New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): NRSG 240

Course Title: Complementary and Alternative Healing and the Art of Nursing

Abbreviated Course Title (≤ 30 chars): Complementary Healing

First Semester to be Offered: Spring 2014

Submitted by: Laura Marx

Submitter’s Contact Info: Phone, Email: 406-243-2109

Instructor: Laura Marx

Department: Missoula- Kalispell Campus

College: College of Nursing

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291,491) skip the CPC review (limited to two years.)

Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.

APPROVALS

Submitter: Laura Marx 10/14/13

Department Head: Charles West 10/14/13

Chair, CPC: Helen Miller 10/20/13

Chair, Core Subcommittee (if app.): Date

Chair, CPC: Date

Assoc. Provost: Date
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.

2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Qtools/CCN/ccn_default.asp

   • If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.

   • If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.

4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)

5. The assigned common course number is reported back to the person submitting the new course request.

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Requested Rubric, Course Number, Core Designation (if needed):

Course Title: NRS 240
Abbrev. Course Title (≤ 30 char): Complementary and Alternative Healing and the Art of Nursing
Credits: 3
Department Offering Course: Missoula-Kalispell Campus
College: College of Nursing

Is this course “equivalent” to a course in the MUS System?: ☑ No

Learning Outcomes for the Course:

1. Explore time honored traditional medical models in relationship to historical perspective
2. Identify the relationship of Nursing to these models
3. Discuss personal values and opinions related to CAM
4. Discuss healing interventions related to the nursing model and practice.
5. Demonstrate how nurses may clinically integrate traditional healing approaches into practice.
6. Explore empirical evidence and legal and ethical issues related to CAM
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):
NRSG 240

Course Title (for Catalog):
Complementary and Alternative Healing and the Art of Nursing

Course Title (for Schedule of Classes, 30 characters, max.):
Complementary Healing

First Semester to be Offered:
Spring 2014

Restricted Entry/Consent of Instructor Required:
\( \checkmark \) Yes \( \square \) No

Instructor’s GID (last 4 digits only):
[101]

Department Offering Course:
Missoula-Kalispell Campus

College:
College of Nursing

Is the requested course number available? (x4155 to check):
\( \checkmark \) Yes \( \square \) No

Frequency of course offering:
\( \checkmark \) Annually \( \square \) Alternate Years, starting _________

Semester(s) offered (check all that apply):
\( \square \) Summer \( \square \) Fall \( \checkmark \) Spring

Summer Options (check all that apply):
\( \square \) First 6 weeks \( \square \) Second 6 weeks \( \square \) 12 weeks

Credits by mode of instruction:
Lecture: 2
Seminar: ________
Independent Study: ________
Lab/Studio: ________
Recitation/Discussion: ________
TOTAL CREDITS: 2

Primary Mode(s) of Delivery:
\( \checkmark \) Face-to-face \( \square \) On-Line Only
\( \square \) Web-Enhanced (small on-line comp.)
\( \square \) Blended (significant on-line portion)

Assigned Day(s):
\( \square \) M \( \square \) T \( \square \) W \( \square \) Th \( \checkmark \) F \( \square \) Sa \( \square \) Su

Assigned Time(s): 2-4

Assigned Building: Corbin Hall

Assigned Room: 142

Capacity (room capacity, or enrollment “cap”): 24

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):
Undergraduate nursing students or permission of the instructor

Co-Requisite(s):
none

Course Description – Provide a course description of 40 words or less for the MSU Catalog.
The purpose of this course is to explore the time honored medical models and treatments of Complementary and Alternative Medicine (CAM). Using quality of life as a foundation, students will explore the integration of these models into practice.
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

The College of Nursing's Strategic Plan has two actions/tactics that refer to offering of elective courses and reflect our commitment to such courses:

1.2.a. Develop at least 2 additional college wide elective nursing courses, and
1.2.b. Evaluate and redistribute (as appropriate) required credits in the curriculum to other existing courses, new required courses, or elective courses.

We identified existing resources as the source of funding for these courses in our strategic plan.

Our approach to determining if we should offer an elective course or courses in a given year is based on student interest and availability of College resources to cover the additional faculty FTE to teach the course(s). Because the nursing curriculum is so prescriptive, our students do not have time to take many or even any elective courses. There are no electives required in the curriculum. However, there are certain areas of nursing that an elective course offers a more in-depth learning experiences for students than is required in the basic curriculum and we have seen an increase in student interest for such courses to be offered. I believe this Complementary and Alternative Healing and the Art of Nursing course is an example of such a course. But once again, this course would only be offered when the College has the necessary funds to cover the additional faculty FTE which has been our ongoing practice.
New Undergraduate Course Narrative  
Montana State University  
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)

NRSG 240 (provided by the Registrar’s Office). Spring 2014 will be the third time this course will be taught. We are seeking permanent course status.

2. Course Title

Complementary and Alternative Healing and the Art of Nursing

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

   The focus of health care in the United States is rapidly changing. Consumers are no longer focusing strictly on conventional medicine but are seeking alternatives. Nurses historically have had a fundamental holistic approach to the individual. This is four-dimensional; including mind, body, emotions, and spirit. The public has trusted nurses and are willing to share the desire to explore other methods of healing with them. Some of these “alternatives” are based on time honored non-traditional medical models that have been proven throughout history even though they are not based on the Western model. From these traditions, older Western models, Psychoneuroimmunology (mind/body), Energy healing, and Spirituality, a new paradigm in healing has begun.

   Nurses are healers in their own right, separate from the Western physician model. Nurses approach health and disease in terms of function. No matter what the condition may be, the fundamental question centers on what is the functional capability the individual? Many Complementary and Alternative Medicine [CAM] models do not focus on disease process, but rather on function. For example, if one is diagnosed with Multiple Sclerosis, many models will look at what the client/patient can do in terms of activities of daily living. If the nurse does not interfere with the doctor/patient relationship, there are many treatments and advice that he/she may give. If the patient has the prescription for exercise, nurses may offer yoga versus walking as an appropriate activity. Many models also offer alternatives to the Western diet. Given the parameters, nurses can discuss diet alternatives. Overall, other models also offer ways for the patient/client to enhance health and wellbeing. Nurses are in a prime position to teach health and wellness to their clients using an integrative and creative approach.

   Students in this course will study:

   1. Traditional medical models in historical and treatment perspective
a. Ayurvedic medicine  
b. Oriental medicine  
c. Naturopathic medicine  
   i. Homeopathy  
   ii. Phytomedicine  
      1. Herbal medicine  
      2. Aromatherapy  
      3. Vitamin therapy  
d. Native American Medicine  
e. Western Medicine in relationship to Nursing (includes studies on CAM)  

2. Mind-body approaches and healing interventions in relationship to Nursing  
a. Psychoneuroimmunology  
b. Spirituality  
c. Therapeutic Touch  
d. Other treatments such as massage, yoga, meditation, Tai Chi and Qi Gong  

3. Nutrition and Exercise relating to modern and traditional models  

4. Applying clinical implications of integration to Nursing  
a. Putting it all together in a workable form  

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?  

   Case Study: 45%  
   Report on CAM experience: 25%  
   Discussion/Participation/Quizzes: 30% (methods determined by each cohort of students)  

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.  

   The College of Nursing approved Master Resource Outline is attached.  

6. List required texts or other required references.  


7. What are the estimated enrollment and student credit hour (SCH) production?  
   [SCH = (enrollment * credits)]  
   Estimated enrollment 15-20 students  
   Credits: 2
8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

There is no enrollment cap for this course.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

The course is restricted to undergraduate and graduate Nursing students. The course is conceptualized toward education of nursing students.

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

This class has been taught twice over the last two years and has had a good response with very low attrition following registration. A few students dropped this class not because of content but because of a heavy class load. There has been a high demand for this class to continue and has administrative support from the Dean. Students have used the information learned in this class in their other required courses.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

Faculty is a non-tenured full-time assistant professor in the College of Nursing
CV attached

Level of Offering

12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

The course was offered under the 291 number and offered Spring, 2012 and Spring 2013 on the Missoula Campus for the CON. The first offering had an enrollment of 20 students and second year, 15 students were enrolled. Students ranged from second semester sophomores to graduate students. The campus uses videoconferencing capacity and intends to expand the offering through this technology to other nursing campuses based on demand.

13. Justify the level of course offering.

It is important to offer this course to all levels of nursing students because it can either give them a foundation on which to work from or add to their already acquired education. It is appropriate at all levels of the Nursing curriculum.
Relationship to other Courses, Curricula, and Departments

14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

The course builds on Pharmacology, Med/Surgical, Pediatrics/OB, Psychological, Research and Community Nursing. There is an interrelationship between Pharmacology and this course because of the “pharmaceutical aspect of herbal medicine”. It also has an interrelationship between other nursing courses mentioned above because of the treatment and care plan aspects of the course.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

No

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

No other programs will be impacted by the SCH production.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

N/A

Students Served

18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

The proposed course serves primarily nursing majors. Education, Health and Human Development might be interested in the content and would be considered so as to adjust relevancy.

Resources

19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

The additional FTE for instructor workload has been approved by the Dean and is a priority in the College's strategic plan. No other additional resources are required.
20. What existing information resources — print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) — provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

Students may use books, journals and evidenced based research articles provided by the MSU Libraries for the completion of the Case Study requirement. Electronic journals may also be necessary to complete the Case Study requirement. There is no requirement utilizing audiovisual aids.

**Other Supporting Material**

21. Include any additional information you feel is needed to support this request.

A few comments from students in support of this class:

> “I wanted to STRONGLY suggest that the alternative medicine course become a permanent class. I took the class last spring and have used my knowledge with each of my med/surg clients this year. Our health care is changing and it is important that we change with it. Alternative medicines are becoming more widely used in the medical setting and a great deal of research is focused on this topic. I recently watched the documentary Fire Escape. It was amazing to see the military using acupuncture and how much it reduced the use of pain medications and PTSD occurrences. As nurses we are to advocate for our clients and it is imperative that we know about alternative medicines! Laura did a great job and it is my hope that the importance of that class is realized.”

> “I really enjoyed the CAM class! It was so informative and I feel I gained a lot from it. It was well organized and accommodating of our other classes. I think it is important for nurses to know what the other treatment modalities are so they can provide the best care for their patients. I am really glad I was able to take this
Integrative Medicine and the Art of Nursing

Course Description:

The purpose of this course is to initiate and expose nursing students to other time honored medical models and treatments that are becoming part of the mainstream in health care, described as Complementary and Alternative Medicine (CAM). From this foundation, using functionality as a major focus in the health of the client, students will explore the integration of these models into practice. Class structure will include case study, discussion and possible presentation.

Course Objectives: The student will:

1. Explore and examine traditional medical modalities
2. Explore traditional medical models in relationship to historical perspective
3. Identify the relationship of Nursing to these models
4. Discuss personal values and opinions related to CAM
5. Discuss healing interventions related to the nursing model and practice.
6. Demonstrate how nurses may clinically integrate traditional healing approaches into practice.

Recommended Content and Concepts:

1. History and use of Integrative Medicine (CAM) in the United States
   a. Research including but not limited to:
      i. Eisenberg study
      ii. Nursing research
   b. Attitudes and use in the Western Medical Model
      i. Doctor/patient relationship
   c. Medical pluralism in the public sector – the move towards integration
   d. Evidence-based practice

2. Traditional Medical Modalities
   a. Ayurvedic Medicine
      i. History and Philosophy
      ii. Basic concepts
      iii. Doshas
      iv. Dhatus
v. Agni and Digestion
vi. Causes of Disease
vii. Diagnostic techniques
viii. Foundation of treatment

b. Oriental Medicine
   i. History and Philosophy
   ii. Basic concepts
   iii. Meridians
   iv. Five elements
   v. Ten major internal organs
   vi. Causes of Disease
   vii. Diagnostic techniques
   viii. Foundation of treatment

c. Naturopathic Medicine
   i. History and Philosophy
   ii. Homeopathy
   iii. Aromatherapy
   iv. Flower Remedies
   v. Vitamin therapy including supplements
   vi. Phytotherapy - herbs
      1. comparison to pharmaceuticals and potential interactions
         and adverse effects

d. Native American Healing
   i. History and Philosophy
   ii. Healing ceremonies
   iii. Sweatlodge
   iv. Phytotherapy

e. Western Medicine and relationship to Nursing in History

7. Mind-Body Medicine
   e. Quantum Physics and relationship to mind/body medicine
   f. Psychoneuroimmunology
   g. Endorphins and the mind/body effect
   h. Placebo effect
   i. Prayer and Spirituality
   j. Homeopathy and flower remedies

8. Treatment modalities
   e. Mind/body - Energetic
      i. Relaxation
      ii. Meditation
      iii. Hypnosis
      iv. Yoga
      v. Tai Chi
      vi. Qi Gong
      vii. Reiki
viii. Therapeutic Touch
ix. Prayer
x. Dance
xi. Art Therapy
f. Diet
i. Ayurvedic Medicine
ii. Oriental Medicine
iii. Naturopathic Medicine
iv. Western Medicine
g. Exercise and Lifestyle
i. Ayurvedic Medicine
ii. Oriental Medicine
iii. Western Medicine
h. Manual Therapies
i. Shiatsu
ii. Tui Na
iii. Thai
iv. Abyanga
v. Jin Shin Do
vi. Accupressure
vii. Rolfing
viii. Feldenkrais
ix. Reflexology
x. OMT
xi. Chiropractic
i. Phytomedicine
i. Aromatherapy
ii. Essential oils
iii. Herbs
1. legal implications of use – RN vs APRN

9. Integration into the practice of Nursing
   e. Legal restrictions and practice
   f. Ethics of practice
   g. Taking a history toward integration
   e. Developing a nursing treatment plan

Suggested Student Learning Activities
Readings
Discussions
History Taking
Case Studies
Presentations of care plan
N291 Complementary and Alternative Healing and the Art of Nursing

Spring, 2013

Faculty: Laura Marx BSN, MSN, APRN-C
363 Corbin Hall
Missoula Campus
Office: 243-2109
Home: 728-1692 (please not after 9PM and only if necessary)
E-mail: lmarx@montana.edu
Fax: 406 243-5745

Credits: 2
Prerequisites: Undergraduate Nursing students or permission of the instructor

Course Description:
The purpose of this course is to explore the time honored medical models and treatments of complementary and alternative medicine (CAM). Using quality of life as a foundation, students will explore the integration of these models into practice.

Course Objectives: The student will:
1. Explore time honored traditional medical models in relationship to historical perspective
2. Identify the relationship of Nursing to these models
3. Discuss personal values and opinions related to CAM
4. Discuss healing interventions related to the nursing model and practice
5. Demonstrate how nurses may clinically integrate traditional healing approaches into practice
6. Explore empirical evidence and legal and ethical issues related to CAM

Required Textbook:

Highly Recommended Books:

Others listed on Book List

Course Expectations
1. This is an elective course and due to your interest in the subject matter you have chosen to register for it. The student must be an active participant in this learning process.
2. Participation in discussion, expression of one's views and opinions are encouraged and expected. A portion of your grade will be determined by this expectation.

3. A major portion of this class will have the student write a case study using CAM/Integration as part of the treatment plan. The subject will be determined by the student. Each student will work by themselves. Communication between students is expected, however, plagiarism can be grounds for failure of the class. A literature review of the current research/articles pertaining to the care plan will be required. The paper must be APA formatted.

4. Each student will be required to have an experience of their own choosing, approved by the instructor, of an integrative healing method. The student will then, either by presentation or written word, report on their encounter.

5. This class is intended to be interesting, thought provoking, and enjoyable. It is the instructor's intention and hope that this class will stir creativity in each student in the profession of Nursing.

Course Evaluation: ALL students begin this class with an A. It is the expectation that if all requirements are met, this will be your final grade. A great deal of your grade is the professionalism and completeness of your case study paper along with your creativity in developing a nursing treatment plan.

Case Study: 45% Requirements and due date on case study to be given in class.

Report on CAM experience: 25%

Discussion/Participation/Quizzes: 30% (methods determined by each cohort of students)
<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Reading Assignments</th>
<th>Due Dates/Class Meetings (all in room 142)</th>
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<tbody>
<tr>
<td>1.</td>
<td>1/11</td>
<td>None</td>
<td>Class 1-2</td>
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<tr>
<td>2.</td>
<td>1/18</td>
<td>Introduction to CAM Chapters 1, 2, 3, 5</td>
<td>Class 3-5</td>
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<td>3.</td>
<td>1/25</td>
<td>Ayurveda and Yoga Chapters 31 and 32</td>
<td>Class</td>
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<td>4.</td>
<td>2/1</td>
<td>Chinese Medicine and Qi Gong Pages 373-75, end of p379-95 and 397-402</td>
<td>Class</td>
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<td>5.</td>
<td>2/1</td>
<td>Naturopathy and Native American Healing</td>
<td>Chapters 21 and 35</td>
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<td>6.</td>
<td>2/15</td>
<td>Aromatherapy and Homeopathy</td>
<td>Class</td>
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<td>7.</td>
<td>2/15</td>
<td>Herbalism and Nutrition</td>
<td>Chapters 22 and 25</td>
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<td>8.</td>
<td>3/1</td>
<td>Manual Therapies</td>
<td>Chapters 15 and 16</td>
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<td>9.</td>
<td>3/1</td>
<td>Psychoneuroimmunology and Beginning of Mind/Body</td>
<td>Chapters 8 and 9 to page 127</td>
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<td></td>
<td>No class 3/8</td>
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<tr>
<td>10.</td>
<td>3/15</td>
<td>SPRING BREAK</td>
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<td>11.</td>
<td>3/22</td>
<td>Complete Mind/Body Energy Medicine and Spirituality</td>
<td>Chapter 9, pages 127-28, Chapter 10</td>
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<td>12.</td>
<td>3/29</td>
<td>Experiential Experiences</td>
<td>Class</td>
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<td>13</td>
<td>4/5-4/24</td>
<td>Putting it All Together</td>
<td>Case Study due by Monday, 4/22 5PM</td>
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<td>Presentations 4/24 9AM-2PM</td>
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<td>15</td>
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<td>Final discussion and wrap-up 4/26</td>
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<td>17.</td>
<td>4/30</td>
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</tbody>
</table>
Name: Laura Marx

Address: 1480 Stanley Street
Missoula Montana 59802

MT RN Licensure No.: RN22313

Clinical Nursing Specialty: Family Practice

Title: Adjunct Assistant Professor

Date of Appointment to MSU: 8/14/04

Date of Current Rank: 03/02/12

National Certifications: ANCC

Professional Education:

<table>
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<tr>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
<th>Major</th>
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<tr>
<td>BSN</td>
<td>Florida State University</td>
<td>1975</td>
<td>Nursing</td>
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<tr>
<td>FNP</td>
<td>Metro State University, Denver, Co.</td>
<td>1984</td>
<td>Nurse Practitioner</td>
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<td>MSN</td>
<td>Case Western Reserve University</td>
<td>2001</td>
<td>Nursing</td>
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<td>Wellness Counselor</td>
<td>Mt. Madonna School of Ayurveda</td>
<td>2010</td>
<td>Wellness</td>
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Previous Teaching Experience:

<table>
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<th>Dates</th>
<th>Organization</th>
<th>Position</th>
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<tr>
<td>1/2/11-present</td>
<td>Private Practice</td>
<td>Family Nurse Practitioner</td>
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<tr>
<td>8/95 - 12/10</td>
<td>Blue Mountain Clinic</td>
<td>Family Nurse Practitioner</td>
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<tr>
<td>11/94 - 8/95</td>
<td>Dr. R.D. Marks</td>
<td>Family Nurse Practitioner</td>
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<td>11/94 - 8/95</td>
<td>Partnership Health Center</td>
<td>Family Nurse Practitioner</td>
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<td>2/93 - 8/94</td>
<td>The School Inc. Boulder, Co</td>
<td>Medical Consultant</td>
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<tr>
<td>10/85 - 2/93</td>
<td>Salud Family Health Center</td>
<td>Family Nurse Practitioner</td>
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<td>8/84 - 9/85</td>
<td>Clinica Campesina Rural Health</td>
<td>Family Nurse Practitioner</td>
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<td>8/84 - 9/85</td>
<td>Healthwatch Medical Center</td>
<td>Family Nurse Practitioner</td>
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<tr>
<td>1/76 - 8/84</td>
<td>Hospitals, Public Health</td>
<td>Registered Nurse</td>
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Professional Experience:

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<th>Position</th>
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Courses Taught (past 10 years only):

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<th>Sem./Year</th>
<th>Course No.</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Spring 13</td>
<td>N239</td>
<td>Health Assessment Clinical Lab</td>
</tr>
<tr>
<td>Spring 13</td>
<td>N336</td>
<td>Nursing Pharmacotherapeutics</td>
</tr>
<tr>
<td>Spring 13</td>
<td>N561</td>
<td>Primary Care I</td>
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<tr>
<td>Spring 13</td>
<td>N291</td>
<td>Complementary and Alternative Health &amp; the Art of Nursing</td>
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<td>Fall 12</td>
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<td>Health Assessment Clinical Lab</td>
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<tr>
<td>Fall 12</td>
<td>N336</td>
<td>Nursing Pharmacotherapeutics</td>
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<td>Spring 12</td>
<td>N239</td>
<td>Health Assessment Clinical Lab</td>
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<tr>
<td>Spring 12</td>
<td>N561</td>
<td>Primary Care I</td>
</tr>
<tr>
<td>Spring 12</td>
<td>N291</td>
<td>Complementary and Alternative Health &amp; the Art of Nursing</td>
</tr>
<tr>
<td>Fall 11</td>
<td>N336</td>
<td>Nursing Pharmacotherapeutics</td>
</tr>
<tr>
<td>Fall 11</td>
<td>N239</td>
<td>Health Assessment Clinical Lab</td>
</tr>
<tr>
<td>Fall 11</td>
<td>N487</td>
<td>Nursing Leadership and Management – one clinical</td>
</tr>
<tr>
<td>Fall 11</td>
<td>N563</td>
<td>Primary Care III – Clinical Supervision</td>
</tr>
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</table>
### Summer 11
- N562: Primary Care II - Clinical Supervision
- N519: Pharmacology II

### Spring 11
- N336: Nursing Pharmacotherapeutics
- N561: Primary Care I

### Fall 10
- N239: Health Assessment Clinical
- N336: Nursing Pharmacotherapeutics

### Fall 10
- N563: Primary Care III - Clinical Supervision
- N562: Primary Care II - Clinical Supervision

### Spring 10
- N561: Primary Care I

### Fall 09
- N239: Health Assessment Clinical
- N337: Nursing Pharmacotherapeutics

### Fall 09
- N562: Primary Care III - Clinical Supervision
- N562: Primary Care II - Clinical Supervision

### Summer 09
- N562: Primary Care II - Clinical Supervision
- N561: Primary Care I

### Spring 09
- N337: Nursing Pharmacotherapeutics

### Fall 08
- N337: Nursing Pharmacotherapeutics

### Fall 08
- N239: Health Assessment Clinical

### Spring 08
- N562: Primary Care II - Clinical Supervision
- N337: Nursing Pharmacotherapeutics

### Spring 08
- N518: Pharmacotherapeutics - Lead only
- N337: Nursing Pharmacotherapeutics

### Fall 07
- N239: Health Assessment Clinical

### Fall 07
- N562: Primary Care III - Clinical Supervision

### Summer 07
- N562: Primary Care II - Clinical Supervision

### Spring 07
- N337: Nursing Pharmacotherapeutics

### Spring 07
- N518: Pharmacotherapeutics - Lead only

### Spring 07
- N342: Psychosocial Concepts

### Fall 06
- N337: Nursing Pharmacotherapeutics

### Fall 06
- N342: Psychosocial Concepts

### Fall 06
- N239: Health Assessment Clinical

### Fall 06
- N563: Primary Care III - Clinical Supervision

### Spring 06
- N337: Nursing Pharmacotherapeutics

### Spring 06
- N518: Pharmacotherapeutics - Lead only

### Spring 06
- N342: Psychosocial Concepts

### Fall 05
- N337: Nursing Pharmacotherapeutics

### Fall 05
- N484: Management

### Fall 05
- N562: Primary Care II - Clinical Supervision

### Summer 05
- N563: Primary Care III - Clinical Supervision

### Spring 05
- N518: Pharmacotherapeutics

### Fall 04
- N228: Nursing Process

---

**Other Teaching:** Preceptor: 1986-92: University of Wyoming School of Nursing  
1996-2009: MSU School of Nursing

### Graduate Student Thesis/Project Committees:

<table>
<thead>
<tr>
<th>Sem./Year</th>
<th>Course No.</th>
<th>Title/Student/Role</th>
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<tbody>
<tr>
<td>2006-7</td>
<td>570</td>
<td>Jennifer O'Neil</td>
</tr>
<tr>
<td>2007</td>
<td>370</td>
<td>Maureen Richter</td>
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<tr>
<td>2008-10</td>
<td>570</td>
<td>Ashley Porter</td>
</tr>
<tr>
<td>2009-present</td>
<td>570</td>
<td>Brittany Brandt</td>
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<tr>
<td>2010-2011</td>
<td>570</td>
<td>Leda Werrell</td>
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<tr>
<td>2011-2012</td>
<td>570</td>
<td>Michelle Sokoloski</td>
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<tr>
<td>2011-present</td>
<td>570</td>
<td>Jacqueline Moen-Liebrand</td>
</tr>
<tr>
<td>2011-present</td>
<td>570</td>
<td>Julie Larkin</td>
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### Professional Memberships:
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<th>Year</th>
<th>Organization</th>
<th>Position</th>
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<tbody>
<tr>
<td>2006-present</td>
<td>NONPF</td>
<td>Member</td>
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**College of Nursing Committees (past 10 years only):**

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<tr>
<th>Year</th>
<th>Committee</th>
<th>Position</th>
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**University Committees (past 10 years only):**

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<tr>
<th>Year</th>
<th>Committee</th>
<th>Position</th>
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**Public Service:**

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<tr>
<th>Year</th>
<th>Organization</th>
<th>Position</th>
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**Consultation:**

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<th>Organization</th>
<th>Total No.</th>
<th>Hours</th>
<th>Purpose</th>
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**Continuing Education - Attended:**

<table>
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<th>Dates</th>
<th>Title</th>
<th>Organization/Location</th>
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<tbody>
<tr>
<td>2/99</td>
<td>Basic and Advanced Colposcopy</td>
<td>University of W. Ontario/Las Vegas, NV</td>
</tr>
<tr>
<td>2/00</td>
<td>Recent Drug Developments</td>
<td>U of Montana/Missoula, MT</td>
</tr>
<tr>
<td>5/00</td>
<td>Understanding Lab Tests</td>
<td>Medical Ed. Services/Missoula, MT</td>
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<tr>
<td>3/01</td>
<td>Immunizations, Regional Conference</td>
<td>Mt. Immunization Program/Butte, MT</td>
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<tr>
<td>12/01</td>
<td>SSRI's</td>
<td>UCSD/Home Study/Missoula, MT</td>
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<tr>
<td>1/02</td>
<td>New Contraceptive Options</td>
<td>U of Minnesota/Missoula, MT</td>
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<tr>
<td>10/02</td>
<td>NW Conference on Advanced Practice</td>
<td>Contemporary Forums/Jackson Hole, WY</td>
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<td>8/03</td>
<td>Clinical Issues in Pediatrics</td>
<td>Mt. Cardiovascular/Big Sky, MT</td>
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<tr>
<td>4/04</td>
<td>Diabetes Management</td>
<td>MNA/Missoula, MT</td>
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<tr>
<td>4/04</td>
<td>The Diet Revolution</td>
<td>Med2000/Great Falls, MT</td>
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<tr>
<td>5/04</td>
<td>Timely Topics in Children's Surgery</td>
<td>Community Med Center/Missoula, MT</td>
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<td>4/05</td>
<td>Cardiovascular Health Summit</td>
<td>Mt. Cardiovascular/Big Sky, MT</td>
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<td>8/05</td>
<td>Talking About Testing</td>
<td>MSU/Polson, MT</td>
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<td>9/05</td>
<td>Sleep, Cognition, and Executive Function</td>
<td>CME Outfitters/Missoula, MT</td>
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<td>10/05</td>
<td>Geriatric Healthcare</td>
<td>Mt. Geriatric Ed. Center/Missoula, MT</td>
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<td>2/06</td>
<td>Recent Drug Developments</td>
<td>MSU Pharmacy/Missoula, MT</td>
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<td>4/06</td>
<td>2006 reproductive Health Update</td>
<td>JSI/Jackson Hole, WY</td>
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<td>10/06</td>
<td>Active Aging</td>
<td>MSU Pharmacy/Missoula, MT</td>
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<td>2/07</td>
<td>Integrative Medicine Health Conference</td>
<td>St. Patrick's Hospital/Missoula, MT</td>
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<td>2/07</td>
<td>Common Sports Injuries</td>
<td>St. Patrick's Hospital/Missoula, MT</td>
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<td>4/07</td>
<td>Mid-Level Trauma Conference</td>
<td>U of W/Missoula, MT</td>
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<td>6/07</td>
<td>The Addicted Brain</td>
<td>INR/Missoula, MT</td>
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<td>2/08</td>
<td>Integrative Medicine Health Conference</td>
<td>St. Patrick's Hospital/Missoula, MT</td>
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<tr>
<td>4/08</td>
<td>Trauma Solutions</td>
<td>St. Patrick's Hospital/Missoula, MT</td>
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<td>3/08</td>
<td>Prescriber's Newsletter CME</td>
<td>Prescriber's Newsletter/online</td>
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<td>10/08</td>
<td>Comprehensive Colposcopy – ASCCP</td>
<td>Tucson, Arizona</td>
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<td>4/09</td>
<td>Integrative Medicine Health Conference</td>
<td>St. Patrick's Hospital/Missoula, MT</td>
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<td>NONPF Annual Meeting</td>
<td>Portland, Oregon</td>
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<td>10/09</td>
<td>Mt. Nurse's Convention</td>
<td>Helena, Montana</td>
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<td>4/10</td>
<td>Anger, Forgiveness &amp; the Healing Process</td>
<td>Institute for Brain Potential/Missoula, MT</td>
</tr>
<tr>
<td>5/10</td>
<td>BodyTalk Access Workshop</td>
<td>American Holistic Nurses Assn/Msia, Mt</td>
</tr>
<tr>
<td>9/10</td>
<td>Evidence Based Herbal Therapies</td>
<td>St. Patrick's Hospital/Missoula, MT</td>
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</tbody>
</table>
10/10 Montana Diabetes Conference St. Vincent Healthcare/Missoula, MT
10-11/10 Prescriber’s Letter Online/Prescriber’s Letter
11/10 Evidence Based Practice St. Patrick’s Hospital/Missoula, MT
11/10 All that Wheezes isn’t Asthma St. Patrick’s Hospital/Missoula, MT
12/10 Partner Relationship Problems/Violence etc. St. Patrick’s Hospital/Missoula, MT
12/10 Thinking Personality Disorders and Patient Care St. Patrick’s Hospital/Missoula, MT
1/11 Fibromyalgia in Older Adults St. Patrick’s Hospital/Missoula, MT
4/11 NONPF Annual Meeting NONPF, Albuquerque, NM
5/11 Living Well with Chronic Illness St. Vincent Healthcare, Billings, MT
5/11 2011 Spring Faculty Meeting, MSU Montana State University, Bozeman, MT
6/11 Pain and Symptom Management School of Pharmacy, MSU Missoula, MT
1/12 AACN 2012 Doctoral Education Conference AACN, Naples, FL
4/12 Advanced Integrative Health and Medicine St. Patrick Hospital, Missoula, MT
10/12 Food for Thought: How Nutrients Affect Mental health and Brain Missoula, MT

Non-refereed Presentations (past 10 years only):

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<tbody>
<tr>
<td>10/09/09</td>
<td>Integrative Medicine and the Art of Nursing</td>
<td>MNA/ Helena, MT</td>
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<td>4/11</td>
<td>Integrative Health and the Art of Nursing</td>
<td>NONPF/ Albuquerque NM</td>
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Refereed Presentations:

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Publications:

Chapters or Books

Refereed Manuscripts

Nonrefereed Manuscripts

Professional Reports

Reviews

Research/Creative Activities:

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<th>Year</th>
<th>Title/Role</th>
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Honors, Awards, Scholarships, and Fellowships:

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<th>Title</th>
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