

Curriculum Vitae

Kurt Rutter, RN, MSN, CNE

Education

DEGREE	INSTITUTION	PROGRAM
PhD (in progress)	University of Hawaii	Learning Technologies (LTEC)
MSN 8/2009	Excelsior College Albany, NY	Nursing (Education Concentration)
A.A.S. 1998	Dutchess Community College Poughkeepsie, NY	Nursing
BFA 1984	Eastern Michigan University Ypsilanti, MI	Fine Arts

Licensure/ Certifications

LICENSE/CERT.	Number	AGENCY	EXPIRATION
Registered Nurse	54626	Hawaii State Board of Nursing (HSBON)	06/30/2019
CCRN	1001072893	American Association of Critical Care Nurses (AACN)	05/31/2018
CNE	NLN 490777	National League for Nursing (NLN)	12/231/2022
BLS		AHA	10/2018

Non-Instructional Responsibilities

Nursing Program Coordinator Kaua`i Community College Fall 2012- Spring 2014

The Career Ladder Nursing Program at Kaua`i Community College (KCC) is part of the Hawaii State Nursing Consortium (HSNC). As a member of HSNC, the nursing program at KCC shares a common set of program and course outcomes with Maui College, Kapi`olani Community College, and the UH Manoa School of Nursing and Dental Hygiene (SONDH). The consortium is coordinated by the leadership of each program, generally the program coordinator at each campus. As program coordinator I either originated or facilitated several projects and sat on or chaired committees within the KCC program and the HSNC.

Accomplishments, Committees, and Projects as Program Coordinator

Leadership meetings with HSNC. The HSNC meets monthly with leadership of Hawai`i State Nursing Consortium programs to plan a biannual conference, discuss curriculum issues and share solutions with other program coordinators and Deans of schools of nursing.

Curriculum revision. At KCC we researched and implemented curriculum revisions to comply with The Accreditation Commission for Education in Nursing (ACEN) requirements and to align with other HSNC programs. ACEN sets standards for program length (5 semesters) and time-to-degree (2-years), including

prerequisite courses. The Kaua'i CC curriculum exceeds takes 7 semesters and 3 years to degree to complete including pre-requisites. I developed several curriculum revision proposals to address the issues presented by ACEN and we are in the process of developing a formal substantive change report. The program will be shorter, more streamlined, and yet retain the option for the student to complete their ADN degree and step out into professional practice, or continue on to the BSN.

Transparency project. I developed a website using Google Sites to create online course books accessible to all faculty, and to track student progress and program issues transparently. For example all documentation from the ACEN is easily accessible to faculty as well as test item analysis, course content, and meeting minutes. MY goal was to increase the shared governance of the nursing program by instructional faculty.

NCLEX preparation. A Rural Development project grant to provide National Council Licensure Examination (NCLEX) preparation course for graduates of the nursing program and community members studying for the NCLEX. I coordinated with the rural development staff to fund NCLEX prep courses to the campus.

Livertext Assessment and e-portfolio. Livertext is an online student assessment tool allowing assessment in action for trades courses (e.g. culinary, automotive, nursing) and the creation of e-portfolios by students. I started working with a team of instructors led by Mark Cook (with the UHCC system office) to bring this tool to Career and Technology Education (CTE) programs at Kaua'i Community College, representing the nursing program

Instructor, Health Education Division, Kaua'i Community College

Courses Taught Fall 2009-Spring 2015 Kaua'i Community College

Course Alpha	Course Title	Role	Lecture	Lab / Clinical
	FALL 2009			
NURS 153	Nursing Concepts and Skills	Team Member	3	6
	SPRING 2010			
NURS 257/257B	Advanced Adult Health Nursing (WI)	Team Member	3	6
	SUMMER 2010			
NURS 157	Adult Health Nursing II	Team Member	2	4
	FALL 2010			
NURS 253	Psychiatric/ Mental Health Nursing	Team Member	3	2
NURS 121	Introduction to Human Function, Structure, and Terminology	Instructor	3	0
	SPRING 2011			
NURS 257/257B	Advanced Adult Health Nursing (WI)	Team Member	3	5
NURS 258	Issues and Trends in Nursing II (WI)	Team Leader	2	0
	SUMMER 2011			
NURS 230	Clinical Immersion I	Team Member	1	3
	FALL 2011			
NURS 210	Health Promotion Across the Lifespan (WI)	Team Member	3	6

NURS 211	Professionalism in Nursing I	Instructor	1	0
	SPRING 2012			
NURS 360	Health and Illness III	Team Leader	3	6
NURS 362	Professionalism in Nursing II	Instructor	1	0
	FALL 2012			
HLTH 140	Human Anatomy and Related Medical Terminology	Instructor	3	0
SPRING 2013				
NURS 360	Health and Illness III	Team Member	6	3
FALL 2013				
HLTH 140	Human Anatomy and Related Terminology (Face to Face Section))	Instructor	3	0
SPRING 2014				
HLTH 140	Human Anatomy and Related Terminology (Face to Face Section)	Instructor	3	0
HLTH 140	Human Anatomy and Related Terminology (Online Section)	Instructor	3	0
Fall 2014				
NURS 210	Health Promotion Across the Lifespan	Team Lead	3	6
HLTH 140	Human Anatomy and Related Terminology (Online Section)	Instructor	3	0
SPRING 2015				
NURS 220	Health and Illness I	Team Member (Lab/Clinical only)	0	6
FALL 2015				
NURS 210	Health Promotion Across the Lifespan	Team Member	3	6
SPRING 2016				
NURS 360	Health and Illness III	Team Member	3	6
HLTH 155	Introduction to Diseases	Instructor	3	0
FALL 2016				
HLTH 140	Human Anatomy and Related Terminology (Online Section)		3	0
NURS 320	Health and Illness II (clinical)	Team Member	0	6
SPRING 2017				
NURS 360	Health and Illness III	Team Member	3	6
FALL 2017 (tentative)				
NURS 210	Health Promotion Across the Lifespan	Team Member	3	6
HLTH 140	Human Anatomy and Related Terminology (Online Section)		3	0

HLTH 140 (formerly NURS 121) Human Anatomy and Function and Related Terminology

NURS 121 was a medical terminology course taught to a varied group of students with a widely diverse educational background. In 2011 NUR 121 was discontinued and replaced with HLTH 140, which included a greater focus on anatomy and application to health sciences as part of the very successful Medical Assisting (MEDA) program. It is a prerequisite course in the MEDA program.

HLTH 155 Introduction to Pathophysiology

HLTH 155 is a prerequisite course for the MEDA program and provides an introduction to pathophysiology, building upon the anatomy and physiology as well as the medical terminology introduced in HLTH 140. HLTH 155 also introduces basic concept of evidence-based practice and research in the form of a course-long research project that starts with a PICO statement and ends with a short research paper in APA format.

NURS 253 Psychiatric / Mental Health Nursing

This was a team taught course. The purpose of the course was to to facilitate the development of self knowledge, clinical insight, and therapeutic relationships with clients experiencing acute and chronic psychiatric illness. students rotated through an inpatient acute psychiatric facility, and through community based clinics and self help centers on Kaua`i. One of the interesting challenges of this course was helping students develop insight into their own motivations and behaviors. Because of the personal growth that occurs in this process the student becomes a more confident and therapeutic communicator and caregiver. Unfortunately this course was discontinued as the HSNC nursing program curriculum did not include a dedicated mental health course.

NURS 257/257B WI Adult Health Nursing

NURS 257/257B WI was the final course of the nursing program in the pre-HSNC curriculum. I taught on a team of four instructors for this final semester of the nursing program. Students in NURS 257 and NURS 257B were together for lecture. the 257B students did preceptor-ships during the final 5 clinical weeks of the course, while the remainder of the class attended traditional clinical rotations. One course focus was on integrating the didactic and clinical components of previous nursing courses, managing a larger medical surgical patient assignment, and leadership. Another focus was on written communication and evidence-based practice. For example students participated in clinical rotations in acute care settings and wrote papers based on their preparation for the experience, and student perceptions of the rotation.

NURS 258 WI Issues and Trends in Nursing II

NURS 258 Issues and Trends in Nursing II was an online course taken by students at the same time as NURS 257/257B. The focus of the course was the historical precedents to the current state of nursing, current trends in the profession and in health care, and developing a career as a professional nurse. As a WI course a large part of the course was devoted to communication using writing. Extensive use of the Laulima Discussion tool, weekly reading assignments, and a scholarly paper following APA format were the main components of the course. A resume project at the end of the course helped students get ready for their first job search as a professional nurse. Each week 4 student teams held discussions online, and each student had an opportunity to lead one week of discussion. Laulima Discussion, Modules, and Tests, Tasks and Surveys, was used extensively.

NURS 230 Clinical Immersion I

NURS 230 is a Summer course with an immersive clinical (3 days per week for 6 weeks) and a lecture one day per week. The purpose of the course is to provide enough clinical hours to allow students to step out of the nursing program at the LPN certificate level.

NURS 210 Health Promotion Across the Lifespan

NURS 210 Health and Wellness Across the Lifespan is the introductory course to the nursing program and is part of the new concept-based curriculum in development by the. In NURS 210 we welcome students to nursing as a profession, and begin the process of transition from novice nursing student through expert student/ novice professional nurse. Students normally have a high level of stress as they face the intellectual, psychosocial, and psycho-motor challenges of the nursing program. In NURS 210 students learn strategies to manage stress and promote health in clients and also within themselves. I work to establish a creative and emotionally safe teaching / learning environment so that critical thinking skills can be developed in this first course of the nursing program.

NURS 211 Professionalism in Nursing I

NURS 211 is a professionalism class at the introductory level and is taught concurrently with NURS 210 in the first semester of the nursing program. It is in some ways comparable to NURS 258 from the old nursing curriculum, however it is not a writing intensive course. Major projects in NURS 211 include development of a professional portfolio, a historical perspective on nursing theory, the structure of the U.S. health care system, and evidence-based practice and research utilization.

NURS 320 Health and Illness II

Nurse 320 is the first course of the RN level of the concept-based nursing curriculum . The focus of the course is on deviations from health that include Maternal-child, pediatric nursing, and complex adult medical surgical nursing. It is clinically challenging as the student integrates knowledge and skills from first year nursing courses into their practice as novice nurses soon to enter professional practice. The course includes a rotation to Kapi`olani Women's and Children's Hospital on O`ahu. NURS 360 is a co-requisite with NURS 362 Professionalism in Nursing II. I was lead instructor for My role in NURS 320 was as the clinical instructor in a primarily adult medical surgical unit at Wilcox Hospital.

NURS 360 Health and Illness III

Nurse 360 is the final course of the concept-based nursing curriculum . The focus of the course is on deviations from health that include intensive care, emergency nursing, complex care scenarios, and disaster training. It is also clinically challenging as the student integrates knowledge and skills from all other nursing courses into their practice as novice nurses ready to enter professional practice. The course includes a preceptorship program in which qualifying students may opt to participate. NURS 360 is a co-requisite with NURS 362 Professionalism in Nursing II. I was lead instructor for NURS 360 and so had duties related to course organization, clinical clearance for students, and keeping records and reporting to the Health Education Division.

NURS 362

NURS 362, Professionalism in Nursing II, is the second professionalism course and is a continuation of NURS 211. In this course the professional portfolio is further developed and is used along with other projects to prepare the student to enter the workforce as a novice professional registered nurse. Topics include professional resume writing and revising, an online job search, job fair with mock interviews, and lifelong learning as a professional nurse.

Organizations and Committees

Hawai'i State Nursing Consortium Fall 2009-Present

HSNC Conferences

Consortium Panel member December 2012. Improving NCLEX pass rates in Concept-based

curriculum. Increasing ADN to BSN progression to 80%. Barriers and Challenges were discussed. Represented community college program at Kaua`i CC with main challenges being college level readiness and financial assistance availability. Each program has unique challenges in meeting the requirements for a seamless transfer into BSN studies within the HSNC and the panel highlighted that different solutions may lead to the same goal for each program.

Consortium Panel member May 2013. Discussed whether to continue with Kaplan Testing across the consortium. Consensus was that different methods could be used and that results from Kaplan were not satisfactory for all programs. Also discussed Examsoft Testing platform as adopted by Maui College. This panel discussion led to Kaua`i CC discontinuing Kaplan in favor of an inhouse NCLEX review course and using a Saunders NCLEX review book for both first and second year students.

HSNC Leadership Conference Calls. Monthly leadership conference calls for bi-annual HSNC meeting planning, agenda development and discussion of current issues. I represented Kaua`i CC in conference calls and reported to Kaua`i CC faculty on ideas and issues for discussion and feedback.

Item Writing workshop Fall 2014. I was invited to Maui College to present an item writing workshop as part of the adoption of the Examsoft testing platform. Creating test questions and evaluating item performance was discussed as well as ways to prepare students for licensure tests through appropriate use of question types, difficulty, and knowledge level based on Bloom's Taxonomy.

Hawai`i Partners in Nursing Committee (HPIN) Fall 2012- Spring 2013

HPIN was a committee at the Hawai`i Center for Nursing and works to develop collaboration between academic and business/clinical organizations. My project was to develop an inservice with Garden Isle Health on Kaua`i for clinical staff. I worked with the director of the facility to identify an area of need (assessment skills and decision-making), and created an animated inservice that focused on targeting assessments through clinical reasoning to detect and treat urinary tract infections and pneumonia, two common problems that occur in skilled nursing facilities.

Academic Progress in Nursing Committee (APIN) Fall 2012- Present

APIN is a Hawai`i Center for Nursing committee that works with the HSNC to develop partnerships among Hawai`i nursing programs and health care organizations such as medical centers to create a seamless transition to the BSN program. APIN answers to the Robert Wood Johnson (RWJ) Foundation and received funding to develop the HSNC in response to the Institute of Medicine mandate to increase BSN preparation of nurses to 80% of the nursing workforce. I participated in site visits and in discussions with the RWJ delegation in 2012 and 2014.

International Programs Coordinator Search Committee (Kaua`i Community College)

I participated in a 5 member committee to interview, rank, and recommend candidates for the International Program Coordinator position at Kaua`i CC. We developed a rubric and interview format providing each candidate with the same questions and an objective scoring and ranking process. Several candidates were interviewed over 3-4 weeks and a list of four candidates was ranked and submitted to the Chancellor's office with rationales for each candidate's ranking. The process was instructive for me as I had not participated in such a carefully structured interview process. I later applied the same process to hiring new faculty in the nursing program, which made the interview and selection process more transparent and fair for each candidate.

Library Committee Fall 2009- Spring 2012 (Kaua`i Community College)

The committee revised Nursing Collection and removed outdated books, tapes, and DVDs from circulation. Centralized collection of nursing videos in the Library for cataloging, access by all students/faculty. Created an online archive of videos and graphic images on Laulima as a project site for use by faculty in developing course content. I focused on the large nursing collection of books and audio materials,

eliminating outdated content and moving historically important tapes to DVD format.

Distance Education Committee Co-Chair 2010- 2012 (Kaua`i Community College)

I worked with Ed Coll as co-chair to develop a certifying and mentoring process for distance educators at Kaua`i CC. The committee started to create guidelines for online courses based on existing successful models in the UH system. I also mentored faculty within the health education division in developing content for Lualima and integration of Google Apps into the classroom setting.

Makaloa Council (Kaua`i Community College)

With an instructor in Hawaiian studies and the at Kaua`i CC I co-organized a seminar on creating indigenous pathways to health care careers. Dr. Jamie Boyd presented the Nurse Aide program she developed at Windward Community College for Hawaiian and Pacific Islander students. Through grants and scholarships the program supports students from Nurse Aide through baccalaureate and higher programs in nursing. Though we were unsuccessful in obtaining monies to extend the program a seed was planted that continues to develop.

Professional Development

I have focused on participating in activities that can help me maintain my nursing certifications as well as strengthen my teaching skills, particularly test writing and evaluation, new applications of technologies, Hawaiian and Polynesian cultural perspectives, and mentoring students into college success. I have been particularly interested in test item writing and in more effectively reaching out to students, which I have learned is a process of empowering students to become active self directed learners and is part of my philosophy of teaching. Below is a table of my professional development activities from September of 2010 through March of 2012 as an educator.

Table of Professional Development Activities

Date	Title	Hrs	Role	Comments
Multiple dates	All campus accreditation meetings	2	Participant/presenter	Campus-wide accreditation self-study. Participated in all-campus draft presentations. Presented Standard II.C.2 on 2/10/2012.
01/05/2011	Lualima refresher	1.5	Participant	Held during convocation week by Ed Coll. Refresher to expand my knowledge of Lualima applications and tools.
01/06/2011	Spring Distance Ed Orientation	2	Participant	Orientation offered by Distance Ed. to all students enrolled in DE courses enrolled in from KCC. Attended as an informational session as co-chair of the DL Committee.

10/14/2011	College Conversation: IS 103	2	Participant	Campus conversation on the implementation of IS 103
01/2012	Spring Convocation Workshops	1	Participant	Google Docs workshop with Ed Coll Test Writing & Analysis with Victoria Mathis and Jon Kalk College conversations on: Outreach to high school students KCC students to 4-year schools.
01/26/2012 4/15/2013 4/13/2016 5/14/2017	National Council of State Boards of Nursing (NCSBN) Item Writing Panel	22	Participant	NCLEX-PN Exam for Licensed Practical Nurse Licensure. Sat on 4 day panel writing test items for national exam. Funded by Pearson Vue.
3/24/2012	College Conversation: ISLOs	2	Participant	Conversation about our Institutional Student Learning Outcomes (ISLOs) with Patricia McGrath
3/28/2012- 3/30/2012	On Course Workshop	24	Participant	On Course 1 Workshop to learn strategies for empowering students to be active, empowered learners.
5/10/2012	Curriculum Mapping Workshop	7	Organizer Lead	Mapping out the Hawaii State Nursing Consortium curriculum for KCC Nursing courses Fall 2012-Spring 2013.
6/25/2012- 6/29/2012	SONDH Simulation Workshop	24	Participant	Hands-on workshop for developing simulation scenarios , testing and validation, and debriefing effectively.
8/10/2012	NLN Attaining Care Excellence for Seniors (ACES) conference	8	Participant	NLN sponsored program for improving care for seniors across the health care spectrum. Included focus on simulation, first person narrative case studies.
4/16/2010 3/4/2011 4/20/2012 2/22/2013	Achieving the Dream: Hawaii Strategy Institute	16	Participant	All UHCC College conference on increasing access and success in higher education for Native Hawaiian, Pacific Islander communities.
10/25/2013	Bringing the Pathway to Kaua`i		Organizer	Conference on bringing an Indigenous Hawaiian Nursing Program to Kaua`i. Main speaker Jamie Boyd, PhD, RN. Re-designing a health education pathway.

8/18/2016 - 8/20/2016	International Conference for Media in Education (iCoME)	16	Presenter/ Participant	Kyoto University of Foreign Studies, Kyoto, Japan Presented paper on student engagement , interaction, and persistence in online courses.
9/29/2014 10/4/2016	Livertext for Faculty		Organizer/ Presenter	Professional development presentation on utilizing Livertext and Google for course tracking and creating assessment rubrics. A video was also released campus-wide
10/10/2016	Student Persistence in Online Courses	1	Organizer/ Presenter	Professional development presentation for KCC faculty on the paper I presented at the iCoME. A video was also released campus-wide
11/4/2016	Open Educational Resources (OER)	1	Organizer/ Presenter	Professional development presentation on what OER is, how to find it, and how to use it. A video was also released campus-wide

Achieving the Dream: Hawai`i Strategy Institute

Windward College March 5, 2011 and Ko`olau Ballroom (Kaneohe) February 22- 23, 2013

Creating an educational environment that is responsive to student, community and culture. I received the Hawai`i Papa O Ke Ao which outlines what the ideal indigenous population serving institution would look like, and the Na Honua Maui Ola: Hawai`i Guidelines for Healthy and culturally responsive Learning Environments.

National Council of State Boards of Nursing (NCSBN) NCLEX-PN Panel

January 26-29, 2012 and April 15-18, 2013

The NCSBN recruits nurse educators from across the U.S. to participate in test item writing panels twice a year for both the National Council Licensing Exam (NCLEX) for the Practical Nurse (PN and for the Registered Nurse (RN). I attended a four day panel in Chicago IL in January 2012 for the NCLEX-PN. The panel consisted of nine nurse educators and a staff of Pearson VUE facilitators who taught us the structure and procedures for creating test questions for NCLEX standardized licensure exams. I learned how to apply good test writing practices to questions designed to evaluate both critical thinking and clinical reasoning in the test taker.

On Course Workshop 1

I attended my first On Course workshop over 3 days during Spring Break 2012. Participants engage in team and individual learning situations designed to teach a different approach to learning and teaching. One focus of the course is to help students set goals and priorities, and to introduce students to tools for getting and keeping them on course to a college degree and beyond into life long learning. The On Course methods of teaching and learning are designed to give the student ownership of their learning and to make them into active partners in their own education. the skills, insights, and tools are all designed to develop a mindset that the student controls the trajectory of their life and that learning is a lifelong endeavor.

UH Manoa Simulation Center 3 Day Workshop June 27-29, 2012

I attended a three day workshop on developing, evaluating, and debriefing simulations over the Summer so I might learn to more effectively design and implement simulations on experience, and careful evaluation of the simulation itself for effectiveness in accomplishing the objectives (Appendix F, p. 11-12). The workshop also made me more familiar with the design, debriefing, and validation tools used by the UH Manoa Simulations Center, which graduates of the KCC nursing program will be using as they continue to the baccalaureate of Nursing (BSN) program.

Certified Nurse Educator (CNE) Examination

In August 2012 I sat for the CNE exam and received certification as a nurse educator from the National League of Nursing (NLN). The NLN is the major professional organization of nurse educators and sets standards for nursing education nationwide. Certification "... establishes nursing education as a specialty area of practice and creates a means for faculty to demonstrate their expertise in this role." (NLN, 2012). I was the third nursing instructor at Kaua'i Community College to earn CNE certification. A copy of my CNE certificate can be found in Appendix F on page 20.

2013 Culture-Based Education Conference July 8-10

I attended the education conference on culture based education sponsored by Kamehameha schools, UH Hilo, UH Manoa, Native Hawaiian Education Council, and several other community organizations advocating for Native Hawaiians in education and health (Appendix F, p. 13-15). The purpose of the conference was to discuss successes and challenges of developing culture-based educational programs with a focus on the Hawaiian culture. Educators who had developed successful strategies presented but I also attended a seminar on Hawaiian wayfinding, and a seminar by the Anahola, Kaua'i based Kanui Kaponu Charter School presenting a problem that the participants then discussed, with possible solutions presented back to the presenters. This seminar was particularly instructional as it highlighted the difficulty of creating a culture-based educational program when the majority of faculty are not part of that culture. Another very exciting seminar was presented by Dr. Jamie Kamilani Boyd outlined a Hawaiian-based Health Pathway she developed for students from disadvantaged backgrounds at Windward Community College.

Curriculum Mapping Workshops

I organized and hosted a curriculum mapping workshop for nursing faculty to review our progress in adopting the HSNC curriculum for nursing education. Together we mapped out specific changes with the goal of changing the focus of the program to concepts rather than content, and "de-stuffing" courses by eliminating redundant content between courses and separating the "nice to know" from the "need to know" content. For example in Nurs 210 the focus should be on wellness across the lifespan, however the bulk of clinical experiences were still in geriatric care settings, which was the practice in the old curriculum. NURS 320, a second year course, was heavily focused on pediatrics with virtually no geriatric clinical or didactic content. We attempted to re-balance the didactic and clinical experiences in all courses to more closely reflect a true concept-based curriculum based on the work of Dr. Jean Giddens, a leading nursing theorist. One of the successes of the workshop is that the team working on first-year nursing courses coordinated content and exemplars across all courses that first-year nursing students take in the Fall and Spring semesters.

Bringing the Pathway to Kaua'i (Indigenizing College Health Sciences Programs)

The Bringing the Pathway to Kaua'i conference was intended to introduce an indigenous educational pathway to health sciences curricula including the nursing program and the nurse aide course. I organized the conference with Jamie Boyd, who was the original developer of the indigenous nurse aide program at

Windward Community College. The program was funded by a grant, and we brought the concept to KCC to extend the concept and bring it into the mainstream of curriculum development. This effort is an extension of my ongoing commitment to realize the UH system goal of being the premier indigenous serving University in the world.

International Conference for Media in Education (iCoME)

As part of my participation in the PhD program in Learning Technologies at the University of Hawai'i, Manoa (UHM) I am expected to try to participate in conferences around the world. I applied to the iCoME conference with a paper on student persistence in online courses, arguing that student engagement and therefore persistence is dependent on the student's perception of instructor engagement in the course. I redesigned an online section of a HLTH 140 course to reflect and test this idea, and presented it to an international audience in Kyoto. After implementing the course, a followup paper will explore student perceptions and track student persistence in taking online courses.