



West Virginia University

School of Nursing

Undergraduate Handbook

Academic Year 2021-2022

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Welcome from the Dean

We are so excited to be involved with our colleagues in the Robert C. Byrd Health Sciences Center in implementing a vision for healthcare 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 healthcare for the people of West Virginia and the global community." Nursing faculty and students are bringing nurses, nursing education and research, and advanced practice healthcare 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. I look forward to "meeting" you all – virtually or in person.

Dean Tara Hulse, PhD, RN, CNE, FAAN

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BSN Program Overview

Vision Statement

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

Mission Statement

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

Baccalaureate of Science (BSN) in Nursing Program Description (All BSN Programs)

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

The basic (traditional) BSN program is available for high school graduates and nontraditional students who aspire to a career in nursing and can be completed in four years at WVU's Morgantown, WVUIT (Beckley), and Potomac State (Keyser) campuses. Upon successful completion, students attain the BSN degree and are eligible to take the NCLEX-RN licensure examination.

The BS/BA to BSN accelerated (fast track) program is available for the college graduate with a bachelor's degree in a field other than nursing. Following 18 months of continuous enrollment and successful completion, students attain the BSN degree and are eligible to take the NCLEX-RN licensure examination. The BS/BA to BSN program is offered at WVU in Morgantown.

Registered nurses can complete the BSN requirements online through a completely web-based RN to BSN program. Advising for the program can occur at WVU in Morgantown or Charleston. Nursing courses for RN to BSN students are offered every semester to provide opportunity for individualized progression plans and completion of degree requirements in two to three semesters of full-time study if non-nursing courses are already completed. Part-time options are also available. The School offers in-state tuition for all students enrolled in the RN to BSN program, regardless of residency.

Accreditation Information

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.

BSN Curriculum Overview

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

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

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

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

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

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

BSN Program Outcomes

A graduate of the BSN Program:

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

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

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

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

COMMUNICATION: Integrates therapeutic, interpersonal, intra-professional, inter-professional and informatics communication processes in professional nursing practice.

Level Outcomes

CORE COMPETENCY	KEY CONCEPTS/LEVEL OUTCOMES
<p>Critical Thinking</p>	<p>Scholarship: Level 1 (Freshman) Discuss selected theories drawn from liberal arts, nursing, and other health professions. Describe the elements of the critical thinking process. Level 2 (Sophomore) Understand the theory-practice-research triad. Level 3 (Junior) Apply the theory-practice-research triad to providing nursing care to individuals and families experiencing life transitions or alterations in health across the lifespan. Level 4 (Senior) Apply and integrate the theory-practice-research triad into nursing care in complex systems.</p> <p>Evidence-based Reasoning: Level 1 (Freshman) Discuss the retrieval and appraisal of evidence from a variety of sources. Level 2 (Sophomore) Use the nursing process to plan, implement, and evaluate care in simple nursing situations. Level 3 (Junior) Describe the basic elements of the research process and models for applying evidence to clinical practice. Use evidence from credible sources to make sound clinical judgments in the delivery of nursing care to individuals and families experiencing life transition or alterations in health across the life span. Level 4 (Senior) Integrate evidence, clinical judgment, inter-professional perspectives, and patient preferences in planning implementing, and evaluating outcomes of care in complex systems.</p>
<p>Nursing Interventions</p>	<p>Safety and Quality: Level 1 (Freshman) Discuss the basic principles that contribute to a culture of patient care safety. Level 2 (Sophomore) Demonstrate the application of skills for the safe delivery of patient care. Level 3 (Junior) Provide evidence-based nursing care that contributes to safe and high quality patient outcomes to individuals and families experiencing life transition or alterations in health across the life span. Level 4 (Senior) Create a safe care environment that results in high quality patient outcomes in complex systems.</p> <p>Patient Care Technology: Level 1 (Freshman) Describe the use of technology as it pertains to the health care environment. Level 2 (Sophomore) Demonstrate skill in the use of technology in basic nursing care. Level 3 (Junior) Use patient care technology to deliver safe and effective care to individuals and families experiencing life transition or alterations in health across the life span. Level 4 (Senior) Apply patient care technologies to address the needs of diverse patient populations in complex systems.</p> <p>Health Promotion/Disease Prevention: Level 1 (Freshman)</p>

	<p>Describe and begin to implement nursing interventions that promote health, prevent illness or injury.</p> <p>Level 2 (Sophomore) Describe and begin to implement nursing interventions that promote health , prevent illness or injury</p> <p>Level 3 (Junior) Utilize nursing strategies to promote health and/or prevent disease and injury with individuals and families experiencing life transitions or alterations in health.</p> <p>Level 4 (Senior) Create a health promotion/disease prevention intervention to address the needs of diverse communities and populations.</p> <p>Health Restoration and Maintenance:</p> <p>Level 1 (Freshman) Describe national, state, and local patterns of chronic disease.</p> <p>Level 2 (Sophomore) Describe and begin to implement the principles of basic nursing care to restore and maintain health.</p> <p>Level 3 (Junior) Deliver patient-centered nursing care that restores and maintains health in individuals and families experiencing life transitions or alterations in health.</p> <p>Level 4 (Senior) Implement patient-centered care that restores and/or maintains the health of individuals and families experiencing complex alterations in health.</p>
<p>Professional Role</p>	<p>Professionalism:</p> <p>Level 1 (Freshman) Describe the professional values of accountability, altruism, autonomy, human dignity, integrity, and social justice. Differentiate the role of the nurse from the roles of other health professionals.</p> <p>Level 2 (Sophomore) Describe how professional values shape nursing behaviors/actions</p> <p>Level 3 (Junior) Demonstrate professional values in nursing care of individuals and families experiencing life transition or alterations in health across the life span.</p> <p>Level 4 (Senior) Integrate professional values into the roles of healthcare designer, coordinator, leader, and advocate in complex systems.</p> <p>Organization and Systems Leadership:</p> <p>Level 1 (Freshman) Describe the structure and organization of health and nursing care delivery in the U.S.</p> <p>Level 2 (Sophomore) Demonstrate basic leadership skills (communication, problem solving) in simple nursing situations.</p> <p>Level 3 (Junior) Apply leadership skills as the designer and provider of nursing care to individuals and families experiencing life transitions or alterations in health.</p> <p>Level 4 (Senior) Demonstrate the leadership skills of delegation, coordination, collaboration, and decision-making as a health care coordinator or leader within a complex system.</p> <p>Health care Policy, Finance, and Regulation:</p> <p>Level 1 (Freshman) Describe local, state, national, and global trends in health care.</p> <p>Level 2 (Sophomore) Describe professional standards and state and national rules and regulations that govern professional nursing practice.</p> <p>Level 3 (Junior) Describe policy, financial, and regulatory influences that impact the design and delivery of nursing care to individuals and families experiencing life transitions or alterations in health.</p> <p>Level 4 (Senior) Identify the influence of economic, legal, and political factors on the coordination and delivery of nursing care in complex systems.</p>
<p>Caring</p>	<p>Cultural Sensitivity:</p> <p>Level 1 (Freshman)</p>

	<p>Identify own values/beliefs as they relate to caring. Describe the practice of nursing based on a concept of caring as presented in literature. Identify the influence of culture on values and beliefs.</p> <p>Level 2 (Sophomore) Identify how personal and/or professional values and beliefs can impact nursing care. Begin to develop culturally sensitive care plans.</p> <p>Level 3 (Junior) Provide culturally sensitive nursing care to individuals and families experiencing life transitions or alterations in health across the lifespan.</p> <p>Level 4 (Senior) Provide culturally sensitive nursing care in complex systems.</p> <p>Ethics:</p> <p>Level 1 (Freshman) Describe common ethical principles and issues in health care.</p> <p>Level 2 (Sophomore) Describe and begin to apply basic ethical principles in nursing situations.</p> <p>Level 3 (Junior) Apply ethical principles to individuals and families experiencing life transitions or alterations in health across the lifespan.</p> <p>Level 4 (Senior) Apply ethical principles when providing nursing care in complex systems.</p> <p>Empathy:</p> <p>Definition: Empathy includes the ability to understand the patients' situation, experiences, perspectives, and feelings, and communicate that understanding into their care (adapted from Jeffery, 2016).</p> <p>Level 1 (Freshman) Recognize empathetic behaviors in health care professionals.</p> <p>Level 2 (Sophomore) Convey empathetic nursing interventions in the delivery of patient care.</p> <p>Level 3 (Junior) Integrate empathetic behaviors in the care of individuals and families.</p> <p>Level 4 (Senior) Appraise empathetic care as it relates to individuals, families, communities, and populations.</p> <p>Compassion:</p> <p>Definition: Compassion is an interpersonal process defined by the people who give and receive it. It involves noticing another person's vulnerability, experiencing a conscious emotional reaction, and acting in a way that is loving, kind, and meaningful (adapted from Bramley & Matiti, 2014; Costello & Barron, 2017).</p> <p>Level 1 (Freshman) Recognize compassionate behaviors in health care professionals.</p> <p>Level 2 (Sophomore) Convey compassion in the delivery of patient care.</p> <p>Level 3 (Junior) Provide compassionate care for individuals and families.</p> <p>Level 4 (Senior) Evaluate compassionate care as it relates to self, individuals, families, communities, and populations.</p>
<p>Communication</p>	<p>Information Management:</p> <p>Level 1 (Freshman) Describe basic principles of information management as they pertain to health care.</p> <p>Level 2 (Sophomore) Utilize clinical information systems in simple nursing situations.</p> <p>Level 3 (Junior) Use information management systems in the care of individuals and families experiencing life transitions or alterations in health.</p> <p>Level 4 (Senior)</p>

	<p>Use information systems that support safe nursing practice in complex systems.</p> <p>Professional and Therapeutic Communication:</p> <p>Level 1 (Freshman) Explain the process of communication and its use in health care.</p> <p>Level 2 (Sophomore) Describe and begin to apply the processes of professional and therapeutic communication in nursing situations.</p> <p>Level 3 (Junior) Apply the processes of professional and therapeutic communication with other health professionals and with patients and families experiencing alterations in health across the lifespan.</p> <p>Level 4 (Senior) Apply the processes of professional and therapeutic communication to optimize patient outcomes in complex systems</p>
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Bramley, L., & Matiti, M. (2014). How does it feel to be in my shoes? Patients' experiences of compassion within nursing care and their perceptions of developing compassionate nurses. *Journal of Clinical Nursing, 19-20*, 2790-2799. <https://doi.org/10.1111/jocn.12537>

Costello, M., & Barron, A. M. (2017). Teaching compassion: Incorporating Jean Watson's caritas processes into a care at the end of life course for senior nursing students. *International Journal of Caring Sciences, 10(3)*, 1113-1117.

BSN Nursing Courses

Required Basic (Traditional) BSN and BS/BA to BSN (Fast Track Courses)

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

NSG 211. Health Assessment and Communication. 6 hr. (4 hr. Didactic & 2 hr. Clinical). PR: NSG 100, PALM 207; PALM 207 may be taken concurrently. Examination of concepts, principles, and models that guide nursing practice related to physical, psychosocial, spiritual, developmental, cultural, and intellectual assessment and communication across the lifespan in the classroom, simulation, and various clinical settings.

NSG 212. Foundations of Nursing Practice. 6 hr. (4hr. Didactic & 2 hr. Clinical). PR: NSG 211, NSG 250, and MICB 200. NSG 250 and MICB may be taken concurrently. Theories, concepts, principles, and processes that lay the foundation for critical thinking, nursing interventions, communication, professional role and caring in the practice of nursing. Application of the nursing process in classroom simulation and clinical experiences.

NSG 250. Clinical Nursing Pharmacology. 3 hr. (Didactic) PR: NSG 211, MICB 200. MICB may be taken concurrently. Principles of pharmacology emphasizing scholarly inquiry and evidence-based reasoning to insure accurate knowledge of and administration of medications to individuals and families across the lifespan. Pharmacological management is analyzed in conjunction with pathophysiology.

NSG 310. Maternal Infant Nursing & Women's Health Care. 4 hr. (2.5 hr. Didactic & 1.5 hr. Clinical) PR: NSG 212, NSG 250, and NSG 311. NSG 250 and NSG 311 may be taken concurrently. Human response to normal and abnormal changes in health status across the female lifespan and adaptations of the childbearing family. Provision of holistic nursing care to women and childbearing families in the clinical area.

NSG 311. Alterations in Adult Health 1. 6 hr. (3 hr. Didactic & 3 hr. Clinical). PR: NSG 212 MICB 200, and NSG 250. NSG 250 may be taken concurrently. Pathophysiology and holistic: Nursing care of adults experiencing acute and chronic problems. Use of the nursing process to plan and provide interventions appropriate to health care needs in the clinical setting.

NSG 312. Alterations in Adult Health 2. 6 hr. (3 hr. Didactic & 3 hr. Clinical). PR: NSG 311 and NSG 250. Builds on Alterations in Adult Health I, using critical thinking and nursing process in a team-based learning format, paired with clinical application, to explore holistic nursing care of adults with acute and chronic health problems.

NSG 320. Child and Adolescent Health. 4 hr. (2.5 hr. Didactic & 1.5 hr. Clinical). PR: NSG 250, NSG 311, and NSG 312. NSG 312 may be taken concurrently. Didactic and clinical experiences focused on human response to alterations in health, developmental needs, and family-centered care specific to pediatric population with emphasis on the professional nursing role, evidence-based reasoning, therapeutic communications, and caring.

NSG 350. Evidence Based Practice and Research. 3 hr. (Didactic). PR: NSG 212 and STAT 201 or STAT 211. Theory, concepts, and methods of the research process intended to provide a basic understanding that is necessary for the translation of current evidence into nursing practice.

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

NSG 411. Nursing in Complex Community Systems. 7 hr. (3 hr. Didactic & 4 hr. Clinical). PR: NSG 310, NSG 312, NSG 320 and NSG 350. Comprehensive theoretical introduction to community health nursing paired with clinical experience focused on promoting health and preventing disease in multiple populations. Culminates in a Capstone project that addresses an identified community health need.

NSG 412. Leadership in Complex Systems. 7 hr. (2 hr. Didactic & 5 hr. Clinical). Senior status in Nursing. Must be taken in the last semester of the program. Development of leadership and management skills necessary for professional nursing practice and interventions supporting multiple patients in acute-care complex systems. Classroom experiences paired with 225 hours of precepted leadership experience.

NSG 450. Alterations in Mental Health. 4 hr. (3 hr. Didactic & 1 hr. Clinical). PR: NSG 310, NSG 312, NSG 320, and NSG 360. Theory and practice of professional nursing in response to complex alterations in psychosocial function and their impact on individuals, families, and communities. Classroom and clinical experiences.

NSG 460. Care of the Critically Ill Patient. 4 hr. (3 hr. Didactic & 1 hr. Clinical). PR: NSG 310, NSG 312, NSG 320, and NSG 450. Focuses on the professional nursing role in supporting individuals and families experiencing complex physiological alterations in health. Paired with clinical experiences supporting individuals and families in critical care settings.

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

Pre- and Co- Requisite Requirements by Campus (Basic and BS/BA to BSN Programs)

Morgantown	Beckley	Keyser
BIOL 102/104 , General Biology with Lab CHEM 111 , Survey of Chemistry with Lab	BIOL 111 , General Biology with Lab CHEM 111 , Survey of Chemistry with Lab	BIOL 102/104 , General Biology with Lab CHEM 111 , Survey of Chemistry with Lab
CHEM 112 , Survey of Chemistry with Lab 2 MATH 124 , Algebra with Applications	CHEM 112 , Survey of Chemistry with Lab 2 MATH 124 , Algebra with Applications	CHEM 112 , Survey of Chemistry with Lab 2 MATH 124 , Algebra with Applications
STAT 211 , Elementary Statistical Inference	STAT 211 , Elementary Statistical Inference	STAT 211 , Elementary Statistical Inference
PSYC 101 , Intro to Psychology	PSYC 101 , Intro to Psychology	PSYC 101 , Intro to Psychology
PSYC 241 , Intro to Human Development	PSYC 241 , Intro to Human Development	PSYC 241 , Intro to Human Development
MICB 200 , Medical Microbiology	BIOL 240 , Microbiology	MICB 200 , Microbiology
PSIO 107 , Intro-Human Anatomy & Physiology NBAN 207 , Human Anatomy & Physiology 2	BIOL 230 , Human Anatomy & Physiology 1 BIOL 231 , Human Anatomy & Physiology 2	BIOL 230 , Human Anatomy & Physiology 1 BIOL 231 , Human Anatomy & Physiology 2
NSG 100 , Introduction to Nursing	NSG 100 , Introduction to Nursing	NSG 100 , Introduction to Nursing
ENGL 101 , Intro to Composition & Rhetoric	ENGL 101 , Intro to Composition & Rhetoric	ENGL 101 , Intro to Composition & Rhetoric
ENGL 102 , Composition, Rhetoric, & Research	ENGL 102 , Composition, Rhetoric, & Research	ENGL 102 , Composition, Rhetoric, & Research
HN&F 171 , Intro to Nutrition	HLSC 104 , Intro to Nutrition	HN&F 171 , Intro to Nutrition

Nursing Electives

NSG 281. Perspectives on Caring. 3 hr. (Didactic). What does it mean to be caring? How is caring lived in the human experience? The premise of this course is that caring is a moral imperative and essential for becoming a global citizen. From classic and contemporary works, the student will explore this concept over the past, present, and future through interpersonal, theoretical, ethical, and socio-political lenses.

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

NSG 435. Cardiology for Nursing. 2 hr. (Didactic). PR: NSG 312; Senior level standing in nursing. Introduction to the interpretation and treatment of cardiac arrhythmias.

NSG 478. The Role of the Nurse in the Patient Experience. 2 hr. (Didactic). PR: NSG 212. Didactic experience focused on exploring the nurse's role in the patients and family's healthcare experience.

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

NSG 482. Concepts of Palliative Care Nursing. 2 hr. (Didactic). The nursing care of the patient across the lifespan with a diagnosis that requires palliative care.

NSG 483. Holistic and Integrative Nursing. 2 hr. (Didactic). PR: NSG 212. Theory and principles of holistic nursing, and an introduction to alternative/complementary health therapies. Experiential learning and possible arenas of application of content will be explored.

NSG 484. Care of the Diabetic Patient. 2 hr. (Didactic). In-depth analysis of the nursing care of the patient with diabetes.

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

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

Required RN to BSN Courses

Please note that students must have an active, unencumbered license as an RN to take RN to BSN courses.

NSG 333. Ethics in Nursing. 3 hr. (Didactic). PR: ENGL 102. Ethical issues and decision making in health care situations across the lifespan. Emphasizes professional writing skills.

NSG 361. Health Assessment. 4 hr. (Didactic & Clinical). Holistic health assessment of individuals and families across the lifespan, including physical, psychosocial, spiritual, and developmental assessment.

NSG 362. Clinical Health Promotion. 4 hr. (Didactic). Theory and practice of promoting health and wellness for individuals and families across the lifespan. Emphasis will be placed on integrating knowledge and behaviors that support movement toward optimal health.

NSG 373. Leadership in Organizations. 3 hr. (Didactic). PR: ENGL 102. Leadership and management principles related to professional nursing roles in organizations and systems including system theory, change theory, and inter-professional team building.

NSG 461. Health Policy and Finance for Professional Nursing Practice. 3 hr. (Didactic). Fosters and appreciation for how health policy drives healthcare organizations and the financing of health care, and shapes professional nursing practice. Issues of access to care, cost effectiveness, and quality of care are discussed and policy implications are considered.

NSG 465. Foundations of Research and Evidence Based Practice. 3 hr. (Didactic). PR: ENGL 102 and STAT 201 or 211. Statistics may be taken concurrently. Introduction to the development and application of evidence with an emphasis on the fundamental elements of the research process, appraisal of current evidence, and interpretation of evidence to improve patient outcomes.

NSG 471. Community Health Nursing: Theory and Interventions. 4 hr. (Didactic & Clinical). PR: NSG 361 and NSG 362. NSG 361 and NSG 362 may be taken concurrently only with accelerated progression plan approval. Concentrates on health promotion, disease and injury prevention to promote conditions and behaviors that improve the health of individuals, families, aggregates, communities, and populations through identifying determinants of health, available resources, and interventions.

NSG 475. Applied Research and Evidence Based Practice. 4 hr. (Didactic & Clinical). PR: NSG 465 (This course is taken in the last semester of the program). Advanced study of the evaluation, integration, and dissemination of reliable evidence from multiple sources including scientific evidence and patient/family preferences to inform practice and make clinical judgments to improve patient outcomes. Capstone course for the RN to BSN program.

BSN Progression Plans

Basic BSN (Traditional) Progression Plan – Fall Admission

Pre-Nursing

Fall		Credits	Spring		Credits
CHEM 111+	Survey of Chemistry/Lab	4	CHEM 112+	Survey of Chemistry 2/Lab	4
BIOL 102/104+	General Biology/Lab	4	PSIO 107+	Intro to Human Anatomy & Physiology	4
PSYC 101 or NSG 100*+	Intro to Psychology or Intro to Nursing	2 or 3	NSG 100 or PSYC 101*+	Intro to Nursing or Intro to Psychology	2 or 3
MATH 124 *+	Algebra with Applications	3	ENGL 101*+	Intro to Composition & Rhetoric	3
WVUe 191*+	Freshman Seminar	1	STAT 211**	Elementary Statistical Inference	3
Total		14 or 15	Total		16 or 17

Sophomore Level

Fall		Credits	Spring		Credits
NSG 211	Health Assessment & Communication	6	NSG 212	Foundations of Nursing Practice	6
PSYC 241**	Intro to Human Development	3	NSG 250	Pharmacology	3
NBAN 207	Human Anatomy & Physiology 2	4	HN&F 171**	Intro to Nutrition	3
MICB 200	Medical Microbiology	3	ENGL 102**	Composition, Rhetoric, & Research	3
Total		16	Total		15

Junior Level

Fall		Credits	Spring		Credits
NSG 311	Alterations in Adult Health I	6	NSG 312	Alterations in Adult Health 2	6
NSG 310	Maternal Infant Nursing & Women's Health Care	4	NSG 320	Child and Adolescent Health	4
NSG 350	Evidence Based Practice and Research	3	NSG 360	Ethics and Health Policy	3
GEF		3	GEF		3
Total		16	Total		16

Senior Level

Fall		Credits	Spring		Credits
NSG 450	Alterations in Mental Health	4	NSG 460	Care of the Critically Ill Patient	4
NSG 411	Nursing in Complex Community Systems	7	NSG 412	Leadership in Complex Systems	7
Nursing Elective		2	NSG 486	NCLEX Review	1
GEF		3			
Total		16	Total		12

*Can be taken Fall or Spring semester

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

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

Total Program Credits: 122 Nursing Credits: 68 Non-nursing Credits: 54

Basic BSN (Traditional) Progression Plan – Spring Admission

		Pre-Nursing			
		Credits		Credits	
CHEM 111+	Survey of Chemistry/Lab	4	CHEM 112+	Survey of Chemistry 2/Lab	4
BIOL 102/104+	General Biology/Lab	4	PSIO 107+	Intro to Human Anatomy & Physiology	4
PSYC 101 or NSG 100*+	Intro to Psychology or Intro to Nursing	2 or 3	NSG 100 or PSYC 101*+	Intro to Nursing or Intro to Psychology	2 or 3
MATH 124	Algebra with Applications	3	ENGL 101*+	Intro to Composition & Rhetoric	3
WVUe 191*+	Freshman Seminar	1			
Total		14 or 15	Total		13 or 14

Pre-Nursing		Sophomore Level	
Fall	Credits	Spring	Credits
NBAN 207	Human Anatomy & Physiology 2	NSG 211	Health Assessment & Communication
MICB 200	Medical Microbiology	PSYC 241**	Intro to Human Development
STAT 211**	Elementary Statistical Inference	GEF	
GEF		GEF	
Total	13	Total	15

Sophomore Level		Junior Level	
Fall	Credits	Spring	Credits
NSG 212	Foundations of Nursing Practice	NSG 311	Alterations in Adult Health I
NSG 250	Pharmacology	NSG 310	Maternal Infant Nursing & Women’s Health Care
HN&F 171**	Intro to Nutrition	NSG 350	Evidence Based Practice and Research
ENGL 102**	Composition, Rhetoric, & Research		
Total	15	Total	13

Junior Level		Senior Level	
Fall	Credits	Spring	Credits
NSG 312	Alterations in Adult Health 2	NSG 450	Alterations in Mental Health
NSG 320	Child and Adolescent Health	NSG 411	Nursing in Complex Community Systems
NSG 360	Ethics and Health Policy	Nursing Elective	
Total	13	Total	13

Senior Level		Credits
Fall		
NSG 460	Care of the Critically Ill Patient	4
NSG 412	Leadership in Complex Systems	7
NSG 486	NCLEX Review	1
Total		12

*Can be taken Fall or Spring semester

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

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

Total Program Credits: 122 Nursing Credits: 68 Non-nursing Credits: 54

BS/BA to BSN (Fast Track) Progression Plan

Sophomore Level			Credits
			Spring
	NSG 211	Health Assessment & Communication (8 weeks)	6
	NSG 212	Foundations of Nursing Practice (8 weeks)	6
	NSG 250	Pharmacology	3
Total			15

Junior Level				
Summer		Credits	Fall	Credits
NSG 311	Alterations in Adult Health I	6	NSG 312	Alterations in Adult Health 2
NSG 310	Maternal Infant Nursing & Women's Health Care	4	NSG 320	Child and Adolescent Health
NSG 350	Evidence Based Practice and Research	3	NSG 360	Ethics and Health Policy
Total		13	Total	
			13	

Senior Level				
Spring		Credits	Spring	Credits
NSG 450	Alterations in Mental Health	4	Fall	
NSG 411	Nursing in Complex Community Systems	7	NSG 460	Care of the Critically Ill Patient
Nursing Elective		2	NSG 412	Leadership in Complex Systems
			NSG 486	NCLEX Review
Total		13	Total	
			12	

*Can be taken Fall or Spring semester

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

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

Total Program Credits: 66

RN to BSN Progression Plan – Full-time, Accelerated (Special permission required)

Progression plans are flexible. Please discuss options with your advisor.

SEMESTER 1	SEMESTER 2
NSG 361 Health Assessment (4)	NSG 333 Ethics in Nursing (3)
NSG 362 Clinical Health Promotion (4)	NSG 373 Leadership in Organizations (3)
NSG 465 Foundations of Research and Evidence-Based Practice (3)	NSG 461 Health Policy and Finance for Professional Nursing Practice (3)
NSG 471 Community Health Nursing: Theory and Interventions (5)	NSG 475 Applied Research and Evidence-Based Practice (5)
TOTAL 16	TOTAL 14

*Students must have an active, unencumbered nursing license by the first day of class for this option

RN to BSN Progression Plan – Full-time

Progression plans are flexible. Please discuss options with your advisor.

SEMESTER 1	SEMESTER 2	SEMESTER 3
NSG 333 Ethics in Nursing (3)	NSG 373 Leadership in Organizations (3)	NSG 471 Community Health Nursing: Theory and Interventions (5)
NSG 361 Health Assessment (4)	NSG 461 Health Policy and Finance for Professional Nursing Practice (3)	NSG 475 Applied Research and Evidence-Based Practice (5)
NSG 362 Clinical Health Promotion (4)	NSG 465 Foundations of Research and Evidence-Based Practice (3)	
TOTAL 11	TOTAL 9	TOTAL 10

RN to BSN Progression Plan – Part-time

Year 1

SEMESTER 1	SEMESTER 2	SEMESTER 3
NSG 333 Ethics in Nursing (3)	NSG 362 Clinical Health Promotion (4)	NSG 373 Leadership in Organizations (3)
NSG 361 Health Assessment (4)		
TOTAL 7	TOTAL 4	TOTAL 3

Year 2

SEMESTER 4	SEMESTER 5	SEMESTER 6
NSG 461 Health Policy and Finance for Professional Nursing Practice (3)	NSG 471 Community Health Nursing: Theory and Interventions (5)	NSG 475 Applied Research and Evidence-Based Practice (5)
NSG 465 Foundations of Research and Evidence-Based Practice (3)		
TOTAL 6	TOTAL 5	TOTAL 5

*Students must have 120 total credit hours to graduate with a BSN.

Direct and indirect clinical experiences are included in WVU School of Nursing RN-to-BSN courses. Clinical assignments are designed to enrich course work and differ from pre-licensure clinical assignments. The purpose of these clinical experiences is to advance professional growth and assist students in demonstrating proficiencies essential to BSN-prepared nursing practice. Clinical experiences include assessing and providing interventions for individuals, families, and communities; communicating and collaborating in an inter-professional manner; and designing and disseminating an evidenced-based nursing practice plan to address a health issue or problem in a community or acute care setting.

Degree requirements for RN to BSN students can be confusing. RN to BSN students are encouraged to meet regularly with their advisor, use the following checklist, and compare it to the DegreeWorks account. Students should notify the advisor the semester prior to graduation to request an internal audit and a review of readiness for graduation. It is ultimately the student’s responsibility to make sure degree requirements are met. An interactive Microsoft Word copy of the checklist is available from the advisor.

RN to BSN Degree Requirements Form

Student Name: _____ **WVU ID:** _____ **Admission Semester & Year:** _____

Desired Progression: Traditional (3 semesters) Accelerated (2-semester) Part-time (4+ semesters)

Previous 4-year Degree: No Yes (review transcript for English 101, 102, and statistics)

Previous Associate of Science or Associate of Arts Degree: No Yes (review transcript for English 101, 102, and statistics)

Degree Requirements Table (Course lists for GEFs are listed in WVU catalog - <https://registrar.wvu.edu/curriculum-catalog/general-education-foundations-gef>)

<i>Requirements (Credit hours)</i>	<i>Accepted Courses</i>	<i>Completed</i>	<i>Course(s) Used (*transfer approved)</i>	<i>Total credits</i>	<i>Grade Received (C- or above)</i>
GEF F1. Composition and Rhetoric (6)	ENGL 101 (3) ENGL 102 (3)	<input type="checkbox"/>			
GEF F2 A/B. Science & Technology (4)	Any course on GEF list	<input type="checkbox"/>			
GEF F3. Mathematics & Quantitative Reasoning (3)	STAT 211	<input type="checkbox"/>			
GEF F4. Society & Connections (3)	Any course on GEF list	<input type="checkbox"/>			
GEF F5. Human Inquiry & the Past (3)	Any course on GEF list	<input type="checkbox"/>			
GEF F6. The Arts & Creativity (3)	Any course on GEF list	<input type="checkbox"/>			
GEF F7. Global Studies & Diversity (3)	Any course on GEF list	<input type="checkbox"/>			
GEF F8. Focus (9)	Any 9 credits from GEF 2-7, minor, double major, or dual degree	<input type="checkbox"/>			
Nursing Credits for Licensure (automatic 50 credits)	Awarded for licensure	<input type="checkbox"/>		50	
Nursing credits over 50 from accredited institution	Nursing credits over the 50 awarded for licensure	<input type="checkbox"/>			
RN to BSN Program Courses	See table below	<input type="checkbox"/>	See table below		See table below
Free Electives	Credits needed to get 120 or more total credit hours.	<input type="checkbox"/>			
Total Required Credits (120)		<input type="checkbox"/>			
Residency Requirements (30)		<input type="checkbox"/>			

Required RN-BSN Nursing Courses

<i>Nursing Course (credit hours)</i>	<i>Semester & Year Taken</i>	<i>Completed</i>	<i>Grades (*transfer approved)</i>
NSG 333. Ethics in Nursing (3)		<input type="checkbox"/>	
NSG 361. Health Assessment (4)		<input type="checkbox"/>	
NSG 362. Clinical Health Promotion (4)		<input type="checkbox"/>	
NSG 373. Leadership in Organizations (3)		<input type="checkbox"/>	
NSG 461. Health Policy and Finance for Professional Nursing Practice (3)		<input type="checkbox"/>	
NSG 465. Foundations of Research and Evidence-Based Practice (3)		<input type="checkbox"/>	
NSG 471. Community Health Nursing (5)		<input type="checkbox"/>	
NSG 475. Applied Research and Evidence-Based Practice (5)		<input type="checkbox"/>	

BSN Admission Requirements and Policies

To be considered, applicants will be required to meet all WVU admission requirements in addition to program-specific admission criteria.

Direct Admission to Basic (Traditional) BSN Program

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

High school students eligible for admission to the University may be admitted directly into nursing if they meet the following criteria (admission is also dependent upon space available):

High school GPA	Math	Composite or Total
3.8 or higher	ACT 22 or SAT 540 or higher	ACT 26 or SAT EBRW and Math 1240 or higher
3.6-3.79	ACT 22 or SAT 540 or higher	ACT 28 or SAT EBRW and Math 1310 or higher

The priority application deadline is December 1st for the Morgantown campus.

Note: Admission criteria are subject to change.

Students directly admitted to the program must meet the freshman year academic requirements to maintain advanced admission standing and enter the sophomore level courses. Please see the progression policies section of this handbook for details.

Admission to General Nursing (Pre-Nursing Major)

If a student does not meet the nursing admission criteria to be directly admitted as a freshman or if direct admission is not available, the student can apply for admission to Pre-Nursing.

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

High school GPA	Math	Composite or Total
3.2 or higher	ACT 22 or SAT 540 or higher	ACT 23 or SAT EBRW and Math 1140 or higher

Note: Potomac State (Keyser Campus) students have different General Nursing (Pre-BSN nursing) requirements. Please refer to the Potomac State catalog for criteria.

Admission to the Basic (Traditional) BSN Program from Pre-Nursing or Other College Major

High school students not eligible for direct admission and college students from other majors may apply for admission to the basic (traditional) BSN nursing program after one semester or more of college coursework. Admission consideration in this case is dependent upon:

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

Prerequisites: English Composition (3 cr.), Intro. To Psyc (3 cr.), Intro. To Nursing (2 cr.), College Algebra (3 cr.), Chemistry with lab (8 cr.), General Biology with lab (4 cr.), and Anatomy and Physiology (4 cr.). Statistics is in the freshman progression plan but is not a pre-requisite for admission to sophomore year.

- Space available in the admission class

Applications are available online from the admissions website after December 1st. Complete applications, including transcripts, must be received by March 15 of the year the candidate wishes to be admitted. Applicants not applying for fall and wishing to be considered for spring admission (Morgantown campus only) must also complete the application process by March 15 of the year prior to the start of the spring semester. Applicants must choose which campus they would like to attend. Applications will only be considered for the chosen campus. Spaces are limited, and the most qualified applicants are admitted. Applicants will be admitted to either the fall (Morgantown, Beckley, or Keyser) or spring semester (Morgantown only) and must have and maintain a 3.0 cumulative GPA and 3.0 pre-requisite GPA as a provision of their admission. All transcripts must be submitted no later than May 15.

Students who have been dismissed from any nursing program (WVU or otherwise) are ineligible for admission to any of the WVU BSN programs; however, students who have received degrees or additional credentialing post-academic dismissal from a nursing program are eligible for admission to the BS/BA to BSN, RN to BSN, or graduate programs provided that they meet all other admission requirements and based on space available.

BS/BA to BSN (Fast Track) Program Admission

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

Complete applications, including transcripts, must be received by July 1 of the year prior to the spring term during which the candidate wishes to be admitted.

The following prerequisite courses must be completed with a grade of "C" or better prior to enrollment:

English 101 and 102	6 credits
Biology with laboratory	4 credits
Chemistry with laboratory	4 credits
Human Physiology	4 credits
Human Anatomy	4 credits
Microbiology with laboratory	4 credits
Statistics	3 credits
Introductory Psychology	3 credits
Developmental Psychology Across the Lifespan	3 credits
Human Nutrition	3 credits
College Algebra	3 credits

Students who have been dismissed from any nursing program (WVU or otherwise) are ineligible for admission to any of the WVU BSN programs; however, students who have received degrees or additional credentialing post-academic dismissal from a nursing program are eligible for admission to the BS/BA to RN, RN to BSN, or graduate programs provided that they meet all other admission requirements and based on space available.

RN to BSN Program Admission

Registered nurses that graduated from accredited associate degree or diploma nursing programs are admitted directly to the School of Nursing and RN to BSN Program. Acceptance and placement in the program are dependent upon the individual's academic record and upon the number of spaces available. An active, unencumbered RN license and a grade point average of 2.5 or better on all college work attempted are required to be eligible for consideration.

New graduates from accredited associate degree or diploma nursing programs that have not yet taken the NCLEX-RN can be provisionally admitted with the condition that an active, unencumbered RN license is obtained prior to the day that midterm grades are due during their first semester in the program. If the provision is not satisfied by the deadline, the student will be dismissed from the program. Students entering the two-semester accelerated RN to BSN option must have an active RN license prior to the first day of classes.

Students who have been dismissed from any nursing program (WVU or otherwise) are ineligible for admission to any of the WVU BSN programs; however, students who have received degrees or additional credentialing post-academic dismissal from a nursing program are eligible for admission to the BS/BA to RN, RN to BSN, or graduate programs provided that they meet all other admission requirements and based on space available.

All Registered Nurses will transfer 50 hours of undifferentiated nursing credit based on RN licensure. All RN to BSN students will be required to meet WVU's General Education Foundations (GEF) requirements (the University waives the GEF requirements for those with a previous bachelor's degree, Associate of Arts degree, or Associate of Science degree, but the student is still required to complete nursing general education requirements). Advisors will work with students to identify courses already appearing on the transcript that meet GEF requirements and develop a plan to fulfill any remaining requirements. RN to BSN general education requirements, regardless of University GEF credit requirements, include ENGL 101, ENGL 102, and STAT 211.

For example:

120 credits (minimum required to graduate) may include:

- 50 undifferentiated nursing credits for RN license
- 30 credits RN to BSN nursing courses (see progression plan)
- 40 general education foundation credits remaining*

*General education credits may be fulfilled by course work from associate degrees or other college work completed at regionally accredited colleges or universities. For more information about General Education Foundation Objectives; see link below. For more information about course equivalence please see the following website: Transfer Course Equivalency System <https://admissions.wvu.edu/how-to-apply/transfer-students/transferring-course-credit-to-wvu#anchor-tes>

WVU's Undergraduate General Education Foundations: <https://registrar.wvu.edu/curriculum-catalog/general-education-foundations-gef>

PLEASE NOTE: The last consecutive 30 enrolled credits must be taken at WVU in order to meet residency requirements for graduation.

Note: The School offers in-state tuition for all students enrolled in the RN to BSN program, regardless of residency.

Admission as a Transfer Student

An applicant with nursing credit from an accredited college or university is eligible for consideration for transfer admission by presenting a record of courses comparable to those required in this curriculum and meeting other School of Nursing admission requirements, including the following:

- The applicant must provide a statement of good standing from the program in which currently enrolled.
- Students transferring to nursing programs must have a minimum overall GPA of 3.0 on all college level coursework, a minimum GPA of 3.0 in the previous nursing program, and all nursing and pre-requisite non-nursing courses must have been passed with a grade of "C" or higher in order to be eligible for admission.
- Students transferring to pre-nursing must have a minimum overall GPA of 3.0 and must have taken or be eligible to take MATH 124 (or equivalent). WVU Keyser (Potomac State) campus has different requirements for pre-nursing students. Please consult the Potomac State catalog for more specific information.

College students currently enrolled in a nationally accredited nursing program may request transfer of previously completed nursing courses to the WVU School of Nursing BSN program. Syllabi of current and previously completed nursing courses may be sent electronically to nursing@hsc.wvu.edu for review to determine whether courses are transferrable. Acceptance and placement in the program are dependent on the individual's academic record and the number of spaces available in the program. Spaces are extremely limited. Applications should be initiated at least 6 months in advance of the semester for which the applicant is applying.

Students who have been dismissed from any nursing program (WVU or otherwise) are ineligible for admission to any of the WVU BSN programs; however, students who have received degrees or additional credentialing post-academic dismissal from a nursing program are eligible for admission to the BS/BA to RN, RN to BSN, or graduate programs provided that they meet all other admission requirements and based on space available.

Readmission Policy

Students who have been dismissed from any nursing program (WVU or otherwise) are ineligible for admission to any of the WVU BSN programs; however, students who have received degrees or additional credentialing post-academic dismissal from a nursing program are eligible for admission to the BS/BA to RN, RN to BSN, or graduate programs provided that they meet all other admission requirements and based upon space available.

BSN Academic Standards and Progression Policies

Pre-Nursing Progression Policy

Students admitted to the University as "Pre-Nursing" students must maintain good academic standing and a 2.5 GPA beginning with the first semester at WVU. If a student's GPA falls below 2.5, he/she will be placed on probation for one semester. If the student's GPA remains below 2.5 for a second semester, the student will be dismissed from "Pre-Nursing".

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

Note: Keyser Campus (Potomac State) policies for general nursing (Pre-BSN) are different. Please refer to the Potomac State catalog for details.

Direct Admission Freshman Progression Requirements

Students admitted directly to nursing as freshman must fulfill direct admission academic progression requirements to maintain advanced standing as a direct admission student and enter the sophomore level nursing courses. If students do not meet the requirements in the freshman year, they will be moved to the Pre-Nursing major and will have the opportunity to enter the Pre-Nursing BSN program applicant pool for consideration for program re-entry and progression to the sophomore nursing courses.

Freshman year academic progression standards for direct admit students in the BSN program include:

- Maintaining good academic standing
- Completion of all prerequisite coursework with a C or better prior to the end of the summer term of the freshman year
- Maintaining a 3.0 overall GPA or better at the end of the first semester (higher GPAs are recommended in preparation for the rigorous nursing curriculum)
- Achieving or maintaining a cumulative 3.5 GPA or better at the end of the second semester of the freshman year

Basic (Traditional) and BS/BA to BSN (Fast Track) Sophomore Academic Standards & Progression Policies

The grading scale for nursing courses using letter/numerical values is:

A= 93-100, B = 85-92, C = 77-84, D = 70-76, F = 69 and below.

*New grading policies will be implemented Fall 2022 regarding rounding. Rounding will occur at the 0.5 level on final grades only. Specific policy details will be published in the Fall 2022 Student Handbook.

From entry into sophomore nursing courses to program completion, students must fulfill the following academic requirements to maintain good academic standing.

1. GPA

Students must maintain an overall college GPA of at least 3.0.

GPA for BA/BS-BSN students is calculated using the pre-requisite GPA plus quality points and credits earned each semester. This running tally must be a GPA of at least a 3.0.

Students who do not maintain an overall GPA of at least 3.0 will be placed on probation for one semester. Students who do not raise their overall GPA to 3.0, after one semester on probation, will be dismissed from the School of Nursing.

2. Required course grades

Students must earn a C or better in required nursing courses and pre- or co-requisite non-nursing courses.

Nursing courses and pre- and co-requisite courses in which students earn a grade of D, F, W, or WU must be repeated prior to the student's progression to the next semester in the nursing sequence. Nursing courses must be repeated in the next spring or fall semester that the course is offered. There is an exception to this individual standard

regarding nursing electives; students who receive a W in a nursing elective are not required to repeat it.

Any non-nursing course that is not a pre- or co-requisite of nursing courses and in which a grade less than C has been earned must be repeated for a grade of C or better if the course is to be counted toward graduation requirements.

3. Repeats

Students may repeat only once a nursing course or a required pre- or co-requisite non-nursing course in which a grade of D, F, W or WU has been received.

Students must complete with a grade of C or better any required nursing course or any required pre- or co-requisite non-nursing course in which a grade of D, F, W, or WU has been received.

Students may repeat only one nursing course throughout the curriculum.

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

Students in the last semester of the program will be allowed to repeat only one nursing course in which a W, D, or F was received even if the student would otherwise be dismissed. Students are not permitted to repeat the same course twice.

4. Readmission

Students who have been dismissed from the BSN or BS/BS to BSN programs are not eligible for readmission. See the readmission policy.

RN to BSN Academic Standards & Progression Policies

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

*New grading policies will be implemented Fall 2022 regarding rounding. Rounding will occur at the 0.5 level on final grades only. Specific policy details will be published in the Fall 2022 Student Handbook.

1. GPA

Students must maintain an overall GPA of at least 2.5.

Students who do not maintain an overall GPA of at least 2.5 will be placed on probation for one semester. Students who do not raise their overall GPA to 2.5, after one semester on probation, will be dismissed from the School of Nursing.

2. Required course grades

Students must earn a C or better in all required nursing and pre- or co-requisite non-nursing courses.

Any non-nursing course that is not a pre- or co-requisite of nursing courses and in which a grade less than C has been earned must be repeated for a grade of C or better if the course is to be counted toward graduation requirements.

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

3. Repeats

Students may repeat only once a nursing course or a required pre- or co-requisite non-nursing course in which a grade of D, F, W or WU has been received.

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

Students must complete with a grade of C or better any required nursing course or any required pre- or co-requisite non-nursing course in which a grade of D, F, W, or WU has been received.

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

Students in the last semester of the program will be allowed to repeat only one nursing course in which a W, D, or F was received even if the student would otherwise be dismissed. Students are not permitted to repeat the same course twice.

4. Readmission:

Students who have been dismissed from the RN to BSN program are not eligible for readmission. See readmission policy.

Leave of Absence and Withdrawal Policies

Withdrawal Policy

Students must be continuously enrolled in School of Nursing programs in order to maintain active status. Summer term enrollment is only required if the student's program of study/progression plan is dependent on it for an on-time graduation. A withdrawal is defined as withdrawing from the program, withdrawing from all required courses in a semester, or failing to enroll in any given semester of the progression plan (see summer exception above).

Students who withdraw must follow up with the advisor, who will gather information about the reason for leaving and discuss associated policies. Students who wish to return must follow the LOA policy in order to be eligible for continuation in the program. Students who do not follow this process will not be eligible for continuation or readmission at a later date.

LOA Policy

Students may request a leave of absence (LOA) for extenuating circumstances, such as family emergencies, military duty, parental leave, or significant changes in health status. The student is required to submit the rationale and the time period for the LOA request in writing to the program director. Additional documentation may be required to clarify the circumstances for the request. If approved by the program director and Associate Dean of Academics, the student and advisor will complete the LOA form found at: [WVU Registrar LOA Form](#) (undergraduate level) or [HSC Graduate LOA Form](#) (graduate level). The student will then be required to withdraw from all nursing courses in the current semester, if applicable.

Students are encouraged to evaluate the [WVU Withdrawal Policies](#), the financial implications of the decision, the effects of the LOA on program progression, and [International Student Policies](#) as applicable.

An LOA is not equivalent to a withdrawal or a dismissal, and there are specific limitations. Students are not permitted to have more than one LOA, and each LOA is limited to one semester. If unforeseen circumstances prevent the student's return to a program following a one-semester LOA, the student may request a one-semester extension. Additional LOAs and extensions are only granted in extreme circumstances.

If a student is on an approved LOA, it is the student's responsibility to notify the advisor to schedule classes for the semester following the LOA and to seek a review of the revised progression plan. If the LOA was due to a significant change in health status, the student may be required to provide documentation from a healthcare provider that he or she is able to return to the nursing program and perform all aspects of the student role.

If a student does not return to the program during the contracted semester, it will be considered a withdrawal, and the student will not be eligible for readmission. Exceptions will be granted if required courses are not offered the semester in which the student is expected to return. Retrospective LOA requests will not be accepted.

Procedures for Unmet Academic Standards (All BSN Programs)

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

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

Example: Insufficient GPA; grade less than C in required pre- and co-requisite non-nursing courses.

Examples of University resources that may be advised include Undergraduate Academic Counselor, TIPS tutoring, Math Lab, Reading Lab, Writing Lab, Counseling Center, and Disability Services. Options and approaches presented are documented by the advisor in the students advising file.

Students have the right to appeal final grades according to the current final grade appeals policy.

When unmet academic standards result in dismissal from the program:

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

Academic ATI Policy (Basic and BS/BA to BSN Programs Only)

Minimal competency benchmarks

- Level 2 on Content Mastery exams
- 91% likelihood of passing NCLEX on RN Comprehensive Exam

Use of Content Mastery Exams in didactic courses

- Content Mastery exam will count as 10% of the course grade.
- Test 1 (1st attempt):
 - Level 3 score = 10/10 points
 - Level 2 score = 9/10 points
 - Level 1 or below = 0 points, expected remediation, required retesting
- Retest (replaces 1st attempt score):
 - Level 2 score and above = 7/10 points
 - Level 1 score = 3/10 points
 - Below Level 1 = 0 points
- Remediation
 - Follow focused review plan based on Test 1 results with faculty guidance
 - Level 1 score: Attend group session on test taking strategies
 - Below Level 1 score: Meet individually with Academic Counseling Coordinator (or equivalent at regional campuses)

Use of RN Comprehensive in NSG 486 (NCLEX Review)

There are three options for completion of the ATI exit competency in NSG 486. **One** of the following options must be completed successfully. All students must take the ATI RN Comprehensive Predictor Exam and must retest if scoring less than the benchmark (91% likelihood of passing NCLEX-RN).

Option 1

- Achieve 91% likelihood of passing the NCLEX-RN on the first attempt of the ATI RN Comprehensive Predictor Exam
- Completion of Virtual ATI program is optional but recommended (may enroll 30 days prior to graduation).

Option 2

- Achieve less than 91% likelihood of passing the NCLEX-RN
- Use result information to guide online focused review and remediation
- Print transcript and submit plan for success to course faculty
- Meet with faculty member a minimum of one time for success guidance
- Repeat the ATI RN Comprehensive Predictor Exam and achieve a 91% likelihood of passing the NCLEX-RN
- Completion of Virtual ATI program is optional but recommended. (may enroll 30 days prior to graduation).

Option 3

Option 3 is mandatory for students who scored less than the 91% likelihood benchmark on both ATI RN Comprehensive Predictor Exam attempts.

- Use result information to guide online focused review and remediation
- Print transcript and submit plan for success to course faculty
- Meet with faculty member a minimum of one time for success guidance
- Complete an individualized Virtual ATI program with documentation of at least 75% completion of the program prior to the end of the course (enroll 6 weeks prior to graduation). Students are expected to continue to use the program post-graduation until a 100% completion rate is achieved.

Absence from ATI exams

- Make-up dates cannot be scheduled for ATI exams.
- If the student misses Test 1, the student will earn 0 points and will take the test on the retest date. Scoring on the retest will be:
 - Level 3 score = 10/10 points
 - Level 2 score = 9/10 points
 - Level 1 or below = 0 points
- If the student is required to retest because of the Test 1 score and misses the retest, the score from Test 1 will be the ATI test score earned for the course.

STUDY FOR SUCCESS PLAN FOR STUDENTS WITH ATI LEVEL 1 AND BELOW

For your ticket to retest, follow the steps below:

1. Go to the Academic Counseling/ATI Success Plan site on SOLE.
2. Print out the rubric for the required portfolio.
3. In your ATI account, print out your ATI (proctored) test results.

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

4. Complete the ATI Focused Review (directions found on ATI site). Evidence should show that you have spent a minimum of 30 minutes using the focused review.
5. Complete the Success Plan portfolio using the rubric.
6. Take the completed Success Plan portfolio and a screen shot of time spent on the focused review to the remediation session lead by Diana McCarty, Academic Counselor (Morgantown Campus), April Shapiro (Keyser Campus), or Barbara Douglas (Beckley Campus).

The dates of the remediation sessions will be posted on the Academic Counseling/ATI Success Plan site on SOLE. This session will be approximately 45-50 minutes long.

7. Diana McCarty (Morgantown Campus), April Shapiro (Keyser Campus), or Barbara Douglas (Beckley Campus) will sign your Study for Success Plan and this is your ticket to retest.

Transient Credit Policy & Procedures

1. Students must have a cumulative grade point average (GPA) of 2.0 or better to be eligible to enroll for courses at another institution as a transient student.
2. Students are strongly discouraged from taking transient work during the semester in which they expect to graduate. Transient work in the final semester may delay graduation due to possible delays in receiving transcripts from other institutions.
3. It is the student's responsibility to have an official transcript sent to the WVU Office of Admissions at the completion of each semester in which transient work is completed.

Procedure

1. Students wishing to take a course at an institution other than WVU must complete an Undergraduate Transient Application prior to enrolling for the course. The form is available from the Office of Student Services or any Admissions Office.
2. The student should obtain a schedule of courses from the college of choice. Course descriptions should also be obtained from the college if a catalog is not available.
3. Students should review the possible choices with their advisor who will review the advising folder to validate that the chosen course meets the students' academic progression needs.
4. The advisor will complete the current GPA blank on the application and validate that the rest of the form is complete. No more than one school may be listed on a form and the address for the chosen school must be complete.
5. The advisor signs and dates the form and forwards it to the Student Services Office or Chairperson's Office, Charleston Division, for the Dean's signature.
6. A copy of the form is placed in the student's advising folder and the original is forwarded to the Office of Admissions.
7. You must make arrangements to be admitted and enrolled at the institution where you will be taking the course. Remember to take ONLY the course(s) for which you have been approved. If you want to take other courses, you must get permission from your advisor and complete another form.

Academic Advising Guidelines

I. Philosophy of Advising

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

II. Purpose of Advising

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

III. Assumptions and Beliefs

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

The assigned academic advisor or a member of the Student Services Office staff provides academic advising.

Advising about non-academic concerns shall be provided ONLY by mutual agreement between the student and the advisor.

Advising is characterized by collaboration between advisor and advisee in exploration and selection of alternatives in meeting student's academic needs.

It is believed that the student-advisor relationship benefits the student because the relationship:

- a. Helps in the development of the student as an individual;
- b. Motivates the student through expression of individual needs;
- c. Maintains continuity of advising;
- d. Helps in obtaining academic goals through an understanding attitude;
- e. Allows the student to receive practical advice and/or professional advice;
- f. Provides an advocate for the student within the academic system;
- g. Assists in making employment contacts after the student has graduated;
- h. Assists the advisor in writing letters of recommendation.

IV. Requirements

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

Student Services Guidelines

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

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

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

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

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

See the program assistant or department chair on other campuses (Charleston, Keyser or Beckley) for student record/file processes.

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

Community Service Requirements

Definition of Community Service

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

Requirements

Community service is required of all Health Science students, including part-time and full-time undergraduate students. It is expected that a minimum of 20 hours will be completed during a student's rural health experience, but only the community service, not the clinical or research activities, will count toward meeting requirements. Community service hours must be done in a variety of settings. Generally, no more than 25 hours can be counted per activity. Community service activities can only be counted for credit once.

Basic (Traditional) BSN students must complete 100 hours of community service (20 hours of community service are earned in NSG 411). During enrollment, RN to BSN students must complete 25 hours of community service. BS/BA to BSN (Fast Track) students must complete 50 hours of community service (20 hours of community service are earned in NSG 411).

Learning Objectives

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

Examples of Acceptable Community Service

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

Activities

Read-a-loud program at a school

Health education sessions in a school or community

Visiting the elderly (for example, nursing homes, hospitals, etc.)

Activities through churches, sororities, fraternities, etc. (i.e. Adopt-A-Highway)

Working with youth soccer, baseball, basketball, etc.

Agencies

Habitat for Humanity (building homes for people without shelter)

Hospice

Health Right

Soup Kitchen, Bartlett House, Meals on Wheels, etc.

Child Life Program in a Children's Hospital

Ronald McDonald House

Big Brothers/Big Sisters

American Red Cross and Blood Donation Centers

Salvation Army

Christian Help

Health Fair

Asthma & Diabetic Camps

Youth Development Camps (such as, 4-H)

Students may visit the WVU iServe site for other opportunities: <https://iserve.wvu.edu/>.

Monetary donation is not an acceptable method of community service and has no hourly value.

Procedure

1. The student completes the community service under appropriate supervision.
2. A person in the community must sign-off indicating that the service was performed satisfactorily.
3. The student enters the community service hours in SOLE, at <http://sole.hsc.wvu.edu>.
4. The Student Services Office (Morgantown Campus), program director (Charleston Campus) or department chairs (Keyser or Beckley Campus) record approval in SOLE.

IPE (Inter-professional Education) Requirements

All students in the School of Nursing will be required to participate in IPE activities. IPE activities may be offered as part of a nursing course or as a community service activity arranged by the WVU Health Sciences Center Office of Inter-professional Education.

Graduation Policies

Graduation with Honors

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

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

GPA for honors is based on all baccalaureate-level college work attempted through the next to the last semester or through the last semester, whichever GPA is higher. This includes transferable baccalaureate-level college work attempted at all regionally accredited higher education institutions.

Credit hours with a grade of HP, P, or S are not considered. Additionally, the GPA on WVU work must meet the requirements stated for the level of honors designated. If the WVU GPA indicates a lower level of honors, the WVU GPA will determine the level of honors.

BSN Program Policies

Academic Integrity Statement

It is the desire of the SON faculty to create and foster a positive learning environment that promotes professionalism, integrity, and mutual trust. The WVU SON follows the [WVU Policy on Student Academic Integrity](#). In addition, students can find detailed information about the SON procedures for academic dishonesty charges, outcomes, sanctions, and appeals in the appeal policy in the program's [student handbook](#).

It is important that instructors and students adhere to rigorous standards of academic integrity in all aspects and on all assignments and coursework to maintain the integrity of the education provided and ensure the validity of student assessment. In addition, RN licensure and safe nursing practice require that students exhibit characteristics of good moral character, including honesty and integrity. Studies have suggested that students who are dishonest in the academic setting are more likely to engage in those behaviors in the work environment (LaDuke, 2013) and the clinical setting (Kreuger, 2014).

All forms of academic dishonesty are prohibited. Nursing students are expected to act with integrity and honesty in all didactic and clinical settings, regardless of the nature of the assignment or activity or percentage weight toward course grade. For example, the SON places as high an expectation on academic integrity for quizzes and short discussion board writing submissions as it does for exams or end-of-semester papers.

WVU defines academic dishonesty in its policy referenced above and includes any dishonest act during didactic or clinical activities that violates professional nursing standards. Such standards can be found in

the American Nurses Association ([ANA Code of Ethics](#) (2015) and the [ANA Scope and Standards of Practice](#) (2015). Specific examples of academic dishonesty in nursing programs include, but are not limited to:

- Engaging in any act which may give an unearned advantage in a student's evaluation or performance
- Manipulating, altering, or destroying another student's academic work or faculty material
- Using the ideas, language, or work of another without permission and acknowledgement
- Allowing someone or paying someone to complete an assignment or portion of an assignment to be submitted as your own
- Facilitating academic dishonesty
- Asking someone to commit dishonest acts
- Altering or misrepresenting data
- Lying or committing fraud or forgery
- Adjusting or falsifying clinical or service hours
- Entering assessment data not observed or falsifying medical records or clinical documents
- Using unauthorized resources to complete assigned work
- Engaging in unauthorized collaboration
- Accessing potential test questions by any means or discussing tested or evaluated materials with other students
- Committing plagiarism (copying and pasting someone else's words, omitting sources or quotation marks, reusing your own work for multiple assignments or courses without authorization, and replacing another person's key words with synonyms while maintaining the original structure)

Students are strongly encouraged to ask a faculty member or administrator if they are unsure if a practice would be considered academic dishonesty prior to engaging in that practice. Students and faculty are expected to model the highest professional standards and to report possible instances of academic dishonesty.

Academic dishonesty in a nursing program may result in course failure and/or program dismissal. A list of possible sanctions can be found in the [WVU Policy on Student Academic Integrity](#), and sanctions range from a change in course grade to university expulsion.

Any questions about professional standards or policies may be directed to the instructor, program director, or associate dean of academics.

Kreuger, L. (2014). Academic dishonesty among nursing students. *Journal of Nursing Education, 53*(2), 77-87.

LaDuke, RD. 2013. Academic dishonesty today; unethical practices tomorrow? *Journal of Professional Nursing, 29*, 402-6.

Appeal Policies (Final Grades, Academic Penalties, and Academic Dishonesty Charges)

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. The complete policy and general procedures concerning academic standards and appeals is available in both the [Undergraduate Catalog](#) and [Graduate/Professional Catalog](#).

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

For the School of Nursing, the Level 1 appeal should be submitted thorough WVU email to the associate dean of academics, and Level 2 appeals are submitted to the dean. Please refer to the [WVU Policy for Appealing a Final Grade](#) for more information.

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

Students may also appeal academic penalties other than a final grade, such as program dismissals, probation, or progression policy penalties. This type of appeal is not used for academic dishonesty cases. Please refer to the [WVU Policy for Appeal of an Academic Penalty](#) for additional information.

In the School of Nursing, the Academic and Professional Standards Committee presides over the first level of this type of appeal. The letter of appeal should be submitted through WVU email to the associate dean of academics, who will forward the appeal to the committee chairperson. Level 2 appeals of this type are submitted through WVU email to the dean, and [Level 3 appeals](#) are submitted through WVU email to the appropriate associate provost.

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

There is one appeal level for academic dishonesty cases. If the case is reviewed through the course-level process, the student will submit the appeal through WVU email to the School of Nursing dean. If the case is managed by the Office of Academic Integrity through the university-level academic dishonesty conduct process, appeals should be submitted to the Office of the Provost. Please refer to the [WVU Policy on Appeal of a Charge of and/or Penalty Based on Academic Dishonesty](#) for additional information.

Students should consult the complete [WVU Policy on Student Academic Integrity](#), [additional student resources](#), and SON academic integrity statement in the appropriate [student handbook](#).

Background Checks

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

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

Procedure for Criminal Background Checks

1. Students will have a criminal background check at admission documented through PreCheck (See PreCheck Documentation Policy).
2. If the background check indicates a criminal history, the clinical agency will be notified and will determine whether or not to allow the student to participate in clinical experiences at that agency.
3. If the student is unable to participate in clinical experiences, the student will not be able to complete clinical course requirements, and, therefore, will not be able to meet requirements to complete the nursing program.
4. Students will be required to complete a Statement of Criminal Record form each semester they are enrolled in nursing courses to indicate any changes that have occurred related to the criminal record. The Statement of Criminal Record form can be found in the student's PreCheck account and is to be downloaded for completion and uploaded to the PreCheck account. In addition, students may be required to repeat the criminal background check for cause.
5. Students who are charged with or convicted of a crime may be subject to admission ineligibility, dismissal, suspension, or lesser disciplinary sanctions.
6. **Students who experience a "Citation" or "Arrest" while enrolled in the nursing program must notify the SON Office of Student Services within 24 hours of the citation or arrest. Additionally, students who are prescribed any controlled substance that may impair their alertness or cognition while enrolled in a nursing course with a clinical component must notify their instructor as soon as possible.**

Statement of Criminal Record

As part of the PreCheck documentation requirements, students are to complete the following Statement of Criminal Record form.

STATEMENT OF CRIMINAL RECORD

My signature verifies that:

(True or False)

- _____ a) I have not been cited, arrested or convicted of any felony or misdemeanor in the past 12 months.
- _____ b) I will notify the West Virginia University School of Nursing Student Services Department within 24 hours of any citations, arrests or convictions.
- _____ c) I do not have knowledge of any citations, arrests or convictions of any fellow nursing students in the past 12 months.
- _____ d) I will notify the West Virginia University School of Nursing Student Services Department within 24 hours if I have knowledge of any citations, arrests or convictions of any fellow nursing student.

If any of the above statements are answered False, you must explain below.

Signature

Date

Printed Name

Blood/Body Fluids Policy

Weekday Exposures

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

If another person (the source person) is involved in the exposure incident, this individual must be evaluated and strongly encouraged to proceed immediately to the third floor of the Physician's Office Center (POC) or other indicated department appropriate for the facility and campus for the appropriate laboratory tests. If the source person is an in-patient, appropriate testing will be done, as per the needle-stick protocol at the clinical facility.

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

Off Hours Exposures

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

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

An exposure incident is defined as follows:

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

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

NOTE: All nursing students are required to participate in Bloodborne Pathogens training prior to clinical experiences. Students on the Beckley, Charleston, and Keyser campuses will follow this policy as applicable but will follow specific procedures directed by the clinical instructor/site.

Duo-Token Policy

The use of two-factor authentication for access to secure, targeted websites from all HSC campuses, including HSC offices, labs, offsite locations and WVUM hospitals/clinics is required. This is to ensure uniformity across all WVU campuses. WVU's academic administrators determined that for this critical security initiative to succeed, no group of people and no physical location should be exempt.

Two-factor authentication from HSC locations and WVUM hospitals/clinics are required for the following websites and systems. Additional websites may require two-factor authentication in the coming months.

- sole.hsc.wvu.edu
- office365.hsc.wvu.edu (Affects web access users only. Onsite Outlook client users are not affected)
- hsview.hsc.wvu.edu
- login.wvu.edu
- directory.wvu.edu
- portal.wvu.edu
- mix.wvu.edu
- DegreeWorks: access via portal.wvu.edu
- SEI: wvu.bluera.com/wvu
- WVU+kc: kc.wvu.edu/kc/portal.do

All HSC classrooms require the use of two-factor authentication.

To ensure a secure testing area, students will not be permitted to use their smartphones in the classroom to access the two-factor authentication app.

Duo Token and generation of bypass code options are available for use through the WVU and HSC Bookstores. Additional information regarding dual authentication can be found on the WVU IT website or directly at twofactor.wvu.edu.

Dress Code – Policy for Professional Appearance

Health Sciences students, staff, and practitioners are required to place a high value on personal appearance, including attire. The reasons are rooted in concerns for infection control, communication, and cultural sensitivity. This document sets forth standards for dress and appearance necessary to meet the service and safety objectives of placing patient welfare first and the educational objectives of preparing the student to assume the role of a professional health care worker.

Patient trust and confidence in the health care provider are essential to successful treatment experiences and outcomes. The message communicated by the caregiver by his/her dress and appearance plays a fundamental role in establishing this trust and confidence. Students should consider the cultural sensitivities of their most conservative potential patients and present themselves in a manner that will earn their respect, ensure their trust, and make them feel comfortable. Recent trends in clothing, body art, and body piercing may not be generally accepted by patients and should not be worn by nursing students.

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

Failure to adhere to these policies will result in dismissal from class or clinical by the instructor and a professional role violation.

Classroom and Event Requirements:

The following guidelines apply for all School of Nursing (SON) classes and SON-sponsored activities, such as awards ceremonies and SON-sanctioned or community events where the student is representing the SON:

- Good personal hygiene is to be maintained at all times. This includes regular bathing, use of deodorants or antiperspirants, regular dental hygiene, and regular laundering of clothes.
- Hair should be neat, clean, and of a natural human color.
- Clothing should be clean, professionally styled, and in good repair.
- All attire, including personal property and laptops, must be free from potentially offensive text or graphics.
- Business casual dress is expected, but in the classroom setting, denim without holes or rips, leggings with a long shirt that reaches mid-thigh/fingerlength, Bermuda-length shorts, and sweatshirts are also acceptable.
 - Skirts/dresses must be mid-thigh/fingerlength.
 - No midriff tops, halters, tank tops, translucent or transparent tops, or shirts or tops with plunging necklines are allowed.
 - No visible body tattoos or visible body piercing (including nose and tongue rings) are permitted

Clinical Regulations (including simulation and skills lab):

When patient contact or simulated clinical activities are part of the educational experience, students are expected to dress professionally. This includes instances of actual patient

encounters in the hospital and other clinical sites, preplanning activities at clinical sites, simulation lab experiences, and skills lab activities.

This means that if a student is going to preplan from class, they must be professionally dressed (i.e., no jeans). Neat, clean, and professional attire and a name tag are minimal requirements. Students are to avoid dress or attire that could be potentially offensive to the public, peers, patients, and faculty.

There may be specific clinical settings where alterations of this policy are possible or necessary through the approval of the faculty and program director.

General Standards

- Health Sciences Center/Campus name tags or badges are worn at all times.
- Avoid distracting perfumes or colognes.

Hair maintenance

- Hair should be restrained off the face and out of the eyes to avoid possible wound contamination.
- Shoulder-length hair must be neatly secured to avoid interference with patients and work.
- Avoid scarves or ribbons (unless culturally appropriate).
- Headbands must be neutral in color, non-patterned and less than 2-inch width.
- Beards and mustaches must be neatly trimmed and no longer than face length.

Jewelry

- Keep jewelry at a minimum.
- The following are permitted: a watch; an engagement and/or wedding ring; small stud earrings (no more than 2 piercings per ear); academic pins; other pins, badges, or insignias which represent an award; modest bracelets; and necklace chains. An appropriate holiday pin during the holiday is suitable.

Body piercings and tattoos

- All piercings other than two stud earrings must be removed while students are in the clinical setting. This includes tongue rings, nose rings (etc.), and spacers of any kind.
- Tattoos must be covered as much as possible.
- Solid, flesh-toned, modest ear gauges may be allowed. Please talk with your instructor if you have ear gauges.

Dress, Shoes, and Hand Care

- All students should wear a clean, white lab coat over their clothing during pre-planning.
- Shoes must be comfortable, clean and in good repair. Appropriate shoes include leather or nursing clogs that include heel cup and band without holes. Sandals or open-toed shoes, and high-heeled, mesh, or canvas shoes are prohibited in clinical areas. Shoes should be worn with socks or hose that cover any exposed part of the leg or foot.
- Fingernails should be clean and of short to medium length, no longer than a quarter inch past the end of the finger. Nail polish, if worn, must be free of chips and cracks. Artificial nails are prohibited.
- A SON scrub uniform (navy pants and navy top) that is clean, neat, without stains or wrinkles, and smoke free is required for all clinical nursing experiences, simulations, and skills labs. Some clinical experiences may require different clinical attire, and instructors will outline requirements.
 - Uniform skirt length must touch the knee, and the fit must be modest and allow for comfortable ease of movement.
 - Scrub pants with gathered ankle cuff, such as jogger-style pants, are not permitted.
 - Appropriate undergarments are required and must be undetectable through the uniform.
 - Lab coats or white/navy long sleeve undershirt may be worn with the uniform. No sweatshirts or sweaters or jackets are allowed on the units.
 - White or skin tone hosiery or socks that match the uniform should be worn. No visible footies or non-matching socks are permitted with uniforms.
- **In the interest of infection control, students should refrain from wearing clinical attire in public places for non-clinical activities.**
- Scrub suits (hospital provided)
 - These are to be worn in specific patient care areas only (e.g., OR, PAR, BMTU).
 - They are the property of the hospital and are not to be defaced, altered, or removed from the hospital.
 - If a scrub suit must be worn outside these areas (e.g., to the cafeteria), it must be clean and then covered with a clean lab coat. Shoe covers, masks, and hair covers must be removed before leaving the clinical area.
 - Stained or soiled scrub suits must be changed as soon as possible.

Drug & Alcohol Screening Policy

The WVU SON 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. The WVU SON 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 and WV Restore.

Students who are prescribed any controlled substance that may impair their alertness or cognition while enrolled in a nursing course with a clinical component must notify their instructor as soon as possible.

1. Students are required to submit a urine drug screen during the month prior to matriculation and annually through Precheck (See the Precheck Documentation Policy). The SON reserves the right to request random drug screens, which would be conducted through the SON Office of Student Services.
2. Re-tests for positive drug screens are prohibited. New program applicants with a positive drug screen will be ineligible for admission to the program and will forfeit their admission “seat.” Current nursing students with positive drug screens will be dismissed from the nursing program and referred to WV Restore. The applicant/student may submit documentation regarding prescriptions and healthcare professional recommendations for review.
3. Reasonable suspicion of substance use is considered when any student demonstrates unusual, unexplained behavior. 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) or who demonstrates suspicion of substance use 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, the Dean of WVU SON, or the Dean's representative. Informed consent will be obtained prior to testing, and fees associated with testing will be the responsibility of the student.
 5. Noncompliance with requests for drug and alcohol screening from a student who demonstrates suspicion of substance use impairment will be viewed as a violation of the WVU SON Drug and Alcohol Testing Policy. The student will be subject to dismissal from the nursing program.
 6. The student who is suspected of substance use impairment may be escorted to the collection site with the appropriate faculty member, assigned preceptor, or approved WVU SON representative, who may remain at the collection site until the required specimens are obtained. Agency policy will be followed as required. When possible, the nurse/faculty member will obtain an instant-read sample onsite. If the instant results are positive, the sample will be sent to a certified lab for further analysis. The student is responsible for any incurred expenses.
 7. Following an incident that requires drug or alcohol testing, the student will be sent home by cab (at student's expense) or responsible individual. Under no circumstances will the student be allowed to drive home or return to class/clinical. Arrangements will be made so that the student will be at home after the incident with another individual.
 8. The student who is suspected of substance use impairment will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel of committees designated by the WVU SON.
 9. The student's confidentiality will be strictly maintained. The test results will be communicated only to the student, the physician reviewing the results with the student, the program director, The Associate Dean of Academics, The Assistant Dean for Student Affairs, and the Dean. Records will be maintained in a separate file by the WVU SON 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.

Any violation of this policy by a student will result in disciplinary action and will include dismissal from the nursing program, pending a disciplinary hearing.

Under the University's Code of Conduct and the laws of WV, bystanders and those affected by drug or alcohol overdose may be safe from prosecution and may not face charges under the campus Student Code of Conduct if they seek medical assistance in an emergency.

<https://studentconduct.wvu.edu/campus-student-code>

Consent Form for Alcohol, Drug, & Substance Testing

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

AGREED TO:

_____ Student _____ Date

_____ Witness _____ Date

REFUSED:

_____ Student _____ Date

_____ Witness _____ Date

Reason for Refusal: _____

Copies of completed form to:

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

Health Insurance

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

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

HIPAA Training Requirement

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

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

In addition to HIPAA training on SOLE, students may be required to submit signed HIPAA documents for WVU Medicine and other clinical facilities.

PreCheck Documentation Policy

All students must submit and verify approval of immunizations, immunity, compliance with clinical requirements, and other important documentation in order to safeguard students and protect patients in the clinical setting.

Students are required to purchase a PreCheck account, and the student is responsible for maintaining the current information in the PreCheck account, including items that must be maintained continuously or that expire as outlined below. Students are responsible for checking all relevant email accounts (required to use mix email account) to verify that the submission was approved. If there are any unresolved issues or extenuating circumstances, it is the student's responsibility to contact PreCheck and/or the program director prior to the deadline. **Students must exhibit compliance prior to the beginning of each semester (Jan. 1 for spring, May 1 for summer, and Aug. 1 for fall). Students noncompliant on the first day of classes each semester will be dropped from nursing courses and will only have add/drop week to remedy documentation errors and re-register for the course.**

RN-BSN students are required to maintain and document active unencumbered licensure (See student handbook for RN-BSN licensure policy). Students must immediately report any event or circumstance that could impact the status of continued RN licensure. Failure to do so or allowing the license to expire would result in program dismissal.

The following documents are required for admission and progression in the BSN programs. Official documentation is from a physician, health clinic, etc., and parental written documentation of immunization records is not considered adequate.

- Signed student handbook signature page (upon admission, annual)
- Proof of RN licensure (RN to BSN students only)(upon admission and annually prior to license expiration)(See RN to BSN Licensure Policy)
- Criminal background check (See Background Check Policy)(upon admission only)
- Completed Statement of Criminal Record Form (each semester)
- Current American Heart Association BLS CPR certification for adult, child, and infant (upon admission and before subsequent certification expiration)
- Urine drug screen (See Drug and Alcohol Screening Policy)(within one month prior to matriculation and annually)
- HIPAA training completion certificate (found in SOLE)(upon admission and annually)
- Official documentation of tetanus and pertussis immunization within the last 10 years
- Official documentation of varicella vaccine (2 doses)
If there is only documentation of "history of disease," a varicella titer is required. If that titer is negative, documentation of 2 doses of varicella vaccine are required.
- Official documentation of initial immunization and booster for MMR (2 doses)
- Official documentation of a complete Hepatitis B series (3 doses) **and** positive Hep. B titer
A negative Hepatitis B antibody titer indicates lack of immunity, and a repeat series is required, followed by a repeat titer. If after 2 full series of Hep. B vaccines, the titer is still negative, the student will be considered a non-responder, and immunity will be presumed.
- Official documentation of the PPD within the past year or a current two-step PPD

If there is documentation of BCG vaccine or a previous positive PPD, then a serum Quantiferon Gold test will be accepted. (upon admission only)

- Official documentation of an influenza vaccine (annual, November 1 deadline)
- Documentation of health insurance

Waivers

Any student who declines immunizations for religious or other reasons is required to sign a waiver. Even if a waiver is signed, lack of immunization/immunity to the above communicable diseases will likely prevent a student from participating in required clinical experiences, and, therefore, may prevent a student from being admitted to the nursing program.

Immunization Waiver Form

STUDENT'S RELEASE UPON REFUSAL OF TREATMENT

For the reason stated below, I, _____ refuse treatment of receiving the immunization against _____

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

I understand that it is the considered opinion of the qualified professionals that the possible/probable consequence of my refusal is:

1. Risk of infection with

2. Transmission of this contagious disease to other patients or colleagues.
3. Probable inability to participate in required clinical activities which is a requirement for the nursing program.

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

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

STUDENT'S NAME:

STUDENT'S SOCIAL SECURITY NUMBER: _____

DATE: _____

WITNESS: _____

Laptop Program

All BSN and BS/BA to BSN students admitted to the Morgantown campus will be issued a laptop computer and will be enrolled in the WVU Health Sciences Center Student Computer Program. All BSN students admitted to distant campuses will be enrolled in the mandatory laptop programs on their campus. Students are required to review the Student Computer Policies and Procedures Manual for the program and accept the Student Computer Program Terms by logging into SOLE prior to receiving their laptop. Refer to the specific campus onboarding SOLE sites for details and minimal specifications for each campus.

The purchase of two-Factor authentication devices will be required for use in all nursing classes.

Licensure (RN) Policy (RN to BSN Program Only)

All students are required to have an active, unencumbered RN license for admission to the RN-BSN Program. The license can be in any state but must be maintained throughout the program in the state in which the student engages in clinical activities. New graduates of accredited associate degree or diploma nursing programs that have not yet passed the NCLEX-RN and obtained licensure may be admitted provisionally but must have an active, unencumbered RN license by the date that midterm grades are due in the first semester of enrollment. If the student does not achieve licensure by the deadline, he or she will be withdrawn from the program.

Online Participation Policy

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 attend an online class session while responsible for patient care in the workplace. 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.

Social Media

Social media platforms such as Facebook and Twitter are helpful tools to promote the University and share information with colleagues and friends. In order to help you use social media in a way that best represents you and the institution, WVU has updated its institution-wide social media guidelines for students and University employees. The guidelines, which are available for review here:

<https://universityrelations.wvu.edu/services-capabilities/resources-for-recognition-and-appreciation/digital/social-media-guidelines>

apply to all units of the University, including the regional campuses, the Health Sciences Center, and Extension.

Faculty, employees, and students at the West Virginia University Robert C. Byrd Health Sciences Center (HSC) must also abide by the HSC Information Technology Services Guidelines, found here, <https://hsc.wvu.edu/hub/morgantown-campus/social-media-accounts/social-media-guidelines/> as these guidelines contain vital information relating to the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Violation/ Breach of HIPAA may result in immediate dismissal from the School of Nursing.

Standards of Professional Practice

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

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

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

Students who engage in illegal or immoral acts or activities or who exhibit unprofessional conduct which directly or indirectly endangers the health or well-being of another individual or themselves will be subject to disciplinary action. Such action may include probation, suspension or dismissal from the program.

The West Virginia Board of Examiners for Registered Professional Nurses requires that the program report misdemeanors or felonies, and that applicants for licensure undergo a criminal background check and provide an explanation of any criminal incident. Depending on the Board's action, applicants for licensure may be barred from taking the NCLEX or their license may be restricted.

Standards of Professional Practice Policy

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

- A. The role of the professional nurse involves demonstrating attitudes, values, and behaviors consistent with professional nursing practice. Behavior in conflict with professional nursing practice is inconsistent with professionalism and will not be tolerated.

- B. Unprofessional behaviors consist of actions that do not demonstrate the minimum behaviors described as acceptable nursing practice. Incidents may be a single event of serious nature or a pattern of behaviors. Professional Standards include, but are not limited to:
 1. Maintain professional integrity
 2. Practice within boundaries of the nursing student role.
 3. Comply with the policies and procedures of the School of Nursing, course syllabi, the agency in which the clinical experience is offering, and with the appropriate Nursing Standards of Practice established by the West Virginia Board of Nurse Examiners for Registered Professional Nurses.
 4. Behaviors consistent with expectations outlined by the 5 core competencies. (Critical Thinking, Nursing Interventions, Professionalism, Caring, and Communication).
For nursing courses, the failure in any of the core competencies would be a violation of the Standards of Professional Practice.
 5. Nursing students are expected and required to respect patient privacy at all times. Unauthorized or inappropriate accessing or dispersal of confidential personal or health information will result in course failure and/or program dismissal.

- C. In support of promoting mutual respect and a positive learning environment in the School of Nursing, unless otherwise directed by faculty, we request that students address faculty by their Title (Dr., Mr., Ms., Professor) and their last name.

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

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

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

E. Disciplinary Sanctions

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

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

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

Procedure

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

At the beginning of each subsequent nursing course, the course coordinator will review the Standards of Professional Practice and the Professional Practice Policy with the students. Failure to abide by these standards and policy will result in disciplinary action as described in the following process.

Procedure for Violation of Professional Practice in the Classroom or Clinical Setting

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

1. School of Nursing policies and expectations will be reviewed during course orientation each semester. This will be considered a verbal warning.
2. Notification of incident on the day of the incident or time the incident is discovered shall be given to the student by the faculty member who identified the incident resulting in violation of the standards. This notification will be followed by email documentation and completion of the Professional Role Violation Incident form.
3. At the discretion of the faculty member who identified the violation, the student may be dismissed from the clinical setting or classroom. Grading and make up learning experiences in relationship to the incident will be in accordance with the individual clinical/theory course requirements contained in course syllabi. The faculty may suspend student participation until resolution of violation or adequate remediation has been completed and documented.

4. Nursing students are expected and required to respect patient privacy at all times. Unauthorized or inappropriate accessing or dispersal of confidential personal or health information will result in course failure and/or program dismissal.
5. Certain behaviors will not be tolerated and will constitute a failing grade regardless of the date of occurrence. These behaviors include:

Unprofessional

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

Unethical

- Dishonest behavior, including but not limited to giving false reports, falsifying documentation, theft, academic dishonesty (handled though a separate academic dishonesty charge process).
- Willful misuse, destruction, or damage to property

Unsafe

- Reporting for clinical or practicing nursing when not fit for duty due to the use or abuse of alcohol, drugs, prescription medicines or other controlled substance.
 - Possession of alcohol or illegal drugs or drug paraphernalia while on duty.
 - Practicing nursing while the ability to safely and effectively practice is compromised by physical or mental disability or lack of sleep
 - Being unprepared to safely and effectively care for assigned patient(s)
6. The student has a right to consult with his/her academic advisor, course coordinator, or any other faculty member of his/her choice regarding any violation of the Standards of Professional Practice. The rights of the student will be safeguarded as set

forth in the West Virginia University School of Nursing Student Handbook and the WVU Catalog.

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

PROFESSIONAL ROLE VIOLATION REPORT FORM

Course Number/Title: _____

Date: _____

Time: _____

Student Name: _____

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

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

Further description of incident:

Action taken:

- Dismissed from class
 Dismissed from clinical without opportunity for make-up assignment
 Course grade reduced 5%
 Referred to the Director of BSN Programs for assistance
 Course Failure
 Other: _____

Consequences student can expect as a result of next violation at this level (sophomore, junior, senior): to be completed by Director of BSN Program or Associate Dean for Academics

- Course grade reduced 5%
 Mandatory appointment with Director of BSN Program
 Course failure

Student Response:

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____

Director of BSN Program signature: _____ Date: _____

Associate Dean of Academics signature: _____ Date: _____

cc: Student, Academic Advisor, Director of BSN Program, Associate Dean for Academics, Course Faculty

Student Follow-Up Report Form

Student: _____ Date: _____

Faculty: _____ Date: _____

Date of Original Violation: _____ Time of Violation _____

Location: _____ Date Report Due: _____

Student Description of Progress on Remediation Requirements:

Faculty Evaluation/Recommendation:

Student Signature: _____

Faculty Signature: _____ Date: _____

CC: Academic Advisor
 Student
 Director of BSN Program
 Advising File (Original)
 Faculty Initiating Report

Student Workload Policy

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

Therefore, the School of Nursing strongly discourages undergraduate nursing students from working in excess of 20 hours per week when enrolled for 12 or more credit hours. As the number of enrolled credit hours increases above 12, the number of hours worked should decrease below 20. If a student chooses to work, the hours worked are not an excuse for failing to meet academic and clinical performance standards and schedules. Students may not work a shift immediately prior to reporting for clinical rotations. Students are encouraged to take advantage of all opportunities for financial aid, including grants, scholarships, and educational loans, in order to reduce and/or eliminate the need to seek employment while enrolled in the School of Nursing.

Program Information and Student Services

Student Services Support Staff Contact Information

Gregg Cave, Assistant Dean for Student and Alumni Services

Gregg.cave@hsc.wvu.edu

304-293-8325

Julian Nguyen, Director of Advising & Student Success

Julian.nguyen@hsc.wvu.edu

304-293-1598

Technical / Functional Standards

Students admitted to the School of Nursing are expected to be able to complete curriculum requirements which include physical, cognitive and behavioral skills that are essential to the functions of the entry-level professional nurse. Any candidate who thinks he/she does not possess one or more of the following skills should seek assistance from an academic counselor or faculty advisor and the WVU Office of Disability Services concerning any flexibility in program requirements, and possible accommodation through technical aids and assistance.

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

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

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

I. **Observation:**

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

II. **Communication:**

A candidate should be able to speak, hear, and 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 also reading and writing. The candidate needs to be able to communicate effectively and efficiently in oral and written form with clients, families, peers, and other members of the health care team.

III. **Motor:**

Candidates should have sufficient motor function to elicit information from clients by palpation, auscultation, percussion, and other assessment maneuvers. A candidate should be able to execute motor movements reasonably required to perform general care and emergency treatment of clients. Examples of

emergency treatment reasonably required are cardiopulmonary resuscitation, the administration of intravenous medications, and the manipulation of life support devices. Such actions require coordination of both gross and fine muscular movements, equilibrium, functional use of the senses of touch and vision, and the ability to think critically.

IV. Intellectual-Conceptual, Integrative and Quantitative Abilities

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

IV. 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 clients; and the development of mature, sensitive, and effective relationships with clients.

Fees, Expenses, Housing, and Transportation

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

Initial onboarding requirements, Uniforms and equipment can cost up to \$500.

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

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

Clinical Schedules and Transportation

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

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

Financial Aid

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

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

<https://nursing.hsc.wvu.edu/students/resources/scholarship-opportunities/>

See Financial Aid Office web site at <http://financialaid.wvu.edu/home/hsc-office> for a complete list of WVU scholarships available for Nursing students and other financial aid information.

For financial assistance on the Keyser campus, students should contact Enrollment Services at 75 Arnold St., Keyser, WV 26726, telephone 304-788-6820, email PSC-FinAid@mail.wvu.edu, website <https://admissions.potomacstatecollege.edu/cost-and-aid/financial-aid>.

FERPA – Student Rights for Postsecondary Institutions

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

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

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

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

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

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

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

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

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

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

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

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

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW Washington, DC 20202-4605

Complete information is available at <https://ferpa.wvu.edu/>

A student can create a proxy (or guest) account for their parent(s), and then authorize the parent to view a variety of information, including:

- o Account summary, including the ability to make a payment
- o Financial aid information
- o Holds that prohibit registration
- o Course schedule
- o Mid-term and final grades
- o Housing and meal plan information
- o View addresses (e.g. mailing address, permanent address, etc.)

Additional Information

- Parent/Guest Portal website – <https://parent-guest.portal.wvu.edu/>
- Questions
 - Students and parents should contact the OIT Help Desk at 304.293.4444.
 - Faculty and *staff* with questions regarding the use of GPAPRXY should contact Student Systems Management at 304.293.4545.
 - Questions about FERPA should be directed to the *General Counsel's Office*.

If the student wishes to release additional information to the parent for records/information from the School of Nursing, the student will complete a separate release form (available upon request from Director of BSN Programs).

Peer Student Tutor Policy

Policy: Peer student tutoring provides an opportunity for students who may be struggling with nursing courses or content to be tutored by a nursing student who has excelled in the course the student tutee is having difficulty with. Tutors may facilitate tutee learning through assisting tutees in summarizing/applying content of notes or instructor power points, explaining content that is not understood by the tutee, suggesting review activities, posing questions for tutees to answer, or assisting with test-taking strategies. The peer tutor may share his/her notes with students, but may not share any

completed assignments, testing materials, or test banks that the tutee student does not already have access to.

Potential peer student tutors will be identified by nursing faculty for the courses having tutorship opportunities, and will be contacted by the tutor program coordinator to determine interest.

Students can access the peer tutor based on recommendation of course coordinator or their advisor. Students who have struggled with a prior nursing course or who have been placed on probation for GPA of <3.0 should be referred. Alternatively, students can self-identify for the program, if they have received a grade of C (84%) or lower on a test in a current course or an overall final grade of C (84% or lower) in a prior nursing course. If a student is eligible for tutoring, the student must agree to pay the peer tutor \$3 per tutoring session (using the VENMO app is the easiest means of payment); the remainder of the tutoring fee will be paid by the School of Nursing.

The tutor will meet with the tutee at least three times per semester; but no more than weekly, for a period of time between one and two hours. Tutors will be paid by the School of Nursing (10\$ per hour), and also by the tutee nursing student (\$3 per session). Tutors will log tutoring time via "clocking in and out" of the tutor sessions. Tutors may conduct sessions individually, or may tutor a group of no more than 3 students per session.

If there are issues with scheduling conflicts or teaching/learning or communication styles that hinder the tutoring process, either tutee or tutor may request an alternate "match" by emailing the tutor program coordinator .

Tutors may use such skills as assisting mentees in summarizing/applying content of notes or instructor power points, explaining content that is not understood by the tutee, suggesting review activities, posing questions for tutees to answer, or assisting with test-taking strategies. The peer tutor may share his/her notes with students, but may not share any completed assignments, testing materials, or test banks that the tutee student does not already have access to. Tutor resources will be available in the tutor program coordinator's office as well as the SON Tutoring Program SOLE site. Other resources may be suggested by the course instructor. Tutoring opportunities will be offered (assuming availability of student tutors) for the following courses: NSG 211, NSG 212, NSG 311, NSG 312, NSG 320, NSG 250, and NSG 460.

Procedure:

- Potential student tutors will be identified by course coordinators and contacted by the tutoring coordinator to determine interest in participation
- Student tutors will be employed on an hourly basis by the School of Nursing, and will be required to clock their tutor time for payment. Tutors will be required to sign the peer tutor contract.
- Students in the above courses will be notified by faculty and by group email that there are peer tutor opportunities for the course, and given contact email for the Coordinator of the Peer Tutor Program.
- Students interested in being assigned a tutor will complete the Tutoring Request form and forward the form to the Coordinator for the Peer Tutoring Program. The Program Coordinator will email the qualified applicant and the course tutor to make connection between the two. Students enrolled in

courses with tutoring opportunities will contact the peer tutor(s) by email to determine a tutorship arrangement and will schedule tutorship times.

- Tutee and tutor should meet at least three times over the semester and can meet as often as weekly for 1-2 hours.
- Tutors may meet with 1 to 3 tutees at a time. If tutoring more than one student at a time, tutors will be paid the hourly rate by the School of Nursing, but will receive the tutee payment from each tutee student (\$3 per session). Tutors and tutees may meet either at the School of Nursing or at another agreed upon location on campus.
- Tutors should limit their tutoring time to 15 hours per week or less.
- At the conclusion of the semester, both the tutee and the tutor will evaluate the tutoring arrangement via an anonymous survey on the SOLE platform.
- School of Nursing Student Request for Peer Tutor
- In order to qualify for receiving formal School of Nursing peer tutoring, students must either be recommended by a course coordinator or an advisor, or must have earned a C (84%) or lower on a test in a current course or an overall final grade of
 - C (84%) or lower in a prior nursing course. If a student is eligible for tutoring, the student must agree to pay the peer tutor \$3 per tutoring session (easiest to do via the VENMO app); the remainder of the tutoring fee will be paid by the School of Nursing.
 - Tutors and tutees agree to meet at least 3 times a semester but generally not more often than weekly. Tutoring sessions may be individual or small group (up to 3 tutees). Scheduling for tutoring is up to the tutor and tutee. If there are scheduling issues or interpersonal issues that arise, either the tutor or tutee may request reassignment by emailing the tutor program coordinator, Kari Sand-Jecklin at ksandiecklin@hsc.wvu.edu
 - I agree that I meet the above requirements for requesting a peer tutor, and agree to pay the tutor \$3 per tutoring session.

Name _____ email _____

Sigma Honor Society

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

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

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

Sigma continues the legacy of excellence by initiating members who exemplify the virtues valued by the society. Undergraduates are eligible for membership after completion of at least one-half of the nursing curriculum, generally in the spring of the junior year. Applying students must rank in the upper 35% of their graduating class in the School of Nursing or have a minimum 3.5 GPA, and demonstrate academic integrity.

For more information visit the Sigma website at: <https://www.sigmanursing.org/>

Student Nurses Association

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

The SNA's purposes are:

1. To assume responsibility for contributing to nursing education in order to provide for the highest quality health care.
2. To provide programs representative of fundamental and current professional interests and concerns.
3. To aid in the development of the whole person.

To provide moral and academic support to allow pre-nursing students the opportunity to gain knowledge concerning nursing as a profession.

WVU POUND

Promoting Outreach, Unification and Nursing Diversity

The WVU School of Nursing's newest student organization, Promoting Outreach, Unification and Nursing Diversity, or POUND, has the goals of engaging in the community, fostering positive relationships between nurses and nursing students and enhancing diversity within the nursing profession.

Mission and Vision:

POUND is a student-centered organization established to strengthen the relationships and remove the barriers amongst the diverse groups in the nursing profession. The goals are to utilize mentorship to increase recruitment and foster collaboration between both future and existing professional nurses and build awareness of the presence of disparities in the nursing profession in hopes to build a more unified front.

Undergraduate Handbook Signature Page

2021-2022

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

Date _____

Student Signature _____

Printed Name _____