The WVU Graduate Catalog is the official reference for all program and course information.

The website is catalog.wvu.edu/graduate/

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Welcome from the Dean

We are excited to be involved with our colleagues in the Robert C. Byrd Health Sciences Center in implementing a vision for health care in the 21st century, founded in WVU's history of excellence and service, with true social responsibility. We continue to be guided by our Vision: “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.” Nursing faculty and students are bringing nurses, nursing education and research, and advanced practice health care to serve the public in both urban and rural areas. The WVU School of Nursing remains committed to providing the highest levels of undergraduate professional nursing education, while expanding opportunities for graduate education. Our MSN program continues to prepare nurse practitioners for WV with faculty who are experts in using technology with "high touch" skills. We have approved a dual degree option for nurse executives to earn dual MSN/MBA degrees. Additionally, we offer two doctoral programs, the Doctor of Nursing Practice (DNP) - the highest level of nursing practice, and the Doctor of Philosophy (PhD) - for nurses desiring a teaching and research career. Our programs are committed to building access with success throughout the state - regional campus support for undergraduates, online MSN and DNP programs, and a summer option for the PhD. I look forward to "meeting" you all - virtually or in person.

Mission

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.

Bachelor of Science to Doctor of Nursing Practice BSN-DNP
Program Description

The West Virginia University School of Nursing Post-Bachelor of Science to Doctor of Nursing Practice (DNP) Program prepares nurses to practice at the highest level of professional nursing. Graduates of the DNP program advance the application of nursing knowledge through the translation and implementation of evidence for practice to improve health outcomes for diverse populations. This expert level practice builds on past advanced practice education, experience, and certification.

The BSN-DNP is a 62 credit hour program. All students will be awarded a Master’s Degree in Nursing after successfully completing the required 48 hours of course work. Students may then continue on to acquire the DNP degree for an additional 14 credits, or opt to exit the program with the Master’s degree. The time to completion of the DNP program varies depending on the length of the final project.

The student plan of study for the BSN-DNP degree requires 1000 post baccalaureate hours of, precepted clinical time, which can include previous precepted Master’s level clinical courses, with a minimum of 300 clinical hours to be earned at the DNP level. Six-hundred hours of clinical time is required for attainment of the MSN degree.

The BSN-DNP program includes a Final Project. According to the American Association of Colleges of Nursing (AACN), doctoral education is distinguished by the completion of a specific project that demonstrates synthesis of the student’s work and lays the groundwork for future clinical scholarly work directed at improving health or organizational outcomes in the area of focus. The Post-BSN-DNP curriculum primarily involves mastery of an advanced specialty within nursing practice and methods of practice improvement and change. The DNP Final Project is used to demonstrate mastery of the BSN-DNP curricular content. Guided by faculty, and with assistance of an expert in the area of interest, the DNP Final Project demonstrates the student’s ability to identify a practice or system related problem through clinical immersion, to synthesize and critically appraise the evidence related to addressing that practice problem, to negotiate within the system to implement evidence based change within an organization, implement that change, and systematically measure the results of the practice or system related change initiative. The DNP Final Project documents outcomes of the student’s educational experiences, and summarizes the student’s growth in knowledge and expertise. The DNP Project experience serves as a foundation for leadership in future scholarly practice within the clinical setting. See the DNP Final Project Process, Timeline, and Structure in Appendix 7.

Core Competencies

The following Core Competencies provide the framework for the BSN-DNP curriculum. The
The key concepts of the core competencies are threaded throughout the curriculum.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Key Concepts</th>
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| Professional Advanced Practice Role/Interventions | • Advanced Nursing knowledge  
• Holistic Nursing  
• Population Health  
• Evidence-Based Practice  
• Clinical Decision Making Skills  
• Competency  
• Professional Development  
• Quality and Patient Safety |
| Leadership & Interprofessional Collaboration | • Organizational & Systems Leadership  
• Assessing Organizations  
• Identifying Systems’ Issues  
• Facilitating Changes in Practice Delivery  
• Health Care Issues, Ethics, and Policy  
• Multi-tiered Healthcare Environment  
• Expanding Collaboration Skills/Referral Systems  
• Team Leadership |
| Communication/Caring                         | • Using Information Systems and Technologies to Improve Health Outcomes  
• Telehealth  
• Data Mining  
• Practice Outcome Patterns  
• Healthcare Consumer Information  
• Professional and Therapeutic Communication |
| Scholarship/Critical Thinking                | • Scientific Underpinnings  
• Ask Pertinent Questions Related to Practice & Apply Research to Practice  
• Evaluate Literature  
• Design and Evaluate Methodologies that Improve Patient Care |

The DNP prepared nurse is prepared to participate in healthcare in numerous roles including:
• clinical nurse specialist  
• nurse practitioner  
• nurse entrepreneur  
• nurse administrator  
• health care advocate

The areas of emphasis for study in advanced nursing in the curriculum are Family Nurse Practitioner (FNP) and Pediatric Nurse Practitioner (PNP). Advanced certification is a requirement for the DNP degree. Postgraduate applicants must have advanced certification. Students continuing on in the
curriculum after obtaining the Master’s degree must become certified by the end of the fall semester of the year that they have completed the requirements for the Master’s degree. Students continuing in the program will broaden their goals and learning objectives in the Clinical Immersion course. The clinical immersion experience moves beyond providing advanced practice care to individual patients to assessment of system level changes and the evaluation of such changes.

The program offers a curriculum that allows students to enroll on a part-time or full-time basis. Throughout the curriculum, students are guided in the process of self-development aimed at pursuing excellence in scholarly and professional endeavors. The school also offers a post-graduate certification program in these areas for those who already hold a graduate degree.

Students are admitted to a specific track and progression plan. Admission to some tracks is dependent on an adequate cohort. Changes to the track or progression plan are only allowed based on space available. If for any reason a student must leave the program, his or her ability to return to the program will be based on space available at the time of request and is not guaranteed.

The programs are offered by faculty located at the University main campus in Morgantown and at the Charleston Division. Courses are offered via web-based modalities. Students may be required to attend special sessions in Morgantown or Charleston for the Advanced Assessment workshops and proficiency exams. During semesters involving nursing practice hours, monthly meetings are held on-line. Dates of the special sessions are made available by faculty in charge of the course in advance so students can plan their schedules in order to attend. Special sessions for PNP students are held in Morgantown only. The DNP final project proposal and defense take place on either campus depending on the preference of the committee chair.

Graduate students are strongly encouraged to limit their credit load if they are also involved in full-time work. University policy recommends that students who are employed full-time (40 hours) enroll in no more than six credits in any one term.

BSN-DNP Program Outcomes
At the completion of the program, the graduate will be able to:

1. Use disciplined reasoning, science-based theories, and concepts from sciences and humanities to:
   a) Determine the nature and significance of health and health care delivery phenomena.
   b) Describe actions and advanced strategies to improve health care delivery, to diverse populations.
   c) Develop, deliver and evaluate theory based health care.
   d) Analyze nursing history to expand thinking and provide a sense of professional heritage and identity.

2. Demonstrate organizational and systems leadership that:
   a) Emphasizes clinical practice.
   b) Continually improves health outcomes.
   c) Ensures patient safety.

3. Use analytic methods, evidence, and nursing science to:
   a) Critically appraise existing literature to identify and evaluate best practices and practice guidelines.
   b) Facilitate the evaluation of systems of care in order to improve patient outcomes.
   c) Serve as a practice specialist/consultant in collaborative knowledge generating research.
   d) Disseminate results through translational scholarship.

4. Demonstrate proficiency and provide leadership for the integration of information systems/technology to:
   a) Support, monitor, and improve patient care, healthcare systems, clinical decision-making, nurse-sensitive outcomes, and academic settings.
   b) Support quality improvement and patient safety.

5. Assume a leadership role in advocacy and health care policy development.

6. Establish, participate in, and lead interprofessional collaborations for improving patient, population, and systems outcomes.

7. Develop, implement, and evaluate practice and healthcare delivery models for the purpose of quality improvement and improved patient outcomes considering:
   a) Safety and quality.
   b) Epidemiological, bio-statistical, environmental, and other appropriate scientific data.
   c) Culturally appropriate care.
   d) Values based professional practice and behaviors.
   e) Economies of care, business principles and health policy related to individual, aggregate, and population health.

8. Ensure accountability for advanced practice based on refined assessment skills, advanced communication skills, biophysical, genetic, genomic, psychosocial, sociopolitical, economic, ethical, and cultural principles.

9. Practice and provide services for populations within the area of advanced nursing specialization.

**Family Nurse Practitioner**
Graduates of the Family Nurse Practitioner track meet all requirements to take the national certification examination in their major area. They are prepared to offer care at the advanced practice level to a variety of populations and settings and are able to carry out all activities encompassed in the scope of practice of Family Nurse Practitioner.

**Pediatric Nurse Practitioner**

Graduates of the Pediatric Nurse Practitioner track meet all requirements to take the national certifying examination in their major area. They are prepared to be providers of primary care at an advanced level to children from birth to young adult.

**MSN Program Outcomes**

All students will be awarded a Master’s Degree in Nursing after successfully completing the required 48 hours of course work.

<table>
<thead>
<tr>
<th>MSN Program Outcomes (APRN)</th>
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<tbody>
<tr>
<td>At the completion of the program, the graduate will be able to:</td>
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</table>

1. Use disciplined reasoning from sciences and the humanities to:
   a. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
   b. Design nursing care for a clinical or community focused population based on biopsychosocial, public health, nursing, and organizational sciences.
   c. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.
   d. Analyze nursing history to expand thinking and provide a sense of professional heritage and identity.

2. Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment through:
   a. Synthesizing broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence based, culturally relevant clinical prevention interventions and strategies.
   b. Designing patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.
   c. Integrating clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions.

3. Support quality improvement and patient safety by:
   a. Promoting a professional environment that includes accountability, peer review, advocacy for patients and families, reporting of errors, and professional writing.
   b. Contributing to the integration of healthcare services to affect safety and quality of care to improve patient outcomes and reduce fragmentation of care.
   c. Participating in, and leading when appropriate, in quality initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services.

4. Demonstrate organizational and systems leadership that:
   a. Emphasizes clinical practice.
   b. Continually improves health outcomes.
   c. Ensures patient safety.

5. Analyze and evaluate evidence to integrate scholarship into practice through:
   a. Integrating theory, evidence, clinical judgment, and interprofessional perspectives to improve practice and health outcomes for patient aggregates.
   b. Articulating to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem.
   c. Applying practice guidelines to improve practice.
**MSN Program Outcomes (APRN)**

At the completion of the program, the graduate will be able to:

<table>
<thead>
<tr>
<th>6.</th>
<th>Demonstrate proficiency in the analysis and use of information systems and technology to sustain improvements and promote transparency using high reliability and just culture principles through:</th>
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<tbody>
<tr>
<td>a.</td>
<td>Analyzing current emerging technologies to support safe practice environments, and to optimize patient safety, cost-effectiveness, and health outcomes.</td>
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<tr>
<td>b.</td>
<td>Using information and communication technologies, resources, and principles of learning to teach patients and others.</td>
</tr>
<tr>
<td>c.</td>
<td>The use of current and emerging technologies in the care environment to support lifelong learning for self and others.</td>
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<th>7.</th>
<th>Assume an advocacy role in healthcare policy by:</th>
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<tbody>
<tr>
<td>a.</td>
<td>The analysis of the influence of policy on the structure and financing of health care practice and health outcomes.</td>
</tr>
<tr>
<td>b.</td>
<td>Participation in the development and implementation of institutional, local, state, and federal policy.</td>
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<tr>
<td>c.</td>
<td>The examination of the effect of legal and regulatory processes on nursing practice, health care delivery, and outcomes.</td>
</tr>
<tr>
<td>d.</td>
<td>Interpreting research and bringing the nursing perspective for policy makers and stakeholders.</td>
</tr>
<tr>
<td>e.</td>
<td>Advocating for policies that improve the health of the public and the nursing profession.</td>
</tr>
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<tr>
<th>8.</th>
<th>Collaborate with other professions to improve patient and population health outcomes by:</th>
</tr>
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<tbody>
<tr>
<td>a.</td>
<td>Advocating for the value of the professional nurse as members, and leaders when indicated, of interprofessional healthcare teams.</td>
</tr>
<tr>
<td>b.</td>
<td>Using collaboration in the design, coordination, and evaluation of patient-centered care.</td>
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<tr>
<td>c.</td>
<td>Mentoring and coaching new and experienced nurses and other members of the healthcare team.</td>
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<tr>
<td>d.</td>
<td>Understanding other health professions scopes of practice to maximize contributions within the healthcare team.</td>
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<th>9.</th>
<th>Plan, manage, and evaluate evidence-based clinical prevention and population care by:</th>
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<tbody>
<tr>
<td>a.</td>
<td>Evaluating the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes.</td>
</tr>
<tr>
<td>b.</td>
<td>Delivering patient-centered and culturally responsive strategies in prevention and health promotion to individuals, families, communities, and aggregates/clinical populations.</td>
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<tr>
<th>10.</th>
<th>Ensure accountability for advanced practice based on refined assessment skills; advanced communication skills; and biophysical, genetic, genomic, psychosocial, sociopolitical, economic, ethical, and cultural principles through:</th>
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<tbody>
<tr>
<td>a.</td>
<td>Delivering safe, quality care to diverse populations in a variety of settings and roles.</td>
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<tr>
<td>b.</td>
<td>Conducting a comprehensive and systematic assessment as a foundation for decision making.</td>
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<tr>
<td>c.</td>
<td>Applying the best available evidence from nursing and other sciences as the foundation for practice.</td>
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<tr>
<td>d.</td>
<td>Using knowledge of illness and disease management to provide evidence-based care to populations, perform risk assessments, and design plans or programs of care.</td>
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<tr>
<td>e.</td>
<td>Incorporating core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, in assisting patients and other healthcare providers to address such issues.</td>
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**BSN-DNP Progression Plans**

**BSN-DNP Full Time Progression Plan – FNP Focus**

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<thead>
<tr>
<th>Fall</th>
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<th>Year 0</th>
<th>NSG 708 Role Seminar</th>
<th>NSG 709 Informatics</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>NSG 724 Stats for EBP</td>
<td>NSG 707 EBP Methods</td>
<td>NSG 703 Theoretical Foundations</td>
<td>NSG 712 Primary Care I</td>
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<td>NSG 702 Health Promotion</td>
<td>NSG 710 Adv. Pharm.</td>
<td>NSG 701 Adv. Foundations</td>
<td>NSG 712 Primary Care I</td>
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<td>NSG 706 Adv. Patho.</td>
<td>NSG 705 Adv. Assessment</td>
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<td>NSG 712 Primary Care I</td>
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<td>3</td>
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<td>9</td>
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<tr>
<td>Year 2</td>
<td>NSG 704 Leadership</td>
<td>NSG 711 Issues/Ethics/Policy</td>
<td>Option: Continue with DNP</td>
<td>NSG 706 DNP Project Proposal</td>
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<tr>
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<td>NSG 714 Primary Care 2</td>
<td>NSG 721 Practicum 2</td>
<td>NSG 706 DNP Project Proposal</td>
<td>NSG 763 Final Project</td>
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<td>NSG 720 Practicum 1</td>
<td>NSG 705 Adv. Assessment</td>
<td>NSG 706 DNP Project Proposal</td>
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<td>Year 3</td>
<td>NSG 745 Clinical Immersion</td>
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* A minimum of 5 credits of Clinical Immersion is required prior to graduation. (A total of 1000 hours post baccalaureate supervised clinical practice is required prior to graduation)
** A minimum of 6 credits of Final Project is required prior to graduation.
+MSN Degree awarded

### BSN-DNP Part Time Progression Plan 1 – FNP Focus

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<th>Fall</th>
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<td>NSG 704 Leadership</td>
<td>NSG 711 Issues/Ethics/Policy</td>
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<td>NSG 714 Primary Care 2</td>
<td>NSG 721 Practicum 2</td>
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<td>NSG 720 Practicum 1</td>
<td>NSG 705 Adv. Assessment</td>
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<tr>
<td>Year 3</td>
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<td>NSG 763 Final Project</td>
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* A minimum of 5 credits of Clinical Immersion is required prior to graduation. (A total of 1000 hours post baccalaureate supervised clinical practice is required prior to graduation)
** A minimum of 6 credits of Final Project is required prior to graduation.
+MSN Degree awarded

### BSN-DNP Part Time Progression Plan 2 – FNP Focus

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<td>NSG 705 Adv. Assessment</td>
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+MSN Degree awarded

BSN-DNP Full Time Progression Plan – PNP Focus

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** A minimum of 6 credits of Final Project is required prior to graduation.
+MSN Degree awarded

**BSN-DNP Part Time Progression Plan 1– PNP Focus**

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+MSN Degree awarded

**BSN-DNP Part Time Progression Plan 2– PNP Focus**
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+MSN Degree awarded

BSN-DNP Course Descriptions
**NSG 701:** Advanced Pharmacotherapeutics. Prerequisite/Co-requisite – NSG 706. Examination of the relationship between pharmacologic principles and the selection of pharmacologic agents in altered health states across the lifespan. This course lays the foundation for subsequent courses in diagnosis, management, and therapeutic interventions.

**NSG 702:** Population Health Promotion. Prerequisite – None. In-depth study and analysis of clinical prevention and population health for individuals, aggregates, and populations utilizing advanced nursing practice strategies for the promotion of health and prevention of disease across the lifespan.

**NSG 703:** Theoretical Foundations of Nursing Practice. Prerequisite – None. Elaboration and integration of theories from nursing, the sciences, and the humanities to build a foundation for the highest level of nursing practice.

**NSG 704:** Health Care Leadership. Prerequisite – None. Critical analysis of leadership in an organizational setting, with development of skills needed to enact the leadership role.

**NSG 705:** Advanced Lifespan Assessment: FNP Focus. Prerequisite – NSG 706. The focus of this course is the advanced health assessment of individuals across the lifespan. Skilled interviewing and clinical reasoning are emphasized as students collect and analyze data from the patient history, physical examination, and diagnostic procedures.

**NSG 706:** Advanced Pathophysiology. Prerequisite – None. Theoretical basis of pathophysiological changes in acute and chronic illnesses confronted in primary care across the lifespan is presented. The course serves as the foundation for clinical assessment, decision making, and management.

**NSG 707:** Evidence Based Practice Methods. Prerequisites – NSG 724. This course provides an overview of research methods, evidence, and epidemiologic measures for understanding the translation of research into practice and the design of interventions to promote change in a variety of settings.

**NSG 708:** Role Seminar for Advanced Practice. Prerequisite – None. Exploration, analysis, and evaluation of the role of the advanced practice nurse as guided by concepts, theories, and research.

**NSG 709:** Health Care Informatics. Prerequisite – None. Explore information technologies used in inpatient and outpatient health settings and describe methods of utilization of technology for practice improvement and patient outcomes management.

**NSG 710:** Health Care Issues, Policy, and Ethics. Prerequisite – None. A foundation for leadership in health policy development, implementation, and evaluation, with a focus on advocacy for nursing, leadership, ethics, finance, and policy/program implementation.

**NSG 712:** Primary Care of Families 1. Prerequisites – NSG 701, NSG 702, NSG 705, NSG 707, and NSG 708. An introduction to the knowledge and skills basic to the health maintenance, diagnosis, treatment, evaluation, and revision of care of individuals as members of family units in the primary care setting.

**NSG 714:** Primary Care of Families 2. Prerequisite – NSG 712. Further acquisition of knowledge and skills basic to the health maintenance, diagnosis, treatment, evaluation, and revision of care of individuals as members of family units in the primary care setting.

**NSG 720:** Family Practicum 1. Prerequisite/Co-requisite – NSG 714. Supervised practicum designed to
facilitate the student’s competency at the advanced practice level in the delivery of primary health care across the lifespan.

**NSG 721:** Family Practicum 2. Prerequisite – NSG 720. Supervised practicum that builds on Family Practicum 1 and applies theory and evidence to the advanced practice of nursing. Further role and competency development at the advanced practice level of lifespan primary health care.

**NSG 724:** Health Statistics I. Prerequisite – Undergraduate Statistics. The study of statistical knowledge and skills needed for quantitative health research.

**NSG 745:** Clinical Immersion. Prerequisite – NSG 721 or NSG 773 or equivalent. Provides for the mastery of skills relative to the state of the science in a particular area of practice.

**NSG 760:** DNP Project Proposal. Prerequisite – NSG 721 or NSG 773. The development of a scholarly initiative to improve practice, system, or patient outcomes.

**NSG 763:** DNP Final Project. Co-requisite – NSG 760. Implementation of a Final project using leadership skills to create and evaluate change relative to a practice problem. Analysis of the relationship of the project to practice and policy.

**NSG 770:** Pediatric Primary Care 1. Prerequisite – NSG 701, NSG 702, NSG 705, NSG 707, and NSG 708. An introduction to the knowledge and skills basic to the health maintenance, diagnosis, treatment, evaluation, and revision of care of children in the primary care setting.

**NSG 771:** Pediatric Primary Care 2. Prerequisite – NSG 770. Further acquisition of knowledge and skills basic to the health maintenance, diagnosis, treatment, evaluation, and revision of care of pediatric populations in the primary care setting.

**NSG 772:** Pediatric Practicum 1. Prerequisite/Co-requisite – NSG 771. This supervised practicum is designed to facilitate the student’s competency at the advanced practice level in the delivery of primary health care to pediatric populations.

**NSG 773:** Pediatric Practicum 2. Prerequisite – NSG 772. Supervised practicum that builds on NSG 772 and applies theory and evidence to the advanced practice of nursing. Further role and competency development at the advanced practice level for the delivery of primary health care to pediatric populations.

**NSG 767:** Advanced Lifespan Assessment: PNP Focus. Prerequisite – NSG 706. Advanced health assessment of individuals across the lifespan with focus on pediatric populations. Skilled interviewing and clinical reasoning are emphasized as students collect and analyze data from the patient history, physical examination and diagnostic procedures.

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**Postgraduate to DNP Progression Plans**

All postgraduates must have completed a nationally accredited Master of Science in Nursing Program and have national advanced practice certification. If a graduate of a program that meets the AACN 2011...
Master’s Essentials, transcripts will be evaluated for equivalence to WVUSON courses in:
1. Advanced Pathophysiology
2. Advanced Pharmacotherapeutics (for prescribers)
3. Advanced Health Assessment
4. Research Process
5. Quality & Safety
6. Informatics

**If a Graduate of a pre-2011 Master’s Essentials Program, the following courses are required:**
Role Seminar
Project Proposal Final Project
Health Statistics I
Informatics
Leadership
Clinical Immersion
Issues/Ethics/Policy

### Part-time Plan 1 Postgraduate to DNP

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* A total of 1000 hours post baccalaureate supervised clinical practice is required prior to graduation.
** A minimum of 6 credits of Final Project is required prior to graduation.
*** Individual progression plans are developed based on previous course work.

**Postgraduate Certificate Programs and Progression Plans**

**NOTE:** West Virginia law requires a BSN in order for a nurse practitioner to qualify for limited
prescriptive authority. If you previously earned an MSN, without first earning a BSN (such as in an RN-MSN program that does not award a BSN), you should speak with an advisor before applying to the post-MSN certificate program.

Post-Graduate Certificate Program Outcomes

The Post-MSN Certificate Program prepares the graduate to:

1. Conduct a comprehensive and systematic assessment of health and illness in complex situations, incorporating individualized and culturally sensitive approaches.
2. Design, implement, and evaluate therapeutic interventions based on nursing and other sciences.
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family, or population) and other professionals to facilitate optimal care and patient outcomes.
4. Demonstrate advanced levels of clinical judgment and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
6. Educate and guide individuals and groups through complex health and situational transitions.

Postgraduate Certificate-Family Nurse Practitioner (FNP)

The postgraduate nurse practitioner certificate program requires a minimum of 19 credit hours. The program prepares Master's prepared nurses to sit for the national certification examination as a family nurse practitioner. To be considered for admission, the applicant must have a master's degree in nursing from a nationally accredited program with a minimum cumulative GPA of 3.0 or better and an unrestricted RN license in at least one state. Each student's progression plan will be individualized based on educational and experiential background. Students in the certificate programs (FNP, PNP) that earn two C grades, a D or an F will be dismissed from the Post-Graduate Certificate program. Students in the certificate programs must also receive satisfactory clinical ratings to progress.

Prerequisites to registration for the five required courses in the program are evidence of completion of graduate level courses in the following three areas: advanced pathophysiology, advanced pharmacotherapeutics, and advanced assessment. These courses must be taken if not taken prior to admission. The required courses in addition to advanced pharmacology and advanced pathophysiology for postgraduate certification as a family nurse practitioner are:

- NSG 705 Advanced Lifespan Assessment (FNP Focus) 3 Credit Hours
- NSG 712 Primary Care of Families 1 3 Credit Hours
- NSG 714 Primary Care of Families 2 3 Credit Hours
- NSG 720 Family Practicum 1 5 Credit Hours
- NSG 721 Family Practicum 2 5 Credit Hours

Total 19 Credit Hours

All students in this program will complete a minimum of 600 supervised clinical hours.

Postgraduate Certificate-Pediatric Nurse Practitioner (PNP)

This program prepares nurses who have already earned a master’s degree in nursing to sit for the
national certification examination offered by the American Nurses Credentialing Center (ANCC). The postgraduate PNP certificate program requires a minimum of 19 credits that are earned in 5 courses. Two courses are clinical, affording the student the opportunity to complete the 600 hours of supervised clinical practice with child populations required to sit for the national certification examination. Two courses are didactic and offered via webcast and internet technology, affording the student the opportunity to take these courses distant from campus. To be considered for admission, the applicant must have a Master's degree in nursing from a nationally accredited master’s program, a minimum cumulative GPA of 3.0 or better and an unrestricted RN license in at least one state. Students in the certificate programs (FNP, PNP) that earn two C grades, a D or an F will be dismissed from the Post-Graduate Certificate program. Students in the certificate programs must also receive satisfactory clinical ratings to progress.

Prerequisites to registration for the required pediatric nurse practitioner courses are evidence of knowledge in the following three areas: advanced pathophysiology, advanced pharmacology, and advanced assessment. These courses must be taken if not taken prior to admission. The required courses in addition to advanced pharmacology and advanced pathophysiology for postgraduate certification as a pediatric nurse practitioner are:

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</table>

**Total 19 Credit Hours**

All students in this program will complete a minimum of 600 supervised clinical hours.

**Academic Advising**

**Admission Status**
A student admitted as provisional must meet the provisions stated in the letter of admission by the deadline stated. Non-degree seeking students may only enroll in NSG 706 Advanced Pathophysiology and NSG 701 Advanced Pharmacotherapeutics.

**Academic Advising**
Students in the program will have two advisors in the School of Nursing: a faculty advisor, whose name will be found in the letter of admission, and an academic advisor. The faculty advisor is an experienced faculty member who will be available to help with issues encountered. If questions arise about which courses are needed, transfer credits, a change in track or progression plan, contact the faculty advisor or program director. Academic advising is shared by Jeffrey Wilson jfwilson@hsc.wvu.edu and Brandy Toothman btoothman@hsc.wvu.edu, who will assist with many of the technical details encountered, such as course registration, dropping courses, filing forms, and so forth. If there are problems with registration, contact Jeffrey or Brandy. Contact should be initiated with your faculty and academic advisors each semester prior to registration, and at any time there is need of advice regarding academic plans.

Any changes in the Progression Plan must be processed with the Academic Advisor and sent to the Program Director. Changes in the progression plan will only be approved if space is available. Students
are expected to contact their faculty and academic advisors each semester before registering for courses. It is expected that students will phone or e-mail the faculty advisor in advance to set up appointments. Every effort is made by the faculty to accommodate students’ schedules.

Students must be sure that a correct home and work phone number as well as address are on record with both the Advisor and the Office of Student Services. If such information changes, the student must notify the Advisor, Office of Student Services, and the Office of the University Registrar immediately.

**Maintenance of RN Licensure and APRN Certification**
All DNP students are required to maintain continuous RN licensure and APRN certification (once obtained after completion of the MSN) during enrollment in the DNP program. If a student’s RN license and/or APRN certification is renewed during the program, the student should provide documentation of this renewal to the advisor. If the student’s RN license lapses or becomes encumbered due to a disciplinary action, or the APRN certification lapses, the student can be dismissed from the DNP program. All students must maintain RN licensure while in the program, whether continuing on to the DNP degree or stopping out at the Master’s degree. Students must maintain an unencumbered RN license in order to participate in clinical practicum courses.

**Incomplete Grades**
The grade of Incomplete (I) is given when the instructor believes that the course work is unavoidably incomplete because of a personal emergency or other urgent situation that interfered with completing the course work. A contract to remove the grade I (see Appendix 1 for copy of form) should be completed by the student and instructor before a grade of I is given, or during the first two weeks following the term during which the I was given. The contract should clearly explicate the work necessary to remove the grade of I, the date for completion, and the grade to be given if the work is not complete. The student, the Associate Dean for Academics, the student's advisor and the faculty should receive a copy of the contract.

Only the instructor who recorded the incomplete may initiate either of these actions. If the instructor is no longer at WVU, the chairperson of the unit in which the course was given may initiate the actions. When a student receives a grade of incomplete and later removes that grade, the grade point average is recalculated on the basis of the new grade. If the I grade is not removed within the next semester in which the student is enrolled, the grade of I is converted to an F (failure). The Program Director may allow for postponement of removal of the incomplete grade if a delay can be justified. In the case of withdrawal from the University, a student with a grade of I should discuss that grade with the appropriate instructor. At that time the student may apply for a permanent I. Grade changes other than I to a letter grade must be accompanied by an explanatory memo.

**Graduation**
A checklist of requirements for graduation can be found in Appendix 11. It is essential that students meet with their Academic Advisor each semester throughout the Program to discuss progression and graduation requirements so that at the time of graduation all requirements will have been met.

**Credit Loads**
Graduate students must limit their course credit load if they are also employed. University policy recommends that students who are employed full-time (40 hours) enroll in no more than six credits in any one term. Those in half-time employment (20 hours) are advised to enroll for no more than 12 credit hours.
Graduate students should plan for a minimum of one classroom hour per registered credit per week and three outside hours of preparation per registered credit per week (e.g. 5 credits = 5 classroom hours/week, 15 outside hours/week = 20 hours/week). This rule should be taken into consideration when planning work and school time.

WVU Student ID Card
Students who wish to obtain a WVU Student Identification card must have paid the special fees included in their tuition and fees invoice. To get the ID card, take a copy of the paid invoice to the Student ID Office in the Mountainair or to the Student Services Office in Charleston. The personnel there will validate the invoice and take a picture. The cards are usually ready in five to seven working days. Students must have a valid photo ID when picking up the card. For information on obtaining a photo ID call 304-293-2273. For a non-photo student ID email wvucard@mail.wvu.edu

HIPAA Requirements
All students are required to provide verification of HIPAA training from place of employment. If you have not had HIPAA training, you must complete the training prior to the first week of nursing classes. All students enrolled in the West Virginia University School of Nursing Graduate Program are required to provide verification or complete training on the Federal Law—Health Insurance Portability and Accountability Act (HIPAA).

Responsible Conduct of Research
All graduate students are responsible for completing the Responsible Conduct of Research course at WVU within 30 days of matriculation into graduate coursework. Students will receive a letter with instructions from the Program Director related to recording their completion of the course, and other pre-program requirements.

Registering for Courses
Registration for courses MUST be done only after consulting with the advisor. Course offerings are listed in the Schedule of Courses, which is published each semester, typically near the middle of the term. The Schedule of Courses is available on the WVU Office of the University Registrar page: http://courses.wvu.edu/. Keep in mind that the most current information about course offerings and times is available on the WVU Office of the University Registrar website.

Be advised that there may be days on which students are expected to come to campus for group activities related to enrolled courses. Students are notified of these dates and times on or before the first day of class by the course instructor. The on-campus sessions for FNP students are offered in Charleston for students in the southern half of the state and in Morgantown for students in the northern area. Students living out of state should attend on-campus sessions on the campus on which they are registered.

Students should make and keep their own copies of all forms, documents, letters, etc. that relate to progression or academic standing in the program. Examples include: registration forms, grade reports, and grade modification forms, the admission letter, and letter from the program director. All students enrolled in the BSN-DNP program are required to attend an on-line orientation. The date will be sent to them in a letter from the program director mailed prior to the beginning of the semester.
Criminal Background, Immunizations, and Drug Testing
Clinical facilities require that students are fit for duty in their facilities. To that end, all students are required to complete the Immunization and Criminal Background check forms online. The results of these must be requested and received by the School of Nursing by the semester prior to enrolling in the first practicum course. Felony convictions and some serious misdemeanors may preclude participation in clinical rotations. This could, in turn, prevent the completion of clinical course requirements and completion of the MSN program. Students must also report immunizations. Information about submitting criminal background checks and immunizations will be sent to students prior to starting the first practicum course.

Student Health Insurance and Responsibility for Medical Expenses
Students must have health insurance while they are enrolled in the WVU School of Nursing. Health insurance is available through the Student Health for students who are enrolled in 6 or more credits. Students who have private health insurance can apply for a waiver of insurance coverage through WVU. The waiver application to show proof of insurance and opt-out of the WVU sponsored health insurance plan is available at http://studentinsurance.wvu.edu/.

Writing Expectations
Graduate education requires high level writing skills. WVU School of Nursing adopted a writing plan for all graduate programs below:

- All faculty will refuse to accept poor writing and will actively promote good writing.
- Students’ writing skills will be reinforced from course to course over the curriculum.
- One writing assignment will be required in every course.
- A standard rubric to evaluate writing will be used in all courses (Appendix 8).
- Two books will be the standard writing resources for every course.
- Faculty will not allow re-writes of final submitted papers.
- If a teacher decides to accept drafts, he or she must incorporate in the syllabus expectations for the drafts and the final submissions.
- All students are encouraged to have a non-peer proof reader, who is willing to critically analyze writing.
- Standard writing resources will be used to improve students’ writing as follows:
  a. The Purdue Online Writing Lab (Perdue OWL), [http://owl.english.purdue.edu/OWL/](http://owl.english.purdue.edu/OWL/). This includes online writing tutorials that can be used as needed.
  b. Drake University, *A Writing Tutorial for Graduate Students*, [http://www.educ.drake.edu/aded/tutorial.htm](http://www.educ.drake.edu/aded/tutorial.htm). This is a clearinghouse of writing resources that can be used as needed.

Progression and Graduation Standards

Graduate Programs Progression Policy
To progress in the graduate curriculum, a student must meet the following performance standards. Failure to meet the criteria below and to progress will result in dismissal from the program.

1. Achieve and maintain an overall academic Grade Point Average of at least:
   a. 3.0 in all work attempted in the Graduate Practice Program. A student who falls below 3.0 on nine or more credit hours will be placed on academic probation and has only one semester to bring up the GPA to the 3.0 requirement. Failure to raise the cumulative GPA to 3.0 in one semester will result in dismissal from the program.
   b. Post-Graduate Certificate students are required to take fewer credits than those in the degree programs. Therefore, a GPA lower than 3.0 will not be grounds for probation or dismissal. However, students earning two C grades, a D or an F will be dismissed from the Post-Graduate Certificate Program.

2. Carry forward only one C grade in a nursing course. A second C in a nursing course will result in dismissal from the program.

3. Repeat only one nursing course and only one time.

4. Earn a letter grade (A, B, C) on all required courses. A grade of D or F in any course results in dismissal from the program.

5. If a student needs to withdraw from all courses in a semester, the student must meet with his or her advisor to request a Leave of Absence if he/she plans to return to course work.

6. Students at all times are expected to demonstrate professionalism, and respect for faculty, staff, preceptors, and student colleagues. If a student is dismissed from his or her clinical placement site for lack of professionalism or if the student's behavior compromises the school's relationship with the agency, the student is subject to failure in the course and subject to dismissal from the program.

Note: Any student who has been dismissed from the West Virginia University School of Nursing will not be readmitted to the program.

Appeals
Appeal processes for the graduate program follow the West Virginia University guidelines and can be found in the WVU Graduate Catalog. To access the Catalog please go to catalog.wvu.edu/graduate/. Go to “Select a Major” and choose “Nursing”. For the specific appeal procedure for the School of Nursing, see Appendix 6. Students considering an appeal should begin by contacting their faculty and academic advisors first.

Transfer of Course Work
Twelve semester credits of course work with a grade of B or better may be transferred from institutions accredited at the graduate level with permission of the Associate Dean for Graduate Practice Programs.

- A student wishing to transfer credit from another institution must confer with his or her academic advisor and obtain a transfer of graduate credit form from the Office of Student Services. (See Appendix 4 for a sample copy of this form.) This form requires the signature of the MSN/DNP Program Director.

- The student should provide information about the course for transfer including the name of the institution with address and zip code, the course number and the name, and the course descriptions and syllabi as published by that institution, including the WVU course it replaces or the requirement
it meets. Courses for transfer will be evaluated for equivalency by the Program Director and appropriate graduate faculty.

- The student must have an official transcript from the other institution sent to the Office of the University Registrar. Failure to submit an original transcript will result in nullification of the transfer of credit.

Transfer of Program Site (FNP, PNP)
Students requesting a change from Morgantown to Charleston or Charleston to Morgantown must:

- Request the transfer in writing. Contact Jeff Wilson at jfwilson@hsc.wvu.edu or Brandy Toothman at btoothman@hsc.wvu.edu to initiate the change of campus request.
- The Program Director approves the request and notifies Student Services.
- Transfer of site will only be approved based on space available at the requested site.

Degree Requirements
The following requirements must be met:

- Remove all provisions.
- Complete all required semester credit hours.
- Remove all conditions, deficiencies, and incomplete grades.
- Register for course work during the semester graduating. This does not include completion of request to remove a grade of incomplete.
- Complete and document all clinical hours in the DNP and or MSN clinical logs. For the DNP, make sure that all DNP Essentials have been met via the Clinical Immersion experience and the Final Project.

Technology Requirements for Delivering Graduate Program Courses

The graduate programs at WVU makes use of the latest in technological advances. You will need to have access to appropriate hardware, software, and systems to be successful. The following is a guide and recommendations for technology.

WVU Student Email System
All students in the University have access to email through the Mobile Friendly App portal.wvu.edu. There you will find information about the Mountaineer Information Express (MIX) system. You must use this email system for all graduate program coursework and any WVU SON communication. No other email addresses will be used by faculty or administrators to contact you or to notify you of course related or program related information. You can access MIX from any computer where you have internet access or from the mobile friendlyapp portal.wvu.edu. You will need a user name and password.

All students are assigned a WVUID number, username, and account. You must obtain your WVUID prior to claiming your account. If you previously attended WVU, your WVUID and username will be the same, but you will still need to reclaim your account if it has not recently been active. Please follow the steps below to find your WVUID and claim your username and account:

Find your WVUID
1. Go to https://login.wvu.edu/self-service/dist/index.html#/lookup/auth
2. Under Alternate WVUID Lookup, enter your date of birth, then select “Social Security Number”
from the ID Type drop down box and enter your SS#.
3. Click Look Up.
4. Write down your WVUID number and memorize it! (Or at least keep it where you will be able to easily find it again.)

Claim Your Account
1. Go to https://login.wvu.edu and click the Claim Account button
2. Enter your name and date of birth
3. In the ID Type drop-down field, select WVUID and enter your 9-digit WVU ID number found on your admission letter
4. Answer the validation question
5. Read and accept the Annual Security Responsibility Statement
6. Choose if you would like to extend your password from 90 to 180 days and complete the instructions listed
7. Select three different security questions
8. Create a password
9. Write down and memorize your username and password. You will use this for all WVU logins unless otherwise instructed.

You should access MIX as soon as possible. The SON and faculty will send you important information through this account, and request that you check your account daily. You will be accountable for any information found in your MIX email. The MIX homepage has a great tutorial that you should complete before your classes begin. Use MIX to your best advantage during your program!

Distance Course Delivery
The courses you will take in the graduate program will be delivered via distance education technologies using the SOLE (Study, Observe, Learn, Engage) platform for course deliveries. Technologies used within SOLE include Blackboard Collaborate, Camtasia, and Mediasite Live webcast.

SOLE (Study, Observe, Learn, Engage)
SOLE is the WVU Health Sciences Center's portal for online education and information. It is a web-based tool for students to access courses and for instructors to build and maintain those courses. SOLE was developed by HSC Information Technology Services as an open-ended system for online course development and management with a single-login and user-friendly environment. Login to SOLE at https://sole.hsc.wvu.edu/login?ReturnUrl=/ using your WVU MyID username and password. If you haven’t already activated your MyID account, go to https://myid.wvu.edu/ and click on Activate Account and complete the requested information. You are expected to check your SOLE courses and mix e-mail on at least a daily basis. If you need assistance with SOLE, please go to the SOLE information page at http://soleportal.com/help/sole-help/about-sole-help/supported-browsers/

Blackboard Collaborate
Blackboard Collaborate delivers synchronous real-time online classes. When you log into SOLE, on the home page of each course you will see links to the Collaborate sessions. You will be an active participant in the Collaborate sessions, discussing issues using your microphone or answering live poll questions. Because exchange of ideas is an important function of University education, you are required to be present for these real-time Collaborate sessions, unless otherwise instructed by faculty. You need to be sure your computer meets the following requirements to participate in Collaborate:
Computer/ Internet Information

Computer Specifications
Supported Browsers and Operating system for SOLE and Collaborate are available at http://soleportal.com/help/sole-help/about-sole-help/supported-browsers/
OIT has recommended computer specifications for PC, MAC, hardware, software, modem, Ethernet adapter, and other devices also at http://soleportal.com/help/sole-help/about-sole-help/supported-browsers/
We have found that students prefer PCs over MACs. Students who use MAC computers have reported problems engaging in the learning environment.

Internet Standards
- A wireless internet connection is not recommended. Collaborate works best with a wired internet connection.
- Soundcard with microphone and speakers.
- Collaborate requires using headsets instead of external speakers

You must complete the Audio Wizard as soon as possible to be sure that your computer supports Collaborate. You should complete the wizard on every computer that you will use to access coursework. You may need to repeat the audio wizard each time you access Collaborate. You will need to have high speed internet access through a cable modem, DSL, or satellite.

Please be advised that when you purchase your high speed internet access there is usually an additional cost for the fastest connectivity. Consult your internet service providers regarding your connection speed for your membership. It is in your best interest to purchase the fastest speed your internet service provider offers. We understand that DSL and high-speed cable are not available in some rural areas and students must resort to high-speed satellite internet service. Dial-up connections do not work with this technology. If dial-up is the only access you have from home, we recommend looking for alternate sites to attend class where you can get high speed connection. Microsoft Office (includes Word, Excel, Power Point, and Outlook) is required for all School of Nursing coursework.

Webcast
Webcast technology is used for many of the asynchronous lectures that you will be watching in your home, place of employment (when off-duty), or local library. Webcast uses web-based streaming video and synchronized multimedia presentation. The West Virginia University School of Nursing has adopted webcast technology to deliver some core graduate nursing content.

Computer Help Desk Fall & Spring Help Desk Hours:
Phone: 304-293-4444  Monday – Thursday 8:15 am – 10:00
Toll Free: 1-877-327-9260  Friday 8:15 am – 10:00 pm
Help Desk Email:  Saturday 10:00 am – 6:00 pm
OITHelp@mail.wvu.edu  Sunday 4:00 pm – 12 midnight

If you encounter problems any time during online coursework, the Help Desk should be able to assist you. You should not call the instructor for help with technical problems. Before you call the help desk, please determine what version of Internet Explorer and Microsoft media player you are running, and which online delivery system you are using (i.e. Collaborate, webcast). At times the HELP desk may direct you to the main Collaborate Support service number at 1-877-382-2293.
**Computer skills**
It is an expectation that students be familiar with operating and using electronic technology. The skills of word processing on Microsoft Word, database utilization, internet competence, and email knowhow, including the use of attachments, are essential to course work in the graduate program. It is an expectation that you are proficient with these computer skills. We recommend you visit http://office.microsoft.com/en-us/support/training-FX101782702.aspx?redir=0 for online tutorials to help with Microsoft Office product use. If you need to update your general computer skills, you may want to obtain the following book: Joos, I., Nelson, R., and Smith, M., (2010) Introduction to Computers for Health Care Professionals 5th Edition. MA: Jones and Bartlett Learning.

**Computer Labs**

**Morgantown Computer Lab**
The Health Sciences Center Computer Based Learning Center (CBLC) offers a computer lab on the 2nd floor of Health Sciences Center South. The lab contains both PC and Macintosh computers. The computers are supported by a local area network that provides Internet access.

**Charleston Computer Lab**
The Charleston Division offers computer access for students in the HSC Library (1st Floor). Library computers have access to Microsoft Office, Internet Explorer, Cochrane Library, and Nursing Primary care programs.
There may also be computer labs available at your place of employment, local or community college, or public library.

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

**ANA Position on Incivility, Bullying, and Workplace Violence**
ANA’s Code of Ethics for Nurses with Interpretive Statements states that nurses are required to “create an ethical environment and culture of civility and kindness, treating colleagues, co-workers, employees, students, and others with dignity and respect.” Similarly, nurses must be afforded the same level of respect and dignity as others (ANA, 2015a). Thus, the nursing profession will no longer tolerate violence of any kind from any source. All registered nurses and employers in all settings, including practice, academia, and research must collaborate to create a culture of respect, free of incivility, bullying, and workplace violence. Best practice strategies based on evidence must be implemented to prevent and mitigate incivility, bullying, and workplace violence; to promote the health, safety, and wellness of registered nurses; and to ensure optimal outcomes across the health care continuum. This position statement, although written specifically for registered nurses and employers, is also relevant to other health care professionals and stakeholders who collaborate to create and sustain a safe and healthy interprofessional work environment. Stakeholders who have a relationship with the worksite have a responsibility to address incivility, bullying, and workplace violence.
You may view the position statement in its entirety at:
http://www.nursingworld.org/MainMenuCategories/WorkplaceSafety/Healthy-
Nurse/bullyingworkplaceviolence/Incivility-Bullying-and-Workplace-Violence.html

**Academic Integrity**
In accordance with the WVU Graduate Catalog, academic integrity is expected of all members of the
WVU community. Academic dishonesty is condemned at all levels of life, indicating an inability to
meet and face issues and creating an atmosphere of mistrust, disrespect, and insecurity. Academic
dishonesty, includes, but is not limited to, plagiarism, cheating and dishonest practices, forgery,
misrepresentation or fraud. Academic integrity is expected in all activities, including those that occur
online. At the discretion of the faculty, academic dishonesty can result in exclusion from the course, a
lower grade and/or an unforgivable F in the course. The Dean may also impose additional penalties.
Academic dishonesty will also be reported by faculty to the WV Board of Examiners for Registered
Professional Nurses for their consideration relative to disciplinary action against the student’s RN
license.

**Financial Aid**

Financial aid may not be available every semester depending on the individual progression plan and
number of credits taken. Financial aid is not available for certificate programs.

For information concerning forms of financial assistance available to students, and application forms
contact:
HSC Financial Aid Office
Health Sciences North
PO Box 9810
Morgantown, WV 26506-9810 Telephone 304/293-3706

**Tuition and Transportation**
Students pay tuition and fees shown in the WVU Health Sciences Center Catalog, plus special fees and
deposits as required. Fees are subject to change without notice. Students' expenses vary widely
according to their individual course of study. Students are expected to provide their own transportation,
equipment, and instruments for the clinical courses. Specific immunizations, including hepatitis B, are
required. Some clinical experiences require the student to travel in a multi-county area. Students are
responsible for providing their own transportation to all clinical experiences.

**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 advanced
practice professional nurse. Any candidate who thinks he/she does not possess one or more of the
following skills 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 in the Graduate Program 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.

Candidates for the MSN or DNP 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 Associate Dean for Academics 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 certain 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:
A candidate must possess the emotional health required for full utilization of his/her prompt
completion of all responsibilities attendant to the care of patients; and the development of mature,
sensitive, and effective relationships with patients.

**Social Media Policy**

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum
boards, or any other form of user-generated media. Failure to maintain these responsibilities may result in
dismissal from the program and infringements may be reportable to the State Board of Nursing, and may
result in disciplinary action from the School of Nursing.

Remember that all content contributed on all platforms becomes immediately searchable and can be
immediately shared. This content immediately leaves the contributing individual’s control forever and
may be traced back to the individual after long periods of time.

Students enrolled in the WVU School of Nursing are required to follow the guidelines of the University,
Health Science Center and the National Council of State Boards of Nursing (NCSBN) regarding social
media and online social networking throughout their entire program of study until graduating or leaving
the program. See Appendix 3 for the WVU School of Nursing Social Media Policy.

**Precepted Clinical Practica for FNP and PNP Students**

An essential component of any graduate practice program is a group of expert preceptors who can help
students develop clinical expertise and transition to the advanced practice role. The role of the preceptor
is complementary to that of the faculty member. The faculty member, student and preceptor must
collaborate to assure that the student meets personal and program objectives.
Documentation below outlines assumptions about the role of each of these participants and guidelines
for program implementation.

**Note:**

**Students must inform the program director, advisors, and Student Services, one year in advance
of moving to another state. Some states have very prohibitive regulations about students in clinical
rotations. We need to be aware of the individual state Board of Nursing requirements for students
and faculty participating in a clinical rotation in another state. In some instances, alternate plans
for a clinical site must be made. We will do whatever we can to accommodate students, but some
states may have regulations that prohibit participation in a clinical rotation.**

**Faculty Role**

1. The ultimate responsibility for assuring that students have appropriate, individualized learning
   experiences lies with the course faculty.
2. The ultimate responsibility for evaluating student learning lies with the course faculty.
3. Evaluation of graduate student learning in the clinical areas includes, but is not limited to:
   a. Meaningful, periodic contact with students.
   b. Regular contact with clinical preceptors.
   c. On-site observation of clinical skills in students' clinical setting.
   d. Periodic on-site faculty, preceptor, and student discussion of student progress, accomplishments,
      identified areas for improvement, and ability to meet needs in the clinical site.
**Preceptor Role**

1. The major roles of the preceptor are that of health care provider, role model and clinical teacher.
2. In order to fulfill this role, preceptors must:
   a. Have an understanding of students’ learning needs.
   b. Have information regarding students’ previous experiences and knowledgebase.
   c. Have clarity regarding evaluation criteria.
3. Preceptors participate actively in the evaluation process with faculty and students.

**Student Role**

1. Students bring a common knowledge base from core courses to the clinical experience.
2. Students have different personal and professional experiences that enhance their knowledge base.
3. Students recognize their clinical areas of strength and the gaps in knowledge.
4. Students share their experiences and identified gaps in knowledge with faculty to facilitate planning for clinical placements.
5. Students participate actively in the evaluation process with faculty and preceptors.
6. Students maintain a current and complete online log of patient contacts.

**Expectations**

1. Students meet with the course faculty to identify appropriate, individualized learning experiences for the clinical courses. No family member or direct supervisor may serve as a preceptor for students in clinical sites. A signed affiliation agreement must be in place prior to any student rotation in a clinical site. Faculty will consider: past experiences, learning needs for role implementation, geographic area, and facility capabilities for offering appropriate preceptorship when planning clinical placements.
2. Course faculty contact clinical sites to arrange for appropriate preceptorship. Once appropriate preceptors have been identified, faculty provide in writing: course syllabi, evaluation criteria and tools, and contact numbers for preceptor and agency.
3. Faculty initiate contact with preceptors on a periodic basis, not less than two times per semester. This will serve as an opportunity to proactively problem solve, identify learning needs, and negotiate additional experiences.
4. Faculty initiate contact with students on a regular periodic basis, not less than two times per semester. This will serve as an opportunity to proactively problem solve, identify learning needs, and negotiate additional experiences. This can occur during clinical conference time.
5. Faculty visit students at their clinical site at times prearranged with the student and preceptor during the semester. This visit will serve to evaluate clinical practice as well as role transition. The faculty member may also use the visit as an opportunity for student development. Depending on the location of the site, face to face visits may not always be feasible. In that case, faculty, preceptors, and students may substitute using an electronic option for the visit, such as skype or face time.
6. Students participate in ongoing evaluation with the preceptor and faculty member. Thoughtful self-evaluation is an expectation.
7. Faculty identify deadlines, (in writing), for receipt of preceptor and student evaluations. No final grade will be recorded until preceptor, student, and faculty evaluations are completed.
8. After the semester is completed, faculty extend letters of appreciation to preceptors. In addition, preceptor feedback regarding the experience over the semester is sought.

**Precepted DNP Clinical Immersion (Clinical Placement)**
The DNP Clinical Immersion course will serve to provide an in-depth clinical experience for students. This advanced practicum will provide the opportunity to, for example, gain advanced clinical skills, link policy making with clinical systems, translate research into practice and/or serve as change agents for health care. Graduates must have completed at least 1000 hours of precepted post-BSN clinical experiences in their specialty area. Most MSN programs and Advanced Practice certifications require 500 hours.

Clinical Immersion course faculty will create an individualized clinical plan with each student to meet the goals and objectives of their clinical practica. The clinical experience will be facilitated by a faculty member (see below for additional information about clinical preceptors). The student must be licensed in the state in which the clinical site is located.

DNP Clinical Log
All clinical experiences must be recorded in a clinical log, which includes verification of clinical hours at particular sites with specific preceptors and the student’s meeting of all DNP Essentials. At graduation the student must have recorded all required clinical hours and all essentials. This log will become part of the student’s permanent file. The web address for the DNP log is https://secure.hsc.wvu.edu/DNPRotations/

In order to prepare the log, each student must request that his/her site and preceptor be added to the log database. The course coordinator of the Immersion course will enter the information into the log.

Following each semester in Clinical Immersion, each student must evaluate all sites and preceptors. The form to accomplish this evaluation is found at: https://www.surveymonkey.com/s/LMLH97D

Calculation of Post BSN Clinical Hours
Each student must document the number of precepted clinical hours completed in their MSN or post MSN program. For students who cannot document the number of clinical hours completed in their MSN or post MSN program, the minimum number of hours required by the certification body at the time of the student’s advanced practice certification will be used.

All students must complete the student section of the Verification Form: Precepted Post BSN Clinical Hours received with the DNP orientation letter. The student then forwards the form to the appropriate person from their MSN or post-MSN program for verification of precepted clinical hours. The form will then need to be returned to Jeffrey Wilson at the WVU SON (jfwilson@hsc.wvu.edu). This form must be received by Jeff by no later than December 1, of the year of admission. If students do not have this form completed by the deadline, documentation of clinical hours will not be accepted. Students will be required to complete the full 1000 clinical hours in the DNP program.

Each student will be awarded 100 hours of clinical credit for implementation of the DNP Final Project. Additional hours, to equal 1000 post-BSN precepted clinical hours, will be accumulated during the Clinical Immersion course. Students may spread those hours over as many semesters of work as needed, registering for the appropriate number of credits each semester. Clinical to clock hour ratios in the DNP program at WVUSON are 1:4. Therefore, if a student needs to complete 300 hours of clinical experience, their total credits of clinical required will equal 5 credits, which can be registered for over the course of as many semesters as the student wishes, once they have completed core coursework.

All WVUSON DNP students are required to complete a minimum of 300 hours of precepted clinical practicum during the DNP program, even if they document 1000 hours or more of precepted clinical
practicum in their MSN program, or post-MSN work. These 300 hours do not include the 100 hours allotted for the DNP Final project.

Preceptors: Each DNP student will select, with the input of their faculty member, a preceptor or preceptors for their clinical experience. The preceptor must be an expert in the area in which the DNP student wishes to develop expertise. While increasing at a steady rate, there are currently few nurses prepared at the DNP level who can serve as the clinical preceptor for DNP students. Therefore, the clinical preceptor will not necessarily be a DNP–prepared advanced practice nurse. Examples of persons who might fill the position of clinical preceptor include an advanced practice nurse or other professional with a doctoral degree; an advanced practice nurse with considerable experience and recognition as an expert in a particular clinical field; a physician with specialized training and experience; a nurse with a high level administrative position as the Director, Vice President, President, or CEO within a health care organization; a doctorally–prepared nurse educator; a nurse with an advanced business or other degree, etc. The clinical preceptor must hold a position in the organization where he/she can facilitate the DNP student’s access to clinical services, organizational information, decision makers, and other personnel in order to meet the DNP student’s clinical experience objectives and implement the final project (if applicable) during the practicum within the organization.

When possible and practical, the DNP student is encouraged to select a clinical preceptor outside of their current work setting. An exception may be in large organizations, for example, where the DNP student would be placed for the clinical course with a clinical preceptor outside the department or unit where they are employed. The line between current employment and clinical immersion hours and project(s) (if applicable) must be clear to the organization, the preceptor, faculty, the DNP Final Project Committee (as applicable), and the DNP student.

Students cannot be precepted by a person to whom they report or supervise in their workplace. Likewise, they cannot be precepted by a spouse or other family member. Failure to disclose this information will constitute academic dishonesty.

Affiliation Agreements (Contracts) for Clinical Sites
The School of Nursing has existing clinical contracts across West Virginia and other states. Students are also welcome to develop their own clinical sites from the area or outside of West Virginia. However, it may take 2-3 months to establish new contractual arrangements, so students should begin to work early with faculty to make those arrangements. Students may not participate in clinical practicum in any agency in which there is not a current affiliation agreement. A list of current affiliation agreements is available to DNP students.

Faculty, Student, and Preceptor Roles
An essential component of a DNP program is a group of expert preceptors who can help students develop clinical expertise and transition to the highest level of advanced nursing practice. The role of the preceptor is complementary to that of the faculty member. The triad of faculty member, student, and preceptor must collaborate to assure that the student meets personal and program objectives. Following are assumptions about the role of each of these participants and guidelines for program implementation.

Faculty Role
1. The ultimate responsibility for assuring that students have appropriate, individualized learning experiences lies with the course faculty.
2. The ultimate responsibility for evaluating student learning lies with the course faculty.
3. Evaluation of graduate student learning in the clinical areas includes, but is not limited to:
a. Meaningful, periodic contact with students.
b. Regular contact with clinical preceptors.
c. Periodic faculty, preceptor, and student discussion of student progress, accomplishments, identified areas for improvement, and ability to meet needs in the clinical site.

**Preceptor Role**
1. The major roles of the preceptor are that of health care provider, role model and clinical teacher.
2. In order to fulfill this role, preceptors must:
   a. Have an understanding of student's learning needs.
   b. Have information regarding students’ previous experiences and knowledge base.
   c. Have clarity regarding evaluation criteria.
3. Preceptors participate actively in the evaluation process with faculty and students.

**Student Role**
1. Students bring a common knowledge base from core courses and previous experience to the clinical experience.
2. Students have different personal and professional experiences that enhance their knowledge base.
3. Students recognize their clinical areas of strength and the gaps in knowledge.
4. Students share their experiences and identified gaps in knowledge with faculty to facilitate planning for clinical placements.
5. Students participate actively in the evaluation process with faculty and preceptors.

**Expectations**
1. Students meet with the course faculty to identify appropriate, individualized learning experiences for the clinical courses. Faculty will consider: past experiences, learning needs for role implementation, geographic area, and facility capabilities for offering appropriate preceptorship when planning clinical placements.
2. Course faculty and students will work together to identify and contact appropriate preceptors. No family member or direct supervisor may serve as a preceptor for students in clinical sites. A signed affiliation agreement must be in place prior to any student rotation in a clinical site. Faculty provide in writing to the preceptor the course syllabi, evaluation criteria, and tools. Preceptors are required to provide a CV or resume to be kept on file.
3. Faculty initiates contact with students and preceptors on a periodic basis. This will serve as an opportunity to proactively problem solve, identify learning needs, and negotiate additional experiences.
4. Students participate in ongoing evaluation with the preceptor and faculty member. Thoughtful self-evaluation is an expectation. Students document their clinical experiences in the electronic Clinical Log.
5. Faculty identify deadlines, (in writing), for receipt of preceptor and student self-evaluation. No final grade will be recorded until preceptor, student, and faculty evaluations are completed.
6. After the semester is completed, faculty extends letters of appreciation to preceptors.

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**WVU School of Nursing Drug and 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 Alcohol Testing Policy. The student may 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. 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 or assigned preceptor and an agency staff member. All 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’s confidentiality will be strictly maintained. The test results will be communicated only to the student, the appropriate Associate Dean, the physician reviewing the results with the student, and the WVUSON Dean.

12. 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.

13. Any violation of this policy by a student will result in disciplinary action including dismissal from the nursing program.

14. 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.

11/29/04

Directions for Faculty
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:

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.
   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

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 and agency staff. 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 by the faculty 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 any 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.

11/29/04

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).
10. Sign and date report.
11. Send copy of report to Associate Dean for Academics within 24 hours of incident.
12. Forward any recommendations of discipline to Student Services office.

11/29/04

*In distant and/or rural sites, the supervising faculty member and/or the Associate Dean of Academics at the SON must be notified and the student should be safely escorted to the nearest laboratory or emergency department for testing as per the agency protocol. If the agency does not have a protocol, they will be guided through the SON process.

(Updated July 2017)
Appendix 1: Contract to Remove Grade of Incomplete

Department:

A Contract to Remove Grade of I should be completed before a grade of I is given or during the first two weeks following the term during which the I was given.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student No.:</th>
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<tbody>
<tr>
<td>Course:</td>
<td>Section:</td>
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<tr>
<td></td>
<td>Semester:</td>
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<td></td>
<td>Year:</td>
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<tr>
<td>Student Rank (F, S, SI, SII):</td>
<td>Major:</td>
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<tr>
<td>Advisor:</td>
<td>Name(s) of textbook(s)</td>
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<tr>
<td>Instructor:</td>
<td></td>
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<tr>
<td>Course grade at this time:</td>
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<tr>
<td>If the student will not be enrolled as a full-time student when the course is completed, give mailing address:</td>
<td></td>
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<tr>
<td>Street</td>
<td>Apt</td>
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<tr>
<td>City</td>
<td>State</td>
</tr>
<tr>
<td>Reason for grade of I:</td>
<td>Work was unavoidably incomplete</td>
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<tr>
<td>An additional examination is justified</td>
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<tr>
<td>Work necessary to remove the I:</td>
<td></td>
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<tr>
<td>Date by which course must be completed:</td>
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<tr>
<td>Grade to be assigned if the incomplete work is not completed:</td>
<td></td>
</tr>
<tr>
<td>I understand that the course work must be completed by the date indicated above; otherwise the grade for the course will be as specified above.</td>
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</tr>
<tr>
<td>Student's Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Instructor's Signature:</td>
<td>Date:</td>
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</table>

copy:  
Student  
Department (Office where course offered)  
Student's Advisor  
Instructor
Appendix 2: Responsible Conduct of Research Graduate Student Guide

As a graduate student at West Virginia University, you are required to meet particular federal and University-wide standards regarding the responsible conduct of research (RCR). To meet these standards, you must complete an online RCR course offered by the Collaborative Institutional Training Initiative (CITI). You can take the course any time after receipt of your acceptance but it must be completed within 30 days of the beginning of your initial semester. Failure to do so may affect your status within the College and the University in general.

To complete the CITI RCR course (please note that you do not yet have to be enrolled at WVU to register with CITI and complete the necessary training), please follow the steps below:

1. Navigate your browser to http://www.citiprogram.org
2. Click on the “Register Here” link
3. For registration question one, enter West Virginia University into “Participating Institutions” and go to question two, leaving all other fields blank
4. Enter your desired username and password (please make record of both, but if you forget these, they can be e-mailed to you if you contact the Office of Research Integrity and Compliance), then go to question three
5. For registration question three, select a security question and enter a security answer, then go to question four
6. Enter your first name and last name, then go to question five
7. Enter a primary and secondary (optional) e-mail address, then go to question six
8. For registration question six, indicate “No” and your professional affiliation as “none,” then go to question seven
9. Read the question and enter your response, then go to question eight
10. Enter your response to the question about completing a course survey
11. Click the “Submit” button
12. On the page that follows, enter your language preference, your institutional e-mail address (this can be any e-mail address), your department, and your expected role in research you may be conducting in the future, along with any other fields you would like to fill in, then click the “Submit” button
13. On the next page, under Question 1, indicate which RCR course you would like to take. Please note that you should choose the one that best matches your field. For example, Dentistry students will need to take either the Biomedical Responsible Conduct of Research Course if you intend on collecting any biological samples or performing any medical procedures in the future or the Social and Behavioral Responsible Conduct of Research Course if you do not intend on doing so but instead intend on conducting surveys, interviews, questionnaires, or non-medical observations. If you are not sure which you will do, complete the Biomedical RCR Course.
14. Leave all other selections on this page blank and scroll down to click the “Submit” button
15. On the next page, click the “No” button
16. You will then be taken to your CITI Main Menu. Here, you will need to click “Enter” next to the RCR course you selected, then click on “The Integrity Assurance Statement” to begin your course
17. You must complete all Elective modules (the first listing shown) with an 80% score or higher to complete the course, but you may close your browser and complete each module at your leisure.

Once you have completed the course, the Office of Research Integrity and Compliance (ORIC) will be immediately notified. You do not need to submit any paperwork to ORIC. If you have any questions about the RCR requirements or would like advice on which RCR course to complete, please call the ORIC at 304-293-7073 and you will be transferred to someone who can help you.
Appendix 3: Social Media Policy

West Virginia University School of Nursing
Social Media Policy

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. Failure to maintain these responsibilities may result in dismissal from the program and infringements may be reportable to the State Board of Nursing, and may result in disciplinary action from the School of Nursing.

Remember that all content contributed on all platforms becomes immediately searchable and can be immediately shared. This content immediately leaves the contributing individual’s control forever and may be traced back to the individual after long periods of time.

Students enrolled in the WVU School of Nursing are required to follow the guidelines of the University, Health Science Center and the National Council of State Boards of Nursing (NCSBN) regarding social media and online social networking throughout their entire program of study until graduating or leaving the program and must:

1. Be cognizant of the potential impact of each post made, with the understanding that patients, classmates, instructors, employers, and other personal or professional contacts may view an individual’s online activity as a reflection of the individual’s career as well as the nursing profession in general.
2. Stay informed about the privacy settings of the social media sites they utilize, as privacy settings often change.
3. Utilize social networking sites by actively maintaining an awareness of how their professionalism may be affected by friends’ and peers’ usage of the same sites.
4. If elected/appointed to an office within the student government or School of Nursing students should restrict their personal activity to family and friends, and maintain a second option for their “public face” for colleagues, classmates and peers while in office. This is also recommended for graduate nurses who want to maintain a separation of their personal lives from their professional lives.
5. Not share, post, or otherwise disseminate any information, that can identify a patient, or in any way violate a patient’s rights or privacy. Limiting access through privacy setting is not sufficient to ensure privacy of patients.
6. Never refer to anyone in a disparaging manner, even if the person cannot be identified with the information stated.
7. Never make threatening, harassing, sexually explicit, or derogatory statements regarding any person’s race, ethnicity, gender, age, citizenship, national origin, sexual orientation, disability, religious beliefs, political views, or educational choices.
8. Never make disparaging remarks about any college, university, or school of nursing, including the students, faculty members and staff within the WVU School of Nursing or University in general.
9. Not post content or otherwise speak on behalf of any college, university, school of nursing, or other student nurses association unless authorized to do so.
10. Remember that standards of professionalism are the same online as in any other circumstance.
11. Not share or post information or photos gained through the nurse-patient relationship.
12. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
13. Never take, or post from others, any photos or videos of patients on personal devices, including cell phones.
14. Promptly report a breach of confidentiality or privacy to faculty as soon as discovered.
WVU, HSC, and NCSBN Social Networking Policies:

1. **WVU Social Media Guidelines**
   

2. **HSC ITS Social Networking Sites, Blogs, & Instant Messaging Policy**
   

3. **National Council State Boards of Nursing**
   
   [https://www.ncsbn.org/NCSBN_SocialMedia.pdf](https://www.ncsbn.org/NCSBN_SocialMedia.pdf)
   
   [https://www.ncsbn.org/347.htm](https://www.ncsbn.org/347.htm)
Appendix 4: Application for Transfer of Graduate Credit to West Virginia University

***SAMPLE FORM - PLEASE GO TO http://www.hsc.wvu.edu/resoff/graduate-education/policies-and-forms/forms/ FOR THE ACTUAL FORM***

### OFFICE OF RESEARCH AND GRADUATE EDUCATION
ROBERT C. BYRD HEALTH SCIENCES CENTER

**APPLICATION FOR TRANSFER OF GRADUATE CREDIT TO WEST VIRGINIA UNIVERSITY**

Credit earned at other institutions of higher education can only be applied toward graduate degrees at WVU if the institution is accredited at the graduate level. The maximum transfer credit permitted is 12 semester hours. The student is responsible for having an official transcript sent to the Office of the University Registrar. Please attach a copy of your transcript to this form.

**TO BE COMPLETED BY THE STUDENT** (If bringing credit from more than one institution, fill out a separate form for each)

- **Student Name:**
- **Name of Transfer Institution:**
- **Address of Institution:**

**COURSE(S) TO BE TRANSFERRED**

<table>
<thead>
<tr>
<th>Department &amp; Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Equivalent WVU Courses (Subject Code &amp; Course #)</th>
<th>Semester &amp; Year Completed</th>
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As the Chair or designee of this student’s graduate program, I approve the use of the above course(s) to fulfill requirements for a graduate degree.

**To be completed by School/Dept:**

- **(Signature of Chair/Designee)**
- **(Date)**
- **(Type of Print Name)**

**To Be Completed By HSCGF Office:**

- **☑ Approved**
- **☐ Rejected**
- **(Signature of HSCGF Designee)**
- **(Date)**

**Office Use Only**

<table>
<thead>
<tr>
<th>Date received</th>
<th>Initials</th>
<th>Entered in database</th>
<th>Date</th>
<th>Uploaded to SOLE</th>
<th>Date</th>
</tr>
</thead>
</table>

2272 HEALTH SCIENCES CENTER – SOUTH
PO Box 9024
MORGANTOWN, WV 26506-9024

Rev. 10/2017
Appendix 5: Consent Form for Alcohol, Drug, and 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. 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

11/29/04
Appendix 6: Process for Student Appeals

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.
- 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.
- 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 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.

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.*
Appendix 7: DNP Final Project Process, Timeline, and Structure

The final project is a culmination of the knowledge gained in the DNP courses. The experience is designed to put to use the breadth and depth of knowledge and skills gained within the doctoral program in a specific practice area. The final project demonstrates identification and work toward resolution of a practice problem through the scholarship of application, rather than the scholarship of discovery associated with a PhD program of study. In other words, the final project is not intended to test new models, develop new theory, or test hypotheses; rather, it is the identification of a systems problem and implementation and evaluation of an evidence-based innovation aimed at solving the identified problem. Because the project involves innovation based on existing evidence, the objectives and evaluation generally focus on system change, rather than health outcomes. The rigor of the project process and evaluation should be different than, but comparable to the PhD dissertation.

The DNP final project must be used to demonstrate mastery of the DNP curricular content. The final project should demonstrate the student’s ability to identify a practice or system related problem through clinical immersion, synthesize and critically appraise the evidence related to addressing that practice problem, negotiate within the system to implement sustainable evidence-based change within an organization, implement that change, and systematically measure the results of the practice or system related change initiative. The DNP final project documents outcomes of the student’s educational experiences, and summarizes the student’s growth in knowledge and expertise. The DNP final project experience should serve as a foundation for leadership in future scholarly practice within the clinical setting. Students must comply with the WVU School of Nursing Responsible Conduct of Research (Appendix 2) through the final project process.

Preparing and Defending the Proposal

The final proposal is a formal paper outlining the background, significance, purpose, and plan for the proposed final project. All proposals must follow the DNP Project Proposal Outline when preparing the proposal. The proposal phase begins in the summer semester during NSG 760, DNP Project Proposal, and ends with formal approval of the final project proposal. Students begin to register for NSG 763: Final Project credits concurrently with NSG 760, DNP Project Proposal and continue to register for NSG 763 during each subsequent semester while working on the project.

Initial presentation of DNP project plan to the DNP faculty member(s) and peers occurs during the DNP Project Proposal course. The purpose of this presentation is peer and faculty feedback, and does not imply approval of the DNP project proposal.

During the DNP Project Proposal course, the DNP student prepares, in collaboration with the DNP committee chairperson, a written project proposal that conforms to APA style and adheres to the guidelines for WVU ETD submission. The chairperson must be integrally involved with the development of the proposal in a collaborative relationship with the student and course faculty, including week-by-week expectations.

At the beginning proposal phase, the committee chairperson will assist the student to select an appropriate committee, which should consist of the following:

1. **Chairperson**: A regular or associate member of the School of Nursing Graduate Faculty (Appendix 10).
2. **WVU School of Nursing faculty**: A faculty member at or above the Assistant Professor rank from any track.

3. **Content expert**: A recognized expert in the content area of the final project who can assist students with development of expertise in the area of the project focus. The content expert can be a WVU School of Nursing faculty member, or can be from outside of the School of Nursing, for example someone from the agency where the project is being implemented, or someone that the student has completed immersion hours with. They may be someone that the student has identified in the literature as an expert.

**Additional members might include**:
- **Statistician**: It is recommended that a statistician, preferably the School of Nursing statistician, be included as a committee member, or be consulted prior to the proposal approval. An alternative would be formal consultation with a WVU CTSI statistician. It is not acceptable to wait to consult a statistician after the proposal has been approved.
- **Project mentor**: An expert in the organization where the final project will be implemented, who can assist student within the organization. Examples of assistance may be in understanding of organizational culture, processes within the organization, successful change initiatives, potential champions for project, etc.

**Approval of Final Project Proposal**

**Plan of Study and Final Project Committee Approval Form**: completed at the end of the DNP Project Proposal course.

- The chairperson will follow the procedures for requesting and submitting the Plan of Study and Committee Approval Form as found in the DNP Faculty Handbook.
- When approved by the Health Sciences Graduate Programs Office, the Plan becomes a binding agreement for the student, the committee chair, and the Health Sciences Graduate Programs Office of WVU.

When the student has prepared a written project proposal to the satisfaction of the committee, a formal oral proposal defense occurs.

**Proposal Defense**
- The student will present a defense of the final project proposal to the committee.
- The committee chairperson will return the signed *Project Proposal Approval* form to Jeff Wilson via email. Instructions for requesting and submitting the form are found in the DNP Faculty Handbook.
- After the committee approves the proposal, and the chairperson submits the appropriate paperwork, the student begins to prepare for IRB protocol submission.

**IRB Submission**

The student is not permitted to start official data collection and official work on the project until the project has been approved by the IRB. Most DNP projects will likely be considered “not human subjects research”, and therefore only require filing with the IRB for that designation. If the IRB deems the project to be human subject’s research, the student works with the DNP Final Project Committee Chairperson to fulfill the IRB requirements.

IRB protocol submission usually occurs at the beginning of the semester immediately following the
approval of the Final Project proposal. The committee chairperson serves as the primary investigator (PI) and must submit the protocol.

Prior to submitting the protocol to the IRB, the chair is encouraged to do the following. First, the chair needs to make sure all CITI training modules have been completed by all study personnel by reviewing the up-to-date training lists available at http://oric.research.wvu.edu. Second, the chair must clarify if the primary research site (place where the research will take place) has an IRB and if that IRB wants to serve as the lead institution. If so, you are encouraged to meet with and/or email the WVU IRB School of Nursing IRB representative to ensure proper steps are followed to obtain an IRB Authorization Agreement (IAA) between the research site IRB and WVU IRB. Early communication with the School of Nursing IRB representative will facilitate this procedure greatly. If the study is only occurring at WVU and/or the research site does not have an IRB, the protocol will only be submitted to WVU IRB for approval prior to any data collection. Third, prior to submitting a protocol for review the PI must also complete the School of Nursing Resource Form and attach it to the KC protocol once all signatures are obtained. This form documents resources required by the student and PI to successfully complete the project.

No research activities, including data collection, can occur before IRB approval. Depending on the focus/methodology of DNP projects most fall under the category of exempt or expedited. Contact with WVU IRB personnel at 304-293-7073 is encouraged to ensure correct submission of the protocol and to address any questions you may have throughout the process.

Project Implementation
Once the IRB approves the project, the student may begin the official project. The student registers for N763: Final Project during each semester that work on the project occurs. During the implementation phase, the student maintains frequent communication with the DNP Final Project committee chairperson. Communication with others on the committee are guided by need and final project committee chairperson advice (monthly updates at a minimum). The student must register for a minimum of 6 final project credits by the end of the program, but may accumulate more credits.

The final project should take no less than one calendar year to complete. Negotiation of the number of final project credits that the student should register for each term occurs with the chairperson and is based on the amount of work anticipated each semester. The student should remain continuously enrolled in final project credits each semester through graduation and must be enrolled in a course (not resolving an incomplete) during the semester of graduation. Below is an example of a schedule with expectations for time commitment.

Summer Semester
- Enrollment in DNP Project Proposal (3 credits)
- Enrollment in DNP Final Project for 1 credit (This translates to an expectation of 60 hours of student work on the draft proposal—including communication with the faculty)

Fall Semester
- Enrollment in Final Project for 2 credits. This translates to 120 hours of student time commitment and would include any final revisions on the draft proposal, presentation of the proposal to committee and submission to IRB. Also included would be any other time spent preparing materials while waiting for IRB response so that the project is ready for implementation as soon as IRB approval is granted.

Spring Semester
- Enrollment in Final Project for 3 credits. This translates to 180 hours of student work to implement and evaluate the project and finish writing the report.
Subsequent Semesters

- If the project is not complete, the student may continue to enroll in final project credits each subsequent semester.

Final Project Report and Oral Defense

Submission of Formal Paper to the Chairperson for review: Six weeks prior to the published ETD deadline (the deadline can be found at http://thesis.wvu.edu/). The paper must be written according to APA guidelines and must follow the outline in Appendix 9. The chairperson must have adequate time to review the paper and suggest revisions and the student must have enough time to make the revisions before submission to the entire committee.

Shuttle Sheet Request: The chairperson is responsible for the Shuttle Sheet process. Instructions for the chairperson are found in the DNP Faculty Handbook

Submission of the Formal Paper to the Committee for review four weeks prior to the published ETD deadline (2 weeks before the final project presentation) to allow the committee sufficient time to review the paper and suggest revisions. The student should complete suggested revisions before the oral defense.

At this time, all committee members who are WVU faculty will independently complete the Final Project Evaluation tool. The committee chairperson will submit the completed evaluation tools to Jeff Wilson.

Oral Defense

The student must be registered for Final Project credit during the semester that the oral defense is conducted. After the committee has reasonable time to review the final report and make recommendations for change, the chairperson will schedule a public oral defense of the project report. The defense must be scheduled one month (no less than two weeks) before the ETD submission deadline. During the oral defense, the student will present a short (15-20 minute) presentation of the project. Following the presentation, the committee members will each ask questions to examine the student’s mastery of various elements of the project, including, but not limited to, the significance of the project, the evidence base that supported it, and the evaluation measures that were used. After the committee questioning is complete, the public in attendance will be invited to question the student or comment on the project. The committee will then meet privately to determine whether the student successfully presented and defended the project. At that time, the committee will complete the necessary forms.

Evaluation of the Final Project Report and Oral Defense

When considering the written project report and the student’s conduct during the oral examination, the committee may give attention to the Essentials of DNP Education, adherence to the project outline (Appendix 9), the DNP Final Project evaluation form, the WVU Writing Rubric (Appendix 8), and the following:

- Is the student familiar with other work in the field and the evidence that supports the project?
- Does the project report approach the standards required for peer-reviewed publication in journals focusing on nursing practice?
- Does the project report form a coherent piece of work?
- Was appropriate methodology adopted for evaluating the project?
- Can the student interpret and defend the evaluation results?
- Is the project report presented in a style appropriate to the discipline and with a minimum of typographical
and grammatical errors?
- Are references up to date and complete?
- Can the student orally defend the project report through high-level scholarly discussion?

Upon completion and approval of both the written and oral presentation, the DNP student will be eligible for graduation, if all other program requirements are complete.

ETD Submission

WVU requires the electronic submission of all Final project reports. The student must access the WVU Electronic Theses and Dissertations (ETD) web pages at http://www.wvu.edu/~thesis/ to learn about the ETD process. The web page provides links to instructions about electronic formats, deadlines, etc. Students must meet the deadlines for submission of the completed and approved final project to the ETD system in the semester of graduation. No deadline extensions can be provided by the University. The student is solely responsible to complete ETD submission prior to the deadline.
## Appendix 8: WVU SON Writing Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evaluation Standard/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unacceptable</strong></td>
<td><strong>Poor</strong></td>
</tr>
<tr>
<td>Paragraph structure (logic):</td>
<td></td>
</tr>
<tr>
<td>• Development</td>
<td>There is no clear topic sentence. The paragraph does not build upon and support a single coherent idea. Sentences have no clear relationship. Transition words are inappropriate or absent.</td>
</tr>
<tr>
<td>• Coherence</td>
<td></td>
</tr>
<tr>
<td>• Clarity</td>
<td></td>
</tr>
<tr>
<td>Sentence structure (syntax):</td>
<td></td>
</tr>
<tr>
<td>• Parallel construction</td>
<td>Most sentences are flawed by errors in parallel construction, subject verb agreement, noun pronoun agreement, precision, and economy of expression.</td>
</tr>
<tr>
<td>• Subject verb agreement</td>
<td></td>
</tr>
<tr>
<td>• Noun pronoun agreement</td>
<td></td>
</tr>
<tr>
<td>• Precision</td>
<td></td>
</tr>
<tr>
<td>• Economy of expression</td>
<td></td>
</tr>
<tr>
<td>Word choice:</td>
<td></td>
</tr>
<tr>
<td>• Appropriate word choice for topic and audience</td>
<td>Poor word choice is very frequent and may include incorrect use for topic, audience and verb</td>
</tr>
</tbody>
</table>
- Avoidance of jargon
- Avoidance of anthropomorphism
- Avoidance of gender bias
- Avoidance of errors with referents
- Avoidance of pretentious words

| Mechanics: | Errors in spelling and punctuation are very frequent. | Writing is adversely affected by errors in spelling and punctuation. | Writing is weakened by occurrence of errors in spelling and punctuation. | Writing demonstrates meeting the criteria except for minor errors in spelling and punctuation. | Writing demonstrates correct use of spelling and punctuation. |
| Mechanic: | Errors in spelling and punctuation are very frequent. | Writing is adversely affected by errors in spelling and punctuation. | Writing is weakened by occurrence of errors in spelling and punctuation. | Writing demonstrates meeting the criteria except for minor errors in spelling and punctuation. | Writing demonstrates correct use of spelling and punctuation. |
| APA (Faculty should delete this from the rubric if APA style is not appropriate for a given assignment.) | There is little to no evidence of an understanding of the APA style for citation in text, reference list headings, or paragraph length. | There is little evidence of an understanding of the APA style for citation in text, reference list headings, or paragraph length. | There are more than a few violations in APA style for citation in text, reference list, headings, and paragraph length. | There are few violations in APA style for citation in text, reference list, headings, and paragraph length. | APA style for citations in text, reference list, headings, and paragraph length are followed. |
Writing Rubric Definitions and Resources

- **Paragraph development**
  - Definition: A process resulting in the clear statement of a main idea and supporting details in multiple sentences.
  - Resource: [http://owl.english.purdue.edu/owl/resource/606/01/](http://owl.english.purdue.edu/owl/resource/606/01/)

- **Paragraph coherence**
  - Definition: Singularity of focus in a paragraph. Ideas are linked through logical or verbal bridges.

- **Paragraph clarity**
  - Definition: Each idea presented relates directly to the paragraph’s topic sentence.
  - Resource: [http://owl.english.purdue.edu/owl/resource/600/01/](http://owl.english.purdue.edu/owl/resource/600/01/)

- **Parallel construction**
  - Definition: Using similar patterns of words to show that 2 or more words have the same importance.

- **Subject verb agreement**
  - Definition: A singular subject takes a singular verb, while a plural subject takes a plural verb.
  - Resource: [http://owl.english.purdue.edu/owl/resource/599/01/](http://owl.english.purdue.edu/owl/resource/599/01/)

- **Noun pronoun agreement**
  - Definition: Pronoun should be consistent with the noun it replaces.
  - Resource: [http://owl.english.purdue.edu/owl/resource/595/01/](http://owl.english.purdue.edu/owl/resource/595/01/)

- **Precision**
  - Definition: Using the exact words needed and eliminating extraneous words.

- **Economy of expression**
  - Definition: Limiting word usage to a clean, direct style that is most effective in expressing the idea.
  - Resource: [http://owl.english.purdue.edu/owl/resource/572/01/](http://owl.english.purdue.edu/owl/resource/572/01/)

- **Word choice for topic and audience**
  - Definition: Selecting words that are appropriate for the age, culture, and education of the reader.
  - Resource: [http://www.umuc.edu/writingcenter/onlineguide/chapter2-04.cfm](http://www.umuc.edu/writingcenter/onlineguide/chapter2-04.cfm)

- **Verb tense**
  - Definition: Consistency of verb tense within the paragraph and paper.
  - Resource: [http://owl.english.purdue.edu/owl/resource/601/1/](http://owl.english.purdue.edu/owl/resource/601/1/)

- **Jargon**
  - Definition: Language specific to one group or profession that might not be understandable to everyone.
  - Resource: [http://owl.english.purdue.edu/owl/resource/608/01/](http://owl.english.purdue.edu/owl/resource/608/01/)

- **Anthropomorphism/personification**
  - Definition: Attributing human characteristics to anything other than a human being.
  - Resource: [http://www.uwf.edu/edd/internal/Documents/Anthropomorphism.htm](http://www.uwf.edu/edd/internal/Documents/Anthropomorphism.htm)

- **Gender bias**
  - Definition: The use of gender-specific pronouns when referring to nouns that include both genders.
  - Resource: [http://owl.english.purdue.edu/owl/resource/560/14/](http://owl.english.purdue.edu/owl/resource/560/14/)

- **Referent**
  - Definition: A clear connection between the pronoun and the noun that precedes it.
  - Reference: [http://www.towson.edu/ows/proref.htm](http://www.towson.edu/ows/proref.htm)
• **Pretentious or flowery words**
  o Definition: Dramatic, flamboyant words that do not necessarily convey the desired meaning.
  o Resource: [http://www.uhv.edu/ac/newsletters/writing/grammartip2005.11.15.htm](http://www.uhv.edu/ac/newsletters/writing/grammartip2005.11.15.htm)

• **Punctuation**
  o Definition: Proper use of symbols to indicate structure and organization of thought, including commas, quotation marks, apostrophes, and hyphens.
  o Resource: [http://owl.english.purdue.edu/owl/section/1/6/](http://owl.english.purdue.edu/owl/section/1/6/)

• **Spelling:**
  o Definition: The forming of words with letters in the correct sequence.
Appendix 9: Final Project Report Outline

Title Page. This includes the name of the project, student name and academic credentials, Name of Academic Institution, and the words, “in partial fulfillment of the requirements for the Doctor of Nursing Practice Degree”; copyright.

Abstract. This is no more than one page long and inserted as the first page behind the title page. The abstract should contain summary elements C-F below. The Abstract provides an overview of the project.

Introduction. Very short introduction to the project and structure of the paper.

Background
  o General Background information: Identification of the challenges, problems, situations, or opportunities leading to the proposed project. This might include information about epidemiology of the health problem, research evidence of the proposed practice change, clinical practice guidelines, and so forth
  o Problem Statement - Identification of the challenges, problems, situations, opportunities leading to the proposed project.
  o Purpose of Project: Description of the specific practice change as related to the problem.
  o Significance of Proposed Project. Identification of the significance of this project in addressing the identified problem.

Literature Review and Synthesis
  • Will include, when appropriate
    • The health issue that has been identified
    • Evidence-based best practices for addressing the identified problem in the organization

Theoretical Framework

Project
  o Description and Design of Evidence-Based Project /Intervention Plan
  o Discussion of how the theoretical framework supports this specific project
  o Feasibility Analysis:
    ■ As appropriate to the individual project and determined by the DNP Final Project committee chairperson and organizational mentor, the DNP student will include a market analysis, strategic analysis and/or product/services, sales/marketing, operations and financial plan that justifies the need, feasibility and sustainability of the proposed project.
    ■ Resources – personnel, technology, budget, etc.
    ■ Congruence of Organization’s Strategic Plan to Project
    ■ Evidence of Key Site Support
  o Measurable Project Objectives. The objectives focus on implementation of the practice change within a system.
    ■ For each objective (listed individually), the student must include specific details as to how the project was evaluated. What evidence-based measures were applied to the evaluation plan? What evidence-based measures/instruments were used for each objective? What method of statistical analysis was used for each objective? Include process and outcome evaluation.
Results. The results of the evaluation of each project objective should be presented. To what extent was the objective achieved? For each objective discuss the key facilitators that made the objective achievable and the key barriers. The student should include a section that describes unintended consequences, whether positive or negative.

Discussion and Recommendations. This section includes a discussion of how the theoretical framework supported this particular project. It also includes the specific recommendations for the site at which the project was conducted. Should the project be continued, reduced, phased out, or expanded? Are any ongoing evaluations needed for phases outside the scope of the DNP project? The student should place recommendations within the framework of the organization’s strategic plan and be sure to recommend who needs to be involved in or responsible for future phases. Next, the student should write recommendations regarding the possible application of this project in other settings. Discussion of the project process and unintended outcomes should be included as appropriate.

Attainment of DNP Essentials: The final section of the report should include specifics about how this project demonstrated attainment of each of the DNP Essentials.
## Appendix 10: Graduate Faculty Eligible to Serve as Final Project Chairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Mallow</td>
<td>Regular</td>
</tr>
<tr>
<td>Kendra Barker</td>
<td>Associate</td>
</tr>
<tr>
<td>Emily Barnes</td>
<td>Associate</td>
</tr>
<tr>
<td>Amy Bruce</td>
<td>Associate</td>
</tr>
<tr>
<td>K. Joy Buck</td>
<td>Regular</td>
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<tr>
<td>Roger Carpenter</td>
<td>Regular</td>
</tr>
<tr>
<td>Lori Constantine</td>
<td>Associate</td>
</tr>
<tr>
<td>Sandra Cotton</td>
<td>Associate</td>
</tr>
<tr>
<td>Teresa Cowan</td>
<td>Associate</td>
</tr>
<tr>
<td>Tara Hulsey</td>
<td>Regular</td>
</tr>
<tr>
<td>Evelyn Martin</td>
<td>Associate</td>
</tr>
<tr>
<td>Diu Piamjariyakul</td>
<td>Regular</td>
</tr>
<tr>
<td>Teresa Ritchie</td>
<td>Associate</td>
</tr>
<tr>
<td>Aletha Rowlands</td>
<td>Associate</td>
</tr>
<tr>
<td>Kari Sand-Jecklin</td>
<td>Regular</td>
</tr>
<tr>
<td>Marilyn Smith</td>
<td>Regular</td>
</tr>
<tr>
<td>Mary Jane Smith</td>
<td>Regular</td>
</tr>
</tbody>
</table>
Appendix 11: Graduation Checklist

- Discussed graduation with academic advisor
- Registered for credit in the semester of graduation
- Submitted Application for Graduation and Diploma
- Submitted completed Alumni Data Request Sheet to Student & Alumni Services Office
- Final clinical practicum evaluations completed online if applicable
- ETD Submitted (DNP Final Project)