



West Virginia University

School of Nursing

Undergraduate Handbook

Academic Year 2017-2018

WEST VIRGINIA UNIVERSITY SCHOOL OF NURSING

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WEST VIRGINIA UNIVERSITY SCHOOL OF NURSING

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. The basic B.S.N. program can be completed in four years at WVU's Morgantown campus or at WVU Institute of Technology. Students at Potomac State and Glenville State College can complete the freshman year of the BSN program at those campuses, and the sophomore, junior, and senior years in Morgantown (Potomac State College), and WVU Tech (Glenville State College). In 2017, the WVU Tech program will transition to its new location on the Beckley campus.

The B.S./B.A. to B.S.N. accelerated program is available for the college graduate with a degree in a field other than nursing. Following 18 months of continuous enrollment, students attain the B.S.N. degree and are eligible to take the NCLEX-RN licensing examination. The B.S./B.A. to B.S.N. program is offered at WVU in Morgantown.

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. Nursing courses for R.N. students are scheduled to provide opportunity for completion of degree requirements in three semesters of full time study if non-nursing courses are already completed. Credit may be earned by enrollment and by challenge through advanced placement and portfolio exams. The School offers in-state tuition for all students enrolled in the RN-BSN program, regardless of residency.

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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:

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

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

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

The core competencies are reflected in the program outcomes, with each core competency having a

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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

| CORE COMPETENCY | KEY CONCEPTS/LEVEL OUTCOMES |
|-------------------|---|
| Critical Thinking | <p><i>Scholarship:</i></p> <p>Level 1 (Freshman)</p> <ul style="list-style-type: none"> • Discuss selected theories drawn from liberal arts, nursing, and other health professions. • Describe the elements of the critical thinking process. <p>Level 2 (Sophomore)</p> <ul style="list-style-type: none"> • Understand the theory-practice-research triad. <p>Level 3 (Junior)</p> <ul style="list-style-type: none"> • Apply the theory-practice-research triad to providing nursing care to individuals and families experiencing life transitions or alterations in health across the lifespan. <p>Level 4 (Senior)</p> <ul style="list-style-type: none"> • Apply and integrate the theory-practice-research triad into nursing care in complex systems. |

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| | <p><i>Evidence-Based Reasoning:</i></p> <p>Level 1 (Freshman)</p> <ul style="list-style-type: none"> • Discuss the retrieval and appraisal of evidence from a variety of sources. <p>Level 2 (Sophomore)</p> <ul style="list-style-type: none"> • Describe the basic elements of the research process and models for applying evidence to clinical practice. • Use the nursing process to plan, implement, and evaluate care in simple nursing situations. <p>Level 3 (Junior)</p> <ul style="list-style-type: none"> • Use evidence from credible sources to make sound clinical judgments in the delivery of nursing care to individuals and families experiencing life transition or alterations in health across the life span. <p>Level 4 (Senior)</p> <ul style="list-style-type: none"> • Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning implementing, and evaluating outcomes of care in complex systems. |
| <p>Nursing Interventions</p> | <p><i>Safety and Quality:</i></p> <p>Level 1 (Freshman)</p> <ul style="list-style-type: none"> • Discuss the basic principles that contribute to a culture of patient care safety. <p>Level 2 (Sophomore)</p> <ul style="list-style-type: none"> • Demonstrate the application of skills for the safe delivery of patient care. <p>Level 3 (Junior)</p> <ul style="list-style-type: none"> • 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. <p>Level 4 (Senior)</p> <ul style="list-style-type: none"> • Create a safe care environment that results in high quality patient outcomes in complex systems. <p><i>Patient Care Technology</i></p> <p>Level 1 (Freshman)</p> <ul style="list-style-type: none"> • Describe the use of technology as it pertains to the health care environment. <p>Level 2 (Sophomore)</p> <ul style="list-style-type: none"> • Demonstrate skill in the use of technology in basic nursing care. <p>Level 3 (Junior)</p> <ul style="list-style-type: none"> • 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. <p>Level 4 (Senior)</p> <ul style="list-style-type: none"> • Apply patient care technologies to address the needs of diverse patient populations in complex systems. <p><i>Health Promotion/Disease Prevention</i></p> <p>Level 1 (Freshman)</p> <ul style="list-style-type: none"> • Describe current state and national health promotion/disease prevention initiatives. <p>Level 2 (Sophomore)</p> |

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| | <ul style="list-style-type: none"> • Describe and begin to implement nursing interventions that promote health, prevent illness or injury. <p>Level 3 (Junior)</p> <ul style="list-style-type: none"> • Utilize nursing strategies to promote health and/or prevent disease and injury with individuals and families experiencing life transitions or alterations in health. <p>Level 4 (Senior)</p> <ul style="list-style-type: none"> • Create a health promotion/disease prevention intervention to address the needs of diverse communities and populations. <p><i>Health Restoration and Maintenance:</i></p> <p>Level 1 (Freshman)</p> <ul style="list-style-type: none"> • Describe national, state, and local patterns of chronic disease. <p>Level 2 (Sophomore)</p> <ul style="list-style-type: none"> • Describe and begin to implement the principles of basic nursing care to restore and maintain health. <p>Level 3 (Junior)</p> <ul style="list-style-type: none"> • Deliver patient-centered nursing care that restores and maintains health in individuals and families experiencing life transitions or alterations in health. <p>Level 4 (Senior)</p> <ul style="list-style-type: none"> • Implement patient-centered care that restores and/or maintains the health of individuals and families experiencing complex alterations in health. |
| Professional Role | <p><i>Professionalism:</i></p> <p>Level 1 (Freshman)</p> <ul style="list-style-type: none"> • Describe the professional values of accountability, altruism, autonomy, human dignity, integrity, and social justice. • Differentiate the role of the nurse from the roles of other health professionals. <p>Level 2 (Sophomore)</p> <ul style="list-style-type: none"> • Describe how professional values shape nursing behaviors/actions. <p>Level 3 (Junior)</p> <ul style="list-style-type: none"> • Demonstrate professional values in nursing care of individuals and families experiencing life transition or alterations in health across the life span. <p>Level 4 (Senior)</p> <ul style="list-style-type: none"> • Integrate professional values into the roles of health care designer, coordinator, leader, and advocate in complex systems. <p><i>Organization and Systems Leadership:</i></p> <p>Level 1 (Freshman)</p> <ul style="list-style-type: none"> • Describe the structure and organization of health and nursing care delivery in the U.S. <p>Level 2 (Sophomore)</p> <ul style="list-style-type: none"> • Demonstrate basic leadership skills (communication, problem solving) in simple nursing situations. <p>Level 3 (Junior)</p> <ul style="list-style-type: none"> • Apply leadership skills as the designer and provider of nursing care to individuals and families experiencing life transitions or alterations in health. <p>Level 4 (Senior)</p> |

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| | <ul style="list-style-type: none"> • Demonstrate the leadership skills of delegation, coordination, collaboration, and decision-making as a health care coordinator or leader within a complex system. <p><i>Health care policy, finance, and regulation:</i></p> <p>Level 1 (Freshman)</p> <ul style="list-style-type: none"> • Describe local, state, national, and global trends in health care. <p>Level 2 (Sophomore)</p> <ul style="list-style-type: none"> • Describe professional standards and state and national rules and regulations that govern professional nursing practice. <p>Level 3 (Junior)</p> <ul style="list-style-type: none"> • 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. <p>Level 4 (Senior)</p> <ul style="list-style-type: none"> • Identify the influence of economic, legal, and political factors on the coordination and delivery of nursing care in complex systems. |
| Caring | <p><i>Cultural Sensitivity:</i></p> <p>Level 1 (Freshman)</p> <ul style="list-style-type: none"> • 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. <p>Level 2 (Sophomore)</p> <ul style="list-style-type: none"> • Identify how personal and/or professional values and beliefs can impact nursing care. • Begin to develop culturally sensitive care plans. <p>Level 3 (Junior)</p> <ul style="list-style-type: none"> • Provide culturally sensitive nursing care to individuals and families experiencing life transitions or alterations in health across the lifespan. <p>Level 4 (Senior)</p> <ul style="list-style-type: none"> • Provide culturally sensitive nursing care in complex systems. <p><i>Ethics:</i></p> <p>Level 1 (Freshman)</p> <ul style="list-style-type: none"> • Describe common ethical principles and issues in health care. <p>Level 2 (Sophomore)</p> <ul style="list-style-type: none"> • Describe and begin to apply basic ethical principles in nursing situations. <p>Level 3 (Junior)</p> <ul style="list-style-type: none"> • Apply ethical principles to individuals and families experiencing life transitions or alterations in health across the lifespan. <p>Level 4 (Senior)</p> <ul style="list-style-type: none"> • Apply ethical principles when providing nursing care in complex systems. |
| Communication | <p><i>Information Management:</i></p> <p>Level 1 (Freshman)</p> <ul style="list-style-type: none"> • Describe basic principles of IM as they pertain to health care. <p>Level 2 (Sophomore)</p> <ul style="list-style-type: none"> • Utilize clinical information systems in simple nursing situations. <p>Level 3 (Junior)</p> |

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| | <ul style="list-style-type: none">• Use information management systems in the care of individuals and families experiencing life transitions or alterations in health. <p>Level 4 (Senior)</p> <ul style="list-style-type: none">• Use information systems that support safe nursing practice in complex systems. <p><i>Professional and Therapeutic Communication:</i></p> <p>Level 1 (Freshman)</p> <ul style="list-style-type: none">• Explain the process of communication and its use in health care. <p>Level 2 (Sophomore)</p> <ul style="list-style-type: none">• Describe and begin to apply the processes of professional and therapeutic communication in nursing situations. <p>Level 3 (Junior)</p> <ul style="list-style-type: none">• Apply the processes of professional and therapeutic communication with other health professionals and with patients and families experiencing alterations in health across the lifespan. <p>Level 4 (Senior)</p> <ul style="list-style-type: none">• Apply the processes of professional and therapeutic communication to optimize patient outcomes in complex systems. |
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Undergraduate Courses

Undergraduate Nursing Courses

Required Basic BSN and BS/BA to BSN Courses

NSG 100. *Introduction to Nursing*. 2 hr. Introduction to the role of the nurse in modern health care: critical thinking, nursing interventions, professionalism, caring, and communication in nursing practice with emphasis on safety, quality, health, culture, ethics, leadership, policy.

NSG 211. *Health Assessment and Communication*. 6 hr. PR: NSG 100; Co-req: NBAN 207. Examination of concepts, principles, and models that guide nursing practice related to physical, psychosocial, spiritual, developmental, cultural and intellectual assessment and communication across the lifespan in the classroom, simulation, and various clinical settings.

NSG 212. *Foundations of Nursing Practice*. 6 hr. PR: NSG 211. Theories, concepts, principles, and processes that lay the foundation for critical thinking, nursing interventions, communication, professional role and caring in the practice of nursing. Application of the nursing process in classroom, simulation and clinical experiences.

NSG 276. *Evidence Based Practice and Research*. 3 hr. PR: NSG 211, and STAT 201 or STAT 211. Theory, concepts, and methods of the research process intended to provide a basic understanding that is necessary for the translation of current evidence into nursing practice.

NSG 310. *Maternal Infant Nursing & Women's Health Care*. 4 hr. PR: NSG 212; Co-req: N311, N376. Human response to normal and abnormal changes in health status across the female lifespan and adaptations of the childbearing family. Provision of holistic nursing care to women and childbearing families in the clinical area.

NSG 311. *Alterations in Adult Health 1*. 6 hr. PR: NSG 212; Co-req: NSG 310, N376. Pathophysiology

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and holistic nursing care of adults experiencing acute and chronic problems. Use of the nursing process to plan and provide interventions appropriate to health care needs in the clinical setting.

NSG 312. *Alterations in Adult Health 2*. 6 hr. PR: NSG 311, N376; Co-req: NSG 320, NSG 360. Builds on Alterations in Adult Health I, using critical thinking and nursing process in a team-based learning format, paired with clinical application, to explore holistic nursing care of adults with acute and chronic health problems.

NSG 320. *Child and Adolescent Health*. 4 hr. PR: N393F/311, N376; junior standing in the nursing program; Co-req: NSG 312, NSG 360. Didactic and clinical experiences focused on human response to alterations in health, developmental needs, and family-centered care specific to pediatric population with emphasis on the professional nursing role, evidence-based reasoning, therapeutic communications, and caring.

NSG 360. *Ethics and Health Policy*. 3 hr. PR: ENGL 102, NSG 212. Ethical decision-making in health care situations across the lifespan, including palliative and end of life care. Health care policy, legal, and regulatory issues are discussed.

NSG 376. *Pharmacology*. 3 hr. PR: NSG 211. Principles of pharmacology emphasizing scholarly inquiry and evidence-based reasoning to insure accurate knowledge of and administration of medications to individuals and families across the lifespan. Pharmacological management is analyzed in conjunction with pathophysiology.

NSG 411. *Nursing in Complex Community Systems*. 7 hr. PR: NSG 276, NSG 310, NSG 312, NSG 320, NSG 360. Comprehensive theoretical introduction to community health nursing paired with clinical experience focused on promoting health and preventing disease in multiple populations. Culminates in a Capstone project that addresses an identified community health need.

NSG 412. *Leadership in Complex Systems*. 7 hr. PR: NSG 312, NSG 360, NSG 411, NSG 450. Development of leadership and management skills necessary for professional nursing practice and interventions supporting multiple patients in acute-care complex systems. Classroom experiences paired with 225 hours of precepted leadership experience.

NSG 450. *Alterations in Mental Health*. 4 hr. PR: NSG 310, NSG 312, NSG 320, NSG 360. Theory and practice of professional nursing in response to complex alterations in psychosocial function and their impact on individuals, families, and communities. Classroom and clinical experiences.

NSG 460. *Care of the Critically Ill Patient*. 4 hr. PR: NSG 312, NSG 411, NSG 450. Focuses on the professional nursing role in supporting individuals and families experiencing complex physiological alterations in health. Paired with clinical experiences supporting individuals and families in critical care settings.

NSG 486. *NCLEX Review*. 1 hr. PR: Senior standing in Nursing. [This course is taken during the last semester of the BSN program.] Focus is on achievement of professional success by preparing for RN licensure. Preparation for NCLEX will be the focus of this course by enhancing NCLEX testing skills.

ELECTIVES

NSG 400. *Spirituality and Health*. 3 hr. In this course, students will examine the mind/body/spirit connection that occurs in the process of healing and wellness. Theories and practices of relationships between mind/body/spirit will be examined as they impact health/wellness of patients.

NSG 480. *Core Concepts in Gerontological Nursing*. 2 hr. PR: NSG 211, NSG 212; junior or senior level standing in nursing. Examination of patient specific concepts, nursing assessments, interventions, and models of care that guide nursing practice related to the holistic care of the older adult.

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NSG 481. *Introduction to Cardiac Nursing*. 2 hr. PR: Junior or senior level standing in nursing. Introduction to the interpretation and treatment of cardiac arrhythmias.

NSG 482. *Concepts of Palliative Care Nursing*. 2 hr. PR: Senior level standing in nursing. *The nursing care of the patient across the lifespan with a diagnosis that requires palliative care.*

NSG 483. *Holistic and Integrative Nursing*. 2 hr. PR: Junior level standing in nursing. Theory and principles of holistic nursing, and an introduction to alternative/complementary health therapies. Experiential learning and possible arenas of application of content will be explored.

NSG 484. *Care of the Diabetic Patient*. 2 hr. PR: Senior level standing in nursing. In-depth analysis of the nursing care of the patient with diabetes.

NSG 485. *Children with Complex Health Needs*. 2 hr. PR: NSG 320. The nursing care of children with complex acute and chronic health problems with a focus on decision making using a case study problem based learning approach.

NSG 487. *Movies and Mental Health*. 2 hr. Representations of psychopathological states in films within the context of contemporary social issues such as stigma and discrimination. Examination of personal biases towards psychiatric illnesses and how biases interfere with advocacy roles of practicing nurses.

NSG 493A. *The Role of the Nurse in the Patient Experience*. 2 hr. Didactic experience focused on exploring the nurse's role in the patients and family's healthcare experience.

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Admission to Basic Program

Applicants are eligible to enter the BSN Program as freshmen. Admission is based on a combination of high school grade point average and composite ACT or total SAT scores. **Students admitted directly into the nursing major as freshmen have until the end of summer session of the freshman year to complete the required freshman course work.**

High school students eligible for admission to the University are admitted directly into nursing if they meet the following criteria: /570

| GPA | -and- | ACT | -or- | SAT |
|---------------|-------|---------------|------|--|
| 3.8 or higher | | 26 composite | | 1190 Combined Critical Reading and Math, or 1260 EBRW and Math (2016 and later) |
| | | 22 ACT (Math) | | 540/570(2016 and later) SAT Math |
| 3.6-3.79 | | 28 composite | | 1260 Combined Critical Reading and Math, or 1320 EBRW and Math (2016 and later) |
| | | 22 ACT Math | | 540/570(2016 and later) SAT Math |

In addition, students must have completed these high school credits required by the University:

Units (Years)

- 4 English (including courses in grammar, composition, and literature)
- 3 Social studies (including U.S. history)
- 3 College preparatory mathematics (algebra I, algebra II, and plane geometry)
- 2 Laboratory science (biology, chemistry, physics, or other courses with a strong laboratory science orientation)

High school students not eligible for direct admission but wishing to enter WVU with pre-nursing status will need to have the following requirements:

| GPA | -and- | ACT | -or- | SAT |
|---------------|-------|--------------|------|---|
| 3.2 or higher | | 23 composite | | 1070 Combined Critical Reading and Math, or 1140 EBRW and math (2016 and later) |
| | | 22 ACT Math | | 540/570(2016 and later) SAT Math |

Students admitted directly to the Nursing program must maintain a 3.0 GPA throughout the nursing program, beginning with the first semester at WVU. If a student's GPA falls below 3.0, he/she will be placed on probation for one semester. If the student's GPA remains below 3.0 for a second semester, the student will be dismissed from the nursing program. ***Directly admitted students must complete all prerequisite freshman courses in the Progression plan with a grade of "C" or better by the end of summer session of the freshman year. If required courses are not completed satisfactorily by that time, the student will be moved to "Pre-Nursing" status and will be required to reapply for admission to the School of Nursing.***

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Admission to Program as a “Pre-Nursing” or Other College Major

High school students not eligible for direct admission and college students from other majors may apply for admission after one semester or more of college course work. Admission consideration in this case is dependent upon:

- **A minimum GPA of 3.0 on all college work attempted**
- **Completion of required prerequisite courses from any accredited college or university with a grade of C or better**

Prerequisites: English Composition (3 cr.), Intro. To Psyc (3 cr.), Intro. To Nursing (2 cr.), College Algebra (3 cr.), Chemistry with lab (8 cr.), General Biology with lab (4 cr.), and Anatomy and Physiology (4 cr.). Statistics is in the freshman progression plan but is not a pre-requisite for admission to sophomore year. Developmental Psyc. and Nutrition are no longer pre-reqs. and are taken in the sophomore year.

- **Space available in the admission class**

Complete applications including transcripts must be received by **January 15** of the year the candidate wishes to be admitted. Spaces are limited and the most qualified applicants are admitted. **Preference will be given to applicants who have completed or are enrolled in the nursing pre-requisite courses at the time of admission.** Applicants will be admitted to either the fall or spring semester and must have and maintain a 3.0 total GPA and 3.0 pre-requisite GPA as a provision of their admission.

Students admitted to the program as “Pre-Nursing” must maintain a 2.5 GPA beginning with the first semester at WVU. If student GPA falls below 2.5, he/she will be placed on probation for one semester. If student GPA remains below 2.5 for a second semester, the student will be dismissed from “Pre-Nursing”.

Student athletes or students involved in University sponsored organizations who, as a part of their participation may be required to be absent from either classroom or clinical experiences, must provide course coordinators with potential dates of absence during the first week of class. Excessive absences may jeopardize student success in nursing courses.

Admission as a Transfer Student

An applicant with nursing credit from an accredited college or university is eligible for consideration for admission by presenting a record of courses comparable to those required in this curriculum and meeting other School of Nursing admission requirements. The applicant must provide a statement of good standing from the program in which currently enrolled. Students must have a minimum overall GPA of 3.0 on all college level coursework, a minimum GPA of 3.0 in the previous nursing program, and all nursing and pre-requisite non-nursing courses must have been passed with a grade of “C” or higher. College students currently enrolled in a nationally accredited nursing program may request transfer of previously completed nursing courses to the WVU School of Nursing BSN program. Syllabi of current and previously completed nursing courses may be sent electronically to nursing@hsc.wvu.edu for review to determine whether courses are transferrable. Acceptance and placement in the program are dependent on the individual’s academic record and the number of spaces available in the program. Spaces are extremely limited. Application should be initiated at least 6 months in advance of the semester for which the applicant is applying.

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**Basic BSN Progression Plan (Fall Admission)
For Students admitted fall 2015 or Later**

PRE-NURSING

| <i>Fall</i> | | <i>Spring</i> | |
|-------------------------|----------|-------------------------|----------|
| +CHEM 111 | 4 | +CHEM 112 | 4 |
| +BIOL 102/104 | 4 | +PSIO 107 | 4 |
| *+PSYC 101 or *+NSG 100 | 2 or 3 | *+NSG 100 or *+PSYC 101 | 2 or 3 |
| *+MATH 126 | 3 | *+ENGL 101 | 3 |
| *+WVUe 191 | 1 | **STAT 211 | 3 |
| Total Credits | 14 or 15 | Total Credits | 16 or 17 |

SOPHOMORE LEVEL

| <i>Fall</i> | | <i>Spring</i> | |
|---|----|--|----|
| N 211 Health Assessment & Communication | 6 | N 212 Foundations of Nursing Practice | 6 |
| **PSYC 241 | 3 | ++N 276 Intro. To Evidence Based Practice and Research | 3 |
| NBAN 207 | 4 | **HN&F 171 | 3 |
| MICB 200 | 3 | **ENGL 102 | 3 |
| Total Credits | 16 | Total Credits | 15 |

JUNIOR LEVEL

| <i>Fall</i> | | <i>Spring</i> | |
|--|----|-------------------------------------|----|
| N 311 Alterations in Adult Health 1 | 6 | N 312 Alterations in Adult Health 2 | 6 |
| N 310 Mat/Inf & Women's Health Nsg Across the Lifespan | 4 | N 320 Child and Adolescent Health | 4 |
| ++N 376 Pharmacology | 3 | N 360 Ethics and Health Care Policy | 3 |
| SOCA 105 | 3 | GEF | 3 |
| Total Credits | 16 | Total Credits | 16 |

SENIOR LEVEL

| <i>Fall</i> | | <i>Spring</i> | |
|--|----|--|----|
| N 450 Alterations in Mental Health | 4 | N 460 Care of the Critically Ill Patient | 4 |
| N 411 Nursing in Complex Community Systems | 7 | N 412 Leadership in Complex Systems | 7 |
| Nursing Elective | 2 | N 486 Preparation for Licensure | 1 |
| GEF | 3 | | |
| Total Credits | 16 | Total Credits | 12 |

*Can be taken fall or Spring Semester

+Required with grade of C or better before enrollment in sophomore nursing courses

**Pre- or Co-requisites with sophomore courses. Must be completed with C or better to progress to junior level.

++Beginning Fall 2017, the positions of NSG 276 (Evidence-Based Practice) and NSG 376 (Pharmacology) in the Progression plan will be switched.

TOTAL CREDITS 122 -- Nursing credits = 68

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Non-nursing credits = 54

WEST VIRGINIA UNIVERSITY SCHOOL OF NURSING

**Basic BSN Progression Plan (Spring Admission)
For Students admitted fall 2015 or later**

PRE-NURSING

| <i>Fall 1</i> | | <i>Spring 1</i> | |
|-------------------------|----------|-------------------------|----------|
| +CHEM 111 | 4 | +CHEM 112 | 4 |
| +BIOL 102/104 | 4 | +PSIO 107 | 4 |
| *+PSYC 101 or *+NSG 100 | 2 or 3 | *+ENGL 101 | 3 |
| *+MATH 126 | 3 | *+NSG 100 or *+PSYC 101 | 2 or 3 |
| +WVUe 191 | 1 | | |
| Total Credits | 14 or 15 | Total Credits | 13 or 14 |

PRE-NURSING Cont.

SOPHOMORE LEVEL

| <i>Fall</i> | | <i>Spring</i> | |
|---------------|----|---|----|
| NBAN 207 | 4 | NSG 211 Health Assessment & Communication | 6 |
| MICB 200 | 3 | **PSYC 241 | 3 |
| STAT 211 | 3 | SOCA 105 | 3 |
| GEF | 3 | GEF | 3 |
| Total Credits | 13 | Total Credits | 15 |

SOPHOMORE LEVEL Cont.

JUNIOR LEVEL

| | | <i>Spring</i> | |
|--|----|---------------------------------------|----|
| NSG 212 Foundations of Nursing Practice | 6 | NSG 311 Alterations in Adult Health 1 | 6 |
| ++NSG 276 Intro. To Evidence Based Practice and Research | 3 | NSG 310 Mat/Inf & Women's Health Nsg | 4 |
| **HN&F 171 | 3 | ++NSG 376 Pharmacology | 3 |
| **ENGL 102 | 3 | Total Credits | 13 |
| Total Credits | 15 | | |

JUNIOR LEVEL Cont.

SENIOR LEVEL

| <i>Fall</i> | | <i>Spring</i> | |
|---------------------------------------|----|--|----|
| NSG 312 Alterations in Adult Health 2 | 6 | NSG 450 Alterations in Mental Health | 4 |
| NSG 320 Child and Adolescent Health | 4 | NSG 411 Nursing in Complex Community Systems | 7 |
| NSG 360 Ethics and Health Care Policy | 3 | Nursing Elective | 2 |
| Total Credits | 13 | Total Credits | 13 |

SENIOR LEVEL Cont.

| <i>Fall</i> | |
|--|----|
| NSG 460 Care of the Critically Ill Patient | 4 |
| NSG 412 Leadership in Complex Systems | 7 |
| NSG 486 Preparation for Licensure | 1 |
| | 12 |

*Can be taken fall or Spring Semester

+Required with grade of C or better before enrollment in sophomore nursing courses

**Pre- or Co-requisites with sophomore courses. Must be completed with C or better to progress to junior level.

++Beginning Fall 2017, the positions of NSG 276 (Evidence-Based Practice) and NSG 376 (Pharmacology) in the Progression plan will be switched.

**TOTAL CREDITS 122 -- Nursing credits = 68
Non-nursing credits = 54**

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Admission for BS/BA to BSN Program

Applicants for the BS/BA to BSN Program must have a baccalaureate degree from an accredited college or university with a cumulative grade point average of at least 3.0 on a 4.0 scale. Acceptance is dependent upon space available in the program, and the most qualified applicants are accepted.

Preference will be given to applicants who have completed or are enrolled in the nursing pre-requisite courses at the time of admission. Check the School of Nursing website for the application deadline.

The following prerequisite courses must be completed with a grade of "C" or better prior to enrollment, and must have a cumulative average of at least 3.0 for the prerequisite courses:

| | |
|--|------------------|
| English 101 and 102 | 6 credit hours |
| Biology | 3-4 credit hours |
| Chemistry | 3-4 credit hours |
| Human Physiology | 3-4 credit hours |
| Human Anatomy | 3-4 credit hours |
| Microbiology | 3-4 credit hours |
| Statistics | 3 credit hours |
| Introductory Psychology | 3 credit hours |
| Intro. Sociology or Intro. Anthropology | 3 credit hours |
| Developmental Psychology Across the Lifespan | 3 credit hours |
| Human Nutrition | 3 credit hours |
| College Algebra | 3 credit hours |

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BS/BA to BSN Progression Plan

SOPHOMORE LEVEL

| <i>Spring</i> | |
|---|----|
| NSG 211 Health Assessment & Communication | 6 |
| NSG 212 Foundations of Nursing Practice | 6 |
| NSG 276 Intro to Evidence Based Practice & Research | 3 |
| | 15 |
| Total Credits | |

JUNIOR LEVEL

| <i>Summer</i> | | <i>Fall</i> | |
|---------------------------------------|----|---------------------------------------|----|
| NSG 311 Alterations in Adult Health 1 | 6 | NSG 312 Alterations in Adult Health 2 | 6 |
| NSG 310 Mat/Inf & Women's Health Nsg | 4 | NSG 320 Child and Adolescent Health | 4 |
| NSG 376 Pharmacology | 3 | NSG 360 Ethics and Health Care Policy | 3 |
| | 3 | | |
| Total Credits | 13 | | 13 |

SENIOR LEVEL

| <i>Spring</i> | | <i>Summer</i> | |
|--|----|--|----|
| NSG 450 Alterations in Mental Health | 4 | NSG 460 Care of the Critically Ill Patient | 4 |
| NSG 411 Nursing in Complex Community Systems | 7 | NSG 412 Leadership in Complex Systems | 7 |
| Nursing Elective | 2 | NSG 486 Preparation for Licensure | 1 |
| Total Credits | 13 | | 12 |

++Beginning Fall 2017, the positions of NSG 276 (Evidence-Based Practice) and NSG 376 (Pharmacology) in the Progression plan will be switched.

TOTAL CREDITS 66

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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 3.0.
2. Must earn a C or better in required nursing courses and required pre- or co-requisite non-nursing courses.
3. May repeat only once a nursing course or a required pre- or co-requisite non-nursing course in which a grade of D, F, W or WU has been received.
4. Must complete with a grade of C or better any required nursing course or any required pre- or co-requisite non-nursing course in which a grade of D, F, W, or WU has been received.
5. May repeat only one nursing course throughout the curriculum.

Progression Policies and Procedures for undergraduate Nursing students include:

1. Students who do not maintain an overall GPA of at least 3.0 will be placed on probation for one semester.
2. Students who do not raise their overall GPA to 3.0, after one semester on probation, will be dismissed from the School of Nursing.
3. Nursing courses and pre- and co-requisite courses in which students earn a grade of D, F, W or WU must be repeated prior to the student's progression to the next semester in the nursing sequence. Nursing courses must be repeated in the next spring or fall semester that the course is offered.
4. Students who repeat a nursing course or a required pre- or co-requisite non-nursing course and earn a grade of D, F, W or WU will be dismissed from the School of Nursing.
5. Any general education course that is not a pre- or co-requisite 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.
6. The above policies and academic standards do apply to freshmen admitted directly to the Nursing major; however, direct admit freshmen must complete freshman year requirements by the end of summer session of the freshman year. Students who exceed this maximum time will be changed to "Pre-Nursing" status and will be required to re-apply for admission to the School of Nursing. To progress to the sophomore year of the program, directly admitted freshmen must have at least a 3.0 overall GPA, and an overall GPA of 3.0 in all required prerequisite courses.

Incomplete Grades

A grade of I (Incomplete) is a temporary grade assignment used when unforeseen, non-academic circumstances arise that prohibit students from completing the last course assignments or examinations at the end of the semester. The grade of Incomplete is typically assigned because of an excused absence from the final examination, or because assignments are unavoidably incomplete, as determined by the instructor. Students who are failing a course (exclusive of the incomplete work) may not request an Incomplete.

Students who want be considered for an Incomplete must apply to their instructor prior to the end of the term. If the instructor agrees, the instructor and the student must negotiate the conditions under which the grade of I will be changed to a letter grade and sign a contract. The date to submit the incomplete work

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should not be set beyond the last day of class of the following semester. The student does not re-register for the course. If the student does not complete the terms of contract, the instructor will submit a grade of F for the course. If the Incomplete grade is not changed by the end of the next major term (excluding summer), the I grade will be replaced by the Registrar with an IF. All incomplete contracts must be filed with the Department of Student Services and The Undergraduate Program Director.

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 Undergraduate Academic Counselor, TIPS tutoring, Math Lab, Reading Lab, Writing Lab, Counseling Center, and 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 current appeals policy.

When unmet academic standards result in dismissal from the program.

A student dismissed from the program for failing to meet any of the five academic standards will be informed in writing by the Associate Dean for Academics (or designee). Decisions may be appealed to the Dean of the School of Nursing according to the current appeals policy.

Student Clinical experiences

Courses at all levels of the nursing program include a clinical component. The clinical experiences may be during the day or the evening. Students must provide their own transportation to clinical experiences. In the senior year community and leadership clinical settings, student assignments may be as far as an hour away from campus.

Students are assigned to specific clinical days by the Student Affairs department. If personal circumstances require that students have specific clinical days, they may negotiate a clinical day trade with another student, only after approval of the academic advisor. Both students must meet with the grade level advisor to obtain permission for the trade of clinical days. No student may request remuneration for "trading" a clinical day assignment with another student.

SCHOOL OF NURSING APPEAL OF ACADEMIC PENALTIES OR SANCTIONS

General Information about the Student Appeals Process

The primary purpose of the appeal procedure is to allow review of a penalty or sanction in cases in which a student believes that due process was not followed or that the penalty or sanction was imposed unfairly or inconsistently with regard to course requirements and policies or with program and university standards and regulations. Students have the right to appeal a final grade, charge of academic dishonesty, or academic penalty that they believe reflects a capricious, arbitrary, or prejudiced academic evaluation or reflects discrimination based on race, gender, age, handicap, veteran status, religion or creed, sexual orientation, color, or national origin. Additional grounds for appeal may include: unreasonable severity of the penalty, demonstrable prejudice in the decision-making process, a belief that the evidence does not support the finding of responsibility (in the case of academic dishonesty) or the choice of penalty, or additional evidence or new information that was not considered in determining the penalty.

If a student does not appeal an academic penalty or fails to follow the appeal procedures described below, the academic penalty will be upheld. Penalties imposed for academic dishonesty must be reported on the WVU online academic dishonesty form. The complete policy and general procedures concerning academic standards and appeals is available in both the Undergraduate and Graduate/Professional Catalogs (<http://catalog.wvu.edu/>).

Student Appeals Procedure

Provided below are separate descriptions of the procedures for appeals of a final grade, appeals involving a charge of academic dishonesty, and appeals of other academic penalties (such as program suspension or dismissal).

Appeal of a Final Grade

- Students are informed of final grades for courses at the end of each academic term through the WVU Portal.
- Prior to filing an appeal, students are strongly encouraged (but not required) to contact the individual who reported the final grade to express their concerns and attempt to resolve the issue.
- Level 1 Appeal
 - The student may begin an appeal by submitting a written appeal via WVU e-mail to the School of Nursing Associate Dean of Academics within 10 class days* of the receipt of the grade. The student's appeal must include the documentation and evidence forming the basis of his or her appeal.
 - The course instructor/coordinator must provide all relevant documentation and criteria for determining the student's final grade to the School of Nursing Associate Dean of Academics upon his or her request.
 - The School of Nursing Associate Dean of Academics assesses the available evidence and makes a decision about the appeal based on that evidence. Within 10 class days, the School of Nursing Associate Dean of Academics communicates the decision in writing via WVU e-mail to the student and the course instructor/coordinator.

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- Depending on the outcome of the appeal, the School of Nursing Associate Dean of Academics submits a grade modification.
- If the student accepts the Level 1 appeal decision, the appeal is concluded.
- **Level 2 Appeal**
 - If the student does not accept the Level 1 appeal decision, the student may submit a written appeal via WVU e-mail to the School of Nursing Dean within 10 class days after the decision at Level 1.
 - The School of Nursing Associate Dean of Academics forwards all materials included in the appeal to the School of Nursing Dean. Both the student and the course instructor/coordinator may provide additional information if they wish.
 - The School of Nursing Dean assesses the available evidence and makes a decision about the appeal based on that evidence. Within 10 class days, the School of Nursing Dean communicates the decision in writing via WVU e-mail to the student, the course instructor/coordinator, and the School of Nursing Program Director.
 - Depending on the outcome of the appeal, the Dean submits a grade modification.
 - The appeal is concluded.

Appeal of a Charge and/or Penalty Based on Academic Dishonesty

- The individual or committee making a charge of academic dishonesty must notify the student in writing via WVU e-mail of the charge and/or penalty within 10 class days of discovering the infraction. If the student does not appeal the charge of academic dishonesty as outlined below, the individual or committee making the charge submits the Academic Dishonesty Form.
- Prior to filing an appeal, students are strongly encouraged (but not required) to contact the individual or committee that made the charge and/or imposed the penalty to express their concerns and attempt to resolve the issue.
- Students may appeal the charge, the penalty, or both.
- **Level 1 Appeal**
 - The student may begin an appeal by submitting a written appeal via WVU e-mail to the School of Nursing Committee on Academic and Professional Standards within 10 class days of notification of the charge and/or penalty. The student's appeal must include the documentation and evidence forming the basis of his or her appeal.
 - The individual or committee that made the charge and/or imposed the penalty must provide all relevant documentation concerning the charge and/or penalty to the School of Nursing Committee on Academic and Professional Standards upon their request.
 - The School of Nursing Committee on Academic and Professional Standards assesses the available evidence and makes a decision about the appeal based on that evidence. Within 10 class days, the School of Nursing Committee on Academic and Professional Standards communicates the decision in writing via WVU e-mail to the student and the individual or committee that made the charge and/or imposed the penalty.
 - If the charge and/or penalty are upheld, the School of Nursing Committee on Academic and Professional Standards completes and submits the Academic Dishonesty Form.
 - If the student accepts the Level 1 appeal decision, the appeal is concluded.
- **Level 2 Appeal**
 - If the student does not accept the Level 1 appeal decision, the student may submit a written appeal via WVU e-mail to the School of Nursing Dean within 10 class days.
 - The School of Nursing Committee on Academic and Professional Standards forwards all materials included in the appeal to the School of Nursing Dean. Both the student and the individual or committee that made the charge and/or imposed the penalty may provide additional information if they wish.

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- The School of Nursing Dean assesses the available evidence and makes a decision about the appeal based on that evidence. Within 10 class days, the School of Nursing Dean communicates the decision in writing via WVU e-mail to the student, the individual or committee that made the charge and/or imposed the penalty, and the School of Nursing Committee on Academic and Professional Standards.
- If the charge and/or penalty is upheld, the School of Nursing Dean completes and submits the Academic Dishonesty Form.
- If the student accepts the Level 2 appeal decision, or the penalty does not include program suspension or dismissal, the appeal is concluded.
- Level 3 Appeal
 - If the penalty is suspension or dismissal from a program, the student may continue his or her appeal by submitting a written appeal via WVU e-mail to the Associate Provost for Undergraduate Academic Affairs (for undergraduate students) or the Associate Provost for Graduate Academic Affairs (for graduate students) within 10 class days.
 - The School of Nursing Dean forwards all materials included in the appeal to the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs upon request. Both the student and the individual or committee that made the charge and/or imposed the penalty may provide additional information if they wish.
 - The Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs may appoint and convene a Student Academic Hearing Committee (SAHC) to hear the case and review the appeal. SAHC procedures follow.
 - Members are appointed to the SAHC at the discretion of the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs and shall comprise at least three faculty members. At least one SAHC member should be from the program offering the course or the student's program; at least one should be from outside the program offering the course or the student's program.
 - The SAHC holds a joint hearing with the student and any individuals involved in making the academic dishonesty charge or imposing the academic penalty and may also convene additional individual meetings or request additional materials to collect further evidence. The hearing is set outside of the student's scheduled classes; should the student choose not to appear, the meeting will proceed as scheduled.
 - The student may be accompanied to the hearing or meetings or be advised by a person of his or her choice from the institution. Likewise, the faculty member, academic officer, or committee recommending academic suspension (for academic dishonesty) or dismissal may have an advisor from the institution. Such advisors may consult with but may not speak on behalf of their advisees or otherwise participate directly in the proceedings unless they are given specific permission to do so by the individual or committee conducting the appeal.
 - The student may be accompanied to the hearing or meetings by an attorney, who may question witnesses and make arguments on behalf of the student.
 - Witnesses may be called by any of the parties involved.
 - A record of the SAHC hearing shall be prepared in the form of summary minutes and relevant attachments and will be provided to the student upon request.
 - The Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs assesses the available evidence, including the recommendation of the Student Academic Hearing Committee, and makes a decision about the appeal. The typical 10 class-day response period may be extended at the discretion of the Associate Provost for Undergraduate Academic Affairs or the Associate

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Provost for Graduate Academic Affairs. The Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs communicates the decision in writing via WVU e-mail to the student, and other individuals or committees that have been involved in the charge, penalty, or appeal to that point, including the School of Nursing Committee on Academic and Professional Standards and the School of Nursing Dean.

- Regardless of the outcome of the appeal, the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs completes and submits the Academic Dishonesty Form.
- The appeal is concluded.

Appeal of an Academic Penalty (Other Than a Final Grade and Not Based on Academic Dishonesty)

- The individual or chair of the committee who imposed an academic penalty must notify the student in writing via WVU e-mail of the academic penalty.
- Prior to filing an appeal, students are strongly encouraged (but not required) to contact the individual or committee that imposed the penalty to express their concerns and attempt to resolve the issue.
- Level 1 Appeal
 - The student may begin an appeal by submitting a written appeal via WVU e-mail to the School of Nursing Committee on Academic and Professional Standards within 10 class days. The student's appeal must include the documentation and evidence forming the basis of his or her appeal.
 - The individual or committee that imposed the penalty must provide all relevant documentation concerning the penalty to the School of Nursing Committee on Academic and Professional Standards upon their request.
 - The School of Nursing Committee on Academic and Professional Standards assesses the available evidence and makes a decision about the appeal. Within 10 class days, the School of Nursing Committee on Academic and Professional Standards communicates the decision in writing via WVU e-mail to the student and the individual or committee that imposed the penalty. The School of Nursing Committee on Academic and Professional Standards reports the outcome of the appeal via the University Academic Penalty and Appeal Repository.
 - If the student accepts the Level 1 appeal decision, the appeal is concluded.
- Level 2 Appeal
 - If the student does not accept the Level 1 appeal decision, the student may continue his or her appeal by submitting a written appeal via WVU e-mail to the School of Nursing Dean within 10 class days.
 - The School of Nursing Committee on Academic and Professional Standards forwards all materials included in the appeal to the School of Nursing Dean on request. Both the student and the individual or committee that imposed the penalty may provide additional information if they wish.
 - The School of Nursing Dean assesses the available evidence and makes a decision about the appeal based on that evidence. Within 10 class days, the School of Nursing Dean communicates the decision in writing via WVU e-mail to the student, the individual or committee that imposed the penalty, and the School of Nursing Committee on Academic and Professional Standards. The School of Nursing Dean reports the outcome of the appeal via the University Academic Penalty and Appeal Repository.
 - If the student accepts the Level 2 appeal decision, or the penalty is not program dismissal or suspension, the appeal is concluded.

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- Level 3 Appeal
 - If the penalty is suspension or dismissal from a program, the student may continue his or her appeal by submitting a written appeal via WVU e-mail to the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs within 10 class days.
 - The School of Nursing Dean forwards all materials included in the appeal to the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs on request. Both the student and the individual or committee that imposed the penalty may provide additional information if they wish.
 - The Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs may appoint and convene a Student Academic Hearing Committee (SAHC) to hear the case and review the appeal. SAHC procedures follow.
 - Members are appointed to the SAHC at the discretion of the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs and shall comprise at least three faculty members. At least one SAHC member should be from the program offering the course or the student's program; at least one should be from outside the program offering the course or the student's program.
 - The SAHC holds a joint hearing with the student and any individuals involved in making the academic dishonesty charge or imposing the academic penalty and may also convene additional individual meetings or request additional materials to collect further evidence. The hearing is set outside of the student's scheduled classes; should the student choose not to appear, the meeting will proceed as scheduled.
 - The student may be accompanied to the hearing or meetings or be advised by a person of his or her choice from the institution. Likewise, the faculty member, academic officer, or committee recommending academic suspension (for academic dishonesty) or dismissal may have an advisor from the institution. Such advisors may consult with but may not speak on behalf of their advisees or otherwise participate directly in the proceedings unless they are given specific permission to do so by the individual or committee conducting the appeal.
 - Witnesses may be called by any of the parties involved.
 - A record of the SAHC hearing shall be prepared in the form of summary minutes and relevant attachments and will be provided to the student upon request.
 - The Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs assesses the available evidence, including the recommendation of the Student Academic Hearing Committee, when available, and makes a decision about the appeal. The typical 10-day response period may be extended at the discretion of the Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs. The Associate Provost for Undergraduate Academic Affairs or the Associate Provost for Graduate Academic Affairs communicates the decision in writing via WVU e-mail to the student, and other individuals or committees that have been involved in the charge, penalty, or appeal to that point, including the School of Nursing Committee on Academic and Professional Standards and the School of Nursing Dean.
 - The appeal is concluded.

*Class days are defined as days during which the University is open and classes are officially in session. If classes are canceled for the University as a whole for part or most of a day, the day will not be deemed a class day.

ATI Policy

All students are required to take standardized tests as part of course requirements in didactic nursing courses. The score on the standardized test is part of the course grade. Students who score below Level 2 on the standardized test are required to complete individualized remediation. In N486, students are required to take a comprehensive examination that becomes part of the course grade. All students are given an individualized remediation plan in order to help them prepare for the NCLEX-RN® licensure exam.

1. Minimal competency

- a. Level 2 on Content Master exams
- b. 91% likelihood of passing NCLEX on RN Comprehensive Exam

2. Use of Content Mastery Exams in didactic courses

- a. Content Mastery exam will count as 10% of the course grade.
- b. Test 1: administered no later than Week 14 of the semester
 - i. Level 3 score = 10/10 points
 - ii. Level 2 score = 9/10 points
 - iii. Level 1 or below = 0 points, expected remediation, required retesting
- c. Retest: administered during exam week
 - i. Level 2 score and above = 7/10 points
 - ii. Level 1 score = 3/10 points
 - iii. Below Level 1 = 0 points
- d. Remediation: Students should have two weeks between Test 1 and the Retest for remediation.
 - i. Follow focused review plan based on Test 1 results with faculty guidance
 - ii. Level 1 score: Attend group session on test taking strategies (see Study for Success policy at the end of this document)
 - iii. Below Level 1 score: Meet individually with Academic Counseling Coordinator (or equivalent at regional campuses)

3. Use of RN Comprehensive in NSG 486 (NCLEX Review)

- a. Test 1:
 - i. If achieve 91% likelihood of passing NCLEX: Pass the course if other required assignments (practice tests, Live Review) have been completed.
 - ii. Less than 91% likelihood:
Please see the current syllabus for N486 NCLEX review for the complete procedures

4. Absence from ATI exams

- a. Make-up dates cannot be scheduled for ATI exams.
- b. If the student misses Test 1, the student will earn 0 points and will take the test on the retest date. Scoring on the retest will be:
 - i. Level 3 score = 10/10 points
 - ii. Level 2 score = 9/10 points
 - iii. Level 1 or below = 0 points

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- c. If the student is required to retest because of the Test 1 score and misses the retest, the score from Test 1 will be the ATI test score earned for the course.

**WVU School of Nursing (Morgantown students)
Study for Success Plan for Students with ATI Level 1 grade and below**
(note: for Pharm 2017-2018 this applies to Students whose score is Below Level 1)

For your ticket to retest, follow the steps below:

1. Go to your course SOLE site and access the ATI Study for Success folder
2. Print out the directions AND the Success Plan rubric from that folder, and view the voice over directions in the Power Point file.
3. In your *ATI account*, print out your ATI (proctored) test results.

Within 3-5 days of taking the first ATI proctored test, you should:

4. Complete the ATI Focused Review. The directions to do this are in the power point file from Step 2. Evidence should show that you have spent a minimum of 30 minutes using the focused review.
5. Complete the Success Plan rubric.
6. Take the completed Success Plan rubric and a screen shot of time spent along with the focused review to the tutorial session run by Diana McCarty. The dates of these tutorial sessions will be posted at the beginning of the semester and are in the SOLE site ATI Study for Success folder (Step 2). This session will be approximately 45-50 minutes long.
7. Diana McCarty will sign your Study for Success Plan and this is your ticket to retest.

Laptop Program

All BSN and BS/BA to BSN students admitted to the Morgantown campus will be issued a laptop computer, and will be enrolled in the WVU Health Sciences Center Student Computer Program. Students are required to review the Student Computer Policies and Procedures Manual for the program and accept the Student Computer Program Terms by logging into SOLE prior to receiving their laptop.

Policy for Student Participation in Online Courses

Nursing elective courses are generally offered in online or blended online and face-to-face format. Additionally, other nursing courses may use online instruction for certain components of class. 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.

Technical Standards

Students admitted to the School of Nursing are expected to be able to complete curriculum requirements which include physical, cognitive and behavioral skills that are essential to the functions of the entry-level professional nurse. Any candidate who thinks he/she does not possess one or more of the following skills

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should seek assistance from an academic counselor or faculty advisor and the WVU Office of Disability Services concerning any flexibility in program requirements, and possible accommodation through technical aids and assistance.

Candidates for the BSN degree must have somatic sensation and the functional use of the senses of vision and hearing. Candidates' assessment skills will be lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities listed in the sections that follow.

A candidate for the BSN degree must have abilities and skills of five varieties including observation; communication; motor; conceptual, including integrative and quantitative; and behavioral and social. Technological compensation can be made for some disabilities in certain of these areas, but a candidate should be able to perform in a reasonably independent manner.

If any change occurs in the student's ability to perform these skills, the Director of Undergraduate Programs must be notified. The student will be required to provide documentation from a health care provider noting any restrictions or necessary accommodations.

I. Observation:

The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a client accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

II. Communication:

A candidate should be able to speak, to hear, and to observe clients in order to elicit information, describe changes in mode, activity and posture, and perceive non-verbal communications. A candidate must be able to communicate effectively and sensitively with clients. Communication includes not only speech, but reading and writing. The candidate needs to be able to communicate effectively and efficiently in oral and written form with clients, families, peers, and other members of the health care team.

III. Motor:

Candidates should have sufficient motor function to elicit information from clients by palpation, auscultation, percussion, and other assessment maneuvers. A candidate should be able to execute motor movements reasonably required to perform general care and emergency treatment of clients. Examples of emergency treatment reasonably required are cardiopulmonary resuscitation, the administration of intravenous medications, and the manipulation of life support devices. Such actions require coordination of both gross and fine muscular movements, equilibrium, functional use of the senses of touch and vision, and the ability to think critically.

IV. Intellectual-Conceptual, Integrative and Quantitative Abilities:

These abilities include measurement, calculation, reasoning, analysis and synthesis. Critical thinking and problem solving skills demanded of nurses require all of these intellectual abilities.

V. Behavioral and Social Attributes:

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A candidate must possess the emotional health required for full utilization of his/her prompt completion of all responsibilities attendant to the care of clients; and the development of mature, sensitive, and effective relationships with clients.

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Immunizations, screenings, & CPR Policy

Policy

In order to safeguard students in the healthcare provider role and to protect patients, all students enrolled in the School of Nursing Program at West Virginia University must meet the following requirements for immunization screening and have a current CPR certification before providing patient care.

Procedure

Official documentation is from physician, health clinic, etc. (parental written documentation of immunization records is not considered adequate).

1. Official documentation of tetanus and pertussis immunization within the last 10 years.
2. Official documentation of initial immunization and booster of Measles, Mumps and Rubella (2 doses)
3. Official Documentation off Varicella vaccine. (2 doses) If there is only documentation of "history of disease", then must obtain a Varicella titer. If negative titer, then must obtain 2 doses of Varicella vaccine.
4. Official documentation of a complete series of Hepatitis B (3 doses) **AND** documentation of immune antibody titer. A negative Hepatitis B antibody titer indicates lack of immunity and a repeat Hepatitis booster is required, followed by a repeat titer 4 weeks after the repeat booster. If the second titer is still negative for immunity, the student will be required to complete the repeat series (#2 and #3 boosters). After 2 full series of Hepatitis B vaccines, the student will not require a repeat titer—immunity will be presumed.
5. Official documentation of PPD within the past year. If there is no documentation of PPD within the past year, two-step testing is required. The second test is to be performed 1-3 weeks after the first test and the appropriate documentation provided. PPD must be updated annually between July 1 and Aug 1, with required documentation uploaded to Medical Document Manager in Castle Branch account.

If documentation of BCG vaccine or positive PPD in the past, then a serum Quantiferon Gold test will be accepted on matriculation. For subsequent years, the student will need to repeat the Quantiferon Gold **ONLY** if exposed to TB or if becomes symptomatic. An annual TB screening questionnaire will need to be completed by student and uploaded yearly. If the questionnaire reveals positive signs or symptoms, the student is required to see his/her healthcare provider to be reviewed for TB screening to determine whether or not there is need for a chest x-ray. If the student is cleared of need for chest x-ray, the tuberculosis screening questionnaire form found in the Castle Branch account information must be completed by the healthcare provider and uploaded to the Medical Document Manager. If the student is not cleared and requires a chest x-ray, the student must submit a questionnaire **AND** the chest x-ray report. If a student has received the BCG vaccine, he/she must obtain a Quantiferon Gold blood test and submit the results to meet this requirement.

6. Official Documentation by November 1 each year of immunization against influenza with the current Influenza vaccine.
7. Any student who declines immunizations for religious or other reasons is required to sign a waiver. Even if a waiver is signed, lack of immunization/immunity to the above

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communicable diseases will likely prevent a student from participating in required clinical experiences, and therefore may prevent a student from being admitted to the nursing program, as clinical experiences are critical in the learning process.

8. Documentation of current, signed American Heart Association CPR certification for adult, child and infant. Renewal every year or every two years as noted on the provider card.
9. Students will provide documentation of immunizations and CPR Certification in the Medical Document Manager on the Castle Branch portal.
10. Drug Screen: Students will be required to have a urine drug screen completed during the month prior to matriculation. Lab paperwork will be downloaded from the student account in Castle Branch and taken to the nearest LabCorp for the test. Cost of testing is built into the original Castle Branch fee. Results of the screen need to be uploaded to Castle Branch for approval. Re-tests for positive screens are not allowed. A positive screen will result in forfeiture of the student's admission "seat".

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Immunization Waiver Form

STUDENT'S RELEASE UPON REFUSAL OF TREATMENT

For the reason stated below, I _____

refuse treatment of receiving the immunization against _____.

The reason for my refusal to consent to such procedure is:

I understand that it is the considered opinion of the qualified professional(s) that the possible/probable consequences of my refusal is:

1. Risk of infection with

2. Transmit this contagious disease to other patients or colleagues.

Despite the chance that my health may be negatively affected, I request that my refusal be honored, and I hereby release the West Virginia University School of Nursing, the West Virginia University Health Services, and all health personnel directly or indirectly involved in my case from all liability that might otherwise be asserted as a result of not providing the above described care.

I attest that I am of full age _____ (years) and am mentally competent to make such a determination.

STUDENT'S NAME: _____

STUDENT'S SOCIAL SECURITY NUMBER: _____

DATE: _____

WITNESS: _____

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Health Insurance

Students are required to have health insurance while they are enrolled in the WVU School of Nursing. Health insurance is available through the WVU Student Insurance Office - <http://studentinsurance.wvu.edu/> West Virginia University's first priority is its students. We want them to be healthy, happy, and successful in and out of the classroom. In order to ensure that our students have access to the quality healthcare they need, when they need it, and as a measure to protect them from high, unexpected healthcare costs, all domestic students at West Virginia University and WVU Tech, enrolled in 6 or more credit hours and international students enrolled in 1 or more credit hours are required to carry health insurance coverage. This decision was made with great care by our Student Health Advisory Committee. Eligible students who do not have an approved waiver on file for the academic year are automatically enrolled in the WVU-sponsored Aetna student health insurance plan. A copy of the front and back of your insurance card is to be uploaded to your Medical Document Manager in CastleBranch to meet this requirement.

Students are required to have a physical examination prior to enrolling in NSG 211. In addition, all students must disclose any health condition or medications being taken that might in any way impair student performance or safety in either the classroom or the clinical setting. If student health status changes, or the student begins any medication that might impair performance and/or safety, he/she must notify course instructors.

Criminal Background Checks

Students are required by the clinical agencies to undergo a criminal background check and drug screen prior to clinical experiences. Felony convictions and some serious misdemeanors or a positive drug screen may preclude participation in clinical rotations. This could, in turn, prevent the completion of clinical course requirements and completion of the nursing program.

In addition, the State of West Virginia Board of Examiners for Registered Professional Nurses requires that applicants for licensure undergo a criminal background check and answer the following question: *Have you EVER been convicted of a felony or a misdemeanor or pled nolo contendere to any crime, had record expunged or been pardoned?* An application that indicates a criminal history is considered a non-routine application and must be reviewed by the Board staff and possibly referred to the Board's Disciplinary Review Committee.

Procedure for Criminal Background Checks

1. Undergraduate students will have a criminal background check and drug screen before beginning clinical courses.
2. Upon admission to clinical nursing courses on the Morgantown campus, undergraduate students will be directed to the CastleBranch portal to complete the required criminal background check and drug screen. Results of the background check and drug screen must be available to the School of Nursing by the required deadline in order for the student to participate in clinical experiences.
3. If the background check indicates a criminal history, the clinical agency will be notified and will determine whether or not to allow the student to participate in clinical experiences at that agency.

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4. If the student is unable to participate in clinical experiences, the student will not be able to complete clinical course requirements, and, therefore, will not be able to meet requirements to complete the nursing program.
5. Students will be required to complete a Statement of Criminal Record form each semester they are enrolled in nursing courses to indicate any changes that have occurred related to the criminal record. The Statement of Criminal Record form can be found in the student's CastleBranch account and is to be downloaded for completion and uploaded to the Medical Document Manager in the CastleBranch account. In addition, students may be required to repeat the criminal background check for cause.
6. Students who are charged with or convicted of a crime or have a positive drug screen may be subject to dismissal, suspension, or lesser disciplinary sanctions.
7. **Students who experience a "Citation" or "Arrest" while enrolled in the nursing program must notify the office of Student Affairs within 24 hours of the citation or arrest. Additionally, students who are prescribed any controlled substance that may impair their alertness or cognition while enrolled in a nursing course with a clinical component must notify their instructor as soon as possible.**

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Standards of Professional Practice

All students in the West Virginia University School of Nursing are expected to uphold and demonstrate professional and personal moral standards as defined and described in the following documents:

- The West Virginia Code and Legislative Rules; Section 30-7 and Title 19
- West Virginia University Board of Governors Student Conduct Code
- West Virginia University Board of Governors Student Rights and Responsibilities
- American Nurses Association Standards of Practice
- American Nurses Association Code for Professional Nurses

Students are expected to (1) abide by federal, state, and local statutes and ordinances, both on and off campus; (2) refrain from behavior that is incompatible with the responsibilities and values of the nursing profession; and (3) follow the specific rules of conduct established in the above documents.

Students who engage in illegal or immoral acts or activities or who exhibit unprofessional conduct which directly or indirectly endangers the health or well-being of another individual or themselves will be subject to disciplinary action. Such action may include probation, suspension or dismissal from the program. The West Virginia Board of Examiners for Registered Professional Nurses requires that the program report misdemeanors or felonies, and that applicants for licensure undergo a criminal background check and provide an explanation of any criminal incident. Depending on the Board's action, applicants for licensure may be barred from taking the NCLEX or their license may be restricted.

Standards of Professional Practice Policy

The student is expected to practice with responsibility and accountability as a professional nursing student. The ultimate goal of nursing practice is to promote health while preventing harm to others. The School of Nursing believes that this goal will be attained if the student's daily nursing practice is guided by the Standards of Professional Practice. These standards reflect minimum acceptable professional conduct.

- A. The role of the professional nurse involves demonstrating attitudes, values, and behaviors consistent with professional nursing practice. Behavior in conflict with professional nursing practice is inconsistent with professionalism and will not be tolerated.
- B. Unprofessional behaviors consist of actions that do not demonstrate the minimum behaviors described as acceptable nursing practice. Incidents may be a single event of serious nature or a pattern of behaviors. Professional Standards include but are not limited to:
 1. Maintain Professional Integrity
 2. Practice within boundaries of the nursing student role.
 3. Comply with the policies and procedures of the School of Nursing, course syllabi, the agency in which the clinical experience is offering, and with the appropriate Nursing Standards of Practice established by the West Virginia Board of Nurse Examiners for Registered Professional Nurses.
 4. Behaviors consistent with expectations outlined by the 5 core competencies. (Critical Thinking, Nursing Interventions, Professionalism, Caring, and Communication). For nursing courses, the failure in any of the core competencies would be a violation of the Standards of Professional Practice.
- C. In support of promoting mutual respect and a positive learning environment in the School of Nursing, unless otherwise directed by faculty, we request that students address faculty by their Title (Dr., Mr., Ms., Professor) and their last name.

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- D. In class, clinical, and outside the classroom or clinical area students must not engage in:
- i. Disorderly conduct
 - ii. Theft or damage of property
 - iii. Disruption
 - iv. Hazing
 - v. Unlawful discrimination
 - vi. Behavior or conduct that demonstrates a lack of personal qualities necessary for the practice of nursing
 - vii. Behavior or conduct adversely reflecting upon the nursing profession or the School of Nursing
 - viii. Purchasing/accessing testbanks from any source—this is considered academic dishonesty

Students engaging in prohibited conduct are subject to disciplinary action by the School of Nursing. Students who are charged with or convicted of a crime may be subject to dismissal, suspension, or lesser disciplinary sanctions.

Because of the serious responsibilities of the nursing profession and the necessity to maintain public trust in the profession, students face disciplinary action by the School of Nursing if they abuse alcohol or drugs, consume illegal drugs, or possess, distribute or sell drugs illegally.

E. Disciplinary Sanctions

Disciplinary action by the School of Nursing will be commensurate with the severity of the infraction. Sanctions imposed by the Dean or the Dean's designee may include but are not limited to the following:

1. Disciplinary dismissal from the School of Nursing.
2. Disciplinary suspension from all institutional activities for up to one academic year.
3. Disciplinary probation for up to one academic year, which may carry with it the loss of privileges, such as disqualification from scholarships and grants, and the exclusion from special programs. Students on disciplinary probation are not allowed to hold office in student organizations.
4. Course failure.

Disciplinary sanctions may be tied to enrollment in counseling programs and close supervision for compliance with School of Nursing standards.

Procedure

All students in the BSN Program will receive a copy of the Standards of Professional Practice Policy at the time of the first sophomore nursing class. In this first sophomore course in the School of Nursing the Standards of Professional Practice and the Professional Standards Policy will be reviewed with the students. Students will be required to sign the Undergraduate Nursing Handbook signature page which includes the Standards of Professional Practice and the Professional Practice Policy. Signing the signature page indicates the student has read and understands the content of the Undergraduate Nursing Handbook. A copy of the signed statement will be kept in the student's academic file in the Student Services Office.

At the beginning of each subsequent nursing course, the course coordinator will review the Standards of Professional Practice and the Professional Practice Policy with the students.

Failure to abide by these standards and policy will result in disciplinary action as described in the

following process.

Procedure for Violations of Standards of Professional Practice in the Classroom or Clinical Setting

Written documentation related to the Professional Role Violation will be distributed to the Director of BSN Programs, the academic advisor, the student, the student's file, and the faculty initiating the action as soon as possible after the incident..

1. An verbal warning on the day of the incident or time the incident is discovered shall be given to the student by the faculty member who identified the incident resulting in violation of the standards. This verbal warning will be followed by either an email documentation (if it is the first minor violation) or completion of the Professional Role Violation Incident form.
2. At the discretion of the faculty member who identified the violation, the student may be dismissed from the clinical setting or classroom. Grading and make up learning experiences in relationship to the incident will be in accordance with the individual clinical/theory course requirements contained in course syllabi. The faculty may suspend student participation until resolution of violation or adequate remediation has been completed and documented.
3. Certain behaviors will not be tolerated and will constitute a failing grade regardless of the date of occurrence. These behaviors include:

Unprofessional

- Unauthorized use or disclosure of confidential information
- Failure to maintain professional boundaries
- Threatening behavior or harassment
- Commitment of an act which could adversely affect the physical or psychological welfare of a patient
- Abandonment of patients by terminating responsibility for nursing care without properly notifying appropriate personnel and ensuring the safety of patients
- Practicing beyond the scope of the student role
- Refusal to follow appropriate directives or instructions from faculty or nursing personnel
- Intentional failure to perform assigned work
- Intentional violation of clinical agency policies

Unethical

- Dishonest behavior, including but not limited to giving false reports, falsifying documentation, theft, academic dishonesty
- Willful misuse, destruction, or damage to property

Unsafe

- Reporting for clinical or practicing nursing when not fit for duty due to the use or abuse of alcohol, drugs, prescription medicines or other controlled substance.
- Possession of alcohol or illegal drugs or drug paraphernalia while on duty.
- Practicing nursing while the ability to safely and effectively practice is compromised by physical or mental disability or lack of sleep
- Being unprepared to safely and effectively care for assigned patient(s)

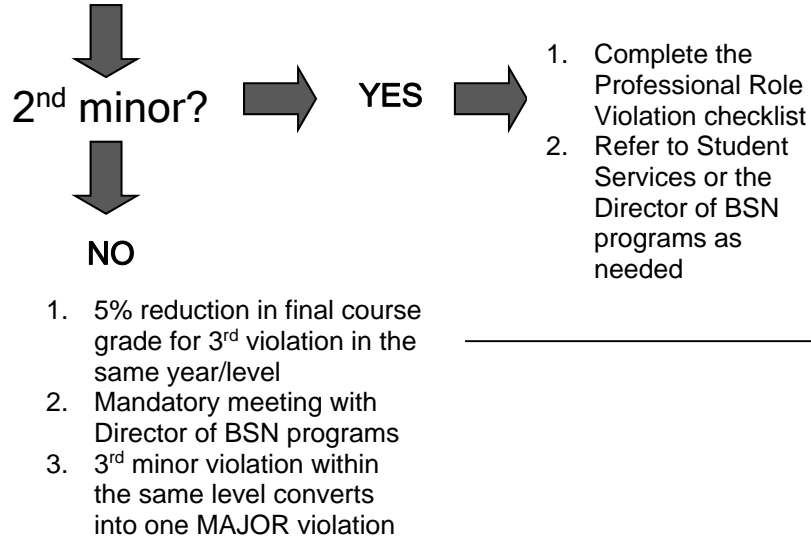
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3. The student has a right to consult with his/her academic advisor, course coordinator, or any other faculty member of his/her choice regarding any violation of the Standards of Professional Practice. The rights of the student will be safeguarded as set forth in the West Virginia University School of Nursing Student Handbook and the WVU Catalog.
4. The incident and recommendation for follow-up remediation shall be documented by the faculty member on the violation of Standards of Professional Practice Incident Report Form. This form should be given to the student no later than prior to the beginning of the next day of clinical/course experience, or as soon as possible thereafter.
5. The form shall be reviewed with the student by the faculty member, at which time, the student will sign, receive a copy of the form, and may write a response.
6. The Violation of Standards of Professional Practice Incident Report Form will then be forwarded to the Director of BSN Programs for review. Further action may be taken at the discretion of the Director of BSN Programs. The **Professional Role Violation Flow Chart** documents the sanctions imposed for repeated minor violations and major violations. **At each level (Soph, Jr, Sr), students start with a clean slate. The first student minor violation results in an email documentation of the incident. The second minor violation results in formal Incident report. A third minor violation within the year translates to a major violation, and results in a 5% grade deduction. After having received 1 major violation, a second violation (either major or minor) results in course failure for the course in which the violation was identified.** The Director of BSN Programs will distribute signed copies of the form to all parties involved.
7. The faculty initiating the Professional Practice Incident Report form will communicate the incident to the current and subsequent course coordinator.
9. It is the student's responsibility to provide a written report to the faculty member who issued the violation following the time frame indicated on the incident report. The report should include follow-up activities completed based on faculty recommendations using the Student Follow-Up Report Form in response to those made on the Incident Report. The faculty member will forward the signed copies of the report to the Director of BSN Programs who will distribute to involved parties.

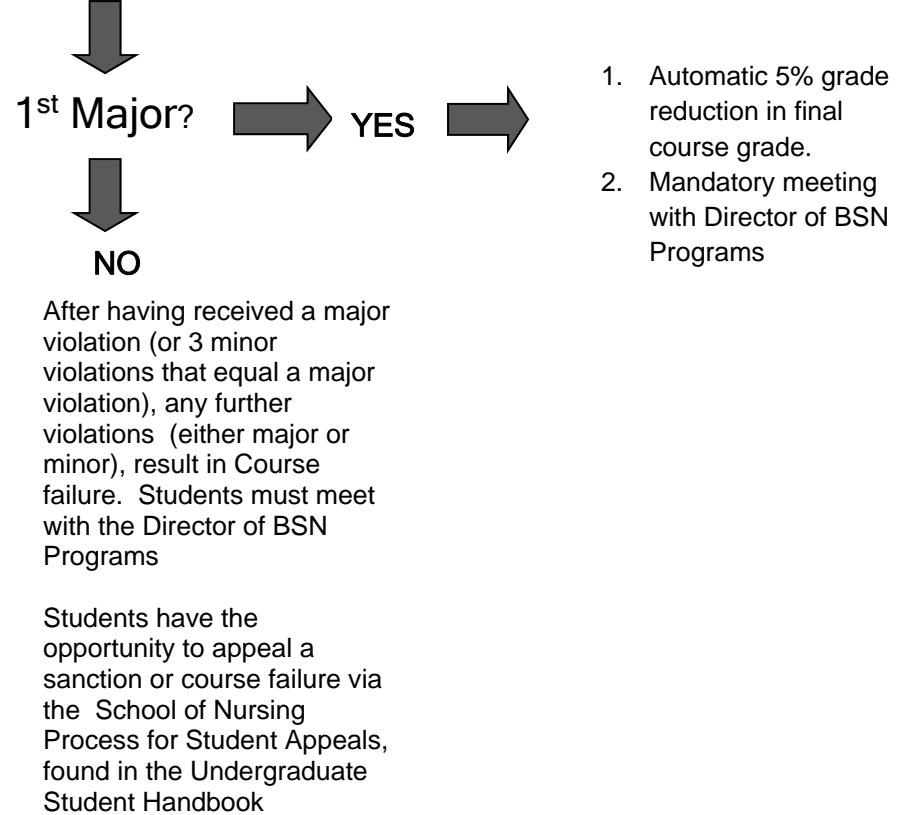
Professional Role Violation Flow Chart

Minor Violation Incident

First minor violation results in documented verbal warning



Major Violation Incident



Each student starts with a “clean slate” at the beginning of a new level - sophomore, junior and senior

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PROFESSIONAL ROLE VIOLATION INCIDENT REPORT FORM

Course Number/Title:

Date: _____ **Time:** _____ **Location of incident:** _____

Student Name: _____

Nature of the incident (including, but not limited to):

| MINOR | √ | MAJOR | √ |
|---|---|---|---|
| Clinical non-compliance (CPR, immunizations, etc) – 1 st day of class | | No Call/ No Show | |
| Disrespectful behavior or communication <ul style="list-style-type: none"> • Fails to maintain composure • Disruptive in class or pre/post conference | | Unprepared for clinical <ul style="list-style-type: none"> • incomplete pre-planning • clinical non-compliance – 2nd day of class | |
| Unprofessional behavior <ul style="list-style-type: none"> • Late for class or clinical - 2nd and subsequent times • Refusal to follow directions • Non-participation in class or pre-and/or post-conference • Inappropriate use of cell phone • Unprepared for class | | Unsafe practice <ul style="list-style-type: none"> • Violation of confidentiality or privacy • Failure to maintain appropriate boundaries • Failure to report on or off • Taking action that endangers patient • Taking action outside of the student role • Dishonest behavior in clinical setting | |
| Unprofessional appearance | | | |
| Other (please describe) | | | |

Further description of incident:

Action taken:

- _____ Dismissed from class
- _____ Dismissed from clinical without opportunity for make-up assignment
- _____ Course grade reduced 5%
- _____ Referred to Assistant Dean for Student Affairs for assistance
- _____ Other: _____

Consequences student can expect as a result of next violation at this level (sophomore, junior, senior):

- _____ Course grade reduced 5%
- _____ Mandatory appointment with Assistant Dean for Student Affairs
- _____ Course failure

Student Response:

Student signature: _____ Date: _____
 Faculty signature: _____ Date: _____
 Associate Dean: _____ Date: _____

cc: Student, Academic advisor, Associate Dean for Academics, Course Faculty, Assistant Dean for Student Affairs

Student Follow-Up Incident Report Form

Student: _____ Date: _____

Faculty: _____

Date of Incident: _____ Time of incident: _____

Location: _____ Date Report Due: _____

Student Description of Progress on Remediation Requirements:

Faculty Evaluation/Recommendations:

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Cc: Academic Advisor
Student
Director of BSN Programs
Advising File (Original)
Faculty Initiating Report

Drug & Alcohol Testing Policy

1. The WVUSON has a responsibility to maintain a safe environment for its students as well as maintaining safe conditions for patients. Any student under the influence of drugs or alcohol during a clinical experience may pose serious safety and health risks, not only to themselves, but to all those who work with them and to patients for whom they provide care. The unlawful possession, use, or sale of illegal drugs, prescription drugs, over the counter drugs, and/or alcohol in the clinical agency, poses an unacceptable risk for unsafe patient care.
2. Any registered nurse who is aware that another person has violated the WV Nursing Code and Legislative Rules 19-3-14, 14.1.b, is obligated to report the person to the WV Board of Examiners for Registered Professional Nurses for consideration of disciplinary action. Therefore, WVUSON faculty, students, and agency RNs are required to report any suspicious behavior and arrange drug and alcohol testing.
3. Reasonable suspicion of substance abuse is considered when any student demonstrates unusual, unexplained behavior in the agency environment or during clinical experiences. Observable signs might include, but are not limited to:
 - a. Slurred speech
 - b. Odor of alcohol on breath or person
 - c. Unsteady gait
 - d. Disoriented or confused behavior
 - e. Significant changes in work habits
 - f. Observed behaviors indicative of hallucinations
 - g. Unexplained accident or injury
 - h. Sloppy, inappropriate clothing and/or appearance
 - i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
 - j. Excessive sick days, excessive tardiness when reporting for clinical or class
 - k. Missed deadlines, careless mistakes, taking longer than customary to complete work
 - l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
 - m. Performance (unsafe practices, unsatisfactory work)
 - n. Alertness (change in alertness, sleepy, confused)
 - o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
 - p. Eyes (bloodshot, dilated)
 - q. Other clinical observations consistent with impairment
4. Drug testing may be required for any student who demonstrates behaviors of reasonable suspicion (3a-q) in the clinical environment.
5. Drug testing may be required for any student who demonstrates suspicion of substance abuse impairment and who has access and/or direct responsibility for controlled substances if known drugs of abuse are missing or otherwise unaccounted for while in the clinical agency. This determination will be made on a case-by-case basis by the agency manager or administrator and the Dean of WVUSON, or the Dean's representative.
6. Informed consent will be obtained prior to testing. Fees associated with testing will be the responsibility of the student.
7. Noncompliance with requests for drug and alcohol screening from a student who demonstrates suspicion of substance abuse impairment will be viewed as a violation of the WVUSON Drug and

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Alcohol Testing Policy. The student will be subject to dismissal from the nursing program.

8. The collection site will be in a standard collection area laboratory or emergency department as per the agency protocol (typically WVU Hospital Employee Health or ED). Students who are “off site” (outside of the WVU Hospital environment) for clinical will be required to return to the School of Nursing to be escorted to the testing site. **Students will NOT be allowed to drive their own vehicle to return to the HSC, and will be responsible for any fares (Cab, etc) required to return to the school.** Non-acceptable and Acceptable values for lab results will be determined according to the agency policies. Collection procedures will adhere to the required “chain of custody” protocol as indicated by the assigned clinical agency.
9. The student who is suspected of substance abuse impairment will be escorted to the collection site with the appropriate faculty member, assigned preceptor, or approved WVUSON representative, who will remain at the collection site until the required specimens are obtained. Agency policy will be followed as required.
10. Following an incident that requires drug or alcohol testing, the student will be sent home by cab or responsible individual. **Under no circumstances will the student be allowed to drive home. Arrangements will be made so that the student will be at home after the incident with another individual.**
11. The student who is suspected of substance abuse impairment will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel of committees designated by the WVUSON.
12. The student’s confidentiality will be strictly maintained. The test results will be communicated only to the student, the physician reviewing the results with the student, the WVUSON Director of BSN Programs, The Assistant Dean for Student Affairs, and the WVUSON Dean.
13. Records will be maintained in a separate file by the WVUSON in a secured area. Requests for information will require a court order or may be released by the student’s signed written consent and liability waiver.
14. Any violation of this policy by a student will result in disciplinary action including dismissal from the nursing program.
15. WVUSON recognizes that chemical dependency is an illness that can be treated. Assistance for students who are dependent on a chemical substance is available through WVU.

Drug & Alcohol Testing Directions for Faculty

1. The faculty member or assigned preceptor will have another faculty member or agency staff member to confirm that the suspicious behavior is a result of substance abuse impairment.

Reasonable suspicion of substance abuse impairment is considered when any student demonstrates unusual, unexplained behavior in the agency environment or during clinical experiences. Observable signs might include, but are not limited to:

- a. Slurred speech
- b. Odor of alcohol on breath or person
- c. Unsteady gait
- d. Disoriented or confused behavior

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- e. Significant changes in work habits
 - f. Observed behaviors indicative of hallucinations
 - g. Unexplained accident or injury
 - h. Sloppy, inappropriate clothing and/or appearance
 - i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
 - j. Excessive sick days, excessive tardiness when reporting for clinical or class
 - k. Missed deadlines, careless mistakes, taking longer than customary to complete work
 - l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
 - m. Performance (unsafe practices, unsatisfactory work)
 - n. Alertness (change in alertness, sleepy, confused)
 - o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
 - p. Eyes (bloodshot, dilated)
 - q. Other clinical observations consistent with impairment
2. The student who is suspected of substance abuse impairment will be asked to leave the area and go with a faculty member/assigned preceptor, and a witness (agency staff member) to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision to drug test will be made.
 3. Faculty will contact WVUSON Student Services office, if possible, to assist with accompaniment of student to lab and during testing. The student will be accompanied to testing site by WVUSON faculty/assigned preceptor or approved WVUSON representative. Agency policy will be followed as required.
 4. The student who is suspected of substance abuse impairment will submit appropriate laboratory specimens in accordance with the Drug & Alcohol Testing Policy and related clinical agency policies.
 5. Informed consent will be obtained prior to testing. Fees associated with testing will be the responsibility of the student.
 6. The student who is suspected of substance abuse impairment will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel or committees, as designated by the WVUSON.
 7. If the laboratory test is negative, the student will be allowed to return to clinical activities without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (whichever comes first).
 8. If anyone laboratory test is positive for substances, the decision may be any of the following: warning, referral for medical evaluation, or immediate dismissal from the program.
 9. Student confidentiality will be maintained at all times.

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Requirements for Faculty Reporting “Reasonable Suspicion” of Drug/Alcohol Use

1. State date and time you contacted Student Services office (include name of contact), if possible.
2. Write Violation of Safe Standards of Clinical Practice Incident Report and include student name, date, and time of observations.
3. Include any behavioral, visual, olfactory or auditory observations that constitute reasonable suspicion. Observable signs might include, but are not limited to:
 - a. Slurred speech
 - b. Odor of alcohol on breath or person
 - c. Unsteady gait
 - d. Disoriented or confused behavior
 - e. Significant changes in work habits
 - f. Observed behaviors indicative of hallucinations
 - g. Unexplained accident or injury
 - h. Sloppy, inappropriate clothing and/or appearance
 - i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
 - j. Excessive sick days, excessive tardiness when reporting for clinical or class
 - k. Missed deadlines, careless mistakes, taking longer than customary to complete work
 - l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
 - m. Performance (unsafe practices, unsatisfactory work)
 - n. Alertness (change in alertness, sleepy, confused)
 - o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
 - p. Eyes (bloodshot, dilated)
 - q. Other clinical observations consistent with impairment
4. List unexplained absences or tardiness.
5. Include if student admitted to use of drugs/alcohol.
6. Describe if drugs/alcohol were discovered on student and provide detailed listing.
7. List reports of complaints of student behavior from nursing personnel, patients/family, or other students.
8. List witnesses to behavior and witness that accompanied faculty and student to private location. (See #2 under Directions to Faculty.)
9. Describe specific incident in detail.
10. Sign and date report.
11. Send copy of report to the Director of BSN Programs within 24 hours of incident.
12. Forward any recommendations of discipline to the Associate Dean

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Consent Form for Alcohol, Drug, & Substance Testing

I hereby consent for the agency's laboratory to collect blood, urine, or saliva samples from me to conduct necessary medical tests to determine the presence or use of alcohol, drugs, or controlled substances. Further, I give my consent for the release of the test result(s) and other relevant medical information to the WVUSON Dean, and WVUSON Associate Dean for Undergraduate Academic Affairs. I also understand that if I refuse to consent, I may be subject to disciplinary action which could include dismissal from the nursing program.

AGREED TO:

_____ Student _____ Date

_____ Witness _____ Date

REFUSED:

_____ Student _____ Date

_____ Witness _____ Date

Reason for refusal: _____

Copies of completed form to:

- Student
- Faculty/Preceptor
- Agency
- WVUSON Student Services

Health Sciences Center Blood/Bodily Fluids Policy & Requirement

Weekday Exposures

Between the hours of 7:30 a.m. and 4:30 p.m., all WVU employees and students who have or may have been exposed to needle-sticks or other incidents involving blood or body fluid or clinical-related injury, must immediately report the incident to Employee Health, Ruby Memorial Hospital. Students who experience a non-patient related health event/injury must complete an incident and report to the Emergency Department (at the discretion of the clinical faculty). Students may be responsible for costs associated with exposure/injury testing and treatment.

If another person (the source person) is involved in the exposure incident, this individual must be evaluated and strongly encouraged to proceed immediately to the third floor of the Physicians Office Center (POC) for the appropriate laboratory tests. If the source person is an in-patient, appropriate testing will be done, as per the needle-stick protocol at WVUH.

Students experiencing an exposure or injury outside the WVU Hospital must notify the agency preceptor and School of Nursing faculty of the exposure or injury, and be treated according to the agency protocol. Students may be responsible for costs associated with testing and/or treatment.

Off Hours Exposures

After 4:45 p.m. or during weekends and holidays, students or WVU employees must go immediately to the emergency Room/Trauma Center of WVU Hospital for medical evaluation.

If another person (the source person) is involved in the exposure incident, this individual must also go immediately to the Emergency Room/Trauma Center of WVU Hospital for medical evaluation. If the source person is an in-patient, appropriate testing will be done, as per the needle-stick protocol at WVUH.

An exposure incident is defined as follows:

- Injury with a contaminated sharp object (e.g., needle-stick, scalpel-cut).
- Spills or splashes of blood or other potentially infectious material onto non-intact skin (e.g., cuts, hangnails, dermatitis, abrasions, chapped skin) or onto a mucous membrane (e.g., mouth, nose, eye).

If a student has an exposure to blood/bodily fluids as described above, the student must first wash the injury site with soap and water, and immediately notify the faculty or preceptor.

NOTE: All nursing students are required to participate in Bloodborne Pathogens training prior to clinical experiences

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Policy for Professional Appearance for Nursing Students

Health Sciences students, staff, and practitioners are required to place a high value on personal appearance, including attire. The reasons are rooted in concerns for infection control, communication, and cultural sensitivity. This document sets forth standards for dress and appearance necessary to meet the service and safety objectives of placing patient welfare first and the educational objectives of preparing the student to assume the role of a professional health care worker. Patient trust and confidence in the health care provider are essential to successful treatment experiences and outcomes. The message communicated by the caregiver by his/her dress and appearance plays a fundamental role in establishing this trust and confidence. Students should consider the cultural sensitivities of their most conservative potential patients and present themselves in a manner that will earn their respect, ensure their trust, and make them feel comfortable. Recent trends in clothing, body art, and body piercing may not be generally accepted by your patients, and should not be worn by nursing students.

The following guidelines help prepare the student to establish a successful caregiver-patient relationship. These guidelines address classroom, clinical experiences and what is prohibited for both. **Please note that if the dress code for a particular agency differs from that of the SON, the most stringent or conservative guidelines take precedence.**

I. Classroom Requirements:

The following guidelines apply for all School of Nursing classes (including pre-planning) and School of Nursing sponsored activities such as awards ceremonies, Community Health Fairs etc:

1. Good personal hygiene is to be maintained at all times. This includes regular bathing, use of deodorants/antiperspirants, and regular dental hygiene.
2. Hair should be neat, clean, and of a natural human color.
3. Clothing should be clean, professionally styled and in good repair.
4. Women: skirts of knee length or slacks.
5. Men: slacks and shirt.

II. Clinical Regulations:

When patient contact is part of the educational experience, students are expected to dress professionally (refer to guidelines below). This includes instances of actual patient encounters in the hospital and other clinical sites, as well as preplanning activities at clinical sites where professional dress is required. This means that if a student is going to preplan from class, they must be professionally dressed, i.e., no jeans. Neat, clean and professional attire and a name tag are minimal requirements. Avoid dress or attire that could be potentially offensive to the public, your peers, patients and faculty.

A. General Standards

1. Health Sciences Center name tags or badges are worn at all times.
2. Avoid distracting perfumes or colognes (may precipitate allergies or sensitivities).

B. Hair maintenance

1. Hair should be restrained off the face and out of the eyes to avoid possible wound contamination.
2. Shoulder length hair must be secured to avoid interference with patients and work.
 1. Avoid scarves or ribbons (unless culturally appropriate).
 2. Beards/mustaches must be neatly trimmed.

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C. Jewelry

1. Keep jewelry at a minimum (represents potential for cross-infection).
2. The following are permitted: a watch, an engagement and/or wedding ring, small earrings—no more than 2 per ear (large earrings are distracting and may be pulled through the ear), academic pins, other pins, badges, or insignias which represent an award, modest bracelets and necklace chains. Appropriate holiday pin during the holiday is suitable.

D. Body piercings and tattoos

1. **All piercings other than earrings must be removed while students are in the clinical setting.**
2. Tattoos must be covered as much as possible.
3. Solid, flesh-toned, modest ear gauges may be allowed. Please talk with your instructor if you have ear gauges.

E. Dress, Shoes, and Hand Care

1. All students should wear a clean, white lab coat over their clothing with the SON patch on the shoulder for preplanning.
2. Shoes must be comfortable, clean and in good repair. Appropriate shoes include leather or nursing clogs that included heel cup and band without holes. Sandals or open toed shoes, high-heeled, mesh or canvas shoes are prohibited in clinical areas (blood or needles may penetrate the fabric). Shoes should be worn with socks or hose that cover any exposed part of the leg or foot.
3. Fingernails should be clean and of short to medium length, no longer than a quarter inch past the end of the finger. Nail polish, if worn, must be free of chips and cracks. Artificial nails are prohibited (source of cross-infection).

F. Clinical Dress

1. A white dress or pant suit uniform (navy pants and white top) that is clean, neat, without stains or wrinkles, and smoke free is required for all clinical nursing experiences.
2. A WVU SON patch must be displayed on the top left sleeve.
3. Skirt length must touch the knee and the fit must be modest and allow for comfortable ease of movement.
4. Appropriate undergarments are required and must be undetectable through the uniform.
5. White or skin tone hosiery should be worn when in uniform. No footies or colored socks are permitted with pantsuits.

G. Scrub Suits (hospital provided)

1. These are to be worn in specific patient care areas only (e.g., OR, PAR, BMTU, MICU).
2. They are the property of the hospital and are not to be defaced, altered or removed from the hospital.
3. If a scrub suit must be worn outside these areas (e.g., to the cafeteria), it must be clean and then covered with a clean lab coat. Shoe covers, masks, and hair covers

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- must be removed before leaving the clinical area.
4. Stained or soiled scrub suits must be changed as soon as possible (source of contamination).

III. Prohibitions for Classes and Clinical Experiences:

1. Shorts.
2. Midriff tops, tee shirts, halters, translucent or transparent tops, shirts or tops with plunging necklines, tank tops or sweatshirts.
3. Buttons or large pins (could interfere with function, transmit disease or be grabbed by the patient).
4. Visible body tattoos or visible body piercing (including tongue rings).

Failure to adhere to these policies will result in dismissal from class or clinical by the instructor. There may be specific clinical settings where alterations of this policy may be changed at the approval of the faculty.

HIPAA Training Requirement

All students enrolled in the West Virginia University School of Nursing Program are required to provide verification or complete training on the Federal Law – Health Insurance Portability and Accountability Act (HIPAA).

Information on training available on SOLE can be found in the CastleBranch portal. Upon completion of training, the form for the requirement must be downloaded, signed and uploaded to the Medical Document Center in CastleBranch by the required due date in order to be eligible to begin the clinical experience.

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://universityrelations.wvu.edu/digital-services/policies-and-guidelines/social-media-guidelines> 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://dentistry.hsc.wvu.edu/media/1072/use-of-social-networking-sites-blogs-and-instant-messaging-policies.pdf> as these guidelines contain vital information relating to the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Fees, Expenses, Housing, Transportation

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Students enrolling at the Morgantown campus pay the fees shown in the WVU Health Sciences Center Catalog charts, plus special fees and deposits as required, including fees for the required Health Sciences issued laptop computer. Students enrolling at other sites pay the fees shown in the catalog for that site. Fees are subject to change without notice. Students' expenses vary widely according to the course of study and individual needs. Students are expected to provide their own transportation, equipment and instruments for the clinical courses. Some clinical experiences such as the senior Nursing in Complex Community Systems course, may require travel up to an hour for clinical experiences. Specific immunizations, including hepatitis B, are required.

Information concerning financial assistance and application forms may be obtained by visiting or writing the HSC Financial Aid Office, Suite 1170, Health Sciences North, P.O. Box 9810, Morgantown, WV 26506-9810, telephone 304/293-3706. Email: hscfinaid@mail.wvu.edu

The University Housing and Residence Life Office, (phone 304-293-2811), provides information concerning University-owned housing. The Student Life Office in E. Moore Hall (phone 304-293-5811) provides information concerning privately owned, off-campus housing.

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 <http://financialaid.wvu.edu/home/hsc-office> 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.

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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
Washington, DC 20202-4605

Complete information is available at <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

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- Course schedule
- Mid-term and final grades
- Housing and meal plan information
- View addresses (e.g. mailing address, permanent address, etc.)

Additional Information

- Parent/Guest Portal website – <http://parent-guest.portal.wvu.edu>

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.

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FERPA One Time Use 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: [][]-[][]-[][][][]
Month Day Year

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: _____ Zip: _____

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 _____

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.

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Undergraduate Student Workload Policy

A student enrolled in the School of Nursing is expected to give priority to the demands of the required classroom and clinical experiences. This includes adequate study and preparation time. Time spent working can interfere with the time needed for these requirements.

Therefore, the School of Nursing strongly discourages undergraduate nursing students from working in excess of 20 hours per week when enrolled for 12 or more credit hours. As the number of enrolled credit hours increases above 12, the number of hours worked should decrease below 20. If a student chooses to work, the hours worked are not an excuse for failing to meet academic and clinical performance standards and schedules.

Students may not work a shift immediately prior to reporting for clinical rotations. Students are encouraged to take advantage of all opportunities for financial aid, including grants, scholarships, and educational loans, in order to reduce and/or eliminate the need to seek employment while enrolled in the School of Nursing.

Academic Advising Guidelines

I. Philosophy of Advising

Students enter West Virginia University School of Nursing with varied backgrounds and motivating factors. To maintain the standards of the school and to serve the best interest of each student, academic advising by professional advisors or faculty is provided for every semester of enrollment. The Office of Student Services is responsible for management of those processes related to admission, progression, and graduation of students, including the advising process.

II. Purpose of Advising

The purpose of academic advising is to assist the student in his/her academic progression during the period of student enrollment.

III. Assumptions and Beliefs

The following assumptions and beliefs about advising are important to the academic advising process at West Virginia University School of Nursing.

- The assigned academic advisor or a member of the Student Services Office staff provides academic advising.
- Advising about non-academic concerns shall be provided **ONLY** by mutual agreement between the student and the advisor.
- Advising is characterized by collaboration between advisor and advisee in exploration and selection of alternatives in meeting student's academic needs.
- It is believed that the student-advisor relationship benefits the student because the relationship:
 - a. Helps in the development of the student as an individual;
 - b. Motivates the student through expression of individual needs;
 - c. Maintains continuity of advising;
 - d. Helps in obtaining academic goals through an understanding attitude;
 - e. Allows the student to receive practical advice and/or professional advice;
 - f. Provides an advocate for the student within the academic system;
 - g. Assists in making employment contacts after the student has graduated;
 - h. Assists the advisor in writing letters of recommendation.

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IV. Requirements

1. Students are required to meet with the advisor every semester prior to registering for courses for the subsequent semester.
2. Students must meet with the advisor during the final semester before graduation in order to complete the Senior Reference form.
3. Students may also meet the advisor as needed.

V. Faculty Mentor

During the first semester of the Sophomore Year (upon formally entering the nursing program), students will be assigned a faculty mentor. This mentor will contact students each semester to be of support in terms of both academic and non-academic issues that arise (aside from determination of course progression and course registration issues). The faculty mentor can be of assistance in connecting students with needed resources (both academic and non-academic), providing career counseling, and helping the student to balance school and personal/home life. Students should expect to be contacted at least once a semester by their faculty mentor, and should feel free to contact the mentor as needed for mentorship support.

Student Services Guidelines

The official student record is maintained in the Student Services Office.

Only Student Services Office personnel are to remove files from or return files to the file cabinets. (Morgantown site)

Student Files may be signed out to an advisor for up to 48 hours (two working days). A secretary or the student may get the file for the advisor. (Morgantown site)

Advisors are responsible for providing documentation of student contacts for the file, generally in the Degree Works program.

All forms pertaining to students must be processed through or copied to the Student Services Office, (e.g. L.O.A., grade modification, application for graduation, etc.)

A student's address, e-mail, or telephone numbers are not to be released outside the School of Nursing without the student's permission.

Graduation with Honors Policy for Undergraduate Program

(See West Virginia University Undergraduate Catalog: Graduation with Honors.)

Students who meet University and School of Nursing requirements for graduation will be considered for honors designation under the following approved University policies:

GPA for honors is based on all baccalaureate-level college work attempted through the next to the last semester or through the last semester, whichever GPA is higher. This includes transferable baccalaureate-level college work attempted at all regionally accredited higher education institutions. Credit hours with a grade of P or S are not considered. Additionally, the GPA on WVU work must meet the requirements stated for the level of honors designated. If the WVU GPA indicates a lower level of honors, the WVU GPA will determine the level of honors.

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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 3.5 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

Student Nurses Association

The WVU SON has an active Student Nurses Association (SNA). All nursing students are invited to join the SNA.

The SNA's purposes are:

1. To assume responsibility for contributing to nursing education in order to provide for the highest quality health care.
2. To provide programs representative of fundamental and current professional interests and concerns.
3. To aid in the development of the whole person.
4. To provide moral and academic support to allow pre-nursing students the opportunity to gain knowledge concerning nursing as a profession.

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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. It is expected that a minimum of 25 hours will be completed during a student's rural health experience, but only the community service, not the clinical or research activities, will count toward meeting requirements.

- Basic BSN students must complete 100 hours of community service. (20 hours of community service are earned in N411)
- 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 N411)

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

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- 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.

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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 _____