West Virginia University

School of Nursing

RN-BSN Undergraduate Handbook

Academic Year 2014-2015
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Vision and Mission

VISION STATEMENT
West Virginia University School of Nursing envisions optimal health, enhanced quality of life, and excellent health care for the people of West Virginia and the global community.

MISSION STATEMENT
The mission of the WVU School of Nursing is to lead in improving health in West Virginia and the broader society through excellence in student-centered educational programs, research and scholarship, the compassionate practice of nursing, and service to the public and the profession.

Baccalaureate of Science (BSN) in Nursing Program Description

The School of Nursing undergraduate program in nursing is recognized by health care agencies as providing excellent preparation for the nursing profession. Our graduates are in great demand and enjoy a large number of career opportunities. The B.S.N. curriculum includes courses in the humanities, social sciences, basic sciences, and nursing science. These courses are taken in conjunction with nursing clinical courses that enable students to apply their learning to actual patient, family, and community situations that warrant nursing intervention. The curriculum has been carefully designed to equip graduates to begin professional nursing practice with patients of all ages in any health care setting where there is a position for the professional nurse at the start of his or her career. The program also provides an excellent foundation for graduate study in nursing and in other fields.

The baccalaureate program (B.S.N.) is available for high school graduates who aspire to a career in nursing (basic students). It is also available to registered nurses (R.N.s) who are licensed graduates of associate degree or diploma nursing programs seeking to continue their career development, and to individuals with college degrees in other fields who wish to attain the bachelor of science in nursing.

Registered nurses can complete the B.S.N. requirements online through a completely web based program. Advising for the program can occur at WVU in Morgantown or Charleston and at WVU Tech in Montgomery. Nursing courses for R.N. students are scheduled to provide opportunity for completion of degree requirements in three semesters if non-nursing courses are already completed. Credit may be earned by enrollment and by challenge through advanced placement and portfolio exams.
BSN Curriculum Overview

The BSN curriculum provides learning experiences that move sequentially from simple to complex, build upon previous learning and incorporate concurrent learning from both the social and basic sciences, as well as nursing courses.

There are five core competencies that provide the framework for the BSN curriculum. The core competencies include Critical Thinking, Nursing Interventions, Professional Role, Caring, and Communication. The School of Nursing faculty define these competencies as:

- **Critical Thinking**: Activity that reflects skills in reasoning, analysis, research, or decision making relevant to the discipline of Nursing.
- **Nursing Interventions**: Actions based on theoretical knowledge, skills, and professional nursing judgment in the prevention of illness and the restoration and promotion of health.
- **Professional Role**: Internalization of a set of values, beliefs and leadership behaviors relevant to the discipline of Nursing and consistent with Standards of Nursing practice.
- **Caring**: An interhuman process in which there is communication of a sincere interest and concern for well-being.
- **Communication**: The exchange of information within and between systems.

Core competencies include key concepts that are threaded throughout the curriculum:

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Key Concepts</th>
</tr>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>Scholarship</td>
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<tr>
<td></td>
<td>Evidence-Based Reasoning</td>
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<tr>
<td>Nursing Interventions</td>
<td>Safety and Quality</td>
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<td></td>
<td>Patient Care Technology</td>
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<td></td>
<td>Health Promotion/Disease Prevention</td>
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<td>Health Restoration and Maintenance</td>
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<td>Professional Role</td>
<td>Professionalism</td>
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<td></td>
<td>Organization and Systems Leadership</td>
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<tr>
<td></td>
<td>Health Care Policy, Finance, and Regulation</td>
</tr>
<tr>
<td>Caring</td>
<td>Cultural Sensitivity</td>
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<tr>
<td></td>
<td>Ethics</td>
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<tr>
<td>Communication</td>
<td>Information Management</td>
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<tr>
<td></td>
<td>Professional and Therapeutic Communication</td>
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</tbody>
</table>

The core competencies are reflected in the program outcomes, with each core competency having a program outcome. Each level of the curriculum (freshman, sophomore, junior, and senior) has a level outcome for each of the key concepts. Attainment of course learning outcomes collectively lead to the attainment of level outcomes for each of the key concepts. While core competencies are reflected in each nursing course’s learning outcomes, key concepts are included in all levels but not necessarily each course.
BSN Program Outcomes

CRITICAL THINKING: Employs scholarly inquiry and evidence-based reasoning and creativity in the process of assessment, interpretation, analysis, synthesis, evaluation, and inference as a basis for professional nursing practice.

NURSING INTERVENTIONS: Ensures quality care by applying theory, evidence-based clinical judgment and decision-making, and patient care technology in the delivery of safe and skilled nursing therapeutics with individuals, families, communities, and populations across the health-illness continuum.

PROFESSIONAL ROLE: Demonstrates knowledge, attitudes, professional values, personal qualities and behaviors consistent with the nursing roles of health care designer and coordinator, organization and system leader, and advocate for consumers and the nursing profession.

CARING: Provides empathetic, culturally sensitive, and compassionate care for individuals, families, communities, and populations that upholds moral, legal, and ethical humanistic principles.

COMMUNICATION: Integrates therapeutic, interpersonal, intraprofessional, interprofessional and informatics communication processes in professional nursing practice.

Leveling Outcomes

<table>
<thead>
<tr>
<th>CORE COMPETENCY</th>
<th>KEY CONCEPTS/LEVEL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Scholarship:</td>
</tr>
<tr>
<td></td>
<td>Level 1 (Freshman)</td>
</tr>
<tr>
<td></td>
<td>• Discuss selected theories drawn from liberal arts, nursing, and other health professions.</td>
</tr>
<tr>
<td></td>
<td>• Describe the elements of the critical thinking process.</td>
</tr>
<tr>
<td></td>
<td>Level 2 (Sophomore)</td>
</tr>
<tr>
<td></td>
<td>• Understand the theory-practice-research triad.</td>
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<tr>
<td></td>
<td>Level 3 (Junior)</td>
</tr>
<tr>
<td></td>
<td>• Apply the theory-practice-research triad to providing nursing care to individuals and families experiencing life transitions or alterations in health across the lifespan.</td>
</tr>
<tr>
<td></td>
<td>Level 4 (Senior)</td>
</tr>
<tr>
<td></td>
<td>• Apply and integrate the theory-practice-research triad into nursing care in complex systems.</td>
</tr>
<tr>
<td></td>
<td>Evidence-Based Reasoning:</td>
</tr>
<tr>
<td></td>
<td>Level 1 (Freshman)</td>
</tr>
<tr>
<td></td>
<td>• Discuss the retrieval and appraisal of evidence from a variety of sources.</td>
</tr>
<tr>
<td></td>
<td>Level 2 (Sophomore)</td>
</tr>
<tr>
<td></td>
<td>• Describe the basic elements of the research process and models for applying evidence to clinical practice.</td>
</tr>
<tr>
<td></td>
<td>• Use the nursing process to plan, implement, and evaluate care in simple nursing situations.</td>
</tr>
<tr>
<td></td>
<td>Level 3 (Junior)</td>
</tr>
<tr>
<td></td>
<td>• Use evidence from credible sources to make sound clinical judgments</td>
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</tbody>
</table>
in the delivery of nursing care to individuals and families experiencing life transition or alterations in health across the life span.

<table>
<thead>
<tr>
<th>Nursing Interventions</th>
<th>Safety and Quality:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4 (Senior)</td>
<td></td>
</tr>
<tr>
<td>• Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care in complex systems.</td>
<td></td>
</tr>
</tbody>
</table>

**Safety and Quality:**

<table>
<thead>
<tr>
<th>Level 1 (Freshman)</th>
<th>Discuss the basic principles that contribute to a culture of patient care safety.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 (Sophomore)</td>
<td>Demonstrate the application of skills for the safe delivery of patient care.</td>
</tr>
<tr>
<td>Level 3 (Junior)</td>
<td>Provide evidence-based nursing care that contributes to safe and high quality patient outcomes to individuals and families experiencing life transition or alterations in health across the life span.</td>
</tr>
<tr>
<td>Level 4 (Senior)</td>
<td>Create a safe care environment that results in high quality patient outcomes in complex systems.</td>
</tr>
</tbody>
</table>

**Patient Care Technology**

<table>
<thead>
<tr>
<th>Level 1 (Freshman)</th>
<th>Describe the use of technology as it pertains to the health care environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 (Sophomore)</td>
<td>Demonstrate skill in the use of technology in basic nursing care.</td>
</tr>
<tr>
<td>Level 3 (Junior)</td>
<td>Use patient care technology to deliver safe and effective care to individuals and families experiencing life transition or alterations in health across the life span.</td>
</tr>
<tr>
<td>Level 4 (Senior)</td>
<td>Apply patient care technologies to address the needs of diverse patient populations in complex systems.</td>
</tr>
</tbody>
</table>

**Health Promotion/Disease Prevention**

<table>
<thead>
<tr>
<th>Level 1 (Freshman)</th>
<th>Describe current state and national health promotion/disease prevention initiatives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 (Sophomore)</td>
<td>Describe and begin to implement nursing interventions that promote health, prevent illness or injury.</td>
</tr>
<tr>
<td>Level 3 (Junior)</td>
<td>Utilize nursing strategies to promote health and/or prevent disease and injury with individuals and families experiencing life transitions or alterations in health.</td>
</tr>
<tr>
<td>Level 4 (Senior)</td>
<td>Create a health promotion/disease prevention intervention to address the needs of diverse communities and populations.</td>
</tr>
</tbody>
</table>

**Health Restoration and Maintenance:**

<table>
<thead>
<tr>
<th>Level 1 (Freshman)</th>
<th>Describe national, state, and local patterns of chronic disease.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 (Sophomore)</td>
<td>Describe and begin to implement the principles of basic nursing care to restore and maintain health.</td>
</tr>
<tr>
<td>Level 3 (Junior)</td>
<td></td>
</tr>
<tr>
<td>Professional Role</td>
<td>Professionalism:</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Level 1 (Freshman)</td>
<td>• Describe the professional values of accountability, altruism, autonomy, human dignity, integrity, and social justice.</td>
</tr>
<tr>
<td>Level 2 (Sophomore)</td>
<td>• Differentiate the role of the nurse from the roles of other health professionals.</td>
</tr>
<tr>
<td>Level 3 (Junior)</td>
<td>• Describe how professional values shape nursing behaviors/actions.</td>
</tr>
<tr>
<td>Level 4 (Senior)</td>
<td>• Demonstrate professional values in nursing care of individuals and families experiencing life transition or alterations in health across the life span.</td>
</tr>
</tbody>
</table>

| Organization and Systems Leadership: |
| Level 1 (Freshman) | • Describe the structure and organization of health and nursing care delivery in the U.S. |
| Level 2 (Sophomore) | • Demonstrate basic leadership skills (communication, problem solving) in simple nursing situations. |
| Level 3 (Junior) | • Apply leadership skills as the designer and provider of nursing care to individuals and families experiencing life transitions or alterations in health. |
| Level 4 (Senior) | • Demonstrate the leadership skills of delegation, coordination, collaboration, and decision-making as a health care coordinator or leader within a complex system. |

| Health care policy, finance, and regulation: |
| Level 1 (Freshman) | • Describe local, state, national, and global trends in health care. |
| Level 2 (Sophomore) | • Describe professional standards and state and national rules and regulations that govern professional nursing practice. |
| Level 3 (Junior) | • Describe policy, financial, and regulatory influences that impact the design and delivery of nursing care to individuals and families experiencing life transitions or alterations in health. |
| Level 4 (Senior) | • Identify the influence of economic, legal, and political factors on the coordination and delivery of nursing care in complex systems. |
# WEST VIRGINIA UNIVERSITY SCHOOL OF NURSING

## Caring

**Cultural Sensitivity:**

**Level 1 (Freshman)**
- Identify own values/beliefs as they relate to caring.
- Describe the practice of nursing based on a concept of caring as presented in literature.
- Identify the influence of culture on values and beliefs.

**Level 2 (Sophomore)**
- Identify how personal and/or professional values and beliefs can impact nursing care.
- Begin to develop culturally sensitive care plans.

**Level 3 (Junior)**
- Provide culturally sensitive nursing care to individuals and families experiencing life transitions or alterations in health across the lifespan.

**Level 4 (Senior)**
- Provide culturally sensitive nursing care in complex systems.

## Ethics:

**Level 1 (Freshman)**
- Describe common ethical principles and issues in health care.

**Level 2 (Sophomore)**
- Describe and begin to apply basic ethical principles in nursing situations.

**Level 3 (Junior)**
- Apply ethical principles to individuals and families experiencing life transitions or alterations in health across the lifespan.

**Level 4 (Senior)**
- Apply ethical principles when providing nursing care in complex systems.

## Communication

**Information Management:**

**Level 1 (Freshman)**
- Describe basic principles of IM as they pertain to health care.

**Level 2 (Sophomore)**
- Utilize clinical information systems in simple nursing situations.

**Level 3 (Junior)**
- Use information management systems in the care of individuals and families experiencing life transitions or alterations in health.

**Level 4 (Senior)**
- Use information systems that support safe nursing practice in complex systems.

**Professional and Therapeutic Communication:**

**Level 1 (Freshman)**
- Explain the process of communication and its use in health care.

**Level 2 (Sophomore)**
- Describe and begin to apply the processes of professional and therapeutic communication in nursing situations.

**Level 3 (Junior)**
- Apply the processes of professional and therapeutic communication with other health professionals and with patients and families experiencing alterations in health across the lifespan.

**Level 4 (Senior)**
- Apply the processes of professional and therapeutic communication to optimize patient outcomes in complex systems.
RN-BSN Nursing Courses

333. Ethics in Nursing. 3 hr. PR: ENGL 102; RN licensure. Ethical issues and decision making in health care situations across the lifespan. Emphasizes professional writing skills.

361. Health Assessment. 3 h. PR: RN licensure. Holistic health assessment of individuals and families across the lifespan, including physical, psychosocial, spiritual, and developmental assessment.

362. Clinical Health Promotion. 3 cr. PR or Co-req.: N361; RN licensure. Theory and practice of promoting health and wellness for individuals and families across the lifespan. Emphasis will be placed on integrating knowledge and behaviors that support movement toward optimal health.

371. Leadership in Organizations. 3 cr. PR: N333. Leadership and management principles related to professional nursing roles in organizations and systems including system theory, change theory, and inter-professional team building.

372. Safety, Quality, and Information Technology. 2 cr. PR: RN licensure. Examination of delivery of healthcare through information management to promote patient safety and quality of care. Emphasis on assessing and improving quality through prevention of adverse and never events.

461. Health Policy and Finance. 3 cr. PR: RN licensure. Examination of how health policy drives healthcare organizations and the financing of health care, and shapes professional nursing practice. Issues of access to care, cost effectiveness, and quality of care are discussed and policy implications are considered.

465. Introduction to Research and Evidence Based Practice. 3 cr. PR: N333; PR or Co-req.: STAT 201 or 211. Introduction to the development and application of evidence with an emphasis on the fundamental elements of the research process, appraisal of current evidence, and interpretation of evidence to improve patient outcomes.

471. Community Concepts and Interventions. 4 cr. PR: N362. Concentrates on health promotion, disease and injury prevention to promote conditions and behaviors that improve the health of individuals, families, aggregates, communities, and populations through identifying determinants of health, available resources, and interventions.

475. Applied Evidence Based Practice and Research. 4 cr. PR: N333, N371, N372, N461, N465; PR or Co-req. N465. Advanced study of the evaluation, integration, and dissemination of reliable evidence from multiple sources including scientific evidence and patient/family preferences to inform practice and make clinical judgments to improve patient outcomes. Capstone course for the RN to BSN program.
Admission to the RN-BSN Program

Registered nurses are admitted directly to the School of Nursing. Acceptance and placement in the program are dependent upon the individual's academic record and upon the number of spaces available. An unrestricted license to practice nursing and a grade point average of 2.5 or better on all college work attempted are required to be eligible for consideration.

All Registered Nurses will transfer 50 hours of undifferentiated nursing credit based on RN licensure. All RN to BSN students will be required to meet WVU's General Education Curriculum (GEC). If a student already holds a bachelors degree in another discipline, they will be required to complete ENGL 102, STAT 211, PSYC 101, PSYC 241, and SOCA 101 (if not already taken) to fulfill the GEC requirements. Advisors will work with students to identify courses already appearing on the transcript that meet GEC requirements, and then develop a plan to fulfill any remaining requirements. For example:

- 128 credits (minimum required to graduate)
- 50 undifferentiated nursing credits for RN license
- 78 credits remaining
- 28 credits RN-BSN nursing courses (See program of study)
- 50 general education credits remaining*

*General education credits may be fulfilled by course work from associate degrees or other college work. For more information about General education Curricular Objectives; see link below. For more information about course equivalence please see the following website: Transfer Course Equivalency System.

-WVU's Undergraduate General Education Curriculum: http://registrar.wvu.edu/current_students/general_education_curriculum

-General Education Curricular Objectives: http://registrar.wvu.edu/current_students/general_education_curriculum

-Academic Advising:
All RN-BSN students are assigned an advisor at the time of admission. Academic advisors are based at the home campus of each student. All students are required to meet with their academic advisor at the time of admission to develop a plan of study. The plan of study will guide course selection in the GEC and will guide timely progression through the nursing course work. Any change in progression must be processed through the advisor.
# RN-BSN Full-time Progression Plan

**Full-Time: 3 semesters**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td>NSG 361 Health Assessment (3)</td>
<td>NSG 465 Intro to Research and Evidence Based Practice (3)</td>
<td>NSG 475 Applied Research and Evidence Based Practice (4)</td>
</tr>
<tr>
<td>NSG 333 Ethics (3)</td>
<td>NSG 371 Leadership in Organizations (3)</td>
<td>NSG 471 Community Concepts &amp; Interventions (4)</td>
</tr>
<tr>
<td>NSG 362 Clinical Health Promotion (3)</td>
<td>NSG 461 Health Policy &amp; Finance (3)</td>
<td></td>
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<tr>
<td></td>
<td>NSG 372 Safety, Quality, Information Technology (2)</td>
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<td><strong>TOTAL 9</strong></td>
<td><strong>TOTAL 11</strong></td>
<td><strong>TOTAL 8</strong></td>
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# Part-time Progression Plan

**Part-Time: 6 semesters**

**Year 1**

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<th>FALL</th>
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<tbody>
<tr>
<td>NSG 361 Health Assessment (3)</td>
<td>NSG 371 Leadership (3)</td>
</tr>
<tr>
<td>NSG 333 Ethics (3)</td>
<td>NSG 372 Safety, Quality, Information Technology (2)</td>
</tr>
<tr>
<td><strong>TOTAL 6</strong></td>
<td><strong>TOTAL 5</strong></td>
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</table>

**Year 2**

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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</thead>
<tbody>
<tr>
<td>NSG 362 Clinical Health Promotion (3)</td>
<td>NSG 465 Intro to Research and Evidence Based Practice (3)</td>
<td>NSG 475 Applied Research and Evidence Based Practice (4)</td>
</tr>
<tr>
<td></td>
<td>NSG 461 Health Policy &amp; Finance (3)</td>
<td>NSG 471 Community Concepts &amp; Interventions (4)</td>
</tr>
<tr>
<td><strong>TOTAL 3</strong></td>
<td><strong>TOTAL 6</strong></td>
<td><strong>TOTAL 8</strong></td>
</tr>
</tbody>
</table>

General Education Courses (GEC) are also required to meet graduation requirements. The specific number of GEC courses required will be determined based on evaluation of the individual student’s transcripts.

All registered nursing students are required to establish credit via enrollment, challenge or acceptable CLEP exams to meet the university general education curriculum. The general education curriculum can be found online at [http://www.arc.wvu.edu/courses/GEC.html](http://www.arc.wvu.edu/courses/GEC.html).
Academic Standards and Progression Policies for Undergraduate Students

Policy on Grading

1. The grading policy will be clearly stated in the syllabus for each nursing course.

2. The grading scale for nursing courses using letter/numerical values will be:
   - A = 93-100
   - B = 85-92
   - C = 77-84
   - D = 70-76
   - F = 69 and below.

Academic Standards for undergraduate Nursing students include:

1. Must maintain an overall GPA of at least 2.5.

2. Must earn a C or better in all required nursing and pre- or corequisite non-nursing courses.

3. Must complete with a grade of C or better any required nursing course or any required pre- or corequisite non-nursing course in which a grade of D, F, W, or WU has been received.

4. May repeat only once a nursing course or a required pre- or corequisite non-nursing course in which a grade of D, F, W or WU has been received.

5. May repeat only one required nursing course in which a grade of D or F has been received.

Progression Policies and Procedures for undergraduate Nursing students include:

1. Students who do not maintain an overall GPA of at least 2.5 will be placed on probation for one semester.

2. Students who do not raise their overall GPA to 2.5, after one semester on probation, will be dismissed from the School of Nursing.

3. Students who repeat a nursing course or a required pre- or corequisite non-nursing course and earn a grade of D, F, W or WU will be dismissed from the School of Nursing.

4. Students who earn a grade of D or F in more than one required nursing course will be dismissed from the School of Nursing.

5. Any general education course that is not a pre- or corequisite of nursing courses and in which a grade less than C has been earned must be repeated for a grade of C or better if the course is to be counted toward graduation requirements.
Procedure for UNMET Academic Standards

When academic standard violations do not warrant dismissal from the program.

The student meets with the advisor to discuss options and approaches to improving performance. Options will depend on the nature of the problem.

1. Insufficient GPA; grade less than C in required pre- and co-requisite non-nursing courses.
   Examples of University resources that may be advised include Math Lab, Reading Lab, Writing Lab, Counseling Center, Disability Services. Options and approaches presented are documented by the advisor in the student's advising file.

2. Students have the right to appeal final grades according to the policy stated in the Undergraduate Catalog at [http://coursecatalog.wvu.edu/](http://coursecatalog.wvu.edu/).

When unmet academic standards result in dismissal from the program.

A student dismissed from the program for failing to meet any of the four academic standards will be informed by the Associate Dean for Undergraduate Programs of process options. Decisions may be appealed to the Dean of the School of Nursing according to the Undergraduate Catalog. The final authority for dismissal from a Health Sciences Center program is the Chancellor for Health Sciences.

Policy for Student Participation in Online Courses

Students in online courses have the professional responsibility to devote their full attention to the class while it is in session, just as they would in a traditional classroom setting. Students may not engage in patient care in the workplace while attending an online class session. If a student is permitted by an employer to participate in an online course during working hours, he or she must do so away from the clinical setting and only after being completely relieved of patient responsibilities. Students will not be permitted to make up course work or testing that is missed if called back to the workplace unless arrangements have been made with the course faculty member ahead of time.
Social Media

Social media platforms such as Facebook and Twitter are helpful tools to promote the University and share information with colleagues and friends. In order to help you use social media in a way that best represents you and the institution, WVU has updated its institution-wide social media guidelines for students and University employees. The guidelines, which are available for review here: http://web.ur.wvu.edu/policies_and_guidelines/social_media apply to all units of the University, including the regional campuses, the Health Sciences Center, and Extension.

Faculty, employees, and students at the West Virginia University Robert C. Byrd Health Sciences Center (HSC) also must abide by the HSC Information Technology Services Guidelines, found here, http://www.hsc.wvu.edu/Admin/HSC-Policies-Guidelines/HSC-Social-Media-Guidelines, as these guidelines contain vital information relating to the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Financial Aid Information

The School of Nursing at West Virginia University has available limited scholarships for its students who may have difficulty financing their education. These nursing scholarships are awarded based on merit and need and are administered by the University’s Student Financial Aid Office. West Virginia University believes that the primary responsibility for financing education lies first with the student and their family (parents or spouse). However, when the total resources they can provide are not sufficient to meet expenses, the University as a third partner, will do all possible to assist so that the student will not be denied an education. In determining the amount of financial assistance a student may receive, the following are considered: 1) the income, assets and resources of the student and his/her family; 2) support available to the student from other sources such as grants, scholarships, veterans benefits and repayable loans; and 3) the costs reasonably necessary for full-time attendance. The Free Application for Federal Student Aid (FAFSA) is required by West Virginia University for financial aid consideration. To request an application, please contact:

West Virginia University
Financial Aid Office
Robert C. Byrd Health Sciences Center
P.O. Box 9810
Morgantown, WV 26506-9810
304-293-3706

See Financial Aid Office web site at www.hsc.wvu.edu/fin/ for a complete list of WVU scholarships available for Nursing students and other financial aid information.
Student Rights Under FERPA for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. The rights are:

(1) The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect.

The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(Optional) Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll. [NOTE: FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Complete information is available at [http://ferpa.wvu.edu](http://ferpa.wvu.edu).

**PARENT/GUEST PORTAL**
- A student can create a proxy (or guest) account for their parent(s), and then authorize the parent to view a variety of information, including:
  - Account summary, including the ability to make a payment
  - Financial aid information
  - Holds that prohibit registration
  - Course schedule
  - Mid-term and final grades
  - Housing and meal plan information
  - View addresses (e.g. mailing address, permanent address, etc.)

**Additional Information**
  - Instructions, videos, and FAQs will be added soon.
- Recorded WebEx demo (approx. 37 minutes)
  - Demonstrates changes to the current FERPA form and process
  - Demonstrates how a student creates a proxy (guest) account
  - Demonstrates a parent’s use of the portal

**Questions**
- Students and parents should contact the OIT Help Desk at 304.293.4444.
- Faculty and staff with questions regarding the use of GPAPRXY should contact Student Systems Management at 304.293.4545.
- Questions about FERPA should be directed to the General Counsel’s Office.

If the student wishes to release additional information to the parent for records/information from the School of Nursing, the student will complete a separate release form.
Family Educational Rights and Privacy Act Release

Please print:

Student Name: ____________________________

Last  First  Middle

Address: ____________________________________________

Street ________________________________________________

City  State  Zip _________________________________________

Phone: _______-(_______)-_______ ext. ________

Student ID: ____________________________ Date of Birth: ______-____-____

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. I understand that (1) I have the right not to consent to the release or disclosure of my education records; (2) I have the right to inspect and review such records upon request; and (3) this consent to release or disclose shall remain in effect for this one request only or sooner, if revoked by me, in writing, and delivered to the person at the office named below. Any disclosure of information made by WVU prior to expiration or receipt of revocation is not affected by expiration or revocation. I further understand that in order for WVU to release information to the recipient named below, this release must be signed. Therefore, I, the undersigned, expressly authorize the official/office identified in Section 1 to release my education records which are identified in Section 2 to the person/entity identified in Section 3.

1. WVU OFFICIAL(S)/OFFICE(S) WHICH MAY RELEASE EDUCATION RECORDS –

   University Official(s)/Office(s): ________________________________

2. DESCRIPTION OF THE EDUCATION RECORDS WHICH MAY BE DISCLOSED –

   ___________________________________________________________

3. RECIPIENT OF EDUCATION RECORDS –

   Person/Entity Receiving Records: _______________________________

   Address1: ___________________________________________________

   Address2: ___________________________________________________

   City, State: __________________________________________________

   Phone: _______________________________________________________

________________________________________  ________________
Student Signature  Date

Submit this Form to the Office Identified in Section 1 with Picture ID.

For WVU Use Only:

Received by __________________________ Date ______

Type of Picture ID _________________________

Rev. 2009-05-28 – Legal – CF
Transient Credit Policy & Procedures

Policy

1. Students must have a cumulative grade point average (GPA) of 2.0 or better to be eligible to enroll for courses at another institution as a transient student.

2. Students are strongly discouraged from taking transient work during the semester in which they expect to graduate. Transient work in the final semester may delay graduation due to possible delays in receiving transcripts from other institutions.

3. It is the student’s responsibility to have an official transcript sent to the WVU Office of Admissions at the completion of each semester in which transient work is completed.

Procedure

1. Students wishing to take a course at an institution other than WVU must complete an Undergraduate Transient Application prior to enrolling for the course. The form is available from the Office of Student Services or any Admissions Office.

2. The student should obtain a schedule of courses from the college of choice. Course descriptions should also be obtained from the college if a catalog is not available.

3. Students should review the possible choices with their advisor who will review the advising folder to validate that the chosen course meets the students’ academic progression needs.

4. The advisor will complete the current GPA blank on the application and validate that the rest of the form is complete. No more than one school may be listed on a form and the address for the chosen school must be complete.

5. The advisor signs and dates the form and forwards it to the Student Services Office or Chairperson’s Office, Charleston Division, for the Dean’s signature.

6. A copy of the form is placed in the student’s advising folder and the original is forwarded to the Office of Admissions.

7. You must make arrangements to be admitted and enrolled at the institution where you will be taking the course. Remember to take ONLY the course(s) for which you have been approved. If you want to take other courses, you must get permission from your advisor and complete another form.
Sigma Theta Tau International Honor Society

Sigma Theta Tau International is the honor society for nursing. In 90 years, the society has grown from the modest dreams of its six founding members to over 350,000 members who share a similar philosophy in pursuing excellence in nursing. With members spanning the globe in more than 90 nations, the society seeks to improve the health of people through expanding the scientific base of nursing knowledge through research and dissemination of information.

Sigma Theta Tau seeks to fulfill this mission through availing its members of unique resources and opportunities. Part of this initiative is the International Center for Nursing Scholarship, which houses the Virginia Henderson International Library, home of a state of the art, computerized compilation of the most recent nursing research. Additional benefits of membership include eligibility for grants to fund research endeavors and subscriptions to Reflections on Nursing: Leadership and Journal of Nursing Scholarship. Formerly Image: Journal of Nursing Scholarship. Through these resources and through various seminars and conferences, the society advances the profession and enhances the careers of the members, which comprise this elite organization.

Alpha Rho is the local chapter of Sigma Theta Tau at West Virginia University. Alpha Rho has initiated more than 750 undergraduates, graduates students, and community leaders since the inception of the chapter in 1966. The chapter is committed to fulfilling the society’s mission by inviting notable nursing leaders to share their insight on the latest trends in nursing. Alpha Rho also fosters scholarly inquiry by providing financial support of ongoing research and recognizing outstanding research efforts with an annual award.

Sigma Theta Tau continues the legacy of excellence by initiating members who exemplify the virtues valued by the society. Undergraduates are eligible for membership after completion of at least one-half of the nursing curriculum, generally in the spring of the junior year. Applying students must rank in the upper 35% of their graduating class in the School of Nursing or have a minimum 3.0 GPA, and demonstrate academic integrity. Additionally, applicants must submit two endorsements supporting their application for membership. For more information visit the Sigma Theta Tau website at: www.nursingsociety.org.
Nursing Student Community Service Guidelines

Definition of Community Service
A method under which students actively participate in organized service that is conducted in and meets the needs of community. It is monitored by their program/school at the Health Sciences Center and the community/agency representative. This service activity helps foster civic responsibility and may be integrated into and enhance the academic curriculum of the students.

Requirements
Community service is required of all Health Science students, including part-time and full-time undergraduate students.
- Basic BSN students must complete 100 hours of community service. (20 hours of community service are earned in NSG 411).
- During enrollment, RN to BSN students must complete 25 hours of community service.
- During enrollment, BS/BA to BSN students must complete 50 hours of community service (20 hours of community service are earned in NSG 411).

Learning Objectives
1. To foster civic responsibility.
2. To enhance the hands-on learning experience of the student.
3. To assist the student in identifying and meeting health & social needs of the community.

Examples of Acceptable Community Service
(Note: These examples are not an all inclusive list of agencies and activities that are acceptable for community service.)

Activities
- Read-a-loud program at a school
- Health Education sessions in a school or community
- Visiting the elderly (i.e., Nursing homes, hospitals, etc.)
- Activities through churches, sororities, fraternities, etc. (i.e. Adopt-A-Highway)
- Working with youth soccer, baseball, basketball, etc.

Agencies
- Habitat for Humanity (building homes for people without shelter)
- Hospice
- Morgantown Health Right
- Soup Kitchen, Bartlett House, Meals on Wheels, etc.
- Child Life Program in a Children’s Hospital
- Ronald McDonald House
- Big Brothers/Big Sisters
- American Red Cross and Blood Donation Centers
- Salvation Army
- Christian Help
- Health Fair
- Asthma & Diabetic Camps
- Youth Development Camps (i.e. 4-H)
Procedure

1. The student completes the community service under appropriate supervision.
2. A person in the community must sign-off indicating that the service was performed satisfactorily.
3. The student enters the community service hours in SOLE, at http://sole.hsc.wvu.edu.
4. The Student Services Office records approval in SOLE.
5. Students may receive community service hours for a donation of goods or money to a charitable organization. No more than 1 hour of community service may be earned for a donation, regardless of the size of the donation. One half hour may be earned for a donation of $5-10; one hour may be earned for donations of $10 or more. No more than 10% of community service hours may be earned through donations.
Undergraduate Handbook Signature Page

I have read and understand the information in the West Virginia University School of Nursing Undergraduate Handbook. I understand I will not be permitted to participate in clinical experiences unless I have read and signed this form.

Date__________________ Student Signature__________________________________________

Printed Name ________________________________