PREFACE

This handbook has been prepared to guide students in the day-to-day work of the School of Nursing (SON). Students act responsibly when they are informed about policies and expectations. This Handbook was compiled to provide guidance for expectations related to policies, procedures, available resources, and issues that are of concern to the student academic life in the nursing program. It is designed to answer questions and provide guidance for the student. The Nursing Student Handbook is not a substitute for the West Virginia Wesleyan College Student Handbook (http://www.wvwc.edu/students/pdf/StudentHandbook.pdf).

The Handbook is reviewed annually and an electronic copy is available to all students via the Nursing courses on the ANGEL College Platform. Students are responsible for using the Nursing Student Handbook as a resource when questions arise and as a guide to academic/nonacademic policies/procedures. Each student must sign the WVVČ BSN Student Responsibility Statement found at the back of the handbook. This documentation verifies that the student has read and understands the policies, and it is part of the student’s academic record file in the School of Nursing. The policies and procedures are subject to change at any time during an academic year. Changes in the nursing program, policies, and procedures are announced to each class by the faculty and copies, describing such changes are distributed electronically to each student.

The handbook is not all-inclusive, rather the included departmental mission, philosophy, purposes, curriculum outcomes and policies reflect widely-held expectations for professionals thus aiding in the molding of a professional image. The questions and concerns not covered in the handbook should be directed to faculty members or advisers. Nursing course syllabi contain specific course requirements and policies.

Accreditation

The West Virginia Wesleyan Baccalaureate Nursing Program is fully accredited by the Accrediting Commission for Education in Nursing [ACEN] 3343 Peachtree Rd NE, Suite 500, Atlanta, GA 30326; www.acen.org; Telephone number 404-975-5000, and approved with provisional status with limited enrollment by the West Virginia Board of Examiners for Registered Professional Nurses, 101 Dee Drive, Charleston, WV 25311. wvrnboard.com Telephone number 304-558-3596
Welcome to the nursing major in the School of Nursing. On behalf of the College Administration, the nursing faculty, and staff, we want to express our sincere desire to help you achieve your goal of becoming a registered professional nurse. The Nursing Student Handbook is designed as a guide to help you as you practice as a nursing student. Again, welcome, we wish you the best!

As a student enrolled in the Nursing major, you are a part of the total college community with rights and responsibilities inherent in that capacity. These rights and responsibilities are stated in the West Virginia Wesleyan College Handbook. Within the School of Nursing, there are special requirements and information relevant to the nursing program that you will need to know. This handbook provides you with that information. Please retain this book throughout your tenure in the School of Nursing.

The American Nurses' Association, Code for Nurses, and the Nursing Students' Rights and Responsibilities prepared by the National Student Nurses' Association, and the West Virginia Code of Practice will serve as overall guides for your conduct as a student of professional nursing. Students will find a copy of the WV Nursing Code and Legislative Rules online at http://www.wvrnboard.com. In addition, the Nursing Students' Rights and Responsibilities included in this handbook serve as a guide for students.

The WV Nursing Code and Legislative Rules communicates a standard of professional behavior expected throughout the total program and in each individual nursing course. In addition to dismissal for academic failure, the faculty and administration of the School of Nursing reserve the right to dismiss any student enrolled in the undergraduate program for unethical, dishonest, or illegal conduct that is inconsistent with the WV Nursing Code and Legislative Rules.

During your clinical laboratory instruction you are provided with opportunities for experiences in a variety of settings, which include the client's home, various types of clinics, hospitals and other community agencies. As guest learners in these settings you are expected to conduct yourself as a professional person. Familiarize yourself with the WV Nursing Code and Legislative Rules. It provides you with an excellent guide for professional behavior.

Professional nurses need to know how to communicate and network within the profession. The Student Nurses of Wesleyan (SNOW) promotes professional communication, networking and contacts that will serve you for your professional lifetime. Each student is encouraged to become an active member of the West Virginia Wesleyan College Student Nurses’ Organization and thus become involved in local, state and national nursing issues.
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MIDDLETON HALL

Middleton Hall is located on the Wesleyan Campus. Nursing faculty, staff, and students take pride in its clean, attractive appearance. Please help by abiding by the following:

- Smoke free building
- Courtesy and Consideration

EMERGENCY EVACUATION PROCEDURE FOR MIDDLETON HALL

1. The alarm signal is the continuous sounding of a bell. In the event of power failure, there will be verbal notification.
2. Close all windows and doors.
3. Leave the building from the nearest exit. Do not run. Move at least fifty (50) feet from the building.
4. If all exits are blocked, stay in your room, close door and open window. Attempt to attract attention from the outside.

*Fire Extinguishers ABC are located in the stairwells.*

*Fire pull alarms are at the end of each hallway.*

5. All students, faculty and staff are encouraged to utilize the College Emergency Alert system per cell phone and computers. If you haven't signed up for the campus alert system, please take a minute to do so now.

To sign up, you can click the button on the WVWC homepage for offices, then choose security, and on the security page, click on the link to sign up for your WVWC Alert account.

GO Green:

Conservation of energy is a responsibility shared by all. Wesleyan’s collective effort can be helped by doing the following:

1. Closing classroom doors when classes are in session.
2. Turning lights out when rooms are not in use.
3. Closing windows when rooms are not in use.
4. Using the stairs rather than the elevator.

Please note that, as health professionals, restrictions on smoking and the use of the stairs are examples of a positive health practices which are consistent with the portrayal of a good role model.
Nursing Program Description

The Baccalaureate Degree Nursing (BSN) Program at West Virginia Wesleyan is designed to prepare graduates for a challenging career in nursing. The curriculum includes a balance of nursing and non-nursing courses. Students have the opportunity to apply nursing theory and skills in the campus laboratory as well as clinical settings which may include hospitals and community settings in Buckhannon, Clarksburg, Elkins, Morgantown and Weston. Traditional nursing experiences occur in community secondary and tertiary care hospitals and in numerous community settings including but not limited to clinics, Head Start, health departments, home health and hospice, nursing care facilities, physicians’ offices, rehabilitation and senior centers.

The program of study is eight (8) academic semesters offered sequentially. To be admitted to the clinical component (sophomore year) of the program, students must have a minimum cumulative GPA of 3.25 and 1) submit the Intent to Enroll form, 2) achieve a grade of “C” or higher in every nursing course, and 3) achieve a grade of “C” or better in every required nursing support course.

BSN graduates are employed throughout the United States, in the United States Armed Services, in various clinical, academic and research settings. Graduates have earned master’s degrees, nurse practitioner credentials and doctoral degrees in nursing and related fields. Wesleyan graduates in good standing are eligible to apply to take the State Board of Nursing for authorization to take the National Council Licensure Examination (NCLEX) for Registered Nurses.
WEST VIRGINIA WESLEYAN COLLEGE
MISSION STATEMENT

West Virginia Wesleyan College challenges its students to a life-long commitment to develop their intellectual, ethical, spiritual, and leadership potential and to set and uphold standards of excellence. Firmly rooted in the liberal arts tradition and closely related to The United Methodist Church, the College is a community of learning based on fundamental principles formed at the intersection of Christian faith and liberal education: intellectual rigor, self-discovery, human dignity, mutual support, social justice, self-discipline, mental and physical wellness, the appreciation of diversity and the natural world, and the judicious use of resources. The College recognizes and affirms its interdependence with the external communities-local, regional, national, and global-and its covenant with the people of West Virginia to share its educational and cultural resources.

West Virginia Wesleyan College prepares its students through its curriculum of art and sciences, pre-professional and professional studies, and its rich campus life program. As a residential, undergraduate institution of higher education, the College aspires to graduate broadly educated men and women who:

* Think critically and creatively,
* Communicate effectively,
* Act responsibly, and
* Demonstrate their local and world citizenship through service.
MISSION and PHILOSOPHY
School of Nursing

The mission of West Virginia Wesleyan College is based on the belief that a commitment to lifelong learning is needed to develop students’ intellectual, ethical, spiritual and leadership potential, and to uphold standards of excellence. Acknowledging our heritage with the United Methodist Church, West Virginia Wesleyan College is a community of learning based on fundamental principles of Christianity and liberal education.

In keeping with the West Virginia Wesleyan College’s mission, the philosophy of the School of Nursing endeavors to graduate men and women who think critically and creatively, communicate effectively, act responsibly and demonstrate their local and world citizenship through service. This is reflected in the School of Nursing’s program purposes.

The BSN Nursing Education philosophy of Wesleyan is framed by insights into the scientific/empiric, aesthetic, ethical and personal knowledge that informs nursing as a practice discipline; the position that nursing holds in society and the relationship that exists between the School of Nursing and the College. Nursing’s sphere has both a scientific and professional practice component. Professional nursing care of individuals, families and communities is a social mandate that conveys with it the responsibility to educate nurses qualified to fulfill the professional role and uphold standards of the profession.

The metaparadigm concepts of nursing (i.e., people/persons [individual, family, community], environment, health, and nursing) operates in dynamic interaction and reflects the faculty beliefs about the context of the nursing profession and that nursing practice is built upon nursing knowledge, theory, and research.

PEOPLE/PERSONS

Each person is a unique holistic human being with an inseparable mind, body and spirit. People have common needs and differences that are influenced by the individual’s values, experiences and knowledge. Each person has the capacity to flourish and change within their abilities as they progress through the lifespan. Individuals have freedom of choice and the expectation that one’s choice is respected and is central to one’s intrinsic worth. Persons fully engaged in the world as individuals, families, groups and communities transmit cultural values and beliefs that are the core of life choices.

HEALTH

Health is a process through which individuals, families, groups and communities maximize potential for living. Health and illness are multidimensional concepts of life and are integral to nursing practice. The individual’s decisions, choices and circumstances within the environment create an interdependence that contributes to health. When there is an inability to promote personal well-being, the possibility of illness arises. The caring and therapeutic presence of the nurse aids in promoting holistic health of individuals, families, groups and communities. The accessibility and affordability of available healthcare services is recognized for its effect on health.
ENVIRONMENT
Environment is all that surrounds people. Viewed as both internal and external, the external environmental factors include the physical environment such as living conditions, sanitation and air and water quality. Internal environmental factors that affect health include personal, psychological and physiological processes, religious beliefs, ethnicity, culture, and personality. People have an impact and are affected by their internal and external environments. Cultural and ethnic diversity exert a major influence on the client, healthcare beliefs, healthcare practices, and receptivity to new information which may affect health-seeking behaviors. Nurses seek to understand and influence the interaction between the internal and external environments to provide comprehensive healthcare.

NURSING

Nursing is the art and science of human caring. Nursing science discovers, develops, synthesizes, and validates the theoretical and practical knowledge from both nursing and related disciplines in informs professional practice. The art of nursing is derived from integration of the humanities, clinical reasoning, critical thinking, decision-making, communication skills and individual accountability for the interpretation of needs and the selection of appropriate care interventions.

Professionals integrate of the art and science of nursing by demonstrating care, commitment and concern for people through collaborative partnerships with healthy or ill persons to maintain, promote or restore health, or achieve a peaceful death, in a variety of structured and unstructured settings.

Nurses use clinical reasoning, the nursing process, and evidence-based care as methods for delivering client centered and therapeutic nursing care. Through the nurse/client relationship nurse creatively and in concert with the client to promote health and meet needs. Influenced by environmental, social, cultural and political forces nurses strive to deliver appropriate, culturally congruent, and quality and safe healthcare services to diverse populations. The overall goal of the discipline is to improve the health care of society.

Nurses promote social justice, influence public policy, and help meet the needs of society to improve health and health care delivery. Nurses accept responsibility and are accountable for their actions defined by the code of ethics for nurses and established standards of practice. Competent nurses demonstrate professional roles and safe practices consistent with the evolving demands of the health care environment.

Through collaboration with multiple healthcare team members, nurses exhibit leadership and management skills, and provide service particularly when access and availability to healthcare in rural areas is limited or nonexistent. Nurses have an ability to focus on human, fiscal and material resources, make management decisions, use resources effectively, delegate responsibilities and evaluate delegation and management decisions to provide optimal care in today’s rapidly changing healthcare system.

Professional nursing care of individuals, families and communities is a social mandate that conveys with it the responsibility to educate nurses qualified to fulfill the professional role and uphold standards of the profession. Thus, recognizing the complexity of nursing, entry-level preparation for the registered nurse is best supported at the baccalaureate level.
Education is a lifelong process that builds upon a broad base of previous life experiences. Education at the baccalaureate level focuses on the application of knowledge and skills to meet health care needs across the lifespan and in various care settings. Emphasis is placed on clinical reasoning, effective communication, psychomotor skills, leadership and an ethical framework for practice. Learning opportunities, including direct clinical experiences, must be sufficient to ensure adequate attention to the achievement of cognitive, affective, and psychomotor outcomes; these outcomes support the integrated knowledge and skills necessary for professional nursing practice. Simulation experiences augment clinical learning and are complementary to direct clinical care opportunities, which are critical to assuming the role of the professional nurse.

In order to meet the needs of diverse student populations, the educational program incorporates various teaching methods, reflecting both traditional and adult learning styles resulting in a climate that promotes human dignity and mutual support in which the learner gains both theoretical and practical aspects of the science and art of nursing.
WVWC BSN PROGRAM PURPOSES

The purposes of our program are to prepare a nurse who:

1. Applies reasonable and reflective thinking about nursing issues and problems to arrive at effective decisions and actions.

2. Uses effective communication skills in professional interactions to share accurate information.

3. Acts responsibly through caring, commitment, and concern in nursing.

4. Demonstrates local and world citizenship by participating in activities that meet the needs of people through collaboration between nursing and the community.
End of Program Outcomes

Program effectiveness and success measures are part of the ongoing effort toward educational quality improvement. The following are the \textit{minimal} expectations.

- **80% Graduation rate** - 80% of students who enter the sophomore class will progress and graduate within 6 years.
- **95% Job placement** within 6 months of graduation or enroll in higher education within 6 months of graduation.
- **80% NCLEX first time pass rate** (WV state standard); **BSN national pass rate** the first time.
- **90% of respondents** students, alumni and/or employers will indicate that program preparation is satisfactory [i.e., > 3.0 on the 4 point scale for first professional nursing position].
WVWC BSN PROGRAM OUTCOMES

By completion of this program, the graduate will exhibit the following outcomes:

NURSING CORE CONCEPT 1: PROFESSIONALISM IN PRACTICE

Students learning outcomes (SLO) ***

1.A Value caring, commitment and concern for individuals, families, groups and communities. (E; I/Q - Patient Centered Care)

LEVEL I: Discuss how the concepts of caring, commitment and concern relate to the profession of nursing.
LEVEL II: Recognize how the concepts of caring, commitment, and concern relate to individuals, families and groups.

Course Sub-Outcomes:
NURS 220 Introduction to Evidence-Based Nursing Science I: Discuss commitment to nursing and how it influences care.
NURS 222 Evidence-Based Health Assessment Across the Lifespan: Discuss the concepts of caring, commitment and concern as they relate to health assessment.
NURS 240 Evidenced-Based Nursing Science II: Discuss the concepts of caring, commitment and concern for clients with common health problems.
LEVEL III: Make guided application of the concepts of caring, commitment and concern for individuals, families and groups.

Course Sub-Outcomes:
NURS 310 Evidence-Based Family Nursing: Incorporate caring, commitment and concern when working with families.
NURS 320 Psychiatric & Mental Health Across the Lifespan: Incorporate communication skills to provide a caring environment for mental health clients.
NURS 340 Evidence-Based Nursing Science III: Incorporate the concepts of caring, commitment and concern for clients with multiple health problems.
NURS 350 Evidence-Based Practice Nursing Care of Children: Incorporate the concepts of caring, commitment and concern for pediatric clients and their families.
LEVEL IV: In collaboration with faculty or preceptor, independently make application of the concepts of caring, commitment and concern for individuals, families, groups and communities.

Course Sub-Outcomes:
NURS 420 Leadership & Client Care Management: Incorporate caring, commitment and concern when providing leadership.
NURS 440 Evidence-Based Nursing for Community Health: Incorporate caring, commitment and concern when working with communities.
NURS 450 Senior Seminar: Contemporary Issues in Nursing Practice: Examine the need of caring, commitment and concern over one’s entire professional career.
NURS 450L Senior Seminar: Contemporary Issues in Nursing Practice Lab
NURS 455 Evidence-Based Nursing Science IV: Use concepts of caring, commitment and concern for clients with Complex problems.

1.B Provide culturally competent holistic nursing care to individuals, families, groups and communities. (P; I/Q – Patient Centered Care)

LEVEL I: Examine one’s own cultural beliefs and values, and the potential influence on how one provides care.
LEVEL II: Identify various cultural beliefs, values, and practices as they relate to health behaviors and provision of holistic nursing care.

**Course Sub-Outcome:**
NURS 220 Introduction to Evidence-Based Nursing Science I: Discuss selected cultural practices and impact on nursing care.
NURS 222 Evidence-Based Health Assessment Across the Lifespan: Use knowledge of cultural beliefs, values and practices while conducting a health assessment.
NURS 225 Pharmacology Across the Lifespan: Identify various cultural beliefs, values and practices as they relate to pharmacological needs of the client.

LEVEL III: Incorporate knowledge of various cultural beliefs, values and practices in providing culturally competent holistic nursing care.

LEVEL IV: Evaluate the impact of transcultural nursing on the effectiveness of providing competent holistic nursing care.

**Course Sub-Outcome:**
NURS 440 Evidence-Based Nursing for Community Health: Apply theories and concepts related to Appalachian culture in caring for rural clients.

1.C Recognize nursing as an evolving profession whose contribution reflects the public’s well being. (E)
LEVEL I: Discuss the diversity of nursing opportunities available for the professional nurse.
LEVEL II: Critically evaluate nursing as an evolving profession.
LEVEL III: Analyze nursing’s contributions to the public’s well being.
LEVEL IV: Synthesize how nursing as an evolving profession could better provide for the public’s well being.

1.D Value membership in professional organizations (P/E; + IOM/QSEN Patient centered care)
LEVEL I: Discuss professional organizations in nursing.
LEVEL II: Examine the impact of nursing organizations on nursing care.
LEVEL III: Evaluate the impact of special interest nursing organizations on nursing care.
LEVEL IV: Explain how international organizations influence nursing.

NURSING CORE CONCEPT 2: CRITICAL THINKING AND CLINICAL REASONING FOR DECISION MAKING IN NURSING

**Student Learning Outcomes (SLO)**
2.A Apply previous and current-knowledge to new nursing situations. (K)
LEVEL I: Participate in selected problem solving exercises that promote critical examination of nursing as a profession.
LEVEL II: Examine new information within the context of previous knowledge to provide nursing care.
LEVEL III: Apply previously learned information in new situations to provide nursing care.
LEVEL IV: Synthesize prior knowledge with current information in appropriately responding to new nursing care situations.

2.B Analyze nursing theories and research literature for use in nursing practice. (K)
LEVEL I: Discuss the link between nursing theory, research and practice.

**Course Sub-Outcome:**
NURS 110 Discipline of Nursing II: Discuss Nightingale’s theory, research and practice.

LEVEL II: Use nursing theory and research for application to health problems with moderate faculty guidance.
Course Sub-Outcomes:
NURS 220 Introduction to Evidence-Based Nursing Science I: Discuss Henderson’s theory of nursing.
NURS 240 Evidence-Based Nursing Science II: Discuss Orem’s theory of nursing.
LEVEL III: Make application of nursing theory and research to specific client care outcomes with minimum faculty guidance.

Course Sub-Outcomes:
NURS 320 Psychiatric & Mental Health Across the Lifespan: Discuss Peplau’s theory of nursing.
NURS 365 Nursing Inquire & Research of Practice: Discuss Roger’s theory of nursing
LEVEL IV: Make application of nursing theory and research to practice to determine appropriate nursing care management.

Course Sub-Outcomes:
NURS 440 Evidence-Based Nursing for Community Health: Discuss Watson’s and Leininger’s theories of nursing

2.C Use the nursing process and concept mapping as methods for providing care based on critical analysis, client centered interventions strategies. (P, IOM/QSEN-Patient Centered Care)
LEVEL I: Identify the steps of the nursing process. Define concept mapping.
LEVEL II: Begin to use the nursing process and concept mapping in caring for clients with health needs.

Course Sub-Outcomes:
NURS 220 Introduction to Evidence-Based Nursing Science I: Demonstrate knowledge and skill relevant to each phase of the nursing process. Use the nursing process and concept mapping with emphasis on assessment of human needs.
NURS 222 Evidence-Based Health Assessment Across the Lifespan: Use clinical reasoning to focus the nursing process on assessment, diagnosis of clients.
NURS 225 Pharmacology Across the Lifespan: Use the nursing process in caring for clients receiving pharmacologic interventions.
NURS 240 Evidence-Based Nursing Science II: Use the nursing process and concept mapping to provide client centered care.
LEVEL III: Adapt the nursing process and concept mapping in caring for clients with varied health needs with minimum faculty guidance.

Course Sub-Outcomes:
NURS 310 Evidence-Based Family Nursing: Use the nursing process and concept mapping with normal child-bearing families experiencing complicated childbearing conditions.
NURS 320 Psychiatric & Mental Health Across the Lifespan: Use the nursing process and concept mapping with mental health clients using holistic needs assessment.
NURS 340 Evidence-Based Nursing Science III: Use the nursing process and concept mapping to identify the needs of clients with multiple problems.
NURS 350: Evidence-Based Practice Nursing Care of Children: Use the nursing process to identify the needs of pediatric clients and their families.
LEVEL IV: In collaboration with faculty or preceptor, use the nursing process and concept mapping in any setting to provide health care.

Course Sub-Outcomes:
NURS 420 Leadership and Client Care Management: Examine the relationship between nursing process and leadership/management principles.
NURS 440 Evidence-Based Nursing for Community Health: Use the nursing process and concept mapping to identify the needs within a community.
NURS 455 Evidence-Based Nursing Science IV: Use the nursing process and concept mapping to identify complex needs of clients.

2.D Value commitment to lifelong learning. (E)
LEVEL I: Define lifelong learning.
LEVEL II: Identify professional goals for nursing development.
LEVEL III: Evaluate and revise personal goals for professional nursing development.
LEVEL IV: Actively explore various options for meeting established professional goals.

NURSING CORE CONCEPT 3: ETHICAL/LEGAL FRAMEWORK FOR PRACTICE
Student Learning Outcomes (SLO)

3.A Articulate ethical and legal principles related to practice. (K)
LEVEL I: Examine beliefs, values, and rights of self and others in making ethical and legal decisions that influence health.
LEVEL II: Illustrate ethical and legal principles that have application to specific practice situations.
LEVEL III: Interpret ethical and legal principles that have application to specified practice situations.
LEVEL IV: Evaluate ethical and legal principles in health care situations.

3.B Apply ethical and legal framework in caring for persons of diverse populations. (E, IOM/QSEN – Patient Centered Care)
LEVEL I: Identify ethical/legal frameworks for practice.
LEVEL II: Discuss the Nursing Code of Ethics provisions for the respect and dignity of diverse populations.
LEVEL III: Use the Nursing Code of Ethics provisions for the respect and dignity of diverse populations.
LEVEL IV: Choose ethical actions in professional roles.

3.C Use standards of care and the Nursing Code of Ethics in nursing practice. (P)
LEVEL I: Identify the need for standards of care and the Nursing Code of Ethics in nursing practice.
LEVEL II: Examine standards of care and the Nursing Code of Ethics relevant to beginning nursing practice.

Course Sub-Outcomes:
NURS 220 Introduction to Evidence-Based Nursing Science I: Discusses ANA’s standards of nursing practice and standards of gerontologic nursing and IOM/QSEN competencies.
NURS 240 Evidence-Based Nursing Science II: Demonstrates knowledge of ANA’s medical-surgical standards of care. TJC Standards and IOM/QSEN competencies.

LEVEL III: Apply standards of care significant to clinical specialty nursing practice and use the Nursing Code of Ethics in nursing practice.

Course Sub-Outcomes:
NURS 310 Evidence-Based Family Nursing: Apply ANA perinatal, maternal and child health standards and TJC standards and IOM/QSEN competencies.
NURS 320 Psychiatric & Mental Health Across the Lifespan: Apply ANA psychiatric nursing standards of care. JCH standards and IOM/QSEN competencies.
NURS 340 Evidence-Based Nursing Science III: Apply ANA medical surgical nursing standards of care, TJC standards, and IOM/QSEN competencies.
NURS 350 Evidence-Based Practice Nursing Care of Children: Apply ANA pediatric nursing standards of care. TJC standards and IOM/QSEN competencies.

LEVEL IV: Synthesize standards of care and the Nursing Code of Ethics into individual nursing practice.

**Course Sub-Outcomes:**
- NURS 420 Leadership and Client Care Management: Apply specialty practice standards; TJC standards; (quality and safety) IOM/QSEN competencies and standards of delegation in any setting.
- NURS 440 Evidence-Based Nursing for Community Health: Apply ANA’s community and home health standards of care in practice. TJC standards and IOM/QSEN competencies.
- NURS 455 Evidence-Based Nursing Science IV: Apply standards from American Association of Critical Care Nurses. JCH standards and IOM/QSEN competencies.

3.D Demonstrate responsibility and accountability for nursing judgments and actions. (P)

LEVEL I: Define professional responsibility and accountability necessary for nursing judgments and actions.
LEVEL II: Describe professional responsibility and accountability for nursing judgments and actions with guidance.
LEVEL III: Demonstrate professional responsibility and accountability for nursing judgments and actions with guidance.
LEVEL IV: Model professional responsibility and accountability for nursing judgments and actions.

**NURSING CORE CONCEPT 4: COMMUNICATE EFFECTIVELY IN PROFESSIONAL PRACTICE**

**Student Learning Outcomes (SLO)**

4.A Use effective communication techniques in professional practice. (P; IOM/QSEN – Teamwork & Collaboration)

LEVEL I: Differentiate effective and ineffective communication techniques.
LEVEL II: Begin to use effective communication techniques in selected interactions.

**Course Sub-Outcomes:**
- NURS 220 Introduction to Evidence-Based Nursing Science I: Examines various communication techniques to promote nurse-client interactions.
- NURS 222 Evidence-Based Health Assessment Across the Lifespan: Begins to use effective communication techniques during health assessment.
- NURS 225 Pharmacology Across the Lifespan: Uses knowledge of effective communication techniques to identify pharmacologic teaching needs of the client.
- NURS 240 Evidence-Based Nursing Science II: Uses therapeutic communication techniques with clients having common health problems.
LEVEL III: Use effective communication techniques in a variety of interactions

**Course Sub-Outcomes:**
- NURS 310 Evidence-Based Family Nursing: Uses therapeutic communication techniques with families.
- NURS 320 Psychiatric & Mental Health Across the Lifespan: Examines therapeutic communication skills with clients experiencing mental health problems.
- NURS 340 Evidence-Based Nursing Science III: Uses therapeutic communication techniques with clients having multiple health problems.
NURS 350 Evidence-Based Practice Nursing Care of Children: Uses therapeutic communication techniques with pediatric clients.
NURS 365 Nursing Inquire & Research of Practice: Uses effective communication techniques to share research findings.

LEVEL IV: Evaluate the results of effective communication in a variety of interactions.

**Course Sub-OUTcomes:**
NURS 420 Leadership and Client Care Management: Evaluates effective communication strategies when managing professionals and the practice.
NURS 440 Evidence-Based Nursing for Community Health: Uses reflective techniques to evaluate community experiences.
NURS 450 Senior Seminar: Contemporary Issues in Nursing Practice: Evaluates own communication techniques to further professional status.
NURS 455 Evidence-Based Nursing Science IV: Uses therapeutic communication techniques with clients experiencing complex problems.

4.B Assume personal responsibility for effective communication (E; IOM/QSEN – Teamwork & Collaboration)
LEVEL I: Identify personal communication strengths and weaknesses.
LEVEL II: Explain personal communication techniques.
LEVEL III: Choose techniques to assist in communication problem resolution.
LEVEL IV: Design communication strategies to build more productive communications.

4.C Demonstrate effective writing skills consistent with the college and program expectations.
LEVEL I: Develop a reaction paper which is consistent with the college and program expectations.
LEVEL II: Prepare a professional, scholarly paper which is consistent with the college and program expectations.
LEVEL III: Compose a clinical case study which is consistent with the college and program expectations.
LEVEL IV: Create a capstone and/or professional nursing paper which is consistent with the college and program expectations.

4.D Manage information technology in facilitating communication. (P; IOM/QSEN- Informatics)

**NURSING CORE CONCEPTS 5: COMMUNITY ENGAGEMENT/COMMITMENT WITHIN THE RURAL SETTING**

**Student Learning Outcomes (SLO)**

5.A Engage the community to meet social and health care needs (P)
LEVEL I: Explain the role of service learning in meeting needs of people. Identify own strengths and health potential.
LEVEL II: Provide service by critically examining personal strengths necessary for meeting diverse needs of people. Begin to incorporate client strengths/health potential in providing client care.
LEVEL III: Provide for service needs of people in rural environments. Participate in health promotion programs and activities with guided assistance.
LEVEL IV: Synthesize environmental issues to meet the service needs of rural people. Provide health promotion programs/activities that maximize client health potentials.
5.B Use knowledge from nursing and general education to care for diverse populations. (K)
LEVEL I: Define diverse populations.
LEVEL II: Integrates understanding of multiple dimensions of patient centered care.
LEVEL III: Provide client-centered care with sensitivity and respect for the diversity of human experience.
LEVEL IV: Recognize that patient expectations influence outcomes in management of care.

5.C Value relationships with community partners. (E; IOM/QSEN – Teamwork & Collaboration)
LEVEL I: Define the functions of community partnerships.
LEVEL II: Identify opportunities for building community partnerships.
LEVEL III: Develop strategies to build community partnerships.
LEVEL IV: Evaluate outcomes related to community partnerships.

5.D Participate as a politically aware individual in promoting the profession and the practice of nursing. (P)
LEVEL I: Develop an awareness of political factors influencing health policy.
LEVEL II: Discuss nursing’s role in shaping health care policies.
LEVEL III: Explain how policies shape nursing practice.
LEVEL IV: Evaluate the effectiveness of nursing in influencing health care policy decisions at the community, state, national, and global levels.

Course Sub-OUTCOMES:
NURS 420 Leadership and Client Care Management: Explore local and community healthcare policy decisions.
NURS 440 Evidence-Based Nursing for Community Health: Discuss healthcare policy decisions at state, national, and global levels.

5.E Engage the community health promotion. (K)
LEVEL I: Define health promotion for individuals, families, and communities.
LEVEL II: Implement health promotion strategies for self and others.
LEVEL III: Use health promotion strategies to enhance the health of families and groups in community setting.
LEVEL IV: Apply federal and local health promotion strategies to foster health gains in community populations.

NURSING CORE CONCEPT 6: PROFESSIONAL ROLE DEVELOPMENT

6.A Assume the professional role incorporating provider of care, advocate, counselor, and teacher roles to promote health, prevent disease, and/or disseminate information to individuals, families, groups, and communities. (K, P; IOM/QSEN – Teamwork & Collaboration)
LEVEL I: Define the professional roles of provider of care, advocate, counselor, and teacher. Define health promotion and disease prevention roles.
LEVEL II: Begin to use the professional role provider of care advocate, counselor, and teacher roles with guided assistance. Discuss nursing strategies to promote health and prevent disease in self and others.

Course Sub-OUTCOMES:
NURS 220 Introduction to Evidence-Based Nursing Science I: Articulate the provider of care utilized in various settings at a beginning level. Implement health promotion strategies for self.
NURS 222 Evidence-Based Health Assessment Across the Lifespan: Discuss advocate, counselor, and teaching roles utilized in health assessment and history-taking. Identify health maintenance/wellness promotion strategies that can be incorporated into the health assessment phase.

NURS 225 Pharmacology Across the Lifespan: Investigate the role of provider of care advocate, counselor, and teacher roles with pharmacological needs of clients.

NURS 240 Evidence-Based Nursing Science II: Discuss the teacher role utilized in clients with health problems. Discuss health promotion/disease prevention strategies for clients with common health problems.

LEVEL III: Use the professional roles of provider of care, advocate, counselor, and teacher in caring for clients with moderate assistance. Implement nursing strategies to promote health and prevent disease for individuals, families, and groups in selected settings.

**Course Sub-Outcomes:**
- NURS 310 Evidence-Based Family Nursing: Develops health promotion/disease prevention programs for families.
- NURS 320 Psychiatric & Mental Health Across the Lifespan: Demonstrate the role of advocate and counselor in caring for clients with mental health problems. Discuss health promotion/disease prevention strategies for clients with mental health problems.
- NURS 340 Evidence-Based Nursing Science II: Discuss health promotion/disease prevention strategies for clients with multiple health problems.
- NURS 350 Evidence-Based Practice Nursing Care of Children: Discuss health promotion/disease prevention for pediatric clients and their families.

LEVEL IV: Model the professional roles of provider of care, advocate, counselor, and teacher roles. Create nursing strategies to promote health and prevent disease for individuals, families, groups, and communities.

**Course Sub-Outcomes:**
- NURS 420 Leadership and Client Care Management: Examines leadership skills that facilitate health promotion/disease prevention interventions.
- NURS 440 Evidence-Based Nursing for Community Health: Uses existing data to evaluate the community health promotion interventions.
- NURS 455 Evidence-Based Nursing Science IV: Examines health promotion/disease prevention for clients with complex health problems.
- NURS 450 Senior Seminar: Contemporary Issues in Nursing Practice: Examines health disparities which if addressed would promote health.

6.B Value collaboration with healthcare team members. *(E; IOM/QSEN Teamwork & Collaboration)*

LEVEL I: Define the role of collaborator.

LEVEL II: Begin to use the role of collaborator with faculty guidance.

**Course Sub-Outcomes:**
- NURS 220 Introduction to Evidence-Based Nursing Science I: Examine collaboration within the nursing profession.
- NURS 222 Evidence-Based Health Assessment Across the Lifespan: Identify collaborative roles in health assessment and screening in various settings.
- NURS 225 Pharmacology Across the Lifespan: Begin to use the role of collaborator to meet the pharmacological needs of the client.
- NURS 240 Evidence-Based Nursing Science II: Examine collaboration within an interdisciplinary team.
LEVEL III: Collaborate with other healthcare team members with minimum faculty guidance.

Course Sub-Outcomes:
NURS 320 Psychiatric & Mental Health Across the Lifespan: Discuss collaboration with healthcare team in decision making situations with mental health clients.
NURS 340 Evidence-Based Nursing Science III: Identify members of rehabilitation team and initiates appropriate consults.

LEVEL IV: Model collaboration in all settings.

6.C Exhibit leadership/management skills in coordinating healthcare services (P; IOM/QSEN – Teamwork & Collaboration)
LEVEL I: Defines the role of leader/manager.
LEVEL II: Recognizes the need for leadership/management to promote positive change in healthcare services.

Course Sub-Outcomes:
NURS 220 Introduction to Evidence-Based Nursing Science I: Examine leadership and management principles required in healthcare services.
NURS 222 Evidence-Based Health Assessment Across the Lifespan: Begin to assess leadership/management skills needed to coordinate health assessment and screening activities and to implement change.
NURS 225 Pharmacology Across the Lifespan: Recognize the need for leadership management when incorporating change and coordinating healthcare services for the pharmacological needs of the client.
NURS 240 Evidence-Based Nursing Science II: Analyze the need for leadership/management skills in order to promote change.

LEVEL III: Exhibits leadership/management skills in promoting positive change in coordinating healthcare services.
LEVEL IV: Models the role of leader and manager to promote positive change in health care systems.

6.D Use nursing research in evidence based practice. (P; IOM/QSEN – Evidence Based Practice)
LEVEL I: Define the role of the baccalaureate nurse in nursing research. Defines evidence based practice.
LEVEL II: Identify nursing research as a guide for evidence based practice. Use selected evidence to provide patient centered care.
LEVEL III: Apply nursing research findings and evidence based knowledge in various practice settings.
LEVEL IV: Participate in data collection and analysis in nursing research. Share results of published research in poster presentations. Collaboration with all members of the healthcare team to promote quality of care.

NURSING CORE CONCEPT 7: HEALTHCARE MANAGEMENT
Student Learning Outcomes (SLO)

7.A Use human, fiscal, and material resources to provide safe quality care. (K; IOM/QSEN – Safety)
LEVEL I: Examine the availability of human, fiscal, and material resources in provision of safe quality care outcomes.

Course Sub-Outcomes:
NURS 101 Discipline of Nursing I: Differentiate opinions from research and evidence summaries.
LEVEL II: Discuss the relationship of human, fiscal and material resources in the provision of safe quality care outcomes.

**Course Sub-Outcomes:**
- NURS 220 Introduction to Evidence-Based Nursing Science I: Explain the role of evidence in determining quality and safe clinical practice.
- NURS 222 Evidence-Based Health Assessment Across the Lifespan: Discuss wellness promotion/disease prevention and the role of the advanced practice nurse in relation to cost-effectiveness and providing quality care outcomes.
- NURS 225 Pharmacology Across the Lifespan: Discuss the relationship of human, fiscal, and material resources in the provision of quality care outcomes related to the pharmacological needs of the client.
- NURS 240 Evidence-Based Nursing Science II: Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences.

LEVEL III: Begin to use available human, fiscal and material resources in the provision of safe quality care outcomes.

**Course Sub-Outcomes:**
- NURS 310 Evidence-Based Family Nursing: Explain the importance of variation and measurement in assessing quality of care.

LEVEL IV: Use available human, fiscal, and material resources in the provision of safe quality care outcomes.

**Course Sub-Outcomes:**
- NURS 420 Leadership and Client Care Management: Analyze existing agency organizational charts to determine organization structure and use of human resources. Describe factors that create a culture of safety (such as open communication strategies and organizational error reporting system).
- NURS 440 Evidence-Based Nursing for Community Health: Analyze economics and finances of healthcare delivery within the community. Value vigilance and monitoring (even of own performance of care activities) by patients, families, and other members of the healthcare team.
- NURS 455 Evidence-Based Nursing Science IV: Analyze use of physical and material resources in the critical care setting. Describe processes used in understanding causes of error and allocation of responsibility and accountability (such as root cause analysis and failure mode effects analysis).

7.B Delegate care responsibilities to appropriate personnel. *(P; IOM/QSEN – Teamwork & Collaboration)*

LEVEL I: Define the process of delegation and the inherent responsibilities.
LEVEL II: Delegate responsibilities to peers in related nursing assignments.
LEVEL III: Delegate care responsibilities to other members of the healthcare team appropriately with moderate faculty guidance.
LEVEL IV: Delegate care responsibilities to other members of the healthcare team appropriately with minimal faculty guidance.

**Course Sub-Outcomes:**
- NURS 420 Leadership and Client Care Management: Delegate care responsibilities with emphasis on standards, practice, and legal aspects of delegation/prioritization and supervision.

7.C Evaluate outcomes of management decisions. *(P; IOM/QSEN – Quality improvement)*

LEVEL I: Assume personal responsibilities for meeting expectations of course assignments.
LEVEL II: Identify factors that influence management decisions.
LEVEL III: Recognize managerial decision making.
LEVEL IV: Evaluate effectiveness of management decisions.

7.D Endeavor to minimize the risk of harm. (P; IOM/QSEN – Safety)
LEVEL I: Define patient centered care and quality and safety
LEVEL II: Identify sources of risk for clients in healthcare settings.
LEVEL III: Differentiate between client and system risk for harm in healthcare settings.
LEVEL IV: Evaluate client and system risk and take action to reduce risks in all healthcare settings.

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Key:

K – Knowledge
P – Practice
E – Ethical Comportment

IOM/QSEN- Prelicensure- Competencies
Patient Centered Care
Evidence Based Practice
Quality Improvement
Safety
Teamwork and Collaboration
The Wesleyan nursing faculty have accepted the Scope and Standards of Practice and the Standards of Professional Performance from the American Nurses Association (2010) and found in the Scope and Standards of Practice (2nd ed.), as basis for professional nursing practice. The Code of Ethics for Nurses: Interpretation and Application (2010) published by the American Nurses Association function as a general guide for nurses and as a social contract with the public. These standards are congruent with the WV Nursing Code and Legislative Rules.

**STANDARDS OF CARE**

**STANDARD 1. ASSESSMENT**  
The nurse collects client health data.

**STANDARD 2. DIAGNOSIS**  
The nurse analyzes the assessment data in determining diagnoses.

**STANDARD 3. OUTCOMES IDENTIFICATION**  
The nurse identifies expected outcomes individualized to the client.

**STANDARD 4. PLANNING**  
The nurse develops a plan of care that prescribes interventions to attain expected outcomes.

**STANDARD 5. IMPLEMENTATION**  
The nurse implements the interventions identified in the plan of care. The nurse coordinates care. The nurse employs strategies to promote health and a safe environment.

**STANDARD 6. EVALUATION**  
The nurse evaluates the client’s progress toward attainment of outcomes.

**STANDARDS OF PROFESSIONAL PERFORMANCE**

**STANDARD 7. ETHICS**  
The nurse practices ethically.

**STANDARD 8. EDUCATION**  
The Nurse attains knowledge and competence that reflects current nursing practice.

**STANDARD 9. EVIDENCE-BASED PRACTICE AND RESEARCH**  
The nurse integrates evidence and research findings into practice.

**STANDARD 10. QUALITY OF PRACTICE**  
The nurse contributes to quality nursing practice.
STANDARD 11. COMMUNICATION
The nurse communicates effectively in a variety of formats in all areas of practice.

STANDARD 12. LEADERSHIP
The nurse demonstrates leadership in the professional practice setting and the profession.

STANDARD 13. COLLABORATION
The nurse collaborates with the health care consumer, family and others in the conduct of nursing practice.

STANDARD 14. PROFESSIONAL PRACTICE EVALUATION
The nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations.

STANDARD 15. RESOURCE UTILIZATION
The nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

STANDARD 16. ENVIRONMENTAL HEALTH
The nurse practices in an environmentally safe and healthy manner.

### Nursing Suggested Plan of Study
(4 Year Plan)

Subject to change as required by advanced placement status, participation in Honors Program, the need for developmental courses and/or Nursing curriculum revisions

#### FIRST YEAR:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>1st Semester:</strong></td>
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<tr>
<td><em>NURS 101: Discipline of Nursing I</em></td>
<td><em>NURS 110: Discipline of Nursing II</em></td>
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<tr>
<td>#ENGL 101: Composition I*</td>
<td>#INDS 120: Introduction to Humanities</td>
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<td>^ Freshman Seminar (3 credits meet general studies requirements)</td>
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<td>PSYC 101: General Psychology</td>
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<td>@@BIOL 151: A&amp;P I</td>
<td>@BIOL 152: A&amp;P II</td>
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<td># Math (Suggest Statistics or Math for Liberal Arts)</td>
<td>@PSYC 237: Life Span Psychology</td>
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<td><em>NURS 220: Introduction to Evidence-Based Nursing Science I</em></td>
<td><em>NURS 250: Evidence-Based Practice Nursing Care of Children</em></td>
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<td><em>NURS 222: Evidence-Based Health Assessment Across the Lifespan</em></td>
<td>@BIOL 220: Microbiology</td>
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<td>#@CHEM 105: General Chemistry</td>
<td>@CHEM 106: General Chemistry</td>
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<td>@# CHEM 107: General Chem. I Lab</td>
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<td>@PHED 240: Fund. Of Human Nutrition</td>
<td><em>NURS 225: Pharmacology Across the Lifespan</em></td>
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<td><em>NURS 320: Psychiatric &amp; Mental Health Across the Lifespan</em></td>
<td><em>NURS 340: Evidence-Based Nursing Science III</em></td>
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<td><em>NURS 330: Evidence-Based Nursing Science II</em></td>
<td><em>NURS 310: Evidence-Based Family Nursing</em></td>
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<td><em>NURS 365: Nursing Inquire &amp; Research of Practice</em></td>
<td>@HIST: History</td>
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<td>#International Cultural Studies</td>
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<td><em>NURS 455: Evidence-Based Nursing Science IV</em></td>
<td><em>NURS 420: Leadership &amp; Client Care Management (meets ADV Comp)</em></td>
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<td><em>NURS 440: Evidence-Based Nursing for Community Health</em></td>
<td><em>NURS 450: Senior Seminar: Contemporary Issues in Nursing Practice</em></td>
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**KEY:** *Prerequisite Course; @ Required Support Course for Nursing; #Meets General Studies requirements; ^all freshman participate in full semester 4 credit freshman seminar course; 3 of those credits meet selected general studies requirements.

**NOTE:** A minimum of 120 credit hours are required for graduation-General studies 48-53 credit hours; Support courses 29 credit hours; Nursing major 59 credit hours.

**Students requesting permission to progress to Nursing 220 must have a minimum cum. GPA of 3.25 completed A&P I and II with a C or higher, completed NURS 101 and 110 with a C or higher, completed Lifespan Psych with a C or higher and submit the Intent to Enroll in sophomore nursing form.**

(Revised 05/12)
It is the policy of West Virginia Wesleyan College to provide equal opportunities to all prospective and current members of the student body on the basis of individual qualifications and merit without regard to race, color, gender, religion, age, handicap, national origin or sexual orientation.

All students must be physically and emotionally able to meet the requirements of each nursing course, and, therefore, the requirements of the nursing program. Consistent with applicable statutes, the School of Nursing will make every effort to make reasonable accommodations in its course delivery to insure that students with disabilities receive equal treatment.

During the course of the nursing education program, students may be exposed to potentially hazardous and/or infectious situations. Students with or who develop comprised health status should discuss their health risks with their health care provider.

All students are required to pass a background check for the clinical component of nursing.

International students are required to obtain a social security card in order to participate in clinical experiences within Federal and State and other Health care agencies. They are to contact the International Student coordinator and the registrar’s office for assistance in this matter during the Freshman year.
The policies and information contained in this handbook are for the nursing students of West Virginia Wesleyan College. The Bachelor of Science in nursing (BSN program) faculty reserves the right to withdraw or change policies listed in this handbook. Changes will become effective whenever the proper authorities so determine. Nursing students affected will be notified verbally, electronically and by bulletin board communication.

**Definition of Terms:**

*College academic probation:* will result if a student’s institutional grade point average falls below 2.00 (see current college catalog for academic status).

*Prerequisite (PR):* Defined as a course that **must** be satisfactorily completed **prior** to admission into a specified course.

*Prerequisite (pr) or co-requisite (Co-reg):* Defined as a course that must be satisfactorily completed **prior to**, or taken **concurrently with**, a specified course.

*Satisfactory completion:* For required non-nursing courses and/or nursing courses this is defined as a grade of “C” or higher.

1. The School of Nursing reserves the right to require withdrawal from nursing of any student whose health, academic record, clinical performance, or behavior in nursing is judged unsatisfactory or potentially unsafe.

2. To be admitted to the sophomore nursing level and NURS 222 and 220, the student must have a cumulative GPA of 3.0 and a “C (2.0)” or better in NURS 101 and 110 and A&P I and II and PSYCH 237 (Lifespan).

3. All basic nursing students must complete the required freshman classes with a “C” (2.0) or higher and maintain a 3.0 or higher overall grade point average to progress into the sophomore year. Students who do not satisfactorily complete these requirements, according to their program plan, will be out of sequence for the Bachelor of Science in Nursing Program.

4. All required nursing and required non-nursing courses must be completed with a “C” or higher. Each fall nursing course must be passed with a C or better before progressing to the spring nursing courses. All freshman and sophomore non-nursing courses must be completed with a “C” or higher before progressing into junior level nursing courses. If a student earns a grade of less than “C” in a nursing course or a required non-nursing course, that course must be repeated. A letter of intent to repeat a nursing course must be submitted to the Director of the School. Repeating any nursing course is on a space available basis. Students may repeat only one nursing course in which a grade of less than “C” is earned. **Students receiving a second “D” or “F” in a nursing course will be withdrawn from the program.**

5. Students who are deemed “unsafe” or “irresponsible” in clinical practice will be dismissed from the program.
6. Students who find it necessary for any reason to withdraw from a nursing course must abide by the BSN Program withdrawal policy as stated in the handbook.

7. The grading scale is standard throughout all nursing courses. Students must obtain a “C” average (78%) on course exams in order to pass the course. If students obtain less than a “C” average (78%) on exams, the final grade of “D” or “F” will be derived solely from the exams.

8. Students will be required to take nationally normed tests throughout the curriculum and to make a satisfactory score in order to progress. In the last semester of the curriculum, students will be required to take a comprehensive exam and to make a satisfactory score on the exam to graduate.
The SON holds a strong commitment to provide excellent support to students with documented learning disabilities. It is the responsibility of the student to provide the course coordinator with the official documentation within the first two weeks of the semester for special accommodations established by the Learning Center.

Testing accommodations for qualified (documented diagnosed learning disabilities) nursing students can be provided only with the authorization of the WVWC Learning Center. Requests include accommodations such as extra time, a separate room to reduce distractions, and/or assistive personnel (i.e., reader). All accommodation requests must be made in advance so that the necessary arrangements can be made.
Retention of nursing students is a high priority for the School of Nursing. The nursing faculty believes that education is a growth process, which places responsibility for learning on the individual. Whenever a student experiences academic difficulty, that student initiates a conference with the faculty member, and recommended actions are shared with the student using the advising documentation forms. Nursing students are required to maintain a “C” or better in all nursing and science and other support courses. Students who earn less than a “C” (C-, D, or F) are required to repeat the course and must earn a “C” or better to continue in the program.

To prepare for success in the BSN program, students should consider the following:

a. Complete all pre and co-requisite general education and nursing courses as scheduled.
b. Utilize all available resources including recommended texts and reference material, computerized resources, campus and clinical labs and faculty office hours and the Learning Center.
c. Join a study group.
d. Limit outside commitments while enrolled in nursing study.
Non-Discrimination and Affirmative Action

West Virginia Wesleyan College, a private educational institution, is committed to the principle of equal opportunity for all qualified persons; and, welcomes students of all backgrounds and takes pride in the diversity of its faculty and staff. It assures students access to all the privileges, programs and activities generally accorded or made available at the College. West Virginia Wesleyan College strongly supports affirmative action principles and does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, disability, or religious affiliation in the administration of its educational programs, admissions policies, financial aid programs, athletics, co-curricular activities or other College administered programs.

The School of Nursing is committed to these nondiscrimination/affirmative action policies of the college. See the current college undergraduate catalog and the College Student Handbook for further information.
The faculty of the School of Nursing believes that a firm foundation in the arts and sciences provides the educational requisites for the BSN nurse. All applicants must be academically prepared for admission or readmission to the nursing major.

A. Criteria for Selection and Admission

1. Qualified applicants are accepted by the college as nursing majors. (See current college catalog.)
2. Students accepted as nursing majors enter into Level I and complete Nursing 101; Nursing 110, Anatomy and Physiology I & II, and PSYCH 237 Lifespan or equivalent prior to enrollment in Nursing 220 and Nursing 222.
3. Nursing majors enrolled in Nursing 110 submit an intent to enroll form for Nursing 220 to the School of Nursing by April 30th.
4. Freshman nursing students must achieve a cumulative 3.25 GPA to be admitted to sophomore nursing courses. All students will take the TEAS test.
5. Students transferring from another nursing program must meet the following requirements:
   a. Submit intent to enroll form and ALL academic transcripts to the School of Nursing Director prior to admission to the nursing major.
   b. Have a G.P.A. of 3.0 or higher.
   c. Complete at least 12 credit hours including Anatomy and Physiology with a “C” or higher.
   d. Transfer equivalent nursing courses with a “C” or higher grade for Nursing 101, 110, 220, 222.
   e. Complete Nursing 101 and 110 by independent study or concurrent enrollment.
   f. Complete a personal interview or telephone conference with the SON Director.
   g. Complete the TEAS test.
   h. If nursing or support course credit is more than 5 years old, then the course will have to be retaken.
6. Licensed Practical Nurse (LPN) Students must meet the following requirements:
   a. Submit intent to enroll form and ALL academic transcripts to the School of Nursing Director prior to admission to the nursing major.
   b. Provide proof of licensure.
   c. Have a G.P.A. of 3.0.
   d. Submit two letters of recommendation.
   e. Personal Interview with SON Director.

B. Denial of Admission to the Nursing Major/Program

1. The Academic Standards and Review Committee of the School of Nursing may deny admission to the nursing major/program for one or more of the following reasons:
   a. Achievement of a grade less than “C” (C-, D or F) in 1 or more nursing courses attempted in previous nursing education program(s).
   b. GPA less than 3.25 (on a 4.0 scale).
   c. Any criminal misconduct discovered as a result of a criminal background check or by admission of the applicant.
Satisfactory performance is the minimal expectation for students to progress in the nursing major. All students must earn a minimal grade of 78% average “C” on course tests and final examinations. Test and final examination grades less than 78% average (C-, D+, D, D- or F) will result in unsatisfactory course performance regardless of the student’s grade in the clinical and written requirements in courses.

A. **Nursing Course Enrollment**

1. Students are required to earn a minimum of “C” or higher in each nursing and required nursing support course prior to enrollment in subsequent nursing courses.
   a. Students earning less than a “C” grade may repeat the nursing course one time
   b. Only one nursing course can be repeated in the program
   c. Failure with less than 78% test average (D or F) in a 2nd nursing course will result in dismissal from the program.

B. **Sequential Nature of the Program**

1. **Level I, II, III, and IV are sequential.**
   a. Students cannot progress to the next level until all courses in the previous level are completed.
   b. Nursing courses are offered one (1) time per year. Students must be successful in all previous semester’s nursing courses.
   c. An unsatisfactory grade in a nursing course may mean degree requirements cannot be met in four (4) years.

2. **Re-enrolling in a nursing course**
   a. Students must notify the School of Nursing Director in writing of the intent to re-enroll in a nursing course six (6) weeks prior to registration.
   b. Students re-entering the nursing program are subject to the current policies and curriculum in place at the time of re-admission to the program.

C. **Minimal “C” (2.0) Grades are required in the following nursing courses:**

1. All Level I, II, III, IV nursing courses
2. All of the following required nursing support courses require a minimal grade of C (2.0):

   - Anatomy & Physiology I
   - Anatomy & Physiology II
   - Chemistry I
   - Chemistry II
   - Fundamentals of Human Nutrition
   - Lifespan Developmental Psychology
   - Microbiology
D. Opportunity to Appeal Progression Status
   1. Students who earn a “C-, D, or F” grade in a required nursing support course must repeat the
course and earn a “C” grade or higher to progress to the next sequence.
   2. Students must meet the 3.0 GPA requirement to progress with (1) “D” in a required support
course.

E. Criteria for Level II – Sophomore Courses- Progression
   1. Submission of School of Nursing Intent to Enroll Form by April 30.
   2. G.P.A. 3.25 (Minimum on a 4.0 scale)
   3. Completion of the following courses with a “C” grade or higher:
      - NURS 101 and 110
      - Anatomy and Physiology I
      - Anatomy and Physiology II
      - Lifespan Developmental Psychology (PSYCH 237)
   4. A minimum of 24 credit hours

F. Criteria for Level III – Junior Courses - Progression
   1. Completion of all level I and II nursing and prerequisite/co requisite nursing support courses.

G. Criteria for Level IV – Senior Courses - Progression
   1. Completion of all Level I, II, III nursing courses and prerequisite/co requisite nursing support
courses.
   2. All Level IV nursing courses must be completed at WVWC to earn the BSN degree.

H. Criteria for Graduation Progression
   1. Meet ALL nursing course and BSN degree requirements within 6 years of enrollment in first
nursing course.
   2. Complete ALL departmental standardized testing .
   3. Complete ALL general education (studies) requirements.
   4. Apply for graduation (see WVWC current undergraduate catalog).
The faculty recognizes a student may have difficulty in college courses for various personal, academic or other reasons. Students may have an opportunity to petition to remain in the major or progress to another nursing course with a deficiency.

A The procedure for petition to continue in the nursing program with a deficiency in a support course or to repeat a nursing course in which a “C-, D” or “F” was earned must include the following:

1. Petition requests shall contain information that justifies the student’s progression to the next nursing course(s).

2. Only ONE (1) nursing course may be repeated in the nursing program.

3. Student petition(s) will be reviewed by the Academic Standards and Review Committee at the next scheduled faculty meeting. A response will be provided to the student by the first day of classes of the next semester.

4. Students will be notified in writing of the Committee’s decision.

5. Students will refer to current college catalog and Nursing Student Handbook for re-admission policies.
The faculty recognizes the nature and the pace of the program of study is rigorous and demanding. There may be times when the student’s personal, family, financial, or work situation may require an interruption in the planned course of study.

*The student requesting a leave of absence must:*

1. Submit a written request for leave of absence
2. Confer with the School Director and course faculty.
3. If a student requires a leave of absence for more than one semester, then the student will follow readmission application policy for the college. See current WVWC catalog: *Readmission of former student.*
Each academic year, there are activities the School of Nursing regards as approved events for excused absences from nursing class, laboratory or practicum. Such events include the West Virginia Nurses’ Association Convention; the Student Nurses’ Organization Convention; the Student Nurses’ Organization meetings, workshops or board meetings; wellness or health forums on or off campus sponsored by the affiliate agencies, and approved campus extra-curricular activities. The faculty will review events not included in this list on an individual basis.

The guidelines are:

1. Students may request an excused absence from class to attend these events. Faculty will be notified in advance of planned absences. Faculty will consider student’s academic standing prior to giving permission for an excused absence.
2. Students must be attending these events either in conjunction with their participation in the organization or as a class assignment.
3. Students must arrange in advance with the faculty for the excused absence and determine what accountability is necessary due to the absence.
4. Students participating in official College extra-curricular activities, (e.g., basketball, softball, soccer, track, band, drama), should be excused to the extent feasible, but with the expectation that clinical experiences will be made up. Arrangements must be made well in advance of the College extra-curricular event that necessitates the absence(s). If participation in an extra-curricular activity is so time-consuming that it disrupts continuity of instruction so that safety in clinical performance is threatened, the faculty and advisor should dialogue with the student about taking a reduced credit load.
5. This is a concept of general approval and not blanket approval. Students are expected to make individual arrangements with faculty members well in advance of the activity.
6. College policies pertaining to absences, trip permits, and travel will be followed.
7. Absences for verified medical reasons, death of family member or significant other, or other verified extenuating circumstances judged acceptable by the instructor or the institution will also be honored. Students are expected to notify faculty in advance of any class or clinical absence. Students will be given equivalent opportunities for obtaining grades as students who were in attendance. (See current West Virginia Wesleyan College Catalog).
Title: Academic Readmission Policy  
Responsibility of: Academic Standards and Review Committee  
Dates of Revision: 1/2014  
Date for Next Review: 1/2015

Students requesting readmission to nursing must apply to the School of Nursing Academic Standards and Review Committee. An interview must be completed with the School of Nursing director. Each student situation is reviewed on an individual basis. Requests for readmission for fall semester must be submitted by April 15th and for spring semester by November 1. Placement is dependent upon class size and course enrollment constraints. Readmission cannot be guaranteed to any student. Students who are readmitted into the nursing program will complete the current nursing curriculum for the class they re-entered as well as follow the current nursing policies.

A. The process for readmission to nursing follows:

1. A nursing course may be repeated one time only. ONLY ONE (1) nursing course may be repeated throughout the program.
2. A nursing course must be repeated within the next academic year unless approved by the Nursing Academic Standards and Review Committee.
3. A student must successfully repeat the course in which he/she withdrew or earned a grade less than C (2.0) before enrolling in another nursing course.
4. A student withdrawing from or earning less than a C in any nursing course may be readmitted one time only to the program.
5. A student readmitted to the program will be required to do the following:
   a. Demonstrate a satisfactory level of knowledge from prerequisite nursing courses.
   b. Successfully validate prior math and clinical skills, and
   c. Meet college criteria for readmission
6. A student readmitted will be expected to meet admission, progression and graduation requirements in effect at the time of readmission and to follow policies in effect for the class of which they become a member;
7. A student must have a 3.0 Cumulative Grade Point Average (CGPA) to be considered for readmission;
8. A student must meet all admission requirements as outlined in the college catalog.
9. A student must complete all nursing requirements for graduation within six years.
When a student is recommended for dismissal from the nursing program, the School of Nursing Director will provide written notification of dismissal. Students will be recommended for dismissal from the undergraduate nursing program under the following conditions:

1. Earning a grade lower than “C” in two different nursing courses or in one repeated nursing course.
2. Withdrawing from three or more nursing courses.
3. Exhibiting conduct that is unprofessional, incompetent, unethical, or illegal in the clinical/practicum settings as outlined by the American Nurses’ Association Code for Nurses, the WV Code of Legislative Rules and the clinical agency policies.
4. Cheating on course examinations, plagiarism as outlined in the WVVC Undergraduate Catalog or improper documentation or falsification of clinical records or activities.
5. The School of Nursing retains the right to dismiss from the program any student who is deemed to violate:

   a. Policies and procedures of the School of Nursing;
   b. Policies of affiliating facilities;
   c. Professional behavior and role development standards as outlined in School of Nursing, the College, affiliating agency policies or the WV RN Code and Standards of Practice;
   d. Policies of confidentiality.
A candidate for the BSN degree must have abilities and skills in the areas of critical thinking, communication, mobility, and motor, tactile, visual, hearing, and behavioral function. Reasonable accommodation can be made for some disabilities. However, a candidate is expected to perform in a reasonably independent manner.

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking:</strong> Critical thinking ability sufficient for critical judgments.</td>
<td>Identify cause-effect relationships in clinical situations, develop nursing care plans, calculate medications.</td>
</tr>
<tr>
<td><strong>Communication:</strong> Communication abilities sufficient for effective interaction in verbal and written form with other members of the health care team and the public.</td>
<td>Able to obtain information, explain treatment procedures, initiate health teaching, describe patient situations, perceive nonverbal communications.</td>
</tr>
<tr>
<td><strong>Mobility:</strong> Physical abilities (including standing, walking, bending, range of motion of extremities) to move from room to room and maneuver in small spaces.</td>
<td>Able to administer cardiopulmonary resuscitation, move around in patient room work spaces, and treatment areas.</td>
</tr>
<tr>
<td><strong>Motor:</strong> Gross and fine motor function sufficient to provide safe and effective nursing care.</td>
<td>Able to ambulate patient, administer intravenous, intramuscular, subcutaneous and oral medications, calibrate and use equipment.</td>
</tr>
<tr>
<td><strong>Hearing:</strong> Auditory ability sufficient to monitor and assess health needs.</td>
<td>Able to hear monitor alarm and emergency signals, able to listen to breath and heart signs.</td>
</tr>
<tr>
<td><strong>Visual:</strong> Visual ability sufficient for observation and assessment necessary in nursing care.</td>
<td>Able to observe patients, visualize appearance of a surgical wound.</td>
</tr>
<tr>
<td><strong>Tactile:</strong> Tactile ability sufficient for physical assessment.</td>
<td>Able to perform palpation of a pulse, perceive temperature or other functions of a physical examination.</td>
</tr>
<tr>
<td><strong>Behavioral:</strong> Emotional health sufficient to utilize his or her intellectual abilities. Able to function effectively during stressful situations.</td>
<td>Able to adapt to ever-changing environments, displaying flexibility, appropriately interacting with others, learning to function in the case of uncertainty that is inherent in clinical situations involving patients/clients.</td>
</tr>
</tbody>
</table>

Used by permission from Clayton State University.
To graduate from WVWC the student must earn a minimum of 120 credit hours distributed across the general studies curriculum, the nursing major (BSN) requirements and elective credits.

Students must:

1. Meet all requirements outlined for the Bachelor of Science in Nursing Degree in the college catalog.

2. Meet college graduation requirements

3. Apply for graduation twelve (12) months prior to anticipated graduation by filing the Application for Degree form with the Registrar’s office.

4. Submit Alternative Entry Credit materials (if meet criteria stated in college catalog) to the nursing academic advisor by the end of the first month of the semester in which you plan to graduate. For example, by September 30 for a December graduation, February 28 for May graduation or by June 1 for August graduation.

5. Order nursing pin, if desired. Pins are ordered annually during the spring semester. Payment is due at that time.

6. Participate in Senior Convocation and graduation if desired. Notify the Nursing office of your intent to participate in convocation and graduation by April 1.

7. Complete all required departmental testing at established benchmarks.
The School of Nursing faculty believes attendance is essential for quality academic performance, and adheres to the college policy related to attendance found in the current college catalog: “Each student is expected to attend classes and laboratory sessions. Missing a substantial portion of any class or laboratory session constitutes an absence. Missing sessions because of late registration may constitute absences. Faculty members are free to establish attendance policies that penalize students for classes missed.” (Current College Catalog and College Student Handbook)

1. Class attendance is expected. Class, clinical and experiential nursing science (skills) laboratory attendance is required.

2. Absences: Students must notify the appropriate faculty member in advance of the absence. Notification does not constitute an excused absence.

3. Absences may only be excused for attendance at professional meetings, serious illness or personal tragedies. Students who are ill are expected to seek medical evaluation through their private physician or college health center.

4. For any absence, it is the student’s responsibility to make up the classroom, clinical, or experiential nursing science laboratory and or written assignments.

5. Missed tests MUST be made up after consultation with course/clinical faculty.

6. Students are not excused from scheduled clinical assignments for job interviews. Students are expected to notify prospective employers that the clinical experience is mandatory for successful completion of the course.

7. Regular class, clinical and experiential nursing science laboratory attendance is indicative of acceptance of professional responsibility and accountability.

8. Absence of 10% or more may result in failure.
   a. Failure to meet clinical and course responsibilities will result in failure of the course.
   b. If a student is late, the instructor is not required to admit the student to class, clinical, or skills laboratory; and the student will be counted as absent.

9. Tardiness
   All students are expected to be on time for all scheduled classes. Students who are late will be warned. All students are expected to be on time and prepared for all clinical learning experiences.
Success in nursing is dependent on good academic standing. Nursing students must maintain a cumulative grade point average of at least 2.50. This higher nursing standard for CGPA and course grading reflects the faculty beliefs and current literature that supports a relationship between GPA and NCLEX first time pass rate success. The grading scale for nursing coursework is:

\[
\begin{align*}
A &= 93-100 \\
A- &= 90-92 \\
B+ &= 87-89 \\
B &= 83-86 \\
B- &= 80-82 \\
C+ &= 79 \\
C &= 78 \\
D+ &= 77-64 \\
D &= 60-63 \\
F &= 0-59
\end{align*}
\]

Students are advised “C-“ course grades are not passing grades in nursing or required nursing support courses and are subject to the repeat courses policies outlined in the Nursing Student Handbook admission and progression policies and the current WVWC catalog.

**Grading**

The School of Nursing uses a common grading scale for all nursing courses. All students in the BSN program must achieve a 78% average on all course examinations. This 78% testing average must be achieved **before** other course requirements are added to arrive at the final course grade.

**Course examination grades and final grades are not rounded.**

Each course faculty will determine the methods for reviewing course tests with the students. Course tests are not returned to the students. The tests will be reviewed with students in the course at a time arranged by the faculty.

Print Name_____________________
Signature_____________________
Date_________________________
Theory, clinical, including experiential nursing science (skills), laboratory sessions meet according to the class schedule. Class and clinical meeting time and credit hour allocations are:

**Class:** Each 50 minutes of class earns one (1) credit hour.

**Clinical:** Each 3 clock hours of clinical experience earns one (1) credit hour.
STANDARDIZED TESTING AND COMPREHENSIVE ASSESSMENT OF NURSING KNOWLEDGE POLICY

NCLEX SUCCESS PROGRAM

Policy for NCLEX Success: All students are required to participate in all test taking strategy courses, standardized testing and review courses as deemed appropriate by the nursing faculty. Standardized testing will begin at the freshman level and continue throughout the student’s course of study in the Nursing program.

TESTING
Students will be required to take nationally normed tests throughout the curriculum and to make a satisfactory score in order to progress. In the last semester of the curriculum, students will be required to take a comprehensive exam and to make a satisfactory score on the exam to graduate.

Background

West Virginia Wesleyan School of Nursing requires that all baccalaureate graduates demonstrate content mastery in the discipline. The School of Nursing currently uses the Comprehensive Assessment and Review Program by Assessment Technologies Institute, LLC (ATI) developed from the NCLEX-RN Test Plan as a resource for students to help them achieve content mastery in the discipline of nursing through formative and summative standardized testing. Formative testing occurs throughout the program at prescribed intervals. Summative testing occurs during the spring semester of the senior year using the RN Comprehensive Predictor exam. The RN Comprehensive Predictor exam allows students to demonstrate content mastery of the material tested on the NCLEX-RN® licensure exam and serves as the BSN School of Nursing’s comprehensive exit exam for the major.

Purpose:

The purpose of ATI assessments and remediation assignments is to prepare students for the end of program comprehensive assessment and the NCLEX-RN licensure exam.

Policy:

A variety of ATI assessments and remediation assignments will be used throughout the BSN Program. Faculty reserve the right to add new assessments when available and to require remediation assignments when needed for identified student learning needs.

Critical Thinking Assessment:

A Critical Thinking Assessment will be administered at the beginning of the first nursing course and at the end of the BSN Program at a designated time. Scores on the critical thinking exams provide data for
program assessment related to development of critical thinking skills in nursing students across the BSN curriculum. These exams will only be given once and will not be included into students’ course grades.

**Content Mastery Series Assessments:**
The ATI Content Mastery Series (CMS) examinations will be administered throughout the BSN Program. Students will have one opportunity to take the Proctored Content Mastery Series exam at the end of the semester of the correlating course. A student will receive 93% with a Level III score and receive 86% with a Level II score. A score at Level I will earn a 75% and Below Level I will earn a 70%. Remediation is required for ALL practice exams prior to the final proctored exam. The content mastery assessment will be used as the final exam score and 20% of the total course grade. The exception will be that sophomore students in NURS 225 Pharmacology Across the Lifespan will take the Pharmacology ATI one time as a sophomore, and it will count as a final exam score for that course. A second pharmacology assessment will be given in the senior year in NURS 451L. At that time, the student must achieve a Level II or III. The required remediation for the CMS exams will be completed for all CMS scores.

**Remediation Assignments:**
After each practice test, each student must submit remediation assignments for the items missed on the practice tests. This will include completion of an online focused review demonstrating 1 minute of remediation time per missed topic and a handwritten document consisting of the rationale and page number per missed topic on an online practice exam. For each Topic to Review on the profile, students must write a paragraph (minimum of 3 sentences) related to the topic and include the page number (s) and reference (s) in which the information was found (remediation is not limited to the ATI Review Modules or ATI-PLAN DVD Series). Each student must complete the practice exam at the 90% level before attempting the second practice test in the course.

Online practice exams have at least a 24-hour time restriction between each attempt and are limited to one take every 24 hours. A completed pre CMS or RN Comprehensive Predictor remediation assignment is required for entrance into each CMS or RN Comprehensive Predictor exam. The pre CMS or RN Comprehensive Predictor remediation assignment should be submitted to the faculty/proctor prior to entering the classroom and comprehensive assessment location.

**RN Comprehensive Predictor Assessment:**
The School of Nursing currently uses the ATI RN Comprehensive Predictor as the final comprehensive assessment of learning and content mastery in the discipline of nursing. A maximum of two attempts on the RN Comprehensive Predictor will be permitted. A students highest achieved individual composite score for the two (2) attempts of the RN Comprehensive Predictor assessment will be used as an exam score and count as 20% of the total course grade in the category ATI Exam. Both attempts will be provided before the end of the spring semester of a student’s senior year during the NURS 451L NCLEX-RN Review course. Students are assigned required course content materials in the NURS 451L. Students failing to successfully complete the RN Comprehensive Predictor at the faculty determined benchmark score of 94% probability of NCLEX success or higher will receive an **incomplete grade (I)** for NURS 451L. Incomplete grades are resolved following the Wesleyan Incomplete Grade Policy described in the Wesleyan Undergraduate Catalog.
ATI Remediation Assignment Rubric
Individual remediation written assignment/activities will be evaluated using the “Assignment Rubric” on a scale of 0 to 3. Students must score a minimum of “2” to achieve competency and complete the remediation assignment. If a student scores less than “2” on the remediation assignment, the student must revise the assignment and resubmit within one week from receipt of the initial grade, however, the highest grade awarded in that event will be “2”.

<table>
<thead>
<tr>
<th>ASSESSMENT CRITERIA</th>
<th>POSSIBLE SCORE</th>
<th>STUDENT SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment not submitted</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Assignment submitted late and below acceptable standard. Relationships between the identified topics to be reviewed and rationale are missing. An online focused review is completed but does not demonstrate the minimum of 1 minute of time per missed topic. No use of resources is demonstrated to explain the rationale.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assignment submitted on time and meets the acceptable standard. Relationships between the identified topics to be reviewed and rationale are present. Focused Review demonstrating the minimum of 1 minute of time per missed topic. One resource is demonstrated to explain the rationale</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Assignment submitted early and above the acceptable standard. Multiple relationships between the identified topics to be reviewed and rationale are evident. Focused review completed demonstrating greater than 1 minute of time per missed topic. Multiple resources are used to explain rationale</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
ATI Testing Algorithm

Practice Test 1
- Codes released to students.
- Written remediation missed questions
- 24 hour lockout

Practice Test 2
- Codes released to students before ATI proctored exam
- Written remediation missed questions
- 24 hour lockout
- Answers blocked until each student hands in a hard copy with a 90% score
- Hand in 5 days prior to ATI test as “ticket” for entry
- Answers of Practice test 2 unblocked

Written remediation submitted

ATI proctored exam
Taken as final exam with corresponding course.

Below Level 1
- Benchmark NOT met
- Receive 70% for final EXAM

Level 1
- Benchmark NOT met
- Receive 76% for final EXAM

Level 2
- Benchmark met
- Receive 86% for final EXAM

Level 3
- Benchmark met
- Receive 96% for final EXAM

Math Proficiency and Remediation

Purpose

Math proficiency is an essential part of safe nursing practice. Students must possess a basic knowledge of fractions, decimals, percentages, ratios, and proportions. Medication errors made are considered to be sentinel events by health care accrediting bodies (National Patient Safety Goals Effective January 1, 2014, The Joint Commission. Available at: http://www.jointcommission.org/assets/1/6/HAP_NPSG_Chapter_2014.pdf), and may have severe consequences to a patient including dangerous injuries or even death.

Policy

The expectation is that each student demonstrates competency in math proficiency within each clinical and theory portion of nursing courses. If unable to perform calculations as needed remediation is required.

Math Remediation

If a student is unsuccessful, the student must remediate after each attempt until they pass the math proficiency exam:

- meet with the instructor of record for remediation planning
- complete assigned remediation and submit to the faculty
- complete practice exams for course and submit to the faculty
- achieve the competency standard noted above

Recommendations

- Require drug calculation text for all levels: Recommend Pickar, “Dosage Calculations, 9th edition
- Math questions may be administered during clinical experience.
- Math questions are required on each exam.

The content of the mathematics competency exams will progress as follows:

- Level II (Sophomore)
  - First Semester: Fundamentals
    - JCAHO approved abbreviations
    - Metric, Apothecary, and Household Measurements
    - Other common Drug measurements: units and milliequivalents
    - Time and temperature conversions
    - Equipment used in dosage administration
    - Interpreting Drug Orders, Understanding Drug Labels
    - Preventing Medication errors
- Drug Dosage Calculations: tablets and capsules, Oral liquids, ointments, eye and ear drops
  - D/H calculation and Ratio/Proportion
  - Second Semester: Pediatrics
    - Add SQ and IM
    - Pediatric dosages based on weight for safe pediatric dosage
    - Administering meds to Children
  - Second Semester: Pharmacology
    - Introduction to IV calculations
- Level III (Junior)
  - Reconstitution of Solutions
  - Topical Solutions/Irrigants
  - Oral and Enteral feedings
  - Level III continued:
    - Common IV solutions
    - Calculate ml/hr & gtt/min
    - Monitoring IV’s and IV sites; manually regulated IV
    - Primary and Secondary tubing
    - Electronically regulated IV
    - Blood administration
    - Calculating Infusion time, volume
- Level IV (Senior)
  - Critical care calculations, flow rate of an IV med to be given over a specified time period
  - Body surface area method
  - Pediatric volume control sets
  - Calculation of Daily volume for Maintenance IV
  - IV Heparin
  - Limiting Infusion Volumes
<table>
<thead>
<tr>
<th>Title:</th>
<th>Academic Clinical Transportation Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility of:</td>
<td>Student Development Committee</td>
</tr>
<tr>
<td>Date of Revision:</td>
<td>8/2007</td>
</tr>
<tr>
<td>Date for Next Review:</td>
<td>1/2015</td>
</tr>
</tbody>
</table>

Students engage in clinical learning experiences and a variety of hospital and community based settings in West Virginia.

Transportation and related expenses to clinical practice settings is the responsibility of the student.

Clinical faculty will inform students prior to the first clinical experience, concerning appropriate times to contact them at home or at the clinical agency regarding cancellation or change in time of clinical experience.
Students in the Nursing Program at West Virginia Wesleyan College School of Nursing are engaged in preparation for professional practice. Nursing practice is guided by the ANA Code of Ethics and ANA Standards of Professional Practice, which emphasize respect for others. Students in a professional nursing education program are held to these standards. All communication with faculty and other students should always be respectful.

The following are expected civil behaviors that support the teaching/learning environment.
1. Address the faculty member by his or her title.
2. Arrive to class on time.
3. Call the faculty member and leave a voice message or email in the event of tardiness or absence prior to class.
4. Students should not talk when faculty member or classmates are speaking during class.
5. Students who are disruptive or uncivil will be asked to leave the classroom.
6. Students are not permitted to bring a guest or children to class without prior permission.
7. Electronic equipment or devices shall not be used without the express permission and consent of instructor.
Nursing students, faculty and staff place a high value on personal appearance, including attire. The reasons are rooted in concerns for communication, cultural sensitivity and infection control. This policy sets forth standards for dress and appearance necessary to meet the safety objectives of placing patient welfare first and the educational objectives of preparing the student to assume the role of a professional health care worker. The message communicated by the caregiver by his/her dress and appearance plays a fundamental role in establishing this trust and confidence. Recent trends in clothing, body art, and body piercing may not be generally accepted by patients and should not be worn by nursing students. The following guidelines address classroom, clinical experiences and what is prohibited for both. Please note that if the dress code for a particular agency differs from that of the SON, agency guidelines take precedence.

**Classroom Requirements:** The following guidelines apply for all School of Nursing classes and School of Nursing sponsored activities etc: 1. Good personal hygiene. 2. Hair should be neat, clean. 3. Clothing should be clean, professionally styled and in good repair.

**Clinical Requirements:** When patient contact is part of the educational experience, students are expected to dress professionally. (See uniform guidelines) 1. Minimal professional attire includes neat, clean and without stains or wrinkles apparel that is odor free. A name tag is required as part of the professional attire. 2. A WVWC SON patch must be displayed on the top left sleeve.
Title: Professionalism: Academic and Professional Integrity Policy
Responsibility of: Academic Standards and Review Committee
Date of Revision: 5/1998
Date for Next Review: 1/2015

The School of Nursing will not tolerate academic dishonesty of any kind. The nursing faculty expects all nursing students to adhere to the policies included in the Statement on Academic Integrity (see the West Virginia Wesleyan College Student Handbook) and views Academic dishonesty as detrimental to the development of honest patient/client relationships and the practice of professional nursing.

ACADEMIC MISCONDUCT

Because the nature and function of nursing impinges upon the safety and well being of others, primarily the client, academic integrity is a responsibility of each person. For the School of Nursing, all educational experiences fall within the academic integrity expectations. Plagiarism, cheating, falsifying records (self or patient; college or clinical agency), lying and any other form of academic dishonesty are intolerable. Any student participating in any form of academic dishonesty is immediately responsible to the teacher of the class or clinical experience. In addition to other possible disciplinary sanctions, which may be imposed through regular institutional procedures as a result of the misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination assignment, or to assign an "F" in the course. If the dishonesty involves client care, the instructor has the authority to refuse to assign the student to client care, and/or change the student’s clinical assignment.

The following violations of academic integrity are defined.

A. Cheating:

- Unauthorized use of any materials, notes, sources of information, study aids or tools during an academic exercise. No cell phone, calculators, palm computers or hats allowed during exams. Use of calculators will be announced if necessary.
- Unauthorized assistance of a person, other than the course instructor during an academic exercise.
- Unauthorized viewing of another person’s work during an academic exercise.
- Unauthorized securing of all or any part of assignments or examinations in advance of the submission by the instructor.

B. Fabrication/Falsification:

The unauthorized invention or alteration of any information, citation, data or means of verification in an academic exercise, official correspondence of a university record, client record or other professional documentation.

- Failure to report errors in the clinical area; failure to report changes in client status to faculty.
- Failure to report changes in client status to faculty
- Falsifying client records by charting incorrect data or removing data
- Releasing confidential information about clients to persons who do not have the right to such information
- Rude or abusive language to patients, personnel, peers, faculty or staff
- Jeopardizing a patient's safety or welfare

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C. **Plagiarism:**

Submitting as one’s own work or creation any material or an idea wholly or in part created by another. This includes, but is not limited to:

- Oral, written and graphical material
- Both published and unpublished work
- Any material(s) downloaded from the internet or cut or pasted or typed or written verbatim from published sources.

It is the student’s responsibility to clearly distinguish their own work from that created by others. This includes proper use of quotation marks, paraphrase and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism.

D. **Complicity:**

Helping or attempting to help someone commit an act of academic dishonesty.

- Having access to test information during testing periods
- Conveying test information to other students
- Reproducing information in duplicate for assignments
- Destruction or confiscation of school resource material or equipment
- Jeopardizing a patient’s safety or welfare.

Students may be guilty of academic misconduct either directly or indirectly through participation or assistance.

E. **Sanctions:**

The instructor will impose one or more of the following for cheating and plagiarism:

- A lower or failing project/paper/test grade
- A lower final grade
- Failure of the course
- Exclusion from further participation in the class (including laboratories or clinical experiences.)
- Dismissal from the program

The instructor will impose one or more of the following for falsifying records including client data:

- A lower or failing grade in the course and/or clinical grade
- A failure in the course
- Dismissal from the program

Note: Falsification of records may have legal consequences for which the student may be held accountable.

**CLINICAL MISCONDUCT**

Clinical misconduct that jeopardizes patient safety will not be tolerated and could result in immediate dismissal from the program. The School of Nursing may require alcohol and drug screenings at any time signs and symptoms of possible use are observed. Should alcohol/drug use be suspected, it is the student's responsibility to assume all costs of any and all lab tests/screenings performed. The student must not threaten the physical and/or psychological well-being of a patient by her/his performance in the clinical
area. If this occurs at any time, the student is in danger of failing the nursing course in which he/she is currently enrolled.

Students are held accountable for any real/potential threat to the patient. This includes skills previously learned. If the instructor prevents an error, the student is still at fault.

A behavior or consistent behaviors that result in a threat to the patient’s physical and/or psychological well-being is “at risk” behavior. Examples of “at risk” behavior(s) include but are not limited to the following:

- Principles learned in prior semesters are violated.
- Inappropriate verbal or non-verbal behavior in the presence of the patient or the family.
- Inadequate preparation for the clinical assignment.
- Demonstrable lack of progress in performing.
- Excessive absence from classroom lecture.
- Breach of confidentiality.
- Communicating negative value judgments to patient.
- No provision of patient privacy
- Infractions of HIPAA policies
- Demonstrating incompetence/lack of preparation for clinical assignment.
A. Students must meet all agency requirements for clinical related to background checks, clinical policies such as flu vaccine, HIPPA and infection control policies. Students are required to have a social security card by federal agencies in order for background checks to be completed. International students will be notified of this policy.

B. Client care is to be given under the supervision of the nursing faculty or preceptor.

C. The student must recognize his/her sphere of responsibility and function only in the student role.

D. The student must be in professional uniform while in any clinical setting.

E. The student may NOT at any time:
   1. Administer any medication without utilizing the six rights of medication at administration.
   2. Take verbal or telephone orders.
   3. Administer IV medications that agencies prohibit student from administering for ex: cytotoxic drugs, cardiac medications, sedatives, etc

F. The student may not serve as a witness for any document.

G. If the student expects to be late or absent, he/she is to notify the instructor per the instructor’s guidelines prior to the beginning of the clinical experience. The student is not to call the agency and leave a message.

H. Absences may contribute to failing the course since the student may be unable to meet the course/clinical objectives. Students are referred to attendance policies in handbook, college catalog and course syllabi. If a student has 2 or more unexcused absences in the classroom or clinical setting this constitutes failure in the course.
Title: **Professionalism: Behavior, Safe Practice and Suitability Policy**
Responsibility of: *Academic Standards and Review Committee*
Date of Revision: 3/2009
Date for Next Review: 1/2015

The faculty of the School of Nursing have an academic, legal, and ethical responsibility to prepare graduates who are competent as well as to protect the public and health care community from unsafe nursing practice. It is within this context that students can be disciplined or dismissed from the School of Nursing for practice or behavior which threatens or has the potential to threaten the safety of a client, a family member or substitute familial person, another student, a faculty member, or other health care provider.

When admitted as a student in the School of Nursing at West Virginia Wesleyan College, each student is expected to uphold (and demonstrate) professional and personal moral standards as defined and described in various documents, the West Virginia Code and Legislative Rules; Section 30-7 and Title 19; the ANA Standards of Clinical Practices (2003), the ANA Nursing Scope & Standards of Practice and Code of Ethics for Nurses with Interpretive Statements (2001 and the West Virginia Wesleyan College Student Handbook.

The faculty subscribes to the intent of the college policy prohibiting the illegal possession, use, or distribution of drugs and/or alcohol by students on college property or as a part of any college activity (on or off campus). Please be aware that underage drinking is illegal.

Students who engage in illegal/immoral acts or activities or who exhibit unprofessional conduct which directly or indirectly endangers the health or well-being of another individual or themselves will be subject to review and be subject to dismissal from the program. The West Virginia State Board of Examiners for Registered Professional requires that the Director report misdemeanors and felonies. This will be followed by a request for information from the student or new graduate. Depending upon the Board’s action, a student/graduate may be barred from taking the NCLEX, or the license may be restricted.

The faculty member has the responsibility to evaluate students based upon the above expected patterns of professional behavior. In class, clinical, and outside the classroom or clinical area, students must not engage in:

1. Disorderly conduct
2. Inappropriate or offensive language
3. Damage or theft of property
4. Disruption
5. Discrimination
6. Behavior or conduct that demonstrates a lack of personal qualities necessary for the practice of nursing

A faculty may remove a student from the clinical area or deny access to the clinical area because of (1) an unprofessional appearance/behavior, (2) inadequate preparation or (3) unsafe practice on that day. Inability to participate in clinical will result in a grade of unsatisfactory for the day and is considered an unexcused absence. If the same student needs to be removed from the clinical area more than one time, the student may be removed from the course due to unsafe or unprofessional behavior.

A student who has been terminated from a course due to unsafe behavior may retake the course as allowed by policy and should be referred for remediation. Unsafe behavior may also result in termination from the program. A student who has been terminated from a course due to unprofessional behavior may be terminated from the program.
Procedure for Reporting Professional Behavior, Safe Practice or Suitability Violations

Written documentation related to the Violation of Standards of Professional Behavior, Safe Practice or Suitability will be distributed to the Director of the School of Nursing, the academic advisor, the student, the student’s file, and the faculty initiating the action.

1. An immediate verbal warning on the day of the incident shall be given to the student by the faculty member who identified the incident resulting in violation of the standards.

2. At the discretion of the faculty member who identified the violation, the student may be dismissed from the clinical setting or classroom according to the statement in the course syllabi.

\textit{The statement is}: Certain behaviors will not be tolerated and will constitute a failing grade regardless of the date of occurrence. These behaviors are:

- failure to notify of absence (no call, no show)
- unprofessional behavior in class or clinical
- unethical behavior
- inability to practice safely

Grading and make up learning experiences in relationship to the incident will be in accordance with the individual clinical/theory course requirements contained in course syllabi. The faculty may suspend student participation until resolution of violation or adequate remediation has been completed and documented.

3. The student has a right to consult with his/her academic advisor, course coordinator, or any other faculty member of his/her choice regarding any violation of the Standards Professional Behavior and Safe Practice. The rights of the student will be safeguarded as set forth in the West Virginia Wesleyan College School of Nursing Student Handbook and the WVWC Catalog.

4. The incident and recommendation for follow-up remediation shall be documented by the faculty member on the violation of Standards of Professional Behavior and Safe Practice.

5. The Violation of Standards of Professional Behavior and Safe Practice documentation will then be forwarded to the Director of the School of Nursing for review no later than the day following distribution to the student. Further action may be taken at the discretion of the Director of the School of Nursing.

6. Repeated student violations of standards may warrant dismissal from program.

**DISMISSAL STATEMENT**

Failure to meet behavioral, safe practice and/or suitability requirements shall constitute reason for a student to be dismissed from the program.
The School of Nursing and West Virginia Wesleyan College is interested in maintaining a safe and healthy environment for its students. Therefore, the following objectives, definitions and testing procedures, and consents are in place.

Objectives

A. West Virginia Wesleyan College School of Nursing has a vital interest in maintaining a safe and healthy environment for its students as well as maintaining safe and healthful conditions for its clients. Any student under the influence of a drug or alcohol during clinical may pose serious safety and health risks, not only to themselves, but to all those who work with them and to the patients for whom they provide care. The unlawful possession, use, or sale of drugs or alcohol in the clinical agencies, may also pose unacceptable risk for safe, healthy, and efficient operations.

B. West Virginia Wesleyan College maintains a student counseling center which provides help to students who seek assistance for alcohol or drug abuse problems.

C. These basic objectives establish the policy with regard to use, possession, or sale of alcohol or drugs.

Definitions

A. The use, possession, sale, distribution or being under the influence of alcohol, non-medically prescribed controlled substances, or misuse of prescribed medications and/or over-the-counter medications will not be permitted in the clinical agency or school environment.

B. Non-medically prescribed controlled substances and over the counter medications refers to any substance that is capable of altering the mood, perception, behavior, and judgment of the individual consuming it and to any substance obtained with improper prescription or taken in a non-prescribed manner.

C. Clinical agency includes the agency’s premises and situations where a student is representing the school in his/her capacity as a student nurse, or while operating a vehicle rented by the WVWC School of Nursing, or any other vehicle for the WVWC School of Nursing purposes.

D. “Under the influence” means the student is affected by drug(s), alcohol, or any combination of drugs or alcohol, in any detectable manner.

E. Any violation of these rules could result in disciplinary action up to and including dismissal from the nursing program at WVWC.

F. If activity such as the above occurs outside of clinical hours and affects the student’s clinical performance, the incident will be reviewed. The results of the review could result in disciplinary action up to and including dismissal from the nursing program.
Drug and Alcohol Testing

A. WVWC School of Nursing requires drug testing whenever the following occur:

1. Reasonable Suspicion: Any student who demonstrates unusual, unexplained behavior in the agency environment or during clinical hours. Observable signs might include, but are not limited to:
   i. Slurred speech
   ii. Odor of alcohol on breath or person
   iii. Unsteady gait
   iv. Disoriented or confused behavior
   v. Significant changes in work habits
   vi. Hallucinations
   vii. Unexplained accident or injury
   viii. Other clinical observations consistent with impairment
   ix. Sloppy, inappropriate clothing and/or appearance
   x. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
   xi. Excessive sick days, excessive tardiness when reporting for clinical or class
   xii. Missed deadlines, careless mistakes, taking longer than customary to complete work
   xiii. Or when a clinical agency requests random testing per agency policy.

2. Any student who has access and/or direct responsibility for controlled substances and known drugs of abuse that are missing or otherwise unaccounted. This determination will be made on a case by case basis by the agency manager or administrator and the Director of the School of Nursing.

3. Random testing will be done only upon advisement of law enforcement agencies, or as a part of rehabilitation process, as part of the monitoring program.

B. Informed consent will be obtained. Fees associated with testing will be the responsibility of the student.

C. The collection site will be in a standard collection area laboratory or emergency department.

D. The collection shall be performed by qualified medical personnel specifically trained in the collection procedure. Collection procedures will adhere to the required “chain of custody” protocol.

E. The student will be escorted to the collection site with the appropriate faculty member and will remain at the collection site until the required specimens are obtained.

F. The student will be required to sign a consent form. All consented test results will be reviewed with the student by a health care provider designated by the agency.
G. The student’s confidentiality will be strictly maintained. These results will be communicated only to the student, the Vice President for Student Services, the physician reviewing the results with the student, and the Director of the WVWC School of Nursing.

H. Records will be maintained in a separate file by the School of Nursing in a secured area. Requests for information will require a court order or may be released by the student signed written consent and liability waiver.

I. The drugs to be tested may include, but not limited to:

   1. Cannabinoids
   2. Barbiturates
   3. Alcohol
   4. Amphetamines
   5. Cocaine
   6. Propoxphene
   7. Benzodiazepines
   8. Opiates
   9. Phencyclidine
   10. Methaqualone

Student Nurse Right and Responsibilities

A. Noncompliance with requests for drug and alcohol screening will be viewed as a violation. The student may be subject to discipline up to and including dismissal from the nursing program.
**Consent Form for Alcohol, Drug, and Substance Testing**

I hereby consent for the agency’s laboratory to collect blood, urine or saliva samples from me to conduct other necessary medical tests to determine the presence or use of alcohol, drugs, or controlled substances. Further, I give my consent for the release of the test result(s) and other relevant medical information to the Director of the School of Nursing for WVWC, and the Vice President for Student Services at WVWC. I also understand that if I refuse to consent, I may be subject to disciplinary action including suspension or dismissal from the nursing program at WVWC.

**AGREED TO:**

____________________________________ Student  _________________ Date

___________________________________ Witness  _________________ Date

**REFUSED:**

Page ___________________________________ Student  _________________ Date

___________________________________ Witness  _________________ Date

**REASON(S) FOR REFUSAL:** ______________________________________________________

**Title:** Professional Conduct: Background Check  
**Responsible:** Academic Standards and Review Committee  
**Date of Revision:** 5/2012
Date for Next Review: 1/2015

The Faculty recognizes its role in maintaining a safe environment for students and clients. Health care agencies require employees and professional health professions students to meet local and state regulations. Therefore, a background check is required for nursing students.

A background check is a requirement for entry into the nursing program at West Virginia Wesleyan College (WVWC). In recognition of the vulnerability of all the clients with whom the nursing student interacts, and all of the clients for whom the nursing student cares in an increasingly diverse health care environment, the WVWC School of Nursing has instituted a policy requiring a criminal background check for all incoming nursing students.

Each applicant to the clinical nursing program at WVWC shall submit to a pre-clinical background check. The background check shall be administered by CertifiedBackground.com. All applicants are given an informational sheet regarding CertifiedBackground.com. Instructions are provided on this sheet, and the completed background check will be made available to the School of Nursing. The background check must be completed and available to the nursing office by July 1.

Failure to disclose any criminal conviction, felony, misdemeanor, or act of academic dishonesty on the application for admission to the nursing program at WVWC, at any other time during the admissions process, or during the course of the nursing program is grounds for immediate dismissal from the nursing program.

Any applicant to the nursing program who has ever been convicted of a felony or misdemeanor should contact the Board office to discuss the potential impact of the prior conviction(s) on his/her application for licensure, and the licensure process.

Admitting a student to the nursing program is not a guarantee that the State of West Virginia Board of Examiners for Registered Professional Nurses, or the state where the student applies for licensure, will grant the student licensure.

The student is responsible for fees associated with the background check.

Title: Professionalism: Communication and Electronic Communication
Responsible: Academic Standards and Review Committee
Date of Revision: 05/2012
Communication
Faculty will be communicating course information and updates via e-mail, ANGEL and during class. It is the student’s responsibility to provide the faculty with current phone numbers and e-mail address at the beginning of the semester. Faculty will explain their preferences for communication with their clinical students.

Cell Phones
Cell phones must be turned off in the classroom or clinical areas unless prior approval from the course/clinical faculty has been given. Texting, use of Facebook, Twitter or other social networks should never reveal content about professors, your colleagues, classmates, agencies or patients and is not permitted in the class and/or clinical setting.

Electronic Communication
All students are required to maintain a WVWC email account. Emails are to be professionally written with appropriate grammar, punctuation, and correct spelling. All emails are to be signed. The student is required to notify the nursing office and the college of any change in an email account. Email/online, conduct reflects the same requirements as classroom conduct. Courtesy, politeness, and good manners must be used when students and faculty are involved in electronic communication; the same as if the interaction were to take place in person. Behavior must be responsible and caring toward others and individuals should anticipate the consequences of such conduct. Certain issues are particular to electronic conduct. These include assuring that written email has the same civility as an onsite classroom situation. When a student emails a faculty member, every attempt will be made to respond to that email in a time fashion, understanding that the faculty have many responsibilities both in and out of class.

A portion of the communication in nursing courses will occur through the electronic course management system. When electronic messages are sent, it is sometimes difficult to remember that there are real people sending and reading the messages. Words can mean many things, and what we intend to say is not always what others hear. This is especially true of "online communication" where others do not have the opportunity to see your "body language" or hear your tone; therefore, they have a greater possibility of misunderstanding what you truly mean. For those reasons, users of the Internet have developed guidelines for net communication aimed at lessening the chances of miscommunication and perceived disrespect. Please, follow these guidelines in all of your online communication, responses and discussions in nursing courses.

Respect all who are participating in this learning community by
• Honoring their right to their opinions
• Respecting the right of each person to disagree with others
• Responding honestly but thoughtfully and respectfully using language which others will not consider foul or abusive
• Always sign your name to any contribution you make
• Respecting your own privacy and the privacy of others by not revealing information which you deem private and which you feel might embarrass you or others
• Being constructive in your responses to others in the class
• Being prepared to clarify statements which might be misunderstood or misinterpreted by others
Reread your postings before sending them. This is a good way to avoid problems. Something written in haste may not say what you really think after the heat of the moment has passed.

A Note about communicating when angry or upset:

- Do not send messages that you have written when you are angry. You will almost always be sorry because anger almost always inspires anger in others.
- In the online world, angry messages are known as “flaming” and are considered bad behavior.
- Do not send messages that are written all in upper case; this is the visual equivalent of SHOUTING. It is considered aggressive, and in the online world, it is considered bad behavior. If you ever feel like shouting a message, take a deep breath and wait until you have calmed down before responding. Then, respond in a calm and factual manner.

Email Communication and Response by Faculty

- Email is an efficient way to manage course and clinical related concerns. Faculty reserve the right to determine when and if they will respond to an email message.
- Every message sent does not require a response.
- Faculty will make reasonable effort to respond to students questions and concerns in a timely fashion. Faculty check email, discussion blogs, and drop boxes during the regular working hours and/or scheduled office hours. Faculty are not obligated to respond to emails, telephone or text messaging related to the course or clinical during the evening and weekend hours.
- Students should make every effort to have questions addressed and answered during the class and clinical sessions and except in cases of emergency should not contact the faculty outside of the posted class, clinical and scheduled office hours without the expressed permission of the course faculty.
Students in the School of Nursing are expected to model healthful living choices. Recognizing individual rights, the policy related to tobacco usage and smoking is:

The School of Nursing has a vital interest in maintaining a safe and healthy environment for its students as well as maintaining safe and healthful conditions for its clients. Nursing students of WVWC are not to use tobacco products when acting as a representative of the School of Nursing. This includes, but is not limited to, any clinical function, any time the student is in a WVWC nursing uniform (including lab jacket) and any time the nursing student is attending a function required by the School of Nursing.
First impressions are important when approaching clients; therefore professional dress is required at all times when you are representing the College and on clinical agency property. The following is appropriate.

A. Dress
1. White scrub top with WVWC patch sewn onto left shoulder, navy blue pants, white shoes, and white stockings or socks for most hospital clinicals. Scrubs are to be ordered through Meridy’s as of sophomore class of 2011-2012, and patches will be provided by Meridy’s.
2. White lab coat (three quarter length) jacket with WVWC patch sewn onto left shoulder to be ordered from Meridy’s, and patches will be provided by Meridy’s.
3. Name badge pinned to the scrub top. Name pin needs to have white background with black letters with first name, last name, SN (1st line); 2nd line: West Virginia Wesleyan College. This is also to be ordered from Meridy’s. Place name pin on your left side above left breast.
4. For community clinical, the uniform will be navy or black dress slacks (no jeans) and white scrub top or blouse/shirt. The name badge must be worn on the lab jacket.

B. Hair, Jewelry, Nails
1. All students’ hair must be out of the eyes, and if long, pulled back and neatly secured. Men must be clean shaven or have a neatly trimmed beard or mustache.
2. Earring posts or small wires are acceptable – one per lower ear lobe. No other jewelry in various body piercing will be worn. Wedding band and a watch may be worn. No other jewelry may be worn.
3. Fingernails must be neatly trimmed to cover the end of the fingertips. One fresh coat of a light color nail polish may be worn. No artificial nails or tips.
4. Body tattoos must be covered while in the clinical setting.

C. Requirements for all Clinical Nursing Courses
   Each student will have the following:
1. Uniforms
2. Conservative, comfortable white shoes and a pair of brown, black, or navy walking shoes. (Sandals and/or open-toed shoes are not considered conservative or safe.)
3. Plain white hose or white socks.
4. A ¾ length lab coat.
5. Sphygmomanometer (blood pressure cuff).
6. Stethoscope
7. Watch with second hand or a way to measure seconds.
8. Pen with black ink, penlight, and small bandage scissors.
9. Current Cardiopulmonary Resuscitation (CPR) card for health care workers, adult and child certified, valid through the academic year on file in Nursing Office by the end of the spring semester.
10. Initial Annual Health Assessment form or Annual Update on file at the West Virginia Wesleyan College Health Center by July 24th of each year (or the date the health center requires).
Students who are asked to be research subjects or participants should inquire of Nursing Faculty for policies and regulations connected with this experience.
The nursing faculty encourages participation in nursing organizations. Students are expected to engage in the beginning professional role by belonging to SNOW and NSNA.

**Student Nurses of Wesleyan (SNOW)**

SNOW is an organization for all nursing students and is recognized as a campus organization. Members of SNOW participate in the following: leadership development; educational opportunities; socialization with other nursing majors; various community activities and in the Big/Little program. Meetings are once a month during the academic year. Dues are paid annually. SNOW officers are elected from the membership in March.

**National Student Nurses’ Association**

The NSNA mission is to: Organize, represent and mentor students preparing for initial licensure as registered nurses, as well as those enrolled in baccalaureate completion programs; convey the standards and ethics of the nursing profession; promote development of the skills that students will need as responsible and accountable members of the nursing profession; advocate for high quality health care; advocate for and contribute to advances in nursing education. Nursing students are encouraged to join the National Student Nurses’ Association (NSNA).

Scholarships are available through NSNA. The deadline for application is January. NSNA website has further information.

**Sigma Theta Tau International Honor Society of Nursing**

Sigma Theta Tau International Honor Society of Nursing is the second largest nursing organization in the United States and among the five largest and most prestigious in the world.

- Sigma Theta Tau International is dedicated to improving the health of people worldwide by increasing the scientific base of nursing practice.
- Members are nursing scholars committed to the pursuit of excellence in clinical practice, education, research and leadership.
- We believe that broadening the base of nursing knowledge through knowledge development, dissemination and use offers great promise for promoting a healthier populace.
- We are committed to furthering nursing research in health care delivery and public policy.
- We sustain and support nursing’s development and provide vision for the future of nursing and health care through our network of worldwide community of nurse scholars.
- We make available our diverse resources to all people and institutions interested in the scientific knowledge base of the nursing profession.

The Society exists to:

- Recognize superior achievements in nursing
- Encourage leadership development
- Foster high nursing standards
- Strengthen the commitment to the ideals of the profession
Membership in Epsilon Delta Chapter-at-Large of Sigma Theta Tau is conferred only upon nursing students in baccalaureate or graduate programs who demonstrate excellence in nursing or upon qualified bachelors, masters, and doctoral graduates who demonstrate exceptional achievement in the nursing profession.

To be eligible for nomination to membership, baccalaureate nursing students must have completed half of the nursing courses in the nursing program; rank in the upper 35% of the class; have a grade point average of 3.0 (4.0 scale) or higher; complete and return a membership intent form and submit two endorsements from a nursing faculty member and one from a Sigma Theta Tau member. An induction ceremony for new members is held every spring. Other scholarly activities are planned throughout the year. Scholarship opportunities are listed on the Sigma Theta Tau website.

**EPSILON DELTA-AT-LARGE CHAPTER OF SIGMA THETA TAU**

*International Honor Society of Nursing*

The attempts of many years to establish a nursing honor society at Wesleyan became successful in the fall of 1977. A steering committee of students and faculty was formed and support was pledged by Florence Elliott, then Chairman of the Nursing Department, and Dr. William H. Capitan, the Academic Vice-President. The honor society was formed to promote the virtues of faith, hope, and love for which the name Pi Epsilon Alpha was given. The first induction ceremony with thirty-two charter members was held April 23, 1978, with subsequent inductions bi-annually. The future of the honor society was to become chartered as a chapter of Sigma Theta Tau, the national honor society.

In the spring of 1979, Rebecca Markel, Second Vice-President of Sigma Theta Tau, made an evaluation visit to Pi Epsilon Alpha. A favorable report from Dr. Markel accompanied the local honor society’s petition to the Executive Council of Sigma Theta Tau. From the Executive Council, the petition moved to the House of Delegate which met at the Biennial Convention in Seattle, Washington in November, 1979. Pi Epsilon Alpha’s petition was unanimously approved. The local honor society, Pi Epsilon Alpha, became the Epsilon Delta Chapter of Sigma Theta Tau at the chartering ceremonies held at Wesley Chapel on May 4, 1980, with Sister Rosemary Donley, National President of Sigma Theta Tau and Dean of the School of Nursing at Catholic University, presiding.

In April 2007, West Virginia Wesleyan College and Fairmont State University joined together to establish the Epsilon Delta Chapter-at-Large of Sigma Theta Tau.

The members of Epsilon Delta Chapter-at-Large – student, faculty, alumni, and community nursing leaders – join with members of the other chapters of Sigma Theta Tau in furthering the goals of the International Honor Society of Nursing. All nursing students are encouraged to apply for membership in their junior year if they meet the criteria for membership.
Article I: Name of the Organization:

The name of this organization shall be Student Nurses of Wesleyan, a constituent of the West Virginia State Nurses' Association and the National Student Nurses' Association. Hereafter referred to as SNOW.

Article II: Purpose and Function:

Section I: Purpose
A. To assume responsibility for contributing to nursing education in order to provide the highest quality of health care.
B. To provide programs representative of fundamental and current professional interests and concerns.
C. To aid in the development of the whole person; his or her professional role; and his or her responsibility to the health care of people in all walks of life.

Section II: Function
A. To have direct input into West Virginia Wesleyan's standards in nursing education and influence the education process.
B. To promote and encourage participation in community events and activities towards health care.
C. To represent nursing students to the consumer, to institutions, and to other organizations.
D. To promote and encourage student participation in interdisciplinary activities.
E. To promote and encourage recruitment efforts, participation in student activities and educational opportunities regardless of person's race, color, creed, sex, age, life style, or economic status.
F. To promote and encourage collaborative relationships with the West Virginia Student Nurses' Association, the National Student Nurses' Association, as well as other nursing and related health care organizations.

Article III: Members:

Section I: West Virginia Wesleyan College
A. SNOW shall be composed of at least fifteen active members whether non-constituent or constituent.
B. SNOW shall be composed of at least ten Constituent Members who are members of the West Virginia Student Nurses' Association and the National Student Nurses' Association, in conjunction with SNOW membership.

Section II: Active Members
A. Undergraduate students enrolled in West Virginia Wesleyan College, which is a state approved program leading to licensure as a registered nurse.
B. Registered Nurses enrolled in the undergraduate programs at West Virginia Wesleyan College in nursing.
C. Active members shall have all privileges of membership.
D. Active members shall attend 80% of all meetings and functions or submit a written excuse to the Recording Secretary within a reasonable amount of time to be determined according to the event in question.

E. Active members shall be required to sign a membership contract which clearly states all requirements for that form of membership. At any time in which the contract is broken, the Board of Directors shall vote on the member's status. The contract is in effect from September to May unless the dues are submitted late and therefore the contract will be initiated at the time of submission.

Section III: Associate Members
A. An Associate member is a member who wishes to remain in the organization but cannot commit to the requirements of Active membership and therefore forfeits the right to run for office or represent SNOW as a delegate.
B. Associate members shall have all of the privileges of membership, except the right to hold office at the local, state, and national levels.
C. Associate members shall attend 50% of all meetings and functions or submit a written excuse to the Recording Secretary within a reasonable amount of time to be determined according to the event in question.
D. Associate members shall be required to sign a contract which clearly states all requirements for that form of membership. At any time in which the contract is broken, the Board of Directors shall vote on the member's status. The contract is in effect from September to May unless the dues are submitted late and therefore the contract will be initiated at the time of submission.

Section IV:
Active and Associate membership may be extended six months beyond graduation from a student's program in nursing, providing membership was renewed while the student was enrolled in the nursing program.

Article IV: Dues:

A. SNOW annual dues for non-constituents will be $20.00 per year for September to May or $10.00 per semester (September to December and January to May).
B. Annual NSNA and WVSNA dues will be assessed.
C. Payment of NSNA and WVSNA dues shall be made directly to NSNA in which NSNA shall remit to each state constituent the dues received on behalf of the constituent.
D. Any member who fails to pay current dues shall forfeit all privileges of membership including state and national conference attendance.
E. Late dues will be collected at any time during the school year, at which time the membership contract shall take effect.

Article V: Board of Directors:

Section 1: Officers, Committees, and Representatives
A. The Officers of SNOW shall consist of President, Vice-President, Recording Secretary, Treasurer, Publicity Chairman, and Historian.
B. There shall be a Programming Committee, Publicity Committee, and By-Laws Committee each composed of a chairman (the elected officer) and at least three other SNOW members.
C. There shall be one person from each class to serve as class representative.
Section II: Eligibility
A. Only members who shall be nursing students throughout the whole term of office and have the privileges of active membership shall be eligible for the above stated offices.
B. Each elected officer shall attend all regularly scheduled meetings and functions.
C. Each elected officer shall responsibly lead and unify SNOW members to be well represented on Wesleyan's campus.
D. Each elected officer shall meet the individual office description:
   1. President: Shall have at least one year experience with the organization. Shall work with SNOW officers and members to create teamwork, support, and unity. Shall be of Junior or Senior status with at least one year experience with the organization. Shall supervise SNOW meetings and functions, Senior Convocation, and SNOW Banquet as well as other activities.
   2. Vice-President: Shall have at least one year experience with the organization. Shall supervise all SNOW Committees and assist the President with all meetings and functions. Shall be of at least sophomore or junior status with at least one year experience with the organization. Shall supervise meetings and activities in the absence of the President.
   3. Secretary: Shall dictate and keep an accurate record of SNOW meeting minutes, forward letters at the President's request, and send memos to all member concerning SNOW activities. Shall be of at least sophomore status.
   4. Treasurer: Shall keep an accurate record of the SNOW treasury, giving a report at every Board of Directors meeting of the amount in the account as well as the plan for future debits and credits. Shall collect annual dues. Shall be of at least sophomore status.
   5. Publicity Chairman: Shall keep members informed of all activities at least one week prior to the event. Shall submit articles to The Pharos to help increase campus awareness. Shall have at least sophomore status. Shall represent SNOW in the student senate.
   6. Historian: Shall take pictures of all events and activities and organize in the SNOW scrapbook. Shall be an active member.

Section III: Absences
A. Members of the Board of Directors who miss two or more regularly scheduled meetings or events without notification of the President shall be removed from office. The officer in question shall be notified in advance of the next regularly scheduled meeting by the President.
B. An officer may also be removed from office by a vote of the Board of Directors present at a meeting called for this purpose if that officer is deemed negligently in the function of that office as stated in the by-laws.
C. Prior notification of two weeks shall be given to the individual in question before the determination of the Board of Directors decision.

Article VI: Elections:
A. Nominations shall be held during the month of January. Elections shall be held the first week of February at the regularly scheduled business meeting.
B. All elections shall be by secret ballot.
C. Only active and associate members shall be permitted to vote.
D. In the event of a tie, a re-vote shall be held.
**Article VII:** Delegates:
A. Nominations shall be held during the month of March. Elections shall be held the first week of April at the regularly scheduled business meeting.
B. All elections shall be by secret ballot.
C. Only active and associate members shall be permitted to vote.
D. In the event of a tie, a re-vote shall be held.

Section I: Purpose and Function
A. To have a spokesperson for SNOW at the annual and national conventions.
B. Keep informed as to all current and proposed resolutions at the state and national level and report information to SNOW's members.

Section II: Qualification and Appointment
A. Any active member who maintains a 2.5 GPA or above and is nominated by current membership at a regularly scheduled meeting.
B. Appointment shall be for one year.

Section III: Delegate Representation
A. SNOW, when recognized as an official NSNA Constituent, shall be entitled to one voting delegate and an alternate at the NSNA House of Delegates, and in addition, shall be entitled to one voting delegate and alternative for every 50 Constituent Members.
B. The SNOW delegate and alternate shall be in good standing in the chapter and shall be elected by members of the school chapter at the proper regularly scheduled meeting. The school association may designate an alternate delegate by one of the following two mechanisms:
   1. Selection and or election by members of SNOW according to chapter by-laws.
   2. Written authorization to the West Virginia State Board of Directors requesting to appoint a member of the State Board to act as a state appointed alternate for their school chapter.
      a. SNOW shall approve the appointment.
      b. The West Virginia State Board of Directors shall verify that any state appointed alternate is a member in good standing of the NSNA and the WVNSA.
      c. SNOW must have an elected delegate present at the NSNA convention in order to have a state appointed alternate seated in the House of Delegates.
      d. All alternates, whether school selected or state approved, shall have the same privileges as an elected delegate when seated in House.
C. Delegates shall be computed on the basis of the number of members in each constituent as evidenced by the annual dues received by NSNA on a date eight weeks prior to the annual meeting.

**Article VIII:** Amendments:
Amendments to the By-laws may be made with 2/3 vote of those present and voting at a membership meeting provided that notice of proposed amendments has been sent to all active and associate members at least two weeks prior to the regularly scheduled meeting. Only proper amendments submitted in writing and carrying proponent's signature will be considered.

**Article IX:** Support of Community Health Issues
SNOW shall participate and support in at least two different community health issues, one during each semester.  

*Revised 2012*
The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.

2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.

3. Each institution has a duty to develop policies and procedures which provide and safeguard the students’ freedom to learn.

4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.

5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.

11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.

13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.

16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

Adopted by the National Student Nurses’ Association, 2006
Title: Professionalism: Required Health Records Policy
Responsibility of: Student Development Committee
Dates of Revision: 1/2014
Date for Next Review: 1/2015

The School of Nursing requires documentation of current health status, current PPD status, CPR Certification and Criminal Background check prior to the sophomore course enrollment and annually to meet agency policy. Non-US citizens are required to obtain a social security card in order to get a background check at federal and or state agencies. These students need to seek assistance from the office of the registrar and the international student coordinator on the college campus. All documentation is required in the WVWC nursing office no later than July 1st. Failure to meet all of the required components may result in registration being delayed. Student are responsible for any late registration fees.

Health Forms:
Students without current complete Health Forms on file by July 1st will not be permitted to register for fall semester classes or the current academic semester the student is enrolled in. Updates of the student’s Health Status form are renewed annually at the WVWC Health Center prior to April 30th; forms may be obtained at the nursing office.

CPR Certification:
All students are required to present proof of CPR certification at the Basic Life Support (BLS) or Healthcare Provider Level. The American Heart Association BLS or Healthcare provider level or higher is a 2 year certification. The American Red Cross Professional Rescuer is a 1 year certification.
Current CPR certification proof must be on file in the nursing office.

Annual PPD’s:
All students must document PPD testing status. Some clinical agencies may require students to have a TWO STEP PPD prior to entering the clinical setting and renewed annually. Students who have not been tested and/or do not have documentation on file will be ineligible to participate in clinical practice.

AIDS/Hepatitis B:
Acquired Immunodeficiency Syndrome (AIDS) is a blood-borne disease that affects the immune system. There is no immunization for AIDS, but the chance of transmission can be reduced by education and universal precautions.

During your program of study in nursing you may come into contact with patients who have communicable diseases, including HIV, AIDS and hepatitis. You may be exposed to blood or other potentially infectious materials.

Hepatitis B is the other known blood-borne disease with serious implications for health care workers. Although Hepatitis B Virus (HBV) is more infectious than the AIDS Virus (HIV), Hepatitis B is preventable by immunization.

Individual Rights:
Recognizing individual rights, voluntary testing, confidentiality of health records and Health Information Portability and Accountability (HIPPA), the School of Nursing recognizes the following:

1. Students may be at risk for potential exposure to blood-or potentially infectious materials.
2. Students must comply with agency affiliated guidelines for preventive and post exposure requirements.
3. Students are required to present documentation of a completed HBV immunization prior to enrolling in sophomore level courses.
4. Cost of the HBV series is at the student’s expense.
5. If an accidental exposure occurs, the student should follow Center for Disease Control guidelines for occupational exposure.

**Flu vaccine required annually.**

Random urine drug screens are required by some clinical agencies. If you are scheduled to go to an agency with this requirement, you will be required to go to WVWC Health Center to obtain an order for the test, and will be given instructions on where to have the test completed. All files will be kept in the health center regarding this matter. If there is a problem with your results, the School Director will be notified and appropriate action will be taken.

**DISCLAIMER:**

Clinical requirement procedures and associated fees are subject to change.

Agency expectations and standards may change without notice.

Students will be advised of any changes as soon as faculty is made aware of them.
West Virginia Wesleyan College
Barnhart Memorial Health Center

Annual Clinical Nursing Student Health Status Assessment Update

A copy of your medical records may be obtained upon your written request. All medical records are destroyed ten (10) years after leaving school.

Student Name: ___________________________________________ Date: ________________
School Phone#: ___________________ Cell #: _____________________________
School Address: _____________________________________________________________
Home Address: _____________________________ Home Phone: ______________________
Parent/ Guardian/Spouse: ______________________________________________________

Requirements for All Sophomore Nursing Students
See Nursing Student Handbook

Enclose copy of each requirement

- CPR Certification  Date: _____________________________
- Criminal Background Check  ___ Completed  ___ Not Completed
- Annual PPD results (2 Step)  Date #1: ____________ Date #2: ____________
- Chest X-Ray if Positive  Date: ____________
- MMR Titer  Date: ____________
- Hep B Titer  Date: ____________
- Varicella Titer  Date: ____________
- Urine Drug Screen  Date: ____________
- Flu Vaccine  Date: ____________
- List any Immunization Updates____________________________

Have you encountered any major Illnesses within the last year that would affect your ability to function in any clinical settings or adversely affect the health of others? ___YES ___NO
If YES explain: ____________________________________________________________________________

I am physically and emotionally fit to carry out nursing responsibilities. ___YES ___NO

Have you had any blood-borne disease exposures since last year?  ___YES ___NO
If YES, provide copy of exposure report.

THIS INFORMATION IS CONFIDENTIAL AND WILL NOT BE RELEASED TO ANYONE WITHOUT YOUR KNOWLEDGE AND CONSENT.

Check here to grant permission for the WVWC Health Center/School of Nursing to discuss your medical record and release information to your parent/guardian.

I verify that all of the information documented on this form is accurate.

Student Signature: ________________________________________________________________

Nursing Students need to submit this form by July 1 EACH YEAR.
The protection, security and privacy of health information is an expectation of patients in any clinical setting. Students who have access to patient’s health information in educational experiences are required to maintain his privacy and confidentiality of that information.

A. Students must:

1. Participate in HIPAA training
2. Protect the privacy rights of all patients
3. Safeguard health information of all patients
4. Follow HIPAA procedures
5. Report potential problems immediately

B. Failure to comply with HIPAA and departmental confidentiality procedures may result in:

1. Failure in the clinical experience
2. Failure in the course
3. Dismissal from the nursing program
Since the beginning of the nursing program, various traditions have developed and grown into meaningful events for students, parents, and friends. Each event has its roots in long standing nursing and college traditions, and as such, requires the support of all students (freshmen, sophomores, juniors, and seniors) at these functions. The faculty, therefore, in response to students, parents, and friends, and others interested in the nursing program has set forth the following expectations regarding Nursing Traditions.

- The **Spring Nursing Student Recognition Dinner** is an annual spring tradition to honor all nursing students. This is the time and place for a good-natured reminiscence and music representative of the times. All nursing students and faculty are encouraged to attend. Senior nursing students are honored at this banquet as well as other student achievements that have occurred throughout the year.

- The **Senior Convocation** (pinning) is the formal recognition of the culmination of the students’ educational experience in the nursing program. The pinning ceremony is held graduation weekend. Formal celebrations require decorum and demeanor reflective of the dignity, history, and traditions of the nursing profession and the nursing program at Wesleyan. The Pinning Ceremony, therefore, will be conducted in a formal manner. Professional dress is required of the senior students in attendance. All students are expected to attend this ceremony to receive their nursing pin and be recognized for their success in the nursing program. There is a reception immediately following the ceremony for students, parents, faculty and friends of nursing.

- The **Fall Sophomore Nursing Convocation** is held in conjunction with Fall Family Weekend, and sophomores receive their lab coats and take part in the “The Blessing of the Hands” ceremony. All nursing students are expected to attend.

These celebrations are part of Wesleyan’s nursing heritage. The faculty encourages the continuation of these traditions in a dignified and celebratory fashion and will serve as advisors for the planning of these events.
Each student is required to file an application with a state Board of Nursing for writing the licensing examination. Applications will be filled out in the final semester prior to the submission date, as explained by the School Director. Each WV application must be notarized and accompanied by a money order or cashier's check for fees and one (2” x 2”) signed passport picture of a full-face view. Arrangements for the photographs are the responsibility of the individual student. All states have Mandatory Licensure laws. Any person who has been convicted of a felony may not be eligible for licensure, subject to the individual State Board of Nursing. Jurisdictions require fingerprinting as part of the licensure application process. Scheduling appointments for taking the licensing examination and making travel accommodations is the responsibility of the individual student. Students are responsible for submitting all materials to the licensing board.

Each student also independently files an application with the National Council on Licensing Examination (NCLEX) for writing the exam and submits the appropriate fee. The Director will provide information regarding these procedures to students during the final semester enrolled, however, it is the student's responsibility to complete and submit this application directly to the National Council of State Boards.

All costs associated with state board of nursing and NCLEX examination applications are the responsibility of the student.
Title: **Student Role in Governance**
Responsibility of: **Student Development Committee**
Date of Revision: 4/1998
Date for Next Review: 1/2015

The nursing faculty believes student involvement is important to the work of the School of Nursing. The role of the student representatives at the Nursing Faculty meetings, and on the committees, is an important one. In essence, the student representative provides a formal liaison to facilitate communication between the student group and the nursing faculty. As the faculty group deliberates, the student should feel free to contribute the students’ own ideas and points of view and/or reflect those of the students’ classmates. Sometimes the group may ask the student to take an informal poll as a means of getting a broader picture of student reaction to the matter at issue. The student representative should be seen by other students as someone who can communicate their concerns and questions to the appropriate group.

Student representatives are elected or volunteer from those students whose schedules are not in conflict with regular meeting times. There is student representation to the regular monthly Faculty meetings of the School of Nursing.

**Students are expected to:**

1. Be willing to speak honestly and forthrightly about matters which directly or indirectly affect students and the nursing program.
2. Report and interpret the faculty group’s activities to classmates:
   a. report both the majority and the minority points of view, identifying them as such.
   b. report objectively.
3. Maintain confidentiality of the faculty group’s discussions as appropriate.
4. Attend meetings regularly.
Academic advising is an integral part of the students’ educational experience. To ensure timely resolution of problems and to ensure progression and graduation, the student must assume responsibility in the advising process.

Students are expected to:

1. Obtain knowledge of nursing curriculum requisites for graduation.
2. Outline a plan of progression based on course availability, prerequisite/co requisite requirements, general studies and, major and/or minor requirements.
3. Schedule an appointment with the assigned academic advisor prior to registration deadlines.
4. Enter course selections into Web Advisor following guidelines provided by the Registrar’s office.
5. Make academic advisor aware of academic problems in order to enable the advisor to counsel and advise.
   a. Follow up with faculty or designated individual in resolving issues affecting satisfactory performance in courses and/or clinical.
6. Make sure that the academic advising record is accurate and complete.
7. Change an assigned academic advisor by communicating such a request in writing to the Director and to the office of the Registrar.
8. Notify advisor and school director of intent to withdraw from the program.
POLICY FOR GRADE APPEAL

The procedure outlined below applies to a situation where a student initiates a grade appeal request. This policy was developed by a committee of nursing faculty with nursing students represented. Since clinical nursing courses may be taught by more than one professor, problems and their solutions may be more complex than courses in other college Schools. A similar policy is at present outlined in the WVWC faculty Handbook. Nursing faculty try to assure that all experiences serve as learning experiences. In this process students will learn (or reinforce knowledge) about administrative channels, recognize the value of problem solving processes (nurse process) in a non-clinical related situation, and understanding of factors which effect student and faculty interactions.

A grade assigned by an instructor may be appealed only by following the procedures defined below. In every case, the burden of proof rests upon the student to show reason why the grade should be changed. All grievances must be initiated within the semester of the grievance.

PROCEDURES FOR GRADE APPEAL

Step 1

A written letter with the approved grievance form by the student to the instructor/professor indicating a desire to review the grade is considered initiation of the appeal process. This written communication must be in a letter form.

Step 2

Following the receipt of the written letter from the student, a student-instructor/professor meeting will be held. This meeting must be conducted or scheduled within 7 working days of the receipt of the written communication.

If this initial student-instructor/professor meeting does not produce satisfaction, the student has 7 working days to submit the original grievance letter and grievance form to the Director of the School of Nursing, with an additional letter that notifies the Director that the student has the intent to proceed to Step 3.

Step 3

Upon receiving this written request from the student, the Director of the SON will meet with the student and the instructor/professor. This meeting must be conducted or scheduled within 7 days of the receipt in writing. The faculty member must be present during the proceedings in Step 3. If the Step 3 meeting does not produce satisfactory outcome, then the student may request Step 4 process. A request in writing must be given to the Director with all previous letters and a grievance form requesting a nursing faculty department review; the student has 7 days to do this.

Step 4
The chair and quorum of nursing faculty will meet with the faculty member involved, and all letters from Step 1 to 4 and grievance form to review all issues involved. Following the meeting, a letter shall be sent to the student and the faculty member documenting the meeting and confirming the decisions that were made. This letter constitutes the official minutes of the meeting.

If the meeting does not resolve the appeal, the student has 7 working days to notify the Academic Dean of the college and the SON Director in writing, the intent to proceed to Step 5. The student must include all previous letters and the grievance form.

**Step 5**

Upon receiving this written request for appeal, the Academic Dean or designee will review the grievance appeal process letters, the grievance form, and review all issues involved. The Academic Dean will conduct or schedule a meeting within 7 working days (if possible with their schedule) with the student, and the School Director will attend this meeting. The Academic Dean will determine a decision in writing with the School Director within 7 working days. This decision shall be final consideration and resolution of the issues.

If either the student or the faculty are not satisfied with the decision from Step 5, then they may appeal to the college grievance committee to review the process only to make sure the process of grievance policy was followed.
SCHOOL OF NURSING GRIEVANCE FORM

Students Name _____________________________ Date __________

Nature of grievance:
Course issues ____ SON issues ____ Grade Appeal ____________

State briefly a statement of issues:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Step 1
Written letter to faculty involved _______ date_______
Faculty signature _________________________ Student signature _______________________
Director signature __________________________

Step 2 Meeting date ____________
Faculty signature _________________________ Student signature _______________________
Discussion:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Resolution:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Step 3 Meeting date ____________
Faculty signature _________________________ Student signature _______________________
Director signature _________________________
**Step 3 Discussion:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Step 3 Resolution:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Step 4**  
Meeting date __________

Student signature _______________  Director signature ______________________

Official minutes of meeting

**Discussion:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Resolution:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Step 5**  
Meeting date __________

Student signature _______________  Director signature ______________________

Academic Dean signature ______________________

**Discussion:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Resolution:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Since the focus of nursing is on people and their health, the potential for creativity in planning valuable learning contracts is almost limitless. The following policies have been developed as a means of assuring that the credits awarded in nursing are meaningful and represent a positive learning experience. **Note:** Nursing Learning Contracts can be completed by Wesleyan nursing students only.

**Type of Learning Contracts:**

A. **Internships**

There are legal limitations governing a student’s functioning as an employee in a nursing agency. Therefore, types of learning experiences may be limited.

1. Internships associated with employment as a nurse’s aide or assistant generally will be limited to the sophomore year or the summer following sophomore year. Exceptions may be made at the discretion of the Director.

2. In most instances, internships in health care settings other than those which provide in-patient care should be planned with the community health nursing instructor. There may be an occasional exception when the instructor in another field may be appropriate.

3. The institution used for an internship working with in-patients must meet the following criteria:
   - **a.** Current Joint Commission accreditation.
   - **b.** One nurse whose responsibility is staff development (in-service education) for nursing personnel.
   - **c.** One nurse who will:
     1) Be familiar with the student’s learning objectives.
     2) Serve as a resource person for the student.
     3) Serve as a contact person for the college.
     4) Evaluate the student’s performance and return the evaluation to the faculty member.
     5) Provide written documentation that all the criteria are, or will be, met. The student must have this assurance for the instructor before receiving final approval for the contract.

B. **Independent Study/Directed Learning**

Students may engage in independent learning if the class is not offered during the academic year or at a time that does not conflict with nursing course requirements. Students are expected to obtain the appropriate documentation for independent/directed or internship study and submit the documentation by the calendar deadlines. Failure to meet submission deadlines may result in an inability to pursue contract learning at the planned time.
C. Other Types of Contract Learning

Contract learning in the field of nursing need not be limited to experiences in giving care to in-patients. The kinds of objectives and experiences which will enhance the student’s nursing knowledge and competence are limited only by the scope of student’s and faculty’s perception of what can be valuable to the future nurse.

D. Faculty and Learning Contracts

1. Faculty members may work with students in contract learning after the first year of employment at Wesleyan.
2. Faculty members should have at least two years experience in teaching before working with learning contracts.
3. A faculty member may decline a contract for valid reasons such as:
   a. The objectives and plan:
      1) do not provide for learning experiences adequate and valid for the credit sought.
      2) are not appropriate for nursing credit.
   b. Teaching load does not allow for sufficient time to work constructively with the student.
   c. The contract is not finalized before the deadline.
4. The faculty member with whom the student initiates the contract will be the person to follow the contract through the completion.
5. Faculty members are urged to encourage students to think and plan creatively for experiences which will broaden their knowledge and skills and enhance their professional nursing competence.
Course and Final Examinations

Responsibility of: Academic Standards and Review Committee

Date: 5/2011
Date of Next Review: 1/2015

Course testing in each content area examination is designed to measure the student’s knowledge of professional nursing theory and practice. At the discretion of the course faculty, course testing will:

- Cover all the required readings and material presented in the class, skills, simulation and clinical learning experiences.
- Not have test questions eliminated from the test unless they have been keyed wrong.

Missed Examinations

- Rescheduling examinations is at the discretion of the respective faculty.
- If missed without prior approval, the student will receive a unit exam grade of zero.
- If missed for illness, injury, or emergency, the faculty will reschedule the test.
- A plan for rescheduling a missed exam due to a school-sanctioned event must be in place before the scheduled event.

Course Examination Administration

- Examinations will begin promptly at designated times.
- All personal items (i.e., purses, backpacks, cell phones, books etc.) will be placed at the front on the classroom.
- Late students will not be allowed to enter the room unless the student has provided notification of expected lateness and prior arrangements have been made.
- Students are not permitted to leave their seats once the examination has begun.
- Students will be allowed 60 minutes for unit examination and 120 minutes for final examination.

Computerized Course Examinations

- Students are advised to be alert for multiple response items.
- Students will be allowed to access each question in respective order and only one time.
- Students must choose all correct answers on “select all that apply” questions to receive credit for the test item.

Course Examination Review

- The course faculty determine the methods and processes for examination reviews.
- If a student takes an exception to an answer identified as the correct one, the student is to follow the faculty instructions for further discussion.
- Students are expected to meet with faculty if their performance on any test is less than 78%

Reporting Examination Results

- Faculty reserve the right to delay exam grades reports until all students have tested and the faculty have reviewed the test.
- Students should not expect examination grades to be returned sooner than one week following the course/unit examination.
- Final Course grades are reported by the Registrar’s Office. Students should not contact the faculty for final course grades.
At the faculty’s discretion a group or individual test review may be conducted. The purpose of the test review is to:

- Improve student’s understanding of course concepts
- Improve student test taking skills

Civility expectations during the test review include:

- Ask questions in a professional courteous manner
- Listen to faculty comments about the missed questions, concepts or content
- Listen to other students’ comments about the questions

Individual review with the faculty:

- Students earning less than 78% are responsible for making an appointment with the faculty to review the test
- The student may use a Student Test Analysis Tool to determine what may have influenced the question outcome.
- The faculty will then discuss with the student the results of the Student Test Analysis Tool to assist the student with strategies for improvement on the next exam.

Final grade calculations are not done during the test review process. Test questions are not eliminated from examinations unless they are keyed wrong. Faculty have the right and responsibility to determine if and how much partial credit may be given.
All students are expected to register for courses during the scheduled registration periods. Students cannot register if they have a HOLD on their account. Common reasons that students may have a HOLD on their account are:

- Outstanding balance on their account
- Admissions requirements not satisfied
- Have not submitted all required immunization documentation or CPR documentation to nursing office
- Have not completed the background check requirement

Students who do not register at the scheduled time will incur a late registration fee assessed by the Registrar’s Office.
Title: Request for References  
Responsibility of: Academic Standards and Review Committee  
Date: 5/2011  
Date of Next Review: 1/2015  

To comply with the provisions of Family Educational Rights and Privacy Act (FERPA), please submit a request for a reference in writing, preferably two weeks in advance of the date it is needed. Include the person to whom the letter is to be addressed, the nature of the reference (for a scholarship application, position in nursing, admission to a Master’s program, etc.), and whether you want the letter sent directly or returned to you to send. Your request for a reference is the consent for release of information. If you use an agency reference form, submit the request for completion with the same information outlined above and provide at least two weeks’ notice for the faculty.
The use of social media such as Facebook, YouTube, My Space, Twitter, Allnurses.com, blogs, or texting etc. provide the ability for students to communicate with and receive support from their peers. However, students need to be aware that publishing information in any format on these sites may be public for anyone to see and could be traced back to them as individuals.

Nursing students are preparing for a profession which provides services to the public and expects high standards of behavior. Therefore, the student should remember that confidential information related to individuals or agencies must not be disclosed. Any violation of patient privacy protected under regulatory or federal guidelines such as the Health Insurance Portability and Accountability Act (HIPAA) of 1996 (P.L.104-191) is subject to SON and/or College sanctions including dismissal.

Information concerning clients/clinical rotations must not be posted in any online forum or webpage unless required in class on college sanctioned platforms such as Blackboard or Angel. No identifiable client data will be submitted to college platforms and is only used for educational purposes/discussions.

Students are legally responsible for anything that may be posted in social media forums.
Title: Tutoring in Nursing
Responsibility of: Academic Standards and Review Committee
Date of Revision: 5/2012
Date for Next Review: 1/2015

Why tutoring?
Students should utilize tutoring in order to help them grasp a better understanding of the various topics they are studying. Tutoring can help students who are struggling or don’t understand a particular topic, gain a better understanding of the material.

Role of the tutor
The tutor’s role is to help students who don’t understand subject matter to gain a better understanding of the material. The tutor is there to help students gain a better understanding and knowledge. The tutor is not there to help students fill out their study guides from start to finish. The tutor also does not know the answers to the test and is not shown the test prior to students taking it. Tutors try to bring a wealth of knowledge to the table, but they should not be expected to know everything.

Role of the person being tutored
The person receiving tutoring should bring their book, notes, and any other study material they have in order to optimize the tutoring experience. Students should come with the mindset to learn and gain understanding. They should also bring questions about concepts or material that they do not fully understand. It is acceptable to bring a study guide provided by a teacher as long as the student asks questions about the study guide and does not merely want the tutor to help him/her fill it out.

Tutoring and time management
Students should be aware that available times for tutoring are short and sometimes they vary. Students should manage their time accordingly when at tutoring. They should also be advised that most of the time showing up the day before the test will not be adequate time to receive the help you need. Students should assess how much they do not understand and attend enough sessions to adequately cover all of the material.
WEST VIRGINIA WESLEYAN COLLEGE
School of Nursing

CONFIDENTIALITY STATEMENT

I understand and agree that, in the performance of my duties as a student at West Virginia Wesleyan College School of Nursing Program, I must hold all patient care and agency information in confidence. I understand that any violation of the confidentiality of this information may be cause for immediate termination of my student affiliation with the agency and would jeopardize my progression in the nursing program. I fully understand that social media, including, but not limited to Facebook, texting and Twitter, may not be used in the clinical area, nor can it be used to discuss or give information about any happenings in clinical, confidential classroom or post-conference discussions, or regarding agencies, their personnel or clients.

Student Signature ________________________________ Date __________________
WVWC BSN STUDENT RESPONSIBILITY STATEMENT

**Instruction:** Please read carefully. Your signature on this document indicates that you have received and read the WVWC Nursing Student Handbook.

- It is my responsibility to meet the academic and professional standards set forth in the admission and progression policies.
- I understand and agree that, in the performance of my duties as a student at West Virginia Wesleyan College School of Nursing, I must hold all patient care and agency information in confidence. I understand that any violation of the confidentiality of this information may be cause for immediate termination of my student affiliation with the agency and would jeopardize my progression in the nursing program.
- It is my responsibility to see that a completed physical examination form, with appropriate laboratory studies and immunization records, TB testing, current CPR card and criminal background check are delivered to the WV Wesleyan nursing office by July 1st.
- I am aware that any major change in health status must be reported to my academic advisor and clinical faculty. An additional evaluation and release of information by an appropriate health care provider may be required and filed in my permanent health record.
- I realize that I may be subject to random drug and alcohol screening at my expense if my behavior places patients, faculty, peers, or myself in jeopardy. Unauthorized use of controlled substances will be cause for dismissal from the nursing program.
- I realize that I am expected to attend all scheduled nursing classes, experiential (skills) labs and clinical experiences.
- I will be responsible for payment of the fees at the beginning of each semester as described in the Nursing Student Handbook.
- I must abide by Section 30-7-11 of the West Virginia Code and Legislative Rules for Registered Professional Nurses. Failure to abide by these rules may result in suspension and/or dismissal from the nursing program.
- I am aware that I may or may not be allowed to take the licensure (NCLEX-RN) exam for Registered Nurses if I have been convicted of a felony. I further understand that I must submit any information regarding a conviction for felony or misdemeanor to the Director of the School of Nursing upon admission to the program.
- I further understand that failure to provide the above information or any falsification of records will result in immediate dismissal from the nursing program.
- I understand that travel is required and that I am responsible for my transportation. I may be assigned to one or more agencies for clinical experiences in West Virginia. The clinical placements may vary based on agency availability.
- I understand that if I leave the nursing program for any reason must apply for readmission by the deadlines listed in the Nursing Student Handbook.

If any of the above statements are not fully understood, it is my responsibility to request clarification from the Director and/or Faculty of the School of Nursing. (To be signed annually and submitted to the Nursing Office by August 31.)

________________________       ________________________
Name (printed)                  Signature                        Date