



March 31, 2022

Nikki Bryant
Director of Academic Programming
West Virginia Higher Education Policy Commission/ Council for Community and Technical College
Education 1018 Kanawha Blvd., E. Suite 700
Charleston, WV 25301

Re: **West Virginia Junior College**
Application for Authorization to Offer Bachelor Degree Level Programs -
Online Bachelor of Science in Nursing (RN-BSN)

Dear Ms. Bryant:

Please accept this proposal to offer Bachelor Degree levels at West Virginia Junior College. It is our intention to begin with a Bachelor of Science in Nursing. Per regulation:

*Per §133-20-1 (6.10) of the West Virginia Higher Education Policy Commission: Institutions wishing to exceed or change their approved programmatic mission must receive approval from the Commission to offer each program that exceeds the **level of academic degrees that the institution is authorized to grant**. Documentation must be submitted that specifies the scope of the proposed change, including long-range plans for new degree programs and programs that exceed the level of academic degrees currently authorized for the institution. Requests to exceed an institution's programmatic mission shall be evaluated based on the following criteria: objectives of proposed program; relationship of program to statewide mission and plan; demonstration of need; effect of new program on existing programs at other institutions; resource availability; qualified faculty and administrators; library holdings and support; facilities and equipment; and evidence of strength to offer the proposed program.*

Following is our response to the regulatory requirements detailed above. We are happy to answer or add additional information as requested.

Warmest Regards,

Samantha Esposito
Campus President

West Virginia Junior College

Application for Authorization
to Offer Bachelor Degree
Level Programs



Submitted to:

West Virginia Higher Education Policy
Commission/Council for Community and
Technical College



Table of Contents

Bachelor Level Degree Program..... 3

ABHES Policies 4

The Process for Obtaining ABHES Approval 8

Objectives of Proposed Program 9

Mission of the Institution.....9

Relationship of Program to Statewide Mission and Plan10

Demonstration of Need.....11

Effect of New Program on Existing Programs at Other Institutions12

Resource Availability.....13

General Financial Stability..... 13

Maintenance of Any Specific Facilities13

Staff And Faculty Payroll14

Books and Supplies14

Marketing.....14

Qualified Faculty and Administrators15

Library Holdings and Support16

Facilities and Equipment20

The BSN Program Overview21

WVJC Baccalaureate BSN Program Objectives (PLO).....21

Curriculum Plan of Study.....22

Course Descriptions23

 General Education Courses.....23

 Applied General Education Courses.....24

 Nursing Core25

Admission Policies29

Evidence of Strength to offer the Proposed Program29

NCLEX percent pass rate for Nursing programs over the last 3 years.....30

Bachelor Level Degree Program

Specifies the scope of the proposed change, including long-range plans for new degree programs and programs that exceed the level of academic degrees currently authorized for the institution.

In the short-term, West Virginia Junior College (WVJC) intention is to offer a Bachelor of Science in Nursing (BSN) degree program. The institution is approved to offer Certificate, Diplomas and Associate level programs. The BSN would exceed the level of academic degree the institution is currently authorized to confer.

The decision to develop a BSN was first driven by its student population requesting a pathway from WVJC's Associates Degree in Nursing (ADN) to a BSN.

According to the American Association of Colleges of Nursing, Education-Impact-Fact-Sheet (Appendix A), they stated "There is a growing body of evidence that shows that BSN graduates bring unique skills to their work as nursing clinicians and play an important role in the delivery of safe patient care." The fact sheet shared several studies that support a BSN workforce, including a study published in the October 2014 issues of Medical Care, where researcher Olga Yakusheva from the University of Michigan and her colleagues found that a "10% increase in the proportion of baccalaureate-prepared nurses on hospital units was associated with lowering the odds of patient mortality by 10.9%. Titled "Economic Evaluation of the 80% Baccalaureate Nurse Workforce Recommendation," the study authors also found that increasing the amount of care provided by BSNs to 80% would result in significantly lower readmission rates and shorter lengths of stay. These outcomes translate into cost savings that would more than off-set expenses for increasing the number of baccalaureate-prepared nurses in hospital settings."

Based on student requests, AACN and additional market studies, WVJC developed a program to answer both the student needs and those of the workforce to have nurses prepared at the Baccalaureate level.

Long-range plans for new degree programs at the Bachelors level include pathways for our existing Business Administration, Information Technology and Healthcare Administration.

WVJC is in good standing with its state and accrediting bodies. Beyond, West Virginia Higher Education Policy Commission/ Council for Community and Technical College state approval, WVJC is nationally accredited by Accrediting Bureau of Health Education School (ABHES) and the nursing program is approved by the West Virginia Board of Nursing (WV BON) and Accreditation Commission for Education in Nursing (ACEN). It is our intention to seek approval, after approval by the State, for the Bachelor of Science in Nursing ACEN.

ABHES Policies

ABHES policies, as stated in its 18th Edition Accreditation Manual, Section C – Baccalaureate Degrees, are as follows:

SECTION C – Baccalaureate Degrees

Baccalaureate degrees may include Bachelor of Science, Bachelor of Arts, and any other bachelor's degree that meets the requirements of this section.

Subsection 1 – Basic requirements

VI.C.1. All courses are clearly postsecondary in nature and emphasize both the achievement of professional objectives and general education requirements.

This emphasis requires courses that are both quantitatively and qualitatively relevant to the chosen degree.

Subsection 2 – Curriculum

VI.C.2.a. The program meets the required minimum level of credit hours (or its recognized equivalent) in total content and hours of professional and general education courses.

The program requires:

- i. 120 semester hours, 180 quarter hours, or their equivalent normally earned over a period of 8 semesters, 12 quarters, or their equivalent.*
- ii. 60 semester hours, 90 quarter hours, or their equivalent in the area of concentration for which the degree is awarded, not to include subject matter considered general education courses; and*
- iii. 36 semester hours, 54 quarter hours, or its recognized clock hour equivalent in general education courses. A minimum of 6 semester hours or 9 quarter credit hours of general education courses must be upper level courses.*

The curriculum identifies courses for a baccalaureate degree using a distinct course numbering and sequencing system, which must be clearly outlined in the catalog.

The catalog states the expectations for all baccalaureate degree curriculum. Institutions offering baccalaureate degrees, including completion programs, must clearly describe the requirements for

admission, completion of prerequisites, and general education courses in the catalog and program materials.

An institution may enter into a formal written articulation agreement with another institution to provide its general education requirements. Such an institution must be accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA).

An institution may accept transfer credits for subjects or courses completed at another accredited institution. Institutions must require at least 25 percent of program credits be completed at the institution awarding the degree.

Credit may be awarded for life experiences through prior learning assessment (PLA), such as DANTES, CLEP, or ACE recommendations.

VI.C.2.b. Curriculum must approximate the academic community standards for the baccalaureate degree program.

The curriculum must quantitatively and qualitatively approximate the standards at other institutions offering baccalaureate degrees. The curriculum is relevant, current, and demonstrates academic rigor appropriate for baccalaureate degree studies. Emphasis is placed on high levels of critical thinking, research, and analytical skills essential for problem solving in the discipline of study. Curricular offerings must require the use of learning resources.

The sequence of instruction is structured from lower level courses to upper level courses to evidence academic rigor.

Subsection 3 – Learning and instructional resources

VI.C.3.a. Learning resources exist to complement the program.

An institution has learning resources beyond that required for non-degree granting institutions that include (1) a budget to support the size and scope of the institution and programs offered and (2) holdings to support the professional objectives and general education requirements. Reference, research, and information resources are available to support programs and to enhance student learning.

VI.C.3.b. An individual who possesses professional academic education and experience supervises the institution's library.

A professionally trained librarian supervises and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist

students in their use.

A professionally trained librarian is one who holds a baccalaureate or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable. The librarian participates in documented professional growth activities.

During scheduled library hours, there must be a trained individual on duty at all times to supervise the library and to assist students with library functions. This individual must be competent both to use and to aid in the use of the technologies and resources available in the library.

VI.C.3.c. The institution encourages student and faculty use of the library resources available.

The faculty inspires, motivates, and directs student usage of the library resources. The library's adequacy ultimately is determined by the extent to which its resources support all the courses offered by the institution. For library resources, the Dewey decimal system, Library of Congress classification system, or other recognized system of classification is used. Records of circulation and inventory must be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the holdings.

Library materials and services are available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized, a sufficient number of terminals must be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the suitability of such agreements, consideration will be given to the nature of the participating library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. An institution's library contains, at a minimum, a core collection of physical and/or on-line reference materials to support the offerings of the institution.

Library assessments and acquisitions are the joint responsibility of the faculty and library staff.

Subsection 4 – Program supervision and faculty

VI.C.4.a. A qualified individual supervises the program.

This individual supervises faculty, coordinates the training and teaching of the programs, and has communication with and guidance of the Advisory Board. At a minimum, this individual possesses the following:

- i. An earned master's degree.*

- ii. *A minimum of three years teaching or occupational experience in the content field or a closely related field.*
- iii. *A current license, certification, or other credential if required by local, state, or federal laws to work in the field.*

VI.C.4.b. Faculty consists of qualified individuals.

Faculty evidence the following:

- i. *A minimum of a master's degree from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA). Faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or baccalaureate degrees plus professional certification through a nationally recognized and accredited certifying agency may meet the qualification requirement with justification.*
- ii. *Academic preparation in the specific courses being taught.*
- iii. *Instructors must have at least 15 semester credit hours or equivalent in the content area.*

VI.C.4.c. Faculty assignments and teaching loads must be reasonable.

Teaching loads are justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

Subsection 5 – Advertising

VI.C.5. Advertising and promotional materials accurately state the nature of the degree.

Subsection 6 – Admissions

VI.C.6. Students admitted to baccalaureate degree programs possess a regular high school diploma, or the equivalent recognized by the state where the institution is authorized.

The regular high school diploma or its recognized equivalent must be received prior to the first day of attendance. A signed attestation is not sufficient evidence.

Subsection 7 – Student services

VI.C.7. Institutions offering baccalaureate degree programs provide comprehensive services to support the number of programs and size and characteristics of the student body.

Student support services must be provided to support the academic success of students. These services encompass academic advising and support and relevant life skills. The individual(s) responsible for this function must have experience related to the services provided.

The Process for Obtaining ABHES Approval

The process to obtain ABHES approval begins with the preparation and submission of a Substantive Change for a new program through the ABHES portal. ABHES new program application process requires the institution to complete the “Application for New Program Approval” including the following documentation, as applicable:

Required Exhibits	Description
Exhibit 1	(as applicable) justification to support the additional outside hours included in the program length meet commonly accepted standards in higher education and are necessary to enable the student to achieve program objectives.
Exhibit 2	(as applicable) justification to support compliance with Chapter II.A.1.a., of the Accreditation Manual outlining important eligibility requirements for institutional members.
Exhibit 3	A list of contracted clinical sites to date that includes available slots (as applicable).
Exhibit 4	A comprehensive and thoughtful Market Survey that minimally includes the requirements outlined on the Form Guidelines for Conducting a Market Survey.
Exhibit 5	A list of equipment and supplies for the new program.
Exhibit 6	A list of advisory board representatives including name, organization, address, and telephone number.
Exhibit 7	A Catalog addendum outlining the new program offered which includes program objectives, schedule, course descriptions and program delivery, as well as tuition and fees.
Exhibit 8	Admissions requirements and procedures for the program.
Exhibit 9	Program syllabi that meet all requirements of Appendix F, Course Syllabi of the Accreditation Manual
Exhibit 10	A resume outlining the program manager’s educational and previous teaching and/or occupational experience.
Exhibit 11	Resumes of faculty hired outlining educational and/or occupational experience.

Exhibit 12	A completed profile of Clock to Credit Hour Conversion (PCCHC) grid.
Exhibit 13	Course mapping to demonstrate that the depth and breadth of the program's curriculum enables graduates to acquire the knowledge and competencies necessary to become an entry-level professional in the field (as applicable for new programs)
Exhibit 14	A copy of all applicable authorizing bodies' approvals for the new program (e.g., Boards of Nursing, institutional accreditor, etc.).

The application asks the institution to provide information that addresses the following:

- goals and oversight of the program
- resources that exist to meet the educational goals and objectives of the program
- description of the advisory board and its members
- a description of the curriculum, competencies, and clinical experience (if applicable)
- description of the program administration and instruction
- a description of student services and disclosures

When WVJC receives State approval it will submit the ABHES Application. Once the ABHES application is submitted by the institution, they will evaluate the application and then notify the individual noted on the application in writing of the status of the application within eight (8) weeks of receipt of the completed application. An application for New Program Approval representing a substantive change may take up to twelve (12) weeks for review.

Objectives of Proposed Program

The objective of the proposed program is to offer a pathway for individuals who graduated with an Associates Degree in Nursing (ADN) and have an unencumbered Registered Nursing License a pathway to earn their BSN degree. The program is designed to improve patient care outcomes, expand the nurses knowledge, prepare the nurse for potential career advancement and enhance employment opportunities.

Mission of the Institution

WVJC institutional mission states that it is "dedicated to providing students the opportunity for success through specialized training. It is through the educational process the students receive support and encouragement so they may reach their full potential. The college believes this will enhance employability. To accomplish this the college is committed to career training which emphasizes skills, attitudes, and work habits consistent with good business practices through education excellence. The nursing units' mission is congruent with the institution, it states *"The mission of the WVJC nursing*

program is to transform lives by providing access to a quality education that will enable the student to obtain employment as a professional caring nurse.” To this end, offering students a pathway from the ADN to a BSN degree allows students to not only practice but expand their role within their profession. Additionally, a Bachelor prepared nurse can earn more money than an Associates prepared nurse. According to [PayScale](#) the average salary for an ADN nurse is \$69,000, while a BSN may be as high as \$84,000. Couple this with the fact that AACN, as previously mentioned, study found that increasing the amount of care provided by BSNs to 80% would result in significantly lower readmission rates and shorter lengths of stay. These outcomes translate into cost savings that would more than off-set expenses for increasing the number of baccalaureate-prepared nurses in hospital settings.”

The objective of this proposed program meets the needs of the student and the workforce, therefore, meets the mission of the college and its nursing unit.

The ownership of WVJC (the governing board) have also consulted with its leadership, constituents within the healthcare industry, its faculty, and staff. These individuals are in support of the new program. The Board of Directors have unanimously voted and have committed to the fiscal resources for the BSN. (Appendix B)

Relationship of Program to Statewide Mission and Plan

The nursing program meets the objectives of West Virginia’s Statewide Plan to address the nursing shortage and encourages the retention of the nursing workforce through education that provides leadership knowledge and soft skills to enhance the nurse’s professional role within the healthcare industry.

According to the West Virginia Center for Nursing Center it is:

“charged by W.Va. §30-7B with crafting a statewide strategic plan to address the nursing shortage in West Virginia. Pursuant to this directive, they are seeking to engage with nursing partners and other stakeholders across the state in the crafting of this plan to ensure all voices are heard and represented.

The Center was created by the Legislature after a recommendation from the Nursing Shortage Study Commission in May 2005. The Study Commission found there was a need for an organization to develop solutions to the key issues affecting nurses in the state. The Center was restructured by the Legislature in 2014 to focus on nursing scholarships and nursing workforce data. Since this restructuring, the Center has been housed with the West Virginia Higher Education Policy Commission. Current work of the Center includes but is not limited to:

- *Creating models like the West Virginia Junior and Senior Nursing Academy and Nursing Residency.*
- *Conducting surveys of nursing employers and educators.*
- *Gathering nursing workforce data*
- *Administering the West Virginia Nursing Scholarship Program*
- *Supporting the recruitment and retention of nurses in West Virginia”*

WVJC’s nursing program includes subjects such as leadership and management, finance for nurse administrators, healthcare systems and policy, human resources management, organizational theory and leadership, to name a few. WVJC believes these types of subjects will prepare the practicing nurse for additional professional responsibilities that will benefit both the workforce and the student’s career.

Demonstration of Need

The nursing shortage extends beyond West Virginia, according to AACN Nursing Shortage Fact Sheet (Appendix C), the U.S. is expected to experience a shortage of RN’s that is expected to intensify as Baby Boomers age and the need for health care grows. The article also cites the Bureau of Labor Statistics’ *Employment Projections 2019-2029*, Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2029. The RN workforce is expected to grow from 3 million in 2019 to 3.3 million in 2029, an increase of 221,900 or 7%. The Bureau also projects 175,900 openings for RN’s each year through 2029 when nurse retirements and workforce exists are factored into the number of nurses needed in the U.S.

According to West Virginia Higher Education Policy Commission on March 4, 2021, release an article titled “West Virginia Center for Nursing releases 2020 data as part of efforts to strengthen state’s nursing workforce. (Appendix D). Key takeaways from the new data included the following:

- ***Of those nurses working in the state, 38% (6,904) of RNs and 29% (679) of APRNs are 50 years of age or older.***

What this means: *As experienced nurses enter retirement; state workforce planners will be faced with the need to replace these experienced nurses to meet demand. One-quarter of all nurses working in the state have over 25 years of nursing experience. Loss of knowledge and its impact on quality of care will need to be considered as nurses begin to retire.*

- ***Over 86% of all licensed nurses in West Virginia are working full time in nursing, with 7% working part time, and 6% working per diem or on an as-needed basis in nursing. Less than***

0.5% of nurses licensed in the state are employed in fields outside of nursing. Approximately 7% of nurses hold two or more nursing positions.

What this means: As the nursing population ages and large numbers of nurses begin to retire, replacement of full-time workers will be essential.

- ***Of those nurses who have indicated they are unemployed (3.3% of all licensees), only 0.3% of nurses cite that they are unemployed because they have difficulty locating a nursing position or because of inadequate salary.***

What this means: There is likely not a surplus of nurses in the state, and the vast majority of nurses who want a job can obtain one.

- ***More than 20% of nurses licensed in West Virginia live in the contiguous states of PA, OH, VA, KY, and MD.***

What this means: The state should consider additional ways to retain nurses in West Virginia.

Effect of New Program on Existing Programs at Other Institutions

There are 13 institutions in West Virginia that offer a Bachelor level degree both at a traditional level and the RN to BSN completion program. They are as follows:

- West Virginia University
- American Public University System
- Marshall University
- Shepherd University
- Fairmont State University
- University of Charleston
- West Liberty University
- West Virginia University at Parkersburg
- Alderson Broaddus University
- Bluefield State College
- Davis & Elkins College
- West Virginia Wesleyan College
- Wheeling University

Together, these schools reported to IPEDS 733 completions in 2020 which included both the BSN traditional program and RN to BSN program. Regional completions by award level included 738 completions at the Associates level, according to IPEDS.

As a result of the shortage of nurses, the retiring population of nurses and the number of associate degree nursing graduates in West Virginia, it is WVJC's belief that their program will have little to no impact on other institutions.

Resource Availability

General Financial Stability

Audited financial results for WVJC for the one-year period ending June 30, 2021 demonstrate a financially stable and profitable institution. West Virginia Junior College U.S. Department of Education Financial Responsibility Score was 3.0; anything over a 1.5 is considered "Financially Stable," the highest score is 3.0. The composite score considers a number of income statement and balance sheet parameters to ensure a financially stable institution. In addition, the college carries sufficient operating capital to ensure continuity of operations. As will be demonstrated in the narrative and incremental budget below the costs of rollout of the BSN required initial investments that were not material with respect to operating capital, will have a negligible effect in the first few months of operations after commencement, and will generate sufficient net income to cover initial investments and continuing operating costs.

Maintenance of Any Specific Facilities

Because the BSN is an online program, the current campus and administration facilities are sufficient to manage the current and future enrollment levels both residentially and online. Additional staff can easily be housed within the 20,000 square foot facility with 3 levels. Currently, the Morgantown campus has 11 dedicated single offices for the nursing program, of which 4 have been reserved specifically to support this initiative. The student administrative system, Canvas, has unlimited capacity to manage the incremental growth WVJC expects from the BSN program. Currently the program has approximately 600 students who take courses and programs online. While the Canvas administration system can support well in excess of 100,000 students, WVJC expects to add begin the program with 25 students and then expand it in the 5th term with an additional 35 students in year 1. The increase in enrollment is so minor it will have an immaterial cost to the college.



Staff And Faculty Payroll

The nature of an online program allows incremental investment if/when needed in admissions, financial aid, academics delivery, student services, placement. Additional areas impacted are quality management, financial management and compliance. Based on the initial assessment by operations and finance, the program will incur added payroll for nursing faculty and staff of \$138,000 during year one. In year two a minor increase to \$144,000 is anticipated.

Books and Supplies

Students are not required to buy books. The books for the program are supplied by WVJC. Year one annual expenses for books and supplies are estimated at \$61,125. In year two, as the number of students increase, the expense is approximated at \$71,250.

Marketing

WVJC will add incremental advertising expense to its already existing marketing model for the BSN program. Initial marketing efforts will go towards Alumni who have requested WVJC develop this program. Depending on the response rate, other marketing efforts will go towards search engine marketing, banner display, social display, video advertising, and ad creative and production. In anticipation of these expenses, year one dedicates \$84,000 dollars and year two commits the same budget of \$84,000 dollars.

WVJC incremental budget for the first two years is as follows:

West Virginia Junior College RN-BSN Program																				
Tuition & Fees Per Term	\$2,500																			
Terms	4																			
Total Program Tuition & Fees	\$10,000																			
Module	Start-Up	Year 1								Year 2										
		1	2	3	4	5	6	7	8	TOTAL Y1	1	2	3	4	5	6	7	8	TOTAL Y2	
STUDENTS																				
Cohort 1		25	25	24	24	23	23	22	22		0	0	0	0	0	0	0	0	0	
Cohort 2		0	0	0	0	35	35	34	34		33	33	32	32	0	0	0	0	0	
Cohort 3		0	0	0	0	0	0	0	0		35	35	34	34	33	33	32	32		
Cohort 4		0	0	0	0	0	0	0	0		0	0	0	0	35	35	34	34		
Active Students		25	25	24	24	58	58	56	56		68	68	66	66	68	68	66	66		
REVENUE																				
Tuition and Fees		\$31,250	\$31,250	\$30,000	\$30,000	\$72,500	\$72,500	\$70,000	\$70,000	\$407,500	\$85,000	\$85,000	\$82,500	\$82,500	\$85,000	\$85,000	\$82,500	\$82,500	\$670,000	
EXPENSES																				
Curriculum & Content Development	\$40,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$40,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Marketing		\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$84,000	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$84,000	
Facilities		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	\$0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	\$0	
Staff / Faculty Payroll		\$16,500	\$16,500	\$16,500	\$16,500	\$18,000	\$18,000	\$18,000	\$18,000	\$138,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$144,000	
Books, Supplies, Course Materials		\$4,688	\$4,688	\$4,500	\$4,500	\$10,875	\$10,875	\$10,500	\$10,500	\$61,125	\$12,750	\$8,500	\$8,250	\$8,250	\$8,500	\$8,500	\$8,250	\$8,250	\$71,250	
General Operating & Admin		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$40,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$40,000	
Total Expenses	\$40,000	\$36,688	\$36,688	\$36,500	\$36,500	\$44,375	\$44,375	\$44,000	\$44,000	\$363,125	\$46,250	\$42,000	\$41,750	\$41,750	\$42,000	\$42,000	\$41,750	\$41,750	\$339,250	
Incremental Net Income	-\$40,000	-\$5,438	-\$5,438	-\$6,500	-\$6,500	\$28,125	\$28,125	\$26,000	\$26,000	\$44,375	\$38,750	\$43,000	\$40,750	\$40,750	\$43,000	\$43,000	\$40,750	\$40,750	\$330,750	
Incremental Net Income (Cum.)	-\$40,000	-\$45,438	-\$50,875	-\$57,375	-\$63,875	-\$35,750	-\$7,625	\$18,375	\$44,375		\$38,750	\$81,750	\$122,500	\$163,250	\$206,250	\$249,250	\$290,000	\$330,750		

Qualified Faculty and Administrators

ABHES requires that Program Director possess the following:

- An earned Master's Degree
- A minimum of 3 years teaching or occupational experience in the content field or a closely related field
- A current license, certification or other credential if required by local, state or federal laws to work in the field.

AHBES requires faculty possess the following:

- A minimum of a master's degree from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA).
- Faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or baccalaureate degrees plus professional certification through a nationally recognized and accredited certifying agency may meet the qualification requirement with justification.

ii. Academic preparation in the specific courses being taught.

iii. Instructors must have at least 15 semester credit hours or equivalent in the content area.

The WV BON §30-7-5a. Schools of nursing faculty requirements are as follows:

(a) Full-time nursing faculty members shall:

- (1) Have a graduate degree with a major in nursing; have a bachelor's degree with a major in nursing and be enrolled in a graduate degree program with a major in nursing within one year of employment as a faculty member; or have a bachelor's degree with a major in nursing and at least 10 years of direct patient care experience in nursing;
- (2) Have evidence of current experience in nursing practice and education sufficient to demonstrate professional competence. For faculty with less than two years' experience in education, the nursing program administrator will submit to the board mentoring and orientation plans as defined by board guidelines and function under the guidance of a faculty member fully qualified in the specific teaching area and professional competence; and
- (3) Have credentials which verify status as a registered professional nurse in West Virginia.

ACEN defers the definition of qualified faculty as required by the governing organization, the state and the state's Board of Nursing.

WVJC’s nursing program faculty meet the qualifications of ABHES and the WV BON. Christian Weiss, the Interim Nursing Program Administrator, holds an MSN in Education and the WVJC has 17 MSN prepared nursing faculty with the direct practice and education experience required. (See Appendix E: Christin Faith Carol Mearns CV and Appendix F – MSN Prepared Faculty CV’s).

Library Holdings and Support

The learning resources available through Morgantown are conducive to an excellent student experience. Learning resources and technology are selected by faculty members and the Nursing Program Director. The Nursing Program Director and faculty work with the Librarian to request additions and deletions to the periodicals. The periodicals, online databases and books are updated when the publisher releases a new version. The table below demonstrates the online databases and additional learning resources available to faculty, staff, and students.

Online Databases	Library Information and Resource Network (LIRN)
<p>SIRS Researcher Within Infodepot.org--A compilation of databases from West Virginia Library Commission: Ensco Host (Explora Magazines and Newspapers) Alternate Health Watch business Source elite Consumer health complete DigitalLearn.org Explora for Elementary Schools Explora for Middle & High School Green File health Source--Consumer Edition health Source Nursing/Academic Edition Job & Career Accelerator learning Express Library legal Information Reference Center Newspaper Source Niche Academy Novelist Plus points of View reference Center Topic Search World book Online VSIM</p>	<p>Within Library Information & Resource Network (LIRN) Gale Ebooks Gale One File Gale One File Physical Therapy Merck Manual Gale Health and Medicine Gale Insurance & Liability Directory of Open Access Journals Pub Med Gale Health and Wellness Gale Nursing and Allied Health Medline Plus</p>

In addition, WVJC has had online education as part of its school since 2011. As a result, it has many support resources dedicated to the success of its online students. Existing staff resources include:

Name	Title/Position	Degree/Work Experience
Admissions		
Alexia Kittle	Nursing Admissions	Regents Bachelor of Arts, West Virginia University, 2020 WVJC: February 2021-Present
Emily Boothe	Nursing Admissions	Bachelor of Arts in Environmental Geo-Sciences, West Virginia Univeristy, 2020 WVJC: August 2021-Present
Financial Aid		
Patty Callen	Financial Aid Director	Bachelor of Arts, West Virginia University, 1984 WVJC: 2014-Present
Paula Johnson	Dedicated Nursing Financial Aid	Associate Degree in Legal Assisting/Paralegal, West Virginia Junior College, 2007 WVJC: October 2014-Present
Academics Delivery		
Brittany Nuzzo	Director of Online Curriculum Development and Innovation	Master of Arts in Business Education with emphasis in Technology, Marshall University WVJC: 2011 - Present
Ryan Langley	Director of Instructional Design and Technology	Bachelor of Arts and Sciences in Business Management, California University of Pennsylvania, 2009 WVJC: 2011- Present

Name	Title/Position	Degree/Work Experience
Robert Lynch	Learning Management System Director	Associate Degree in Information Technology, West Virginia Junior College, 2017 WVJC: 2020-Present
Brian O'Dell	Assistant Learning Management Systems Director	Associate Degree in Information Technology, West Virginia Junior College, 2017 WVJC: July 2020-Present
Casey Tenney	Technical Support Analyst	Associate Degree in Network Administration/Security, West Virginia Junior College, 2019 WVJC: August 2020-Present
Brandon Arnold	Technical Support Analyst	Associate Degree in Network Administration/Security, West Virginia Junior College, 2021 WVJC: November 2021-Present
Librarian		
Helen Snaith	Librarian Resource Center	MLS Masters in Library Sciences, University of Pittsburgh, 1974 Vandalia Corporation: December 2017- Present- Oversee libraries for all five WVJC campuses
IT		
Robin Addis	VP of IT Administration and Security	Master of Business Administration, Waynesburg College, 1996 WVJC: November 2004-Present

Proposal to confer Bachelor Level Degrees

Name	Title/Position	Degree/Work Experience
Misti Johnson	IT Technician	Associate Degree in Network Administration/Security, West Virginia Junior College, 2021 WVJC: 2021-Present
Robert Maxon	IT Technician	Associate Degree in Network Administration/Security, West Virginia Junior College 2020 Bachelor of Music, West Virginia University, 1993 WVJC: 2020-Present
Career Management		
Lakelyn Denny	Career Management Director	Masters Degree in Education, California University of Pennsylvania, 2018 WVJC: November 2021-Present
Dillon Bradley	Career Management Director	BA in National Security and Intelligence, BA in Political Science, Fairmont State University, 2019 WVJC: February 2022- Present
Orientation Coordinator		
Kim Pratt	Orientation Coordinator	BA in Education, Fairmont State University, 2005 WVJC: September 2021-Present
Nursing Administrative Assistant		
Tracey Bernot	Nursing Program Administrative Assistant	Specialized Associate Degree in Executive Assistant, Laurel Business Institute, WVJC: January 2018-Present

Facilities and Equipment

As described previously this is an online program offering and the existing facilities and equipment is sufficient in nature to serve the needs the faculty, staff or students may have for this program. If students desire, they can utilize the campus Resource Center. The Librarian is available in person on Mondays and Wednesdays from 3-9pm for students. This is complimented by her continuous availability, as needed. The librarian contact information, email and phone are posted on the Resource Center Sign. The Resource Center operating hours are:

- Monday- 8am-9pm
- Tuesday-8am-9pm
- Wednesday- 8am-9pm
- Thursday- 8am-9pm and
- Friday- 8am-4pm

In addition, the following table illustrates the learning resources available faculty, staff, and students:

Classroom	Student Occupancy (non-COVID)	Student Occupancy (COVID)	Technology/ Tech. available/ notes
102	40	16	1 Instructor Computer, Projector, Access to 45 laptop mobile Cart for students
103	25	14	2 Instructor Computer, Projector, Access to 45 laptop mobile Cart for students
104	45	24	3 Instructor Computer, Projector, Access to 45 laptop mobile Cart for students
Library	19	9	10 Student Use Computers, Instructor Computer, Multiple projectors, Printer, 9 non-computer seats
201 Computer Lab/Classroom	16	5	16 Student Use Computers, Instructor Computer, Projector, Printer
202 Computer Classroom	23	8	23 Student Use Computers, Instructor Computer, Projector, Printer
301	18	8	1 Instructor Computer, Projector, See supply list below
Totals	162	93	

The BSN Program Overview

WVJC is proposing to offer one new program at the Baccalaureate level, a Bachelor of Science in Nursing (RN to BSN). The program consists of 180 quarter credit hours. The program will take 12 months to complete. This program is the baccalaureate degree completion portion for existing Associate of Nursing Degree graduates.

The BSN builds upon WVJC's ADN program outcomes which focus on respect for human beings, safe nursing care, and accountability. Additional core elements of the WVJC's program's outcomes include competencies in assessment, leadership, and decision-making based on ethical, moral, and legal aspects of nursing care. In addition, the American Nursing Association (ANA) Standards, National League for Nursing (NLN) Competencies, Quality and Safety education for Nurses (QSEN) Competencies, Jean Watson's Theory of Human Caring and ACEN Standards are integrated throughout the program.

The primary objective of this new program is to fulfill the needs within the Healthcare Community for bachelor level prepared nurses.

WVJC Baccalaureate BSN Program Objectives (PLO)

At the completion of the Bachelor of Science program (RN to BSN) the graduate will be able to:

1. Synthesize and integrate knowledge from the natural and behavioral sciences, humanities, and nursing theory to the integration of the nursing process, the promotion of health, and care of patients across healthcare systems and environments.
2. Analyze and integrate evidence from research and multiple professional sources as a basis for professional nursing practice that is grounded in current evidence.
3. Apply skills of information technology and information management to monitor the outcomes of the care processes, mitigate error and support decision-making to continuously improve the quality and safety of health care systems.
4. Employ current theories and principles of organizational and systems leadership and management in the provision of safe quality nursing care.
5. Integrate leadership and management skills utilizing ethical decision-making and evidence-based practice.

6. Promote individual and population health by assessing factors that influence individuals and communities and apply principles and culturally appropriate health promotion and disease-prevention strategies.
7. Demonstrate consistent application of the core values of the discipline of nursing and the professional standards of moral, ethical, and legal conduct and develop an individualized plan for continuing professional development and lifelong learning that keeps pace with the changing health care system.

Curriculum Plan of Study

	Course #	Course Title	Total Credits	Total Hours	Lecture Credits	Lecture Hours	Lab Credits	Lab Hours	Clinical Credits	Clinical Hours
<i>Upper Division General Education</i>										
1	HSA304	Multicultural Communications	4.5	45	4.5	45	0	0	0	0
2	HSA306	Critical Thinking & Problem Solving	4.5	45	4.5	45	0	0	0	0
3	HSA308	Scholarly Writing	4.5	45	4.5	45	0	0	0	0
4	HSA310	Aging and Society	4.5	45	4.5	45	0	0	0	0
		<i>Upper Division GE Total</i>	18	180	18	180	0	0	0	0
<i>Applied General Education</i>										
5	HSA405	Statistics for Healthcare Professionals	4.5	45	4.5	45	0	0	0	0
6	HSA409	Healthcare Law and Ethics	4.5	45	4.5	45	0	0	0	0
7	HSA411	Healthcare Systems and Policy	5	50	5	50	0	0	0	0
		<i>Applied GE Total</i>	14	140	14	140	0	0	0	0
<i>Nursing Core</i>										
8	NUR309	Role Transition to Professional Nursing	4.5	45	4.5	45	0	0	0	0
9	NUR310	Health Assessment: Clinical Reasoning and Judgement	6.5	85	4.5	45	2	40	0	0
10	NUR400	Pathophysiology & Pharmacology	5	50	5	50	0	0	0	0
11	NUR401	Research and Evidence-Based Nursing Practice	4.5	45	4.5	45	0	0	0	0
12	NUR402	Quality Improvement & Patient Safety	4.5	45	4.5	45	0	0	0	0
13	NUR403	Clinical Prevention: Population, Community & Global Health	5.5	75	4.5	45	0	0	1	30
14	NUR404	Nursing Informatics & Information Management	4.5	45	4.5	45	0	0	0	0
15	NUR405	Health Challenges for Vulnerable & Underserved Populations	4.5	45	4.5	45	0	0	0	0
16	NUR406	Business Concepts for the Professional Nurse	4.5	45	4.5	45	0	0	0	0
17	NUR407	Leadership & Management	4.5	45	4.5	45	0	0	0	0
18	NUR408	Professional Nursing Role Transformation Capstone Seminar	6.5	105	4.5	45	0	0	2	60
		<i>Nursing Core Total</i>	55	630	50	500	2	40	3	90
		BSN Course Total	87	950	82	820	2	40	3	90
		Transfer Credits - Lower Division GE	22							
		Transfer Credits - Associate of Science in Nursing	71							
		Program Total	180							

ABHES requires that BSN programs contain at least 54 general education quarter credits and 90 core quarter credits. The program must contain a total of 180 quarter credits. WVJC program contains the following:

- 22 General Education Quarter Credits from the ADN program
- 32 General Education/Applied General Education Quarter Credits from the RN to BSN program
- 71 Core Quarter Credits from the ADN program
- 55 Core Quarter Credits from the RN to BSN program

Total quarter credits equal 180 as required. This is equivalent to 120 semester credits.

Course Descriptions

General Education Courses

HSA304 Multicultural Communications – 4.5 credits (45 lecture hours)

Prerequisites: None

Co-requisites: None

The course explores the complex and challenging process of communication from a global perspective. Developing cultural competencies for effective intercultural communication and conflict resolution between diverse individuals, groups, and nation-states is emphasized.

HSA306 Critical Thinking and Problem Solving – 4.5 credits (45 lecture hours)

Prerequisites: None

Co-requisites: None

The ability to think critically is an essential foundation for problem solving. This course is designed to examine and enhance the student's critical thinking and decision-making abilities. Concepts related to analyzing, synthesizing, evaluating, reasoning, and problem solving will be used to explore the decision-making process. Emphasis will be placed upon the ability to think critically and creatively, reason soundly, and collaborate effectively.

HSA308 Scholarly Writing – 4.5 credits (45 lecture hours)

Prerequisites: None

Co-requisites: None

This course focuses on the systematic study of writing effective prose and argumentation, stressing development and support of a clear thesis. Students will learn to formulate ideas, appraise text and online resources, and synthesize research findings. The student will become familiar with various writing and communication formats and develop techniques for following APA form and style and avoiding plagiarism.

HSA310 Aging and Society – 4.5 credits (45 lecture hours)

Prerequisites: None

Co-requisites: None

This course examines aging as a social phenomenon and focuses on the social impact of a growing elderly population. Individual aging processes, emerging social patterns among the elderly, and the social significance of aging are also explored.

Applied General Education Courses

HSA405 Statistics for Healthcare Professionals – 4.5 credits (45 lecture hours)

Prerequisites: None

Co-requisites: None

This course focuses on statistical models and mathematical processes essential for healthcare professionals to understand and apply research studies. Fundamental statistical concepts are applied to sample data to make inferences for populations. Includes measures of central tendency and dispersion, finite probability, probability distributions, statistical inferences, linear regression, and correlation.

HSA409 Healthcare Law and Ethics – 4.5 credits (45 lecture hours)

Prerequisites: None

Co-requisites: None

This course examines legal and ethical issues in complex healthcare settings. Legal and regulatory requirements, practice standards, and ethical principles as important components of healthcare practice and management systems will be emphasized. Contemporary case studies will allow students to apply concepts of healthcare law and ethics.

HSA411 Healthcare Systems and Policy – 5 credits (50 lecture hours)

Prerequisites: None

Co-requisites: None

This course examines healthcare systems and politics within the United States with a focus on contemporary issues related to health and social policy. An introduction to healthcare regulations, policies, and practices within government organizations, local communities, professional associations, special interest groups, and healthcare organizations is provided. The course also explores the impact of culture, economics, technology and social justice on healthcare systems and policy.

Nursing Core

NUR309 Role Transition to Professional Nursing – 4.5 credits (45 lecture hours)

Prerequisites: None

Co-requisites: None

This course provides the student with an expanded understanding of nursing through the WVJC nursing philosophy and core characteristics of caring empathy, clinical judgment, therapeutic communication, acceptance of diversity, and interpreter and provider of learning. Embracing lifelong learning and nursing roles as leaders and professional team members are emphasized. Historical and contemporary perspectives are presented and used to develop competencies necessary to the practice of professional nursing in complex healthcare organizations. Students will use self-reflection to assess personal strengths as problem solvers, change agents, critical thinkers, and leaders.

NUR310 Health Assessment: Clinical Reasoning & Judgement – 6.5 credits (45 lectures hours, 40 laboratory hours)

Prerequisites: None

Co-requisites: None

This course builds on previously learned concepts and techniques of physical examination and health assessment and facilitates enhanced confidence and competence in interviewing for data collection and health histories, prioritizing assessments, establishing databases, analyzing clinical findings, and performing physical, psychological, and cultural assessments. Clinical judgment, clinical decision making, and contributing to client care as a full partner in the interdisciplinary healthcare team are emphasized. Laboratory experiencing engage students in virtually simulated scenarios requiring the application of health assessment skills for diverse clients across the life span.

NUR400 Pathophysiology & Pharmacology – 5 credits (50 lecture hours)

Prerequisites: None

Co-requisites: None

This course builds on previously learned concepts and strengthens the student’s ability to make appropriate clinical decisions related to pathophysiologic causes and pharmacologic treatments of common, selected disease processes. Focused on fundamental principles of pathophysiology, pharmacokinetics, pharmacodynamics, and pharmacotherapeutics, the course emphasizes the role and responsibility of the professional nurse in the safe administration and management of medications for the achievement of optimum and safe health outcomes. Best practices for high-risk and vulnerable populations as well as a comprehensive approach to the clinical application of drug therapy are explored.

NUR401 Research & Evidence-Based Nursing Practice – 4.5 credits (45 lecture hours)

Prerequisites: HSA308; HSA407

Co-requisites: None

This course focuses on concepts and processes of nursing research and evidence-based practice to develop students as critical consumers and evaluators of research findings. Theories and terminology relevant to the context of original research, including research design, methodology, data collection, data analysis, appropriate statistical tests of analysis, and dissemination of results are presented. Students will critically read and evaluate research articles from various sources to determine relevance, validity, and usefulness in the support of informed clinical decisions. Ethical considerations in research involving human participants will also be explored.

NUR402 Quality Improvement & Client Safety – 4.5 credits (45 lecture hours)

Prerequisites: None

Co-requisites: None

This course focuses on the knowledge, skills, and attitudes necessary to enable you to expand and understand a systematic review of patient safety and quality improvements in the delivery of healthcare, within the community and globally as a member of a collaborative interprofessional team. Content will address the history of the quality improvement process in healthcare, quality databases and improvement process tools and programs. Through the use of case studies, discussions, and exercises students will become more familiar with the use of several quality improvement programs and tools. For example, the Plan-Do-Study- Act (PDSA) cycle, Six Sigma and the Toyota Production System known as Lean Production processes will be addressed. Students can use this course to identify the tools and

design the methods that they plan to employ in a quality improvement or patient safety project in the work environment as they interact with patients and colleagues.

NUR403 Clinical Prevention: Population, Community & Global Health – 5.5 credits (45 lecture hours, 30 clinical hours)

Prerequisites: None

Co-requisites: None

This course examines contemporary nursing roles and healthcare practices in the management of population and public health. Student will explore determinants of health, epigenetics affects, environmental influences, and the impact of policy on the health of vulnerable and culturally diverse populations in a global society. Best practices focused on the prevention and management of health conditions for individuals and populations across the lifespan are emphasized. Practicum experiences are designed for student to apply course concepts in the provision of health promotion and disease prevention interventions for local populations.

NUR404 Nursing Informatics & Information Management – 4.5 credits (45 lecture hours)

Prerequisites: None

Co-requisites: None

This course explores health information and informatics concepts encountered in healthcare settings. Students will trace the history of health data management and the role of the Electronic Health Record (EHR) and other clinical informatics applications in healthcare organizations. Attention is focused on the role of the nurse in interfacing with these systems to improve healthcare quality and client outcomes through the integration of evidence-based practice and informatics. Attention is given to the evaluation of health information systems and their role in client safety, safe medication administration, maintaining client privacy, data security, and efficacy of healthcare processes. Students are encouraged to explore how computers and software are used at healthcare and develop and demonstrate generalist nursing practices needed to manage health information and client care technologies in their work environment and to share their findings with class participants.

NUR405 Health Challenges in Rural Communities: Aging, Vulnerable & Underserved Populations – 4.5 credits (45 lecture hours)

Prerequisites: None

Co-requisites: None

This course examines the challenges that confront individuals that reside in rural communities from the perspective of the aging, vulnerable, under-represented and at-risk populations. Students will develop an understanding of the unique health experiences and challenges faced by individuals who are relegated to or find themselves on the margins of society and develop an understanding of how the intersection between age and other socio-demographic characteristics (e.g., gender, ethnicity, socio-economic status, and sexual orientation) contributes to marginality and challenging health experiences. Focus will be on health disparities in the United States and the trends and patterns of disparity that impact health care access, quality of health care and health outcomes of those living in poverty.

NUR406 Business Concepts for the Professional Nurse – 4.5 credits (45 lecture hours)

Prerequisites: None

Co-requisites: None

This course focuses on basic concepts related to business, finance, and economics in various health care settings. The course serves as a framework for evidence-based business decision-making in a complex health care environment. Emphasis is placed on the knowledge and skills necessary for analysis of key business, financial, and economic factors affecting productivity, cost containment, regulation, and managed care and reimbursement. Students will develop an understanding of health care reimbursement to providers and the professional nursing role within the competitive health care marketplace.

NUR407 Leadership & Management – 4.5 credits (45 lecture hours)

Prerequisites: None

Co-requisites: None

This course is designed to help students gain a basic understanding of the structure, function, and culture of healthcare delivery organizations and explore and focus on the components of nursing leadership situations within the health care delivery system. To better understand and prepare for the changing role of the professional nurse in complex and diverse health care settings, emphasis is placed on developing skills in critical thinking, decision-making, team building, communication, priority setting, interdisciplinary collaboration, and advocacy. Students will use nursing leadership and management theory as well as the basic and applied sciences and humanities from previous courses and will be encouraged to examine health care organizational cultures through the lens of “caring” and responsible leadership that is aimed at promoting client safety and quality improvement processes to achieve desired client, systems, and population outcomes.

NUR408 Professional Nursing Role Transition Capstone Seminar – 6.5 credits (45 lecture hours, 60 clinical hours)

Prerequisites: NUR309; NUR310; NUR400; NUR401; NUR402; NUR403; NUR404; NUR405; NUR406; NUR407

Co-requisites: None

This capstone course is the culmination of the BSN degree program and provides learners with the opportunity to demonstrate the competencies they mastered. Students will review key elements of management and leadership theory and will examine strategies and processes that address content such as professionalism; morale and governance; improvement of care delivery; facilitation of change; quality and safety; principles of client-centered care; evidence-based practice; decision making and problem solving. The student is expected to demonstrate knowledge of the program outcomes and to synthesize previous learning in the nursing major to address professional roles and competencies required of baccalaureate nurse generalists while working in partnership with individuals, families, communities, and other health care professionals. The focus is on skills used by the nurse to excel as a clinician, professional leader, communicator and as a citizen. In addition, the student demonstrates competence in a practicum experience and comprehension of nursing concepts through case study activities.

Admission Policies

The criteria for admission to the WVJC BSN (RN to BSN) include the following:

- Admission to WVJC School of Nursing
- Unencumbered RN nursing license
- Graduated from an accredited institution recognized by US Department of Education
- Official Transcripts demonstrating a “B” or better in all core nursing courses students took in their Associates Program
- Current Resume

Evidence of Strength to offer the Proposed Program

West Virginia Junior College has strong rooted employer connections throughout the state of West Virginia. The institution has been in the state of West Virginia over 100 years. The Morgantown Campus will be celebrating its 100th year in 2022.

West Virginia Junior College has employer relationships with the two largest medical employers in the Morgantown area: Mon Health Medical Center and WVU Medicine. WVJC is consistently working with these partners throughout Advisory Board Meetings, ad-hoc meetings with their CEO’s, CNO’s, and

Human Resource teams. These employers also offer tuition assistance to Associate Degree Nurses to obtain their BSN.

WVJC also works with hospitals and medical centers throughout the state of West Virginia. The current online associate degree nursing students complete clinical and lab rotations at Davis Medical Center in Elkins, WV, Roane General Hospital in Spencer, WV, Logan Regional Medical Center in Logan, WV, and Greenbrier Valley Medical Center in Ronceverte, WV. Through these partnerships WVJC has been working with these facilities to offer tuition assistance to nursing students in the current online associate degree program.

WVJC continues to develop and solidify partnerships with hospitals throughout the state of West Virginia to ensure local areas can hire and retain nurses to assist in the nursing shortage. Additionally, WVJC was initially approved by the WV BON to offer its ADN program in 2012 year. It has consistently maintained successful first-time pass rates, student retention rates and graduate placement rates. The most recent successful outcomes area as follows:

- 80.7% - 2021 First-time pass rate
- 89% - WVJC Online Student Retention Rate
- 85% 2021 Graduate Placement Rate

NCLEX percent pass rate for Nursing programs over the last 3 years

In addition to Morgantown outcomes data, we are including data for our Charleston and Bridgeport locations to provide a more complete picture of WVJC's successful outcomes. The ADN program is standardized at all locations. WVJC began offering the ADN program at the Charleston and Bridgeport locations in September 2019 and June 2020, respectively. As a result, a full three years of data is not available for every location.

The following NCLEX pass rates were reported to WVJC's institutional accrediting agencies for the ADN nursing program for the respective years listed. These rates are based on the formula prescribed to us by our institutional accrediting body. This formula considers any attempt for graduates completing within the fiscal reporting year (July 1 – June 30).

Location	2018/2019	2019/2020	2020/2021
Morgantown	97%	100%	90%
Charleston	None Tested	None Tested	98%
Bridgeport	None Tested	None Tested	None Tested

The following NCLEX pass rates were reported to WV Board of Nursing for the respective years listed. These rates are based on the formula prescribed to us by the WV Board of Nursing. This formula considers first-attempt only within the calendar reporting year.

Location	2018	2019	2020	2021*
Morgantown	100%	96.88%	92.86%	80.70%
Charleston	None Tested	None Tested	None Tested	95.00%
Bridgeport	None Tested	None Tested	None Tested	None Tested**

*Not yet official/published

**Bridgeport graduated its first class in December 2021. No graduates tested in 2021. While not yet complete or official, the current pass rate for 2022 is 100%, 30 of the 30 have sat and passed the NCLEX on their first attempt.

Appendix A

AACN Education-Impact Fact Sheet



Fact Sheet:

The Impact of Education on Nursing Practice

The American Association of Colleges of Nursing (AACN), the national voice for academic nursing, believes that education has a significant impact on the knowledge and competencies of the nurse clinician, as it does for all healthcare providers. Clinicians with Bachelor of Science in Nursing (BSN) degrees are well-prepared to meet the demands placed on today's nurse. BSN nurses are prized for their skills in critical thinking, leadership, case management, and health promotion, and for their ability to practice across a variety of inpatient and outpatient settings. Nurse executives, federal agencies, the military, leading nursing organizations, healthcare foundations, magnet hospitals, and minority nurse advocacy groups all recognize the unique value that baccalaureate-prepared nurses bring to the practice setting.

AACN encourages employers to foster practice environments that embrace lifelong learning and offer incentives for registered nurses (RNs) seeking to advance their education to the baccalaureate and higher degree levels. We also encourage BSN graduates to seek out employers who value their level of education and distinct competencies.

Different Approaches to Nursing Education

There are three routes to becoming a registered nurse: a 3-year diploma program typically administered in hospitals; a 3-year associate degree usually offered at community colleges; and the 4-year baccalaureate degree offered at senior colleges and universities. Graduates of all three programs sit for the same NCLEX-RN[®] licensing examination.

Baccalaureate nursing programs encompass all of the course work taught in associate degree and diploma programs plus a more in-depth treatment of the physical and social sciences, nursing research, public and community health, nursing management, and the humanities. The additional course work enhances the student's professional development, prepares the new nurse for a broader scope of practice, and provides the nurse with a better understanding of the cultural, political, economic, and social issues that affect patients and influence healthcare delivery. For more than a decade, policymakers, healthcare authorities, and practice leaders have recognized that education makes a difference when it comes to nursing practice.

- In February 2019, the Campaign for Nursing's Future, an initiative of the Center to Champion Nursing in America, published a [series of state maps](#) showcasing the progress being made by nurses in attaining baccalaureate degrees. The percentage of RNs with a BSN or higher degree is now at an all-time high with a national average of approximately 56%, up from 49% in 2010 when the Institute of Medicine's report on the *Future of Nursing* was released. The BSN maps

are based on data compiled in the American Community Survey.

- In December 2017, New York Governor Andrew Cuomo [signed legislation into law](#) requiring future registered nurses graduating from associate degree or diploma nursing programs in the state to obtain a baccalaureate in nursing within 10 years of initial licensure. The legislators found that given “the increasing complexity of the American healthcare system and rapidly expanding technology, the educational preparation of the registered professional nurse must be expanded.”
- In the September-October 2014 issue of *Nurse Educator*, a research team led by Sharon Kumm from the University of Kansas published [findings from a statewide study](#), which showed clear differences in outcomes from BSN and ADN programs. The study showed that 42 of 109 baccalaureate outcomes were reported met in ADN programs. The 67 outcomes that were not met were in the categories of liberal education, organizational and systems leadership, evidence-based practice, healthcare policy, finance and regulatory environments, interprofessional collaboration, and population health.
- In September 2013, the Robert Wood Johnson Foundation (RWJF) released an issue of its Charting Nursing’s Future newsletter titled [The Case for Academic Progression](#), which outlined how patients, employers, and the profession benefits when nurses advance their education. Articles focus on the evidence linking better outcomes to baccalaureate and higher degree nurses, educational pathways, and promising strategies for facilitating academic progression at the school, state, and national levels. See
- In September 2012, the [Joint Statement on Academic Progression for Nursing Students and Graduates](#) was endorsed by the American Association of Colleges of Nursing, American Association of Community Colleges, Association of Community Colleges Trustees, National League for Nursing, and the Organization for Associate Degree Nursing. This historic agreement represents the first time leaders from the major national organizations representing community college presidents, boards, and program administrators have joined with representatives from nursing education associations to promote academic progression in nursing. With the common goal of preparing a well-educated, diverse nursing workforce, this statement represents the shared view that nursing students and practicing nurses should be supported in their efforts to pursue higher levels of education.
- In October 2010, the Institute of Medicine released its landmark report on [The Future of Nursing: Leading Change, Advancing Health](#), initiated by the Robert Wood Johnson Foundation, which called for increasing the number of baccalaureate-prepared nurses in the workforce to 80% by 2020. The expert committee charged with preparing the evidence-based recommendations in this report state that to respond “to the demands of an evolving health care system and meet the changing needs of patients, nurses must achieve higher levels of education.”

- In May 2010, the Tri-Council for Nursing (AACN, ANA, AONE, and NLN) issued a consensus statement calling for all RNs to advance their education in the interest of enhancing quality and safety across healthcare settings. In the statement titled [*Education Advancement of Registered Nurses*](#), the Tri-Council organizations present a united view that a more highly educated nursing workforce is critical to meeting the nation's nursing needs and delivering safe, effective patient care. In the policy statement, the Tri-Council finds that "without a more educated nursing workforce, the nation's health will be further at risk."
- In December 2009, Dr. Patricia Benner and her team at the Carnegie Foundation for the Advancement of Teaching released a new study titled *Educating Nurses: A Call for Radical Transformation*, which recommended preparing all entry-level registered nurses at the baccalaureate level and requiring all RNs to earn a master's degree within 10 years of initial licensure. The authors found that many of today's new nurses are "undereducated" to meet practice demands across settings. Their strong support for high quality baccalaureate degree programs as the appropriate pathway for RNs entering the profession is consistent with the views of many leading nursing organizations, including AACN.
- In February 2007, the Council on Physician and Nurse Supply [released a statement](#) calling for a national effort to substantially expand baccalaureate nursing programs. Chaired by Richard "Buz" Cooper, MD and Linda Aiken, PhD, RN, the Council is based at the University of Pennsylvania. In the statement, the Council noted that a growing body of research supports the relationship between the level of nursing education and both the quality and safety of patient care. Consequently, the group is calling on policymakers to shift federal funding priorities in favor of supporting more baccalaureate nursing programs. This call was reaffirmed in a new statement released in March 2008.
- In March 2005, the American Organization of Nurse Executives (AONE) released a statement calling for all RNs to be educated in baccalaureate programs in an effort to adequately prepare clinicians for their challenging, complex roles. AONE's statement, titled [*Practice and Education Partnership for the Future*](#), represents the view of nursing's practice leaders and a desire to create a more highly educated nursing workforce in the interest of improving patient safety and nursing care.
- The National Advisory Council on Nurse Education and Practice (NACNEP), policy advisors to Congress and the Secretary for Health and Human Services on nursing issues, has urged that at least two-thirds of the nurse workforce hold baccalaureate or higher degrees in nursing. Currently, only 55 percent of nurses hold degrees at the baccalaureate level and above according to HRSA's 2013 report on [*The U.S. Nursing Workforce: Trends in Supply and Education*](#).
- NACNEP found that nursing's role calls for RNs to manage care along a continuum, to work as peers in interdisciplinary teams, and to integrate clinical expertise with knowledge of community resources. The increased complexity of the scope of practice for RNs requires a workforce that has the capacity to adapt to change. It requires critical thinking and problem

solving skills; a sound foundation in a broad range of basic sciences; knowledge of behavioral, social and management sciences; and the ability to analyze and communicate data. Among the three types of entry-level nursing education programs, NACNEP found that baccalaureate education with its broader and stronger scientific curriculum best fulfills these requirements and provides a sound foundation for addressing the complex health care needs of today in a variety of nursing positions. Baccalaureate education provides a base from which nurses move into graduate education and advanced nursing roles.

- There is a growing consensus in the higher education community that a liberal arts education should be embedded in all the professional disciplines. Graduates with a liberal education are prized by employers for their analytical and creative capacities and demonstrate stronger skills in the areas of communication, assessment, cultural sensitivity, resourcefulness, the ability to apply knowledge, and scientific reasoning. Though some arts and science courses are included in ADN programs, the BSN provides a much stronger base in the humanities and sciences.
- There are 777 RN-to-BSN and 219 RN-to-MSN programs that build on the education provided in diploma and associate degree programs and prepare graduates for a broader base of practice. In addition to hundreds of individual agreements between community colleges and four-year schools, state-wide articulation agreements exist in many areas including Florida, Connecticut, Texas, Iowa, Maryland, South Carolina, Idaho, Alabama, and Nevada to facilitate advancement to the baccalaureate. These programs further validate the unique competencies gained in BSN programs.
- Registered nurses today work as a part of an interdisciplinary team with colleagues educated at the master's degree or higher level. These health professionals, including physicians, pharmacists, and speech pathologists, recognize the complexity involved in providing patient care and understand the value and need for higher education. For example, Occupational Therapists (OT) require education at the master's level, while OT Assistants are prepared at the associate degree level. Since nurses are primarily responsible for direct patient care and care coordination, these clinicians should not be the least educated member of the healthcare team.

Recognizing Differences Among Nursing Program Graduates

There is a growing body of evidence that shows that BSN graduates bring unique skills to their work as nursing clinicians and play an important role in the delivery of safe patient care.

- In the March 2019 issue of *The Joint Commission Journal of Quality and Patient Safety*, Dr. Maya Djukic and her colleagues from New York University released details from a new study, which found that baccalaureate-prepared RNs reported being significantly better prepared than associate degree nurses on 12 out of 16 areas related to quality and safety, including evidence-based practice, data analysis, and project implementation. The authors conclude

that improving accreditation and organizational policies requiring the BSN for RNs could help safeguard the quality of patient care.

- In the July 2017 issue of *BMJ Quality and Safety*, Dr. Linda Aiken and colleagues reported findings from a study of adult acute care hospitals in six European nations, which found that a greater proportion of professional nurses at the bedside is associated with better outcomes for patients and nurses. Reducing nursing skill mix by adding assistive personnel without professional nurse qualifications may contribute to preventable deaths, erode care quality, and contribute to nurse shortages.
- In a study published in the October 2014 issue of *Medical Care*, researcher Olga Yakusheva from the University of Michigan and her colleagues found that a 10% increase in the proportion of baccalaureate-prepared nurses on hospital units was associated with lowering the odds of patient mortality by 10.9%. Titled “Economic Evaluation of the 80% Baccalaureate Nurse Workforce Recommendation,” the study authors also found that increasing the amount of care provided by BSNs to 80% would result in significantly lower readmission rates and shorter lengths of stay. These outcomes translate into cost savings that would more than off-set expenses for increasing the number of baccalaureate-prepared nurses in hospital settings.
- In an article published in the March 2013 issue of *Health Affairs*, nurse researcher Ann Kutney-Lee and colleagues found that a 10-point increase in the percentage of nurses holding a BSN within a hospital was associated with an average reduction of 2.12 deaths for every 1,000 patients—and for a subset of patients with complications, an average reduction of 7.47 deaths per 1,000 patients..”
- In the February 2013 issue of the *Journal of Nursing Administration*, Mary Blegen and colleagues published findings from a cross-sectional study of 21 University HealthSystem Consortium hospitals to analyze the association between RN education and patient outcomes. The researchers found that hospitals with a higher percentage of RNs with baccalaureate or higher degrees had lower congestive heart failure mortality, decubitus ulcers, failure to rescue, and postoperative deep vein thrombosis or pulmonary embolism and shorter length of stay.
- In the October 2012 issue of *Medical Care*, researchers from the University of Pennsylvania found that surgical patients in Magnet hospitals had 14% lower odds of inpatient death within 30 days and 12% lower odds of failure-to-rescue compared with patients cared for in non-Magnet hospitals. The study authors conclude that these better outcomes were attributed in large part to investments in highly qualified and educated nurses, including a higher proportion of baccalaureate prepared nurses.

- In a January 2011 article published in the *Journal of Nursing Scholarship*, Drs. Deborah Kendall-Gallagher, Linda Aiken, and colleagues released the findings of an extensive study of the impact nurse specialty certification has on lowering patient mortality and failure to rescue rates in hospital settings. The researchers found that certification was associated with better patient outcomes, but only when care was provided by nurses with baccalaureate level education. The authors concluded that “no effect of specialization was seen in the absence of baccalaureate education.”
- In an article published in *Health Services Research* in August 2008 that examined the effect of nursing practice environments on outcomes of hospitalized cancer patients undergoing surgery, Dr. Christopher Friese and colleagues found that nursing education level was significantly associated with patient outcomes. Nurses prepared at the baccalaureate-level were linked with lower mortality and failure-to-rescue rates. The authors conclude that “moving to a nurse workforce in which a higher proportion of staff nurses have at least a baccalaureate-level education would result in substantially fewer adverse outcomes for patients.”
- In a study released in the May 2008 issue of the *Journal of Nursing Administration*, Dr. Linda Aiken and her colleagues confirmed the findings from her landmark 2003 study (see below) which show a strong link between RN education level and patient outcomes. Titled “Effects of Hospital Care Environment on Patient Mortality and Nurse Outcomes,” these leading nurse researchers found that every 10% increase in the proportion of BSN nurses on the hospital staff was associated with a 4% decrease in the risk of death.
- In the January 2007 *Journal of Advanced Nursing*, a study on the “Impact of Hospital Nursing Care on 30-day Mortality for Acute Medical Patients” found that BSN-prepared nurses have a positive impact on lowering mortality rates. Led by Dr. Ann E. Tourangeau, researchers from the University of Toronto and the Institute for Clinical Evaluative Sciences in Ontario studied 46,993 patients admitted to the hospital with heart attacks, strokes, pneumonia and blood poisoning. The authors found that: “Hospitals with higher proportions of baccalaureate-prepared nurses tended to have lower 30-day mortality rates. Our findings indicated that a 10% increase in the proportion of baccalaureate prepared nurses was associated with 9 fewer deaths for every 1,000 discharged patients.”
- In a study published in the March/April 2005 issue of *Nursing Research*, Dr. Carole Estabrooks and her colleagues at the University of Alberta found that baccalaureate prepared nurses have a positive impact on mortality rates following an examination of more than 18,000 patient outcomes at 49 Canadian hospitals. This study, titled *The Impact of Hospital Nursing Characteristics on 30-Day Mortality*, confirms the findings from Dr. Linda Aiken’s landmark study in September 2003.

- In a study published in the September 24, 2003 issue of the *Journal of the American Medical Association* (JAMA), Dr. Linda Aiken and her colleagues at the University of Pennsylvania identified a clear link between higher levels of nursing education and better patient outcomes. This extensive study found that surgical patients have a "substantial survival advantage" if treated in hospitals with higher proportions of nurses educated at the baccalaureate or higher degree level. In hospitals, a 10 percent increase in the proportion of nurses holding BSN degrees decreased the risk of patient death and failure to rescue by 5 percent. The study authors further recommend that public financing of nursing education should aim at shaping a workforce best prepared to meet the needs of the population. They also call for renewed support and incentives from nurse employers to encourage registered nurses to pursue education at the baccalaureate and higher degree levels.
- Evidence shows that nursing education level is a factor in patient safety and quality of care. As cited in the report *When Care Becomes a Burden* released by the Milbank Memorial Fund in 2001, two separate studies conducted in 1996 – one by the state of New York and one by the state of Texas – clearly show that significantly higher levels of medication errors and procedural violations are committed by nurses prepared at the associate degree and diploma levels as compared with the baccalaureate level. These findings are consistent with findings published in the July/August 2002 issue of *Nurse Educator* magazine that references studies conducted in Arizona, Colorado, Louisiana, Ohio and Tennessee that also found that nurses prepared at the associate degree and diploma levels make the majority of practice-related violations.
- Chief nurse officers (CNO) in university hospitals prefer to hire nurses who have baccalaureate degrees, and nurse administrators recognize distinct differences in competencies based on education. In a 2001 survey published in the *Journal of Nursing Administration*, 72% of these directors identified differences in practice between BSN-prepared nurses and those who have an associate degree or hospital diploma, citing stronger critical thinking and leadership skills.
- Studies have also found that nurses prepared at the baccalaureate level have stronger communication and problem-solving skills (Johnson, 1988) and a higher proficiency in their ability to make nursing diagnoses and evaluate nursing interventions (Giger & Davidhizar, 1990).
- Research shows that RNs prepared at the associate degree and diploma levels develop stronger professional-level skills after completing a BSN program. In a study of RN-to-BSN graduates from 1995 to 1998 (Phillips, et al., 2002), these students demonstrated higher competency in nursing practice, communication, leadership, professional integration, and research/evaluation.
- Data show that health care facilities with higher percentages of BSN nurses enjoy better patient outcomes and significantly lower mortality rates. Magnet hospitals are model patient

care facilities that typically employ a higher proportion of baccalaureate prepared nurses, 59% BSN as compared to 34% BSN at other hospitals. In several research studies, Marlene Kramer, Linda Aiken and others have found a strong relationship between organizational characteristics and patient outcomes.

- The fact that passing rates for the NCLEX-RN[®], the national licensing exam for RNs, are essentially the same for all three types of graduates is not proof that there are no differences among graduates. The NCLEX-RN[®] is a multiple-choice test that measures the *minimum technical competency* for safe entry into basic nursing practice. Passing rates *should* be high across all programs preparing new nurses. This exam does not test for differences between graduates of different entry-level programs. The NCLEX-RN[®] is only one indicator of competency, and it does not measure performance over time or test for all of the knowledge and skills developed through a BSN program.

Public and Private Support for BSN-Prepared Nurses

The federal government, the military, nurse executives, healthcare foundations, nursing organizations, and practice settings acknowledge the unique value of baccalaureate-prepared nurses and advocate for an increase in the number of BSN nurses across clinical settings.

- The nation's **Magnet hospitals**, which are recognized for nursing excellence and superior patient outcomes, have moved to require all nurse managers and nurse leaders to hold a baccalaureate or graduate degree in nursing. Settings applying for Magnet designation must also show what plans are in place to achieve the IOM recommendation of having an 80% baccalaureate prepared RN workforce by 2020.
- The **National Advisory Council on Nurse Education and Practice (NACNEP)** calls for at least two-thirds of the nurse workforce to hold baccalaureate or higher degrees in nursing. Currently, only 55 percent of nurses hold degrees at the baccalaureate level and above.
- In the interest of providing the best patient care and leadership by its nurse corps officers, the **U.S. Army, U.S. Navy and U.S. Air Force** all require the baccalaureate degree to practice as an active duty Registered Nurse. Commissioned officers within the **U.S. Public Health Service** must also be baccalaureate-prepared.
- The **Veteran's Administration (VA)**, the nation's largest employer of registered nurses, has established the baccalaureate degree as the minimum preparation its nurses must have for promotion beyond the entry-level.
- Minority nurse organizations, including the **National Black Nurses Association, Hispanic Association of Colleges and Universities, and National Association of Hispanic Nurses**, are committed to increasing the number of minority nurses with baccalaureate and higher degrees.

- Based on a nationwide **Harris Poll** conducted in June 1999, an overwhelming percentage of the public – 76% – believes that nurses should have four years of education or more past high school to perform their duties.
- The **Pew Health Professions Commission** in a 1998 report called for a more concentrated production of baccalaureate and higher degree nurses. This commission was an interdisciplinary group of health care leaders, legislators, academics, corporate leaders, and consumer advocates created to help policy-makers and educators produce health care professionals able to meet the changing needs of the American health care system.
- Countries around the world are moving to create a more highly educated nursing workforce. Canada, Sweden, Portugal, Brazil, Iceland, Korea, Greece and the Philippines are just some of the countries that require a four-year undergraduate degree to practice as a registered nurse.

References

Aiken, L. H., Sloan, D., Griffiths, P. et al. (2017). Nursing skill mix in European hospitals: association with mortality, patient ratings, and quality of care. *BMJ Quality & Safety*, 26(7), 559-568. doi:10.1136/bmjqs-2016-005567.

Aiken, L.H., Clarke, S.P., Sloane, D.M., Lake, E.T. & Cheney, T. (2008, May). Effects of hospital care environment on patient mortality and nurse outcomes. *Journal of Nursing Administration*, 38(5), 223-229.

Aiken, L.H., Clarke, S.P., Cheung, R.B., Sloane, D.M., & Silber, J.H. (2003, September 24). Educational levels of hospital nurses and surgical patient mortality, *Journal of the American Medical Association*, 290, 1617-1623.

American Association of Colleges of Nursing (2019). 2018-2019 Enrollment and graduations in baccalaureate and graduate programs in nursing. Washington, DC: Author.

American Association of Colleges of Nursing, American Association of Community Colleges, Association of Community College Trustees, National League for Nursing, National Organization for Associate Degree Nursing. (2012, September). Joint statement on academic progression for nursing students and graduates. Available online at <https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Academic-Progression>.

American Organization of Nurse Executives. (2005). Practice and education partnership for the future. Washington, DC: American Organization of Nurse Executives.

Benner, P., Sutphen, M., Leonard, V. & Day, L. (2009). *Educating Nurses: A Call for Radical*

Transformation. Carnegie Foundation for the Advancement of Teach. San Francisco: Jossey-Bass.

Blegen, M.A., Goode, C.J., Park, S.H., Vaughn, T. & Spetz, J. (2013, February). Baccalaureate education in nursing and patient outcomes. *Journal of Nursing Administration*, 43(2), 89-94.

Delgado, C. (2002, July/August). Competent and safe practice: a profile of disciplined registered nurses. *Nurse Educator*, 27(4), 159-61.

Djukic, M., Stimpfel, A.W., & Kovner, C. (2019, March). Bachelor's degree nurse graduates report better quality and safety educational preparedness than associate degree graduates. *Joint Commission Journal on Quality and Patient Safety*, 45(3), 180-186.

Estabrooks, C.A., Midodzi, W.K., Cummings, G.C., Ricker, K.L. & Giovanetti, P. (2005, March/April). The impact of hospital nursing characteristics on 30-day mortality. *Nursing Research*, 54(2), 72-84.

Fagin, C.M. (2001). When care becomes a burden: Diminishing access to adequate nursing. Millbank Memorial Fund, New York, NY.

Friese, C.R., Lake, E.T., Aiken, L.H., Silber, J.H. & Sochalski, J. (2008, August). Hospital nurse practice environments and outcomes for surgical oncology patients. *Health Services Research*, 43(4), 1145-1163.

Giger, J.N. & Davidhizar, R.E. (1990). Conceptual and theoretical approaches to patient care: Associate versus baccalaureate degree prepared nurses. *Journal of Advanced Nursing*, 15(9), 1009-1015.

Goode, C.J., Pinkerton, S., McCausland, M.P., Southard, P., Graham, R. & Krsek, C. (2001). Documenting chief nursing officers' preference for BSN-prepared nurses. *The Journal of Nursing Administration*, 31(2). 55-59.

Graff, C., Roberts, K., & Thornton, K. (1999). An ethnographic study of differentiated practice in an operating room. *Journal of Professional Nursing*, 15(6), 364-371.

Health Resources and Services Administration, National Center for Health Workforce Analysis. (2013, April). The U.S. nursing workforce: Trends in supply and education. Accessible online at <http://bhpr.hrsa.gov/healthworkforce/reports/nursingworkforce/index.html>.

Institute of Medicine. (2010). *The Future of Nursing: Leading Change, Advancing Health*. Washington, DC: National Academies Press.

- Johnson, J. (1988). Differences in the performance of baccalaureate, associate degree and diploma nurses: A meta-analysis. *Research in Nursing and Health*, 11, 183-197.
- Kendall-Gallagher, D., Aiken, L., Sloane, D.M. & Cimiotti, J.P. (2011, January). Nurse specialty certification, inpatient mortality, and failure to rescue. *Journal of Nursing Scholarship*, 43(2), 188-194.
- Kramer, M. & Hafner, L.P. (1989). Shared values: Impact on staff nurse job satisfaction and perceived productivity. *Nursing Research*, 38, 172-177.
- Kramer, M. & Schmalenberg, C. (1988). Magnet hospitals: Part I, Institutions of excellence. *Journal of Nursing Administration*, 18(1), 13-24.
- Kumm, S., Godfrey, N., Martin, D., Tucci, M., Muenks, M., & Spaeth, T. (2014). Baccalaureate outcomes met by associate degree programs. *Nursing Educator*, 39(5), 216-220.
- Kutney-Lee, A., Sloane, D.M. & Aiken, L. (2003, March). An increase in the number of nurses with baccalaureate degrees is linked to lower rates of post-surgery mortality. *Health Affairs*, 32(3), 579-586.
- McHugh, M.D., Kelly, L.A., Smith, H.L., Wu, E.S., Vanak, J.M. & Aiken, L.H. (2012, October). Lower Mortality in Magnet Hospitals. *Medical Care*, Publication forthcoming (published ahead of print).
- National Advisory Council on Nurse Education and Practice (1996). *Report to the Secretary of the Department of Health and Human Services on the basic registered nurse workforce*. Washington, DC: United States Department of Health and Human Services, Health Resources and Services Administration.
- National Council of State Boards of Nursing (2002). 2001 Employers survey. Chicago: Author.
- Phillips, C.Y., Palmer, C.V., Zimmerman, B.J. & Mayfield, M. (2002). Professional development: Assuring growth of RN-to-BSN students. *Journal of Nursing Education*, 41(6), 282-283.
- Tourangeau, A.E, Doran, D.M., McGillis Hall, L., O'Brien Pallas, L., Pringle, D., Tu, J.V. & Cranley, L.A. (2007, January). Impact of hospital nursing care on 30-day mortality for acute medical patients. *Journal of Advanced Nursing*, 57(1), 32-41.
- Tri-Council for Nursing. (2010, May). Educational advancement of registered nurses: A consensus position. Available online at <https://www.aacnnursing.org/Portals/42/News/5-10-TricouncilEdStatement.pdf>.

Yakusheva, O., Lindrooth, R. & Weiss, M. (2014, October). Economic evaluation of the 80% baccalaureate nurse workforce recommendation: A patient-level analysis. *Medical Care*, 52(10), 864-869.

Last Update: April 2019

Appendix B

Board of Directors Approval



SPECIAL MEETING OF BOARD OF DIRECTORS
WEST VIRGINIA JUNIOR COLLEGE @ MORGANTOWN, INC.


The Board of Directors of West Virginia Junior College @ Morgantown, Inc. held a Special Meeting on March 10, 2022, to consider a request from its Leadership Team to elevate its licensing and accreditation to the Bachelor's level through the application of a Bachelor's of Nursing Program.

The Board of Directors considered this matter and resolves as follows:

1. For over a decade, West Virginia Junior College, Inc, has been offering nursing training at the ADN level.
2. A significant number of graduates from WVJC's ADN program seek options to advance their nursing training through BSN programs.
3. WVJC has both the academic and financial resources to support the offering of a BSN program.
4. WVJC has the desire to expand its nursing training to the bachelor's level to help meet growing workforce demands for advanced nursing training.

THEREFORE, be it resolved that on this day, the Board of Directors of West Virginia Junior College, Inc, duly passed a resolution that the institution make application for a Bachelor of Nursing program. Furthermore, the Board of Directors makes a full commitment to the financial resources necessary to successfully complete this elevation as presented in the proposed budget.

In accordance with the Articles of Incorporation and By Laws said resolution has been duly recorded in the Corporate Minute Book and is in full force and effect.


Chad T. Callen, Board Member


Patricia A. Callen, Board Member


Sharon C. Rhoads, Board Member

Appendix C

AACN Nursing Shortage Fact Sheet



Fact Sheet: Nursing Shortage

The U.S. is projected to experience a shortage of Registered Nurses (RNs) that is expected to intensify as Baby Boomers age and the need for health care grows. Compounding the problem is the fact that nursing schools across the country are struggling to expand capacity to meet the rising demand for care. The **American Association of Colleges of Nursing (AACN)** is working with schools, policy makers, nursing organizations, and the media to bring attention to this healthcare concern. AACN is leveraging its resources to shape legislation, identify strategies, and form collaborations to address the shortage. To keep stakeholders abreast of the issues, this fact sheet has been developed along with a [companion Web resource](#).

Current and Projected Shortage Indicators

- According to the Bureau of Labor Statistics' [Employment Projections 2019-2029](#), Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2029. The RN workforce is expected to grow from 3 million in 2019 to 3.3 million in 2029, an increase of 221,900 or 7%. The Bureau also projects 175,900 openings for RNs each year through 2029 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S.
- According to the [United States Registered Nurse Workforce Report Card and Shortage Forecast: A Revisit](#) published in the May/June 2018 issue of the *American Journal of Medical Quality*, a shortage of registered nurses is projected to spread across the country between 2016 and 2030. In this state-by-state analysis, the authors forecast the RN shortage to be most intense in the South and the West.
- In October 2010, the Institute of Medicine released its landmark report on [The Future of Nursing](#), initiated by the Robert Wood Johnson Foundation, which called for increasing the number of baccalaureate-prepared nurses in the workforce to 80% and doubling the population of nurses with doctoral degrees. The current nursing workforce falls far short of these recommendations with only 64.2% of registered nurses prepared at the baccalaureate or graduate degree level according to the [latest workforce survey](#)

conducted by the National Council of State Boards of Nursing.

- In July 2010, the Tri-Council for Nursing released a joint statement on [Recent Registered Nurse Supply and Demand Projections](#), which cautioned stakeholders about declaring an end to the nursing shortage. The downturn in the economy has led to an easing of the shortage in many parts of the country, a recent development most analysts believe to be temporary. In the joint statement, the Tri-Council raises serious concerns about slowing the production of RNs given the projected demand for nursing services, particularly in light of healthcare reform.

Contributing Factors Impacting the Nursing Shortage

Nursing school enrollment is not growing fast enough to meet the projected demand for RN and APRN services.

Though AACN reported a 5.1% enrollment increase in entry-level baccalaureate programs in nursing in 2019, this increase is not sufficient to meet the projected demand for nursing services, including the need for more nurse faculty, researchers, and primary care providers.

A shortage of nursing school faculty is restricting nursing program enrollments.

- According to AACN's report on [2019-2020 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing](#), U.S. nursing schools turned away 80,407 qualified applicants from baccalaureate and graduate nursing programs in 2019 due to insufficient number of faculty, clinical sites, classroom space, and clinical preceptors, as well as budget constraints. Almost two-thirds of the nursing schools responding to the survey pointed to a shortage of faculty and/or clinical preceptors as a reason for not accepting all qualified applicants into their programs.

A significant segment of the nursing workforce is nearing retirement age.

- According to a [2018 National Sample Survey of Registered Nurses](#) conducted by the Health Resources and Services Administration found that the average age for an RN is 50 years old, which may signal a large wave over the next 15 years
- In a [Health Affairs blog](#) posted in May 2017, Dr. Peter Buerhaus and colleagues project that more than 1 million registered nurses will leave the workforce by 2030.

Changing demographics signal a need for more nurses to care for our aging population.

- In 2017, the [U.S. Census Bureau reported](#) that by 2030, the number of US residents age 65 and over is projected to be 82 million. With larger numbers of older adults, there will

be an increased need for geriatric care, including care for individuals with chronic diseases and comorbidities.

Insufficient staffing is raising the stress level of nurses, impacting job satisfaction, and driving many nurses to leave the profession.

- In the July 2017 issue of *BMJ Quality & Safety*, the international journal of healthcare improvement, Dr. Linda Aiken and her colleagues released [findings from a study of acute care hospitals](#) in Belgium, England, Finland, Ireland, Spain, and Switzerland, which found that a greater proportion of professional nurses at the bedside is associated with better outcomes for patients and nurses. Reducing nursing skill mix by adding assistive personnel without professional nurse qualifications may contribute to preventable deaths, erode care quality, and contribute to nurse shortages.
- In the March 2005 issue of *Nursing Economics*, Dr. Peter Buerhaus and colleagues found that more than 75% of RNs believe the nursing shortage presents a major problem for the quality of their work life, the quality of patient care, and the amount of time nurses can spend with patients. Looking forward, almost all surveyed nurses see the shortage in the future as a catalyst for increasing stress on nurses (98%), lowering patient care quality (93%) and causing nurses to leave the profession (93%).

High nurse retirement and turnover rates are affecting access to health care.

- In the September 21, 2015 *Science Daily*, healthcare economist David Auerbach released [findings from a new study](#), which found that almost 40% of registered nurses are over the age of 50. "The number of nurses leaving the workforce each year has been growing steadily from around 40,000 in 2010 to nearly 80,000 by 2020. Meanwhile, the dramatic growth in nursing school enrollment over the last 15 years has begun to level off."
- In September 2007, Dr. Christine T. Kovner and colleagues found that 13% of newly licensed RNs had changed principal jobs after one year, and 37% reported that they felt ready to change jobs. These findings were reported in the *American Journal of Nursing* in the article [Newly Licensed RNs' Characteristics, Work Attitudes, and Intentions to Work](#).

Impact of Nurse Staffing on Patient Care

Many scientific studies point to the connection between adequate levels of registered nurse staffing and safe patient care.

- In a study published in the journal *BMJ Quality & Safety* in May 2013, researcher Heather L. Tubbs-Cooley and colleagues observed that higher patient loads were associated with higher hospital readmission rates. The study found that when more than

four patients were assigned to an RN in pediatric hospitals, the likelihood of hospital readmissions increased significantly.

- In the August 2012 issue of the *American Journal of Infection Control*, Dr. Jeannie Cimiotti and colleagues identified a significant association between high patient-to-nurse ratios and nurse burnout with increased urinary tract and surgical site infections. In this study of Pennsylvania hospitals, the researchers found that increasing a nurse's patient load by just one patient was associated with higher rates of infection. The authors conclude that reducing nurse burnout can improve both the well-being of nurses and the quality of patient care.
- In a study publishing in the April 2011 issue of *Medical Care*, Dr. Mary Blegen and her colleagues from the University of California, San Francisco found that higher nurse staffing levels were associated with fewer deaths, lower failure-to-rescue incidents, lower rates of infection, and shorter hospital stays.
- In March 2011, Dr. Jack Needleman and colleagues published findings in the *New England Journal of Medicine*, which indicate that insufficient nurse staffing was related to higher patient mortality rates. These researchers analyzed the records of nearly 198,000 admitted patients and 177,000 eight-hour nursing shifts across 43 patient-care units at large academic health centers. The data show that the mortality risk for patients was about 6% higher on units that were understaffed as compared with fully staffed units. In the study titled "Nurse Staffing and Inpatient Hospital Mortality," the researchers also found that when a nurse's workload increases because of high patient turnover, mortality risk also increases.
- In a study published in the April 2010 issue of *Health Services Research*, Dr. Linda Aiken and colleagues found that lower patient-nurse ratios on medical and surgical units were associated with significantly lower patient mortality rates. The study is titled "Implications of the California Nurse Staffing Mandate on Other States."
- In the June 2009 issue of the *International Journal of Nursing Studies*, a research team lead by Dr. Koen Van den Heede found a significant association between the number of baccalaureate-prepared RNs on cardiac care units and in-hospital mortality. Data analyzed by this international team of researcher that included representatives from Belgium, Canada, the Netherlands, and the United States showed that there were 4.9 fewer deaths per 1,000 patients on intensive care units staffed with a higher percentage of nurses with bachelor's degrees.

- A growing body of research clearly links baccalaureate-prepared nurses to lower mortality and failure-to-rescue rates. The latest studies published in the journals *Health Services Research* in August 2008 and the *Journal of Nursing Administration* in May 2008 confirm the findings of several previous studies which link education level and patient outcomes. Efforts to address the nursing shortage must focus on preparing more baccalaureate-prepared nurses in order to ensure access to safe patient care.
- In March 2007, a comprehensive report initiated by the Agency for Healthcare Research and Quality was released on *Nursing Staffing and Quality of Patient Care*. Through this meta-analysis, the authors found that the shortage of registered nurses, in combination with an increased workload, poses a potential threat to quality. Increases in registered nurse staffing was associated with reductions in hospital-related mortality and failure to rescue as well as reduced length of stays.
- A shortage of nurses prepared at the baccalaureate level is affecting health care quality and patient outcomes. In a study published September 24, 2003 in the *Journal of the American Medical Association (JAMA)*, Dr. Linda Aiken and her colleagues at the University of Pennsylvania identified a clear link between higher levels of nursing education and better patient outcomes. This extensive study found that surgical patients have a "substantial survival advantage" if treated in hospitals with higher proportions of nurses educated at the baccalaureate or higher degree level. In hospitals, a 10% increase in the proportion of nurses holding BSN degrees decreased the risk of patient death and failure to rescue by 5%.

Impact of Nurse Staffing on Patient Care

- Many statewide initiatives are underway to address both the shortage of RNs and nurse educators. For example, in January 2014, the University of Wisconsin (UW) announced the \$3.2 million Nurses for Wisconsin initiative – funded through a UW System Economic Development Incentive Grant – to provide fellowships and loan forgiveness for future nurse faculty who agree to teach in the state after graduation. This program was launched in response to projections that Wisconsin could see a shortage of 20,000 nurses by 2035. For a sampling of other state-based initiatives, visit
- Nursing schools are forming strategic partnerships and seeking private support to help expand student capacity. For example, the University of Minnesota announced a partnership with the Minnesota VA Health Care System in June 2013 to expand enrollment in the school's BSN program. With a focus on enhancing care to veterans, the VA committed \$5.3 million to the university to expand clinical placement sites, fund

additional faculty, and support interprofessional engagement. For similar initiatives, visit

- In September 2010, AACN announced the expansion of [NursingCAS](#), the nation's centralized application service for RN programs, to include graduate programs. One of the primary reasons for launching NursingCAS was to ensure that all vacant seats in schools of nursing are filled to better meet the need for RNs, APRNs, and nurse faculty.
- In June 2010, the Robert Wood Johnson Foundation released its [Charting Nursing's Future newsletter](#) which focused on the capacity innovations of 12 partnerships that are effectively addressing the nursing and nurse faculty shortages. Among the recommendations advanced are requiring all new nurses to complete a BSN program within 10 years of licensure and enhancing the pipeline into BSN and graduate nursing programs.
- Since February 2002, Johnson & Johnson has sustained the *Campaign for Nursing's Future*, a multimedia initiative to promote careers in nursing and polish the image of nursing. This multimillion dollar effort includes television commercials, a recruitment video, a [Web site](#), brochures, and other visuals.

Last Update: September 2020

Appendix D

West Virginia Center for Nursing
Releases 2020 Data as Part of
Efforts to Strengthen State's
Nursing Workforce



News

[Articles](#)

[Commentaries](#)

[News](#)

[News Releases](#)

West Virginia Center for Nursing releases 2020 data as part of efforts to strengthen state's nursing workforce

March 4, 2021

CHARLESTON, WV - The West Virginia Center for Nursing has released [Registered Nurse \(RN\) and Advanced Practiced Registered Nurse \(APRN\) supply data for 2020](#). This information will allow the state to assess the strength of West Virginia's nursing workforce and inform stakeholders as they continue planning around nursing workforce development.

"The Center aggregates these data on a yearly basis and has developed a consistent timeline for its collection and dissemination that will be used going forward," says **Gerald Bragg, chair of the West Virginia Center for Nursing Board of Directors**. "This information provides the public and stakeholders with vital information about the current state of nursing in West Virginia and offers areas where we can improve."

West Virginia currently licenses 34,215 RNs and 4,318 APRNs. Of those licensees, 21,374 RNs and 2,629 APRNs report working in West Virginia. This data set primarily focuses on nurses licensed in West Virginia who work in the state. The Center plans to work on data sharing agreements with licensing boards in other states that will allow future data sets to reflect nurses who are licensed in other states but working in West Virginia.

Through its collaboration with the West Virginia RN Board, the Center aggregated data and created Tableau Data Dashboards that are available for public use. These dashboards provide information on nurses working in the state as it relates to basic demographics, education levels, employment status, employment settings, employment specialties, employment locations, and additional details.

Key takeaways from the new data include the following:

- Of those nurses working in the state, 38% (6,904) of RNs and 29% (679) of APRNs are 50 years of age or older.

What this means: As experienced nurses enter retirement, state workforce planners will be faced with the need to replace these experienced nurses to meet demand. One-quarter of all nurses working in the state have over 25 years of nursing experience. Loss of knowledge and its impact on quality of care will need to be considered as nurses begin to retire.

- Over 86% of all licensed nurses in West Virginia are working full time in nursing, with 7% working part time, and 6% working per diem or on an as-needed basis in nursing. Less than 0.5% of nurses licensed in the state are employed in fields outside of nursing. Approximately 7% of nurses hold two or more nursing positions.

What this means: As the nursing population ages and large numbers of nurses begin to retire, replacement of full-time workers will be essential.

- Of those nurses who have indicated they are unemployed (3.3% of all licensees), only 0.3% of nurses cite that they are unemployed because they have difficulty locating a nursing position or because of inadequate salary.

What this means: There is likely not a surplus of nurses in the state, and the vast majority of nurses who want a job can obtain one.

- More than 20% of nurses licensed in West Virginia live in the contiguous states of PA, OH, VA, KY, and MD.

What this means: The state should consider additional ways to retain nurses in West Virginia.

To view the RN and APRN Tableau Data Dashboards and the Center's other data sets, visit <https://wvcenterfornursing.org/data-reports/>.

The West Virginia Center for Nursing, which is housed within the state's Higher Education Policy Commission, leads strategies to support the education, recruitment, and retention of nurses in West Virginia.

###

Share this:



Posted in [News](#), [News Releases](#)

[← West Virginia's 18th Undergraduate Research Day to feature over 70 virtual student presentations this Friday](#)

[Deadline for West Virginia high school seniors to apply for Promise Scholarship extended until July 1 →](#)

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard, East - Suite 700
Charleston, WV 25301
304-558-2101 (phone)
304-558-1011 (fax)
[Questions or comments? Email us.](#)

Office hours:
Mon - Fri, 8 a.m. to 5 p.m.

Search

[Commissioners](#)
[Meetings](#)
[Contact us](#)
[Directions and parking](#)
[Student complaint process](#)
[Consumer complaints](#)
[Privacy and accessibility](#)
[Information security and data privacy](#)
[FAQs](#)
[Download Adobe Reader](#)



Appendix E

Christin Faith Carol Mearns CV



CHRISTIN FAITH CARLO MEARNS

Johnstown,PA 15904 ♦ (814)-341-2094 ♦ christinc318@gmail.com

PROFESSIONAL SUMMARY

Experienced nursing professional with proven teaching expertise and devotion to building up new nurses with skills necessary to excel in today's healthcare settings. Top-notch clinical expertise, sound judgment and strengths in workflow optimization and strategic planning. Vigilant and conscientious about isolating and resolving concerns.

SKILLS

- Nursing staff leadership
- Medical/surgical nursing
- Nursing strategy improvement
- HIPAA education
- Critical care nursing
- Medical and nursing coordination
- Nursing standards
- Supervising students

WORK HISTORY

Interim Nursing Program Director, 12/2021-Present

West Virginia Junior College – Morgantown, WV

- Responsible for the effective, competent, and efficient management of the education program so that program objectives and standards are met and outcome are achieved as set forth by the institution, state board of nursing, and accrediting bodies.

Clinical Coordinator and Nursing Faculty, 07/2021-Present

West Virginia Junior College – Morgantown, WV

- Coordinates and facilitates selection of clinical facilities in the acute, long-term, and community health agencies for clinical placement as well as experiential learning activities for students in the nursing department. Coordinates all labs (including simulation) and equipment use for readiness of use. Ensures equitable ability to use clinical labs/simulation labs by all nursing courses. Assists faculty in creating high quality clinical experiences for nursing students by serving as a liaison between faculty and clinical agencies.

Associate Nursing Professor, 10/2015 to 08/2021

Blue Ridge Community Technical College – Martinsburg, WV

- Demonstrates quality nursing care, problem solving skills, effective use of resources, collaboration with other health professionals, and professional standards as outlined by the nursing department/

- Contributed educational and clinical expertise to help optimize training courses and boost student learning.

Emergency Room Staff Nurse, 07/2018 to 05/2019

Jefferson Medical Center – Ranson, WV

- Managed care of pediatric, adults, elderly patients including triaging, evaluating, and ordering appropriate laboratory tests, diagnostic imaging, medications, and interventions within the nursing protocol in an emergency room setting. Served as a preceptor for newly hired staff and nursing students
- Followed facility policies, OSHA safety rules and HIPAA regulations to maintain legal compliance

Emergency Room Staff Nurse, 04/2016 to 10/2018

Prince William Medical Center – Manassas, VA.

- Manages care of pediatric, adults, elderly patients including triaging, evaluating, and ordering appropriate laboratory tests, diagnostic imaging, medications, and interventions within the nursing protocol in an emergency room setting. Precepted newly hired staff and nursing students
- Utilizes ethical, legal and professional standards of practice

Staff Nurse, 09/2014 to 01/2016

Warren Memorial Hospital – Front Royal, VA

- Ordered, interpreted and evaluated diagnostic tests to identify and assess patient condition. Conferred with physicians to discuss diagnosis and formulate well-coordinated treatment approaches. Coordinated with physicians to perform bedside procedures
- Delivered medications via oral, IV and intramuscular injections, monitoring responses to address new concerns

Adjunct Clinical Professor, 08/2014 to 12/2015

Lord Fairfax Community College – Middletown, VA

- Directly cared for patients at least 12 hours each month to maintain currency on clinical techniques
- Strived to continuously update course strategies and content based on current trends and technological advancements in healthcare
- Contributed educational and clinical expertise to help optimize training courses and boost student learning

Staff Nurse, 04/2012 to 06/2015

Corizon Health Care – Hagerstown, MD

- Ordered, interpreted and evaluated diagnostic tests to identify and assess patient condition
- Delivered medications via oral, IV and intramuscular injections, monitoring responses to address new concerns

Staff Nurse, 08/2013 to 01/2015

Berkley Medical Center – Martinsburg, WV

- Developed and implemented patient care plans with medical team, identified opportunities for care improvements and sought assistance to enact accurate alterations
- Interpreted labs, diagnostic tests , and identified abnormal results requiring interventions. Conferred with physicians to devise holistic plan of care and discuss treatment modalities

Assistant Director of Nursing MCTC, 10/2013 to 08/2014

Wexford Health Sources – Hagerstown, MD

- Supervision and direction of day to day operation enforcing policy and procedure
- Staff scheduling, staff performance appraisals
- Managing and communication between different vendors and custody departments,establishing and maintaining PAR levels
- Completing and submitting CQI studies of facility and participating and implementing in correction plans

ADON/Backup Clinical Reimbursement Coordinator, 08/2010 to 04/2013

Genesis Healthcare Shenandoah Center – Charles Town, WV

- Admission and Assessment of new patients,care plan implementation and management
- Staffing and enforcing policies and procedures
- Staff nurse: administration of medications, phlebotomy, IV insertion/management/administration of medications, management of JP/pin rose drains, management of central lines,wound care
- Completing and submitting federal assessments for reimbursement

08/2010 to 03/2010

LICENSES – Virginia (Compact State)

EDUCATION

Master of Science in Nursing in Nursing Education

Capella University - Minneapolis, MN

Bachelor of Science: Nursing

Shenandoah University - Winchester, VA

CERTIFICATIONS

BLS August 2008 - Present ACLS May 2014-May 2020 PALS May 2016- May 2020 TNCC May 2018- Present

Appendix F

MSN Prepared Faculty CV's



ANGELA SUSAN BOHON

98 Estate Dr. Morgantown, WV 26508 • (304) 906-1113 • angie_bohon@yahoo.com

EDUCATION

Doctorate of Nursing Practice, West Virginia University School of Nursing, August 2020

- 400-hour DNP-Mentored Experience, DNP Capstone: Evaluation of the Care and Communication Bundle to Improve Palliative Care in the Intensive Care Units

Master of Science in Nursing, West Virginia University School of Nursing, May 2019

- 600-hour MD/PA-Mentored Experience, Primary Care/Dermatology. St. George Medical Clinic, Fall – Spring 2018-2019

Bachelor of Science in Nursing, West Virginia University School of Nursing, December 2015

- 200-hour RN-Mentored Experience, Bone Marrow Transplant Unit, Ruby Memorial Hospital, Fall 2015

WORK EXPERIENCE

Nurse Practitioner, Critical Care / Pulmonology, Mon Health Medical Center:
Morgantown WV: June 2019 – Present

- Provide advanced critical care to patients in ICU and CCU areas
- Managed acute and chronic lung diseases
- Coordinated total patient centered-care both meeting the physical, age specific, social and mental status, cultural and spiritual needs of patients

Nurse Practitioner, Primary Care/Dermatology, St. George Medical Center, Parsons WV:
June 2019 – Present

- Managed acute and chronic diseases for patients from aged 6 months and up
- Coordinate total patient centered-care both meeting the physical, age specific, social and mental status, cultural and spiritual needs of patients

Adjunct Professor, West Virginia Junior College: Morgantown WV: June 2020 – Present

- Support West Virginia Junior College's diversity commitment and strong student-centered vision and mission
- Developing, delivering, and reviewing course material and syllabi for ASN prepared nursing students
- Creating a classroom environment where students feel comfortable participating and learning.

CERTIFICATIONS, AWARDS, AND CIVIC ENGAGEMENT

Member, Sigma Theta Tau International, Alpha Rho Chapter, April 2015 – Present

Recipient, Patsy Hessen Haslam Public Health Nursing Award, April 2015

Recipient, WVU HSTA Scholar: June 2011 – Present

ACLS Certified, 2017 - Present

Nurse Practitioner: Board certified 2019 through AANP.

Jennifer Callear, MSN, RN, CCRN, PCCN

601 Owens Avenue, McKeesport, PA, 15133

412-977-9017

jenn.callear@gmail.com

<https://www.linkedin.com/in/jennifer-callear-msn-rn-ccrn-pccn-096b2041>

PROFESSIONAL EXPERIENCE

West Virginia Junior College, Morgantown, WV **October 2021 – present**

- Clinical instruction and supervision of 7-10 nursing students.
- Provides student instruction, meaningful experiences, guidance, and evaluation during delivery of care while ensuring safe nursing care and quality patient outcomes.
- Observes and critiques medication administration.
- Continually monitors student progress and provides a formal midterm and final evaluation for each student.

West Virginia Medicine, JW Ruby Memorial Hospital **January 2018 – present**

HVI Nurse Manager Cardiac Catheterization and Electrophysiology Lab

March 2020 – present

HVI Nurse Manager Pre/Post Procedural Care

- Supports WVU's mission of quality patient care delivery with 24/7 accountability overseeing operations and management of the Cath/EP Labs and Pre/Post Procedural Care
- Promotes the professional development of RNs and RTs with implementation of on-going educational programs, including orientation, in-service, continuing education, new/ongoing equipment training to ensure staff can perform patient care practices with minimal interruption.
- Delivers ongoing feedback to employees concerning development and evaluations. Counsel's employees when required.
- Communicates and coordinates care effectively with physicians, nurses, radiology technicians and other personnel in a timely manner.
- Disseminates information utilizing staff meetings, one on one or small group meetings, and
- Monitor's budget and expenses effectively for cost center.

Sexual Assault Nurse Examiner-Adult/Adolescent

March 2021 - present

HVI Cardiac Catheterization Lab

March 2020 – present

- Administers Moderate Sedation to patients in the cardiac catheterization procedure lab and electrophysiology lab.
- CUSP Practice Council member.
- Provides patient monitoring during cardiac catheterization and electrophysiology procedures.
- Preceptor for newly hired nurses.
- Participates on the Moderate Sedation Committee

Critical Care Resource Registered Nurse

January 2018 – March 2020

- Per-diem Resource nurse for Emergency Department, 4-Intensive Care Units, multiple Step-down units, and Bone Marrow Transplant Unit.
- NIH Certification

Dynamic Medical Health and Education

November 2020 – present

BLS Instructor

University of Pittsburgh Medical Center, Pittsburgh, PA

January 2007-May 2021

University of Pittsburgh Medical Center, Pittsburgh, PA

February 2021 – May 2021

Cardiology Pre/Post RN

University of Pittsburgh Medical Center, Pittsburgh, PA

March 2020 – October 2020

System Nursing Resource, Critical Care Swat Nurse

University of Pittsburgh Medical Center, Pittsburgh, PA

August 2018 – February 2020

Shadyside Campus

Registered Nurse Educator/Advanced Clinical Education Specialist

- Provides staff nurse development and support. Works in collaboration to support the educational and developmental needs of the staff.
- Nurse Residency Program Coordinator
- Supports professional development for staff including advanced education (BSN, MSN) and certification for nurses. Serves as a mentor for My Nursing Career work for nurses as facilitators in the Nurse Residency program.
- Critical Care Course Coordinator
- Content expert for hospital based Critical Care Course
- Coordinates and provides education in annual CCRN course.
- Supports development and revisions to policies, procedures, and protocols. Member of Policy and Procedures Committee.
- Provides assistance to Registered Nurse Orientation.
- Assists with Nursing Assistant (NA)/Patient Care Technician (PCT) Course and NA/PCT Residency
- BLS, ACLS with Moderate Sedation instruction and PALS Instructor.
- Clinical Unit Assignment (MSICU) to support unit based educational needs and support newly hired nurses during the orientation process.
- MERIT Committee member; ICU Data Outcomes Committee member
- Ethics Committee member
- Assists with Annual Nursing Competencies
- Support lectures in Basic Arrhythmia Course

UPMC Mercy, Resource Intensive Care Nurse

February 2015-August 2018

- Resource for nursing staff in a 20-bed cardiovascular intensive care unit (CVICU), 20-bed medical intensive care unit (MICU) and 9-bed Level 1 trauma burn center (TBU).
- Provides nursing and physician assistance with unstable patients; bedside procedures-including bronchoscopy, central and arterial line insertion, EVD insertion; rapid sequence intubation; equipment set-up; bedside care, documentation, and patient transfer.
- Primary code team responder and leader. Collaborates with physicians and healthcare professionals to stabilize patients in emergent situations and to ensure transfer to appropriate level of care.
- Responsible for completing admission assessments and medication reconciliation in accordance with hospital policy and recommended 2015 Joint Commission's national safety patient goals for every patient admitted to intensive care.
- Placement of Dobhoff feeding tubes using Cortrak technology.
- My Nursing Residency (MNR) facilitator

UPMC Presbyterian, Professional Staff Nurse, Cardiac Intensive Care Unit

December 2010-February 2015

- Night shift charge nurse for a 10-bed cardiac intensive care unit (CICU).
- Responsible for care of acute and chronic critically ill cardiac patients including: Post cardiac arrest undergoing therapeutic temperature management, post cardiac catheterization, cardiomyopathy, heart failure, pulmonary hypertension receiving Flolan or Remodulin and pre-heart transplant care.
- Proficient experience in the management and titration of IV drips, hemodynamic monitoring and cardiac monitoring, Intra-aortic balloon pumps (IABP), Impella assist device, Swan-Ganz catheters, Continuous Renal Replacement Therapy (CRRT) using Prisma-flex, and mechanical ventilation therapy.
- Facilitated with the implementation of bar code scanning for medication administration and bar code scanning for blood work.
- Assisted with annual hospital and unit specific staff competencies, including respiratory fit testing, monitor review, defibrillator review and policy and procedure review.
- Led and facilitated monthly unit based professional practice council meetings as the chairperson.

UPMC Shadyside, Professional Staff Nurse, Medical Intensive Care Unit

September 2009-December 2010

UPMC McKeesport, Staff Nurse, Cardiovascular Intensive Care Unit

January 2007-September 2009

Duquesne University, Pittsburgh, PA

August 2017 – August 2018

Clinical Adjunct Faculty

- Clinical instruction and supervision of eight nursing students.
- Provides student instruction, meaningful experiences, guidance, and evaluation during delivery of care while ensuring safe nursing care and quality patient outcomes.
- Observes and critiques medication administration.
- Continually monitors student progress and provides a formal midterm and final evaluation for each student.

Community College of Allegheny County-Boyce Campus, Monroeville, PA

Nursing Lab Coordinator/Clinical Adjunct Faculty

August 2015- January 2018

- Maintains operations of the Nursing Laboratory to meet the general and individual needs of faculty and students related to enhancing skill competence.
- Assistance with skills testing and tutoring of students in the Open Skills Lab.
- Coordinate and maintain monthly schedule of tutors/lab instructors.
- Maintain expertise in simulation and perform handler role in course simulations.
- Assist with the education of full time and adjunct faculty on simulation equipment function and use.

Jefferson Regional Medical Center, Jefferson Hills, PA

June 2007-September 2011

Registered Nurse, Infusion Center/PICC Team

Forbes Regional Hospital, Monroeville, PA

June 2004-August 2007

Registered Nurse, Oncology/Medical-Surgical Unit

EDUCATION

Doctorate of Nursing Practice, Adult-Gerontology Clinical Nurse Specialist
University of Pittsburgh, Pittsburgh, PA **expected graduation 2022**

Master of Science in Nursing, Chatham University, Pittsburgh, PA
Major Area: Nursing Education **8/2016**

Leadership in Simulation Instruction and Management Certificate,
Robert Morris University, Moon, PA
Two classes completed:
 Leadership in Simulation Facilitation and Instruction
 Innovative Trends in Health care for Simulation **8/2016**

Bachelor of Science in Nursing,
California University of Pennsylvania, California, PA **2007**

Associate of Science in Nursing,
Community College of Allegheny County-South Campus, West Mifflin, PA **2004**

LICENSE

Registered Nurse: Pennsylvania, License Number RN556027
Expires **October 31, 2021**

Registered Nurse: West Virginia, License Number 98963 (issued 12/20/2017)
Expires **October 31, 2021**

CERTIFICATIONS

Critical Care Registered Nurse (CCRN) Expires **September 30, 2023**
American Association of Critical-Care Nurses (AACN)

Progressive Care Certified Nurse (PCCN) Expires **December 31, 2022**
American Association of Critical-Care Nurses (AACN)

Certified Sedation Registered Nurse (CSRN) Expires **August 2022**
American Nurses Credentialing Center

Other

American Heart Association
 Basic Cardiac Life Support (BCLS) Expires **May 2023**
 Basic Cardiac Life Support Instructor Expires **May 2023**
 Advanced Cardiac Life Support (ACLS) Expires **May 2023**
 Advanced Cardiac Life Support (ACLS) Instructor Expires **May 2021**
 Pediatric Advanced Life Support (PALS) Expires **May 2023**

American Burn Association
 Advanced Burn Life Support Expired **June 2019**

HONORS/SCHOLARSHIPS/AWARDS

American Association of Critical Care Nurses, Three Rivers Chapter **2016**
Academic Scholarship

Sigma Theta Tau International, Honor Society of Nursing Inducted **2014**
Chi Zeta Chapter, Chatham University

Daisy Award **2012**

PROFESSIONAL AFFILIATIONS

American Association of Critical Care Nurses (AACN)
American Association of Critical Care Nurses (AACN), Three Rivers Chapter
American Nurses Association (ANA)
Association for Nursing Professional Development (ANPD)
International Association of Forensic Nurses (IAFN)
International Association of Forensic Nurses, PA Chapter
Sigma Theta Tau International, Chi Zeta Chapter, Chatham University

PUBLICATIONS/PRESENTATIONS

Vizient Nurse Residency Conference: Spark Session Presenter 2019
Contributor, Critical Care Nursing Made Incredibly Easy: Moderate Sedation 2020

SERVICE

American Association of Critical Care Nurses, Ambassador 2014-present
American Association of Critical Care Nurses,
 • Evidence-Based Poster Abstract Review Panel for AACN’s 2016 Fiscal Year 2015
 • Volunteer Reviewer for ECCO modules for Critical Care 2018, 2019
 • PCCN Review Exam Item Writer 2019
 • PCCN Virtual Item Writing Committee 2021
American Association of Critical Care Nurses, Three Rivers Chapter
 • Board Member at Large 2021
 • Board Member 2016
 • Membership Chairperson 2014-2016
 • Secretary 2012-2014
Jewish Healthcare Foundation
 • Jonas Salk Fellowship 2015
 • Death and Dying Fellowship 2016
 • Patient Safety Fellowship 2017
 • Death and Dying Fellowship 2021
National Association of Clinical Nurse Specialists
 • Diversity, Equality, and Inclusion Task Force member 2020 – present
 • Professional Development Committee 2021
Peer Reviewer for American Nurse Today journal 2018-present

KATHARINE CHADWICK, MBA, MSN, RN, CNL

C: 570-952-5792 chadwick.katharine@wvjc.edu

EXPERIENCE

West Virginia Junior College, Morgantown, WV
Adjunct Nursing Instructor (May 2020- present)

West Virginia University Ruby Memorial Medical Center, Morgantown, WV
Registered Nurse
Emergency Department (*February 2018-Present*)
Charge Nurse
Emergency Department Research Committee Member

University of Maryland Medical Center & R Adams Cowley Shock Trauma Center, Baltimore, MD
Student Nurse: Patient Care Technician
Neuro-trauma IMC/ Mixed trauma IMC (*September 2017-January 2018*)
Neuro Care ICU (*January-June 2017*)
Student Nurse Resident
Perioperative Services: General Operating Room (*June-August 2017*)

Walgreens Pharmacy, Greeneville, TN
Certified Pharmacy Technician (January – December 2015)

EDUCATION

University of Maryland, Baltimore, School of Nursing, Baltimore, MD
Master of Science, Clinical Nurse Leader (*December 2017*)
Sigma Theta Tau International Honor Society of Nursing

Tusculum College, Greeneville, TN
Master of Business Administration (*2016*)
Bachelor of Arts in Biology; Minors: Chemistry & Psychology (*2014*)

CERTIFICATIONS AND LICENURES

Registered Nurse #104850 Multi State License
Clinical Nurse Leader Certificate
Member of Research Committee; Emergency Department
ACLS
PALS
TNCC

CLINICAL EXPERIENCE

University of Maryland Medical Center & R Adams Cowley Shock Trauma Center, Baltimore, MD
Clinical Nurse Leader Senior Practicum (300hrs) | Medical ICU | (*Fall 2017*)
Psychiatric Mental Health Nursing (90hrs) | Psychiatric Emergency Service | (*Spring, 2017*)
Community Public Health (90hrs) | Early Head Start Program, Children Ages 10w-5y | (*Spring, 2017*)
Adult Health Med/Surg Nursing (135hrs) | Multi-Trauma Intermediate Care Unit | (*Fall, 2016*)
Maternal & Newborn Nursing (90hrs) | Labor & Delivery, Mother/Baby Unit | (*Summer, 2016*)
Sinai Hospital Center, Baltimore, MD
Pediatrics Nursing (90hrs) | (*Summer, 2016*)
Levindale Hebrew Geriatric Center, Baltimore, MD
Intro into Professional Nursing Practice (45hrs) | Long term ventilation unit | (*Spring, 2016*)

Kathryn Colvin, MSN-Ed, RNC-OB, C-EFM, C-ONQS, LCCE, CNE, CD(DONA)

ke_sheridan@hotmail.com

304-685-6561

71 Schoolhouse Way, Hedgesville WV 25427

Licensure/Certifications

West Virginia Registered Nurse, License # 65962, March 2005- present
Inpatient Obstetrics Certification, October 2015- present
Electronic Fetal Monitoring Certification, January 2015- present
Lamaze Certified Childbirth Educator, November 2017- present
Obstetric and Neonatal Quality and Safety Certification, September 2020- present
Certified Nurse Educator- June 2021- present
DONA Certified Doula- August 2021- present
Spinning Babies Parent Educator- Nov 2021- present
Nursing Professional Development- Board Certified- anticipated April 2022
Neonatal Resuscitation Certification, 2005- 2021
American Heart Association ACLS Certification, 2014- 2020
American Heart Association BLS Certification, 1995- present

Education

Master of Science in Nursing Education, GPA: 4.0/ 4.0 The University of Saint Mary, Leavenworth KS, December 2018
Bachelor of Science in Nursing, GPA: 3.89/ 4.0 West Virginia University, Morgantown WV, December 2004
Bachelor of Arts in Chemistry, GPA: 3.37/ 4.0 Franklin and Marshall College, Lancaster PA, May 2002

Experience

Full-time Nursing Faculty, West Virginia Junior College, Morgantown WV, Jan 2022- present

- ATI Coordinator
- Interim Clinical Coordinator
- Instructor, NUR203 Child Health Nursing, didactic and lab

Nursing Professional Development (NPD) Practitioner, Nurse Builders, Philadelphia PA, June 2021- present

- ANCC Provider Nurse Planner
- Publication and quiz development/revision for all certification courses
- Clinical Education (CE) E-course content design and development

Certification Review Course Author and Presenter, Nurse Builders, Philadelphia PA, July 2019-present

C-EFM Review Course, developed 4- hour review course for the Electronic Fetal Monitoring Certification Exam (live and e-course)

- Colvin, K. (2021). *C-EFM Review Study Cards (2nd ed.)*. Philadelphia PA: Nurse Builders.
- Colvin, K. (2021). *Practice Questions for C-EFM Review (2nd ed.)*. Philadelphia PA: Nurse Builders.

Inpatient OB Review Course, co-developed 8- hour review course for the Inpatient Obstetrics Certification Exam (live and e-course)

- Colvin, K. (2020). *Inpatient OB Review Study Cards (2nd ed.)*. Philadelphia PA: Nurse Builders.
- Colvin, K. (2020). *Practice Questions for Inpatient OB Review (2nd ed.)*. Phil. PA: Nurse Builders.

Clinical Education (CE) E-Course Author and Presenter, Nurse Builders, Philadelphia PA, Feb 2021-present

- Diabetes in Pregnancy, February 2021
- Domestic Violence in Pregnancy, March 2021

Contractor, WV Perinatal Partnership Diabetes in Pregnancy, February 2021

- Co-development and presentation of Lamaze Childbirth Educator Certification Exam Review Seminar (LCCE), September 2020 and May 2021
- Co-instructor: Lamaze Evidence-Based Labor Support Course for Nurses, September 2021

Full-time Faculty and Clinical Instructor, OB and Pediatrics, Blue Ridge Community and Technical College, Martinsburg WV, August 2019- May 2021

- Lecture for NURS 135: Mother/Baby, Pediatric, and Behavioral Health Nursing
- Clinical Instructor for NURS 135: Mother/Baby, Pediatric, and Behavioral Health Nursing
- Simulation Lab Instructor for NURS 135: Mother/Baby, Pediatric, and Behavioral Health Nursing

Registered Nurse, Labor and Delivery, Berkeley Medical Center, Martinsburg WV, Jan 2005- Dec 2019

- AWHONN Fetal Heart Monitor Course Instructor, October 2014- present
- Birthing Class Instructor, Berkeley Medical Center, January 2016- December 2019

Nurse Extern Preceptor, Berkeley Medical Center, 280 hours, Summer 2019

Clinical Nurse Educator, Shepherd University School of Nursing, August 2018- December 2019

Preceptor to Blue Ridge CTC Nursing student, 120 hours, Fall 2017

Professional Organizations/ Memberships

Member, Assoc. of Women's Health, Obstetric and Neonatal Nurses (AWHONN), Oct 2014- present

Member, Lamaze International, January 2017- present

Member, National Nurses in Business Association (NNBA), April 2021- present

Member, Doula of North America (DONA) International, June 2017- present

Member, American Nurses Association, August 2018 - present

Member, West Virginia Nurses Association, August 2018 - present

Member, Association for Nursing Professional Development, August 2018 – present

Member, Sigma Theta Tau Nursing Honor Society, April 2019 – present

Professional Conferences:

Exhibitor: ANCC National Magnet Conference, Atlanta GA, October 2021

Attendee: WV Perinatal Summit, Stonewall Jackson Resort, Roanoke WV, October 2021

Attendee: AWHONN MD/VA/WV Regional Virtual Conference, April 2021

Attendee: WV Perinatal Summit, Stonewall Jackson Resort, Roanoke WV, October 2019

Exhibitor: ANCC National Magnet Conference, Orlando FL, October 2019

Attendee: AWHONN National Conference, Atlanta, GA, June 2019

Attendee: Lamaze International Annual Conference, Pittsburgh PA, April 2019

Attendee: Lamaze International Annual Conference, San Antonio TX, March 2018

Attendee: WV Perinatal Summit, Stonewall Jackson Resort, Roanoke WV, November 2017

Attendee: National Conference on Fetal Monitoring, Las Vegas NV, April 2016

TERESA ELIZABETH DARNALL

522 Moody Mountain Rd., Burnsville, NC 28714
828-682-3959 (home) • 843-513-4133 (cell) • tbdarnall@gmail.com

Highly qualified education professional with history of researching and supporting chronic disease health care programs, integrated care, and mentoring individuals and teams.

SUMMARY OF QUALIFICATIONS

- Supports learning in creative programs and initiatives designed to maximize understanding and satisfaction of education at all levels.
- Development of curricular materials in both didactic and online learning environments.
- Pragmatic advocate of learning opportunities, with excellence in supporting student writing and research.
- Goal-oriented, dedicated professional with experience in the research and development of chronic disease management systems, integrated care, and strategic planning.
- Multiple national and international conference presentations on strategy, healthcare, and nursing leadership.

EDUCATION & LICENSURE

License: North Carolina State Board of Nursing • Georgia State Board of Nursing,
MS, Nursing (Nursing Education), Capella University
BS, Nursing, University of Toronto
Doctor of Management, University of Phoenix
Master of Arts (Management), College of St. Scholastica
BA, Political Science Major, University of Alberta
Certificate in Project Management Western Carolina University

CERTIFICATIONS

University of Pittsburg Diabetes Prevention Program Lifestyle Coach 2015
National League of Nursing Academic Nurse Educator 2016

PROFESSIONAL EXPERIENCE

West Virginia Junior College

Associate Professor, Academic Progression Coordinator

October 2021 - present

Responsible for Online Accelerated ADN program curriculum development, collaborate with lab, clinical, and simulation coordinators and faculty to provide an online program to students located in rural areas across West Virginia. Besides teaching in the program, responsibilities include monitoring, mentoring, and tutoring students for program success.

West Virginia Junior College

Contract Curriculum Development

Mar 2021-September 2021

Responsible for the development of nursing online curriculum based on current seated courses. Develop assignments, lectures, test plans, and discussion questions that apply course content.

Lees-McRae College, May School of Nursing and Health Sciences

Assistant Professor, Assistant Dean May School of Nursing and Health Sciences

2017- Dec 2020

Work with program directors for RN-BSN, Pre-Licensure, Emergency Medical Services and Management, and Health and Wellness for curriculum development and program evaluation. Collect, analyze, and distribute yearly program data on all programs in the May School of Nursing and Health Sciences to demonstrate success of achieving program and student outcomes. Assist the Director of EMSM on evaluating program outcomes for National Accreditation. Responsible for faculty development in teaching excellence across all programs in the School of Nursing and Health Sciences.

Key Highlights:

- Successful CCNE accreditation and North Carolina Board of Nursing reviews, with CCNE Accreditation awarded for 10 years.
- Mentoring of faculty in the development of dynamic and experiential curriculum in nursing and non-nursing programs.

TERESA ELIZABETH DARNALL

828-682-3959 • tdarnall@gmail.com

- Development of processes to ensure continuing communication and evaluation of program and courses across all degree programs offered in the May School of Nursing and Health Sciences

Lees-McRae College, May School of Nursing and Health Sciences

Assistant Professor, Director RN-BSN Program

2015-2017

Hire, manage, and supervise full-time and adjunct instructors, curriculum development, and review, teaching in both didactic and online environments. Responsible for development of additional online orientation and resources for students and faculty. Responsible for development of clinical courses through community experiences, simulation lab, and problem-based learning.

Key Highlights:

- Support and mentor faculty and students to improve the online learning experience.
- Develop and sustain relationships with community partners for excellent pre-licensure clinical experiences
- Develop curricula consistent with state board and national accreditation requirements

Higgins Memorial, UMC, Burnsville, NC

Faith Community Nurse

2014-present

Intentionally minister to the spirit, mind, body, and social needs of the individual, family, and community. Health education, health promotion, counseling, health advocacy, monitors volunteers, referrals to appropriate health and non-health agencies. Assessments, home, hospital, and nursing home visits.

Key Highlights:

- Help improve individuals chronic disease management reducing morbidity and hospital admissions
- Assist individuals to connect spiritual and physical health to improve wellbeing
- Referrals to community resources as needed to address socioeconomic needs

DaVita Inc.

2011-2013

Group Facility Administrator

Assist, coach, and mentor facility administrators, nurses, patient care technicians, and other support staff in providing patient centered dialysis care. Coordinate with assistant facility administrators three clinic budgets, staffing, organizational development, team development, and clinical best practices. Provided diabetic and dialysis patient education as necessary.

Key Highlights:

- Efficiently manage teams to improve patient care delivery and fiscal accountability.
- Development of team relations and team development in existing and new clinics.

Thunder Bay Regional Health Sciences Centre, Thunder Bay, Ontario

2007-2008

Project Manager- Regional Patient Coordination Project

Spearheaded a team that collaborated with staff from all Northwestern Ontario acute care hospitals, chronic care facility, Health Canada nurses and Non-Insured Health Benefits, family health teams, social agencies, and other external partners.

Key Highlights:

- Delivered two health information technology systems to improve patient flow.
- Enhanced patient transfer process and developed patient continuity-of-care systems
- Development of a geriatric emergency management system

Northwestern Ontario Asthma Clinic, Thunder Bay, Ontario

2002-2008

President

Lead all facets of program implementation for a regional asthma education program. Clinically built relationships with healthcare providers, hospital administrations, and the Ministry of Health and Long-Term Care.

Key Highlights:

- Efficiently managed all financial matters pertaining to the clinic.

TERESA ELIZABETH DARNALL

828-682-3959 • tbdarnall@gmail.com

- Innovatively developed databases to monitor patient populations and enhance provider education and sharing of evidence based practice.

Dr. K. Gehman & Dr. C. Decker, Thunder Bay, Ontario

1996-2007

Business Manager

Successfully managed all daily operations including financial and administered office staff to provide flawless service.

ADDITIONAL EXPERIENCE

(Details available on request)

Business Manager

Dr. Greg Gamble, Thunder Bay, Ontario

Thunder Bay Medical Centre Diagnostics, Thunder Bay, Ontario

PERSONAL ACHIEVEMENTS

GRANTS:

- **Canadian Breast Cancer Foundation, 2002**

Collaborated with Dr. Susan Dent developed a physician tool to monitor younger women for breast cancer. The tool identifies younger women with a familial history so that screening for both breast and ovarian cancer begins at a young age.

- **Ontario Ministry of Health and Long-Term Care, 2006**

Executed an ethnographic study to determine best practice methods in delivering asthma education to remote First Nations communities in Northwestern Ontario. The Ministry of Health and Long-Term Care are currently using this research as a foundation to determine other research opportunities to enhance care delivery within Ontario First Nations communities.

SCHOLARSHIP:

Manuel and Anne Belle Pusitz Scholarship

2008

Lawrence S. Bloomberg Faculty of Nursing, University of Toronto

ADDITIONAL TEACHING:

Lakehead University, Thunder Bay Ontario

2004-2007

At the request of Dr. Bryan Poulin, taught several lectures on leadership to his 4th year strategy undergraduate students, as well as MS Management students. Assisted Dr. Poulin on his request with marking of undergraduate assignments.

Trident Technical College

2011

Adjunct Business Faculty for the Division of Continuing Education. Lead and facilitate workshops on various business topics (e.g. Organizational Change, Leadership, Delegation) to organizations contracting Trident Technical College Division of Continuing Education.

Augusta University, Augusta, GA

2014

Guest Lecturer School of Nursing. I am requested to guest lecture to the undergraduates at Georgia Regent University in the Leadership classes discussing Time Management, Budgeting, and other aspects of nursing leadership.

PRECEPTOR:

MSN – Nursing Education Student 2017

MSN – Nursing Education Student 2019

PAPERS: *(Details available upon request)*

- Strategic physician human resources: Developing a model for a Canadian hospital. Unpublished master's Thesis, College of St. Scholastica, (2001).

TERESA ELIZABETH DARNALL

828-682-3959 • tbdarnall@gmail.com

- Strategic planning in Ontario acute care hospitals: A mixed-method approach, Doctoral ProQuest Dissertation, University of Phoenix, (2010)
- Hernández, C., Gross, M., Darnall, T., Stalter, A., Edwards, L., Levin, P., Farra, S., McElroy, K., & Cygan, H. (2021). *Association of Community Health Nursing Educators Review of the National Institute of Nursing Research Strategic Plan for 2022-2026*.
https://www.achne.org/aws/ACHNE/asset_manager/get_file/590160?ver=0

PRESENTATIONS: (Details available upon request)

- Young Women at Risk, a physician tool developed for monitoring young women at risk of breast cancer, Poster Paper at the *San Antonio Breast Cancer Symposium*. Dent, S. & Gehman, T. (2002).
- The organizational village: New paradigms in leadership and followership. In Proceedings of the 7th Annual Global Conference of the *International Leadership Association, Emergent Models of Global Leadership*, College Park, MD: ILA. Gehman, T., & Poulin, B. (2006).
- Setting a standard: The experience of corporate leadership. In Proceedings of the 7th Annual Global Conference of the *International Leadership Association, Emergent Models of Global Leadership*, Amsterdam. College Park, MD: ILA. Poulin, B. & Gehman, T. (2006).
- Not a dead end job: Women as leaders in healthcare. In Proceedings of the *Women as Global Leaders Conference*, Abu Dubai, UAE: Zayed University. Gehman, T. & Pilatzke, S. (2006).
- Strategic leadership: The next steps. In Proceedings of the 8th Annual Global Conference of the *International Leadership Association, Leadership at the Crossroads*, Chicago. College Park, MD: ILA. Gehman, T. & Darnall, R. (2006).
- Myth and reality in strategic planning. In Proceedings of *Western Academy of Management Conference*, Victoria, BC, Gehman, T., & Goes, J. (2011).
- Project management for faith community nurses. In Proceedings of the *2015 Westburg Symposium*, Memphis, TN: Church Health Center. Darnall, R., & Darnall, T. (2015).
- Policies and procedures for faith community nurses. In Proceedings of the *2015 Westburg Symposium*, Memphis, TN: Church Health Center, Darnall, T. (2015).
- Quality Improvement in Patient Care Delivery – Implementation Practices. *May School of Nursing and Health Sciences and May School of Nursing Honor Society, Evidence-Based Practice Conference on Quality Improvement in Patient Care*, Banner Elk, NC, Darnall, T. (2017)
- NCLEX-Test Plans and Examsoft – Webinar Presentation, *Examsoft Inc.* (April 18, 2018)
- Evaluation in Nursing Education Programs. In Proceedings of the *28th Nursing and Midwifery Conference*, University of West Indies, Mona Campus, Kingston, Jamaica (2018).
- Expert Nursing Panel – Webinar Presentation, *Examsoft Inc.* (May 30, 2018)
- Interdisciplinary Mass Casualty Simulation, *10th Annual Beyond the Manikin: Best Practices in Simulation Education*, Cary, NC March 28-29, 2019
- Crisis Case Management for Faith Community Nurses, *Westburg Symposium 2019*, Memphis, TN, April 8-10, 2019

TERESA ELIZABETH DARNALL

828-682-3959 • tbdarnall@gmail.com

- Stories of Rural Appalachia: Professional Nursing Development, *Appalachia Studies Conference*, Lexington, KY (March 12-15, 2020) Weierbach, F. M., Bernard, J. S., Cline, C., Darnall, T., & Turpin, R. L. (Conference Cancelled)
- Thinking Outside the Box to Engage Nursing Students. *Course Hero Summit*, Virtual (July 29-31, 2020)
- Darnall, T., Hernandez, C. Correa, P., Megan, G. and Stalter, A, (2021). Creating an alliance to explore clinical debriefing using the PEARLS approach. *Association of Community Health Nursing Educators. 43rd Annual Institute. Advocacy in Community/Public Health Nursing Policy, Education, and Research. Virtual Research Plenary Session. Pecha Kucha.*
- NCLEX Next Gen and Test item Writing. *Faculty Presentation West Virginia Junior College*, August 17, 2021

FEATURED

Course Hero Faculty Club Best Lessons - <https://www.coursehero.com/faculty-club/best-lessons/teresa-darnall/>

REVIEWER

Wolters-Kluwer – Review of Research and Statistics textbook – 2015

Jones and Bartlett Learning – Review of K. Mauk, *Gerontological Nursing* (4th ed.)– 2016

Wolters-Kluwer – Review of G. A. Harkness and R. F. DeMarco, *Community and Public Health Nursing* – 2017

Jones and Bartlett Learning – Review of Textbook Proposal 2017

Wolters-Kluwer – Review of R. F. DeMarco and L. Walsh, *Community and Public Health Nursing* (3rd ed.) – 2018

Jones and Bartlett Learning – Review of Textbook Proposal 2020

Nursing Open – An online open-source nursing journal. Peer Review of articles 2019-present

Online Journal of Rural Nursing and Health Care. – Peer Review of articles 2020-present

BOARDS AND COMMITTEES:

- Ontario Lung Association – Board of Directors 2004-2008
- Thunder Bay Salvation Army – Advisory Board 2007-2008
- American Nurses Association – ANA Care Coordination Quality Measurement Panel Advisory Committee 2013
- Georgia Nurses Association – Health Literacy Committee 2013-2014
- Beta Omicron Chapter of Sigma Theta Tau International – Treasurer 2012-2015
- Beta Omicron Chapter of Sigma Theta Tau International – Governance Chair 2014-2015
- Yancey County Schools Student Health Clinic Advisory Committee – Burnsville, NC 2014-present
- Strategic Planning Committee and Clinical Task Force – *Bringing Telehealth Home*, Yancey/Mitchell/McDowell Counties, NC, 2015
- Project Manager, *CDC Diabetes Prevention Program*, Yancey County, NC, 2015
- Transitional Care Committee – Yancey and Mitchell Counties, North Carolina 2015-2017
- Honor Society Lees-McRae College – Sigma Theta Tau – President 2016-2020
- Omega Tau Chapter STTI President - 2020
- Southern Nursing Research Society - Finance Committee 2016 - 2019
- Faith Community Nurses International – Treasurer 2018-present
- ATI Products Advisory Council – 2018 – 2020
- North Carolina Nurses Association – Finance Committee – 2018 – present
- North Carolina Future of Nursing Advisory Council – Executive Committee 2019 – present
- Carolinas Health Ministry Partnership – Treasurer 2021 – present
- Appalachian Tri-Region Chapter Rural Nurses Association – Executive Committee 2019-present

Lees-McRae College Committees

2015 Strategic Planning Committee

2018 Syllabus Committee

2017-Present Progression and Contract Conversion Committee

2017-2019 Scholar's Day Faculty

TERESA ELIZABETH DARNALL

828-682-3959 • tbarnall@gmail.com

2019 – Faculty Senate AdHoc Committee Progress and Contracts Rubric

Faculty Lead:

May School of Nursing and Health Science Independent Study Nursing Student Haiti Mission – May 2017, March 2018

CONTINUING EDUCATION:

Conferences

North Carolina Nurses Association Psychiatric Nursing Conference – Charlotte, NC January 24-25, 2020
AACN Baccalaureate Conference – Orlando, FL November 21-23, 2019
Westberg Symposium – Memphis, TN April 8-10, 2019
10th Annual Beyond the Manikin: Best Practices in Simulation Education – Cary, NC March 28-29, 2019
May School of Nursing Honor Society EBP Conference November 3, 2018 Banner Elk, NC
International Rural Nurses Organization – July 23-26, 2018 Nashville, TN
Nurse Educator Summit – April 22-25, 2018 Salt Lake City, UT
Inaugural Statewide Celebration of Rural Nursing (Charlotte Area Health Education Center) – December 1, 2017 Spindale, NC
Current Conversations in PeriAnesthesia Nursing – October 21, 2017
Carolina Health Ministry Partnership – Annual Conference October 2017 Hendersonville NC
May School of Nursing Honor Society EBP Conference – November 11, 2017 Banner Elk, NC
STTI Biennial Conference, Indianapolis, IL
Carolinas Health Ministries Conference – Annual Conference October 16-17, 2017 Hendersonville, NC
Nurse Educator Summit – April 2-6, 2017 Orlando, FL
North Carolina Care Transitions Summit – January 29-31, 2015 Banner Elk, NC
Carolina Health Ministry Partnership – Annual Conference October 2014 Hendersonville NC
SC Department of Health – 12th Annual Chronic Disease Prevention March 2014 Charleston, NC
Georgia Regent University – EBP Conference, October 2013
ANNA – 2013 Nephrology Nurse Knowledge Exchange March 2013 Atlanta, GA

Continuing Education

Health Literacy for the Older Adult – July 2021
ACHNE 43 Annual Institute June 2021
The Faith Community: Understanding the Science of Substance Use Disorders, April 2021
Evolving Role of the Nurse Educator – June 2020
Iggy's Next Generation NCLEX (NGN) Camp: The Road to Nursing Practice and NGN Success – May 2020
A Practice Model Supportive of Diverse Populations of Faith Community Nursing – January 2020
NCSBN Test Development & Item Writing – April 2019
Lesson Planning: Creating classes that Foster Student Learning – December 2018
Documenting Deficiencies in Clinical: Attitude, Behavior, Competency – December 2018
Examining Grade Inflation in Nursing Education – December 2018
Leadership and Coordination Westberg Institute – November 2018
Health Literacy (Faith Community Nurses International) – October 20, 2018
In search of the Perfect Self-Made Exam (North Carolina League for Nursing) – October 20, 2017
Patient Navigation in the Appalachia (University of Kentucky) – October 2, 2017
How People Change their Minds to Adopt Healthy Habits – September 22, 2017
NCLEX Across the Curriculum Part 2 – July 30, 2017
NCLEX Across the Curriculum Part 1 – July 30, 2017
ANA – Defining Nurse Leader April 2014
ANA – Navigating Care Coordination: The Game Changer April 2014
ANA – Assessing and Addressing Health Literacy January 2014
ANA – Nurse's Role in Tobacco Prevention and Cessation for Adolescents January 2014
ANNA – Pain Experience of Patients on Maintenance Hemodialysis January 2013
ANNA – Hypertension Management in Patient Receiving Hemodialysis January 2013;;
ADE – ABCs of Diabetes Education December 2011

TERESA ELIZABETH DARNALL

828-682-3959 • tbdarnall@gmail.com

Courses

Shelter Management – American Red Cross 2016

Health Services Fundamentals I – American Red Cross 2016

Health Services Fundamentals II – American Red Cross 2016

Lifestyle Coaching Certification – 2015, University of Pittsburg, Group Lifestyle Balance, Diabetes Prevention Program

Faith Community Nurse – 2014 Western Kentucky University

Faith Community Nurse Coordinator – 2014 International Parish Nurse Resource Center

Volunteer

American Red Cross – Health Services Disaster Responder – 2017 - present

PROFESSIONAL AFFILIATIONS

- Member, Sigma Theta Tau
- Member, American Nurses Association
- Member, North Carolina Nurses Association
- Member, National League for Nursing
- Member, Association of Community Health Nursing Educators
- Member, Carolinas Health Ministry Association
- Member, Faith Community Nurses International
- Member, Rural Nurses Association

Catherine L. DeWitt MSN, MBA

79 Wildwood Estates Drive

Accident Maryland 21520

Cell: 443-487-3478

Email: cdewitt958@gmail.com / jade1200@yahoo.com

CAREER SUMMARY

A Registered Nurse with over eight years of leadership and management experience. Seeking a professional partnership with a progressive organization, allowing growth in scope of responsibility, nurse education and mentoring. A proven leader with a focus on building positive physician relationships, improving quality of care, revenue and productivity enhancement and cost reductions. Skilled in multiple disciplines with strengths in Long Term Care, Emergency Department, Perioperative Services, Education and Materials Management.

EDUCATION

2008	MBA	University of Phoenix	Columbia, MD
2008	MSN	University of Phoenix	Columbia, MD
1992	BSN	University of Maryland	Baltimore, MD
1979	Diploma	UMH SON	Baltimore, MD

PROFESSIONAL EXPERIENCE/ACHIEVEMENTS

4/21- current West Virginia Junior College, Morgantown, WV

Faculty, Med/Surg Nursing.

Associates Degree program . Performs as Clinical Instructor in multiple specialties. Utilizes nursing processes, theory in direct bedside care supervision of student groups. Collaborates with faculty members to provide optimal learning experience. Responsibility includes evaluation of skill sets in clinical lab. Contributes written evaluation of student performance for each semester.

1/2004- 12/2019 Howard Community College Columbia, MD

Adjunct Faculty Medical /Surgical Nursing / Family Centered Care / Pediatric Nursing / Transitions Professional Program

Associates Degree program . Performs as Clinical Instructor in multiple specialties. Utilizes nursing processes, theory in direct bedside care supervision of student groups. Collaborates with hospital/ long term care /healthcare organizations to provide optimal learning experience. Responsibility includes evaluation of skill sets in clinical lab, simulation lab. Submits written evaluation of student performance for each semester.

8/2019 to 5/2021 West Virginia University/ Ruby Medical Center

West Virginia University/ Garrett Regional Medical Center

Staff Nurse Observation Unit/ Staff nurse Operating Room

- Provides direct bedside patient care WEO for ED overflow and observation unit
- Serves as preceptor for new to service employees.
- Laser Safety Officer for laser procedures; education/in-service development.

8/2017 to 7/2019 Communicare / Westminster Healthcare Center

Director of Nursing

Catherine L. DeWitt MSN, MBA
79 Wildwood Estates Drive
Accident Maryland 21520
Cell: 443-487-3478

Email: cdewitt958@gmail.com / jade1200@yahoo.com

158 bed Not for profit facility; providing Rehabilitation/ Long Term and Alzheimer/Dementia care to residents. Average census 120; budgeted census 126. Responsibilities include but not limited to:

- Developed /implemented competency program for all FTE's for facility.
- Maintained staffing and supply budget . Performed in lieu of Supply Manager for all med/surg supplies.
Performed in Nurse Educator role for both licensed and unlicensed facility staff.
- Facilitated rehabilitation care to enhance patient acuity at the facility.
- Facilitated all QAPI data collection and reporting on monthly basis.
- Proficient at electronic incident reporting and intervention.
- Supported bedside care when required as RN /GNA role.
- Supported family members with patient care concerns.

11/15 to 10/16 Golden Living Center Westminster Maryland
Director of Nursing

148 bed Not for profit facility; providing Rehabilitation/ Long Term and Alzheimer/Dementia care to residents. Average census 120; budgeted census 126. Responsibilities include but not limited to:

- Developed /implemented competency program for all FTE's for facility.
- Maintained staffing and supply budget . Performed in lieu of Supply Manager for all med/surg supplies.
- Facilitated rehabilitation care to enhance patient acuity at the facility.
- Facilitated all QAPI data collection and reporting on monthly basis.
- Proficient at electronic incident reporting and intervention.
- Supported bedside care when required as RN /GNA role.
- Supported family members with patient care concerns.

7/2012 to 8/2017 MedStar Montgomery Medical Center Olney, MD

Perioperative Educator/Maternal Newborn Center (9/13 to 11/15)

RN OR Staff Nurse (10/16-8/2017)

200 bed Not for Profit facility part of MedStar Health System.

Current ED visits ~20,000 / year. Maternal Newborn center annual census ~ 360/year.

Operating Room with 6 OR's, 1 Cysto suite. Annual cases/year ~7000.

Current scope of responsibility includes assessment of clinical needs and planning and implanting educational opportunities to > 100 FTE's. There is no direct budget responsibility associated with this position at the present time.

- Developed new employee orientation for Perioperative Services.
- Facilitated expansion of services /hours for Cath Lab/Angio cases.
- Provides orientation and educational opportunities for both permanent and temporary Maternal Newborn Staff.

Catherine L. DeWitt MSN, MBA

79 Wildwood Estates Drive

Accident Maryland 21520

Cell: 443-487-3478

Email: cdewitt958@gmail.com / jade1200@yahoo.com

- Provide direct patient care as needed for OR, PACU, Cath Lab and Maternal Newborn Center.

Staff RN, Emergency Department (7/12 to 9/13)

- Serve as Mentor / Senior RN for new to service ED staff/agency.
- Provides direct patient care as assigned.

7/2010 to 7/2012 Holly Hill Nursing and Rehabilitation Baltimore, MD
Director of Nursing

Long Term care facility hosting 75 residents with 20 bed rehabilitation unit. Maintains state regulated standard of care and compliance with Medicare/ Medicaid regulations Facility owned/operated by White Oak Senior Care.

- Developed /implemented competency program for all FTE's for facility.
- Maintained staffing and supply budget of \$4M annually.
- Facilitated quality patient care during \$2.5M reconstruction venture
- Maintained 2.5 hrs/PPD with staffing and supplies.
- Monthly supply savings of < \$2K
- Implemented rehabilitation care to enhance patient acuity at the facility.

6/2006 to 7/2010 Lifebridge Health Baltimore, MD
Corporate Clinical Resources Manager (10/08 to 7/10)

LifeBridge Health ; 3 facility organization . Includes Sinai Hospital, Northwest Hospital Center, Levindale Center. A not-for-profit organization.

- Cost savings initiative of \$10M; exceeded by over \$3M. Bulleted accomplishments
- Developed orthopedic, cardiac and neuro surgery constructs for annual savings projected over \$6M/year.
- Established ongoing working relationships with all departments' heads within the LBH system.
- Implemented new product roll-out, pricing and evaluation for nursing and ancillary departments.

Clinical Leader Operating Room 9/2006-10/2008)

- Daily facilitation of General Operating Room schedule performing 15000 cases annually.
- Provided >100 FTE performance evaluations annually.
- Maintained staffing and on call schedule for > 50 FTEs.
- Mentored Charge nurses for leadership skills and communication.
- Participated in the design, construction and transition into a new expanded General Operating Room.

03/2005 to 10/2005 St. Agnes Surgery Center Ellicott City, MD
Nurse Manager, Operating Room

Catherine L. DeWitt MSN, MBA
79 Wildwood Estates Drive
Accident Maryland 21520
Cell: 443-487-3478

Email: cdewitt958@gmail.com / jade1200@yahoo.com

United Surgical Partners Incorporated, a physician owned , for profit facility. Supported by 4 OR rooms, 1 Endoscopy suite and PACU.

- Recruited Physicians for Pain Management, Dental, Endoscopy and Plastic Surgery.
- Developed New Employee Orientation program for new to service RNS.
- Facilitated RN scrub role for center RNs.
- Maintained supply and staffing budget \$4M.
- Provided performance review of 15 FTE's.
- Functioned as RN Circulator / Scrub RN as needed.

1/2004 to 6/2006 First Assist Nursing Agency Baltimore, MD

OR Relief Charge/Staff RN

Temporary/ Permanent Staffing Agency RN for multiple facilities. Performed in Charge RN role for LifeBridge Health; Sinai and Northwest OR, Shady Grove OR

- Provided direct patient care as assigned.
- Facilitated optimal utilization of OR Staff and OR time after hours , decreased OT incurrment by 5%.
- Mentor for non-tenured RNs.

05/2003 to 12/03 Pleasant Valley Hospital

Point Pleasant, WV

Director, Surgical Services

A 200 bed facility with 100 acute care beds, 100 long term care. A not for profit facility within rural community. Annual ED visits 20, 000. Annual OR cases ~ 7500. Supported by 4 ORs, 1 Endoscopy suite. C-Sections were performed in the Operating Room on both scheduled and urgent/emergent basis. Operating budget \$8M; Staffing budget \$8M. All budget planning/responsibility constructed on an annual basis.

- Increased surgical /endoscopy volume by 15% through redesign of surgical schedule.
- Increased staff satisfaction by implementing flexible self scheduling
- Implemented consignment program with Zimmer orthopedics for cost savings of \$100K annually.
- Implemented exchange program with endoscopic/ Endoscopy equipment for cost savings of \$ 40K annually.
- Increased surgical volume by improvement of physician satisfaction.

12/2002 to 05/2003 Cabell Huntington Hospital

Huntington, WV

Nurse Manager, OR

200 bed , acute care teaching hospital, Level 2 trauma center with residency program for MARSHALL University. Not for profit organization. Union environment for non-licensed personnel. Scope of responsibility included 10 ORs, PACU and Pre-OP.

- Participated in the design and transition to an added trauma Operating Room.
- Managed a Staffing / supply budget of \$10M; cost savings of \$2M by implementing a suture program.
- Established ongoing working relationships with practicing MDs.
- Review and reallocated surgical block time.

Catherine L. DeWitt MSN, MBA

79 Wildwood Estates Drive

Accident Maryland 21520

Cell: 443-487-3478

Email: cdewitt958@gmail.com / jade1200@yahoo.com

4/2000 to 11/2002 St Agnes Health Care Baltimore, MD

Director, Perioperative Services

350 bed , acute care hospital with Level 2 Emergency Department. Annual ED visits of 75000, Annual Surgical cases of 14000. Supports residency program for both Medicine and Surgery. Scope of responsibility includes Operating Room, PACU (In/Out), Pre admission testing, OR Scheduling and Central Sterile Supply.

- Managed Staffing budget of \$11M; Capital budget of \$11M with additional supply allocation.
- Mentored Managers and Specialty Team Leaders to leadership responsibilities of forecasting budget, managing specialty supplies and methodology of leading others.
- Implemented the Surgical Assistant program (6 FTE)
- Increased surgical volume by 3%, through review and reallocated of block time.
- Participated in Physician recruitment
- Achieved cost savings of \$3M with maintenance of staffing hours budget.
- Provided annual performance review for 150 FTEs.
- Implemented organizational network for optimal utilization of staff hours. (Cross-training for multi-specialty)

1/2004-5/2014 Various Academia Roles

Howard Community College Adjunct Faculty Med/Surg 3

Frederick Community College Adjunct Faculty Med/Surg 3

Carroll Community College Adjunct Faculty Med/Surg 3

Adjunct faculty of Med/Surg and Pediatrics and Maternal Newborn

6/1979-10/2006 Various Nursing Positions

Staff RN within OR, Emergency Department, Medical Surgical, and Critical Care

CERTIFICATIONS

BLS EXPIRES 9/2022

ACLS EXPIRES 11/2022

REFERENCES UPON REQUEST



Brenna J. Exton

192 Breeding Hill Road
Vanderbilt, PA 15486

brennajexton@gmail.com

724-322-2064 (Cell)

Summary of Qualification

Dedicated registered nurse (RN) director/educator with specialty experience in Obstetrics and Rehabilitation Nursing along with Quality Management, Case Management, Infection Control, Simulation education /coordination experience, seeking to pursue and to attain employment which utilizes the education I have received for the better of the organization. Reliable, ethical healthcare provider with ability to stay calm and intervene during crises, and to collaborate on multidisciplinary teams. Proven ability to build positive relationships with patients, family members, physicians and other medical professionals. Technologically savvy and proficient in Cerner and Microsoft office applications.

Education

CARLOW UNIVERSITY- Pittsburgh, PA

Master of Science in Nursing

2013

- Specialization: Family Nurse Practitioner
GPA-3.75

INDIANA UNIVERSITY OF PENNSYLVANIA- Indiana, PA

Bachelor of Science in Nursing

2007

- Invited member- Sigma Theta Tau, Zeta Lambda chapter, Nursing Honor Society

Licensure & Certifications

- Registered Nurse, State of Pennsylvania (Expires 10/31/2020)
- Registered Nurse, State of West Virginia (Expires 10/31/2019)
- Neonatal Resuscitation (NRP)
- S.T.A.B.L.E.
- BLS & BLS Instructor
- PALS & PALS Instructor
- ACLS & ACLS Instructor
- Safe Sitter Instructor (2010)
- AWHONN Intermediate Fetal Monitoring

Employment

WEST VIRGINIA JUNIOR COLLEGE- Morgantown, WV

ATI/NCLEX Coordinator, Nursing Faculty

August 2016-Present

- Supervise 8-10 nursing students in all areas of the unit.
- Educate students in the assessment and care of the patient on the med-surg floor, laboring patient, postpartum patient and newborn patient with hands-on demonstration.
- Educate and supervise students in the administration of medications; requiring explanation of the indication of each medication.
- Provide constructive feedback and solutions/guidance for improvement in the clinical area.
- Appoint students to perform in the role of the team leader each week to assist their fellow students and prepare the students for their future leadership roles in nursing.

- Supervise all students complete the required competencies for this rotation.
- Review key concepts, competencies & assessments in the lab at the college with students.
- Supervise and provide guidance to students as they perform the simulations in the SIM lab.
- Coordinate and provide feedback/remediation support for students taking ATI Content Mastery Series (CMS) Exams.
- Develop curriculum and administrative duties for the school
- Provide guidance and support to peers in the development of education; including critical thinking activities

ST. CLAIR HOSPITAL- Pittsburgh, Pennsylvania

October 2020- January 2021

OB Clinical Educator

- Provided staff education for the organization including nursing orientation.
- Provided updates, support & education of the hospital electronic health record for the organization
- Interacted with patient families to provide support, explain medical treatment and processes.
- Participated in refining unit policies and procedures in the areas of induction scheduling, admission process and visiting policies.
- Responded to situations in the workplace by providing education and alternatives to potentially chaotic situations.

UNIONTOWN HOSPITAL- Uniontown, Pennsylvania

June 2007-September 2020

Quality Performance Resource Specialist/Infection Control Specialist

July 2020-September 2020

- Assesses, reviews, investigates and analyzes Hospital Associated Infections (HAIs)
- Tracks and monitors Hand Hygiene Compliance
- Interprets, analyzes and reports events to regulatory agencies.
- Collaborates with medical staff on infection prevention initiatives and studies identifying indicators for monitoring outcomes and opportunities.
- Educates new staff on isolation precautions
- Completes Infection Construction Risk Assessments (ICRA) for the hospital.

Quality Performance Resource Specialist- Quality Performance Resources

July 2019-September 2020

- Expedites the collection of data for analysis and determines priorities for improvement.
- Assesses, develops, integrates, and evaluates standards and regulations from accrediting and regulatory agencies into systems and processes.
- Facilitates, aggregates, analyzes and communicates patient survey information.
- Collaborates with medical staff on performance improvement initiatives and studies identifying indicators for monitoring outcomes and opportunities.
- Interprets, analyzes and reports events to regulatory agencies.
- Educates new employees on the process of incident reporting.

Clinical Director- Family Beginnings Birthing Center

October 2018- July 2019

- Develops, interprets, and implements clinical, divisional, and organizational processes, policies and procedures and systems.
- Monitors, compliance with National Safety Goals, core measures, and all quality outcomes.
- Completes performance evaluations and mutual goal setting within established time frames.
- Leads, directs, controls and manages daily operations integrated with the mission of the organization and coordinated with other departments, as necessary.

- Formulates practices, policies, and procedures and makes final decisions in an organized manner, while ensuring continuing quality, regulatory and reporting compliances.
- Recommends and allocates space and resources to meet the needs of the department and the hospital/system.
- Develops, maintains, and monitors department budgets based upon organizational goals and values. Manages resources to be fiscally responsible.
- Maintains all job descriptions and identifies training needs of staff.
- Completes orientation, competencies, and on-going training of all staff.
- Evaluates staff performance in a timely manner; Identifies areas for improvement, addresses employee issues/challenges/behaviors, and develops appropriate plan of action, as needed.
- Effectively communicates in both verbal and written format, to establish and maintain positive relationships with employees, team members, patients/guests, physicians and the community.
- Cooperates with others to resolve conflicts.

Education Specialist/Simulation Coordinator-Education Department

2016- October 2018

- Provided staff education for the organization including nursing orientation.
- Provided education sessions with the use of simulation.
- Coordinated/maintained the Simulation Rooms for the organization.
- Provided support/guidance through the “Will Grow Together Clinically Orientation Program”
 - Meets with new hires biweekly during orientation on the units
- Acted as a liaison between departments in the organization for educational needs.
- Provided updates, support & education of the hospital electronic health record for the organization.
- Created & performed simulations according to the needs of the organization

Registered Nurse- Family Beginnings Birthing Center

2007- 2019

- Efficiently triaged and provided comprehensive and emotional care to antepartum patients, laboring patients, newborns, and their families.
- Interacted with patient families to provide support, explain medical treatment and processes.
- Acted as a charge nurse in the Labor Delivery suite during off shifts, collaborating with the charge nurse on the postpartum unit.
- Completed yearly scrub and circulate competencies for Cesarean sections.
- Participated in refining unit policies and procedures in the areas of induction scheduling, admission process and visiting policies.
- Responded to situations in the workplace by providing education and alternatives to potentially chaotic situations.

COMMUNITY COLLEGE OF ALLEGHENY COUNTY- West Mifflin, Pennsylvania

Adjunct Nursing Professor, Clinical Instructor of Critical Care, Med-Surg, & Obstetrics 2010, June 2015-Present

- Supervise 8-10 nursing students in all areas of the unit.
- Educate students in the assessment and care of the patient on telemetry, patient on the med-surg floor, laboring patient, postpartum patient and newborn patient with hands-on demonstration.
- Educate and supervise students in the administration of medications; requiring explanation of the indication of each medication.
- Provide constructive feedback and solutions for improvement in the clinical area.
- Appoint students to perform in the role of the team leader each week to assist their fellow students and prepare the students for their future leadership roles in nursing.

- Supervise all students complete the required competencies for this rotation.
- Review key concepts, competencies & assessments in the lab at the college with students.
- Supervise and provide guidance to students as they perform the simulations in the SIM lab.

GREEN KEY RESOURCES- UBC: AN EXPRESS SCRIPTS COMPANY- Morgantown, WV

Nurse Case Manager- Esbriet Care Connect

April 2015-June 2015

- Handled inbound and outbound calls from various sources
- Provided consistent customer support
- Efficiently triaged patients to the appropriate resources
- Documented all communication in a clear, precise and timely manner
- Conducted communication through various channels

EXCELA HEALTH WESTMORELAND REGIONAL HOSPITAL- Greensburg, Pennsylvania

Registered Nurse- Maternity Unit

2008-2009

- Efficiently triaged and provided comprehensive care for antepartum, laboring, postpartum and newborn patients and their families.
- Interacted with patient families to provide support, explain medical treatment and processes.
- Completed circulate competency for Cesarean sections.
- Responded to situations in the workplace by providing education and alternatives to potentially chaotic situations.

HEALTHSOUTH HARMARVILLE REHABILITATION HOSPITAL- Harmarville, Pennsylvania

Registered Nurse/Nurse Extern- Orthopedic Unit

2005-2008

- Successfully completed the education in the Nurse Externship program.
- Effectively and efficiently cared for patients during their rehabilitation process from hip replacement, knee replacement, and/or amputation.
- Trained nurse externs/technicians in care of patients.
- Received positive feedback from coworkers, patients, managers, and Doctors.

REFERENCES

Meghan Shaffer, CRNP
1522 Lombard Circle
Washington, PA, 15301
(724) 366-3604
megshaffer524@yahoo.com

Danielle Mohar, CRNP
Thomas Drive
Uniontown, PA 15401
(724) 322-6839
dmohar77@gmail.com

Dr. Lawrence Glad, MD- OBGYN
WVU Medicine
608 Cheat Road
Morgantown, WV 26505
(412) 582-7505
l.jg.1964@gmail.com

Julie Furajter
131 Wendy Drive
Uniontown, PA 15401
724-322-7324
juli2065@yahoo.com

EMPLOYMENT HISTORY

- Lab/Clinical Adjunct 12/2021
West Virginia Junior College, Morgantown, WV
- Emergency Department, RN (7/2019-present)
Uniontown Hospital, Uniontown, PA
Duties include: Responsible and accountable for patient care outcomes by utilizing the nursing process, prescribing, delegating and coordinating direct and indirect nursing care to patients. Make sound judgements based on strong assessment skills, communicate pertinent changes to the appropriate person and act responsibly. Prepare patients for and assist with invasive and special procedures. Administer medications. Effectively implement physician orders and consult appropriate resources.
- Family Beginnings Birthing Center, RN (2013-6/2019)
Uniontown Hospital, Uniontown, PA
Duties include: Care for mothers and newborns during labor, delivery and postpartum. Have strong organization skills with the ability to work in a fast-paced environment independently or as part of an interdisciplinary team. Provide direct patient care, evaluate outcomes, consult with other specialists and adjust nursing care process to ensure optimal patient care. Scrub Nurse during cesarean sections. Operate and interpret readings from fetal monitoring equipment. Assist the mothers with feeding, bathing, handling of the baby and other tasks.
- Medical/Surgical, RN (2012-2013)
Uniontown Hospital, Uniontown, PA
Duties include: Regularly evaluating the plan of care, and revising it to provide better service to the patients. Evaluate nursing care on an ongoing basis, and revising the plan of care as appropriate. Educate patients regarding medical conditions, diagnostic procedures, and treatment plans. Collaborate patients care with family members.

EDUCATION

- Masters of Science in Nursing (2019)
Purdue Global University
- Bachelors of Science in Nursing (2013)
Pennsylvania State University, Pennsylvania
- Associate of Science in Nursing (2011)
Pennsylvania State University, Pennsylvania

CERTIFICATES AND LICENSES

- American Academy of Nurse Practitioners Certification
- Registered Nurse in the state of Pennsylvania
- Registered Nurse in the state of West Virginia
- BLS Certification
- ACLS Certification
- PALS Certification
- NIH Certified
- Critical Care Certified

SKILLS SUMMARY

- Team work
- Leadership skills
- Adaptable to difficult situations and initiate problem solving abilities with critical thinking skills
- Assessment and prompt recognition of patient's current status or change in status
- Immediate response to changes and implementation of treatments
- Communication with members of the care team which includes professional members and personal members such as patient's families
- Following physicians orders and being able to voice concerns or ask questions
- IV insertion-adults and neonates
- Medication administration, all routes included



Kayla Hess

📍 Kingwood, WV 26537

📞 (304) 698-8988

✉️ kaylarn28@gmail.com

PROFESSIONAL SUMMARY

Seasoned nursing professional offering proven clinical knowledge, natural interpersonal strengths and technical abilities. Knowledgeable about EMR charting, medication administration and interdisciplinary collaboration focused on optimizing patient care and support. Quality-focused and efficiency-driven leader with 12 years of experience.

SKILLS

- Patient Condition Monitoring
- Decision Making
- Education
- Care Coordination
- In-service Programs
- Employee Supervision
- Financial Operations Oversight
- Critical Thinking
- Compassionate and Caring

WORK HISTORY

EMERGENCY ROOM RN 03/2021 to CURRENT

Preston Memorial Hospital | Kingwood, West Virginia

- Kept optimal supply levels in treatment rooms, triage and other areas to meet typical patient loads.
- Collaborated with physicians to quickly assess patients and deliver appropriate treatment while managing rapidly changing conditions.
- Administered medications via oral, IV and intramuscular injections and monitored responses.
- Offered exceptional care and support to individuals recovering from acute incidents and dealing with chronic conditions.

DIRECTOR OF NURSING ADMINISTRATION 11/2014 to 03/2021

Windy Hill Village | Kingwood, WV

- Established new policies and updated existing policies to improve standard of care for patients.
- Collaborated with staff, management and external groups to coordinate patient care.
- Prepared and reviewed infection control surveillance reports to identify trends and develop effective actions to control and prevent infections.
- Performed rounds to observe care and interview staff, residents and families.
- Conducted routine facility inspections, identifying areas needing improvement and eliminating hazards posed to staff and residents for continued compliance with associated regulations.
- Reviewed and evaluated test results to suggest care and treatment options.

HOSPICE REGISTERED NURSE CASE MANAGER 02/2011 to 04/2020

WV Caring | Arthurdale, WV

- Developed and implemented individualized care plan for each hospice patient while following physician instructio
- Administered medications and treatment to patients and monitored responses while working with healthcare teams to adjust care plans.
- Performed triage on all incoming patients and determined severity of injuries and illnesses.
- Communicated with healthcare team members to plan, implement and enhance treatment strategies.
- Managed patients recovering from medical or surgical procedures, including facilitating wound care, ostomy care, pressure ulcer prevention and pain management.
- Identified care needs of individual patients and coordinated responses based on physician advice, insurance limitations and procedural costs.

EDUCATION

- **Master of Science | MNS Nursing Education** *03/2020*
Western Governors University, Salt Lake City, UT
- **Bachelor of Science | BSN Nursing** *12/2015*
Davis & Elkins College, Elkins, WV
- **Associate of Science | ASN Nursing** *05/2009*
Davis & Elkins College, Elkins, WV

CERTIFICATIONS

- BLS Instructor

Pamela S. Hughes

MSN, RN

PERSONAL INFORMATION

Farmington, PA
724-880-7038
pam.hughes64@gmail.com

EDUCATION

MSN-FNP

Spring Arbor University
2019

BSN

Chamberlain College of Nursing
2012

ASN

Pennsylvania State University
2009

LICENSURE & CERTIFICATIONS

RN

Pennsylvania
RN610174

COMPETENCIES

Student Outcomes
Curriculum Development
Budget Development
Teaching
Employee Evaluations
Team Building
Leadership
Mentoring
Faculty Development
Program Coordination
Effective Communication
Conflict Resolution
Effective Listening
Student and Staff Rapport

PROFESSIONAL PROFILE

Highly skilled and student-focused educational leader possessing a strong commitment to the development of students and faculty, providing a stimulating, safe, and exceptional learning environment. A dynamic, visionary leader and solid team player with a proven track record in collaborating with school-community, increasing academics, and maintaining excellence in education, maintaining 100% pass rates for 13 cohorts in the practical nursing program making the program the #1 program according nursing.org in the State of Pennsylvania. Trustworthy professional with outstanding communication skills to develop strong and lasting relationships for the past 15 years with all shareholders associated with the school.

NURSING EXPERIENCE

Uphold high standards of nursing care for a diverse population of patients ranging from newborn to geriatric in a variety of settings, including Medical-Surgical, Pediatrics, ER, OR, Telemetry, and Oncology.

- Assessment, Planning, Implementation, and Evaluation, clinical rotation
- Computer charting, clinical rotation
- Proficiency in documenting multiple caseload situations, ensuring accuracy and patient confidentiality

Nurse Supervisor

Cherry Tree Nursing Center 2010-2011

- Nursing Supervisor 12-hour shifts for a 120-bed facility supervised on a shift 6 Nursing Assistants and 6 Practical Nurses. Maintained documentation, medication administration, and patient care.

Nurse Supervisor

Dottie's Personal Care Home 2009-2011

- Nursing Supervisor 12-hour shifts for a 50-bed personal care home, Supervised on a shift 8 Nursing Assistants and 4 Practical Nurses. Maintained documentation, medication administration, and patient care.

ADMINISTRATIVE/TEACHING EXPERIENCE

West Virginia Junior College

Regional Director of Nursing Education

Director of Nursing

- Responsible for the effective competent, and efficient management of nursing education programs assigned within WV region, so that program objectives and standards are met, and outcomes are achieved as set forth by Leadership, state Board of Nursing, and accrediting bodies.
- Oversee the management and development of registered nursing curriculum for an online program.

United Career Institute

2011-2020

Director of Practical Nursing

- Supervise a group of professionals, including faculty and staff. Evaluate and change curriculum as needed to ensure the most updated skills are being taught in the classroom. Schedule and evaluate faculty and students. Maintain the practical nursing students required immunization records.

Highlights and Contributions:

- Establish and maintain rapport with staff, faculty, students, and area agencies to aid in the success of all shareholders.
- Contribute to the academic and social tone of the school through the consistent demonstration of professionalism and enthusiasm.

MSN, RN

ACHIEVEMENTS

Pi Sigma Phi Honorary Society
National Society of Collegiate
Scholars
GPA 3.73 on a 4.0 scale PSU
PIHT Instructor of the Year 2010

ADMINISTRATIVE/TEACHING EXPERIENCE (continued)

- Commitment to educational excellence by establishing and promoting an atmosphere of mutual respect and trust.
- Maintain a 100% pass rate for the Practical Nursing students for the last 10 cohorts.
- Developed and supervise a satellite Nursing program in Westmoreland County.
- Assist and execute annual charitable events for organizations including but not limited to Children's Hospital, American Heart Association, March of Dimes, Autism Awareness, & Fayette County Community Action.

Medical Assistant Director

Pennsylvania Institute of Health and Technology 2009-2011

- Supervised a group of professionals including faculty and staff. Evaluate and change curriculum as needed to assure the most updated skills are being taught in the classroom. Schedule and evaluate externship for the medical assistant and medical office administration students. Maintain the medical assistant students required immunization records. Instruct post-secondary learners in the following courses: Medical Terminology I, II, & III, Medical Administration Procedures, Anatomy and Physiology I, II, & III, Introduction to Pharmacology, Lecture/Lab Medical Clinical Procedures I, II, III, & IV.

Highlights and Contributions:

- Established and maintained rapport with staff, faculty, students, and area agencies to aid in the success of all shareholders.
- Contributed to the academic and social tone of the school through the consistent demonstration of professionalism and enthusiasm of the school.
- Commitment to educational excellence and establishing and promoting an atmosphere of mutual respect and trust.

Medical Instructor

West Virginia Career Institute 2005-2009

- Instruct post-secondary learners in the following courses: Medical Terminology I, II, & III, Medical Administration Procedures, Anatomy and Physiology I, II, & III

Joanne Kozich, MSN, RN

122 Bayard Ave Rices Landing, Pa. 15357 / 540-429-3802/Kozich.joanne@wvjc.edu

Education

- Master of Science / 1999 / Shenandoah University / Winchester, Virginia
 - Major: Nursing
 - Focus: Nurse Midwifery
- Bachelor of Science / 1990 / University of Virginia – Charlottesville, Virginia
 - Major: Nursing
- Associate of Applied Science / 1985 / Salem College / Salem, West Virginia
 - Major: Nursing

Experience

- May 2016 – present
 - West Virginia Junior College, Morgantown, West Virginia
 - Nursing Faculty / Student-Faculty Coordinator
- July 2016 – May 5, 2021
 - West Virginia University Medicine, Morgantown, West Virginia
 - Post Anesthesia Registered Nurse
- 2015 – 2016
 - EMS Southwest, Inc. Waynesburg, Pennsylvania
 - Prehospital Registered Nurse
- 2012 – 2015
 - Southwest Regional Hospital, Waynesburg, Pennsylvania
 - Registered Nurse in Emergency Department
- 2011 – 2012
 - West Virginia University Medicine, Morgantown, West Virginia
 - Post Anesthesia Care Registered Nurse
- 2008 – 2011
 - Fredericksburg Ambulatory Care Center, Fredericksburg, Virginia
 - Operating Room Registered Nurse

- 2006 – 2008
 - Germanna Community College, Locust Grove, Virginia
 - Adjunct Faculty for Nursing Program
- 2000 – 2006
 - Fredericksburg OB/GYN Center, Fredericksburg, Virginia
 - Midwife/OB/GYN Nurse Practitioner
- 1990 – 2000
 - Inova Fairfax Hospital, Fairfax, Virginia
 - Labor and Delivery Registered Nurse
- 1986 – 1990
 - Mary Washington Hospital, Fredericksburg, Virginia
 - Labor and Delivery Nurse

Certifications

- Registered Nurse, WV Board of Examiners for Registered Professional Nurses
- Registered Nurse, Penna. Department of State, Board of Nursing
- Pre-Hospital Registered Nurse, Penna. Dept. of Health Bureau of Emergency Medical Services
- ACLS Provider, American Heart Association
- PALS Provider, American Heart Association
- BLS Provider, American Heart Association
- BLS Instructor, American Heart Association

References

- Available on request

AMY LEIKER, MSN, RN

PROFESSIONAL SUMMARY

As a veteran nurse that recently completed an MSN in nursing education (including a 135-hour practicum in the academic setting), I seek to engage, guide, and support future nurses. My extensive experience in the hospital setting, with current practice in a Magnet designated healthcare system, and over 14 years of clinical and healthcare experience makes me well-versed in nursing practices with sound skills in communication and multidisciplinary collaboration.

PROFESSIONAL EXPERIENCE

Nursing Faculty, West Virginia Junior College, Morgantown, WV

11/2019-Current

- Clinical Instructor
- Clinical Coordinator
- Lab Coordinator
- Assis with planning, implementing, and evaluation of curriculum for an RN, ADN program
- Instruct students in the clinical, classroom, and laboratory environments
- Supervise and advise students

RN, West Virginia University Hospital, Morgantown, WV

4/2014-Current

- Trauma/Surgical/Stepdown unit nursing
- Pre and Post-operative care
- Bariatric care pre and postoperative
- Team nursing and magnet level care

RN, Ellenville Regional Hospital, Ellenville, NY

3/2013-9/2013

- Utilized a range of skills on a medical/surgical unit
- Collaborated with a variety of healthcare providers on a rehabilitation unit
- Pre- operative care for the ambulatory surgery patient
- Out-patient antibiotic infusions and PICC line care

LVN, Medical Center Hospital, Odessa, TX

2008-2012

- Performed a wide range of nursing activities in several different settings as a Flex pool (Float) LVN
- Telemetry, medical/surgical, orthopedic, diabetic, and stroke care

CONTACT

Address: 3421 Laurel Ct.,
Morgantown, WV 26508

Phone: 210-269-2677

Email: amyanne8@yahoo.com

EDUCATION

MSN, University of Texas at Arlington, 2019

Nurse educator program, GPA 3.8,
Completed 135-hour practicum in
an academic setting

BSN, University of Texas at Arlington, 2015

Graduated with Magna Cum Laude
honors

AAS (Nursing), Angelo State University, 2012

LVN Certification, St. Philip's College, 2005

LICENCE/CREDENTIALS - CURRENT

2012 Registered Nurse State of West Virginia License No. 86613

**Basic Life Support
Advanced Cardiac
Life Support**

AMY LEIKER, MSN, RN

LVN, Methodist Metropolitan Hospital, San Antonio, TX

2005-2008

- Care of cardiac patients on a telemetry unit
- Pre-and post-operative care
- Reading and interpretation of ECG and cardiac monitoring

CNA/CMA/LVN, Stone Oak Care Center, San Antonio, TX

2003-2005

- Cared for an array of needs within the geriatric population
- Holistic care within an Alzheimer's unit
- Developed an extensive knowledge of medications as a medication aide

Curriculum Vitae

Marian T. Longstreth, MSN, MBA, RN, CCRN

PERSONAL DATA

3061 Bedillion Road
Washington, Pennsylvania 15301
(H): 724-222-7481 (C): 724-413-2835
(W): longstrethm@hsc.wvu.edu (W): longstrethm@wvumedicine.org

PROFESSIONAL PROFILE

- Expert in providing cutting-edge intensive critical care and advanced surgical trauma skills
- Proven optimistic and detail oriented in administrative leadership abilities and roles
- Experienced preceptor, speaker and professional faculty clinical educator
- Energetic in volunteer health outreach development and community service programs
- Orchestrated career mentorship and recruitment with actual outcomes
- Doctorate studies in Nursing Practice (DNP), student-Waynesburg University

EDUCATION

<u>Year</u>	<u>Degree Earned</u>	<u>Institution/Location</u>
2018 - Present	DNP Student Doctor of Nursing Practice	Waynesburg University Waynesburg, Pennsylvania
2015 - 2018	Dual (MSN/MBA) Master of Science in Nursing Master of Business Administration Administrative Concentration <u>MSN Capstone Project</u> <u>(Completed):</u> Project Implementation Guidelines in Proactive Trauma Care	Waynesburg University Waynesburg, Pennsylvania
1989-1991	Bachelor of Science in Nursing (BSN) – Cum Laude	Waynesburg University Waynesburg, Pennsylvania
1986-1989	Bachelor of Science in Nursing (BSN) – (No Degree Awarded: BSN Program Closure)	Salem International University Salem, West Virginia

CURRENT LICENSES

<u>Year</u>	<u>Source/Type</u>
1999-Present	RN – State of West Virginia (WV)
1991-Present	RN – Commonwealth of Pennsylvania (PA)

CERTIFICATIONS

Year	Source/Type
2015-Present	CCRN (Critical Care Registered Nurse)
1997-2002	RN, C (Certified: Gerontological)

PROFESSIONAL BACKGROUND**EMPLOYMENT**

Years	Institution	Location
1999 – Present	West Virginia University Hospitals	Morgantown, West Virginia
2015 – Present	Waynesburg University-School of Nursing	Waynesburg, Pennsylvania
2016 - Present	West Virginia University-School of Nursing	Morgantown, West Virginia
2017 - Present	West Virginia Junior College-Nursing	Morgantown, West Virginia
2015 – 2016	Washington Health System Greene	Waynesburg, Pennsylvania
2008 – 2010	St. Clair Hospital	Pittsburgh, Pennsylvania
1996 – 1999	Karrington Communities	Pittsburgh, Pennsylvania
1991 – 1996	Allegheny General Hospital	Pittsburgh, Pennsylvania
1991 – 1991	VA Medical Center	Pittsburgh, Pennsylvania
1986 - 1990	West Virginia University Hospitals	Morgantown, West Virginia

PROFESSIONAL EXPERIENCE

Years	Institution	Status	Location
1999 -Present	West Virginia University Hospitals (WVU Medicine)	Full-Time	Morgantown, WV

1. Surgical-Medical-Neurosurgical-Trauma Intensive Care Units: 2001 to present
(SICU-MICU-NCCU-TRAUMA-NEUROSURGICAL)

Job Positions Serve in a myriad of roles and capacities at West Virginia University Hospitals which is a 700 bed, Level I Trauma Center, Magnet designated, primary Stroke Center. Job positions include Relief Charge Nurse, Senior Staff Nurse, Acuity Nurse, Transport Nurse, and Preceptor and Mentorship. Additionally, served as a Job Shadow Career Mentor for High School, College, and professional Students, Unit Newsletter Editor, West Virginia University (WVU) School of Nursing Leadership Preceptor, Peer Reviewer, Proof Reviewer for scholarly *Evidence Based Practice and Research Team* project analysis, Journal Club Initiator & Leader, CCRN staff educator/speaker, *Operation Safe Haven*, Code Response (STAT) nurse, and MSN Capstone in Education for Proactive Trauma Critical Care Services using the TeamSTEPPS (Team Strategies and Tools to Enhance Performance and Patient Safety) approach from the Agency for Healthcare Research & Quality (AHRQ), Peer Reviewer, Competent Observer.

Job Duties

- Served as SICU/MICU Charge Nurse
- Speaker for Hospital Wide Nurse Residency Program: Leadership & Professional Development
- Acuity/Safe Haven Nurse and Peer Reviewer
- Competent ICU Observer for Yearly Competencies
- Transition to Practice Program Advisory Council Board Member
- Liaison between the SICU/NCCU/MICU/CVICU/STAT/ECMO/ED NCWV.AACN Local Chapter
- Hospital Critical Care & Trauma Institute Education and Steering Committee Member

- Care of high acuity intensive care unit patients in a Level I Trauma Center, Magnet designated, primary Stroke Center, Accredited Practice to Transition Nurse Residency Program-Hospital
- Practice Advisory Council for Nurse Residency Transition to Practice (Representative – Elsevier)
- Organ procurement for Center for Organ Recovery (CORE)
- Preceptor and Mentor for career development high school, nursing, and college students
- Clinical educator and leader for evidence-based practice councils and journal club
- Critical care transport acuity nurse to x-rays, computerized tomography (CT) scans, and magnetic resonance imaging (MRI)

2. Intensive Care Resource Pool and Critical Care Transport: 2003 to 2012 including the SICUMICU-NCCU-TRAUMA-NEUROSURGICAL Units

Specific Units

- SICU-MICU-NCCU-Trauma-Neurosurgical ICU: 32 to 60 beds
- Coronary Care & Cardio-Thoracic Critical Care Intensive Care Units (ICU): 16 beds (CCU-CTU)
- Bone Marrow Transplant Unit: 20 beds
- Emergency Department: 60 beds
- All Step-Down Areas: Approximately 20-32 beds in each area
- 10 East: Cardiac Step-Down Unit
- 10 West: Cardiac Step-Down Unit
- 9 East: Trauma & Neurological Step-Down Unit
- 9 West: Oncology Step Down Unit
- 8 East: Medical Step-Down Unit
- 8 West: Medical (Dialysis-Renal) Step Down Unit
- 8 N. East: Surgical Step-Down Unit
- 7 East: Surgical Step-Down Unit
- 7 West: Orthopedic Step-Down Unit
- Overflow: Observation Unit

Job Positions Hospital-wide STAT Nurse, Code Response Team, Hospital Transport Team, Stroke Response Team, Critical Care Transport and Supplemental Staffing Needs Resource Pool.

Job Duties

- STAT Charge Nurse and Preceptor Nurse
- Respond to hospital codes, primary strokes, and perform trauma critical care transports
- Provide staffing needs throughout the hospital in defined areas
- Expert resource for intravenous (IV) starts, declotting peripherally inserted central catheter lines (PICC), and the access of infuse-ports for intravenous use
- Serve as mentor and preceptor for new resource pool nurses

3. Units: 7-EAST GENERAL: 1999 to 2001 SURGICAL/TRAUMA & Intensive Care Unit (ICU) STEP-DOWN

Job Positions Charge Nurse, Mentor & Preceptor Nurse, West Virginia University (WVU) School of Nursing Leadership Preceptor, Staff Nurse

Job Duties

- Charge Nurse
- Care of surgical and trauma patients
- Transport and procedural assistance with surgical and trauma patients
- Super User for computerized charting system (CHIP)

ACADEMIC PROFESSIONAL EMPLOYMENT

Years	Institution	Status	Location
2015-Present	Waynesburg University	Part-time	Waynesburg, Pennsylvania

Job Position

Clinical Lecturer/Instructor at the School of Nursing (SON) in a University of 1,430 students. Instruction includes Bachelor of Science in Nursing (BSN) students at the junior level. The clinicals are conducted at St. Clair Hospital in Pittsburgh, Pennsylvania, which is a 328-acute care hospital affiliated with the Mayo Clinic Care Network. Instruction areas include a 24 bed post-operative surgical unit with scheduled observations in the Emergency areas, Endoscopy, Infusion and Wound Care Centers.

Job Duties

- Instruct and grade pre-planning care plans
- Organize clinical observation areas
- Organize and grade student-led in-service to unit staff
- Conduct and grade student-led post-conferences which include objectives that follow the (BSN) Essentials in Nursing
- Clinical review of student self and faculty evaluations at mid-term and final grading periods
- Grade nursing care plans by utilizing Lippincott DocuCare-Electronic Health Record (EHR) academic learning program
- Concept care mapping weekly

ACADEMIC PROFESSIONAL EMPLOYMENT

Years	Institution	Status	Location
2019-Present	Waynesburg University	Temporary Full-Time	Waynesburg, Pennsylvania

Job Position

Beginning September 30, 2019 (Fall Semester): Clinical Lecturer/Instructor at the School of Nursing (SON) in a University of 1,430 students. Instruction includes Bachelor of Science in Nursing (BSN) students at the junior level. The clinicals are conducted at West Virginia University Hospitals (WVU Medicine) which is a 700 bed, Level I Trauma Center, Magnet designated, Primary Stroke Center. Instruction for Junior level students includes a 26 bed Orthopedic Unit. Instruction for junior nursing students include an array of Orthopedic areas with the organization of observational areas include the Operating Room (5-N), Cancer Center, Dialysis, Leadership, and the Cardiothoracic Vascular Intensive Care Unit (CVICU) in WVU Medicine's Heart and Vascular Institute.

Job Duties

- Instruct and grade pre-planning care plans
- Organize clinical observation areas
- Organize and grade student-led in-service to unit staff
- Conduct and grade student-led post-conferences which include objectives that follow the AACN-(BSN) Essentials in Nursing
- Clinical review of student self and faculty evaluations at mid-term and final grading periods
- Grade scholarly Chronic Illness Paper
- Concept care mapping weekly

ACADEMIC PROFESSIONAL EMPLOYMENT

Years	Institution	Status	Location
2016-Present	West Virginia University	Part-time	Morgantown, West Virginia

Job Position

Clinical Lecturer/Instructor at the School of Nursing (SON) in a University of 28,776 students. Instruction includes Bachelor of Science in Nursing (BSN) students at the sophomore, junior and senior levels. The clinicals are conducted at West Virginia University Hospitals which is a 700 bed, Level I Trauma Center, Magnet designated, Primary Stroke Center. Instruction for sophomore students include the WVU David and Jo Ann Shaw Center for Simulation Training and Education for Patient Safety (STEPS) Center. Instruction for junior nursing students include an array of 24-20 bed step-down areas with organization of observational areas. Instruction areas for senior nursing students include an assortment of areas in a total of 61 bed Surgical/Medical/Neurological/Trauma Intensive Care Units.

Job Duties

- Instruct and grading pre-planning care plans, concept mapping, and nursing care plans
- Provide initial orientation including syllabus, rubrics, requirements, disease processes, and evaluations
- Grade student work including utilizing the Study Observe Learn Engage (SOLE)-portal electronic education
- Conduct post-conferences
- Organize observation experiences for students during clinical

ACADEMIC PROFESSIONAL EMPLOYMENT

Years	Institution	Status	Location
2017-Present	West Virginia Junior College	Adjunct	Morgantown, West Virginia

Job Position

Clinical Lecturer/Instructor at the School of Nursing (SON) in Junior College (Associate Degree) setting. Instructed second year students during the Critical Care (ICU) rotation. The clinicals are conducted at West Virginia University Hospitals (WVU Medicine) which is a 700 bed, Level I Trauma Center, Magnet designated, Primary Stroke Center. Instruction for second level students included organizing rotations in the Surgical Trauma Intensive Care Unit (SICU), Medical Intensive Care Unit (MICU), Neurocritical Intensive Care Unit (NCCU), Cardiovascular Intensive Care Unit (CVICU), Emergency Department, and the STAT nurse role.

Job Duties

- Development & Consultant of ICU Clinical Rotations at WVU Medicine
- Instruct and grading pre-planning care plans, concept mapping, and nursing care plans
- Provide initial orientation including syllabus, rubrics, requirements, disease processes, and evaluations
- Conduct post-conferences
- Organize observation experiences for students during clinical

PROFESSIONAL EMPLOYMENT

Years	Institution	Status	Location
2015 – 2016	Washington Health System Greene	Per-Diem	Waynesburg, Pennsylvania

Job Position

Administrative Nursing House Supervisor at a 50-bed community hospital serving patients in the Waynesburg, Pennsylvania area. Supervisory areas include the Emergency Room, the Medical-Surgical, and the Behavioral Health Units.

Job Duties

- Off-shift administrator and off-shift supervisor
- Leadership and train new nurse administrators
- Promote and maintain quality patient care through effective management of the activities of total patient care services
- Make administrative decisions and appropriate notifications in the absence of the Administrator On-Call
- Orient and train new Administrative Nursing House Supervisors

PROFESSIONAL EMPLOYMENT

Years	Institution	Status	Location
2008 – 2010	St. Clair Hospital	Per-Diem	Pittsburgh, PA

Job Position

Resource pool nurse at St. Clair Hospital in Pittsburgh, Pennsylvania, which is a 328-acute care hospital affiliated with the *Mayo Clinic Care Network*. Rotated between the Intensive Care Unit (ICU), the Critical Care Unit (CCU), and the Cardiovascular Surgical Unit (CVSU).

Job Duties

- Assist in invasive procedures, management of post-open-heart patients, critical care transports, and advanced hemodynamic monitoring

PROFESSIONAL EXPERIENCE

Years	Institution	Status	Location
1996-1999	Karrington Communities	Full-Time	Pittsburgh, Pennsylvania

Job Positions Associate Administrator, Director of Nursing, Nurse Manager, Wellness Coordinator, Nurse Unit Scheduler, Nurse Staff Educator, and Clinical Nurse Preceptor. Karrington Communities (under new operation) is a licensed Nursing and Assisted Living Retirement Facility. Comprised of approximately 98 residents which include assisted living and specialized Alzheimer's care units.

Job Duties

- Supervise of all resident care senior population of 100 beds
- Oversee the entire home operation in the absence of the administrator
- Supervise direct care staff including 60 nursing and resident assistants

- Provided educational and in-services for department leaders, staff, residents, families, and the community
- Adjust and create staffing and scheduling matrixes
- Perform resident assessments, care plans, physician follow-up, and responsible for all medical records for staff and residents, per state Department of Public Welfare (DPW) regulations
- Execute staff performance reviews and also conducted staff interviews
- Attend marketing events in the Pittsburgh metro area including all the hospitals, extended care facilities, and ancillary service companies
- Assess potential patients at all local Pittsburgh hospitals per physician request
- Hire all home care services, retirement house physicians, podiatry, hairdresser, pharmaceutical, lab, and ancillary oxygen services
- Plan and assist in the retirement community from the initial building to completion
- Hire all nursing, aid, housekeeping, and ancillary staff
- Assist in the hiring of all administrative departments' leaders including, food service director, activities director, administrative assistants, resident assistant director, marketing director, and budgeting director
- Assist in the startup of additional resident communities in Columbus, Cleveland, Cincinnati Ohio, Pittsburgh, Erie, and Monroeville, Pennsylvania

PROFESSIONAL EMPLOYMENT

Years	Institution	Status	Location
1991–1996	Allegheny General Hospital	Full-Time	Pittsburgh, Pennsylvania

Job Positions Allegheny General Hospital (Allegheny Health Network) is a Level I Trauma Center which makes up approximately 1000 beds. Roles included the selection into the ARN (Advanced RN – Hospital Based Program) position, Advanced Clinical Resource Nurse, Nurse Unit Scheduler, Clinical Nurse Preceptor, Charge Nurse, Pressure Ulcer Prevention Team Nurse, Greater Pittsburgh Area Conference Speaker

Job Duties

- Charge Nurse
- Routine patient care on the regular medical floor and in the Step-down intensive care unit (ICU)
- Work collaboratively with the primary and team nursing models to provide quality nursing care
- Conduct quality assurance audits on pressure ulcers and medication errors
- Provide continuing education to staff
- Educate new nurses as a preceptor and mentor

PROFESSIONAL EMPLOYMENT

Years	Institution	Status	Location
1991	Veterans Administration (VA) Medical Center	Full-Time	Pittsburgh, Pennsylvania

Job Positions Worked as a staff and charge nurse and team leader at the VA Medical Center which is an acute care hospital of 146 operating medical beds and 78 secure, private psychiatric beds.

Job Duties

- Under the supervision of an RN educator-while GN
- Provided medical care to patients
- Completed admissions and discharges, nursing care plans and education

PROFESSIONAL EMPLOYMENT

Years	Institution	Status	Location
1986 - 1990	West Virginia University Hospital	Part-Time	Morgantown, West Virginia

Job Positions Worked as a Unit Clerk in Labor and Delivery.

Job Duties

- Data information entry for obstetrical patients
- Development of admission and transfer packet information
- Resource in data information

PROFESSIONAL INSTRUCTION AND EDUCATION

Year	Source/Type
2019 - Present	Doctorate Clinical Practicum – <i>Communication and Dissemination with an Interprofessional Team in the Surgical Intensive Care Unit (SICU)</i>
2019 - Present	Doctorate Clinical Residency WVU Medicine Elements of Accreditation { <i>Magnet & Practice to Transition Accreditation Program (PTAP)</i> }
2018	Doctorate Clinical Residency on WVU Medicine <i>Clinical Advancement Practice of Excellence (Program Creation) CAPE – Clinical Ladder</i>
2018	Doctorate Clinical Residency WVU Medicine <i>Transition to Practice Nurse Residency Program with Evidence Based Practice (EBP) Implementation Process</i>
2018	Community Partnership: <i>Meet Health Needs (CORE-Pittsburgh)</i>
2018	Coaching and Mentoring (WVU Medicine)
2018	Critical Thinking Series (WVU Medicine)
2018	Mentor Fairmont State Nursing Student (WVU Medicine)
2018 - Present	Mentor Group Workshops/Speaker (WVU Medicine Nurse Residency Program-Transition to Practice)
2018	Education ICU Steering Committee Member (WVU Medicine)
2018	Competent Observer (SICU) (WVU Medicine)
2018	Peer Reviewer (SICU)
2017	Journal Club Creator and Leader (WVU Medicine)
2017-Present	Competent Observer in the ICU
2015	CCRN Presentation Review Seminar
2014	Instruction in Peer Review
1999 - Present	Mentorship and Preceptor
1999 - 2001	Computer Super-User
1997 - 1999	Education staff, families, community: <i>Wellness Prevention</i>
1996 – 2000	Certified Disaster Instructor (American Red Cross)
1996 – 2000	Certified 1 st Aid Instructor (American Red Cross)
1996 – 2000	Certified CPR – BLS Instructor (American Red Cross)
1993 - Present	Continuing education to staff
1992	Quality Improvement In-services on Medication Errors
1991	In-services on Pressure Ulcer Prevention
1991 – Present	Preceptor and Mentor Instructions/In-services

PROFESSIONAL RETENTION AND RECRUITMENT: CAREER MENTORSHIP HIGH SCHOOL & COLLEGE STUDENTS: JOB SHADOWING IN HEALTHCARE

Year	Student/Location	Source/Type	Location
2019	Junior-Carmichaels HS	Job Shadow-WVU-Medicine	Morgantown, WV
2018	Senior-Hampshire HS	Job Shadow-WVU-Medicine	Morgantown, WV
2018	Senior-Preston HS	Job Shadow-WVU-Medicine	Morgantown, WV
2018	Freshman-WVU Nrsng Student	Job Shadow-WVU-Medicine	Morgantown, WV
2018	Sophomore-McGuffey HS	Job Shadow-WVU-Medicine	Morgantown, WV
2016	Freshman-Penn State Univ	Job Shadow-WVU-Medicine	Morgantown, WV
2016	Junior-McGuffey HS	Job Shadow-WVU-Medicine	Morgantown, WV
2014	Sophomore-McGuffey HS	Job Shadow-WVU-Medicine	Morgantown, WV
2012	Senior-Cannon-Mac HS	Job Shadow-WVU-Medicine	Morgantown, WV
2008	Senior-Trinity High School	Job Shadow-WVU-Medicine	Morgantown, WV

INVITED CONFERENCE (Speaker) PRESENTATIONS – PROFESSIONAL

Year	Name	Location
2019	Poster Presentation on SICU Communication Dissemination Team <i>At The West Virginia Organization of Nurse Executives (WVONE) & The Pennsylvania Organization of Nurse Leaders (SWPONL) (AUGUST – 2019)</i>	
2019	North Central West Virginia American Association of Critical Care Nurses (NCWW.AACN) presentation on <i>“Interprofessional and Nursing Implications in the Prevention of Ventilator Associated Pneumonia”</i>	
2018-Present	<i>Professional Development and Leadership Workshop Presenter</i> Nurse Residency Program Speaker Engagements (Workshops 5)	WVU Medicine
2018	Speaker for High School Career Day – Medical Profession	Washington, PA
1994	<i>First Annual Three Rivers Collaborative Wound Care Conference, “Practice, Policy, and Politics: Today’s Nursing Challenge”</i>	Pittsburgh, PA

PROFESSIONAL ORGANIZATIONS – POSITIONS HELD

Year	Source/Type
2019-Present	WVU Medicine: Practice to Transition Nurse Advisory Council *Board Position: Expert in ICU/Nurse Faculty Representative WVU School of Nursing
2019-Present	Sigma Theta Tau (STT) Alpha Rho Chapter-West Virginia University *Board Position Nomination: Vice President
2019-Present	WVU Medicine: Nurse Residency Advisory Council
2018-Present	Your Community Foundation of North Central WV, Inc. (YCF)-Scholarship Selection Committee – *Executive Board Member- Erin Marie Keener Foundation Selection Committee Member
2018-Present	Sigma Theta Tau (STT) Nu Sigma Chapter-Waynesburg University
2018-Present	Sigma Theta Tau (STT) Alpha Rho Chapter-West Virginia University *Board Position: Councilor
2018-Present	North Central West Virginia AACN (NCWW-AACN) *Board Position: President
2018-Present	West Virginia State Future of Nursing Coalition *Board Position: Nursing Education Team/Recruitment & Retention (Expanding the Pipeline into Nursing Committee)

2018-Present	WVU Medicine Critical Care & Trauma Institute Intensive Care Unit (ICU) Steering Committee *Board Position: SICU-Trauma & WVU School of Nursing Faculty Representative
2016-Present	PONL (Pennsylvania Organization of Nurse Leaders)
2016-Present	STN (Society of Trauma Nurses)
2010-Present	North Central West Virginia AACN (NCWV-AACN)
2010-Present	AACN (American Association of Critical-Care Nurses)

DOCTORATE COURSEWORK

<u>Class</u>	<u>Date</u>	<u>Subject</u>	<u>Status</u>
NUR 668	Summer 2018	Clinical Residency	Nurse Residency
NUR 668	Fall 2018	Clinical Residency	Clinical Ladder (CAPE)
NUR 608	Fall 2018	Interprofessional Team	SICU Team Creation
NUR 669	Spring 2019	Clinical Residency	AACN-PTAP Accreditation
NUR 605	Spring 2019	Evidence-Based Nrsng Practice	SICU Team Proposal
NUR 665	Summer 2019	Health Promotion/Leadership	SICU Research Practicum
NUR 607	Fall 2019	Healthcare Outcomes	Coursework

Publications – DNP

2019-2020 Submission in Progress *Creation of a Professional Interdisciplinary Team in the Surgical Intensive Care Unit (SICU).* Dimensions in Critical Care Nursing

SCHOLARLY PRESENTATIONS – GRADUATE

<u>Year</u>	<u>Subject</u>
2020	Invited to present Quality Initiatives at Grand Nursing Rounds WVU Medicine
2019	Poster Presentation (Doctorate) West Virginia Organization of Nurse Executives (WVONE) and Pennsylvania Organization for Nurse Leaders (PONL) in November 2019
2019	Communication Dissemination SICU Team (Doctorate Practicum)
2018	Interprofessional Team Presentation (Doctorate)
2018	Management Leadership Cost Analysis Capstone MBA (Graduate Coursework)
2017	Financial Position/Strength of Companies using Accounting Concepts
2017	Marketing Presentation New Microcomputer Company Creation
2017	MSN Capstone: Education for Proactive Trauma Critical Care Services using the TeamSTEPPS (Team Strategies and Tools to Enhance Performance and Patient Safety) approach from the Agency for Healthcare Research & Quality (AHRQ)
2017	Nurse Retention & Empowerment Strategies-Magnet Hospitals
2016	Identify Effective Nurse Leader Communication-Nurse Retention
2016	Canadian Analysis and Business Feasibility Study (International Business)
2016	A Comparison between Propofol and Dexmedetomidine in Adult ICU
2016	Benefits of Symptomatic Treatment Techniques in Ankylosing Spondylitis
2016	Management Analysis Information System Recommendations
2016	An Analysis of the Most Accurate Nasogastric Tube Verification Methods
2015	Policy, Politics, and Vaccinations
2015	Providing Preventative Care/Patients at Risk/Ventilator Assoc. Pneumonia
2015	The Health Promotion Model of Nola Pender
2015	AccuVein Non-Contact Illumination AV400 Business Plan Proposal
2015	Budget Case Study – WVUH
2015	Organizational Corporate Business Analysis

SCHOLARLY COURSEWORK – RELATED PAPERS – GRADUATE-DOCTORATE

Year	Subject
2019	IRB Proposal in the Interprofessional Communication Team for (SICU)
2018	Creating Interprofessional Communication/Dissemination Team
2018	Management and Business Analysis MBA Capstone
2017	Marketing and Business Plan in New Company Creation
2017	Managing ICU Throughput with TeamSTEPPS guidelines
2017	Nurse Retention & Empowerment Strategies-Magnet Hospitals
2016	Identifying Effective Nurse Leader Communication-Nurse Retention
2016	A Comparison between Propofol and Dexmedetomidine in Adult ICU
2016	Budget and Finance/Organizational Systems
2016	Health Care Reform
2016	Social Support and Health
2016	Genetics of Ankylosing Spondylitis
2016	Health Promotion Strategies
2016	Understanding Information System Requirements
2015	Evaluating the Importance of Transparency for Patient Safety
2015	Critical Analysis Organizational Behavior Techniques

INTERACTIVE COURSEWORK – GRADUATE

Year	Activity
2019	SICU Interprofessional Dissemination Team/Practicum
2018	Marketing & Management MBA Practicum/Capstone
2017	MSN Practicum/Capstone Data Collection, Analysis, Presentation
2017	Information Systems Interview
2016	Global Business and Analysis
2016	Management/Leadership Interview Budgeting/Finance
2016	Journal Club: Comparison of Sedation in ICU
2016	Interview Manager & Wellness Director: Health Promotion
2015	Budget and Financing Interviews WVU-Medicine

ROUTINE COURSEWORK – GRADUATE

Year	Subjects
2018 - Present	Creating SICU Interprofessional Communication Team
2017 - 2018	Marketing and Management
2015 – Present	Marketing and Business Plans
2015 – Present	Income Statements, Balance Sheets, Stockholder's Retained Earnings Sheets
2015 – Present	Business/Global/Analysis
2015 – Present	Discussion Boards
2015 – Present	Journal Notes/Case Studies
2015 – Present	Journal Article Critiques
2015 – Present	Root Cause Analysis, Fish Bone Diagram
2015 – Present	SMART Goal, Action Framework
2015 – Present	AGREE Instruments
2015 – Present	AHRQ, AACN, IOM, Quality Chasm Series
2015 – Present	Search Strategies for PICO (T) – Evidence Tables

HONORS AND AWARDS

Year	Source/Type	Location
2019	Nurses' Week – Best in Dealing with Families	WVU-Medicine
2014	Milestone of Service Award-15 Years of Service	WVU-Medicine
2010	Excellence in the Clinical Preceptor Role Award	WVU-Medicine
2010	Excellence in the Nursing Practice Award	WVU-Medicine
2010	Nomination "Celebrating Nursing Excellence"	WV Center for Nursing
2009	Excellence in Patient Care Delivery Award	WVU-Medicine
2009	Milestone of Service Award-10 Years of Service	WVU-Medicine
2006	Top 100 RN Award – SICU/MICU Trauma Services	WVU-Medicine
2005	Values in Action Award	WVU-Medicine
2004	Milestone of Service Award-5 Years of Service	WVU-Medicine
2003	Senior Leadership Rotation Award for Preceptors	WVU School of Nursing
2003	Award for Clinical Preceptors and Leadership	WVU-Medicine
2003	Precepting and Mentoring in the ICU	WVU-Medicine
2001	Precepting and Mentoring in the ICU	WVU-Medicine
1991	Academic Certification in Nursing	Waynesburg University
1991	Senior Leadership Award	Waynesburg University
1991	Nursing Honor Society	Waynesburg University
1991	Academic Dean's List	Waynesburg University
1991	Women's Honor Society	Waynesburg University
1991	Outstanding College Students of America	Waynesburg University
1989	Academic Award for Nursing	Salem Int'l University
1986	Outstanding Young Women of America	Salem Int'l University
1986	Academic Nursing Dr. Scholl Scholarship	Salem Int'l University

CERTIFICATION AND TRAINING

Year	Source/Type
2016 – Present	PALS (Pediatric Advanced Life Support)
2016 – Present	CATN (Certification Advanced Trauma Nurse)
2015 - Present	CCRN (Critical Care Registered Nurse-AACN)
2012 – Present	TNCC (Provider Trauma Nurse Certification 1)
2012 – Present	TNCC (Advanced Trauma Nurse Certification 2)
2007 – Present	NSNQI (Pressure Ulcer Training Certification)
2006 – Present	NIHSS (American Heart Assoc. Stroke Certification)
1999 – Present	ACLS (Advanced Cardiac Life Support)
1996 - 1999	Certified (CPR) and Disaster First Aid Instructor (American Red Cross Cardiopulmonary Resuscitation & Certification)
1996	Nursing Home Administrators Course
1996	Nursing Home Director of Nursing Course
1996	Nursing Home Wellness and Infection Control Course
1991 – Present	BLS (Basic Life Support)

EDUCATIONAL ACTIVITIES & WORKSHOPS

Year	Source/Type	Location
2018	Collaborative Institutional Training Initiative (Social & Behavioral Research Investigators)	CITI-Online
2018	Collaborative Institutional Training Initiative (Conflicts of Interest)	CITI-Online

2018	Patient-Focused Collaboration: Strategic	
2018	Alliances That Work	AACN-Webinar
2018	Bullying in the Workplace	AACN-Webinar
2018	Process Improvement w/ Gap Analysis	AACN-Webinar
2018	Sepsis in the ICU-Lunch & Learn	WVU-Medicine
2018	EBP Collaborated Methods (Nurse Residency)	AACN-Webinar
2018	EBP in Caring Critical Older Adults	AACN-Webinar
2018	Overcoming Barriers in Nursing Practice	AACN-Webinar
2018	Meeting Nutritional Needs of Patients	AACN-Webinar
2018	Stroke Fair	WVU-Medicine
2018	Nursing Critical Care Symposium	WVU-Medicine
2018	Undergrad Research Symposium	WVU
2018	Nurse Acuity ECMO & PRISMA Education	WVU-Medicine
	Career Day	WVJC
2017	Bleeding Trauma Patient Simulation	WVU-Medicine
2017	Substance Abuse Update	WVU-Medicine
2017	Veterans Mental Health	WVU-Medicine
2016	Foundations of Business Finance	Peregrine Academic
	Participant: ICU Sepsis Bundle Research Study	WVU-Medicine
2016	Foundations in Accounting	Peregrine Academic
2016	Foundations in Microeconomics	Peregrine Academic
2016	Foundations in Macroeconomics	Peregrine Academic
2016	Transport for Critically Ill Patients	Net-CE Cont. Ed
2016	Postoperative Complications	Net-CE Cont. Ed
2016	Child Abuse Identification/Reporting	Net-CE Cont. Ed
2016	NCLEX Instructor Examination Seminar	Waynesburg University
2016	Community Action Task-Force Seminar	Waynesburg University
2016	Stroke Workshop	WVU-Medicine
2016	NIH Office Extramural Research	NIH-Web-Based
2015	Recognizing Plagiarism	Indiana Univ./On-line
2015	Crisis Prevention Training	WVU-Medicine
2015	Crisis Prevention Training (UPMC Model)	Washington Health
1999	Delegation in the ICU	WVU-Medicine
1997	Seminar (Behavioral Techniques in Adults)	Pittsburgh, PA
1996	Training Seminar (Care of Alzheimer's Patients)	Pittsburgh, PA
1996	Assisted Living Leadership Seminar	Pittsburgh, PA

INSTRUCTIONAL LEADER AND CREATOR: JOURNAL CLUB

Year	Month	Source/Type	Location
2017	May	Ventilator Associated Pneumonia and Events	WVU-Medicine
2017	April	Surviving Sepsis	WVU-Medicine
2017	February	Pressure Ulcer Oxygenation and Perfusion Risks in ICUs	WVU-Medicine

PROFESSIONAL ORGANIZATIONAL LEADER AND CREATOR: (NCWV-AACN) Chapter

Year	Month	Source/Type	Location
2019	July	Music Therapy in the ICU (Dayshift)	WVU-Medicine
2019	July	Music Therapy in the ICU (Dinner and Learn)	WVU-Medicine
2019	July	Ventilator Settings and Respiratory Updates	WVU-Medicine
2019	June	Care of the Post-Operative Chemo Patient	WVU-Medicine
2019	May	Nutrition in the ICU	WVU-Medicine

2019	April	Cerebral Perfusion (Organizer)	WVU-Medicine
2019	March	Vertebral and Carotid Injuries (Organizer)	WVU-Medicine
2019	February	Interprofessional and Nursing Implications for the Prevention of Ventilator Associated Pneumonia (Speaker)	WVU-Medicine
2019	February	Volunteers for the Women Love Your Heart event by The National Center of Excellence in Women's Health And the WVU Heart and Vascular Institute	WVU-Medicine
2019	January	Cardiac/Endocarditis Lecture Presentation (Organizer)	WVU-Medicine
2018	December	Community Service Outreach: Vitamins to Honduras Collection	WVU-Medicine
2018	December	Community Service Outreach: Project Bundle Up Collection	WVU-Medicine
2018	December	Fundraising During Holidays (Local AACN)	WVU-Medicine
2018	December	ARDS Presentation/Patient Prone Positioning/Arjo Company (Organizer)	WVU-Medicine
2018	November	Pulse Oximetry Advancements and Capnography in ICU (Organizer)	WVU-Med.
2018	October	Leadership & AACN Professional Organization Information	WVU-Medicine
2018	October	Fundraising Activities (Local AACN)	WVU-Medicine

PROFESSIONAL ORGANIZATIONAL LEADER AND CREATOR: (NCWV-AACN) Chapter

2019	AACN Beacon Award for Excellence for the SICU
2019	Leadership Series
2019	Leadership Platform
2019	Community Service Outreach
2019	Educational Resource Instruction and Development

COMMUNITY SERVICE

COMMUNITY SERVICE ORGANIZATIONS

Year	Source/Type
2002 – 2009	MOPS (International Outreach for <i>Mothers of Preschoolers</i>)
2015 – 2016	Education Committee Member (Church Outreach)

COMMUNITY SERVICE TEACHING AND INSTRUCTION

Year	Source/Type	Organization	Location
2002 – Present	Nursery – High School	Church Outreach	Washington, PA

COMMUNITY SERVICE LEADERSHIP

Year	Office	Organization	Location
2012 – 2016	Director Community Teen Projects	Church Outreach	Washington, PA
2012 – 2016	Director Vacation Bible School (VBS)	Church Outreach	Washington, PA
2002 – 2009	Coordinator	MOPS	Washington, PA

COMMUNITY SERVICE CONVENTION

Year	Location	Organization
2004	Nashville, Tennessee	MOPS

INVITED VOLUNTEER PRESENTATIONS – (speaker) COMMUNITY SERVICE

Year	Organization	Topic	Location
2007	MOPS	<i>Uncluttering and Organizational Skills in Your Life</i>	Washington, PA
2007	MOPS	<i>Feeling Good, Looking Great; Time Management</i>	Washington, PA
2006	MOPS	<i>Self-Image and Nutrition</i>	Washington, PA

COMMUNITY SERVICE TEEN PROJECT AREAS

Year	Service Groups	Location
2019	Washington County Pre-School Teacher	Washington, PA
2018	Washington County City Mission	Washington, PA
2018	University of Pittsburgh Medical Center (UPMC) Strabane Trails	Washington, PA
2018	Washington County Citizen's Library	Washington, PA
2017	Washington County City Mission	Washington, PA
2017	University of Pittsburgh Medical Center (UPMC) Strabane Trails	Washington, PA
2017	Washington County Citizen's Library	Washington, PA
2016	University of Pittsburgh Medical Center (UPMC) Strabane Trails	Washington, PA
2016	UPMC Vanadium Woods-Servicing the Elderly	Washington, PA
2016	Washington County City Mission-Serving the Community	Washington, PA
2016	South Hills Pregnancy Resource Center	Pittsburgh, PA
2015	UPMC Strabane Trails	Washington, PA
2015	Washington County City Mission	Washington, PA
2015	Washington County Food Bank	Washington, PA
2015	Washington County Citizen's Library	Washington, PA
2014	Washington County Food Bank	Washington, PA
2014	Washington County City Mission	Washington, PA
2014	UPMC Strabane Trails	Washington, PA
2014	Horse 'N Soul	Washington, PA
2013	Washington County Food Bank	Washington, PA
2013	Washington County City Mission	Washington, PA
2013	UPMC Strabane Trails	Washington, PA
2013	Rainbow's End Child and Adult Care	Washington, PA
2013	Habitat for Humanity	Washington, PA
2013	UMPC Children's Hospital Cardiac Unit (Jameson's Army)	Pittsburgh, PA
2012	UPMC Strabane Trails	Washington, PA
2012	Washington County Food Bank	Washington, PA
2012	Washington County Women's Shelter	Washington, PA

UNDERGRADUATE ACTIVITIES**UNDERGRADUATE ORGANIZATIONS**

Year	Organization	Institution
1990 – 1991	Admissions Progression Committee Organization	Waynesburg University
1990 – 1991	Senior Nursing Students' Network	Waynesburg University
1989 – 1991	Student Nurses' Organization of Waynesburg	Waynesburg University
1989 – 1991	Student Nurses' Association of Pennsylvania	Waynesburg University
1989 – 1991	National Student Nurses' Association	Waynesburg University
1986 – 1989	National Student Nurses' Association	Salem Int'l University
1986 – 1989	West Virginia Student Nurses' Association	Salem Int'l University
1986 – 1989	Salem College Student Nurses' Association	Salem Int'l University

UNDERGRADUATE LEADERSHIP

Year	Office	Organization
1986 – 1989	State President	West Virginia Student Nurses' Association
1986 – 1989	Local President	Salem College Student Nurses' Association.

Tracey Lynn Scott, WHNP-BC, BSN, MSN
103 Corkrean Way
Morgantown, WV 26508
Cellular Phone: 310-986-9282
Email: traceydesaiscott@gmail.com

OBJECTIVE

Seeking a position as a Board Certified Women's Health Nurse Practitioner.

EDUCATION

Masters of Nursing

Western Governors University, Salt Lake City, Utah, March 2018.

Bachelors Degree of Nursing

Western Governors University, Salt Lake City, Utah, March 2017.

Associates Degree of Nursing

Fairmont State University, Fairmont, West Virginia, May 2002.

Certification of Women's Health Care Nurse Practitioner

Harbor UCLA Women's Health Care Nurse Practitioner Program, Torrance, California,
September 2006.

RELEVANT WORK HISTORY

Registered Nurse Practitioner

- Obtain a thorough medical history of all patients.
- Perform routine, annual, ultrasound, and problematic physical examinations to monitor relative health status.
- Provide pre and postnatal care, as well as family planning services.
- Order, perform, and interpret diagnostic studies (ex. lab tests, Ultrasounds, and Perinatology reports).
- Diagnose and treat acute illness and infection.
- Diagnose and monitor chronic diseases (ex. Diabetes, Hypertension).
- Prescribe medications which coincide with treatment options for current diagnoses.
- Counsel and educate patients on health behaviors, medical conditions, self care skills, and treatment options.
- Collaborate with physicians and other health professionals as needed.
- Provide referrals to appropriate physicians if presenting conditions are out of the scope of practice.

WVU Medicine, Department of OBGYN, Morgantown, West Virginia, 08/2019-Present.

Womencare, INC, Fairmont, West Virginia, 08/2018 – 08/2019.

Northeast Community Clinic, Wilmington, California, April 2015 – July 2018.

USC Infertility, Los Angeles, California, May 2014 – May 2015.

County USC, Los Angeles, California, May 2013 – May 2014.

M. Dartey, MD, INC., San Pedro, California, May 2008 – February 2015.

Women's and Children's Clinic, Providence Little Company of Mary, Harbor City, California, November 2009 – December 2012.

Torrance OB/GYN, C. Lynch, MD, Torrance, California February 2008 – March 2010.

Planned Parenthood, Los Angeles, California May 2007 – May 2008.

K.N. Solomon Mbagwu, MD, INC., Inglewood, California, November 2006 – May 2007.

Registered Nurse

Tasks and duties as an R.N. were performed with antepartum, laboring, post-partum, and newborn patients.

- Perform a holistic assessment of entire body systems and document findings and progress of patients during each shift.
- Obtain medical orders from Physician that is necessary for patient care based upon assessment.
- Monitor vital signs of mother and fetus during labor, ensure venous access via intercannula, collect blood and body fluid specimens, and assist with activities of daily living.
- Preparation of patient and assisting of Operating Room Staff during Caesarian Sections and Tubal Ligations, and post operative recovery of the general anesthetic patients.
- Administration of oral, intramuscular, and venous medications (ex. Terbutaline, magnesium sulfate, and insulin).
- Engage with treatment team (Charge Nurses, Social Workers, and Physicians) to assist in discharge planning by reporting observations of, and interaction with, the patient.
- Ensure consistency of treatment protocol with the current Physician orders.
- Educate patients concerning their medical condition, medications, as well as any changes that need to be made in their lifestyle.

Providence Little Company of Mary Medical Center, Labor and Delivery Department, San Pedro, California, February 2011 – May 2014.

Centinel Hospital Medical Center, Labor and Delivery Department, Inglewood, California, Employee of Preferred Health Care Staffing- Traveling Nurse Position May 2005 - October 2005.

West Virginia University Hospital, Labor and Delivery Department, Morgantown, West Virginia, September 2004 – May 2005.

United Hospital Center, Labor and Delivery Department, Clarksburg, West Virginia, November 2003 – May 2005.

Saint Mary Medical Center, Long Beach, California, September 2002- May 2003.

Clinical Nurse Instructor

Tasks and duties as a Clinical nursing instructor with nursing students

- Perform a holistic assessment of entire body systems and document findings and progress of patients during each shift.
- Obtain medical orders from Physician that is necessary for patient care based upon assessment.
- Monitor vital signs of mother and fetus during labor, ensure venous access via intercannula, collect blood and body fluid specimens, and assist with activities of daily living.
- Preparation of patient and assisting of Operating Room Staff during Caesarian Sections and Tubal Ligations, and post operative recovery of the general anesthetic patients.
- Administration of oral, intramuscular, and venous medications
- Engage with treatment team (Charge Nurses, Social Workers, and Physicians) to assist in discharge planning by reporting observations of, and interaction with, the patient.
- Ensure consistency of treatment protocol with the current Physician orders.
- Educate patients concerning their medical condition, medications, as well as any changes that need to be made in their lifestyle.

West Virginia Junior College, Morgantown, West Virginia, 2018-Present

LICENSES and CERTIFICATES

- DEA License, MD1730096.
- State of California Board of Registered Nursing, License Number: 17002.
- State of California Board of Registered Nursing, License Number: RN607342.
- State of West Virginia Board of Registered Nursing, License Number RN 61409.
- State of West Virginia Board of Registered Nursing, APN active license.
- NCC Women's Health Nurse Practitioner, ID # DES1-0432-7804, 03/15/2007- Present.
- BLS Certification
- Certified Trainer from Birth and Beyond, Breastfeeding Task Force of Greater Los Angeles.
- In the process of obtaining Pennsylvania License.

AWARDS RECEIVED

- Deans list: Fall semesters 1997, 1998, 1999, 2000, and 2001. Spring semesters 1998, 1999, 2000, 2001, and 2002.
- Fairmont General Hospital Volunteer Association
The Emma Jo Church Nursing Scholarship, for the Academic year of 2001 – 2002, providing all cost related to tuition and supplies.



ANNE M SNYDER, MSN, RN, FNP-C

Phone: (814) 279-1221
amsnyder116@gmail.com

2106 Grants Drive
Morgantown, WV 26505

EDUCATION

MSN West Virginia University School of Nursing Morgantown, West Virginia Family Nurse Practitioner (FNP) Specialty	April 2019
BSN Duquesne University School of Nursing Pittsburgh, Pennsylvania Graduated Cum Laude	April 2014

NURSING LICENSURE

Nurse Practitioner – West Virginia (Active) # 105008 - Exp. 06/2021	November 2019
Registered Nurse – West Virginia (Active) # 90328 – Exp. 10/2020	July 2014
Registered Nurse – Pennsylvania (Inactive) # RN663018	July 2014

EMPLOYMENT HISTORY

Nurse Practitioner Pineview Gynecology Morgantown, West Virginia	2021 to present
<ul style="list-style-type: none">• Assess, diagnose, and treat the health care needs of women throughout their lifespan.• Provide preventive care including well-woman exams, breast cancer screenings, and cervical cancer screenings.• Provide health education, prenatal care and contraceptive counseling.	
Adjunct Instructor West Virginia Junior College Associate's Degree Nursing Program Morgantown, West Virginia	2020 to present
<ul style="list-style-type: none">• Design and continuously improve and adapt curriculum depending on educational needs.• Develop lesson plans.	

- Incorporate evidence-based research into educational plans and practices.

Teaching Experience:

- Clinicals
- Pharmacology Lab
- Critical Care Lab

Nurse Practitioner

2020 to 2021

Preston Healthcare Services
Kingwood, West Virginia

- Order and interpret diagnostic and therapeutic tests relative to patient's specific needs.
- Prescribes appropriate pharmacologic and non-pharmacologic treatment modalities.
- Implements interventions to support the patient to regain or maintain physiologic stability.

Registered Nurse

2014 to present

WVU Medicine - Ruby Memorial Hospital
7 East – Trauma/Surgery
Morgantown, West Virginia

- Observe and record patient behavior.
- Perform physical exams and diagnostic tests.
- Collect patient health histories.
- Counsel patients and their families.
- Educate patients about treatment plans.
- Administer medications, wound care, and other treatment options.

GRADUATE STUDENT CLINICAL ROTATIONS

Primary Care

- **412 hours** at Preston Healthcare Services, Kingwood, West Virginia
August 2018 - April 2019

Urgent Care

- **145 hours** at WVU Medicine Urgent Care, Morgantown, West Virginia
January 2019 - March 2019

Public Health

- **32 hours** at Harrison-Clarksburg Health Department, Clarksburg, West Virginia
February 2019 – March 2019

PROFESSIONAL EDUCATION AND TRAINING

Advanced Cardiac Life Support (ACLS) Provider
American Heart Association

January 2021

Basic Life Support (BLS) Provider
American Heart Association

December 2020

PROFESSIONAL AFFILIATIONS

Sigma Theta Tau International Honor Society of Nursing

2013 to present

Stanley J. Timinski MSN, APRN, NP-C

2312 Circle Drive, Morgantown, WV 26505

Phone: (570) 954-1986

E-mail: stanley.timinski@gmail.com

Education

- **MSN – Family Nurse Practitioner**, Drexel University (2020)
- **BSN**, West Virginia University (2014)

Certifications

- **Family Nurse Practitioner (FNP)**, American Academy of Nurse Practitioner's Certification Board (AANPCB), 10/2020 - present
- **Fundamentals of Critical Care Support (FCCS)**, Society of Critical Care Medicine, 2018
- **Critical Care Registered Nurse (CCRN)**, American Association of Critical Care Nurses, 2016 – 2020
- **Pediatric Advanced Life Support (PALS)**, American Heart Association, 2016 - 2018
- **Advanced Cardiovascular Life Support (ACLS)**, American Heart Association, 2014 – present
- **Basic Life Support (BLS)**, American Heart Association, 2014 – present
- **End of Life Nursing Education Consortium (ELNEC)**, American Association of Colleges of Nursing, 2014

Licensure

- **Advanced Practice Registered Nurse**, WV State Board of Nursing, #107721
- **Registered Nurse – Nurse Licensure Compact**, WV State Board of Nursing, #90934, 2015 - present
- **Registered Nurse – Pennsylvania**, PA State Board of Nursing, # RN714190, 2018 – present

Professional Experience

Academic Experience

- **May 2021 - present**, Adjunct Faculty, West Virginia Junior College. Facilitate instruction for current online courses in the WVJC Nursing program

Nurse Practitioner Student Experience

- **Family Nurse Practitioner Clinical Preceptorship**, Monongahela Valley Association of Health Centers, Fairmont location. Under the preceptorship of Miranda Riggs, FNP, provided annual well visits and managed common chronic and acute conditions of children, adolescents, and adults
- **Family Nurse Practitioner Clinical Preceptorship, Pediatrics**, Community Care of West Virginia, Buckhannon location. Under the preceptorship of Raymond Leonard, MD, provided well-infant, child, and teen supervision and managed common acute and chronic conditions
- **Family Nurse Practitioner Clinical Preceptorship**, WVU Medicine OB/GYN, Bridgeport location. Under the preceptorship of Marissa Barberio-Saas, FNP and Stephanie Hurst, CNM, provided routine and acute care to obstetric patients throughout all stages of pregnancy. Provided annual well-woman visits, as well as IUD insertions, PAP smears, and colposcopies

Prior Professional Experience

- **March 2020 – June 2020** - COVID-19 Incident Command Center, Ruby Memorial Hospital. Assigned to help design policies and procedures related to COVID-19, as well as manage and distribute PPE throughout the hospital system
- **June 2019 – present** – Registered Nurse, Ruby Memorial Hospital – Resource Pool. Worked as an RN providing care in all ICU, step-down, and emergency department areas
- **August 2018 – March 2019** – Car T-cell Committee, Ruby Memorial Hospital. Designed and implemented Car T-cell therapy policies and procedures

- **August 2018 – January 2019** – Infectious Endocarditis Ethics Subcommittee, Ruby Memorial Hospital. Reviewed and revised the hospital policy on heart valve replacements in infectious endocarditis patients. Developed ethical guideline for multiple valve recipients
- **March 2018 – present** – Ethics Committee, Ruby Memorial Hospital. RN representative on hospital-wide ethics committee. Consulted on referrals with a physician to determine the most ethical course of action in a given situation
- **March 2018 – June 2019** – Nursing Supervisor, Medical Intensive Care, Ruby Memorial Hospital. Managed daily unit activities, employee schedules, and ensured quality patient care in a 28-bed medical intensive care unit
- **March 2018 – June 2019** – Enterprise Committee, Ruby Memorial Hospital. Assisted with system-wide electronic medical record reviews, change requests, and workflow difficulties
- **February 2017 – March 2018** – ICU Education Committee, Ruby Memorial Hospital. Reviewed scholarly journals and provided current evidence-based care education to ICU staff
- **January 2017 – April 2018** – Charge Nurse, Surgical/Neurologic Intensive Care, Ruby Memorial Hospital. Managed daily staffing and bed usage, while supporting staff and patients in a 12-bed surgical/trauma intensive care unit and 20-bed neurologic intensive care unit
- **January 2016 – March 2018** – CORE Donor Advisory Group, Ruby Memorial Hospital. Reviewed process breakdowns in organ donation opportunities, provided education to hospital employees on best practices in organ donation
- **April 2015 – January 2017** – Registered Nurse, Surgical/Medical Intensive Care, Ruby Memorial Hospital. Worked as a staff nurse in a 20-bed medical intensive care unit and 12-bed surgical/trauma intensive care unit

Recognition

- **2016. Cornerstone of Care Award, WVU Critical Care and Trauma Institute**

Professional Memberships

- **June 2020 – present. American Association of Nurse Practitioners**
- **February 2017 – present. American Nurses Association**
- **August 2016 – present. American Association of Critical Care Nurses, North Central West Virginia Chapter**

Miscellaneous

- Educational opportunities completed on:
 - Telemedicine and telehealth
 - LGBTQ+ health considerations
- Experienced with EPIC electronic medical record
- Experienced in use of Blackboard for online course delivery
- Experienced in nursing leadership
- Experience working in interdisciplinary settings/committees

ALLISON WATERS

770 STONECREST DRIVE, GRAFTON, WV 26354
allisondawn2008@yahoo.com
(304) 668-1264

OBJECTIVE | To continue to hold a position as a clinical adjunct instructor for West Virginia Junior College.

SKILLS & ABILITIES | Apply advanced knowledge and clinical skills in many facets of health care; obtaining medical histories and performing physical examinations; diagnosing, treating and monitoring acute and chronic mental and/or physical health conditions; ordering, performing, and interpreting diagnostic studies.

EXPERIENCE | **AANP WV BOARD CERTIFIED FAMILY NURSE PRACTITIONER**
PINWOOD MEDICAL CENTER
APRIL 2017-PRESENT

Adjunct Clinical Instructor for West Virginia Junior College
(Morgantown, WV)
DECEMBER 2019-PRESENT

AANP WV BOARD CERTIFIED FAMILY NURSE PRACTITIONER
MANCHIN CLINIC SOUTH/BRIDGEPORT OFFICES
APRIL 2016-APRIL 2017

EDUCATION | **WHEELING JESUIT UNIVERSITY, WHEELING, WV**
MASTERS OF SCIENCE, NURSING
• May 2012-May 2015

FAIRMONT STATE UNIVERSITY, FAIRMONT, WV
BACHELOR OF SCIENCE, NURSING
• August 2008-June 2012

CERTIFICATIONS | **American Association of Nurse Practitioners (AANP) Board Certified**
Certification #F09151261
DEA Number: MC3735985
September 30, 2015-September 29, 2025

West Virginia Board Certified Registered Nurse
October 2010-present

REFERENCES

Kristen Cutright, RN, MSN

United Hospital Center; GI department

Kcutright87@gmail.com

(304)816-6109