

Montana Tech: Annual Program Review



Department: Nursing

Program: BSN-Completion Degree

Department Head: Karen Vandaveer

Year Under Review: 2014-2015

Submitted: Spring 2016

Assessment Committee Review: Spring 2016

Department:

Degree:

Program Educational Objectives: Program educational objectives are broad statements that describe what graduates are expected to attain within a few years of graduation. Program educational objectives are based on the needs of the program's constituencies.

1. As a provider of care, the registered nurse demonstrates critical thinking, accountability, clinical decision-making through use of the nursing process, effective communication with clients, families and health team members, teaching and collaboration with the client and family, collaboration with members of the health care team, and sensitivity to individual and cultural diversity.
2. As a manager of care, the registered nurse demonstrates management of care for a group of clients using collaboration and consultation, organizes and delegates nursing care, client advocacy, and evaluation of health care delivery using client-centered outcomes.
3. As a member of the discipline of nursing the registered nurse demonstrates knowledge of self-assessment and development and continuous learning, ethical-legal framework for nursing practice, advancement of nursing practice through professional activities, political, economic and societal forces affecting nursing practice and health care delivery, and health care change and nursing research.

Student Outcomes: Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program.

BSN Program Outcomes

Montana Tech's Bachelor of Science in Nursing Program curriculum provides additional education that will prepare the graduate to:

1. Provide nursing care to individuals, families, and communities by utilizing interprofessional communication, collaboration, and a holistic framework.
2. Design, manage, and evaluate comprehensive plans of nursing care in a variety of structured and unstructured settings including vulnerable populations.
3. Function as a leader, change agent, and resource manager in the health care system to promote patient safety by utilizing information technology.
4. Critically appraise current research to promote understanding of the production of knowledge and application of evidence-based nursing practice.
5. Actualize a commitment to professional accountability and ethical standards in practice.

Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program.

BSN Individual Student Learning Outcomes

1. Apply and integrate theories and concepts from the sciences, arts, and humanities into nursing practice.
2. Demonstrate knowledge of healthcare organizations and the leadership role that nurses must possess to ensure quality care and patient safety.
3. Use theory, research, and evidenced-based practice models in the delivery of nursing care and in the promotion of health and well-being to individuals, families, and communities.
4. Demonstrate competency in the clinical area by using patient care technologies and information management systems to deliver safe and effective care.
5. Integrate knowledge of healthcare policy, finance, and regulatory environments into professional nursing practice and the healthcare system.
6. Demonstrate effective interprofessional communication and collaboration with a multidisciplinary healthcare team to improve patient outcomes.
7. Provide nursing interventions that focus on disease prevention and health promotion to individuals, families, communities, and to diverse populations.
8. Demonstrate professional accountability and ethical responsibility in the delivery of nursing care.
9. Deliver holistic, generalist nursing care to patients across the lifespan and through the healthcare continuum that reflects compassionate, patient-centered care and results in high quality patient outcomes.

Student Outcomes Program Response

The Associate of Science (ASN) degree requires 23 prerequisite general education credits and a total of 30 non-nursing credits that emphasize the arts, sciences, and humanities. In congruence with the mission and vision of Montana Tech, the core curriculum in the arts, sciences, and humanities provides the foundation of a strong undergraduate curriculum that, “leads to a systems approach to problem-solving as students recognize the interrelation of issues and actions” (Vision 2025). Pre-requisite courses that are required for admission into the nursing program include: Anatomy and Physiology I and II (with the required laboratory components), both Introduction to General Chemistry and the Introduction to General Chemistry Lab, College Algebra, Fundamentals of Nutrition, College Writing, and Introduction to Psychology. Once accepted into the ASN program, students are required to complete both Microbiology for Health Sciences and Introduction to Sociology.

Montana Tech's Online BSN Completion Program requires 48 additional credits (33 nursing credits/15 non-nursing credits) and meets the General Education Requirements (GER) as per college catalog policy (Montana Tech 2015-16 Catalog). Due to the nature of a BSN completion program, the curriculum builds upon the foundation of arts, sciences, and humanities in the ASN program. The requirement for a Bachelor of Science (B.S.) degree is 120 credits and includes a general education core curriculum that, "familiarizes students with the diverse knowledge embraced by the Humanities/Fine Arts, Mathematics, Physical & Life Sciences, and the Social Sciences" (Montana Tech Catalog 2015-16). The Montana Tech General Education Requirements include six hours from the following core requirements which are all part of the ASN and BSN curricula and include: Communications, Humanities, Mathematical Sciences, Physical and Life Sciences, and Social Sciences (Montana Tech Catalog, 2015-16). In addition to the six hours of communication credits, baccalaureate degree-seeking students must complete one designated writing course at the 300 or 400 level. This is met in the Nursing Leadership and Management course within the BSN curriculum. Students seeking a BSN degree from Montana Tech must further complete 12 general education credits to fulfill the GER of the college. These include Introduction to Biostatistics, Professional Ethics, Advanced Business Writing, and a Humanities Elective.

The BSN Completion Program curriculum builds upon a foundation of the arts, sciences, and humanities so that this knowledge is actively applied in the BSN curriculum through a variety of teaching/learning experiences in the required nursing courses. For example, **NRS 410-Nursing Theory** requires the students to write three academic papers and do an online presentation. The six credits of required writing are calculated to enhance their ability to write and communicate effectively. This same course also requires them to read *The Spirit Catches You and You Fall Down* (Fadiman, 1997), which addresses how a clash in cultural beliefs on healthcare affected a young Hmong refugee in California. Here, students write an academic paper to specifications that require synthesis from the disciplines of psychology, sociology, the humanities, and ethics on a care plan for this unique cultural situation. This course also addresses global healthcare through online discussion forums and an additional academic paper. In general, this course builds on how the foundation of the arts and humanities can be applied to the discipline of nursing. **Care of the Aging Client – NRS 309** requires students to do a Multidimensional Geriatric Assessment as part of the clinical hours in this course. More specifically, it draws upon concepts in the student's general education foundation both to assess and to intervene as Registered Nurses in the care of aging clients.

Two courses that apply knowledge from science courses are **NRS 325 – Advanced Health Assessment** and **NRS 356 – Advanced Pathophysiology**. Nursing's undergraduate curriculum is heavily weighted in the sciences as is evidenced by the 24 credits of science between the ASN and BSN curricula. Both courses mentioned above apply knowledge from Anatomy and Physiology, Chemistry, Microbiology, and from Math through a multitude of assignments and clinical experiences.

The Montana Tech Catalog (2015-16) outlines a strong foundation in general education courses that include the following expected outcomes: the ability to express oneself both verbally and in written form, possess proficient critical thinking skills, have global and multi-cultural awareness and an appreciation of diversity, understand basic scientific methods, be able to function adequately at an algebraic level, and have an appreciation of life-long learning. **Nursing Leadership and Management (NRSG 485W)** is the BSN curriculum's designated upper division writing course and meets the writing requirement as outlined in the Montana Tech Catalog. Here, students write three academic papers that require analysis and synthesis of large amounts of information and that must display proficient critical thinking skills to accomplish this. The Nursing Research course (**NRSG 420**) teaches the fundamentals of scientific methods and also the basics of evidence-based practice where the students complete a project that applies the steps of the evidence-based practice process. Both **NRSG 309 – Care of the Aging Client** and **NRSG 306 – Community Health Nursing** require assignments in which the students use evidence-based protocols to provide quality patient care.

Overall, the BSN curriculum is logically structured to meet both individual student outcomes and aggregate student outcomes as an accelerated program that moves students from their basic ASN education to their BSN preparation. Moreover, this curriculum is based on the Nursing Department's Conceptual Framework which is articulated through the roles of the baccalaureate generalist nurse and includes the provider of care, the manager of care, and the member of the profession (AACN, 2008). Integration of the arts, sciences, and humanities is translated into nursing discipline by the nursing faculty so that Tech's nursing students receive the level of understanding and preparation necessary to deliver care as a baccalaureate generalist nurse in their chosen profession.

The individual BSN student learning outcomes were then threaded through each course so that they are currently reflected on each course syllabus. Here, course objectives align with the individual student learning outcomes to achieve the mission, goals, and expected aggregate student outcomes. Nursing faculty in the BSN program review the curriculum at the pre-planning meetings at the start of each semester following student and program evaluations. Beginning in the fall of 2012, a BSN Accreditation/Curriculum Committee was convened weekly to evaluate the current curriculum to ensure that it clearly met both course objectives and student learning objectives.

The following information lists the nine BSN individual student learning outcomes and the ten target- specific BSN courses.

Target-Specific BSN Nursing Courses Applicable to Learning Outcomes (1-10)

- 1. NRSG 306: Community Health Nursing
- 2. NRSG 309: Care of the Aging Client
- 3. NRSG 311: Trends and Issues in Nursing
- 4. NRSG 325:Advanced Health Assessment
- 5. NRSG 344: Family Nursing
- 6. NRSG 356: Advanced Pathophysiology
- 7. NRSG 404: Nursing Across the Health Care Continuum
- 8. NRSG 410: Nursing Theory
- 9. NRSG 420: Nursing Research
- 10. NRSG485: Nursing Leadership and Management

The following table demonstrates the congruency between the nine BSN individual student learning outcomes and the ten target- specific BSN nursing courses to which the outcomes apply.

Table I: Student Learning Outcomes

Individual Student Learning Outcomes	NRSG 306	NRSG3 09	NRSG 311	NRSG 325	NRSG 344	NRSG 356	NRSG 404	NRSG 410	NRSG 420	NRSG4 85
1.	x	x	x	x	x	x	x	x	x	x
2.	x	x	x	x	x	x	x	x	x	x
3.	x	x		x	x		x			x
4.	x	x		x	x		x			x
5.	x	x	x		x		x	x	x	x
6.	x	x	x	x	x	x	x	x	x	x
7.	x	x		x	x		x			
8.	x	x	x	x	x	x	x	x	x	x
9.	x	x	x	x	x	x	x	x	x	x

The table demonstrates that the nine BSN individual student outcomes are comprehensively reflected throughout the curriculum. All courses are determined to meet student learning outcomes 1, 2, 6, 8, and 9. Student Learning Outcomes 3, 4, 5, and 7 are found to be emphasized in the courses that have The students are introduced to a number of different teaching/learning practices, but the three strategies most often used in the online program are: 1) Didactic Content/Application Assignments; 2) Discussion Boards; and 3) Clinical Experiences.

1. Didactic Content/Application Assignments

BSN nursing faculty at Montana Tech deliver didactic content by using different techniques based on their own area of expertise as it relates to the course content. Having an online program has required nursing faculty to try new techniques in delivering didactic content. Didactic content is provided through multiple course materials that include PowerPoint presentations, videos, web links, text books, and journal articles. Required readings and assignments are posted in Moodle on a weekly basis so that students develop the necessary knowledge base to meet course objectives.

Some examples of assignments include pathophysiology write-ups by body system, nutritional assessments, and virtual information excursions where students learn how to access a wide variety of reliable health-related online resources. This level of didactic content reflects individual student learning outcomes of the program. For example, applying and integrating theories and concepts from the sciences, arts, and humanities is supported by lecturing on the chapters from selected nursing textbooks. Presented here is course content such as the Theory of Transformational Leadership and such as Chaos and Systems theories in understanding organizational structures. In addition, didactic content from the Nursing Research course requires students to gain the skills and knowledge necessary to develop research proposals and to use evidence-based practice in the care of individuals, families, and communities. Also many nursing text books now come with an online component that is developed within the text to reflect the chapters that the students can use as their “didactic lectures” when they are enrolled in an online class. These modules have sound and different types of learning activities such as fill in the blanks and matching. Finally, the Nursing Research course typically posts didactic contents online for the students by using the SMART board that is available to faculty in the Health Sciences Building.

2. Discussion Boards

Class discussion is a vital component of the BSN curriculum because it creates opportunities for students and faculty to interact in ways that contribute to the didactic content. In a distant learning/online program, discussion forums are the most commonly used strategy to facilitate interactive learning. It is appropriate for each BSN course to have its own discussion requirements, but all courses use a similar discussion posting and response rubric. These rubrics outline student expectations for the postings such as scoring, content, and quality of writing. Some examples of weekly discussion board use are shown in the following courses:

- **NRSG 311 - Trends and Issues in Professional Nursing:** Each week faculty presents both a topic for discussion and credible resources like a web site or journal articles; the students then post a response to the topic or issue and, in addition, have to respond to one other student's response as outlined in the rubric.
- **NRSG 325 – Advanced Health Assessment:** Each student completes a nutritional assessment that includes a 3-day diet diary which is posted in the online forum and then this same student analyzes another student's diary for fat content, caloric intake, and balance of food groups.
- **NRSG 309 – Community Health Nursing:** Each student selects a Montana county with health status indicators and then responds to the posting of another student comparing county ranking according to morbidity, mortality, incidence, and prevalence.
- **NRSG 410 – Nursing Theory:** Each student is assigned a PowerPoint presentation on a selected nursing theorist and presents a case study, and students in the class respond to three different student presentations and answer questions on how that particular theory is applicable to their individual nursing practice.

3. Clinical Experiences

Clinical requirements set forth in the BSN program are vital to achieving the program, individual student learning, and aggregate student outcomes because these clinical experiences allow students to apply both theory and knowledge in direct care clinical settings. For this reason, the BSN online program requires 360 clinical hours. Students are able to complete these clinical hours anywhere they are living and working so long as they have an unencumbered RN license in that particular state. Expectations for the clinical hours are outlined in the *Montana Tech Nursing Student Handbook* and in each individual course syllabus. The following are key examples of clinical experiences in the BSN program:

- **NRSRG 404 –Nursing across the Health Care Continuum** - This course requires 45 clinical hours where the student chooses a vulnerable population for assessment and teaching of disease prevention and wellness promotion from the client's perspective. This same student then applies concepts of patient- centered care that include ethics, spirituality, advocacy, and culturally appropriate care. Nursing practice is also critically examined by using Benner's Novice to Expert framework and theory to prepare for BSN practice and lifelong learning.
- **NRSRG 309 - Care of the Aging** – This course requires 45 clinical hours where students have three main projects designing a wellness teaching project focused on geriatric clients, developing a nursing protocol for best geriatric practice in an acute care setting, and performing a comprehensive geriatric assessment in an assisted living facility.
- **NRSRG 311 – Family Nursing** – This course requires 45 clinical hours where students apply the Calgary Family Assessment Model (CFAM) with families, infants, or individual family members. Students then apply this same model to populations such as grandparents as parents and address the stages of family development.
- **NRSRG 485 – Nursing Leadership and Management** –This course requires 90 clinical hours spent with an RN in a designated nursing manager position which involves a variety of settings. Here, students spend time with various professionals in diverse management settings such as staffing coordinator, quality improvement nurse, risk manager, documentation specialist, nursing supervisors, and care managers. As an example, time spent with the nurse manager includes assisting with projects.

Criteria used to assess a specific level of individual student performance which reflects achievement both of specific course outcomes and of expected individual student learning outcomes is well- defined for all nursing students. Here, each nursing course syllabus follows a template which includes the course description, course outcomes, course objectives, individual student learning outcomes, and program objectives. Each syllabus also includes scheduled student learning activities and student assessments on a weekly basis. Due dates and guidelines for assignments with a breakdown of points is included in all syllabi. Depending on the course, online discussions, PowerPoint assignments, and papers also

may have rubrics attached to the assignments for grading purposes. In addition, the syllabus includes a section on evaluation which breaks down the percentages of points for assignments, projects, discussion forums, presentations, and for any other activities which will be used to calculate a final grade. Each syllabus also includes the systematic, department-wide grading scale. Information on academic integrity and on the need to report violations to the Provost-Vice Chancellor for Academic Affairs is included in all syllabi. If a student has a disability and wants special accommodations for a particular class, the telephone numbers to the Montana Tech Disability Services Coordinator is provided in each syllabus. Finally, each syllabus is available on the course Moodle web-site and is made available on the first day of every class for the semester.

If the course has a lab/clinical component, then the student must pass the lab/clinical component in order to pass the course. The BSN Preceptor Manual describes how students who are placed in preceptor relationships may have their preceptor collaborate with the course instructor to provide feedback on the student's progress. Ultimately, the instructor of each course is responsible for evaluating the student in all areas of the course. In the BSN Completion curriculum, clinical experiences are arranged so as to produce assignments which are then evaluated within the context of the course outcomes and individual student learning outcomes. All online course assignments require the student to apply theory to a selected clinical experience in the didactic portion of the course. The student is required to use critical thinking, to share reflective journaling or forum posting, to explore evidence-based practice and research, and to write academic papers using APA style format. In some courses, multiple choice or essay exams are included as part of student evaluation. In most courses, however, comprehensive assessments of families/individuals, systems of care, and population level interventions are produced and evaluated by both students and faculty.

As indicated in the Montana Tech Nursing Department Online Bachelor of Science (BSN) Completion Program Advising Fact Sheet, a grade of "C+" or higher is required for all BSN nursing courses and a "C-" or higher is required for all non-nursing courses within the BSN program. Furthermore, if a student receives a grade lower than a "C+" in the same nursing course twice or accumulates two grades of "W," the student may not continue in the nursing program and is not eligible for readmission. BSN Completion Program students must complete the program within four (4) years of being admitted. Students are also advised that many Nursing Department standards (behavioral standards, grading scale, attendance, course repetition) are more rigorous than general Montana Tech campus standards. These differences are published in the Montana Tech Student Handbook.

If a particular student is not meeting the objectives of the course and requires a plan for corrective action, this same student is counseled according to the Montana Tech Nursing Department Corrective Action Form with the involved faculty member. This process includes identifying the policy which was violated, a corrective action plan with goals and a timetable, and consequences if the actions of the student do not meet expectations of the department. Here, the student who has been counseled in more than two corrective action sessions is dismissed from the nursing program. However, the

Montana Tech Nursing Student Handbook also addresses an internal departmental student appeals process which gives students an opportunity to provide evidence that a faculty decision was incorrect or to support their own views. In this regard, a student may appeal issues involving a course grade or an involuntary dismissal from the nursing program. Following the internal appeals process in the Nursing Department, the student has the option to pursue further action from the Montana Tech Academic Appeals Committee as outlined in the Montana Tech Catalog.

At Montana Tech, curriculum and teaching -learning practices are evaluated both formally and informally. Faculty evaluations are required both for tenure and for promotion and are outlined in the Faculty/Staff Handbook. Formal course and faculty evaluations are done at the end of each semester for each course. Nursing Department- specific course and faculty evaluations are done online at the end of each semester . There is also an additional campus-wide faculty evaluation that the students complete online or by using a paper-and-pencil format with a bubble sheet. The Nursing Department course- specific evaluations list the specific objectives for each course and ask the students to answer whether or not these objectives were met. In addition, the students can rate whether the assignments, quizzes, and the grading were fair and relevant to the course on a 5-point Likert scale. Students also have the option to write specific comments. Completed evaluations are submitted to the department's administrative associate who compiles and summarizes the data. Copies of the final report are given both to the Director of Nursing and to the faculty. Once a semester, the faculty schedules a meeting with the Director to review the results of the faculty evaluations. The campus-wide faculty evaluation has 25 items on a 5-point Likert scale. Results of the campus-wide on-line evaluations are compiled by campus Technical Services and forwarded to the faculty. After the evaluation results have been reviewed by the faculty with the Director, the faculty member provides a response or a plan of action based on the results. The Director shares faculty evaluation results with the Dean of the College of Letters, Health, and Sciences. The Nursing Department also has a graduate evaluation, alumni evaluation, and employer survey that is sent out annually.

There is also an additional and optional informal type of course/faculty evaluation that can be done by another faculty who is not involved with the particular class being evaluated. It is called "Small Group Instructional Diagnostic" or SGID. Here, faculty can request another faculty who is not involved in the course to conduct a discussion on-line. The faculty facilitates discussion among students in the class who answer the following three questions:

1. What is good about the class?
2. What is not so good about the class?
3. What can be done to make it better?

The faculty facilitating the discussion summarizes student responses and immediately shares the information with the faculty teaching the course. By doing the evaluation early in the semester, changes can be made to improve the course while it is still going on as opposed to when the class is over. However, all formal evaluations are done anonymously, and results are not shared with the faculty until after the semester is over and grades are posted.

Data from all formal and informal evaluations are used for ongoing improvement. Nursing faculty members analyze data from the courses they teach and formulate an action plan that is forwarded to both the Director of Nursing and the appropriate Dean. Changes that are made are communicated to the other members of the faculty through regularly scheduled faculty meetings. A standing agenda item in the faculty meeting is curriculum. Tech's Nursing Department also has a 3-day pre-planning meeting at the start of each semester where course and curriculum improvement plans are discussed.

Core Theme 1: Education and Knowledge

Objective 1: Direct Measures of Student Knowledge

- Clinical Experiences related to specific courses
- Discussion Boards to facilitate and enhance online communication/learning Academic Papers
- Teaching Projects
- Health Assessment and participation in Wellness Fair
- Objective Testing in Advanced Pathophysiology

Objective 2: Extracurricular educational opportunities

- Undergraduate Research Opportunity
- Speaker Series through the Research Department
- Student Nurses Association Conference
- Community Educational Opportunities
- Guest Lectures relating to specific courses in the curriculum

Objective #3: In what way does your program prepare graduates for a successful career in addition to curricular preparation?

All students enrolled in the post licensure RN-BSN degree program are licensed registered nurses. During 2015-2016, 100% work as registered nurses either part or full time. The Montana Tech bachelor's degree focuses on professionalism, leadership, communication and nursing knowledge.

Objective #3: What academic distinction opportunities are available to your students and what distinctions have been received over the last year.

CORE THEME 3: Engaged Faculty
Department Faculty:

	Full Time Tenure Track	Full Time Non-tenure track	Part Time Faculty
Number of department faculty	10	1	
Number of department faculty reviewed this year	10	1	
Objective 1, Indicator of Achievement A: Number of department faculty reviewed this year who met departmental standards in teaching	10		
Objective 2, Indicator of Achievement A: Number of department faculty reviewed this year who met departmental standards in research, scholarly activity, and/or professional development	10		
Objective 3, Indicator of Achievement A: Number of department faculty reviewed this year who met departmental standards in service to their profession, the campus, and/or the community	10		

Faculty Qualifications, Course Assignments, & Credit Work Load

FACULTY	HIGHEST LEVEL OF EDUCATION	LEVEL OF STUDENTS	SPECIFIC COURSE RESPONSIBILITIES	TEACHING LOAD
Kelly Amtmann, MSN, RN, Ed.D(c) Associate Professor FTE 1.0	Master's Degree Informational: Currently Enrolled in Doctoral Program- University of Montana	ASN BSN	Fall 2012: NRSG 420 Nursing Research (BSN) NRSG 135 Nursing Pharmacology (ASN) NRSG 144 Core Concepts of Mental Health (ASN) NRSG 266 Managing Client Care (ASN) NRSG 254 Complex Mental Health (ASN) Spring 2013: NRSG 144 Core Concepts Mental Health (ASN) NRSG 254 Complex Mental Health (ASN) NRSG 135 Nursing Pharmacology (ASN) NRSG 485 Nursing Leadership/Management (ASN)	Lecture Hours: Fall: 165 hours Spring: 150 hours Clinical/Lab Hours: Fall: 45 hours Spring: 90 hours
M. Rae Farrell, MS,DNP(c), APRN, CNM Associate Professor FTE 1.0	Master's Degree Informational: Currently enrolled in Doctoral Program through the University of Arizona	ASN BSN	Fall 2012: NRSG 254 Complex Mental Health (ASN) NRSG 142 Core Concepts-Maternal/Child Nursing (ASN) NRSG 252 Complex Maternal/Child (ASN) NRSG 325 Advanced Health Assessment (BSN) Spring 2013: NRSG 142 Core Concepts-Maternal/Child Nursing (ASN) NRSG 252 Complex Care - Mat/Child Nursing (ASN) NRSG 254 Complex Care – Mental Health Nursing (ASN) NRSG 311 Trends & Issues in Professional Nursing (BSN)	Lecture Hours: Fall: 90 Spring: 90 Clinical/Lab Hours: Fall: 195 Spring: 150
Elaine Hunter, MSN, RN Assistant Professor FTE 1.0	Master's Degree Informational: Enrolled in doctoral	ASN	Fall 2012: NRSG 130 Fundamentals of Nursing (ASN) NRSG 138 Gerontology (ASN) Spring 2013:	Lecture Hours: Fall: 60 hours Spring: 60 hours

FACULTY	HIGHEST LEVEL OF EDUCATION	LEVEL OF STUDENTS	SPECIFIC COURSE RESPONSIBILITIES	TEACHING LOAD
	program.		NRSG 130 Fundamentals of Nursing (ASN) NRSG 138 Gerontology (ASN)	Clinical/Lab Hours: Fall: 90 hours Spring: 90 hours Coordinating Hours: Fall: 15 Spring: 15
Allison McIntosh, MN, APRN-BC Associate Professor FTE 1.0	Master's Degree Enrolled in PhD Program in Public Health/Epidemiology through Walden University	ASN BSN	Fall 2012: NRSG 138 Gerontology (ASN) NRSG 265 Advanced Clinical Skills (ASN) NRSG 309 Care of the Aging Client (BSN) NRSG 130 Fundamentals of Nursing- Nursing Clinic (ASN) NRSG 140 Core Adult-Belmont (ASN) Spring 2013: NRSG 130 Fundamentals of Nursing (ASN) NRSG 138 Gerontology (ASN) NRSG 140 Core Adult-Belmont (ASN) NRSG 265 Advanced Clinical Skills (ASN) NRSG 306 Community Health (BSN)	Lecture Hours: Fall 45 Spring Clinical/Lab Hours: Fall 240 Spring 285 Both Care of the Aging and Community Health are preceptor-based clinicals in the BSN.
Tammy Todd MN, RN Assistant Professor FTE 1.0	Master's Degree	ASN	Fall 2012: NRSG 256 Pathophysiology (ASN) NRSG 140 Core Adult (ASN) NRSG 262 Complex Adult (ASN) Spring 2013: NRSG 256 Pathophysiology (ASN) NRSG 140 Core Adult (ASN) NRSG 262 Complex Adult (ASN)	Lecture Hours: Fall: 45 Spring: 45 Lab Hours: Fall: 180 Spring: 180
Laurie Noel, MSN, RN Assistant Professor FTE 1.0	Master's Degree	ASN	Fall 2012: NRSG 140 Core Concepts of Adult Nursing (ASN) Spring 2013: NRSG 140 Core Concepts of Adult Nursing (ASN)	Lecture Hours: Fall 60 Spring 60 Clinical Hours: Fall 135

FACULTY	HIGHEST LEVEL OF EDUCATION	LEVEL OF STUDENTS	SPECIFIC COURSE RESPONSIBILITIES	TEACHING LOAD
				Spring 135 Coordination Hours: Fall: 15 Spring: 15
Karen Vandaveer, MN, RN Director of Nursing/Associate Professor FTE 1.1	Master's Degree	ASN BSN	Director of Nursing	
Miriam Young, MSN, RN, CPN Assistant Professor FTE 1.0	Master's Degree	ASN BSN	Fall 2012: NRSG 142 Core Concepts- Maternal/Chld Nursing (ASN) NRSG 253 Complex Concepts Maternal/Chld Nursing (ASN) NRSG 356 Adv Pathophysiology (BSN) NRSG 265 Advanced Clinical Skills (ASN) Spring 2013: NRSG 142 Core Concepts- Maternal/Chld Nursing (ASN) NRSG 262 Complex Adult(ASN) NRSG 252 Complex Care Mat/Child Nursing (ASN) NRSG 265 Advanced Clinical Skills (ASN) NRSG 266 Managing Client Care (ASN)	Lecture Hours: Fall 75 Spring 60 Clinical/Lab Hours: Fall 75 Spring 120

CORE THEME 1: Education and Knowledge Program Evaluation

Objective 1, Indicator of Achievement C: Strengths:

The post-licensure bachelor degree program is 100% on-line and is accredited through the Commission on Collegiate Nursing Education (CCNE). The nursing faculty are both experimentally and academically qualified to teach in the program. There are various community partnerships and clinical opportunities. All clinical rotations can be done in the community in which the student resides. The department has three Articulation Agreements with two year colleges in the state to help support and encourage bachelor education.

Objective 1, Indicator of Achievement D: How will the program maintain the strengths?

The post-licensure program will continue to be offered online to all students and support services will be available. The program continues to be accredited through CCNE and approved by the Montana State Board of Nursing. All new nursing faculty hires will be required to have a minimum of a Master's Degree in Nursing. Clinical Affiliate Agreements and Partnerships will continue to be developed as needed.

Objective 1, Indicator of Achievement C: Weaknesses:

With a post-licensure program, the attrition rate is high.

Objective 1, Indicator of Achievement D: How will the program address the weaknesses?

The program will be converted to a bachelor degree and the last graduation of ASN is May 2017.

Other actions leading to program improvement (e.g., develop a new course):

Core Theme 1, Objective 1, Indicator of Achievement B:

Core Theme 4, Objective 1, Indicator of Achievement A:

Assessment Year - 2015

Student Diversity

MAJOR:		MTRN		Nursing									

Major: MTRN, Nursing**Associate of Science**

	FR	SO	JR	SR	PB	Total UG	% Female	% Underrepresented Ethnicity	% Montana	% Out-of-State	% International	% Pell
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Fall 2014

F	6	18	21	14	8	70	90%	3%	91%	9%	0%	45%
P		1	2									

Fall 2013

F	5	24	14	11	8	69	86%	3%	93%	7%	0%	56%
P			4	3								

Fall 2012

F	7	22	22	11	4	67	76%	1%	99%	1%	0%	51%
P	0	1										

Fall 2011

F		30	25	10	6	73	79%	5%	93%	7%	0%	39%
P				1	1							

Fall 2010

F	4	19	17	11	7	65	86%	6%	86%	12%	2%	46%
P		3	2	1	1							

Bachelor of Science**Fall 2014**

F			5	22		32	84%	3%	94%	3%	3%	44%
P				5								

Fall 2013

F			6	19	3	41	85%	0%	100%	0%	0%	45%
P	1		2	10								

Fall 2012

F		1	4	11	1	24	88%	4%	92%	8%	0%	22%
P			4	3								

Fall 2011

F			2	9		12	92%	0%	75%	25%	0%	83%
P				1								

Fall 2010

F			5	5	1	13	85%	0%	100%	0%	0%	33%
P			1	1								

Core Theme 1, Objective 1, Indicator of Achievement B:

Core Theme 4, Objective 1, Indicator of Achievement A:

Assessment Year - 2015

Student Diversity

MAJOR:		PRNS		PreNursing																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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Core Theme 1, Objective 1, Indicator of Achievement B: Degrees Awarded - Assessment 2015

Major	Minor	Certificate	Associate	Bachelor	Master
Nursing					
2013-2014			34	25	
2012-2013			31	7	
2011-2012			36	7	
2010-2011		0	27	9	
2009-2010			22	11	

Graduate Survey

AS Registered Nursing

Year	# of Graduates	# of Graduates Reporting	Core Theme 2, Objective 2 Indicator of Achievement A: Degree Related Employment	Professional Employment	Outside Degree Area	Core Theme 2, Objective 2 Indicator of Achievement B: Continuing Education	Military	Not Currently Seeking	Seeking Employment	Core Theme 2, Objective 2 Indicator of Achievement A: Placement
2012	36	36	15	0	0	20	0	1	0	100%
2011	27	27	15	0	0	11	0	1	0	100%
2010	21	21	8	0	0	13	0	0	0	100%
2009	26	26	16	0	0	8	0	1	1	96%

Graduate Survey

BS Registered Nursing

Year	# of Graduates	# of Graduates Reporting	Core Theme 2, Objective 2 Indicator of Achievement A: Degree Related Employment	Professional Employment	Outside Degree Area	Core Theme 2, Objective 2 Indicator of Achievement B: Continuing Education	Military	Not Currently Seeking	Seeking Employment	Core Theme 2, Objective 2 Indicator of Achievement A: Placement
2012	7	6	6	0	0	0	0	0	0	86%
2011	9	9	9	0	0	0	0	0	0	100%
2010	12	12	11	0	0	1	0	0	0	100%
2009	10	10	8	0	0	2	0	0	0	100%

Core Theme 1, Objective 4, Indicator of Achievement B

Nursing

College Name	Number of First Time Freshman Transferring (2007-2013 Cohort)	Average Number of Credits Earned at Tech Prior to Transfer
HELENA COLLEGE UNIVERSITY OF MONTANA	1	68

Core Theme 1, Objective 4, Indicator of Achievement B

Pre-Nursing

College Name	Number of First Time Freshman Transferring (2007-2013 Cohort)	Average Number of Credits Earned at Tech Prior to Transfer
ASHFORD UNIVERSITY	1	5
CARROLL COLLEGE	3	20
CASPER COLLEGE	1	19
DEVRY UNIVERSITY	1	11
GREAT FALLS COLLEGE - MONTANA STATE UNIVERSITY	2	9
HELENA COLLEGE UNIVERSITY OF MONTANA	2	37
MONTANA STATE UNIVERSITY - BOZEMAN	3	23
MONTANA STATE UNIVERSITY - NORTHERN	1	30
MONTANA STATE UNIVERSITY-BILLINGS	4	9
NEW MEXICO JUNIOR COLLEGE	1	23
SPOKANE COMMUNITY COLLEGE	1	6
UNIVERSITY OF MONTANA	7	19
UNIVERSITY OF MONTANA - WESTERN	1	0

Full Time Faculty Assessment 2015

Core Theme 4, Objective 1 Indicator of Achievement A: Faculty Diversity (Fall 2014)

Department	Type	# of Faculty	% Female	% Non-Resident Alien	% Under Represented
Nursing					
F(a) - Full Time Tenure Track Faculty		11	100%	0%	9%
		11	100%	0%	9%

Faculty Analysis Courses Data - Assessment 2015

Core Theme 3, Objective 1 Indicator of Achievement A:

Core Theme 1,
Objective 2,
Indicator of
Achievement B:
Distance Delivery

Instructor	Course	Credits	Enrolled	
Department Nursing				
Fall 2014				
Allison Marie Duffy	NRSG 310 11 Care Of The Aging Client Clni	0	18	
	NRSG 138 01 Gerontology For Nursing	2	17	
	NRSG 139 11 Gerontology For Nursing Clncl	0	9	
	NRSG 309 W1 Care Of The Aging Client	3	18	X
Elaine H Hunter				
	NRSG 130 01 Fundamentals Of Nursing	7	17	
	NRSG 131 11 Fundamentals Of Nursing Lab	0	9	
	NRSG 131 12 Fundamentals Of Nursing Lab	0	8	
	NRSG 139 12 Gerontology For Nursing Clncl	0	8	
Janet M. Coe				
	NRSG 135 01 Nursing Pharmacology	3	17	
	NRSG 263 12 Complex Care Adult Clncl	0	8	
Kelly Ann Amtmann				
	NRSG 144 01 Core Mental Health Nursing	2	17	
	NRSG 254 01 Complex Care Mental Health	2	15	
	NRSG 345 14 Family Nursing Clinical	0	1	
	NRSG 391 02 Special Topics	3	15	
	NRSG 420 02 Nursing Research	3	1	
	NRSG 420 W1 Nursing Research	3	18	X
Laurie A Noel				
	NRSG 140 01 Core Concepts of Adult Nursing	7	18	
	NRSG 141 11 Core Adult Nursing Clinical	0	9	
Maureen A Brophy				
	NRSG 262 01 Complex Care Adult	4	16	
	NRSG 265 01 Advanced Clinical Skills Lab	1	16	
	NRSG 265 11 Advanced Clinical Skills Lab	0	8	
	NRSG 265 12 Advanced Clinical Skills Lab	0	8	
	NRSG 266 01 Managed Client Care	4	15	

Faculty Analysis Courses Data - Assessment 2015

Core Theme 3, Objective 1 Indicator of Achievement A:

Instructor	Course	Credits	Enrolled	Core Theme 1, Objective 2, Indicator of Achievement B: Distance Delivery
Miriam O Young	NRSG 267 11 Managing Client Care Clinical	0	9	
	NRSG 267 12 Managing Client Care Clinical	0	6	
Patience Peale	NRSG 142 01 Core Maternal Child Nursing	3	19	
	NRSG 256 01 Pathophysiology	3	16	
	NRSG 356 W1 Advanced Pathophysiology	3	18	X
Rae M Farrell	NRSG 100 W1 Introduction To Nursing	1	24	X
	NRSG 100 W2 Introduction To Nursing	1	9	X
	NRSG 255 11 Cmplx Care Mental Health Clncl	0	9	
	NRSG 255 12 Cmplx Care Mental Health Clncl	0	6	
	NRSG 410 W1 Nursing Theory	3	19	X
Tammy Todd	NRSG 143 11 Core Maternal Chld Nursing Cli	0	9	
	NRSG 143 12 Core Maternal Chld Nursing Cli	0	9	
	NRSG 143 13 Core Maternal Chld Nursing Cli	0	1	
	NRSG 252 01 Cmplx Care Maternal/Child	3	15	
	NRSG 253 11 Cmplx Care Maternal/Child Clncl	0	9	
	NRSG 253 12 Cmplx Care Maternal/Child Clncl	0	6	
	NRSG 325 02 Health Assessment	3	1	
	NRSG 325 11 Health Assessment	0	18	
	NRSG 325 12 Health Assessment	0	1	
	NRSG 325 W1 Health Assessment	3	18	X
	NRSG 344 02 Family Nursing	3	1	
	NRSG 344 W1 Family Nursing	3	19	X
	NRSG 345 11 Family Nursing Clinical	0	19	
	NRSG 398 01 Nursing Internship	1	1	
Allison Marie Duffy	NRSG 141 12 Core Adult Nursing Clinical	0	9	
	NRSG 263 11 Complex Care Adult Clncl	0	8	

Spring 2015

Faculty Analysis Courses Data - Assessment 2015

Core Theme 3, Objective 1 Indicator of Achievement A:

Instructor	Course	Credits	Enrolled	Core Theme 1, Objective 2, Indicator of Achievement B: Distance Delivery
	NRSG 138 01 Gerontology For Nursing	2	18	
	NRSG 139 11 Gerontology For Nursing Cncl	0	10	
	NRSG 306 W1 Community Health Nursing	4	21	X
	NRSG 307 11 Community Health Nursing	0	21	
	NRSG 490 01 Undergraduate Research	1	4	
Elaine H Hunter				
	NRSG 130 01 Fundamentals Of Nursing	7	17	
	NRSG 131 11 Fundamentals Of Nursing Lab	0	10	
	NRSG 131 12 Fundamentals Of Nursing Lab	0	7	
	NRSG 139 12 Gerontology For Nursing Cncl	0	8	
Janet M. Coe				
	NRSG 135 01 Nursing Pharmacology	3	17	
	NRSG 141 13 Core Adult Nursing Clinical	0	4	
	NRSG 263 11 Complex Care Adult Cncl	0	9	
	NRSG 263 12 Complex Care Adult Cncl	0	10	
Kelly Ann Amtmann				
	NRSG 144 01 Core Mental Health Nursing	2	17	
	NRSG 254 01 Complex Care Mental Health	2	15	
	NRSG 485W 02 Nursing Mgmt & Leadership	6	1	
	NRSG 485W 11 Nursing Mgmt & Leadership	0	23	
	NRSG 485W 13 Nursing Mgmt & Leadership	0	1	
	NRSG 485W W1 Nursing Mgmt & Leadership	6	23	X
Laurie A Noel				
	NRSG 140 01 Core Concepts of Adult Nursing	7	17	
	NRSG 141 11 Core Adult Nursing Clinical	0	6	
Lynne M Peterson				
	NRSG 253 12 Cmplx Care Maternal/Child Clnc	0	8	
Maureen A Brophy				
	NRSG 262 01 Complex Care Adult	4	19	
	NRSG 265 01 Advanced Clinical Skills Lab	1	19	
	NRSG 265 12 Advanced Clinical Skills Lab	0	10	
	NRSG 265 13 Advanced Clinical Skills Lab	0	9	
	NRSG 267 11 Managing Client Care Clinical	0	7	

Faculty Analysis Courses Data - Assessment 2015

Core Theme 3, Objective 1 Indicator of Achievement A:

Instructor	Course	Credits	Enrolled	Core Theme 1, Objective 2, Indicator of Achievement B: Distance Delivery
	NRSG 267 12 Managing Client Care Clinical	0	8	
	NRSG 404 01 Nursing Acrss Hlthcr Continuum	3	1	
	NRSG 404 W1 Nursing Acrss Hlthcr Continuum	3	22	X
	NRSG 405 11 Nurs Across Hlthcr Cont. Cli	0	22	
Miriam O Young				
	NRSG 143 11 Core Maternal Chld Nursing Cli	0	6	
	NRSG 143 12 Core Maternal Chld Nursing Cli	0	7	
	NRSG 253 11 Cmplx Care Maternal/Child Clnc	0	7	
	NRSG 256 01 Pathophysiology	3	18	
Patience Peale				
	NRSG 100 W1 Introduction To Nursing	1	25	X
	NRSG 100 W2 Introduction To Nursing	1	24	X
	NRSG 255 11 Cmplx Care Mental Health Clncl	0	8	
	NRSG 255 12 Cmplx Care Mental Health Clncl	0	7	
	NRSG 266 01 Managed Client Care	4	15	
Rae M Farrell				
	NRSG 142 01 Core Maternal Child Nursing	3	17	
	NRSG 143 13 Core Maternal Chld Nursing Cli	0	3	
	NRSG 252 01 Cmplx Care Maternal/Child	3	15	
	NRSG 311 W1 Trnds & Issues In Prfsnl Nrsng	2	21	X
	NRSG 398 01 Nursing Internship	1	1	
Tammy Todd				
	NRSG 141 12 Core Adult Nursing Clinical	0	7	

Kelly Amtmann RN, MSN, EdD(c)
Associate Professor of Nursing
Montana Tech of the University of Montana

Education:

University of Montana – currently enrolled in Educational Leadership Doctoral Program, 2006-present, Missoula, Montana

Gonzaga University – Master’s of Science in Nursing, Family Nurse Practitioner Option, December, 1997, Spokane, Washington

Carroll College – Bachelor’s of Arts in Nursing, 1988, Helena, Montana

Professional Licenses:

RN State of Montana

Work Experience:

Montana Tech	Associate Professor Department of Nursing (1997-present)
St. James Healthcare	RN Case Manager (2012-present)
St. James Healthcare	Staff RN Cardiac Rehabilitation (2006-2008)
At Home Solutions	Staff RN (2005-2006)
Montana State Hospital	Staff RN (2002-2005)
Community Nursing Home	Charge RN (1996-1997)
St. James Healthcare	Staff RN (1988-1995)

Professional Affiliations:

Member, American Nurses Association
Member, Montana Nurses Association

Honors and Awards:

Faculty Achievement Award May 2007

Teaching:

Instructional faculty for the following courses in the Associate of Science in Nursing (ASN) program:

- Pharmacology and the Nursing Process
- Core Concepts of Mental Health Nursing
- Complex Concepts of Mental Health Nursing

- Managing Client Care

Instructional faculty for the following courses in the Bachelor of Science in Nursing (BSN) program:

- Nursing Research
- Nursing Theory
- Nursing Leadership and Management

Clinical faculty in the following course:

- Nursing Leadership and Management

Service:

- Montana Tech Curriculum Committee – past Chair – 2002-2008
- Scholarship Committee – 2009-2010
- Nursing Department Curriculum Committee - 2010
- Nursing Department Accreditation Committee - 2010
- Wellness Committee – 2009-present
- Thesis Committee – Occupational Health and Safety Program
Physiological Effects of Double Masking with N95 Disposable Respirators – Marie Felice-Luebeck – 2008
The Effect of Respirator Wear and Maximal Exertion on Blood Lactate – Austin Anderson – 2009
Publishable Paper – Jacob Kukay – 2010
- Chair BSN Accreditation Committee - 2012

Scholarly Activity/Publicaitons

- Enrolled Educational Leadership Doctoral Program – University of Montana – 2006 – present
- **Publications**
- Amtmann, J., Amtmann, K. 2004. Take a Deep Breath and Relax. The Pulse, Montana Nurses' Association Publication. Vol.41, No.2, pp 10-11.
- Amtmann, J., Amtmann, K. 2004. Strength Training for the Nurse Professional. The Pulse, Montana Nurses' Association Publication. Vol 41. No. 1, pg. 8.
- Amtmann J., Amtmann, K. 2003. Personal Safety for Nurses. The Pulse, Montana Nurses' Association Publication. Vol 40, No. 4, pp 10-11.
- Amtmann J., Amtmann, K. 2006. Fit To Respond: Strength Training for EMS Professionals. *Journal of Emergency Medical Services*. Vol. 31, No. 7, pp. 52-56.
- Amtmann, J., Amtmann, K. 2006. Ready, Set, Lift. Internet Availabel at the JEMS website: <http://www.jems.com/tips/11988/>.

Educational Leadership Doctoral Program

Term	Credits	Course #	Course Name
Fall 2006	3	EDLD 664	The Community College
Fall 2006	3	EDLD 667	American College Professor
Spring 2007	3	EDLD 660	Adult Continuing Education
Fall 2007	3	EDLD 694	Advanced Futures
Fall 2007	3	EDLD 694	Stats for Education and Research
Spring 2008	3	EDLD 694	Technology and Planning K-16
Spring 2008	3	EDLD 694	Leadership for Change
Summer 2008	3	EDLD 620	Qualitative Research
Summer 2008	3	EDLD 694	Adv Higher Ed Legal Issues
Fall 2008	3	EDLD 625	Quantitative Research
Fall 2008	3	EDLD 694	Advanced Sociology
Spring 2009	3	EDLD 594	Adv Seminar in Ed Leadership
Spring 2009	3	EDLD 618	Educational Statistics
Summer 2009	3	EDLD 694	Advanced Leadership
Summer 2009	3	EDLD 697	Advanced Research
Fall 2009	3	EDLD 662	History of Higher Education
Fall 2009	3	EDLD 694	Leadership Connections
Spring 2010	1	EDLD 594	Comp Exam

Tentative Schedule:

Fall 2010 – Dissertation Proposal Defense

May or December 2010 - Dissertation Completion

Maureen Brophy

Tenured Assistant Professor
Department of Nursing

Education:

May 1996 Montana State University – Bozeman, MT
Master of Nursing

June 1980 Montana State University – Bozeman, MT
Bachelor of Science Nursing

Professional Registrations and Licenses:

MT Registered Nurse License # 13309

Work Experience:

1991- Present MT Tech of the University of Montana	Assistant professor RN program
Summer 2007- Crest Nursing Home	Registered Nurse
Summer 2004- Present McGree Corporation	Safety program coordinator educator
Summer 2003- MERDI Corporation	Employee Health RN
Summer 2001, 2002-ASiMI Corporation	Employee Health RN
1990 – 1991 Butte Vo -Tech Center - Butte, MT	Adjunct Instructor
1980 –1991 St. James Community Hospital Butte, MT	Registered Nurse

Professional Affiliations:

Registered Nurse in the State of Montana
Montana Nurses Association
American Nurses Association
Sigma Theta Tau
Co-owner Butte Granite Works
Board of Directors McGree Corporation

Vice President Tucker Transportation

Honors and Awards:

M Club Honorary Achievement Award 2012

MT Tech Service- 2011

Funded Grants:

Publications:

Service:

Accreditation BSN Program Committee

Head Start Safety Program

Mentoring master of nursing students (2009-present)

Instructional Improvement Committee (2005-present)

Nursing Department Curriculum Review (2003-2008)

Nursing Appeals Committee (2005- present)

Accreditation of the Associate Registered Nurse Program Committee (2005)

Janet Richards Coe, MSN, RN

1420 W. Porphyry St., Butte MT 59701

janetmcoe@gmail.com

Cell: (406) 221-6544

Professional Experience:

Montana Tech of University of Montana

Assistant Professor

February 2012-Present

Provided past instruction for lecture and lab for fundamentals in nursing course. Responsible for clinical supervision for complex medical-surgical nursing, gerontology nursing, simulation education for core and complex medical-surgical nursing and lecture for pharmacology course.

Express Care

Staff RN

April 2012-Present

Responsible for clinic nursing duties in urgent care setting such as triage assessment, IV therapy, dressing changes, medication refills, patient education, and other duties as assigned.

Mollen Immunization Clinics

Clinic RN

September 2011 – December 2011

Provided flu and pneumonia vaccinations at local retail store.

Saint Alphonsus Regional Medical Center, Boise, ID

July 1996-July 2011

Bed Control Nurse, Medical Access Center

October 2009-July 2011

Coordinated and managed all patient placement for a 380 licensed bed hospital including all inpatient unit transfers, admission to inpatient beds from outlying facilities, emergency department, and operating room. Collaborated with Clinical Coordinator and Staffing Specialist to confirm staffing resources for patient placement. Received all incoming requests from physicians requiring admission/transfers to hospital including emergency department and inpatient admission. Facilitated doctor to doctor conversation and acceptance and coordination of air ambulance transfers if required. Responsible for receiving report from all incoming ground and air ambulances and coordinating with receiving units.

Clinical Program Coordinator

May 2005-July 2011

Coordinated and implemented on-site employer wellness events including cardiac risk profile screening, blood pressure screening, on site nursing and education sessions, and on-site immunizations. Provided Heartsaver CPR/First Aid classes for employer groups. Developed and implemented Executive Health Program. Managed program including providing nurse visits, appointment scheduling, lab draws, education and assistance with exercise treadmill stress testing. Project manager of employer flu shot clinics which provided over 6000 flu shots to various area employers. Management included scheduling of clinics, ordering and coordination of supplies and oversight of team of 8 nurses.

Clinical Nurse Educator

December 2003-May 2005

Provided regulatory education, nursing orientation, BLS education to nursing staff. Assisted with JCAHO survey and related education of hospital staff. Team leader of Patient Education Committee.

Perinatal Educator, Women's and Children's Services**January 2001-December 2003**

Provided new/expectant parents with education in formal classes such as newborn care and parenting, childbirth preparation, breastfeeding, infant/child CPR, and support groups. Present individual breastfeeding education to new parents in both inpatient and outpatient setting. Certified Breastfeeding Educator. Managed patient appointments and needs in both inpatient and outpatient setting.

RN, Coronary Care Unit**2002-2003**

Provided direct patient care for cardiac patients in a critical care unit. Served as a preceptor for new hires and nursing students. ACLS certified. Completed Intra-aortic Balloon pump course.

Coordinator, Heart Center**2002-2003**

Coordinator responsible for daily staffing of telemetry, coronary care and cardiovascular intensive care units and managed all admit, discharge, and transfer activity. Served as a liaison for nursing staff, physicians, patients and families.

RN, Charge Nurse, Telemetry Unit**1997-2002**

Provided direct patient care for cardiac (medical and surgical) and respiratory patients on a step down unit. Served as charge nurse. Precepted new hires and nursing students. Assisted with development and implementation of a new graduate nursing internship program. Instructor for annual skills workshop for critical care nurses. ACLS certified.

RN, Charge Nurse, Rehabilitation Unit**1996-1997**

Provided direct patient care for patient populations including stroke, head and spinal cord injury and orthopedic rehabilitation patients. Nursing team leader for stroke rehabilitation patients requiring participation in care conferences and oversight of nursing care plans. Served as charge nurse. Precepted new hires.

Mercy Physician Cardiology, Nampa, ID**Lead RN****January 2009-October 2009**

Responsible for triage calls, patient education, assisting with treadmill testing. Assisted with anticoagulation management. Obtained vital signs and patient information, updated charts using Electronic Medical Records (EMR) system, performed 12-lead ECGs, other clinical responsibilities in support of cardiology services.

Valley View Retirement Center, Boise, ID**RN, Resident Care Coordinator****1995-1996**

Responsible for coordinating quarterly care conferences for nursing home residents. Developed and updated care plans for nursing home residents as the Resident Care Coordinator. Served as charge nurse.

Education:

Masters of Science in Nursing, November 2013, Western Governor's University, Salt Lake City, Utah

Bachelors of Science in Nursing, 1995, Montana State University, Bozeman Montana

Student Speaker Award at college graduation

President of Montana Student Nurse's Association

Licenses/Certifications:

License, State of Montana, 2016

Basic Life Support Certified -current/ Instructor 2003-2009

Allison Duffy

Tenured Associate Professor
Department of Nursing

Education:

B.S.N. University of Iowa, 1985
M.N. Montana State University, 1991
Enrolled in Ph.D. program, Walden University, 2009-current.

Professional Registrations and Licenses:

Registered Nurse (1987-current) State of Montana
Clinical Nurse Specialist in Home Health Nursing, 12/1/08 thru 11/30/13. American Nurses
Credentialing center.

Work Experience:

Montana Tech	Department of Nursing Faculty (2001-present)
Private practice	Home Health CNS (1999-present)
West Mont Home Care	Home Care/Hospice Coordinator (1991-1999)
Bozeman Deaconess	Hospice Nurse (1991-1992) Montana Tech
Broadwater Health Center	Staff Nurse (1990-1992)
St. Vincent's Hospital	Per Diem RN Cardiac Care (1989-1991)
Bozeman Care Center	Staff RN (1987-1989)
University of Virginia	Staff RN (1985-1987)

Professional Affiliations:

Montana Gerontology Society
American Public Health Association

Honors and Awards:

Montana Finalist for the 2004 Jimmy & Rosalynn Carter Partnership Award for Campus
Community Collaboration

Montana Tech Campus Corps Excellence in Service Learning Award, 2011

Funded Grants:

Montana Geriatric Education Center. Consortium of University of Montana Health Professions
Montana Tech Nursing, St. Vincent's Healthcare. \$2,136,009 (2010-2015).

Montana Geriatric Education Center. Consortium of University of Montana Health Professions
Montana Tech Nursing, St. Vincent's Healthcare. \$1,000,000 (2007-2010)

New Faculty Research Seed Grant. "Collaboration Between the Belmont Senior Center and
Montana Tech Nursing Program" \$7,400.

Faculty Fellowship for Service Learning. Montana Campus Compact. 2003-2004. (\$10,000)

Publications:

McIntosh, A. (Duffy) (2007, Fall). Bringing care to the people: A nursing curriculum and a community partnership. *The Montana Professor*, 18(2), 15-23.

Service:

Area Five Agency on Aging, Board of Directors (2003-current)

Montana Tech Merit Committee (current)

Montana Geriatric Education Center Board of Directors

Butte Community Diabetes Network Advisory Board

M. Rae Farrell, RN, MS(N), CNM, APRN, DNP(c)
Associate Professor
Nursing

Education:

University of Missouri-Columbia, Master of Science-Nursing (Midwifery), 2002
University of Missouri-Columbia, Bachelor of Science-Nursing, 2000
State Fair Community College, Associate Degree-Nursing, 1992
Saline County Career Center, Practical Nursing certificate, 1989

Professional Registrations and Licenses:

American Midwifery Certification Board
Advanced Practice Registered Nurse, State of Montana
Prescriptive Authority, State of Montana
Drug Enforcement Agency (DEA) prescriptive license

Work Experience:

Montana Tech of the Montana University System, professor, 2005-present
Westside Midwifery & Women's Health, PC, co-owner and practitioner, 2004-present
Southwest Montana OB/GYN, practitioner, 2002-2004
Fitzgibbon Hospital, Registered Nurse (labor/delivery/recovery/postpartum/nursery/house supervisor), 1992-2002

Professional Affiliations:

American College of Nurse Midwives, member
Westside Midwifery & Women's Health, PC-co-owner

Honors and Awards:

N/A

Funded Grants:

N/A

Publications:

Farrell, R. (2009). Purchasing an EHR system. *Advance for NP's & PA's*. Published on October 26, 2009 at <http://nurse-practitioners-and-physician-assistants.advanceweb.com/Article/Purchasing-an-EHR-System.aspx>.
Farrell, R. (2006). Domestic violence and sexually transmitted infections. (2006). *Journal of Gynecologic, Obstetric and Neonatal Nurses*, (31)4:392-393.
Farrell, R. (2001). Media review: Baby tips for new moms: first four months. *Journal of Midwifery & Women's Health*, (46)5:346.

Service:

Practice as a Certified Nurse Midwife in the community of Butte, MT.
Volunteer reviewer for *Pulmonary Hypertension: A Patient's Survival Guide*, 2012.
Volunteer reviewer for *Pathlight*, a pulmonary hypertension association publication, 2012.

Elaine Hunter

Assistant Professor
Department of Nursing

Education

B.S. (1987)	Montana State University	Nursing
M.S. (2007)	University of Colorado	Nursing
Assistant, First RN (1992)	UCLA Extended Studies	Nursing
Surgical Technician Certificate (1981)	Boise State University Vo-Tech	Surgical

Professional Registrations and Licenses:

R.N. (1987)	State of Montana (License No. RN17352 Active)
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Work Experience:

Montana Tech	Visiting Assistant Professor (August 2009-March 2012) Assistant Professor (March 2012-Present)
Community Hospital of Anaconda	Operating Room RN Per Diem Staff (May 2009-Present)
St. James Healthcare	Operating Room RN (1987-2009)
St. James Healthcare	Operating Room Educator (2008-2009)
St. James Healthcare	Assistant Infection Control Coordinator (2003-2004)
University of Montana	Adjunct Surgical Technician Instructor (2003-2005)

Professional Affiliations:

Certification Board of Perioperative Nursing, CNOR
Certified Surgical Technologist, CST
ACLS & PALS Certification
Sigma Theta Tau International Honor Society of Nursing

Laurie Noel
Assistant Professor
Nursing Department

Education:

BSN Nursing, Montana State University, 1989
MSN Nursing, University of Phoenix, 2006

Professional Registrations and Licenses:

RN (1990) State of Montana

Work Experience:

Montana Tech	Faculty Nursing Instructor (2009-present)
Montana Air National Guard	Clinical Nurse (1997-present)
Montana Tech College of Technology	Health Programs Coordinator (2006-2009)
Spectrum Medical	Personal Care Services Supervisor (2004-2006)
Spectrum Medical	Case Manager Home Care Nurse (2001-2004)
Benefis Healthcare	Registered Nurse (1999-2001)
Deaconess Billings Clinic	Registered Nurse (4/99-9/99)
Benefis Healthcare	Registered Nurse (1998-1999)
Deaconess Home Care	Registered Nurse Home care (1991-1998)
Columbus Hospital	Registered Nurse Staff (1990-1991)

Professional Affiliations:

Air National Guard Officer's Association

Honors and Awards:

Meritorious Service Award, Military (2010)

Funded Grants:

None

Publications:

None

Service:

Basic Life Support Instructor for American Heart Association (2002-present)
Chief Nurse for Montana Air National Guard (2012-present)
Curriculum Review Committee member (2006-present)
Appeals Committee Member for Nursing Department (2009-present)
Advisory Board Member for Highland's Hospice (2012-present)

Tamara J Todd, MSN/Ed, RN

Assistant Professor, Montana Tech of the University of Montana
Department of Nursing

Education:

Master of Science in Nursing, Nursing/Health Care Education
University of Phoenix, 2010
Bachelor of Science in Nursing
Montana State University, 1979

Professional Registrations and Licenses:

License: State of Montana Registered Nurse since 1979
Current and unencumbered
Certifications: Basic Life Support/Cardio-Pulmonary Resuscitation (BLS/CPR)
Advanced Cardiac Life Support (ACLS)

Work Experience:

Medical/Surgical Nursing Staff RN; setting -- rural Critical Access Hospitals (CAH); 33 years.
Areas of general Med/Surg, ER, CCU/ICU (limited, small facilities), and OB/L&D.
Assistant Director of Nursing; 2.5 years; 10-bed CAH facility
Public Health Administrator/Nurse for Madison County; 4 years
School Nursing; volunteer and part-time positions at various schools throughout Madison
County; 15 years

Professional Affiliations:

Montana Nurses Association

Honors and Awards:

None

Funded Grants:

None

Publications:

None

Service:

Member of Curriculum & Teaching Learning Committee for Standard III in BSN Accreditation
process at Montana Tech School of Nursing.
Currently serving as a mentor/preceptor for a University of Phoenix Masters of Science in
Nursing Education student for her practicum project.
Member of the Sheridan Volunteer Fire Department Auxillary.
Submitted application to serve as a Board member for Madison County Public health Department.

Karen VanDaveer
Tenured Associate Professor
Director of Nursing

Education:

BSN (1979)	Montana State University	Nursing
MN (1996)	Montana State University	Rural Health Nursing

Professional Registrations and Licenses:

NUR-RN-LIC-12716 State of Montana-active

Work Experience:

Montana Tech	Director of Nursing (1989-present)
Cynthia Kaiser, CNM	Clinic Nurse (1987-1989)
St. James Healthcare	Staff Nurse (1981-1987)
Silver Bow General Hospital	Staff Nurse (1979-1981)

Professional Affiliations:

Montana Nurses Association
American Nurses Association

Honors and Awards:

Butte Chamber of Commerce Excellence in Education Award (1992)
The Montana Board of Regents Award for Excellence in University System Citizenship (2005)

Funded Grants:

RWJ Academy for Advanced Nursing Workforce Solutions – Partners Investing in Nursing's Future (2006-2009)

RWJ Academic Progression in Nursing (APIN) program. (2012-2015)

Service:

Co-chair Education Committee – Montana Center for Advancing Health through Nursing (MT CAHN) present
Committee member –South Central Montana Area Health Education Center (AHEC) 2007---present
Committee member- Montana Workforce Advisory Committee --- (2005-present)
Chair- Nursing Accreditation Committee (2005-present)
Chair-Nursing Appeal Committee (2000-present)
Chair-Nursing Advisory Board (1989-present)
Montana Tech Wellness Committee (2008-present)

Karen VanDaveer

112 Renz Drive
Butte, MT 59701
406-494-5170

Professional Profile

SUMMARY OF QUALIFICATIONS

Background and accomplishments include clinical nursing, nursing administration, and nursing education experience. Vast interpersonal communication skills, and ability to cooperate and work closely with staff, faculty, and students. Experience in planning, developing, coordinating and presenting informational and educational opportunities.

PROFESSIONAL EXPERIENCE

August 1989 - Present

Montana Tech 1300 W Park Butte, MT 59701

Director of Nursing

Coordination and supervision of the Associate of Science and Bachelor of Science-Completion Registered Nursing Programs.

Responsibilities include: preparation and administration of; budget, curriculum revisions, program development, student and faculty advising, faculty evaluations, clinical contracts, Advisory Committee Chair, Nursing Reports and accreditation/approval visits.

Faculty Responsibilities

Responsible for the development, implementation and evaluation of specific nursing courses within the curriculum.

1993 - 1999

Headmaster Certified Nurses Aide Tester Helena, MT 59601

Nursing Instructor/Adult Education

Independent contractor responsible for administering written and skills tests for Certified Nurse Assistants (CNA).

Karen VanDaveer

112 Renz Drive
Butte, MT 59701
406-494-5170

July 1987 - August 1989

Cynthia A Kaiser, Certified Nurse Midwife 3310 Monroe Ave Butte, MT 59701
Clinical Nurse

Problem identification and screening of obstetrical patients. Non-invasive testing for fetal well being. Performed blood drawing and laboratory testing, administered injectable medications, and ordered prescribed medications.

June 1985 - 1987

St. James Community Hospital 400 S Clark Butte, MT 59701
Obstetrical Nurse

Assessed, planned, implemented, and evaluated the care of the individual obstetrical patient. Areas of experience include; labor and delivery, postpartum, well child, and intensive care nursery.

June 1981 - January 1985

St. James Community Hospital 400 South Clark Butte, MT 59701
Medical Surgical Nurse

Acted as team leader over assigned LPN and nurses aid. Directly responsible for the implementation of the physician's orders. Developed care plans and provided preoperative and postoperative education for surgical patients on an individual basis.

June 1979 - June 1981

Silver Bow General Hospital 200 Continental Drive Butte, MT 59701
Staff Nurse

Staff nurse responsibilities included; labor and delivery, postpartum, and newborn nursery, pediatric and surgical nursing care. Experienced in emergency room procedures and treatment.

Karen VanDaveer

112 Renz Drive
Butte, MT 59701
406-494-5170

EDUCATION

June 1996

Montana State University Bozeman, MT
MN (Nursing)

Professional Project - Concept Analysis: Hopelessness

June 1975

Montana State University Bozeman, MT
B.S.N. (Nursing)

June 1975

Butte Central High School Butte, MT
Graduate

PERSONAL INFORMATION

Citizenship: U.S.A.

Birth date: April 15, 1957

Marital Status: Married

Health: Excellent

MEMBERSHIPS AND ORGANIZATIONS

Montana Nurses Association (MNA)

Board of Directors (2000-2003)

American Nurses Association (ANA)

Chair of Montana Statewide Model Curriculum Committee (present)

Montana Center to Advance Health through Nursing (MT CAHN) Leadership Committee (2011-present)

Co-lead Education Committee for Academic Progression In Nursing (APIN) grant (2012-present)

Montana Healthcare Workforce Advisory Committee (2006-present)

Area Health Education Center – Advisory Board for South Central Montana (2008-present)

“Wellness Champion” for the Montana University System. (2012-present)

Montana Tech Student Wellness Committee (2010-present)

Chair of Montana Tech Nursing Advisory Board (1989-present)

Chair of Montana Tech Nursing Appeals Committee

Chair of Montana Tech Nursing Accreditation Committee

Montana Tech St. James Healthcare-Board of Directors (2002-2009)

Chair-Quality Committee

Member-Executive Committee

MINT - Montana Initiative on Nursing Transformation

Chair - MINT Articulation Committee (1998-2001)

Karen VanDaveer

112 Renz Drive
Butte, MT 59701
406-494-5170

Community Health Center Board of Directors (1998-2008)

Secretary - Community Health Center Board of Directors

Steering Committee - Proactive Living Grant (PAL) – Community Health Center

AWARDS

April 1992

Butte Chamber Commerce - Excellence in Education - Program Award Recognition

REFERENCES

Available upon request

Miriam O. Young
Assistant Professor
Nursing Department

Education:

B.S. Nursing, University of San Carlos, Cebu City, Philippines, 1980
M.S. Teaching Nursing, University of Utah, 1995

Professional Registrations and Licenses:

R.N. State of Montana
R.N. State of Utah
Pediatric Nursing Certification

Work Experience:

Montana Tech	Assistant Professor, Nursing (2003-present)
Community Medical Center	Staff Nurse, Pediatric Unit (Per Diem – 2010-2012)
St. James Healthcare	Director, Specialty Services (1996-2003)
Montana Tech COT	Adjunct Instructor (January-June, 2001)
St. James Healthcare	Staff Nurse, Pediatric/Adult Medical-Surgical Unit (1994-1996)
University Hospital (Salt Lake City)	Project Facilitator/Coordinator – RWJ Grant (1993)
University Hospital (Salt Lake City)	Staff Nurse, Pediatric Adolescent Care Unit (1989-1992)
Primary Children's Medical Center	Staff Nurse, Pediatric Intensive Care Unit (Per Diem-1989-1990)
University Hospital (Salt Lake City)	Staff Nurse, Burn Trauma Unit (1988-1989)
Roanoke Memorial Hospital	Staff Nurse, Pediatric Intensive Care Unit (1986-1988)
Roanoke Memorial Hospital	Charge Nurse, Medical-Surgical Unit (1983-1986)
University of San Carlos (Philippines)	Clinical Instructor (1981-1983)
Cebu City Medical Center	Staff Nurse (1980-1981)

Professional Affiliations:

Sigma Theta Tau
National League for Nursing

Honors and Awards:

Funded Grants:

Publications:

Service:

Montana Tech Faculty Senate Member
Institutional Review Board Member