Master of Science in Nursing
Program Handbook

2019-2020

West Virginia University
School of Nursing
Robert C. Byrd Health Science Center
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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 West Virginia University (WVU) School of Nursing (SoN) 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.

Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at West Virginia University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Master of Science in Nursing Program Overview

Program Description

This program offers baccalaureate prepared nurses the opportunity to earn a master's degree via our Master of Science in Nursing (MSN) program. The program offers a curriculum that allows students to enroll on a part or full-time basis. Current specialty tracks prepare students to certify as a Pediatric Nurse Practitioner (PNP) or a Family Nurse Practitioner (FNP). 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 (PNP, FNP) 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 program tracks are offered primarily online by faculty at the WVU Health Sciences Center (HSC) at our Morgantown and Charleston campuses. Courses are offered via a variety of blended web-based modalities both in asynchronous and synchronous distance education formats. The blended format is designed to give students the opportunity to combine the convenience of online coursework with more real-time, individualized attention that meets a variety of learning styles. FNP students will be required to attend special sessions, on campus, in Morgantown or Charleston approximately five times through the Advanced Assessment course and two days in the Practicum course. Special sessions for PNP students are held at the Morgantown campus for approximately one week during the assessment course. During semesters involving nursing practice hours, monthly meetings are held online.

**Family Nurse Practitioner**

Graduates of the FNP track meet all requirements to take the national certification examination (from either the American Nurses Credentialing Center (ANCC) or the American Association of Nurse Practitioners (AANP)) 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 an advanced practice FNP.

**Pediatric Nurse Practitioner**

Graduates of the PNP track meet all requirements to take the national certifying examination (by the Pediatric Nursing Certification Board (PNCB)) 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.

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

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<tr>
<td><strong>1.</strong> Use disciplined reasoning from sciences and the humanities to:</td>
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<td>a. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
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<td></td>
<td>b. Design nursing care for a clinical or community focused population based on biopsychosocial, public health, nursing, and organizational sciences.</td>
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<td></td>
<td>c. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.</td>
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<td></td>
<td>d. Analyze nursing history to expand thinking and provide a sense of professional heritage and identity.</td>
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<td><strong>2.</strong> 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:</td>
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<td></td>
<td>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.</td>
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<td>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/cclinical populations.</td>
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<td></td>
<td>c. Integrating clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions.</td>
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<td><strong>3.</strong> Support quality improvement and patient safety by:</td>
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<td></td>
<td>a. Promoting a professional environment that includes accountability, peer review, advocacy for patients and families, reporting of errors, and professional writing.</td>
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<td></td>
<td>b. Contributing to the integration of healthcare services to affect safety and quality of care to improve patient outcomes and reduce fragmentation of care.</td>
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<td></td>
<td>c. Participating in, and leading when appropriate, in quality initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services.</td>
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<td><strong>4.</strong> Demonstrate organizational and systems leadership that:</td>
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<td></td>
<td>a. Emphasizes clinical practice.</td>
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<td></td>
<td>b. Continually improves health outcomes.</td>
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<td></td>
<td>c. Ensures patient safety.</td>
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<td><strong>5.</strong> Analyze and evaluate evidence to integrate scholarship into practice through:</td>
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<td></td>
<td>a. Integrating theory, evidence, clinical judgment, and interprofessional perspectives to improve practice and health outcomes for patient aggregates.</td>
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<td></td>
<td>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.</td>
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<td></td>
<td>c. Applying practice guidelines to improve practice.</td>
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<td></td>
<td>d. Participating, and leading when appropriate, in collaborative teams to improve care outcomes and support policy changes through knowledge generation, dissemination, and implementation.</td>
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<td><strong>6.</strong> 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:</td>
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<td></td>
<td>a. Analyzing current emerging technologies to support safe practice environments, and to optimize patient safety, cost-effectiveness, and health outcomes.</td>
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<td></td>
<td>b. Using information and communication technologies, resources, and principles of learning to teach patients and others.</td>
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<td></td>
<td>c. The use of current and emerging technologies in the care environment to support lifelong learning for self and others.</td>
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<td><strong>7.</strong> Assume an advocacy role in healthcare policy by:</td>
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<td></td>
<td>a. The analysis of the influence of policy on the structure and financing of health care practice and health outcomes.</td>
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At the completion of the program, the graduate will be able to:

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<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>
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<tr>
<td>e.</td>
<td>Advocating for policies that improve the health of the public and the nursing profession.</td>
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8. Collaborate with other professions to improve patient and population health outcomes by:
   a. Advocating for the value of the professional nurse as members, and leaders when indicated, of interprofessional healthcare teams.
   b. Using collaboration in the design, coordination, and evaluation of patient-centered care.
   c. Mentoring and coaching new and experienced nurses and other members of the healthcare team.
   d. Understanding other health professions scopes of practice to maximize contributions within the healthcare team.

9. Plan, manage, and evaluate evidence-based clinical prevention and population care by:
   a. Evaluating the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes.
   b. Delivering patient-centered and culturally responsive strategies in prevention and health promotion to individuals, families, communities, and aggregates/clinical populations.

10. 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:
    a. Delivering safe, quality care to diverse populations in a variety of settings and roles.
    b. Conducting a comprehensive and systematic assessment as a foundation for decision making.
    c. Applying the best available evidence from nursing and other sciences as the foundation for practice.
    d. Using knowledge of illness and disease management to provide evidence-based care to populations, perform risk assessments, and design plans or programs of care.
    e. 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.
## FNP Progression Plans

### Full Time Progression

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Total Program Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>NSG 622 Theory and Disciplined Reasoning</td>
<td>NSG 625 Statistics</td>
<td>NSG 626 Lifespan Health Promotion 3</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>NSG 623 Adv. Practice Role/ Interprofessional Collaboration</td>
<td>NSG 627 Evidence Based Practice</td>
<td>NSG 712 Primary Care I 3</td>
<td></td>
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<tr>
<td></td>
<td><strong>Total Credits</strong> 9</td>
<td><strong>Total Credits</strong> 12</td>
<td><strong>Total Credits</strong> 6</td>
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</tr>
<tr>
<td>2</td>
<td>NSG 621 Informatics/ QI/Safety</td>
<td>NSG 628 Leadership/ Policy/Ethics 3</td>
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<tr>
<td></td>
<td>NSG 714 Primary Care 2</td>
<td>NSG 721 Practicum 2</td>
<td><strong>Total Credits</strong> 8</td>
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<tr>
<td></td>
<td>NSG 720 Practicum 1</td>
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<td></td>
<td><strong>Total Credits</strong> 11</td>
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### Part Time Progression

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<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Total Program Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>NSG 622 Theory and Disciplined Reasoning</td>
<td>NSG 625 Statistics</td>
<td>NSG 626 Lifespan Health Promotion 3</td>
<td>46</td>
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<tr>
<td></td>
<td>NSG 623 Adv. Practice Role/ Interprofessional Collaboration</td>
<td>NSG 627 Evidence Based Practice</td>
<td>NSG 712 Primary Care I 3</td>
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<td></td>
<td><strong>Total Credits</strong> 6</td>
<td><strong>Total Credits</strong> 6</td>
<td><strong>Total Credits</strong> 3</td>
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<tr>
<td>2</td>
<td>NSG 621 Informatics/ QI/Safety</td>
<td>NSG 701 Adv. Pharm.</td>
<td>NSG 712 Primary Care I 3</td>
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<td></td>
<td>NSG 706 Adv. Patho.</td>
<td>NSG 705 Adv. Assessment 3</td>
<td>NSG 712 Primary Care I 3</td>
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<td></td>
<td><strong>Total Credits</strong> 6</td>
<td><strong>Total Credits</strong> 6</td>
<td><strong>Total Credits</strong> 3</td>
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<tr>
<td>3</td>
<td>NSG 714 Primary Care 2</td>
<td>NSG 628 Leadership/ Policy/Ethics 3</td>
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<tr>
<td></td>
<td>NSG 720 Practicum 1</td>
<td>NSG 721 Practicum 2</td>
<td><strong>Total Credits</strong> 8</td>
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<td><strong>Total Credits</strong> 8</td>
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*Total Program Credits: 46*
## PNP Progression Plans

### Full Time Progression

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<tr>
<td>1</td>
<td>NSG 622 Theory and Disciplined Reasoning</td>
<td>NSG 625 Statistics</td>
<td>NSG 626 Lifespan Health Promotion</td>
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<tr>
<td></td>
<td>NSG 623 Adv. Practice Role/Interprofessional Collaboration</td>
<td>NSG 627 Evidence Based Practice</td>
<td>NSG 768 Adv. Pharm. Pediatric Focus</td>
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<td>NSG 706 Adv. Patho.</td>
<td>NSG 767 Adv. Assessment PNP Focus</td>
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<td>NSG 770 PNP Primary Care I</td>
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<td>12</td>
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<tr>
<td>2</td>
<td>NSG 621 Informatics/QI/Safety</td>
<td>NSG 628 Leadership/Policy/Ethics</td>
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<td>NSG 771 PNP</td>
<td>NSG 773 Pediatric Practicum 2</td>
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<td></td>
<td>NSG 772 Pediatric Practicum 1</td>
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<td><strong>Total Program Credits</strong></td>
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### Part Time Progression

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<tbody>
<tr>
<td>1</td>
<td>NSG 622 Theory and Disciplined Reasoning</td>
<td>NSG 625 Statistics</td>
<td>NSG 626 Lifespan Health Promotion</td>
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<td></td>
<td>NSG 623 Adv. Practice Role/Interprofessional Collaboration</td>
<td>NSG 627 Evidence Based Practice</td>
<td>NSG 768 Adv. Pharm. Pediatric Focus</td>
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<td>NSG 706 Adv. Patho.</td>
<td>NSG 767 Adv. Assessment PNP Focus</td>
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<td>NSG 770 PNP Primary Care I</td>
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<tr>
<td>2</td>
<td>NSG 621 Informatics/QI/Safety</td>
<td>NSG 767 Adv. Assessment PNP Focus</td>
<td>NSG 768 Adv. Pharm. Pediatric Focus</td>
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<td></td>
<td>NSG 706 Adv. Patho</td>
<td>NSG 770 PNP Primary Care I</td>
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<td><strong>Total Credits</strong></td>
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<td>3</td>
<td>NSG 771 PNP</td>
<td>NSG 628 Leadership/Policy/Ethics</td>
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<td>Primary Care 2</td>
<td>NSG 773 Pediatric Practicum 2</td>
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<td>NSG 772 Pediatric Practicum 1</td>
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<td><strong>Total Program Credits</strong></td>
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MSN Course Descriptions

NSG 621: Informatics/Quality Improvement/Safety: Exploration of the use of point-of-care information systems patient care management as well as quality improvement and patient safety initiatives.

NSG 622: Theory and Disciplined Reasoning: Introduction to the theoretical foundations of the discipline of nursing as a basis for applying disciplined reasoning to advanced practice.

NSG 623*: Advanced Practice Role & Interprofessional Practice: Exploration of the concepts, theories, and research that guide the advanced practice nursing role. This foundational course introduces students to the knowledge, skill, and behavioral expectations of the nurse in an advanced practice role, including interprofessional collaboration.

NSG 625: Statistics: This core course provides students with a basic understanding of statistical methods commonly used in scholarly papers and reports.

NSG 626*: Lifespan Health Promotion: Prerequisite – NSG 627. An in-depth study of the theoretical foundations, epidemiological principles, and advanced practice strategies for the promotion of physical, mental, and psychosocial health and prevention of disease across the lifespan.

NSG 627: Evidence Based Practice: Co-requisite- NSG 625. An analysis of the application of research to guide the advanced practice nurse in evidence-based nursing practice.

NSG 628*: Leadership/Policy/Ethics: Prerequisite – NSG 627 An exploration of the concept of leadership in the advanced practice role and application of these leadership behaviors to health care policy and ethical decision making.

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 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 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 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.

NSG 768*: Advanced Pharmacology Pediatric Focus: 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, with a focus on pediatrics. This course lays the foundation for subsequent courses in diagnosis, management, and therapeutic interventions.

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.

*Substance Use Disorder Modules
In fulfillment of the requirements of the Providers Clinical Support System (PCSS) grant, through the Substance Abuse and Mental Health Services Administration (SAMHSA), and in accordance with WV ANEW (WV Advanced Nurse’s Education on Waiver), students are required to complete Substance Use Disorder modules as assigned in select courses (courses with asterisk) and as outlined in their corresponding syllabi. Successful completion of these modules will be worth 2% of the total course grade, and students must receive a passing grade on all aspects of the modules in order to receive full credit. The modules are located on the WV ANEW SOLE site.
Postgraduate Certificate Programs and Progression Plans

NOTE: West Virginia law requires a Bachelor of Science in Nursing (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

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

Post-Graduate Certificate-Family Nurse Practitioner (FNP)

The post-MSN nurse practitioner certificate program requires a minimum of 19 credit hours. The program prepares Master's prepared nurses to sit for a national certification examination as a family nurse practitioner from either ANCC or AANP. 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 registered nurse (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 post-graduate certification as a family nurse practitioner are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 705</td>
<td>Advanced Lifespan Assessment (FNP Focus)</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>NSG 712</td>
<td>Primary Care of Families 1</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>NSG 714</td>
<td>Primary Care of Families 2</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>NSG 720</td>
<td>Family Practicum 1</td>
<td>5 Credit Hours</td>
</tr>
<tr>
<td>NSG 721</td>
<td>Family Practicum 2</td>
<td>5 Credit Hours</td>
</tr>
</tbody>
</table>

**Total 19 Credit Hours**

All students in this program will complete a minimum of 600 supervised clinical hours.
Post-Graduate 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 PNCB. The post-graduate PNP certificate program requires a minimum of 19 credits that are earned in 5 courses. 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 767</td>
<td>Advanced Lifespan Assessment (PNP Focus)</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>NSG 770</td>
<td>Pediatric Primary Care 1</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>NSG 771</td>
<td>Pediatric Primary Care 2</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>NSG 772</td>
<td>Pediatric Practicum 1</td>
<td>5 Credit Hours</td>
</tr>
<tr>
<td>NSG 773</td>
<td>Pediatric Practicum 2</td>
<td>5 Credit Hours</td>
</tr>
</tbody>
</table>

**Total 19 Credit Hours**

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

**Advising and Student Resources**

**Admission Status**

All newly admitted students will receive a letter of acceptance with details about registration, computer requirements, progression plans, advising and other important matters. 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 SoN: 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 Mr. Wilson or Mrs. Toothman. 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 your 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 faculty advisor and the WVU SoN Office of Student Services. If such information changes, the student must notify the faculty advisor, Office of Student Services, and the Office of the University Registrar immediately.

**Registering for Courses**
Prior to registering for courses, students must consult with his/her academic or faculty 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: [https://star.wvu.edu/pls/starprod/bwckschd.p_disp_dyn_sched](https://star.wvu.edu/pls/starprod/bwckschd.p_disp_dyn_sched).

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 MSN 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.

**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.

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 is equivalent to 5 classroom hours/week + 15 outside hours/week = 20 hours/week). This rule should be taken into consideration when planning work and school time.

**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

**Additional Student Resources**
Health Sciences Center (HSC) Information Technology Services (ITS)
Room: 2356 HSS
Phone: 304-293-3631
Email: hsc_helpdesk@hsc.wvu.edu
Hours: 7:30 am - 6:00 pm Mon-Thurs
  7:30 am - 5:00 pm Fri
If you encounter problems any time during online coursework, the WVU ITS or HSC ITS Help Desk should be able to assist you. You should not call the instructor for help with technical problems.

HSC Library
The Health Sciences Library supports the schools of Medicine, Nursing, Pharmacy, Dentistry and Public Health at the WVU Robert C. Byrd HSC. The library makes available information resources, access services, and instruction to support the teaching, research, and service functions of WVU. The library has extensive resources and knowledgeable staff which link students and others with relevant information in digital and traditional formats.

Computer Labs
**HSC Library Learning Center**
The HSC Library offers many resources to students including, computer work stations, computer equipped study rooms, study tables and carrels with laptop compatible power and data ports, and wireless internet. More information about available resources is found at [https://lib.wvu.edu/healthsciences/services](https://lib.wvu.edu/healthsciences/services). To schedule a study room, go to [https://wvu.libcal.com/spaces?lid=4218](https://wvu.libcal.com/spaces?lid=4218).

**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.

**General Program Requirements**

**WVU Student Identification Card**
Students who wish to obtain a WVU Student Identification (ID) 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

**Maintenance of RN Licensure**
All MSN students are required to maintain continuous RN licensure. If a student’s RN license 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, the student can be dismissed from the program. Students must maintain an unencumbered RN license in order to participate in clinical practicum courses.

**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 academic advisors will send information about requesting criminal background checks and submitting immunization records to students the semester before the first immersion/practicum course. The results must be received by the SoN by prior to enrolling in the first immersion/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 maintain current immunizations (see immunization list Appendix 4), failure to do so may result in the inability to complete clinical practicum requirements.

**HIPAA Requirements**
All students are required to provide verification of Health Insurance Portability and Accountability Act (HIPAA) training from his/her 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 WVU SoN Graduate Program are required to provide verification or complete training on HIPAA.

**Student Health Insurance and Responsibility for Medical Expenses**
Students must have health insurance while they are enrolled in the WVU SoN. 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/](http://studentinsurance.wvu.edu/).

**Technical Standards**
Students admitted to the SoN 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 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.

- **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.

• 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.

• 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.

• 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.

• 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.

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.

Tuition, Transportation, and Other Costs

Students pay tuition and fees shown in the WVU Graduate Catalog, plus special fees and deposits as required (https://revenueservices.wvu.edu/files/d/423d674d-2296-4703-911b-7ee984878f29/website-2019-2020-online-graduate.pdf). 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. 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.

Specific immunizations (see Appendix 4) are required. Criminal background checks are required. Students are responsible for fees (subject to change without notice) associated with acquiring and
tracking immunizations and criminal background check (via CastleBranch; approximately $90). Other costs students expect in the MSN program may include fees (subject to change without notice) associated with test proctoring (ProctorU; approximately $6/test), equipment necessary for online classrooms (e.g., microphone, speaker, webcam, internet services; cost varies), the clinical log (Typhon Group; approximately $90), and registration/clinical scheduling (e.g., myClinicalExchange—if required by the clinical facility where a student is completing practicum hours; approximately $38).

**Technology Requirements for the MSN Program**

The graduate programs at WVU make 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 Login**
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:

1. **Find your WVUID Login**
   1. Go to https://login.wvu.edu/self-service
   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.)

2. **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.

**WVU Student Email System**
All students in the University have access to email through the Mountaineer Information Express (MIX) system. You must use this email system for all graduate program coursework and any related 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 or mobile phone with internet access at portal.wvu.edu. You will need a user name and password.

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 Collaborate and Panopto webcast.

**SOLE (Study, Observe, Learn, Engage)**
SOLE is the WVU Health Sciences Center's (HSC) 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/](https://sole.hsc.wvu.edu/) using your WVU Login username and password. 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 [https://its.hsc.wvu.edu/sole-support/](https://its.hsc.wvu.edu/sole-support/)

**Panopto 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.

**Collaborate**
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. Prior to your first live class in Collaborate, you need to be sure your computer meets the following requirements:

*Audio Wizard*
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.

**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.

**Computer Specifications**
- Microsoft Office (includes Word, Excel, Power Point, and Outlook) is required for all SoN coursework and may be obtained free at
Microphone and speakers; headsets are preferable.

Webcam, if your PC or MAC is not video enabled.

Supported browsers and operating system for SOLE and Collaborate are available at http://soleportal.com/documentation/general-help-info/help-center/supported-browsers/

OIT has recommended computer specifications which may be located at https://wvu.teamdynamix.com/TDClient/KB/ArticleDet?ID=4230. Click on “Student Technology Guide”.

High speed internet connectivity is essential. Please be advised that when you purchase your high speed internet access there is usually an additional cost for the fastest connectivity. The recommended minimum speed for online coursework is 10 mbps. Consult your internet service providers regarding your connection speed for your membership. Or, students may check his/her speed by an Internet Speed Test (search in Google). 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 online classroom technology. If dial-up is the only access available, looking for alternate sites to attend class where high speed connection is available, is recommended.

A wireless internet connection is not recommended. The platforms for live classes work best with a wired internet connection.

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 use, 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.

Progression and Graduation Standards

Graduate Programs Progression Policy

To progress in the MSN 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.

Grading Scale
The grading scale for nursing as posted in each course syllabus is:

\[
\begin{align*}
A &= 93-100, \\
B &= 85-92, \\
C &= 77-84, \\
D &= 70-76, \\
F &= 69 \text{ and below.}
\end{align*}
\]

Writing Expectations
Graduate education requires high level writing skills. WVU SoN 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 (see Appendix 1).
- 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.

Two books will be the standard writing resources for every course.


Standard writing resources will be used to improve students’ writing as follows:

1. The Purdue Online Writing Lab (Perdue OWL), http://owl.english.purdue.edu/owl/. This includes online writing tutorials that can be used as needed.
2. Drake University, A Writing Tutorial for Graduate Students, http://www.educ.drake.edu/aded/tutorial.htm. This is a clearinghouse of writing resources that can be used as needed.

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 Academics.

- 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 3 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.

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 (for more information see http://catalog.wvu.edu/graduate/advisingcoursesdegrees/advising_and_evaluation/#Incomplete). A contract to remove the grade I (see Appendix 2 for copy of contract) 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 incomplete grade, 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 advisors and the faculty of record 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.

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 availability at the requested site.

Withdrawal Policies
The withdrawal policy for WVU may be found at http://catalog.wvu.edu/graduate/advisingcoursesdegrees/advising_and_evaluation/#Withdrawal. To avoid reflection of a “W” on one’s transcript, students must withdrawal from a course in the drop/add period (posted on the WVU Academic Calendar).

Leave of Absence Policy
If necessary, graduate students in good standing may request a leave of absence (LOA) for one or more semesters and return at a later date. The policy for LAO may be found at http://catalog.wvu.edu/graduate/advisingcoursesdegrees/advising_and_evaluation/#LeavesAbsence.

Graduation
It is essential that students meet with his or her 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.

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 MSN clinical logs.

Appeals
Appeal processes for the graduate program follow the WVU guidelines and can be found in the WVU Graduate Catalog at http://catalog.wvu.edu/graduate/enrollmentandregistration/#appealstext. For the specific appeal procedure for the SoN, see Appendix 5. Students considering an appeal should begin by contacting his or her faculty and academic advisors first.

Graduate Student Comportment

West Virginia University Student Conduct Code
Graduate students at WVU SoN are expected to adhere to the WVU Student Conduct Code. The code may be found at: https://studentconduct.wvu.edu/files/d/f0ae69b9-1461-45cb-81ee-40e48e2d978b/main-campus-revised-final-student-conduct-code-8-21-15c.pdf. It is a student’s responsibility to review and be familiar with the code.

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.

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:  

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 (see Appendix 6 for directions). Students will receive a letter with instructions from the Program Director related to recording their completion of the course, and other pre-program requirements.

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 (see Appendix 7 for Consent Form). 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.

**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 SoN.

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 SoN are required to follow the guidelines of the University, HSC, 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 8 for the WVU SoN Social Media Policy).

**Clinical Practicum**

**Precepted Clinical Practicum 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 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 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.

MSN 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 MSN Essentials. At graduation the student must have recorded all required clinical hours. This log will become part of the student’s permanent file. The WVU SoN has adopted a program by Typhon Group which will serve as students’ formal documentation of their precepted clinical hours. Students will receive information about how to login and complete the log during orientation to his/her clinical practicum course.

**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.
# Appendix 1: WVU SON Writing Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evaluation Standard/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paragraph structure (logic):</strong></td>
<td><strong>Unacceptable</strong></td>
</tr>
<tr>
<td>Development</td>
<td><strong>Poor</strong></td>
</tr>
<tr>
<td>Coherence</td>
<td><strong>Satisfactory</strong></td>
</tr>
<tr>
<td>Clarity</td>
<td><strong>Good</strong></td>
</tr>
<tr>
<td><strong>Excellent</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sentence structure (syntax):</strong></td>
<td><strong>Unacceptable</strong></td>
</tr>
<tr>
<td>Parallel construction</td>
<td><strong>Poor</strong></td>
</tr>
<tr>
<td>Subject verb agreement</td>
<td><strong>Satisfactory</strong></td>
</tr>
<tr>
<td>Noun pronoun agreement</td>
<td><strong>Good</strong></td>
</tr>
<tr>
<td>Precision</td>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td>Economy of expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Word choice:</strong></td>
<td><strong>Unacceptable</strong></td>
</tr>
<tr>
<td>Appropriate word choice for topic and audience</td>
<td><strong>Poor</strong></td>
</tr>
<tr>
<td>Appropriate verb tense</td>
<td><strong>Satisfactory</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Good</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Excellent</strong></td>
</tr>
</tbody>
</table>
- Avoidance of jargon
- Avoidance of anthropomorphism
- Avoidance of gender bias
- Avoidance of errors with referents
- Avoidance of pretentious words

<table>
<thead>
<tr>
<th>Mechanics:</th>
<th>Errors in spelling and punctuation are very frequent.</th>
<th>Writing is adversely affected by errors in spelling and punctuation.</th>
<th>Writing is weakened by occurrence of errors in spelling and punctuation.</th>
<th>Writing demonstrates meeting the criteria except for minor errors in spelling and punctuation.</th>
<th>Writing demonstrates correct use of spelling and punctuation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is little to no evidence of an understanding of the APA style for citation in text, reference list headings, or paragraph length.</td>
<td>There is little evidence of an understanding of the APA style for citation in text, reference list headings, or paragraph length.</td>
<td>There are more than a few violations in APA style for citation in text, reference list, headings, and paragraph length.</td>
<td>There are few violations in APA style for citations in text, reference list, headings, and paragraph length.</td>
<td>APA style for citations in text, reference list, headings, and paragraph length are followed.</td>
</tr>
</tbody>
</table>

* APA (Faculty should delete this from the rubric if APA style is not appropriate for a given assignment.)
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 2: Contract to Remove Grade of Incomplete

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>Department:</th>
<th></th>
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<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student No.:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course:</th>
<th>Section:</th>
<th>Semester:</th>
<th>Year:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Student Rank (F, S, SI, SII):</th>
<th>Major:</th>
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</table>

<table>
<thead>
<tr>
<th>Advisor:</th>
<th>Name(s) of textbook(s)</th>
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</table>

<table>
<thead>
<tr>
<th>Instructor:</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th>Course grade at this time:</th>
<th></th>
</tr>
</thead>
</table>

If the student will not be enrolled as a full-time student when the course is completed, give mailing address:

<table>
<thead>
<tr>
<th>Street:</th>
<th>Apt</th>
</tr>
</thead>
<tbody>
<tr>
<td>City:</td>
<td>State</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason for grade of I:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work was unavoidably incomplete</td>
<td></td>
</tr>
<tr>
<td>An additional examination is justified</td>
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<table>
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<tr>
<th>Work necessary to remove the I:</th>
<th></th>
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<table>
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<tr>
<th>Date by which course must be completed:</th>
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</table>

<table>
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<tr>
<th>Grade to be assigned if the incomplete work is not completed:</th>
<th></th>
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</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Student's Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Instructor's Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

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copy: Student
Department (Office where course offered)
Student's Advisor
Instructor
Associate Dean of Academics
Appendix 3: Application for Transfer of Graduate Credit to WVU

***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: _______________________________ WVUID#: _______________________________

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>
</tr>
</thead>
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</tr>
</tbody>
</table>

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 or Print Name)  (Signature of HSCGP Designee)  (Date)

To Be Completed By HSCGP Office:

☐ Approved  ☐ Rejected

Office Use Only

Date received: ___________ Initials: ___________ Entered in database: [ ] Date: ___________ Uploaded to SOLE: [ ] Date: ___________

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

Rev. 10/2017
Appendix 4: Immunization Requirements

The following are the required immunizations for WVU School of Nursing Graduate Students*

**TB Skin Test**
Documentation of the following:
- Annual TB Skin tests for past 2 years
- If positive results, provide clear chest x-ray results within the past year

**Hepatitis B**
Documentation of BOTH of the following:
- Three vaccinations AND
- Positive antibody titer (lab report required)

**Tetanus, Diptheria, & Pertussis (Tdap)**
Documentation of a Tdap booster within the past 10 years.
(The renewal date will be set for 10 years from the administered date of the booster).

**Varicella (Chicken Pox)**
There must be documentation of one of the following:
- 1 vaccination
- Positive antibody titer (lab report OR physician verification of titer results required)
- Medically documented history of disease

**Measles, Mumps, & Rubella (MMR)**
There must be documentation of one of the following:
- 2 vaccinations
- Positive antibody titer for all three components (lab report required)

*Additional requirements are possible as determined by the clinical site/facility in which a student engages in clinical practicum. Students are expected to comply with the requirements at the facility to which he/she is assigned.
Appendix 5: 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 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 Academic and Professional Standards Committee 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 Academic and Professional Standards Committee upon their request.
- The School of Academic and Professional Standards Committee assesses the available evidence and makes a decision about the appeal. Within 10 class days, the School of Academic and Professional Standards Committee communicates the decision in writing via WVU e-mail to the student and the individual or committee that imposed the penalty. The School of Academic and Professional Standards Committee 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 Academic and Professional Standards Committee 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 Academic and Professional Standards Committee and the School of Nursing Dean.

- The appeal is concluded.
**Appeal of a Charge and/or Penalty Based on Academic Dishonesty**

The policy and process for appeals of a charge or sanction related to academic dishonesty may be found at [https://provost.wvu.edu/governance/academic-standards-resources/detailed-appeal-procedures/appeal-of-a-charge-of-and-or-penalty-based-on-academic-dishonesty](https://provost.wvu.edu/governance/academic-standards-resources/detailed-appeal-procedures/appeal-of-a-charge-of-and-or-penalty-based-on-academic-dishonesty)

*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 6: 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 7: 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 WVU SoN 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 8: 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

http://www.hsc.wvu.edu/resources/social-media/social-media-guidelines/

3. National Council State Boards of Nursing

https://www.ncsbn.org/NCSBN_SocialMedia.pdf
https://www.ncsbn.org/347.htm
Appendix 9: MSN Program Handbook Signature Page

West Virginia University School of Nursing
MSN Program Handbook Signature Page

I acknowledge that it is my responsibility to read and clarify my understanding of the contents of the WVU Doctor of Nursing Practice Program Handbook and to access my WVU email account at least weekly while I am a student at WVU. The MSN Program Handbook is updated annually and emails are distributed regularly by MSN faculty, director, and advisors. These documents represent formal means of communication between MSN students and the School of Nursing. Receiving information distributed to students through these mechanisms is the responsibility of the student.

I have received and read the 2019-2020 WVU Master of Science in Nursing Program Handbook.

Please sign, date, and submit to the MSN/DNP Program Director.

Print Name: _________________________________________________________________________
Signature: ___________________________________________________________________________
Date: _______________