASN program track. In spring 2017, the first cohort of 13 students was admitted. The second cohort of up to 24 students will be accepted in fall 2018. This program is a mirror image of the traditional ASN, but divided into six semesters with summers off. (WVBOERPN approval 10/21/16 and ACEN notification weekend program)

Student Population

The student population in the ASN program mirrors the University's student population. Approximately 96 percent of the students are from West Virginia with an average age of 25, live off campus, and state their race as "White". Their lack of diversity matches the ethnic mix in north central West Virginia. Approximately 14 percent of the students in each class are males. The students reflect characteristics of Appalachia, such as lower socioeconomic status, limited geographic mobility, and first-generation college students. All students must meet the admission requirements of FSU and the ASN program. The majority of students in the ASN program are considered full-time students with the exception of the part-time weekend students. However, a few students from the traditional ASN or the LPN-to-ASN options may be enrolled with less than 12 credits per semester.

1.2: SUMMARY of STANDARDS and CRITERIA

Summary: Standard 1 - Mission and Administrative Capacity

The Fairmont State University School of Nursing ASN program's mission, philosophy and outcomes reflect the core values of FSU and are congruent with its mission and philosophy. The faculty and students participate in the shared governance of the University and the SON through representation on FSU Faculty Senate and its various committees, SON Faculty Committee, the Student Advocacy Committee and Student Government Association. The composition of the committees ensures representation by administration, faculty and students.

The Nursing Advisory Committee ensures relevancy to current industry standards, graduate and end-of-program student learning outcomes (EPSLO).The Nursing Advisory Committee has a large committee membership with representatives from clinical, health care, and community agencies where students

participate in clinical experiences or agencies that employ FSU graduates. The committee meets annually in November. This committee provides valuable feedback to enhance the educational experiences of the students.

The SON has a partnership with Woosong University from the Republic of South Korea. Students from Woosong enroll in the ASN program and then return to Woosong University to complete their BSN.

The Dean for the nursing program holds a Ph.D. in nursing and is an experienced nursing educator and administrator. She has the authority, responsibility, and resources for the development and administration of the program.

The policies of the SON are congruent with FSU except for areas justified by the purpose and outcomes of the nursing program. The SON offers web enhanced classes through Blackboard Learn (learning management system), online nursing pharmacology classes, and BigBlueButton online synchronous classes. All distance education courses are congruent with the mission of FSU.

Summary: Standard 2 - Faculty and Staff

Qualified and credentialed faculty are sufficient within the SON to provide leadership and support toward the achievement of the EPSLO and the program outcomes. Full and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings. All full-time and part-time faculty are approved by FSU, WV State Higher Education Policy Commission (HEPC), and the West Virginia Board of Examiners for Registered Professional Nurses (WVBOERPN).

The SON follows the West Virginia Nursing Code 19-1-2, with regard to the definitions and requirements for preceptors and the preceptorship clinical experiences. One full-time faculty member is assigned the role of the preceptorship coordinator for each cohort. Each preceptor is also provided with the current preceptorship guidelines which provide an overview of the preceptorship, as well as delineation of the responsibilities of the student, the preceptor, and the preceptorship coordinator.

All faculty maintain expertise in their areas of specialization through advanced certifications, professional practice and continuing education. Students and clinical personnel systematically evaluate full-time faculty's classroom and clinical performance on a semester basis. Faculty are evaluated annually through the FSU's Annual Faculty Review (AFR). Evidenced based teaching and practice are reflected through the faculty's participation in faculty development, research, professional presentations and continuing higher education.

The SON employs one twelve-month senior administrative assistant and one nine-month clinical program assistant to facilitate the SON's work. Orientation of new, full-time and part-time faculty occurs at the University and School levels. The University's general orientation program includes regular meetings comprised of new faculty, mentors, and a representative from administration. The focus of the orientation is to familiarize new faculty to policies and procedures of FSU. The SON also has an orientation and mentoring program for all new faculty full and part-time to their roles as nursing faculty. The orientation introduces and expands upon concepts of teaching, scholarship, service, and leadership.

Faculty engage in distance technology by utilizing Blackboard Learn to organize and enhance course delivery. The University provides ongoing education and training on Blackboard Learn.

Summary: Standard 3 - Students

The nursing student population mirrors the FSU population with the exception that it is predominately female. Admission to the ASN program is selective and competitive. The student policies and services support the outcomes for the ASN program. Student policies are located in the FSU Catalog, FSU Student Handbook, and the SON ASN Handbook, which can be accessed via the website. During the program's orientation, the dean or course faculty orients first-semester students regarding the policies. Any changes in policy are communicated to the students in class and through Blackboard Learn Announcements. Policies, which differ from those of the University, are due to admission, progression criteria, standards of conduct, and clinical health agency requirements. Students have access to a variety of support services provided by qualified individuals in the areas of counseling, career placement, tutoring, health services and financial aid. Support Services surveys demonstrate that nursing students are generally well satisfied with the quality of support services of the University.

Students are oriented to Blackboard Learn during new student program orientation and at the beginning of each semester if any change in technology has occurred. The LPN-ASN students are informed of the technology requirements for BigBlueButton, prior to the start of the program. Students have access to technology training and support through the Information Technology Commons.

The University and SON comply with federal and state regulations. The FSU Financial Aid Office maintains comprehensive information regarding cost of attendance as well as loans, scholarships and grants accessible through the FSU website. Information provided to the public is monitored for accuracy and currency.

Electronic records of formal appeals have been kept since 2011-2012 by the dean of the SON on the secure W drive. Appeal processes follow the FSU and SON guidelines for grievances and appeals.

Orientation to technology is provided for the traditional, weekend, and LPN-to-ASN program tracks. FSU provides an orientation to Blackboard Learn and Felix during new Student Orientation for incoming students.

Summary: Standard 4 - Curriculum

Ongoing review and planning of the curriculum is achieved through the ASN Curriculum Committee. FSU SON established the associate degree curriculum based on professional standards of nursing practice and FSU and SON mission statements. Professional standards of practice were adopted from a wide variety of esteemed nursing organizations. The SON's faculty have identified four major concepts on which to base the curriculum. These are human flourishing, nursing judgement, professional identity, and spirit of inquiry. There are also five sub-concepts that represent the SON's core values. These are patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, and safety. To guide the approach to teaching and learning, the faculty adopted Malcolm Knowles's Theory of Andragogy for theory application and David Kolb's Theory of Experiential Learning for clinical application.

Curriculum organization, presentation, and learning activities for the traditional, weekend, and LPN-to-ASN program tracks are outcome driven. The EPSLO were revised as part of the new curricula designs. Each of the outcomes is designed to reflect current standards and contemporary practice. The EPSLO are

the same for all of the ASN program tracks, which allows students to take a different progression plan to reach the outcomes.

Concepts related to cultural, ethnic, and social diversity are an integral part of each nursing course and threaded throughout the curriculum. The curriculum's global perspective has been enhanced through the development of a partnership with Woosong University in Daejeon, South Korea.

A variety of methodologies are utilized throughout the curriculum to measure the achievement of the EPSLO such as: assessment grids, examination blueprints, a test resource plan, clinical and simulation evaluation tools, and other curriculum evaluation tools. Clinical evaluations are utilized in each track's clinical courses and are graded as satisfactory/unsatisfactory

The nursing curriculum complies with the policies of the University, WVBOERPN, ACEN, HLC, and HEPC for credit hours required to complete an associate degree program. The traditional ASN program track progression plan consists of four semesters, and the LPN-to-ASN program progression plan consists of three semesters. The weekend ASN program track is completed in six semesters. All program tracks require a total number of 60 credit hours consisting of 41 credit hours for nursing courses and 19 credit hours for general education courses.

Clinical experiences occur in a variety of settings including hospitals, physician offices, community health care agencies, schools, skills and simulation laboratories. Faculty select a range of teaching strategies to promote student academic and clinical achievement. Effective working relationships with Nursing Advisory Committee members contribute to curriculum currency and positive student learning outcomes. Written agreements between FSU SON and all clinical practice agencies utilized are current and renewed as specified within the contract. Contracted agencies are all accredited. Certificates of liability are maintained with each agency.

Summary: Standard 5 - Resources

The administration of FSU SON has sufficient fiscal, physical and learning resources to ensure the achievement of the EPSLO and program outcomes. Fairmont State is a state-supported institution and receives operating funds from student tuition, student fees, and appropriations of the State Legislature. Students and faculty have access to academic, recreational, and learning resources to facilitate the best learning and teaching experiences. Resources provide opportunities for professional growth advancement, improve teaching quality, and encourage lifelong learning; however, low nursing faculty salaries have presented difficulties in recruiting and retaining quality faculty.

Summary: Standard 6 – Outcomes

The SON's Systematic Plan for Program Evaluation (SPPE) provides a structured process for ongoing program assessment, planning, and evaluation of EPSLO and program outcomes. The SON traditional, weekend, and LPN-to-ASN program tracks have a current systematic plan of evaluation, which includes ACEN and WVBOERPN required elements. The plan was recently revised to focus on Standard 6 outcomes in alignment with ACEN Standards; however, a systematic method for evaluating the program's compliance with all standards exists. In addition to meeting ACEN and WVBOERPN assessment requirements, the plans in place are aligned with University assessment protocols and processes. Trending of the program outcome results direct the need for program and curriculum revisions.

HESI results indicate that graduate outcomes are being met. While minor fluctuations occur, overall and track-specific results remain at, near, or above the 850 benchmark.

NCLEX-RN results are consistently at or above the 80% pass rate for first time test takers for all program tracks and cohorts.

Even though the benchmark of 80% completion rate has not consistently been met, faculty believe that an 80% completion rate is attainable, most desirable, and aligned with FSU retention initiatives.

Despite data collection challenges, FSU nursing graduates do not have difficulty finding a nursing job, and the benchmark is consistently exceeded.

Analysis and Summary of Strengths and Areas Needing Improvement

Strengths:

Nursing faculty are educationally and experientially qualified for their positions. Faculty's professional growth activities, scholarship, and research bring a depth of knowledge, which enhances the students' learning experiences and provides desirable professional role models.

Excellent relationships exist with communities of interest as evidenced by high attendance and active participation of members at the Nursing Advisory Committee meetings and strong partnerships with local, regional, state, and international agencies which enhance the student's learning opportunities.

NCLEX-RN first time pass rates have consistently exceeded the 80% program bench mark for each program track and cohort.

End of program evaluations demonstrate consistent satisfaction by graduates with regard to accomplishment of program outcomes.

Excellent classroom, laboratory and clinical facilities provide optimal learning environments.

There is positive support for the SON's program mission and outcomes by administration and university-wide faculty.

Areas Needing Improvement

The SON has experienced seven resignations of faculty since February 2018 and had one unfilled position from 2017. The major reason for faculty resignations has been low faculty salaries. Thus far the SON has been able to hire five faculty. Of the five faculty one has completed her MSN and the other four faculty are currently in MSN programs. All were hired into tenure track positions. With two resignations occurring in July, there is not time to post and hire for the positions prior to classes starting. One position is in the BSN program and one is in the ASN program. Faculty have volunteered to do overload to cover the positions for fall semester. Positions will be posted this fall.

The University is in a period of rapid change in administration and structure. Since January 2018, we have a new president, CFO, VPAA and Provost, Associate VP of University Relations and Marketing, VP of Student Affairs and Operations, CIO and VP for Institutional Effectiveness and Strategic Operations. Many of these changes were necessitated due to the financial situation of the University. The financial situation is slowly improving with strong incoming freshmen numbers for fall 2018.

STANDARD 1

Mission and Administrative Capacity

The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

1.1 The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.

The SON ASN degree program's mission and outcomes are congruent with the mission, vision, and objectives of FSU as demonstrated in Tables 1.1 through 1.3. FSU's mission statement, vision statement, philosophy, objectives and desired profile of a FSU undergraduate are located in the FSU 2017-2018 Catalog (student catalog) on pages 4-5. The mission, philosophy, major concepts, and outcomes of the ASN program can be found on pages 6-14 in the 2018-2019 Nursing Student Handbooks (ASN and LPN-to-ASN) online.

Table 1.1 Comparison of the FSU and the ASN's Mission and Vision Statements

FSU	ASN and LPN-to-ASN
Fairmont State University is a comprehensive, regional university committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success and transformational impact.	To provide quality nursing education to students in West Virginia and beyond. Professionalism –the ability of the nurse to exhibit accountability, responsibility, confidentiality, lifelong learning, collaboration, safe behaviors, and veracity in accordance with professional standards to provide patient-centered care and advance the nursing profession.
Fairmont State University will be renowned for its innovative pedagogical practices and programs and as the first-choice institution for students seeking a transformative educational experience.	The faculty of Fairmont State's ASN Program believes that a quality education should be based on current professional standards and sound educational theory. The faculty believe that adult nursing students should be active in their own learning at all stages of the teaching/learning process, build on personal experiences, focus on solving patient and healthcare problems, and exhibit characteristics of professionalism. Students learn best through experience and reflection. The process of teaching and learning is as important as the content delivered.

Table 1.2 Comparison of FSU Core Values and the ASN Core Values

FSU	ASN and LPN-to-ASN
SCHOLARSHIP: To celebrate the joy and wonder of discovery through rigorous scholarship. We promote critical thinking from the first class through life-long learning and ensure the development of new knowledge.	NURSING JUDGMENT: The integration of evidenced-based practice, critical thinking, and clinical judgment to manage and provide quality care.
OPPORTUNITY: To grow, learn, engage, and contribute through accessible, quality education. We provide opportunities to grow and to discover goals, both personal and communal.	HUMAN FLOURISHING: The realization of maximum health potential in patients, families, and communities promoted by nursing care.
ACHIEVEMENT: To reach personal and community goals through disciplined effort. We facilitate and honor achievement.	SPIRIT OF INQUIRY: Seeking truth, evidence, and innovation to improve quality patient care.
RESPONSIBILITY: To fulfill obligations to ourselves, the learning community, our society, and the future through mutually responsible conduct. We act with integrity, respect diversity, and pursue an informed worldview.	PROFESSIONAL IDENTITY: The demonstration of the core values of the nursing profession.

Table 1.3 Comparison of the Desired Profile of a FSU Undergraduate and the ASN's Conceptual Framework

FSU	ASN
Develop competence in the following skills to aid them in making decisions about personal values and career strategies: critical analysis, quantitative literacy, oral and written communication, reading, teamwork, information literacy, problem-solving, and technology literacy.	Informatics – The integration of nursing and computer science to manage and communicate data, information, knowledge, and wisdom in promoting the quality and safety of patient care. Teamwork and Collaboration – The nurse, working in partnership with the patient, family, and members of the inter-professional healthcare team, uses a knowledge base of accumulated evidence to plan and make decisions for providing respectful quality patient care.
Demonstrate proficiency in their major fields of study that will enable them to compete in the global job market and pursue additional levels of formal education.	Knowledge Synthesis (from nursing and non-nursing courses) – The integration of knowledge, skills, attitudes, and ideas acquired through experience and education from nursing and non-nursing origins in order to make informed decisions.
Understand the responsibilities of citizens, participate in the democratic process, and contribute to their society.	Holistic Care –The integration of biologic, psychosocial, social, and spiritual dimensions in caring for the whole patient to facilitate psychosocial and physiologic integrity.
Embrace and act upon an ethical view that respects the life, property, opinions, and feelings of others.	Ethics and Legal Implications –The consideration of the laws, regulations, and standards of practice in conjunction with moral, spiritual, and ethical principles to assist in decision-making, patient advocacy, and conflict resolution.
Acquire the knowledge and habits that lead to physical and mental health and well-being.	Therapeutic Communication - The use of verbal and nonverbal messages to promote the physical and emotional well-being of a patient and to advance the healing process. Health Promotion and Education - Nursing care directed toward expected growth and development principles, protection, and illness prevention through a variety of strategies including education, risk assessment, physical assessment, screenings, and lifestyle choices and changes.

Understand the complementary nature of their liberal and professional studies and develop the capacity for independent, lifelong learning.	Quality Improvement – The nurse evaluates and revises current methods and uses data to continuously improve the quality and safety of health care. Prioritization - The act of utilizing mastery of content, situational data, theoretical principles, the nursing process, and past experiences to organize and manage care in order of importance
Acquire an informed appreciation of the arts, the humanities, and the social and natural sciences.	Culturally Competent Care – Application of care with awareness, knowledge, sensitivity, and respect of diverse populations and associated ethnic, racial, social, socio-economic, and spiritual influences.
Develop sensitivity in matters of local and global social justice, respecting and appreciating differences among individuals and societies.	Evidence-based Practice - The nurse is responsible for diligent, deliberate, and conscientious use of a knowledge base of current “best evidence” and clinical expertise, incorporating patient and family preferences, to maximize the quality of healthcare.

1.2 The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.

FSU is a state supported institution within the West Virginia System of Higher Education. The University operates under the authority of the Higher Education Policy Commission (HEPC) through its Chancellor. The University's Institutional Board of Governors is appointed by the Governor of West Virginia, and determine, control, supervise, and manage the financial, business, and education policies and University affairs. The FSU President, Dr. Mirta Martin, as the chief administrative officer, has general responsibility and authority for the University's day-to-day operation (See Appendix A for organizational charts). An in-depth explanation of the University governance may be found in the FSU Faculty Handbook pages 7-8.

The Interim Provost and Vice President for Academic Affairs, Dr. Richard Harvey, is the chief academic and administrative officer of FSU and is directly responsible to the President and is a member of the President's Executive Leadership Cabinet. The deans for the two colleges, (College of Liberal Arts and the College of Science and Technology), and the four schools, (School of Business, School of Education, School of Fine Arts, and the School of Nursing) report directly to the provost. The provost with the deans, chairs and faculty plan, develop, and coordinate the University's academic policies and programs. The deans are members of the President's Cabinet, the Dean's Council, and the Academic Affairs Committee.

College and school deans and department chairs are charged with implementing academic policies. They have authority to supervise the academic functions of faculty members within their academic units. The Dean's Council plans and coordinates the overall direction of the various academic programs of FSU. The Council encourages cooperation among the various academic disciplines. The Council also serves as a means of communicating among the academic units and the University administration.

Individual faculty members are responsible directly to the department chairs and deans for standards of excellence and performance. The faculty have authority to influence academic policies through their representatives in the FSU Faculty Senate.

The Constitution of the Faculty of FSU acknowledges the principle of faculty self-governance and recognizes the responsibility of the faculty for the internal affairs of the University including the formulation, implementation, and review of institutional policy. The faculty may initiate action on matters with which it is directly concerned. As stated in the Constitution of the Faculty on page seven of the FSU Faculty Handbook, "These areas of faculty concern shall include, but shall not necessarily be limited to, the following:

- Standards for admission, selection, and retention of students
- Requirements for the granting of degrees
- Curricular requirements for general education
- Additions and deletions of courses
- Development of programs of research, experimentation, and instruction
- Development of library, laboratories and other instructional aids
- Such other academic affairs which are not directly administrative in nature"

The agent for the faculty in the exercise of the above stated functions is the Faculty Senate and acts as the principal agent of the faculty at FSU in policy determination. The Faculty Senate is composed of faculty from each academic unit in the University. One senator for each ten faculty members is elected to the Senate from each college or school during their school meetings by secret ballot. The elected senator

serves a two-year term. Thus, the SON has two faculty representatives on Senate: Dr. Theresa Jones (ASN program) and Dr. Julie Furrow (BSN program).

Two members of the student body can serve as members-at-large in the Faculty Senate. Student members shall be selected by the entire student body in a manner determined by the Student Government Association (SGA). Any full-time student with a GPA of 2.0 or higher is eligible. No student can serve on the Executive Committee of the Senate.

Faculty and students also have input into the Senate through the standing committee structure. There are 19 Standing Committees of the Faculty Senate and several ad hoc committees. Members of five of the standing committees (Curriculum, Faculty Development, General Studies, Library and Presidential Perception Survey) are elected by the academic units in odd/even years for two-year terms. The remainder of the committees is filled by the Committee on Committees or members are nominated from the faculty-at-large through elected senators. Each spring, the Committee on Committee forwards a committee request form to all faculty. Using this form and process, faculty can indicate on which committees they would like to serve. A chart of SON faculty committee memberships from 2014-2018 can be found in the 2018 ASN Master Plan of Evaluation (Standards 1-5) pp. 4-5.

Student members nominated to serve on faculty standing committees are chosen from a list presented to the Committee on Committees from the SGA. Students cannot serve on Academic Appeals, Faculty Development, Faculty Harassment Complaint, Faculty Personnel, and the Faculty Welfare committees due to the nature of the committee work. Faculty and administrators have open access to the Faculty Senate monthly meetings.

SGA members are elected each spring by the student body and receive special training for their positions. SGA meets weekly on Thursday from 12:30-1:30 p.m. and meetings are open to all students. Nursing students have input into the SON's policies and procedures through the SON Student Advocacy Committee. Additionally, all proposed new nursing policies or changes in policies or procedures are posted on Blackboard Learn for student comment.

All full and part-time nursing faculty are members of the Nursing Faculty Committee (NFC) (SON's Faculty Handbook 2018-2019, p. 20). The purposes of the committee are:

1. To develop, implement, and evaluate policies, which influence the School of Nursing in accordance with policies of Fairmont State University; and
2. To coordinate the functions and activities of the School of Nursing.

All faculty have voting privileges. The dean serves as the chairperson of the NFC. There are 11 standing committees of the NFC (p. 22); faculty serve on and chair the various committees (p.20).

1.3 The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making.

The Nursing Advisory Committee ensures relevancy to current industry standards, graduate and end-of-program student learning outcomes (EPSLO). The Nursing Advisory Committee serves as a vital communication channel between FSU and the community. The Nursing Advisory Committee consists of individuals interested in nursing education and encompasses a wide range of community contacts including representation from affiliating clinical and community agencies, faculty, FSU administrators, students, graduates, school guidance counselors, and representatives from the FSU Foundation.

The group meets annually in November. The dean of the SON serves as the chairperson and presiding officer of the meeting. Nursing Faculty Advisory Committee minutes are kept and accessible on the secure W Drive (Advisory Committee minutes 11/4/16 and 11/10/17). The following depicts a series of advisory committee functions and focus areas.

1. Inform the committee members of EPSLOs and graduate outcomes.
2. Review the trending analysis of the EPSLOs and provide suggestions for improving outcomes.
3. Review the trending analysis of graduate outcomes and competencies and provide suggestions for improving outcomes.
4. Assist with graduate employment placement.
5. Provide suggestions for university, program and community initiatives.
6. Inform the SON of local labor market employment trends.
7. Make recommendations regarding proposed program changes.
8. Update nursing program of changes, innovations, and new programs or facilities at affiliating clinical agencies.
9. Inform the committee members of program changes and continuing education opportunities through the various SON programs.

At each meeting, a FSU SON newsletter is prepared and distributed that presents results of EPSLO and program outcomes, strategies for improving outcomes, any administrative updates, faculty and student recognitions, and school initiatives (Advisory Committee newsletter 2015, 2016, 2017). FSU SON program outcomes for each program track can also be found on the website.

The Nursing Education Foundation of West Virginia (NEFWV) is an organization which was established in 1988 to enhance collaboration among schools of nursing in West Virginia. Deans and directors from every nursing school (ASN, BSN and higher degrees, private and public), and representatives from the WVBOERPN, the WV LPN Board, the WV Center for Nursing, West Virginia League for Nursing, West Virginia Nurses Association, and West Virginia Organization for Nurse Executives, all participate. The two day meetings are held at least twice a year. One day each year is devoted to faculty development, and one day is devoted to education for the deans and directors. Speakers have included L. Jane Rosati on Concept Based Teaching, Kathleen Gaberson on Assessing Student Learning Outcomes and Competencies, and Dr. Larry Simmons on Curriculum Reform to name a few. This collaboration allows many nursing faculty to attend faculty development at a fraction of the cost of attending national workshops and conferences.

NEFWV also provides mentoring for new deans and directors and support for all members with respect to how individual members address various issues and what education, practice, political, and legislative issues are needing to be explored. NEFWV has proven to be a wonderful organization to enhance nursing education throughout the state and to bring many partners together. Members frequently post questions, concerns, and informational pieces on the membership list serve. This has been immensely helpful to keeping all members informed and to invite various perspectives to be considered.

1.4 Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.

Woosong University of The Republic of South Korea and FSU have established a partnership for the exchange of scholars, professional staff, students, and academic information between the institutions. Students from Woosong come to FSU and join the ASN program after their freshman year at Woosong. Once students complete their ASN, they return to Woosong to complete their BSN. Having Korean students in the nursing classes enhance the students' cultural awareness, and it provides the Korean students with knowledge of US culture and health care system. FSU students and faculty have also traveled to South Korea for cultural emersion experiences during summers.

1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

Mary Sharon Boni, PhD, MSN, BS, RN, holds the titles of Dean of the SON, Director of Nursing, and Professor of Nursing. Dr. Boni received her Bachelor of Science with a major in nursing from Alderson-Broaddus College, her MSN from West Virginia University, and her PhD from The Catholic University of America.

1.6 The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

Dr. Boni has 34 years clinical nursing experience, 32 years teaching experience, and 25 years' experience as a nursing education program administrator. She has held the titles of Chair for the Department of Nursing, Chair for the Division of Health Sciences, Associate Dean for the School of Nursing, Dean for the SON and Allied Health Administration, and Dean for the SON.
Dr. Boni is active professionally on state, national, and international levels. She is an active member of the NEFWV and the Association of Deans and Directors of Nursing Education (ADDNE) in West Virginia. She is an ACEN Program Evaluator and is a member of the Evaluation Review Panel. She participates in a Global Exchange Program with Woosong University of South Korea. Dr. Boni holds a registered nursing license issued by the WVBOERPN, and her full vitae is available in the electronic resource room.
Dr. Boni exceeds the WVBOERPN's requirements for a nurse administrator as found in 19-1-10.1.c

Unit is administered by a nurse with:

a. a graduate degree with a major in nursing
b. 5 years of professional nursing experience including
c. 2 years teaching in professional nursing programs
d. an RN license in West Virginia
e. qualifications comparable to other faculty in the governing organization

Dr. Boni also exceeds the qualifications as noted in the Position Description for the Dean of Nursing in the SON Faculty Handbook p. 30 include the following:

1. Licensure as a professional nurse in West Virginia
2. Earned Doctorate with a graduate degree in nursing
3. Minimum of 4 years teaching experience in nursing
4. Administrative experience preferred

1.7 When present, nursing program coordinators and/or faculty who coordinate or lead program options/tracks are academically and experientially qualified.

The associate dean of nursing assists the dean of nursing in the coordination, development, implementation, and evaluation of the Associate and Baccalaureate Nursing Programs. The qualifications for the position include licensure as a professional nurse in West Virginia, an earned doctorate with a graduate degree in nursing, and a minimum of four years teaching experience in nursing as noted in the job description (SON's Faculty Handbook 2018-2019, p. 31). This position is currently vacant.

1.8 The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role.

The dean for the SON holds a twelve-month appointment and serves at the "will and pleasure" of the university president. The dean reports directly to Dr. Richard Harvey, Interim Provost and Vice-President for Academic Affairs. The deans each serve on the President's Cabinet, Academic Affairs Committee, and Dean's Council, which is responsible for the planning and coordination of the overall direction of the academic programs at FSU. Additionally, Dr. Boni meets the responsibilities of the administrator of the nursing education unit as specified by the WVOBERPN in Title 19.

Deans, chairs, college directors, school deans, associate deans, and department chairs are responsible to the Provost and Vice President for Academic Affairs and are charged with implementing academic policies. They have authority to supervise the academic functions of faculty members within their academic units. On page 53 of the FSU Faculty Handbook, the *Teaching Loads of Deans* is further defined:

Deans occupy a special position. They are considered full-time faculty, with their time devoted to a combination of teaching and administering in a specific academic unit of the University. The magnitude of their administrative duties varies with the extent of programming, number of faculty under their supervision, and other special projects or responsibilities. Accordingly, their teaching loads are established at a minimum of three (3) hours per semester, which may include classroom or lab instruction. However, at this time, Dr. Boni does not have a teaching load. Her entire load is administrative.

1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.

The dean, with faculty input, as noted in the NFC minutes (2015-2018), annually engage in budget assessment, planning, preparation and requests for the SON. Sources of budgeting for the SON are twofold. The first is from an institutional budget derived from student tuition and state appropriations and the second is from student program and course fees. The dean administers both budgets. As noted in the position description of the dean of nursing in the SON's Faculty Handbook (p. 30), the dean is responsible to "prepare budget requests and administer the SON's budget allocations."

1.10 Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.

The SON faculty and staff adhere to the same policies as established by FSU. These policies and procedures can be found in the following manuals and address such issues as non-discrimination, employment, faculty appointment, evaluation, promotion, tenure, academic rank, and grievance procedures. The following links have been provided.

1. The FSU Faculty Handbook,
2. The FSU Employee Handbook,
3. The FSU Board of Governors' Policies and Procedures
4. The West Virginia Higher Education Policy Commission Policies

Policies specific for nursing faculty are delineated in the SON Faculty Handbook 2018-2019. These specific policies address the health and performance requirements established by the WVBOERPN and the clinical agencies.

Nursing faculty workload is determined by contact hours as opposed to credit hours due to the clinical supervision requirements and team-teaching approach of the nursing program. Faculty are expected to average 18-22 direct contact hours per week. The faculty formula workload sheet can be found in the electronic resource room.

1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

The SON offers web enhanced classes through Blackboard Learn (learning management system), online nursing pharmacology classes, and BigBlueButton online synchronous classes. Blackboard Learn is used for all nursing courses for posting of syllabi, PowerPoint presentations, announcements, email, discussions, and grade books. In addition to Blackboard Learn, the non-traditional LPN-to-ASN track uses BigBlueButton which allows for synchronous, live classroom instruction via internet cameras and microphones. LPN students can log into BigBlueButton from home; visualize the PowerPoints and other teaching information on Blackboard Learn; use their headsets, cameras, and microphones to listen to the presentation and participate in the class.

The Distance Learning goal for FSU states:

> "Our goal is to provide improved access to education at Fairmont State University and Pierpont Community and Technical College by providing courses in various nontraditional ways to meet the needs of students who cannot attend regular day and evening classes and to enhance the course offerings to our traditional students."

The SON's mission is congruent with the goals and mission of distant education for FSU which states:

> "The mission of the Fairmont State Associate Degree Nursing Program is to provide quality nursing education to students in West Virginia and beyond." (SON Faculty Handbook 2018-2019, p. 5.)

STANDARD 2

Faculty and Staff

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of-program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.

Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

Qualified and credentialed faculty are sufficient within the SON to provide leadership and support toward the achievement of the EPSLO and the program outcomes. Full and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

A faculty member at FSU is employed in one of three classifications: (a) tenured, (b) tenure-track, or (c) temporary contract. The current ASN faculty consists of seven full-time, tenure-track positions, seven tenured, full-time faculty, two open full-time, tenure-track positions, and 18 part-time temporary contract positions. There is sufficient faculty to meet academic responsibilities and program outcomes as reflected in the faculty loads. While the University does not specify faculty-to-student ratios, the SON maintains the WVBOERPN's recommendation that clinical groups maintain a faculty-to-student ratio of 1:8-10.

All of the nursing faculty members teaching meet the requirements for faculty employment. Faculty employment policies are the same as those in effect for other faculty members within the governing organization of the University. Faculty credentials also meet the WVBOERPN's requirements for faculty of a nursing education unit. The dean of nursing reviews professional nursing licenses annually. For faculty with less than two years' teaching experience, the dean submits mentoring and orientation plans annually to the WVBOERPN. The HEPC, upon recommendations of the University President, makes all faculty appointments.

Refer to Appendix B for Tables 2.1-2.4 of Faculty Profile Tables.

2.1 Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Table 2.2, the Full-Time Faculty Profile Table, illustrates that there are currently a total of 14 full-time faculty positions in program tracks for the ASN degree, and there are two unfilled positions. A faculty search was conducted in spring 2018, but was considered a failed search. A new search for a faculty member to serve on the Nursing Care of Adults II team will be conducted this fall. The second unfilled position is that of the Simulation Coordinator, Leia Bobo. This faculty member resigned effective August 6, 2018, so there is not time to replace her for fall semester. This position will also be posted this fall.

Currently, three full-time faculty members have completed doctoral degrees (two PhDs and one DNP), six full-time faculty members are Master's prepared and one of the six is a doctoral candidate. Four full-time faculty members are BSN prepared while pursuing a MSN. One doctorally prepared BSN faculty member, Dr. Ashley Shroyer, is teaching the NURS 2211 course, since Leia Bobo resigned.

Advanced certifications in specialty areas have been acquired by six faculty members. All faculty members are licensed to practice professional nursing in West Virginia. All full-time faculty members participate in continuing education to maintain current knowledge, meet certification requirements, and

meet the licensure requirements outlined by the WVBOERPN. Validation of continuing education is available onsite and will be discussed more fully under the section for Criterion 2.6.

The RN-to-BSN program is the primary focus for two full-time faculty, Dr. Denice Kirchoff, and Dr. Ashley Shroyer; however, these individuals participate in SON faculty decisions and maintain one position representative on the ASN Curriculum Committee. The University's Annual Faculty Report (AFR) portfolios on TaskStream disclose additional academic contributions and accomplishments for all faculty members.

Refer to Appendix B for Table 2.3 on full-time faculty enrolled in a graduate program.

2.2 Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Part-time clinical faculty members hold part-time positions within the SON. Currently, the SON employees 25 part-time faculty members. Two part-time faculty members hold a DNP degree. One member has an EdD. Six hold a MSN and one a MN degree. One of those six faculty is enrolled in a DNP program. Fifteen faculty hold the BSN and three of those are currently enrolled in a MSN program and one of those faculty holds a BS in Health Care Administration. The goal for all faculty positions is to hire a candidate with a MSN. However, when candidates meeting the desired criteria are not available, those candidates with a BSN and at least two years of clinical experience are accepted in accordance with the WVBOERN Code and legislative rules. Care is taken to ensure that these practitioners are experientially prepared and qualified to teach in their assigned topical/clinical areas. Current transcripts are located in the part-time faculty member's file on the secure M Drive. All faculty members are licensed to practice professional nursing in West Virginia.

Refer to Appendix B, Table 2.4 for Part-time Faculty Profile Table.

2.3 Non-nurse faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

The SON does not employ any non-nurse faculty.

2.4 Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.

Each student completes a preceptorship in the last semester of the program prior to graduation. The LPN-to-ASN students complete 64 precepted (2:1 for 16 weeks) hours and the traditional and weekend students complete 96 precepted (3:1 for 16 weeks) hours. These preceptorships are completed in acute care hospital agencies that maintain an affiliation with the SON. Placement for the preceptorship is determined by availability within each agency and by the prior clinical experience/orientation of each student. Student preference for specific clinical areas is honored whenever possible and any conflicting requests are assigned based on student performance in the NURS 2301, Nursing Care Across the Lifespan II course for the LPN-to-ASN students and NURS 2208, Nursing Care of Adults II class for the traditional and weekend students. Each student is paired with an experienced Registered Professional Nurse, and students are not assigned to complete the preceptorship on any unit in which they are currently

employed (NFC minutes 8/9/17). The SON follows the West Virginia Nursing Code 19-1-2, subsection 2.6 (a,b,c,d) with regard to the definitions and requirements.

West Virginia Nursing Code 19-1-2:

> *2.6. "Clinical Preceptor" means a registered professional nurse who:*
> *2.6.a. is currently licensed as a registered professional nurse in good standing in the state in which he or she is providing the preceptorship with education preparation at or above the level for which the student is preparing;*
> *2.6.b. has a minimum of 2 years of experience as a registered professional nurse providing direct patient care during the 5 years immediately preceding the date of the written agreement;*
> *2.6.c. has a philosophy of health care congruent with that of the nursing program; and,*
> *2.6.d. has current knowledge of nursing practice at the registered professional nurse level.*

One full-time faculty member is assigned the role of the preceptorship coordinator for each cohort. The preceptorship coordinator assigns each student to a preceptor and serves as a liaison and resource person for both the student and to the clinical preceptor; each student and preceptor is provided with an email address and a cellular telephone number for the preceptorship coordinator at any time. Each student completes a student-learning contract that outlines how the student plans to accomplish the outcomes of the course. After a preceptor is assigned, each student meets face-to-face with the preceptor, reviews and completes a preceptorship contract, provides a copy of this contract to the preceptor, and submits the original contract to the preceptorship coordinator. Each preceptor is also provided with the current guidelines for the preceptorship which provides an overview of the preceptorship, as well as delineation of the responsibilities of the student, the preceptor, and the preceptorship coordinator. The preceptorship coordinator reviews all contracts and keeps them on file at the SON.

The preceptorship coordinator grades each student as either satisfactory or unsatisfactory for the course based on the outcomes of the course. This evaluation is determined in collaboration with the student and the preceptor and is based on student performance during face-to-face campus meetings and simulation experiences, submitted materials throughout the experience, and feedback from the preceptors.

Campus seminars are utilized to provide direction and explanation for students during the preceptorship utilizing group discussion and case studies that are completed individually. Students participate in active role plays during two simulation experiences during the term.

2.5 The number of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved.

This criterion is currently being met with sufficient numbers of full-time faculty to meet EPSLO and program outcomes. Specific achievement of outcomes is discussed in Standards Four and Six, with connection to faculty numbers described here. Faculty workloads are calculated with a formula based on direct contact hours with students (See faculty workloads formula sheet). Faculty are considered full-time with direct contact hours between 18 and 22 hours per week. Overload is calculated above 25 contact hours per week. Overload (fall 2017) reflects the unfilled faculty position in the weekend ASN program track which is now filled. While overload is elective and not mandated, there are times it is unavoidable, as in the situation of unfilled faculty positions. The goal is to rectify this as quickly as possible. At times, faculty may elect to take on overload as a means to supplement their salaries. Low faculty salaries lead to the need for faculty to take overload and/or work in positions outside the SON to supplement income. Faculty positions are difficult to fill as a result of low faculty salaries.

Consistently, EPSLO are met: however, the graduate outcome of on-time graduation rates continue to fall slightly below the 70 percent benchmark. Accomplishment of this outcome continues to be examined in light of faculty loads, student preparedness, and curriculum. In the fall of 2015, the incoming class size

for the traditional program track was split into 48 admissions for fall and 48 admissions for spring with every course being taught each fall and spring semester. This rotation has allowed for smaller class sizes and more individualized attention with the goal of increased graduation rates. The rationale for teaching each course fall and spring semesters was to allow students who were unsuccessful in a course, to immediately repeat the course, and hopefully increase information recall and retention.

While the University does not specify faculty-to-student ratios, the SON maintains the WVBOERN's recommendation that clinical groups maintain a faculty-to-student ratio of 1:8-10. Several hospitals, based on patient acuity, require a 1:8 or less ratio, and the SON maintains the required ratio for the hospital units. The 1:8-10 ratio remains for simulation laboratory and skills laboratory experiences. For didactic, the ratio is 1:15-20 for team-taught courses and 1:53 for individually taught courses. These numbers allow for more interaction between faculty and students, better assessment and evaluation of student needs and learning, and overall, lends to the achievement of EPSLO and program outcomes.

One EPSLO, Spirit of Inquiry, has been below benchmark on the HESI examinations due to a limited number of available test questions assessing this outcome. Additionally, faculty recognized that Spirit of Inquiry is an area that directly correlates to clinical reasoning and instruction. Thus, Spirit of Inquiry is primarily assessed through the clinical evaluation tools and the preceptorship evaluations and journal entries. In addition to maintaining the 1:8-10 faculty-student ratio, the number of hours the student is in the clinical setting with a preceptor was increased to enhance more one-on-one learning.

2.6 Faculty (full and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

This criterion is met as evidenced by faculty remaining current in their area of responsibility, maintaining continuing education required for state licensure, and utilizing scholarship and evidence-based practice in relation to teaching and clinical practice. Evidence supporting maintenance of expertise in the area of responsibility is provided in the Qualifications and Professional Development Addendum for Full and Part-Time Faculty in Appendix B. One-hundred percent of faculty participated in educational activities that support their area of responsibility. All full-time faculty members engage in continuing education and have acquired, in excess, the number of hours required for WVBOERPN licensure.

Faculty performance in the areas of scholarship and evidence-based teaching and clinical practices are evaluated using multiple methods annually. All full-time faculty are required to submit an AFR and current curricula vitae via TaskStream. The three major areas of evaluation are Teaching, Scholarly/Creative Activities, and Service. Categories under teaching include special efforts made to design new programs and courses, ways to improve current courses, demonstration of new teaching methods, written supplement to course text, and development of software or media used in the courses. Faculty must submit a link to two samples of course syllabi, assessments, instructional technology, grading and other materials supportive of excellent teaching. (Access to TaskStream AFRs will be available onsite).

The categories faculty must address under scholarly/creative activities include memberships in professional organizations, professional elective or appointed offices, professional presentations, continuing educational programs attended, publications in professional journals, and grant writing; all of which highlight evidenced-based nursing education. The categories under service address university-level service including committee work, advising, participation in university-sponsored outreach or community programs, and recruitment and retention activities. AFRs are then approved by the chair or dean.

In addition to the AFRs, probationary faculty are evaluated by their peers, the dean, and the provost annually for their first two years of employment. Faculty who are up for tenure and promotion must

submit a portfolio supporting the same categories assessed in the AFR, peer evaluations, and completion of terminal degree or certification.

In order to maintain currency and evidenced-based nursing, all full-time nursing faculty hold membership in at least one professional organization. Faculty are encouraged to be active in professional nursing on a state and national level. Faculty have made several presentations at workshops and conferences both on the state and national level. Three faculty are CNE certified, three faculty have been published as textbook contributors or in journals, and one faculty is currently enrolled in a doctoral program.

Refer to Appendix B for information on Faculty Profile Tables and Faculty Qualification and Professional Development.

2.7 The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.

The SON employs one twelve-month senior administrative assistant and one nine-month clinical program assistant to facilitate the SON's work and meet the above criterion. In addition to meeting the requirements set forth in the FSU's Support Staff Job Descriptions, these positions provide support specific to the needs of the faculty, students, and SON (Administrative Secretary and Program Assistants descriptions). The administrative assistants provide clerical, faculty, and student assistance as well as serving on the advisory committee, assisting with examination administration, clinical requirement tracking, and meeting with prospective students. When hiring the current twelve-month administrative assistant in February 2018, upon retirement of the former administrative assistant, feedback from the clinical program assistant, dean, and faculty helped to determine the requirements (NFC minutes 11/3/17). New duties include becoming the main contact person for new/prospective students, coordinate clinical agency requests, and collect clinical agency student paperwork contact person. This redistribution of duties from faculty and the dean to the administrative assistant allows for more time to be focused on the student and program outcomes. Evaluations are done annually as prescribed by the University by the dean with feedback from the students, faculty, and staff member.

2.8 Faculty (full and part-time) are oriented and mentored in their areas of responsibility.

Orientation of new, full-time faculty occurs at all levels at FSU. The University's general orientation program includes regular meetings comprised of new faculty, mentors, and a representative from administration. The focus of the orientation is to familiarize new faculty to policies and procedures of FSU. The orientation introduces concepts of teaching, scholarship, service, and leadership.

Nursing Faculty Mentoring Program
The SON has developed a mentoring committee that consists of nursing faculty that have been assigned the task of providing appropriate mentoring opportunities for nursing faculty. It is designed to assist new, full-time nursing faculty with their transition into the academic and clinical setting. New, full-time nursing faculty members face overwhelming demands during their first year of teaching, and this program functions to alleviate the anxiety and pressures associated with meeting these expectations as well as providing the new faculty member with resources to assist them. The committee assigns a full-time nursing faculty member to be a mentor for the new nurse faculty member. The committee meets throughout the academic year, evaluates the mentoring process, and takes suggestions from faculty and new faculty to improve the mentoring process.

The mentoring process spans over two years once the new, full-time faculty member is hired. The meetings between the mentor and mentee occur both on an informal and formal basis. The program consists of individual learning modules that have been developed by the Mentoring Committee that

address topics identified as relevant to the success of the new, full-time nursing faculty. The modules include PowerPoint presentations on topics such as examination administrations, Blackboard Learn operation, classroom teaching and assessment strategies, clinical faculty roles and responsibilities, skills and simulation laboratories instruction and responsibilities, and review of FSU and SON policies. This information can be found on the Nursing Department Mentorship Blackboard Learn sandbox course.

In the fall of 2017, the Mentoring Committee developed monthly Lunch and Learns for the new, full-time nursing faculty on topics that would assist them to move toward higher competency levels in their faculty role (Mentoring Committee minutes 3/23/17). The first semester of the mentoring process included topics that are relevant to the new faculty member such as how to conduct a clinical day and how to perform test blueprinting. Spring semester Lunch and Learn sessions included topics on tenure and promotion, advising, and how to use TaskStream (Mentoring Committee minutes 8/15/17). The Lunch and Learns are held with the mentor and mentee during a time that is convenient for both individuals.

The Mentoring Committee sends out surveys at the end of each semester to the mentors and mentees to receive input regarding the mentoring program. The mentors and mentees can provide suggestions on how to improve the mentoring process (Mentoring Committee minutes 3/8/16 and 2/2/17). One suggestion is that two mentors be assigned to each new faculty member. One mentor would assist the mentee with teaching responsibilities and the other would assist with University-wide responsibilities.

In anticipation of hiring several new, full-time nursing faculty members for the fall of 2018, the Mentoring Committee has plans to hold a faculty boot camp during the first week the faculty return to campus for the fall semester. Topics include handbook review, expectations, preparing a class lecture and activities, and clinical, skills, and simulation laboratory information (Mentoring Committee minutes 9/26/17 & 4/12/18).

The SON has an assigned part-time clinical faculty coordinator who, in working with the Mentoring Committee, has developed an orientation day for part-time clinical faculty to attend to become familiar with the policies and procedures of both FSU and the SON (Mentoring Committee minutes 10/27/15). The orientation is held at the beginning of each semester. The part-time clinical faculty coordinator then visits the clinical sites of the new, part-time clinical faculty for three of the clinical days to provide support and answer questions that they may have during their clinical day. Part-time clinical faculty also receive support through modules created by full-time faculty members specific to the clinical role. These modules include information on topics such as operating Blackboard Learn, introduction to skills and simulation laboratories, clinical faculty roles and responsibilities, and the clinical environment. This information can be found on the Nursing Department Mentorship Blackboard Learn sandbox course.

Sources of faculty support and mentoring at the University level can be found in the FSU Faculty Handbook that is updated with the current policies and procedures of FSU.

2.9 Faculty (full and part-time) performance is regularly evaluated in accordance with the governing organization's policy/procedures, and demonstrates effectiveness in assigned areas of responsibility.

Annual Faculty Report (AFR)
Faculty evaluations are completed annually by the dean. An AFR is completed annually in TaskStream. Faculty teaching and work performance are evaluated in the following three ways: teaching, scholarship, and service. These are assessed by colleagues, the SON dean, and nursing students. Evidence of exemplary teaching, scholarly endeavors, and service are components for reappointment, promotion, and tenure. In addition to the three noted evaluation focuses, faculty vita, teaching, and scholarly service information is also part of the AFR.

Teaching includes a description of workload, teaching improvement, and course materials. Scholarly/Creative evidence includes professional organizations, educational/professional development, scholarly/creative activities, awards, grants, fellowship, and unique school activities. Service evidence includes university, school, recruitment, retention, academic advising, mentoring, and community service. Reappointment, promotion, and tenure criteria and procedures as well as definitions of teaching, service, and professional activity are found in the University's faculty handbook.

Classroom Evaluation
Students evaluate faculty instruction and courses every semester using the I.D.E.A. form and the SON course evaluation. The I.D.E.A form is submitted online by the student and is sent to the University's Blackboard Learn administrator who then sends the results to the dean and the appropriate faculty member. The SON course evaluations are placed in the course Blackboard Learn sites via a web link to Survey Monkey for students to complete. The results are tabulated by the dean and associate dean and distributed to the appropriate faculty members. These evaluations are part of the criteria for promotion and tenure. A copy of the I.D.E.A form is found on pages 70-71 in the SON Faculty Handbook. A copy of the course evaluation is located on page 72 of the SON Faculty Handbook.

Clinical Evaluation
Students evaluate full and part-time faculty every semester using the clinical evaluation tools. The SON clinical evaluations are placed in the course Blackboard Learn sites via a web link to Survey Monkey for students to complete. A copy of the evaluation is located in the SON Faculty Handbook on pp. 74-75. The results are tabulated by the dean and associate dean and distributed to the appropriate faculty members. These evaluations are part of the criteria for promotion and tenure for full-time faculty and determine reappointment of part-time faculty. Evaluations are also completed by the clinical agencies where the faculty completed clinical rotations. These evaluations are sent to the nurse managers to be completed and returned to the dean. A copy of the clinical agency evaluation is located in the SON Faculty Handbook on p. 76.

Probationary Evaluation
Per University requirements, all faculty must complete a probationary evaluation for the first two years of employment. Evaluations are completed by the dean, provost, and two faculty peers as well as a self-evaluation from the probationary faculty member. An example of the Annual Evaluation of Probationary Faculty is available in the SON Faculty Handbook on pages 90-93.

2.10 Faculty (full and part-time) engage in ongoing development and receive support for instructional and distance technologies.

Blackboard Learn
Faculty engages in distance technology by utilizing Blackboard Learn as the learning management system to organize and enhance course delivery. The University provides ongoing education and training on Blackboard Learn. Evidence of orientation and mentoring can be found on the University's Blackboard Learn platform by means of an On Demand Help widget box with links to help for Blackboard Learn, online teaching strategies and best practices, the Blackboard Learn Instructor app, and video tutorials. Further support can be found in the Supported Technology link located on the Information Technology Commons webpage. This site provides information and links to Blackboard Learn resources, manuals, and tutorials as well as information and support for other programs used through the Blackboard Learn platform.

BigBlueButton
BigBlueButton is a web conferencing system designed for online learning and teaching remote students online. BigBlueButton is used for synchronous classroom delivery for the LPN-to-ASN program track. Initial orientation for faculty is completed through an online learning session that teaches the instructor how to manage the course, upload content, and use the presentation tools. Faculty have support for this technology through the main website where tutorial videos, frequently asked questions, and community and commercial support are available. Many troubleshooting issues may be resolved with the tutorials and frequently asked questions; however, there is also an option to email questions for assistance. The BigBlueButton community focuses its support in three mailing lists, each hosted by Google Groups. Each group focuses on a different topic of questions so it depends on the issue being experienced as to what group will be emailed. The three mailing lists will answer questions related to setup, installation, and configuration questions; end user questions; and all other questions.

E-books and Learning Resources
Faculty in the traditional, weekend, and LPN-to-ASN program tracks utilize technology offered from the textbooks and online technology resources through a specific book company. Currently, the SON uses Evolve and HESI testing through the Elsevier book publisher. A representative from this publisher comes to campus during the new Student Orientation or the first few weeks of the semester to orient the students and faculty to the Evolve case studies, patient reviews, adaptive quizzing technology, and HESI testing. Support is also offered throughout the semester to faculty and students by return visits to campus for any necessary issues. The Elsevier representative is available to faculty for support via telephone and email. Elsevier also has online support available through a support center with pages of frequently asked questions specific to faculty, and support is offered for the technology and e-books by Elsevier Monday through Sunday from 6 a.m.-12 a.m. by email, chat, and telephone.

The faculty have decided to change textbook publishers for the fall 2018 and use Lippincott Williams and Wilkins. Support will be offered throughout the semester to faculty and students by the representative through new Student Orientation and return visits to campus as needed. Faculty will have telephone and email access to the representative throughout the semester. Lippincott provides online support to students and faculty through a help center with articles for frequently asked questions. Support is also offered through email and telephone Monday through Thursday 8 a.m.-12 a.m., Friday 8 a.m.–7 p.m., and Sunday 4 p.m.–12 a.m. Elsevier products will still be utilized throughout the curriculum in conjunction with the textbook publisher change.

Digital Clinical Experiences (DCE)
Digital Clinical Experiences (DCE) are also used in the LPN-to-ASN program track to provide clinical learning experiences for students. The tool used for these experiences is *Shadow Health (SH)*. Faculty orientation is provided via synchronous online training for the DCE's. This is done via GoToMeeting. The support representatives go over how to access the content, schedule assignments, and check the gradebook to review student progress. Faculty also have access to a customer support telephone number for technological support.

Elsevier Adaptive Quizzing
Elsevier Adaptive Quizzing (EAQ) is a high-quality, application-level questions database to help prepare students in a variety of health professions programs to succeed in their courses and confidently sit for their licensure and certification exams. This is an Elsevier product so the support is the same as previously mentioned with the e-book and learning resources.

Knovio

Knovio is an online platform used by faculty in some courses in the traditional, weekend, and LPN-to-ASN program tracks to record lectures to deliver video-based learning experiences with the use of video presentations and multimedia content. Faculty orientation and support is found through the Knovio website where frequently asked questions, video tutorials, and user guides are posted for users. Knovio users with an account also receive additional support through a product representative who provides contact information to the faculty. The Knovio support representative provides web meetings with faculty using the program to provide reviews as well as present updates and changes of the program to faculty (NFC minutes 2/23/18).

Information Technology Commons

The Information Technology Commons (Tech Commons) also provides technical assistance and training as needed to the faculty when requested. In the spring of 2017, the Tech Commons provided the nursing faculty training on Office 365 and some of the features of Office 365 that could be used in the classroom, such as how to use SWAY and SharePoint. Available training is listed on the Information Technology Commons webpage and includes smart board intermediate training, basic audiovisual training, Outlook 2010 overview, and using Outlook to manage your mail. Scheduled trainings are held throughout the year and are posted to the faculty and staff calendar for reference. Departments may contact the Tech Commons to schedule a training specific to departmental needs on an as-needed basis also.

TaskStream

A TaskStream workshop was held at the end of the fall 2016 semester for faculty to learn how to enter course assessment and evaluation information and how that directly relates to data necessary to determine if implementations to the course need to be made because the course outcomes are not being met sufficiently. Faculty were taught how reporting findings for course outcomes in TaskStream generates the data necessary to find gaps in the curriculum. The information aggregated in TaskStream is then used to fill out the course log for each course every semester. Also, a faculty retreat is held every year for two days in January for instructional purposes and to deliver new ideas regarding instruction.

STANDARD 3

Students

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

FSU student policy development and implementation as well as services provided support the achievement of the EPSLO and program outcomes of the nursing education unit.

3.1 Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes (graduate outcomes) and program outcomes.

All FSU nursing students in the traditional, weekend, and LPN-to-ASN program tracks are governed by the same policies as all other FSU students per the current academic year FSU Student Handbook. All policies for the SON are congruent with FSU policies; however, some of the policies are more specific or more stringent related to agency clinical requirements and the SON graduate outcomes. Differences in policies governing FSU nursing students include admission requirements, attendance, grading scale, health requirements, progression, and withdrawal policies. Differences with justification of these policies are outlined in Table 3.1 in Appendix C.

Policies specific to FSU nursing students can be found in the ASN and LPN-to-ASN Student Handbooks which are posted on the FSU nursing program website. The faculty uses a syllabus template (course and clinical) to keep policy information consistent in syllabi throughout the programs. The template is maintained by the associate dean throughout the year and available on the secure W drive for nursing faculty. Information regarding SON and FSU policies is located on the syllabus template. The LPN-to-ASN program track has a separate handbook due to the differences in the implementation of the track from the traditional ASN program track so as to not confuse the different expectations and requirements (LPN-to-ASN Curriculum minutes 8/12/14 and 9/16/14 p. 2). The faculty review the student handbooks, website, and policies in the syllabi yearly for consistency (NFC minutes 8/12/15). The dean for the SON reviews the handbook with each incoming, traditional and weekend class the Friday before the semester begins during the required new nursing student orientation for the nursing program. The LPN-to-ASN faculty reviews the LPN-to-ASN handbook during the month of May or June before the fall semester begins. The students then sign a "Student Responsibility Statement" acknowledging that they have received and read the applicable ASN Student Handbook and accept the conditions of the agreement. This document is scanned and uploaded to the student files on the secure W drive only accessible to nursing faculty and administration.

FSU and the SON both abide by the policy on Equal Opportunity Affirmative Action as outlined in the current academic catalog. Policies are non-discriminatory and consistently applied in the SON. Changes in policies occur through a process involving student comment, faculty discussion, and faculty voting prior to any changes being implemented in the policies. Any changes or revisions to FSU nursing student policies are drafted and posted for student input via Blackboard Learn course messages. The Student Advocacy Committee tracks the student comments or concerns and presents them to the nursing faculty prior to the final policy vote so that a more meaningful discussion may occur that includes student involvement. Policies are revisited on an "as needed" basis by faculty to ensure they are

nondiscriminatory and being consistently applied by all faculty members. Examples of policies that are discussed and reviewed utilizing this process include:

- clinical absence policy (NFC minutes 11/14/14)
- testing development, administration, and review (ASN Curriculum Committee minutes 1/15-16/15)
- attendance policy and math competency policy (ASN Curriculum Committee minutes 9/4/15)
- attendance, late written assignments, testing, progression/readmission, transfer, leave of absence policies (ASN Curriculum Committee minutes 4/15/16)
- new progression plan (ASN Curriculum Committee minutes 1/9-10/17).

Policies may go back under review after faculty compare data gathered from graduate outcomes. For example, a revision of the TEAS score admission policy to reduce the TEAS Science score from 63 to 60 as there was not statistically significant data that demonstrated improvement or decline in student success in the ASN program (NFC minutes 1/10-11/13 and ASN Curriculum Committee minutes 1/11-12/16).

3.2 Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.

The information provided to the public for the traditional, weekend, and the LPN-to-ASN program tracks is accurate, clear, consistent, and accessible. A variety of sources are available for public information about the program tracks from the FSU catalog, FSU student nursing handbooks (ASN and LPN-to-ASN), FSU website, SON website, and program informational sheets specific to each program track offered.

FSU Catalog

The FSU catalog contains information about the traditional, weekend, and the LPN-to-ASN program tracks. The dean and associate dean of the SON review the catalog information for accuracy each spring semester for the upcoming academic year.

SON Student Handbooks

The ASN student handbooks are available on the SON website. The Student Advocacy Committee reviews the handbooks annually in August for accuracy of information. Full faculty will then have the final review of the handbooks in August to approve them for distribution. Current and past student handbooks are available on the secure W drive for nursing faculty.

SON Website

The SON website pages are updated, maintained, and reviewed for accuracy of information each semester in August and January by the dean and associate dean of the SON. The following information can be found on either the FSU website or specifically the SON website.

- Accreditation status
- Contact information for ACEN and WV Board of Nursing
- Current academic calendar for FSU
- Grading policy for the SON
- Policies on refunds
- Transfer of credit policy for the SON (p. 44) and FSU (p. 12)
- Transfer of credit table

- ASN programs have program outcomes data available including graduation rates, licensure pass rates, and employment rates

Any necessary changes are communicated appropriately to the FSU webmaster to change.

Program Informational Sheets

Program specific informational sheets are reviewed yearly in February by the ASN Curriculum Committee for any outdated information and re-printed yearly or on an "as needed" basis for outdated information. A major revision that occurred for the LPN-to-ASN program track included deleting information about the traditional ASN program track and adjusting course numbers (LPN Curriculum minutes 9/16/14). The program sheets reflect an overview of the nursing program, employment opportunities, accreditation status, curriculum, admission requirements, and a model schedule of the programs offered. Informational sheets are available for admission requirements for all three program tracks offered and then specific program sheets for the traditional, weekend, and the LPN-to-ASN program tracks.

3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

The Student Advocacy Committee of the SON traditional, weekend, and LPN-to-ASN program tracks review and update the ASN and LPN-to-ASN Student Handbook on a yearly basis. Required adjustments outside of that timeframe may arise such as changes in clinical agency requirements. Changes in procedures or policies are promptly and clearly communicated to students. Methods of communication include the FSU website, syllabi, Blackboard Learn announcements, course announcements, and FSU email. Students are invited to comment on policy changes through Blackboard Learn.

Examples of communicating information are:

- 9/16/16 ASN Curriculum Committee minutes clarified test review procedures. An announcement was sent immediately in all Blackboard Learn courses for student comment.
- 1/9-10/17 ASN Curriculum Committee minutes are clearer about communication related to changes in the Leave Of Absence (LOA) policy, progression options, and reporting extenuating circumstances. The LOA policy has been deleted and now student circumstances are evaluated on a case by case basis for extenuating circumstances. The student notifies the instructor/coordinator/advisor of the extenuating circumstance when it occurs. The student files an appeal, a letter explaining the circumstance to the Student Advocacy Committee chair, who distributes it to the committee for comments. After a vote is reached the Student Advocacy chair sends the appeal response (approved or denied) to the dean of the SON and the student.

3.4 Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

FSU offers a variety of comprehensive support services and resources available to assist all students. Information is publicly available on the websites and in the handbooks (FSU catalog, ASN and LPN-to-ASN Student Handbooks, FSU Student Handbook) and is current and accurate. Students have access to support services provided by individuals whom are qualified to administer such services, which include but are not limited to student health services, career development, counseling, tutoring, honors program, disability services, exploratory and academic advising, financial aid, residence life, library, bookstore, department of public safety, campus police, printing center, student activities and organizations,

admissions, and international student services. The following table provides a list of services available to all students at FSU.

Table 3.2

Fairmont State University School of Nursing: Student Service Policies and Web-based links	
Student Service or Policy	Location
Student Health Services	FSU Catalog, p. 29 FSU Student Handbook, p. 12
Career Development Center	FSU Catalog, p. 28 FSU Student Handbook, pp. 14-15
Counseling Services	FSU Catalog, p. 28 FSU Student Handbook, p. 16
Identification Cards	FSU Catalog, p. 26 FSU Student Handbook, p. 22
Tutoring Services	FSU Catalog, pp. 29-30 FSU Student Handbook, p. 24
Honors Program	FSU Catalog, p. 36 FSU Student Handbook, p.17
Disability Services	FSU Catalog, p. 8, 29 FSU Student Handbook, p. 18
Office of Exploratory Advising	FSU Catalog, p. 40 FSU Student Handbook, p. 15
Financial Aid Services	FSU Catalog, pp. 16-24 FSU Student Handbook, p. 16
Residence Life	FSU Catalog, pp. 25-32 FSU Student Handbook, p. 13
Library Services	FSU Catalog, p. 27 FSU Student Handbook, p. 14
Bookstore	FSU Catalog, p. 26 FSU Student Handbook, p. 11
Dept. of Public Safety	FSU Student Handbook, pp. 8-10
Printing Center	FSU Catalog, pp. 26-27 FSU Student Handbook, p. 11
Student Activities and Organizations	FSU Catalog, pp. 30-32 FSU Student Handbook, pp. 24-26
Admissions Services	FSU Catalog, pp. 10-15
International Student Services	FSU Catalog, p. 29 FSU Student Handbook, p. 17

The data collection methods for evaluating student needs were created for the traditional, weekend, and LPN-to-ASN program tracks using an Annual Student Services survey administered through Survey Monkey. The associate dean administers and evaluates the data collected with the first administration being in February 2015. There is limited information regarding the weekend ASN program track because the first cohort started in spring semester 2017. The results of the survey are then discussed in faculty meetings and reported in the ASN Annual Outcomes reports. (NFC minutes 8/12/15, 2015-2016 ASN

Outcomes Report). Appropriate recommendations and changes are made based on these results to improve delivery of these student services.
The combined results of all programs from 2015-2017 indicate students were satisfied overall with financial aid services, library resources, the tutoring center, bookstore and staff, teaching and learning commons/technology support/Blackboard Learn support including testing services, the Registrar's office, security, food services, and student health.
Positive comments in the Student Services data were that advisors were available and provided accurate information to students. The policies and procedures are available to students, fair and consistently applied, and allow the students the opportunity to provide input. The students were positive about being notified of changes in a timely manner, and noted that the simulation laboratory experiences have shown great improvement.
Student comments resulting in dissatisfaction were: information across campus should be cohesive, parking is "horrible," the parking garage is dangerous due to speeding, and the Registrar's Office and Office of Admissions lacks organization. Comments specific to the nursing program: the classrooms are too hot, there are inconsistencies among instructors, and the skills laboratories are messy and outdated. Some of these issues specific to the nursing program have been addressed such as with the skills laboratories. Updated static manikins, IV arms, maternal pelvis and fetus, as well as updated supplies have been purchased (NFC minutes 8/12/15). Issues regarding confusion of program progression which occurred during implementation of the new curriculum and new part-time traditional program progression have been addressed through the clarification of policy and procedures, particularly in regard to part-time progression and withdrawal from the program for extenuating circumstances (ASN Curriculum Committee minutes 3/21/17). The parking situation has improved across campus with the completion of new housing and parking lots.
A separate advising survey was also created to evaluate the advising process specifically within the SON (NFC minutes 8/12/15 p.6). This is sent via Survey Monkey to nursing students each semester to evaluate the advising process. The associate dean aggregates the data. Results are discussed in faculty meetings (NFC minutes 9/30/16) and changes are made based on student feedback to improve the advising process. Mean scores were >4 out of 5, with 3 being satisfactory on the survey. There were some issues with low return rates for certain instructors so the link to the survey will be provided to the advisors earlier in the semester before advising season begins to ensure that the links are provided to advisees. Faculty utilize advising forms created by the Retention Committee within the SON to help formalize the advising process and follow the campus-wide Appreciate Advising Model (NFC minutes 9/18/15 and Advising session forms for initial meeting and subsequent meetings).
Faculty members are available to offer individualized academic support to students who seek it. Meetings consist of information on metacognitive learning strategies, test taking strategies, time management, and study tips. Additional support for nursing students is available through the Pathways for Success Program. These are modules with information for studying, time management, examination taking, and preparing for clinical days. This information is available to all nursing students and is accessible via the Blackboard Learn sandbox course created by faculty.

3.5 Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.
The Office of the Registrar maintains all student transcripts electronically on Ellucian BANNER. The student record data base is electronically backed up every 24 hours to prevent student data loss. All

academic transcripts are permanently maintained. Access to student records is restricted to faculty and staff who require access to student records in order to perform their job (ie: advising staff, financial aid counselors, program support staff, deans, and faculty). Students are advised of their rights under the Family Educational Rights and Privacy Act (FERPA) through the FSU Student Handbook (p. 30), during new student orientation, the FSU Undergraduate Catalog (p. 9), and on the Registrar's webpage. Students are also advised that certain information may be made public without their consent (directory information). The procedure for keeping all information confidential is included in the FERPA notices. All safeguards for protecting student privacy apply to all students, including students in distance education programs.

The SON maintains individual student records on a secure W drive which is backed up every 24 hours. The SON began to keep electronic records in the fall of 2014 and follows the Policy for Storage and Maintenance of Student Files on page 40 of the SON Faculty Handbook. Previously, paper files were kept in a secure closet in the SON. All student paper files have been securely destroyed. Access to the W drive is restricted to administrative personnel and faculty in the SON. These unofficial records are used to track and advise student progression through the student's program of study in addition to clinical evaluations, skill return demonstration sheets, simulation experience evaluations, data forms, and disciplinary documentation. Each student in the program has a folder on the W drive. Student records are not kept on individual faculty computers in order to assure continuity of student advising in the event of faculty turn over or student reassignment. The SON will maintain student records for one year after graduation.

In order to maintain a confidential record of student health requirements, the SON has contracted with Verified Credentials. Students create a secure on-line account and upload the required documentation. Maintenance of health requirements is a student responsibility, and Verified Credentials provides text notification for expiration of annual requirements (drug screen and PPD). Access to these records is restricted to SON administrative personnel. Periodic reports are generated to advise faculty of students who are non-compliant and thus ineligible to attend any clinical experience. With one exception, the clinical agencies accept that the SON will maintain these records and provide documentation to regulatory bodies when requested. For the agency that requires hard copies of student health information, students make copies and provide this information directly to the clinical agency representative.

3.6 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

3.6.1 – A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

The FSU Financial Aid Office maintains comprehensive information regarding cost of attendance as well as loans, scholarships and grants accessible through the FSU website. This site is also accessed via a hyperlink in the FSU Student Handbook. The site includes comprehensive consumer information with active links to governmental information, loan repayment calculators, and preferred lender lists. Terms are clearly defined and timelines for application are provided. Information regarding the Free Application for Federal Student Aid (FASFA) is available with a direct link to file. Help is available in the form of FASFA Frenzy as well as on-line information and tutorials. Information for all types of financial aid, grants, scholarships, loans, and work programs is available.

The State of West Virginia has a Promise Scholarship program that provides merit-based financial aid for West Virginia residents. Information regarding eligibility and obligations of the award are accessed via an active link.
FSU offers the Promise Beyond Scholarship which provides high school seniors who qualify as Promise Scholars additional dollars to assist in covering their tuition and required fees.
Scholarships specific to the SON are listed on the Financial Aid Office webpage and are listed in the ASN Student Handbook (pp. 50-52).

The SON Scholarship Committee distributes and reviews applications for the scholarships awarded to nursing students. Scholarship applications are posted on Blackboard Learn in all nursing courses and hard copies are available in the main nursing office. Announcements are posted with the due date and the name of the faculty contact person. The review process takes place in the spring semester. The committee works with the Office of Financial Aid when awarding these scholarships to assure the students selected are eligible for financial aid. Twenty-two students received scholarships totaling $46,350 in the 2017-2018 academic year (2017-2018 Scholarship Committee Year-End Report).

3.6.2 – Students are informed of their ethical responsibilities regarding financial assistance.

The FSU Financial Aid Office provides a resource page with information regarding regulatory changes, repayment/refund issues, and eligibility. The information is current and accurate. Options for federal loan repayment are accessible via web link on the Financial Aid website. All students receiving federal financial aid are required to complete exit counseling on-line through the National Student Loan Data System (NSLDS). The link to this is available on the FSU Financial Aid webpage.

3.6.3 – Financial records are in compliance with the policies of the governing organization, state, and federal guidelines.
Federal regulations require financial aid records to be kept three years from the time the student has ceased enrollment at the institution. FSU utilizes the Ellucian BANNER software to process financial aid electronically. Document imaging is available and utilized through the same software; therefore, all student records are maintained electronically. Documents that the student has submitted to the Financial Aid Office are scanned and kept electronically indefinitely within the student system.

The Ellucian BANNER software meets all federal, state, and institutional compliance guidelines.

FSU's three year default rate for FY 2014 is 13.3 percent, as reported by the Office of the US Department of Education. Default rate for FY 2013 was 14.2 percent. Default rate for FY 2012 was 14.2 percent.

3.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.
The purpose of the complaint and grievance procedures are to ensure that students have the opportunity to voice their concerns. Electronic records of formal appeals have been kept since 2011-2012 by the dean on the secure W drive. Appeal processes follow the FSU and SON Guidelines for grievances/appeals. Procedures for filing an appeal are located in the ASN and LPN-to-ASN Student Handbooks. Students are first directed to the FSU Student Handbook to determine the appropriate procedure to follow based on the type of grievance they wish to file. Academic appeals include Academic Suspension Appeals, Procedure for Appeals Not Otherwise provided for certain Academic Penalties, and Protection against Prejudicial or

Capricious Academic Evaluation Appeal Procedure. Within the SON, only two types of grade appeals are typically seen: miscalculation of the final course grade by the instructor, or failure by the instructor to credit work or items on evaluative instruments. Appeals for extenuating circumstances are also considered by the Student Advocacy Committee, and students are directed to the ASN Student Handbook (p. 34). The procedure for filing the appeal and the chain of command for the appeal through the SON is outlined in the Appeal Policy in the ASN Student Handbook (ASN and LPN-to-ASN).
Please see Table 3.3 in Appendix C for a summary of the types of appeals and the resolutions provided.

3.8 Orientation to technology is provided, and technological support is available to students.
Blackboard Learn and BigBlueButton
Orientation to technology is provided for the traditional, weekend, and LPN-to-ASN program tracks. FSU provides an orientation to Blackboard Learn and Felix during new Student Orientation for incoming students. The SON students for the traditional and weekend ASN program tracks receive a program orientation starting January and August the Friday before classes begin in the nursing program with the dean of the SON. The LPN-to-ASN program track holds a program orientation in the summer for the incoming fall cohort. Students are oriented to the Blackboard Learn site during the program orientation. There are also tutorials and orientations available for students on the Blackboard Learn site as well. Both orientations involve review of the student handbooks which contain technology information and requirements.
Course orientations are held at the start of each new course in the nursing program during the first day of the course. Course faculty review the syllabi with students which contain technology information. The LPN-RN program track utilizes BigBlueButton for the delivery of a synchronous, online course. BigBlueButton is accessed through Blackboard Learn and allows students to see a live broadcast of real time lectures. Interaction may then occur between students and instructors, and the lecture materials are delivered via the internet. Students are oriented to this technology and requirements during their program orientation by course faculty. Students also are able to view a viewer overview video created by BigBlueButton on a Youtube video to orient themselves to the technology at a later date. Tutorials are available on BigBlueButton for students as well. The LPN-to-ASN faculty have created an instructional document for students that contains information about how to access BigBlueButton as well as how students interact with each other and course faculty utilizing the technology. The faculty also hold a BigBlueButton test class to ensure all students are able to properly access the virtual classroom.

Knovio
Knovio is an online platform used by faculty in some courses in the traditional, weekend, and LPN-to-ASN program tracks to record lectures to deliver video-based learning experiences with the use of video presentations and multimedia content. Faculty are able to instantly record video presentations and sync PowerPoint presentation slides with video or voice-overs to present to the students. Orientation to Knovio for the students is provided by the faculty utilizing the technology. Support for students is provided by the faculty utilizing the technology.

E-books and Learning Resources
Students in the traditional, weekend, and LPN-to-ASN program tracks will utilize technology offered from the textbooks and online technology resources through a specific book company. Currently, the SON uses Evolve and HESI testing through the Elsevier book publisher. A representative from this publisher comes to campus during the new Student Orientation or the first few weeks of the semester to

orient the students to the Evolve case studies, patient reviews, adaptive quizzing technology, and HESI testing. The representative will also review an ebook bundling option offered to students in the FSU bookstore and other electronic resources that come with the required purchased textbooks. Support is also offered throughout the semester to faculty and students by return visits to campus for any necessary issues. Elsevier also has online support available through a Support Center with pages of frequently asked questions specific to students, and the students have support for the technology and e-books by Elsevier Monday through Sunday from 6 a.m. to 12 a.m. by email, chat, and telephone.
The faculty have decided to change textbook publishers for the fall 2018 and use Lippincott Williams and Wilkins. The students will have the option for e-book technology as well as a spiral bound hard copy of the textbook at a reasonable price. Support for students to the new technology will begin during new Student Orientation when a representative will come to the orientations. Support will be offered throughout the semester to faculty and students by return visits to campus as needed. Lippincott provides online support to students through a Help Center with articles for frequently asked questions. Support is also offered through email and telephone Monday through Thursday 8 a.m.-12 a.m., Friday 8 a.m.–7 p.m., and Sunday 4 p.m.–12 a.m. Elsevier products will still be utilized throughout the curriculum in conjunction with the textbook publisher change.

Information Technology Commons

Technology support is offered to students of all of the ASN program tracks. The FSU Information Technology Commons has a posted schedule of offered support times on the FSU webpage. The typical hours of support for the Tech Commons ranges from 7:30 a.m. to 5:00 p.m. or 7:00 p.m. throughout the week during the fall and spring terms. Support is also available on Sundays from 2:00 p.m. to 7:00 p.m. Summer hours of assistance are also available Monday through Friday from 8:00 a.m. to 4:00 p.m. Students can receive help from the FSU Tech Commons via email, text, chat, and telephone. The Tech Commons has added WVNet assistance by phone for students 24 hours a day for 7 days per week per the SON request to support our non-traditional program tracks.
The SON has developed a solid working relationship with the FSU Information Technology Commons staff to allow greater technological support for our students. The faculty provide the Tech Commons an examination schedule at the beginning of each semester for every online examination that is being administered on campus throughout the semester so that Tech Commons can send 1-2 assistants to make sure that any internet or Blackboard Learn issues are managed appropriately.

Elsevier Adaptive Quizzing

Elsevier Adaptive Quizzing (EAQ) is a high-quality, application-level questions database to help prepare students in a variety of health professions programs to succeed in their courses and confidently sit for their licensure and certification exams. This is an Elsevier product so the support is the same as previously mentioned with the e-book and learning resources.

Digital Clinical Experiences (DCE)

Digital Clinical Experiences (DCE) are also used in the LPN-to-ASN program track to provide clinical learning experiences for students. The tool used for these experiences is *Shadow Health (SH)*. There is a student training that students complete once they create a log in and password. The tutorial is a step-by-step process that they through independently. Shadow Health has several videos that can be accessed on YouTube. Students also have access to a customer support number for technological support.

Evaluation of Technology Support

Technology support is evaluated annually using the Annual Student Services survey. This is conducted by the associate dean annually in February that includes ratings on technology support. Results are then aggregated in June and included in the Annual Outcomes Report for full faculty to review in August.

Faculty then review these results in addition to the current technology support offered to determine if it is adequate. Changes have been made based on these survey results, such as extended technology support for our non-traditional program tracks through FSU and WVNet and bundling of textbooks or e-books to decrease the cost to the students.

3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.

The information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible. Expenses for tuition and fees per semester for on-campus, off-campus, and virtual residents as well as special fees specific to the SON can be found in the FSU academic catalog as well as the ASN Student Handbook and the LPN-to-ASN Student Handbook.

The Student Advocacy Committee reviews the nursing student handbooks annually in August for accuracy in technology requirements. Course coordinators in the nursing program review the technology requirements for their course to assure accuracy at the beginning of each semester prior to distribution to students. The dean and associate dean review the SON website information on technology requirements to assure accuracy annually in August. Collaboration with the FSU Information Technology Commons also occurs to ensure that the laptop requirements for online testing are up-to-date and accurate. These requirements can be found on the website and in the ASN Student Handbook on p. 48.

All students at FSU are issued a login and password unique to each individual upon admission to the University to access the myfairmontstate portal. Students may then access campus email, Blackboard Learn, and other student specific information via this portal. Proper student identification can now be additionally verified through the use of picture identifications by a class roster that is accessible to faculty members through Felix.

All traditional and weekend program track students are required to attend classes and testing on campus. Testing is conducted through Blackboard Learn where students will utilize their unique login to access the online examinations. The faculty follow a Test Development, Administration, and Review Policy (ASN Student Handbook pp. 43-44). A minimum of two testing proctors that are nursing faculty proctor the examinations administered on campus. The LPN-to-ASN program track students do come to campus throughout the semester for simulation laboratory, skills laboratories, and clinical experiences. The LPN-to-ASN students do testing online; however, the student identity is verified via cameras using Respondus Lockdown monitor. The pharmacology technology requirements in the traditional and weekend program tracks are not different from the other ASN students. Students are still required to come to campus for testing purposes so proper identification of students is maintained.

STANDARD 4

Curriculum

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

4.1 Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.

FSU SON established the associate degree curriculum based on professional standards of nursing practice and FSU and SON mission statements. Professional standards of practice were adopted from a wide variety of esteemed nursing organizations and include:

- WV Code 19CSR10 and the WV Nurse Practice Act
- WVBOERPN Standards for Accreditation and Scope of Practice
- ACEN Standards for Accreditation
- 2015 ANA (American Nurses Association) Code of Ethics
- NLN (National League for Nursing) Outcomes and Competencies for Graduates of Associate Degree Nursing Programs
- QSEN (Quality and Safety Education for Nurses) Competencies and Guidelines
- Malcolm Knowles's Theory of Andragogy
- David Kolb's Theory of Experiential Learning

In addition, FSU SON incorporated the mission and core values of the University into the current curriculum, as well as the philosophy, major core concepts, and sub-concepts established by the FSU SON faculty. The nursing department's faculty have identified four major concepts on which to base the curriculum. These are human flourishing, nursing judgement, professional identity, and spirit of inquiry. There are also five sub-concepts that represent the SON's core values. These are patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, and safety. These concepts are reflected in the FSU SON's EPSLO, graduate and course outcomes. The comparison of the FSU core values and the ASN's core values are outlined in Table 1.2 in Standard 1.

To guide the approach to teaching and learning, the faculty adopted Malcolm Knowles's Theory of Andragogy for theory application and David Kolb's Theory of Experiential Learning for clinical application. The faculty believe that adult nursing students should be active in their own learning at all stages of the teaching/learning process, build on personal experiences, focus on solving patient and healthcare problems, and exhibit characteristics of professionalism. Students learn best through experience and reflection. The process of teaching and learning is as important as the content delivered. The curriculum progresses in a logical manner in which current nursing courses build on information that has been previously taught or is being concurrently taught. Support courses are chosen to fulfill the requirements of FSU and to enhance the student's knowledge of necessary and related content (see Standard 4.4). Clinical experiences are chosen to closely correlate with the content taught each semester and fulfill student learning outcomes. The traditional and weekend ASN program tracks are identical. The LPN-to-ASN program track has differences in the curriculum to develop a curriculum that builds on the knowledge and experiences of the LPN student (LPN-to-ASN Curriculum Committee minutes 8/28/13 and 9/10/13).

Prior to admission to FSU SON, prospective students may access the FSU website to obtain information regarding admission requirements, typical program progressions, program options (traditional, weekend, and LPN-to-ASN), program policies, nursing courses, EPSLO, and program outcomes. Once admitted to

FSU, SON students are introduced to student learning outcomes through the new student nursing orientation process. At the beginning of each nursing course, students are re-oriented to student learning outcomes as posted in their course syllabi and unit, clinical, and simulation outcomes. These student learning outcomes are available to students through individual courses and in the student nursing handbooks (ASN and LPN-to-ASN handbooks). Program outcomes and course outcomes are included in all course syllabi. Refer to Appendix D for tables 4.1-4.3 to see how outcomes are assessed throughout the curriculum.

4.2 The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

ASN End-of-Program Student Learning Outcomes

Curriculum organization, presentation, and learning activities for the traditional, weekend, and LPN-to-ASN program tracks are outcome driven. The EPSLO were revised as part of the new curricula design. Each of the outcomes is designed to reflect current standards and contemporary practice. The EPSLO are the same for all of the ASN program tracks, which allows students to take a different progression plan to reach the outcomes.

Test Blueprinting and Examination Analysis

The achievement of the EPSLO guides the development and analysis of the examinations for the ASN program tracks. A cover sheet and blueprinting tool is used for analyzing every examination across all courses in the nursing program. The test blueprint establishes content validity and reliability, guides test specifications, and represents domains of course content, program framework, and essential concepts. Using the blueprinting tool, every examination question is linked to the course outcomes and concepts which link to EPSLO (ASN Curriculum Committee minutes 1/9-10/17). This ensures that the faculty, as well as the students, understand the outcomes and concepts they are meeting by being tested on each examination. Depending on the course, these concepts and outcomes may change.

Examination results are analyzed by the faculty team of the course for content validity and reliability based on the examination statistics. Each examination question is coded on the test blueprint based on the p-value, discrimination score, known error in questions, and student submission of a valid examination item review form for the question. Examination questions that need reviewed and the action taken are listed on the examination cover sheet.
Refer to Appendix C for an example examination cover sheet and test blueprint.

Standardized Examinations

Standardized examinations are mapped to the course outcomes and EPSLO. At the conclusion of each semester, students are required to take standardized examinations after the completion of specified nursing courses. The courses in the traditional and weekend ASN program tracks that require a standardized examination are NURS 1101, NURS 1108, NURS 1109, NURS 2203, NURS 2208, and NURS 2209. The courses in the LPN-to-ASN program track that require a standardized examination are NURS 1200, NURS 1201, and NURS 2301. Students are also required to take a comprehensive standardized examination in the final semester of the nursing program. This assessment data may also be collected at additional times at the discretion of the SON. The purpose of gathering assessment data is to monitor the quality of the nursing courses and to improve, when necessary, the educational experience of students.

Unit & Simulation and Clinical Outcomes Templates

There are templates available for faculty to use to develop unit, simulation, and clinical outcomes (ASN Curriculum Committee minutes 1/11-12/16, p. 9). Outcomes for each are written as outcome statements, aligned with course outcomes and course concepts, and link back to the EPSLO.

Syllabus Template
A syllabus template is used to facilitate consistent presentation of course information and policies. In addition, the template facilitates consistent placement of the course description, course outcomes, and the assessment grid, listing the courses mapped to the course outcomes. Faculty are then able to show students how content, learning activities, and assignments within this course and other courses throughout the curriculum all work towards the achievement of EPSLO.

4.3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

ASN Curriculum Committee
The SON has a standing ASN Curriculum Committee. The purpose of the committee is to provide for the development, implementation, evaluation, and revision of the curriculum for the ASN program tracks. Evaluation and changes in the curriculum, based on evaluations, are done to ensure integrity, currency, and rigor. Membership of the committee consists of all full-time ASN faculty, a faculty member from the BSN program, and the director of the nursing program. This committee meets at least twice a semester and more often as needed. This committee reports to the full NFC (ASN Curriculum Committee year-end report 2015-2016, 2016-2017, 2017-2018). ASN Curriculum Committee minutes (1/15-16/15, 1/11-12/16, and 1/9-10/17) reflect the revisions made to the traditional, weekend, and the LPN-to-ASN curriculum. The LPN-to-ASN Curriculum Committee was combined with the ASN Curriculum Committee to ensure the consistency of outcomes for both tracks (LPN-to-ASN Curriculum Committee minutes 1/14/16). The ASN Curriculum Committee then reports to the full Faculty Committee for final approval of proposed curricular changes.

Mater Plan of Evaluation
The Master Plan of Evaluation (Master Plan of Evaluation Standards 1-5 and Systematic Evaluation Plan and Outcomes Report Standard 6) is utilized to guide the decisions and evaluate the outcomes of the curriculum. It is organized by and aligned with accreditation standards. The associate dean and Program Outcomes and Evaluation Committee (POEC) oversee implementation of the plan (POEC minutes 8/17/17, 10/20/17, and 2/19/18). The Master Plan of Evaluation is reviewed at the beginning of the fall and spring semesters and cited in the ASN Curriculum meeting minutes (ASN Curriculum Committee minutes 8/13-14/14, 1/15-16/15, 1/11-12/16, 9/16/16, and 1/9/18). The Master Plan ensures the curriculum is relevant, current, and consistent and reviewed with the faculty.

Syllabi
The course syllabi, clinical syllabi, and Blackboard Learn sites for the courses are maintained by the faculty. A course syllabi template is used by all ASN faculty to ensure consistency across courses. A clinical syllabi template is also used for all courses with a clinical component to ensure consistency across the courses. Syllabi are posted to the Blackboard Learn sites for student access throughout the semester.

TaskStream
TaskStream is a platform that is utilized by the SON to provide a comprehensive view of the course assessment as it relates to the achievement of the EPSLO. The faculty add course outcomes and map each assessment measure utilized to measure and track the achievement of those outcomes. The faculty then report the findings for each assessment measure for the course outcomes in TaskStream. The faculty close the loop in assessment by analyzing the data collected from the TaskStream report, cover sheet for examinations, and course evaluations to make changes in the course based on assessment data. This process is recorded in the course logs completed each semester. The course outcomes are linked to the EPSLO to ensure consistency across the curriculum (See Tables 4.2 and 4.3 in Appendix D).

Program Progression and Leveling
The courses are leveled so the curriculum is set up to go from simple to more complex concepts. The leveling of the curriculum is adapted from Patricia Benner's theory on the stages of clinical competence. The leveling goes as follows: novice Learner – no experience as an ASN student, taught rules and tasks, limited view of context, "awareness" level. Introduction of terms, principles, and theoretical basis as transition to the ASN student role. Advanced Beginner Learner – some prior experience, recognizes recurring patterns, begins to formulate guided actions, "discovery" level. Competent Learner – able to synthesize learning experiences; plans own actions with critical thinking and nursing judgment; achieves efficiency and organization; "mastery" level as a beginning nurse.

The leveling is incorporated into the curriculum through the content and outcomes and affects how much guidance and direction the students will receive at each level. For example, the first nursing course, NURS 1101 Fundamentals of Nursing, outcomes are at a lower level according to Bloom's taxonomy than the Nursing Care of Adults 1 course, which is in the second semester. This follows throughout the traditional, weekend, and LPN-to-ASN program tracks. The exception would be that the LPN-to-ASN track begins with the advanced beginner learner because LPNs come to the program with some knowledge from their LPN license.

4.4 The curriculum includes general education courses that enhance professional nursing knowledge and practice.

General education courses augment students' professional nursing knowledge and practice by helping them prepare for real world experiences. Support courses enhance learning experiences and provide a foundation in biological, physical, and behavioral sciences. Students apply written and verbal communication skills, manage nutritional needs of patients across the lifespan and cultures, understand the various body systems as well as their interactions with each other, and comprehend basic microbiology principles are among the general education outcomes that have been identified for the ASN undergraduate curricula. These courses are listed below:

- ENGL 1101 Written English I 3 credits
- ENGL 1102 Written English II 3 credits
- HLTA 1110 Introduction to Nutrition 3 credits
- BIOL 1180/1181 Anatomy & Physiology 4 credits
- BIOL 2205 Technical Microbiology 3 credits
- PSYC 1101 Introduction to Psychology 3 credits

The nursing curriculum complies with the University, WVBOERPN, ACEN, HLC, and HEPC policies for general education in an associate degree program. The model schedules for the traditional full-time, traditional part-time, weekend, and LPN-to-ASN program tracks outline the placement of the support courses and indicate that 19 of the required 60 credit hours are outside of the major.

The University implemented a new General Studies Program in 2012 for baccalaureate degrees. Associate degree programs are required to have 15 credit hours in the General Studies Categories outside of the major. See the 2015 ASN Curriculum Proposal and 2014 LPN-to-ASN Curriculum Proposal for evidence of how the programs meet those requirements (Tables 4.1-4.3 in Appendix D). In the fall of 2014, an hour was deleted from the microbiology course for the LPN-to-ASN program track and added to the credit given for NURS 1101 Fundamentals of Nursing (LPN-to-ASN Curriculum Committee minutes 12/2/14 p. 1 and 9/16/14 p. 3) to maintain alignment with credit given in the new ASN curriculum (See 2014 LPN-to-ASN Curriculum Proposal). To comply with the HEPC degree hour requirements of 60 credit hours for ASN degrees without sacrificing nursing outcomes, the faculty decided the BIOL 2205, Technical

Microbiology, course program requirements were changed from four credits that included a one hour laboratory to three credits of theory only (ASN Curriculum Committee minutes 9/26/14, NFC minutes 10/10/14, ACEN Substantive Change request ASN 2015).

Table 4.4-Fairmont State University School of Nursing: Required General Education Courses

Course	**Rationale**
ENGL 1101 & ENGL 1102	Written English I and Written English II involves the study of written and verbal communication and provides the student with a foundation for documenting the nursing process when assisting individuals to achieve their maximum health potential. The courses also provide a base for developing therapeutic communication skills.
HLTA 1110	Nutrition is a study of the nutrients, their sources, and their relationship to body functions. Each stage of the life cycle will be studied as it relates to changing nutritional requirements for individuals and family groups of varying cultural and economic levels. Students evaluate their daily nutritional intake against recommended daily allowances.
BIOL 1180/1181	Anatomy and Physiology examines the architecture of cells, tissues, organs, and organ systems relationships, which interact in the total function of the human being. The course also includes a detailed study of the various body systems as well as their interactions with each other.
BIOL 2205	Technical Microbiology is a course designed for students in the health professions and provides students with basic information re: microbial growth & physiology, environmental effects on bacteria, modes of disease transmission, resistance & immunity, and techniques of isolation. Nursing students can transfer this information to patient safety, medical and surgical asepsis

4.5 The Curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, and global perspectives.

Cultural diversity is a part of the University's mission statement and is supported through the SON's mission, philosophy, and core concepts that guide the curriculum. Human Flourishing is the major concept in the SON curriculum that relates to the realization of maximum health potential in patients, families, and communities promoted by nursing care. Culturally competent care is a sub-concept used to further define human flourishing within the framework. Culturally competent care is defined as the application of care with awareness, knowledge, sensitivity, and respect of diverse populations and associated ethnic, racial, social, socio-economic, and spiritual influences. As stated previously, each course throughout the curriculum addresses the major concepts and sub-concepts identified that specifically relate to that course. Course outlines show the course concepts taught in that course including the sub-concepts addressed. When the curriculum was developed, a step-wise approach was used to pull all of these concepts through the entire curriculum from course outcomes to teaching and learning practices. Please refer to Table 4.1 in Appendix D for the SON Graduate Outcomes and Assessments and Mapping to see how each course throughout the curriculum addresses the major concept of human

flourishing. Test blueprints for each course will then further identify examination questions that specifically address the sub-concepts such as culturally competent care.

Concepts related to cultural, ethnic, and social diversity are an integral part of each nursing course and threaded throughout the curriculum. These concepts are first introduced in NURS 1101 where it is part of Unit IV, which addresses cultural diversity, factors affecting cultural sensitivity, and guidelines for culturally competent nursing care. All nursing courses address culture within the various unit topics. These concepts are observed and assessed during the students' clinical experiences and are included in the students' clinical evaluations. Clinical documentation tools used throughout the curriculum address cultural concepts by having the students identify psychosocial, ethnic, and cultural considerations that would impact patient care during each clinical course (Patient Profile Database documentation, Patient Profile Database & Concept Map Guidelines).

FSU SON utilizes a variety of clinical sites in order to provide students with greater exposure to a variety of people with diverse cultural backgrounds. Several of the clinical agencies are located in a large university town with a more diverse population. Simulation experiences also offer students an opportunity to consider the impact of cultural, social, and/or ethnic differences of patients under their care. Information on how cultural diversity is embedded into each course can be found in Table 4.5 in Appendix D.

The curriculum's global perspective has been enhanced through the development of a partnership with Woosong University in Daejeon, South Korea. Each cohort of two to five nursing students from Woosong University join the first-year nursing students in class and clinical starting in NURS 1101. The students arrive before classes start and continue for the two years and graduate from our traditional ASN program track.

In the first semester on campus, the Korean students participate in ENGL 1101 (Written English I) and NURS 1101 (Fundamentals of Nursing) in their first semester on campus. The students attend the classes, clinical, and simulation labs while offering their unique cultural perspectives to further discussion and awareness of cultural impacts on the delivery of care.

4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.

SON Courses
Nursing courses are reviewed and updated regularly to remain current with evidence-based practice and current national patient health and safety goals. QSEN-derived curricular core concepts of patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, and safety, as well as the human flourishing and spirit of inquiry sub-concept of informatics are introduced in NURS 1101, Fundamentals of Nursing course, and built upon throughout the curriculum. Evidence of this is seen in unit outcomes, course outcomes, clinical outcomes, examinations, and evaluations.

SON Clinical
In addition, nursing students are required to comply with the health, safety, and educational requirements of the institutions in which they complete clinical rotations. Currently, all clinical agencies are accredited by The Joint Commission (TJC). Students are required to complete annual education regarding health and safety practices of clinical agencies.

FSU General Education Courses
The mission of the SON is to provide quality nursing education. General education courses are related to the SON's philosophy and conceptual model (See Table 4.4 in Standard 4.4). Interdisciplinary

collaboration within the University's academic and student service departments is required in order to promote student success. The faculty teaches the support and general education courses for the ASN curriculum from the College of Liberal Arts and the Biology Department. The University-wide Curriculum Committee ensures that other departments requiring the courses must approve any curricular changes being sought by one department or school through a process of approval of a curriculum proposal through the FSU Curriculum Committee and then the Faculty Senate Committee. There is nursing faculty representation on the FSU Curriculum Committee and Faculty Senate Committee. This provides continuity of curriculum content. Additionally, the Biology department faculty collaborate with the nursing faculty to provide Anatomy and Physiology courses and Technical Microbiology courses at times that work for the nursing students' course and clinical schedules. Faculty for nursing and the support courses periodically review course content to determine what content is current and relevant.

FSU Committees

The University's academic structure also supports interdisciplinary collaboration. The deans meet weekly with the provost to discuss academic issues, and the Academic Affairs Council meets at least twice a semester to discuss campus-wide academic and student service issues. There are 19 Standing Committees of the Faculty Senate. Senate Committee Assignments for 2017-2018 academic year can be found on the FSU website. Nursing faculty serve on 15 of the committees. See the 2018 ASN Master Plan of Evaluation (Standards 1-5) on pp. 4-7 for SON and University committee assignments.

Professional Development and Membership

In order to maintain currency and evidenced-based nursing, all full-time nursing faculty are members of the National League for Nursing and most belong to other nursing organizations, including Sigma Theta Tau International. Faculty are encouraged to be active in professional nursing on a state and national level by presenting and participating at workshops and conferences. Faculty also stay current in their areas of expertise through clinical practice, continuing education credits, and doctoral study. All faculty maintain continuing education requirements for the WVBOERPN, the clinical agencies utilized for clinical experiences, and specialized professional certifications. Significant resources have been committed to ensure the faculty are current in their practice and subscribe to evidenced-based practices in nursing and teaching. Faculty are provided four hours per week for practice clinically or for faculty development. A renewed yearly subscription to NurseTIM online webinars for all full-time and part-time faculty is available for continued faculty development. The SON has hosted workshops on teaching concepts (May 2015), TaskStream documentation (Oct and Dec 2016), and retreat on teaching (Jan 2017). Nursing faculty also have the opportunity to participate in FSU faculty development week activities in both the fall and spring semesters. Faculty vitas are accessible through the electronic resource room.

In the 2018-19 academic year, over $20,440 is budgeted for nursing faculty training and travel, which demonstrates strong administrative support for nursing faculty to remain current and to have evidenced-based practice. Faculty development exposes faculty to current research and practice in education to assist with the development, administration, and evaluation of the teaching practices of the faculty. Evidenced-based teaching and nursing practice are also supported by the aforementioned groups highlighting best practices in the classroom and clinical teaching, online instruction, and simulation teaching.

Research is supported through faculty development and awards and grants offered through the SON, the Information Technology Commons, and the FSU Foundation. Nursing faculty have received grants for developing courses, attending conferences, and presenting at national and regional conferences.

Simulation Laboratory

Each semester, students have part of their clinical experiences in the simulation laboratory. This laboratory houses six high-fidelity simulators and utilizes Replay audiovisual technology for debriefing

purposes. Students are in the simulation laboratory one to two experiences with each clinical course, with the exception of mental health nursing.

Classroom and Clinical Learning Theories
Clinical and classroom experiences are guided and developed through the faculty's belief of Malcom Knowles' Theory of Andragogy for theory application and David Kolb's Theory of Experiential Learning for clinical application. Knowles emphasizes that adults are self-directed and expect to take responsibility for decisions. Adult learning programs must accommodate this fundamental aspect. Andragogy makes the following assumptions about the design of learning: (1) Adults need to know why they need to learn something (2) Adults need to learn experientially, (3) Adults approach learning as problem-solving, and (4) Adults learn best when the topic is of immediate value. In practical terms, andragogy means that instruction for adults needs to focus more on the process and less on the content being taught. Strategies such as case studies, role playing, simulations, and self-evaluation are most useful. Instructors adopt a role of facilitator or resource rather than lecturer or grader. Kolb's Theory of Experiential Learning involves learning from experience. This theory takes a more holistic approach and emphasizes how experiences, including cognitions, environmental factors, and emotions influence the learning process. Adults bring their own learning experiences in and build on those experiences to expand learning for themselves and others. Learning occurs through grasping experience by concrete experience and abstract conceptualization and transforming experience by reflective observation and active experimentation.

4.7 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the end-of-program student learning outcomes.

A variety of methodologies are utilized throughout the curriculum to measure the achievement of the EPSLO such as: assessment grids, examination blueprints, a test resource plan, clinical and simulation evaluation tool, and other curriculum evaluation tools.

Assessment Grids
Course outcomes are specialized to each specific course but derived from the four EPSLO of promoting human flourishing for patients of all ages, utilizing nursing judgement to provide quality nursing care, demonstrating attributes of a professional identity consistent with core nursing values, and demonstrating characteristics of a spirit of inquiry to improve healthcare quality. These EPSLO are developed from established professional and practice competencies as previously noted in Standard 4.1. Various evaluation methodologies are utilized throughout the ASN and LPN-to-ASN program tracks to assess student learning and achievement of course outcomes in theory, laboratory experiences, and clinical courses. These evaluation methods include, but are not limited to, instructor-made examinations, standardized HESI examinations, skills return demonstrations, clinical evaluations, simulation laboratory evaluations, and student self-evaluations. Evaluation methods utilized in each course are conveyed to the students through course assessment grids and can be found in each course syllabi, which are reviewed on the first day of the course with students, as well as posted on the course Blackboard Learn sites for continued reference throughout the semester. These assessment grids identify how the faculty assess that students have learned the material and met the outcome (See electronic resource room for course assessment grids within each individual course syllabi and ASN Curriculum Committee minutes 8/13-14/14 and LPN-to-ASN Curriculum Committee minutes 9/16/14 and 12/2/14). Rubrics, evaluation tools, or written criteria identify the required elements for each evaluation methodology and are conveyed to the students in a similar manner through the Blackboard Learn posted syllabi.

Examination Cover Sheets and Blueprints
Faculty members for each course team blueprint examinations, mapping each question to the course outcomes and level of question difficulty (ASN Curriculum Committee minutes 1/15-16/15). The level of question difficulty increases as the theory-based level of the learner increases throughout the curriculum

progression. For example, courses that teach and evaluate the "novice" learner would prepare exams that have 40% knowledge/comprehension level questions and 60% application/analysis/synthesis/evaluation level questions. This level is noted in the first semester for the traditional ASN and weekend program tracks. This level does not exist for the LPN-RN program track because these students enter the program with basic knowledge gained from the attainment of the LPN license. "Advanced beginner" learners would be evaluated with exams that have 25% knowledge/comprehension level questions and 75% application/analysis/synthesis/evaluation level questions. This level is noted during the second and third semesters of the traditional ASN program track, the second through fourth semesters of the weekend program track, and the first and second semesters of the LPN-to-ASN program track. Finally, "competent" learners would be evaluated with exams that have 10% knowledge/comprehension level questions and 90% application/analysis/synthesis/evaluation level questions. This level is noted in the final semester of the traditional ASN program track, the fifth and sixth semesters of the weekend program track, and the final semester of the LPN-to-ASN program track. Thus, as the level of learner progresses per course design and description, so does the level of evaluation of course outcomes, moving the student toward RN-NCLEX level questions near graduation. Modified test blueprints with specific question data removed are posted for the students in each course on the Blackboard Learn course site (ASN Curriculum Committee minutes 2/20/15). Following each examination, an item analysis is completed by the course team and recorded on the cover sheet for the test blueprint. Examination questions are revised as necessary per faculty-developed guidelines found on the cover sheet. Cover sheets and test blueprints are utilized in course evaluation and revision. This data is located in the course log and recorded in TaskStream.

Testing Resource Plan

During curriculum development, a test plan strategy was devised to ensure that the purpose and use of certain evaluation methods utilized across the curriculum were standardized between courses (ASN Curriculum Committee minutes 1/15-16/15). This testing resource plan guides the purpose and use of student learning resources such as Elsevier textbook-specific Adaptive Quizzing and Elsevier NCLEX Adaptive Quizzing student resources so that student learning is individualized and specific to the student. Students evaluate their own performance on these course-assigned or self-assigned quizzes via journal entry (grading rubric). The student journal is maintained throughout the curriculum and utilized in each course by course faculty as a resource to establish student strengths and weaknesses and guide studying and learning for each student. (ASN Curriculum Committee minutes 1/11-12/16 and NFC minutes 2/19/16). The plan also guides the purpose and use of formative and summative evaluations of student learning across the curriculum including math competency, HESI course final examinations, and the HESI end-of-curriculum comprehensive examination (ASN Curriculum Committee minutes 9/4/15).

Clinical and Simulation Evaluation Tools

The ASN graduate outcomes are based on the program's major concepts, sub-concepts, and core values for the evaluation of students' clinical performances. Clinical performance is evaluated and documented in the course clinical evaluation form and simulation evaluation form. The categories found on these evaluation forms are the core values of patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, and safety, as well as the major concepts of human flourishing, nursing judgment, professional identity, and spirit of inquiry. The categories for evaluation remain the same in each clinical course; however, the acuity level of the patient, the synthesis of expected learning, and the complexity of required nursing care increases with the level of learner from novice to competent.

Clinical evaluations are utilized in each track's clinical courses and are graded as satisfactory/unsatisfactory. The student and the clinical instructor complete formative evaluations after each clinical experience. The comments by the student as well as the instructor's constructive comments are utilized to provide the student with frequent feedback regarding areas needing improvement as well as areas of strength. At the end of each course, the student and the clinical instructor complete summative or

final clinical evaluations. Clinical conferences are held as needed during the semester and at the end of each semester for the purpose of the clinical evaluation (ASN Curriculum Committee minutes 8/13-14/14 and 8/29/14 and LPN-to-ASN Curriculum Committee minutes 12/2/14).

Students complete a self-evaluation of the simulation experience that is used for each simulation experience the students will have during the program (ASN Curriculum Committee minutes 9/8/17). This evaluation is kept in the simulation laboratory files so the students may complete them after a simulation experience. This is done to allow the student to see the progression they make during each semester of the program and to encourage the use of self-reflection on clinical performance.

Evaluation Tools
All evaluation tools were also revised during curriculum revision to reflect graduate outcomes (ASN Curriculum Committee minutes 10/2/15 and 1/11-12/16). To increase participation in the evaluation process each semester, all evaluations are administered via online Survey Monkey format with links that are placed in the Blackboard Learn course or emailed to the evaluator directly. Students evaluate each course, clinical faculty, and clinical agency every semester. Course faculty and clinical coordinators evaluate part-time clinical faculty each semester. Clinical site representatives evaluate clinical faculty each semester. The results of the surveys are compiled and reviewed by the dean and associate dean of nursing and then conveyed to course coordinators for use in course evaluation/course logs and recorded in TaskStream.

4.8 The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program student learning outcomes and program outcomes, and is consistent with the policies of the governing organization, the state, and the governing organization's accrediting agency.

The model schedules for the traditional, weekend, and LPN-to-ASN program tracks reflect how the nursing program's total number of required credit hours are congruent with the attainment of the identified EPSLO and program outcomes. The nursing curriculum complies with the policies of the University, WVBOERPN, ACEN, HLC, and HEPC for credit hours required to complete an associate degree program. The traditional ASN program track progression plan consists of four semesters, and the LPN-to-ASN program progression plan consists of three semesters. The weekend ASN program track is completed in six semesters, which is within the 150% of the 2-year completion plan. All program tracks require a total number of 60 credit hours consisting of 41 credit hours for nursing courses and 19 credit hours for general education courses (see Standard 4.4). The traditional ASN program track has a full-time and part-time progression plan for students to choose. This was created to assist students in successful completion of the program. The ASN Progression Policy addresses problems with the creation of the part-time progression plan (ASN Curriculum Committee minutes 3/21/17).

The ratio for credit-to-clock hours for theory is one-to-one for all program tracks. The ratio for credit-to-clock hours for clinical is one-to-three for the traditional and weekend ASN program tracks. To award articulation credit for clinical skills learned in LPN programs and by work experiences, the ratio for credit-to-clock hours for clinical for the LPN-to-ASN program track is one-to-two. The calculations for credit-to-clock hours for all program tracks are based on 16 week semesters. For example, NURS 1101 is a seven credit hour course with five credit hours (1:1 ratio) dedicated to theory (5 x 16 = 80 theory hours) and 2 credit hours (3:1 ratio) dedicated to clinical experiences (6 x 16 = 96 total clinical hours). The following tables outline the nature and number of hours for each program track.

Table 4.6-Traditional and Weekend ASN Program Track Credit Hour Distribution

Course	Theory Hours	Clinical Site Hours	Simulation/Lab Hours	Total Clinical Hours
NURS 1101 (7)	80	36	60	96
NURS 1108 (6)	64	72	24	96
NURS 1120 (1)	16	0	0	0
NURS 1115 (4)	48	26	22	48
NURS 2110 (1)	16	0	0	0
NURS 2115 (2)	24	16	8	24
NURS 2203 (4)	48	36	12	48
NURS 2208 (6)	64	72	24	96
NURS 2210 (1)	16	0	0	0
NURS 2211 (2)	32	0	0	0
NURS 2212 (3)	48	0	0	0
NURS 2215 (2)	24	18	6	24
NURS 2220 (2)	96	90	6	96
TOTALS	576	446	182	628

Table 4.7-LPN-to-ASN Program Track Credit Hour Distribution

Course	Theory Hours	Clinical Site Hours	Simulation/Lab Hours	Total Clinical Hours
NURS 1101 (7)	N/A	N/A	N/A	N/A
NURS 1200 (7)	80	40	24	64
NURS 1201 (3)	32	9	23	32
NURS 1202 (1)	16	0	0	0
NURS 1203 (1)	16	0	0	0
NURS 1204 (1)	16	0	0	0
NURS 2301 (7)	80	36	28	64
NURS 2302 (1)	16	0	0	0
NURS 2303 (1)	16	0	0	0
NURS 2401 (5)	80	0	0	0
NURS 2402 (3)	48	0	0	0
NURS 2403 (3)	0	72	24	96
NURS 2404 (1)	16	0	0	0
TOTALS	416	157	99	256

4.9 Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.

Clinical Agencies

FSU SON utilizes a variety of clinical agencies to meet the needs of the student learner. Agencies are selected based on criteria set forth in the "Selection of Clinical Agencies for Student Clinical Experiences" (SON Faculty Handbook p. 39) guidelines developed by the nursing faculty during curriculum revision. Clinical sites are selected based on their availability to provide students with adequate clinical experiences, foster growth in the field of nursing, and facilitate achievement of outcomes. All clinical sites currently utilized in courses must be accredited and have an active contract

with FSU SON. In addition, nursing students are required to comply with the health, safety, and educational requirements of the institutions in which they complete clinical rotations. Students are required to complete annual education regarding health and safety practices of clinical agencies.

Faculty and students evaluate each clinical agency on an ongoing basis. Students, at the end of each course, evaluate clinical agencies via the "Student Evaluation of Clinical Agency" administered by the course coordinator. Survey results are compiled, analyzed, and reported by faculty in the course log of each clinical course. Faculty also provides clinical agency feedback in the course log. This feedback is utilized to help determine the utility of the agency in meeting the course and clinical outcomes for each course. Clinical and course outcomes are conveyed to the students in the syllabi on the course Blackboard Learn sites and link to the overall graduate outcomes, which were developed from the previously listed standards of practice in Standard 4.1. Table 4.8 in Appendix D lists the clinical agencies and describes their utilization in the nursing program.

Established Standards for Safe Clinical Practice for registered nurses (ASN Student Handbook pp. 42-43) and pertinent clinical safety policies are found in each clinical syllabus and the ASN Student Handbook. Students are oriented to the safe clinical practice policy during new student orientation. Following the orientation, students sign and submit acknowledgment of having read the "Fairmont State School of Nursing Standards for Safe Clinical Practice" (ASN Student Handbook, pp. 57-58). Safe clinical practice is taught and reinforced in each clinical course thereafter.

In the clinical setting, students are under direct supervision of a faculty member, and the nurse caring for the patients assigned to the students maintains responsibility for patient care. The faculty member communicates the clinical outcomes and expectations to the students and hospital staff so that the experience is positive for all of those involved and expectations are clear. The capstone clinical preceptorship in the final semester is slightly different in that the student is assigned to a qualified preceptor, who the student shadows for the required clinical hours. For the LPN-to-ASN program track, in NURS 2403, Capstone Clinical Experience, the students complete a 60-hour preceptorship experience. In the traditional and weekend ASN program tracks, the preceptorship is a stand-alone capstone clinical (NURS 2220) where the students complete a 96-hour preceptorship experience. This preceptorship experience is designed to provide each student with the opportunity to work with an experienced registered nurse in an acute care facility in order to prepare for transition into nursing practice. The focus of the experience is prioritization and management of multiple patients. A faculty member coordinates the experiences and is available to students and staff should problems arise. The faculty member assigns the grades for the preceptorship, based on a variety of seminars, assignments, and evaluations that include the preceptor's feedback and evaluation of the student's performance. The Preceptor Guidelines that outline the preceptor agreement; general guidelines; and student, preceptor, and faculty responsibilities are utilized for each preceptorship.

Skills and Simulation Laboratories

In addition to clinical agencies, FSU SON also utilizes on-campus laboratory experiences and clinical simulations to promote clinical learning. On-campus laboratories are used to introduce students to technical skills and clinical concepts, provide supervised practice of technical skills and clinical concepts, and evaluate student proficiency in technical skills. It is the belief of the FSU SON that simulated clinical experiences allow students to participate in specific high-risk clinical experiences, make clinical decisions independent of the instructor, and learn from clinical mistakes and successes in a non-threatening environment that fosters evidence-based practice and critical thinking.

A new simulation coordinator began in the fall of 2015. Many changes were made to increase faculty involvement in simulation planning, scenario selection, simulation calendar coordination with course content, involvement in simulation laboratory days, and evaluation through the simulation laboratory

committee involvement. Evaluations of simulation laboratory experience by students and faculty have improved and facilitate the achievement of course, clinical, and graduate outcomes. Table 4.9 summarizes changes implemented.

Table 4.9–Simulation Laboratory Changes

Change implemented	Rationale
Layout change	Creation of 3-4 hospital rooms with false walls
Supply cart location	Moved outside of patient room area so students have to leave patient room to get supplies
Create laboratory data	Students are able to analyze laboratory data to practice nursing judgment and use informatics in to program
Addition of real patient family member	Students can interact with a real family member to educate and manage stressful situations with family
Create Medication Administration Record	Allow students to analyze aspects of medication administration such as if medication is due, therapeutic effects and side effects, and implications of medication administration on vital signs or laboratory data and use informatics in to program
Create identification bands for each patient with QR codes	Allow students to "scan" the patient's identification bands for medication administration and document administration via instructor-created Google form
Create healthcare provider orders on computer	On select scenarios, bulk orders are received for patients such as with admission or high-stress situation. This allows students to fully analyze order sets and prioritize care.
Use of cellular phone for communication	Students are able to call the healthcare provider, pharmacy, laboratory, blood bank, patient family members, or other resources in the hospital setting they may need to access.

Clinical simulation is a portion of clinical time in each clinical course. Scenarios are selected based on content and expected clinical competency related to each course. Students are required to complete readings and assignments that relate to the simulated experience prior to participation. Students evaluate each simulated experience upon completion as a part of each nursing course utilizing the Simulation Clinical Evaluation tool. Students are presented with outcomes for each simulation experience and

complete a self-evaluation on achievement of outcomes and safe clinical practice guidelines at the end of the experience. Tables 4.10 and 4.11 provides an example of the simulation curriculum for each program track and course and illustrates how the simulations correlate with course content.

Table 4.10-Simulation Curriculum for Traditional & Weekend ASN Program Tracks

Course	Simulation	Curriculum
NURS 1101	Basic Assessment of the Hip Replacement Patient	Basic assessment skills learned in clinical setting
NURS 1108	End of Life Care	Oncology content
	Postoperative Complications	Basic Concepts content
NURS 1115	Pediatric Hospitalization- Post-operative Appendectomy Pediatric Patient	Pediatric Hospitalization, Pain Control, Assessment and Fluid management content
NURS 2208	Persistent Anemia of a Postoperative Patient	Skills return demonstration learned this semester of blood administration
	Cardiac Care and Management of a Telemetry Patient	Cardiac content
NURS 2115	Normal Labor and Delivery	Labor and Delivery Content Review
	Complex Pediatric Hospitalization – Diabetic Pediatric Patient with Pneumonia	Review of Pediatric Hospitalization Content from N1115 and N2215 Pediatric Endocrine content
NURS 2215	Complex Labor and Delivery and Neonate – Post Abruption – C-Section	Complication of Labor and Delivery and Newborn Content
	Chronic Illness of Pediatric Patient- Sickle Cell	Pediatric Hematologic Disorders Content
NURS 2220	Syncopal Episodes	Stroke content review from NURS 2208; plus N2220 content
	Anxiousness and Irritability of Unknown Cause	Code simulation that coincides with cardiac content this semester

Table 4.11–Simulation Curriculum for LPN-to-ASN Program Track

Course	Simulation	
NURS 1200	Normal Labor and Delivery	Labor and delivery content review
	Postoperative Complications	Post-OP care for patient with renal cancer with renal content review
NURS 2301	Persistent Anemia of a Postoperative Patient	Hematology content
	Complex Pediatric Hospitalization- Diabetic Pediatric Patient with Pneumonia	Pediatric Endocrine content review
	Syncopal Episodes	Stroke content review

4.10 Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protections of students.

Written agreement between FSU SON and all clinical practice agencies utilized are current and renewed as specified within the contract. Contracted agencies are all accredited. Certificates of liability are maintained with each agency. All clinical agency contracts and certificates of liability may be viewed in the physical resource room and are kept on file on the W-drive in the SON files. Each clinical agency contract has specific requirements for clinical rotations occurring at the facility; as well as information addressing facility/agency, FSU SON, and student responsibilities and expectations. Faculty and students maintain personal health records required for student and patient safety on the Verified Credentials site. Students grant access through a signed online agreement to the FSU SON and clinical agencies for viewing of these health requirements. Faculty and students are required to participate in agency orientations and required trainings as requested per facility to ensure safety of students and patients.

4.11 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the end-of-program student learning outcomes.

The majority of the content for the traditional and weekend ASN program tracks are presented in a face-to-face, traditional classroom setting. An exception is the nursing pharmacology courses. The nursing pharmacology courses are presented in a hybrid format in the traditional ASN program track and are presented in an asynchronous, online format including recorded lectures for the weekend ASN program track.

The majority of the content for the LPN-to-ASN program track is presented in a synchronous, online, live classroom via BigBlueButton, except for the pharmacology courses, which are asynchronous, online courses. The synchronous, online, live classroom sessions are scheduled two to three times weekly in the evenings to facilitate the LPN to ASN students' employment schedules. The online, synchronous design allows the students to be in a live classroom setting at a distance. In addition, the live classroom sessions can be recorded giving the students the opportunity to review the content at a later date. The design for the online courses' format follows Quality Matters standards.

Evaluation Methods
Course design and teaching methods are evaluated by students in course evaluations, by faculty in course logs, and discussed by the ASN faculty (ASN Curriculum Committee minutes 1/11-12/16 p. 10). For example, the decision to use varied formats (hybrid, asynchronous online, recorded lectures) for the pharmacology courses throughout the curriculum was based primarily on the need to allow for students to have self-determining study time to learn the content.

Learning Activities
Case studies, concepts maps, games, written reflections, and journaling are examples of the variety of learning activities used throughout the ASN curriculum. For example, students participate in program-wide journaling assignments reflecting on their learning experiences with testing as they complete web-based, NCLEX-style quizzes which they construct based on their individual learning needs.

Assessment Grids
Assessment grids are included in all course syllabi and outline a map of the program concepts and assessments to the course outcomes. In addition, the course syllabi outline evaluation methods and testing policy and procedures. For all program tracks, the testing policy includes the procedure for online testing.

Pathways for Success
The nursing faculty created a supportive program to help the students succeed by identifying common problems for students throughout the program. Modules were created through the online LibGuides platform in the FSU Library. Study skills, time management, stress management, testing anxiety, and test-taking strategies are topics covered in the modules. All students have access to this and are encouraged to utilize this valuable resource upon admission to the program, when struggling in the program, and during advising sessions (NFC minutes 8/12/15 and 2/19/16). Participation in the Pathways for Success program is optional but highly recommended. Access to the Pathways for Success modules is granted through a Blackboard Learn sandbox course created by the faculty.

The current Pathways for Success course is being remodeled to include metacognitive principles for studying and test taking, level-specific educational sessions, content remediation, and faculty contacts per level. The goal is to help with student learning and retention of information, decrease course attrition, and increase overall graduation and retention rates. The course is being updated during the spring of 2018 with a plan of implementation in the fall of 2018. This will require the shifting of faculty workloads to accommodate for those who will be implementing the new Pathways for Success course. It has been discussed that the advising and agency contact responsibilities be replaced with time allotted to Pathways for Success.

Textbook Selection & Resource Selection Process
Faculty use the Textbook and Learning Resource Selection policy to assist with textbook selection (SON Faculty Handbook p.66 and NFC minutes 2/17/17). The course teaching team selects current textbooks that are relevant and align with their course outcomes, concepts, and content as well as the EPSLO. Faculty have worked with textbook publishers on bundling options for students to get the most reasonable prices for textbook, e-book, and learning resources utilized throughout the curriculum. Continued appropriateness of the textbook and learning resources is evaluated every two years or when a new edition is released. Evaluation of multiple texts from multiple publishers is completed. Faculty evaluate the achievement of course outcomes each semester as well as textbook and learning resource selection in TaskStream and course logs. EPSLO are evaluated in the ASN Annual Outcomes report.

Online Examinations
All course examinations are administered online through Blackboard Learn for all ASN program tracks. This was a deliberate decision by the faculty to better prepare the students for the online format testing of NCLEX.

STANDARD 5

Resources

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

The University's learning resources include faculty, staff, and administration, as well as its buildings and grounds, and its funding from student tuition and fees, state appropriations, grants, contracts, and gifts. The university has also invested resources in information technology, library facilities, academic advising, and academic programs that are designed to achieve the goals of the Strategic Plan.

5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

The administration of FSU provides financial support for the attainment of the stated EPSLO and program outcomes of the SON. The budget of the SON is part of the FSU budget. Fairmont State is a state-supported institution and receives operating funds from student tuition, student fees, and appropriations of the State Legislature. The appropriations from the state have declined over the years causing the SON to support the operating budget through the addition of student fees (NFC minutes 11/14/14, 8/11/14, 2/6/15, 8/12/15, 9/18/15, 2/19/16 and ASN Curriculum Committee minutes 11/20/15 and 1/9-10/17). The student fees are utilized for simulator warranties and maintenance, purchasing up-to-date assessment models and skills practice equipment, as well as supporting part-time faculty salaries to ensure the EPSLO are met. Another major program expenditure is on the professional development of the faculty. Professional development funding is essential to achieving the EPSLO by having highly qualified faculty who educate based on current, best practices in nursing education delivery methods. Students are also charged a fee to purchase the standardized testing packages the faculty have developed from Elsevier to assist in assessing the students' achievement of the EPSLO and to utilize the assessment findings to enhance curricular refinement.

The budget for the SON is appropriated based on the number of students enrolled each year, the number of employed full-time and part-time faculty, and school and educational needs. The dean for the SON administers the budget with input from the faculty. The fiscal year begins on July 1st of each year. Table 5.1 illustrates budgets from 2014 through 2018. In addition, 2018-2019 projected budget is disclosed.

Table 5.1: Fairmont State University School of Nursing: Budgets 2014-2019

Budget Item	2018-2019 Projected	2017-2018 Actual	2016-2017 Actual	2015-2016 Actual	2014-2015 Actual
Labor	1,387, 773	1,311,727	963,620	936,864	937,436
Office Expenses	11,750	7,039	12,039	13,053	19,000
Travel and Training	14,043	22,983	19,125	20,268	13,962
Association Dues	7,771	7,903	5,165	5,165	5,090
Faculty Development	6,397	11,619	11,304	16,052	12,519
Office Equipment	19,100	14,009	11,757	26,274	25,764
Lab Equipment and Supplies	49,888	49,454	17,326	19,464	10,523
Misc	61776	22,082	36,741	10,270	7,609
HESI and uniforms	48,837	$65,843	94,970	66,064	73,159
Library	Institutional				
Total	1,607,335	1,512,659	1,172,047	1,113,474	1,105,062

Fiscal resources are adequate; however, low nursing faculty salaries have presented difficulties in recruiting and retaining quality faculty. In the 2015-2016 academic year, the administration increased beginning hiring salaries from $42,000 to 45,000. In 2016-2017, weekend part-time faculty salaries were raised from $30 to $40 an hour. In spite of these efforts, one full-time weekend faculty position was unfilled for the 2016-2017 academic year and was covered through overloads and part-time faculty. During 2017-2018 academic year, three nurse practitioners resigned to return to practice (one BSN and two ASN), two faculty members resigned to return to hospital practice (ASN), and the associate dean resigned to take an administrative position at another institution. During July 2018, two faculty members (one BSN and one ASN) resigned to take positions at another institution for higher pay. In an attempt to hire quality faculty, FSU administration increased beginning Assistant Professors' salaries to $50,000; however, continuing faculty salaries were not increased at that time. A University wide raise of 2% will occur effective September 1, 2018. In addition, the administration has undertaken a CUPA faculty salary study during the summer 2018 and adjustments in nursing salaries were made based on 93% of the 10th percentile as the current target for adjustments. Some faculty did not receive an adjustment since they were already at or above this target. Additionally, some faculty received "special adjustment" based on degrees and number of months teaching (9 vs 11 month contracts). The administration has stated that other adjustments will follow in the future as funding is identified, until Nursing faculty are receiving at least the CUPA median for their faculty ranks.

In spring 2018, faculty searches ensued for 6 of the 7 then open faculty positions. Five out of the 6 open faculty positions were filled during the summer of 2018. One faculty position was considered a failed search and will be reposted in the fall 2018. The associate dean position has not been posted at this time. The two faculty positions (one BSN and one Sim Lab Coordinator) which were vacated in July, will also be posted this fall.

5.2 Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students.

Physical resources that meet the needs of faculty, staff, and students are described in the follow sections. These resources are sustainable and sufficient to ensure successful achievement of the faculty, staff, and students learning outcomes and program outcomes of the SON. With the addition of student fees and technology fees, the budget has increased to allow the purchasing of necessary equipment for teaching and learning and office work (NFC minutes 2/6/15 and 8/12/15).

School of Nursing

The SON occupies a portion of the middle floor of the Education Building. This building, completed in the spring of 1993, is a three-story structure which is centrally located on the FSU main campus. A new HVAC was installed in the building in 2016. The centralized location provides students and faculty with easy access to physical resources.

Classrooms

Students have access to the SON classrooms and skills laboratories for classroom lecture, study, and skills practice. Education Building rooms 213 and 214 are the primary lecture rooms. The rooms contain desks and chairs for students. Included in each room is WiFi, smart boards, instructor Dell computers, digital projectors, wall screens, green boards, dry-erase boards, and multiple electric outlets. Other classrooms are used across campus so that all nursing courses may be taught on Tuesdays and Thursdays. The Engineering Technology Building rooms 305 and 427 have been used for nursing classroom lectures. Included in each room is WiFi, instructor Dell computers, digital projectors, wall screens, dry-erase boards, and multiple electric outlets. The Ruth Ann Musick Library Multimedia Room A is used for lectures as well. It is equipped with individual auditorium seating with desks for students. There is also WiFi, instructor Dell computer, digital projector, and a wall screen. The first floor of the Education

Building room 102 is equipped with individual student desks, WiFi, instructor Dell computer, digital projector, wall screen, and green boards.

Skills Laboratories

The SON houses clinical laboratories that are approximately 1,000 square feet each. Room 227 has six patient units for skills demonstration and practice, and Room 222 has four patient units. The rooms are also furnished with tables and chairs to be used for discussion and demonstration activities. Both laboratories include digital projectors, wall screens, green boards, sinks, and lecterns. There is a white board on wheels that can be shared between the laboratories. The laboratories are available for students to practice or study on Monday through Sunday during the day and in the evenings when classes are not in session. For skills practice, there are a variety of technical skills models, assessment equipment, electric beds, bedside stands, overhead tables, gurneys, wheelchair, walker, crutches, a feeding pump, an IV pump, models, charts, and a functional oxygen and suction headboard. Disposable supplies for practicing technical skills are contained in the laboratories' storage rooms which are kept locked. There are four locked supply closets located in the skills laboratories. Each student also purchases a skills tote bag at the beginning of each program that contains necessary supplies to perform skills for laboratory-guided practice and skills return demonstrations. Room 227 has a bathroom that is wheelchair accessible and used for demonstration and practice of transfer techniques. Room 227 has a microwave, coffee maker, and refrigerator for student use. The restrooms on the same floor of the Education Building has a locker room for student nurse use. Students are expected to sign up for a locker and provide a lock at the beginning of the program. A part-time faculty office is also located between the laboratories.

Simulation Laboratory

The simulation laboratory occupies a portion of the first floor of Colebank Hall which is adjacent to the Education Building. Colebank Hall houses the 4,000 square foot state-of-art high fidelity simulation laboratory. It is set up with different stations that have a variety of high fidelity simulators including adult, pediatric, maternity, and infant models. Units are equipped with electric beds, bedside stands, over the bed stands, computers, monitors, IV stands, telephones, and white boards. Outside the patient units are medical supply carts, medications cart, defibrillator, tables, chairs, green boards, and a variety of practice models and equipment to use during simulated experiences. *Replay* is a software-driven solution to maximize flexibility. This recording tool provides faculty with HD audiovisual and back-end hardware, cloud backups for recording simulated events. *Replay* captures the students' performance in HD along with real-time annotations and patient data. It has an always on feature for recording and advanced searching that allows faculty and students to review simulated experiences in debriefing sessions. Faculty can broadcast and review any simulation experience providing feedback to the students on demand. A debriefing conference room is located across from the simulation laboratory. Equipment included in the debriefing room is a 46-inch LCD HD television, a computer, a conference table, chairs, and a white board. Faculty and students have access to the television to review their recorded skill performance.

Offices

The office of the dean of nursing is equipped with a desk, bookshelves, filing cabinets, a Dell personal computer, laser printer, scanner, and telephone. The dean has direct access via computer modem to the internet, library holdings, and the campus data system.

Nursing faculty occupy nineteen individual offices in the Nursing suite. One exception is the shared office of the LPN-to-ASN program track faculty per request. Each faculty member has a desk, filing cabinet, bookcase, telephone, and personal computer. An office between the two skills laboratories is designated

for part-time faculty use. It is equipped with two desks, book shelves and a computer. Behind this office is one of the locked supply closets which houses CPR mannequins and other equipment and supplies. All offices are easily accessible to students and faculty and are close to the classrooms and laboratories. Each office has furnishings, phone lines, and internet connection (wired and wireless). In 2016, an addition of approximately 250 square feet provides faculty with a space for meetings and collaboration, and additional nursing office space was obtained on the second floor of the Education Building so that all nursing faculty now have office space in the Education Building. The nursing faculty have access to a kitchenette equipped with a microwave, coffee maker, sink, refrigerator, and storage cabinets.

The nursing administrative suite houses two areas for the nurse administrative assistants. Each are equipped with desks, Dell computers, and phones. Within in the office is a copy machine, FAX machine, scanners, shredding equipment, faculty mailboxes, storage cabinets, and supply area.

Library Services

The Ruth Ann Musick library is a three-story building that provides access to scholarly resources, provides spaces for collaboration and study, and works with faculty and students in the discovery, use, and management of information in order to support the curriculum and facilitate lifelong learning.

The first floor of the library has a student lounge that includes a Starbucks and computer lab. The library circulation help desk is centrally located and is manned with library personnel to help students. Library hours are posted on the library webpage, but they are generally open from 7:00 a.m. to 2:00 a.m. each day. The Technology Commons is located in room 139 on the first floor. The second story houses study rooms, computer labs, and additional library services. The third floor is a dedicated study area. The e-classroom (AKA SkyLab) is also located on the third floor and provides students and faculty with a teaching and testing area. The FSU Ruth Ann Musick library is next door to the Education Building on the main campus.

There are over 93,000 volumes housed in open stack areas on the third floor of the Ruth Ann Musick Library that are available to students and faculty. The collection is supplemented with an additional 338,000 e-books. More than 55,000 periodicals, 30 newspapers are available in print or electronic format. In addition, there are 3,700 DVDs for student and faculty use. Photocopy equipment and computer labs for student and faculty are available at the library. The Tutoring Center is on the second floor of the building.

Students can access the catalog, e-books and all 170 databases, remotely using their user name and password.

Additional student and faculty resources provided include, but not limited to, WorldCat discovery, WVDELI, online reference sources, LibGuides, citation managers, and Digital Media resources. It is the responsibility of the SON faculty to recommend current library holdings. Faculty members submit requests for new acquisitions related to his or her teaching area. The Library Committee members, including a member from the SON, are responsible for reviewing holdings and recommending removal of outdated materials. There is a review of health care-related periodicals every three years and adjusted as needed. Nursing faculty offer input to the library committee about adding additional journals based on student needs and on discussions at faculty meetings. The SON's allocation for library purchases vary from year to year based on resources and needs.

Nearly 180,000 people come into the library throughout the year. Counts are generated by the gate detection system. Thousands more are served in various ways at the circulation desk, in the Starbucks ®

coffee shop and online. Librarians are available at the library reference desk on the ground floor and encounter students via phone, e-mail, and live chat as well as in person.

Circulation of Materials
The library last year circulated 10,191 physical items as well as reserve items used within the library. Reserves are, most often, textbooks and are heavily used. The SON has current textbooks that are used in the curriculum on reserve for the nursing students to use while in the library. The reserve textbooks are updated with each textbook update. This is helpful for many students who do not have funds to purchase texts.

Library Budget
The FSU library provides nursing students with access to 170 different databases, costing approximately $580,000.00 each year. Periodicals include over 175 nursing-related journals, and nursing-related books are kept current and relevant.

Student Services
The Turley Student Services Center is a newly renovated building that houses vital student services which include: Enrollment Services, Admissions and Recruiting, Career Development Center, Housing & Residence Life, International Student Services, Academic Advising Center, Retention Office, Honors Program and Lab, Office of Vice President Student Services, Disability Services, Counseling Office, and the Office of the University Registrar.

Student Housing
Student Housing and Residence Life provides a living and learning environment for diverse populations of students. There are several areas on the main campus for those who choose to live on campus: Bryant Place, Morrow Hall, Pence Hall, Prichard Hall, and the newly constructed University Terrace.

Student and Faculty Parking
Students and faculty have various parking locations on the main campus.

Falcon Center
The Falcon Center houses the cafeteria, student health center, printing services, bookstore, exercise room, pool, track, and other resources for students.

FSU is located adjacent to Fairmont Regional Medical Center Hospital and Fairmont Clinic. These two healthcare agencies provide health services when the Student Health Center is not open or services are needed which are not provided by the Student Health Center.

5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

Textbook and Learning Resources
The textbook and learning resource selection and approval process involves the course teaching team, ASN Curriculum Committee, Nursing Faculty Committee, and student feedback on their course evaluations. Faculty use the Textbook and Learning Resource Selection policy to assist with textbook selection (SON Faculty Handbook p.66 and NFC minutes 2/17/17). The course teaching team selects current textbooks that are relevant and align with their course outcomes, concepts, and content as well as the EPSLO. Then the course team presents their selected textbooks for review and approval of the ASN Curriculum Committee (ASN Curriculum Committee minutes 8/29/14, 9/26/14, 10/17/14, 10/31/14, 1/15-16/15, 2/20/15, 11/11/16, 3/3/17, 2/16/18 and LPN-to-ASN Curriculum Committee minutes 12/2/14).

Upon approval of the ASN Curriculum Committee, the selected text must be reviewed and approved by the Nursing Faculty Committee (NFC minutes 8/11/14 and 2/6/15).

The faculty have decided to change textbook publishers for the fall 2018 and use Lippincott Williams and Wilkins for select courses (ASN Curriculum Committee minutes 3/2/18). Faculty plan to keep the customized HESI exams for courses, comprehensive HESI exam, case studies, and patient reviews through Elsevier at this time. The new textbook aligns well with our curriculum and offers more options for e-book, hard textbook, online resources, and more affordability for the students.

Blackboard Learn

The SON uses Blackboard Learn 9.0 Learning Management System to provide contemporary learners, educators, and digital natives with innovative educational approaches to learning. Blackboard Learn is a learning management tool that is powerful and easy to use online classroom. Students can easily stay on top of important learning activities. Blackboard Learn allows students to access posted content from almost all devices via internet connectivity. Students have access to collaborative tools that stimulate engagement, interaction, and promote learning. Students enrolled in FSU SON have access to course content online anytime. Blackboard Learn provides content used in face-to-face, hybrid, or blended courses. Blackboard Learn provides a holistic learning experience that focuses on student success. It provides students with several resources for online discussion, assignments, exams, and course specific communication. Students have access to grades and instructor feedback from anywhere. The SON utilizes many functions Blackboard Learn offers including online examinations. The faculty explored the use of ExamSoft in the 2016-2017 academic year; however, faculty ultimately determine to return to online testing through Blackboard Learn due to many reported problems with software from faculty and students and lack of support from ExamSoft (ASN Curriculum Committee minutes 10/20/17 and NFC minutes 2/17/17 and 9/22/17). The FSU campus implemented the use of the Moodle platform in the fall of 2015; however, with faculty input to the new Chief Information Office on campus of the value and functionality Blackboard Learn has in the SON, the SON was exempt from having to use Moodle (NFC minutes 2/6/15 and 5/8/15).

BigBlueButton

BigBlueButton is a web conferencing system designed for online learning and teaching remote students online. BigBlueButton is a real-time online learning tool that allows faculty and students to share audio, video, PowerPoint, chat, and screen sharing. Students are engaged with faculty and fellow students through sharing of text, emoji icons, polling questions, and breakout rooms. This technology is utilized in the LPN-to-ASN program track to allow great flexibility for a working LPN to attend nursing school while still having synchronous interactions with faculty and students to achieve the EPSLO.

Knovio

Knovio is an online platform that allows users to deliver and share presentations online. Faculty create presentations online and share them with students. Presentations are shared by providing links within Blackboard Learn. Students are then able to review recorded lecture at times that are convenient to meet individual learning needs. The traditional, weekend, and LPN-to-ASN program tracks have all utilized this technology for students. The pharmacology courses for the traditional and weekend program tracks has found this to be a valuable resource in creating a hybrid classroom experience. Faculty value the user-friendly set-up and operation of Knovio but continue to keep options open for a more budget-conscious option (NFC minutes 2/23/18).

Tutoring Services

The Writing Center is located in Jaynes Hall, Room 308. The mission of the FSU Writing Center is to assist all students in improving their writing abilities and critical thinking skills in relation to their university education and in preparation for their respective careers as well as to support faculty members who teach writing, regardless of discipline. The Center is open Monday-Friday from 9:00 a.m.-4:00 p.m.

The Tutorial Services Center is located on the second floor of the Library. Peer tutoring is available on a "drop-in" basis to all FSU students through the Tutorial Services Center at the Locust Avenue campus only. All full-time and part-time students have access to free tutoring. Students with documented disabilities may be eligible for additional support services. Faculty encourage students to request tutoring for extra academic support and especially if they are in danger of failing a class. Each semester, peer tutoring is available for most basic required courses and for a variety of other courses. Tutoring is available for the TEAS test for pre-nursing students. The center has individual tutoring areas equipped with dry boards, desks, and computers. Students in good academic standing (sophomores, juniors, seniors) who would like to serve as paid "peer tutors" must complete an application, take a free, one-hour tutor training practicum online course, complete other required training, and meet established criteria and standards to qualify as a tutor. The College Reading & Learning Association (CRLA) certifies the Peer Tutorial Services program for Fairmont State. Hours of availability outlined on the Peer Tutoring Schedule located on the college website under Tutorial Services or contact the Director of Tutorial Services in the Library, 2nd Level and can be reached at 304-367-4081.

Math/Writing Center

Professional tutors for Mathematics offer tutoring for all math courses and math-related topics including study procedures, problem-solving strategies, and ways to overcome math anxiety. Professional tutors for writing across the curriculum offer help with all writing assignments including essays, research papers, technical documents, and literary analysis. The services of the Math/Writing Center are free and available on a "drop-in" basis for full-time and part-time students on the second level of the library. For hours of availability, the Professional Math Tutoring Schedule or the Professional Writing Tutoring Schedule is available on the University's website under Tutorial Services or through the Director of Tutorial Services in the Library, 2nd Level at 304-367-4081.

Online Tutoring

Brainfuse is an online tutoring service available free to all currently enrolled students. Access to Brainfuse, is found on students' Blackboard Learn account via "my campus" account under the "tools" link to Brainfuse.

All student services are available to all nursing students.

Digital Clinical Experiences (DCE)

The SON uses DCE to provide clinical learning experiences for students in the LPN-to-ASN program track. The tool used for these experiences is *Shadow Health (SH)*. Their mission is "to become the worldwide leader in healthcare simulation, providing educators and students leading-edge education technology centered on conversation-based learning across a cast of virtual patients." They partner with the Quality and Safety Education for Nurses to infuse QSEN competencies into their DCE. QSEN advises a Shadow Health team to facilitate the team in building the best virtual patient simulations for best experiences Graduate and Undergraduate nursing curriculums.

Faculty have explored other virtual products for student learning through presentations and free trials. A decision to not utilize ATI for the curriculum was determined by faculty due to appropriateness and affordability for students in achieving outcomes (ASN Curriculum Committee minutes 10/20/17).

Elsevier Adaptive Quizzing (EAQ) is a high-quality, application-level questions database to help prepare students in a variety of health professions programs to succeed in their courses and confidently sit for their licensure and certification exams. The EAQ resources include, but are not limited to, NCLEX-RN® examination-style questions and contain more than 14,000 high-quality style questions facilitating students to prepare for NCLEX-RN® exam success. EAQ is also available for textbooks providing a chapter-by-chapter review to help students excel in their courses and facilitates students' study for high-stakes exams. SON faculty had great input in the decision to adopt the textbook and NCLEX versions of EAQ, implement how EAQ will fit into the curriculum, and create a journal entry form and rubric to be utilized with the EAQ to help students achieve the EPSLO (ASN Curriculum Committee minutes 8/29/14, 10/17/14, 4/10/15, and 10/2/15).

5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

Fiscal

The SON budget encompasses the financial support of the LPN-to-ASN program track.

Physical

The SON has fifteen full-time faculty positions assigned to the ASN program. Two faculty, Dr. Fran Young and Dr. Debra Hoag, are assigned full-time to the LPN-to-ASN program track, nine faculty are assigned to the traditional ASN program track, and two faculty are assigned to the weekend ASN program track. Both Dr. Young and Dr. Hoag are on eleven-month contracts since the LPN-to-ASN program track is a continuous 12-month program. Dr. Boni serves as administrator of all three program tracks. Additionally, the program tracks hire part-time faculty for clinical to maintain the one instructor to eight student ratios for clinical rotations. Nineteen part-time faculty were hired for fall 2017 and spring 2018 with a cost of $176,568.

Students have access to faculty through posted office hours on campus, email, and telephone.

Technological and Learning

The weekend and LPN-to-ASN program tracks as well as the nursing pharmacology courses in the traditional track utilize alternative methods of delivery for instruction.

Technology support is offered to students of all of the ASN program tracks. The FSU Information Technology Commons has a posted schedule of offered support times on the FSU webpage. The typical hours of support for the Technology Commons ranges from 7:30 a.m. to 5:00 p.m. or 7:00 p.m. throughout the week during the fall and spring terms. Support is also available on Sundays from 2:00 p.m. to 7:00 p.m. Summer hours of assistance are also available Monday through Friday from 8:00 a.m. to 4:00 p.m. Students can receive help from the FSU Tech Commons via email, text, chat, and telephone. The Tech Commons has added WVNet assistance by phone for students 24 hours a day for 7 days per week per the SON request to support our non-traditional program tracks.

The Ruth Ann Musick Library is moving toward a digital library, so most materials are available to all students and faculty, at all hours from anywhere the user has a computer and internet access.

Faculty have utilized alternative methods of delivery such as BigBlueButton and Knovio to accommodate students' schedules while ensuring students meet the EPSLO. Issues with technology are discussed and addressed in a timely manner to support student learning (ASN Curriculum Committee minutes 2/20/2015). Technology provider changes have been made due to ongoing operational and budget issues (LPN-to-ASN Curriculum Committee minutes 1/14/16, NFC minutes 2/6/15, and POEC minutes 8/20/14).

All other student services, previously mentioned, offered on campus are available to the students in the weekend and LPN-to-ASN program tracks when the students choose to come to campus to utilize these services.

STANDARD 6

Outcomes

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

a. **Specific, measureable expected levels of achievement for each end-of-program student learning outcome and each program outcome.**
b. **Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.**
c. **Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.**
d. **Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.**
e. **Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.**
f. **Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.**

Plan development and review

The SON traditional, weekend, and LPN-to-ASN program tracks have a current systematic plan of evaluation, which includes ACEN- and WVBOERPN- required elements. The plan was recently revised to focus on Standard 6 outcomes in alignment with ACEN Standards (See 2018 Systematic Evaluation Plan); however, a systematic method for evaluating the program's compliance with all standards exists. In addition to meeting ACEN and WVBOERPN assessment requirements, the plans in place are aligned with University assessment protocols and processes.

The POEC developed and revised the evaluation plans for all SON Programs. Revisions are approved by department administration and the NFC. Minutes will reflect frequent review and revision of the plan (See ASN Curriculum Committee minutes 1/15-16/15; POEC minutes 8/20/14 p. 1-3 and 9/20/16).

Plan implementation

The evaluation plan is a living document. It is revised as standards and circumstances change, and faculty use the document to guide meeting agendas and curriculum revisions. Pages 2-4 of the 2017 Systematic Evaluation Plan describe the overall assessment plan and how the document is integrated into faculty, course coordinator, and administrator tasks. The Associate Dean, as the POEC chairperson, oversees implementation of the plan and reminds faculty of their role in the evaluation/assessment process. The POEC Committee is instrumental in reviewing and analyzing the assessment plan and findings, and the committee frequently reviews its approach for efficiency and effectiveness.

Overview of Assessment Methods

The overall assessment plan and data collection methods are described on pages 2-4 of the 2017 Systematic Evaluation Plan. The plan extends from program to course level and forms the foundation for student learning activities, clinical and unit outcomes, and other curricular features. Faculty document course-level findings each semester in TaskStream, and the Associate Dean aggregates all program and course data annually for faculty review, analysis, and decision-making. Evidence of decisions based on assessment findings include TaskStream entries, NFC and ASN Curriculum Committee minutes (ASN Curriculum Committee minutes 8/13-14/14, 11/11/16, 10/2/15 p. 4-5 and NFC minutes 9/18/15 p. 5; 9/16/16 p. 5-6), Outcome Reports, 2017 Systematic Evaluation Plan, and Course Logs. Outcomes are posted to the SON website within the corresponding program's page, through Nursing Advisory Committee's annual meeting and newsletter, Dean's Council meetings, and TaskStream reports that are reviewed by FSU faculty.

6.1 The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.

There is ongoing assessment of the extent to which student attain each end-of-program student learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.

Assessment data regarding students' achievement of EPSLO and graduate outcomes can be found on pages 22-37 of the 2017 Systematic Evaluation Plan. The Assessment Grid (page 22) illustrates an overview of the graduate outcomes and the major assignments/standardized exams that are used to assess achievement of those outcomes. HESI and NCLEX-RN Exams are integral to a more summative indicator of outcome achievement. However, there are few questions on either of those exams directly related to professional identity and spirit of inquiry; therefore, the faculty recently revised the plan to also focus on Nursing Capstone clinical evaluations and journals.

In summary, HESI and NCLEX-RN results indicate that graduate outcomes are being met. While minor fluctuations occur, overall and track-specific results remain at, near, or above the 850 HESI benchmark. Faculty identify specific topics for which students do not achieve benchmark, note trending, and evaluate placement and coverage of those topics in the curriculum. As discussed previously, it is difficult to use standardized test scores for professional identity and spirit of inquiry (EPSLO 3 and 4) because a decreased number of questions in those areas. For the 2017-2018 assessment cycle, more focus will be placed on Nursing Capstone clinical evaluations and journal entries. In addition, course level assessments can be reviewed regarding those outcomes.

When analyzing the findings, faculty noticed that some of the topics with lower scores were in content areas that have experienced high turnover. This led to recommended changes for the Mentoring committee and the Dean as she calculated workloads. The faculty also determined that there is a need to revise the content outlines for ASN and LPN-to-ASN courses (occurring Fall 2017 and Spring 2018)

6.2 The program demonstrates evidence of graduates' achievement on the licensure examination.

The program's most recent annual licensure examination pass rate will be at least 80% for all first-time-test-takers during the same 12-month period.

There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.

There is a minimum of three most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

Mountain Measures NCLEX-RN reports for the traditional ASN and LPN-to-ASN programs tracks are available in the on-site resource room. The aggregated and trended NCLEX-RN assessment data can be found on pages 10-11 (related to Program Outcome #2) in the 2017 Systematic Evaluation Plan.

The first time pass rate for each program within the SON is consistently above 80%. In most recent years, the pass rate has been above national and state averages. Since 2014, results for only one topic have fallen below the expected passing rate (2016-2017, psychosocial integrity, LPN-to-ASN program track). The LPN-to-ASN program track faculty are reviewing multiple aspects of the Mental Health course to address this analysis. All topics are reviewed with the evaluation of EPSLO achievement, and NCLEX-RN topic results are compared to HESI results for better decision-making.

Table 6.1

Performance on Licensure Examination – Aggregate		
Expected Level of Achievement	Year	Licensure Examination Pass Rate
The ASN program's first time pass rate on the licensure pass rate will be at or above 80%	2018	Not available yet
	2017 Graduates = 94 Tested = 93	92% (86/93)
	2016	

	Graduates = 85 Tested = 85	92% (78/85)
	2015 Graduates = 77 Tested =76	97% (75/77)

Table 6.2

Performance on Licensure Examination		
Program Option LPN-to-ASN		
Expected Level of Achievement	Year	Licensure Examination Pass Rate
The LPN-to-ASN program's first time pass rate on the licensure pass rate will be at or above 80%	2018	Not available yet
	2017 Graduates = 17 Tested = 17	88% (15/17)
	2016 Graduates = 17 Tested = 17	82% (14/17)
	2015 Graduates = 16	100%

	Tested = 16	(16/16)

Table 6.3

Performance on Licensure Examination		
Program Option Traditional ASN		
Expected Level of Achievement	Year	Licensure Examination Pass Rate
The ASN program's first time pass rate on the licensure pass rate will be at or above 80%	2018	Not available yet
	2017 May graduates = 49 Tested = 48 Dec Graduates = 28 Tested = 28	May 96% (46/48) December 89% (25/28) Traditional aggregate 93% (71/76)
	2016 Graduates = 68 Tested = 68	94% (64/68)
	2015 Graduates = 61 Tested = 60	97% (58/60)

6.3 The program demonstrates evidence of students' achievement in completing the nursing program.

The expected level of achievement for program completion is determined by the faculty and reflects student demographics.

There is ongoing assessment of the extent to which students complete the nursing program.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.

There is a minimum of three most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

Data regarding program completion can be found on pages 6-9 of the 2018 Systematic Evaluation Plan (Program Outcome #1). The benchmark for program completion was established by faculty and represents a high standard of achievement. Even though this benchmark has not consistently been met, faculty believe that an 80% completion rate is attainable, most desirable, and aligned with FSU retention initiatives.

The 80% benchmark is based upon completion within 150% of the intended program of study, even though on-time graduation rates are also analyzed. The table below indicates how the 150% is calculated for each program, and calculation begins the first day of classes in NURS 1101 Fundamentals of Nursing.

Table 6.4

Program or Track	Intended Program Length	150 % of Intended Program Length	Notes
Traditional ASN	2 years/4 semesters	3 years/6 semesters	The same calculation is used regardless of whether students finish part-time or full-time.
LPN-to-ASN	1 year/3 semesters	2 years/4 semesters	When these students are unsuccessful, they must sit out until the course is offered the next year.
Part-time Weekend ASN	3 years/6 semesters	4.5 years/9 semesters	When these students are unsuccessful, they must sit out until the course is offered the next year.

Numerous changes have been implemented in an attempt to increase retention rates while maintaining above-standard NCLEX-RN rates. First, a new curriculum was implemented in 2015 (first graduates May of 2017). These changes were aimed at focusing more on application concepts described in Standard 4, improving the capstone preceptorship at the end-of-program, offering pharmacology courses concurrently

with the content areas in which the medication information will be applied, and other significant curricular changes.

Also in 2015, the traditional ASN program began teaching every course every semester, admitting students twice per academic year, and allowing students to proceed in a part-time progression. These changes enabled faculty to decrease the admission class sizes from 96 to 48, allowed students who withdrew or failed courses to reenter the program the next semester, and increased the chances that students with multiple roles, responsibilities, or life pressures would be successful.

Other recommendations can be found on page 9 of the 2017 Systematic Evaluation Plan. Faculty are implementing a 2nd semester orientation (where much of the attrition occurs), revising the Pathways for Success Program to increase participation and usefulness across the entire curriculum, and perfecting teaching methods and blueprinting to focus on application of nursing principles and our conceptual framework.

Faculty have recognized the need to document the reasons for withdrawal from the nursing program or any nursing course. Faculty document summary course attrition information in Course Logs, and detailed student attrition information is documented on the Attrition Tracking Form, which is available for review on-site upon request. Data for each student is documented in a master data file, is managed by the Associate Dean, and is also available on-site.

Table 6.5-Program Completion Rate - Aggregate

Expected Level of Achievement	Year	Program Completion Rate
150% of intended program length	2018	
	2017	77%
	2016	79%
	2015	86%

Table 6.6-Program Completion Rate – LPN-to-ASN

Expected Level of Achievement	Year	Program Completion Rate
150% of intended program length-4 Semesters	2018	
	2017	81%
	2016	83%
	2015	96%

Table 6.7-Program Completion Rate – Traditional ASN

Expected Level of Achievement	Year	Program Completion Rate
150% of intended program length-6 semesters	2018	
	2017	73%
	2016	76%
	2015	76%

6.4 The program demonstrates evidence of graduates' achievement in job placement.

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

There is ongoing assessment of the extent to which graduates are employed.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.

There is a minimum of three most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

Gathering accurate data regarding employment rates has been a challenge in light of decreased survey response rates from graduates and employers. Faculty have used a variety of strategies to improve the validity of the data, such as texting, emailing, and meeting students. Exit surveys have the highest response rate, yet this only represents the number of graduates that have jobs before they graduate, making the percentages appear low. When distributing graduate surveys 6 months to 1 year post graduation, extremely low response rates make the percentage invalid. In Summer 2017, the SON started distributing postcards requesting information about employment and continuing education to graduates

during finals week in their last semester. Rationale included the thought that students could send the card back as soon as they acquired a job and decided upon completing the BSN and that it would not require that faculty to maintain a current email or mailing address for the graduates. The response rate for the summer LPN-to-ASN graduates was 88% (15/17).

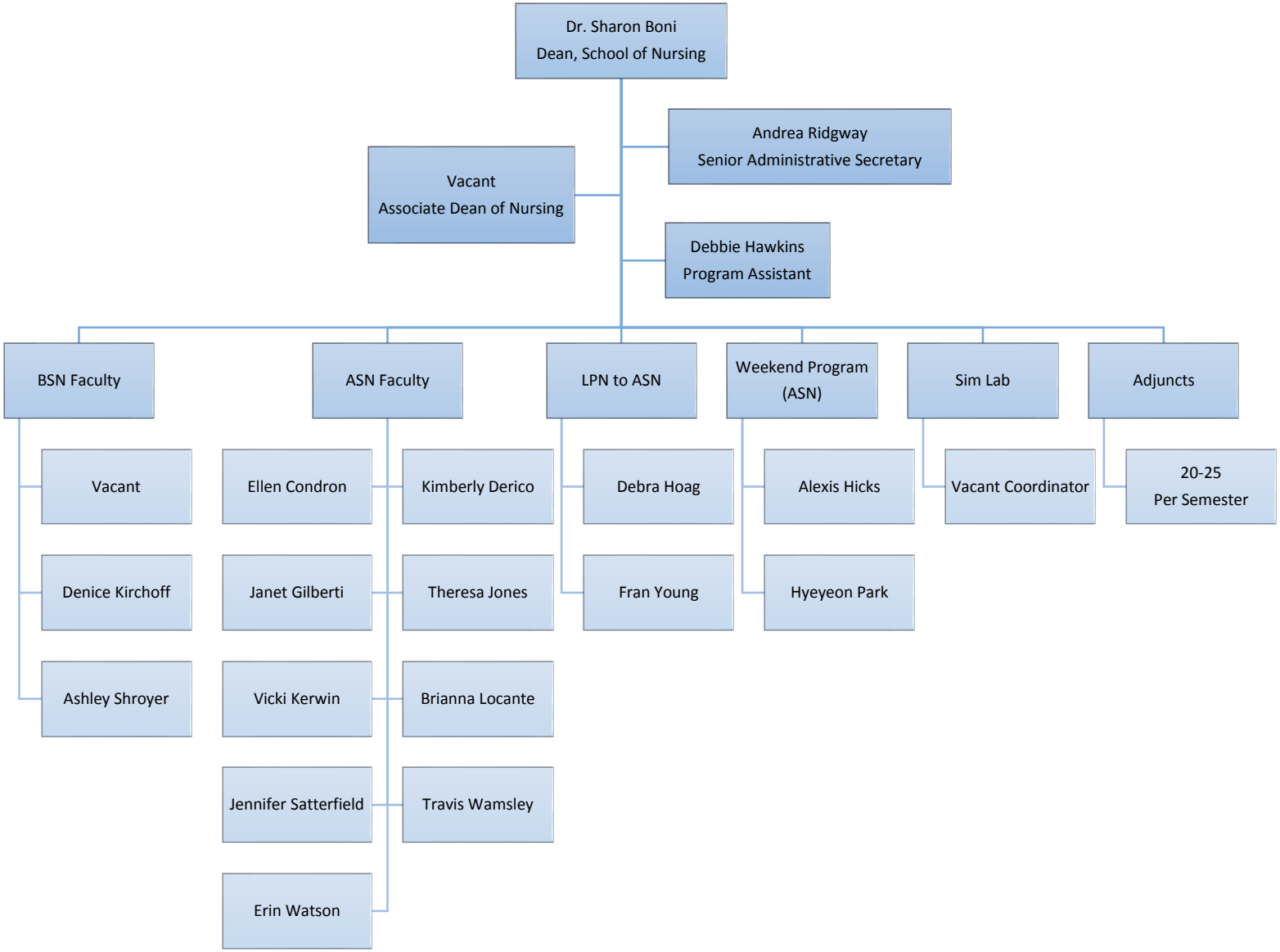
Despite data collection challenges, FSU nursing graduates do not have difficulty finding a nursing job, and the benchmark is consistently exceeded. The 83% employment rate reported on page 10 of the 2017 Systematic Evaluation Plan represented the percentage of ASN graduates that had nursing jobs prior to graduation.

Table 6.8

Job Placement Rates - Aggregate					
Expected Level of Achievement	Year	Job Placement Rate	Number of Surveys Distributed	Number of Surveys Returned	Response Rate
At least 90% of ASN graduates will gain employment as a nurse within 6 months of graduation.	2018	Not available yet	Not available yet	Not available yet	Not available yet
	2017	94%	94	64	38%
	2016	100%	85	7	8%
	2015	100%	62	7	2%

Appendix A

School of Nursing



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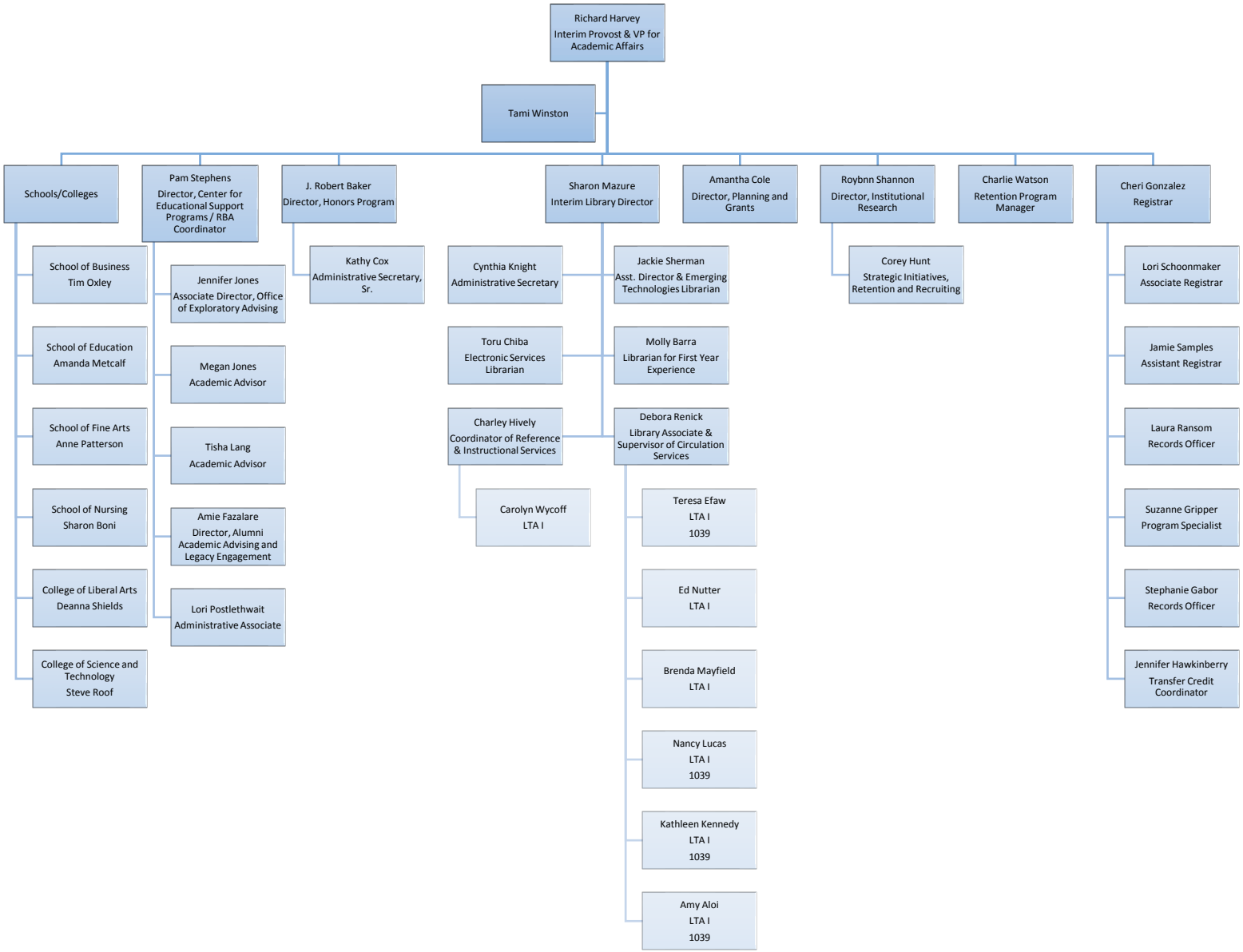
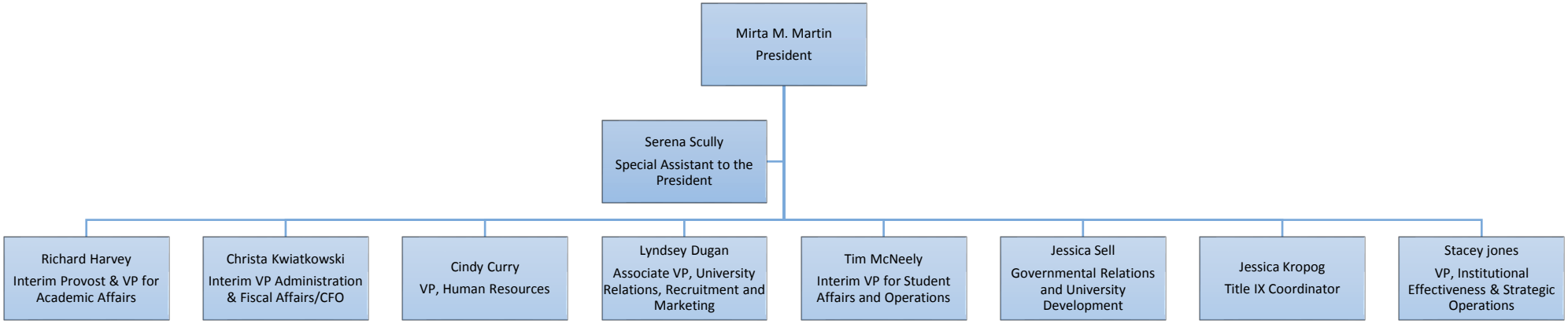


Presidential Direct Reports



Appendix B

Table 2.1-Faculty Profile Table

Name of Institution: Fairmont State University ASN Program
Date Form Completed: June 30, 2018

Name of Nursing Education Unit: School of Nursing

Agency	Name of Agency	Full- and Part-Time Faculty Requirements
The program's state regulatory agency for nursing	**West Virginia Board of Examiners for Registered Professional Nurses (WVBOERPN)**	Reference: 30-7-5a Schools of nursing faculty requirements. Requirements: (a) Full-time nursing faculty members shall: (1) Have a graduate degree with a major in nursing; have a bachelor's degree with a major in nursing and be enrolled in a graduate degree program with a major in nursing within one year of employment as a faculty member; or have a bachelor's degree with a major in nursing and at least 10 years of direct patient care experience in nursing. (2) Have evidence of current experience in nursing practice and education sufficient to demonstrate professional competence. For faculty with less than two years' experience in education, the nursing program administrator will submit to the Board mentoring and orientation plans as defined by board guidelines and function under under the guidance of a faculty member fully qualified in the specific teaching area and professional competence; and (3) Have credentials which verify status as a registered professional nurse in WV. **Part-time Faculty** Part-time nursing faculty members shall: (1) Have a graduate degree with a major in nursing: have a bachelor's degree with a major in nursing and be enrolled in a graduate program with a major in nursing within one year of employment as a faculty member: or have a bachelor's degree with a major in nursing and at least two years of direct patient care experience in nursing: (2) Have evidence of current experience in nursing practice and education sufficient to demonstrate professional competence. For faculty with less than two years' experience in education , the nursing program administrator will submit to the board mentoring and orientation plans as defined by board guidelines and function under the guidance of a faculty

		qualified in the specific teaching area and professional competence; and (3) Have credentials which verify status as a registered professional nurse in West Virginia. (4) The board may grant an exception to the requirements in 30-7-5a (a) and 30-7-5a(b0 of this code for faculty members who have qualifications other than those set forth in these subsections which are acceptable to the board.
Other state agency (e.g., state department of education, state system, etc.)	**Not applicable**	Reference: Requirements:
The program's governing organization	**Fairmont State University**	Reference: Faculty Staff handbook 2016-2017 Requirements: Unless there is a definite understanding to the contrary, newly employed faculty members who have not completed doctoral or other terminal degrees or the equivalent are expected to do so within a reasonable period of time. Faculty members are urged to continue their graduate work as the basis for advancement in rank and salary. To be acceptable, all degrees and credits must be earned at institutions accredited by nationally recognized regional or professional agencies. For the School of Nursing – p. 74 To be eligible to apply for the rank of instructor, a faculty member must meet the following criteria: a. Hold a bachelor's degree in nursing AND b. Have a minimum of 3 years clinical experience as a registered nurse AND c. Hold an unencumbered West Virginia RN license; d. For continued employment, the instructor must be enrolled in a MSN program within one year of being hired and the MSN must be completed within three years from the beginning of the MSN program.
The governing organization's accrediting agency	**Higher Learning Commission**	Reference: Quality Assurance Expectations in Determining Minimally Qualified Faculty Requirements: Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield (as applicable) in which they teach, and/or for which they develop curricula, with course work at least one level above that of the courses being taught or developed. …Faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching.

Table 2.2-Full-time Faculty Profile Table

Qualifications of Full-Time Faculty Exclusive to Associate of Science in Nursing Program

1	2	3	4	5
LAST NAME, FIRST NAME	**DATE OF INITIAL APPOINTMENT**	**ACADEMIC DEGREES**	**LICENSURE/ CERTIFICATION**	**TEACHING AND NON-TEACHING AREA(S) OF RESONSIBILITY**
Condron, Ellen	August 1990 Tenured, Associate professor of Nursing	BSN, May 14, 1972 West Virginia University MSN, May 15, 1994 West Virginia University	RN Licensure- WV 21816 10/31/2018 1997- ANCC, Certified Family Nurse Practitioner APRN21816- FNP-BC 6/30/2019	NURS 2203, Mental Health Nursing- Coordinator and Instructor NURS 1101- Fundamentals of Nursing- Guest lecturer Committees: Nursing Committees -NFC, ASN Curriculum, Scholarship, Student Advocacy University Committees: Admissions and Credits Advisor: 30-40
Derico, Kimberly	August 2013 Tenure Track, Assistant professor of Nursing	BSN, May 13, 1995 West Virginia University MSN, May 2012 Marshall University	RN Licensure- WV 50793 10/31/2018 CNE NLN 521759 12/31/2023	NURS 1115, 2115, 2215, Maternal Child Nursing I, II, III, Coordinator and Instructor Committees: Nursing Committees -NFC, ASN Curriculum, Mentoring, Pinning, Scholarship, Simulation University Committees: Curriculum (chair) Advisor:30-40
Gilberti, Janet	May 2015 Tenure Track, Assistant professor of Nursing	BS with major in Nursing- May 30, 1982 Fitchburg State College MSN- December 12, 2014 Marshall University	RN Licensure- WV 73296 10/31/2018 CNE NLN 521760 12/31/2020	NURS 2208: Nursing Care of Adults II, Coordinator and Instructor Committees: Nursing Committees -NFC, ASN Curriculum, Retention (chair), Simulation, Student Advocacy

				University Committees: Academic Appeals, Common Book, International Education Advisor: 35-45
Hicks, Alexis	August 2009 Tenured, Associate professor of Nursing	ASN, May 14, 2005 Fairmont State University BSN, May 12, 2007 Fairmont State University MSN, May 9, 2009 Marshall University Doctor of Education in Organizational leadership, in progress Grand Canyon University, **Doctoral candidate, anticipated date of completion May 2019**	RN Licensure- WV 66895 10/31/2018 CNE NLN 469213 12/31/2019	NURS 1101: Fundamentals of Nursing-Coordinator and Instructor Director of Weekend Program Committees: Nursing Committees -NFC, ASN Curriculum, Mentoring (chair), Pinning, Recruitment, Simulation University Committees: Advisor: 40-45
Hoag, Debra	August 2002 Tenured, Professor of Nursing	AAS with Major in Nursing, June 21, 1993 South Florida State College BSN, May 1997 Florida Southern College PhD, August 17, 2016 University of Phoenix	RN Licensure: WV 60671 10/31/2018	All LPN-to-ASN courses: NURS 1200, 2301, and 2401, Nursing Care Across the Lifespan I, II and III NURS 1202, Mental health Nursing Across the Lifespan NURS 1202, and 2302, Assessment Across the Lifespan I and II NURS 1203, Transition for the LPN NURS 1204, 2303, and 2404, Pharmacology Across the Lifespan I, II and III NURS 2403, Capstone Clinical Experience Committees: Nursing Committees -NFC, ASN Curriculum, Recruitment, Scholarship, Simulation

				University Committees: Technology Advisor: 20 students
Jones, Theresa	August 2013 Tenured, Associate professor of Nursing	AAS with major in Nursing, November, 20, 1998 Regents College BSN, September 12, 2009 South University MSN, February 2011 South University PhD in Ed, April 2016 Capella University	RN Licensure: WV 56760 10/31/2018 ANCC 2009-present Member ID 31434888 Exp. 2019	NURS 1108, Nursing Care of Adults I, Coordinate and Instructor Committees: Nursing Committees -NFC, ASN Curriculum, Pinning, Recruitment, Student Advocacy (chair) University Committees: Senate Advisor: 35-40
Kerwin, Vicki	August 2007 Tenured, Associate professor of Nursing	ASN, May 08, 1982 Fairmont State University BSN, August 16, 2002 West Virginia University MSN, May 16, 2004 West Virginia University	RN Licensure: WV 32920 10/31/2018 Family Nurse Practitioner ANCC APRN0390915- FNP-BC 8/30/2019	NURS 2212, Nursing Care of Adults III, Coordinator and Instructor NURS 2220, Nursing Capstone Clinical, Coordinator and Instructor Committees: Nursing Committees -NFC, ASN Curriculum, Pinning (chair), POEC, Simulation, Student Advocacy University Committees: Academic Appeals, Institutional Assessment Council, Technology Advisor: 35-45
Locante, Brianna	August 2018 Tenure track, Assistant professor of Nursing	Diploma of Nursing, October 2013 St Margaret Hospital School of Nursing BSN, August 2015 California University of Pennsylvania	RN Licensure: WV 95071 10/31/2018 PA 656734 4/30/2019	NURS 1108, Nursing Care of Adults I, Instructor Committees: Nursing Committees -NFC, ASN Curriculum

		MSN, in progress Chamberlain College of Nursing Anticipated date of completion May 2019		
Park, Hailey (Hyeyeon)	August 2018 Tenure track, Assistant professor of Nursing	ASN, May 13, 2013 Fairmont State University BSN, May 16, 2015 Fairmont State University MSN, in progress Marshall University Anticipated date of completion May 2019	RN Licensure: WV 86284 10/31/2018 CCRN Adult Ref number 2000068364 12/31/2020	NURS 2208, Nursing Care of Adults II, Instructor, Weekend Program Committees: Nursing Committees -NFC, ASN Curriculum
Satterfield, Jennifer	August 2018 Tenure track, Assistant professor of Nursing	ASN, May 9, 1998 Fairmont State University BSN, May 8, 2004 Fairmont State University MSN, in progress Western Governors University Anticipated date of completion September 2019	RN Licensure: WV 56569 10/31/2018 Certified in Inpatient Labor and Delivery	NURS NURS 1115, 2115 and 2215, Maternal Child I, II, III, Instructor Committees: Nursing Committees -NFC, ASN Curriculum
Wamsley, Travis	August 2018 Tenure track, Assistant professor of Nursing	ASN, May 2009 Fairmont State University BSN, May 2011 Fairmont State University MSN, in progress West Virginia University Anticipated date of completion May 2020	RN Licensure: WV 75987 10/31/2018	NURS 1101, Fundamentals of Nursing, Instructor Committees: Nursing Committees -NFC, ASN Curriculum

Watson, Erin	August 2018 Tenure track, Assistant professor of Nursing	BSN, February 2009 Mountain State University MSN, June 26, 2018 Chamberlain College	RN Licensure: WV 78080 10/31/2018	NURS 1101, Fundamentals of Nursing, Instructor Committees: Nursing Committees -NFC, ASN Curriculum
Young, Frances	August 1997 Tenured, Professor of Nursing	BSN, May 9, 1981 Marshall University MSN, December 1997 Bellarmine College DNP, January 31, 2016 Capella University	RN Licensure: WV 26694 10/310/2108	All LPN-to-ASN courses: Director LPN-to-ASN program NURS 1200, 2301, and 2401, Nursing Care Across the Lifespan I, II and III NURS 1202, Mental health Nursing Across the Lifespan NURS 1202, and 2302, Assessment Across the Lifespan I and II NURS 1203, Transition for the LPN NURS 1204, 2303, and 2404, Pharmacology Across the Lifespan I, II and III NURS 2403, Capstone Clinical Experience Committees: Nursing Committees -NFC, ASN Curriculum, Pinning, Student Advocacy University Committees: Title IX Advisor: 20 students

Table 2.3-Full-time faculty Enrolled in a Graduate Program

Faculty Name and Credentials:	**Alexis Hicks, MSN, RN, CNE**
Graduate Program:	**☐ Master's Degree ☒ Doctorate in Education EdD** **Grand Canyon University**
Anticipated Date of Completion:	**Term: Spring** **Year: 2019**
Faculty Name and Credentials:	**Brianna Locante, BSN**
Graduate Program:	**☒ Master's Degree ☐ Doctorate** **Chamberlain College**
Anticipated Date of Completion:	**Term: Spring** **Year: 2019**
Faculty Name and Credentials:	**Hailey Park, BSN, ASN**
Graduate Program:	**☒ Master's Degree ☐ Doctorate** **Marshall University**
Anticipated Date of Completion:	**Term: Spring** **Year: 2019**

Faculty Name and Credentials:	**Jennifer Satterfield, BSN, ASN**
Graduate Program:	**☒ Master's Degree ☐ Doctorate** **Western Governors University**
Anticipated Date of Completion:	**Term: Fall** **Year: 2019**

Faculty Name and Credentials:	**Travis Wamsley, BSN, ASN**
Graduate Program:	**☒ Master's Degree ☐ Doctorate** **West Virginia University**
Anticipated Date of Completion:	**Term: Spring** **Year: 2020**

Table 2.4-Part-time Faculty Profile Table

1	2	3	4	5
LAST NAME, FIRST NAME	**DATE OF INITIAL APPOINTMENT**	**ACADEMIC DEGREES**	**LICENSURE/ CERTIFICATION**	**TEACHING AND NON-TEACHING AREA(S) OF RESONSIBILITY**
Baker, Nicole	08/2018	ASN, May 2006 Fairmont State University BSN, May 2010 Fairmont State University	RN License: WV 68689 10/31/2018	NURS 1200, Nursing Care Across the Lifespan I Clinical Instructor, Instructor of Nursing
Blizman, Elaine	08/2012	ASN, May 1979 Fairmont State University, Fairmont, WV BSN, May 1986, West Virginia University, Morgantown, WV MSN, May 18, 1997 Case Western Reserve University, Cleveland, OH	RN Licensure: WV 29465 10/31/2018	NURS 1101, Fundamentals of Nursing, Clinical Instructor, Instructor of Nursing
Bonamico, Maria	08/2018	ASN, May 11, 2013 Fairmont State University, Fairmont, WV BSN, Dec 12, 2015 Fairmont State University Fairmont, WV MSN in progress Expected grad Dec. 2019 West Virginia Wesleyan College Buckhannon, WV	RN Licensure: WV 87178 10/31/2018	NURS 1101, Fundamentals of Nursing, Clinical Instructor, Instructor of Nursing

Chase, Barbara	08/2018	ASN, May 10, 2014 Fairmont State University Fairmont, WV BSN, May, 12, 2018 Fairmont State University Fairmont, WV BS in Psychology, May, 12, 2007 Fairmont State University Fairmont, WV	RN Licensure: WV 89089 10/31/2018	NURS 1108, Nursing Care of Adults I, Clinical Instructor, Instructor of Nursing
Cotton, Cecilia	08/2018	ASN, May 16, 2015 Fairmont State University Fairmont, WV BSN, May, 12, 2016 Fairmont State University Fairmont, WV MSN in Leadership- In progress- August 22, 2016 to present West Virginia Wesleyan College Buckhannon, WV	RN Licensure: WV 91950 10/31/2018	NURS 2115, Maternal-Child Nursing II Clinical Instructor, Instructor of Nursing OB
Davidson, Mary Ellen	08/2011	BS with major in Nursing, August 30, 1964 Alderson-Broaddus College Philippi, WV MNEd with major in Psychiatric Nursing December 20, 1966 University of Pittsburgh, Pittsburgh, PA	RN Licensure: WV 17001 10/31/2018	NURS 2203, Mental Health Nursing, Clinical Instructor, Instructor of Nursing

Fanning, Mary	08/2018	BSN, May 11, 1984 West Virginia University Morgantown, WV MSN, may 15, 1988 West Virginia University Morgantown, WV DNP, August 12, 2012 West Virginia University Morgantown, WV	RN Licensure: WV 35286 10/31/2018	NURS 1120, Nursing Pharmacology I NURS 2110, Nursing Pharmacology II NURS 2210, Nursing Pharmacology III Instructor, Instructor of Nursing
Guidi, Amy	01/2016	ASN, May 16, 1987 Fairmont State University BSN need transcript & date West Virginia University, Morgantown, WV MSN, May 12, 2017 California University of Pennsylvania, California, PA	RN Licensure: WV 39346 10/31/2018	NURS 1108, Nursing Care of Adults I, Clinical Instructor, Instructor of Nursing
Hoggatt, Byron	01/2017	ASN, May 8, 1999 West Virginia Institute of technology Montgomery, WV BSN, August 18, 2000 West Virginia University Charleston, WV MSN, May 16, 2004	RN Licensure: WV 57688 10/31/2018 APRN57688-FNP-BC Certification-20040002-2 9/1/2004-8/31/2019	NURS 2115, Maternal-Child Nursing II NURS 2215, Maternal Child III Clinical Instructor, Instructor of Nursing Peds

		West Virginia university Charleston, WV DNP In Progress West Virginia University Morgantown, W		
Holbert, Jacqueline	08/2018	ASN, May 16, 1987 Fairmont State University BSN need transcript & date West Virginia University, Morgantown, WV	RN Licensure: WV 57445 10/31/2018	NURS 1101, Fundamentals of Nursing, Weekend program Clinical Instructor, Instructor of Nursing
Lambernedis, Jennifer	08/2016	BSN, October 2010 Mountain State University, Beckley, WV MSN, in progress Marshall University, Huntington, WV Anticipated date of completion May 2020	RN Licensure: WV 80068 10/31/2018	NURS 2208, Nursing Care of Adults II Clinical Instructor, Instructor of Nursing
McDaniel, Beatrice	08/2018	ASN, May 2018 Fairmont State University Fairmont, WV BSN, May 2018 Fairmont State University Fairmont, WV	RN Licensure: WV 89076 (Multi State) 10/31/2018	NURS 1108, Nursing care of Adults I Clinical Instructor, Instructor of Nursing
Menking-Hoggatt, Cristina	01/2017	BSN, May 1983 Texas Woman's University Denton, Texas DNP date West Virginia University	RN Licensure: WV 48736 10/31/2018 APRN48736-Midwife	NURS 1115, Maternal Child I, Clinical Instructor, Instructor of Nursing

		Morgantown, WV	Certificate 6996 7/1/2004- 12/31/2019	
Perine, Leslie	2/2013	BSN, May date Alderson-Broaddus College Philippi, West Virginia MSN, May 16, 2004 West Virginia University Morgantown, WV	RN Licensure: WV 57675 10/31/2018	NURS 2115, Maternal Child Nursing II, Lecturer, Associate Professor of Nursing
Rogers, Andria	08/2018	ASN, May 14, 2011 Fairmont State University Fairmont, WV BSN, May 16, 2015 Fairmont State University Fairmont, WV	RN Licensure: WV 81127 10/31/2018	NURS 2208, Nursing Care of Adults II Weekend Lecturer, Instructor of Nursing
Ross, Kathy	8/2016	BSN, May 14, 1989 West Virginia Wesleyan College Buckhannon, WV MSN, December date West Virginia University Morgantown, WV	RN Licensure: WV 21472 10/31/2018 APRN21472-FNP-BC Certificate 314092-22 8/29/2003- 08/31/2018	NURS 2208, Nursing Care of Adults II Clinical Instructor, Instructor of Nursing
Savage, Alicia	8/2018	ASN, May 10, 2014 Fairmont State University Fairmont, WV BSN, May 14, 2016 Fairmont State University Fairmont, WV	RN Licensure: WV 89383 10/31/2018	NURS 2208, Nursing Care of Adults II Clinical Instructor, Instructor of Nursing

Scheick, Dawn	8/2014	BS with major in Nursing, June 6, 1971 Alderson-Broaddus College Philippi, West Virginia MN in Psychiatric Mental health Nursing, June 17, 1974 University of Pittsburgh, Pittsburgh, PA	RN Licensure: WV 21095 10/31/2018 APRN21095-PMHCNS-BC Certificate 139472 10/12/1999-12/31/2019	NURS 2203, Mental Health Nursing, Clinical Instructor, Instructor of Nursing
Scrithfield, Samantha	8/2018	ASN, May 16, 2015 Fairmont State University Fairmont, WV BSN, December 10, 2016 Fairmont State University Fairmont, WV	RN Licensure: WV 92003 10/31/2018	NURS 1101, Fundamentals of Nursing, Clinical Instructor, Instructor of Nursing
Shackelford, Malisa	2/2018	ASN, May 11, 2013 Fairmont State University Fairmont, WV BSN, May, 10, 2014 Fairmont State University Fairmont, WV	RN Licensure: WV 85833 10/31/2018	NURS 2208, Nursing Care of Adults II Clinical Instructor, Instructor of Nursing
Shafferman, Audrey	8/2017	BSN, May 10, 2014 Alderson-Broaddus College Philippi, West Virginia	RN Licensure: WV 88882 10/31/2018	NURS 1108, Nursing Care of Adults I, Clinical Instructor, Instructor of Nursing
Tallerico, Jennifer	1/2018	AS with major in Nursing, December 01, 2006 Community College of Allegheny County Pittsburgh, PA MSN, January 23, 2018 Western Governors University,	RN Licensure: WV 69877 10/31/2018	NURS 1115, Maternal Child Nursing I, Clinical Instructor, Instructor of Nursing

		Salt Lake City, Utah		
Turchin, Linda	8/2003	BSN, May 12, 2001 Fairmont State University MSN, May 07, 2005 Marshall University Huntington, WV	RN Licensure: WV 20844 10/31/2018	NURS 2203, mental health Nursing Lecturer, Assistant Professor of Nursing
Twentier, Sharon	8/2010	BSN, May 12, 1991 West Virginia Wesleyan College Buckhannon, WV MSN, December 31, 2007 Wheeling Jesuit University Wheeling, WV	RN Licensure: WV 23952 10/31/2018	NURS 1108, Nursing Care of Adults I, Clinical Instructor, Instructor of Nursing NURS 1200, Nursing Care Across the Lifespan I (LPN-ASN) Clinical Instructor, Instructor of Nursing
Weik, Katherine	8/2018	ASN, May 16, 2015 Fairmont State University Fairmont, WV BSN, December 10, 2016 Fairmont State University Fairmont, WV	RN Licensure: WV 91948 10/31/2018	NURS 1200, Nursing Care Across the Lifespan I (LPN-ASN) Clinical Instructor, Instructor of Nursing
Work, Michelle (Shelly)	8/2018	ASN, May 11, 2013 Fairmont State University Fairmont, WV BSN, December 10, 2016 Fairmont State University Fairmont, WV	RN Licensure: WV 86102 10/31/2018	NURS 1200, Nursing Care Across the Lifespan I (LPN-ASN) Clinical Instructor, Instructor of Nursing

Qualifications and Professional Development Addendum for Full-Time Faculty

Faculty Name: Ellen Condron MSN, RN
List relevant:

- **Area(s) of expertise and experience : Psychiatric Mental Health Nursing**

- **Clinical practice and/or teaching experience:**
  - **Associate Professor of Nursing**-*August 1999-present*
    Fairmont State University, Fairmont, WV, 26554
    August 2016-present: coordinator for NURS 2203 (Mental Health Nursing)
    August 1999-2016: coordinator for NURS 2203 (Mental Health Nursing) and NURS 2209 (Nursing of Children)

  - **Assistant Professor of Nursing**-*August 1994-August 1999*
    Fairmont State University, Fairmont, WV 26554
    Faculty member on Fundamentals of Nursing, Pediatric Nursing, and Psychiatric Nursing teams

  - **Instructor of Nursing**-*August 1990-May 1994*
    Fairmont State University, Fairmont, WV 26554
    Fundamentals of Nursing, Pediatric Nursing, and Psychiatric Nursing teams

  - **Part-time Clinical Instructor**-*January 1988-July 1990*
    Fairmont State University, Fairmont, WV 26554
    Medical-Surgical Nursing and Psychiatric Nursing teams

  - **Part-time Clinical Instructor**-*August 1978-May 1981*
    Salem College, Salem, WV 26426
    Fundamentals of Nursing and Medical-Surgical Nursing

  - **Part-time Clinical Instructor**-*January 1975-May 1975*
    West Virginia Wesleyan College, Buckhannon, WV, 26201
    Maternity Nursing

  - **Staff Nurse**-*1972-1974*
    West Virginia University Hospital, Morgantown, WV 26505
    Neurosurgery, Orthopedics, and Behavioral Medicine

- **Professional development and/or Scholarly work:**
  2015-2016
  Learning Resource Workshop,
  Responsible Opoid Prescribing
  Chronic Pain, Addiction,
  Psychopharmacological Review, Aging & Long Term Care Overview, Adolescents & Addiction,
  Care of the patient prescribed opioid for pain,

2016-2017
Appalachian Addiction and Prescription Drug Conference
Presentations: April 2017
Organized a Round Table Discussion with Congressman McKinley, Concerning the Opioid Epidemic in West Virginia
Anorexia Nervosa & Bulimia: Overview, Heroin Addiction & the Opioid Epidemic,
Heroin Addiction & the Opioid Epidemic,
Women and Heart Disease, Women and Heart Disease,
Substance use Disorders, Treatment Issues and Pharmacology in Pediatric ADHD,
Neonatal Abstinence Syndrome
Community Conversations addressing the Opioid/Heroin Crisis in West Virginia
April 16, 2016: Prevention, Intervention, treatment and Recovery
May 24, 2016: Prevention and Brain Development
October 18, 2016: Intervention and Treatment
November 17, 2016: Treatment and Recovery
February 7, 2017: A Community Model for Action
May 16, 2917: A Call to Action for Families

2017-2018
Presentations:
October, 2107 "Addiction and the Adolescent Brain" Highland Hospital Clarksburg
October 2017 "Keynote: Opioid Epidemic Panel" West Virginia Counseling Association
December 2017 "Determining Your Stress Style" Our Lady of Perpetual Help Catholic Church Womens Group
Community Conversations addressing the Opioid/Heroin Crisis in West Virginia
November 13, 2017: Community Solutions and Stigma Reduction

Faculty Name: Kimberly Derico, MSN, RN, CNE
List relevant:

- **Area(s) of expertise and experience :** Maternal Child, Maternity, Pediatrics, Fundamentals, Simulation Lab

- **Clinical practice and/or teaching experience: (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)**
    - **Assistant Professor of Nursing**-*July 2013-Present*
      Fairmont State University, Fairmont, WV
      ASN Team Member in Fundamentals, Maternity, Pediatrics and/or Maternal-Child I, II & III courses.

    - **Optional Part-Time RN**-*July 2013-June 2017*
      United Hospital Center, Clarksburg, WV
      Pre-Admission Testing Unit

    - **Instructor of Nursing**- *August 2009-July 2013*

Alderson-Broaddus College, Phillipi, WV
BSN Program, Simulation Lab Coordinator/Director, Clinical Compliance Officer

- **Adjunct Clinical Nursing Instructor (OB/PEDS)**- *May 2009- July 2009*
  Mountain State University, Beckley, WV
  LPN/BSN Program distance site (Clarksburg, WV)

- **Registered Nurse**-*April 2007-October 2010*
  WVU Children's Hospital, Morgantown, WV
  Resource Pool

- **Registered Nurse**- *January 1998- April 2007*
  Charleston Area Medical Center, Charleston, WV
  Evening Shift Charge, Preceptor - Neonatal ICU – Women and Children's Hospital

- **School Nurse**- *August 2001- June 2002*
  Wirt County Schools, Elizabeth, WV

- **Registered Nurse**- *July 1995- January 1998*
  Charleston Area Medical Center, Charleston, WV
  Medical/Surgical/Trauma ICU

- **Patient Care Assistant**-*1993-1995*
  United Hospital Center, Clarksburg, WV
  Resource Pool

- **Professional development and/or Scholarly work:**

  2015-2016
  Learning Resource Workshop
  "It's All about the Case, No Trouble: Creating Adverse Situation Simulations for Improved Clinical Judgement" by Dr. Kelly Beischel at WVLN Conference May 19, 2015,
  "Assessing Student Learning Outcomes and Competencies", by Dr. Kathleen Gaberson at Nursing Education Foundation Conference May 20, 2015,
  "Effective Strategies to Engage Your Students" Workshop by Elizabeth Barkley FSU (Jan. 2015),
  "Incorporating Concepts into the Curriculum" by Dr. Jane Rosati FSU (May 1 & 2, 2015),

  Publications:
  "Making Informatics Come to Life Through Assessment -Linking assessment and documentation education in the classroom": Abstract in Journal of Nursing & Care: Open Access, Health Care: Current Reviews and Journal of Women's Health, Issues & Care - Jun3 2016

  Presentations:
  "Making Informatics Come to Life Through Assessment - Linking assessment and documentation education in the classroom": 5th Annual International Conference on Family Nursing -June 2016

2016-2017
Mandatory WVRN Board Continuing Education Requirements complete - 13 CEUs - Drug Diversion, Screening Veterans for Mental Health Issues, & Infection Control - Elite Continuing Education - October 15, 2016

2017-2018
NLN Nurse Educator Certification – May 2018
Accreditation Commission for Education in Nursing Self-Study Forum – Providence, RI - March 15-16, 2018
"Certified Nurse Educator Preparation Course" – Dr. Diane Billings – NurseTim.com – 6 CEUs – December 2017
Mandatory WVRN Board Continuing Education Requirements complete - 11 CEUs - Veterans Mental Health Disorders PTSD, Faith in healthcare, HPV, Child Abuse, Domestic Violence, & Breast Cancer - RN.Org - October 14, 2017
Mandatory WVRN Board Continuing Education Requirements complete - 1.5 CEUs - Drug Diversion, Veterans Mental Health Disorders - Medscape Education - October 14, 2017

Presentations:
"Making Informatics Come to Life Through Assessment – Linking assessment and documentation education in the classroom': WVLN Conference – May 2018

Faculty Name: Janet Gilberti MSN, RN, CNE
List relevant:

- **Area(s) of expertise and experience : Adult Health, Pediatrics, Critical Care, & Emergency Trauma**

- **Clinical practice and/or teaching experience:**
    - **Assistant Professor of Nursing**- *August 2015- present*
      Fairmont State University, Fairmont, WV
      Assistant Professor of Nursing in the ASN Program. Responsibilities include didactic instruction, clinical instruction, student academic advising, and co-ordination of Nursing Care of Adults II

    - **Adjunct Clinical Instructor**- *January 2011 – May 2015*
      Fairmont State University, Fairmont, WV
      Adjunct clinical instructor in the areas of pediatrics, fundamentals of nursing, adult health, and the LPN-to-ASN program

    - **Staff RN**- *March 2011 – April 2012*
      United Hospital Center, Bridgeport, WV
      Part-time staff nurse on medical-surgical and pediatric unit. Provided primary care for adult and pediatric patients.

- **Pediatric Home Care Primary Nurse**- *June 2008 – September 2010*
  Anchor Home Health Care, Glen Carbon, IL
  In home primary care of pediatric client. Placed with one client for just over 2 years. Managed J-tube feedings and monitored for respiratory and GI complications associated with diagnosis of rare genetic disorder. Also accompanied client to school and managed care in the school setting.

- **School Health Professional**- *February 2001 – June 2008*
  Marshall Community Schools, Marshall, IL
  Substitute nurse for Marshall Schools became employed full time by the district in August 2005. Primary School setting, special needs preschool to second grade. Implemented and monitored adherence to peanut allergy policy, in-serviced staff regarding allergic reactions and use of epipen annually. Provided direct care for children with complex medical problems attending school. Acted as resource for parents and staff.

- **Critical Care staff nurse & Emergency-Trauma staff nurse**- *October 1987 – May 1996*
  St. Cloud Hospital, St. Cloud, MN
  Certified in: Advanced Cardiac Life Support, Trauma Nurse Core Provider, Certified Emergency Nurse, Emergency Nursing Pediatric Core Course Provider and instructor. Responsibilities on both units included primary care of critically ill patients and dealing with families in various states of crisis, managing unit resources as charge nurse, directing ancillary staff, working with community services in discharge planning, and patient teaching.

- **Staff RN & charge nurse**- *September 1984 – August 1987*
  Suburban Hospital, Bethesda, MD
  Charge nurse on neuro-respiratory stepdown unit, IV therapy team, Emergency and Shock-Trauma Department. Certified Medical-surgical nurse, ACLS, worked on several hospital wide committees

- **Staff RN**-*July 1982 – August 1984*
  South Shore Hospital, Weymouth, MA
  Medical-surgical unit
  Care of pre and post-operative patients and stable ventilator patients

- **Professional development and/or Scholarly work:**
  2015-2016
  August 4, 2015
  Elite Continuing Education – self study
  Preventing Drug Diversion for West Virginia Nurses – 1 contact hour
  Screening for Mental Health Issues in Veterans – 2 contact hours
  Thyroid Disorders: A Comprehensive Review – 9 contact hours

  February 12, 2016

Elsevier - conference
Nursing Faculty Education Workshop Learning Resources – 2.45 contact hours

May 17 & 18, 2016 - conference
Nursing Education Foundation of West Virginia/Association of Deans and Directors of Nursing Education
Beyond the Classroom Walls: Approaches to Improve Online Student Engagement and Clinical Evaluation Practices – 6.2 contact hours
Measurement and Evaluation; Improving the Presentation of Accreditation Self-Study Documents and Supporting Evidence – 5.25 contact hours

2016-2017
July 7, 2016
Elite Continuing Education – self study
Prescribing Controlled Substances and Preventing Drug Diversion for West Virginia Nurses – 3 contact hours
Screening Veterans for Mental Health Issues – 2 contact hours
Infection Control: Standards for Nursing Practice – 8 contact hours

October 6 & 7, 2016 - conference
ACEN Self-Study Forum – 9.5 contact hours

June 1, 2, & 3, 2017 - conference
Mid-Atlantic Nurse Educator Update – 16 contact hours

2017-2018
Presentation
Metacognition / October 3, 2017
Presented 50-minute Lunch and Learn to Faculty of the SON.
August 5, 2017
Elite Continuing Education – self study
Prescribing Controlled Substances and Preventing Drug Diversion for West Virginia Nurses – 1 contact hour
Screening Veterans for Mental Health Issues – 2 contact hours
Infection Control: Standards for Nursing Practice – 8 contact hours
Pain and Symptom Management – 1 contact hour

May 12, 2018
Lippincott Williams & Wilkins – self study
Atrial Fibrillation: Updated Management Guidelines and Nursing Implications – 3 contact hours
Recognizing Myocardial Infarction in Women: A Case Study – 1.5 contact hours
Cardiovascular Assessment – 2 contact hours
Harden My Heart: Calcium Supplementation and the Risk of Cardiovascular Disease – 2.5 contact hours
Red Meat and Health Getting to the Heart of the Matter – 1 contact hour

May 15, 2018
Nursing Education Foundation of West Virginia/Association of Deans & Directors of Nursing Education - conference

Essential Skills for Educators that Support Student, Faculty, and Program Success – 6.5 contact hours

May 16, 2018
West Virginia League for Nursing Workshop - conference
Creative Strategies for Clinical Experience and Integrating Cultural Diversity into the Curriculum – 6 contact hours

June 20, 2018
National Council of State Boards of Nursing – self study
Test Development and Item Writing v7.0.8 R – 17.5 contact hours

Faculty Name: Alexis Hicks, MSN, RN, CNE
List relevant:

- **Area(s) of expertise and experience : Adult Health/ Fundamentals/Maternity**

- **Clinical practice and/or teaching experience:**
  - **Associate Professor of Nursing**-*August 2009-present*
    Fairmont State University, Fairmont, WV
    Didactic and Clinical teaching in Fundamentals, Adult Health, Maternity, Pediatrics

  - **Staff Nurse**- *June 2005/Dec 2017*
    Fairmont Regional Medical Center, Fairmont, WV
    Experience in Telemetry, Cardiac Rehab, Pulmonary Rehab, Maternity, Med-Surg units

- **Professional development and/or Scholarly work:**
  2015-2016
  Directors and Chairs: Leadership skills for survival, webinar May 2016,
  Research: Aligning the 10 Strategic Points Phoenix, AZ May 2015,
  Integrating Concepts into Teaching Fairmont, WV

  2016-2017
  Research: Developing the research proposal Phoenix, AZ May 2015

  2017-2018
  ADDNE and WVLN conference (May 2018),
  Spring 2018Educational Leadership Conference for Chair Directors Denver, CO Feb. 2018,
  Leadership Success: Ten tips for academic leaders, webinar Dec. 2017,
  Time Management Strategies for Busy Nurse Educators, webinar, Nov. 2017,
  Legal Issues for Nurse Educators, webinar Nov. 2017

Faculty Name: Debra Hoag, PhD, MSN, RN
List relevant:

- **Area(s) of expertise and experience : Adult Health/ Pediatrics, Obstetrics, Immunizations, Community Health**
  Nursing experience includes: professor of nursing, associate professor of nursing, and assistant professor of nursing. She has been a school nurse supervisor, School nurse, a community and senior community health nurse. Other experiences include: dialysis nursing, obstetrical nursing, medical surgical nursing, intensive care nursing, and emergency nursing and triage.

- **Clinical practice and/or teaching experience:**
  - **Professor of Nursing, Registered Nurse, MSN, NCSN (Nationally Certified School Nurse)-***August 2002-present*
    Fairmont State University, Fairmont, WV
    Provide individual and group instruction for nursing students in the classroom and clinical settings
    Active faculty member and currently co-coordinate the LPN-to-ASN synchronous, online program track

  - **Clinical Instructor for FSU, Registered Nurse, MSN, NCSN**-*July 2002-August 2005*
    United Hospital Center, Clarksburg, WV
    Provide individual and group instruction for nursing students in the clinical and classroom settings

  - **Community Health Nursing Supervisor, RN, MSN, NCSN**-*June 2001-May 2002*
    Department of Health Polk Co., FL-Basic school health program
    Direct supervision of 9 registered nurses and 2 office assistants in the basic school health program for 146 Polk County schools

  - **Community Health Nurse promoted to Sr. Community Health Nurse, RN, BSN, NCSN-***November 1997-June 2001*
    Department of Health Polk Co., FL-Basic school health program
    Management of multiple schools Kg – 12th grade
    Clinic (worked clinic during summer months and other school holidays) Credentialed RN for clinic duties: physical assessment of, documentation, counseling, drawing lab work, AIDS and STD counseling

  - **RN BSN, Adjunct Instructor** (This was a part time Position in addition to DOH Polk Co.)-*August 1997-December 1997*
    South Florida Community College, Avon Park, FL
    Certified Nursing Assistant/Patient Care Technician Course

  - **Immunization Program RN**-*October 1996-November 1997*
    Department of Health Polk Co., FL
    Administration of vaccines to infants, toddlers, preschool, school age children and adults

  - **RN, Prevention educator**-*February 1996-August 1996*
    Polk County School Board, Bartow, FL
    Presentation of 4th – 12th grade: human growth and development classes

  - *Mid-Florida Medical Services, Inc.-July 1985-March 1999*

Lake Wales Medical Center/Winter Haven Hospital (sister companies)
Employment history with this agency ranged from 1985 to 1999. Experiences included: Medical Surgical, Emergency, Intensive Care, Pediatrics, and Obstetric

- **Professional development and/or Scholarly work:**
  2015-2016
  Completed and published a qualitative study on the transition experiences of LPN-to-RN students enrolled in a synchronous online program
  Continuing education as required for license renewal for WV and FL and topics of interest
  HIV/AIDS Counseling and Testing-Update Certification-2 CEUs
  Posttraumatic Stress Disorder (PTSD) for West Virginia Registered Nurses-2 CEUs

  2016-2017
  2017 Immunization Summit, Charleston, WV
  Topics required for license renewal in WV and FL
  Ph.D. in nursing completed-August 2016-101
  Anxiety Disorders-1 CEU
  Doctor of Philosophy in Nursing-180
  Recognizing Drug-Seeking Behavior-1 CEU
  The Florida Nurse Practice Act And Rules: An Overview-2 CEU
  Domestic Violence Advocacy -- Florida Update-2 CEU
  Recognizing Impairment in the workplace-2 CEU
  The Florida Nurse Practice Act and Rules-2 CEU

  2017-2018
  Currently working on publishing an article related to the experiences of LPN to RN learners in accelerated blended online programs.

Faculty Name: Theresa Jones PhD, MSN, RN-BC
List relevant:

- **Area(s) of expertise and experience : Adult Health/ Pediatrics**

- **Clinical practice and/or teaching experience:**
  - **Associate Professor of Nursing**-*August 2012-present*
    Fairmont State University
    Teaches students in both didactic and clinical areas and advises students each semester.

  - **Staff Nurse**-*1994-2017*
    Louis A Johnson VA Medical Center, Clarksburg, WV
    Staff Nurse, Med-Surg, 3 South Monitor (Telemetry) Unit, Nurse Supervisor
    Managed staff, patient needs, and emergent situations.

  - **Adjust Online Nursing Facilitator RN-BSN Program**-*2011-2012*
    Salem International University, Salem, WV
    Taught-Nursing Professional Roles, Community Nursing Capstone

- **Substitute Nursing Instructor**-*2011-2012*
  United Technical Center, Clarksburg, WV
  Medical Terminology course creator

- **Licensed Practical Nurse**-*1992-1994*
  Stonewall Jackson Memorial Hospital, Weston, WV
  Med-Surg unit
  Manage patients, administered medications

- **Housekeeping, Laundry, LPN-Geriatrics**-*1983-1992*
  Heartland of Clarksburg

- **Professional development and/or Scholarly work:**
  2015-2016
  NCSBN Learning Extension test development and item writing
  Nursing Faculty Education Workshop Incorporating Concepts into the Curriculum
  Learning Resource Workshop
  Title IX and Sexual Misconduct
  REMS for ER/LA opiod analgesics
  Mental Health in NY State Changes and Challenges for Public Health
  Mental Health Environment of Care Checklist
  PTSD 101: Aging and PTSD, Integrated mental health in home based primary care-VA Medical Center Substance abuse affects families-VA Medical Center
  Synthetic drugs, Emerging trend-VA Medical Center
  Assessment and treatment of sleep problems in PTSD-VA Medical Center
  Doctoral Courses-10 credits
  Nursing Faculty Education Workshop Measurement and Evaluation
  WV League for Nursing-Beyond the Classroom Walls
  Mental Health Problems in Acute Care Patients
  Substance Abuse for the Older Adult
  Prescribing Controlled Substances
  Screening Veterans for Mental Health Issues
  Infection Control
  ACLS part 1 & 2
  BCLS
  Drug diversion, mental health, infection control-Elite continuing education
  Doctoral course-5 credits

  2016-2017
  Mid-Atlantic Nurse Educator Update- University of Charleston, Charleston, WV
  Diabetes Mellitus: A Growing Concern, Chronic Pain
  Bullying: It's Not Okay
  Screening Veterans for Mental Health Issues
  Preventing Drug Diversion for West Virginia Nurses (Includes 1 Pharmacology Hour)
  Falls: Assessment and Prevention, Infection Control: Standards For Nursing Practice,

Good Nutrition: An Every Day Challenge

2017-2018
Assessing Nursing School Success and Mentoring New faculty-WVLN (Association of Deans and Directors of Nursing Education)
Facilitating Student Retention and Graduate Success-WVLN (Association of Deans and Directors of Nursing Education)

Faculty Name: Vicki Kerwin MSN, RN, FNP
List relevant:

- **Area(s) of expertise and experience :** Adult Health/Critical Care

- **Clinical practice and/or teaching experience:**
  - **Associate Professor of Nursing**-*August 2004-May 2005 followed by August 2007 – present*
    Fairmont State University, Fairmont, WV
    Clinical and didactic instruction in Adult Health and Critical Care
    Course coordinator for Adult Health II, Adult Health III, and the Capstone Clinical course
    Clinical Liaison for WVUH and MGH
    Coordinator for standardized testing program
    Coordinator for Clinical Adjunct Faculty

  - **Family Nurse Practitioner** –*January 2010 - December 2013*
    MONONGALIA GENERAL HOSPITAL – Fast Care Clinic, Morgantown, WV
    Patient registration and payment collection
    Direct patient care including, examination, diagnosis, developing plan of treatment, patient and family education, and follow up care/referrals.

  - **Family Nurse Practitioner**-*June 2007 – November 2010*
    WEST VIRGINIA UNIVERSITY HOSP. DEPT. OF EMERGENCY MEDICINE/URGENT CARE, Morgantown, WV
    Direct patient care including: examination, diagnosis, developing plan of treatment, patient and family education, and follow up care/referrals.

  - **Family Nurse Practitioner**-*May 2005 – August 2011*
    MINOR FAMILY PRACTICE, Fairmont, WV
    Direct patient care including: examination, diagnosis, developing plan of treatment, patient and family education, and follow up care.

  - **Nurse Practitioner, Fairmont Occupational Medicine**-*January 2005 – April 2006*
    FAIRMONT PHYSICIANS, Inc., Fairmont, WV
    Performed employment physicals for various area employers per contract specifications and/or Federal requirements.

  - **Graduate Assistantships**
    WEST VIRGINIA UNIVERSITY SCHOOL OF NURSING, Morgantown, WV
    Research writing**,** *April 2003-August 2003*

Teaching assistance with undergraduate clinical rotations (med/surg) *August 2003- October 2003*

- **Staff Nurse, Cardiac Rehabilitation-***January 2001 – November 2005*
  WEST VIRGINIA UNIVERSITY HOSPITALS; Morgantown, WV
  Responsibilities include assessments and case management for Phase I, Phase II, and Phase III Cardiac Rehabilitation patients, Patient and Family Education, Cardiac Stress Testing, and Trans-Esophageal Echocardiograms.

- **Staff Nurse, Health Line-***August 1998- April 2001*
  WEST VIRGINIA UNIVERSITY HOSPITALS; Morgantown, WV
  24-hour health information and triage service for WVUH and affiliated Physicians

- **Off-shift Coordinator-***June 1998 - December 1998*
  FAIRMONT GENERAL HOSPITAL; Fairmont, WV
  Coordinated functions and staffing between hospital nursing units.

- **Cardiopulmonary Nurse Educator-***August 1997 - April 1998*
  COOKEVILLE REGIONAL MEDICAL CENTER; Cookeville, TN
  Designed and implemented an out-patient pulmonary rehabilitation program including policies, program design, creating documentation forms, patient education classes, billing and expansion
  Served on the Education Committee; specifically, designed forms for interdisciplinary use in documenting patient education.

- **Staff Nurse - Post Anesthesia Care Unit and Outpatient Surgery Unit-***October 1996- April 1997*
  THE KING'S DAUGHTERS HOSPITAL; Greenville, MS

- **Pulmonary Rehabilitation Coordinator-***April 1992— September 1996*
  FAIRMONT GENERAL HOSPITAL; Fairmont, WV
  Created and implemented pulmonary rehabilitation program, including policies, program design, creating documentation forms, patient education classes, billing and expansion. Duties included relief staff work in all phases of Cardiac Rehabilitation.

- **Staff Nurse — Post Anesthesia Care Unit/Critical Care-***March 1983 - April 1992*
  FAIRMONT GENERAL HOSPITAL; Fairmont, WV

- **Staff Relief Nurse-***May 1982- March 1983*
  FAIRMONT GENERAL HOSPITAL; Fairmont, WV
  Med/Surg, ICU and Step Down/ICU

- **Professional development and/or Scholarly work:**

2015-2016
Nursing Faculty Education Workshop, 5/18/2016
Nursing Faculty Education Workshop Learning Resources, 2/12/2016
Title IX and Sexual Misconduct

2016-2017
Mid-Atlantic Nurse Educator Update, 6/1-2-3/2017

2017-2018
Mental Health Issues of Veterans Returning from Iraq and Afghanistan, 9/27/2017
Assessing Nursing School Success, Mentoring New Faculty, 5/15/2018
Facilitating Student Retention and Graduate Success, 5/16/2018

Faculty Name: Brianna Locante BSN, RN

- **Area(s) of expertise and experience : Adult Health/ Emergency Nursing**

- **Clinical practice and/or teaching experience:**
  - **Assistant Professor of Nursing**-*August 2018-present*
    Fairmont State University, Fairmont, WV

  - **Registered Nurse**
    West Virginia Medicine: Ruby Memorial Hospital, Morgantown, WV
    Emergency Department: *August 2016-Present*
    Sexual Assault Nurse Examiner: *October 2016- Present*
    Emergency Department Charge Nurse: *May 2017-Present*

  - **Registered Nurse**- *January 2016- July 2016*
    Children's Hospital of UPMC, Pittsburgh, PA
    Operating Room

  - **Monongahela Valley Hospital**
    Medical/Surgical Oncology: *February 2014–November 2014*
    Emergency Department: *November 2014–February 2017*

  - **Adjunct Clinical Faculty**- *January 2017-December 2017*
    Community College of Allegheny County: Cal U Campus

- **Professional development and/or Scholarly work:**
  2015-2016
  Critical Care Course: Allegheny General Hospital, 2015
  Medical Surgical Review Course: RT Connections, 2015
  Non-violent Crisis Intervention, 2015
  SANE Course: Duquesne University, 2015
  EKG Course, 2015

Greater Pittsburgh Nursing Research Conference, CHP of UPMC, 2015
Non-Violent Crisis Intervention, 2015
West Penn Critical Care Course, 2016
Pediatric Advance Life Support, 2015- Present
Advance Cardiac Life Support, 2015-Present
National Institute of Health Stroke Scale (NIHSS), 2015- Present
Childline Mandatory Reporter, 2015-Present

2016-2017
ED to ICU Course: WVU Medicine, 2017
Pediatric Trauma Course: Children's Hospital, 2016
Peri-Operative Nursing Course: UPMC Health System, 2016

2017-2018
MANDT trained: 2018
Trauma Nurse Core Course: 2017- Present

Faculty Name: Hyeyeon (Hailey) Park BSN, RN, CCRN
List relevant:

- **Area(s) of expertise and experience : Adult Health/ Pediatrics**

- **Clinical practice and/or teaching experience:**
    - **Assistant Professor of Nursing**- *August 2018-present*
      Fairmont State University, Fairmont, WV
      Member of the Adult Health Weekend team.
      Responsible for didactic and clinical instruction.

    - **Part-time clinical faculty**-*August 2016-May 2018*
      Fairmont State University, Fairmont, WV
      Fundamentals of Nursing clinical instructor
      Assist with on-campus skills/simulation lab sessions
      Manage 8-9 nursing students on unit for clinical time

    - **Registered Nurse**-*June 2018-present*
      Ruby Memorial Hospital, Morgantown, WV
      CVICU RN

    - **Registered Nurse**-*July 2016-present*
      Monongalia General Hospital, Morgantown, WV
      Cardiac Critical Care Unit RN

    - **Registered Nurse –***July 2015-September 2016*
      Ruby Memorial Hospital, Morgantown, WV
      8 West step down unit RN

    - **Registered Nurse**-*August 2013-June 2017*

Stonewall Jackson Memorial Hospital, Weston, WV
Charge nurse on step down telemetry unit

- **Professional development and/or Scholarly work:**
  2015-2016

  2016-2017

  2017-2018

Faculty Name: Jennifer Satterfield BSN, RN
List relevant:

- **Area(s) of expertise and experience : Maternal Child**

- **Clinical practice and/or teaching experience:**
  - **Assistant Professor of Nursing**- *August 2018-present*
    Fairmont State University, Fairmont, WV
    Member of the Maternal Child team
    Responsible for didactic and clinical instruction.

  - **Registered Nurse**-*2003 – current*
    WVU Medicine, Morgantown WV
    Provide direct care of mother baby pairs and antepartum patients as well as caring for laboring patient, triage patients, and OR cases. Monitoring patient care by the CA Charge nurse from 2006 through current. Responsible for staffing decisions, mentoring new nurses, monitoring the unit and the patients who are on it, coordinating care between the nurses and physicians and assisting the unit clerks.
    NRP instructor
    Member of mentoring group

  - **Registered Nurse Unit Supervisor**-*1998-2003*
    Formerly known as Marion Health Care now John Manchin Senior Health Care, Fairmont WV
    Staff registered nurse who provided care for a 41 patient unit. Assisted patients with health care needs as well as monitoring and assessing patients and providing wound care. Promoted to unit supervisor. Responsible for monitoring the patients as well as the staff. Responsible for staff performance reviews.
    Served as the interim director of nursing for 8 months while the director was managing another state facility. Responsible for assessing nursing needs and for intake of new clients.

  - **Registered Nurse**-*2002-2003*

Mon General Hospital, Morgantown WV
Team nursing- Responsible for total patient care with an LPN and CNA for a 12 patient team.

- **Certified Nurse Assistant**-*1996-1998*
  Wishing Well, Fairmont, WV
  Assisted the LPN in caring for elderly patients who were unable to care for themselves
  Provided personal care for patients as well as obtained vital signs and assessed for problems with the residents
  Studied to become a restorative aid which assisted in providing physical therapy for residents

- **Professional development and/or Scholarly work:**
  WB1411-Oxytocin Use in Labor and Delivery -5 CEUs - 2014
  2015-2016
  WB1526 Physiologic Principles of Electronic Fetal Monitoring – 10 CEUs – 2015
  WB1518 The Well Newborn – 5 CEUs – 2015

  2016-2017
  WB1807 Ethical Aspects of Periviability – 5 CEUs – 2016
  WB1704 Postpartum Problems – 5 CEUs – 2016
  WB1705 Preeclampsia – 10 CEUs - 2016

  2017-2018
  WB1710 Induction of Labor – 10 CEUs - 2017

Faculty Name: Travis Wamsley, BSN, RN
List relevant:

- **Area(s) of expertise and experience : Adult Health/ Urgent Care**

- **Clinical practice and/or teaching experience:**
  - **Assistant Professor of Nursing**-*August 2018-present*
    Fairmont State University, Fairmont, WV
    Member of the Fundamentals team
    Responsible for didactic and clinical instruction

  - **Registered Nurse**-*May 2012 - present*
    MedExpress Urgent Care Center Fairmont, WV
    Triaging patients for urgent care
    Medication administration
    Prescription medication dispensing – MedDispense System
    Assist physicians with bedside procedures
    Vaccine administration – adult and pediatric

Assist with pre-employment and DOT physicals
Manage patient referrals, scheduling of appointments and obtaining
Pre-authorization for outpatient testing
Management and ordering of medical supplies for center
UDS and BAT collections
Occupational Medicine – Audiometry testing, drug screen collections, employment physicals, vaccine administration

- **Registered Nurse**-*June 2009 – present*
  United Hospital Center Bridgeport, WV
  4 North/The Wound Care Center
  Experience with pediatric and adult clients
  Responsible for direct and indirect patient care
  Works collaboratively as member of the healthcare team
  Utilizes the nursing process
  Implementation of nursing interventions
  Direction of healthcare team
  Clinical Preceptor
  Complex Wound Experience
  Case Management - Wound Care Center
  Hyperbaric Oxygen Therapy

- **Nurse Extern**-*February 2009 – May 2009*
  Ruby Memorial Hospital Morgantown, WV
  Assisted with direct patient care
  Worked collaboratively as a member of a healthcare team
  Assisted with developing and implementing nursing diagnosis
  Medical-surgical and pediatric experience

- **Professional development and/or Scholarly work:**
  2015-2016

  2016-2017

  2017-2018
  June 2017- present- enrolled in accelerated PT MSN program- West Virginia University

Faculty Name: Erin Watson MSN, RN

- **Area(s) of expertise and experience : Adult Health**

- **Clinical practice and/or teaching experience:**

- **Assistant Professor of Nursing**-*August 2018-present*
  Fairmont State University, Fairmont, WV
  Member of the Fundamentals team
  Responsible for didactic and clinical instruction.

- **Adjunct Nursing Instructor**-*August 2017-May 2018*
  Fairmont State University, Fairmont, WV
  Responsible for clinical instruction and supervision
  Lectured on course content

- **Registered Nurse**-*June 2010 to present*
  Fairmont Regional Medical Center, Fairmont, WV
  ICU/House Supervisor
  Perform day-to-day staffing and cover call-offs. Closely monitor acute conditions and status changes. Clinical liaison to patients, physicians, and hospitalists. Serve as a resource for needs such as IV insertion, central line assessment, cardiac drip verification, etc. Comply with organization policies, including HIPAA. Self-directed with keen judgement skills.

- **Licensed Practical Nurse**-*June 1999-June 2010*
  Fairmont Regional Medical Center, Fairmont, WV
  Employed as resource LPN in Med-Surg, ICU, Cardiac Stepdown, ER, PACU, Amb-Surg. Administered oral, subcutaneous, IM, G-Tube medication. Initiate and maintain IVs. Admission and discharge process. Patient care including ADL's, vital sign monitoring, glucose monitoring.

- **Professional development and/or Scholarly work:**
  2015-2016
  MSN classes in Executive Leadership Track, Chamberlain College of Nursing
  Legal: The Rights of Patients-1 CE
  Pain Management Review Part 7-1 CE
  Pain Management Review Part 8-1CE
  Post-Traumatic Stress Syndrome-1 CE
  Pain Management Review Part 2-1 CE
  Pain Management Review Part 5-1 CE
  Pain Management and Breakthrough Pain-1 CE
  Pain Management Review Part 1-1 CE
  Pain Management Review Part 3-1 CE
  Pain Management Review Part 4-1 CE
  Bioterrorism for ER-1 CE
  Medical Errors and Patient Safety-2 CE
  Influenza-1 CE
  Moderate Sedation: Risks and Challenges-2 CE
  Chest Tube Management-2 CE

2016-2017

MSN classes in Executive Leadership Track, Chamberlain College of Nursing, graduated June 2016

2017-2018

Recognizing Impairment in the Workplace-2 CE
Depression: Major Depressive Episode-1 CE
Post-Traumatic Stress Disorder-2 CE
Safe Handling of Hazardous Drugs-1 CE
Advanced Cardiac Life Support (ACLS) Review-3 CE
Suicide: A Global Tragedy-3 CE
Drug Diversion and Best Prescriptive Practices-3 CE

Faculty Name: Frances Young, DNP, MSN, RN, ACNS-BC

List relevant:

- **Area(s) of expertise and experience :** Adult Health/ Pediatrics/Mental Health/Nursing Education/Nursing Concepts

- **Clinical practice and/or teaching experience:**
  - **Professor of Nursing**-*January 1997 to Present*
    Fairmont State University, Fairmont, WV
    LPN to ASN Program-School of Nursing
    Responsibilities/Accomplishments: Classroom and clinical instruction of RN students utilizing multiple adult teaching principles and learning modalities.

  - **Advanced Practice Registered Nurse**- *Current Since 1999*
    Board Certified Clinical Specialist Adult Health
    American Nurses Credentialing Center

- **Professional development and/or Scholarly work:**
  2015-2016
  Learning Resource Workshop
  Doctoral Study – Capella University
  Winter Quarter 2015, DNP 8012, Nursing Technology and Health Care Information Systems, 4 hours
  Spring Quarter 2015, DNP 8020, DNP Practice Immersion, 4 hours
  Summer Quarter 2015, DNP 8014, Global Population Health, 4 hours, DNP 8020, DNP Practice Immersion, 4 hours
  Fall Quarter 2015, DNP 8020, DNP Practice Immersion, 4 hours
  Drug Diversion Training and Best Practice Prescribing for West Virginia Nurses, Wild Iris Medical Education, 1 CEU
  Posttraumatic Stress Disorder (PTSD) for West Virginia Registered Nurses, Wild Iris Medical Education, 2 CEU

2016-2017

Drug Diversion Training and Best Practice Prescribing for West Virginia Nurses, Wild Iris Medical Education, 1 CEU
Instructor Training for LockDown Browser and Respondus Monitor: Prevent Cheating During Online Exams" (1 hour)
Prescribing Controlled Substances and Preventing Drug Diversion for West Virginia Nurses, Elite Continuing Education, 3 contact hours
Screening Veterans for Mental Health Issues, Elite Continuing Education, 2 contact hours
Infection Control: Standards for Nursing Practice, Elite Continuing Education, 8 contact hours.
UHC EPIC Computer Training (June 2016, 2 days)
WV Higher Education Technology Conference, September 26 & 27, 2016

2017-2018

Activating a Stoke Alert: A Neurological Emergency, OnCourse Learning, 1 CEU
Alternative Therapies in Osteoporosis, OnCourse Learning, 1 CEU
Anxiety Disorders, OnCourse Learning, 1 CEU
Caring for Patient with Rheumatoid Arthritis in the Community, ANA, 1.38 CEU
Calming the Cognitively Impaired, OnCourse Learning, 1 CEU
Depression and Suicide: Risk Factors, Diagnosis, and Treatment, OnCourse Learning, 1.5 CEU,
Mental Health Issues of Veterans Returning from Iraq and Afghanistan, STTI, 2 CEU
Osteoporosis Update, OnCourse Learning, 1 CEU
Responsible Opioid Prescribing, Chronic Pain, and Addition, OnCourse Learning, 1.5 CEU
Title IX Investigator Training and Certification Course, ATIXA, August 24 & 25, 2017
Uncovering Depression, OnCourse Learning, 1 CEU

Qualifications and Professional Development Addendum for Part-Time Faculty

Faculty Name: Nicole Baker, BSN, ASN, RN

- **Area(s) of expertise and experience** : labor and Delivery/ obstetrics
- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Fairmont State University – August 2018 – to present
  Responsible for clinical instruction and supervision of 7-9 nursing students in on an obstetrical unit clinical setting.

  Registered Nurse-
  United Hospital Center (Bridgeport, WV) March 2010 to present
  - Provides direct patient care to antepartum, intrapartum, and postpartum women and their newborns
  -Performs fetal assessment and monitoring
  -Administers medications as prescribed and carries out additional physician orders
  -Assists physicians and midwives during treatments, procedures, and deliveries
  -Communicates with physicians and midwives regarding patient conditions, nursing assessment, test results, and vital signs
  -Initiates and implements care plans and interventions
  -Educates patients and families throughout their hospital stay
  -Functions as charge nurse and delegates tasks
  -Serves as a preceptor to train and educate new staff nurses

  Fairmont General Hospital, Fairmont WV
  Registered Nurse – Labor & Delivery | May 2006 – March 2010
  -Same roles as current employment – please see above.

CERTIFICATIONS AND TRAINING

- Basic Life Support and CPR certification
- Neonatal Resuscitation (NRP) certification
- Laboratory technician certification
- Advanced Fetal Monitoring training
- Lactation and Breastfeeding training

Professional development and/or Scholarly work:
2015-2016
2016-2017
2017-2018

Faculty Name: Elaine J. Blizman, MSN, CNM, RN

- **Area(s) of expertise and experience** : Labor and Delivery/ obstetrics/ fundamentals
- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Maternity Course Coordinator 2014-2015
  Assistant Professor of Nursing
  Alderson-Broaddus University
  Philippi, WV 26416Fairmont State University – August 2009 – to present-
  Responsible for theory and clinical instruction and supervision of 7-9 nursing students in a fundamentals and/or obstetrical clinical setting

  Adjunct Faculty- 2009-present-
  West Virginia Junior College
  Department of Nursing
  Morgantown, WV

  West Virginia University – 2004-2008
  Lecturer to Senior Lecturer
  School of Nursing
  Morgantown, WVU

  West Virginia University Hospitals- 2004- 2006
  Morgantown, West Virginia
  Per Diem Nurse Position,
  Maternal and Infant Care Unit

  Berea College- 1999-2004
  Assistant Professor of Nursing
  Berea, Kentucky (With Tenure)

  Rockcastle Hospital and Respiratory Care Center- 1998-1999
  Mt. Vernon, Kentucky
  Nursing House Supervisor

- **Professional development and/or Scholarly work:**
  2015-2016
  2016-2017
  2017-2018

Faculty Name: Maria Bonamico, BSN, ASN, RN
Area(s) of expertise and experience : Medical/surgical

- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Fairmont State University – August 2018 – to present-

Responsible for clinical instruction and supervision of 7-9 nursing students in an acute adult health clinical setting.

Registered Nurse-

- United Hospital Center, March 2014 to present
  Clarksburg, WV
  Registered Nurse
  - Preceptor to WVWC students
  - Recovery Room
  - Post-op monitoring and assessment
  - Charge nurse
  - Outpatient Surgery
  - Pre-op and post-op care
  - Patient and family education
  - Outpatient Observation
  - Telemetry monitoring
  - Discharge planning

- **Professional development and/or Scholarly work:**
  2015-2016
  2016-2017
  2017-2018

Faculty Name: Kali Campbell, BSN, ASN, RN

Area(s) of expertise and experience : Medical/surgical nursing/ telemetry/ post-operative

- **Clinical practice and/or teaching experience:**

- **Adjunct Instructor of Nursing-**
  Fairmont State University – August 2018 – to present-
  Responsible for clinical instruction and supervision of 7-9 nursing students in an adult health acute care clinical setting.

  Registered Nurse-
  United Hospital Center (Bridgeport, WV) June 2015 to present
  Current position entails supervision and operation of the Post Anesthesia Care Unit on weekends
  Experience making executive decisions regarding patient care in critical care setting
  Proficient in monitoring patients aged 0-100 with various conditions and treatments
  Monitoring patients post operatively for complications of surgery and anesthesia
  Airway management of ventilated and sedated patients
  Telemetry experience
  Titration of vasoactive drug therapy
  Wound care
  Monitoring patients after vascular procedures with swan Ganz catheters and PCI placement
  2 years medical surgical experience
  1 year PACU experience

- **Professional development and/or Scholarly work:**
  2015-2016
  2016-2017
  2017-2018

Faculty Name: Barbara Chase, BSN, RN
Area(s) of expertise and experience : Medical/surgical

- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Fairmont State University – August 2018 – to present-
  Responsible for clinical instruction and supervision of 7-9 nursing students in an acute adult health clinical setting.

  Registered Nurse-
  West Virginia University Hospitals 2014- to-present
  Cardiac Step-down Registered Nurse/Charge Nurse
  Monitored and assessed patient vitals continuously using telemetry and state of the art equipment.
  Maintained evidences based practice education in reduction of falls, infection, and up to date education for patients.
  Participated in treatment team when providing patient care while inpatient and when discharged.
  Managed a 32 bed step-down unit: oversee employees, streamline patient flow, organized staffing, and provide support to clinical staff in maintaining high-level of care standards and driving healthcare philosophy.
  Administered pharmacological and non-pharmacological intervention to manage disorders and disease treatment; monitor patient reaction to treatment.
  Manage diverse patient population with different diagnosis.
- **Professional development and/or Scholarly work:**
- **Trainings:**

- Civil Rights/Human Relations
- Sexual Harassment and Workplace Harassment
- Confidentiality and HIPAA
- NIH stroke certified
- ACLS and BLS certified
- ACT certification and Central Line Management

Leadership & Management
State & Nationally Certified Pharmacy Technician
Effective Communication in a Workplace
Infection Prevention
Principal of Positive Behavioral Support

2015-2016
WVU Medicine
Discharge planning 2/11/2015 1 CH
IV Therapy 3/02/2015 3.75 CHs
Bariatric Procedures and Sensitivity 4/07/2015
Best practice in Stroke 04/25/2015 .5 CHs
Anticoagulant Platelet Therapy 06/13/2015
Pain Assessment CBL 06/13/2015
Suicide Risks: veterans Mental health 08/07/2015 1 CH
See CV for others

2016-2017
IV Therapy learning Module 01/20/2016 1.6 CHs
Central Line Learning Module 01/20/2016 1.5 CHs
2016 Substance Abuse Update 04/07/2016 1 CH
2016 Veterans Mental health learning Module 04/07/2016 2.0 CHs
Blood Bourne Pathogens for Clinical Staff 04/07/2016
Blood Transfusion Guidelines 04/21/2016
Tools for Nursing practice Parts 1 and 2 05/17/2016
See CV for others
2017-2018
Peer Review Training Case Study part 1 and 2 03/09/2017 2 CHS
2017 Substance Abuse Updates 03/21/2017 1 CH
Depression and Suicidal Ideation Screening 03/21/2017 1 CH
Emergency Response Toolkit Adult Step Down Medication Test 04/30/2018
See CV for others

Faculty Name: Cecilia Cotton, BSN, ASN, RN
Area(s) of expertise and experience : Adult Health/ Maternal Child

Clinical practice and/or teaching experience:

Adjunct Instructor of Nursing-
Fairmont State University – August 2018 – to present-
Responsible for clinical instruction and supervision of 7-9 nursing students in a obstetrical clinical experience.

Registered Nurse-

United Hospital Center- June 2015 –to-present
perform labor, postpartum, antepartum, post-op, and newborn nursery nursing duties; safely administer medications and immunizations to mothers and newborns using the 8 rights of medication administration; monitor vital signs on mothers and newborns, fetal heart tones, fetal heart rates, and contractions by utilizing and interpreting external (TOCO) and internal monitoring and fetal dopplers; perform Non-stress and stress tests; utilize 'Epic' computer documentation; enter, discontinue, and modify doctors' orders in Epic computer documentation; perform newborn assessments

West Virginia University Hospital- April 2015 –to- November 2015WVU Children's Hospital Maternal Infant Care (MICC) provides high-quality, family-centered maternity care to meet the individual needs of all pregnant women—from routine obstetrical care to treatments for mothers and babies at the highest risk. In addition to the care provided to families who have no complications, the MICC serves women throughout the state who face difficult obstetrical situations, 70% of MICC deliveries are classified as high risk.

Professional development and/or Scholarly work:

2015-2016 Fairmont State BSN curriculum;
Enhancing Veteran-Centered Care CE;

West Virginia Drug Diversion and Safe Prescribing of Controlled Substances CE;
WVU Medicine High Risk Maternal-Infant Registered Nurse Training Courses;
NRP Certification

2016-2017 West Virginia Wesleyan MSN Curriculum;
Enhancing Veteran-Centered Care CE;
West Virginia Drug Diversion and Safe Prescribing of Controlled Substances CE;
United Hospital Center Maternal-Child Registered Nurse Courses

2017-2018 West Virginia Wesleyan MSN Curriculum;
Enhancing Veteran-Centered Care CE;
West Virginia Drug Diversion and Safe Prescribing of Controlled Substances CE;
NRP Certification Updated;
Baby-Friendly Certification Training

Faculty Name: Mary Ellen Davidson, MnEd, BSN, RN
Area(s) of expertise and experience : Mental Health Nursing

- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Fairmont State University – August 2012 – to present-
  Responsible for clinical instruction and supervision of 7-9 nursing students in an acute care mental health clinical setting.

  Registered Nurse-
  United Hospital Center (Bridgeport, WV) to present
  William Sharpe Hospital-

- **Professional development and/or Scholarly work:**
  2015-2016
  2016-2017
  2017-2018

Faculty Name: Holly Defazio, BSN, ASN, RN
Area(s) of expertise and experience : Medical/surgical nursing/ orthopedics/ neurology/ vascular

- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Fairmont State University – August 2018 – to present-
  Responsible for clinical instruction and supervision of 7-9 LPNs to ASN nursing students in an adult health acute care clinical setting.

  Registered Nurse-
  United Hospital Center (Bridgeport, WV) March 2014 to present to present

  Performed and reviewed the initial assessment upon admission, and did continuing assessments thereafter, implemented and evaluated patient care, according to policy, using professional

judgement to determine the physical, psychological, and social needs of the patient and documented in patient record.
Demonstrated competency in technical and clinical area. Administration of medications as ordered by the physician. Communicated plan of care and patient needs effectively, in a multi-disciplinary fashion.
Anticipated teaching needs of each patient, modifying, adapting, exuding the evaluating the plan on a regular basis. Developed discharge plan, individualized to meet the need of the patient and family.
Assessing and caring for stroke and seizure patients
Providing wound care
Charge nurse duties

Marietta Memorial Hospital, Cardiac Stepdown, 2013-2014; Float Pool 2010-2013
Marietta, Ohio

- **Professional development and/or Scholarly work:**
  2015-2016
  2016-2017
  2017-2018

Faculty Name: Mary Friel Fanning, DNP, MSN, BSN, FRE, NEA-BC, RN

- **Area(s) of expertise and experience** : Adult Health/ cardiac / nursing education

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
  Adjunct Instructor of Nursing-
  Fairmont State University – August 2018 – to present-
  Responsible for didactic online pharmacology instruction

  Registered Nurse-
  WVU Medicine- 1982-present
  A 645 bed tertiary care, Level I Trauma Center which is the primary site for the education and research programs of WV.
  Administrative position reporting directly to Vice-President/Chief Nursing Officer. Directs operations and development of clinical, financial, and human resource systems for within nursing related to management, performance improvement, staff development, and nursing systems.
  Facilitated team to achieve NICHE (Nurses Improving Care for Healthsystem Elderly) designation
  Hospital appointed representative ti Simulation Oversight and Integration Leadership Group for Simulation Training & Education for Patient Safety (STEPS) Program
  ANCC Magnet Program Director coordinating re-designation and interim reports

- **Professional development and/or Scholarly work:**
  2015-2016
  ANCC- Nurse Executive, Advanced NEA-BC, December 1, 2014- N0vember 30, 2019

2015 NCSBN IRE Pre-Conference & Conference, Charleston, SC 12.2 CHs
Heart Healthy Nursing Abroad, WVU SON, 1.0 CH
Mental health Conditions Common to Veterans and Family Medicine, WVUH, 2 CHs
Drug Diversion and Best Prescribing Practices- WVUH, 1 CH

2016-2017
CCNE Evaluator Re-Training Workshop, June 2016, 11 CHs
Substance Abuse Update 2016, WVUH, February 2016, 1 CH
Drug Free Workplace, WVUH, June 2016, 1 CH
Veterans Mental Health: Seeking New Normal, June 2016, WVUH, 2 CH
Association for Vascular Access Annual Scientific Meeting, September 2016--25.87 CHs
ANA Annual Conference, March 2017- 12.50 CHs
Crucial Conversations 2015-2017, WVUH 2.75 CHs
Yellow Belt Training 2015-2017, WVUH, 11 CHs

2017-2018
2017 Substance Abuse Update, WVUH, June 2017- 1.25 CHs
APIC 44th Annual Conference- Association for Professionals in Infection Control & Epidemiology, June 2017 20.5 CHs
ELNEC Core Module, September 2017, 1.0 CHs
10th Annual Perry G. Fine Lecture Series- "Toward a Healthier WV- Root Causes and Solutions to Effective pain Care and Eliminating Non-Medical Opioid Use, October 2017, 4 CHs
ANA 2018 Conference, March 201820.25 CHs
2018 Substance Abuse Update, WVUH, April 2018, 1.25 CHs
NYU Rory Meyers College of Nursing, 2018 NICHE Conference, April 2018, 21.25 CHs

Faculty Name: Amy Guidi, MSN, BSN, RN

Area(s) of expertise and experience : Mental Health Nursing

- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Fairmont State University – August 2016 – to present-
  Responsible for clinical instruction and supervision of 7-9 nursing students in an acute care adult health clinical setting.

  Registered Nurse-
  Monongahela Health Medical Center:
  Clinical Data Analyst Corporate Compliance- 2016- present
  Review and auditing patient Charts to determine compliance is met with Medicare regulations. Appeal denied claims as appropriate

  House Supervisor, Nursing Administration 2015-2016

Administrative responsibilities for hospital departments. Included service recovery, personnel issues and staffing.

Employee Health Coordinator, Human Resources- 2011-2015
Maintained health records for 2,000 employees, volunteers and medical staff. Implemented a new Employee Health software program.

West Virginia University Hospitals, Inc.
Registered Nurse- 1987-2003
Responsible for leadership and direct patient care for a variety of patient populations in a clinical ladder environment. Outpatient Surgery Department with a focus on endoscopy, extensive experience in Orthopedic, Medicine, Psychiatric and Surgical Departments.

- **Professional development and/or Scholarly work:**
  2015-2016
  WVU BSN Program/California University of Pennsylvania MSN Program
  CEs- Prescribing Controlled Substances and Preventing Drug Diversion;
  Screening Veterans for Mental Health Issues;
  Infection Control: Standards for Nursing practice;
  Pain and Symptom Management. (July 2016)

  2016-2017
  California University of Pennsylvania MSN Program
  CEs- Prescribing Control Substances and Diversion for WV Nurse;
  Screen Veterans for Mental Health Issues;
  Infection Control;
  Pain management (August 2017)
  .
  2017-2018
  CEs- Falls: Assessment and Prevention;
  WV Nurses' Role in prescribing Controlled Substances and Preventing Drug Diversion;
  Screening Veterans for mental health Issues;
  Sepsis in the Adult Patient: Identification and Initial Care

Faculty Name: Byron Hoggatt, MSN, BSN, APRN, BC-FNP

- **Area(s) of expertise and experience** : Pediatrics/ adult health/simulation

- **Clinical practice and/or teaching experience**
  Adjunct Instructor of Nursing-
  Fairmont State University – August 2018 – to present-
  Responsible for clinical instruction and supervision of 7-9 nursing students in an adult health acute care clinical setting.

  WV Wesleyan College 2017 to present
  Adjunct Faculty of Nursing

Buckhannon, WV BSN/MSN programs

Stonewall Jackson Memorial. Hospital 2016-2017
Telemetry Nurse
Weston, WV

Salem International University 2014-2016
Assoc.Professor of Nursing
Salem, WV SimLab Coordinator

Cabin Creek Health System 2011-2014 Family Nurse Practitioner
Dawes, WV Primary Care Clinic
University of Charleston 2008 - 2010

Medical Weight Loss Clinics 2010-2011
Family Nurse Practitioner
Charleston, WV Bariatric Care Clinic

Asst.Professor of Nursing
Department of Health Sciences 2009 - 2010 Communications Roundtable
Charleston, WV 2001 Ethical Practice Roundtable
2000 Instructor, ADN Program

Mt.State University 2007 + Adjunct Faculty, Nursing
Beckley, WV

- **Professional development and/or Scholarly work:**
  2015-2016
  2016-2017
  2017-2018

Faculty Name: Holbert, Jacqueline, BSN, ASN, RN
Area(s) of expertise and experience : Medical/surgical nursing/ telemetry/ post-operative

- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Fairmont State University – August 2018 – to present-
  Responsible for clinical instruction and supervision of 7-9 nursing students in an adult health acute care clinical setting.

  Registered Nurse-
  United Hospital Center (Bridgeport, WV) March 2017 to present to present

  Nurse Manager -PACU, United Hospital Center; Bridgeport, WV March 2017-Present

Direct and coordinate nursing care of patients in the PACU with medical staff, hospital administration, department head, ancillary departments and nursing staff.
Plan, organizes the immediate Phase I post-operative nursing care to provide for the best interest and welfare of the patient and their families.
Plan, implements and evaluates staffing patterns in accordance with established staffing patterns, patient acuity, assurance of continuity of care and overall budgetary constraints.
Promote open communication with the unit, assessing staff understanding and comprehension and facilitating change as directed by hospital policy and procedure.
Implemented new EMR and became a credentialed trainer for pre and post-operative documentation.

Nurse Manager- Outpatient Surgery, United Hospital Center; Bridgeport, WV
January 2013-April 2017
Supervised the admission, prep of patients, post-op period and discharge process of patients to assure that quality efficient care is provided.
Made daily staff assignments, maintained flow and appropriate staff levels to meet patient needs and the needs of the OR schedule.
Provided clinical and professional support to the nursing and secretarial staff.
Maintained open and consistent communication with patients and families OR coordinator and PACU staff and anesthesiologist and surgeons regarding problems or delays with preoperative patient flow.

RN Clinical Supervisor-Emergency Department, United Hospital Center,
Bridgeport, WV February 2005-January 2013
Perform and reviewed the initial assessment upon admission, and did continuing assessments thereafter, implementing and evaluating patient care, according to policy, using profession judgement to determine the physical, psychological, and social needs of the patient. Made clinical rounds to establish personal contact with patients. Demonstrated competency in technical and clinical sills, completed skills checklist. Maintained departmental flow.
Implemented a new EMR and provided education to staff.
Communicated plan of care and patient needs effectively, in a multi-disciplinary fashion, to any and all involved persons, and/or departments.

Registered Nurse, United Hospital Center; Clarksburg, WV May 1999-January 2005
Performed and reviewed the initial assessment upon admission, and did continuing assessments thereafter, implemented and evaluated patient care, according to policy, using professional judgement to determine the physical, psychological, and social needs of the patient and documented in patient record.
Demonstrated competency in technical and clinical area. Administration of medications as ordered by the physician. Communicated plan of care and patient needs effectively, in a multi-disciplinary fashion.
Anticipated teaching needs of each patient, modifying, adapting, exuding the evaluating the plan on a regular basis. Developed discharge plan, individualized to meet the need of the patient and family.

- **Professional development and/or Scholarly work:**
  ACLS PROVIDER
  PALS PROVIDER
  BLS PROVIDER

CREDENTIALED TRAINER IN EPIC PRE/POST OP

2015-2016
2016-2017
2017-2018

Faculty Name: Jennifer Lambernedis, , BSN, RN
Area(s) of expertise and experience : Medical/surgical Nursing

- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Fairmont State University – August 2016 – to present-
  Responsible for clinical instruction and supervision of 7-9 nursing students in an acute care adult health clinical setting.

  Registered Nurse-
  Louis A. Johnson VA Hospital
  Clarksburg, WV
  Registered Nurse- 2010-present
  Responsible for leadership and direct patient care for a variety of patient populations in various clinical environment. Proficient in medical-surgical nursing with advanced knowledge of Orthopedics and Neurology.

  ACLS certified.

  BLS instructor.
  Certified Mentor within the VAMC.

Professional development and/or Scholarly work:

2015-2016
2016-2017
2017-2018

Faculty Name: Beatrice McDaniel, BSN, BSN, RN
Area(s) of expertise and experience : Medical/surgical Nursing

- **Clinical practice and/or teaching experience:**
  Adjunct Instructor of Nursing-
  Fairmont State University – August 2018 – to present-
  Responsible for clinical instruction and supervision of 7-9 nursing students in an acute adult health clinical setting.

  Registered Nurse-

United Hospital Center- 2014-to –present
Registered Nurse. Responsibilities include patient care which involves but is not limited to monitoring, recording and reporting symptoms or changes in patients' conditions. Maintain accurate, detailed reports and records. Record patients' medical information and vital signs. Order, interpret and evaluate diagnostic tests to identify and assess patients' condition. Inform physician of patients' condition during anesthesia. Direct or supervise less skilled nurses and nurse techs. Consult and coordinate with healthcare team members to assess, plan, implement, and/or evaluate patient care plans. Prepare patients for and assist with examinations or treatments. Prepare rooms, sterile instruments, equipment or supplies. Assess the needs of individuals and families to identify potential health or safety problems. Educate patients and families on follow up care post discharge.

- **Professional development and/or Scholarly work:**

Certifications: CPR, CPI, ACLS, PALS, TNCC**,** ABLS**,** Clinical Ladder II

2015-2016
2016-2017
2017-2018

Faculty Name: Cristina Menking- Hoggatt, DNP, MSN, BSN, CNM

- **Area(s) of expertise and experience** : Obstetrics/ med-surg

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

Adjunct Instructor of Nursing-
Fairmont State University – August 2018 – to present-
Responsible for clinical instruction and supervision of 7-9 nursing students in an adult health acute care clinical setting.

Salem International University- 2015- 2016
Part time Faculty- Maternity Child Health, Fundamentals, & Basic Med/Surg
Department of Nursing- 2012-2014
Salem, WV

CCHS, Cabin Creek Health Systems June 2013- Feb 201
Nurse-Midwife
Cabin Creek, WV

Kanawha Valley CTC-2006- 2014
Assistant Professor - Maternal Child Health
Charleston, WV

Valley Health –Upper Kanawha- January, 2007-July 2009
Nurse- Midwife
Cedar Grove, WV

Marshall University- 2005-2006
Adjunct Faculty -Maternal Child Health
Huntington, WV

University of Charleston- 2000-2002
Asst. Professor of Nursing- Maternal Child Health,
Fundamentals, & Basic Med/Surg
Charleston, WV

WVU School of Medicine- 1995-1999
Clinical Faculty- Dept of OB/Gyn
Charleston Division
Charleston, WV

- **Professional development and/or Scholarly work:**
  2015-2016
  2016-2017
  2017-2018

Faculty Name: Andria Rogers, BSN, ASN, RN

- **Area(s) of expertise and experience** : Medical/surgical nursing/ step down/ emergency

- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Fairmont State University – August 2018 – to present-
  Responsible for theory instruction in Adult Health.

  Performance Improvement Analyst in the Medical Staff Offices- August 2016-present
  Main responsibilities include facilitating the Medical Peer review and Cardiovascular Peer Review Committees.
  Monongahela General Hospital
  Morgantown, WV

  Trauma Coordinator/Program Manager/ Clinical Manager (ED/ICU) September 2014-July 2016
  Ensured the trauma program remained in compliance with state regulations. Responded to code traumas in the ED and following admitted patients to ensure their plan of care was appropriate. Oversaw the ED and ICU units.
  Fairmont Regional Medical Center

Interim Director of Emergency/Intensive Care Services- September 2015-November 2015
Managed a 13 bed ED with a 3 bed fast track area as well as an 11 bed ICU.

- **Professional development and/or Scholarly work:**
  2015-2016

  2016-2017
  Reducing Risks and Improving Performance, 12 CHs
  Managing Grief and Loss in returning Veterans and Families, 1 CHs
  Introducing VetChange: An Online Intervention for Veterans with Problem Drinking and PTSD Symptoms, 1 CH
  3 new Concepts in heart failure: What You Need to Know to Improve Outcomes - .25 CHs
  Opioid Prescribing: Safe practice, Changing Lives, 2.0 CHs

  2017-2018
  Clinical Challenges in HIV: Caring for Older Adults, 1 CHs
  Opioid Prescribing: Safe Practice, Changing Lives Update 2017- 2.0 CHs
  Opioid Use Disorders: Considerations in Medication Assisted Treatments of Military Veterans, 1 CHs
  Reproductive Mental Health Care in Younger and Older Female Veterans, 1.0 CHs
  Restless Legs Syndrome and Circadian Rhythm Disorders, 1 CHs
  Recognizing PTSD and Co-Morbidities, 1 CHs
  Physical Health and Mental Health Following Deployment, 1 CHs
  Serving Those Who Have Served: Practical Approaches to Addressing the Invisible Wounds of War in service members and Post-9/11 Veterans- health Care Professionals- 3.75 CHs

Faculty Name: Kathy Ross, MSN, BSN, RN
Area(s) of expertise and experience : Adult Health
Clinical practice and/or teaching experience:

Adjunct Instructor of Nursing-
Responsible for clinical instruction and supervision of 7-9 nursing students in an adult health acute care clinical setting.
Fairmont State University – 2016 – to present-

Advanced Nurse Practitioner -9/1998 to 5/31/2016
Louis A. Johnson V A Medical Center
Clarksburg, WV
Surgery Dept. providing pre-op and post-op care for ENT patients, General surgery patients and Urology patients. Duties include history and physicals, follow up care and pre-op education. Adjunct professor at WVU school of nursing preceptor for NP students.

Nurse Manager
United Hospital Center
11/1992-9/1998
Clarksburg WV

Responsible for the operation of a 40 bed unit, duties included: budget formulation and management, supervision of 67 associates, hiring and disciplinary actions, policy development and implementation, development of standards of care, Development and implementation, development of standards of care, development and implementation of educational programs, attended covey training, reported to the vice-president of patient services.

Professional development and/or Scholarly work:

A.C.L.S. Instructor Certification.
B.C.L.S.
F.N.P. Certification June, 1998- 6/30/2019

2015-2016
2016-2017
2017-2018

Faculty Name: Alicia Savage, BSN, ASN, RN
Area(s) of expertise and experience : Medical/surgical Nursing

- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Fairmont State University – January 2018 – to present-
  Responsible for clinical instruction and supervision of 7-9 nursing students in an acute adult health clinical setting.

  Registered Nurse-
  WVUHospital- August 2015 to present
  Morgantown, WV
  Direct patient care for 5-6 patients. Can provide specialty care for up to 6 hours
  Charge nurse since 2016
  34 bed med/surg unit
  Responsible for 8 RNs, 4 CAs and 1 unit clerk
  Trained on: removing PICCs, Ultrasound guided PIV insertions, mentoring new employees, staffing grids, IV infusions, Dialysis accesses and wound care

- **Professional development and/or Scholarly work:**
  2015-2016
  2016-2017
  2017-2018

Faculty Name: Dawn Scheick, EdD, MN, APRN, CNS BC , RN
Area(s) of expertise and experience : Mental Health Nursing

- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Fairmont State University – August 2013 – to present-
  Responsible for clinical instruction and supervision of 7-9 nursing students in an acute care mental health clinical setting.

Psychiatric Nurse Clinical Specialist (PT)- 2013-2016
William R. Sharpe Jr. Hospital, Weston WV

Chairperson, Department of Nursing- 2010-2013
Alderson-Broaddus University
Philippi, WV

Professor of Nursing-1994-2013
Alderson-Broaddus University
Philippi, WV

Nurse Psychotherapist-2007- present
Circle of Caring Behavioral Health
Barbour County Health Department,
Philippi, WV

Professional development and/or Scholarly work:
2015-2016

ANCC Certification # 0139472 Adult Psychiatric-mental Health Nurse Specialist 1/1/2015 to 12/31/2019

4/30/2015 Reasoning with unreasonable people: Focus on Disorders of Emotional Regulation for brain potential, CHs
Interviewing with Veterans – Recognizing and Meeting the Mental Health Challenge, 2 CHs

10/19/2015 Presenting Drug Diversion for WV Nurses. Elite Continuing Education, 1 CHs

10/19/2015 Screening for Mental Health Issues in Veterans. Elite Continuing Education, 2 CHs

10/19/2015 Thyroid Disorders. A comprehensive review. Elite Continuing education, 9 CHs

10/22-24/2015 Integrated Behavioral Health Conference. Cathy Paxtoni: Partnerships Possibilities, People, Charleston, WV

10/22/2015 Trauma Informed Biological Timeliness, Vicario, Higgins, Mitchell and Vicario, 1 CHs
Bring Hope Home: The Three R's. Higgins, Mitchel and Vicario, 1.5 CHs
Healing the Fear that Hides. Higgins, Mitchell and Vicario, 1.25 CHs

10/23/2015 Help for Family Members of Military Service Members, Reentry Back Home, 1 CHs
Facilitative Healing, Resilence and Hope, Higgins, Michelle, and Vicario, 1.35 Chs.

10/24/2015 Trauma Informed Positive Behavioral Support. Hovatter, 1.5 CHs.
The role of Facilitation in the Treatment of Pain and Addiction. Pohl 1.25 CHs
Juvenile Justice Reform. Bond, Broudman, Garcia and McKinney II 1.5 Chs

3/13/2015 Anger Management for Professionals. Anastasia Piley and the WV Center for Excellence In Disabilities, 3 CHs.

8/4/2015 The Impact of Racism in the Health and Well Being. Webinar #2
No Safety, No Health, No Safety; American Public Health Assoc, 1 CHs

4/10/2015 Avoiding Power Struggles, Anastacia Riley and the WV Center for Excellence in Disabilities, 2.5 CHs

3/10/2015 Understanding Depression and Bipolar Disorder. Institute for Natural Resources, 6 Chs

2016-2017

1/28/2016 Psychotherapy: What you need to know today about psychiatric medicines. PESF Thomas Smith, Charleston WV 6.3 CHs
10/10/2016 Prescribing Controlled Substances and Preventing Drug Diversion for West Virginia Nurses, Elite Controlled Education 3 CHs
10/10/2016 Screening Veterans for Mental Health Issues; Elite Continuing Education 2 CHs
10/10/2016 Infection Control; Standards for Nursing Practice. Elite Continuing Education 8 CHs
11/19/2018 Geriatric Pharmacology; Net C.E Continuing Education 5 Chs.

2017-2018
1/19/2017 Geriatric Pharmacology; Net CE 39020 5 CHs
1/19/2017 Sleep Disorders; Net CE 98881 10 CHs
1/19/2017 Colorectal Cancer; NET CE 90780 15 CHs
9/24/2017 Veterans and Families Mental Health; CEU Fast, Inc. 2 CHs

Presentation – Workshops

6/5/2015 Hard to Communicate Therapeutically Even When You, Your Parents and Staff Resist. For Social Workers and Nurses. 8a-4p, William R Sharps Hospital, Weston, West Virginia

Faculty Name: Samantha Scrithfield, BSN, RN
Area(s) of expertise and experience : Adult health Nursing

- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Fairmont State University – August 2016 – to present- March 2017
  Responsible for clinical instruction and supervision of 7-9 nursing students in an acute care mental health clinical setting.

  Registered Nurse-
  Fairmont Regional Medical Center-May 2015- present
  Fairmont, WV 26554
  Registered Nurse
  Emergency Room and as a floor nurse on the Step-Down and Medical Surgical Units.
  Applied the nursing process to assess, implement and evaluate patient care.
  Communicated with all members of the patient care team.
  Adapted to all aspects of care while floating throughout different units.
  Documented all patient care interventions in the correct charting format.
  Notified nurse leader or physician in a timely manner of any clinical abnormalities.
  Experience with Omnicell medication distribution equipment.

  Talemed Travel Agency – march 2017-June 2017

Reacted effectively in emergency scenarios, demonstrating sound decision-making that helped save patient lives.
Managed patient care and provided accurate charting using Meditech with minimal training.
Experience with Pyxis medication distribution equipment.
Provided emergency to care to a variety of patients with varying ethnic backgrounds.
Applied expertise in rapid assessments and treatments, particularly upon patient arrival to the ER during initial phase of acute illness and trauma; treated a variety of illnesses or injury in children and adults, from minor bacterial infections, to cardiac arrests, to emergency trauma situations.
Coordinate patient referrals and discharge planning activities.
Upheld certifications required including: CPR, ACLS, PAL

United Hospital Center- June 2017- to –present
Reacted effectively in emergency scenarios, demonstrating sound decision-making that helped save patient lives.
Continued to gain ER skills including: Rapidly infusing blood products, conscious sedation procedures, pediatrics, P1 traumas, etc.
Experience with EPIC charting system.
Completion of TNCC certification.
Gained experience with ER flow in a teaching hospital. Involving medical residents and students.

- **Professional development and/or Scholarly work:**
  2015-2016
  2016-2017
  2017-2018

Faculty Name: Malisa Shackelford, BSN, ASN, RN
Area(s) of expertise and experience : Medical/surgical/ psychiatric Nursing

- **Clinical practice and/or teaching experience:**
- **Adjunct Instructor of Nursing-**
  Fairmont State University – January 2018 – to present-
  Responsible for clinical instruction and supervision of 7-9 nursing students in an acute adult health clinical setting.

  Registered Nurse-
  Fairmont Regional Medical Center – June 2014 to present
  Fairmont, WV

- **Professional development and/or Scholarly work:**

  2015-2016
  2016-2017 ANCC Certificate of Completion- 2016- 12 CHs of 12 hour WV Nursing Package
  2017-2018- ANCC Certificate of Completion- 2017- 12 CHs of 12 hour WV Nursing Package

Faculty Name: Audrey Shafferman, BSN, RN

Area(s) of expertise and experience : Adult Health

Clinical practice and/or teaching experience:

Adjunct Instructor of Nursing-

Responsible for clinical instruction and supervision of 7-9 nursing students in an adult health acute care clinical setting.

Fairmont State University – 2017 – to present

Registered Nurse-

Mon General Hospital- August 2018-to-present- CCU

Morgantown, WV

Louis A. Johnson VA Medical center

Duties and related skills: Medical/surgical nursing and CCU

Provide direct care and promote comfort of patients, provide patient education, perform assessments, provide emotional support to patients, medication administration, IV insertion and phlebotomy, communication, collaboration with other nurses and physicians, am a patient advocate, report at change of shift and between units, perform admissions and discharges, and perform patient charting.

Responsible for the operation of a 40 bed unit, duties included: budget formulation and management, supervision of 67 associates, hiring and disciplinary actions, policy development and implementation, development of standards of care, Development and implementation, development of standards of care, development and implementation of educational programs, attended covey training, reported to the vice-president of patient services.

Professional development and/or Scholarly work:

2015-2016

December 2015- ACLS Certification

REMS for ER/LA Opioid Analgesics: The keys to Safe Use- 2.00 CHs

Practical Use of Modern Agents in Type 2 Diabetes- 1 CH

Addressing Cognitive and Psychiatric Effects of Antiepileptic Drugs- 0.50 CHs

Communicating With Your patients About major Depressive Disorders- 0.50 CHs

PTSD 101: VA/DoD 2010 Clinical Practice Guideline for PTSD: Sleep Problems, Insomnia, and PTSD- 1.0 CHs

Adjunctive Biological Therapies in Wound Care: Honey and Leeches – 1.5 CHs

Addiction: Self-Inflicted Violence (Nursing)- 1.5 CHs

Addiction; Eating Disorders (Nursing)- 1.5 CHs

Acute Coronary Syndromes: "Y" does "X" make a Difference? (Nursing)- 1.5 CHS

2016-2017

August 2016- BLS Recertification

Prescribing Controlled Substances and preventing Drug Diversions for WV Nurses- 3.0 CHs

Screening Veterans for Mental Health Issues- 2.0 CHs

Infection Control: Standards for Nursing Practice- 8.0 CHs

2017-2018

December 2017: ACLS Recertification

Mental Health Issues of Veterans Returning from Iraq and Afghanistan- 2.0 CHs

Substance use Disorder in Nursing: Recognition, Reporting, and Support- 3.0 CHS

Medical Errors: A Critical practice Issue- 2.0 CHs

Preventing Drug Diversion for WV Nurses- 1.0 CHs

Negativity in Nursing: Turning Things Around- 1.0 CHs

Faculty Name: Jennifer Tallerico, MSN, BSN, RNC-OB, RN
Area(s) of expertise and experience : Maternal Child Nursing
Clinical practice and/or teaching experience:

Adjunct Instructor of Nursing-

Fairmont State University – August 2016 – to present-

Responsible for clinical instruction and supervision of 7-9 nursing students in a maternal-child acute care clinical setting.

Registered Nurse-

WVU Medicine- 5/2017- to present

Specialty Care Nurse- Transition Coordinator

Perform supportive role to all first-year employees with WVU Medicine through providing guidance, resources and maintaining communication between employee and leadership. Facility and educate graduate nurse in the accredited transition to practice program. Helping them to develop further critical thinking, leadership and professional development skills while forming peer relationships.

Registered Nurse/Charge Nurse 01/2007 to 05/2017

WVU Medicine

Disciplined, energetic employee who quickly establishes rapport with patients and colleagues. Performed all tasks with a patient-centered focus while seeking opportunities for improvement of processes and treatments.

Professional development and/or Scholarly work:

- Advanced Life Support (ACLS) Certification
- Certified Inpatient Obstetrics Nurse
- Basic Life Support (BLS) Certification
- Neonatal Resuscitation (NRP)
- 2017 Graduate WVU Medicine Pivotal Leadership Academy

2015-2016 Cardiopulmonary Resuscitation
2016-2017 Advanced Cardiac Life Support, Pediatric Advanced Life Support
2017-2018 Cardiopulmonary Resuscitation, National Institutes of Health Stroke Scale certified

Faculty Name: Linda Turchin, MSN, BSN, RN
Area(s) of expertise and experience : Mental Health Nursing/ Adult Health Nursing
Clinical practice and/or teaching experience:

Adjunct Instructor / Assistant Professor of Nursing/ Emerti Professor-

Responsible for didactic and clinical teaching for Mental Health Nursing

Fairmont State University – 2003– to- present

Registered Nurse-
Monongahela General Hospital -2005-to-2009
Diabetic Educator
Morgantown, WV
Chestnut Ridge Hospital- 2001-to-2003
Staff nurse mental health unit
Morgantown, WV

Professional development and/or Scholarly work:
2015-2016 –
Alternate format and innovative test items – Critical Thinking Matters;
Earned Associate Prof and Tenure FSU
NCLEX Update
Crisis Intervention;
Veterans Suicide
Served as contributor/reviewer/ item writer for Wolters and Elsevier

2016-2017 –
Teaching Mental Health
Interactive, Engaging Learning – What's the Big Deal?
Tips and Tricks for Online learning
Mental Health Issues of Veterans – Returning from Iraq and Afghanistan
Using Nationally Formed Tests for Program Improvement
Item Analysis Made Easy
Promoting Academic Integrality
The new faces of Lab
Provided 4 CNE workshops for NLN.

2018-2019 –
Assessment and Evaluation on Student Learning in Nursing ED
Bringing the NCLEX test map to life during orientation through final exam
NLN Guide for teaching Thinking
What Students need to Know About mental Physical health Connection.
Renewed CNE Certification
Ass. Editor, Saunders Q&A Revie for NCLEX-RN, Ed . 7

Faculty Name: Sharon Twentier, MSN, BSN, RN
Area(s) of expertise and experience : Adult Health
Clinical practice and/or teaching experience:
Adjunct Instructor of Nursing-

Responsible for clinical instruction and supervision of 7-9 nursing students in an adult health acute care clinical setting.

Fairmont State University – 2010 – to present-

Salem International University- 2010 to present.

West Virginia Wesleyan College- 2007-2014

Registered Nurse-
1986-2010 United Hospital Center Clarksburg WV
6 months in ICU
5 years neurosurgical. Presentation of program on halo traction and discussion of autonomic dysreflexia for critical care class.
19 years cardiac/ progressive care unit
Preceptor recognition in hospital and orientation of staff
Participation in 140 hours of preceptor experience with senior student from West Virginia Wesleyan College
Certification in Med-Surg nursing through ANA 1992 to 2012
Successful completion of item writing assignment for med-surg certification testing for the ANCC
ACLS certification with ongoing education and renewals
CPR instructor for over eighteen years having met all requirements of the American Heart Association and the provider site, conducting classes for college students and faculty
R & R committee membership with production of materials for recruitment and retention of nurses during UHC employment
Grievance committee membership for one term at UHC
Clinical ladder level III recognition from the program's inception to retirement in September 2010.

Professional development and/or Scholarly work:

2015-2016

HIV Cure Research
Incorporating Concepts
Simulation and Clinical Judgement
Assessing Student Outcomes and Competencies
Preventing Drug Diversion
Screening for Mental Health Disorders in VETS
Thyroid Disorder Screening
Annual Nurse Scholar Conference
N Evaluating Clinical Performance

2016-2017

Item Writing
Preventing Drug Diversion
Frontoparietal Degeneration

Child Abuse Prevention and Reporting
Clinical Care of the Transgender Patient
Post Traumatic Stress Disorder
Drug Diversion
Veteran's Mental Health Issues
Infection Control

2017-2018

Low Back Pain
Child Abuse Prevention and Reporting
Sharps Safety and Needlestick Prevention
Parkinson Disease
Mental Health Issues of Veterans Returning
from Iraq and Afghanistan

Faculty Name: Kathrine Weik, BSN, ASN, RN
Area(s) of expertise and experience : Adult Health/ Stepdown, Emergency Nursing
Clinical practice and/or teaching experience:

Adjunct Instructor of Nursing-
Fairmont State University – August 2018 – to present-
Responsible for clinical instruction and supervision of 7-9 nursing students in an adult health acute care clinical setting.

Registered Nurse-
Mon General Emergency Department (Morgantown, WV) July 2017- Current
Emergency nursing is a demanding field that requires maintaining different skill sets and knowledge to treat a variety of patients. Emergency nursing requires critical thinking, ability to make independent, quick decisions, and ability to prioritize patients who are at highest risk of major injuries or life threatening situations. Adapting quickly to rapidly changing situations is as important as the assessment to determine changes.

Precepting new Emergency Department nurses.

Talemed – Eastside Medical Center, (Atlanta GA) March 2017- June 2017
Travel Nurse, Emergency Department
Fairmont Regional Medical Center (Fairmont, WV) April 2016–February 2017
Emergency Department

United Hospital Center October 2015 – January 2017
Cardiac Stepdown
Out Patient Observation

Professional development and/or Scholarly work:
2015-2016 Cardiopulmonary Resuscitation
2016-2017 Advanced Cardiac Life Support, Pediatric Advanced Life Support
2017-2018 Cardiopulmonary Resuscitation, National Institutes of Health Stroke Scale certified

Faculty Name: Michelle Work, BSN, ASN, RN
Area(s) of expertise and experience : OB
Clinical practice and/or teaching experience:

Adjunct Instructor of Nursing-
Fairmont State University – August 2018 – to present-
Responsible for clinical instruction and supervision of 7-9 nursing students in an obstetrical clinical setting.

Registered Nurse-
United Hospital Center- 2013-to –present
Clarksburg, WV
Assist women through the induction, labor, and delivery of their infants. I then care for the woman in the postpartum phase of recovery as well as caring for her newborn.
Am a preceptor and train new nurses in this specialized unit.

Professional development and/or Scholarly work:
2015-2016
2016-2017
2017-2018

Appendix C

Table 3.1

FSU Policy & Location	FSU Policy Summary	ASN & LPN-to-ASN Program Policy & Location	ASN & LPN-to-ASN Program Policy Summary	Rationale For Differences (if any)
Academic Dishonesty FSU Catalog FSU Student Handbook	Cheating in any form is not tolerated. Academic integrity is a core value of FSU. Statements are available at: Standard Fairmont State University Syllabus Statements	Academic Honesty ASN Student Handbook	Cheating may be grounds for dismissal. The Policy refers students to the FSU policy. Standard Fairmont State University Syllabus Statements are used in course syllabi.	There are no differences in the policy. The ASN and LPN-to-ASN Academic Dishonesty policies refer to and are consistent with FSU policy.
Admission & Course Placement FSU Catalog pp. 10-15	2.0 GPA, minimum 18 ACT or 870 SAT composite scores, specific units in English, Soc. Studies, Math, Science, Arts, Foreign Language are required; ACT, SAT, & COMPASS scores are used for English & Math placement. Students must demonstrate the ability to take college level math or English courses per University standards.	Admission FSU Catalog pp. 123-127 SON Website: "Admission Requirements for the Nursing Program"	Require TEAS Math and English scores 50 or higher and TEAS science and reading scores 60 or higher. LPN license and transcript is required for LPN-to-ASN students.	Minimum requirements for the university are met and exceeded with specific program requirements. Additional requirements are indicative of success on the NCLEX-RN Exam. The additional requirement of the LPN licensure provides credit for previous learning and meets the criteria for meeting similar requirements for the first semester of an ASN program.
Attendance Standard Syllabus Statements FSU Student Handbook pp. 53-54	FSU has no formal policy; expectations of student are to be present and accountable.	Attendance ASN Student Handbook p. 35	Students must not be absent for more than 10% of class lectures or any of the clinical experiences. Attendance records informally kept by	Attendance is necessary to provide quality instruction through interactive learning and to improve retention and outcome

			the course coordinators for each course.	achievement. The policy is consistent with FSU values, although more stringent.
Grading Scale FSU Catalog pp. 41-42	FSU does not dictate percentage scores. Definitions of letter grades and other designations are found in the FSU Catalog.	Grading Scale ASN Student Handbook pp. 38-39	Complies with FSU policy, but the grading scale is higher than traditional university grading scales. 75% is the lowest "C" and passing grade.	This is consistent with professional standards and other nursing education programs. Course averages less than 75% are consistent with lower NCLEX-RN pass rates.
Graduation Requirements FSU Catalog pp. 47-48	Minimum residence requirements apply. Total number of hours required for the associate degree is 60 with 15 general studies hours.	Graduation Requirements ASN Student Handbook p. 15 FSU Catalog pp. 125-126	The LPN-to-ASN and ASN graduation requirements comply with University policy.	Specific general studies courses have been selected as ASN program requirements for their contribution to the knowledge base of the RN.
Grievance FSU Student Handbook pp. 50-53	Chain of command includes the instructor, school chairperson or dean, the Provost and/or the chair of the Admissions and Credits Committee, and President.	Grievance/Appeal ASN Student Handbook p. 34	The chain of command is outlined for students and is consistent with university policy. At the program level, the Student Advocacy Committee may hear a student's appeal. If appeals are not satisfactorily resolved at the program level, students may pursue the University's Grade Appeal Policy.	The program policies are consistent with that of the University.
Health Requirements FSU Catalog p. 11	Proof of MMR is required; other vaccines, such as meningococcal, Tdap, Polio, Hep B, influenza are recommended.	Health Requirements ASN Student Handbook pp. 39-40	MMR, Tdap, Polio, PPD, Hep B, varicella and influenza vaccines and/or titers, CPR, background checks, and drug	Vaccine requirements are mandated within the clinical agencies and are necessary to keep students and patients safe.

			screens are required. Students are required to upload and maintain health records in a secure, computerized immunization tracker.	
Progression FSU Student Handbook pp.47-49	A Probation/Suspension Policy applies when GPA is below 2.0. D's are accepted for course credit, except in ENGL 1104 and 1108 (C's are required).	Progression ASN Student Handbook p. 15 and 41	A "C" or above is required in all courses used for the degree; course sequencing is enforced with prerequisites. Students must maintain a 2.0. The HESI exit exam is administered in the final semester which is a predictor of NCLEX RN success. Students must meet a 900 benchmark score for graduation. In the event the benchmark score is not attained, students have a required remediation that must be completed in order for final transcripts to be released.	Liberal education is important to the professional role and standards; maintains high standards throughout the program. This is consistent with other nursing programs. Faculty do not believe that a "D" reflects achievement of outcomes. HESI benchmark score of 900 has a 98% of NCLEX-RN success. Remediation is required to ensure the students are prepared for the NCLEX-RN.
Transfer Credit Policy and Tables FSU Catalog p. 12	Credits and grades transfer from HEPC institutions. Credit hours only transfer from all other regionally accredited schools. Transfer credit limits apply.	Transfer ASN Student Handbook p. 45	The SON reviews the grading standards and outcomes of nursing and support courses to make a decision on whether or not they will be accepted as required courses. Nursing courses may be transferred with a 70% content	The policy is consistent with the University's. Faculty want to ensure that the course and program outcomes are met.

			match and a score of 800 or above on the corresponding HESI exam.	
Withdrawal FSU Catalog p. 43 FSU website	Students can withdrawal from classes by the university course withdrawal date in order to receive a W on the transcript and count as one admission to the program. If students choose to withdrawal after the university withdrawal date, students can stop attending classes; however, they will receive a D or F on their transcript and will be counted as an admission. If students are out for one or more semesters, they must reapply to the University.	Withdrawal and Change in Progression Policy ASN Student Handbook p. 46 Readmission Policy ASN Handbook pp. 41-42	Students are limited to three attempts to successfully complete the nursing programs (two readmissions).	NCLEX-RN success rates are lower for students who are unsuccessful in the program multiple times. Also wanted to address our student retention. SON data supports that students who have had to be re-sequenced have success in our program. (ASN Curriculum 11/17/17)

Table 3.3

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Grade Appeals	3	1	4	6	4	2	2
Resolutions	3 denied	1 Compromise	3 denied	5 denied 1 retest	4 denied	2 denied	2 denied
IT testing	1			1			
Resolution	Compromise			Compromise			
Readmission			1	4	10	6	2
Resolution			Granted by provost	2 granted readmission	5 granted/ 5 denied End of old curriculum	2 granted / 4 denied	1 granted/ 1 denied
Falsified preceptorship				1			
Resolution				Student dismissed			
Incomplete grade				1			
Resolution				Compromise		1	
Extenuating Circumstances						1 denied	2 granted

Key for table:
Compromise = resolution made between SON and student
Denied = policy upheld
Dismissed = student dismissed from program
Granted = policy overturned
Readmission = student readmitted to program

Appendix D

Table 4.1-GRADUATE OUTCOMES & ASSESSMENTS & MAPPING

Associate Degree Graduate Outcomes

Graduates of the program will be able to:

1. Promote human flourishing for patients of all ages.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

Graduate Outcomes	Assessment
1. Promote human flourishing for patients of all ages.	Mapped Course Outcomes in TaskStream
	HESI Exit Exam – Human Flourishing category
	Nursing Capstone Clinical Evaluations
	NCLEX – Client Needs (all), Human Functioning (all), Health Alterations (all), Wellness/Illness Continuum (all), Stages of Maturity (all), Stress, Adaptation, Coping (all)
2. Utilize nursing judgment to provide quality nursing care.	Mapped Course Outcomes in TaskStream
	HESI Exit Exam – Nursing Judgment category
	Nursing Capstone Clinical Evaluations
	NCLEX – Client Needs (Management of Care), Nursing Process (all)
3. Demonstrate attributes of a professional identity consistent with core nursing values.	Mapped Course Outcomes in TaskStream
	HESI Exit Exam – Professional Identity category
	Nursing Capstone Clinical Evaluations
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.	Mapped Course Outcomes in TaskStream
	HESI Exit Exam – Spirit of Inquiry category
	Nursing Capstone Clinical Evaluations

Table 4.2 - Traditional & Weekend ASN Program Track – End-of-Program Student Learning Outcomes Mapped to Course Outcomes

Graduate Outcomes	Course	Course	Mapped Course Outcomes
1. Promote human flourishing for patients of all ages.	NURS 1101	Fundamentals	1. Promote human flourishing for patients of all ages. 5. Practice therapeutic communication techniques. 6. Complete a head-to-toe shift assessment.
	NURS 1108	Adult Health I	1. Promote human flourishing for adult patients.
	NURS 1110	Pharmacology I	1. Describe factors that influence pharmacokinetics. 2. Define common pharmacological terms. 3. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification. 4. Discuss nursing considerations for each medication or drug classification. 5. Discuss age-related variations related to drug therapy.
	NURS 1115	Maternal-Child I	1. Promote human flourishing in the maternal-child healthcare setting. 5. Apply growth and development principles to nursing care.
	NURS 2110	Pharmacology II	1. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification. 2. Discuss nursing considerations for each medication or drug classification. 3. Discuss age-related variations related to drug therapy.
	NURS 2115	Maternal-Child II	1. Promote human flourishing in the maternal-child healthcare setting. 5. Provide age-appropriate care in the maternal-child healthcare setting.

	NURS 2203	Mental Health	1. Promote human flourishing throughout the lifespan as it relates to mental health & illness in individuals and families. 5. Implement inter-professional and therapeutic communication skills in the psychiatric healthcare setting. 6. Promote the safety of the patient with mental illness.
	NURS 2208	Adult Health II	1. Promote human flourishing for adult patients.
	NURS 2210	Pharmacology III	1. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification. 2. Discuss nursing considerations for each medication or drug classification. 3. Discuss age-related variations related to drug therapy.
	NURS 2211	Professional Role	1. Promote human flourishing for patients of all ages.
	NURS 2212	Adult Health III	1. Promote human flourishing in adult patients. 5. Provide patient-centered care for individuals with complex health problems.
	NURS 2215	Maternal-Child III	1. Promote human flourishing in the maternal-child healthcare setting. 5. Provide age-appropriate care in the maternal-child healthcare setting.
	NURS 2220	Capstone Clinical	1. Promote human flourishing for adult patients.
2. Utilize nursing judgment to	NURS 1101	Fundamentals	2. Utilize nursing judgment to provide quality nursing care.
	NURS 1108	Adult Health I	2. Utilize nursing judgment to provide quality nursing care.

provide quality nursing care.	NURS 1110	Pharmacology I	
	NURS 1115	Maternal-Child I	2. Utilize nursing judgment to provide quality nursing care.
	NURS 2110	Pharmacology II	
	NURS 2115	Maternal-Child II	2. Utilize nursing judgment to provide quality nursing care.
	NURS 2203	Mental Health	2. Utilize nursing judgment to provide quality nursing care for patients with mental illness.
	NURS 2208	Adult Health II	2. Utilize nursing judgment to provide quality nursing care.
	NURS 2210	Pharmacology III	
	NURS 2211	Professional Role	2. Utilize nursing judgment to provide quality nursing care.
	NURS 2212	Adult Health III	2. Utilize nursing judgment to provide quality nursing care.
	NURS 2215	Maternal-Child III	2. Utilize nursing judgment to provide quality nursing care.
	NURS 2220	Capstone Clinical	2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.	NURS 1101	Fundamentals	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 1108	Adult Health I	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 1110	Pharmacology I	

	NURS 1115	Maternal-Child I	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2110	Pharmacology II	
	NURS 2115	Maternal-Child II	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2203	Mental Health	3. Demonstrate attributes of a professional identity and self-awareness consistent with core nursing values.
	NURS 2208	Adult Health II	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2210	Pharmacology III	
	NURS 2211	Professional Role Transition	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2212	Adult Health III	3. Demonstrate attributes of a professional identity in nursing, consistent with core values.
	NURS 2215	Maternal-Child III	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2220	Capstone Clinical	3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve	NURS 1101	Fundamentals	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 1108	Adult Health I	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

healthcare quality.	NURS 1110	Pharmacology I	
	NURS 1115	Maternal-Child I	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2110	Pharmacology II	
	NURS 2115	Maternal-Child II	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2203	Mental Health	4. Demonstrate characteristics of a spirit of inquiry to improve quality patient care.
	NURS 2208	Adult Health II	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2210	Pharmacology III	
	NURS 2211	Professional Role	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2212	Adult Health III	4. Demonstrate characteristics of a spirit of inquiry to improve quality patient care.
	NURS 2215	Maternal-Child III	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2220	Capstone Clinical	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

Table 4.3-LPN-to-ASN Program Track – End-of-Program Student Learning Outcomes Mapped to Course Outcomes

Graduate Outcomes	Course	Course	Mapped Course Outcomes
1. Promote human flourishing for patients of all ages.	NURS 1200	Nursing Care Across the Lifespan I	1. Promote human flourishing for patients across the lifespan.
	NURS 1201	Mental Health Across the Lifespan	1. Promote human flourishing for patients across the lifespan as it relates to mental health & illness. 5. Implement therapeutic communication skills in the mental healthcare setting. 6. Promote the safety of the patient with mental illness.
	NURS 1202	Assessment Across the Lifespan I	1. Promote human flourishing for patients across the lifespan. 5. Implement therapeutic communication techniques. 6. Complete focal assessments of the integumentary, reproductive, gastrointestinal, and renal systems.
	NURS 1203	Transition for Licensed Practical Nurses	1. Promote human flourishing for patients across the lifespan. 6. Demonstrate the mastery of basic math skills needed to administer medications in the clinical setting.
	NURS 1204	Pharmacology Across the Lifespan I	1. Describe factors that influence pharmacokinetics. 2. Define common pharmacological terms. 3. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification. 4. Discuss nursing considerations for each medication or drug classification. 5. Discuss age-related variations related to drug therapy.

	NURS 2301	Nursing Care Across the Lifespan II	1. Promote human flourishing for patients across the lifespan.
	NURS 2302	Assessment Across the Lifespan II	1. Promote human flourishing for patients across the lifespan. 5. Implement therapeutic communication techniques. 6. Complete focal assessments of the integumentary, reproductive, gastrointestinal, and renal systems. 7. Complete a health history and head-to-toe physical assessment.
	NURS 2303	Pharmacology Across the Lifespan II	1. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification. 2. Discuss nursing considerations for each medication or drug classification. 3. Discuss age-related variations related to drug therapy.
	NURS 2401	Nursing Care Across the Lifespan III	1. Promote human flourishing for patients across the lifespan. 5. Provide patient-centered care for individuals with complex health problems.
	NURS 2402	Role Transition, Professionalism, and Management	1. Promote human flourishing for patients across the lifespan.
	NURS 2403	Capstone Clinical Experience	1. Promote human flourishing for patients across the lifespan.
	NURS 2404	Pharmacology Across the Lifespan III	1. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification. 2. Discuss nursing considerations for each medication or drug classification.

			3. Discuss age-related variations related to drug therapy.
2. Utilize nursing judgment to provide quality nursing care.	NURS 1200	Nursing Care Across the Lifespan I	2. Utilize nursing judgment to provide quality nursing care.
	NURS 1201	Mental Health Across the Lifespan	2. Utilize nursing judgment to provide quality nursing care for patients with mental illness.
	NURS 1202	Assessment Across the Lifespan I	2. Utilize nursing judgment to provide quality nursing care.
	NURS 1203	Transition for Licensed Practical Nurses	2. Utilize nursing judgment to provide quality nursing care.
	NURS 1204	Pharmacology Across the Lifespan I	2. Utilize nursing judgment to provide quality nursing care.
	NURS 2301	Nursing Care Across the Lifespan II	2. Utilize nursing judgment to provide quality nursing care.
	NURS 2302	Assessment Across the Lifespan II	2. Utilize nursing judgment to provide quality nursing care.
	NURS 2303	Pharmacology Across the Lifespan II	
	NURS 2401	Nursing Care Across the Lifespan III	2. Utilize nursing judgment to provide quality nursing care.

	NURS 2402	Role Transition, Professionalism, and Management	2. Utilize nursing judgment to provide quality nursing care.
	NURS 2403	Capstone Clinical Experience	2. Utilize nursing judgment to provide quality nursing care.
	NURS 2404	Pharmacology Across the Lifespan III	
	NURS 1200	Nursing Care Across the Lifespan I	2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.	NURS 1200	Nursing Care Across the Lifespan I	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 1201	Mental Health Across the Lifespan	3. Demonstrate attributes of a professional identity and self-awareness consistent with core nursing values.
	NURS 1202	Assessment Across the Lifespan I	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 1203	Transition for Licensed Practical Nurses	3. Demonstrate attributes of a professional identity consistent with core nursing values. 5. Discuss the importance of time management and its importance to self and others. 7. Reflect on role transitions of the LPN to RN student.
	NURS 1204	Pharmacology Across the Lifespan I	

	NURS 2301	Nursing Care Across the Lifespan II	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2302	Assessment Across the Lifespan II	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2303	Pharmacology Across the Lifespan II	
	NURS 2401	Nursing Care Across the Lifespan III	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2402	Role Transition, Professionalism, and Management	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2403	Capstone Clinical Experience	3. Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2404	Pharmacology Across the Lifespan III	
	NURS 1200	Nursing Care Across the Lifespan I	3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to	NURS 1200	Nursing Care Across the Lifespan I	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 1201	Mental Health Across the Lifespan	4. Demonstrate characteristics of a spirit of inquiry to improve quality patient care.

improve healthcare quality.	NURS 1202	Assessment Across the Lifespan I	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 1203	Transition for Licensed Practical Nurses	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 1204	Pharmacology Across the Lifespan I	
	NURS 2301	Nursing Care Across the Lifespan II	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2302	Assessment Across the Lifespan II	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2303	Pharmacology Across the Lifespan II	
	NURS 2401	Nursing Care Across the Lifespan III	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2402	Role Transition, Professionalism, and Management	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2403	Capstone Clinical Experience	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

	NURS 2404	Pharmacology Across the Lifespan III	
	NURS 1200	Nursing Care Across the Lifespan I	4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

Table 4.5-Examples of Cultural, Ethnic, and Socially Diverse Concepts Across the Curriculum

LPN-to-ASN Course	Topic	Activity	Concepts Covered
NURS 1200 Nursing Care Across the Lifespan I	Culture and Diversity across the lifespan	class lecture, case studies Integrating cultural information in the nursing process	Ethnicity Vulnerable populations Culture Age appropriate care
NURS 1201 Mental Health Across the Lifespan	Cultural influences and stigmatizing	class lecture, case studies, psychosocial assessment including cultural and spiritual components	Culture Spirituality Age appropriate care
NURS 1202 Assessment Across the Lifespan I	Cultural Awareness, Religion, and ethnicity across the lifespan	class lecture, case studies, assessment of the individual including cultural, spiritual, value beliefs	Ethnicity Culture Spirituality Safety Age appropriate care
NURS 1203 Transition for Licensed Practical Nurses	Cultural awareness and the nursing process	class lecture, discussion	Nursing Process Ethics & Legal Implications Professionalism Critical Thinking
NURS 1204 Pharmacology Across the Lifespan I	Cultural, legal, ethnic, and spiritual considerations of drug therapy across the lifespan	readings, assignments, discussion	Culturally competent care Ethics and legal implications Professionalism Critical thinking
NURS 2301 Nursing Care Across the Lifespan II	Influence of culture, ethnicity, and spiritually in health	class lecture, case studies	Holistic Care Health Promotion & Education

	care across the lifespan	Integrating cultural information in the nursing process	Age-appropriate Care - across the lifespan Culturally Competent Care Ethics & Legal Implications Professionalism Nursing Roles Critical Thinking
NURS 2302 Assessment Across the Lifespan II	Cultural Awareness, Religion, and ethnicity	class lecture, case studies, assessment of the individual including cultural, spiritual, value beliefs	Ethnicity Culture Spirituality Safety Age appropriate care
NURS 2303 Pharmacology Across the Lifespan II	Cultural, legal, ethnic, and spiritual considerations of drug therapy across the lifespan	readings, assignments, discussion	Culturally competent care Ethics and legal implications Professionalism Critical thinking
NURS 2401 Nursing Care Across the Lifespan III	Culture, diversity, and spiritually in health across the lifespan	class lecture, case studies Integrating cultural information in the nursing process	Holistic Care Health Promotion & Education Culturally Competent Care and Age-appropriate Care - across the lifespan Ethics & Legal Implications Professionalism Nursing Roles

			Critical Thinking
NURS 2402 Role Transition, Professionalism, and Management	Legal Issues in Nursing, Health Care, Ethical and Bioethical Issues in Nursing and Health Care	class lecture, case studies, assessment of the individual including cultural, spiritual, value beliefs, discussion	Holistic Care Health Promotion & Education Safety Culturally Competent Care and Age-appropriate Care - across the lifespan Ethics & Legal Implications Professionalism Nursing Roles Critical Thinking
NURS 2403 Capstone Clinical Experience	Culture, diversity, and spiritually in health across the lifespan	clinical experiences with preceptor, reflective journaling, evaluation of self, preceptor, and facility	Holistic Care Nursing Process Prioritization Delegation Professionalism Nursing Roles Critical Thinking
NURS 2404 Pharmacology Across the Lifespan III	Cultural, legal, ethnic, and spiritual considerations of drug therapy across the lifespan	readings, assignments, discussion	Culturally competent care Ethics and legal implications Professionalism Critical thinking
ASN Course	Topic	Activity	Concepts Covered
NURS 1101 Fundamentals of Nursing	Cultural, Ethnicity, and spiritual health lecture	class lecture/in class role play activity	Cultural, ethnicity, and spiritual health

		Unit exam	
NURS 1108 Nursing Care of Adults I	Religion Ethnicity Social diversity Social economic impact	discussion, case studies, concept map care plan, patient data base profile, simulations	Age appropriate care, Patient centered care, Health promotion, Ethical/legal considerations, Professional standards, Patient advocacy, Holistic care, Prioritization
NURS 1120 Nursing Pharmacology I	Cultural Considerations for drug therapy and patient education	EAQ assignments, unit exam, electronic resources, interactive online exercises	Lifespan, cultural, genetics, education
NURS 1115 Maternal-Child Nursing I	Religion/Spiritual Culture Ethnicity Social Diversity Social Economic Impact	discussion, case studies, concept map care plan, patient data base profile, simulations, adaptive quizzing, patient reviews	Age appropriate care, Patient centered care, Health promotion, Ethical/legal considerations, Professional standards, Patient advocacy, Holistic care, Prioritization, Teamwork and collaboration, Growth and development, Therapeutic communication, Self-care and awareness
NURS 2110 Nursing Pharmacology II	Cultural Considerations for drug therapy and patient education	EAQ assignments, unit exam, electronic resources, interactive online exercises	Lifespan, cultural, genetics, education
NURS 2115 Maternal-Child Nursing II	Religion/Spiritual Culture Ethnicity Social Diversity Social Economic Impact	discussion, case studies, concept map care plan, patient data base profile, simulations, adaptive quizzing, patient reviews	Age appropriate care, Patient centered care, Health promotion, Ethical/legal considerations, Professional standards, Patient advocacy, Holistic care,

			Prioritization, Teamwork and collaboration, Growth and development, Therapeutic communication, Self-care and awareness
NURS 2203 Mental Health Nursing	Mental Health Patients as a subculture Patient rights & protection Legal/Ethical Guidelines	exams, EAQ assignments	Culturally competent care, Patient advocacy, Legal/ethical implications, Patient-centered care, Epidemiology
NURS 2208 Nursing Care of Adults II	Religion Ethnicity Social diversity Social economic impact	discussion, case studies, concept map care plan, patient data base profile, simulations	Age appropriate care, Patient centered care, Health promotion, Ethical/legal considerations, Professional standards, Patient advocacy, Holistic care, Prioritization
NURS 2210 Nursing Pharmacology III	Cultural Considerations for drug therapy and patient education	EAQ assignments, unit exam, electronic resources, interactive online exercises	Lifespan, cultural, genetics, education
NURS 2211 Professional Role Transition	Culture and implications on health care delivery	differences in caring for different cultures/ethnic groups	Culturally competent care, Holistic care
NURS 2212 Nursing Care of Adults III	Religion Ethnicity Social diversity Social economic impact	discussion, case studies	Age appropriate care, Patient centered care, Health promotion, Ethical/legal considerations, Professional standards, Patient advocacy, Holistic care, Prioritization

NURS 2215 Maternal-Child Nursing III	Religion/Spiritual Culture Ethnicity Social Diversity Social Economic Impact	discussion, case studies, concept map care plan, clinical project/presentation, simulations, adaptive quizzing, patient reviews	Age appropriate care, Patient centered care, Health promotion, Ethical/legal considerations, Professional standards, Patient advocacy, Holistic care, Prioritization, Teamwork and collaboration, Growth and development, Therapeutic communication, Self-care and awareness
NURS 2220 Nursing Capstone Clinical	Religion Ethnicity Social diversity Social economic impact	case studies, concept map care plans, simulations, reflective journaling	Age appropriate care, Patient centered care, Health promotion, Ethical/legal considerations, Professional standards, Patient advocacy, Holistic care, Prioritization

Table 4.8-Agencies Used For Clinical Practice Experiences for 2017-2018

Name of Agency	Location	Course # and Content Area Being Taught	Faculty to Student Ratio	# of Students Accommodated per Semester	Agency Accreditation	Contract Initiation Date	Contract Expiration Date
Fairmont Regional Medical Center	Fairmont, WV	N1108.01 & N2208.01: Nursing Care of the Adult I & II	1:8	16	The Joint Commission	4/1/2018	3/31/2019
		N2203.03: Mental Health Nursing Weekend Program	1:8	8			
		N2220: Capstone Clinical Preceptorship	1:1	Varies Per Semester (Approx. 1-2)			

Louis A. Johnson VA Medical Center	Clarksburg, WV	N1108.01: Nursing Care of the Adult I	1:8	16	The Joint Commission, Federal Government	12/2008	On-going
Monongalia General Hospital	Morgantown, WV	N2208.01: Nursing Care of the Adult II N1101.01: Fundamentals of Nursing N2220.01: Capstone Clinical Preceptorship	1:8 1:8 1:1	8 8 Varies Per Semester (Approx. 1-2)	The Joint Commission	Initiated 6/20113 Amended 1/31/15	5/31/18
Monongalia Valley Association of Health Care - Fairmont Clinic	Fairmont, WV	N1115.01: Maternal-Child I – Pediatrics N2301.01: Nursing Care Across the	1:4	48	The Joint Commission	7/1/15	7/1/18

		Lifespan II – Pediatrics LPN-ASN Program	1:4	24			
West Virginia University Hospitals - United Hospital Center Inc.	Clarksburg, WV	N1108.01 & N2208.01: Nursing Care of the Adult I & II N2115.01: Maternal-Child II – Pediatrics N2203.01: Mental Health Nursing N2220.01: Capstone Clinical Preceptorship N1108.03: Nursing Care of Adults I Weekend Program	1:8 1:8 1:8 1:1	48 48 16 Varies Per semester (Approx. 10-12) 16	The Joint Commission	5/12/2010	On-going (automatically renews yearly)

		N1115.03: Maternal-Child I – Weekend Program - OB	1:8	16			
		N2203.03: Psychiatric Nursing Weekend Program	1:8				
		N1200.01: Nursing Care Across the Lifespan I LPN-ASN Program – Peds-OB-Med/Surg	1:8	8			
		N1201.01: Mental Health Across the Lifespan – LPN-ASN Program	1:8	28			
		N2301.01: Nursing Care Across the Lifespan II LPN-		24			

		ASN Program – Peds-Med/Surg	1:8 1:8	24			
West Virginia University Hospitals – Ruby Memorial	Morgantown, WV	N1108.01 & N2208.01: Nursing Care of the Adult I & II N1115.01: Maternal-Child I – OB N2215.01: Maternal-Child III - Peds	1:8 1:8 1:8	48 48 48	The Joint Commission	1/1/15	12/31/25

		N2220.01: Capstone Clinical Preceptorship	1:1	Varies Per Semester (Approx. 20-30)			
William R. Sharpe Hospital	Weston, WV	N2203.01: Mental Health Nursing	1:8	24	The Joint Commission (at time of rotation)	7/1/17	6/30/18 Renews Annually

Appendix E **Course Syllabi**

Fundamentals of Nursing Syllabus

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Alexis Hicks, MSN, CNE	ED 211	posted	304-367-4968	alexis.hicks@fairmontstate.edu
	ED 232 B	posted	304-333-3689	

Course Description: NURS 1101: This course is designed to introduce the beginning student to nursing, concepts essential to the practice of nursing, and the role of the nurse as care provider. The clinical, laboratory, and simulation experiences involve the implementation of the nursing process and utilization of assessment and communication skills related to basic needs & life processes of individual patients. Factors, such as developmental levels, sociocultural differences, and mental & emotional status are included. (5 hours theory, 6 hours lab per week). PR: Admission to the ASN Nursing Program, FOSM 1100, BIOL 1170 and 1171. FOSM and BIOL may be taken concurrently.

Credit Hours: 5 hours theory, 6 hours lab per week

Class time/day/location:

Lecture component meets from 8:00 AM – 10:20 AM every Tuesday and Thursday for lecture in ED 214

Required Textbooks:
Required Resources across the Curriculum

- All students have option of hard copy or e-books
- Elsevier textbook-based Adaptive Quizzing (all courses)
- Elsevier NCLEX-based Adaptive Quizzing
- Internally-developed Documentation Package
- Mosby's Skills Video Series (e-version only)
- Hargrove –Huttel & Colgrove. (2014). Prioritization, Delegation & Management of Care for the NCLEX-RN Exam. F.A. Davis. ISBN: 978-0-8036-3313-1
- Skills tote

NURS 1101 Fundamentals

- Potter, Perry, Stockert, & Hall. (2017). Fundamentals of Nursing. 9th Ed. Elsevier. ISBN: 978-0-323-07933-4
- Buchholz. (2012). Henke's Med-Math. 7th Ed. Lippincott. ISBN 978-1-4698-1633-3

- Ackley & Ladwig. (2014). Nursing Diagnosis Handbook. 11th Ed. Elsevier. ISBN: 978-0-323-08549-6

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

Adult Health I (1108) Syllabus Spring 2018

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Theresa Jones, RN, PhD. MSN, RN-BC Course Coordinator	246 ED	Tue & Thurs 10:00 -12:30p Friday by appt.	304-368-7229	tjones25@fairmontstate.edu
	225 ED	Tue & Thurs 10:00 -12:30p Friday by appt.	304-367-4390	

Course Description: NURS 1108 Nursing Care of Adults I (6 Credits)

Nursing Care of Adults I is designed to assist students to use the nursing process to address common health problems of adults. The nursing roles of care provider, communicator, and teacher are explored to assist individuals to promote and attain health. Clinical, laboratory, and simulation experiences enable the student to implement patient-centered care. The student is expected to integrate and use knowledge and skills acquired in perquisite courses (4 hour class, 6 hours lab per week). PR: Admission to the ASN Program, NURS 1101, BIOL 2205 BIOL 2205 may be taken concurrently.

Credit Hours: 4 Lecture hours/wk 6 Clinical hours/wk

Class time/day/location: Tuesday and Thursday 8:00-09:50, Education Building 213

Required Textbooks:

- Lewis, Dirksen, & Heitkemper. (2017). Medical-Surgical Nursing. 10th Ed. Elsevier. ISBN: 978-0-323-32852-4
- Lewis, Dirksen, Bucher. (2017). Study Guide for Medical-Surgical Nursing. 10th Ed. Elsevier. ISBN: 978-032337148-3 (Required only if bundled with text for free)
- Kizior& Hodgson. (2015). Saunders Nursing Drug Handbook. Elsevier. ISBN: 978-0-323-28013-6
- Pagana, Pagana &Pagana. (2015). Mosby's Diagnostic and Laboratory Test Reference. 12th Ed. Elsevier. ISBN: 978-0-323-22576-2
- Ackley and Ladwig. (2014). Nursing Diagnosis Handbook, 10th Ed.
- Hargrove-Huttel & Colgrove (2014). Prioritization, Delegation & Management of Care for the NCLEX-RN Exam. F.A. Davis. ISBN: 978-0-8036-3313-1

Recommended textbooks:

- Mosby. (2013). Mosby's Dictionary of Medicine, Nursing & Health Professions, 9th Ed.

Required Electronic Courses:

- Elsevier textbook-based Adaptive Quizzing
- Elsevier NCLEX-based Adaptive Quizzing
- Evolve HESI case studies and patient reviews
- Adaptive quizzing for Medical-Surgical Nursing

NURS 1108 Course Outcomes:

Upon completion of the course, the advanced beginner learner will be able to:

1. Promote human flourishing for adult patients
2. Utilize nursing judgment to provide quality nursing care
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality

Syllabus: NURS -1115 Maternal-Child Nursing I – Spring 2018

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Mrs. Kim Derico, RN. MSN. Assistant Professor of Nursing, Course Coordinator	ED 205	TTH-10-11a & 1230-2p MWF-by appt.	304-333-3608	kderico@fairmontstate.edu
Mrs. Leslie Perine, RN. MSN. Assistant Professor of Nursing	ED 202	TTH-10-11a & 1230-2p MWF-by appt.	304-367-4092	lperine@fairmontstate.edu
Mrs. Jennifer Satterfield, RN. BSN. Clinical Adjunct Faculty – OB		By appointment only		Email through Blackboard
Mrs. Jennifer Tallerico, RN. BSN. MSN. Clinical Adjunct Faculty – OB		By appointment only		Email through Blackboard
		By appointment only		Email through Blackboard

Course Description:

Maternal Child Nursing I will focus on care of the mother in all stages of pregnancy and care of the healthy newborn, infant, child, and adolescent. Clinical, laboratory, and simulation experiences will give students the opportunity to implement patient-centered care for the selected population.

Credit Hours:

4 credits total with lecture being 3 hours/wk and clinical being 3 hours/wk

Class time/day/location:

Tuesdays and Thursdays 11a-1220p Education Building Room 214

Required Textbooks:

NURS 1115, 2115 and 2215 Maternal Child I, II & III

- Maternal Child Nursing Care- 6th ed. – Perry, Hockenberry, Loudermilk, Wilson – Elsevier (Will be used in Maternal Child Nursing I, II & III)
- Pediatric Nursing Procedures – 4th ed. – Bowden & Greenberg – Wolters Kluwer/Lippincott Williams & Wilkins (Will be used in Maternal Child Nursing I, II & III)
- Buchholz. (2012). Henke's Med-Math. 7th Ed. Lippincott. ISBN 978-1-4698-1633-3
- Ackley & Ladwig. (2014). Nursing Diagnosis Handbook. 10th Ed. Elsevier. ISBN: 978-0-323-08549-6

Required Resources Across the Curriculum

- All students have option of hard copy or e-books
- Elsevier textbook-based Adaptive Quizzing (all courses)
- Elsevier NCLEX-based Adaptive Quizzing (last semester)
- Internally-developed Documentation Package
- Mosby's Skills Video Series (e-version only)
- Arnold & Boggs. (2010). Interpersonal Relationships: Professional Communication for Nurses, 7th Ed. Elsevier. ISBN: 978-1-437-70944-5
- Hargrove –Huttel & Colgrove. (2014). Prioritization, Delegation & Management of Care for the NCLEX-RN Exam. F.A. Davis. ISBN: 978-0-8036-3313-1
- Skills tote

SOME MATERIALS USED IN THE CLASS MAY BE COPYRIGHTED AND MAY NOT BE REPRODUCED AND/OR DISTRIBUTED.

Course Outcomes:
Upon completion of the course, the advanced beginner learner will be able to:

1. Promote human flourishing in the maternal-child healthcare setting.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
5. Apply growth and development principles to nursing care.

Advanced Beginner Learner – some prior experience, recognizes recurring patterns, begins to formulated guided actions, "discovery" level

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:
Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 1120 Nursing Pharmacology I

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Course Coordinator	232-B ED	Thursday 10:30-12:30pm, 3:00-4:00pm Tuesday 2:00-4:00pm *Also available by scheduled e-mail appt.	304-333-3689 (office)	Please allow 24 hours for response.

Course Description: The first pharmacology course is designed to introduce basic concepts of pharmacokinetics, classification, indications, contraindications, actions, adverse effects, interactions, and nursing considerations related to common medications and their administration. Content is organized to correspond with concurrent nursing courses in a systems approach. Prerequisite: NURS 1101: Fundamentals of Nursing.

This course is presented at the Advanced Beginner Learner level. This means that the student will have some prior experience and should begin to recognize recurring patterns and formulate guided actions. This is considered a discovery level.

Credit Hours: 1 theory hour/wk

Class time/day/location: This course is presented in asynchronous online format through Blackboard. Optional face-to-face class sessions will be provided and will be identified on the course calendar.

Required Textbooks:

- Lilley, Collins, & Snyder. (2014). Pharmacology and the Nursing Process. 8th Ed. Elsevier.
- Textbook-based adaptive quizzing. Instructions for how to access online course materials are found in the Syllabus and Orientation Module in Blackboard.
- Buchholz, S. (2016). Henke's Med-Math. Dosage, Calculation, Preparation, & Administration. 8th Edition. LWW. ISBN978-1-4963-0284-7

Course Outcomes:
Upon completion of this course, the novice learner will be able to:

1. Describe factors that influence pharmacokinetics.
2. Define common pharmacological terms.

3. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
4. Discuss nursing considerations for each medication or drug classification.
5. Discuss age-related variations related to drug therapy.

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 1200 Nursing Care Across the Lifespan I

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Dr. Debra Hoag	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4904	dhoag@fairmontstate.edu
Dr. Fran Young	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4002	fyoung@fairmontstate.edu

Course Description: This course provides the LPN to ASN student with information building on their prior knowledge and focuses on common health problems of patients across the lifespan, with an emphasis on the nursing process, patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, and safety. Content covered in this course begins with basic nursing concepts, fluid and electrolytes, the reproductive system including normal pregnancy, and immunity. Nursing care of patients with disorders of the integumentary, gastrointestinal, and renal systems are presented, including health promotion and maintenance. Skill and simulation labs on campus and clinical experiences in the hospital and community settings enable the LPN to ASN student to build on their

knowledge and skills by incorporating clinical judgment in meeting patient needs. (5 hours class, 4 - hours lab per week). PR: Admission to the LPN to ASN program, NURS
1101 (credit given with un-encumbered LPN license), FOSM 1110.
Credit Hours: 7 credit hours (5 hours class, 4 - hours lab per week)
Class Time/Day: 4:00 p.m. to 6:30 p.m. Tuesday & Wednesday
Class Location: (Big Blue Button) & Asynchronous Online
Required Textbooks:
Medical Surgical Nursing = Sherpath
Medical-Surgical Nursing: Assessment and Management of Clinical Problems, 10th Edition
Sharon L. Lewis, RN, PhD, FAAN, Shannon Ruff Dirksen, RN, PhD, Margaret M. Heitkemper, RN, PhD, FAAN and Linda Bucher, RN, PhD, CEN
Pediatrics = Sherpath
Wong's Nursing Care of Infants and Children, 10th Edition
Marilyn J. Hockenberry, PhD, RN-CS, PNP, FAAN, David Wilson, MS, RN, C(INC) and Cheryl C Rodgers, PhD, RN, CPNP, CPON
Health Promotion Throughout the lifespan
Health Promotion Throughout the Life Span, 8th Edition
Carole Lium Edelman, APRN, MS, CS, BC, CMC, Carol Lynn Mandle, PhD, AP, RN, CNS, FNP and Elizabeth C. Kudzma, DNSc, MPH, RNC
Gerontology
Ebersole and Hess' Gerontological Nursing & Healthy Aging, 5th Edition
2018 | By Theris A. Touhy, DNP, CNS, DPNAP and Kathleen F Jett, PhD, GNP-BC
Maternity = Sherpath
Maternity and Women's Health Care, 11th Edition
Deitra Leonard Lowdermilk, RNC, PhD, FAAN and Shannon E. Perry, RN, PhD, FAAN and Kitty Cashion, RN, BC, MSN and Kathryn Rhodes Alden, RN, MSN EdD, IBCLC
Skills = Clinical Skills: Skills for Nursing Collection. Elsevier Online Course
Course Outcomes:
• Promote human flourishing for patients across the lifespan.
• Utilize nursing judgment to provide quality nursing care.
• Demonstrate attributes of a professional identity consistent with core nursing values.
• Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
ASN Program Outcomes:
• At least 80% of entering students will graduate within three years.
• The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
• At least 85% of the graduates will rate the program as satisfactory or above.
• At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
• At least 85% of employers will rate graduate performance as satisfactory or above.
ASN Graduate Outcomes:
Graduates of the program will be able to:
• Promote human flourishing for patients of all ages.
• Utilize nursing judgment to provide quality nursing care.
• Demonstrate attributes of a professional identity consistent with core nursing values.
• Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 1201 - Mental Health Nursing Across the Lifespan

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Dr. Debra Hoag	ED 206	Tuesday	304 367 4904	dhoag@fairmontstate.edu

		9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment		
Dr. Fran Young	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4002	fyoung@fairmontstate.edu

Course Description: This course provides LPN to ASN students with information that builds on prior knowledge. The focus is on common mental health problems of patients across the lifespan, with an emphasis on patient-centered care, teamwork and collaboration, evidence-based practice, quality Improvement, and safety. Selected laboratory and simulated experiences enable the students to develop the knowledge and skills to use the nursing process to meet the needs of patients having mental disorders. This course stresses self-awareness, improving therapeutic communication skills, and establishing interpersonal relationships. Topics also include maladaptive behavioral patterns, current therapies, community mental health resources, and the role of nurse as communicator, teacher, and care provider. The concepts of holistic care, diversity, psychosocial environment, and human development are addressed as they apply throughout the course. (2 hours class, 2- hours lab per week). *PR: Admission to the LPN to ASN program, PSYC 1101, ENGL 1101.)*

Credit Hours: 3 credit hours (2 hours class, 2- hours lab per week).

Class Time/Day: 4:00 p.m. to 6:00 p.m. Monday

Class Location: Synchronous (Big Blue Button) & Asynchronous Online

Required Textbooks:

Varcarolis' Foundations of Psychiatric Mental Health Nursing, 7th Edition
Margaret Jordan Halter, PhD, PMHCNS
Virtual Clinical Excursions Online and Print Workbook for Varcarolis' Foundations of Psychiatric Mental Health Nursing
Sherpath for Foundations of Psychiatric Mental Health Nursing
Shadow Heath Digital Clinical Simulations for Mental Health Nursing

Course Outcomes:

Upon completion of the course, the advanced beginner learner will be able to:

- Promote human flourishing throughout the lifespan as it relates to mental health & illness.
- Utilize nursing judgment to provide quality nursing care for patients with mental illness.
- Demonstrate attributes of a professional identity and self-awareness consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve quality patient care.
- Implement therapeutic communication skills in the mental healthcare setting.
- Maintain patient confidentiality including the use of information technology.
- Promote the safety of the patient with mental illness.

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:
• Promote human flourishing for patients of all ages.
• Utilize nursing judgment to provide quality nursing care.
• Demonstrate attributes of a professional identity consistent with core nursing values.
• Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 1202 Assessment Across the Lifespan I

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Dr. Debra Hoag	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4904	dhoag@fairmontstate.edu
Dr. Fran Young	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4002	fyoung@fairmontstate.edu

Course Description: This course provides the LPN to ASN student with an introduction to physical assessment of the patient across the lifespan. Technical skills necessary for patient assessment will be covered. Factors, such as developmental levels, sociocultural diversity, mental and emotional status, which influence the techniques of communication and health assessment, will be explored. The focus of this course will be the nursing assessment of integumentary, reproductive, gastrointestinal, and renal systems. Emphasis will be placed on integrating appropriate clinical judgment with assessment skills in various patient circumstances and situations. (1 hours class per week). *PR: Admission to the LPN to ASN program, BIOL 1180/81.*
Credit Hours: 1 credit hour (1-hour class per week)
Class Time/Day: 7:00 p.m. to 8 p.m. Wednesday
Class Location: (Big Blue Button) & Asynchronous Online Required Textbooks:
Health Assessment for Nursing Practice, 6th. Edition
Susan Fickertt Wilson, PhD, RN
Jean Foret Giddens, PhD, RN, FAAN

Course Outcomes:
Upon completion of the course, the advanced beginner learner will be able to:
• Promote human flourishing for patients across the lifespan.
• Use nursing judgment to provide a better quality of care.
• Demonstrate attributes of a professional identity consistent with core nursing values.
• Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
• Implement therapeutic communication techniques.
• Complete focal assessments of the integumentary, reproductive, gastrointestinal, and renal systems.
ASN Program Outcomes:
• At least 80% of entering students will graduate within three years.
• The pass rate for the NCLEX-RN first time test takers with be at or above 80%.

• At least 85% of the graduates will rate the program as satisfactory or above.
• At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
• At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:
• Promote human flourishing for patients of all ages.
• Utilize nursing judgment to provide quality nursing care.
• Demonstrate attributes of a professional identity consistent with core nursing values.
• Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 1203 Transition for the Licensed Practical Nurses

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Dr. Debra Hoag	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4904	dhoag@fairmontstate.edu
Dr. Fran Young	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4002	fyoung@fairmontstate.edu

Course Description: This course introduces the concepts and processes necessary for professional nursing practice. A major focus is on the transition from licensed practical nurse to registered nursing student. The focus of this course is on time management, test taking skills, the role of an adult learner, informatics, and the transition from the technical role to the role of a professional. (1-hour class per week). *PR: Admission to the LPN to ASN program, or ASN program, and status as a Licensed Practical Nurse.*

Credit Hours: 1 credit hour (1-hour class per week)

Class Time/Day/Location: Asynchronous Online

Required Textbooks:

LPN to RN Transitions, 3rd Edition
Lora Claywell, MSN, RN
Strategies for Test Success, 4th Edition
Linda Anne Silvestri, PhD, RN and Angela Silvestri, MSN, RN
Calculation of Drug Dosages, 10th. Edition
Sheila J. Ogden, RN, MSN and Linda Fluharty, RN, MSN

Course Outcomes:

Upon completion of the course, the advanced beginner learner will be able to:
• Promote human flourishing for patients across the lifespan.
• Utilize nursing judgment to provide quality nursing care.
• Demonstrate attributes of a professional identity consistent with core nursing values.
• Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
• Discuss the importance of time management and its importance to self and others.
• Demonstrate the mastery of basic math skills needed to administer medications in the clinical setting.

• Reflect on role transitions of the LPN to ASN student.

ASN Program Outcomes:

• At least 80% of entering students will graduate within three years.
• The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
• At least 85% of the graduates will rate the program as satisfactory or above.
• At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
• At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:
• Promote human flourishing for patients of all ages.
• Utilize nursing judgment to provide quality nursing care.
• Demonstrate attributes of a professional identity consistent with core nursing values.
• Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 1204 Pharmacology Across the Lifespan I

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Dr. Debra Hoag	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4904	dhoag@fairmontstate.edu
Dr. Fran Young	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4002	fyoung@fairmontstate.edu

Course Description: This course provides the LPN to ASN student the opportunity to build on their prior knowledge and explores the pharmacologic and pharmacokinetic effects of medications on the body. Content to be emphasized includes medications used for fluid and electrolytes imbalances, pain control, and maternal-newborn care. In addition, medications used for the reproductive, integumentary, immune, gastrointestinal, and renal systems will be presented. This course encourages the LPN to ASN student to increase their knowledge of medications by understanding the effects of medications on patients across the lifespan. (1-hour class per week). *PR: Admission to the LPN to ASN program.*

Credit Hours: 1 credit hour (1- hour class per week)

Class Time/Day/Location: Asynchronous Online

Required Textbooks:

Pharmacology and the Nursing Process, 8th Edition
Linda Lane Lilley, PhD, RN, Shelly Rainforth Collins, PharmD and Julie S. Snyder, MSN, RN-BC

Course Outcomes:

Upon completion of the course, the advanced beginner learner will be able to:
• Describe factors that influence pharmacokinetics.
• Define common pharmacological terms.
• List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.

• Discuss nursing considerations for each medication or drug classification.
• Discuss age-related variations to drug therapy.

ASN Program Outcomes:

• At least 80% of entering students will graduate within three years.
• The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
• At least 85% of the graduates will rate the program as satisfactory or above.
• At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
• At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:
• Promote human flourishing for patients of all ages.
• Utilize nursing judgment to provide quality nursing care.
• Demonstrate attributes of a professional identity consistent with core nursing values.
• Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 2110 Nursing Pharmacology II

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Course Coordinator	232-B ED	Thursday 10:30-12:30pm, 3:00-4:00pm Tuesday 2:00-4:00pm *Also available by scheduled e-mail appt.	304-333-3689 (office)	Please allow 24 hours for response.

Course Description: The second pharmacology course is designed to introduce basic concepts of pharmacokinetics, classifications, indications, contraindications, actions, adverse effects, interactions, and nursing considerations related to common medications and their administration. Content is organized to correspond with concurrent nursing courses in a systems approach. Prerequisite: NURS 1120 Nursing Pharmacology I.

This course is presented at the Advanced Beginner Learner level. This means that the student will have some prior experience and should begin to recognize recurring patterns and formulate guided actions. This is considered a discovery level.

Credit Hours: 1 theory hour/wk

Class time/day/location: This course is presented in asynchronous online format through Blackboard. Optional face-to-face class sessions will be provided and will be identified on the course calendar.

Required Textbooks:

- Lilley, Collins, & Snyder. (2014). Pharmacology and the Nursing Process. 8th Ed. Elsevier.
- Textbook-based adaptive quizzing. Instructions for how to access online course materials are found in the Syllabus and Orientation Module in Blackboard.
- Buchholz, S. (2016). Henke's Med-Math. Dosage, Calculation, Preparation, & Administration. 8th Edition. LWW. ISBN978-1-4963-0284-7

Course Outcomes:
Upon completion of this course, the novice learner will be able to:

6. Describe factors that influence pharmacokinetics.
7. Define common pharmacological terms.
8. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
9. Discuss nursing considerations for each medication or drug classification.
10. Discuss age-related variations related to drug therapy.

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:
Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

Syllabus: NURS 2115 Maternal-Child Nursing II

Spring 2018

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Leslie Perine-Coordinator	ED 202	TTH-10-11; 1230-2	304-367-4092	lperine@fairmontstate.edu

		MWF- by appt		
Kim Derico	ED 205	TTH-10-11; 1230-2 MWF- by appt	304-333-3608	kderico@fairmontstate.edu

Course Description: Maternal child nursing II focuses on nursing care during the stages of labor and delivery. Students will also examine health problems, disorders and illnesses common in pregnancy and children in each stage of development, from infancy through adolescence. The student will participate in clinical experiences to enhance his/her knowledge in maternal child nursing.

Credit Hours: 1.5 lecture hours/wk 1.5 clinical hours/wk

Class time/day/location: 0815-0935, Thursday, ET427

Required Textbooks:

- Maternal Child Nursing Care- 5th ed. – Perry, Hockenberry, Loudermilk, Wilson – Elsevier (Will be used in Maternal Child Nursing I, II & III)
- Pediatric Nursing Procedures – 4th ed. – Bowden & Greenberg – Wolters Kluwer/Lippincott Williams & Wilkins (Will be used in Maternal Child Nursing I, II & III)
- Buchholz. (2012). Henke's Med-Math. 7th Ed. Lippincott. ISBN 978-1-4698-1633-3
- Ackley & Ladwig. (2014). Nursing Diagnosis Handbook. 10th Ed. Elsevier. ISBN: 978-0-323-08549-6

Required Resources Across the Curriculum:

- All students have option of hard copy or e-books
- Elsevier textbook-based Adaptive Quizzing (all courses)
- Elsevier NCLEX-based Adaptive Quizzing (last semester)
- Internally-developed Documentation Package
- Mosby's Skills Video Series (e-version only)
- Arnold & Boggs. (2010). Interpersonal Relationships: Professional Communication for Nurses, 7th Ed. Elsevier. ISBN: 978-1-437-70944-5
- Hargrove –Huttel & Colgrove. (2014). Prioritization, Delegation & Management of Care for the NCLEX-RN Exam. F.A. Davis. ISBN: 978-0-8036-3313-1
- Skills tote

SOME MATERIALS USED IN THE CLASS MAY BE COPYRIGHTED AND MAY NOT BE REPRODUCED AND/OR DISTRIBUTED.

Course Outcomes:

Upon completion of the course, the advanced beginner learner will be able to:

1. Promote human flourishing in the maternal-child healthcare setting.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.

4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
5. Provide age-appropriate care in the maternal-child healthcare setting.

Advanced Beginner Learner- some prior experience, recognizes recurring patterns, begins to formulate guided actions "discovery" level.

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 2203 Mental Health Nursing

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Ellen Condron	242 ED Bldg	Tues.10am-2pm Thurs. 10am-2pm	304-367-4577	econdron@fairmontstate.edu

Course Description NURS 2203 Mental Health Nursing (4 credits)

This course is a study of mental health and common mental illnesses as they affect adults, children, and families. Selected clinical experiences provide the student with the opportunity to develop the knowledge, empathy, and skills to provide patient-centered care in the psychiatric setting. The student may also participate in interdisciplinary team meetings. This course stresses the importance of developing self-awareness, improving communication skills, and establishing inter-personal relationships (3 hours class, 3 hours lab per week). PR: Admission to the ASN Program, PSY1101, NURS 1108.

Credit Hours: 3 Lecture hours/wk: Clinical hours/wk 1 credit hour: 45 clinical hours/sem.

Class time/day/location: 214 ED Bldg; 2pm-3:20pm Tuesday & Thursday

Required Textbooks: Varcarolis' Foundations of Psychiatric Mental Health Nursing, 8th edition

Required text for clinicals: Manual of Psychiatric Nursing Careplanning, Varcarolis, 5th edition

Required for class: Adaptive quizzing for Varcarolis' Foundations of Psychiatric Mental Health Nursing

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The program's 3-year mean for the NCLEX-RN first time test takers with be at or above the national mean for the same three year period.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse, or enroll in higher education, within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

Nursing Care of Adults II

NURS 2208

Spring 2018

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Janet Gilberti, MSN, RN, CNE Course Coordinator	ED 201	Tues. 8 – 10 am Wed. 10 – 11 am Thurs. 8 – 10 am Fridays by appointment	304-367-4091	Mrs. Gilberti
Vicki Kerwin, RN, MSN, APRN-BC FNP	ED 243	Tues. 9 – 11 am Wed. 10 - 11 am Thurs. 9 – 11 am	304-367-4971	Mrs. Kerwin

Course Description: Nursing Care of Adults II is designed to assist students to use the nursing process to address common health problems of adults. The nursing roles of care provider, communicator, and teacher are explored to assist individuals to promote and attain health. Clinical, laboratory, and simulation experiences enable to the students to implement patient centered care. The student is expected to integrate

and use knowledge and skills acquired in the prerequisite courses. PR: Admission to the ASN program, BIOL 2205, NURS 1108. 6 credit hours

Credit Hours: Lecture 4 hours/wk Clinical 6 hours/wk

Class time/day/location: Tuesday and Thursday, 10:20 am – 12:10 pm, ED 213

Required Textbooks:
Lewis, Bucher, Heitkemper, & Harding. (2017). Medical Surgical Nursing, 10th Ed.
Lewis, Dirksen, and Bucher. (2017). Study Guide for Medical-Surgical Nursing, 10th Ed.
Hodgson and Kizior. (2015). Saunders Nursing Drug Handbook.
K. Pagana and T. Pagana. (2015). Mosby's Diagnostic and Laboratory Test Reference, 12th Ed.
Mosby's Skills Video Series (e-version only)
Ackley and Ladwig. (2014). Nursing Diagnosis Handbook, 10th Ed.
Evolve Case studies & Patient Reviews complete RN collection with Medical-Surgical book.

Course Outcomes:
Upon completion of the course, the advanced beginner learner will be able to:

1. Promote human flourishing for all patients.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:
Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 2210 Nursing Pharmacology III

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Ashley Shroyer, EdD,	237 ED	Mondays	304-367-4004	Ashley.Shroyer@fairmontstate.edu

MSN, RN, CNE		10:00am-1:00pm Tuesdays 10:00 am – 12:00 pm Other times by appointment only; Please make sure you call/email to make sure I am on campus before you come in.		

Course Description: The third pharmacology course is designed to introduce basic concepts of pharmacokinetics, classifications, indications, contraindications, actions, adverse effects, interactions, and nursing considerations related to medications commonly administered in complex or emergent situations. Content is organized to correspond with concurrent nursing courses in a systems approach. Prerequisite: NURS 2110 Nursing Pharmacology II.

This course is presented at the Advanced Beginner Learner level. This means that the student will have some prior experience and should begin to recognize recurring patterns and formulate guided actions. This is considered a discovery level.

Credit Hours: 1 theory hour/wk

Class time/day/location: This course is presented in asynchronous online format through Blackboard. Optional face-to-face class sessions will be provided and will be identified on the course calendar.

Required Textbooks:

- Lilley, Collins, & Snyder. (2017). Pharmacology and the Nursing Process. 8th Ed. Elsevier. ISBN: 978-0-323-35828-6
- Adaptive quizzing for Lilley Pharmacology
- Buchholz, S. (2016). Henke's Med-Math. Dosage, Calculation, Preparation, & Administration. 8th Edition. LWW. ISBN978-1-4963-0284-7

Course Outcomes:
Upon completion of this course, the novice learner will be able to:

1. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
2. Discuss nursing considerations for each medication or drug classification.

3. Discuss age-related variations related to drug therapy.

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

Nursing 2211

Professional Role Transition

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Ashley Shroyer, EdD, MSN, RN, CNE	237 ED	Mondays 10:00am-1:00pm Tuesdays 10:00 am – 12:00 pm Other times by appointment only; Please make sure you call/email to make sure I am on campus before you come in.	304-367-4004	Ashley.Shroyer@fairmontstate.edu

Course Description:

This course is designed to facilitate the nursing student‘s transition to the role of registered professional nurse. This course addresses current nursing trends, issues, and the delivery and management of healthcare. The course stresses the importance of developing professional goals with an emphasis on socialization into the nursing profession, management of multiple patients, and application of clinical judgment skills (2 hours class per week). PR: Admission to the ASN Program, NURS 2208 and NURS 2215. NURS 2215 may be taken concurrently.

Credit Hours: 2 Lecture hours/wk

Class time/day/location: 10:00 am – 11:50 am/ Thursdays/ Room 305 ET

Required Textbooks: none

Course Outcomes:
Upon completion of the course, the competent learner will be able to:
1. Promote human flourishing for patients of all ages.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

ASN Program Outcomes:
- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:
Graduates of the program will be able to:
- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

N2212 Syllabus Spring 2018

Name	Office:	Office Hours	Office Phone	Email
Course Faculty Team				
Vicki Kerwin, RN, MSN, APRN-BC FNP Course Coordinator	243 ED	Tues. 9 – 11 am Wed. 10 - 11 am Thurs. 9 – 11 am	304-367-4971	Ms. Kerwin
Theresa Jones, RN, MSN, APRN-BC	240 ED		304-368-7229	Ms. Jones
Janet Gilberti, RN, MSN, CNE	201 ED	Tues. 8 – 10 am Wed. 10 – 11 am Thurs. 8 – 10 am Friday by appt. only	304-367-4091	Mrs. Gilberti
			304-367-4390	
Simulation Faculty				
Leia Bobo, RN, MSN, CNE Simulation coordinator	234B ED		304-367-4762	Ms. Bobo

Course Description: Nursing Care of Adults III is designed to assist students to use the nursing process to address complex health problems of adults. Emergency care is also discussed. Students learn how to perform in multiple nursing roles within a complex healthcare environment. The student is expected to integrate and use knowledge and skills acquired in prerequisite courses (3 hours class per week). PR: Admission to the ASN Program, NURS 2208, NURS 2211. CR: NURS 2220. NURS 2211 may be taken concurrently.

Credit Hours: 3.0 Lecture hours/wk

Class time/day/location: Tuesday/Thursday 800 AM – 920 AM, 213 ED

Required Textbooks:

- Lewis, Bucher, Heitkemper, & Harding. (2017). Medical Surgical Nursing, 10th Ed.
- Lewis, Dirksen, and Bucher. (2017). Study Guide for Medical-Surgical Nursing, 10th Ed.
- Hodgson and Kizior. (2015). Saunders Nursing Drug Handbook.
- K. Pagana and T. Pagana. (2015). Mosby's Diagnostic and Laboratory Test Reference, 12th Ed.
- Mosby's Skills Video Series (e-version only)
- Hargrove-Huttel & Colgrove (2014). Priortization, Delegation & Management of Care for the NCLEX-RN Exam. F.A. Davis. ISBN: 978-0-8036-3313-1

Recommended textbooks:

Mosby. (2013). Mosby's Dictionary of Medicine, Nursing & Health Professions, 9th Ed.

Required Electronic Courses:

Elsevier NCLEX-based Adaptive Quizzing
Evolve HESI case studies and patient reviews
Adaptive quizzing for Medical-Surgical Nursing

Communications: The instructors will use the Blackboard classroom as the primary method of electronic communication. **Each student is expected to check course announcements and course messaging at least daily.**

NURS 2212 Course Outcomes:
Upon completion of the course, the competent learner will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.

- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:
Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

Syllabus: NURS 2215 Maternal-Child Nursing III

Spring 2018

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Leslie Perine-Coordinator	ED 202	TTH-10-11; 1230-2 MWF- by appt	304-367-4092	lperine@fairmontstate.edu
Kim Derico	ED 205	TTH-10-11; 1230-2 MWF- by appt	304-333-3608	kderico@fairmontstate.edu

Course Description: Maternal child nursing III focuses on nursing care of the mother and newborn experiencing complications during prenatal, labor, deliver, and postpartum periods. Students will also focus on the infant, child, and adolescent with more complex health problems. Clinical, laboratory, and simulation experiences will give students the opportunity to implement patient-centered care for the selected population.

Credit Hours: 1.5 Lecture hours/wk 1.5 Clinical hours/wk

Class time/day/location: 0815-0935, Tuesday, ET427

Required Textbooks:

- Maternal Child Nursing Care- 5th ed. – Perry, Hockenberry, Loudermilk, Wilson – Elsevier (Will be used in Maternal Child Nursing I, II & III)
- Pediatric Nursing Procedures – 4th ed. – Bowden & Greenberg – Wolters Kluwer/Lippincott Williams & Wilkins (Will be used in Maternal Child Nursing I, II & III)
- Buchholz. (2012). Henke's Med-Math. 7th Ed. Lippincott. ISBN 978-1-4698-1633-3
- Ackley & Ladwig. (2014). Nursing Diagnosis Handbook. 10th Ed. Elsevier. ISBN: 978-0-323-08549-6

Required Resources Across the Curriculum

- All students have option of hard copy or e-books
- Elsevier textbook-based Adaptive Quizzing (all courses)
- Elsevier NCLEX-based Adaptive Quizzing (last semester)
- Internally-developed Documentation Package
- Mosby's Skills Video Series (e-version only)
- Arnold & Boggs. (2010). Interpersonal Relationships: Professional Communication for Nurses, 7th Ed. Elsevier. ISBN: 978-1-437-70944-5
- Hargrove –Huttel & Colgrove. (2014). Prioritization, Delegation & Management of Care for the NCLEX-RN Exam. F.A. Davis. ISBN: 978-0-8036-3313-1
- Skills tote

SOME MATERIALS USED IN THE CLASS MAY BE COPYRIGHTED AND MAY NOT BE REPRODUCED AND/OR DISTRIBUTED.

Course Outcomes:

Upon completion of the course, the competent learner will be able to:

1. Promote human flourishing in the maternal-child healthcare setting.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
5. Provide age-appropriate care in the maternal-child healthcare setting.

Competent Learner- able to synthesize learning experiences; plans own actions with critical thinking and nursing judgement; achieves efficiency and organization; "mastery" level

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

Nursing 2220: Capstone Clinical

Course Syllabus – Spring 2018

Name	Office:	Office Hours	Office Phone	Email
Course Faculty				
Vicki Kerwin, RN, MSN, APRN-BC FNP	232B ED	M&W 1000am-1230pm	304-367-4971	Ms. Kerwin

Cell: 304-692-8067		Friday by appt. only		

Course Description:
This capstone clinical course allows students to synthesize knowledge from nursing and non-nursing courses to provide patient-centered care to adult patients. Students are assigned to preceptors in the clinical setting and participate in faculty-guided seminars and simulation experiences throughout the semester. Students integrate all program concepts and content as they prepare for the roles of the registered nurse. (6 hours lab per week). PR: Admission to the ASN Program, NURS 2211, NURS 2215. CR: NURS 2212. NURS 2211 and NURS 2215 may be taken concurrently.

Class time/day/location: Each student will be assigned a preceptor in a clinical agency and is expected to complete the clinical requirements of this course by working the preceptor's scheduled shifts with the preceptor.

Recommended textbooks: (for reference during clinicals)

- Lewis, Bucher, Heitkemper, & Harding. (2017). Medical Surgical Nursing, 10th Ed.
- Lewis, Dirksen, and Bucher. (2017). Study Guide for Medical-Surgical Nursing, 10th Ed.
- Hodgson and Kizior. (2015). Saunders Nursing Drug Handbook.
- K. Pagana and T. Pagana. (2015). Mosby's Diagnostic and Laboratory Test Reference, 12th Ed.
- Mosby's Skills Video Series (e-version only)
- Hargrove-Huttel & Colgrove (2014). Priortization, Delegation & Management of Care for the NCLEX-RN Exam. F.A. Davis. ISBN: 978-0-8036-3313-1
- Mosby. (2013). Mosby's Dictionary of Medicine, Nursing & Health Professions, 9th Ed.

***SOME MATERIALS USED IN THE CLASS MAY BE COPYRIGHTED AND MAY NOT BE REPRODUCED AND/OR DISTRIBUTED.**

NURS 2220 Course Outcomes:
Upon completion of the course, the competent learner will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:
Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 2301 Nursing Care Across the Lifespan II

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Dr. Debra Hoag	ED 206	Tuesday 9 AM – 2 PM Campus & Virtual Office Hours as needed by appointment	304 367 4904	dhoag@fairmontstate.edu
Dr. Fran Young	ED 206	Tuesday 9 AM – 2 PM Campus & Virtual Office Hours as needed by appointment	304 367 4002	fyoung@fairmontstate.edu

Course Description: This course is a continuation of Nursing Care Across the Lifespan I and provides LPN to ASN students the opportunity to build on prior knowledge. The focus is on common health problems of patients across the lifespan, with an emphasis on the nursing process, patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, and safety. Nursing care of patients with disorders of hematologic, cardiovascular, respiratory, endocrine, and neurological systems is also presented, including health promotion and maintenance. In addition, the care of the patient with cancer and/or end-of-life issues is presented. Selected laboratory experiences in caring for patients in the hospital and community, as well as high-fidelity simulations, will enable the LPN to ASN student to acquire the knowledge and skills to meet the patient's needs by delegating and implementing effective patient care. (5 hours class, 4 hours lab per week). *PR: Admission to the LPN to ASN program, NURS 1200, BIOL 2205; BIOL 2205 may be taken concurrently.*

Credit Hours: 7 credit hours (5 hours class, 4 hours lab per week)

Class time/day/location: 4:00 p.m. to 6:30 p.m. Tuesday & Wednesday

Class Location: (Big Blue Button) & Asynchronous Online

Required Textbooks:

Medical Surgical Nursing

Medical-Surgical Nursing: Assessment and Management of Clinical Problems, 10th Edition Sharon L. Lewis, RN, PhD, FAAN, Shannon Ruff Dirksen, RN, PhD, Margaret M. Heitkemper, RN, PhD, FAAN and Linda Bucher, RN, PhD, CEN

Pediatrics

Wong's Nursing Care of Infants and Children, 10th Edition

Marilyn J. Hockenberry, PhD, RN-CS, PNP, FAAN, David Wilson, MS, RN, C(INC) and Cheryl C Rodgers, PhD, RN, CPNP, CPON

Health Promotion Throughout the lifespan

Health Promotion Throughout the Life Span, 8th Edition

Carole Lium Edelman, APRN, MS, CS, BC, CMC, Carol Lynn Mandle, PhD, AP, RN, CNS, FNP and Elizabeth C. Kudzma, DNSc, MPH, RNC

Gerontology

Ebersole and Hess' Gerontological Nursing & Healthy Aging, 5th Edition

2018 | By Theris A. Touhy, DNP, CNS, DPNAP and Kathleen F Jett, PhD, GNP-BC

Maternity

Maternity and Women's Health Care, 11th Edition

Deitra Leonard Lowdermilk, RNC, PhD, FAAN and Shannon E. Perry, RN, PhD, FAAN and Kitty Cashion, RN, BC, MSN and Kathryn Rhodes Alden, RN, MSN EdD, IBCLC

Skills = Clinical Skills: Skills for Nursing Collection. Elsevier Online Course

Course Outcomes:

Upon completion of the course, the advanced beginner learner will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 2303 Pharmacology Across the Lifespan II

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Dr. Debra Hoag	ED 206	Tuesday 9 AM – 2 PM Campus & Virtual Office Hours as needed by appointment	304 367 4904	dhoag@fairmontstate.edu
Dr. Fran Young	ED 206	Tuesday 9 AM – 2 PM Campus & Virtual Office Hours as needed by appointment	304 367 4002	fyoung@fairmontstate.edu

Course Description: This course is a continuation of Pharmacology Across the Lifespan I, which provides the LPN to ASN student the opportunity to build on their prior knowledge, and explores the pharmacologic and pharmacokinetic effects of medications on the body. The content emphasizes medications used for problems with the vascular, hematologic, cardiovascular, respiratory, endocrine, and neurological systems including ear and eye. In addition, medications used for cancer and end of life care are presented. This course encourages the LPN to ASN student to increase their knowledge of medications by understanding the effects of medications on individuals across the life span. (1 hours class per week). *PR: Admission to the LPN to ASN program, NURS 1204.*

Credit Hours: 1 credit hour (1- hour class per week)

Class time/day/location: Asynchronous Online

Required Textbooks:

Pharmacology and the Nursing Process, 8th Edition
Linda Lane Lilley, PhD, RN, Shelly Rainforth Collins, PharmD and Julie S. Snyder, MSN, RN-BC

Course Outcomes:

Upon completion of the course, the advanced beginner learner will be able to:

- List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
- Discuss nursing considerations for each medication or drug classification.
- Discuss age-related variations related to drug therapy.

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 2401 - Nursing Care Across the Lifespan III

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Dr. Debra Hoag	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4904	dhoag@fairmontstate.edu
Dr. Fran Young	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4002	fyoung@fairmontstate.edu

Course Description: This course along with the capstone course is designed to assist the LPN to ASN student to gain knowledge of complex and critical health problems and to use the nursing process to identify nursing interventions to promote the health of patients across the lifespan. Emphasis is placed on the integration of clinical judgment and decision-making in the care of patients experiencing complex and critical health problems. Other content to be included will be emergency and disaster nursing. (5 hours class per week). *PR: Admission to the LPN to ASN program, NURS 2301.*

Credit Hours: 8 hours per week for a 10 week summer semester.

Class time/day/location: Tuesday & Wednesday 4PM to 8:00 PM Location: Synchronous (Big Blue Button) & Asynchronous Online

Required Textbooks:

Medical Surgical Nursing

Medical-Surgical Nursing: Assessment and Management of Clinical Problems, 10th Edition
Sharon L. Lewis, RN, PhD, FAAN, Shannon Ruff Dirksen, RN, PhD, Margaret M. Heitkemper, RN, PhD, FAAN and Linda Bucher, RN, PhD, CEN

Pediatrics

Wong's Nursing Care of Infants and Children, 10th Edition
Marilyn J. Hockenberry, PhD, RN-CS, PNP, FAAN, David Wilson, MS, RN, C(INC) and

Cheryl C Rodgers, PhD, RN, CPNP, CPON
Health Promotion Throughout the lifespan
Health Promotion Throughout the Life Span, 8th Edition
Carole Lium Edelman, APRN, MS, CS, BC, CMC, Carol Lynn Mandle, PhD, AP, RN, CNS, FNP and Elizabeth C. Kudzma, DNSc, MPH, RNC
Gerontology
Ebersole and Hess' Gerontological Nursing & Healthy Aging, 5th Edition
2018 | By Theris A. Touhy, DNP, CNS, DPNAP and Kathleen F Jett, PhD, GNP-BC
Maternity
Maternity and Women's Health Care, 11th Edition
Deitra Leonard Lowdermilk, RNC, PhD, FAAN and Shannon E. Perry, RN, PhD, FAAN and Kitty Cashion, RN, BC, MSN and Kathryn Rhodes Alden, RN, MSN EdD, IBCLC
Skills = Clinical Skills: Skills for Nursing Collection. Elsevier Online Course
Course Outcomes:
Upon completion of the course, the competent learner will be able to:
1. Promote human flourishing for patients across the lifespan.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
5. Provide patient-centered care for individuals with complex health problems.

ASN Program Outcomes:
1. At least 80% of entering students will graduate within three years.
2. The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
3. At least 85% of the graduates will rate the program as satisfactory or above.
4. At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
5. At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:
Graduates of the program will be able to:
1. Promote human flourishing for patients of all ages.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 2402 – Role Transition, Professionalism and Management

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Dr. Debra Hoag	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4904	dhoag@fairmontstate.edu
Dr. Fran Young	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4002	fyoung@fairmontstate.edu

Course Description: This is a capstone course designed to facilitate the LPN to ASN students' transition from the role of a technically prepared nurse to the role of registered professional nurse. This course addresses trends, issues, and management of health care of patients across the lifespan. Knowledge, skills, and attitudes necessary to continuously improve the quality and safety of patients within healthcare systems are emphasized. (3 hours class per week). *PR: Admission to the LPN to ASN program, ENGL 1108.*

Credit Hours: 4 hours per week for a 10 week summer semester.

Class time/day/location: Thursday 4PM to 8:00 PM Location: Synchronous (Big Blue Button) & Asynchronous Online Big Blue Button

Required Textbooks:

Cherry & Jacob (2017). Contemporary Nursing: Issues, Trends, & Management, 7th.

Course Outcomes:

Upon completion of the course, the competent learner will be able to:

1. Promote human flourishing for patients across the lifespan.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

ASN Program Outcomes:

- At least 80% of entering students will graduate within three years.
- The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
- At least 85% of the graduates will rate the program as satisfactory or above.
- At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
- At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:

- Promote human flourishing for patients of all ages.
- Utilize nursing judgment to provide quality nursing care.
- Demonstrate attributes of a professional identity consistent with core nursing values.
- Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 2404 – Pharmacology Across the Lifespan III

Faculty:

Name	Office Location	Office Hours	Office Phone	Email
Dr. Debra Hoag	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4904	dhoag@fairmontstate.edu
Dr. Fran Young	ED 206	Tuesday 9 - 12AM 1:30 to 3:30 PM Virtual Office Hours as needed by appointment	304 367 4002	fyoung@fairmontstate.edu

Course Description: This course provides the LPN to ASN student the opportunity to build on their prior knowledge and explores the pharmacologic and pharmacokinetic effects of medications on the body This course concentrates on the advanced concepts of medication administration. Drug classifications, actions, and implications related to the administration of medications for various organ systems are expanded

upon. Content to be emphasized includes the use of medications in critical and complex situations with patients across the lifespan. (1 hour class per week). *PR: Admission to the LPN to ASN program, NURS 2303.*

Credit Hours: 1.6 hours per week for a 10 week summer semester.

Class time/day/location: Asynchronous Online

Required Textbooks:

Pharmacology and the Nursing Process, 8th Edition
Linda Lane Lilley, PhD, RN, Shelly Rainforth Collins, PharmD and Julie S. Snyder, MSN, RN-BC

Course Outcomes:

1. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
2. Discuss nursing considerations for each medication or drug classification.
3. Discuss age-related variations related to drug therapy.

ASN Program Outcomes:

• At least 80% of entering students will graduate within three years.
• The pass rate for the NCLEX-RN first time test takers with be at or above 80%.
• At least 85% of the graduates will rate the program as satisfactory or above.
• At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
• At least 85% of employers will rate graduate performance as satisfactory or above.

ASN Graduate Outcomes:

Graduates of the program will be able to:

• Promote human flourishing for patients of all ages.
• Utilize nursing judgment to provide quality nursing care.
• Demonstrate attributes of a professional identity consistent with core nursing values.
• Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.