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SECTION II STANDARDS AND CRITERION

STANDARD I MISSION AND GOVERNANCE

STANDARD I: MISSION AND GOVERNANCE

There are clear and publicly stated mission and/or philosophy and purposes appropriate to postsecondary or higher education in nursing.

CRITERION 1: Mission and/or philosophy of the nursing education unit is congruent with that of the governing organization, or differences are justified by the nursing education and purposes.

The faculty and staff of the Utah Valley State College Department of Nursing support the mission statements of Utah Valley State College (UVSC) and the School of Science and Health (SSH). It should be noted that Utah Valley State College has recently reviewed and revised the Mission, Vision and Goals. These have been approved by the Utah Valley State College Board of Trustees and are awaiting final approval by the Utah Board of Regents. The following discussion of the mission of the College is based on the revised statements. The Mission of UVSC (Appendix 2) states “Utah Valley State College is a community where every individual is welcomed, encouraged, and supported . . . values its students, faculty, staff and community and affirms the value of learning and scholarship . . .”

The School of Science and Health Mission (see Appendix 3), echos these values in the statement, “The mission of the School of Science and Health is to provide each student a professional, ethical, and stimulating educational experience. We will promote hope, fill educational gaps and empower students to change their lives.”

The Philosophy of the UVSC Department of Nursing (Appendix 4) expounds upon this philosophy by being “committed to the educational preparation of nurses who are competent to meet the needs of the profession in a dynamic health care environment. The Department's Vision Statement (Appendix 4) further acknowledges this commitment to meeting the needs of the nursing profession as it states, "The department anticipates the time when the

Baccalaureate degree is the basic entry into nursing, and when graduate level nursing courses, are offered.”

Table 5 compares the core values of UVSC with statements from the School of Science and Health mission and the Department of Nursing mission and philosophy.

Table 5 Values Comparison

Value	UVSC	SSH	Department of Nursing
Student Community	“We are deeply committed to the success of each student . . . ”	“We value students and their quest for knowledge. We help students take responsibility for their own learning processes.”	"Students are the primary focus of the Department of Nursing. Individual student needs are addressed within the constraints of the nursing department."
Community We Serve	“We honor the trust placed in us by the community to respond to its educational needs . . . recognize our obligation to prepare an educated citizenry and a skilled workforce.”	“We maintain active partnerships . . . to meet developing needs for education . . . and to foster development of faculty, staff, students and the community.”	"We maintain active partnerships to meet developing needs for nursing education in our community."
Learning and Scholarship	“. . . support of vigorous academic programs . . . ” “...lifelong learning and scholarship for students, faculty and staff.”	"We support vigorous academic programs . . . to engage students in the learning process and allow faculty opportunities for continued learning in their disciplines . . . while maintaining an appropriate level of rigor . . . ”	"Nursing education builds on a foundation of life experience as well as education acquired from prerequisite and support courses. Students from diverse backgrounds have opportunities to improve learning skills and cultivate meaningful careers . . . Synergistic exchange between student and mentor encourages learning at highest levels."
Excellence and Innovation	“We pursue excellence in all endeavors.”	“Our goal is for faculty, staff and students to reach excellence in all they do; learning, social responsibility, and life goals.”	"Faculty use and teach about current technologies while adhering to highest principles of nursing practice."

Value	UVSC	SSH	Department of Nursing
Ethics and Integrity	“We value ethics as an integral part of education. We believe honor and integrity are essential in our learning community.”	“We strive to develop in our students an understanding of and drive to be ethical in their professions and lives.”	"Legal and ethical behavior, caring, integrity and accountability are essential to nursing practice. Nursing faculty have the opportunity to reinforce the value of these qualities in students by acting as role models and mentors."
Academic Freedom	“We embrace an academic climate conducive to the free examination of ideas.”	“We encourage thoughtful and civil exploration of topics . . . and promote the academic freedom of all faculty members and students.”	"Faculty mentor, facilitate, motivate, guide and direct the learning experience. Synergistic exchange between student and mentor . . . demonstrate respect, trust and concern for the individual."
Diversity and International Understanding	“We seek to establish a more diverse campus community . . . and support experiences leading to an appreciation and understanding of our global society.”	“We respect the diversity of all faculty, staff and students. We endeavor to teach and instill in our students the ability to recognize and accept differences in thought, life style, values, and politics.”	"Each individual has distinct characteristics and unique needs . . . acknowledges the holistic nature of the individual [as] part of the global society. Individual student needs are addressed within the constraints of the nursing department."

The educational goals of the Department of Nursing are consistent with the contemporary beliefs of the profession and appropriate within the scope of practice as found in the Utah State Nurse Practice Act. The Nurse Practice Act identifies an approved education program as a “nursing education program that meets the minimum standards for educational programs established under this chapter and by division rule in collaboration with the board.”

The UVSC Nursing programs were developed to educate individuals in the practice of nursing which is defined by the Utah State Nurse Practice Act as “assisting individuals or groups to maintain or attain optimal health, implementing a strategy of care to accomplish defined goals and evaluating responses to care and treatment. The practice of nursing requires substantial specialized or general knowledge, judgment, and skill based upon

principles of the biological, physical, behavioral, and social sciences, and includes:

- (a) initiating and maintaining comfort measures;
- (b) promoting and supporting human functions and responses;
- (c) establishing an environment conducive to well-being;
- (d) providing health counseling and teaching;
- (e) collaborating with health care professionals on aspects of the health care regimen;
- (f) performing delegated procedures only within the education, knowledge, judgment, and skill of the licensee; and
- (g) delegating nurse interventions that may be performed by others and are not in conflict with this chapter.”

The complete Practice Act can be accessed on the Internet at:

www.le.state.ut.us/~code/TITLE58/58OF.html

The Department’s purposes and objectives are also congruent with the philosophy (see Appendix 4) and are consistent with the cultural, racial, and ethical diversity of the local and college communities. The purposes and objectives are available to the public and students who inquire about the UVSC Nursing program. The program philosophy, purposes and objectives are contained in the Department of Nursing Student Handbook, which is available on the Internet through the Department of Nursing Home Page <http://www.uvsc.edu/nurs> and is made available to all students entering the Associate and Bachelor degree programs.

The programs’ purposes, objectives, and delivery methods are discussed in greater detail in Criterion 12. A comparison of the ethnic backgrounds of the community, College and Department can be found in Table 2 of the Program Overview.

The Department does not offer either program via distance education. Courses in both programs have used web-based components, but the class portions are held on campus.

CRITERION 2: Faculty, administrators, and students participate in governance as defined by the parent organization and nursing education unit.

Nursing faculty, administrators, and students have opportunities to participate in governance at the Department, School, and College levels. At the Department level, the Nursing Faculty Organization provides a structure for planning, approving, communicating, coordinating, and evaluating policies pertaining to the nursing faculty and students and their interaction with the School of Science and Health, Utah Valley State College, Utah State Board of Nursing, and community services. The Bylaws of the Nursing Faculty Organization set forth membership, voting rights, and committee functions. The Bylaws are included in the Department of Nursing Faculty Handbook which will be available on site.

All full-time contract faculty in the Department serve on the Nursing Faculty Organization with full voting privileges. The Director of the Department serves as the Chairperson of the Faculty Organization and votes only in the case of a tie-vote. Adjunct faculty are encouraged to participate and have full voting privileges if they are employed by the Department ten or more hours per week. One student representative from each program level serves on the Nursing Faculty Organization.

All faculty who are eligible for membership in the Faculty Organization are eligible for appointment to standing committees as they meet requirements for membership specified in the committee's bylaws. Students who are in good standing in their programs are eligible for appointment to standing committees that include student membership. The Director of the Department serves as an ex-officio member of all standing committees. Standing committees allow faculty, administrators, and students participation in the development, implementation, maintenance, and revision of policies as delineated in Article VI Section C of

the Department of Nursing Faculty Organization Bylaws.

All full-time faculty members actively participate in the Nursing Faculty Organization and serve on at least one standing committee of the Department of Nursing.

During the 2002-03 academic year there were three ad hoc committees with nine faculty serving on one or more of the ad hoc committees. Participation on the committees of the Department of Nursing is summarized in Table 6.

Table 6 Participation on Department of Nursing Committees

	2001-02 Members	2002-2003 Members	2003-04 Members
NURSING FACULTY ORGANIZATION	All Nursing Faculty <i>Student Reps:</i> Lisa Jewkes Mary Visker Misty Thacker Beth Willich Marlee DiCristofano Christine Jensen	All Nursing Faculty <i>Student Reps:</i> Katie Christensen (AD) Ryan Rasmussen (BS) Jason Henrie (BS alternate) Erin Reese (AD alternate)	All Nursing Faculty <i>Student Reps:</i> <i>Not selected at time report mailed</i>
CURRICULUM	Lona Broadhead Suzette Farmer Ella Peterson <i>Student Reps:</i> Vonna Brown Nani Kalauli Alane Day Makelle Erickson	Lona Broadhead Denza Bruss Gaya Carlton Suzette Farmer Ella Peterson Jacquie Stratton <i>Student Reps:</i> Jeannette Sharples (AD) Susan Clyde (BS) Phil Dulude (AD alternate) Angelique Khan (AD alternate)	Lori Barber (Assoc. Director) Gaya Carlton Suzette Farmer David Keller Jacquie Stratton

	2001-02 Members	2002-2003 Members	2003-04 Members
ADMISSION, PROGRESSION, AND GRADUATION	Marianne Craven Suzette Farmer Lynnae Marsing Julie Musselman Mickie Opfar Ella Peterson Nancy Ricks <i>Student Reps:</i> Emily Miner Cari Evans	Gaya Carlton Marianne Craven Suzette Farmer Gary Measom Julie Musselman Mickie Opfar Ella Peterson LouAnn Provost <i>Student Reps:</i> Denise Buck (AD) Hyrum Davenport (BS) Sabrina Bright (AD alternate) Lisa Jones (BS alternate)	Lori Barber (Assoc. Director) Lynnae Marsing (Advisor) Marie Hunter Gary Measom LouAnn Provost Jacquie Stratton
FACULTY RETENTION, PROMOTION AND TENURE	Lona Broadhead Gary Measom LouAnn Provost	Lori Barber Gaya Carlton Marianne Craven Julie Musselman LouAnn Provost	Lori Barber Marianne Craven Gaya Carlton Julie Musselman
SCHOLARSHIP	Julie Musselman Lona Broadhead Lori Barber <i>Student Reps:</i> Tara Benson Marlee DiCristofano	Lona Broadhead Denza Bruss Marianne Craven Gary Measom Julie Musselman Jacquie Stratton <i>Student Reps:</i> Erin Reese (AD) Anjanette Alvey (BS) Tammy Johnson (AD alternate) Jeanie Hammer (BS alternate)	Marianne Craven Gary Measom Troy Nelson Mickie Opfar LouAnn Provost
PROGRAM EVALUATION	Lori Barber Denza Bruss Suzette Farmer Mickie Opfar LouAnn Provost	Lori Barber Denza Bruss Suzette Farmer Gary Measom Mickie Opfar Ella Peterson LouAnn Provost	Lori Barber (Assoc. Director and Outcomes Assessment Rep) Suzette Farmer Marie Hunter Mickie Opfar Mina Wayman

	2001-02 Members	2002-2003 Members	2003-04 Members
WORKLOAD (AD HOC)	Gaya Carlton Marianne Craven Suzette Farmer Alene Harrison	Lori Barber Suzette Farmer Alene Harrison Mickie Opfar	
STRATEGIC PLAN (AD HOC)	Gaya Carlton Marianne Craven Suzette Farmer Alene Harrison	Gaya Carlton Marianne Craven Suzette Farmer Alene Harrison	
GENERIC BACHELOR DEGREE PROGRAM PLANNING		Gaya Carlton Marianne Craven Alene Harrison Marie Hunter Gary Measom Julie Musselman LouAnn Provost	Gaya Carlton Marianne Craven Alene Harrison Marie Hunter Gary Measom Julie Musselman LouAnn Provost
ADVISORY COMMITTEE	Dallas Earnshaw Sandy Ewell Lynn Flinders Carrie Frampton Ann Hogensen Debra Huber Gail McGuill Wendy Parmley Lane Pederson Cindy Walpole Helen Zsohar <i>Student Reps:</i> Meredith Johnson	Dallas Earnshaw Sandy Ewell Lynn Flinders Carrie Frampton Ann Hogensen Debra Huber Gail McGuill Wendy Parmley Lane Pederson Cindy Walpole Helen Zsohar <i>Student Reps:</i> Andrea Shaw Allison Swenson (BS) LoAndra Berg (alternate) Debbie Hancock (alternate)	

Participation on the School of Science and Health committees is another way in which the nursing faculty and administrator participate in governance. Service on these committees is by election or appointment. Department of Nursing faculty who have served on College

committees and on committees of the School of Science and Health during the last two academic years are detailed in Table 7. Representation on School Committees for the 2003-04 academic year will be available at the time of the site visit.

Table 7 Participation on School Committees

	2000-2001 Members	2001-2002 Members	2002-2003 Members
Academic Outcomes	Lori Barber	Lori Barber	Lori Barber
Science Building Remodeling		Denza Bruss	Denza Bruss
Distance Learning	Suzette Farmer	Suzette Farmer	Suzette Farmer
Curriculum	Suzette Farmer	Suzette Farmer	Suzette Farmer Lona Broadhead (alternate)
Policy	Alene Harrison Gary Measom	Alene Harrison Gary Measom	Alene Harrison Julie Musselman
Scholastic Appeals	Julie Musselman Denza Bruss (alternate)	Julie Musselman Denza Bruss (alternate)	Lori Barber Denza Bruss (alternate)
Rank and Tenure	LouAnn Provost Mickie Opfar Alene Harrison	LouAnn Provost (vice-chair) Mickie Opfar	Marianne Craven Mickie Opfar (at large)
Scholarship	Alene Harrison Ella Peterson	Alene Harrison Ella Peterson	Alene Harrison Jacquie Stratton
Textbook Committee	LouAnn Provost	LouAnn Provost	LouAnn Provost
Faculty of the Year	Gaya Carlton	Gaya Carlton Marie Hunter	Marie Hunter
Scholarly Activities (formed in 2002)			Gary Measom

The Department of Nursing has representation on the Faculty Senate at all times. At the present time, the Department has two seats on the Senate. Faculty of the Department are eligible to serve

on standing committees of the Senate as well as Boards, Forums, Ad Hoc committees and Task Forces convened at the College level. Two faculty from the Department of Nursing have also held Senate offices. Gaya Carlton was Senate President-elect from 1996 to 1997 and Senate President from 1997 to 1998. Marie Hunter was Senate Secretary 2002-03 and is Senate Secretary-Elect 2003-04. Participation on the College Senate and its standing committees, as well as other College level committees, is summarized in Table 8.

Table 8 Participation on College Committees

	2001-2002 Members	2002-2003 Members	2003-2004 Members
Faculty Senate	Lona Broadhead Denza Bruss	Lona Broadhead Mickie Opfar	Mickie Opfar Jacquie Stratton
Academic Policy	Marianne Craven	Marianne Craven	Marianne Craven
Budget	Denza Bruss	Denza Bruss	
Ethics		Gary Measom	
Faculty Development	Suzette Farmer	Suzette Farmer	Suzette Farmer
Scholarship Task Force	Alene Harrison	Alene Harrison	Alene Harrison
ADA	Alene Harrison	Alene Harrison	Alene Harrison
Advisement Forum	Alene Harrison (Co-Chair) Lynnae Marsing	Alene Harrison (Co-Chair) Lynnae Marsing	Lynnae Marsing
Advisement Forum Steering Board	Alene Harrison (Co-Chair)	Alene Harrison (Co-Chair) Lynnae Marsing	Lynnae Marsing
Curriculum			Suzette Farmer
Service Quality	Marie Hunter		
Institutional Review Board		Alene Harrison	Alene Harrison

Students in all departments and programs have opportunities for participation in governance at the College level through their participation in the student organization. It is uncommon

that students in the Department of Nursing participate in the student governance organizations because of their clinical schedules.

CRITERION 3: Nursing unit is administered by a nurse who is academically and experientially qualified and who has authority and responsibility for development and administration of the nursing program.

Dr. Alene Harrison assumed the position of Director of the Department of Nursing on July 1, 2000. Dr. Harrison completed her Bachelor of Science in Nursing at Idaho State University (1965), Master of Science in Psychiatric Nursing at the University of Michigan (1969), and Doctorate of Education in Psychoeducational Processes at Temple University (1988). See Appendix 5 for brief vitae; a full curriculum vitae will be available during the site visit.

Dr. Harrison has been involved in nursing education since 1970. She was a faculty member at Lennox Hill Hospital School of Nursing (1970-72), Skidmore College (1972-77), College Misericordia (1977-80), Wilkes College (1980-1987), and Idaho State University (1987-95).

Dr. Harrison's clinical specialty is psychiatric nursing which she taught from 1970 to 1990. She has taught introductory nursing courses as well as nursing research on the undergraduate and graduate levels.

Dr. Harrison has extensive experience in RN-BSN education prior to coming to UVSC. At Skidmore College she worked with nursing students in the University Without Walls program. At Wilkes College she served as Outreach Coordinator and student advisor for the RN-BSN program. While Chairperson at Idaho State University, she served as a member of the statewide committee that developed a statewide articulation agreement for registered nurses pursuing baccalaureate degrees and assisted with a statewide study to determine testing policies and procedures for use of the NLN Mobility Profile II as part of that articulation plan.

Dr. Harrison has had experience in new program development. At College Misericordia, she was a member of the three-person team who wrote the initial Masters program curriculum, policies and procedures and served as Curriculum Coordinator. At Wilkes College she participated in the initial plans for a Masters program in nursing, and served on the College Curriculum Committee. At Idaho State

College she was instrumental in the development and funding of a Masters level nurse practitioner program.

Dr. Harrison served as Assistant Chairperson at Wilkes College from 1983 to 1986. She was Chairperson of the Department of Nursing at Idaho State University from 1989 to 1995. In 1995 she was appointed Associate Dean of the School of Science and Health at Utah Valley State College. In that role, she worked closely with the Department of Nursing.

Dr. Harrison has authority and responsibility for development and administration of the nursing program. She reports directly to the Dean of the School of Science and Health, Dr. Sam Rushforth. Her workload is divided between her roles as Director, Department of Nursing (75%) and Associate Dean, School of Science and Health (25%). She has no assigned teaching responsibilities.

Dr. Harrison has authority and responsibility for faculty and staff, student, curriculum and resource development and administration. Acting within established College, School and Department guidelines, Dr. Harrison has authority and responsibility for faculty recruitment, hiring, evaluation, retention and faculty development. The position description for the Department Director, as well as policies and procedures for these activities, are detailed in the Department of Nursing Faculty Handbook. See Appendix 6 for Position Description.

Following College guidelines, Dr. Harrison has full authority and responsibility for recruitment, hiring, evaluation, and retention decisions as well as training/development decisions and actions relative to departmental staff.

Dr. Harrison has authority to establish and implement departmental admission, progression and graduation policies. Current policies and procedures are in the Department of Nursing Faculty Handbook and Department of Nursing Student Handbook.

Development and administration of curricula for the Department of Nursing are under the direction of the administrator of the Department of Nursing. Curriculum changes may be proposed by

individual faculty, course team members, the Department of Nursing Curriculum Committee, or the Director of the Department. Minor changes in the curricula are approved within the Department. Major curricular changes must be approved by the School of Science and Health Curriculum Committee and the College Curriculum Committee. Addition of new degree programs requires approval of the Board of Trustees and the Board of Regents.

Dr. Harrison has oversight of fiscal, physical and learning resources for the Department. Please refer to Standard V for discussion of the Department's roles and functions relative to fiscal, learning and physical resources.

CRITERION 4: Policies of the nursing education unit are consistent with those of the governing organization, or differences are justified by nursing education purposes

The Department of Nursing adheres to the College policies on nondiscrimination, faculty appointment (except for minimum educational requirements, which are discussed below), academic rank, grievance procedures, salary and benefits, rights and responsibilities and termination. The Department adheres to the School of Science and Health policy on overload. College policies allow Departments to determine specifics for their discipline related to workload, rank advancement, tenure, and determination of the merit component of annual salary increase. The Department's policies for these matters are detailed in the Department of Nursing Faculty Handbook and are discussed below. All College policies may be accessed at <http://www.uvsc.edu/policies>

FACULTY MINIMUM EDUCATION REQUIREMENTS

College policy allows appointment of faculty who hold an Associate or Baccalaureate degree if they have a minimum of an Associate degree in an appropriate discipline, other appropriate technical licenses or certification, and four years of occupational experience directly related to teaching assignments. The Faculty Hiring Manual which details minimum education requirements will be available on site. The Department of Nursing requires that all faculty hold a minimum of a Bachelor of Science and a Masters degree in Nursing. This requirement is deemed necessary to assure that faculty have an adequate knowledge base in the discipline to assist students in their exploration and understanding of nursing knowledge and skills. The policy is found in the Department of Nursing Faculty Handbook.

WORKLOAD

College Policy C-5.1 details the faculty workload as an “academic assignment of 30 semester credit hours or 50 contract hours per contract period or equivalent and appropriate assignment, and fulfillment of professional responsibilities as outlined in the policy manual and faculty job description. A contract faculty member may teach overload assignments in an amount not to exceed eight

weekly contact hours or its equivalent per contract period. Overload assignments will be compensated at least at current adjunct faculty rates.” A contract period is defined as the two academic semesters (Fall and Spring) of the academic year. College policy allows departments, with approval of the School, to modify this workload definition as necessary to meet individual department and discipline needs. The College recently submitted a document to the Board of Regents indicating that the average workload at UVSC is 27 credit hours per contact year. Implementation of this workload is underway across campus.

The Department of Nursing is one of several departments in the School that has defined workloads in terms of contract hours rather than credit hours. The Department of Nursing policy states, “All faculty must carry a 16 contact hour workload per semester or 32 contact hours per contract year.” The policy defines contact hours to recognize the faculty role in clinical supervision. This workload policy becomes effective Fall Semester 2003 and is based on recent changes in the overall College workload statement. Prior to Fall Semester 2003, the usual workload was 20 contact hours per semester, with weighting factors for class size and other activities. This change in workload required very few changes in assignments, but more accurately reflects actual contact time with students. The Policy is found in the Department of Nursing Faculty Manual and in Appendix 7.

TENURE AND RANK ADVANCEMENT

The Department of Nursing Faculty Organization Bylaws charge the Faculty Retention, Promotion and Tenure Committee with review of the ranking and tenure policy as well as with the recommendation of revisions. The College approved a new tenure document in Spring Semester 2003. The new tenure policy and procedure in the College have decentralized the tenure process and allow departments more freedom to determine standards for the department. The Department of Nursing Faculty Retention, Promotion and Tenure Committee is now reviewing that document and developing guidelines for tenure in the Department of Nursing. The Department policy will be available at the time of the site visit.

Likewise, the Department of Nursing Faculty Retention, Promotion and Tenure Committee is responsible for development, review and revision of rank and advancement policies and procedures. College policy provides for departmental determination of criteria for advancement to the rank of Professor. The Department policy and procedure are found in the Department of Nursing Faculty Handbook.

DETERMINATION OF MERIT COMPONENT OF ANNUAL SALARY INCREASE

Each Department in the College has its own procedure for determining how the merit component of the annual salary increase will be determined. The Department of Nursing has developed a policy and procedure for this. Evaluation of merit involves peer evaluation, student evaluation, and evaluation by the Department Director. Forms and related materials for this determination are found in the Department of Nursing Faculty Handbook.

ADDITIONAL REQUIREMENTS

The Department of Nursing has three requirements of faculty which are not generally required of other College faculty members. Two of these policies, submission of evidence of negative Mantoux test or negative chest x-ray, and evidence of current immunizations for tetanus, measles, mumps, rubella, and hepatitis B, are necessary to meet health requirements of clinical facilities with which the Department has clinical contracts. The third, maintaining current basic life support certification, is also necessary to meet requirements of the agencies with which we have clinical contracts. These policies can be found in the Department of Nursing Faculty Handbook.

STANDARD II FACULTY

STANDARD II: FACULTY

There are qualified and credentialed faculty, appropriate to accomplish the nursing education unit purposes and strengthen its educational effectiveness.

CRITERION 5: Faculty members (full- and part-time) are academically and experientially qualified, and maintain expertise in their areas of responsibility.

The Department of Nursing adheres to the Rules and Regulations of the Utah Board of Nursing (see Utah Nurse Practice Act Nursing Education Program Standards subsection 58-31b-601). Therefore, the Department requires all faculty to hold a Bachelors and Masters degree in Nursing. In addition, three faculty members have Doctoral degrees in related subjects, one faculty member is a doctoral candidate, one additional faculty member is in the second year of a doctoral program, and one faculty member is in the first year of a doctoral program. No non-nursing faculty are employed by the Department.

Faculty educational preparation is from a variety of institutions of higher learning. This diversity enriches the departmental offerings. Table 9 identifies the institutions from which faculty have received their degrees or in which they are enrolled in doctoral programs.

Table 9 Academic Institutions From Which Faculty Have Earned Degrees

Academic Institution	Degree	Number of Faculty
Brigham Young University	Bachelors in Nursing	7
Brigham Young University	Masters in Nursing	4
Brigham Young University	Doctorate in Education	1
Idaho State University	Bachelors in Nursing	1
Indiana University	Doctorate in Nursing	1 student in program
Temple University	Doctorate in Psychoeducational Processes	1
University of California at San Francisco	Masters in Nursing	1
University of Colorado	Doctoral in Nursing	1 student in program

Academic Institution	Degree	Number of Faculty
University of Michigan	Masters in Nursing	1
University of New Mexico	Doctorate in Exercise Physiology	1
University of Phoenix	Bachelors in Nursing	1
University of Phoenix	Masters in Nursing	4
University of Utah	Bachelors in Nursing	6
University of Utah	Masters in Nursing	9
University of Utah	Doctorate in Nursing	1 doctoral candidate
Weber State University	Bachelors in Nursing	4

Faculty members have clinical experience in a wide array of clinical practice areas. This variety of clinical experience strengthens program offerings. Several faculty members currently work in a clinical area during weekends, holidays and/or summer vacation as a means of maintaining clinical expertise. Table 10 presents the clinical expertise of faculty and their current clinical practice, where applicable.

Table 10 Faculty Clinical Expertise and Current Clinical Practice

Full-time Faculty Member	Clinical Background	Current Clinical Practice
Lori Barber	Medical-Surgical, Public Health, School Health, Administration in Public Health Department	
Gaya Carlton	Newborn Nursery, Pediatrics, Medical-Surgical, Prenatal Class Instructor	Medical Detachment 5 Support Team Officer in Charge in Utah Army National Guard Nurse Corps
Marianne Craven	Medical-Surgical, Blood Banking and Blood Donor Collection	Post surgical Orthopedic Nursing
Lee Duke	Obstetrics, ICU, Home Health, Medical-Surgical, Administration	

Full-time Faculty Member	Clinical Background	Current Clinical Practice
Suzette Farmer	Specialty Surgery; Home Health Care; Infection Control; Quality Assurance Medical Services, Infectious Diseases; Adult Psychiatric Services, Acute Care, Long-term Care, Nursing Administration	
Alene Harrison	Adolescent Psychiatry, Adult Psychiatry, Administration	
Marie Hunter	Home Health, Public Health, School Health Nursing, Critical Care, Medical-Surgical, Orthopedics, Post transplant Care	Home Health Nursing
David Keller	Psychiatric Nursing, Chemical Dependency Nursing, Medical/Surgical Nursing, Family Nurse Practitioner	
Troy Nelson	Trauma Nursing, Emergency Room Nursing, Family Nurse Practitioner, Orthopedic Neurological Nursing	Emergency Room Nurse Practitioner
Gary Measom	Exercise Physiology, Emergency Room, Intensive Care	Critical Care Nursing
Julie Musselman	Labor/Delivery, Maternity, Newborn Nurseries, Diabetes Outpatient Clinic	PACU
Mickie Opfar	Employee Health and Safety, Infection Control, Emergency Room, Nurse Practitioner Medical-Surgical, Emergency Room, Intensive Care, Rehabilitation	Contract Nurse Practitioner Work
LouAnn Provost	Medical-Surgical, Public Health, Oncology, School Health, Correctional Facility Nursing	

Full-time Faculty Member	Clinical Background	Current Clinical Practice
Jacque Stratton	Postpartum, Nursery, Medical - Surgical, Labor and Delivery, Certified Nurse Midwife	Triage Midwife & Emergent Assessment of Pregnancy
Mina Wayman	Geriatrics, Clinical Education, Health Promotion and Disease Prevention	
Adjunct Faculty		
Denna Collier	ICU, Case Management, Management, Clinical Education	ER, Nurse Practitioner
Linda Mortensen	Medical-Surgical, Orthopedics, Family Practice, Flight Nurse	Nurse Practitioner, Internal Medicine, Inpatient Adult
Coral Robertson	Medical-Surgical, ICU, Telemetry, Home Health, Pediatrics	Intermediate Care, Critical Care
Steven Larson	Oncology Nursing, Nurse Practitioner, Critical Care	Radiation Oncology

Faculty evidence their commitment to life-long learning in their own continuing education activities. At the present time, three faculty are pursuing Doctoral degrees. All faculty in the Department of Nursing avail themselves of the continuing education workshops on education and educational technology that are held periodically on campus, as well as at nearby campuses. Faculty attend continuing education programs on clinical topics at health care facilities in the surrounding area. In addition, faculty regularly attend regional and national conferences and workshops to assist them in maintaining their expertise in clinical practice, teaching and scholarly activities. Table 11 provides an overview of the array of continuing education in which faculty have been involved in the last three academic years.

Table 11 Continuing Education Activities of Faculty

Faculty	Educational Activity/Sponsor	Date	Length
Lori Barber	Paradigms in Maternal Health National Child Birth Institute / SLC	Mar 2001	1 day
	Understanding Lab Tests / PESI Healthcare	Apr 2001	1 day
	Innovations in Teaching / Mosby	Aug 2001	4 days
	WEB CT Training / UVSC	Jul 2001	2 hr
	AA/EOE Training / UVSC	Sep 2001	2 hr
	7 th Nat. Conf for Nurse Educators: Assessing Program Outcomes / University of Indiana & NLN	Nov 2002	2 days
	Genetic Testing / UVSC	Sep 2002	2 hours
	Service-Learning / UVSC	Sep 2002	2 hours
	Forensic Nursing / UVSC	Sep 2002	2 hours
	ECS Training / UVSC	Sep 2002	2 hours
	Physical Assessment / PESI Health Care	Jul 2002	4 hours
	Documentation Issues / Future/Lorman SLC	May 2002	4 hours
	ACLS Timpanogos Regional Hospital	May 2002	2 day
	Heart Disease / American Heart Assoc	Apr 2002	1 day
	Anthrax, Smallpox / Inst. For Natural Resources	Apr 2002	1 day
	Effective Teaching / Disabilities/UVSC	Mar 2002	4 hours
	Faculty Scholarly Portfolios Using Problem Based Learning / UVSC	Mar 2003	3 hours
Gaya Carlton	Doctoral Course Work / University of Colorado Health Sciences Center	2001-2003	26 credits
	Update on Allergic Disease / Utah Association of Physician Assistants	Apr 2001	1hour
	Treatment of Migraine Headaches / VA Physician Assistants	Jun. 2001	1hour
	WEB CT Training / UVSC	Aug 2001	2 hours
	Avoiding Stereotypes / UVSC	Sep 2001	2 hours
	AA/EOE Training / UVSC	Sep 2001	2 hours
	Rethinking Circumcision / UVRMC	Oct 2001	2 hours
	Great Teachers' Conference / UVSC	Oct 2001	1 hour
	Ultrasound Update / UVRMC	May 2002	4 days
	Anesthesia Update / UVRMC	May 2002	2 hours
	Grant Writing Seminar / UVSC	Sep 2002	2 hours
	Nan Education Summit Anaheim, CA	Sep 2002	2 hours
	Genetics Ethics Panel Discussion / UVSC	Sep 2002	4 days
	Faculty Scholarly Portfolios Using Problem Based Learning / UVSC	Mar 2003	3 hours

Faculty	Educational Activity/Sponsor	Date	Length
Marianne Craven	Utah Nurses' Assoc. Convention 12 th Annual Nurse Educator Conference / Central Area Health Education Centers Colorado Nurses' Day at the Legislature / UNA ANA Convention Philadelphia, PA UNA Ann Convention Park City, UT Learning the Healer's Art / BYU. Nursing Legislative Forum / UNA Faculty Scholarly Portfolios Using Problem Based Learning / UVSC	Sep 2001 Jul 2001 Feb 2001, 2002 Jun 2002 Sep 2002 Oct 2002 Nov 2002 Mar 2003	3 days 3 days 4 hours 4 days 3 days 4 hours 4 hours 3 hours
Lee Duke	National Council State Boards of Nursing Annual Meeting Medical Ethics / LDS Hospital Medical Ethics Conference / Univ of Utah End of Life Partnership / Univ of Utah Access to Health Care / UVSC Nurses Day at the Legislature / Utah Nurses Association World Alcohol Conference	Aug 2000 Nov 2000 Dec 2000 Jan 2001 Jan 2003 Feb 2003 Mar 2003	4 days 3 hours 1 day 3 hours 1 day 4 hours 2 days
Suzette Farmer	Doctoral Program Courses / University of Utah WEB CT Workshop / UVSC Innovations in Testing National / Council State Boards of Nursing Passion for Leadership / University of Utah Annual Issues in Nursing Research / University of Utah NLNAC Self Study Forum /Atlanta, GA AA/EOE Training / UVSC Emotional Intelligence / C. Wolfe Assoc. Academy of Scholars / UVSC Electronic Curriculum. System / UVSC Nat. Science Found Day / University of Utah Forensic Nursing / UVSC Scholarly Publications / University of Utah Comun Genetic Counsel / University of Utah Ethical Dimensions of Health Care /University of Utah Issues in Health Policy / University of Utah Outcomes Assessment / UVSC Faculty Scholarly Portfolios Using Problem Based Learning / UVSC	2000-2002 Sep 2001 Sep2001 Jan 2002 Mar 2002 Mar 2002 Jun 2002 Jun 2002 Aug 2002 Aug 2002 Sep 2002 Oct 2002 Nov 2002 Jan 2003 Mar 2003 Mar 2003 Mar 2003 Mar 2003	33 credits 2hours 3 days 4 hours 3 days 3 days 2 hours 3 days 4 hours 4 hours 4 hours 4 hours 4 hours 3 hours 4 hours 4 hours 2 hours 2 hours

Faculty	Educational Activity/Sponsor	Date	Length
Alene Harrison	NLN Education Summit	Sep 2000	1 day
	UONL Annual Conference	Oct 2001	1 day
	UONL Legislative Issues for Nursing	Jan 2001	2 hours
	UONL Conference on Workforce Issues	Aug 2001	5 hours
	UONL Annual Meeting: The Utah Nursing Shortage	Oct 2001	4 hours
	UNA/UONL Legislative Awareness Forum	Nov 2001	3 hours
	UONL You Can Make a Difference	Jan 2002	2 hours
	UNA Nurses' Day at the Legislature	Jan 2002	2 hours
	NLNAC Self Study Forum	Mar 2002	3 days
	Toward Excellence in Nursing Service Utah Organization of Nurse Leaders	Jun 2002	1 day
	UONL Conference on Nursing Shortage	Sep 2002	3 hours
	NLN Education Summit	Sep 2002	3 days
	UONL Legislative Issues for Nursing	Jan 2003	2 hours
	Northwest Regional Accreditation Self Study Forum	Feb 2003	2 days
	Faculty Scholarly Portfolios Using Problem Based Learning / UVSC	Mar 2003	3 hours
	Marie Hunter	Access 2000 Computer Class Intro / UVSC	May 2001
Access 2000 Intermediate / UVSC		Aug 2001	2 Days
Utah Nurses' Association Conference		Sep 2001	3 days
Rocky Mt. Nurse Educators/Colorado AHEC		Jun 2001	3 days
Nurses' Day at the Legislature / UNA		Feb 2001	3 hours
Dialogues in Networked Teaching / UVSC		Mar 2001	4 hours
District 3 UNA Conference		Feb 2001	4 hours
Nurses' Day at the Legislature / UNA		Oct 2001	3 hours
Updating RN Skills Workshop / IHC Home Health		Jul 2001	40 hours
Externship Mt. View Hosp		Feb 2002	4 hours
Nurses' Day at the Legislature / UNA		Sep 2002	4 hours
Forensic Nursing / UVSC		Mar 2003	3 hours
Faculty Scholarly Portfolios Using Problem Based Learning / UVSC		Feb 2003	1.5 hours
TEACH Act Teleconference "Copyright Issues Online" / UVSC		Feb 2003	8 hours
Dialogues in Networked Teaching and Learning		Feb 2003	3 hours
Nurses' Day at the Legislature / UNA		Feb 2003	3 hours
Raising the Academic Climate at UVSC / Faculty Dialogue			

Faculty	Educational Activity/Sponsor	Date	Length
David Keller	So What? Issues of Research for Nursing Practice / Brigham Young University (BYU) College of Nursing and Iota Iota Chapter, Sigma Theta Tau, 25 th Annual Nursing Research Conference	Mar 2000	½ day
	Complementary Therapies: Are They Within the Scope of Nursing? / Utah Nurses Association (UNA), District Three	Apr 2000	½ day
	Snowbird Continuing Education Conference for Physician Assistants and Nurse Practitioners	Aug 2000	3 days
	I Would Be My Brother's Keeper: Here and Abroad / BYU College of Nursing	Oct 2000	1 day
	The Role of Discovery: Evidence-Based Practice and Advances in Psychiatric Nursing / American Psychiatric Nurses Association (APNA)	Oct 2000	4 days
	Active Learning Symposium: Effective Strategies for the Classroom & Using Active Learning to Teach Critical Thinking in Scientific Disciplines / BYU Faculty Center	Nov 2000	1 day
	The Many Hats of Nursing / UNA, District Three	Mar 2001	½ day
	8 th Biennial International Neuman Systems Model Symposium	Mar 2001	1 day
	Integrated Knowledge Development for Psychiatric-Mental Health Nursing / APNA	Oct 2001	3 days
	Snowbird Continuing Education Conference for Physician Assistants and Nurse Practitioners	Aug 2002	3 days
	Utah Nurses Association Convention	Sep 2002	1 ½ days
	Psychiatric-Mental Health Nursing: Integrated Practice, Research, and Education / APNA	Oct 2002	4 days
	Neurobiology pre-Conference / APNA	Oct 2002	½ day
	Nurses Day at the Legislature / UNA	Feb 2003	½ day
Clinical Psychopharmacology Institute / APNA	Jun 2003	3 days	

Faculty	Educational Activity/Sponsor	Date	Length
Gary Measom	National Teaching Inst. & Critical Care / American Association of Critical Care Nurses	May 2001	6 days
	WEB CT Workshop / UVSC	Aug 2001	2 hours
	End of Life / Nursing Educators Conference/AACN	Jan 2001	4 days
	Use of Humalog Insulin / Mt. View Hospital	Feb 2001	2 hours
	Understanding Heart Failure / Medical World Conferences	Apr 2002	4 hours
		May 2002	4 hours
	SIM Man Training / UVSC		
	Forensic Nursing / UVSC	Sep 2002	6 hours
	Medical Ethics Conference	Jan 2003	8 hours
	Sim Man Users Conference / Laerdal	Apr 2003	6 days
	National Teaching Institute / American Association of Critical Care Nurses	May 2003	
Linda Mortensen	Advances in Internal Medicine / University of Utah	Apr 2001	25 hours
	Cardiology: Emerging Diagnostics and Therapeutics / U of Utah	May 2001	10 hours
	New Drugs and Law Update / University of Utah	Sep 2001	4 hours
	Hyponatremia / University of Utah Grand Rounds	Oct 2001	1 hour
	Dietary Supplements / University of Utah Grand Rounds	Jan 2002	1 hour
	Leukemia / University of Utah Grand Rounds	May 2002	1 hour
	Peripheral Vascular Disease / University of Utah Grand Rounds	June 2002	1 hour
	Central Line Infections / University of Utah University of Utah Internal Medicine Conference	Aug 2002	1 hour
		Feb 2003	5 days
HIPAA / University of Utah	Apr 2003	1hour	
Julie Musselman	Medical Spanish	Sep 2001	10 wk course
	Utah Student Nurses Assoc. Annual Convention	Mar 2002	1 day
	National Student Nurses Assoc Convention	Apr 2002	4 days
	Forensic Nursing / UVSC	Sep 2002	4 hours
	Utah Student Nurses Assoc. Annual Convention	Jan 2003	1 day
	Faculty Scholarly Portfolios Using Problem Based Learning / UVSC	Mar 2003	3 hours
National Student Nurses Association	Apr 2003	4 days	

Faculty	Educational Activity/Sponsor	Date	Length
Mickie Opfar	Understanding Lab Tests Nursing Education Conference Physical Assessment Skills WEB CT Workshop / UVSC Grant Writing Workshop / UVSC Being a Sleuth, Forensics Nursing / UVSC Documentation / UVSC Utah Driving Course / UVSC Web-Based Resources / UVSC Aches, Pain, Relief / Mt. View Hospital Rheumatoid Arthritis / Provo, UT Menopausal Health Inst / Johns Hopkins ACLS Recertification / Timpanogos Hospital. Trauma Nursing Care / Provo, UT Faculty Scholarly Portfolios Using Problem Based Learning / UVSC	Apr 2001 Jun 2001 Oct 2001 Nov 2001 Nov 2001 Sept 2002 Mar 2002 Oct 2002 Oct 2002 Oct 2002 Oct 2002 Feb 2002 Oct 2002 Nov 2002 Dec 2002 Mar 2003	1 day 3 days 2 days 2 hours 5 hours 2 hours 1 hour 2 hours 1 hour 1 hour 2 hours 1 hour 4 hours 1 day 3 hours
LouAnn Provost	UNA Nurses' Day at Legislature District 3 UNA Conference Nurse Educator Conference / Central Area Health Education Centers, Colorado Diabetic Conference / Utah Diabetic Association Celebration of the Heart / United Health Care UNA Conference "Test Wars" / BYU Faculty Scholarly Portfolios Using Problem Based Learning / UVSC	Feb 2001 Mar 2001 Jul 2001 Oct 2001 Mar 2002 Sep 2002 Sep 2002 Mar 2003	4 hours 4 hours 4 days 1 day 1 day 3 days 4 hours 3 hours
Coral Robertson	Phlebotomy Training / UVRMC PCA/Pain Management / UVRMC Basic EKGs Training / UVRMC Critical Care Course Training / UVRMC 12-Lead EKG Training / UVRMC ACLS Certification Training / UVRMC	Apr 2001 Nov 2001 Jan 2002 Sep-Nov 2002 Nov 2002 Apr 2002	8 hours 4 hours 8 hours 9 weeks 5 hours 2 days
Jacquie Stratton	"Test Wars" / BYU Advanced Labor Support / University of Utah CPR Instructor Course / University of Utah Forensic Nursing / UVSC Faculty Scholarly Portfolios Using Problem Based Learning / UVSC Basic Life Support for Burns Nurse Educators Conference in the Rockies /Central Area Health Education Center	Oct 2002 Jan 2002 Apr 2002 Sep 2002 Mar 2003 May 2003 Jul 2003	4 hours 2 days 1 day 4 hours 3 hours 1 day 3 days

Faculty	Educational Activity/Sponsor	Date	Length
Mina Wayman	Nursing Medical/Surgical Workshop / IHC	Sep 2002	1 day
	Educators Summit / IHC	Jun 2002	2 days
	Oncology Review Course / IHC	Feb 2001	2 days
	Chemotherapy Course / IHC	Jan 2001	1 day
	End of Life Nursing Education Consortium / City of Hope	Jun 2002	2 days
	Basic Wound Care Principles / IHC	Jul 2002	3 days
	Family Presence During Resuscitation / IHC	Jan 2002	2.4 hrs
	Diabetes Update / Association of Diabetes Educators of Utah	Oct 2001	2 days
	Diabetes Update / Association of Diabetes Educators of Utah	Oct 2000	2 days
	Dietary Supplements Your Patients Won't Tell You About / IHC	Feb 2000	1 day
	Anticoagulant Therapy / IHC	May 2000	1 day
	Medications Used to Treat Diabetes / IHC	Apr 2000	4 hrs
	Sharing Session II for Hospital Quality Initiatives / Health Insight	May 2000	3.1 hrs
	Determining Priorities/Needs Assessment / IHC	Oct 2001	1.5 hrs
	Case Study Workshops for Geriatric Mental Health / Upstate Medical University	Aug 2000	2 hrs
	Hospice / IHC	Jan 2000	5.5 hrs
	Acute Pain Service / IHC	Aug 2000	4 hrs
	Excell 97 Intermediate / IHC	Mar 2003	1 day
	Local Workshops/Presentations		
	Rapid Neurological Assessment Nursing Update / IHC	Sep 2000	
	Caregiving 101 / Senior Expo Caregiving Sessions	Oct 2002	
	Geriatric Medicine Education Department Nursing Update / IHC	Mar 2001	
	Heritage Center Senior Center Presentations on: Preventing Falls, Incontinence Prevention and Treatment, Women's Health Issues	2000	

On rare occasion, it becomes necessary to have an adjunct faculty member who does not hold a Masters degree in Nursing. For example, external funding became available Spring Semester 2003 to admit an additional twenty advanced placement students in the Associate degree program. This required hiring two additional adjunct faculty to provide clinical instruction. Only one person with a Masters degree in Nursing was available. A second adjunct faculty who was in the last semester of her Masters degree program was hired to provide clinical instruction. She had previous clinical teaching experience

and worked closely with the Masters-prepared faculty in the course.

CRITERION 6: Number and utilization of full and part-time faculty meet the needs of the nursing education unit to fulfill its purposes.

The number and utilization of a full and part-time faculty allows the Department to fulfill its mission and educational outcomes. The faculty in the Department consists of a Director, 14 full time contract faculty (one of whom has reassigned time to serve as Associate Director), and 3 FT adjunct faculty members. The adjunct faculty members serve as clinical instructors in the Associate degree program.

The number of positions in the Department permits teams teaching of the didactic component of courses. Additional external funding has been available during the first three years of the Baccalaureate degree program to permit team teaching of all courses in that program. It should be noted that a number of faculty have taught overload in the Bachelor degree program. This is not because of lack of availability of faculty, but rather was a conscious choice on the part of the Department. Faculty who have been teaching in the Associate degree program team taught in the Bachelor degree program to assist them in gaining experience teaching at that level and to increase all faculty members' awareness of, and involvement with, the new program.

The number of faculty positions also permits the Department to maintain the ratios it has determined appropriate for the clinical components of these courses. Classroom size, team teaching and faculty:student ratios in the clinical components of courses allow for faculty-student interaction to facilitate learning; encourage student self-understanding and professional development; foster the development of critical thinking skills and compassion in providing nursing care, and permit individual supervision, instruction and evaluation of clinical performance, as well as classroom achievement.

For clinical components, faculty: student ratios are 1:10 in the first two semesters to provide for closer supervision of first-year students. During the clinical component of Nursing 1030 Concepts of Nursing I, students have eight weeks of closely supervised, intensive laboratory instruction on basic nursing skills before beginning clinical practice. During their clinical experience, they are closely

supervised as they implement their new skills such as basic physical assessment, hygiene and comfort measures. Medication administration by the beginning student is directly supervised on an individual basis. As stated in the Department of Nursing philosophy, students are the primary focus of the program.

In the second semester of the Associate degree program, students in Nursing 1110 Concepts of Nursing II have experience in a variety of clinical settings where they apply nursing concepts acquired in the didactic component of the course. As students in this semester are still inexperienced in the delivery of nursing care, the faculty:student ratio remains 1:10.

A ratio of 1:12 is maintained in the clinical components of the second year of the Associate degree program. This ratio allows the faculty to provide adequate supervision and instruction for students who have previously solidified the basic nursing skills and have more confidence in their abilities. The planned ratio for the Bachelor degree students is also 1:12. However, in the initial development of the program, the ratio has varied from 1:7.5 to 1:12. See Table 12 for anticipated faculty:student ratios the semester of the site visit.

Table 12 Faculty: Student Ratio in Class and Clinical Settings

Course	Clinical Ratio	Classroom Ratio
NURS 1030 Concepts of Nursing I	1:10	1:13.33
NURS 1110 Concepts of Nursing II	1:10	1:13.33
NURS 2010 Concepts of Nursing III	1:12	1:12
NURS 2110 Concepts of Nursing IV	1:12	1:16
NURS 2120 Issues in Nursing		1:16
NURS 4010 Fundamentals of Nursing Research		1:6

Course	Clinical Ratio	Classroom Ratio
NURS 4040 Senior Seminar		1:7
NURS 4050 Senior Project	1:5.5	1:11

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CRITERION 7: Faculty performance is periodically evaluated to assure ongoing development and competence.

Faculty performance is periodically evaluated according to College, School and Department criteria and policies to assure ongoing development and competence. As stated in Criterion 4, the Department adheres to College policy on all matters related to faculty evaluation, except as policy allows the Department to determine its own specific measures.

College Policy C-7.1 requires a formal annual review of each employee by their immediate supervisor. Each full-time contract faculty members in the Department of Nursing submits an Annual Report of Faculty Activity, detailing activities in the areas of teaching, continuing professional development, scholarship and college/community service, progress toward attaining goals and goals for the following year. This self-report is used by the Director in compiling the Annual Evaluation of Faculty by Supervisor.

Department policy has established guidelines for classroom observation and evaluation by departmental peer and clinical peer evaluation. Peer evaluations become part of the overall annual review. The full policy can be found in the Department of Nursing Faculty Handbook. Evaluation forms will be available on site.

College Policy F3.1, (see <http://www.Uvsc.edu/policies>) requires feedback from students on regular, periodic evaluations of the faculty members' teaching. Faculty in their first and second-year of teaching at the College must be evaluated in two or more classes each semester. All faculty must be evaluated by students at least one semester per year in at least two classes/laboratories/shops. A standard College-wide evaluation instrument is used for the evaluation. In addition to this required Summative Evaluation, faculty have the option to request a Formative Evaluation by students during the course. These evaluations give the students the opportunity to rate faculty in areas of organization, presentation of material, respect shown for the students, fairness, ability to present clear examples and explanations,

knowledge of subject matter, timely feedback on performance, and achievement standards for the course. The faculty member receives the formative evaluation summary; the Department Director does not see the summary of Formative Evaluations. For Summative Evaluations, the faculty member receives the composite ratings for each course/clinical section taught; the mean rating for the course, department and college for each item on the evaluation; and the students' written comments. The Department Director also receives this information. Copies of the Formative and Summative Evaluation forms will be available for review on site.

The Director of the Department includes the aforementioned evaluations as part of the Annual Evaluation of Faculty by Supervisor. The Director shares the evaluation with the individual faculty member to review progress, evaluate achievement of goals and determine goals for the next evaluation period. The faculty member has the opportunity for input and may attach a letter should there be disagreement on any points in the evaluation. This evaluation becomes part of the individual faculty members' permanent file and is used in procedures such as promotion and tenure. It is also forwarded to the Dean for review as part of personnel decisions.

CRITERION 8: The collective talents of the faculty reflect scholarship through teaching, application, and the integration and discovery of knowledge as defined by the institution and the nursing education unit.

The primary mission of Utah Valley State College is teaching. The faculty of the Department are committed to excellence in preparation of nurses and use their talents to the benefit of the students.

Faculty in the Department of Nursing have been recognized for their expertise. Suzette Farmer received a UVSC Trustees' Award of Excellence in 2001. She also received the School of Science and Health Distinguished Faculty of the Year award for the 2002-03 academic year. Lona Broadhead was selected by alumni to receive the School of Science and Health Alumni Faculty of the Year award in 2002. The Department was recognized as the Service Learning Faculty of the Year for the 2002-03 academic year.

Faculty demonstrate their commitment to excellence in teaching as they are actively involved in the teaching application of nursing principles in the classroom and clinical settings. Faculty are encouraged to share their professional expertise through activity in their professional organizations. Several faculty have given presentations at major nursing conferences, published articles, chapters and reviews, and obtained grants to assist the department. Faculty are active in community service related to nursing and education. Faculty serve on advisory boards for other programs in the school, other programs in the State, and other educational commissions and task forces. There is an increasing emphasis campus-wide on undergraduate research. Faculty in the Department of Nursing are becoming increasingly involved in research that involves undergraduate students or that has the potential to do so. Accomplishments in scholarly activities, service to the profession, and community service for the last three years are listed below.

PUBLICATIONS

MARIANNE CRAVEN:

A comparison review of Kozier, E. , Erb, G., Berman, A. J., and Burke, K. (2000)

Fundamentals of nursing: concepts, process, and practice. (6th ed). Upper Saddle River, NJ:

Prentice Hall and Taylor, C. Lillis, C. and LeMone, P. (2001) Fundamentals of nursing: the art and science of nursing care. (4th ed). Philadelphia: Lippincott.

Chapter reviews for Craven, R. F. and Hirnle, C. J. (2003) Fundamentals of nursing: human health and function. (4th ed). Philadelphia: Lippincott.

LEE DUKE:

Marett, K.M., Gibbons, W.E., Memmott, R.J., Duke, L. & Bott, R.L. (1998) The organizational role of clinical practice models in interdisciplinary collaborative practice. *Clinical Social Work Journal*. 26(2), 217-225.

Marett, K.M., Memmott, R.J., Gibbons, W.E., Bott, R.L. & Duke, L. (1998).

Interdisciplinary client care with the Neuman Systems Model. *Illness, Crises, and Loss: Multidisciplinary Linkages*.

SUZETTE FARMER:

Instructor's Manual and Testbank to Accompany Barry's: *Mental Health and Mental Illness*, 7th Ed (Lippincott).

Barry, P., *Mental Health and Mental Illness*, 7th Ed. (Lippincott) Consultant and Contributor

Solicited and paid review of Videbeck: *Psychiatric Mental Health Nursing* (Lippincott).

Review of *Communication Dynamics in Nursing* for Lippincott Williams & Wilkins.

Duffy, M. E., Farmer, S., Ravert, P., & Huittinen, L. (in press). *Institutional issues in the*

implementation of an international student exchange program. *Journal of Nursing Education*.

DAVID KELLER:

Callister, L. C., Khalaf, I. K., & Keller, D. (2000). Cross-cultural comparison of the concerns of beginning baccalaureate nursing students. *Nurse Educator*, 25(6), 267-269.

GARY MEASOM:

Myrer JW, Measom GJ, Fellingham GW. Intramuscular Temperature Rises With Topical Analgesics Used as Coupling Agents During Therapeutic Ultrasound. *J Athl Train*. 36:20-26, 2001.

Myrer JW, Myrer KA, Measom GJ, Fellingham GW, Evers SL. Muscle Temperature Is Affected by Overlying Adipose When Cryotherapy Is Administered. *J Athl Train*. 36:32-36, 2001.

Chapter review: Geriatrics. for Craven, R. F. and Hirnle, C. J. (2003) Fundamentals of nursing: human health and function. (4th ed). Philadelphia: Lippincott.

LOUANN PROVOST

Chapter review (Skin Integrity and Wound Healing) for Craven, R.F. and Hirnle, C.J. Fundamentals of nursing: human health and function, (4th ed). Philadelphia: Lippincott.

GRANTS/MAJOR DONATIONS

2000-01 **Lori Barber:** \$4,919 UVSC Foundation grant to fund summer externships for four faculty members .

2001-02 **Dr. Gary Measom:** Scholarship for End-of-Life Care course sponsored by the American Association of Colleges of Nursing and the City of Hope.

Suzette Farmer: Perkins Grant for \$22,885 to replace the twelve computers in the Nursing Lab, purchase a scanner, color printers and software updates for the computer lab.

Alene Harrison: received \$50,000 from Intermountain Health Care to support nursing

education. Received \$2,800 from Timpanogos Regional Medical Center for faculty externships. Donations were obtained from two donors who wished to remain anonymous. The first donation allowed purchase of SimMan and CathSim. The second donation funded pilot testing of the HESI Admission Assessment test with first semester students. The amount of these two donations was approximately \$80,250.

2002-03 **Lori Barber:** \$1000 “Presidential Award for Faculty Scholarship” to develop a Community Teaching Project for students. She received an additional \$1,000 School of Science and Health Scholarly Activity Award for this project.

Suzette Farmer: \$ 1,000 UVSC Presidential Award for Faculty Scholarship for her research project “ The Relationship of Emotional Intelligence to Burnout and Job Satisfaction Among Nurses in Early Nursing Practice.” She received an additional \$2,500 School of Science and Health Scholarly Activity Award for this project.

Alene Harrison: Perkins Grants: CathSim \$25,990, High School Counselors Orientation to Nursing and Dental Hygiene Programs \$3,300, Preceptor Orientation \$6,495, Faculty Externships \$9,662.

UVSC Merit Foundation Grant for Pediatric Simulator \$1,194.

Worked with IHC Urban South Region for admission of additional students to the Associate degree program. IHC donated \$37,350 to cover the costs for the additional students and for offering summer nursing courses for this group of students.

Marie Hunter: Perkins Grant for \$6,040 for development of medication calculation workshops, online medication calculation exercises and an optional clinical drug calculations class for students who have weak math skills.

Gary Measom: Perkins Grants \$5,008 for a mass CD burner/printer, \$2,852 for CAI

materials and computer software, and \$2,400 to assist students with expenses to do health screenings at the Huntsman World Senior Games in St. George. He also secured a \$10,000 grant from Brigham Young University Gerontology Committee for the research project “Fitness and Lifestyle Risks in a Cohort of Senior Athletes, A Longitudinal Study.”

Mickie Opfar: \$560 Perkins Grant to transport students in College vans to a one day observation at Primary Children’s Hospital.

Jacquie Stratton: \$1,000 UVSC Merit Foundation grant toward the purchase of an Adult Manikin. The School of Science and Health awarded her the additional \$1,995 for purchase of the manikin.

RESEARCH PROJECTS

Gary Measom Fitness and Lifestyle Risks in a Cohort of Senior Athletes, A Longitudinal Study.

The Use of Paraffin Baths and Paraffin Baths with Joint-ritis in the Treatment of Symptomatic Osteoarthritis of the Hand: Immediate and Post-treatment Efficacy

NATIONAL WORKSHOPS/PRESENTATIONS

<u>FACULTY</u>	<u>TOPIC</u>	<u>ASSOCIATION</u>	<u>DATE</u>
Gary Measom	Using PowerPoint	American Association of Health, Physical Education, Recreation and Dance	June 2000
Marianne Craven, Ella Peterson and LouAnn Provost	Think Fast, the Unexpected Could Happen	Rocky Mountain Nurse Educators Conference	Jul 27, 2001
Marianne Craven & LouAnn Provost	Think Fast, the Unexpected Could Happen	NLN Education Summit	Sep 2003

LOCAL WORKSHOPS/PRESENTATIONS

<u>FACULTY</u>	<u>TOPIC</u>	<u>ORGANIZATION</u>	<u>DATE</u>
Lori Barber	Tenure Workshop	UVSC Faculty	Feb 23-24, 2000
Marianne Craven	Health Care Occupations	Evergreen Jr. High School	March 2000
	Health Care Occupations	Evergreen Jr. High School	January 2001
David Keller	Writing Test Questions	BYU College of Nursing Curriculum Committee	Feb 1999
	Concerns of Beginning Nursing Students	BYU Research Conference	April 1998
	Writing Effective Resumés and Interviews: How to Make Your Best Impression	Examination BYU Nursing faculty	Feb 1998
	Recovering from Psychosis: A Wellness Approach. Psychiatric rehabilitation classes for consumers, families, and providers	Utah Nurses Association, District 3	May 1998
		Wasatch Mental Health, Provo	Winter/Spring 1998
Alene Harrison	Preparing to Enter College Utah	Hugh O'Brian Youth Leadership Seminar	June 1999, 2000, 2001
Gary Measom	What You Should Know About Diabetes	Huntsman Senior Games	Oct 2000, 2001, 2002
Julie Musselman	Humanitarian Surgical Mission To Guatemala & Mexico	Utah County Operating Room Nurses Association	Oct 10, 2001
Mickie Opfar	Career Opportunities in Occupational Health	University of Utah Occupational Health Nurse Practitioner Program	Oct 2000
Coral Robertson	Age Specific Inservice Center	Utah Valley Regional Medical	Oct 2000

PROFESSIONAL ORGANIZATION SERVICE

<u>FACULTY</u>	<u>ORGANIZATION</u>	<u>OFFICES/COMMITTEES (DATES)</u>
Lori Barber	Utah Nurses Association	District 3 Publicity Liaison (2001-02)
Marianne Craven	Utah Nurses Association American Nurses Association	Continuing Education Committee (00-present) Convention Planning (00 present) President-Elect (00-01) President (2002-04) Constituent Assembly Member 2002 Elected Member House of Delegates 2002
Gaya Carlton	Utah Nurses Association	Vice President District 3 (2002)
Alene Harrison	Utah Organization of Nurse Executives Crossroads Area Health Education Center	Bylaws Chair (Jan1998-Dec 2000) Secretary (Jan 2001-Dec 2003) Advisory Board (2000-present)
Marie Hunter	Utah Nurses Association	District 3 representative(2000-01) Convention Delegate(2000-01-02) Spring Conference Planning(2000-01-02) District 3 President-elect(2002)
David Keller	Utah Nurses Association	Treasurer 1999-2002
Julie Musselman	District 3, Utah Nurses Assn	Board Member(2000-02)
MickieOpfar	American Latex Association Utah Nurses Association Utah Nurse Practitioners Assn	Advisor and Utah contact person((2000-present) Convention planning Committee (01) Membership Chair(02)
Lou Ann Provost	District 3 Utah Nurses Assn	Nominations Chair(00-01)

EDUCATIONAL ADVISORY BOARDS AND TASK FORCES

Marianne Craven	Weber State University Department of Nursing Advisory Board
Alene Harrison	UVSC Department of Fire Science Advisory Committee (2000-present) Utah Nursing Leadership Forum Task Force on Education(2000-02) Task Force on Student Competencies (2001-present) Utah Coalition of Health Care Deans / Health Professionals Shortage Task Force (2001-present) Applied Technology Articulation Committee (2003)

COMMUNITY SERVICE

<u>FACULTY</u>	<u>ORGANIZATION</u>	<u>SERVICE</u>
Lori Barber	South County Health Care Coalition Larson School Community Council Nebo School District vision screening	Board member (2002-present) Board Member(2002-present) 1998-present
Gaya Carlton Denna Collier	Member Utah Army National Guard Salt Lake Junior League	Major Army Nurse Corp(1990- present) Care Fair volunteer
Suzette Farmer	American Red Cross	Volunteer for Nursing Services (1998 to 2000)
Alene Harrison	Utah Health Department/Channel 2 South County Health Care Coalition	Ask The Expert Telephone responder (2001) Board Member (1997-2002)
Marie Hunter	Utah Alliance for Mental Illness	Family to Family Course Instructor
Troy Nelson	Ironman Triathalon Olympics Timpanogos Emergency Response Team	Medical Advisor Medical team member Volunteer
Gary Measom	Nebo Foundation for Excellence Scouting Community Nursing Service Huntsman Senior Games	Member Board of Directors(1998-2002) Venturer scouting leader Care-a-Van mobile immunization clinic volunteer (1994-present) Volunteer
Linda Mortensen	Olympic Games Paralympics	Clinic Volunteer (2002) Clinic Volunteer (2002)
Julie Musselman	Hirsche Smiles Humanitarian Surgical Missions to Guatemala & Mexico Hirsche Smiles Foundation	Surgical team member (1996 to present) Board Member (2002-present)
Mickie Opfar	American Cancer Society American Red Cross Utah Health Department/Channel 2 Lincoln Elementary School	Cancer prevention programs for elementary school aged children (2000-present) Great American Smoke Out (2000-02) Relay for Life (2000-present) Teach the Instructor trainer program (2000-present) CPR instructor (2000-present) Ask The Expert Telephone responder (2000, 2001) Community Health Assessment Fair
LouAnn Provost	American Red Cross	Volunteer for Disaster Services and Shelter Operations (2001-present).

STANDARD III STUDENTS

STANDARD III: STUDENTS

The teaching and learning environment is conducive to student academic achievement.

CRITERION 9: Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the nursing education unit purposes.

Student policies of the Department of Nursing are congruent with those of Utah Valley State College except as justified by specific functions and needs of the Department. These differences and the rationale for differences are discussed in the following paragraphs. All Departmental policies can be found in the Department of Nursing Faculty Manual, Department of Nursing Student Handbook and on the Department web page. Student policies of the College can be found in the Utah Valley College Catalog and on the web at <http://www.uvsc.edu/policies>

Utah Valley State College maintains an open door policy. However, programs or majors may set admission standards and criteria in order to meet national specialty accreditation standards or provide students with specific prerequisite knowledge needed for successful completion of the program. The Department of Nursing has established prerequisite courses to assure that students have completed course work containing foundation knowledge essential in the development of nursing knowledge and skills.

The courses deemed by the Department of Nursing faculty to contain this prerequisite knowledge for the Associate of Science in Nursing program are: MATH 1050 College Algebra, CHEM 1110 Elementary Chemistry, ENGL 1010 Introduction to Writing, ZOOL 2010 Human Anatomy, and ZOOL 2020 Human Physiology.

All courses required for the Associate of Science in Nursing program are deemed by the Department of Nursing faculty to be prerequisite for admission to the Bachelor of Science in Nursing program with the exception of MATH 1050. MATH 1050 was not required in the Associate degree program until Fall 2002. Therefore, it is currently required in the Bachelor degree curriculum, rather than as a prerequisite. This requirement will be monitored. MATH 1050 will become a prerequisite for

the Bachelor degree program when sufficient applicants for the Bachelor program have taken MATH 1050 as part of the Associate degree program

These prerequisite courses are listed in program information provided for potential program applicants, the College Catalog, the Department of Nursing Faculty Handbook, the Department of Nursing Student Handbook, and on the Department web site.

As UVSC is an open enrollment institution, there are no selection criteria or procedures for College Admission. The Department of Nursing is limited in the number of students it can admit because of clinical placement availabilities and student:faculty ratios needed to provide adequate student supervision during clinical experiences. Therefore, the Department has established minimum admission requirements and procedures for selection of qualified applicants who evidence potential to complete the program.

Minimum requirements for admission to the Associate of Science in Nursing program are:

1. Completion of the following courses with a grade of C or better: MATH 1050, CHEM 1110, ZOOL 2010, ZOOL 2020
2. Satisfactory completion of ENGL 1010
3. Cumulative GPA of 2.00 or better
4. HESI Admission Assessment minimum scores:

Cumulative	75	Math	75	Reading Comprehension	75
Grammar	75	Vocabulary	65	Anatomy and Physiology	55
Chemistry	55				

Minimum requirements for admission to the Bachelor of Science in Nursing program are:

1. Graduation from an Associate degree program in nursing with a minimum GPA of 2.0
2. Licensure as a Registered Nurse in Utah
3. Completion of the following courses with a minimum grade of C:

BIOL 2020 Microbiology or equivalent

CHEM 1110 Elementary Chemistry or equivalent

PSY 1100 Human Development Across the Life Span

ZOOL 2020 Human Physiology or equivalent

ZOOL 2010 Human Anatomy or equivalent

The forms used to determine eligibility for both programs and related forms will be available on site.

Eligibility requirements for advanced placement in the Associate of Science program are:

1. Completion of a state-approved or NLNAC accredited practical nursing program
2. Current licensure as a Practical Nurse in the State of Utah
3. A minimum GPA of 2.0 in the licensed practical nursing program
4. Completion of the following courses with a grade of C or better:

MATH 1050, CHEM 1110, ZOOL 2010, ZOOL 2020

5. Satisfactory completion of ENGL 1010
6. Cumulative GPA of 2.00 or better

7. Complete the HESI Admission Assessment test with minimum scores:

Cumulative	75	Math	75
Reading Comprehension	75	Grammar	75
Vocabulary	65	Anatomy and Physiology	55
Chemistry	55		

8. Admission to any nursing program at UVSC is contingent upon satisfactory results of a criminal background check. The criminal background check includes a record of all non-juvenile arrests and convictions.

9. A maximum of 18.5 credits for nursing courses completed at the practical nursing level will be applied to the credits required for graduation.

Requirements for advanced placement of students in the Baccalaureate program are satisfactory completion of the NLN ACE examination for the related course or appropriate national certifications.

Graduation requirements for the Associate of Science in Nursing are: A minimum of a "C" grade for all nursing courses and BIOL 2020 Microbiology, ZOOL 2010 Human Anatomy, ZOOL 2020 Human Physiology, CHEM 1110 Elementary Chemistry for the Health Sciences, MATH 1050 College Algebra, and PSY 1100 Human Development Across the Life Span. A minimum of 20 credit hours must be earned at UVSC.

Graduation requirements for the Bachelor of Science in Nursing are: completion of a minimum of 124 semester credit hours with a maximum of 72 credits in the AA/AS degree and a minimum of 44 upper-division credits. A minimum of 30 credit hours must be earned at UVSC. A minimum of 71 credit hours must be in the major with a minimum of 37 nursing credits taken at UVSC. A minimum of 37 nursing credits must be upper-division. In addition, students must meet the following graduation requirements:

1. Complete the following courses with a minimum grade of **C** or better:

ZOOL 4400 Pathophysiology

MATH 2230 Statistics

MGMT 3440 Managing Organizations.

or

HLTH 4250 Health Services Organization/Policy

2. Complete the core and distribution requirements listed for the Associate of Science degree.
3. Achieve a minimum **overall GPA of 2.0** with a minimum **GPA of 2.25** in nursing courses.

It should be noted that the College requires a minimum GPA of 2.0 for graduation, but allows Departments or programs to set a higher requirement. The Department of Nursing has opted to set a 2.25 GPA for the Baccalaureate program to assure that students have the knowledge base for practice at this level of academic preparation.

Repetition of courses is not limited by the College. However, the Department of Nursing has established a policy that allows a student to repeat one nursing course, one time. Subsequent failure of a nursing course will result in dismissal from the program. A limited number of students are admitted to the Department because of clinical practice site limitations and the necessity to maintain students:faculty ratios in clinical experiences. The Department has deemed it unwise to use limited resources for students who have been unable to satisfactorily complete course requirements within this limitation. The policy is contained in the Department of Nursing Faculty Handbook and the Department of Nursing Student Handbook.

Removal from a course, program or the College because of behavior that endangers others is covered in the UVSC Student Rights and Responsibilities Code. The Department of Nursing has developed an Unsafe Practice Policy to detail actions to be taken if a student's actions would place patients in danger. Actions that can be taken in such a situation range from removing the student from the

clinical site until remediation has taken place through dismissal from the program in a failing status. The policy is contained in the Department of Nursing Faculty Handbook and the Department of Nursing Student Handbook.

Transfer of credit from another institution of higher education is allowed by the College, provided the Graduation/Transfer Office deems courses to be equivalent. The Graduation/Transfer Office defers to the Department of Nursing for evaluation of equivalency of nursing courses. The Department of Nursing has an established transfer policy which provides for review of nursing courses completed at other nursing programs to determine placement in the UVSC curriculum. The policy is contained in the Department of Nursing Faculty Handbook and the Department of Nursing Student Handbook.

Accommodative services are provided by the College. The Department of Nursing adheres to the College policy and the Americans with Disabilities Act except where accommodation would alter the essential nature of the academic program. The Department of Nursing Faculty Handbook and Student Handbooks, and course syllabi all contain information about steps the student should take to obtain a learning accommodation. In addition, the Department of Nursing has established required competencies for nursing students which have been reviewed by the UVSC Accessibility Committee and the State Risk Management Office. The Department of Nursing is sponsoring a statewide project to determine the minimum functional, mental and emotional demands required of students in the State's undergraduate nursing programs.

The Department of Nursing has additional requirements of students that are necessary to meet requirements of clinical facilities with which the Department has clinical contracts. Specifically, these are submission of evidence of negative Mantoux test or negative chest x-ray; submission of a health examination report; evidence of current immunizations for tetanus, measles, mumps, rubella, and hepatitis B; current basic life support certification; and satisfactory results of a criminal background check. Students enrolled in nursing courses are required to have primary health insurance. This is not a requirement of all students at the College. The rationale for this Departmental policy is the increased risk

of exposure to communicable illnesses students incur in clinical experiences. Students enrolled in nursing courses are also required to submit evidence of automobile accident insurance. This is required as students are responsible for their own transportation to clinical. These policies are included in the Department of Nursing Student Handbook. Prospective students are made aware of these requirements through the Program Information Packets.

Both the College and Department of Nursing policies on individuals with blood borne diseases protect the individual's privacy. The Departmental policy provides for evaluation of the student with a blood borne disease by their health care provider to determine what, if any, modifications are needed in caring for clients. If a student tests positive and modifications cannot be made, the student will be offered career counseling. This policy is necessary to assure patient safety as students have close contact with clients during clinical experiences.

The College does not require clearance by a physician for students who have a serious illness or who are undergoing medical treatment to participate in learning experiences. The Department of Nursing requires such clearance however, in order to protect both the student and patients for whom they would provide care during clinical experiences from potential health or safety threats.

All full time contract faculty members serve on the Department of Nursing Faculty Organization. One purpose of the Nursing Faculty Organization is to provide a structure for planning, communicating, coordinating, and evaluating policies pertaining to students. Proposals for change in policy or implementation of new policy may be initiated by a standing committee, an ad hoc committee, individual faculty, or the Director of the Department of Nursing. As stated in the Department of Nursing Faculty Organization Bylaws, policy or curriculum revisions must be distributed to all faculty in written or electronic format a minimum of five (5) working days prior to the meeting at which a vote will take place. A vote of 2/3 of the members present is necessary to waive this requirement. A new policy or policy change must be approved by a simple majority of those voting, provided a quorum exists, in order for a policy to be accepted and implemented.

The Department of Nursing Student Handbook, which contains all Departmental policies relevant to students, is on the nursing web page. Upon admission, students receive information about the location of the web page and sign a document indicating they have been informed how to access the handbook, their responsibility to review the handbook, and their responsibility to adhere to Department policies. An overview of Department policies is presented at the orientation given each semester for newly admitted students.

Any policy changes made during the course of the academic year are announced in class and students are referred to the web page which is updated as needed.

The procedure for approval of policies is noted above. Establishment and/or revision of admission and academic progression policies follow that procedure for final approval assuring that faculty involved in teaching a particular program are involved in setting policies.

A number of the faculty who have team taught in the Baccalaureate program were on the committee to develop the program. They participated in writing initial admission and progression policies for that program which were then approved by the full faculty of the Department.

The admission and progression requirements presented earlier in this criterion are congruent with departmental learning objectives and within the accepted boundaries of the College. The policies for the Baccalaureate degree program are congruent with departmental policies for the Associate degree program.

The Department of Nursing encourages student participation in College programs that enhance student learning. For example, the College recently instituted a Service Learning Program with the opportunity for students to achieve a Service Learning Distinction. The first Service Learning Distinction was awarded in the 2002-03 academic year to a nursing student. The Department of Nursing was recognized as the Service Learning Faculty for the 2002-03 academic year. As another example, Dr. Gary Measom, an Associate Professor in the Department, chaired the Medical Ethics Conference held on campus Spring Semester 2003. Three students in the Bachelor degree program participated in a panel

discussion as part of that conference.

CRITERION 10: Students have access to support services administered by qualified individuals that include, but are not limited to: health, counseling, academic advisement, career placement, and financial aid.

Students enrolled in programs in the Department of Nursing are eligible for all student services accorded any Utah Valley State College students. The Department of Nursing does not offer its programs via distance education; therefore, discussion of on-campus services applies to all nursing students.

Resumes of individuals responsible for the administration of various student services will be available on site.

Health services are provided to UVSC students through the Student Health Service located in Room 213 of the Student Center. The Student Health Service provides diagnosis and treatment of most minor illnesses. Prescriptions, laboratory testing, physicals and referrals to physicians and appropriate medical facilities in the community are available. A Family Nurse Practitioner provides these services from 9:00 a.m. to 3:00 p.m. Monday through Wednesday and Friday, and 9:00 a.m. to 1:30 p.m. on Thursday. The practitioners on staff are certified as Advanced Nurse Practitioners or Family Nurse Practitioners.

The Student Health Service also provides short term counseling to assist students through stressful and crisis situations affecting their performance in school, as well as personal relationships. Counseling is available for pre-marital issues, conflict management, eating disorders, abuse, and depression/anxiety. In addition to counseling, self help and educational materials related to assertiveness training, ADHD assessment, stress management, alcohol and drug abuse, motivation, and self-esteem are available. Individual assessment and referral to campus and community resources are available. Counseling services are open Monday through Thursday from 9:00 a.m. to 7:00 p.m. and from 9:00 a.m. to 4:00 p.m. on Friday. The director of Counseling Services is a licensed psychologist.

The Career and Academic Counseling Center provides comprehensive services to students and prospective students. Academic counselors are available to assist students in determining and achieving their educational goals, as well as understanding general education requirements for various degrees. Academic counselors also assist students experiencing academic difficulties and help them to meet academic standards through individual counseling and workshops. Career counselors assist students in determining areas of interest, establishing career goals and determining educational programs that will assist them in meeting their goals. All career and academic counselors have Masters degrees in a behavioral science emphasis with additional training in academic advising.

Lynnae Marsing is the academic advisor for the Department of Nursing. She provides program information to prospective students, clears pre-nursing and nursing majors for course registration and assists students in completing application and enrollment materials. She holds information sessions for prospective students on the first and third Tuesdays of each month from September to June. She is available 8:00 a.m. to 12:00 noon and 1:00 p.m. to 5:00 p.m. Monday through Friday.

The Multicultural Center provides a full range of support services for minority, non-traditional and educationally disadvantaged students of all backgrounds. Services include recruitment and retention programs, educational and cultural programs, tutoring, counseling, scholarship information, computer/study areas, social gatherings, ethnic club memberships, leadership opportunities, and cultural talent opportunities. The Director of the program is a native Pacific Islander who holds a Masters of Fine Arts degree and has specialized training in multicultural affairs.

Career Employment Services is available to all students Monday through Friday from 8:00 a.m. to 5:00 p.m.. This office assists students to secure part-time employment during the school year as well as permanent positions following graduation. Career Employment Service personnel have been instrumental in the organization of a Nursing Career Fair offered Spring Semester. This fair allows students to meet with a variety of nursing recruiters on campus.

The Student Financial Assistance Office is open from 8:00 a.m. to 5:00 p.m. Monday through

Friday. This office administers a varied and comprehensive program of financial aid for students. Grants administered through the Office of Financial Assistance include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Leveraging Educational Assistance Partnership Grants and Utah Centennial Opportunity Program for Education Grants. Federal loan programs, as well as short-term tuition payment plans are administered through the Financial Assistance Office. Details regarding the types of financial aid available as well as eligibility requirements are found in the UVSC Catalog (2002-03, page 15-18), the UVSC Financial Assistance Handbook (available on site) and the web page <http://uvsc.edu/finaid/>. The Director of the Financial Aid Office has a Masters in Public Administration.

Scholarships are administered in two areas. The Student Financial Assistance Office administers state and federally-funded scholarships. Private scholarships are administered by Nancy Smith, Director of Donor Relationships. Information on these scholarships is contained in the UVSC College Catalog and on the web page <http://www.uvsc.edu/finaid/schlrshp>. Applicants to the Department of Nursing receive information about the privately-funded scholarships for which they are eligible when they submit their application for admission to the Department. Current students are notified in nursing classes of the availability of privately-funded scholarships and the application deadline for such. The funds distributed to nursing students through private scholarships for the past five years are indicated below:

- 1998-99 - \$15,766.20 distributed to twenty-seven (27) students through three (3) private funds
- 1999-00 - \$19,888.00 distributed to thirty-three (33) students through four (4) private funds
- 2000-01 - \$22,892.00 distributed to thirty-four (34) students through six (6) private funds
- 2001-02 - \$19,541.25 distributed to thirty (30) students through six (6) private funds
- 2002-03 - \$24,518.00 distributed to thirty-four (34) students through eight (8) private funds

The UVSC Center for Student Computing (CSC) provides computing resources, technical support and information systems to benefit UVSC students. All students are eligible for e-mail accounts through

their student fees. Students are eligible to use the open computer labs available at various sites on campus. The Help Desk is open from 7:00 a.m. to 9:00 p.m. Monday through Friday to assist students with computer problems. The CSC maintains four open computer labs scattered throughout campus with a total of 133 computers. Each of the labs has student assistants to provide technical help. Three of the labs are open Monday through Friday. The fourth lab, located in the Student Center, is open Monday through Saturday.

The Center for Classroom Testing (CTC) is available for faculty to submit tests with designated dates indicating when the test will be available to students. Students may then take the test at hours convenient during that time period. The CTC is open Monday through Friday from 7:00 a.m. to 10:00 p.m. and Saturday from 8:00 a.m. to 5:00 p.m.. The Center also provides accommodative testing services Monday through Friday 8:00 a.m. to 5:00 p.m. for eligible students.

The Learning Enrichment Center (LEC) provides assisted learning/tutorial resources for students as well as academic programs. Students have access to individualized, short-term, flexible learning opportunities in the LEC. The LEC offers free workshops on topics such as time management, test taking, memory and concentration, math anxiety, textbook reading, and how to organize a study group throughout the year.

The Math Lab provides free one-on-one tutoring on a walk-in basis for all UVSC students. The Math Lab also has textbooks and solutions manuals for use in the lab and for check out, videos to accompany most math classes, assistance with or checkout of graphing calculators, numerous computer tutorials and applications programs, and access to a list of tutors available for private assistance.

UVSC students can obtain free one-on-one writing tutorials with expert tutors in writing and grammar in the Writing Lab. Students may bring writing assignments for any UVSC class and meet with a tutor by appointment. Students can also drop in and wait for the next available tutor. The newest addition to services available through the Writing Center is the OWL, the On-line Writing Lab.

The Learning Specialist provides short-term treatment of any diagnosed learning problems which hamper academic functioning. If needed, students will be referred to appropriate sources to obtain a professional diagnosis and necessary treatment. Referrals are also made to other campus services and community agencies as needed. Workshops are conducted for students, faculty, and staff regarding learning and teaching strategies to help students overcome learning difficulties and to increase learning potential.

The Bookstore is open Monday through Thursday from 7:45 a.m. to 7:00 p.m., Friday from 7:45 a.m. to 5:00 p.m. and Saturday from 9:00 a.m. to 1:00 p.m.. Textbooks and school supplies are available.

A Student Ombudsman is available to help students with a wide variety of problems, including housing disagreements, grading procedure appeals and/or disputes, academic complaints and conflicts, questions related to school policy and procedure problems, direction for legal advice, and help resolving conflicts between individuals.

The Utah Valley State College Police Department (UVSCPD) is fully accredited by the State of Utah. UVSCPD provides 24-hour-a-day police patrol and security protection for all College properties, employees, students and visitors. UVSC police officers have the same full police powers and responsibilities as do officers in other Utah law enforcement agencies. They are trained in crime prevention and awareness, first aid, firearms, defensive tactics, evidence gathering, traffic control and traffic accident investigation, follow-up on criminal and civil investigations, etc. College police officers are also responsible for handling all crime reports, investigations, traffic accidents, enforcement of laws regulating underage drinking, the use of controlled substances, weapons violations, and enforcement of all applicable State, County and local laws, and all other incidents such as medical and fire emergencies which require police assistance.

Campus safety data for the period of January to September 2002 taken from the report Crimes in Utah (<http://bci.utah.gov/Stats/200203.pdf>) show the following crimes reported by the Utah Valley State College Police Department:

- aggravated assault: 5
- burglary: 1
- larceny: 6
- auto theft: 7

A total of 73 crimes was reported in 2002 as compared to 66 reported crimes in 2001.

National data on campus crimes, found at

<http://www.ed.gov/offices/OPE/PPI/crime/criminaloffenses/index.html> indicate the following crimes reported on campuses of four-year public post secondary institutions in 2000:

- aggravated assault: 1,646
- burglary: 11,199
- auto theft: 2,829.

CRITERION 11: Policies concerned with educational and financial records are established and followed.

UVSC and the Department of Nursing conform to the national standards for release of information and protection of privacy for all educational records of students. Students may access the Family Education Records and Privacy Act in the UVSC Catalog, the Course Schedule and the UVSC web page. A copy of this information is included as an appendix in the Department of Nursing Student Handbook. The College policy on release of information is in the UVSC Catalog as well as on the College web page. Additionally, the College policy on release of information is included in Department of Nursing Faculty Handbook and Student Handbook.

Department policy mandates that the criminal background check, required of all students, be filed separately from the Department educational file on each student. Department policy also stipulates what materials are maintained in the Departmental file and the length of time material must be kept by the Department. The full policy is in the Department of Nursing Faculty Handbook.

The student records staff at UVSC (Registrar, Records Supervisor and Registration/Records Technicians) are required to meet the minimum job qualifications at the time of hire. They are then trained to use the Student Information System (SIS), to follow College policies and procedures and abide by the Family Education Rights and Privacy Act of 1974. Access to the Student Information System is by password only.

Student records are maintained on the campus mainframe with appropriate backup and are also recorded onto the College's imaging system. Older records (hard copy, microfiche and microfilm) are stored in a vault protected by a halon gas fire suppression system.

Utah Valley State College Policy E-6.1 governs confidentiality of student records. It states, "Upon presentation of appropriate identification and under circumstances which preclude alteration or mutilation of records, a student will be able to inspect all records relating to him/herself which are not

considered by the College to be private records of College Personnel. A student is entitled to an explanation of any recorded data and may initiate action leading to a hearing if necessary, to correct or expunge information he or she considers inaccurate or misleading.”

Faculty and administrative officers who have a legitimate need to use student records will be allowed access to such records without prior permission from the student. A request from an educational institution to which the student has applied for admission, or from an institution or agency from which the student is seeking financial assistance, will be granted with the student's permission. Data will be furnished to university accrediting bodies and government officials without permission of the student.

No student information other than directory information will be given to any third party (except those mentioned above) without written consent of the student, and then only those records accessible to the student. The term "third party" is construed to include parents, employers, government agencies, or any other people or organizations.

Parents or guardians may have access to grade reports of a student's activity, if the parents establish to the satisfaction of the College Records Officer that they are providing one-half or more of the student's support.

Court orders and subpoenas for records will be referred to the Director of Admissions and acted upon according to his/her directions. The institution will make a reasonable effort to notify the student prior to release of information in response to subpoenas or court orders.

Directory information will be released to news media and to others upon request. Directory information is defined as follows:

1. Name of student
2. Address and telephone number of student
3. Hometown city and state of student
4. Verification of current enrollment
5. Dates of enrollment

6. Degrees conferred, dates, major or field of concentration and honors received
7. Birth date

Students may request, at any time, through the Admissions and Records Office of the College, that directory information be withheld by submitting a *Request to Withhold Directory Information* form.

The College maintains a comprehensive computerized fund accounting system with the proper accounting and internal controls to insure the safeguarding of the College's assets. This accounting process is based on the standards set forth by NACUBO, ATCPA, AICPA, and the State of Utah's Auditor's Office.

The College maintains this system through its centralized business/accounting office. The Business Office is administered by the Assistant Vice-President for Finance and the Controller, who is a CPA with more than twenty years experience in college and university accounting and administration.

STANDARD IV: CURRICULUM AND INSTRUCTION

STANDARD IV: CURRICULUM AND INSTRUCTION

The curriculum is designed to accomplish its educational and related purposes.

CRITERION 12: Curriculum developed by nursing faculty flows from the nursing education unit philosophy/mission through an organizing framework into a logical progression of course outcomes and learning activities to achieve desired program objectives/outcomes.

The UVSC Department of Nursing curriculum is developed by the nursing faculty. It is organized to meet the UVSC and the Utah State Board of Regent's general education and total credit requirements for Associate of Science in Nursing and Baccalaureate of Science in Nursing degrees. The curriculum includes general education courses, sciences, humanities, nursing knowledge, and clinical experience. The curriculum requires a total of 76 credit hours for the Associate degree and 124 hours for the Baccalaureate degree. Content within nursing courses adheres to the guidelines set by the Utah State Board of Nursing as given in the Utah Nurse Practice Act Rules. See Criterion 13 for more in depth discussion of credit requirements.

The curriculum is based on two focal areas, **CONCEPTS** and **ROLES**. **CONCEPTS** are defined as physiological and psychological functions and activities that maintain or alter [abilities] within the following areas:

- Comfort/Rest/Sleep
- Oxygenation/Perfusion
- Nutrition/Absorption/Elimination
- Cognition/Perception/Sensory
- Exercise/Activity
- Protective/Safety
- (The) Regulatory/Reproductive
- Self/Role Relationships.

ROLES are threefold, and incorporate essential nursing functions:

- **Provider of Care** encompasses actions undertaken directly with health care recipients to assist them in meeting health care needs, including communication, health teaching, holistic care, and the nursing process.
- **Manager of Care** encompasses actions to organize and oversee the implementation of care, including management and delegation.
- **Member of the Profession** encompasses the individual nurse's actions to maintain ethical and legal standards and professionalism, including ethics, legal issues, professionalism, research, and nursing theory.

A more in depth discussion of the CONCEPTS and ROLES can be found in the Department of Nursing Philosophy and Framework, Appendix 4.

CONCEPTS are explored in increasing depth and complexity as the student progresses through the Associate degree curriculum. ROLES are introduced in the first semester of the curriculum and integrated in the exploration of all CONCEPTS throughout the curriculum. CONCEPTS are reinforced in the Bachelor degree curriculum, while ROLES are explained in greater depth and complexity. The 3000 level courses in the Bachelor degree curriculum are designed to allow the student to demonstrate acquisition of basic nursing knowledge and skills from the Associate degree level and to convert lower division credits for that basic nursing content to upper division credit. In addition to testing for the requisite knowledge and skills, students are introduced to the philosophy and organizing framework of the program, the role of the Baccalaureate-prepared nurse, and the role of the adult learner in these courses. The 4000 level courses focus on the development of new knowledge and skills.

Course and program objectives are designed to increase in depth and complexity as the program progresses. The curriculum is designed to meet the educational needs of students and allow for upward mobility according to individual student needs, desires and abilities. Faculty have designed the

curriculum to allow students in the Associate of Science in Nursing program to complete nursing content and competencies required to take NCLEX-PN testing by equivalency at the end of the first year of the program. Students who complete the two-year Associate of Science in Nursing program are eligible to take the NCLEX-RN exam. Graduates of the UVSC Associate of Science in Nursing program and other accredited Associate degree nursing programs who meet all admission requirements may complete their education for a Bachelor of Science degree in Nursing.

Courses may have didactic and clinical components. The clinical component is integrated in all but one course in the Associate degree program. Courses at the Baccalaureate level may have a didactic component only or have both a didactic and clinical component.

Course and clinical objectives flow from the program philosophy and framework and are based upon use of critical thinking skills and the nursing process. They reflect the values that:

- nursing is both an art and a science;
- health care recipients are individuals, families, groups and communities in varying states of health and wellness who use the services of nurses in a variety of settings;
- individuals have distinct and unique needs which, when met, will assist them to regain, attain or maintain a desirable level of health;
- health and wellness are distinctly different, and thereby require health promotion, maintenance, and restoration as primary nursing functions; and
- addressing these needs acknowledges the holistic nature of the individual.

Unit objectives, for all courses, are designed to develop learning opportunities for the students to successfully meet the course objectives. A variety of opportunities are used to assist the student to achieve the objectives and to demonstrate their achievement of the objectives. Teaching methodologies include lecture/discussion, videos, computer assisted learning modules, group projects, individual and group presentations, clinical demonstrations and practice. Internet-based learning may also be used during some courses. A variety of means are used to evaluate student achievement of objectives.

Evaluation methods include written examinations, oral examinations, written papers, case studies and care plans, skills testing, poster presentations, group presentations, clinical projects and/or papers, and evaluation of clinical performance.

Students are evaluated during their didactic and clinical experiences. Unit objectives and evaluation methods are outlined in the comprehensive course syllabi which are available to students through the course pages on the Internet, or purchased through the Copy Center, if the student prefers. A variety of methods are used to evaluate performance in the didactic course components. Examples are found in Table 14. Clinical performance is evaluated in several ways including skills pass-offs, and a clinical performance evaluation using a clinical evaluation tool which is based on the course objectives. Clinical evaluation tools and criteria for evaluation are discussed with students prior to their clinical experiences. Post-clinical evaluations are conducted to apprise students of their progress. Students are evaluated clinically a minimum of twice per semester. Clinical placements are arranged to give the students a wide variety of opportunities to apply the theoretical learning achieved in the classroom setting. For greater discussion on the clinical component of the program, please refer to Criterion 14.

Table 13 provides a sample of program objectives, course objectives, and unit objectives to demonstrate how unit objectives and clinical evaluation measures support the course and program objectives, and integrate the use of CONCEPTS and ROLES. Unit and/or course objectives include skills of current practice and trends in nursing, professional ethics, values and responsibilities, community concepts, critical thinking, communications, and therapeutic interventions. Full syllabi that have course descriptions, course and unit objectives, course policies and evaluation means will be available on site. Clinical Evaluation Tools will be available on site.

Table 13 Sample of Curriculum Development Using ROLES

THE NURSE AS PROVIDER OF CARE

Program or Terminal Objective	Course	Course Objective	Unit Objective	Clinical Objective
Utilize the nursing process and critical thinking to provide safe effective holistic nursing care for small groups of health care recipients with complex alterations in health in unstructured health care settings.	1030	Utilize the nursing process and critical thinking to provide safe basic nursing care for a selected individual health care recipient (IHCR) with predictable alterations in health in structured health care settings	Identify and report promptly all abnormal findings representing common, well-defined health problems	Utilize basic skills to obtain assessment data of an IHCR with alterations in sleep. Use basic skills to collect respiratory assessment data of an IHCR. (associated lab exercise)
	1110	Utilize the nursing process and critical thinking to provide safe effective holistic nursing care for two individual health care recipients with increasingly complex alterations in health in structured health care settings	Explain the purpose and rationale for nursing interventions that maintain, promote, or restore normal physiologic function for the peri-operative patient	Use primary (patient/significant other) and secondary (chart, records) information to identify common patient care needs in collaboration with other licensed professionals
	2010	Utilize the nursing process and critical thinking to provide safe effective holistic nursing care for three individual health care recipients with complex alterations in health and their families in structured health care settings	Analyze medical and nursing management of an IHCR who is experiencing congenital anomalies and/or disorders	Develop nursing plans of care, including teaching for IHCRs/ with shock, and their families.

Program or Terminal Objective	Course	Course Objective	Unit Objective	Clinical Objective
	2110	Utilize the nursing process and critical thinking to provide safe effective holistic nursing care for small groups of health care recipients with complex alterations in health in unstructured health care settings	Develop a nursing care plan for HCRs with identified alterations in health related to CONCEPTS and ROLES of nursing	Develop a nursing plan of care for health care recipients with alterations in mental health function related to the CONCEPTS of: Comfort/ Rest/Sleep and Nutrition/ Absorption/ Elimination
	2120	Delineate the roles, functions and scope of practice for licensed practical and registered nurses	Delineate the roles, functions and scope of practice for licensed practical and registered nurses	
Utilize the nursing process and critical thinking to provide safe effective nursing care for individuals, families, groups and the community across the continuum of health promotion to health maintenance and restoration in structured and unstructured health care settings	3000	Demonstrate knowledge of psychological needs of the health care recipient		
	3010	Recognize the role of nurses in caring for childbearing families		
	3020	Discuss safety issues consistent with each age group in the pediatric population		
	3030	Explain care of an adult health care recipient who has a deficiency in delivery of oxygen to cells		
	4000	Apply selected models of nursing practice to delivery of care	Explain nursing models of selected theorists	

Program or Terminal Objective	Course	Course Objective	Unit Objective	Clinical Objective
	4010	Enumerate steps in the research process	Write a group proposal using steps in research process	
	4020	Incorporate specific community healthcare needs of sub-populations in planning to meet needs of the total population	Identify teaching need for sub-population	Complete community assessment
	4030	Relate individual nursing philosophy to principles of leadership and management	Relate importance of philosophy in the hierarchy of planning	Apply selected nursing models to concepts of leadership and management in provision of holistic nursing care
	4040	Discuss advantages and disadvantages of certification exams in nursing	Relate how ANA's certifying body differentiates AD nurse from BSN	
	4050	Demonstrate use of scholarly writing skills	Write a synopsis of senior project	Complete approved project in a clinical area

THE NURSE AS MANAGER of CARE

Program or Terminal Objective	Course	Course Objective	Unit Objective	Clinical Objective
Prioritize nursing care for small groups in an unstructured health care setting	1030	Provide nursing care in an organized manner for a selected IHCR in a structured health care setting	Apply basic independent nursing and collaborative interventions which promote healthy urinary functioning	Complete clinical assignments and checks to see if others need assistance
	1100	Effectively organize the nursing care for two individual health care recipients in a structured health care setting	Explain the purpose and rationale for nursing interventions that maintain, promote, or restore health related to urinary alterations	Administer care and medications in a timely and well organized manner
	2010	Prioritize nursing care for three IHCRs and their families in a structured health care setting	Utilize the nursing process in prioritizing holistic care for IHCRs with alterations in comfort and pain management and their families	Collaborate with patient, significant others, and other health care members to establish goals that optimize independent functioning and well being
	2110	Prioritize nursing care for small groups in an unstructured health care setting	Integrate knowledge of reproductive health with the nursing process to achieve quality nursing care	Collaborate with HCRs and other health team members to establish goals that optimize independent functioning and well-being
	2120	Delineate the roles, functions and scope of practice for licensed practical and registered nurses	Delineate the roles, functions and scope of practice for licensed practical and registered nurses	

Program or Terminal Objective	Course	Course Objective	Unit Objective	Clinical Objective
Manage nursing care for individuals, families, groups and the community using various members of the healthcare team in structured and unstructured health care settings	3000	Compare bio-psycho-social interventions for mental illness	Review interventions used in treatment of mental illness	
	3010	Recognize the role of nurses in caring for childbearing families	Categorize complications of pregnancy and implications for nursing care	
	3020	Differentiate primary, secondary, and tertiary care for pediatric populations	Apply health promotion concepts specific to pediatric populations	
	3030	Assess an adult patient situation emphasizing pathophysiology, treatment modalities, drug and lab interventions, nutritional needs, and nursing diagnoses and interventions	Present a case situation involving an adult patient with a major medical health problem	
	4000	Discuss how new emerging world views impact the ROLES of nursing	Identify impact of Healthy People 2010 on ROLES of nursing	
	4010	Differentiate quantitative vs. qualitative research	Describe type of research for group developed proposal	
	4020	Differentiate need for primary, secondary, and tertiary interventions to meet health care needs of individuals, families and communities	Compare and contrast various role functions of community health nurses	Manage health teaching for individuals, families, groups, and the community in community health care settings

Program or Terminal Objective	Course	Course Objective	Unit Objective	Clinical Objective
	4030	Evaluate effectiveness of cost and quality of care with consideration of budgetary restraints	Analyze effect of budgetary decisions on skill mix, length of stay, and other marks determining quality of care for health care recipients	Develop a budget proposal for a nursing unit
	4040	Examine professional accountability in nursing practice	Discuss concepts of accountability and responsibility as they apply to delegation of tasks	
	4050	Apply principles of nursing leadership	Determine implications and responsibilities for educating others	

THE NURSE AS A MEMBER OF THE PROFESSION

Program or Terminal Objective	Course	Course Objective	Unit Objective	Clinical Objective
Integrate and evaluate responsibility and accountability in all nursing experiences	1030	Act responsibly and honestly in all nursing experiences	Describe ways in which standards of care, agency policies, and nurse practice acts affect the scope of nursing practice	Maintain confidentiality of patients' status and records as required by facility
	1110	Demonstrate responsibility and accountability in all nursing experiences		Provide for patient safety (side rails ↑, bed ↓, call light in reach, equipment/monitors operating properly, etc.) Practice and teach appropriate precautions

Program or Terminal Objective	Course	Course Objective	Unit Objective	Clinical Objective
	2010	Integrate responsibility and accountability in all nursing experiences	Interpret the American Nurses Association Code of Ethics for Nursing in the care of IHCRs and their families	Exhibit professional behavior while in clinical settings. Adhere to established policies and procedures of the clinical agency and Utah Valley State College
	2110	Integrate responsibility and accountability in all nursing experiences	Formulate methodologies for prioritizing nursing activities	Demonstrate good rapport and professional interactions with HCRs, peers, instructors, and members of the health care team
	2120	Appreciate the role of continuing education in maintaining professional skills and expertise	Delineate the roles, functions and scope of practice for licensed practical and registered nurses	
Integrate and critique responsibility and accountability in all nursing experiences	3000	Evaluate a therapeutic group for health care recipients		
	3010	Use ethical and legal standards in caring for the childbearing family		
	3020			
	3030			
	4000	Identify specific nursing models which relate to own personal philosophy of nursing	Determine individual philosophy of nursing practice	
	4010	Discuss legal and ethical issues concerned with conducting research	Determine function of IRB in specific institutions	

Program or Terminal Objective	Course	Course Objective	Unit Objective	Clinical Objective
	4020	Use the nursing process for analysis of public health policy	Discuss aspects of policy development process	Integrate and critique responsibility and accountability in all nursing experiences
	4030	Discuss leadership and management concepts which provide a foundation for nursing management	Determine components of effective leadership	Organize effective health care teams to provide safe, effective, holistic nursing care to health care recipients
	4040	Examine professional nursing issues	Discuss issues relating to the nursing shortage	

Course syllabi indicate the learning experiences used to assist students in achieving objectives for each unit as well as evaluation methods used. Table 14 demonstrates the congruency between course objectives, didactic learning experiences, clinical/laboratory learning experiences and evaluation methodologies.

Table 14 Congruency Between Objectives, Learning Experiences and Evaluation Methods

Course and Objective	Didactic Learning Experience	Evaluation Method	Clinical/Lab Learning Experience	Evaluation Method
<p>NURS 1030 Using a critical thinking and problem solving approach the student will use the nursing process in discussing care of an IHCR with alterations in cardiovascular functioning.</p>	<p>Power Point presentations, lecture, discussion, reading assignments, student poster presentations</p>	<p>Written test, student poster presentations</p>	<p>Videos, Computer Aided Instruction of identified skills, demonstration and hands on practice with vital signs and basic cardiovascular assessment skills in the lab and applying those skills in the clinical setting</p>	<p>Clinical skills are assessed in the lab and in the clinical setting, passoff of skills, post conference discussions and case studies</p>
<p>NURS 1110 Using a critical thinking and problem-solving approach, the student will discuss the risk factors associated with postpartum care</p>	<p>Lecture, group discussion, video, required readings</p>	<p>Written quiz and test</p>	<p>Video. Use the nursing process to provide care for individual health care recipients who are in the postpartum period; Group discussion</p>	<p>Evaluation of clinical performance, case study Post conference presentations</p>
<p>Apply the role of the RN in the development of nursing care plans which focus on physiological, psychological, cultural, racial, socioeconomic and lifestyle needs of individual health care recipients</p>	<p>Lecture, discussion, required readings, videos</p>	<p>Written quizzes and tests</p>	<p>Develop holistic care plan for IHCRs</p>	<p>Evaluation of clinical performance, case study</p>

Course and Objective	Didactic Learning Experience	Evaluation Method	Clinical/Lab Learning Experience	Evaluation Method
<p>NURS 2110 Prioritize nursing care for small groups in an unstructured health care setting</p>	<p>Lecture and discussion (formulate methodologies for prioritizing nursing activities)</p>	<p>Exam questions related to prioritization of nursing care; case studies; scenarios; and journals</p>	<p>Students assigned to preceptors and responsible for prioritizing and performing all related nursing activities for a small group of healthcare recipients</p>	<p>Clinical evaluation by preceptor, student, and faculty: - interpret collected assessment data appropriately -prioritize nursing care based on collected assessment data - collaborate with HCRs and other health team members to establish goals that optimize independent functioning and well-being</p>
<p>NURS 2120 Analyze issues related to principled behavior in nursing, nurses and health care systems, technology, patient, self-determination and global nursing issues</p>	<p>Students select topics related to current nursing issues, develop goals for group presentations, lead group discussions, with appropriate professional references</p>	<p>Evaluation of presentation plan -importance of topic to nursing -two professional references -discussion questions. Evaluation of presentation and participation by student, peers and faculty</p>		
<p>NURS 3000 Demonstrate knowledge of psychological needs of the health care recipient.</p>	<p>Lecture, discussion, review book</p>	<p>Passing grade on HESI exam</p>		

Course and Objective	Didactic Learning Experience	Evaluation Method	Clinical/Lab Learning Experience	Evaluation Method
NURS 3010 Distinguish normal pregnancy, adaptation, nutritional needs, and prenatal testing	Lecture, discussion, review book	Passing grade on HESI exam		
NURS 3020 Differentiate between normal and abnormal growth and development	Lecture, discussion, review book	Passing grade on HESI exam		
NURS 3030 Demonstrate assessment, planning, implementation and evaluation of nursing care for the adult patient with multi-system organ failure	Lecture, discussion, review book	Passing grade on HESI exam		
NURS 4000 Apply selected models of nursing practice to delivery of care	Class discussion, group work, group presentation of nursing model, CDROM, video	Written paper		
NURS 4010 Enumerate steps in the research process	Class discussion, chapter assignments, group assignments, readings, group presentations	Group proposal of a research project; oral and written presentations		
NURS 4020 Incorporate specific community healthcare needs of sub populations in planning to meet needs of the total population	Class discussion, chapter readings, video	Written exam	Identify teaching need for sub populations	Clinical reflective journal. Group teaching of sub populations

Course and Objective	Didactic Learning Experience	Evaluation Method	Clinical/Lab Learning Experience	Evaluation Method
NURS 4030 Analyze policies and procedures used in management of a nursing unit to insure optimum nursing care	Class discussions, weekly written assignments, text readings	Written exam	Identify, develop, and justify a need for a specific policy in the workplace with consideration of the organizational climate	Written policy. Clinical reflective journal, clinical evaluation tool
NURS 4040 Discuss advantages and disadvantages of certification exams in nursing	Speaker presentation, class discussion, assigned readings	Written exam		
NURS 4050 Demonstrate understanding of complex health care issues and realistic solutions	Readings, group discussions	Final project	Analyze ways holistic learning experiences contribute to holistic care of the health care recipient	Completion of approved project in a clinical area

Review of the rigor, consistency and cohesiveness of nursing courses takes place at several levels. Faculty who team teach courses review the course content, learning experiences and evaluation means as part of their course meetings. These reviews are done to assure that the level of rigor is appropriate to the course, that the learning experiences are appropriate to the objectives and that evaluation means are consistent with the objectives. The faculty, as a whole, discuss these issues in Faculty Organization meetings. For example, on March 20, 2003 faculty discussed the written clinical experiences to determine consistency among the courses. Faculty discussed rigor at the November 7, 2002 meeting.

Special meetings are held periodically to review consistency of courses and to assure that material is not unnecessarily duplicated or missed in the curriculum plan. For example, the

entire faculty had a two-day workshop April 26 and 27, 2000 to review the content map. Content mapping was discussed in Department meetings held on September 7, November 16, and November 30, 2000. A three-day workshop was held in May 2001 to review the content map for the curriculum to increase internal consistency in the curriculum. This meeting was continued on June 5, 2001.

On March 18, 2003, faculty who teach concepts related to reproduction in the various courses met to review the placement of content. On April 23, 2003, a group of faculty met to review specific CONCEPTS covered in Nursing 1030, 1110, 2010 and 2110 to assure that material is not unnecessarily duplicated or omitted from the curriculum.

CRITERION 13: Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values, and competencies necessary for nursing practice.

Prerequisite courses are chosen by the Department of Nursing faculty to complement nursing education and to provide for a variety of educational experiences. Placement of all courses is planned to build upon previous courses and supplement previous learning within the context of nursing education. Ethical decision making is integrated within nursing courses and supported by a class in ethics and values. General education courses required to meet UVSC graduation criteria are included within the plan. Once general education requirements have been met for an Associate degree, there are no further UVSC general education stipulations for graduation from a Baccalaureate program.

As indicated in the mission, philosophy, vision and organizing framework, the Department of Nursing at UVSC has a strong commitment to preparing students to be lifelong learners and to continue their education in the profession of nursing. To this end, the faculty of the Department have chosen to maintain the general education requirements set by the College for an Associate of Science rather than an Associate of Applied Science degree which has fewer general education requirements and therefore fewer total credits for the program. The faculty strongly believe the Associate of Science degree better serves students as it allows them to advance to Baccalaureate level education without additional general education courses which would be necessary should the Department offer an Associate of Applied Science degree. The curriculum does not include elective courses. The faculty believe the number of nursing credits (34 credits or 44.74% of the total credits required) cannot be reduced without jeopardizing student ability to attain the essential knowledge and skills required to practice as a Registered

Nurse. The total credit requirements for the three general categories of courses contained within the curriculum are detailed in Table 15.

Table 15 Credit Allocations by Category for Associate of Science Degree in Nursing

GENERAL EDUCATION REQUIREMENTS		SCIENCE AND SOCIAL SCIENCE COURSES REQUIRED FOR NURSING		NURSING COURSES	
Course	Credits	Course	Credits	Course	Credits
American Institutions	3	CHEM 1110*	4	NURS 1030	9
ENGL 1010	3	BIOL 2020*	4	NURS 1110	9
ENGL 2010	3	(Microbiology)		NURS 2010	8
Fine Arts	3	PSY 1100**	3	NURS 2110	7
Fitness for Life	1	ZOOL 2010*	4	NURS 2120	1
Humanities	3	(Anatomy)			
MATH 1050	4	ZOOL 2020	4		
PHIL 2050	3	(Physiology)			
(Health 1100 waived for nursing majors)					
Total	23	Total	19	Total	34

* Course also meets general education requirement for biological and physical sciences

** Course also meets general education requirement for social science

The curriculum plan for the Associate of Science in Nursing is designed to provide an even distribution of courses required each semester. It is also designed to provide prerequisite knowledge prior to entrance into the nursing course. Lastly, the nursing courses are offered sequentially as content builds from course to course. Table 16 presents the placement of courses and credits in the Associate degree curriculum.

Table 16 Associate of Science in Nursing Curriculum Plan

PREREQUISITES		
MATH 1050	College Algebra	4
CHEM 1110	Elem Chemistry	4
ENGL 1010	Intro Writing	3
ZOOL 2010	Human Anatomy	4
ZOOL 2020	Human Physiology	4
TOTAL CREDITS		19

SEMESTER I NURS 1030 Concepts of Nursing I 9 BIOL 2020 Microbiology 4 PE-S 1300 Fitness for Life 1 TOTAL CREDITS 14	SEMESTER II NURS 1110 Concepts of Nursing II 9 Humanities 3 PSY 1100 Human Development 3 TOTAL CREDITS 15
SEMESTER III NURS 2010 Concepts of Nursing III 8 ENGL 2010 Inter Writing 3 American Institutions 3 TOTAL CREDITS 14	SEMESTER IV NURS 2110 Concepts of Nursing IV 7 NURS 2120 Issues in Nursing 1 Fine Arts 3 PHIL 2050 Ethics and Values 3 TOTAL CREDITS 14
TOTAL PROGRAM CREDITS 76	

The Bachelor degree program builds on the knowledge and skills gained in the Associate degree program. UVSC requires no additional general education courses for the Bachelor degree. However, the Department of Nursing requires the additional science course ZOOL 4400 Pathophysiology. This course provides additional depth and breadth to students' understanding of the disease process that can provide a more in-depth basis for determining nursing interventions.

Additional computational skills are acquired in MATH 1050 College Algebra. It should be noted that MATH 1050 College Algebra appears as a requirement in both programs. MATH 1050 was not a requirement of the nursing curriculum until Fall Semester 2002. Therefore, it is currently required in the Bachelor degree curriculum. This requirement will be monitored. MATH 1050 will become a prerequisite for the Bachelor degree program when sufficient applicants for the Bachelor program have taken MATH 1050 as part of the Associate degree program. At that point, a decision will be made regarding the four credits currently met through MATH 1050. Students in the Bachelor degree program are also required to take MATH 2230 Principles of Statistics. This course provides the basis for understanding the use of statistics and increases students' ability to critically review nursing and other relevant research.

In recognition of the nursing skills and knowledge registered nurses bring to the program, the 3000 level courses are designed to allow students to demonstrate baccalaureate level knowledge of nursing skills and techniques through testing. Therefore, these courses are offered the first semester of the program.

The remaining courses are presented sequentially to enhance student application of new knowledge. Students are introduced to the major nursing theorists in NURS 4000. This allows them the opportunity to explore application of nursing theories in subsequent research and clinical courses. Nursing 4010 Introduction to Nursing Research is presented prior to the courses containing clinical components. This placement was selected to provide students with a beginning knowledge of nursing research that they can then apply as they advance their clinical knowledge.

Students in the Bachelor degree program are also required to take a course to increase their knowledge of the business and policy issues in health care. At the time the program was designed, there were no faculty on campus with expertise in health systems and administration. Therefore, a Business Management course, MGMT 3340 Managing Organizations, was selected to fill this requirement. However, before the students were scheduled to take the course, two faculty were hired in the Department of Community Health who have this expertise. Fall Semester 2002, they designed the course HLTH 4250 Health Services Organization/Policy. Students have been given permission to take this course in lieu of the business management course and a proposal is before the College Curriculum Committee to make this a permanent change in the curriculum. It is believed that a course on health care systems and policy provides a better background for management issues and for professional and personal involvement in policy issues related to health care and nursing's role in policy making.

Students take the Health Care Systems and Policy course concurrently with Nursing 4020. Students are able to explore the interrelationships of health care systems and policies as they explore and apply community health concepts in Nursing 4020 and in the subsequent course Nursing 4030 which emphasizes leadership and management.

Courses in the final semester of the program provide opportunities for students to demonstrate synthesis of previous course content. In Nursing 4040 Senior Seminar, students do a more in-depth analysis of current issues and trends in nursing. In Nursing 4050 students have the opportunity to complete a student-designed project in an area of interest.

As can be seen in the Table 17, the majority of the Bachelor degree program is designed for part-time study. Students in the program are typically working as registered nurses. Table 17 provides the curriculum plan for the Bachelor of Science degree curriculum.

Table 17 Bachelor of Science Degree Curriculum Plan

SEMESTER I (Spring)			SEMESTER II (Summer)		
NURS 3000	Nursing Concepts V	4	NURS 4000	Nursing Theory	3
NURS 3010	Nursing Concepts VI	2	MATH 1050	College Algebra	4
NURS 3020	Nursing Concepts VII	2			
NURS 3030	Nursing Concepts VIII	4			
ZOOL 4400	Pathophysiology	4			
TOTAL CREDITS		16	TOTAL CREDITS		7
SEMESTER III (Fall)			SEMESTER IV (Spring)		
NURS 4010	Nursing Research	3	NURS 4020	Nursing Concepts IX	6
MATH 2230	Principles of Statistics	4	MGMT 3440	Managing Organizations	3
TOTAL CREDITS		7	or		
			HLTH 4250	Hlth Svcs Orgn/Policy	3
TOTAL CREDITS		7	TOTAL CREDITS		9
SEMESTER V (Summer)			SEMESTER VI (Fall)		
NURS 4030	Nursing Concepts X	7	NURS 4040	Senior Seminar	3
TOTAL CREDITS		7	NURS 4050	Senior Project	3
TOTAL CREDITS		7	TOTAL CREDITS		6
TOTAL PROGRAM CREDITS		124			

As seen in Tables 16 and 17, the majority of nursing credits in the Bachelor degree program are upper division credits. Students complete thirty-four credits of nursing courses at the 1000 and 2000 levels for the Associate degree. Students in the Bachelor degree program complete an additional thirty-seven credits of nursing courses at the 3000 and 4000 levels for a total of seventy-one credits. Upper division nursing credits account for 37 credits or 52.1% of the total nursing credits required for the Bachelor degree.

Credits for nursing courses follow college standards. In didactic course components, one credit hour equals one clock hour. In clinical and laboratory components, one credit hour equals three clock hours. Syllabi for each course, and course descriptions in the College Catalog, indicate both credit and clock hours for class and clinical components.

With one exception, lower level nursing courses are integrated and cover all areas of nursing care related to each of the CONCEPTS including: therapeutic interventions, communication, health care delivery to promote wellness, illness prevention, maintenance and/or restoration of health, critical thinking, legal and ethical issues, the nursing process, and professionalism. The three ROLES are included in each course. The exception is Nursing 2120 which focuses on the Role of the Nurse as a Member of the Profession and does not have a clinical component. Nursing 2120 is designed to provide students in the last semester of the Associate degree program with the opportunity to explore the roles, functions and scope of practice for licensed practical and registered nurses; discuss policies and procedures for licensure as a registered nurse; discuss educational opportunities for professional advancement; and analyze issues related to principled behavior in nursing, nurses and health care systems, technology, patient self-determination, and global nursing issues.

Bachelor level courses focus on community nursing skills, development of nursing

theory, research principles, health care policy, finance, and leadership. More in-depth discussion of previously integrated knowledge differentiates the graduate of the Associate program from the graduate of the Bachelor program.

Classroom and clinical experiences are developed to give the student a broad range of skills, building upon previously obtained knowledge from the humanities, sciences, and nursing courses. Mastery of these skills provides the student in the Associate degree program the opportunity to complete course and program objectives and creates a knowledge base sufficient for success on the NCLEX exam and licensure.

The Bachelor degree curriculum includes three courses that have didactic components only. Two of these courses, Nursing 4000 Nursing Theories and Nursing 4010 Fundamentals of Nursing Research, are taken in the initial part of the course of study to provide a background upon which students build in subsequent courses. Nursing 4000 Nursing Theories is designed to introduce students to the nursing theorists, and provide the knowledge necessary for students to develop a theory-based personal philosophy of nursing. Students also do more exploration of the document *Healthy People 2010* to which they were introduced in Nursing 2110. Content from this course is applied in subsequent courses as students apply their personal philosophy of nursing to nursing interventions in a variety of settings and situations.

Bachelor level students are guided in the development of a spirit of inquiry in the course Nursing 4010 Fundamentals of Nursing Research. This course introduces research concepts, designs, methodology, and techniques. Students examine the scientific approach, preliminary steps in research, designs for nursing research, measurement and data collection, analysis of research data and critiquing and utilizing nursing research. The knowledge of scientific inquiry acquired in this is applied in the identification, formulation, application and evaluation of a

problem encountered in a variety of health care settings and with health care recipients of all ages in the subsequent clinical courses.

Nursing 4040 Senior Seminar is the third Bachelor level course that does not have a clinical component. This course, taken in the last semester of the program, builds upon the student's general knowledge of current trends in nursing. Students examine current nursing issues and their impact on professional practice. The course provides opportunities for enhancement of research, writing and evaluation skills. Under direction of the faculty, students examine and present a variety of professional nursing issues. These may include, but are not limited to:

differentiation of the various roles of the advanced practice nurse; advantages and disadvantages of certification exams in nursing; nursing's responsibilities in formulating health policy; professional accountability in nursing practice; and other pertinent topics identified by students.

All Bachelor level courses with clinical components expand upon the knowledge and skills acquired in the Associate degree program. For example, students in the Associate degree program are exposed to community health as part of Nursing 2110 Concepts of Nursing IV. Community health content of the lower division course includes aspects of healthy living and promoting healthy lifestyles across the lifespan, including the following topics: safety, diet, activity, sleep, smoking, alcohol use, stress, immunizations, leading causes of death, communicable diseases, sexually transmitted infections, preventable illnesses and preventive screenings. In addition, community health related topics are introduced, such as epidemiology, types of prevention, the *Healthy People 2010* Initiative, bioterrorism and disaster nursing.

The upper division course Nursing 4020 Concepts of Nursing IX builds upon this

knowledge. In the upper division course, students integrate professional nursing practice with community health practice to promote and maintain the health of populations. They incorporate the nursing process in the care of individuals, families and groups in the community; and apply the nursing role in health promotion and disease prevention. Throughout the course, communication and legal-ethical and professional considerations implicit in prevention are examined. Didactic and clinical experiences include family and community assessments, epidemiological principles and implementation of illness prevention and health maintenance programs within a community.

Students in the Associate degree program are introduced to leadership and management content in Nursing 2110 Concepts of Nursing IV. Topics for discussion include communication skills, professionalism and application of prioritization and delegation principles in the roles of Provider of Care, Manager of Care, and Member of the Profession.

In the Bachelor degree program, students take a seven (7) credit course that builds on the leadership and management knowledge acquired in the Associate degree program. In Nursing 4030 Concepts of Nursing X students explore various management and leadership theories, change theory, negotiation and conflict resolution theories and skills, communication skills, budget and finance issues, policy and procedure development, and staffing patterns. Students do an in-depth analysis of the roles the nurse performs in the health care environment and how these roles can enhance the nursing care given to the individuals and their families.

Nursing 4050 Senior Project provides the opportunity for students to complete a well-defined clinical project that demonstrates understanding of complex health care issues and realistic solutions. This project incorporates skills and knowledge acquired in all previous course work. It allows students to apply nursing theories, inquiry skills and knowledge,

concepts of community health nursing and nursing leadership. Throughout the course, students apply critical thinking as they identify a problem and explore solutions using the scientific approach. Table 18 details skills taught in each course in the program.

Table 18 Skills Taught in Nursing Courses

Course	Psychomotor Skills	Other Skills
1030	1) Vital Signs, using manual and electronic methods 2) Hygiene care 3) Document patient care 4) Basic head to toe assessment 5) Positioning, ambulation, range of motion and use of assistive devices 6) Body mechanics 7) Medication administration (all routes except intravenous); mix two medications in single syringe; prepare medications from powder for parenteral administration 10) Medical and Surgical Asepsis 11) Sterile Dressing Change 12) Urinary catheterization (male and female) 13) Safety Measures: side rails, bed position, patient identification, restraints 14) Glucose monitoring, collection of urine, sputum, wound, and stool specimens, stool occult blood testing, radiographic and endoscopic tests 15) Wound drainage systems: suction, Jackson-Pratt and hemovac drains	1) Differentiate between normal physiological responses and abnormal signs and symptoms 2) Calculations for Medication Administration, using household, apothecary, and metric systems 3) Work effectively in assigned groups 4) Initiate a therapeutic communication 5) Implement prepared teaching plans
1110	1) Phlebotomy and collection of blood for laboratory testing 2) Normal Newborn care 3) Normal labor and delivery 4) Pre-op care 5) Post-op care 6) Oxygen administration 7) Application of anti-embolism stockings 8) Assessment of level of consciousness	1) Recognize behavior and actions which identify professional values in Nursing

Course	Psychomotor Skills	Other Skills
2010	<ol style="list-style-type: none"> 1) Airway management and Airway adjuncts, oxygen delivery systems 2) Oropharyngeal, tracheal and endotracheal suctioning 3) Central line management 4) Setup and maintenance of a waterseal chest drainage system 5) Initiation and management of IV therapy, crystalloid, colloid and blood administration 6) Nursing responsibilities associated with AICDs, cardioversion, and defibrillation 7) NG tube placement and enteral Feedings 8) Administration of TPN and parenteral feedings 	<ol style="list-style-type: none"> 1) Identify components of Normal EKG, identify common lethal arrhythmias 2) Differentiate between normal and abnormal findings on a newborn assessment 3) Differentiate Roles of LPN, ADN, and BSN 4) Develop patient teaching plans. 5) Manage patient care delivery of three patients
2110	<ol style="list-style-type: none"> 1) Well HCR physical assessment: Use of otoscope, ophthalmoscope, tuning fork, reflex hammer Cranial nerve testing Percussion techniques Scoliosis screening Lice screening Vision screening Breast exam Testicular exam 2) Mental Status Evaluation 3) Family Assessment 4) Home Assessment 5) Appropriate use of birth control and barrier devices 	<ol style="list-style-type: none"> 1) Analyze processes involved in delegation of nursing activities 2) Compare and contrast characteristics of mental health and mental illness 3) Therapeutic Communication 4) Developing and implementing a teaching plan 5) Prioritization techniques 6) Self-evaluation skills 7) Collaboration and coordination of nursing care in a variety of settings 8) Goal setting, planning and evaluation
3000-3030		<ol style="list-style-type: none"> 1) Adult learning theory 2) Group Interaction 3) Develop personal philosophy of nursing ROLES with advanced education 4) Political processes and nursing
4000		<ol style="list-style-type: none"> 1) Develop and Integrate a personal philosophy of Nursing 2) Collaboration with class members 3) Application of models of nursing practice to delivery of care

Course	Psychomotor Skills	Other Skills
4010		<ol style="list-style-type: none"> 1) Steps in the research process 2) Identification of a researchable nursing problem 3) Conduct literature review 4) Develop problem statement / hypothesis for researchable problem 5) Applicability of research designs and sampling designs for research problems and hypotheses 6) Identify methods of data collection for each type of research conducted 7) Determine quality of research by critiquing quantitative and qualitative research
4020	Health Assessment Community Needs Assessment	<ol style="list-style-type: none"> 1) Identification of teaching need for sub-populations 2) Developing teaching plan for sub-populations 3) Teaching methods in the community 4) Professional poster presentation
4030		<ol style="list-style-type: none"> 1) Leadership/management skills 2) Therapeutic communication in managing nursing care of individuals, families, groups, and communities 3) Collaboration with health care team members 4) Organizing effective health care teams for holistic nursing care 5) Managing use of material resources in provision of nursing care 6) Responsibility and accountability for self and members of the health care team 7) Applying nursing models to leadership/management concepts
4040		<ol style="list-style-type: none"> 1) Identification of issues pertinent to the profession 2) Communication of professional issues and concerns

Course	Psychomotor Skills	Other Skills
4050		1) Assess needs of specified clinical area 2) Develop plan to address identified need for clinical area 3) Resolution of needs in clinical areas

CRITERION 14: Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of learning options appropriate for contemporary nursing.

Clinical placements are selected by faculty to give students the greatest opportunities for learning. Sites are chosen based on availability of appropriate learning experiences, adequate patient census to meet learning needs of the student, congruence with the philosophy of the Department of Nursing, and appropriate approval/licensure status. Appropriateness of clinical sites is reviewed by faculty annually and reasons for changes documented in the course annual report. Revisions are implemented as needed.

In addition to clinical sites in the community, a campus-based Nursing Learning Center is equipped for clinical teaching using computer-assisted instruction, manikins, and other skill-based learning resources. The Nursing Learning Center is used for scheduled teaching of psychomotor skills and critical thinking. The Nursing Learning Center is also available for student use for extra practice sessions or self-directed learning opportunities.

Faculty monitor students while in the clinical sites and seek feedback from practicing nurses concerning available clinical opportunities. Students are encouraged to seek all available learning opportunities while in the clinical setting and identify learning needs and potential learning experiences with the instructor. Ongoing evaluations of clinical sites are completed by faculty members. Student input into the effectiveness of the clinical site/learning opportunities is

sought during clinical evaluations.

Contracts are obtained from each clinical site used. Contracts delineate the expectations and responsibilities for both the clinical site and the Utah Valley State College Department of Nursing. These contracts are reviewed and renewed periodically as per contract stipulation. The Department of Nursing and/or the clinical site have the opportunity to repeal the contract at the end of the school year if desired.

A member of the Department of Nursing serves on the Statewide Clinical Consortium to assist with clinical placements. This group monitors clinical placements for all schools within the geographical area and helps to prevent taxing the clinical sites. This consortium allows the Department of Nursing to obtain adequate clinical placements for students, as well as providing for students from other schools of nursing in the area. A copy of the clinical consortium document can be obtained using the following Internet address: <http://nursing.byu.edu/clincon/> if desired.

The following table contains the clinical areas used for each course. Number of students per unit is determined by size of the unit, skill level of student, patient census, and days/times other courses may also be using the facility and unit. Clinical days/times are established to prevent overloading staff with large numbers of students at any one time. Full clinical schedules for each course will be available on site.

Table 19 Clinical Placements

Course	Facility	Units
1030	<ul style="list-style-type: none">•Heritage Care Center•American Fork Hospital•Mountain View Hospital	Rehabilitation Medical/Surgical, Transitional Care Center, SDS, PT, OT, Woman's Center Medical, surgical, Transitional Care, SDS

Course	Facility	Units
1110	<ul style="list-style-type: none"> •Utah Valley Regional Medical Center •Mt. Timpanogos Hospital •Pediatric Clinic •Dan Peterson School •Kids on the Move •Physicians' Clinics •Perinatology 	4 th Floor, 6 th Floor, 7 th Floor, OR, Peds, L&D, Mother/Baby, Endoscopy, SDS, TCU, Rehabilitation, Medical/Surgical
2010	<ul style="list-style-type: none"> •Utah Valley Regional Medical Center 	Cardiac Cath Lab, IMC, ER, Nursery, 4 th Floor, 5 th Floor, 6 th Floor, 7 th Floor, IV Therapy, SICU, MICU, CCU
2110	<ul style="list-style-type: none"> •Mountain View Hospital •Mt. Timpanogos Hospital •American Fork Hospital •Orem Community Hospital •Utah Valley Regional Medical Center •Utah State Hospital •Utah County Health Department •Utah County Jail •Heritage Residential Treatment Center •Vista Care •Community Outreach Nurse •IHC Home Health •Central Valley Home Health •Central Valley Medical Center •Utah State Prison •Health South •Leadership with UVSC Faculty 	Medical/Surgical, ER, ICU, L&D Medical/Surgical, ER, ICU, L&D Medical/Surgical, ER, ICU, L&D ER, L&D 4 th Floor, 5 th Floor, 6 th Floor, 7 th Floor, ICU, L&D, NICU, Peds, ER, L&D,
4020	<ul style="list-style-type: none"> •Slate Canyon Juvenile Detention •Eldredge House •UVRMC •UMAP •Utah County Health Department •Heritage Residential Treatment Center •Utah County Jail •IHC Home Care •Vista-Care •Other selected student selected, faculty approved sites 	Long Term Detention Short Term Detention Women's Center Diabetic Clinic

Course	Facility	Units
4030	Student selected, faculty approved sites including acute care units, community settings, rehabilitation and long term care areas.	
4050	Student selected, faculty approved sites including acute care units, community settings, rehabilitation and long term care areas.	

STANDARD V RESOURCES

STANDARD V: RESOURCES

Resources are sufficient to accomplish the nursing education unit purposes.

CRITERION 15: Fiscal resources are sufficient to support the nursing education unit purposes and commensurate with the resources of the governing organization.

The Department of Nursing’s appropriated operating budget is sufficient to support the instructional activities of the program. For 2003-04, the Department’s operating budget exceeds \$1.1 million. Of this amount, over 96 percent is allocated to personnel services (salaries, wages, and benefits) allowing the Department to maintain a well-qualified faculty and staff. The number of existing faculty positions is sufficient for the current student enrollment. The budget also supports a well-equipped and supplied lab, teaching/learning materials, and faculty/staff computers.

The Department’s budget is comparable to other departments in the School and College. Faculty salary is one measure of comparability. Table 20 compares the mean base salary by rank and degree for Departments in the School of Science and Health and the overall School for the current year and the past two years. The data in the table do not include merit bonus, payment for special projects, summer contracts, overload pay or other stipends.

Table 20 Comparison of School and Nursing Mean Base Salaries 2001-2004

	2001-2002		2002-2003		2003-2004	
	School	Nursing	School	Nursing	School	Nursing
Instructor	\$40,782	\$40,000	\$41,619	None	\$43,403	a
Assistant Professor Masters	\$43,496	\$43,416	\$44,204	43901	\$46,267	\$47,500
Assistant Professor Doctorate	\$45,641	a	\$47,676	a	\$49,508	none
Associate Professor Masters	\$45,998	\$46,926	\$47,287	\$47,291	\$47,041	\$47,490
Associate Professor Doctorate	\$48,603	None	\$49,925	None	\$51,596	a

	2001-2002		2002-2003		2003-2004	
	School	Nursing	School	Nursing	School	Nursing
Professor Masters	\$48,463	a	\$49,199	a	\$49,813	\$49,824
Professor Doctorate	\$54,374	None	\$54,070	a	\$54,795	None
Visiting Professor Doctorate	None	None	\$58,000	a	\$58,000	a
Department Director	a	a	a	a	a	a

a One person only in these categories; salary will be available at time of site visit.

School and College administration has been very supportive in finding means to bring in new faculty members at a higher salary than has been possible in the past. While the higher salaries for incoming faculty increases salary inequities for existing faculty, it has allowed the Department to fill open positions with the candidate of choice at more competitive salaries.

The School has conducted salary equity studies for the last five (5) years. When funding for salary increases has been available, the School administration has addressed salary compression and gender equity to address some of the more egregious inequities. Department of Nursing salaries have been enhanced by these efforts. Likewise, the College has conducted a salary equity study and allocated funds to address inequities for the 2003-04 academic year. It should be noted that the economic situation in the state precluded state-allocated salary increases throughout the state higher education system for the 2002-03 and 2003-04 academic years.

The budget allows faculty salaries to be competitive with other nursing programs in the State. A survey conducted by the Utah Nursing Leadership Forum reported the mean salaries for the academic year 2000-01 shown in Table 21.

Table 21 A Comparison of 2000-01 Nursing Faculty Salaries in State-Funded Nursing Programs in Utah

Degree	College of Eastern Utah	Salt Lake Community College	University of Utah	Utah Valley State College	Weber State University
Masters	\$35,200	\$36,600	\$44,446	\$43,866	\$35,000
Doctorate	none	none	\$62,365	\$46,581	\$45,000

Further, Department faculty salaries can be evaluated by comparing the Department mean salaries by rank with mean academic year salaries reported by the American Association of Colleges of Nursing (AACN). The AACN faculty salary study reports data by region and by public or private institutions. Table 22 presents a comparison of UVSC mean academic year salary for nursing faculty with the mean academic year salary reported by AACN for public institutions in the Western region of the United States for the academic year 2002-2003. Discussion of UVSC Department of Nursing salaries would be incomplete without noting that the College has a noncontributory retirement plan. The College contributes 14.2% of faculty salaries to TIAA-CREF for the faculty member.

Table 22 Comparison of Mean Salary by Rank UVSC Department of Nursing and AACN Western Region Public Institution Means 2002-03 Academic Year

RANK	AACN MEAN	UVSC MEAN
Instructor Masters Prepared	\$47,890	None
Instructor Doctoral Prepared	\$55,042	None
Assistant Professor Masters Prepared	\$46,708	\$43,901
Assistant Professor Doctoral Prepared	\$56,832	a
Associate Professor Masters Prepared	\$53,657	\$47,291
Associate Professor Doctoral Prepared	\$65,118	none

RANK	AACN MEAN	UVSC MEAN
Professor Masters Prepared	\$71,550	a
Professor Doctoral Prepared	\$82,252	a

a Only one person in these categories. Salaries will be available at time of site visit

The Department's total operating budget is comparable with other departments in the School with similar student FTEs. The Department of Nursing is the only department in the School that has a state-allocated capital outlay budget; other department's capital budgets were pooled into a School capital account. Table 23 presents the original budget allocations for 2002-03 academic year for eight departments in the School. (It should be noted that the Department of Dental Hygiene is not included in this comparison table as that department is largely funded by a special student fee of \$4,250 per student per year.) Actual expenditures may vary from original budget as a result of one-time and/or permanent transfers which may occur during the year. It should also be noted that only \$8,888 of the Director of the Department of Nursing's annual salary is included in the Department budget; the remainder is included in the budget for the Dean's office. The full academic year salary and summer stipends for all other chairs are included in their respective department budgets. Actual 2002-03 expenditures will be available at the time of the site visit.

Table 23 2002-03 Academic Year Departmental Budgets in the School of Science and Health

Department	Faculty FTE	Salaries/ Wages	Benefits	Current	Travel	Capital Outlay	Total
Biological Sciences	23.95	\$1,024,863	\$345,391	\$22,530	\$8,500	\$0	\$1,401,284
Chemistry	6.25	\$364,804	\$145,956	\$9,582	\$6,000	\$0	\$526,342
Community Health	9.58	\$393,343	\$147,094	\$11,272	\$6,157	\$0	\$557,866
Earth Science	3.73	\$183,485	\$72,923	\$6,892	\$4,000	\$0	\$267,300
Mathematics	28.35	\$1,200,268	\$436,521	\$31,568	\$16,917	\$0	\$1,685,274

Department	Faculty FTE	Salaries/Wages	Benefits	Current	Travel	Capital Outlay	Total
Nursing	15.13	\$754,506	\$297,745	\$23,200	\$7,500	\$5,137	\$1,088,088
Physical Education & Recreation	21.33	\$617,468	\$194,262	\$18,150	\$6,326	\$0	\$836,206
Physics	9.96	\$554,344	\$219,230	\$10,956	\$8,000	\$0	\$792,530

Actual expenditures for the 2001-02 year reflect all transfers among the departmental account as well as permanent and one-time transfers from the School Contingency to the departments. Chemistry, Earth Science and Physics were one department in 2001-02; therefore, data for those departments is included in one department, Physical Sciences, in Table 24 which depicts the actual departmental expenditures for the 2001-02 academic year.

Table 24 2001-02 Actual Expenditures

Department	Faculty FTE	Salaries/Wages	Benefits	Current	Travel	Capital Outlay	Total
Biological Sciences	24.5	\$981,048	\$320,520	\$99,345	\$6,414	\$0	\$1,407,327
Community Health	9.83	\$305,197	\$102,746	\$16,707	\$3,883	\$0	\$428,533
Mathematics	26.93	\$1,124,685	\$393,940	\$12,953	\$6,204	\$0	\$1,537,782
Nursing	15.51	\$729,838	\$280,752	\$32,777	\$9,129	\$0	\$1,052,496
Physical Education & Recreation	23.84	\$656,739	\$181,436	\$30,498	\$3,845	\$6,204	\$878,722
Physical Sciences	25.85	\$10,52,613	\$349,004	\$125,615	\$9,948	\$60,851	\$1,598,031

The Department received a \$50,000 grant from a local health care institution as seed money for the Bachelor degree program. These funds are being used to support the startup of the program.

Summer courses were not offered in the Department until Summer 2002 when the first summer course was offered in the Bachelor degree program. The 2002-03 summer budget reflects funds returned

to the Department for student credit hours generated in the BSN program. For summer 2003, two Associate degree level courses were offered. These offerings were made possible through funding from a local health care institution to admit additional students in an effort to reduce the nursing shortage.

In addition to state allocated funds and private donations, the Department charges student lab fees. These fees range from \$20 to \$86 per nursing course. Funds from these fees are used to purchase expendable materials and supplies used in the Nursing Learning Center, to purchase standardized tests, and for repair and replacement of durable equipment in the Nursing Learning Center. Revenues from this account represent approximately \$17,000 per year.

The Department Director has responsibility and authority for budget management. The Department faculty are actively involved in determining expenditure of operating funds other than salaries, wages and benefits. Faculty make recommendation to the Director as to fiscal needs. However, the Director has final responsibility and authority for budgetary decisions. The budget is presented at the first meeting of the year and ratified by the faculty. Budget expenditures are presented monthly at faculty meetings to allow faculty to review how department monies have been spent and recommend expenditures for materials not identified at the beginning of the academic year.

The Director of the Department provides periodic priority lists to the Dean for equipment and other needs that might be met through the School's one-time funds. This priority list is developed by the faculty and Director in the Department. As funds become available to the Dean, the Dean and Associate Deans review and prioritize the departmental requests. Departments are then notified of funded projects. One-time funds distributed from the School to the Department of Nursing during the 2001-2002 academic year were: \$450 for pilot testing the HESI Admission Assessment Test, \$1,421 for a lap-top computer, and \$8,710 to build storage units for the Nursing Resource Center. One-time funds distributed to the Department of Nursing for the 2002-03 academic year included \$9,000 for a laptop computer, LCD projector and spare bulb, two desk top computers and additional storage units for the Nursing Learning Center.

The Director may also request additional funding from the School's budget for occasional hourly faculty salary needs. These may be allocated on a one-time or permanent basis. During the 2001-2002 academic year the Department received \$15,500 in permanent allocations for hourly clinical faculty and one-time funding of \$3,510 to cover hourly replacement for a faculty member who was called up for active military duty for a period in February. Additional hourly funds were not required for the 2002-03 academic year.

The Department of Nursing allocates \$700 per year per full-time contract faculty member for professional development/continuing education. These funds can be used for conference attendance, departmental purchase of books or special teaching aids at the discretion of the individual faculty member, payment of professional organization dues, or tuition for doctoral courses. The College has funds that can be requested by the faculty through the College Faculty Development Committee for additional conferences and travel. Each faculty member is eligible for up to \$900 every three years from this fund. The College and School have funds to pay for travel and fees for faculty who present at conferences. College funds are subject to application and acceptance of the College faculty committee overseeing these funds. In addition, the School of Science and Health has provided \$500 per semester to faculty who are enrolled in Doctoral programs to assist with tuition.

Development funds are available for staff in the Department of Nursing. The Department allocates \$200 per year per salaried staff member for conference and workshop attendance. In addition the College has a Staff Development fund from which they may request additional funding for either formal education or conferences and workshops.

Additionally, the College offers a variety of in-house courses and programs at little to no cost. Courses, such as web page development, have been taken by nursing faculty and the College has given a small stipend for those who have attended. Research and grant writing classes have been offered regularly for interested faculty. In the past year, the Department of Nursing has sponsored two

educational offerings for the Department of Nursing faculty with funding assistance from the School of Science and Health and from the Vice President for Scholarly Activities and Outreach. These programs were:

1. Dr. Dan Sheridan (Johns Hopkins University) - Forensics in Nursing
2. Dr. Janet Alexander and Dr. Gretchen McDonald (Samford University) - The Scholarship of Teaching.

The Department plans to continue these efforts to offer educational programs on campus that are specific to nursing.

The College, in particular the School of Science and Health, is increasing the focus on scholarly activity of faculty. An emphasis is now being placed on undergraduate student research. With this new emphasis, the College and School have made funds available for faculty scholarly activity. The College implemented a Presidential Scholarly Activity Award in the 2002-03 academic year. Funds from this source were awarded to the two nursing faculty who submitted applications. The School of Science and Health instituted a Scholarly Activity award in the 2001-02 year. Again, two Nursing faculty who applied for funds from this source received awards. While the funding is limited at this point, the School administration has placed a high priority on securing additional funding for scholarly activities.

The budget is sufficient to allow faculty to print and/or copy materials for courses and to purchase teaching aids for classroom and laboratory instruction. Capital equipment requests are discussed in the Faculty Organization Committee. The final decision is made by the Director. Noncapital equipment comes from the current budget, and is directly managed by the Director. Materials that have to do with the curriculum, such as videos or computer-aided instruction materials, are reviewed by the Department of Nursing Curriculum Committee prior to purchase.

CRITERION 16: Program support services are sufficient for the operation of the nursing education unit.

Administrative services are available as needed. The Dean of the School of Science and Health is Dr. Sam Rushforth. Dr. Rushforth attends Department of Nursing Faculty Organization Committee meetings when requested, or when he has information to share or inquiries to make. He maintains an open door policy and will meet with faculty or students as his time permits.

One of the two Associate Deans in the School is not directly associated with nursing. Dr. Vance Hillman is as Chair of the Department of Community Health and Associate Dean. David Jordan, Assistant Dean, is responsible for grants and development for the School.

Dr. Alene Harrison is the Director of the Department of Nursing and an Associate Dean for the School of Science and Health. In her role as Associate Dean, she oversees the health-related programs, specifically dental hygiene and nursing. She has an open door policy in regard to meeting with faculty and students. Further information about Dr. Harrison's role can be read in Criterion 1.3. Approximately 25% of her workload is as Associate Dean.

The Associate Director of the Department of Nursing, Lori Barber, is currently given twelve contact hours reassigned time to serve in this capacity. The position officially carries 25% or nine hours reassigned time. This has been increased for the 2003-04 year because of the additional responsibilities Dr. Harrison has with accreditation. The responsibilities of the Associate Director are detailed in the position description found in the Faculty Handbook.

Clerical services are available as needed. Two support staff are employed for clerical support and student advisement. Victoria Martinez, the Academic Secretary, has the responsibility of receptionist/secretary, and ordering supplies for the Department. Her responsibilities as Academic Secretary are detailed in the position description found in the Department of Nursing Faculty Handbook.

Lynnae Marsing is the Department of Nursing Advisor/Secretary. It should be noted that Ms.

Marsing received the School of Science and Health Award for Outstanding Staff Member for the 2001-02 academic year. Her responsibilities as Advisor are detailed in the position description found in the Department of Nursing Faculty Manual.

Jeanie Cranney, Programmer Analyst, is responsible for assisting faculty and School administration with developing web pages and other Internet needs. She also helps in screening scholarship applications and intent letters for financial aid.

The Office of Institutional Research, Jeff E. Hoyt, Ph.D. Director, organizes and conducts research studies and surveys. In addition, this office provides studies, data and information. Examples of data developed and distributed campus wide are enrollment reports, grade distribution reports, and the College's common data set. Staff of the Office of Institutional Research and Management Studies are available for consultation in developing surveys, data collection methods and for data analysis. Examples of uses of this office by the Department of Nursing include the needs assessment surveys for the Bachelor of Science degree program, development of Scantron forms for clinical evaluation to facilitate use of the student clinical evaluations in program evaluation, program survey data, and preparation of data from these sources.

The Classroom Testing Center (CTC) provides valuable support for faculty. As discussed in Criterion 10, faculty may place examinations in the CTC with designated dates upon which the test will be available to students. Students may then take the test at hours convenient during that time period. In addition to administering the examinations, the CTC will grade examinations that are answered on Scantron forms and provide a report of grades to the faculty. Upon request, the CTC will run reliability, validity and discrimination tests on examinations.

The College Copy Center and Print Shop are utilized for duplication of materials for class and administrative use. The Copy Center is open Monday through Friday from 7:30 a.m. to 7:00 p.m. The Copy Center prefers to have one day to complete a work request, but jobs frequently can be completed in less than one day. Orders for services from Print Shop can be submitted and are completed in the order

received. Many Print Shop services can be completed in less than a day. However, it is preferable to allow additional time, especially during peak times such as the beginning and end of semesters.

CRITERION 17: Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students.

Instructional aids, technology, software and hardware, and technical support are available in sufficient quantity and quality to be consistent with program objectives and teaching methods. Resources are available to assist students and faculty experiencing difficulty using technology.

The Nursing Learning Center is a major learning area for the Department. The Center consists of three rooms. One of the three rooms houses four patient beds with support equipment to simulate a hospital setting, thirteen (13) computer stations, a color printer, a black and white printer, a CD burner, a scanner, two (2) CathSim stations, and storage areas for linens, computer equipment and materials and supplies specific to laboratory learning experiences. The CathSim, a computer-aided instruction tool, helps students learn to start IVs, and draw blood. The simulation is very lifelike, and helps the student learn these invasive techniques prior to performing the procedure on humans.

A second room, also designed to simulate a hospital setting, has ten patient beds and storage for the Noelle birthing simulator, supplies and audiovisual equipment for use with the SimMan human patient simulator which is housed in this room, and related materials and supplies. SimMan is a computer-aided manikin. Students can learn to do vital signs, and numerous other procedures in which the manikin can react to the treatment of the students. Feedback from SimMan can be written into a scenario or a faculty member can input feedback as the student interacts with the manikin. A defibrillator and heart monitor are available in this room for use with SimMan.

These rooms are connected by a small classroom (25 student desks) which can be used for classes, meetings or as a conference room for faculty or students. The classroom has a blackboard, wall-mounted television and VCR, and an overhead projector. This room also contains storage areas for supplies and models.

The Nursing Learning Center has sufficient manikins and models to allow students to learn techniques and procedures before starting clinical practice. The Center has eight standard adult manikins,

one adult manikins with auscultation sites, two newborn manikins, a one-year-old manikin, six IV arm models, three wound care models and one resusci-junior.

The Nursing Learning Center has 13 computers for student learning. These computers have software which students can use to gain extra experience in areas such as medical-surgical, psychiatric, pediatric, maternity, and acute care nursing. The Nursing Learning Center computer lab is also reserved at specific times during the semester for administration of computer-based testing for fourth semester students. NCLEX review programs are also available for student use in this computer area. Software is reviewed by the Curriculum Committee to insure that it is up to date and usable by the students. Students can also use these computers for writing papers, accessing current articles, interacting with student groups on assignments, completing written assignments for individual instructors, Internet research, and other uses that pertain to their studies. A scanner is attached to one computer so students and faculty who need to scan a document can do so without leaving the department. The Nursing Learning Center also houses a mass CD burner used by the Department for recruitment CDs, handbooks and syllabi for students.

All department faculty have a computer in their office for lesson preparation or professional development. There are four lap top computers for use away from the office; all are programed with PowerPoint and/or Presentations programs. The Department has three video projectors that can be used for classroom presentations. The projectors and lap tops allow sufficient availability for faculty to use them any time they may be needed. The scanner in the Nursing Learning Center allows faculty to produce overhead transparencies for class room and laboratory use.

The Utah Valley State College Computer Help Desk is dedicated to providing quality help to computer users on campus. The Help Desk is committed to meeting faculty and staff needs in a professional and efficient manner, by having every computer user back to work as soon as possible. The Help Desk can help faculty and staff with software and hardware problems. The Help Desk is open Monday through Friday from 7:30 a.m. to 5:30 p.m.. Gordon Hayden is assigned to the School of Science and Health as the LAN Manager. Mr. Hayden also serves the

Department of Nursing by maintaining and repairing faculty and staff computers and computers in the Nursing Learning Center. He assists in determining replacement needs in the Department. Mr. Hayden has given presentations in the Department of Nursing Faculty meetings on computer issues of general interest to the Department. He also recommends hardware and software purchases to improve computer functioning in the Department. He is aware of computer courses and workshops on campus for faculty and staff and recommends those he feels would assist the Department.

The library materials related to nursing are current and comprehensive to meet the needs of the Nursing curriculum. Library materials are selected by a subject specialist librarian in collaboration with faculty to best support present and future curricula. Nursing collections are housed primarily in the “R” area using the Library of Congress classification system, including resources in areas related to the specific subject area, such as medicine, pathology, surgery, gynecology, pediatrics, therapeutics, etc.

Books: The UVSC Library has approximately 4,640 books related to nursing, with 361 titles housed in the specific nursing subject area (RT). The reference collection includes approximately 269 medical and health-related titles. Books are selected in collaboration with the nursing faculty to best support current and future nursing classes at UVSC. The Brandon-Hill recommended nursing titles and other review sources are consulted to determine appropriate titles for inclusion in the collection. The library has been very helpful in obtaining needed books. No request made by the Department has been turned down.

Periodicals: Currently the library owns approximately 200 periodical titles dealing directly with nursing. A listing of these periodicals will be available on site. The library just added the Lippincott index with more than 140 full-text nursing journals. Many more nursing and health-related articles can be found in other periodicals available in UVSC’s print and online periodical collections. Students and faculty can get almost any article that is unavailable in print or full-text at UVSC through the Utah Article Delivery Service (UTAD). This free service provides UVSC faculty and students with faxed copies of journal articles and is available from the library homepage.

Periodical Indexes & Abstracts: UVSC belongs to the Utah Academic Library Consortium (UALC).

That membership provides access to a number of indexes, many of which contain full-text articles. Major nursing indexes owned by UVSC are Alt-Health Watch, CINAHL, Health Source: Nursing/Academic Edition, Lippincott, Williams & Wilkins Nursing Journals @Ovid Full Text, MEDLINE, and PubMed (including Pre-MEDLINE). Supporting indexes include Academic Search Elite, Biological and Agricultural Index, Exceptional Child Index, General Science Abstracts, Health Source: Consumer Edition, Psych Info and SIRS Researcher.

Audio/Visual Materials: UVSC Library has approximately 244 video titles dealing with nursing.

Approximately 50 new videos have been added to support upper-division courses. The list of videos will be available on site. The Nursing Department also has an audiovisual collection for faculty and student check out. A list of Department videos will be available on site.

Other Resources: The statewide reciprocal borrowing agreement through UALC allows UVSC students and faculty to check out materials from any Utah academic institution library, including BYU and Westminster. If books are not available in-state, or if students cannot physically go to another library, books can be ordered through Interlibrary Loan. The ILL web form can also be accessed from the Library Homepage. The Library also offers subject specific bibliographic

instruction sessions to help students maximize their use of library sources and materials and increase the quality of research and scholarship.

The Library is committed to supporting the nursing programs. With active participation from the nursing faculty, the collection continues to grow in quality and quantity. The Department of Nursing has no separate library budget. The library is very agreeable to purchase almost all requests made. The number of library acquisitions made at the beginning of the Bachelor degree program increased in order to have the necessary materials for the students and faculty.

Campus-wide, there are four (4) computer labs for the general student body. Each lab has

twenty-five (25) to thirty (30) computers. As discussed previously in this criterion, the Nursing Learning Center houses a computer lab with thirteen (13) computers dedicated for use by nursing students and faculty. A more complete discussion of computer laboratories can be found in Criterion 10.

Learning resources are adequate for teaching the nursing curricula. All labs and the library are accessible by elevator for those who cannot climb stairs. The extended hours these resources are open also make them accessible to nursing students. All services have some evening hours so students can avail themselves of these services around their scheduled clinical experiences. Free tutoring and learning assistance are provided for UVSC students in the Learning Enrichment Center. Refer to Criterion 12 for a more complete discussion of these services. Table 25 lists days and times that these services are available.

Table 25 Learning Resource Schedules

	Monday-Thursday	Friday	Saturday	Sunday
Library	7 am - 11 pm	7 am - 7 pm	8 am- 5 pm	1 pm - 7 pm
Math Tutoring Center	8 am - 9 pm	8 am - 5 pm	10 am - 3 pm	
Writing Center	8 am - 9 pm	8 am- 5 pm	12 noon - 3 pm	
Peer Tutoring	walk-in and scheduled	one-on-one tutoring		
Learning Assistance Lab	scheduled assistance			

Mechanisms are established to allow nursing faculty input into the development and maintenance of learning resources. Faculty in the Department of Nursing have a voice in the development and maintenance of the Nursing Learning Center and the library. Faculty who wish to add equipment or make a change in the Departmental resources submit a proposal to the Faculty Organization committee where the proposal is discussed and voted upon. The Department Director then places an order or tries to secure funds from grants or gifts to fund projects not within the scope of the Department budget. Library materials can be requested by placing a request to the librarian. If funds are available, the library makes all attempts to secure the requested materials.

The Curriculum Committee in the Department of Nursing is charged with reviewing texts and audiovisual material to assure there are no duplications or extraneous materials ordered. This policy is found in the Department of Nursing Faculty Handbook Manual.

Students in the Bachelor degree program work in the nursing profession while attending school. In order to facilitate their time and learning, some courses are Web enhanced. Courses also provide a variety of opportunities for students to work in groups as well as individually on assignments. College technology facilities are working to meet needs of the program. The

distance learning center is available for student help as well as faculty assistance with the development

and design of courses.

Clinical resources in the area support the number of students admitted and provide a variety of clinical learning opportunities. A complete discussion of the clinical facilities utilized by the Department is found in Criterion 14.

CRITERION 18: Physical facilities are appropriate to support the purposes of the nursing education unit.

Physical facilities, including classrooms, laboratories, multimedia facilities, conference rooms, office space, and storage space are adequate to support the mission of the Department of Nursing. The Nursing Department is located on the second floor of the UVSC Administration Building. There is a waiting/reception/secretarial area central to the surrounding faculty and Department Director's offices. The Nursing Learning Center is conveniently located down the hall from the nursing offices. The Department maintains scheduling of the Nursing Learning Center. The classroom portion of the Nursing Learning Center is frequently scheduled for teaching of skills and post-conferences. Classes for the Bachelor degree program are frequently scheduled in this room, as they can be scheduled in time blocks that do not conform to the usual 50-minute hour schedule used in the majority of classrooms on campus.

The secretarial/reception area is located centrally to the faculty offices. This area contains two desks with telephone equipment and storage. Each desk has a desktop computer. Other equipment in the area includes one color laser printer, one desktop printer, storage cabinets, copy machine, audio-visual materials cabinet, and locking file cabinets for sensitive/confidential files. The Department Secretary and work-study students are housed in this area.

A conference room that seats about twenty people is adjacent to the main nursing area. The conference room is centrally scheduled and can be used by any campus department or organization. It is routinely scheduled for Department of Nursing meetings. The conference room has a large wall-mounted erasable marker board. It is also equipped with an overhead projector, TV, VCR and screen.

The Department of Nursing has fourteen offices, twelve of which are private and two of which are shared by two faculty members each. The Director, Associate Director, Advisor and nine faculty have private offices. Each office has desks and chairs, filing cabinets, bookshelves, and telephones for each faculty member. Each faculty member has their own computer; printing is networked to a printer in the secretarial/reception area, Nursing Learning Center and/or storage area.

Several classrooms adjacent to the Department of Nursing are used for nursing instruction, as are other classrooms in surrounding buildings. A College scheduler assigns classrooms for all nursing classes. Each classroom varies in size and classes are scheduled centrally for the Department according to class size. Each classroom has a mounted chalk/white board, movie screen, overhead projector, television, and VCR.

The Department has storage in four areas. One area, in the main office area for the Department of Nursing, is used for storage of office supplies. It also contains a microwave oven, refrigerator, and water cooler. A locker room/restroom/storage area, located in the hallway near the Nursing Learning Center, is dedicated to the Department of Nursing. It has eighteen (18) small lockers and a storage cabinet for Departmental materials and supplies. The third area is between suites AD 203 and AD 205 where nursing offices are housed. The fourth area is a closet in the classroom AD 204, which is located across the hall from the Department of Nursing.

In addition to the audio-visual equipment housed in all classrooms on campus, additional audio-visual equipment is available upon request from Media Services. The new Computer Sciences Building and Liberal Arts Building have multimedia classrooms equipped with computer projection units. These buildings also have some larger classrooms. Spring Semester 2003, three nursing classes were held in the Computer Science Building to more comfortably accommodate student groups of thirty-six or more. Classrooms are scheduled centrally. Efforts are made to accommodate class size and type of classroom activity. While every effort is made to schedule classes in rooms near the Department, class size and activity do not always permit that accommodation.

All facilities are located on the UVSC Orem Campus as described above. No satellite campuses are used for the delivery of nursing classes.

STANDARD VI INTEGRITY

STANDARD VI: INTEGRITY

Integrity is evident in the practices and relationships of the nursing education unit.

CRITERION 19: Information about the program, intended to inform the general public, prospective students, current students, employers and other interested parties, is current, accurate, clear, and consistent.

All information about the program intended to inform the general public, faculty, prospective students, current students, employers and other interested parties, is current, accurate, clear and consistent. Policies and procedures are published for all educational activities that have implications for the health and safety of clients, students, and faculty. Faculty and students can access the most current governing policies of Utah Valley State College at <http://www.uvsc.edu/policies/>.

The Nursing Department has Program Information leaflets for the Associate degree program, Advanced Placement in the Associate degree program and the Bachelors degree program. Each contains general information about the educational program, admission requirements and procedures and fees. These are available outside the Department of Nursing for individuals who walk in. They are also mailed to prospective applicants upon request. Admission applications can be obtained from the Department of Nursing in person or by mail. These Program Information leaflets accurately represent the programs to the public by providing sufficient information to insure accountability and consumer choice. The mission and purposes of the program are clearly stated. Information about admission policies and procedures, tuition and fees, financial aid, graduation requirements, licensing requirements, and academic policies are current and accurate. In addition, a CD has been developed and distributed to high school counselors to assist them in counseling students who may be interested in enrolling in the Associate degree program. A copy of the CD is available on site.

Upon admission, students receive additional information about Departmental policies. Students receive the Department of Nursing Student Handbook on a CD. They are also informed of the website at which the handbook is available and that they are responsible for knowing and adhering to the policies contained in the handbook. The mission, vision, philosophy, organizing framework and educational

outcomes of the Department are included in the handbook. The handbook contains pertinent College and School policies as well as all policies of the Department of Nursing which govern student behavior and activities throughout the program. The Department of Nursing Student Handbook will be available for review during the site visit.

A Departmental Orientation for newly admitted students is given at the beginning of each semester. This orientation includes, among other things, information about the curriculum, review of the policies contained in the Department of Nursing Handbook, and pertinent information to assist students in beginning the program to which they were admitted.

Course orientations are given on the first day of class by the faculty of each course. Each student receives a copy of the course calendar. The course syllabus is reviewed to inform students of course policies and expectations. The evaluation component of the course is discussed. The syllabus follows the general guidelines approved by the Faculty Organization.

The mission of the Department of Nursing, curriculum, accreditation, admission, application procedure, selection process, program costs, and licensure requirements can be found in the program information, UVSC Catalog, Department of Nursing Student Handbook, and on the Department of Nursing webpage.

The program opportunities are clearly represented through program documents and publications. The name, address, and telephone number of the National League for Nursing Accrediting Commission appears in the written program information, school catalog, Student Handbook, and the Nursing webpage as the accrediting agency of the nursing program.

Specific credit hours for each course are given in the written Program Information, Catalog, Class Schedule, and on the Department of Nursing webpage. The clock and credit hours for lecture, clinical experiences, independent study, and other activities can be found in the Catalog, Class Schedule, and course syllabi. The ratio of clock hours to credit hours can be found in the course syllabi.

Tuition and student fees are established by the Utah State Board of Regents. Tuition, fees, and

program length are stated in the course schedule published each semester. The tuition and fees for the past three years are summarized in Table 26.

Table 26 Tuition and Fees

FEE	2001-02	2002-03	2003-04
	Resident	Resident	Resident
Tuition and general fees (resident)	\$941	\$1,098	\$1,225
Tuition and general fees (nonresident)	\$2,961	\$3,401	\$3,815
Admission to UVSC	\$30	\$30	\$30
Graduation	\$20	\$20	\$20
Nursing 1030	\$56	\$86	\$86
Nursing 1110	\$14	\$37	\$37
Nursing 2010	\$20	\$20	\$20
Nursing 2110	\$46	\$44	\$44
Nursing 3000	\$44	\$44	\$47 (\$20 proposed)
Nursing 3010	\$44	\$44	\$47 (\$20 proposed)
Nursing 3020	0	0	0
Nursing 3030	\$44	\$44	\$47 (20 proposed)

CRITERION 20: Complaints about the program are addressed and records are maintained and available for review.

The Department of Nursing defines a “complaint” as a claim or allegation by a potential or enrolled student about the actions of an employee of the Department of Nursing which the student deems to have an adverse effect on the student’s progression in the nursing program. The grievance procedure can be found in the Student Handbook, Students Rights and Responsibilities Code, Nursing webpage, student catalog, and course syllabi. The Department of Nursing will document complaints about the program indicating number, type, and resolution of the complaints. In the last three years, no written complaints have been filed against the Department of Nursing.

The Department of Nursing Appeal Committee protects student and faculty rights in academic disputes. The Director of the Department will form the committee on an as-needed basis when a student feels a grievance has not been satisfactorily resolved through attempts first with the faculty member and then with the Course Coordinator. This is in keeping with the procedure set forth in the Students Rights and Responsibilities Code which states, “As with all issues, problems should be resolved at the lowest possible level and shall involve individuals closely aware of, and involved in the issue(s) before seeking appeals.” The Department of Nursing Policy and Procedure for Appeal are found in the Department handbooks.

A student who feels their concern has not been satisfactorily resolved following appeal at the Department level, may follow the academic appeal process for the School of Science and Health.

CRITERION 21: Compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirement is maintained.

The Financial Aid Department has a written, comprehensive student loan repayment program which addresses student loan information, counseling, monitoring, and cooperation with lenders.

The current Program Participation Agreement will be available for review. This agreement documents authorization by the federal Department of Education to the College to provide student financial assistance programs authorized by Title IV of the Higher Education Reauthorization Act.

Utah Valley State College is in full compliance with Title IV requirements of the Higher Education Reauthorization Act as amended in 1992. Data from the Student Financial Aid Office indicate the last five cohort default rates, as reported by the U.S. Department of Education, below the national public year average. Data are summarized in Table 27. Because the results show that the College maintains a default rate below 5%, there is no requirement to implement any specific default reduction measures. Internal monitoring efforts are used to insure that default rates stay within acceptable levels and Utah Valley State College strives to use all appropriate steps to reduce the default rate for its students.

Table 27 UVSC Default Rates and National Default Averages

YEAR	UVSC COHORT DEFAULT RATE	NATIONAL PUBLIC COLLEGE AVERAGE
2001	2.1%	5.6%
2000	3.7%	6.9%
1999	7.0%	8.8%
1998	9.2%	9.6%

Utah Valley State College files compliance audits with the Federal Government on an annual basis. The last audit, conducted in May 2003, will be available for review. The next annual audit is

scheduled for May 2004. There have been no significant issues raised in the annual audits, thus there have been no recent program reviews required. The last program review was done in 1992 and will be available for review. Audit reports are maintained in the Financial Aid Office.

Prospective and enrolled students requesting information about financial aid are referred to the Financial Assistance Office. This department provides students with a Student Financial Assistance Application handbook and other financial aid information. Financial Aid information and application can also be found on the Internet at <http://www.uvsc.edu/finaid/forms/fahb03.pdf>. All students must complete a financial aid and loan counseling tutorial prior to each loan disbursement. The tutorial informs students of their ethical responsibilities regarding financial assistance. Students demonstrate understanding by completing a short test. Copies of the Student Financial Assistance Application Handbook and the Loan Counseling Handbook are available on site.

The following materials will be available during the site visit: audits, program review, Student Financial Assistance Application Handbook, and Loan Counseling Handbook.