

PROGRAM REVIEW
Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted _____

Program Bachelor of Science Degree, Allied Health Administration
_____ Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- _____ 1. Continuation of the program at the current level of activity;
- _____ 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
- 3. Identification of the program for further development (for example, providing additional institutional commitment);
- _____ 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- _____ 5. Discontinuation of the Program

Rationale for Recommendation:

<u>Mary Sharon Boni</u> Signature of person preparing report:	<u>2/6/16</u> Date
<u>Mary Sharon Boni</u> Signature of Dean	<u>2/6/16</u> Date
<u>Christina Lavarata</u> Signature of Provost and Vice President for Academic Affairs:	<u>3-23-16</u> Date
<u>Maria C. Hrc</u> Signature of President:	<u>4-5-16</u> Date
<u>Mark J. Sabotta</u> Signature of Chair, Board of Governors:	<u>4-14-16</u> Date

Executive Summary for Program Review

(not to be more than 2-3 pages)

Name and degree level of program

Allied Health Administration

Bachelor of Science degree

This is a 2+2 degree program

External reviewer(s): Dr. M. Bridget Nettleton, SUNY Empire State College.

Dr. Nettleton was chosen as an external reviewer to evaluate the curriculum from a health care perspective.

Dr. Gina Fantasia, School of Business, FSU.

Dr. Fantasia was chosen as an external reviewer to evaluate the program as a management and leadership baccalaureate degree program from Fairmont State University. She reviewed and compared requirements and outcomes of the Allied Health Administration program with Fairmont State University's business and informational technology baccalaureate degree programs. She reviewed the program to determine relevance, currency and completeness of the program and requirements

Synopses of significant findings, including findings of external reviewer(s)

The Bachelor of Science Degree in Allied Health Administration is designed for students with Associate Degrees in health career programs. It is a comprehensive program designed to provide career mobility for health care professionals who wish to assume a role in health care administration or pursue graduate education.

An additional goal of the program is to provide career advancement for those who are already employed in health care organizations. The unique nature of this 2 + 2 program makes it a natural career ladder opportunity for students who wish to progress beyond the opportunities available to the associate degree graduate in education and employment.

The curriculum is directed toward the achievement of the program outcomes related to knowledge development, communication skills, consideration of policy elements, enhancing leadership and management skills, development of critical thinking skills, embracing life-long learning and developing professional responsibility and accountability within a legal and ethical framework. The program includes a mix of general studies courses and a core curriculum which includes accounting, management, problem solving, information systems, statistics and allied health courses.

A majority of the business and general studies courses for the program are offered online and at off-campus locations which increase the accessibility of the program for nontraditional and employed students. Three of the four Allied Health Administration courses are online courses

which provide more schedule flexibility for the students. The fourth course, Legal and Medical Ethics, is offered one evening a week, face-to-face due to the need for class discussions and presentations of the course content.

Minimal financial resources are required for this program. Three adjunct faculty members teach a total of 13 credits in required Allied Health Administration courses. The required core business courses are taught by faculty members in the School of Business as existing courses. General Studies courses are taught by a variety of faculty members in the various schools and colleges within the University.

The AHA program meets the following Strategic Goals of the University:

- Empower faculty, staff, and students to achieve high levels of teaching and learning at the undergraduate level. This goal is accomplished by degree completion through a flexible 2+2 program. During the practicum experience, students integrate experiential learning as a way to foster greater faculty and student involvement within their academic areas. This program offers alternative course and program delivery methods to provide program flexibility and access.
- Cultivate and strengthen the educational, economic, and cultural well-being of our region. This goal is accomplished by providing degree completion opportunities. Through the practicum experience, students are provided the opportunity to participate in job shadowing and an internship in leadership and management which provides for business and community engagement.

The external reviewers and the Advisory Council endorse the Allied Health Administration program as a program which provides professional opportunities and educational advancement for students. They concur that the curriculum provides a foundation in leadership and management theory, general studies, and experiential learning which allow graduates to accomplish the program outcomes. The reviewers agree that resources are needed in order to revise the curriculum to ensure currency of the information and marketing of the program.

Plans for program improvement, including timeline:

In order for this program to grow, two things are needed. One is the need for a full-time faculty coordinator to oversee the program. When a program is run with just adjuncts, it is difficult to have the attention to assessment, quality program review, and consistency that are needed for a program to be regularly reviewed and updated. The second item, is the need to broaden this program to include two entry options: a straight four year BS which would include a concentration in the sciences and health courses and the 2 + 2 degree. This would permit students who have a science or health care academic preparation, but not a specific associate degree in a health related field, to receive the BS degree. An example, would be a student who was majoring in the ASN, but did not complete the ASN, this would allow the student to apply his/her nursing credits toward the AHA degree and thus graduate without losing many credits. Another consideration would be to transfer this major to the School of Business, since 21 of the required core credits are taught by the School of Business faculty members. The last recommendation would be to discontinue the program if resources are not available to secure a full-time program coordinator.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

The major weakness identified five years ago persists today. The lack of a program director program does not allow for the recruiting and assessment efforts which are needed to make this a quality and productive program.

Many students do not declare AHA as their major until their last semester in the program. This makes it difficult to adequately advise students.

Five-year trend data on graduates and majors enrolled:

Graduation Rates:

Year of Graduation	Number of Graduates
2010-2011	10
2011-2012	11
2012-2013	12
2013-2014	21
2014-2015	12

Summary of assessment model and how results are used for program improvement:

The Allied Health Administration program employs multiple assessment processes in order to assure that the graduate outcomes are accomplished. At the beginning of the capstone course, ALLH 4401, students analyze where they are with respect to having accomplished the program outcomes. The students then develop their practicum experience to address any outcomes not already accomplished. At the end of the program, the students then write a comprehensive paper stating how the practicum outcomes were accomplished. Since students come with varied academic and work experience, this allows each student to design their practicum experience to assure that they will accomplish the graduate outcomes. Preceptors, with input from the instructor, also rate students with how well they have accomplished the graduate outcomes. Preceptors have consistently rated the students as an advanced beginner or higher on each of the six outcomes.

The Graduate and Employer Surveys consistently rate graduates as being competent or proficient at meeting the program outcomes. Graduate and Employer Survey response rates remain very low for the past five years even though two requests are sent one year after graduation. Results that

have been received indicate that graduates are employed in their areas of study and that the employers are satisfied with the graduates' academic preparation. Previously employers had rated the graduates' use of effective written and verbal communications as "Novice" and COMM 2202 and BISM 1100 had been added to the curriculum. Results from employers over the past five years have consistently rated the graduates' use of communication as competent or proficient. Employer comments include , "...impressed with overall preparation, application, and task and objective completion", "hired several AHA graduates and they were all well prepared", "graduate is deliberate in her job tasks", and "...she contributes a proactive direction that facilitates maximum efficiency of her department." No negative comments concerning graduates' preparation were received.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)

Approximately 40% of graduates reported on their exit or graduate surveys that they were working in positions that required the BS degree.

Final recommendations approved by governing board

PROGRAM REVIEW

FAIRMONT STATE UNIVERSITY OR PIERPONT COMMUNITY AND TECHNICAL COLLEGE	
Program:	Allied Health Administration
School:	School of Nursing and Allied Health Administration
Date:	

Program Catalog Description:

ALLIED HEALTH ADMINISTRATION

(Bachelor of Science)

This is a comprehensive program, which is designed to provide health professionals with the education to become administrators in health care agencies. The curriculum is directed toward developing the management, problem-solving, finance, and interpersonal skills that are necessary for careers in a variety of health care organizations. An additional intent of the program is to provide career advancement opportunities for those who are already employed in health care organizations.

To be eligible for admission to the Bachelor of Science Program in Allied Health Administration, a student must have an associate degree in a healthcare field from an accredited college. Requirements include general studies courses, degree requirements, and a core curriculum, which encompasses accounting, management, problem solving, and allied health courses.

Students wishing to enroll in the Allied Health Administration courses are encouraged to complete the General Studies requirements and required support courses prior to enrolling in the ALLH core courses.

Students must earn a grade of “C” or higher in all required courses.

VIABILITY (§ 4.1.3.1)

Applicants	ACAD_YEAR	APPLICATIONS	ACCEPTED	REJECTED	WITHDRAWN	INCOMPLETE	REGISTERED
	2010-2011	36	30	1	4	1	23
	2011-2012	43	35	1	0	7	27
	2012-2013	32	26	1	1	4	18
	2013-2014	34	29	0	1	4	20
	2014-2015	23	20	1	0	2	14
Program courses	Allied Health Course Enrollments from 2010-2015						
	Course	2010	2011	2012	2013	2014	2015
	3301	25	25	32	47	51	34
	3302	17	23	27	40	36	36
	3372	20	20	23	28	25	22
	4401	10	14	17	20	13	18
Service courses	none						

Success rates	<p style="text-align: center;">Success Rate of ALLH Courses</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Course</th> <th>Success Rate from 2010-2015</th> </tr> </thead> <tbody> <tr> <td>3301</td> <td>90.00%</td> </tr> <tr> <td>3302</td> <td>94.4%</td> </tr> <tr> <td>3372</td> <td>94.0%</td> </tr> <tr> <td>4401</td> <td>91.90%</td> </tr> </tbody> </table>	Course	Success Rate from 2010-2015	3301	90.00%	3302	94.4%	3372	94.0%	4401	91.90%														
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ext ed/off campus crses	<p>ALLH 3301, 3302 and 4401 are online courses. ALLH 3372 is taught face to face in the evenings on FSU campus. Some business courses and general education classes are offered at off campus locations.</p>																								
cost/student credit hour	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>ACAD_YEAR</th> <th>FTE</th> <th>CREDIT_HOURS</th> <th>Cost Per Credit Hour</th> </tr> </thead> <tbody> <tr> <td>2010-2011</td> <td>25.13</td> <td>754</td> <td>30</td> </tr> <tr> <td>2011-2012</td> <td>25.87</td> <td>776</td> <td>30</td> </tr> <tr> <td>2012-2013</td> <td>24.73</td> <td>742</td> <td>30</td> </tr> <tr> <td>2013-2014</td> <td>26.65</td> <td>799.5</td> <td>30</td> </tr> <tr> <td>2014-2015</td> <td>26.33</td> <td>790</td> <td>30</td> </tr> </tbody> </table>	ACAD_YEAR	FTE	CREDIT_HOURS	Cost Per Credit Hour	2010-2011	25.13	754	30	2011-2012	25.87	776	30	2012-2013	24.73	742	30	2013-2014	26.65	799.5	30	2014-2015	26.33	790	30
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General Studies Requirements Met:

Yes. The program requires 36-37 semester credits from the General Studies courses.

Assessment Requirements

This program is monitored by the Dean of the School of Nursing and Allied Health Administration. Assessment is conducted through student self-evaluation of accomplishment of program student outcomes; evaluation of written work, seminar participation, and group presentations; course evaluations; advisory council input; graduate and employer surveys.

Curriculum - The Dean of the School of Nursing and Allied Health Administration, ALLH faculty members, Advisory Council members and preceptors monitor assessment of the curriculum for the Allied Health Administration program. Annually these groups review program outcomes, preceptor evaluations, the graduate surveys, and the employer survey results. The surveys are mailed to graduates and employers one year after graduation. Feedback from graduates and employers is helpful in identifying changes needed in the program. Practicum guidelines and a rubric scoring tool for evaluation of the practicum project exist to insure consistency of requirements by program faculty who monitor the practicum.

Rubrics for evaluating written work, seminar participation and in class presentations are utilized. Other assessments utilized in the ALLH courses include case studies, brief reviews, examinations, chapter questions, research paper presentations, and journal entries.

See **Appendix 1** for Program Outcomes.

Preceptor and Student Self-Evaluations – Preceptors from ALLH 4401 Practicum and the student each evaluate how well the student has accomplished the Program Outcomes for AHA.

See **Appendix 2** for sample and results of Program Outcome Assessments.

Course and Instructor Evaluation - Students have the opportunity to evaluate each course and instructor. Survey summaries are sent to the instructor and the Dean of the School of Nursing and Allied Health Administration for review. Analysis of these is used in program assessment, analysis and revision.

The Allied Health Administration program employs multiple assessment processes in order to assure that the graduate outcomes are accomplished. At the beginning of the capstone course, ALLH 4401, students analyze where they are with respect to having accomplished the program outcomes. The students then develop their practicum experience to address any outcomes not already accomplished. At the end of the program, the students then write a comprehensive paper stating how the practicum outcomes were accomplished. Since students come with varied academic and work experience, this allows each student to design their practicum experience to assure that they will accomplish the graduate outcomes. Preceptors, with input from the instructor, also rate students with how well they have accomplished the graduate outcomes.

Preceptors have consistently rated the students as an advanced beginner or higher on each of the nine outcomes.

The Graduate and Employer Surveys consistently rate graduates as being competent or proficient at meeting the program outcomes.

Graduate Surveys - Graduates are surveyed one year after graduation to assess employment, salary, job responsibilities, and achievement of graduate outcomes, program satisfaction, and suggestions for change.

Employer Survey - Employers are surveyed to determine changing job responsibilities, satisfaction with competencies of graduates, employment prospects. These surveys are done one year after graduation.

Advisory Committee - Allied Health Administration Advisory Committee is composed of members from agencies that currently provide preceptorship experiences for students enrolled in AHA 4401, Allied Health Practicum; students; faculty; employers of our graduates; alumni; and the dean from the School of Nursing and Allied Health Administration. The Advisory Committee serves as a link between education and the health care community.

Format developed by Assessment Committee attached here (program goals, assessment, goals being achieved, results for feedback)

Program Assessment Results 2014:

Graduation Rates:

3-year graduation rate for the 2011 admission class was 73%.

Lifelong Learning:

25% of the students intend to pursue graduate education.

Graduate Learning Outcomes:

100% of the graduates stated they met all outcomes.

Professional Role:

30% reported that their professional role expanded within 1 year of degree completion.

Student Satisfaction:

85% were satisfied to highly satisfied with the program

Employer Satisfaction:

Employers rated graduate performance on all graduate outcomes as satisfactory to excellent.

Program Assessment Results for 2015

Graduation Rates:

3-year graduation rate for the 2012 admission class was 63%.

Lifelong Learning:

25% of the students intend to pursue graduate education.

Graduate Learning Outcomes:

100% of the graduates stated they met all outcomes.

Professional Role:

40% reported that their professional role expanded within 1 year of degree completion.

Student Satisfaction:

85% were satisfied to highly satisfied with the program.

Employer Satisfaction:

Employers rated graduate performance on all graduate outcomes as satisfactory to excellent.

Adjunct use

There is only one adjunct teaching in each course. (Appendix 3 for Vitas)
 Ms. Laronica Decker, MBA, RHIA, BCTMB LMT teaches ALLH 3301 and 3302.
 Mr. Matthew Delligatti, JD teaches ALLH 337
 Dr. Veronica Gallo teaches ALLH 4401

Graduation/Retention Rates

Report using common data base attached here											
Course	# of sts 10-11	# of stds passed	# of sts 11-12	# of stds passed	# of sts 12-13	# of stds passed	# of sts 13-14	# of stds passed	# of sts 14-15	# of stds passed	Success rate
ALLH 3301	25	20	25	23	32	30	47	41	51	48	90.00%
ALLH 3302	17	16	23	22	27	25	40	36	36	36	94.40%
ALLH 3372	20	17	20	19	23	23	28	25	25	25	94.00%
ALLH 44012	10	10	14	13	17	17	20	17	13	12	91.90%

3 Year Graduation Rate – Time from entering ALLH 3301 to Graduation

Year	2008-2011	2009-2012	2010-2013	2011-2014	2012-2015
Graduation Rate		81%	52%	73%	63%

Previous Program Review Results

Summaries attached here

The institution is obligated to recommend continuance or discontinuance of a program and to provide a

brief rationale for its recommendation:

- X 1. Continuation of the program at the current level of activity;
- ___ 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
- ___ 3.

Identification of the program for further development (for example, providing additional institutional commitment);

- ___ 4.

Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;

- ___ 6. Discontinuation of the Program

Rationale for Recommendation:

We recommend continuation of the Bachelor of Science in Allied Health Administration for continuation

at the current level of activity. This program has 46 graduates from the last 5 years and currently has 39

enrolled students who possess associate degrees in health related fields such as Nursing, Health Information Technology, Medical Laboratory Technology, Physical Therapy Assistant, Respiratory Therapy, and Veterinary Technology. It offers graduates of two year associate degree programs an opportunity to transition to a baccalaureate degree program without repetition of previous content. Enrollment is growing in the program and graduates and employers are pleased with the competencies gained.

ADEQUACY (§ 4.2.4.2)

Program Requirements:

General Studies		36-37 hrs	List See above
Major		34 hrs	<p><i>Required AHA Courses (credit hours)</i></p> <hr/> <p>BSBA 2209 Principles of Management (3)</p> <hr/> <p>BISM 2800 Corp. Comm. & Technology (3)</p> <hr/> <p>MGMT 3308 Human Resource Management (3)</p> <hr/> <p>Statistics: Choose one BUSN 3310, PSYC 2240 or MATH 1113 (3)</p> <hr/> <p>BSBA 2201 Principles of Accounting (3)</p> <hr/> <p>MGMT 3390 Organizational Behavior (3)</p> <hr/> <p>ALLH 3301 Health Care Organization (3)</p> <hr/> <p>ALLH 3302 Management Problems of Health Care (3)</p> <hr/> <p>ALLH 3372 Legal & Medical Ethics (3)</p> <hr/> <p>ALLH Practicum and Seminar (4)</p>
Electives		14-15 hrs	
Assoc Degree Major credits		35 hours	
TOTAL	max 120	_ 120 hrs	
<p>Programs not meeting the above requirements must request a continuation of their exception with a justification below:</p>			

Faculty Data

Faculty Data Sheets Attached Here
See Appendix 3

Accreditation/national standards

Executive Summary with date of accreditation attached here
Non-accredited programs report on conforming to national standards
There are no published accreditation standards for the Allied Health Administration major.
There are no other Bachelor of Science with a major in Allied Health Administration offered in the West Virginia Colleges and Universities. The closet other BS degree program is Health Science with a minor in healthcare administration which is offered by Alderson-Broaddus University.

NECESSITY (§ 4.1.3.3)

CONSISTENCY WITH MISSION (§ 4.1.3.4)

Explain how this program fits into the mission of the institution. Identify the relationship of this program to other programs at the institution, especially in terms of mutual support (e.g., shared faculty, shared facilities, shared course requirements for external program accreditation).

The Mission of Fairmont State University is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the common good. The Allied Health Administration major fits into this mission statement by providing baccalaureate degree opportunities for students who possess an associate degree in a health care related field. This 2+2 program encourages life-long learning and career mobility.

Signatures and Recommendations

The required sheet with signatures and recommendation should be used as a cover sheet.

APPENDIX 1

PROGRAM OUTCOMES

Graduate Outcomes for Allied Health Administration

Graduates of the Bachelor of Science in Allied Health Administration program should be able to:

Outcome	Assessment
Synthesize empirical and theoretical knowledge from allied health administration and general education including the social sciences, natural sciences, mathematics, English, and humanities as a framework for professional practice.	Courses completed, written papers, written log of practicum experience. Preceptor evaluation. Graduate Outcome paper
Employ effective communication in verbal, non-verbal, and technological aspects of allied health administration.	Written papers, oral presentations, and group and online discussions.
Recognize and analyze how political and social policies impact health care.	Online discussions. Written log of practicum experience. Written analysis of impact of political and social policies impact on health care agency. Graduate Outcome Paper
Use leadership and management techniques to facilitate the operation of a health care organization.	Practicum and successful completion of clinical project. Online discussions. Written log of practicum experience. Preceptor evaluation Graduate Outcome Paper
Demonstrate critical thinking process to solve problems and to make decisions as a professional in a health care setting.	Practicum and successful completion of clinical project. Online discussions. Written log of practicum experience. Preceptor evaluation Graduate Outcome Paper
Synthesize a personal philosophy of health care management which incorporates professional responsibility and accountability within an ethical-legal framework	Practicum and successful completion of the clinical project. Online discussions. Written log of practicum experience. Preceptor evaluation Graduate Outcome Paper Legal case briefs class project
Assume responsibility for self-direction in life-long learning by participating in activities that contribute to personal and professional growth.	Graduate surveys

APPENDIX 2

SAMPLES OF ASSESSMENT TOOLS

Graduate Outcomes Paper in 4401- Practicum

This assignment identifies your progress toward the program outcomes and the practicum objectives. Consider each of the expected outcomes and identify how they have been/are to be met. If there are any unmet outcomes you must address this in the paper. The paper is to be a scholarly paper and must be supported by research. Use research to support why you are taking/took the actions for your practicum. There should be a minimum of four professional references to support your paper. You need to use APA format for your paper. Each reference should be no older than five years.

Graduate Outcomes Grading Form

This is the grading criteria for the Graduate Outcomes Paper.

Objective/Criteria	Performance Indicators				
	Meets Minimal Expectations	Meets Some Expectations	Meets Most Expectations	Meets All Expectations	Does Not meet expectations
Pertinence of information regarding individual progress toward program outcomes	(5 points) Information describes and supports how 3 or less program outcomes have been accomplished	(7 points) Information describes and supports how 4 or less program outcomes have been accomplished	(15 points) Information describes and supports how 5 program outcomes have been accomplished	(20 points) Information describes and supports how all program outcomes have been accomplished	(0 points) Information does not describe and support how program outcomes have been accomplished
Supports ideas with facts and examples	(5 points) Supports with facts and examples how 3 or less program outcomes are or are not met.	(7 points) Supports with facts and examples how 4 or less program outcomes are or are not met.	(15 points) Supports with facts and examples how at least 5 program outcomes are or are not met.	(20 points) Supports with facts and examples how each program outcome is or is not met.	(0 points) Does not Support with fact and examples how any program out is or is not met.
Describes plans to develop competence in areas where program outcomes have not yet been achieved.	(5 points) Accurately and fully describes plans to develop competence in 1 area where program outcomes have not been achieved.	(7 points) Accurately and fully describes plans to develop competence in 2 areas where program outcomes have not been achieved.	(15 points) Accurately and fully describes plans to develop competence in most areas where program outcomes have not been achieved.	(20 points) Accurately and fully describes plans to develop competence in areas where program outcomes have not been achieved.	(0 points) Does not accurately and fully describe plans to develop competence in areas where program outcomes have not been achieved.
Cites references to support how the program outcomes	(2 points) Cites at least 1 reference to	(5 points) Cites at least 2 references to	(7 points) Cites at least 3 references to	(10 points) Cites at least 4 references to	(0 points) Does not cite any references

Objective/Criteria	Performance Indicators				
	Meets Minimal Expectations	Meets Some Expectations	Meets Most Expectations	Meets All Expectations	Does Not meet expectations
have been developed and accomplished	support how the program outcomes have been developed and accomplished	support how the program outcomes have been developed and accomplished	support how the program outcomes have been developed and accomplished	support how the program outcomes have been developed and accomplished	to support how the program outcomes have been developed and accomplished
Integration of ideas and clarity of expressions	(2 points) Only 1 or 2 ideas are developed around a central theme and ideas flow smoothly throughout the paper.	(5 points) Some ideas are developed around a central theme and ideas flow smoothly throughout the paper.	(7 points) Most ideas are developed around a central theme and ideas flow smoothly throughout the paper.	(10 points) All ideas are developed around a central theme and ideas flow smoothly throughout the paper.	(0 points) No ideas are developed around a central theme and ideas do not flow smoothly throughout the paper.
Format/Appearance/Grammar	(5 points) Professional vocabulary and writing style are not used throughout most of the paper. There are more than 10 grammatical or format errors.	(10 points) Generally professional vocabulary and writing style are used throughout most of the paper. There are less than 10 grammatical or format errors.	(15 points) Both professional vocabulary and writing style are used consistently throughout the paper. There are less 5 or less grammatical or format errors	(20 points) Both professional vocabulary and writing style are used consistently throughout the paper. there are less than 3 grammatical or format errors.	(0 points) Both professional vocabulary and writing style are not used.

Written weekly video assignment

Rubric for videos

Objective/Criteria	Performance Indicators	
	Does not meet expectations	Meet Expectations
States the main concepts of the video	(0 points) Does not state the main concepts of the video.	(2 points) Succinctly summarizes the main concepts of the video.
States the value in professional development	(0 points) Does state the value in professional development.	(2 points) States the value in professional development
Identifies how the information will be used in the practicum	(0 points) Does not Identify how the information will be used in the practicum.	(2 points) Identifies how the information will be used in the practicum
out of 6		

Short answer rubric

Criteria for writing a short answer paper.

Objective/Criteria	Performance Indicators			
	Need Improvement	Meets Most of the Expectations	Meets Expectations	Does Not Meet Expectations
Development of ideas	(2 points) Poorly developed ideas. Answers just one aspect of the question.	(5 points) Presents ideas. Answers part of the discussion question.	(10 points) Presents well developed ideas. Answers all parts of the question.	(0 points) Does not answer the question.
Critical thinking is evidenced	(2 points) Poorly developed critical thinking.	(5 points) Beginnings of critical thinking.	(10 points) Clear evidence of critical thinking.	(0 points) Does not critically analyze the question.
Grammar and professional writing style	(1 points) Poorly constructed with several errors in spelling or grammar.	(3 points) Fairly well written with only a couple errors in spelling or grammar.	(5 points) Well written with no grammatical errors.	(0 points) Very poorly written with many spelling or grammatical errors.
out of 25				

Literature Review

Grading rubric for literature review

Objective/Criteria	Performance Indicators				
	Needs Improvement	Meets Expectations	Exceptional	Does not meet criteria	Does not meet criteria
Description of the project	(5 points) Only addresses 1 of the criteria	(10 points) Addresses 2 of the 3 components but does not fully develop each	(15 points) Addresses each of the 3 components but does not fully develop each	(20 points) Gives complete description of the project, states the audience of the project, and supports why the project is needed.	(0 points) Does not address the criteria.
Current professional articles	(5 points) 1 article or older than 5 years	(10 points) 2 articles or older than 5 years	(15 points) 3-4 articles or older than 5 years	(20 points) 5 or more professional articles or books from last 5 years	(0 points) Does not include professional articles.
Comprehensive and pertinent	(5 points) Articles address only 1 aspect of the project	(10 points) Articles address some aspects of the project.	(15 points) Articles address most aspects of the project.	(20 points) Articles address multiple and pertinent aspects of project	(0 points) Articles do not address project
Complete bibliography	(3 points) Only 1 or 2 references on bib.	(5 points) Only partial or limited bib.	(7 points) Mostly accurate and complete bib	(10 points) Accurate and complete bib	(0 points) Does not include a bib
Discussion of findings	(3 points) Superficially discusses findings or does not relate findings to project.	(5 points) Discusses only a couple of findings or does not relate findings to project.	(7 points) Partially discusses findings and relates them to project	(10 points) Fully discusses findings and relates them to project	(0 points) Does not discuss findings
Professionally written paper	(5 points) Paper is not well written and has 7 or more grammatical errors and/ or paper is not submitted later	(10 points) Paper is not well written and has 4-6 errors and/or is submitted late	(15 points) Professionally written paper with not more than 3 errors and is submitted on time.	(20 points) Well written paper with no grammatical errors and is submitted on time	(0 points) Paper has more than 10 grammatical errors, paper is not professionally written and is not submitted later than 7 days after

Objective/Criteria	Performance Indicators				
	Needs Improvement	Meets Expectations	Exceptional	Does not meet criteria	Does not meet criteria
	than 6 days.				due date.



School of Nursing and Allied Health Administration

1201 Locust Avenue
Fairmont, WV 26554

**FAIRMONT STATE COLLEGE
 BS IN ALLIED HEALTH ADMINISTRATION
 ALLIED HEALTH 4401 – PRACTICUM & SEMINAR**

PRECEPTOR EVALUATION OF STUDENT’S PRACTICUM PERFORMANCE

Student _____ Preceptor _____ Date _____

Please use the following scale to evaluate student performance

- 0 = Does not exhibit skills;**
 - 1 = Novice; beginning skills displayed only; ability is basic**
 - 2 = Advanced beginning; acceptable performance; one step above beginning level**
 - 3 = Competent; skillful at meeting criteria**
 - 4 = Proficient; skillful at meeting the criteria in an articulated, integrated flowing manner**
 - 5 = Expert; mastery of the skills**
- Please explain any rating lower than a 2.

Criteria	0	1	2	3	4	5
The practicum student:						
1. Uses effective written communication skills.						
2. Initiates purposeful verbal communication.						
3. Demonstrates knowledge of the practice discipline.						
4. Possesses technical job skills.						
5. Demonstrates legal, ethical, and moral standards.						
6. Accepts responsibility and is accountable.						
7. Demonstrates leadership potential.						
8. Uses critical thinking skills in addressing problems.						
10. Kept preceptor informed of progress toward goals.						

Comments on student’s performance:

Please send form to:
Dr. Mary Sharon Boni
Dean , School of Nursing and Allied health Administration
School of Nursing & Allied Health Administration
1201 Locust Avenue
Fairmont, WV 26554
Phone: 304-367-4767 **E-Mail: sboni@fairmontstate.edu**



School of Nursing and Allied Health Administration

1201 Locust Avenue
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 304-367-4767
 304-367-4268
 sboni@fairmontstate.edu

**FAIRMONT STATE COLLEGE
 BS IN ALLIED HEALTH ADMINISTRATION
 ALLIED HEALTH 4401 – PRACTICUM & SEMINAR**

STUDENT SELF EVALUATION of PRACTICUM PERFORMANCE

Name _____

Date _____

Please rate your exit competencies using the following scale:

- 0 = Do not possess skills;**
 - 1 = Novice; beginning skills displayed only; ability is basic**
 - 2 = Advanced beginning; acceptable performance; one step above beginning level**
 - 3 = Competent; skillful at meeting criteria**
 - 4 = Proficient; skillful at meeting the criteria in an articulated, integrated flowing manner**
 - 5 = Expert; mastery of the skills**
- Please explain any rating lower than a 2.**

Criteria	0	1	2	3	4	5
1. Written communication skills						
2. Verbal communication skills						
3. Knowledge of your practice discipline						
4. Technical job skills						
5. Legal and ethical responsibilities related to your health care field						
6. Responsibility and accountability for assigned work						
7. Leadership abilities						
8. Critical thinking skills						

ALLH 3372 Legal and Medical Ethics- Example of Assessment:

Class Projects: 300 points

Three legal case briefs: A one to two page document prepared by the student following a format to be presented the second night of class. Briefs will be submitted to the instructor on the established due dates. 100 points each.

GUIDE TO LEGAL CASE BRIEFS

I. CITATION

From what specific source is the case taken?

For example, was the case reported in the U.S. Supreme Court Reports?

II. THE FACTS

A. Material

What materially happened?

Was there, for example, a collision on the high seas? A dispute over territory?

B. Legal

From what legal circumstances did the case originate?

Did two states agree, for example, to submit their dispute to an arbitral tribunal? Was an opinion sought from the I.C.J.?

III. LEGAL ISSUES

A. Specific

What specific legal questions does this case raise?

For example, does the proximity of Ruritania to Zombie Island give Ruritania a legal basis for making a territorial claim for Zombie Island?

B. General

What more general legal questions does this case raise?

For example, is "proximity" a legitimate basis under international law for making a territorial claim for an island?

IV. THE HOLDING

What decision was made? That is, in support of which side did the court hold?

For example, in *Missouri v. Holland*, did the court decide in favor of "Missouri" or "Holland?"

V. LEGAL RATIONALE

What legal reasoning informed the court's decision?

What rules of law, for example, did it apply?

How did it interpret legal principles, documents?

How did it construe the facts?

VI. QUESTIONS

What existing legal questions, if any, are unresolved by this case?

What new questions, if any, does it raise?

Assessments for ALLH 3301- Health Care Organization

Midterm Exam	145 points		
Final Exam	167 points		
Chapter Review Questions	88 points		
Current Event Report	20 points		
Research Paper	50 points		
Attendance	2 points		
Video	5 points		
Chapter 1 Exam	40 points		
Chapter 2 Exam	28 points		
Chapter 3 Exam	47 points		
Chapter 4 Exam	29 points		
Chapter 5 Exam	39 points		
Chapter 6 Exam	74 points		
Chapter 12 Exam	27 points		
Chapter 13 Exam	27 points		
Total Points	788 points		

Assessment for ALLH 3302- 

[Class Assignments/Points](#) 

Midterm Exam	100 points
Final Exam	100 points
Chapter Review Questions	90 points (15 points ea x 6 chapters)
Current Event Report (1 article)	20 points
Research Paper (or 2 articles)	50 points
Total Points	360 points

Example – ALLH 3301 Chapter 11 Review Questions

Please read Chapter 11 and complete review questions 1 through 16 located on page 475.

Submission:

1. What are the racial/ethnic minority categories in the United States? Black or African American, Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White.
2. Compared with White Americans, what are the health challenges faced by minorities? Include vulnerability to disease, barriers in access to care, financing of care and racial and cultural acceptance.
3. Who are the AAPI's? Asian American and Pacific Islander. Originating from at least 29 Asian countries and 20 Pacific Island cultures found in the Far East, Southeast Asia, the Indian subcontinent, and the Pacific Islanders.
4. What is the Indian Health Service? A federal agency responsible for American Indian health since 1955, operates 49 hospitals and over 600 other facilities. The goal of Indian Health Service is to assure that Native Americans and Alaskan Natives are provided with comprehensive and culturally acceptable health services.
5. What are the health concerns of children? Vaccinations of children for selected diseases differ by race, poverty status, and area of residence. White children have greater vaccination rates for DTP, polio, measles, HIB, and combined series than Blacks. Children who come from families and areas below the poverty line have lower vaccination rates. The children depend on their parents to take responsibility for them and get them the right vaccinations and seek out the right health care for their children.
6. Which childhood characteristics have important implications for health system design? Developmental vulnerability- the rapid and cumulative physical and emotional changes and the potential impact of illness. Dependency- rely on adults to take responsibility for health needs. New morbidities- abuse, violence, emotional disorders, and learning problems.
7. Which health services are currently available for children? Immunization delivery and monitoring programs, lead screening and abatement programs, and child abuse and neglect prevention. Special child abuse treatment programs and rehabilitative services for children with complex congenital conditions or other chronic diseases.
8. What are the health concerns of women? Women are expected now to live almost eight years longer than men, but suffer greater morbidity and poorer health outcomes. Eating disorders, alcohol abuse is more among woman now. Women are bedridden 35% more days than men are each year because of infectious, or parasitic diseases, respiratory diseases, and other acute conditions. Older women are at a greater risk of Alzheimer's disease.
9. What are the roles of the Office on Women's Health? It is dedicated to the achievement of a series of specific goals that span the spectrum of disease and disability. The OWH stimulates, coordinates, and implements a comprehensive women's health agenda on research, service delivery, and education.
10. What are the challenges faced in rural health? Poor economic conditions are often reflected in diminished access to health care and poor health of rural citizens. Low population density makes it difficult for communities to attract physicians and for physicians to establish financially viable practices. Physicians are often geographically isolated, makes it difficult for them to obtain consultations.
11. What measures are taken to improve access to care in rural areas? The National Health Service Corps

was created in 1970 to recruit and retain physicians to provide needed services in the shortage areas. MUA-designated process was to target the community health center and rural health clinic programs. C/MHC's provide services to low-income population. The Rural Health Clinics Act developed to respond to the concern that isolated rural communities could not generate sufficient revenue to support the services of a physician.

12. What are the characteristics and health concerns of the homeless population? Homeless adults and children have a high prevalence of untreated acute and chronic medical, mental health, and substance abuse problems. Homeless are also at greater risk of assault and victimization because of the lack of personal security. They are exposed to illness because of the overcrowding in shelters and overexposure to extreme heat and cold.

13. How is mental health provided in the United States? Provided in the general medical sector- a concept first described by Regier and colleagues as the de facto mental health service system. The de facto system combines specialty mental health services with general counseling services, such as those provided in primary care setting, nursing homes, and community health center.

14. Who are the major mental health professionals? Psychiatrists- postgraduate specialty training in mental health after completing medical school, psychologists- usually hold a doctoral degree and some hold masters degree's, social workers- receive training in various aspects of mental health services especially in counseling, nurses- involved through the subspecialty of psychiatric nursing, counselors, and therapists.

15. How does AIDS affect different population groups in the United States? Blacks, Hispanics, and minority women is still a major public health concern. In 2004, males and Blacks continued to have significantly higher rates than females and Whites. Black and Hispanic male population is HIV infection a leading cause of death.

16. Which services and policies currently combat AIDS in America? Rapid HIV testing, ELISA, acute care facilities, highly active antiretroviral therapy, the Medicaid waiver program and the Ryan White Comprehensive AIDS Resources Emergency Act.

APPENDIX 3
FACULTY VITAS

VITA**Mary Sharon Boni, PhD, RN****Dean, School of Nursing and Allied Health Administration*****Contact Information:******Work:***

Fairmont State University
1201 Locust Avenue
Education Building, Room 244
Fairmont, WV 26554
Office number: 304-367-4767
Fax number- 304-367-4268
Email: sboni@fairmontstate.edu

Home:

105 Bush Avenue
Philippi, WV 26416
Cell phone: 304-816-2799

Educational Background:

The Catholic University of America, Washington, DC	PhD	1993
West Virginia University, Morgantown, WV	MSN	1982
Alderson-Broadus College, Philippi, WV	BS	1972

Nursing Licenses:

WV-21803 (active) and NY 22-552492 (non-active)

Certifications:

Critical Care Registered Nurse (CCRN) 1994-2006
Advanced Cardiac Life Support (ACLS) 1996-2001

Professional Work Experience:

2012-present Adjunct on-line professor for Empire State College in Saratoga, NY
2007-2008 Staff nurse Health South Rehab Hospital part-time
2006-present Dean, School of Nursing & Allied Health Administration, Fairmont WV
2004-2006 Associate Dean for Student Services, School of Nursing, Excelsior College, Albany, NY
2000-2004 Professor of Nursing, Alderson-Broadus College, Philippi, WV
1996-2004 Chairperson, Division of Health Sciences and Department of Nursing, Alderson-Broadus College, Philippi, WV

1996-1999 Project Director of North Central WV Nursing Work Force Network, grant through Robert Wood Johnson Foundation, Morgantown, WV

1994-1996 Hospice Nurse, Mountain Hospice, Philippi, WV (part-time)

1993-2001 Nursing Field Faculty, WV Rural Health Partnership, Mountain Health Partners, Buckhannon, WV

1993-2001 Adjunct Associate Professor of Nursing, School of Nursing, WVU, Morgantown, WV

1993-2004 Chairperson, Department of Nursing, Alderson-Broaddus College, Philippi, WV

1993-2000 Associate Professor of Nursing, Alderson-Broaddus College

1992-2004 Staff Nurse, Critical Care Unit, St. Joseph's Hospital, Buckhannon, WV (part-time)

1992-1994 Staff Nurse, Special Care Unit, Davis Memorial Hospital, Elkins, WV (part-time)

1986-1992 Staff Nurse, Special Care Unit, Broaddus Hospital, Philippi, WV (part-time)

1985-1993 Assistant Professor of Nursing, Alderson-Broaddus College, Philippi, WV

1985 Instructor, Wellness Lifestyle Course, WV Wesleyan College, Buckhannon, WV

1984-1985 Assistant Professor of Nursing, WV Wesleyan College, Buckhannon, WV

1983-1985 Nurse Clinician, Joseph Reed, MD, ABFP, Buckhannon, WV

1979-1981 Clinical Instructor, Alderson-Broaddus College, Philippi, WV (part-time)

1978-1982 Patient Educator, Joseph Reed, MD, ABFP, Buckhannon, WV (part-time)

1975-1978 Instructor of Nursing, WV Wesleyan College, Buckhannon, WV

1974-1975 Medical-Surgical Charge Nurse, St. Joseph's Hospital, Buckhannon, WV

1973-1974 Intensive Care Unit Assistant Head Nurse, Memorial General Hospital, Elkins, WV

1973 Intensive Care Unit Assistant Head Nurse, St. Mary's Hospital, Rochester, NY

1972 Staff Nurse, Medical-Surgical & Intensive Care Unit, Wheeling, WV

Consultant and Special Committees:

2012-present NLNAC ERP Member and Chair for Site Visit Team

2011	External program reviewer for Empire State College in Saratoga, NY. Review their MS in Nursing program for approval by the NY State Education Department., Higher Education Division. October 3-4, 2011
2011-2013	Member of the WV ADN Task group.
2011	Expert witness for US Army in El Paso, TX
2010-2011	Member, EdD Dissertation Committee for WVU Educational Leadership, for Denice Kirchoff.
2010, 2012 and 2015	External Reviewer for Tenure and Promotion University of Arkansas at Little Rock
2010-2013	West Virginia Nursing Leadership Institute Advisory Board
2009	External Reviewer Tenure and Promotion for University of Pittsburgh at Johnstown-
2009	Team sponsor for Collaborative team from FSU and FGH to West Virginia Nursing Leadership Institute.
2009-2011	Focused Clinical Competencies Assessment Subcommittee- Excelsior College
2007-2011	NLN Task Group on Curriculum Innovation
2006-present	Program reviewer for WVBOERP.
2006-2010	NLN Ambassador
2006-present	NLNAC Program Evaluator
2006-present	Nursing Faculty Committee, Excelsior College, Albany, NY
2006-present	CPNE Appeals Committee and AD Nursing Curriculum Committee
2006-2009	NLN Center of Excellence in Nursing Consultant
2006	Program evaluation consultant to Cochran School of Nursing, Yonkers, NY

- 2004 Outside program reviewer for West Liberty State College School of Nursing, West Liberty, WV and the HEPC.
- 1996-2004 Program reviewer for the WV Board of Examiners for Registered Professional Nurses.

Publications:

- 2013 "Voices of Innovation: Building a Model for Curricular Transformation," by Janet Phillips, Jerelyn Resnick, Mary Boni, Patricia Bradley, Janet Grady, Judith Ruland, and Nancy Stuever. (2013, Vol 10) International Journal Nursing Education. Scholarship.
- 2012 Boni, M. S. (3/28/2012), "Impact of Technological Advances on Nursing", the Times West Virginian .
- 2011 Boni, M. S. (3/23/2011), "FSU Continues to Monitor the Nursing Shortage", The Times West Virginian, 6A.
- 2008 Monahan, F. (2008), McGraw Hill Review for the NCLEX-RN, contributor.
- 2001 WV Health People 2010, Chapter 12 "Heart Disease & Stroke"; contributor
- 2000 Nurse Commenter for Ask a Nurse from Home Remedies to Hospital Care, AACN, Simon & Shuster
- 1998 Nolan, C., Martin, E.J., & Boni, S. (June) Vol. 28, No. 6, "North Central WV Nursing Workforce Network", JONA
- 1997 Toth, J.C., Dobratz, M.A., & Boni, M.S. (1998) Vol. 46, No. 6. "Attitude Toward Nursing Students Earning a Second Degree and Traditional Baccalaureate Students: Are they Different?", Nursing Outlook
- 1992 Published dissertation, "The Effects of Selected Variables during the College Experience on Cardiovascular Risk", The Catholic University of America

Research and Grant Activity since 1995:

- 2011 \$47,500 Strategic Planning Grant, FSU.
- 2010 \$100,000 Simulation Grant from Ruby McQuain Foundation through the FSU Foundation
- 2009 \$80,000 partnership annual (2009-2011) grant support from hospitals for ASN program
- 2008 \$465,000 grant from WVCTC for ASN program
- 2004 Reviewer of preliminary proposals submitted to FIPSE's Comprehensive Program

- 1999-2002 Member of the grant team for the North Central WV Nursing Work Force Network, Phase II, grant by the Robert Wood Johnson Foundation
- 1996-1999 Co-Project Director of North Central WV Nursing Work Force Network, grant by the Robert Wood Johnson Foundation (one of 20 national projects)

Presentations since 2003:

- 2015 Keynote speaker for WVWC's Hand Blessing Sophomore Convocation, October.
- 2015 Presentation to Fairmont Rotary, "The Benefits of Simulation in Nursing Curriculum, October.
- 2012 Special lecture on "Culture Differences in Nursing Education- US and South Korea", Ansan and Namseoul Universities.
- 2011 Co-Presenter NLN Educational Summit 2011, "A Research-Informed Model to Promote Seamless Academic Progression".
- 2011 Special Lecture on Collaborative Nursing Opportunities at FSU, Namseoul University, South Korea.
- 2011 Special Lecture on "Nursing in the USA", Woosong University, South Korea.
- 2011 Co-Presenter, concurrent session, Canadian Association of Schools of Nursing- Academic Leadership Conference, "Emerging Models of Curriculum Innovation."
- 2010 Participant in Faculty Round Table Discussion and Presentation : International Experience and Exchange at FSU. 18 Nov 10.
- 2010 Co-Presenter, concurrent session, NLN Education Summit 2010, "Do You Wiki? Using a Wikispace for Collaborative Scholarly Work".
- 2010 Presenter, Special Session as part of the NLN Task Group on Curriculum Innovation, NLN Education Summit 2010.
- 2010 Presenter. Ansan College, South Korea. "Nursing and Healthcare in the US".
- 2010 Presenter. Ansan College, South Korea, "Simulation as Part of Curriculum".
- 2009 Presenter at the NLN Education Summit 2009 on "Innovation in Nursing Education."
- 2009 Keynote speaker for Senior Nursing Convocation, A-B College.
- 2007 Breakout session presenter, "Retaining Men in Traditional and Non-Traditional Nursing Education Programs", M. Sharon Boni & M. Bridget Nettleton, AAMN 32nd Annual Conference, Philadelphia.
- 2007 The Heart of Fairmont State, faculty giving presentation.

- 2006 Concurrent session presenter, N-OADN Annual Convention, “ Managing Different Learning Styles: Does Gender Make a Difference?” M. Sharon Boni & M. Bridget Nettleton, Charlotte, NC.
- 2006 Plenary session presenter, “Learning Styles and Use of Learning Resources: Does Gender Make a Difference?” M. S. Boni & M. B. Nettleton, AAMN 31st Annual Conference, Portland, Oregon.
- 2005 Presentation to VT BON on Excelsior College Program, December
- 2005 Presentation to the ND BON on Excelsior College Program, July
- 2005 Presentation to the Wyoming State Board of Nursing on Excelsior College Program, July
- 2005 Presentation to the Kansas State Board of Nursing on Excelsior College Program, June
- 2005 Keynote speaker, Senior Nursing Convocation, “A History of Innovation”, Alderson-Broaddus College, May
- 2004 Presentation to the Arizona State Board of Nursing on Excelsior College Program, November
- 2004 Presentation to the Texas State Board of Nursing on Excelsior College Program, October
- 2004 Poster presenter NLN Summit, “Literature Review on Clinical Outcomes”, September, Orlando, FL
- 2004 Presenter, “What Educational Model Works Best for Men in Nursing”, American Assembly for Men in Nursing, Tucson, AZ
- 2003 Presenter on Assessment, CIC; Department Chair Workshop, Atlanta, GA

Honors and Awards since 1995:

- 2012 Worldwide Leaders in Health Care
- 2010 50 Golden Graduates , WVU School of Nursing
- 2007 Who’s Who in Collegiate Faculty
- 2000 Lexington’s Who’s Who
- 2000 The Steele A. & Katherine D. Hawkins Chair of Nursing
- 1999 Outstanding Faculty Award, A-B College

- 1998 Nomination for the Professor of the Year 1997, Faculty Merit Foundation of WV Inc.
- 1997 Distinguished Alumni Award, A-B College
- 1996 Who's Who in Medicine & Healthcare
- 1995 Who's Who in American Nursing Biographies

Professional Organizations:

Alderson-Broaddus College Nursing Alumni Association (1972- present)

American Nurses Association (1973- present)

Association of Deans and Directors of Nursing Education in WV (1993-2004 positions held President, President-Elect and BOD; treasurer- 2008-2012) (2006-present, member)

Hospice Care Corporation, Board of Directors (1996-2004)

National League for Nursing (2007-2010 Task Group on Curriculum Innovation)

New York State Nurses Association, District #9 (2004-2006)

N-OADN- member 2005- present

North Central WV Nursing Work Force Network (1996-2002)

Nursing Education Foundation of WV (1993-2004 positions held President, President-Elect and BOD; Treasurer 2008-2012) (2006-present member)

Nursing Research Alliance of the Capitol District Region (2004-2006)

Sigma Theta Tau, Epsilon Delta Chapter and Tau Kappa Chapter

WV League for Nursing (1985-present)

WV Nurses Association, District IV (Positions held BOD, Secretary)

WV Nurses Association, District V 2006- present (V-P- 2006-2007)

WV OADN- member (2006- present)

Community Service Related to Professional Assignment since 2000:

Member, FGH Foundation.(2010-present)

Member, St. Elizabeth's Parish (2010-present)

Member, St. Peter the Fisherman's Parish (2006-2010)

Lector, St. Michael of the Arc Angel Church (2004-2006)

Hospice Care Corporation Board of Directors (1997-2004)

WV Healthy People 2010, Task Force, Heart & Stroke (1998-2000)

Lector, St. Elizabeth's Catholic Church (1979-2004)

FSU Committees

Member, Budget Oversight Committee (2013-2014)

Member, Financial Aid Committee (2007-2008)

Member, Academic Affairs Committee (2006-present)

Member, Dean's Council (2006-present, secretary 2014)

Member, Promotion, Tenure, and Evaluation Committee (2006-2007)

Co-chair, Faculty Giving (2006-2008)

Member, Committee on Annual Faculty Evaluations (2006)

FSU SONAHA Committees

Chair, Nursing Faculty Committee (2006-current)

Chair, Nursing Advisory Committee (2006-current)

Ex-officio Member, ADN Curriculum Committee (2006-current)

Ex-officio Member, BSN Curriculum Committee (2006-current)

Ex-officio Member, Mentoring Committee (2009-present)

Ex-officio Member, Scholarship Committee (2006-current)

Ex-officio Member, Recruitment and Retention Committee (2006-present)

Ex-officio Member, Simulation Committee (2007-current)

Ex-officio Member, Student Advocacy Committee (2007-present)

Rural Health Committee (member 2006- 2010, Chair -2010)

VERONICA GALLO

308 Walnut Drive
Bridgeport, WV 26330
304-842-1874

QUALIFICATIONS

- ❖ Eight years of nursing experience in areas of medical surgical nursing, cardiac step-down nursing, home health nursing, and obstetrics.
- ❖ Experience in adult nursing education.
- ❖ Proficient in use of computer programs: power point, web casts, publisher, and word.

EDUCATION

- ❖ Currently enrolled in Marshall University Master in Nursing Program - 12 credit hours completed. 4.0 cumulative GPA
- ❖ BSN, Fairmont State College, Cum Laude Graduate
- ❖ ADN, Fairmont State College, Honors Graduate

EMPLOYMENT

Alderson-Broaddus College

Clinical Instructor for senior level medical surgical nursing students

- ❖ Organization of clinical experiences for eight students with acutely ill medical/surgical clients
- ❖ Development of critical thinking patient education activity

United Hospital Center

Nurse Educator

- ❖ Development and implementation of critical thinking based orientation program
- ❖ Development and implementation of extended orientation for graduate nurses
- ❖ Simulation of mock patient scenarios for graduate nurses
- ❖ Development of competency testing and remediation process for all newly hired RNs and LPNs utilizing a systems approach
- ❖ Collaboration with Department Managers and Leaders to develop department specific orientation programs.
 - Radiation Oncology
 - Oncology Nursing
 - Cardiac and Pulmonary Rehabilitation
 - Maternity/Child Nursing
 - Laboratory
 - Diagnostic Services
- ❖ Collaboration with department managers to develop and implement quarterly educational activities/offerings for staff
- ❖ Collaboration with Oncology Nursing department to prepare staff nurses for oncology certification exam
- ❖ House-wide in-services on new products/practices
- ❖ Retention and Recruitment committee member

- ❖ Clinical Ladder Committee member
- ❖ Development of independent study modules for CE's, including End of Life Care and Pain Management
- ❖ Development of lectures/classes for CE's and staff development needs.

Staff RN

- ❖ Clinical RN in areas of Telemetry/Cardiac Step-down, Medical Surgical Nursing, and Home Health
- ❖ Preceptor for newly hired RNs
- ❖ 3 North co-chairman for the patient education monthly display

Fairmont General Hospital

Staff RN

- ❖ Clinical RN in areas of telemetry/cardiac step-down and critical care
- ❖ Preceptor for newly hired RNs

Marion County Health Department

Home Health RN

- ❖ Management of care for home-bound patients

PROFESSIONAL CERTIFICATIONS

- ❖ ACLS Certified
- ❖ BCLS instructor
- ❖ NALS Certified
- ❖ Preparing for ANCC Staff Development Certification

COMMUNITY INVOLVEMENT

All Saints Catholic Church, Bridgeport W. V.

- ❖ Member
- ❖ Nursery volunteer

American Cancer Society

- ❖ Relay for Life Team Member for six years

WV Black Heritage Festival

- ❖ Prepared and worked educational booth on HIV and Hepatitis awareness

Matthew S. Delligatti, Esq.
672 Cottage Street
Monongah, WV 26554
304.612.4933
matt.kdlaw@gmail.com

Bar Admissions

- **West Virginia, 2011**
- **United States District Court for the Southern District of West Virginia, 2011**
- **United States District Court for the Northern District of West Virginia, 2014**

Education

- **West Virginia University College of Law, 2008-2011**
J.D. Graduated 13 out of 124.
CALI Award for Evidence
- **West Virginia University, 2004-2008**
B.A. Political Science with a minor in Sociology. (Summa Cum Laude)

Work Experience

- **Kettering Delligatti Law Offices, PLLC, Managing Partner, August 2013- Present**
- **Honorable Michael J. Aloï, Circuit Court Judge for the Sixteenth Circuit of West Virginia, January 2013-July 2013**

Researched and interpreted applicable law on a variety of issues and topics that came before the Court. Contributed to and independently prepared published memoranda, orders, and opinions for both civil and criminal cases. Regularly contributed to and prepared opinions in consideration of dismissal, summary judgment, evidentiary, and post-trial motions as well as various habeas petitions.

- **Honorable Irene C. Berger, United States District Court Judge for the Southern District of West Virginia, Judicial Clerkship, August 2011-September 2012**

Researched and interpreted applicable law on a variety of issues and topics that came before the Court. Contributed to and independently prepared published memoranda, orders, and opinions for both civil and criminal cases. Regularly contributed to and prepared opinions in consideration of dismissal, remand, summary judgment, evidentiary, and post-trial motions. Researched and interpreted applicable criminal law to prepare plea, sentencing, and revocation hearing scripts, which includes extensive work with the sentencing guidelines. Managed an active docket with an average of 100 civil and 25 criminal cases.

- **West Virginia University Office of the Vice President for Legal Affairs and the General Counsel, Graduate Legal Assistant, May 2009-August 2010**

Researched and drafted memos in various areas of higher education law including: Athletics (including NCAA issues), Construction, Employment, Family Education Rights Privacy Act, Prevailing Wage,

Property, and Student Code of Conduct. Reviewed and edited WVU Board of Governor's Policies. Drafted correspondences for various legal inquiries. Tracked state legislation and reviewed the impact of passed legislation on WVU operations.

- **Mayor of Fairmont, January 2009-December 2010**
- **Fairmont City Council Member, January 2007-December 2010**
- **Fairmont Planning & Zoning Commission Member, January 2007- January 2009**
- **United States Senator John D. Rockefeller IV (D-WV) Intern, July 2008**
- **United States Congressman Alan B. Mollohan (D-WV) Intern, June 2008**
- **West Virginia University Office of the President, Assistant Parent Advocate May 2007-May 2008**

Community Service/Extra Curricular Activities

- **The Op Shop Board of Directors, 2014- Present**
- **Marion County Day Report Center Board of Directors, 2014-Prsent**
- **Fairmont Senior High School Foundation Board of Directors, 2007-2011, 2013- Present**
- **Big Brothers/Big Sisters of America, 2005-2008**
- **American Legion Mountaineer Boy's State Local Government Instructor, June 2007, June 2010**

Awards

- **Harry S. Truman Scholar, 2007**
- **Phi Beta Kappa, 2008**
- **Order of Augusta, 2008**
The Order of Augusta recognizes a highly select group of students based on superior scholarship, demonstrated leadership, and record of community and public service. Awarded to the top eight graduating seniors at West Virginia University.
- **Mountain Honorary (WVU's Highest Ranking Honorary), 2006-2011**
- **Pi Sigma Alpha (Political Science Honorary), 2008: Served as President.**

References

- **The Honorable Irene C. Berger, United States District Court Judge**
P.O. Box 5009
Beckley, WV 25801
PH: (304) 253-2438
- **The Honorable Michael J. Aloï, West Virginia Circuit Court Judge**
219 Adams Street
P.O. Box 629
Fairmont, WV 26554
PH: (304) 367-5390

Professional Profile

Motivated, energetic, results-oriented professional with twenty years of broad-based progressive management experience seeking **online** adjunct instructor position with School of Health Careers, Business Administration, and/or other related fields.

- Experience reinforced by academic credentials and management training
- Proven analytical, organizational, administrative, and interpersonal communication skills
- Enthusiastic, motivational leader; leads others to attain goals and objectives within time and budget constraints
- Enjoys challenges; works well under pressure
- Self-motivated, honest, dependable, effective, efficient
- Passion for continuous improvement, staff development and technology-based re-engineering
- Excellent customer service and project management skills
- Experience with both classroom and online instruction

Professional Experience

Fairmont State University, Fairmont, WV
Instructor, Allied Health Careers and Health Information Technology Programs 2001-Present

Achievements:

- Scored well above average on IDEA indicator several years in a row (student evaluation of instructor and course)

Responsibilities:

- Responsible for instructing HLIN 2207; Health Information Supervision; course includes principles of management, human relations, human resource management, and financial management
- Responsible for instructing ALLH 3301 and ALLH 3302; Health Care Organizations and Management Problems in the Health Care Delivery System; courses include health care organization, legislation, roles in hospital operation, health care agencies, compliance, and future trends
- Responsible for instructing HLCA 1100-04, -07, and -09 on-line Medical Terminology; courses are taught **online** utilizing Blackboard Vista and include all body systems.

Preston Memorial Hospital, Kingwood, WV
Director, Health Information Management Critical Access Hospital
2010-2011

Achievements:

- Redesigned/reconstructed work area; improved operational efficiency; improved employee morale
- Served as privacy officer, updated Health Insurance Portability and Accountability Act training (HIPAA & HITECH)

Responsible for directing all Health Information Management (Medical Record) operations, including transcription, across all inpatient and outpatient sites. Responsible for the integrity, maintenance, and security of all patient medical records. Ensured accurate, confidential work processes in all aspects of the department. Developed policies and procedures, mentored and supervised all department employees, implemented HIPAA privacy and compliance regulations, various committee assignments

University Health Associates, Morgantown, WV
Director, Health Information Management Multi-specialty group practice; 700+ physicians, 1000+ patients daily
1997-2003

Achievements:

- Installed an optical imaging system with leased virtual storage for record retention solution, an integrated voice and text system for optimized medical transcription, and an electronic chart locator to facilitate record retrieval; resulted in improved customer and employee satisfaction, reduced operational costs, improved access to patient information.
- Served as interim privacy officer, created 60+ policies and procedures, assisted with implementation of Health Insurance Portability and Accountability Act training (HIPAA federal legislation) for 1500 employees
- Restructured leadership team by mentoring/upgrading internal employees; improved morale and operational efficiency; sought market salary information to achieve competitive salaries; decreased employee turnover rate below national and corporate averages
- Redesigned/reconstructed work area; improved operational efficiency; improved employee morale
- Established productivity and quality standards for Health Information Management and Medical Transcription operations; exceeded national benchmarks for same

Responsible for directing all Health Information Management (Medical Record) operations, including transcription, across four corporate sites; 74 employees, 700+ providers, 1000+ clinic visits per day. Responsible for the integrity, maintenance, and security of 16 years of patient medical records, equating to approximately 450,000 individual records; ensured accurate, confidential work processes in all aspects of the department. Developed policies and procedures, directed quality improvement program, mentored and supervised department leadership team, implemented HIPAA privacy and compliance regulations, created and monitored \$2 million dollar budget; various committee assignments

WVU Hospitals, Inc., Morgantown, WV
Assistant Director/Manager, Medical Records

450+ bed , acute care facility, level I trauma center
1991-1997

Achievements:

- Eliminated 900-case trauma registry backlog; implemented concurrent review to facilitate improved trauma care
- Employed CQI in cancer registry to eliminate backlog, automated patient indices, installed network capabilities; reduced staffing; exceeded standards required by the American College of Surgeons; coordinated three successful program surveys
- Eliminated backlog of 30,000 duplicate patient registrations; initiated education to reduce duplicates by 60%. Streamed-lined processes; worked interdepartmentally to maintain data consistency between four critical information systems.
- Stream-lined procedures in release of information and vital statistics registration to eliminate backlogs; reduced staffing; outsourced correspondence management processes, eliminating annual labor expense of \$50,000
- Designed and implemented cross-training program for Medical Record Assistants, reduction of 3.0 FTEs through attrition

Responsible for cancer, trauma, birth, death, and birth defects registries, release of information, active/inactive medical record management and correction of duplicate registrations to include a staff of 28 FTEs. Responsible for ensuring optimum, productive relationship with Local 814 labor union members and leadership.

WVU Hospitals, Inc., Morgantown, WV
Supervisor, Medical Records

450+ bed , acute care facility, level I trauma center
1989-1991

Achievements:

- Assumed responsibility for all WVMI PRO reviews (state regulatory agency), significantly decreased technical reimbursement denials and improved working relationship with nurse reviewer
- Developed productivity and quality standards to improve performance; assisted with departmental budget

Responsible for directing staff of 25 FTEs to perform all active and inactive medical record operations

WVU Hospitals, Inc., Morgantown, WV
Medical Transcriptionist

450+ bed , acute care facility, level I trauma center
1986-1989

Achievements:

- Assumed responsibility for unit operation in absence of supervisor; 25 FTEs
- Developed and implemented weekend rotation schedule to enhance unit coverage; designed and implemented training program and quality reviews, initiated and assisted in revision of incentive compensation

Responsible for transcribing inpatient and outpatient operative, radiology, and discharge reports for any of 400 physicians within 27 clinical specialties; exceeded productivity and quality standards 100% of the time

Education & Training

- **Morgantown Beauty College**, Morgantown, WV - Massage Therapy Program, completed 600 hours - obtained WV State license for massage therapy (LMT); successful completion of national certification in therapeutic massage and bodywork (NCTMB) - 2003
- **West Virginia University**, Morgantown, WV - Executive Master of Business Administration with emphasis in Health Services Management, 1999
- **Stephens College**, Columbia, MO - Bachelor of Science, Health Information Management 1995; Research - Staff Training and Development; successful completion of AHIMA's Registered Health Information Administrator (RHIA) exam, October 1995
- **Fairmont State College**, Fairmont, WV - Associate of Applied Science, Medical Records Technology, 1986; success completion of AHIMA's Registered Health Information Technician (RHIT) exam, October 1986
- **Professional development** - numerous educational seminars and conferences including leadership, education, information technology, quality improvement, staff development, safety, confidentiality, project management, e-health, finance, professional sales, regulatory, massage therapy and other clinical topics

APPENDIX 3

EXTERNAL REVIEWERS' VITAS

APPENDIX 4

AHA PROGRAM REQUIREMENTS