



WEST VIRGINIA STATE
UNIVERSITY

NURSING STUDENT HANDBOOK

2020-2021



College of Professional Studies
Institute, WV 25112

wvstateu.edu

Table of Contents

| Topic | Page |
|---|-------|
| Links to Important West Virginia State University Student Code of Conduct Handbook and WVSU Sexual Harassment Policy (Title IX) | 4 |
| Affirmative Action Statement | 5 |
| The Family Educational Rights and Privacy Act (FERPA) | 5 |
| Vision, Mission, Philosophy | 7-8 |
| Program Objectives | 8-15 |
| BSN Curriculum Overview Allocation of credits Course Descriptions | 16-22 |
| Admission Requirements Checklist Health Exam Requirements Criminal Background Check/Drug Screen CPR Requirements Waiver of Medical Exam Health Insurance recommendations Department of Nursing Drug and Alcohol Testing Guideline Procedure | 21-29 |
| Drug and Alcohol Counseling Assistance | 29 |
| Students with Disabilities | 29-30 |
| Standards of Professional Practice Policy Violations Appeal Academic Dishonesty Academic Dismissal Misbehavior in Academic Setting | 31-42 |
| Student Complaint | 42-44 |
| Academic Standards for Progression Policies Student Workload Academic Advising and Registration Discretionary Academic Forgiveness Appeal Student Advising Feedback Form Referral for Support (Retention) | 44-51 |
| Academic Standards for Promotion Policies Grading Scale for Nursing Courses Grading Progression Policy | 51-54 |
| Graduation Requirements Required GPA/Course Completion Requirements/HESI Exit Exam Honors Assessment of Student Learning | 54-55 |
| Clinical Information and Policies | 55-79 |

| | |
|---|----|
| Regulations Regarding Personal Appearance Exposure to Blood and Body Fluids HIPAA Training Attendance Inclement Weather Clinical agency selection Evaluation of clinical agency | |
| Appendix E BOG Policy #36 Title: Alcoholic Beverages | 80 |

Important Links

Student Code of Conduct/Handbook

[http://www.wvstateu.edu/wvsu/media/Students/WVSU-Student-Handbook-The-Student-Code-of-Conduct-Draft-word-version-8-19-19-\(1\)-\(Autosaved\)-For-Web-Final.pdf](http://www.wvstateu.edu/wvsu/media/Students/WVSU-Student-Handbook-The-Student-Code-of-Conduct-Draft-word-version-8-19-19-(1)-(Autosaved)-For-Web-Final.pdf)

WVSU Sexual Harassment Policy (Title IX)

West Virginia State University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the involved parties may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

1. As a student of West Virginia State University, you may also talk to on-campus counselors that are here to assist you free of charge. Counselors do not have this mandatory reporting responsibility and can maintain confidentiality. More information regarding the office of Counseling and Accessibility Services (CAS) can be found here: <http://www.wvstateu.edu/Current-Students/Counseling-and-Accessibility-Services.aspx>

2. An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, WVSU encourages you to reach out to these resources:

- Title IX Office: 304-533-5392 (24-hour number)
- Counseling and Accessibility Services (CAS): 304-766-3168

If you have a safety concern, please contact Public Safety, 304-766-3353 or dial 911.

Other reporting information is available here: <http://www.wvstateu.edu/titleix>

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX of the Education Amendments of 1972 states that {20 U.S.C. § 1681(a)}:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Title IX Requirements

A school “shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities” under the law, including the investigation of complaints.” A school shall “notify all its students and employees of the name, office address, and telephone number of the employee(s) appointed.”

At West Virginia State University our Title IX Coordinator is:
Carolyn L. Stuart, Ph.D.
EEO Compliance Officer & Title IX Coordinator 105 Ferrell Hall
Institute, WV 25112
(304) 204-4018
carolyn.stuart@wvstateu.edu
Affirmative Action Statement

West Virginia State University is an equal opportunity/ affirmative action institution and does not discriminate against any person because of race, sex, age, color, religion, disability, or national or ethnic origin.

This policy extends to all West Virginia State University activities related to the management of its educational, financial and business affairs. It affects all employment practices including but not limited to recruitment, hiring, transfer, promotion, training, compensation, benefits, layoff and termination.

The Family Educational Rights and Privacy Act (FERPA)

Under the terms of the Family Educational Rights and Privacy Act (FERPA), West Virginia State University (WVSU) has established the following as directory information. We may release this information to those requesting it unless the student specifically requests otherwise.

- Student name, campus address, and campus phone
- Permanent address, phone, and email
- Parents’ names, hometown, and high school
- Dates of attendance, full/part-time status
- Honors, awards, special recognition, major, and degree(s) received
- Classification (e.g., freshman, sophomore, junior, or senior)
- Activities, photographs, and sports participation including height and weight of team members

A student may request nondisclosure of directory information in Registration and Records located at 128 Ferrell Hall. WVSU will not release any other information (e.g., grades, social security number, ethnicity, schedules, etc.) without the written consent of the student. WVSU will not provide any information over the phone. Students may

choose to complete and submit a FERPA Release Form The FERPA Release Form allows specific persons (e.g., parents, guardians, spouse, etc.) access to the student's educational records (e.g., academic, accounting, financial aid information, etc.). The student may print a copy of the FERPA Release Form from the WVSU website or obtain a copy from Registration and Records located at 128 Ferrell Hall. Please submit the completed form to Registration and Records along with a copy of your photo ID. The student may cancel the release at any time by submitting another FERPA Release Form to Registration and Records. For questions, please call (304) 766-4146. The Family Educational Rights and Privacy Act (FERPA) establishes certain rights for students regarding the privacy of their educational record. While parents, guardians, spouses and others may have an interest in the student's record, access to, or release of the educational record, is only by written student consent. Students may choose to complete and submit this FERPA Release Form to Registration and Records to allow access or release of personal student records. The document can be found at <http://wvstateu.edu/wvsu/media/Research/FERPA.pdf>

Vision Statement

West Virginia State University will be recognized as a valuable nursing education program graduating qualified nurses to serve the health care needs of individuals, families, and communities.

Mission Statement

The mission of West Virginia State University's Nursing Program is to prepare competent and caring nursing graduates through excellence in nursing education and practice. The nursing program is committed to providing an accessible education to a diverse population of learners.

Philosophy

The Department of Nursing is an integral part of West Virginia State University. The nursing faculty believe that the conceptual bases of the practice of nursing include person, environment, health, and nursing.

Person/Environment

The faculty of the nursing program believes that the person can be defined as an individual, family, community, or society who deserves to be treated with respect, is unique, and should engage in deliberate action to achieve goals. The person is a combination of physical, psychosocial, spiritual, and cultural influences that are influenced by the environment and interactions with other people. Nurses must have respect for human dignity and promote respect of human values within all professional settings. Nursing should provide a trusting patient relationship and demonstrate separation of bias or prejudice. The faculty believe that the environment is made up of both internal and external factors. The person can be internally impacted by thoughts, feelings, and beliefs. The external impacts can be the physical surroundings, interaction with family, cultural influence, work environment, and religious impacts. These internal and external factors can impact the person's ability to adapt and maintain health. Society has a responsibility to promote health/wellness to maximize outcomes and promote improvements in quality of life.

Health/Wellness

Health is a dynamic state that is influenced by shared interaction between the person and the environment. Health allows the person to be an active participant in life experiences and promotes the person's ability to develop and meet goals. Illness is a disharmony with the person and environment. Perception of health, values, beliefs, culture, genetics, age, and lifestyle can impact the health/wellness continuum. It is a right for the person to have access to quality health care in order to maintain health/wellness.

Nursing

The nurse's role is to provide care and promote wellness for the person across the lifespan. The nurse must be knowledgeable regarding applications of theory to nursing practice. The nurse must also be knowledgeable about a broad range of scientific knowledge including biology, physical science, social science, and behavioral science to manage and coordinate the care of complex patients and communities. Improvements in the quality of care and outcomes is accomplished through self-reflection, feedback from others, and continued education. Nurses must participate in the integration of new evidence into standards of practice by valuing the concept of EBP as an integral part of determining best clinical practice. Nurses must have skills in critical thinking, collaboration with other professions, communication with patients, and professionalism. The nurse must also be prepared to function as a patient advocate and leader within the practice setting and entire profession. The nurse must assess the person and environment, develop partnerships with community leaders, and be an advocate for justice and equality. The nurse should utilize an ethical framework to examine social policy regarding populations that are considered vulnerable. The nurse should provide safe, patient centered-care that promotes inclusion of the patient in health promotion activities and improvements in health outcomes. Nurses must be knowledgeable regarding information management and have skills related to the application of patient care technology. Nurses must value contributions to outcomes of care and recognize that quality improvement is instrumental in the assessment and improvement of the care provided. Nurses are unique members of the health care team.

Education

Nursing education is the process of learning and application that clarifies the professional role of the nurse. Educational experiences should support and inspire growth within the profession. The educational experiences include an integration of self-directed learning opportunities for students. Faculty facilitate learning through didactic and clinical experiences. The faculty supports life-long learning and promotes involvement in leadership activities within the profession.

The program incorporates the NLN Core Values/Integrating Concepts (2010), the Essentials of Baccalaureate Education for Professional Nursing Practice (2008), and the ANA Standards of Practice (2015), to define nursing practice.

The NLN Core Values are the foundational knowledge and skills required for the practice as a baccalaureate prepared registered nurse. The model consists of Core Values and Integrating Concepts. The Core Values are caring, diversity, ethics, excellence, holism, integrity, and patient centeredness. The Integrating Concepts are context and environment, knowledge and science, personal and professional development, quality and safety, relationship centered care, and teamwork.

NLN Core Values/Integrating Concepts (2010) and Program Learning Outcomes

Human Flourishing: Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capacities.

- Employ inter-professional communication and collaboration to ensure safe, quality care across the lifespan. (PLO 6)
- Incorporate information management and patient care technology in the delivery of quality patient-centered care. (PLO 3)

Nursing Judgement: Make judgments in practice, substantiated with evidence, that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and promote the health of patients, families, and communities.

- Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations. (PLO 5)

Professional Identity: Express one's identity as a nurse through actions that reflect integrity, a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities, and a willingness to provide leadership in improving care.

- Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations. (PLO 1)
- Integrate ethical, legal, and professional standards into the practice of nursing. (PLO 7)

Spirit of Inquiry: Act as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.

- Use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care. (PLO 2)
- Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession. (PLO 4)

The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)

The nine Essentials are as follows:

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

A. (PLO 5) Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

A. (PLO 3) Incorporate information management and patient care technology in the delivery of quality patient-centered care.

B. (PLO 6) Employ inter-professional communication and collaboration to ensure safe, quality care across the lifespan.

Essential III: Scholarship for Evidence Based Practice

- Professional nursing practice is grounded in the translation of current evidence into one's practice.

A. (PLO 4) Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession.

B. (PLO 2) Use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care

Essential IV: Information Management and Application of Patient Care Technology

- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

A. (PLO 3) Incorporate information management and patient care technology in the delivery of quality patient-centered care.

Essential V: Health Care Policy, Finance, and Regulatory Environments

- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

A. (PLO 2) Use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcome

- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

A. (PLO 3) Incorporate information management and patient care technology in the delivery of quality patient-centered care.

B. (PLO 6) Employ inter-professional communication and collaboration to ensure safe, quality care across the lifespan.

Essential VII: Clinical Prevention and Population Health

- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
 - A. (PLO 1) Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations.
 - B. (PLO 5) Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations.

Essential VIII: Professionalism and Professional Values

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

A. (PLO 6) Employ inter-professional communication and collaboration to ensure safe, quality care across the lifespan.

B. (PLO 7) Integrate ethical, legal, and professional standards into the practice of nursing.

Essential IX: Baccalaureate Generalist Nursing Practice

- The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
- The baccalaureate-graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

A. (PLO 5) Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations.

B. (PLO 1) Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations

The Standards of Practice (2015)

Standard 1. Assessment: The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.

- (PLO 1) Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations
- (PLO 5) Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations.

Standard 2. Diagnosis: The registered nurse analyzes the assessment data to determine actual or potential diagnoses, problems, and issues.

- (PLO 1) Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations
- (PLO 2) Use the research process through translation of evidence-based findings to

advance professional nursing and the delivery of health care.

Standard 3. Outcomes Identification: The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

- (PLO 1) Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations

Standard 4. Planning: The registered nurse develops a plan that prescribes strategies to attain expected, measurable outcomes.

- (PLO 1) Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations
- (PLO 5) Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations.

Standard 5. Implementation: The registered nurse implements the identified plan.

- (PLO 1) Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations
- (PLO 2) Use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care.
- (PLO 3) Incorporate information management and patient care technology in the delivery of quality patient-centered care.
- (PLO 7) Integrate ethical, legal, and professional standards into the practice of nursing.

Standard 5A. Coordination of Care: The registered nurse coordinates care delivery.

- (PLO 1) Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations
- (PLO 3) Incorporate information management and patient care technology in the delivery of quality patient-centered care.
- (PLO 6) Employ inter-professional communication and collaboration to ensure safe, quality care across the lifespan.

Standard 5B. Health Teaching and Health Promotion: The registered nurse employs strategies to promote health and a safe environment.

- (PLO 1) Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations
- (PLO 2) Use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care.
- (PLO 5) Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations.

Standard 6. Evaluation: The registered nurse evaluates progress toward attainment of goals and outcomes.

- (PLO 1) Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations
- (PLO 4) Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession.

The above philosophy and nursing program curriculum was developed by encompassing materials from the NLN Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Baccalaureate, Master's Practice Doctorate, and Research Doctorate Programs in Nursing (2010), *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2009), *Nursing's Social Policy Statement* (2010) the American Nurses Association (ANA) Scope and Standards of Practice (2015), QSEN, Institute of Medicine Core Competencies in the IOM report *Health Professions Education: A Bridge to Quality* (2003), and the West Virginia Board of Examiners of Registered Professional Nurses Guidelines.

Bachelor of Science-Nursing

The baccalaureate program in nursing is a four-year college or university education that incorporates a variety of liberal arts courses with professional education and training. It is designed for high school graduates with no previous nursing experience. The baccalaureate curriculum is designed to prepare students for work within the growing and changing health-care environment. With nurses taking more of an active role in all facets of health care, they are expected to develop critical-thinking and communication skills in addition to receiving standard nurse education in clinics and hospitals. In a university or college setting, the first two years include classes in the humanities, social sciences, basic sciences, business, psychology, technology, sociology, and ethics.

The nursing classes will start in the sophomore year. Students will be required to have satisfactory grade point averages before they can advance into professional nursing classes. On a 4.0 scale, admission into the last three years of the nursing program will require a

minimum GPA of 2.0 or higher in pre-professional nursing classes. Students must also have a GPA 2.5 or higher in their science courses with a cumulative GPA of 2.5 from all course work attempted. In the junior and senior years, the curriculum will focus on the nursing core and emphasis moves from the classroom to health facilities. This is where students will be exposed to clinical skills, nursing theory, and the varied roles nurses play in the health-care system. Courses will include nurse leadership, health promotion, family planning, mental health, environmental and occupational health, adult and pediatric care, medical and surgical care, psychiatric care, community health, management, and home health care.

Program Learning Objectives

The objectives of the proposed BSN program are as follow:

- 1. Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations.
- 2. Use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care
- 3. Incorporate information management and patient care technology in the delivery of quality patient-centered care.
- 4. Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession.
- 5. Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations.
- 6. Employ inter-professional communication and collaboration to ensure safe, quality care across the lifespan.
- 7. Integrate ethical, legal, and professional standards into the practice of nursing.

BSN Curriculum Overview

Program of Study

The curriculum plan for the proposed pre-licensure BSN program of study will consist of General Education courses, supporting courses, and the Content Area courses. There are 30 credit hours of General Education courses including English, Math, humanities, psychology, international perspectives, and biology. There are 34 credit hours of supporting courses including biology, microbiology, statistics, and chemistry. There are 64 credit hours of Content Area courses. The curriculum is a total of 127-128 credit hours. The curriculum plan for the pre-licensure BSN program is depicted below:

| Fall Semester | | Spring Semester | |
|--|----|---|----|
| ENGL 101 English Composition I | 3 | ENGL 102 English Composition II | 3 |
| BIOL 120 Fundamentals of Biology | 4 | G ED Humanities | 3 |
| MATH 120 College Algebra | 3 | BIOL 241 Fundamentals of Microbiology | 4 |
| COMM 100 Interpersonal Communication | 3 | CHEM 101 Health Science General Chemistry | 4 |
| G ED 101 (College of Professional Studies) | 3 | PSYC 151 General Psychology | 3 |
| Total | 16 | Total | 17 |

| Fall Semester | | Spring Semester | |
|---|----|--|----|
| BIOL 331 Anatomy and Physiology I | 4 | BIOL 332 Anatomy and Physiology II | 4 |
| PSYC 304 Lifespan Development | 3 | G ED ARTS | 3 |
| CHEM 201 Elem. Organic and Biochemistry | 4 | G ED International Perspectives | 3 |
| CJ 314 Stats or BA 203 | 3 | NURS 202 Health Assessment, Wellness, and Prevention Across the Lifespan | 4 |
| NURS 200 Introduction to Professional Nursing | 2 | GED History | 3 |
| | | | |
| Total | 16 | Total | 17 |

| Fall Semester | | Spring Semester | |
|--|---|---|---|
| NURS 301 Foundations of Nursing Practice | 6 | NURS 316 Nursing Care of Adults with Acute/Chronic Health Disorders | 7 |
| NURS 303 Pathophysiology Concepts | 3 | NURS 318 Nursing Care: Alterations in Mental Health | 7 |

| | | | |
|--|----|---|----|
| NURS 305 Pharmacological Concepts in Nursing | 3 | Elective | 2 |
| NURS 312 Professional Perspectives in Nursing | 2 | | |
| HHP 122 or 157 Wellness | 2 | | |
| Total | 16 | Total | 16 |
| Fall Semester | | Spring Semester | |
| NURS 405 Nursing Care of Women, Children, and Families | 7 | NURS 408 Transition to Nursing Practice | 3 |
| NURS 406 Nursing Leadership in Systems of Care | 4 | NURS 409 Nursing Care of Adults and Populations with Complex Health Disorders | 7 |
| NURS 407 Evidence Based Nursing Research | 3 | NURS 410 Professional Nursing Internship | 6 |
| ELECTIVE | 2 | | |
| Total | 16 | Total | 16 |

Allocation of Credits

All nursing and clinical course credits are consistent with university policy. University semester hours are based on credit and recorded in semester hours. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in section (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practicum, studio work and other academic work leading to the award of credit hours. For instance, under some circumstances credit may be earned in ways other than attending classes as outlined in the university policy in the undergraduate catalog.

Course Descriptions

NURS 200 Course Description

Designed to introduce and transition all qualified applicants to the language of nursing, critical thinking, the essential academic skills for incoming students and the interpersonal skills required for success in nursing school and the nursing profession. Selected concepts and processes for professional nursing will be included in the course, including an introduction to nursing's theoretical, philosophical, ethical, and legal dimensions. Other topics will cover patient safety and quality care, health care reform, and nursing workforce challenges. Course activities will focus on development of teamwork, communication skills, effective decision making and reflective practice. (Pre-requisites BIOL 120, CHEM 101, MATH 120; admission to the nursing program).
Class: 2 semester hours didactic; Clinical: 0 semester hours clinical)

NURS 202/202L – Health Assessment, Wellness and Prevention across the Lifespan/Lab

This course provides the students with the knowledge and skills necessary to perform a comprehensive health assessment through health history, inspection, palpation, percussion, and auscultation. Key aspects of health assessment for culturally diverse groups of children, adults, and elders are comprehensively examined and practiced in classroom and laboratory settings. This course contains both theory and clinical practicum components. (Pre-requisites BIOL 331 and NURS 200, admission to the nursing program). Class: 3 semester hours didactic; Clinical: 1 semester hour lab [45 hours lab])

NURS 301 Foundations of Nursing Practice

This course introduces theories, concepts, principles, and processes that lay the foundation for critical thinking, nursing interventions, communication, professional role and caring in the practice of nursing. Content includes assistance with daily living activities, environmental concerns, positioning and transporting, asepsis and sterile technique, and medication administration. Concepts related to nursing fundamentals and nursing care is integrated throughout the course. Students will be introduced to medication math and medical terminology. Students will be expected to demonstrate beginning competency in application of the nursing process and apply the nursing process in the classroom, campus skills lab, and clinical experiences. Class: 3 semester hours didactic; Lab: 3 semester hours clinical [45 hours clinical experience; 90 hours lab]

Pre-requisites Admission to the nursing program, NURS 202; Co-requisite Nursing 303, Nursing 305, Nursing 312).

NURS 303 Pathophysiology Concepts in Nursing

This course is designed to enhance the student's knowledge and understanding of pathophysiology concepts and process related to human illness and disease. A patient centered approach is used to explore the pathophysiology, etiology, prognosis, risk

factors, clinical presentation, treatment and diagnostics of illness and disease. The pathophysiology course will facilitate in the student's ability to develop critical reasoning abilities, sound nursing practice, and foster skills that provide safe, quality patient care. (Class: 3 semester hours didactic; Lab: 0 semester hours clinical)
(Pre-requisites BIOL 331, BIOL 332, and NURS 202, admission to the nursing program; Co-requisite Nursing 301; Nursing 305, Nursing 312).

NURS 305 Pharmacological Concepts in Nursing

Provides students with an overview of pharmacology with an emphasis on clinical applications within the context of the nursing process and prioritization of needs. Explores indications, modes of action, effects, contraindications and interactions for selected drugs. Nursing implications related to drug administration are emphasized. Dosage calculations are evaluated for competency. (Class: 3 semester hours didactic; Clinical: 0 credit hour lab)
(Pre-requisites NURS 202, admission to the nursing program; Co-requisite Nursing 301, Nursing 303, Nursing 312).

NURS 312 Professional Perspective in Nursing

The purpose of this course is to focus on the legal and ethical frameworks supported by the standards of nursing practice. In addition, students will be provided with information and tools that nurses and nursing can use to confront health and health care challenges and will learn how to provide nursing care in collaborative interdisciplinary partnership within health care system. The course also concentrates on health policy issues, the use of evidence-based practice, leadership, theoretical framework, trends in informatics and communication affecting the nurse as an individual and a professional, in health care delivery to patients, groups and aggregates. Class: 2 semester hours didactic; Lab: 0 semester hours]
(Pre-requisites NURS 200, admission to the nursing program; Co-requisite NURS 301, NURS 303, NURS 305).

NURS 316/L Nursing Care of Adults with Acute/Chronic Health Disorders

This course focuses on providing care to adults with chronic or acute non-complex illness including common alterations in respiratory, musculoskeletal, gastro-intestinal, cardiovascular, and endocrine systems. Nutrition, pharmacology, communication, cultural, and community concepts are integrated into the course. This course focuses on care that is developmentally and culturally appropriate and incorporates critical thinking, quality improvement, collaboration, and information technology as they relate to the care of diverse patients in the medical/surgical setting. Integrated throughout the course are the standards of practice, legal and ethical responsibilities, and role of the professional nurse when caring for patients undergoing medical/surgical interventions. Class: 4 semester hours didactic; Lab: 3 semester hours clinical [135 hours clinical experience]

(Pre-requisites Nursing 202; Nursing 305; Admission to the Nursing Program; Co-requisite: Nursing 318).

NURS 318/L Nursing care: Alterations in Mental Health

The focus of the course is on the nurse's role in promoting mental health and decreasing psychopathology through utilization of the nursing process with patients in various psychiatric settings including inpatient and community. This course focuses on the application of the nursing process with emphasis on critical thinking, safe care, and therapeutic nursing interventions.

Class: 4 semester hours didactic; Lab: 3 semester hours clinical [135 hours clinical experience]

(Pre-requisites: Admission to the nursing program Nursing 202; Nursing 305; Co-requisite; Nursing 316).

NURS 405 Nursing Care of Women, Children, and Families

Study of the concepts related to the provision of nursing care for childbearing and childrearing families; application of systematic problem-solving processes and critical thinking skills, including a focus on the childbearing family during the perinatal periods and the childrearing family from birth to adolescence. Focuses on competency in knowledge, judgment, skill, and professional values within a legal/ethical framework. Integrates standards of practice regarding the legal and ethical responsibilities of the nurse. Emphasis will be placed on the nursing process, application of critical thinking, collaboration, and information technology in caring for children, women and families, as well as reproductive health issues. The student will care for clients on a variety of settings to include obstetrical, pediatric, and community settings. Class: 4 semester hours didactic; Lab: 3 semester hours clinical [135 hours clinical experience]

(Prerequisite: Nursing 305; Nursing 316; Admission to the Nursing Program)

NURS 406 Nursing Leadership in Systems of Care

Uses critical thinking strategies to study the coordinating role of the professional nurse within health care delivery. Current theories of management, leadership and change are examined and related to nursing practice. The focus of the course is on enhancing the students' leadership skills and application of concepts through supervised experiences gained in local health care institutions or community practice settings.

Class: 2 semester hours didactic; Lab: 2 semester hours clinical [90 hours clinical experience]

(Prerequisite: English 102; Admission to the Nursing Program; co-requisite NURS 405; Nursing 407)

NURS 407 Evidence Based Nursing Research

This course continues to build on the introductory concepts of evidence-based nursing practice from earlier courses. Students will examine all aspects of the research process as it relates to the baccalaureate nurse's role in research. The focus will be on the

identification of practice issues, appraisal and integration of evidence, evaluation of patient outcomes and sharing best practices to improve patient and organizational outcomes. Students will begin work on their final capstone project. Class: 3 semester hours didactic; Lab: 0 semester hours clinical

(Prerequisite: English 102; Nursing 202, Nursing 318; CJ 314 or BA 203; Admission to the Nursing Program; Co-requisite Nursing 405; Nursing 406)

NURS 408 Transition to Nursing Practice

This course provides students with opportunities to gain knowledge and skills necessary to transition from student to registered nurse. Integration of previous health care knowledge and skills into the role development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Content includes current issues in health care, nursing leadership and management, professional practice issues for registered nurses, and transition into the workplace. Additional instruction is provided for preparing for the NCLEX-RN. Class: 3 semester hours didactic; Lab: 0 semester hours clinical

(Prerequisite: Nursing 407; Admission to the Nursing Program; Co-requisite Nursing 409; Nursing 410).

NURS 409 Nursing Care of Adults and Populations with Complex Health Disorders

This senior level course focuses on the nursing care of adults and population with complex health disorders. Disorders involve patients experiencing high acuity complex conditions across the lifespan. Pathological conditions of the cardiac, pulmonary, genitourinary, neurological, vascular, hepatic, and biliary systems are covered. Students will incorporate critical thinking, quality improvement, collaboration, and information technology as they plan and provide evidence-based care for patients experiencing alterations in health, which identifies these patients as experiencing highly acute complex conditions in a variety of high acuity health care settings. Class: 4 semester hours didactic; Lab: 3 semester hours clinical [135 hours clinical experience]

(Prerequisite: Nursing 312: Admission to the Nursing Program; Co-requisite Nursing 408; Nursing 409; Nursing 410)

NURS 410 Professional Nursing Internship

Student-designed experience focusing on the role of the professional nurse in a variety of clinical practice settings. This course requires the RN student to accomplish individual learning objectives negotiated with their faculty facilitator and chosen preceptor(s) at the onset of the course. The practicum will enable RN students to expand clinical expertise, broaden exposure to specialty areas, explore arenas with which they are unfamiliar, and apply theory learned throughout the BSN curriculum to meet the needs of clients. The

practicum will specifically enable the RN student to implement the professional roles of a BSN registered nurse in the areas of leadership/management, education, and community practice. Includes: Clinical immersion (200 clock hours) to strengthen and broaden baccalaureate nursing skills, judgments and decision making. Supervised by a preceptor, students synthesize and apply evidence-based skills and knowledge to nursing practice. Includes: Capstone project will be presented at the end of the course. NCLEX review and HESI testing is incorporated into this course to evaluate student readiness to take NCLEX. Successful completion of HESI exit exam with 800 score. If student does not achieve HESI exit exam benchmark score, then the student will require remediation prior to graduation
Class: 6 semester hours clinical internship [200 hours clinical experience]
(Prerequisite: Admission to nursing program; Co-requisite Nursing 408; Nursing 409).

Admission Requirements

The Department of Nursing welcomes all qualified applicants, including transfer students, both from within the University and from other colleges and universities. In every case, an applicant for transfer admission must be in good academic and social standing at any college which he/she is currently attending or has previously attended and must be eligible to return to the nursing major. The purpose of admission requirement policy is to reflect the organization's commitment to quality.

Students must submit an application to the nursing program by June 15 for the fall semester. Spaces will be limited, and the most qualified applicants will be chosen for placement within the program. Students will be chosen based on qualifications listed below and completion/enrollment of the pre-requisites/co-requisites including English composition, general psychology, college algebra, chemistry with lab, and general biology.

Students who have been unsuccessful twice or who have withdrawn twice must wait 5 years to reapply; this includes students who have been admitted in the first semester twice.

Admission Requirements:

Admission to the University.

1. Submission of one official transcript from each college/university attended since high school is to be submitted.

Admission to the Nursing Program:

2. Admission to the Upper Division of Nursing upon successful completion of the following:
 1. All pre-nursing courses with a grade of 2.0 or better is required.
 2. A minimum grade of 2.5 is required in the science and nursing support courses.
 3. A cumulative GPA of 2.5 is required for admission into the nursing program.

Note: Students cannot repeat a science or nursing support course more than once.

4. Health Education Systems Inc. (HESI) Assessment examination must be completed by June 1 prior to the anticipated semester of admission. A score of 75% must be achieved in the following areas:

Math
Reading
Comprehension
Vocabulary
Grammar
Biology/Chemistry
Anatomy & Physiology

See promotion/progression section below for further details regarding HESI testing and program progression.

NOTE: Science courses completed at any college/university greater than 5 years prior to admission to the Department of Nursing must be repeated.

5. Checklist for Admission to the BSN Program

The Department of Nursing welcomes all qualified applicants, including transfer students, both from within the University and from other colleges and universities. In every case, an applicant for transfer admission must be in good academic and social standing at any college which he/she is currently attending or has previously attended and must be eligible to return to the nursing major.

Students must be eligible for sophomore standing. Students must successfully complete all prerequisite courses with a grade of C or better, maintain a cumulative GPA of 2.5, and score a minimum of 75% on the HESI A2 Admission Exam. Students will only have two (2) attempts to successfully complete Core Courses.

The Nursing Department Director and the Dean of the College of Professional Studies (CPS), will determine which students meet the admission criteria for the first year.

Student Name: _____

BIOL 120 _____

CHEM 101 _____

College Algebra 120 _____

General Psychology 151 _____

Cumulative GPA _____

HESI A2 _____

Admitted YES NO

Admission Letter Sent Date: ____/____/____ Copy of Letter to Registrar:
____/____/____

Acceptance Letter Received Date: ____/____/____

Signature of Director of Nursing: _____ Date:
____/____/____

Students who do not meet the admission criteria will be referred to career counselling services through West Virginia State University.

Health Examination Requirements After Admission into Nursing Program

1. **Physical examination** by a licensed provider within six (6) months of admission to the upper division that must be up-dated annually thereafter by June 15.

Information must include the following:

- a. A record of the following current immunizations:

- Rubella/Measles/Mumps
 - Documentation of MMR vaccination for 2 doses at least 4 weeks apart.
 - Titer demonstrating immunity.
- Diphtheria/Tetanus/Pertussis
 - Documentation of Tdap vaccinations and Td booster every 10 years.
- Chicken Pox (Varicella):
 - Documentation of two doses of varicella 4 weeks apart.
 - Titer demonstrating immunity.

- b. A statement of satisfactory physical and mental well-being signed by a licensed health care provider (a physician or nurse practitioner). The provider must certify that the student is considered able to complete nursing duties/responsibilities through emotional and physical fitness. Reasonable accommodations will be made available to support students with disabilities. The health form is included in the Appendix A with the clinical documentation forms. Students must be able to observe presentations and demonstrations within the classroom and clinical settings. Students must be able to hear, speak and observe patients to develop a plan of care. The candidate must be able to communicate in written and oral format. Clinical sites have the right to require additional vaccine or screening requirements of students entering the facility. It will be the responsibility of the student to obtain the required testing/screening at their own cost.

- b. Tuberculin (TB) Test: Each student must provide a copy of the annual test results for their record. The required form is located in Appendix A. A positive PPD requires documentation of negative chest X-rays within the past 12 months. Two step testing is required if there is no documentation of a PPD in the last year.

- 2-step test
 - Previous 2-step results can be submitted if you have had in the past.
 - First step: Obtain PPD, read in 36-72 hours. Negative. Proceed to second step. Positive see below.
 - Second step: Obtain PPD 1-3 weeks after the first test. Read in 36-72 hours.

Negative. Provide results to program.

Positive see below.

- Positive results: Require normal chest x-ray and physical examination by primary care provider for any symptoms of TB. The form for documentation will be provided to the student.

c. Hepatitis Immunization. A student, who chooses not to comply; must submit a signed declination. For students who have Hepatitis B contraindications, written verification or official deferral must be submitted. The waiver form is located in Appendix A.

d. Documentation by November 1 of each year of influenza immunization with current influenza vaccine. Clinical sites may deny students access to the facility without proper documentation. Student can submit document regarding influenza immunization obtained through provider.

e. Drug screen requirements

- Students will be required to submit to a urine drug screen one month prior to entry into program. Positive test results will result in loss of reserved space in program. Students will not be allowed to have a retest on positive screening results. Please view policy on next page: **Department of Nursing Drug and Alcohol Testing Guidelines/Procedures**

2. Criminal Background check. Clinical agencies require students to undergo a criminal background check and drug screen prior to entry into the clinical areas. Students enrolled in the nursing program may be subject to policies of the clinical agency while in the clinical setting. This includes policies regarding random drug screening during clinical rotation. The first criminal background check will be paid for by student fees. If a student requires additional background checks, the fee will be the responsibility of the student.

Felonies, certain misdemeanors, or positive results on a drug screen may disqualify the student from completion of requirements for graduation. The clinical site will be notified if the student's background check indicates a record of criminal activity. The clinical site will determine if the student will be allowed in the clinical facility.

The West Virginia Board of Examiners for Registered Professional Nurses requires licensure applicants to submit to a criminal background check and provide answers to several questions regarding prior convictions. Students who receive a citation or arrest during enrollment in the nursing program, must report the information to the Nursing Director. Nursing faculty should be notified if the citation or arrest is related to the use of a controlled substance.

Students who have a positive drug screening result for alcohol or other controlled substances can be reported to licensing boards. Reports can also be made to authorities within the local, state, or federal jurisdiction as required by laws and regulations. See policy on Department of Nursing Drug and Alcohol Testing Guidelines/Procedures. The Nursing Department follows the West Virginia State University's Board of Governor's policy #36 located in Appendix E.

3. **Current Basic Life Support (BLS)** certification by the American Heart Association for infants and adults or The American Red Cross Course (Basic Life Support for Healthcare Providers or Adult and Pediatric CPR/AED).

a. Recertification is required every year or every two years as noted on the card.

b. Student must have evidence of certification by August 15 each year that is valid from August 15 to May 30. Failure to provide documentation of certification may result in the student's withdrawal from the scheduled nursing courses.

4. **Waiver** for medical exemption

a. Students must request a waiver application for refusal of vaccination or screening tests due to medical conditions. The waiver must be accompanied by a healthcare provider's signature, date, and address/phone number.

Clinical sites can require a student to have vaccination or screening and reserve the right to refuse entry into the clinical site. If the student waives a vaccination or screening requirement, then that student could be unable to complete the program due to inability to meet clinical requirements.

Health Insurance Recommendations

West Virginia State University recommends that students have health insurance during the enrollment in West Virginia State University. Students must have a complete physical examination prior to enrollment in Nursing 200 and complete all vaccine/screening requirements before providing patient care. Students are expected to report any changes in health status that could impact the enrollment at a clinical site due to performance or safety issues. Students must notify faculty of changes to medication regimen that could impact performance and safety issues. Students can enroll to be treated at the Family Care Clinic on campus at their own expense or go to their choice of providers.

Family Care
Wilson University Union, Room 004
301 Washington Ave
Dunbar, WV 25064-3420
PH: 304.766.3323

Department of Nursing Drug and Alcohol Testing Guidelines/Procedures

Student in the nursing program are prohibited while on campus or in clinical sites from the use, distribution, dispensing, consumption, ingestion, or possession of drugs/alcohol or any other controlled substance that can impact the student's behavior.

Students must report to the clinical faculty member any prescription that can impair or has the potential to impair behavior. The student must report that the medication is being taken, the name of the provider who prescribed the medication, why the medication is being taken, the dosage, and the length of time for the prescription. Confidential information will be maintained by the faculty in accordance with state and national standards of law.

Students in the nursing program must report any peers in the nursing program suspected of being under the influence or impaired during class or clinical experiences to the Director of Nursing.

The Director of Nursing will document the report of suspicion and discuss concerns with the student. The Director of Nursing will then request a random drug test. Drug testing will be required if student demonstrates unusual behavior in the classroom, on university property, or in clinical settings. Symptoms include, but not limited to:

1. Unsteady gait
2. Inconsistent behavior
3. Excessive absences from clinical or classroom settings.
4. Slurred speech
5. Odor of alcohol on breath or person
6. Disoriented
7. Mood swings
8. Incoherent or physically aggressive
9. Disheveled appearance
10. Excessive missed assignments
11. Excessive late arrivals to clinical or classroom
12. Lack of concentration

Random drug screenings can be obtained if the student is undergoing treatment or rehabilitation and is caring for the public. Students may be required to submit to additional drug tests if there is a break in enrollment or at the discretion of the Nursing Department. If a student refuses to undergo a required drug test, the student will not be eligible to enroll in nursing classes.

Students who have a positive drug screening result for alcohol or other controlled substances can be reported to licensing boards. Reports can also be made to authorities within the local, state, or federal jurisdiction as required by laws and regulations. Failure to comply with request for drug and alcohol screening if there is a suspicion of impairment with a substance is a violation of the Department of Nursing Drug and Alcohol testing guidelines. This failure to

comply can result in the student's dismissal from the nursing program. Student records related to drug testing/results will be maintained in a locked file and will only be released with the written consent of the student or through court order. **See Appendix C.** The Department of Nursing also follows the West Virginia Board of Governor's policy located in **Appendix E.**

The West Virginia Board of Examiners for Registered Professional Nurses requires the program report any misdemeanors or felonies. Applicants are required to undergo a criminal background check and applicants must provide a written explanation of any incidents regarding criminal activity. Action by the Board of Registered Nursing can include inability of the student to take the NCLEX or restrictions can be imposed upon the nursing license.

Drug and Alcohol Counseling Assistance

Counseling and Accessibility Services (CAS)

The Counseling and Accessibility Services (CAS) office provides students with mental health counseling, and accessibility services for students with a disability. All students, including online students, are eligible for in person free counseling services. Counselors are available by appointment by calling (304) 766-3262, by email at toledoke@wvstateu.edu, or in person in 125

Sullivan Hall, East. CAS is open Monday-Friday from 8:30 am-5:00 pm.

Students with Disabilities – Access/Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a temporary health condition or permanent disability (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), please let me know immediately so that we can privately discuss options.

Need Accommodations?

To establish reasonable accommodations, you are required to register with Student Accessibility Resources (SAR) and completed an intake process. Reasonable accommodations are established through an interactive process between you, your faculty and the accessibility specialist. It is important to start this process in a timely manner in order to receive accommodations as soon as practically possible. You are welcome to contact the accessibility specialist to inquire about or initiate the process through any of the following:

- phone – 304-766-3083
- text – 681-533-0850
- email – sar@wvstateu.edu

- in person – 123 Sullivan Hall East
- or view information online – <http://bit.ly/WVSU-SAR>.

After registering with SAR and if approved for accommodations, make arrangements with the course faculty or Director of Nursing as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Already Approved for Accommodations?

If you have registered with Student Accessibility Resources (SAR) for the current semester, please communicate your approved accommodations to course faculty or the Director of Nursing in a timely fashion. We can arrange a private meeting to discuss your Accommodations Implementation Plan and how we will be implementing your accommodations in this course.

Retention and Student Success

The Retention and Student Success office provides all students, including online students, with free academic support through walk-in tutoring centers, one-on-one tutoring, supplemental instruction for historically difficult courses, academic coaching, and our online live tutoring services through Smarthinking.

Learning Enrichment Center for Writing

The Learning Enrichment Center for Writing is located in Wallace Hall, Room 216. Tutors are available to help you with your writing assignments for any of your courses. Walk-in Hours: Monday, Tuesday, Thursday: 10:00am – 6:00pm
Wednesday: 10:00am – 12:30pm, 2:15pm – 6:00pm

Learning Enrichment Center for Science, Business, and Mathematics

The Learning Enrichment Center for Science, Business, and Mathematics is located in 117 Wallace Hall. Tutors are available to help in math, science and many math based business course. Walk-in Hours: Mon – Thurs from 10:30 a.m. until 6:00 p.m. For one-on-one tutoring or academic coaching, please contact Alana Weyant, Academic Support Specialist, at 304-766-3041 or alana.veyant@wvstateu.edu

Standards of Professional Practice Policy

All students in the West Virginia State University Nursing Program must demonstrate moral, ethical, and professional standards as outlined in the following documents:

- West Virginia State University Nursing Student Handbook
- West Virginia State University Student Handbook
- The American Nurses Association Scope and Standards of Practice
- The American Nurses Association Code for Nurses
- The West Virginia Code and Legislative Rules

All students enrolled in the West Virginia State University Nursing Program will receive a copy of the nursing student handbook upon admission to the program. The handbook will also be available online at - [\[redacted\]](#).

The Standards of Professional Practice/Policy will also be reviewed at the beginning of each nursing course.

While enrolled in the West Virginia State University Nursing Program, students are expected to adhere to the following standards of professional conduct:

1. Students will adhere to the policies of West Virginia State University and the policies of clinical affiliation agencies regarding drug and alcohol use.
2. Students will comply with established policies of the West Virginia State University Nursing Program and established policies of clinical agencies during clinical affiliations.
3. Students will comply with the established standards of professional conduct policies of West Virginia State University.
4. Students will demonstrate respect and courtesy toward patients and their families, peers, faculty, and staff members. This applies in the clinical setting, classroom, and in the university. Respect will be demonstrated regardless of race, religion, national origin, ethnicity, gender, sexual preference, age, health status, or diagnosis. Students will address faculty by Title (Dr., Mr., Ms, Professor) and last name.
5. Students will maintain honesty and integrity in all classroom and clinical situations as noted in the WVSU Academic Honesty Policy for Graduate and Undergraduate Studies.
6. Students will maintain the safety of themselves, their patients, and others through use of standard precautions.
7. Students will ensure safe and appropriate nursing care to each assigned patient through practice within boundaries of their role and through demonstration of learned clinical competencies.
8. Students will notify faculty if they require additional assistance or additional supervision performing a skill.
9. Students will comply with all appropriate provisions of West Virginia State

- University's Department of Nursing clinical attire policy.
10. Students will promptly report to a faculty member the impaired practice or unethical care of another person who is providing health care.
 11. Students will maintain appropriate professional role boundaries.
 12. Students will promptly report to the School of Nursing chair, any conviction of a felony and any conviction of a misdemeanor that occur while a student in the Department of Nursing.
 13. Students will follow the social media use guidelines document: *Recommendations for: Social Media Usage and Maintaining Privacy, Confidentiality and Professionalism by the NSNA*. The link to the document is:
https://www.ncsbn.org/NSNA_Social_Media_Recommendations.pdf.
Students must also follow the West Virginia State University Social Media Guidelines
<http://www.wvstateu.edu/wvsu/media/Research/20161205-WVSUSocialMediaGuidelinesProceduresUpdate2016.pdf>
 14. Students will not engage in behavior of unlawful discrimination, theft or property damage, or disorderly conduct.
 15. Students will not access/purchase test banks from any sources or access/purchase pre-written papers/documents and submit as their own work. These violations are considered a violation of academic integrity.
 16. Students will demonstrate honesty and integrity regarding reports and documentation in both the clinical and classroom setting.
 17. Students will be prepared for assignments and provide safe care.

Violations of these standards will result in disciplinary action as follows:

Any faculty member who observes a violation will discuss the incident with the student immediately. The faculty member will document details of the violation and the subsequent discussion with the student. This documentation will be given to the School of Nursing director and a copy will be provided to the student. If the violation involves unsafe clinical practice, the instructor may require the student to leave the clinical site for the remainder of the experience, pending further action.

The School of Nursing director will consult with the faculty member and the student. At the discretion of the director and faculty member, an oral or written reprimand or a formal review of the violation with recommended disciplinary and/or remedial action may be issued. Actions can include probation, suspension, or dismissal from the program. Students in violation of the academic integrity policy can be dismissed from the nursing program and receive a grade of "F" for the course. If a student is dismissed from the program due to academic integrity violations, that student will not be eligible to reapply for readmission.

Probation & Suspension

1. A student whose cumulative scholastic record shows a deficit of 12 or more quality points is automatically placed on academic probation.
2. A probationary student who becomes deficient 18 or more quality points may be suspended for at least one semester.
3. A student on probation is expected to reduce his/her deficiency each session enrolled.
4. A student on academic probation may not enroll in more than four courses (i.e., 12-14 credit hours) per semester.
5. The University will not accept coursework taken at another institution while on academic suspension from the West Virginia State University.
6. A third suspension for poor scholarship may result in permanent dismissal from the University.

Appeal of Academic Suspension or Dismissal

A student who wishes to appeal academic suspension or dismissal from the institution for academic reasons may do so by addressing a request in writing or by email to the Academic Dean of the College in which his/her major resides within 10 days after grades have been posted or the notifications of other actions have been mailed.

1. The request should set forth the reasons why the student believes that the suspension or dismissal should be set aside.
2. The Academic Dean or designee will speak with the student within five days of receiving the appeal. At this time, the Dean or designee may request additional information from the student and may request that the student obtain a recommendation regarding the appeal from other appropriate persons (e.g., departmental advisor or chair, student services staff person, etc.).
3. The Provost and Vice President for Academic Affairs or designee will assemble the Academic Probation/Suspension Appeal Committee, which is comprised of a broad spectrum of campus constituents. A plan of action will be implemented for each student referred to the committee. The office of Academic Affairs will inform the student of the decision regarding the appeal within ten working days of receiving all requested information.
4. If a satisfactory resolution to the issue is not reached through this stage, the student may appeal in writing to the President of the University, whose decision is final.

Academic Honesty Policy for Graduate and Undergraduate Studies

Academic honesty and integrity lie at the heart of any educational enterprise. West Virginia State University (WVSU) is committed to the values of academic honesty and integrity, and the ensuring that these values are reflected in behaviors of the students, faculty, and staff.

WVSU is committed to the prevention of academic dishonesty. To reinforce that commitment, information, including definitions and examples of academic dishonesty, will be published in the WVSU Student Handbook and the university catalog. The intention of this information is to prevent acts of academic dishonesty. Prevention is the primary goal of the University in general and the Office of Academic Affairs in particular.

Academic dishonesty is any attempt by a student to: 1) submit work completed by another person without proper citation or 2) give improper aid to another student in the completion of an assignment, such as plagiarism. No student may intentionally or knowingly give or receive aid on any test or examination, or on any academic exercise that requires independent work. This includes, but is not limited to using technology (i.e., instant messaging, text messaging, or using a camera phone) or any other unauthorized materials of any sort or giving or receiving aid on a test or examination without the express permission of the instructor.

When there is evidence that a student has disregarded the University's Academic Dishonesty Policy, that student will be subject to review and possible sanctions. Students are expected to do their own work and neither to give nor to receive assistance during quizzes, examinations, or other class exercises.

One form of academic dishonesty is plagiarism. Plagiarism is intellectual larceny: the theft of ideas or their manner of expression. Students are urged to consult individual faculty members when in doubt. Because faculty and students take academic honesty seriously, penalties for violation may be severe, depending upon the offense, as viewed by the committee selected by the appropriate Dean to review such matters. The minimum sanction for cases of proven cheating is left to the instructor. Instructors will explain procedures for taking tests, writing papers, and completing other course requirements so that students may understand fully their instructor's expectations.

One of the objectives of WVSU is to promote the highest standards of professionalism among its students. The integrity of work performed is the cornerstone of professionalism. Acts of falsification, cheating, and plagiarism are acts of academic dishonesty, which show a failure of integrity and a violation of our educational objectives; these acts will not be accepted or tolerated. The following definitions and guidelines should be followed:

1. Falsification is unacceptable. Falsification includes but is not limited to

- a. Creating false records of academic achievement;
 - b. Altering or forging records;
 - c. Misusing, altering, forging, falsifying, or transferring to another person, without proper authorization, any academic record;
 - d. Conspiring or inducing others to forge or alter academic records.
2. Cheating is also unacceptable. Cheating includes but is not limited to
- a. Giving answers to others in a test situation without permission of the tester;
 - b. Taking or receiving answers from others in a test situation without permission of the tester;
 - c. Having possession of test materials without permission;
 - d. Taking, giving, or receiving test materials prior to tests without permission;
 - e. Having someone else take a test or complete one's assignment;
 - f. Submitting as one's own work, work done by someone else;
 - g. Permitting someone else to submit one's work under that person's name;
 - h. Falsifying research data or other research material;
 - i. Copying, with or without permission, any works, (e.g., essays, short stories, poems, etc.), from a computer hard drive or discs and presenting them as one's own. This is to include internet sources, as well.
3. Plagiarism as a form of cheating is also unacceptable. Plagiarism is the act of presenting as one's own creation works actually created by others. Plagiarism consists of
- a. Taking ideas from a source without clearly giving proper reference that identifies the original source of the ideas and distinguishes them from one's own;
 - b. Indirectly quoting or paraphrasing material taken from a source without clearly giving proper reference that identifies the original source and distinguishes the paraphrased material from one's own compositions;
 - c. Directly quoting or exactly copying material from a source without giving proper reference or otherwise presenting the copied material as one's own creation.

Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may

include, but are not limited to, suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the reviewers believe to be appropriate.

Academic Dishonesty Procedures

Students accused of plagiarism and other forms of academic dishonesty will be given due process. When an instructor believes that a student has committed plagiarism or other acts of academic dishonesty, the following steps will be taken:

1. A faculty member who has sufficient reason to believe that a student is guilty of academic dishonesty will notify and subsequently meet with the student within five calendar days from the time the alleged academic dishonesty is discovered.
2. Prior to the initial meeting of the faculty member and the accused student, the faculty member should check the files on academic dishonesty kept in the office of the Vice President for Academic Affairs to determine whether the student has been previously disciplined for academic dishonesty. The University reserves the right to impose more severe disciplinary action against a student who is a repeat offender or who has previously been found guilty of egregious incidents of cheating.
3. At the initial meeting the student will be given the complete and detailed charges in writing, and an opportunity to respond to the faculty member regarding the charges.
4. If the student wishes, he/she may submit a written response to the charges. This response must be delivered to the aforementioned faculty member within five calendar days of the initial meeting.
5. If the student admits to the charge of academic dishonesty, and the offense is his/her first offense, he/she will be asked to sign a statement consenting to the punishment imposed. Consent statements will be filed with the appropriate records in the Office of the Vice President for Academic Affairs. For first offenses, the punishment will be at the discretion of the instructor. If the student refuses to sign the consent form, the faculty member will proceed to the next step in the process.
6. The faculty member will notify the student whether or not the matter will be taken to the next step in the process within five calendar days of receiving from the student a written response to the charges. The student shall file his/her written response with the Office of the Vice President for Academic Affairs.
7. If the student does not respond within the time indicated, the faculty member must proceed to the next step in the process. If, upon receiving the written response, the faculty member does not accept the student's explanation, the faculty member is required to send the matter forward to the next level of review.

- a. If the case is a repeat offense, the faculty member is also required to send the matter forward to the next level of review.
- b. If the case is not a repeat offense and, upon receiving the written response the faculty member does not accept the student's explanation, the faculty member is required to send the matter forward to the next level of review.
7. Once the student has been duly notified of the charges, he/she will not be permitted to drop the course, but will continue as a student, completing and submitting all work required throughout the remainder of the semester.
8. The faculty member will notify the department chair and the Dean of his/her findings, and within five calendar days of the notification of the student, forward to the Dean a written explanation of the circumstances, along with copies of any pertinent evidence.
9. The Dean will review the explanation and any supporting evidence, and may at his or her discretion, interview the accused student and/or the faculty member for purposes of clarification and adherence to the University's Academic Dishonesty Policy. If the matter cannot be resolved at that level to the satisfaction of the faculty member bringing the charges, within five calendar days it will then be forwarded to the College's Academic Dishonesty Committee.
10. A five-member committee on academic dishonesty will be appointed by the respective Dean of each school at the beginning of the academic year. It will be comprised of three full-time tenured faculty, one exempt employee of the University, and one junior or senior level student. In the event that the alleged dishonesty occurred on the graduate level, the student member will be a graduate student. The Dean will appoint the chair of the committee. In order for its actions to be official, at least three members of the committee must be present when decisions are made. The verdict will be decided by the majority, in this case two votes of three. If four or more members are present, the majority shall be three or more votes.
11. A faculty member who has brought or is in the process of bringing charges against a student for academic dishonesty in the current academic year will not be eligible to serve on the committee. The Dean will appoint a replacement.
12. The committee will meet to review cases and to hear any testimony it considers relevant to the matter on dates requested by the Dean. At the meeting, the student will be allowed the opportunity to appear and respond to the charges and answer any additional questions from the committee. All proceedings will be electronically recorded, and the recording will be entered into the academic dishonesty records maintained in the Office of the Vice President for Academic Affairs. In the event of academic dishonesty allegedly occurring during summer sessions or during final work

at the conclusion of a semester, the alleged dishonesty charge will be reviewed during the committee's first meeting in the ensuing semester (fall or spring). In the interim, the student will receive a grade of "I."

13. The committee review shall be informal, with neither party represented by an advocate. Witnesses may be asked and/or permitted to make a statement to the committee if the committee is informed prior to the meeting. The meeting shall not be open to the public. If the student wishes, he or she may have an associate present for consultation purposes only. Lawyers, parents, or any form of professional advocate may not serve as an associate.

14. The committee shall meet privately at the close of the meeting to decide whether a majority believes a preponderance of evidence supports the allegation of falsification, cheating, or plagiarism.

15. If the allegation is sustained, the committee will also determine whether the standard minimum penalty of failure in the course shall be accompanied by an additional penalty or penalties. If the allegation is not sustained, the student is not guilty of violating the Academic Dishonesty Policy.

16. The records of the proceedings, both written and electronically recorded, are to be kept in the files on academic dishonesty maintained in Office of the Vice President for Academic Affairs.

17. The committee shall notify, in writing, the student, the instructor, and the Dean within five calendar days of having reached its decision. The decisions of the committee may be appealed on procedural grounds only. All appeals should be made to the Vice President for Academic Affairs, who will then have the following options:

- a. Affirm the decision and the penalty imposed by the committee;
- b. Affirm the decision, but amend the penalty; or
- c. Vacate the decision and order a new hearing with a different committee. After a careful review of the record of the proceedings, the Vice President for Academic Affairs will render the final decision of the University.

Academic Dismissal and Reinstatement

When a student is academically dismissed from WVSU, he/she is not eligible to register with any campus or program of the University. To become eligible for registration once again, he/she must complete the Application for Readmission prior to the desired date of reinstatement. Applications for Readmission must be filed by the following deadlines:

Fall Semester

April 1st - Students who have been out one or more semesters and want to return for the Fall Semester.

June 15th - Current semester students on dismissal at the end of the Spring Semester and want to return for the Fall Semester.

Spring Semester

November 1st - Students who have been out one or more semesters and want to return for the Spring Semester.

January 5th - Current semester students on dismissal at the end of the Fall Semester and want to return for the Spring Semester.

Applications received after the deadlines indicated above will be considered for the next session. Applications may be obtained online at http://www.wvstateu.edu/wvsu/media/Research/readmission_application.pdf, or by writing to the Office of the Registrar, West Virginia State University, P.O. Box 1000, Institute, WV, 25112.

A student wishing to transfer to another program at WVSU must wait until reinstatement has been granted before applying for admission to that program. WVSU will not normally grant reinstatement until at least one semester has elapsed from the time of the student's dismissal.

A student who is reinstated after academic dismissal will be on academic probation. The same conditions of probation may be imposed on any student who seeks admission by transfer from another university or college and whose record at the previous school warrants this action.

Any appeal concerning the regulation governing academic probation or academic dismissal shall be directed to the Office of the Provost and Vice President for Academic Affairs, which is empowered to grant relief in unusual cases if the circumstances warrant such action.

No student on academic probation is permitted to register for more than twelve (12) semester hours. The student on academic probation should carry twelve (12) academic semester hours in order to absolve academic probation in one semester. Students on probation are urged to work with a faculty advisor before registering in order to take full advantage of the exceptions and special provisions.

Appeal of a Grade Penalty for Academic Dishonesty

1. A student wishing to appeal a sanction for academic dishonesty should submit the appeal in writing to the chair of the instructor's department within 48 hours of receiving the statement of punishment.

2. Upon receipt of the written appeal, the department chair shall immediately notify the college dean and call a meeting with the faculty member and the student to review the matter. A written record of this meeting shall be filed with the dean.
3. If the student admits guilt in writing, and if the department chair and college dean agree that the instructor's recommended sanction(s) is commensurate with the offense, the issue may be resolved at this level. The dean should be informed of the action taken.
4. If the student denies guilt, or if the department chair, college dean, or student believes that the sanction recommended by the instructor is not commensurate with the offense, and thus no agreement can be reached, the case shall be immediately forwarded in writing to the Provost and Vice President for Academic Affairs.
5. The case may be resolved at the Provost's level, or, if the student requests it or the Provost believes it is warranted, the case may be forwarded to the Academic Appeals Committee within 24 hours.
 - a. The student and the faculty member shall each have the right to remove one person from the Academic Appeals Committee.
 - b. During the hearing process, the sanction may be held in temporary inactivity and the student permitted to remain in the classroom pending the outcome of the Committee's deliberations.
6. Within 48 hours of having received the case, the Academic Appeals Committee shall present to the instructor and student a written statement noting;
 - a. That a hearing will be held;
 - b. The time, date, and place of the hearing;
 - c. The names of the persons on the Academic Appeals Committee who will hear the case; and,
 - d. A declaration of the charges and the sanction that has been recommended.
7. The decision of the Academic Appeals Committee will be communicated directly to the instructor and the student involved within five days after the case has been received from the provost.
8. If the student is not satisfied with the decision, the student may appeal in writing to the President of the University, whose decision is final.

Misbehavior in an Academic Setting

An academic setting should be conducive to successful completion of academic activities and free of behavior that impairs their completion. The instructor assigned to a class is responsible for the class setting and has authority to take action when misbehavior occurs within that setting. When misbehavior occurs in an academic setting, it will be the goal of the University to repair the breach this behavior has caused in the academic community for the benefit of all concerned. When the breach cannot be repaired, or the misbehavior is sufficiently serious, the University may find it necessary to exclude the student from further participation in the class/academic activity or exclude the student from the University.

1. An academic setting is defined as any classroom, laboratory, studio, workshop, field placement, or other site where instruction or hands-on learning experiences are taking place.
2. Misbehavior is defined as instances that defy ordinary means of classroom control and includes, but is not limited to, those listed below:
 - a. Disorderly conduct: fights, assaults or battery, public disturbances including verbal abuse and/or profanity.
 - b. Destruction of institutional or placement agency property.
 - c. Disruption-interference with any institutional activity; interference with the rights of any member of the institutional community; injury or threats of injury to any member of the institutional community.
3. An instructor who encounters student misbehavior in an academic setting and who has a clear perception of danger emanating from this misbehavior should take steps to protect this and other students by calling the Public Safety Office to have the disorderly person removed.
 - a. If the person accused of misbehavior represents a clear and present danger in the academic setting, he/she should not be allowed to return to the class or the field experience and may be barred from campus, if necessary, until a determination of appropriate action has been made.
 - b. If the student accused of misbehavior does not represent a clear and present danger in the academic setting, he/she may be allowed to return to the class or field experience until there has been a determination of an appropriate response to the misbehavior.
4. The penalty imposed for misbehavior in an academic setting should be determined by the degree of seriousness of the episode and the circumstances that existed at the time. A determination of an appropriate response shall be made by the instructor in consultation with his/her department chair and college dean.

- a. Within 24 hours after the incident has occurred, the instructor shall submit to his/her department chair a complete written statement describing the event, the circumstances surrounding it, and the response that is recommended.
 - b. Upon receipt of the written document, the department chair shall immediately notify the college dean and call a meeting with the faculty member and the student to review the matter. A written record of this meeting shall be filed with the dean.
5. If the student admits to the misbehavior in writing, and if the department chair and college dean agree that the response recommended by the instructor is commensurate with the misbehavior, the issue may be resolved at this level, and the provost should receive information related to the action taken.
 6. If the student denies guilt, or if the department chair, college dean, or student believe that the sanction recommended by the instructor is not commensurate with the offense, the case shall be immediately forwarded in writing to the provost who will request through the Vice President for Enrollment Management and Student Affairs that the Student Court be assembled to hear the case.
 7. From this point the case, including appeals, will be adjudicated in accordance with the procedures of the Student Court.

Student Complaint Process

When a student encounters a problem on campus that he/she does not know how to resolve, he/she should always try to work the problem out by first discussing it with those involved. Dealing with concerns in the most direct and honest fashion should always be the first step toward resolution. Many problems are resolved when a student makes an appointment with a faculty or staff member and calmly and honestly communicates their concerns. Please visit <http://wvstateu.edu/Current-Students/Student-Complaint.aspx> to learn more about the student complaint process.

If, however, an issue or problem still exists, a student may initiate the formal complaint procedures at WVSU. All formal complaints must be put in writing using the official WVSU Student Complaint Form. This form is available at the Office of Enrollment Management and Student Affairs (130 Ferrell Hall), Student Activities Office (103 University Union), in Deans' offices, Vice Presidents' offices, and on the West Virginia State University website.

The complaint process is based upon the following definitions:

- **Formal Complaint:** A concern or formal charge of dissatisfaction with a person, service, or process that requires clarification, investigation, and/or resolution.

- **Level I Complaint:** A verbal complaint that is resolved. Level I complaints will not be tracked.
- **Level II Complaint:** A written complaint, based upon the formal complaint definition that requires a student's signature. If a form is submitted without a student's name, the complaint will not be considered. Level II complaints will be tracked by the appropriate Vice President to ensure an action has been taken.

• **Exclusions:** The Student Complaint Procedures do not apply to grade appeals, complaints of sexual harassment, or student to student complaints. Please refer to the Student Handbook (The Buzz) for procedures regarding these complaints. In addition, outcomes of grade and/or disciplinary appeal processes are not subject to further consideration through this process.

• **Instructions for Filing a Written Complaint:** Complete the Student Complaint Form and deliver it to the Office of Enrollment Management and Student Affairs. The Office of Enrollment Management and Student Affairs will acknowledge receipt of the complaint by signing and dating the complaint form, and providing a copy of the signed document to the student.

Steps to Filing a Written Complaint

1. Attempt to resolve the issue by speaking directly with the individual(s) or office(s) involved. If no resolution is reached, begin the formal complaint process by completing and submitting the WVSU Complaint Form to the Office of Enrollment Management and Student Affairs. The Complaint Form can be obtained:

- Online
- In the Office of the Vice Presidents
- In the Student Activities Office; and/or
- In Dean's Offices.

2. Complete the Student Complaint Form and deliver it to the Office of Enrollment Management and Student Affairs (130 Ferrell Hall). The Office of Enrollment Management and Student Affairs will sign and date the completed complaint form and provide you with a copy.

3. The complaint will be forwarded to the appropriate Vice President for resolution.

4. The final resolution or an update on the status of your complaint will be

communicated to you by the appropriate Vice President within ten business days using WVSU email.

5. A record of your complaint resolution(s) will be maintained in the office at which the complaint was resolved. For information regarding issues or concerns that are not covered by this process (such as issues of sexual harassment, grade appeals, student to student complaints, conduct matters, etc.) please refer to the [WVSU Student Handbook](#), and/or contact the [Offices of Enrollment Management and Student Affairs](#) or [Academic Affairs](#).

Further Steps for Fully Online Students

If a formal complaint is not resolved to the student's satisfaction, online students residing in State Authorization Reciprocity Agreement (SARA) states (currently all states but California) may appeal a decision on a complaint to the West Virginia Higher Education Policy Commission (WVHEPC), which operates as our SARA Portal Entity. To file an appeal, follow the WVHEPC complaint process at [WVHEPC Student Complaint Process](#). WVHEPC's decision on the appeal will be final.

Academic Standards and Progression Policies for Pre-Licensure BSN Students

The policies in this section relate to students enrolled in the Bachelor of Science in Nursing Program. The program reserves the right to withdraw or change policies in this handbook. Students impacted by changes will be notified of the changes.

Student Workload Policy

Students enrolled in the nursing program are discouraged from working over 20 hours per week if enrolled in 12 hours. Students may not work a shift immediately prior to reporting for clinical rotations.

Academic Advising and Registration

West Virginia State University Academic Advising West Virginia State University students are assigned an academic advisor who will assist them in meeting their academic goals. An advisor is often the first point of contact for students; therefore, the advisor should always demonstrate a willingness to help students to become a part of West Virginia State University's learning community and respond to any student questions or concerns.

What is Academic Advising?

An educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning (National Academic Advising Association, 2004).

What is the Mission of Advising?

The mission of advising is to foster the relationship between advisors and students as a critical component of the educational experience. Through advising, we empower students to develop and implement sound educational plans consistent with their personal values, goals and career plans and provide a supportive atmosphere which promotes student success. (National Academic Advising Association, 2005)

Each student, identified as a nursing major, will be assigned a full-time nursing faculty person who is responsible for advising the student related to academic registration and planning and problem resolution toward successful program completion. A record will be maintained in the nursing department regarding advising for the student. This record will allow the advisor to review discussions with the student and track progress throughout the program. The advisor will also provide oversight and counseling to the student regarding courses that are required or recommended based on the student's plan for progression. The advisor will serve as a mentor and consultant to provide direction regarding academic performance, registration, and completion of the program. The advisor can also function as an advocate in helping the student meet academic goals. Students that require additional counseling due to personal issues can be referred to the Counseling and Accessibility Services. Request for counseling due to personal reasons can only be approved through mutual agreement between the advisor and the student. The link is <http://www.wvstateu.edu/Current-Students/Counseling-and-Accessibility-Services.aspx>. The record will also record information regarding withdrawal from a course or dismissal from the program.

Students must periodically schedule conferences with their advisors prior to registration. Advisors assist students with many University-related matters, such as schedule planning, questions concerning degree programs, and academic procedures. Students can use MyDegree@State, the degree auditing system at the University, to prepare for the advising session. Students should meet with the advisor during the final semester to complete any required documents and review progress.

What does an academic advisor do?

An academic advisor will:

- Understand and communicate curriculum, degree mapping, requirements, policies, and procedures
- Listen to concerns and respect individual values and choices
- Support advisees in defining academic, career, and personal goals
- Assist in creating an educational plan that is consistent with those goals

- Discuss co-curricular activities and how they fit with professional goals
- Review academic performance
- Refer to campus resources
- Assist in registering for classes

At West Virginia State University, we strongly believe in empowering students to understand their own curriculum, learn the registration process, and seek assistance when needed.

What are the students' responsibilities?

A student will:

- Recognize that advising is a shared responsibility
- Learn and understand degree requirements, resources, policies, and procedures as appropriate
- Come to appointments prepared with questions and/or topics to discuss
- Monitor academic progress and take appropriate action in relation to non-academic responsibilities
- Use advising tools, such as DegreeWorks (degree audit), college websites, schedule of classes, and the college catalog to gather information and track academic progress
- Check My State account, webmail, and WVSU online courses regularly because this is a primary means of communication (e.g. email, announcements, and calendar)?
- Accept final responsibility for all decisions and actions

Credit Hours

Student must take a minimum of 12 hours to be considered full-time. Students SHOULD take 15 hours as part of 15 to Finish, WVSU's initiative to help students graduate in four years. Students cannot take more than 19 hours in the Fall/Spring Semester or more than 9 hours in the Summer semester without a cumulative GPA of 3.25 and the approval of the Dean of the College.

Please note

- Students on Promise Scholarships (and most other scholarships) MUST TAKE 15 HOURS to continue to be eligible for their funding
- Students on Academic Probation must take no more than 4 classes in the Fall/Spring (12-14 hours) and 1 class in the Summer (3 hours).

□ Students on Financial Aid Probation must take classes that count Gen Ed or Major requirements.

Transfer Students Transfer students often question why courses from their previous institution did not count toward credits on our curriculum. Department Chairs have the ultimate decision on courses related to the major. Transfer students should see the Department Chair for an evaluation of transfer credits related to their major. For General Education courses, students should be referred to the Registrar's office where they will review course descriptions in their transfer system and evaluate if courses meet WVSU's General Education requirements. Transfer students are not required to take first year seminar.

Admission Policy into WV State University and Policy for Withdrawal, Grade Appeal, and Placement Scores, and Discretionary Academic Forgiveness can be located in the West Virginia State University Student Handbook or Undergraduate Catalog.

Appeal of Final Grades

A student who believes that the final grade as posted for a particular class does not accurately reflect the student's performance, as determined by the grading procedure outlined on the class syllabus, he/she may wish to appeal the final grade. Prior to an official appeal of the grade, however, it is advisable for the student to ask the instructor to review his or her record of performance to determine whether the grade was accurately assigned. If it is determined that an error has occurred, the instructor can have the grade corrected by completing and processing a Special Grade Report for submission to the Registration and Records Office. Oral discussions regarding possible errors often resolve the student's questions and are not considered official appeals of final grades. If the student still believes the final grade is in error after an informal review of the record, an official appeal of the final grade may be initiated. The student should monitor the appeal process at all stages, taking careful note of all deadlines as the appeal moves forward.

I. A student initiates an official appeal of a final grade by obtaining a Final Grade Appeal Form from the office of the college dean, completing and signing the form, and submitting it to the instructor through the office of the department in which the grade was awarded. The instructor will sign the form and a copy will be retained in the department office for the record while the first stage of the appeal is proceeding. This appeal must be initiated within the first 30 days after the first day of classes of the next regularly scheduled semester.

The instructor must respond to the Final Grade Appeal Form with a decision within five business days of receiving it.

A. If the appeal is granted:

1. The instructor indicates the reason(s) for the change on the Final Grade Appeal Form, signs and submits the form to the department office.

2. The instructor initiates a Special Grade Report to complete the official change of grade in the student's record.

B. If the appeal is not granted:

1. The instructor indicates the reasons(s) for denying the appeal on the Final Grade Appeal Form and submits the form to the student as well as the department office. At this point, the student's reason(s) for appeal and the instructor's reason(s) for agreement or denial have been stated on the Final Grade Appeal Form. No new written material may be added by either the student or the instructor beyond this point except at the request of those hearing an appeal.

2. The student may appeal the instructor's decision by forwarding the Final Grade Appeal Form to the department chair no later than five business days following receipt of the Final Grade Appeal Form with the instructor's decision.

3. Upon receiving the Final Grade Appeal Form, the department chair should attempt to resolve the matter. The department chair may base the decision on the documentation provided on the Final Grade Appeal Form or he/she may choose to gather additional information from the student, the instructor, or other relevant sources. The Final Grade Appeal Form with the chair's decision should be returned to the student within five business days after the form has been submitted by the student to the department chair. A copy will be retained in the department office.

4. If there is not a satisfactory resolution of the matter at the department chair level, the student may forward the Final Grade Appeal Form with the chair's decision to the college dean no later than five business days after receiving the chair's decision.

5. The college dean may (a) decide the case directly based on the documentation provided on the Final Grade Appeal Form, (b) choose to gather additional information from the student, the instructor, or other relevant sources, or (c) request the Academic Appeals Committee (AAC) to hear the case and submit an advisory opinion on the appeal.

6. If the case is referred to the AAC for an advisory opinion, the college dean must refer the case to the committee within five business days after receiving the appeal. The AAC in turn must convene to hear the case within five business days after receiving appeal from the college dean.

a. The instructor and the student have the opportunity to present their reasoning at a hearing before the committee.

b. Each party may be accompanied by an advisor of choice from the institution. Such an advisor may consult with but may not speak on behalf of the student or faculty member or otherwise participate in the proceedings, unless given specific permission to do so by the AAC Chair.

c. Within five business days after the hearing, the AAC must convey its advisory opinion on the Final Grade Appeal Form to the college dean.

7. Within five business days of receiving the appeal from the student, or if the appeal is referred to the AAC within five days of receiving the advisory opinion from the AAC, the college dean will forward the determination of the dean or the AAC, as the case may be, to the Provost and Vice President for Academic Affairs on the Final Grade Appeal Form.

8. Within five business days of receiving the Final Grade Appeal Form the Provost and Vice President for Academic Affairs will either affirm or deny the determination as sent, record the reason(s) for his/her decision on the Final Grade Appeal Form, and return the form to the college dean. The Final Grade Appeal Form will constitute a full record of the action on the student's appeal.

9. If the appeal is granted, the college dean initiates a Special Grade Report to change the grade officially in the student's record.

10. The college dean distributes copies of the Final Grade Appeal Form to all parties.

11. The decision of the Provost and Vice President for Academic Affairs is final.

II. In cases involving a faculty member who has left the University, either permanently or for an extended leave of absence, the procedure is the following:

a. It is the responsibility of the student to submit the Final Grade Appeal Form to the department chair within 30 days after having received the final grade.

b. The department chair will base his/her decision on all relevant documentation available, including grade books and syllabi, and may consult with any parties who may be able to supply additional information.

c. Within ten business days after receiving the appeal, the department chair must inform the student, in writing, of the decision reached.

d. If there is not a satisfactory resolution of the issue at this stage, the student should follow the procedures stated earlier, beginning with B- 4.

Finality of Grades: The awarding of a degree is based on grades of record at the time the degree is awarded. Therefore, once a student has been awarded a baccalaureate or master's degree by the University all grades used to award the degree are final and may no longer be appealed or changed.

Student Advising Feedback Form

The Student Advising Feedback Form is a way for students to provide feedback on their advising experience. It is important for us to understand our advising strengths and areas needing improvement. Please provide students with a copy and have them complete and put in advising boxes located on each departmental floor. The students may also obtain and complete the feedback form located on the College of Professional Studies webpage.

Works Cited for Advising Section:

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http://www.brown.edu/Administration/Dean_of_the_College/faculty/documents/Advising-Best-Practices-2013.pdf

Referral Information

Students often ask questions that are not related to academic advising. The following list provides information related to various offices on campus:

Accuplacer Office

W108 (1st floor, beside elevator).

Office of Career Services and Cooperative Education W216, (304) 766-3250, careerserv@wvstateu.edu

Send students to this office for career planning, job searches, and CLEP or DSST tests (tests for College Level Credit).

Financial Aid

125 Ferrell Hall, (304) 204-4639, fadocs@wvstateu.edu

Send students here for questions about financial aid, FAFSA, scholarship requirements, and work study.

Cashier's Office

117 Ferrell Hall, (304) 766-3141, cashier@wvstateu.edu

Send students here for financial holds on accounts, parking passes, parking tickets, billing questions.

Counseling and Accessibility Services

125 Sullivan Hall East, (304) 766-3168, toledoke@wvstateu.edu

Send students here for academic assistance, disability services, mental health services, and Ombudsperson services (discrimination/harassment complaints).

Registration and Records

128 Ferrell Hall, (304) 766-4146

Send students here for registration holds on records, transfer credit questions, adding/dropping courses after add/drop deadline, and withdrawals.

Honors Program

The Honors Program at WVSU offers enriched academic opportunities for students with high academic achievements. This program shall identify, recruit, and offer students with academic challenges to enhance their skills and creativity. Admission Requirements are: First-time Freshman must have a 3.50 GPA, Composite ACT of 26 or higher, and Letter of application. Existing WVSU/Transfer Students must have 12-35 credit hours completed, 3.50 GPA, and Letter of Application.

Promotion/Progression Within the BSN Program

Progression within the nursing program requires the student to be able to maintain the following:

1. A cumulative GPA of a 2.5 or higher is required for all nursing students. If a student falls below a 2.5 cumulative GPA, then that student will be placed on probation and given one semester to increase the GPA to 2.5 or higher. If the student's GPA remains below a cumulative 2.5, then the student will be dismissed from the nursing program. If a student is enrolled in summer courses, that will not count towards the semester probationary period but those courses can count towards increasing the cumulative GPA. Any student unable to progress into the sophomore semester after admission approval due to cumulative GPA requirements, will have to reapply for admission into the nursing program.
2. If a student fails to obtain a "C" in a nursing course, the student will be permitted to enroll in the same course as soon as it is offered. If at the end of the semester in which the student is repeating the failed nursing course the student does not achieve the required 2.5 overall GPA, the student will not be able to continue in the Nursing Program until required 2.5 GPA is achieved. If the student obtains less than a "C" in the repeated course, the student will be dismissed from the program.
3. Students at risk for non-progression due to grades less than "C" in any course or any test/quiz or assignment scores less than 78% will be referred to course faculty and/or the academic advisor on a scheduled routine. Students can also be referred to the **Retention and Student Success Center** and **Counseling and Accessibility Services (CAS)**. Student learning needs will be evaluated to improve academic outcomes.

4. Students will not be permitted to take a nursing course at another institution and transfer in to replace a failed nursing course.
5. Students will not be allowed to have greater than a one semester gap between nursing courses to continue progression within the program.
6. A grade of “C” or better in all courses required within the major (i.e., Biology 120, 241; Chemistry 101; General Psychology 151; G ED 101; Math 119E (pre-requisite for Math 120 if ACT or SAT scores do not meet university standards) and Math 120 (must be completed to graduate from the nursing program). Students will not progress into a nursing course if a grade of less than “C” is earned in a pre-requisite nursing or non-nursing course.
7. Earn an absolute progression grade of 78% or higher on testing in all nursing courses and earn an absolute final grade of 78% or higher. (See Grading Progression Policy)
8. Earn a “Pass” grade for clinical performance in each clinical component of a nursing course.
9. A nursing student may repeat one nursing course during the program.
10. Any student demonstrating unsafe or negligent care will be dismissed from the program.
11. Students may apply for a leave of absence for non-academic matters. The student must make the request in writing and notify the academic advisor as soon as possible.
12. Students will be denied entry into any course with a required pre-requisite that has not been completed prior to enrollment in that semester.
13. If a student earns less than a “C” average on exams (78%), a final “D” or “F” grade will be taken from exam grades only and not include assignment grades.
14. Students who decide to withdraw from any course, nursing or non-nursing, must meet with the academic advisor to develop a plan and discuss options regarding withdrawal. Student will be provided with the consequences of withdrawal including, but not limited to, delay in completion of the program, impact on full/part time status, or inability to complete the nursing program within suggested timeframe.
15. All students will be required to take HESI exams throughout the program. Further detail is listed below regarding entrance, exit, and remediation policies.
16. HESI entrance test: The student is responsible to pay for the HESI A2 entrance exam. The HESI A2 may be taken two times per twelve months to achieve the minimum 75% score required. The second attempt must be at least 30 days after the initial exam, regardless of where the test is taken. No more than two attempts are allowed in a twelve-month period. Results of the exam are good for 24 months.
17. HESI Conversion Exams/Remediation: A student will have to remediate if the score on any HESI exam is below 75 % for the conversion score. Remediation will include Elsevier Adaptive Quizzing and Evolve case studies. Students may also be required to submit Evolve practice quizzes for requirements towards remediation. HESI exams can be 10%-20% of the final course grade. The determination of the allotted amount for the HESI Specialty Exam Version II will be made by the course coordinator.

HESI Specialty Exams will be given for the following courses:

| | |
|----------|--|
| NURS 202 | |
| NURS 301 | |
| NURS 303 | |

| | |
|----------|--|
| NURS 305 | |
| NURS 318 | |
| NURS 405 | |
| NURS 407 | |
| NURS 409 | |

18. HESI exit exam: The HESI exit exam will be given during NURS 409 with remediation if required.

Grading Scale for Nursing Courses

The grading scale for nursing courses (NURS) will be included in each course syllabus. The scale will be as follows:

A = 92 – 100 B = 83 – 91 C = 78 – 82 D = 67 – 77 F = 66 or below

Grading Progression Policy

Performance in clinical courses will be entered as “Pass” or “Fail”. In order to “Pass” a clinical course, the student must demonstrate satisfactory performance in the competencies identified in the course syllabus. If a student does not meet the competencies as outlined in the course syllabus, then the student will earn a grade of “Fail” for the corresponding nursing course.

I. Summative Evaluation of Student Performance

A. For each nursing course, the student must attain a total composite grade of 78% (minimal competency of a “C” grade as defined by policy) on all examinations in order to progress to subsequent courses. Each nursing course will use the following criterion for determining course grades: Course Exams: Course grade to be derived from written unit examinations; Exam scores will be used to determine the grade for progression prior to the calculation of all other remaining grades for the course. Once the student achieves a satisfactory total average of 78% on exams, then written assignments, quizzes and attendance/participation (if included in the faculty’s grading plan) will be considered to determine the student’s final grade for the course. Written assignments can include (but are not limited to) professional papers, care plans, case studies, presentations, and any other work that the faculty utilizes to support course objectives/outcomes. Classroom activities and assignments will be evaluated using assessment tools, which can include a written assignment, group activity, or presentation rubric.

Course Exams: Students must be present for exams as scheduled. Students not present when an exam is administered, will be given an alternate exam. Students must notify the faculty if they plan on being absent during the exam and if that they need to set up an alternate exam test date. Alternate exams will only be offered within the first 5 days after the scheduled exam. Students who are not present for a scheduled exam because of their involvement in a college related

activity will either take the exam earlier than the scheduled date or will receive the grade earned on the alternate form only if it is taken within the first 5 days following the scheduled exam.

Clinical Performance (minimal competency is defined as “Pass” in a Pass/Fail Evaluation)

1. Clinical performance competencies are established for each nursing course that includes a clinical component. Students will receive written and verbal evaluations regarding progression in the clinical component. Any deficiencies in clinical performance will be documented in writing by the course faculty and discussed with the student.

2. In order to earn a “P” or “Pass” for clinical performance in a nursing course containing a clinical component, the student must achieve and demonstrate *satisfactory* performance in all critical competencies for that course as defined in the course syllabus.

3. Students who do not successfully meet the above criteria will earn an “F” or “fail” and will not progress within the major; a grade of “F” will be reported for the course that includes a theory portion if the clinical component is not successfully completed.

II. **Formative Evaluation of Student Performance**

A. Faculty designates assignments in each nursing course that provide on-going formative evaluation of student progress. These assignments include, but are not limited to, classroom exercises, classroom participation, quizzes, written assignments, and assignments associated with clinical experiences (both preclinical and post-clinical work).

B. Faculty reserves the right to not accept late written work (with the student earning a “0”); to impose late penalties on graded assignments; or to record a grade of zero (“0”) on any in-class written work when the student is absent.

III. **Grade Reporting and Grade Appeal** (see Grading Policies and Procedures in West Virginia State University’s Student Handbook and West Virginia State University’s Nursing Student Handbook).

Graduation Requirements

Graduation requirements include that the student must earn a grade of C or higher in all required support courses, have a minimum of a 2.5 cumulative GPA, and must pass (or meet remediation requirements) for HESI Exit comprehensive examination (HESI score of 800 on exit exam) in NURS 409 with completion of remediation in NURS 410. University policies and student code of conduct are located in the West Virginia State University Student Handbook. These policies will be adhered to by students enrolled in the nursing program.

Graduation with Honors for Undergraduate Program

(See Recognition of Scholarship in West Virginia State University Undergraduate Catalog)

The University wishes to encourage and recognize students who demonstrate achievement of high academic standards. The possibility of membership in academic honorary societies is mentioned elsewhere in this catalog. Other forms of recognition include the Dean's List and Graduation with Honors.

Assessment of Student Learning

At West Virginia State University, assessment of student learning is an integral part of learning and teaching effectiveness. Students are major participants in the assessment process and should actively contribute to West Virginia State University's comprehensive assessment program at the classroom, program and institutional levels. Student involvement in assessment activities begins upon initial enrollment and systematically continues through the student's graduation. Students must demonstrate competencies in general education, specifically the Eight Common Learning Experiences that form the foundation of the general education curriculum. As a culminating experience, baccalaureate programs at West Virginia State University require that graduating students complete a senior capstone course in which students are expected to demonstrate their competencies in both program- and institutional-level academic goals and objectives through a variety of methods appropriate to the given discipline (e.g. portfolios, standardized exams, surveys, senior projects). The results of this ongoing assessment help improve the quality of student learning and of academic programs.

Clinical Information and Policies

Students will be required to participate in various health care settings including, but not limited to, hospitals, skilled nursing facility, mental health facility, and community health centers. Clinical settings will be based in the Charleston and surrounding areas.

Clinical experiences can be scheduled on various days and times. Students must provide their own transportation to the clinical sites. Students will be required to complete any clinical orientation for clinical sites.

If a student is injured during the clinical rotation or while on campus for a clinical experience, the student can be treated at the on campus health facility or provider of choice. It will remain the student's responsibility to pay for any services for health care. The student should submit an incident report as soon as possible after the event. The faculty will review the report and document the outcome. The incident report can be located under Appendix A.

Uniforms:

Students are required to wear the West Virginia State University Nursing Uniform and white lab coat with patch and emblem. The uniform is available through Charleston Department Store and includes a white Cherokee scrub top with black/gold ribbon around sleeve and black scrub pants. The white lab coat is a Cherokee brand.

The patch is available at Charleston Department Store and alterations will be included in the cost of the uniform. The patch must be sewn 2 inches from the left shoulder seam on the lab coat and scrub top.

Shoes must have an enclosed toe and low heel. Students are not allowed to wear clogs unless there is a medical necessity and you have permission in writing from your provider. Shoes must be all white and leather/leather like. Socks must be white or black. Uniform dresses are permitted and must follow the above requirements for patches. The uniform dress can be white and the student must wear hosiery that is covering the leg. The student will not be allowed to wear socks with a uniform dress. Appropriate undergarments must be worn and not detectable through the uniform. Students will wear pressed slacks and dress shirt/dress during clinical pre-planning. The white lab coat must be worn over the clothing during pre-planning.

The student must wear name tag or badge at all times while in the clinical setting. Student should avoid wearing cologne or perfume in the clinical setting.

Regulations regarding professional appearance:

1. Hair should be pulled back from the face and secured with a fastener if longer than shoulder length. Beards and mustaches must be trimmed.
2. The following are permitted jewelry.
 - a. You are permitted to wear a watch and engagement/wedding band.
 - b. Earrings should be small.
3. Piercings/tattoos
 - a. Tattoos must be covered (as much as possible) during the clinical rotation.
 - b. All piercings must be removed before the clinical rotation (excluding the small earrings as noted above in the ears).
4. Fingernails
 - a. Fingernails should be clean and short/medium length.
 - b. Nail polish (if worn) should be free of chips.
 - c. No artificial nails are allowed.
5. Personal hygiene
 - a. Student should maintain good personal hygiene at all times while in the classroom or clinical setting which includes dental hygiene and use of deodorants/antiperspirants.
 - b. Hair should be clean and neat.
 - c. Hair should be a natural human color and free from other dye colors.

Exposure to Blood and Body Fluids

Students who have been exposed to blood or body fluid through needle stick or other injury during the clinical or classroom experience are required to immediately report to the offsite employee health center. If onsite the student should report to the Family Care Center or provider of choice for further evaluation. The student should then complete an incident report as soon as

possible. An exposure is defined as injury with contaminated sharp object including a needle, scalpel, or other sharp object. Exposure can also include spills, splatter, or splashing into the mucous membranes. If the student has an exposure to blood and/or body fluids, the student should wash the site with soap and water immediately, notify the faculty (preceptor), and seek further evaluation. If the exposure involves the eyes, irrigate the eyes with clean water or saline immediately, notify the faculty (preceptor), and seek further evaluation.

Students should adhere to the policy and procedure of the agency where exposure occurred. The student must notify the Director of Nursing within 24 hours of the incident and on-site faculty/preceptor immediately after exposure. The student should have the following completed after exposure at their own cost:

- a. Blood sample for HBV, HCV, and HIV titers.
- b. Follow up testing at 3 months, 6 months, and 1 year using standard protocol of the Elisa and/or the Western Blot tests.
- c. The agency will follow up with the client for testing related to HBV, HCV, and HIV.

The student can waive the follow up requirements for treatment and testing. The student must submit the waiver to the Director of Nursing noting the acceptance of responsibility for not adhering to recommended screening and/or treatment. The waiver document is located in the Appendix D.

HIPAA Training Requirements

Students enrolled in the West Virginia State University Nursing Program must complete HIPAA training prior to the start of the clinical experience. This training will be provided by the Department of Nursing during the fall semester of the first clinical rotation.

Attendance

Attendance in the classroom, simulation/skills lab, and outside clinical experience is required to meet the course requirements, objectives, and student learning outcomes. Excessive absences can result in failure of the course. If student expects a prolonged absence, the student will notify the faculty and Director of Nursing. The faculty and Director of Nursing will document the request for absence and make determination of plan for progression at that time.

Student must notify faculty of any missed laboratory or clinical session prior to the start of the experience. Lab and clinical absence requires make-up. Make-up assignments will be determined by the faculty. There are limitations in the ability to make-up clinical experiences outside of the on-campus lab. Student must be successful on the completion of the assigned clinical or laboratory make-up assignment in order to pass the course. Students are responsible for all content missed due to absence and are expected to take the initiative to communicate with instructors to plan the best approach to access this content.

Any graded in-classroom assignment missed due to absence will not be made up and a grade of “0” will be recorded. Students must be present for quizzes or exams as scheduled. Students who are not present at the time the exam is scheduled will be given an alternate form of the exam. Students who are not present for a scheduled exam because of their involvement in a college related activity will take the exam earlier than the scheduled date. If a student is late for an exam, the student may take that exam if no student has left the testing area. If a student is late for an exam and a class member has left the testing area, the late student forfeits that testing opportunity.

Inclement Weather/School Closing

Students should refer to local television and radio stations to determine weather conditions and possible closures of West Virginia State University. Class or skills/simulation experiences can be cancelled at the discretion of the faculty.

Clinical experience may be cancelled or delayed due to weather conditions. When Kanawha County public schools (or county where clinical experience is scheduled) announce school closure, clinical experiences for outside agencies will be on a two-hour delay. Clinical experiences will not be delayed to cold temperatures. Students must evaluate road conditions and notify clinical faculty of any unsafe travel possibilities. Clinical faculty will make the decision to cancel, allow early release, or recommend students stay at the facility due to weather conditions. The clinical faculty reserves the right to assign alternative clinical experience assignments if weather conditions lead to a missed clinical day.

Selection & Evaluation of Agencies for Clinical Experience

A variety of clinical agencies and community venues in both rural and urban settings are selected by the Department of Nursing to provide clinical practice in primary, secondary, and tertiary settings. Clinical sites are chosen based on the course requirements and specific criteria to promote student learning, safety, and professionalism. The partnership between the clinical agency and the university may be formalized through a contract or letter of commitment.

Clinical learning is affected not only by direct clinical instruction, but also by the setting, climate, philosophy, client population, and receptiveness of the agency to accommodate nursing students. To facilitate faculty in maintaining control of the learning experience, the Department of Nursing determines suitability of the clinical site by using designated criteria for initial selection and on-going evaluation of the sites.

Procedure:

I. Selection criteria –

The agency must be accredited or approved by the appropriate body.
Philosophy of nursing program is consistent with the philosophy of the agency.
Sufficient numbers of qualified nursing staff or preceptors
Clinical Agency Contract in place or can be obtained
Offers students opportunities to meet course outcomes
Realistic distance for student/faculty travel
Level of care appropriate for level of student
Appropriate patient census to enable fulfillment of course objectives.
Welcoming to students and acceptance that the student is in the role of learner.
Resources are available for students to park and keep essential belongings.

II. Contracts – Formalization of the university/agency relationship pertinent to the clinical learning experience occurs through written contract or letter of commitment. Contracts between the university and the clinical agency will be renewed annually. The Director of Nursing will be responsible to track the clinical agency contracts. Clinical sites will be reevaluated after each clinical experience by faculty and students using the site. Clinical sites that do not meet the criteria will be dropped from the list of active clinical sites. Reevaluation of those sites can be initiated if circumstances change at the clinical agency.

III. On-Going Evaluation – The clinical agency will be evaluated each semester by the faculty and students enrolled in a clinical course at that facility. The Director of Nursing will be responsible for the evaluation process of the clinical agency. The “**Clinical Agency Evaluation by Faculty**” will be completed by clinical faculty after a clinical course has finished. The “**Agency Evaluation by Students**” form will be completed by students after a clinical course has finished. These documents and recommendations will be submitted to the Director of Nursing and nursing faculty for review.

Evaluation of Nursing Program by Clinical Agencies

Policy: Clinical agencies utilized by the West Virginia State University Department of Nursing will evaluate the effectiveness of the clinical experiences and the relationship of the department faculty and students with agency personnel.

This feedback will allow the Director of Nursing and faculty the opportunity to receive feedback on the clinical experience and evaluate recommendations for improvement in the collaboration with the clinical site.

Procedure:

I. Upon the conclusion of the semester, clinical faculty working at a clinical agency site will provide an evaluation for the nursing administrator or nursing manager of the unit. The clinical faculty will then provide the “**Evaluation by Clinical Agency**” form to the appropriate administrator.

II. The completed “**Evaluation by Clinical Agency**” form is returned to the Director of Nursing who will review and then submit to the faculty committee for curriculum.

Appendix A
Health Forms and Clinical Documentation

Checklist of Document Submission Requirements

This checklist is for your use only and is not to be returned to the Department of Nursing after acceptance into the nursing program.

- The background check should be obtained through _____
- The drug screen should be obtained through _____.

Immunization requirements: These immunizations must be documented and titers for MMR, Varicella, and Hepatitis must be obtained prior to enrollment in clinical.

- Measles (Rubeola), Mumps, and Rubella (MMR) Immunization (include records and dates for documentation).
 - Measles (rubeola) IgG Titer Results (Print lab results and date of titer)
 - Mumps IgG Titer Results (Print lab results and date of titer)
 - Rubella IgG Titer Results (Print lab results and date of titer)
- Varicella (Chicken Pox) (include records and dates for documentation)
 - Varicella IgG Titer Results (Print lab results and date of titer)
- Hepatitis B Immunization (include records and dates for documentation)
 - Hepatitis B Titer Results (Print lab results and date of titer)
- Tetanus, Diphtheria, and Pertussis (Tdap and Dtap) (include records and dates for documentation)

Additional requirements for clinical experiences.

- PPD (complete the nursing department's form and include records demonstrating a one-time 2 step testing process for the PPD). The one step PPD is due yearly between July and August.
- If PPD is positive, documentation required of a chest x-ray and physical examination by provider.
- Influenza vaccination (student must provide documentation of a yearly influenza vaccination by November 1 during enrollment in the nursing program).
- Documentation of CPR card as noted in the student handbook. This must be verified yearly during enrollment in the nursing program.
- Student annual physical examination report by primary care provider. You must submit the form provided through the WVSU Nursing Department.

Student Annual Physical Examination/Report of Health Status Form

Student's Name: _____

TO THE MEDICAL PROVIDER: Following your examination of the person indicated above, please read each statement below, and initial inside the boxes beside each of the statements to indicate your agreement with the statements. **ALL LINES (A-H) MUST BE INITIALED FOR STUDENT TO ATTEND CLINICALS.**

Students must meet core performance standards for admission and progression as follows:

- ___A. Critical thinking ability sufficient for clinical judgment.
- ___B. Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- ___C. Communication abilities sufficient for interaction with others in verbal and written form.
- ___D. Physical abilities sufficient to move from room to room and maneuver in small places.
- ___E. Gross and fine motor abilities sufficient to provide safe and effective nursing care.
- ___F. Auditory ability sufficient for observation and assessment necessary in nursing care.
- ___G. Visual ability sufficient for observation and assessment necessary in nursing care.
- ___H. Tactile ability sufficient for physical assessment.

I have examined the student named above and found the patient to be physically and emotionally fit, free of communicable diseases and able to meet the core performance standards listed above.

Health Care Provider's Signature (Please include credentials. Medical Provider must be person legally authorized to clear student for clinical experiences/clinical rotations (For example, APRN, MD, DO, PA-C).

_____/Date_____

Health Care Provider's Name (Please Print): _____

Address: _____

Telephone: (_____) - ____ - ____ Fax: (_____) - ____ - ____

Provider Initials There is not historical, physical or laboratory evidence which indicates the student is unable to perform in clinical rotations as part of their education process.

West Virginia State University Nursing Department

Hepatitis B Vaccination Waiver and Release Form

The hepatitis B virus (HBV) is a serious occupational risk in the nursing profession. Contact with blood and other body fluids from infected persons is the major cause of hepatitis B virus infection in nurses. In addition to infection control and needle precautions, West Virginia State University's Nursing Program and our clinical partners requires that all nursing students be vaccinated against the hepatitis B virus. Students receiving the vaccination series must provide proof of the vaccination series. A signed release form must be provided annually to West Virginia State University's Nursing Program from students electing not to receive the vaccine or do not have immunity.

I understand that exposure to blood or other potentially infectious materials may put me at risk of acquiring hepatitis B virus (HBV) infection. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease.

Signature: _____

Print Name: _____

Date: _____

A#: _____

**West Virginia State University
Nursing Department
Medical Exemption Form**

If you have incomplete or missing immunizations and your provider has recommended you do not receive additional immunizations, then please have this form filled out and signed by your provider.

This form is approved by the West Virginia State University's Nursing Department for documentation of incomplete or missing immunizations. Although you have presented this form for documentation, it is still possible that you may not meet the clinical site's immunization requirements. The clinical site has ultimate authority in your ability to participate in clinical rotations if you have not completed or provide documentation of required immunizations.

The following student: _____ is medically unable to receive the following required immunizations:

_____ OR in my medical opinion, the following student _____

should not receive any additional immunizations for _____ for

the following

reason(s): _____

Health Care Provider's Signature (Please include credentials. Medical Provider must be person legally authorized to clear student for clinical experiences/clinical rotations (For example, APRN, MD, DO, PA-C).

_____/Date _____

Health Care Provider's Name (Please Print): _____

Address: _____

Telephone: (_____) - ____ - ____ Fax: (_____) - ____ - ____

**West Virginia State University
Nursing Department
Record of Immunizations and Titters**

Please indicate the dates when various immunizations and the antibody titer testing requirements below have been met. If your provider recommends that you do not have the additional immunizations, then please have the primary provider complete the Medical Exemption document. Your primary medical care provider must include a written explanation for the Medical Exemption, if any, in the applicable section on this form. If your immunizations are being repeated, then your primary health provider needs to provide documentation of implementation and/or completion of the immunization and you will need to complete the School's "Release of Liability Form for Non-Immune Students.

IMPORTANT NOTE: Please attach a copy of your immunization records to this form prior to presenting to your primary health care provider. Please include the results of the 5 titers to this document. Your primary medical provider will need to order the 5 titers if you have not had them completed. This document needs to be completed with the Student Annual Physical Examination/Report of Health Status Form.

The five (5) required Titters include: 1. Rubeola (Measles) IgG Titer 2. Mumps IgG Titer 3. Rubella IgG Titer 4. Varicella IgG Titer 5. Anti-HBs (Hepatitis B) Titer

| Measles, Mumps, and rubella (MMR) | Date Completed |
|--|---|
| 1 st MMR (obtained after 1 st birthday) | ___/___/___ |
| 2 nd MMR (obtained at least 4 weeks after 1 st dose) | ___/___/___ |
| Rubella IgG Titer | Immune/Not immune/Equivocal ___/___/___ |
| Measles (Rubeola) IgG Titer | Immune/Not immune/Equivocal ___/___/___ |
| Mumps IgG Titer | Immune/Not immune/Equivocal ___/___/___ |

If negative (non-reactive) or equivocal (inconclusive results) you must complete the Negative-Equivocal Titer form.

| Diphtheria, Tetanus, Pertussis (Dtap, Tdap) | Date Completed |
|--|-----------------------|
| 1 st Dtap | ___/___/___ |
| 2 nd Dtap | ___/___/___ |
| 3 rd Dtap | ___/___/___ |
| 4 th Dtap (childhood only) | ___/___/___ |
| Tdap or booster if Tdap has been received in the past. Must have booster every 10 years for tetanus (Td) | ___/___/___ |

Varicella (Chicken Pox)**Date Completed:**

| | |
|---|---|
| 1 st Varicella | ___/___/___ |
| 2 nd Varicella | ___/___/___ |
| Varicella IgG Titer | Immune/Not immune/Equivocal ___/___/___ |
| History of Disease (still requires titer) | ___/___/___ |

If negative (non-reactive) or equivocal (inconclusive results) you must complete the Negative-Equivocal Titer form.

Hepatitis B**Date Completed:**

| | |
|-----------------------------|---|
| 1 st Hepatitis B | ___/___/___ |
| 2 nd Hepatitis B | ___/___/___ |
| 3 rd Hepatitis B | ___/___/___ |
| Anti-HBs Titer | Immune/Not immune/Equivocal ___/___/___ |

If negative (non-reactive) or equivocal (inconclusive results) you must complete the Negative-Equivocal Titer form.

Any additional vaccinations received Vaccine Date (month, day, year)

| | |
|--|--|
| | |
| | |
| | |
| | |

Certification of Results

I certify that the information herein is complete and correct to the best of my knowledge.
 Health Care Provider's Signature (Please include credentials. Medical Provider must be person legally authorized to clear student for clinical experiences/clinical rotations (For example, APRN, MD, DO, PA-C).

_____/Date_____

Health Care Provider's Name (Please Print): _____

Name of Agency: _____

Address: _____

Telephone: (_____) - ____ - ____ Fax: (_____) - ____ - ____

Annual Tuberculosis (PPD) Screening

Student's Name: _____

Please check one:

____ New admission to program

____ Returning student

Please complete part 1 prior to seeing your primary care provider.

Part 1: Today's Date: _____

1. Have you ever had a skin test for tuberculosis (PPD)? Yes__ or No__
 If yes, when was your most recent test? Date ____
 What was the result? Negative __ or Positive __
2. If your TB test result was positive, what is the date of your most recent chest x-ray?
 a. Date: _____ What was the result of the x-ray? _____
3. Have you ever been treated for a positive TB test result? Yes__ or No __
 a. If so, what medication were you given?

 b. When were you treated? _____
4. Have you ever had a BCG vaccine?
5. Do you currently have any of the following symptoms?
 a. Productive or persistent cough (over 2 weeks' duration) Yes__ or No__
 b. Night sweats Yes__ or No__
 c. Fever Yes__ or No__
 d. Weight loss Yes__ or No__
 e. Loss of appetite Yes__ or No__

Part 2

To be completed by the medical provider. If the student has had a positive PPD in the past or recently, a chest x-ray is required.

| | | |
|---|---|----------------|
| Chest xray (please submit copy of results. | Normal__ or Abnormal__ | Date: __/__/__ |
| Quantiferon Gold blood test (submit copy of results) | Positive__ Neg ____ Indeterminate ____ | Date: __/__/__ |
| TB treatment currently in process or previously treated. | Yes__ or No_ If yes, please provide a copy of the plan of treatment and date of completion. Treating provider: _____ | Date: __/__/__ |

The student identified above does not require any further treatments for tuberculosis or additional workup for tuberculosis at this time. The student can participate in clinical

experiences within the university or outside of the university. The student is not contagious at this time.

I certify that the information herein is complete and correct to the best of my knowledge.
Health Care Provider's Signature (Please include credentials. Medical Provider must be person legally authorized to clear student for clinical experiences/clinical rotations (For example, APRN, MD, DO, PA-C).

_____/Date_____

Health Care Provider's Name (Please Print): _____

Address:

Telephone: (____) - ____ - ____ Fax: (____) - ____ - ____

**West Virginia State University
Department of Nursing
Student Annual Tuberculosis Report**

Student's Name: _____ (print legibly)

Please check one:

New admission

Returning student

Two-Step PPD. Must have 2 separate tests 1-3 weeks apart. This must be completed Two step testing is required if there is no documentation of a PPD in the last year.

| | | |
|--|------------------|-----------------|
| #1 Date 1 st PPD placed _____ | Date read: _____ | Result _____ mm |
| #2 Date 2 nd PPD placed _____ | Date read: _____ | Result _____ mm |

One-Step PPD. Required to be completed annually while you are a student in the nursing program.

Immunization Waiver Form

*This waiver form applies only to immunization requirements for WV State University's Nursing Program

I _____ refuse the immunization against _____
_____. I understand that I may or may not be immune to the following: _____.

Describe the reason or contraindication of consent for immunization.

_____.

I understand that refusal of the immunization can include:

Possible infection with _____.

I understand it is my responsibility to follow precautions related to patient contact regarding exposure to the above illness.

I understand that my health can be impacted by the refusal of immunization. Regardless of the recommendations, I decline the immunizations and release West Virginia State University and all health personnel at any clinical site involved from any and all liability, should I develop the disease listed above.

Student's Name: _____

Student's Signature: _____

Student's A#: _____

Date: _____

Witness (Adult): _____

Appendix B
Student Incident Form

Student Incident Report Form

Student's Name: _____ Date/Time: _____

Location of incident: _____

Type of incident: _____

Student's description of incident:

Faculty comments:

Reported by: _____ Date/Time: _____

Follow up Date/Time: _____

Recommendations/Outcome:

Faculty follow up by: _____ Date/Time: _____

Director of Nursing: _____ Date/Time: _____

Appendix C

**Consent Form for Alcohol, Drug, and Substance Testing form
Refusal for Alcohol, Drug, and Substance Testing form**

**West Virginia State University Drug Testing Acknowledgment and Consent Form for
Nursing Students**

By signing below, I (print name) _____,
consent to laboratory testing to include blood, urine, or saliva samples to be collected from
me to detect the presence of alcohol, drugs, or other substances.

A. I have received a copy of the West Virginia State University’s Nursing Department Student Drug Testing policy prior to participation in clinical activities which explains that a drug test is required with a negative test result before I am allowed to participate in clinical activities in the nursing program.

B. My eligibility to participate in clinical experiences may require I submit to additional industry partner/clinical affiliate policies and procedures for compliance with drug and alcohol testing.

C. I must report any and all changes in physical and medical status due to taking prescription or non-prescription medications that may inhibit my ability to participate in clinical experience without risk to patients, staff and/or myself to the program director or designee.

D. I may be required to obtain physician clearance to return to clinical after resolution of any physical and/or medical status changes that inhibit my ability to participate in clinical experience without risk to patients, staff and/or myself.

E. In order to be eligible to engage in any clinical activities associated with the nursing department, my drug test must be negative; and

F. If my drug test is positive, the policy explains the potential consequences.

G. Drug testing will be required if student demonstrates unusual behavior in the classroom, on university property, or in clinical settings as noted in the policy.

H. Refusal to consent to the drug testing may result in disciplinary action which could include dismissal from the nursing program.

Student’s Signature _____ Date:

**Printed
Name _____**

Witnessed by: _____ Date:

Printed Name _____

**West Virginia State University Drug Testing Acknowledgment and Refusal Form for
Nursing Students**

By signing below, I (print name) _____,
refuse to consent to laboratory testing to detect the presence of alcohol, drugs, or other
substances.

A. I have received a copy of the West Virginia State University's Nursing Department Student Drug Testing policy prior to participation in clinical activities which explains that a drug test is required with a negative test result before I am allowed to participate in clinical activities in the nursing program.

B. My eligibility to participate in clinical experiences may require I submit to additional industry partner/clinical affiliate policies and procedures for compliance with drug and alcohol testing.

C. Drug testing will be required if student demonstrates unusual behavior in the classroom, on university property, or in clinical settings as noted in the policy.

D. Refusal to consent to the drug testing may result in disciplinary action which could include dismissal from the nursing program.

Student's Signature _____ **Date:**

**Printed
Name** _____

Witnessed by: _____ **Date:**

Printed Name _____

Appendix D
Waiver for Post Exposure Follow Up

**West Virginia State University
Nursing Department
Waiver of Post-Exposure Follow Up/Treatment**

I acknowledge that during a clinical experience as part of my nursing education at West Virginia State University, I was involved in a situation whereby I was exposed to a potential blood borne pathogen. I have been given the opportunity to be screened and treated for HBV, HCV and HIV. I understand the implications of contracting these diseases. I am refusing follow-up care and by my signature below, accept responsibility for the consequences resulting from failure to follow-up exposure to a blood borne pathogen.

Student Name (Printed)

Student

Signature _____ **Date:** _____

Appendix E
BOG Policy #36
Title: Alcoholic Beverages

WEST VIRGINIA STATE UNIVERSITY BOARD OF GOVERNORS
West Virginia State University
BOG Policy #36

Title: Alcoholic Beverages

Section 1. General 1.1 Scope: This establishes a policy for the use of alcoholic beverages on the campus of West Virginia State. 1.2 Authority: West Virginia Codes §18B-1-6 and 18B-1-8
1.3 Adopted Date: April 27, 2017 1.4 Effective Date: May 17, 2017

Section 2. Policy 2.1 The possession or use of alcoholic beverages is prohibited on property or in facilities (including student housing) of WVSU with an available exemption for special catered events with prior written approval of the President or the President's designee(s) for events meeting the following minimum criteria:

2.1.1 A majority of event attendees must be non-students of legal drinking age and attendees who are not of legal age will not be served alcohol.

2.1.2 Catering staff must be at least 18 years old and have proper training in all applicable laws and regulations regarding the service of alcoholic beverages.

2.1.3 Food and non-alcoholic refreshments must be provided in addition to alcoholic beverages.

2.2 This policy does not apply to dwellings located on the campus of West Virginia State University or any of its off-campus or leased facilities which are occupied as a family residence, the Capitol Center, or facilities operated by the WVSU Foundation.