# Master of Science in Nursing
# Program Handbook

# 2023-2024



**West Virginia University**
**School of Nursing**
**Robert C. Byrd Health Science Center**
**64 Medical Center Drive**
**Morgantown, WV 26506-9600**
**Phone 304.293.1386 • Fax 304.293.6826**

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

The website is catalog.wvu.edu/graduate/

*Revised July2023*

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# Welcome from the Dean

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

Dean Hulsey

# Accreditation

The Baccalaureate Degree Program in Nursing, Master's Degree Program in Nursing, Post-Masters APRN, 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

## Handbook and Policy Changes Disclaimer

Revisions of existing policy may be made at any time to correct misspellings, or for simple clarification of wording or expression.  Changes that are substantive will go through an approval process.  The Handbook will be published online once a year, prior to the start of fall semester, incorporating any policies or language changed in the preceding 12 months.

# Program Contacts

Dr. Kendra Barker, FNP Track Coordinator-DNP Program Director
klbarker@hsc.wvu.edu
(304) 293-6430

Amy Ankrom Psychiatric Mental Health Track Coordinator
amy.ankrom1@hsc.wvu.ede

(304) 293-6502

Dr. Kayla Watson PNP Track Coordinator
Kayla.watson@hsc.wvu.edu
(304)-293 6514

Dr. Tracy Daum AGACNP Track Coordinator
Tracy.Daum@hsc.wvu.edu
304-293-1541

Dr. Becky Smeltzer MSN/MBA Track Coordinator
Rebecca.smeltzer@hsc.wvu.edu
304 296-6513

Brandy Toothman Graduate Academic Advisor
btoothman@hsc.wvu.edu
(304) 293-6305

Dr. Stacy W. Huber, Associate Dean of Curriculum
swhuber@hsc.wvu.edu
(304) 293 -6544

## Overview of WVU School of Nursing

The West Virginia University School of Nursing offers innovative baccalaureate through doctoral educational programs. Students are prepared at the WVU School of Nursing for the roles of skilled practitioner, educator, and researcher in a rich scholarly environment. These roles are aimed at facilitating learning, providing health services, and generating new knowledge to directly benefit the residents of West Virginia and advance the discipline of nursing.

## Vision, Mission, and Values of the School of Nursing

It is expected that the research conducted at the School of Nursing will be congruent with the vision, mission, and values of the WVU School of Nursing.

### Vision

The 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

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.

### Values

At the West Virginia University School of Nursing, we are committed to the values of **integrity, excellence**, and **inclusiveness**. We want to create and foster a positive learning and working environment based on open communication, mutual respect and inclusion. By embracing new ideas and

broadening our perspectives, we will enhance our ability to address the diverse needs of the patients we serve. These values, together with vision, transparency and strategic leadership, enable us to create an organization in which teaching, learning, scholarship, service, and practice can flourish.

# Master of Science in Nursing Programs

## MSN Program Overview

The MSN programs at WVU offer baccalaureate-prepared nurses the opportunity to earn a master's degree with part-time or full-time curriculum options. Current programs include master's degrees in PNP (pediatric) and FNP (family) nurse practitioner specialty tracks and a dual degree MSN/MBA program.

## FNP and PNP Track Description

Students are admitted to a specific track (PNP, FNP) and progression plan.

Courses are offered via a variety of blended online modalities both in asynchronous and synchronous distance education formats. The blended format is designed to give students the opportunity to combine the convenience of online coursework with more real-time, individualized attention that meets a variety of learning styles.

## Family Nurse Practitioner

Graduates of the FNP track meet all requirements to take the national certification examination (from either the American Nurses Credentialing Center (ANCC) or the American Association of Nurse Practitioners (AANP) in their major area. They are prepared to offer care at the advanced practice level to a variety of populations and settings and are able to carry out all activities encompassed in the scope of practice of an advanced practice FNP.

## Pediatric Nurse Practitioner

Graduates of the PNP track meet all requirements to take the national certifying examination (by the Pediatric Nursing Certification Board (PNCB) in their major area. They are prepared to be providers of primary care at an advanced level to children from birth to young adult.

## MSN/MBA Dual Degree Program Description

The online Dual MSN/MBA program is designed for nurse professionals seeking a comprehensive understanding of advanced nursing practice and the critical thinking skills needed to solve problems, identify opportunities and make dependable decisions within health settings using the business concepts embodied in the disciplines of finance, economics, operations, marketing and management.

The program offers a curriculum that allows students to enroll on full-time basis.  Throughout the curriculum, students are guided in the process of self-development aimed at pursuing excellence in scholarly and professional endeavors.

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

The combined MSN/MBA curriculum meets the Essentials of Master's Education in Nursing, the American Organization of Nurse Executive Competencies, and the expectations of the Association to Advance Collegiate Schools of Business.

The 52-credit-hour program can be completed in 8 semesters of full-time study, including summer sessions.  Graduates of the program will be eligible to sit for Nurse Executive, Advanced certification (ANCC) or the Certification in Executive Nursing Practice (AONE) exams after having held a nursing administration position for at least 2 years.

Courses are offered via an online modality both in asynchronous and synchronous distance education formats. Dates of synchronous sessions are made available by faculty in charge of the course in advance so students can plan their schedules in order to attend.

Due to the nature of the dual degree program, it is important that students understand the requirement of meeting the expectations of both programs.  It is the expectation that students read the handbook and information distributed from both the School of Nursing and the College of Business & Economics. Policies, procedures, and graduation requirements from *both* schools must be maintained in order to ensure program progression. Please contact faculty advisor, Dr. Rebecca Smeltzer with any questions.

# Post-Master's Certificate Programs

## Certificate Program Overview

The certificate programs at WVU offer masters-prepared nurses the opportunity to earn a certificate in pediatric (PNP) and family (FNP) nurse practitioner specialty; a post-master's certificate in an adult gerontology acute care nurse practitioner specialty; a post-master's certificate in a psychiatric mental health nurse practitioner specialty; and a post-master's certificate in nurse executive leadership.

## Family and Pediatric Nurse- Practitioner Post-Masters Certificate Program Descriptions

The FNP program prepares nurses who have already earned a master's degree, or higher, in nursing to sit for either the national certification examination offered by the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners (AANP). The PNP program prepares nurses who have already earned a master's degree, or higher, in nursing to sit for the national certification examination offered by the Pediatric Nursing Certification Board (PNCB).

This is a 19-25 credit hour program. All courses are delivered via an online modality. Two courses are clinical, affording the student the opportunity to complete the 600 hours of supervised clinical practice in Prerequisites for registration in the specialty/population courses in either certificate program is evidence of competence in the following three areas: advanced pathophysiology, advanced pharmacotherapeutics, and advanced assessment.

## Adult Gerontology Acute Care Program Description

The post-APRN certification program in adult-gerontology acute care is available for currently licensed and certified family, adult, or gerontology primary care nurse practitioners. Admission preference is given to applicants with at least one year of experience in direct patient care in an advanced practice role in an approved acute care setting. Acute care settings include inpatient (hospital) or observation

units, critical care units, emergency departments, and some specialty outpatient clinics that manage chronically complex patients.

This is a 17-21 credit hour program, consisting of three didactic and one variable credit clinical course. All didactic courses are offered via asynchronous, web-based modalities. Two didactic courses focus on implementation of disciplined reasoning in the application of therapeutics and evidence-based acute care advanced nursing practice in the adult and geriatric population. An additional didactic course is designed to reinforce the difference in role delineation between primary care and acute care certified nurse practitioners and explore common practice issues specific to the acute care certified nurse practitioner.

National certification requires at least 500 clock hours of direct patient care in the advanced role. However, some students may have accrued appropriate hours prior to admission. Therefore, the program will be personalized via gap analyses (see Appendix 1) to determine the number of clinical practicum hours required of each student. Any hours accrued prior to admission must have been academically supervised and completed in an appropriate acute care setting (as detailed above). The number of practicum hours required to complete this program are equal to 5 to 10 academic credits (250 to 500 clock hours), based upon the gap analysis. Students will have the option to complete practicum hours over one, two, or three semesters. Students will be responsible for committing to and scheduling clinical hours each semester with guidance from the track coordinator, taking into consideration his or her home and work commitments.

## Psychiatric Mental Health Program Description

The post-APRN certification program in psychiatric mental health nursing is available for currently licensed and certified advanced practice nurses. Admission preference is given to applicants with at least two years of experience as an APRN and/or one year of advanced practice patient care in an approved psychiatric mental health setting. Approved psychiatric mental health settings include acute inpatient psychiatric units and outpatient psychiatric settings that include behavioral health centers, community health clinics, substance use clinics and facilities, and private practices that manage patients across the lifespan with mental health disorders.

This is a 21-23 credit hour program, consisting of five didactic and one variable credit clinical course. All didactic courses are offered via online modalities. Four didactic courses focus on implementation of disciplined reasoning in the application of therapeutic and evidence-based psychiatric mental health advanced nursing practice across the lifespan. An additional didactic course is designed to reinforce role delineation between the primary care and psychiatric mental health APRN and explore common practice issues specific to the psychiatric mental health APRN. This course will explore the foundations of the role along with an overall introduction to psychiatric mental health nursing across the lifespan.

National certification requires a minimum 500 clock hours of direct patient care in the advanced role and population. However, some students may have accrued appropriate hours prior to admission. Therefore, the program will be personalized via gap analyses (see Appendix 1) to determine the number of clinical practicum hours required of each student. Any hours accrued prior to admission must have been academically supervised and completed in an appropriate psychiatric mental health setting (as detailed above). The number of practicum hours required to complete this program are equal to 9 academic credits (540 clock hours), based upon the gap analysis. Students will be responsible for committing to and scheduling clinical hours each semester with guidance from the track coordinator,

taking into consideration his or her home and work commitments.

## Nurse Executive Leadership Program

The post-master's certificate in Nurse Executive Leadership (NEL) is specifically designed for current nursing professionals holding a Master's degree or higher in nursing who may be in advanced practice, education, leadership, and/or direct patient care roles.

This program was developed in congruence with the Nurse Leader Competencies of the American Organization for Nursing Leadership (AONL). The competencies provide a framework for the nurse in executive practice to improve the patient experience of care, improve the health of populations and reduce the per capita cost of health care. The certificate program includes educational concepts such as finance & budgeting, quality measures, improving the client experience, interprofessional collaboration, advanced information technology, and systems-based thinking. It provides the nurse skills to pursue administrative or managerial positions and leadership roles in a range of health care settings. The student will gain valuable hands-on experience in a clinical practicum with experienced nurse leader preceptors.

This is a 22-credit hour program, consisting of six didactic and two 3- credit clinical courses.  All didactic courses are offered via a mix of synchronous and asynchronous, web-based modalities.  Two semesters of clinical practicum are required for a total of 300 clinical hours. These hours will be completed with a nurse leader mentor in a healthcare setting. Preceptors will be selected based on direct experience with human resource management, budget & finance responsibilities, quality & safety responsibilities and interprofessional collaboration.

# Program Outcomes

## MSN (Advanced Practice NP) Program Outcomes (FNP or PNP Track)

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

| At the completion of the program, the graduate will be able to: |
|---|
| 1. Use disciplined reasoning from sciences and the humanities to:<br>   a. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.<br>   b. Design nursing care for a clinical or community focused population based on biopsychosocial, public health, nursing, and organizational sciences.<br>   c. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.<br>   d. Analyze nursing history to expand thinking and provide a sense of professional heritage and identity. |
| 2. Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment through:<br>   a. Synthesizing broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence based, culturally relevant clinical prevention interventions and strategies.<br>   b. Designing patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.<br>   c. Integrating clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions. |
| 3. Support quality improvement and patient safety by:<br>   a. Promoting a professional environment that includes accountability, peer review, advocacy for patients and families, reporting of errors, and professional writing.<br>   b. Contributing to the integration of healthcare services to affect safety and quality of care to improve patient outcomes and reduce fragmentation of care.<br>   c. Participating in, and leading when appropriate, in quality initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services. |
| 4. Demonstrate organizational and systems leadership that:<br>   a. Emphasizes clinical practice.<br>   b. Continually improves health outcomes.<br>   c. Ensures patient safety. |
| 5. Analyze and evaluate evidence to integrate scholarship into practice through:<br>   a. Integrating theory, evidence, clinical judgment, and interprofessional perspectives to improve practice and health outcomes for patient aggregates.<br>   b. Articulating to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem.<br>   c. Applying practice guidelines to improve practice.<br>   d. Participating, and leading when appropriate, in collaborative teams to improve care outcomes and support policy changes through knowledge generation, dissemination, and implementation. |
| 6. Demonstrate proficiency in the analysis and use of information systems and technology to sustain improvements and promote transparency using high reliability and just culture principles through:<br>   a. Analyzing current emerging technologies to support safe practice environments, and to optimize patient safety, cost-effectiveness, and health outcomes. |

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

## MSN/MBA Program Outcomes

| Number | MSN/MBA Program Outcomes<br>Upon completion of the MSN/MBA program the student will be able to: | MSN Essential |
|---|---|---|
| 1 | Synthesize theories, research findings, and broad-based perspectives for application in the advanced practice of nursing or nursing leadership:<br>   •  •Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.<br>   •  •Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.<br>   •  •Utilize nursing and related science evidence to analyze, design, implement and evaluate nursing care delivery systems. | I<br>I.1<br>I.5<br>I.6-I.7 |
| 2 | Utilize systematic inquiry and refined analytical skills in the provision of health care services and leadership: | II<br>V.1-V.2 |

| | | |
|---|---|---|
| | a. •Integrate organizational science and informatics to make changes in the care environment to improve health outcomes.<br>b. •Assume a leadership role in the management of human, fiscal, and physical healthcare resources.<br>c. •Critically appraise existing literature to identify best practices, apply knowledge to improve and facilitate systems of care in order to improve patient outcomes.<br>d. •Disseminate results through translational scholarship. | II.2<br>IV.1, IV.3, IV.4<br>IV.6 |
| 3 | Demonstrate safe, effective assessment, planning, implementation and evaluation skills in managing the care of individuals and groups while working in interprofessional collaborative relationships.<br>a. •Create a relationship with clients and healthcare organizations that builds and maintains supportive and caring relationships.<br>b. •Analyze best practice evidence to implement effective quality improvement initiatives with measurable results.<br>c. •Advocates for patients, families, caregivers, communities and members of the healthcare team. | III. 1-8<br>VII.4, VII.6<br>III.3, III.4<br>IX.1-IX.2<br>VII.1<br>IX.3 |
| 4 | Articulate viewpoints and positions in order to improve the quality of health care delivery and outcomes of successful care.<br>a. •Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the interprofessional team using effective communication skills.<br>•Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.<br>b. •Use ethical decision making to promote the well-being of individuals, families, and health care professionals in local, national & international communities. | VI<br>VII.6<br>III.1<br>IX.8 |
| 5 | Consult and collaborate in interdisciplinary and interagency endeavors to advance culturally sensitive health care to clients, families, groups, and communities:<br>a. •Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical preventions interventions and strategies. | VIII<br>VIII.1 |
| 6 | Integrate prior and current learning as a basis for growth and accountability in enacting the role of nurse leader:<br>a. •Advocate for patients, families, caregivers, communities, and members of the healthcare team.<br>b. •Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.<br>c. •Value life-long learning and continued professional development. | VII.1<br>V.1-6<br>IX.4<br>IX, 5.6 |
| 7 | Assume a leadership role in advocacy, ethical issues, and health care policy development:<br>a. •Apply leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery and outcomes.<br>b. •Function as a leader and change agent in nursing and in health care delivery systems particularly to insure quality care for vulnerable and underserved populations.<br>c. •Demonstrate organizational and systems leadership that continually improves health outcomes and ensures patient safety. | VI.1-5<br>III.1-7<br>IX.1-IX.2<br>IX.5, IX.6 |
| 8 | Integrate all the functional areas of business into management decisions in a global environment.<br>a. •Evaluate factors that influence the competitive behavior of the firm.<br>b. •Predict and anticipate company and market responses to external factors.<br>c. •Identify the risks and opportunities in global markets. | II |
| 9 | Identify problems, collect appropriate data and analyze the data to make informed management decisions.<br>a. •Evaluate business reports to make meaningful decisions for the organization.<br>b. •Make data-driven, fact-based decisions using statistical techniques and principles.<br>c. •Take real world problems and express them in quantitative terms. | II<br>II.3, V.1, V.2<br>II.5, V.4<br>II.6, II.7, V.6 |
| 10 | Make management decisions in an ethically sensitive and socially responsible manner.<br>a. •Negotiate and control information ethically to meet organizational needs. | III.1, III.6<br>V.3 |

| | | |
|---|---|---|
| | b. •Understand how to use and acquire information in an ethically sensitive manner.<br>c. •Synthesize various ethical theories and design a corporate code of ethics. | V.1 |
| 11 | •Be effective team members in a virtual environment.<br>a. •Demonstrate the ability to work together in a supportive and effective manner. | VII.1-6 |
| 12 | •Be an effective leader who influences people towards the attainment of organizational goals.<br>a. •Recommend actions for leader effectiveness in a scenario case and apply a theory or framework to propose and defend their recommendations.<br>b. •Identify various leadership styles and their relative effectiveness, along with real-life examples.<br>c. •Evaluate, in a case setting, the processes through which goals are set and accomplished in organizations. | II. 1, II.2<br>VII.4<br>VII.2 |

## Post-Master's Certificate Program Outcomes

### Graduates of the FNP, PNP, PMHNP, and AGACNP certificate programs will be able to:

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

### Graduates of the NEL certificate program will be able to:

1. Conduct a comprehensive and systematic assessment of organizational systems and/or communities and/or population groups to identify aggregate health or systems needs, incorporating diverse and culturally sensitive approaches.
2. Collaborate with diverse stakeholders for inter- or intra-organizational achievement of health-related organizational or public policy goals.
3. Utilize complexity science and systems theory in the design, delivery, and evaluation of health care.
4. Develop the leadership skills required to guide, mentor, and support other nurses to achieve excellence in nursing practice.
5. Evaluate outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes in systems, communities, and/or identified population groups.
6. Advocate for the value and role of the professional nurse as member and leader of interprofessional healthcare and organizational teams.

# Progression Plans

## FNP Progression Plans

**MSN FNP Full-Time Progression**

| | Fall | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| Year 1 | NSG 622 Theory and Disciplined Reasoning | 3 | NSG 625 Statistics | 3 | NSG 626 Lifespan Health Promotion | 3 |
| | NSG 623 Adv. Practice Role/ Interprofessional Collaboration | 3 | NSG 627 Evidence Based Practice | 3 | NSG 712 Primary Care I | 3 |
| | | | NSG 701 Adv. Pharm. | 3 | | |
| | NSG 706 Adv. Patho. | 3 | NSG 705 Adv. Assessment | 3 | | |
| | **Total Credits** | **9** | **Total Credits** | **12** | **Total Credits** | **6** |
| Year 2 | NSG 709 Health Care Informatics | 3 | NSG 628 Leadership/ Policy/Ethics | 3 | | |
| | NSG 714 Primary Care 2 | 3 | NSG 721 Practicum 2 | 5 | | |
| | NSG 720 Practicum 1 | 5 | | | | |
| | **Total Credits** | **11** | **Total Credits** | **8** | | |

| A minimum of 10 credits of Family Practicum (including Practicum 1 and 2) is required for graduation. This equates to a total of 600 hours of supervised clinical experience. | **Total Program Credits** | **46** |
|---|---|---|

**MSN FNP Part-Time Progression**

| | Fall | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| Year 1 | NSG 622 Theory and Disciplined Reasoning | 3 | NSG 625 Statistics | 3 | NSG 626 Lifespan Health Promotion | 3 |
| | NSG 623 Adv. Practice Role/ Interprofessional Collaboration | 3 | NSG 627 Evidence Based Practice | 3 | | |
| | **Total Credits** | **6** | **Total Credits** | **6** | **Total Credits** | **3** |
| Year 2 | NSG 709 Health Care Informatics | 3 | NSG 701 Adv. Pharm. | 3 | NSG 712 Primary Care I | 3 |
| | NSG 706 Adv. Patho | 3 | NSG 705 Adv. Assessment | 3 | | |
| | **Total Credits** | **6** | **Total Credits** | **6** | **Total Credits** | **3** |
| Year 3 | NSG 714 Primary Care 2 | 3 | NSG 628 Leadership/ Policy/Ethics | 3 | | |
| | NSG 720 Practicum 1 | 5 | NSG 721 Practicum 2 | 5 | | |
| | **Total Credits** | **8** | **Total Credits** | **8** | | |

| A minimum of 10 credits of Family Practicum (including Practicum 1 and 2) is required for graduation. This equates to a total of 600 hours of supervised clinical experience. | **Total Program Credits** | **46** |
|---|---|---|

## PNP Progression Plans

**MSN PNP Full-Time Progression**

| | Fall | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| Year 1 | NSG 622 Theory and Disciplined Reasoning | 3 | NSG 625 Statistics | 3 | NSG 626 Lifespan Health Promotion | 3 |
| | NSG 623 Adv. Practice Role/ Interprofessional Collaboration | 3 | NSG 627 Evidence Based Practice | 3 | NSG 770 PNP Primary Care I | 3 |
| | NSG 706 Adv. Patho. | 3 | NSG 705 Adv. Assessment | 3 | | |
| | | | NSG 701 Adv. Pharm. | 3 | | |
| | **Total Credits** | **9** | **Total Credits** | **12** | **Total Credits** | **6** |
| Year 2 | NSG 709 Health Care Informatics | 3 | NSG 628 Leadership/ Policy/Ethics | 3 | | |
| | NSG 771 PNP Primary Care 2 | 3 | NSG 773 Pediatric Practicum 2 | 5 | | |
| | NSG 772 Pediatric Practicum 1 | 5 | | | | |
| | **Total Credits** | **11** | **Total Credits** | **8** | | |

| A minimum of 10 credits of Pediatric Practicum (including Practicum 1 and 2) is required for graduation. This equates to a total of 600 hours of supervised clinical experience. | **Total Program Credits** | **46** |
|---|---|---|

**MSN PNP Part-Time Progression**

| | Fall | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| Year 1 | NSG 622 Theory and Disciplined Reasoning | 3 | NSG 625 Statistics | 3 | NSG 626 Lifespan Health Promotion | 3 |
| | NSG 623 Adv. Practice Role/ Interprofessional Collaboration | 3 | NSG 627 Evidence Based Practice | 3 | | |
| | **Total Credits** | **6** | **Total Credits** | **6** | **Total Credits** | **3** |
| Year 2 | NSG 709 Health Care Informatics | 3 | NSG 705 Adv. Assessment | 3 | NSG 770 PNP Primary Care I | 3 |
| | NSG 706 Adv. Patho | 3 | NSG 701 Adv. Pharm. | 3 | | |
| | **Total Credits** | **6** | **Total Credits** | **6** | **Total Credits** | **3** |
| Year 3 | NSG 771 PNP Primary Care 2 | 3 | NSG 628 Leadership/ Policy/Ethics | 3 | | |
| | NSG 772 Pediatric Practicum 1 | 5 | NSG 773 Pediatric Practicum 2 | 5 | | |
| | **Total Credits** | **8** | **Total Credits** | **8** | | |

| A minimum of 10 credits of Pediatric Practicum (including Practicum 1 and 2) is required for graduation. This equates to a total of 600 hours of supervised clinical experience. | **Total Program Credits** | **46** |
|---|---|---|

## MSN/MBA Dual Degree Progression Plans-Full Time Progression-Fall Start

| | Fall | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| Year 1 | NSG 622 Theory and Disciplined Reasoning<br><br>BADM 612 Managerial and Team Skills (2nd 8 weeks)<br><br>NSG 616 Role Seminar in Leadership<br><br>**Total Credits** | 3<br><br>3<br><br>2<br><br>**8** | NSG 625 Statistics<br><br>NSG 627 Evidence Based Practice<br><br>BADM 641 Decision Analysis (1st 8 weeks)<br><br>**Total Credits** | 3<br><br>3<br><br>3<br><br>**9** | NSG 626 Lifespan Health Promotion<br><br>BADM 618 Macroeconomics and Managerial Economics (12 weeks)<br><br><br>**Total Credits** | 3<br><br>3<br><br><br><br>**6** |
| Year 2 | BADM 652 Marketing Strategy (1st 8 weeks)<br><br>BADM 644 Legal Environments and Ethics (2nd 8 weeks)<br><br><br>**Total Credits** | 3<br><br>3<br><br><br>**6** | NSG 628 Leadership/Policy/Ethics<br><br>BADM 630 Corporate Leadership (2nd 8 weeks)<br><br>NSG 611 Systems Based Decision Making<br><br>**Total Credits** | 3<br><br>3<br><br>2<br><br>**8** | BADM 622 Financial Statement Analysis (12 weeks)<br><br><br>**Total Credits** | 3<br><br>3<br><br><br>**3** |
| Year 3 | NSG 617 Leadership Practicum I<br><br>NSG 709 Healthcare Informatics<br><br>**Total Credits** | 3<br><br>3<br><br>**6** | BADM 650 Global Trade and Supply Chain (2nd 8 weeks)<br><br>NSG 618 Leadership Practicum II<br><br>**Total Credits** | 3<br><br>3<br><br>**6** | | |

MSN = 28 credit hours
MBA = 24 credit hours
TOTAL= 52 credit hours

### Post-Master's FNP Progression

Prerequisites to registration for the four specialty courses (NSG 712, 714, 720, & 722) in the program are evidence of completion of graduate level courses in the following three areas: advanced pathophysiology, advanced pharmacotherapeutics, and advanced assessment.

| | Fall | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| Year 1 | NSG 706 Adv. Patho.<br><br>**Total Credits** | 3<br><br>**3** | NSG 701 Adv. Pharm<br>NSG 705 Adv. Assessment<br><br>**Total Credits** | 3<br>3<br><br>**6** | NSG 712 Primary Care I<br><br>**Total Credits** | 3<br><br>**3** |
| Year 2 | NSG 714 Primary Care 2<br>NSG 720 Practicum 1<br><br>**Total Credits** | 3<br>5<br><br>**8** | NSG 721 Practicum 2<br><br>**Total Credits** | 5<br><br>**5** | | |

| | | | | | Total Program Credits | 19-25 |
|---|---|---|---|---|---|---|

A minimum of 10 credits of Family Practicum (including Practicum 1 and 2) is required for graduation. This equates to a total of 600 hours of supervised clinical experience.

## Post-Master's PNP Progression

Prerequisites to registration for the four required courses in the program are evidence of completion of graduate level courses in the following three areas: advanced pathophysiology, advanced pharmacotherapeutics, and advanced assessment. These courses must be taken, if not taken prior to admission.

| | Fall | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| Year 1 | NSG 706 Adv. Patho. | 3 | NSG 701 Adv. Pharm. <br> NSG 705 Adv. Assessment | 3 <br> 3 | NSG 770 PNP Primary Care I | 3 |
| | **Total Credits** | **3** | **Total Credits** | **6** | **Total Credits** | **3** |
| Year 2 | NSG 771 PNP <br>     Primary Care 2 <br> NSG 772 Pediatric <br>     Practicum 1 | 3 <br><br> 5 | NSG 773 Pediatric <br>     Practicum 2 | 5 | | |
| | **Total Credits** | **8** | **Total Credits** | **5** | | |

| A minimum of 10 credits of Pediatric Practicum (including Practicum 1 and 2) is required for graduation. This equates to a total of 600 hours of supervised clinical experience. | **Total Program Credits** | **16-25** |
|---|---|---|

## Post-Master's Adult Gerontology Acute Care NP Progression

| | **Fall** | | **Spring** | | **Summer** | |
|---|---|---|---|---|---|---|
| **Year 1** | NSG 755 Adult-Gerontology Acute Care I <br><br> NSG 758 Adult-Gerontology Acute Care Role Development | 5 <br><br> 1 | NSG 759 Adult-Gerontology Acute Care II <br><br> NSG 756: Introduction to Acute Care Practicum <br><br> NSG 757 Adult-Gerontology Acute Care Practicum* | 5 <br><br> 1 <br><br> 0-10 | NSG 757 Adult-Gerontology Acute Care Practicum* | 1-10 |
| | **Total Credits** | **6** | **Total Credits** | **6-16** | **Total Credits** | **1-10** |
| **Year 2** | NSG 757 Adult-Gerontology Acute Care Practicum* | 2-10 | | | | |
| | **Total Credits** | **2-10** | | | | |
| | | | | | **Total Program Credits** | **17-25** |

*The program will be personalized via gap analyses to determine the number of clinical practicum hours required of each student. Students will have the option to complete practicum hours over one, two, or three semesters, but must have completed at least 250 hours by the end of the third (summer) term. Throughout the program, students will be required to complete a minimum of 16 credit hours, of which 5 will be practicum credits (250 clinical hours).

## Post-Master's Psychiatric Mental Health NP Progression

| | Fall | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| **Year 1** | NSG 774 Neuro-Psychopharmacology | 3 | NSG 777 PMHNP Management of Adults | 3 | NSG 779 PMHNP Management of Child/Adolescent | 3 |
| | NSG 775 PMHNP Role and Foundations | 3 | NSG 782 PMHNP Clinical Practicum* | 1-5 | NSG 782 PMHNP Clinical Practicum* | 1-5 |
| | NSG 776 Psychotherapy Modalities - *30 clinical hours* | 3 | **Total Credits** | 4-8 | **Total Credits** | 4 - 8 |
| | **Total Credits** | 9 | | | | |
| | | | | | **Total Program Credits: 21-23** | |

*Throughout the program, students will be required to complete a minimum of 21 - 23 credit hours, of which 6 - 10 will be practicum credits. The program includes 540 total clinical hours (30 in NSG 776 and 510 hours in NSG 782). The program will be personalized via gap analyses to determine the number of clinical practicum hours required of each student (minimum 360 hours).

## Post-Master's Nurse Executive Leadership Progression

### Four Semesters: mix of didactic and clinical throughout progression

| | Fall | | Spring | |
|---|---|---|---|---|
| **Year 1** | NSG 616 Role Seminar in Leadership | 2 | NSG 600 Financial Management in Healthcare Organizations | 3 |
| | NSG 704 Health Care Leadership | 3 | NSG 611 Systems Based Decision Making | 2 |
| | **Total Credits** | 5 | **Total Credits** | 5 |
| **Year 2** | NSG 617 Leadership Practicum I | 3 | NSG 754 Transforming Health Care Through Information Technology | 3 |
| | NSG 724 Health Research Stats I | 3 | NSG 618 Leadership Practicum II | 3 |
| | **Total Credits** | 6 | **Total Credits** | 6 |
| | | | **Total Program Credits** | 22 |

### Two Semesters plus Practicum: didactic first year; clinical second year

| | Fall | | Spring | |
|---|---|---|---|---|
| **Year 1** | NSG 616 Role Seminar in Leadership | 2 | NSG 600 Financial Management in Healthcare Organizations | 3 |
| | NSG 704 Health Care Leadership | 3 | NSG 611 Systems Based Decision Making | 2 |
| | NSG 724 Health Research Stats | 3 | NSG 754 Transforming Health Care Through Information Technology | 3 |
| | **Total Credits** | 8 | **Total Credits** | 8 |
| **Year 2** | NSG 617 Leadership Practicum I | 3 | NSG 618 Leadership Practicum II | 3 |
| | **Total Credits** | 3 | **Total Credits** | 3 |
| | | | **Total Program Credits** | 22 |

## Course Descriptions

NSG 600**:** Financial Management in Healthcare Organizations: 3 credits (Didactic, Spring only).
This course introduces concepts of economics and financial management for health care professionals. Course content includes principles of economics, fundamentals of managed care and health reform, budgets and budget preparation, financial analysis, preparation of business plans and health program grant proposals, and issues relevant to international settings and future trends.

NSG 611: Systems-Based Decision Making: 2 credits (Didactic, Spring only). Prerequisite - NSG 616. Decision-making grounded in an understanding of the organization as an open, living system.

NSG 616: Role Seminar in Leadership: 2 credits (Didactic, Fall only). Exploration, analysis, and evaluation of the role of the master's prepared nurse in leadership positions as guided by concepts, theories, and research.

NSG 617: Leadership Practicum I: 3 credits (Clinical, Fall only). Supervised practicum designed to apply healthcare leadership principles to practice. Students participate in nursing leadership and administrative activities in a selected healthcare setting.

NSG 618: Leadership Practicum II: 3 credits (Clinical, Spring only). Prerequisite – NSG 617. Supervised practicum designed to build on initial application of healthcare leadership principles. Students participate in leadership and administrative activities in a selected health care setting.

NSG 622: Theory and Disciplined Reasoning: 3 credits (Didactic, Fall only). Introduction to the theoretical foundations of the discipline of nursing as a basis for applying disciplined reasoning to advanced practice.

NSG 623*: Advanced Practice Role & Interprofessional Practice: 3 credits (Didactic, Fall only). Exploration of the concepts, theories, and research that guide the advanced practice nursing role. This foundational course introduces students to the knowledge, skill, and behavioral expectations of the nurse in an advanced practice role, including interprofessional collaboration.

NSG 625: Statistics: 3 credits (Didactic, Spring only). This course provides an introduction to the collection and analysis of nursing and health sciences data. Topics include sampling, data presentation, summary measures, probability, confidence interval, hypothesis testing, t-test and ANOVA, correlation analysis, simple/multiple linear regression, chi-square test, power and sample size calculation.

NSG 626*: Lifespan Health Promotion: 3 credits (Didactic, Summer only). Prerequisite – NSG 622, NSG 623. Prerequisites may be taken concurrently. An in-depth study of theoretical foundations, epidemiological principles, and advance practice strategies for the promotion of health and prevention of disease across the life-span.

NSG 627: Evidence Based Practice: 3 credits (Didactic, Spring only).  Prerequisite or concurrent - NSG 625. An analysis of the application of research to guide the advanced practice nurse in evidence-based nursing practice.

NSG 628*: Leadership/Policy/Ethics: 3 credits (Didactic, Spring only). Prerequisite – NSG 627. An exploration of the concept of leadership in the advanced practice role and application of these leadership behaviors to health care policy and ethical decision making.

NSG 701*: Advanced Pharmacotherapeutics. 3 credits (Didactic, Spring only). Prerequisite – NSG 706. Examination of the relationship between pharmacologic principles and the selection of pharmacologic agents in altered health states across the lifespan. This course lays the foundation for subsequent courses in diagnosis, management, and therapeutic interventions.

NSG 705*: Advanced Lifespan Assessment. 3 credits (2 credits didactic, 1 credit lab, Spring only). Prerequisite – NSG 706. The focus of this course is the advanced health assessment of individuals across the lifespan. Skilled interviewing and advanced assessment skills are emphasized.

NSG 706*: Advanced Pathophysiology. 3 credits (Didactic, Fall only). Theoretical basis of pathophysiological changes in acute and chronic illnesses confronted in primary care across the lifespan is presented. The course serves as the foundation for clinical assessment, decision making, and management.

NSG 709: Health Care Informatics: 3 credits (Didactic, Fall only). Explore information technologies used in point-of-care inpatient and outpatient health settings and describe methods of utilization of technology for practice improvement, quality, and safety.

NSG 712*: Primary Care of Families 1: 3 credits (Didactic, Summer only). Prerequisites – NSG 701, NSG 705. An introduction to the knowledge and skills basic to the health maintenance, diagnosis, treatment, evaluation, and revision of care of individuals as members of family units in the primary care setting.

NSG 714*: Primary Care of Families 2: 3 credits (Didactic, Fall only). Prerequisite – NSG 712. Further acquisition of knowledge and skills basic to the health maintenance, diagnosis, treatment, evaluation, and revision of care of individuals as members of family units in the primary care setting.

NSG 720*: Family Practicum 1: 5 credits (Clinical, Fall only). Prerequisite – NSG 712, NSG 714. NSG 714 may be taken concurrently. Supervised practicum designed to facilitate the student's competency at the advanced practice level in the delivery of primary health care across the lifespan.

NSG 721*: Family Practicum 2: 5 credits (Clinical, Spring only). Prerequisite – NSG 720. Supervised practicum that builds on Family Practicum 1 and applies theory and evidence to the advanced practice of nursing. Further role and competency development at the advanced practice level of lifespan primary health care.

NSG 722: Topics in Global Health: Honduras: 2 credits (Clinical, Fall and Spring only). Elective. Pre-requisite – NSG 720 or NSG 721. Prerequisite may be taken concurrently. Students are introduced to global health concepts through immersion in the culture of Honduras and utilize disciplined reasoning in the application of therapeutics and evidence-based advanced nursing practice in service learning experiences.

NSG 724. Health Research Statistics 1. 3 Hrs. (Fall only). This course provides development of statistical

knowledge and skills needed for quantitative health research using SPSS. Topics include descriptive statistics, probability, hypothesis testing, analysis of variance, chi-square testing, linear regression, and logistic regression.

NSG 754: Transforming Health Care through Information Technology: 3 credits. (Didactic, Spring only) Prerequisite – None.  Utilization of information systems and technology to improve quality, safety, and system outcomes for the improvement and transformation of health care.

NSG 755: Acute Care Professional Role Development: 1 credit (Didactic, Fall only). This course is designed to explore, analyze, and compare and contrast the role of the previously certified primary care advance practice registered nurse who seeks to gain additional knowledge and skills related to the care of adult gerontology acutely ill patients.

NSG 756: Introduction to Acute Care Practicum: 1 credit (Didactic, Spring only). This course helps prepare the AGACNP student for entry into the clinical setting as an advanced practice provider.  It offers an introduction to skills and core competencies essential to the practicing AGACNP.

NSG 757: Acute Care Practicum: 1 to 10 credits (Clinical). Variable and repeatable. Prerequisites – NSG 755, NSG 756, NSG 758, and NSG 759. NSG 756 and NSG 759 may be taken concurrently. This supervised practicum is designed to facilitate the student's competency in the delivery of acute care to adult and geriatric patients.

NSG 758: Acute Care 1: 5 credits (Didactic, Fall only). Prerequisite or concurrent– NSG 755. This course is designed for the previously certified primary care advance practice registered nurse who seeks to gain additional knowledge and skills related to the care of adult gerontology acutely ill patients.

NSG 759: Acute Care 2: 5 credits (Didactic, Spring only). Prerequisites – NSG 755, NSG 758. This course builds upon the knowledge and concepts presented in Acute Care 1. It is designed for the previously certified primary care advance practice registered nurse who seeks to gain additional knowledge and skills related to the care of adult gerontology acutely ill patients.

NSG 770*: Pediatric Primary Care 1: 3 credits (Didactic, Summer only). Prerequisite or concurrent– NSG 767. An introduction to the knowledge and skills basic to the health maintenance, diagnosis, treatment, evaluation, and revision of care of children in the primary care setting.

NSG 771*: Pediatric Primary Care 2: 3 credits (Didactic, Fall only). Prerequisite – NSG 770. Further acquisition of knowledge and skills basic to the health maintenance, diagnosis, treatment, evaluation, and revision of care of pediatric populations in the primary care setting.

NSG 772*: Pediatric Practicum 1: 5 credits (Clinical, Fall only). Prerequisite or concurrent – NSG 771. This supervised practicum is designed to facilitate the student's competency at the advanced practice level in the delivery of primary health care to pediatric populations.

NSG 773*: Pediatric Practicum 2: 5 credits (Clinical, Fall only). Prerequisite – NSG 772. Supervised practicum that builds on NSG 772 and applies theory and evidence to the advanced practice of nursing. Further role and competency development at the advanced practice level for the delivery of primary health care to pediatric populations.

NSG 774: Neuro-Psychopharmacology: 3 credits (Didactic, Fall only). Students will focus on principles of neurobiology including neurodevelopment, neuroanatomy, neurophysiology, neurochemistry, and advanced theories in the neuroscience of psychiatric illnesses. Psychopharmacologic agents, their clinical uses in psychiatric illness, pharmacodynamics, and pharmacogenomics will be reviewed in depth. Students will learn to synthesize information through a case-based method related to psychopharmacological treatment of mental disorders across the lifespan.

NSG 775: PMHNP Role and Foundations: 3 credits (Didactic, Fall only). Prerequisite or concurrent- NSG 774. The focus of this course is on the scope and standards of practice and prescriptive authority for the PMHNP. Students will obtain an overview of the classification system in the DSM-5, an introduction of psychiatric disorders, and levels and standards of the PMHNP role, including the Standards of Profession Performance for the PMHNP.

NSG 776: Psychotherapy Modalities: 3 credits (Didactic/Clinical, Fall only). Prerequisite or concurrent- NSG 774 and NSG 775. This course will provide students with a comprehensive exploration of selected evidence-based psychotherapeutic concepts, modalities, and interventions for individuals, families, and groups across the lifespan. Students will learn to integrate various psychotherapeutic approaches into a model that will guide their practice. Course content will include therapeutic alliance development and management skills, trauma-informed care, clinical intervention strategies, motivational interviewing, and the promotion of recovery and resilience. The clinical practicum allows the student to integrate assessment skills and psychotherapeutic interventions into the clinical environment. Students will apply their knowledge in developing appropriate evidence based psychotherapeutic treatment interventions in a coherent and practical manner for their identified patient, family, or group. Course includes 30 clinical hours of psychotherapy.

NSG 777: PMHNP Management of Adults: 3 credits (Didactic, Spring only). Prerequisites- NSG 774, NSG 775, NSG 776.  Prerequisites NSG 775 and NSG 776 may be taken concurrently. This course focuses on the knowledge, skills, and attitudes required to perform advanced clinical differential diagnoses and management of adults and geriatrics with mental health disorders utilizing the diagnostic criteria of the DSM-5. Students will learn to apply the principles of psychopharmacology and psychotherapies to the care of adults of all ages.

NSG 779: PMHNP Management of Child/Adolescent: 3 credits (Didactic, Summer only). Prerequisite- NSG 777. This course focuses on the knowledge, skills, and attitudes required to perform advanced clinical differential diagnoses and management of children and adolescents with mental health disorders utilizing the diagnostic criteria of the DSM-5. Students will learn to apply the principles of psychopharmacology and psychotherapies to the care of children and adolescents.

NSG 782: PMHNP Clinical Practicum: 1-5 credit hours (Clinical, Fall, Spring, and Summer). Prerequisites NSG 777 and NSG 779.  This clinical course allows students to practice the knowledge, skills, and attitudes attained in foundational PMHNP courses. It focuses on the application of neuro-psychopharmacology, assessment, and psychotherapeutic treatments. Students perform advanced clinical differential diagnoses and management of patients across the lifespan with mental health disorders, utilizing the diagnostic criteria of the DSM-5.

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

# Clinical Practicum

## Precepted Clinical Practicum

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

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

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

## Preceptor Role
1. The major roles of the preceptor are that of health care provider, role model, and clinical teacher.
2. In order to fulfill this role, preceptors must:
   a. Have an understanding of students' learning needs.
   b. Have information regarding students' previous experiences and knowledge base.

    c. Have clarity regarding evaluation criteria.
3. Preceptors participate actively in the evaluation process with faculty and students.


## Student Role

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


## Expectations

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

## Clinical Log

All clinical experiences must be recorded in a clinical log, which includes verification of clinical hours at particular sites with specific preceptors and the student's meeting of all MSN Essentials. At graduation the student must have recorded all required clinical hours. This log will become part of the student's permanent file. The WVU SON has adopted a program by Typhon Group which will serve as students' formal documentation of their precepted clinical hours. Students will receive information about how to login and complete the log during orientation to his/her clinical practicum course.

## Affiliation Agreements (Contracts) for Clinical Sites

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

# Admission

**Acceptance is dependent upon space available in the programs, and the most qualified applicants are accepted.** To be considered, applicants will be required to meet all WVU admission requirements in addition to program-specific admission criteria. Admission criteria are subject to change. Please see the School of Nursing website for the most up-to-date criteria at https://nursing.hsc.wvu.edu

Admission into any graduate program is granted on a competitive basis and students meeting minimum requirements may be denied admission based on such factors as program capacity or academic discretion.

## MSN Program Admission Criteria (FNP/PNP):
Eligible applicants are required to have:
- Degree of Bachelor of Science in Nursing degree from a nationally accredited nursing program and regionally accredited institution,
- An overall GPA on all college work attempted of at least 3.0 on a 4.0 scale,
- A minimum overall nursing GPA of a 3.0 on a 4.0 scale, and
- An active, unrestricted RN license in at least one state at the time of application.

## MSN/MBA Dual Degree Admission Criteria
Students must apply and be admitted to **both** MSN executive focus and online MBA programs concurrently in order to complete the MSN/MBA dual degree program.

There are no prerequisite courses; however, online, not-for-credit classes in financial accounting, economics, and statistical concepts through Ivy Software are recommended for those who do not have a strong background in these disciplines.
Eligible applicants are required to have:
1. Two or more years of professional, full-time work experience,
2. Degree of Bachelor of Science in Nursing degree from a nationally accredited nursing program and regionally accredited institution,
3. An overall GPA on all college work attempted of at least 3.0 on a 4.0 scale,

4. A minimum overall nursing GPA of a 3.0 on a 4.0 scale, and
5. An active, unrestricted RN license in at least one state at the time of application.

### Post-Master's Certificate Program Admission Criteria

Eligible applicants are required to have:

1. Degree of Masters of Science in Nursing (or higher) from a nationally accredited nursing program and regionally accredited institution.
2. Minimum cumulative GPA of at least 3.0 on a 4.0 scale on graduate degree work.
3. A minimum overall nursing GPA of a 3.0 on a 4.0 scale.
4. An active, unrestricted RN license in the state where the student plans to complete clinical hours.

### In addition, applicants:

- *for the PMHNP Certificate Programs,* students must provide evidence of completion of stand-alone graduate level courses in advanced pathophysiology, advanced pharmacotherapeutics, and advanced physical assessment. Additionally, *PMHNP Certificate Program students* must *provide evidence* of national certification and licensure as an APRN;
- *for the NEL Certificate Program:* must have two years of practice experience at the RN level or higher.

### Gap Analyses

Some students applying to certificate programs may have accrued direct patient care hours prior to admission. Upon request, the student's program of study will be personalized via gap analyses to determine the number of clinical practicum hours required of each student. Any hours accrued prior to admission must have been academically supervised and completed in a setting and population appropriate to the certificate program in which the student is enrolled. Students must obtain a completed Verification of Qualifying MSN Clinical Hours and Gap Analysis form from the director of their previous program within the first semester of enrollment. See Appendix 1.

## Admission Policies

### Transfer of Course Work

For degree seeking students, twelve semester credits of course work with a grade of B or better may be transferred from institutions accredited at the graduate level with in consultation with the program administrator and permission of the Associate Dean of Curriculum.

Certificate seeking students, with approval from the certificate program, may transfer up to 6 of the required credits for a graduate certificate from a different institution or applied from another previous or concurrent WVU degree or certificate. Individual course credits may be applied to no more than two degrees, majors, or certificates. Courses applied to a certificate must have been completed no more than seven years prior to certificate conferral.

A student wishing to transfer credit from another institution must confer with his or her academic advisor and obtain a transfer of graduate credit form from the WVU Officeof Student Services (see Appendix 3 for a sample copy of this form.) This form requires the signature of the program administrator.

- The applicant must provide a letter of good standing from the program in which currently enrolled and/or any graduate program in which courses were taken but the program was not completed.
- The student should provide information about the course for transfer including the name of the institution with address and zip code, the course number and the name, and the course descriptions and syllabi as published by that institution, including the WVU course it replaces or the requirement it meets. Courses for transfer will be evaluated for equivalency by the program administrator and Associate Dean of Curriculum (or designee).
- The student must have an official transcript from all attended institutions sent to the Office of the University Registrar. Failure to submit an original transcript will result in nullification of the transfer of credit. If the Registrar already has an official transcript, additional copies are not required.
- Nursing courses that will be 7 years old or older at the time of projected graduation or candidacy (PhD) will not be accepted. Students may request an exemption from the 7-year time limit for core advanced practice pharmacology, pathophysiology, and assessment courses as long as the student has a current advanced practice certification and current work experience as an advanced practice nurse.

## Readmission Policy

Any student who has been dismissed from the West Virginia University School of Nursing or any other nursing program may be considered for readmission if the dismissal was academic and was followed by successful completion of an additional degree. Any student who has withdrawn form the WVU School of Nursing program may be considered for readmission. Students may apply for readmission in accordance with the following guidelines and criteria but must follow the standard admission procedures. Students must meet all original admission requirements.

- Students previously enrolled in a WVU nursing program must complete all exit procedures and forms during the semester of withdrawal to be eligible for readmission.
- Readmission to a WVU graduate nursing program will be considered one time only.
- Students unable to complete the program within 7 years of the original admission date (all graduate programs) and within 5 years of entry into candidacy (PhD program) will be required to restart the program if readmitted.
- Readmission is not guaranteed and is dependent upon space available, applicant qualifications, and academic discretion.
- Students may be required to repeat courses, revise the original progression plan, and/or validate clinical skills/knowledge obtained from previous courses.

## Admission as a non-degree

Non-degree seeking students may only enroll in NSG 706 Advanced Pathophysiology and NSG 701 Advanced Pharmacotherapeutics.

## Provisional Admission-Graduate Students

Nursing student may be considered for a provisional admission on a case-by-case basis. Consideration for provisional admission may include the number of seats/spots in the program.

Provisional graduate admission may be offered to students when they have earned a Degree of Bachelor of Science in Nursing from a nationally-accredited nursing program and regionally accredited institution or a Master of Science in Nursing from a nationally-accredited nursing program and regionally accredited institution but do not meet the criteria for regular admission.

Provisionally admitted graduate students may have program-defined deficiencies, or an undergraduate or graduate scholastic record that shows promise, but does not meet the overall 3.0 GPA that is required for admission to a WVU SON graduate nursing program.

If admitted, all graduate students are required to maintain a 3.0 in all work attempted in the nursing program. International students may not be admitted provisionally because such students are not eligible to receive a student visa. WVU will only submit visa paperwork for regularly admitted graduate students.

# Appeal 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, academic penalty, or charge of academic dishonesty that they believe reflects a capricious, arbitrary, or prejudiced academic evaluation or reflects discrimination based on race, gender, age, disability, veteran status, religion or creed, sexual orientation, color, or national origin.  Additional grounds for appeal may include unreasonable severity 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.

### Appeal of a Final Grade
For WVU SON, the Level 1 appeal should be submitted through WVU email to the Associate Dean of Curriculum, and Level 2 appeals are submitted to the Dean. Please refer to the WVU Policy for Appeal of a Final Grade for more information.

### Appeal of an Academic Penalty
Students may also appeal academic penalties other than a final grade, such as admissions decisions, program dismissals, academic notice, 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. Level 3 appeals are submitted through WVU email to the graduate associate provost.

In the WVU SON, the Academic and Professional Standards Committee presides over the Level 1 appeal. The letter of appeal should be submitted through WVU email to the Associate Dean of Curriculum, who will forward the appeal to the committee chairperson. Level 2 appeals are submitted through WVU email to the Dean.

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

A student who has been found responsible for violating the WVU Policy on Student Academic Integrity may initiate an appeal by submitting a written appeal following the instructions provided in the notice of outcome. The student must file an appeal within 10 academic days from the date the outcome letter is sent. If no appeal is submitted within that time frame, the sanction(s) will be applied, no appeal will be considered, and the matter will be concluded. The student's appeal must include the documentation and evidence forming the basis of their appeal, and must be based on one or more of the recognized grounds for appeal listed in the WVU Policy on Student Academic Integrity. The student may appeal the finding of responsibility, the sanction(s), or both. The Office of Academic Integrity must provide all relevant documentation to the Provost upon their request. The Provost assesses the available evidence and makes a decision about the appeal based on that evidence. The sanction(s) under review may be upheld, lessened, or dismissed entirely, but not aggravated, by the Provost. The Provost communicates the decision in writing via WVU e-mail to the student and other individuals or committees that have been involved in the charge or appeal to that point. The Office of Academic Integrity retains all documentation related to the appeal for 5 years. Once the Provost has issued a decision, the matter is final and binding upon all involved.

## Appeal of an Admission Decision

If an application for admission into a graduate program is denied, the applicant may request the reasons for refusal of admission by writing to the specific graduate program coordinator (see Academics page). Note that meeting the minimum requirements for admission into a graduate program does not ensure admission. An applicant may appeal to the graduate program coordinator for reconsideration if the applicant can document either factual errors in processing the application or that the decision was arbitrary, capricious, or discriminatory in nature. Appeals must be submitted within 30 calendar days of the date of the admission denial. If the matter is not resolved satisfactorily within 30 calendar days of the receipt of the appeal by the graduate program coordinator, the applicant may appeal to the dean of the college or school. The decision of the dean, as the provost's designee, shall be rendered within 20 calendar days of the receipt of the appeal and is final.  Please see Graduate Admission Denial.

# Graduate Student Policies and Procedures

## ANA Position on Incivility, Bullying, and Workplace Violence

ANA's Code of Ethics for Nurses with Interpretive Statements states that nurses are required to "create an ethical environment and culture of civility and kindness, treating colleagues, co- workers, employees, students, and others with dignity and respect." Similarly, nurses must be afforded the same level of respect and dignity as others (ANA, 2015a). Thus, the nursing profession will no longer tolerate violence of any kind from any source. All registered nurses and employers in all settings, including practice, academia, and research must collaborate to create a culture of respect, free of incivility, bullying, and workplace violence. Best practice strategies based on evidence must be implemented to prevent and mitigate incivility, bullying, and workplace violence; to promote the health, safety, and wellness of registered nurses; and to ensure optimal outcomes across the health care continuum. This position statement, although written specifically for registered nurses and employers, is also relevant to other health care professionals and stakeholders who collaborate to create and sustain a safe and healthy interprofessional work environment. Stakeholders who have a

relationship with the worksite have a responsibility to address incivility, bullying, and workplace violence.

You may view the full position statement in its entirety at: https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/id/incivility-bullying-and-workplace-violence/

## Academic Integrity Statement

It is the desire of the WVU SON faculty to create and foster a positive learning environment that promotes professionalism, integrity, and mutual trust. 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 WVU SON places as high an expectation on academic integrity for assignments, 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). All forms of academic dishonesty are prohibited. The WVU SON follows the WVU Policy on Student Academic Integrity.

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. 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. Any questions about professional standards or policies may be directed to the instructor, program director, or Associate Dean of Curriculum.

Formal complaints of academic dishonesty shall be filed with the Director of Academic Integrity by any Authorized Reporter (typically the Instructor of Record). Complaints should be submitted to the Director of Academic Integrity within ten (10) academic days following the discovery of the alleged incident of academic dishonesty. Academic dishonesty sanctions may range from remedial/educational sanctions to university expulsion. The comprehensive Academic Integrity policy, process, and list of sanctions can be found in the WVU Policy on Student Academic Integrity.

## HIPAA Requirements

All students are required to provide verification of Health Insurance Portability and Accountability Act (HIPAA) training from his/her place of employment. If you have not had HIPAA training, you must complete the training prior to the first week of nursing classes (training is offered to students in the HSC programs free of cost; information on how to access the course will be provided in the admission letter). All students enrolled in the WVU SON Graduate Program are required to provide verification or complete training on HIPAA in Precheck/SentryMD.

## Health Information and Credential Documentation Policy

All West Virginia University School of Nursing (WVU SON) students in clinical-based programs 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/SentryMD account, and the student is responsible for maintaining the current information in the Precheck/SentryMD account, including items that must be maintained continuously or that expire as outlined below. A packet of instructions will be distributed to students upon admission, and students are responsible for checking all relevant email accounts (required to use MIX email account) to verify that submissions were approved. If there are any unresolved issues or extenuating circumstances, it is the student's responsibility to contact Precheck/SentryMD and/or the program director prior to the deadline.

Graduate nursing students are required to maintain and document active unencumbered RN licensure. APRN certification maintenance and documentation is also required for those who are in programs that require it for admission. Students must immediately report any event or circumstance that could impact the status of continued RN licensure or APRN certification. Failure to do so or allowing a license or certification to expire would result in dismissal from the program.

The following documents are required for admission in all WVU SON graduate programs (excluding the PhD Program). Official documentation must come from a physician, health clinic, etc., and parental written documentation of immunization records is not considered adequate. Please note that students will need to meet all clinical facility requirements prior to clinical experiences, even if they are not listed in this policy.

### Documentation required as a condition for admission

- Proof of RN licensure and APRN certification (if a requirement of the program)
- Criminal Background Check (See Background Check Policy) Please note that students rotating to Pennsylvania clinical sites will have additional background check requirements that may take up to 3 months to process.
- Current American Heart Association BLS and ACLS certification (CRNA only)
- Urine drug screen (See Drug and Alcohol Screening Policy)(within one month of first day of classes) Students are required to repeat the drug screen if the negative result is dilute. Drug screens are completed through PreCheck and uploaded to SentryMD.

Graduate nursing students are required to maintain and document active unencumbered RN licensure. APRN certification maintenance and documentation is also required for those who are in programs that require it for admission. Students must immediately report any event or circumstance that could impact the status of continued RN licensure or APRN certification. Failure to do so or allowing a license or certification to expire would result in dismissal from the program.

The following documents are required for progression in all WVU SON graduate programs (excluding the PhD Program). Official documentation must come from a physician, health clinic, etc., and parental written documentation of immunization records is not considered adequate. Please note that students will need to meet all clinical facility requirements prior to clinical experiences, even if they are not listed in this policy.

### Documentation required upon admission

- Signed handbook signature page
- Current American Heart Association BLS CPR certification for adult, child, and infant

- HIPAA training completion certificate (found in SOLE)
- Official documentation of tetanus and pertussis immunization within the last 10 years (and prior to expiration)
- 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) or positive titer. If there is no documentation and/or negative titers, the MMR must be repeated.
- Official documentation of a complete Hepatitis B series (3 doses) and a positive Hep. B titer. If the Hep. B titer is negative, the 3-dose series must be repeated.
- Official documentation of a negative current two-step PPD or Quantiferon Gold test. (Documentation of an older two-step PPD followed by annual PPDs will also be accepted as long as there are no missing doses.) If the PPD is positive, a chest x-ray is required.
- Documentation of full Covid-19 Vaccination (if required by a clinical facility)(recommended that all students that are vaccinated upload the documentation)
- OSHA-Required Training Compliance Certificate
- Proof of health insurance

### Documentation required every semester
- Completed Statement of Criminal Record Form

### Documentation required every year
- Proof of RN licensure and APRN certification (if a requirement of the program)(prior to expiration)
- Current American Heart Association BLS CPR certification for adult, child, and infant (prior to certification expiration)
- Current American Heart Association ACLS and (CRNA only-prior to certification expiration)
- Urine drug screen (See Drug and Alcohol Screening Policy)(within one month of expiration) Students are required to repeat the drug screen if the negative result is dilute. Drug screens are completed through PreCheck and uploaded to SentryMD.
- HIPAA training completion certificate (found in SOLE)
- Completed TB questionnaire (If students miss the annual TB questionnaire, the TB screening required upon admission will need to be repeated)
- Official documentation of an influenza vaccine (November 15 deadline)
- Signed handbook signature page

### Compliance
Compliance requirements include any items that are due at the beginning of the semester and items that will become due prior to the end of the semester. Students must exhibit compliance prior to the beginning of each semester (August 1 for fall, Jan. 1 for spring, May 1 for summer). Students noncompliant on the first day of classes each semester will only have the add/drop week to remedy documentation errors.
An evaluation method for documentation compliance will be placed in every course syllabus. Faculty will receive reports regarding compliance from program administrators. Students receiving a series of immunizations are required to document each step of the series as it is received. Students will not be penalized as long as they are following the recommended timeline for each step in the series.

Non-compliance of this policy is considered a violation of WVU SON Professional Standards.
Per the WVU SON Professional Standards policy, students are to:
> Comply with the policies and procedures of the WVU SON, course syllabi, the clinical agency, and the West Virginia RN Board (WVBON)
> See Graduate Academic Penalties

**No student will be permitted to engage in clinical hours until all requirements have been met**.
Students who are not permitted to attend clinical due to non-compliance are still required to complete all clinical objectives/ required practice hours. No additional hours will be permitted. Students do not meet all clinical behaviors will fail the clinical component of the course
Students who are enrolled in non-clinical courses and who are non-compliant with these requirements will receive a grade deduction in the lowest numeric course taken in the semester for each week that the they are non-compliant.
> Students non-compliant by the end of the second week of classes in the semester- 2% reduction in the final course grade.
> Students non-compliant by the end of the third week of classes in the semester- 5% reduction in the final course grade.
> Students non-compliant by the end of the fourth week of classes in the semester- 7% reduction in the final course grade.
> Students non-compliant by the end of the fifth week of classes in the semester-24% reduction in the final course grade.

## Waivers

Any student who declines immunizations for religious, medical, 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 request forms are available upon request.

## Background Checks

Students are required by clinical agencies to undergo federal and state criminal background checks and a urine drug screen 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 or result in admission ineligibility or program dismissal.

In addition, the WVBON 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 WVBON 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/SentryMD 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 (**Appendix 8**) each semester they are enrolled in nursing courses to indicate any changes that have occurred related to the criminal record.

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 72 hours of the citation or arrest Statement of Criminal Record.**

## WVU School of Nursing Drug and Alcohol Screening Policy

The WVU SON has an obligation to protect the public and its students while also respecting students' privacy rights. Drug screening policies at the academic program level must balance safety and privacy rights. This drug and alcohol screening policy applies to all WVU SON programs that incorporate a clinical component, direct patient care provision, and/or handling prescription medications. In addition, the SON and its students must follow clinical facility policies and requirements regarding drug and alcohol screening. New program applicants with a positive drug screen will be ineligible for admission to the program and will forfeit their admission "seat." Please see the WVU SON Drug and Alcohol Screening Policy.

### Prohibited Substances

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 also 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 poses an unacceptable risk for unsafe patient care. On-campus and off-campus incidents involving alcohol or prohibited substances will be referred to the Office of Student Rights and Responsibilities and may result in a violation pursuant to this policy.

Prohibited substances may include cannabinoids, anesthesia/anesthetics, phencyclidine (PCP), cocaine, amphetamines, benzodiazepines, barbiturates, propoxyphene, methadone, methaqualone, methamphetamine, buprenorphine, opiates, and opioids. Students may not be under the influence of alcohol while performing patient care duties or handling prescription medication, and possession or consumption of alcoholic beverages by individuals under the age of 21 is a violation of state liquor laws. Likewise, it is illegal for anyone to provide alcoholic beverages to persons under the age of 21.

Students who are prescribed any 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 and prior to clinical experiences, medication administration, or patient care. Students are permitted to take prescribed medications that may affect urine drug screen results as long as the student is able to safely provide care.

Nurses are not prohibited from receiving a cannabis certification from a healthcare practitioner and

possession of a valid identification card issued by the Bureau for Public Health within the West Virginia Department of Health and Human Resources under 16A-1-1 simply by virtue of their profession; however, a cannabis certification is not considered a prescription, and consumption is not permitted while enrolled in the nursing program. Positive drug screens, regardless of certification status, will be sanctioned as outlined in this policy.

## Routine Urine Drug Screening Requirements

Students enrolled in programs with clinical components are required to submit a urine drug screen during the month prior to matriculation and annually through PreCheck/Sentry MD (see the PreCheck/Sentry MD Documentation Policy). Students are required to comply with clinical facility policies, which may include random drug screening.

## Reasonable Suspicion ("For Cause") Screening

Students enrolled in courses with clinical components may be subject to additional blood alcohol testing or urine alcohol and drug screening if reasonable suspicion for screening is found (see Appendix 7). Reasonable suspicion requires some level of objective information to believe that drugs or alcohol are involved. Reasonable suspicion of substance use may be considered in the presence of the following factors:

1. Direct observation of the student engaging in drug or alcohol related activity
2. Direct observation of the student demonstrating symptoms of being under the influence, including, but not limited to:
   a. Slurred speech
   b. Odor of alcohol on breath or person
   c. Unsteady gait
   d. Dilated pupils or bloodshot/glassy eyes
   e. Disoriented or confused behavior
   f. Observed behaviors indicative of hallucinations
   g. Unexplained accident or injury
3. Documented pattern of erratic behavior or sudden change in demeanor
4. Conviction of an alcohol or drug related offense
5. Documented sudden change in performance, including, but not limited to:
   a. Excessive absenteeism or tardiness
   b. Decline in academic performance, including missed deadlines
   c. Work habits in the clinical environment, including increased errors
6. Specific and reliable information from a credible source

Following an incident that requires drug or alcohol testing, the student will be sent home via cab or rideshare (at the student's expense) or a responsible individual. Under no circumstances will the student be allowed to drive home or return to class or clinical.

## Urine Drug Screening Procedures

Students are responsible for the cost of all drug screening. Routine drug screens are purchased and documented through PreCheck/Sentry MD. Random and "for cause" drug screening can be documented through PreCheck/Sentry MD or a participating LabCorp facility. More information regarding drug screen locations can be obtained through the Office of Student Services.

Students may not be permitted to begin or return to the clinical rotation until drug screen results are

available. It is the student's responsibility to ensure that drug testing is completed in a timely manner.

## Positive Alcohol and Drug Screens

Any positive alcohol or drug screen may result in a violation of academic program policies and professionalism standards. Refusal of a blood alcohol, urine alcohol, or urine drug screen will be treated as a positive drug screen result and repeat specimen collection for a positive result is prohibited. Students are required to repeat urine screenings with a 'negative dilute' result within 48-72 hours.

If the student feels that a positive test result is an error, the specimen may be immediately retested by the contracted laboratory to determine whether an error existed. In the event that the retest is negative, the immediately prior positive result will be considered an error, and the initial positive test will not result in a violation.

On-campus and off-campus incidents involving alcohol or prohibited substances will be referred to the Office of Student Rights and Responsibilities and may result in a violation pursuant to this policy. Interim suspension measures or an immediate leave of absence may be necessary during the investigation and/or during follow-up treatment and support. Required documentation will be outlined in a formal outcome letter and will be maintained with the student's academic program record.

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, and any sanction regarding a violation of this policy will result in a WV Restore referral. If, through disciplinary proceedings and the resulting sanctions, the student is permitted to return to the academic program, full compliance with the recommendations of the counseling/support program will be required.

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

## Social Media Policy

WVU is committed to free and open expression and supports its faculty, staff, and students in the use of social media to connect with each other and to accelerate teaching and learning. Social media is a powerful tool that carries with it many rewards, but with those rewards come personal and institutional risks. The University has developed these guidelines to assist the University community in the safe, legal, and effective use of blogs, Facebook, Twitter, YouTube, LinkedIn, Foursquare, and other social media outlets, and to protect users' personal and professional reputations and the institutional reputation of the University. Because technology evolves constantly, these Guidelines will be monitored and revised as deemed necessary.

WVU Social Media Guidelines

General Guidelines:

1. Use of social media must comply with all applicable University policies, guidelines, and regulations, including but not limited to: Board of Governors policies, Division of Human

Resources policies, Administration and Finance policies, and University Relations and Information Technology Services standards and procedures.

2. All use of technology resources must comply with the Information Technology Services Acceptable Use of Data and Technology Resources Policy.

3. Users must not post confidential information about West Virginia University, its faculty, staff, or students.

4. Faculty, employees, and students at the West Virginia University Robert C. Byrd HSC also must abide by the HSC Standards, policies, procedures and Interim HIPAA Privacy and security policies reviewed upon admission and during annual required HSC IT Security Awareness Training which 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.

5. Content managers must follow all WCAG 2.0 and 508 Compliance recommendations including captioning of all videos with correct spelling and grammar as well as other accessibility guidelines including alt tags for graphics. If a video is not transcribed by another group, it should not be shared.

HSC ITS Social Networking Sites, Blogs, & Instant Messaging Policy may be found here: Social Media Guidelines

**NCSBN**
https://www.ncsbn.org/347.htm

## Electronic Device Policy

Cell phones, laptops, and any devices with ringtones or other audible notifications must be silenced when in the classroom, workshop, or clinical area. Students may not accept or access personal cell phone calls or text messaging in the direct patient care or simulation area.  Students must adhere and will be subject to WVU SON and clinical institution policies regarding cell phone use and social media activity.

## Professional Standards Policy

All students of the University and, to the extent applicable, all student organizations are expected and required to obey federal, state, and local laws, to comply with the policies of the West Virginia University Board of Governors (WVU BOG), with institutional or campus rules and regulations, with directives issued by any University official, and to observe standards of conduct appropriate for an academic institution. Any alleged violation to the Campus Student Code will be reported to the Office of Student Rights and Responsibilities.

Students are expected to adhere to academic requirements and standards in all academic settings, such as classrooms, laboratories, and clinics, and during any activities that are part of academic requirements such as clinical and observational experiences. In addition, all students in the WVU SON 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
- American Nurses Association Standards of Practice

- American Nurses Association Code for Professional Nurses
- American Nurses Association Code of Ethics

The WVU SON graduate student is expected to practice with responsibility and accountability as a professional nurse and professional nursing student. The ultimate goal of nursing practice is to promote health while preventing harm to others. The WVU SON 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 <u>minimum</u> acceptable professional conduct.

- 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.
- Unprofessional behaviors consist of actions that do not demonstrate the minimum behaviors described as acceptable nursing practice. Incidents may be a single event or a pattern of behaviors. Professional Standards include, but are not limited to:
    i.   Maintain professional integrity,
    ii.  Practice within boundaries of the nursing student role,
    iii. Comply with the policies and procedures of the WVU SON, course syllabi, the clinical agency, and the West Virginia RN Board (WVBON),
    iv.  Demonstrate behaviors consistent with expectations outlined by program outcomes and competencies.
    v.   Maintain patient privacy and confidentiality at all times.

The WVBON 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-RN, disciplinary action may be applied, and/or the nursing license may be restricted. An active, unencumbered nursing license is required to remain in some WVU SON programs.

Students are expected to demonstrate knowledge, attitudes, professional values, personal qualities, and behaviors consistent with the nursing role. Therefore, there is tangible link between professional role and academic achievement. Students who violate WVU SON professional standards and/or policies outside the purview of the Campus Student Code may receive a penalty for failing to meet academic or professional requirements or standards, including but not limited to a final grade reduction or other penalties. See Graduate Academic Penalties. Violations of WVU SON professional standards and/or policies unrelated to clinical experiences will be reviewed on an individual basis. Any violation that could potentially alter progression through immediate course failure, program dismissal, delay in graduation, or university suspension/expulsion will be referred to the Office of Student Rights and Responsibilities and the WVU Student Conduct process

A faculty member witnessing a violation that interferes with the ability to meet immediate classroom, clinical, or safety has the discretion to dismiss the student from the experience. In this instance, the program director must be notified that the student was dismissed and if SON personnel believe it is necessary to suspend student participation of certain activities until resolution has been completed and documented.

## Student Health Insurance and Responsibility for Medical Expenses

Students must have health insurance while they are enrolled in the WVU SON. Health insurance is available through the Student Health for students who are enrolled in 6 or more credits. Students who

have private health insurance can apply for a waiver of insurance coverage through WVU. The waiver application to show proof of insurance and opt-out of the WVU sponsored health insurance plan is available at http://studentinsurance.wvu.edu/.

## Student Participation in Online Courses

Students in online courses have the professional responsibility to devote their full attention to the class while it is in session, just as they would in a traditional classroom setting.  Students may not 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.

# Technical/Functional Standards

The WVU School of Nursing is committed to diversity and inclusion in the educational preparation of healthcare professionals. SON personnel strive to provide quality opportunities to students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

The Office of Accessibility Services (OAS), SON personnel, and clinical agencies collaborate with students with disabilities regarding options available for academic and nonacademic accommodations. Students are not required to disclose their disability; however, registration with OAS is required to seek reasonable accommodations.

Students will be required to meet program outcomes, clinical facility requirements, WV state code for nursing programs, and the following technical standards independently with or without reasonable accommodations. It is recommended that students report any potential issues regarding meeting these outcomes at the time of admission to avoid problems with clinical placement and progression in nursing courses. Students cannot attend clinical if there are limitations in the ability to safely provide care to assigned patients. Students are encouraged to reach out to OAS or program administrators if they are unsure whether or not they have a qualified disability or are able to meet the technical standards. Reasonable accommodations cannot be implemented retroactively.

If any change occurs in the student's ability to perform these skills, whether temporary or permanent, the program director must be notified. The student may be required to provide documentation from a health care provider, noting any restrictions or necessary accommodations.

### Outcomes and Standards
### Patient-centered Care
- Provide direct patient care in a variety of settings, including, but not limited to, long-term care facilities, community agencies, hospitals, and primary care clinics
- Conduct comprehensive and focused patient assessments (including, but not limited to, skills in interviewing, observation, auscultation, palpation, and percussion)
- Create a safe care environment that results in high-quality patient outcomes
- Implement evidence-based interventions for managing acute and chronic care

- Apply psychomotor skills to accurate, effective skill demonstrations and safe, efficient patient care
- Provide emergency care, including, but not limited to, assisting patients during a fall, a fire, or cardiac arrest
- Manage the interaction of multiple patient functional problems
- Move, transfer, and position patients or equipment safely under a variety of circumstances
- Participate in emergency preparedness and disaster response
- Manage care for individuals that approximates a workload appropriate for student level

## Communication
- Communicate effectively and sensitively with the healthcare team, patient, and patient support network (in electronic, oral, and written form)
- Provide appropriate and individualized education
- Demonstrate effective delegation and supervision

## Affect and Professionalism
- Develop awareness of patient and peer spiritual beliefs and values
- Demonstrate tolerance for ambiguity and unpredictability in the healthcare system
- Deliver compassionate and holistic care
- Implement patient and family care around end-of-life and palliative care issues
- Engage in caring, healing, and therapeutic relationships
- Demonstrate emotional stability to function under stress and adapt to changing environments inherent to the classroom and practice settings

## Cognition, Critical Thinking, and Clinical Judgment
- Synthesize and analyze data to provide quality care and solve patient care and healthcare system problems
- Complete mathematical calculations related to medication administration and patient data
- Successfully complete course and program examinations
- Demonstrate sound judgment

Students seeking academic or nonacademic accommodations should contact the WVU Office of Accessibility Services. More information regarding OAS services can be found at https://accessibilityservices.wvu.edu/ .

# Progression

Student success and program completion are among the highest priorities. The following policies outline standards and procedures related to progression and graduation and describe options available when students determine that a change in intended progression is desired. The goal of these policies is to encourage progression, persistence, and completion while creating mechanisms for flexibility required to achieve that same goal.

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 summer for an on-time graduation. If a student experiences extenuating circumstances and needs to interrupt enrollment in any way, the following policies should be reviewed carefully. If a student needs to withdraw from any courses or decides not to enroll for the next semester, the student must meet with the academic and faculty advisors.

## Academic Standards for Progression

To progress in the graduate programs, a student must meet these academic standards. Failure to meet the criteria will result in dismissal from the program.

1. Grade Point Average (GPA) requirements:
   Degree seeking graduate students are required to maintain a 3.0 program GPA. A student who falls below a 3.0 in program courses after nine or more credit hours are completed in the program will be placed on academic notice.
   - Full-time degree-seeking graduate students will have only one semester to bring up the GPA to the 3.0 requirement. Failure to raise the program GPA to 3.0 by the next enrolled semester will result in program dismissal.

   - Part-time graduate students will have two semesters to bring up the GPA to the 3.0 requirement. Failure to raise the program GPA to 3.0 by the next enrolled semester will result in program dismissal.

2. Post-graduate certificate seeking students are required to take fewer credits than those in the degree programs. Therefore, a GPA lower than 3.0 will not be grounds for probation or dismissal. However, a minimum GPA of 2.75 based on courses applied to a certificate is required for the award of a certificate.

3. Course grade requirements:
   a. Students must earn A, B, C, Pass, or Satisfactory in all required courses.
   b. A grade of F, Fail, or Unsatisfactory in any course results in program dismissal.
   c. Students can only carry forward one C grade in a nursing course. A second C in any nursing course will result in program dismissal.
   d. Students can only carry forward two course withdrawals (resulting in a "W" on the academic transcript). The withdrawals cannot occur in the same course more than one time.
   e. (Nurse Anesthesia Students Only) A student earning below a B- grade in any anesthesia specialty course must repeat the course. This means the student will fall out of progression with the current cohort and must wait until the course is offered in the next academic year. Students may repeat only one course and only one time.

4. Course age requirements:
   Students are permitted to continue in a graduate nursing program for a maximum of 7 years following their term of admission to the programs or 5 years following PhD candidacy. A course completed more than 7 years prior to the term of degree or

certificate completion will be reviewed by program administrators and the Associate Dean of Curriculum. The student may be required to validate current knowledge in the subject area, repeat the course(s), or complete competency evaluation. The University's time limit requirements must also be met.
http://catalog.wvu.edu/graduate/advisingcoursesdegrees/degree_regulations/#timelimits text

## Grading Scale

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

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

Grades are calculated to two decimal places (hundredths), and are rounded at the 0.5 level. Rounding will occur on final grades only and not on individual assignments or in grading categories. The following grading scale illustrates incorporation of rounding procedures. Percentage ranges are strictly enforced, and no additional rounding will occur.

A= 92.50-100, B=84.50-92.49, C=76.50-84.49, F= 76.49 and below.

## Extra Credit and Bonus Point Policy

No bonus points or extra credit will be offered in nursing courses (courses with the prefix NSG). Bonus points are defined as any points (or percentages) added to the student's score that do not also add the same number of points (or percentages) to the total possible for the course. No academic points will be awarded for survey completion, research participation, or other non-academic, non-clinical activities.

## Incomplete Grades

The grade of Incomplete (I) is a temporary grade assignment used when unforeseen, non-academic circumstances arise that prohibit students from completing the last course assignments or examinations at the end of the semester (for more detailed information and the formal policy, see http://catalog.wvu.edu/graduate/advisingcoursesdegrees/advising_and_evaluation/#Incompletes). Students must remedy the Incomplete prior to the end of the add/drop period of the next semester to enroll in a course for which the Incomplete serves as a prerequisite, course in sequence, or repeatable course.

## Graduation Requirements

It is essential that students meet with the academic and faculty advisors each semester to discuss progression and graduation requirements. Students should also track progress in DegreeWorks. Students must complete all program and University requirements (http://catalog.wvu.edu/graduate/advisingcoursesdegrees/degree_regulations/#graduationtext ). Students in a degree program must be enrolled in classes in the semester in which they plan to graduate. Finishing an incomplete does not fulfill this requirement.

## LOA Policy

Students may request a leave of absence (LOA) or a partial LOA for extenuating circumstances, such as

family and parental leave, military duty, jury duty, or significant changes in health or financial status. The student is required to submit an LOA and Withdrawal Form with the rationale, requested time period, and revised progression plan to the Associate Dean of Graduate Programs (who consults with program administrators). Requests that include partial semesters and/or individual courses will be reviewed on a case-by-case basis for timeframe implications. Additional documentation may be required to clarify the circumstances for the request. Students are encouraged to evaluate the WVU Withdrawal Policies, the financial implications of the decision, the effects of the LOA on program progression and the 7-year time limit, and International Student Policies as applicable. While students may be permitted to request a partial LOA and withdrawal from individual courses, WVU policies regarding course refunds should be carefully considered.

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, which is only granted in extreme circumstances. Transcript Ws that are part of an approved LOA do not count against the student and are not subject to the Academic Standards for Progression policy.

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 will require readmission to continue in the program (See Withdrawal Policy and Readmission Policy). 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. (See Appendix 10 for LOA/Withdraw document.)

### Withdrawal Policy

A withdrawal is defined as withdrawing from the program or failing to enroll in any given semester of the progression plan (see summer exception above). Students who withdraw must submit the LOA and Withdrawal Form, meet with the program administrator, and complete the Exit Interview Survey. Students must follow this process to leave in good standing and to be eligible for readmission at a later date (See Readmission Policy). Withdrawals resulting in Ws on the transcript will be subject to the Academic Standards for Progression Policy.

## Advising and Student Resources

### Academic Advising

Students in the program will have two advisors in the WVU SON: a faculty advisor, whose name will be found in the letter of admission (the faculty advisor role is held by the track coordinator for each program), and an academic advisor. The faculty advisor is an experienced faculty member who will be available to help with issues encountered. If questions arise about which courses are needed, transfer

credits, a change in track or progression plan, contact the faculty advisor or program director. Academic advising is shared by Jeffrey Wilson jfwilson@hsc.wvu.edu and Brandy Toothman btoothman@hsc.wvu.edu, who will assist with many of the technical details encountered, such as course registration, dropping courses, filing forms, and so forth. If there are problems with registration, contact Mr. Wilson or Mrs. Toothman. Contact should be initiated with your faculty and academic advisors each semester prior to registration, and at any time there is need of advice regarding academic plans.

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

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

Students should make and keep their own copies of all forms, documents, letters, etc. that relate to progression or academic standing in the program. Examples include: registration forms, grade reports, and grade modification forms, the admission letter, and letter(s) from the program director.

## Registering for Courses
Prior to registering for courses, students must consult with their academic or faculty advisor. Course offerings are listed in the Schedule of Courses, which is published each semester, typically near the middle of the term. The Schedule of Courses is available on the WVU Office of the University Registrar page: https://starss.wvu.edu/StudentRegistrationSsb/ssb/term/termSelection?mode=search


## Credit Loads
Graduate students must limit their course credit load if they are also employed. University policy recommends that students who are employed full-time (40 hours) enroll in no more than six credits in any one term.

Graduate students should plan for a minimum of one classroom hour per registered credit per week and three outside hours of preparation per registered credit per week (e.g. 5 credits is equivalent to 5 classroom hours/week + 15 outside hours/week = 20 hours/week). This rule should be taken into consideration when planning work and school time.

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


For information concerning forms of financial assistance available to students, and application forms

contact:
HSC Financial Aid Office
Health Sciences North
PO Box 9810
Morgantown, WV 26506-9810 Telephone 304/293-3706

# Additional Student Resources

### Health Sciences Center (HSC) Information Technology Services (ITS)
Room: 2356 HSS
Phone: 304-293-3631
Email: hsc_helpdesk@hsc.wvu.edu
Hours: 7:30 am - 6:00 pm Mon-Thurs
      7:30 am - 5:00 pm Fri

### WVU ITS
Phone: 304-293-4444
Email: ITSHelp@mail.wvu.edu
Hours: Monday through Thursday - 7:30 a.m. to 10 p.m.
      Friday - 7:30 a.m. to 8 p.m.
      Saturday - 10 a.m. to 5 p.m.
      Sunday - 10 a.m. to 10 p.m.
Student Resources: https://it.wvu.edu/services/students

If you encounter problems any time during online coursework, the WVU ITS or HSC ITS Help Desk should be able to assist you. You should not call the instructor for help with technical problems.

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

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

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

public library.

## Responsible Conduct of Research

Students must adhere to all policies set forth by the [WVU Office of Research and Integrity Compliance](#). Any graduate student participating in quality improvement, evidence-based practice, and/or research projects are responsible for completing the Responsible Conduct of Research course at WVU prior to participation on the project. Please see Appendix 3 for additional information and requirements.

### Writing Expectations

Graduate education requires high level writing skills. WVU SON adopted a writing plan for all graduate programs below:

- All faculty will refuse to accept poor writing and will actively promote good writing.
- Students' writing skills will be reinforced from course to course over the curriculum.
- One writing assignment will be required in every course.
- A standard rubric to evaluate writing will be used in all courses (see Appendix 3).
- Faculty will not allow re-writes of final submitted papers.
    - o If a teacher decides to accept drafts, he or she must incorporate in the syllabus expectations for the drafts and the final submissions.
- All students are encouraged to have a non-peer proof reader, who is willing to critically analyze writing.

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

1. American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). Washington, DC: Author.
2. Venolia, J. (2001). Write right: A desktop digest of punctuation, grammar, and style. (4th ed.). Berkley, CA: Ten Speed Press.

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

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

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## Appendix 1: Verification of Qualifying MSN Clinical Hours and Gap Analysis

To be eligible for national certification, students in the AGACNP and PMHNP certificate programs must complete at least 500 clock hours of direct patient care in the advanced role within the population focus. Some students may have accrued appropriate hours prior to admission, in a previous nurse practitioner program. Hours accrued prior to admission must have been academically supervised and completed in an approved setting. For the AGACNP program, approved acute care settings include inpatient (hospital) or observation units, critical care units, emergency departments, and some specialty outpatient clinics that manage chronically complex patients. For the PHMNP program, approved psychiatric mental health settings include acute inpatient psychiatric units and outpatient psychiatric settings that include behavioral health centers, community health clinics, substance use clinics and facilities, and private practices that manage patients across the lifespan with mental health disorders.

Students enrolled in the West Virginia University School of Nursing Post-Master's AGACNP or PMHNP certificate programs may request evaluation of prior precepted MSN clinical hours to count toward the overall required 500 direct patient care hours required for certification examination eligibility. The student is responsible for obtaining documentation of hours that he/she/they believes qualify as part of the required practicum hours for the population focus.

This form serves as a verification of hours acquired during a previous program and that the hours were completed in an approved setting (as described above).

Please have the Director or Academic Dean from your MSN program complete and sign this form.

Student Name:_____     Date: _____
MSN Program Name: _____

| Site of Precepted Clinical Hours | Number of Hours Completed at Site | Summary of Clinical Case Experiences |
|---|---|---|
| | | |
| | | |
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| | | |
| | | |

To be completed by Academic Dean or MSN Program Director:
Signature/Title:_____
Phone/email:_____

Return completed form to Student Services:
Attn: Jeffrey Wilson
Fax: 304-347-1346

West Virginia University School of Nursing – Charleston Division 3110
MacCorkle Avenue, SE, Room 2025
Charleston, WV 25304-1299
jfwilson@hsc.wvu.edu

## Gap Analysis for Post Graduate NP Certificate Student
To be completed by AGACNP or PMHNP Track Coordinator

| List Required Course for the DESIRED NP Area of Practice | List Courses from Transcript and verified clinical hours that Satisfy Required Courses listed in Column 1 | Type and Number of Clinical Experiences Needed by Student | Coursework to be completed by the Student for the Certificate/Degree |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Signature of Track Coordinator: _____Date: _____

Signature of Academic Dean or Program Director: _____Date:_____

# Appendix 2: Application for Transfer of Graduate Credit to WVU

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

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

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

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

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

Student Name: _____     WVUID#: _____

Name of Transfer Institution: _____

Address of Institution: _____

**COURSE(S) TO BE TRANSFERRED**

| Department & Course # | Course Title | Credit Hours | Equivalent WVU Courses (Subject Code & Course #) | Semester & Year Completed |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

As the Chair or designate of this student's graduate program, I approve the use of the above course(s) to fulfill requirements for a graduate degree.

**To be completed by School/Dept:**                      **To Be Completed By HSCGP Office:**

&#10065; Approved       &#10065; Rejected

_____     _____
(Signature of Chair/Designee)          (Date)

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

_____
(School/Department)

*Note:* Once committee and/or program director signatures (if applicable) have been obtained, please make one copy of this form for the student's personal records and one copy for the program director prior to submitting to the Office of Research and Graduate Education A final copy will be placed in the student's file in their graduate program's office and in the Office of Research and Graduate Education once all signatures have been obtained.

| Office Use Only | | |
|---|---|---|
| Date received _____; Initials _____ | Entered in database &#9744;; Date _____ | Uploaded to SOLE &#9744;; Date _____ |

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

*Rev. 10/2017*

## Appendix 3: WVU SON Writing Rubric

| Criteria | Evaluation Standard/Comments | | | | |
|---|---|---|---|---|---|
| | Unacceptable | Poor | Satisfactory | Good | Excellent |
| Paragraph structure (logic):<br>• Development<br>• Coherence<br>• Clarity | There is no clear topic sentence. The paragraph does not build upon and support a single coherent idea. Sentences have no clear relationship. Transition words are inappropriate or absent. | The topic sentence is not the first sentence in the paragraph. The order in which ideas in the paragraph are presented is not coherent. Transition from sentence to sentence, or paragraph to paragraph is abrupt. | The topic sentence is the first sentence in the paragraph but the relationship of topic sentence to paragraph development is difficult to discern. Transition words are limited. | One idea is stated in each paragraph topic sentence (first sentence) but not adequately developed in the paragraph. Transition words are used inconsistently. | The topic sentence is the first sentence in each paragraph. One idea is stated in the paragraph topic sentence and developed logically in the paragraph. Transition words are used consistently to maintain the flow of thought. |
| Sentence structure (syntax):<br>• Parallel construction<br>• Subject verb agreement<br>• Noun pronoun agreement<br>• Precision<br>• Economy of expression | Most sentences are flawed by errors in parallel construction, subject verb agreement, noun pronoun agreement, precision, and economy of expression. | Sentence structure is adversely affected by many errors in parallel construction, subject verb agreement, noun pronoun agreement, precision, and economy of expression. | Sentence structure is weakened by more than a few errors in parallel construction, subject verb agreement, noun pronoun agreement, precision, and economy of expression. | Sentence structure meets criteria except for occasional errors in parallel construction, subject verb agreement, noun pronoun agreement, precision, and economy of expression. | Sentence structure demonstrates correct use of parallel construction, subject verb agreement, noun pronoun agreement, precision, and economy of expression. |
| Word choice:<br>• Appropriate word choice for topic and audience<br>• Appropriate verb tense | Poor word choice is very frequent and may include incorrect use for | Poor word choice is frequent and may include incorrect use for topic, audience and | Word choice does not meet criteria and may incorrect use for topic, audience and verb | Word choice meets criteria except for occasional errors in correct use for topic, | Word choice demonstrates correct use for topic, audience and verb tense. There is avoidance of errors |

| | | | | | |
|---|---|---|---|---|---|
| • Avoidance of jargon<br>• Avoidance of anthropomorphism<br>• Avoidance of gender bias<br>• Avoidance of errors with referents<br>• Avoidance of pretentious words | topic, audience and verb tense. There are many errors in jargon, anthropomorphism, gender bias, referent error, and use of | verb tense. There are many errors in jargon, anthropomorphism, gender bias, referent error, and use of pretentious words. | tense. There are more than a few errors in jargon, anthropomorphism, gender bias, referent error, and use of pretentious words. | audience and verb tense. There are few errors in jargon, anthropomorphism, gender bias, referent error, and use of pretentious words. | in jargon, anthropomorphism, gender bias, referent error, and use of pretentious words. |
| Mechanics:<br>• Spelling<br>• Punctuation | Errors in spelling and punctuation are very frequent. | Writing is adversely affected by errors in spelling and punctuation. | Writing is weakened by occurrence of errors in spelling and punctuation. | Writing demonstrates meeting the criteria except for minor errors in spelling and punctuation. | Writing demonstrates correct use of spelling and punctuation. |
| • APA (*Faculty should delete this from the rubric if APA style is not appropriate for a given assignment.*) | There is little to no evidence of an understanding of the APA style for citation in text, reference list headings, or paragraph length. | There is little evidence of an understanding of the APA style for citation in text, reference list headings, or paragraph length. | There are more than a few violations in APA style for citation in text, reference list, headings, and paragraph length. | There are few violations in APA style for citations in text, reference list, headings, and paragraph length. | APA style for citations in text, reference list, headings, and paragraph length are followed. |

**Writing Rubric Definitions and Resources**
- **Paragraph development**
  - Definition: A process resulting in the clear statement of a main idea and supporting details in multiple sentences.
  - Resource: http://owl.english.purdue.edu/owl/resource/606/01/
- **Paragraph coherence**
  - Definition: Singularity of focus in a paragraph. Ideas are linked through logical or verbal bridges.
  - Resource: http://owl.english.purdue.edu/owl/resource/561/04/
- **Paragraph clarity**
  - Definition: Each idea presented relates directly to the paragraph's topic sentence.
  - Resource: http://owl.english.purdue.edu/owl/resource/600/01/
- **Parallel construction**
  - Definition: Using similar patterns of words to show that 2 or more words have the same importance.
  - Resource: http://owl.english.purdue.edu/owl/resource/623/1/
- **Subject verb agreement**
  - Definition: A singular subject takes a singular verb, while a plural subject takes a plural verb.
  - Resource: http://owl.english.purdue.edu/owl/resource/599/01/
- **Noun pronoun agreement**
  - Definition: Pronoun should be consistent with the noun it replaces.
  - Resource: http://owl.english.purdue.edu/owl/resource/595/01/
- **Precision**
  - Definition: Using the exact words needed and eliminating extraneous words.
  - Resource: http://owl.english.purdue.edu/engagement/index.php?category_id=2&sub_category_id=2&article_id=66
- **Economy of expression**
  - Definition: Limiting word usage to a clean, direct style that is most effective in expressing the idea.
  - Resource: http://owl.english.purdue.edu/owl/resource/572/01/
- **Word choice for topic and audience**
  - Definition: Selecting words that are appropriate for the age, culture, and education of the reader.
  - Resource: http://www.umuc.edu/writingcenter/onlineguide/chapter2-04.cfm
- **Verb tense**
  - Definition: Consistency of verb tense within the paragraph and paper.
  - Resource: http://owl.english.purdue.edu/owl/resource/601/1/
- **Jargon**
  - Definition: Language specific to one group or profession that might not be understandable to everyone.
  - Resource: http://owl.english.purdue.edu/owl/resource/608/01/
- **Anthropomorphism/personification**
  - Definition: Attributing human characteristics to anything other than a human being.
  - Resource: http://www.uwf.edu/edd/internal/Documents/Anthropomorphism.htm
- **Gender bias**
  - Definition: The use of gender-specific pronouns when referring to nouns that include both genders.
  - Resource: http://owl.english.purdue.edu/owl/resource/560/14/
- **Referent**
  - Definition: A clear connection between the pronoun and the noun that precedes it.
  - Reference: http://www.towson.edu/ows/proref.htm
- 
-

- **Pretentious or flowery words**
  - Definition: Dramatic, flamboyant words that do not necessarily convey the desired meaning.
  - Resource: http://www.uhv.edu/ac/newsletters/writing/grammartip2005.11.15.htm
- **Punctuation**
  - Definition: Proper use of symbols to indicate structure and organization of thought, including commas, quotation marks, apostrophes, and hyphens.
  - Resource: http://owl.english.purdue.edu/owl/section/1/6/
- **Spelling:**
  - Definition: The forming of words with letters in the correct sequence.

## Appendix 4: Contract to Remove Grade of Incomplete

| | | | |
|---|---|---|---|
| **Department:** | | | |
| A Contract to Remove Grade of **I** should be completed before a grade of **I** is given or during the first two weeks following the term during which the **I** was given. | | | |
| Student Name: | | Student No.: | |
| Course: | Section: | Semester: | Year: |
| Student Rank (F, S, SI, SII): | | Major: | |
| Advisor: | | Name(s) of textbook(s) | |
| Instructor: | | | |
| Course grade at this time: | | | |
| If the student will not be enrolled as a full-time student when the course is completed, give mailing address: | | | |
| Street | | | Apt |
| City | | State | Zip |
| Reason for grade of **I**: ☐ Work was unavoidably incomplete ☐ An additional examination is justified | | | |
| Work necessary to remove the **I**: | | | |
| Date by which course must be completed: | | | |
| Grade to be assigned if the incomplete work is not completed: | | | |
| I understand that the course work must be completed by the date indicated above; otherwise the grade for the course will be as specified above. | | | |
| Student's Signature: | | Date: | |
| Instructor's Signature: | | Date: | |

copy:  Student
Department (Office where course offered)
Student's Advisor
Instructor
Associate Dean

## Appendix 5: Responsible Conduct of Research Graduate Student Guide

Students must adhere to all policies set forth by the [WVU Office of Research Integrity & Compliance](#) As a graduate student at West Virginia University, you are required to meet particular federal and University-wide standards regarding the responsible conduct of research (RCR). To meet these standards, you must complete an online RCR course offered by the Collaborative Institutional Training Initiative (CITI). Failure to do so may affect your ability to participate in quality improvement, evidence-based practice change, and/or research projects.

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

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

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

## Appendix 6: Immunization Waiver

# 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: _____

## Appendix 7: Consent Form for Alcohol, Drug, and Substance Testing

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

AGREED TO:

_____Student_____Date

_____Witness_____Date

REFUSED:

_____Student_____Date

_____Witness_____Date

Reason for Refusal: _____

Copies of completed form to:

Student
Faculty/Preceptor
Agency
WVU SON Student Services

11/29/04

## Appendix 8: Statement of Criminal Record

# 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.

Student signature: _____ Date: _____

## Appendix 9: MSN Program Handbook Signature Page

West Virginia University School of Nursing
MSN Program Handbook Signature Page

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

I have received and read the 2023-2024 WVU Master of Science in Nursing Program Handbook.

Please sign, date, and submit to the program director.

Print Name: _____

Signature: _____

Date: _____

## Appendix 10: Leave of Absence (LOA) form

**WVU SCHOOL OF NURSING**
***APPLICATION FOR LEAVE OF ABSENCE or PROGRAM WITHDRAWAL***
*For the BSN, MSN, Post-MSN, DNP, and PhD Programs*

*Name (Print):* _____   *Student ID#:* _____

*Date:* _____   *WVU MIX Email Address:* _____

*Present Program & Track (if applicable):* _____

_____

***Students should contact their program director and academic advisor regarding their intent to take a leave of absence or withdraw from the program. Please review the LOA and withdrawal policies located in the program handbook.***

**It is my desire to:**

[ ] *Take a Leave of Absence (Please include rationale below and any relevant documentation*

*LOA Start Semester & Date:* _____

*LOA Intended Semester & Date of Return:* _____

\*Please note: It is the student's responsibility to contact the Advisor, Track Coordinator, and Program Director by the following date prior to the term in which you plan to return:
   July 1 to return in January; November 1 to return in May; February 1 to return in August

There is no guarantee that there will be a clinical placement available for you when you return. Decisions will be made based on space availability and availability of course or track offering.

**<u>Rationale for LOA Request:</u>**

_____

[ ] *Withdraw from the Program & University* \*\*

*Effective Date:* _____

---

**SCHOOL OF NURSING USE ONLY**

*Program Director Signature:* _____ *Date:* _____

*Associate Dean Signature:* _____ *Date:* _____ *Accepted* ___ *Denied* _____

*Notifications Made To:*
   *Course Professors* __            *Track Coordinator* ___
   *Academic Advisor* __            *Associate* _____
                                    *Dean*

*Comment* _____

**Please note: If you withdraw from the program and would like to reapply in the future, you are required to follow the LOA policy to be eligible for continuation or readmission.