



**GRADUATE
NURSING STUDENT
HANDBOOK**

**WEST VIRGINIA WESLEYAN
SCHOOL OF NURSING**

2011-2012

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Master of Science in Nursing

Message from the Program Director:

Welcome to the Master of Science in Nursing program at West Virginia Wesleyan College. Our MSN program with concentrations in Nursing Education, Nursing Administration, and Advanced Practice Nursing provide education in keeping with the college's mission and traditions of excellence. Classes are small and intimate, and faculty and students collaborate as colleagues to help all learners achieve their personal career goals.

We are committed to preparing our students to embrace a myriad of opportunities as nursing continues to be a "growth profession." Increasingly, nursing is a discipline in which people may have multiple varied careers over a lifetime without ever leaving the profession. With advanced degrees, you may want to be a teacher of nursing in a college, university, or hospital-based nursing education department; a nurse executive in virtually any kind of health care-related entity; or a nurse researcher in a university or health-related corporation. Our broad-based MSN curriculum creates graduates with multiple skills to advance the science of nursing education, nursing administration, and advanced nursing practice and prepare you for tomorrow's opportunities in nursing.

Both the Nursing Education and Nursing Administration concentrations are 36 credit hours in length and may be completed in a 16 month intensive program or part-time over several years. The advanced practice nursing programs are done in collaboration with Shenandoah University. Nurse-Midwifery is 42 credit hours and Psychiatric Mental Health Nurse Practitioner is 49 credits; both programs may be completed in an intensive 2 year period or over several years. We offer leading edge technology using online and blended course work (combining web-based with intensive face-to-face learning) to maximize student achievement of learning outcomes.

Please contact me by telephone or email to share comments and questions. We are thrilled you have joined us to ensure that people have the highest quality health care possible from outstanding nurse leaders.

With warm regards,

Dr. Susan Leight

WEST VIRGINIA WESLEYAN COLLEGE
SCHOOL OF NURSING
GRADUATE STUDENT HANDBOOK

PREFACE

This handbook has been prepared to guide students in the day-to-day work of the School of Nursing, MSN program. Students can 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 graduate nursing programs. It is designed to answer questions and provide guidance for the student. The Graduate 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 Angel Platform. Graduate students are responsible for using the student Handbook as a resource when questions arise and as a guide to academic/nonacademic policies/procedures. 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 posted on class Angel websites, mailed and emailed to each student.

The handbook is not all-inclusive, rather the included School mission, MSN 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.

The graduate nursing program is in the candidacy process of accreditation through the National League for Nursing Accrediting Commission (1-866-747-9965; 3343 Peachtree Rd NE, Suite 500, Atlanta, GA 30326).

WELCOME

Welcome to the MSN programs in the School of Nursing at West Virginia Wesleyan College. On behalf of the College Administration, the nursing faculty, and staff, we want to express our sincere welcome to you and our desire to help you achieve your academic and career goals. The Graduate Nursing Student Handbook is designed as a guide to help you as you matriculate through the MSN program. Again, welcome, we wish you the best!

As a student enrolled in the School of Nursing, 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 West Virginia Code of Practice will serve as your overall guide for your conduct. Students will find a copy of the WV Nursing Code and Legislative Rules online at <http://www.wvrnboard.com>. In addition, the Graduate 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 graduate program for unethical, dishonest, or illegal conduct that is inconsistent with the WV Nursing Code and Legislative Rules

During the clinical components of instruction you are provided with opportunities for experiences in a variety of settings, which may include schools of nursing, various types of clinics, hospitals as well as 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 a guide for professional behavior.

Faculty and Staff Directory

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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

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.

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.

Nursing Program Description

The Master of Science in Nursing program at West Virginia Wesleyan College has three concentrations of study: nursing education, nursing administration, and advanced practice nursing. Graduates of the Master of Science in Nursing degree with a concentration in nursing education will be equipped to teach in academic settings, acute care health facilities; community health agencies and industry. They will also have a core of knowledge and skills that is essential if one is to be effective and achieve excellence in the role. This core of knowledge and skills incorporates contemporary teaching strategies that work to facilitate learning, advance the development and professional socialization of the learner, design appropriate learning experiences, and evaluate learning outcomes.

The nurse educator role requires specialized preparation and every individual engaged in the academic enterprise must be prepared to implement that role successfully. In addition, each academic unit in nursing must have a cadre of experts in nursing education who provide the leadership needed to advance nursing education, conduct pedagogical research, and contribute to the ongoing development of the science of nursing education. ⁱ Adjunct clinical faculty employed in the undergraduate program will have the opportunity to be mentored by senior faculty and earn the MSN. At a minimum, adjunct clinical faculty are expected to have the MSN as the minimal credential for teaching in nursing. ⁱⁱ Faculty employed as clinical adjuncts must be enrolled in MSN programs within one ⁱⁱⁱ year of employment (WV Code <http://www.wvsos.com/csr/verify.asp?TitleSeries=19-01>) ¹

For academic nurse educators, nursing education is a specialty area of practice and creates a means for faculty to demonstrate their expertise in this role. Students who graduate with the MSN in nursing education will be eligible to apply to take the NLNAC certification examination for nurse educators (CNE). They will join a distinguished group of nurse educators who gained this recognition with the first CNE testing in fall 2005. This expectation is congruent with the NLNAC masters of nursing accreditation standards.

Graduates of the Master's of Science in Nursing degree with concentration in nursing administration will be equipped to function in nurse executive positions in a myriad of healthcare settings including healthcare administration, consultation, project management, and quality initiatives, as well as executive positions in community health systems and long-term care. They will have a core of knowledge and skills essential to think and lead at all levels and to achieve excellence in the role of nurse executive. This core of knowledge and skill incorporates the ability to analyze issues in health care from a variety of perspectives and exercise ethical judgments; provide leadership for strategic planning in healthcare organizations; manage fiscal and technical resources; and guide human resource development. Upon successful completion of this program, graduates meet the educational eligibility requirements for national certification as a Nurse Executive from the American Nurses Credentialing Center (ANCC).

Students in the advanced practice nursing concentration will be enrolled in either Nurse Midwifery or Psychiatric Mental Health Nurse Practitioner program done in collaboration with Shenandoah University. Students in these programs will complete year one coursework at West Virginia Wesleyan College and year 2 specialty coursework at Shenandoah University. The Master of Science in Nursing degree will be conferred by West Virginia Wesleyan College with a certificate of completion in their respective areas of specialty practice from Shenandoah University. Students in these

concentrations will be eligible to take national certification examinations in their areas of specialty advanced nursing practice.

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, preprofessional 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.

WEST VIRGINIA WESLEYAN COLLEGE
PHILOSOPHY/MISSION
MASTER'S OF SCIENCE IN NURSING PROGRAM

Philosophy/Mission: The philosophy identifies beliefs central to the nurse/person interaction.

Each person is a unique holistic creation, with mind, body and spirit being inseparable components needing to be considered as the individual progresses through the developmental lifespan. Persons fully engage in the world as individuals, families, groups and communities and perceive, think, feel, choose, decide and set goals based on their own values and beliefs to fulfill their needs.

Human thriving is actualized by valuing and facilitating full human development. People flourish in the context of partnerships with individuals, families, communities, and populations that reflect respect for the dignity and uniqueness of others, recognizing each person's capacity for grace and empowerment.

Health is a process through which individuals, families, groups and communities maximize potential for living. Viewed as a dynamic process, health changes with time and varies according to life circumstances and adaptations. The individual's decisions, choices and circumstances within the environment create an interdependence that contributes to health. The accessibility and affordability of available healthcare services is recognized for its effect on health.

Nurses promote health by providing relationship-centered care that integrates and reflects respect for the dignity and uniqueness of others. Health promotion is both an art and science that helps people discover the synergies between their core passions and optimal health, enhancing their motivation to strive for health, and supporting them in changing their lifestyle to move toward better health. Principles of caring are practiced in working with individuals, populations and other healthcare providers.

Environment is an open exchange of energy between individuals, families, groups and communities. Viewed as both internal and external, these dynamic changes affect life, development, and the needs of people. Systems in the environment provide feedback to people who may choose to set goals, adapt and/or process information, thus interacting with the environment. The environmental scope of influence ranges from individual innate factors to global universal factors.

While caring for individuals, families, and groups, nurses apply awareness of the influence of the environment, including the healthcare milieu and technology, as a context for practice. Nurses assume leadership roles in facilitating a healthful work environment and are able to function effectively in situations of uncertainty and ambiguity.

The discipline of nursing is the study of caring in human health. As science, art, and service to humanity, the nursing profession is committed to health promotion and health protection; illness and injury prevention; maximal health restoration following adverse incidents; and dignified and appropriate end of life care. Nurses continually strive to integrate knowledge from nursing and related disciplines in the design and implementation of evidence-based care. Nurses value optimal health outcomes, with special concerns for persons of diverse populations and those with health disparities.

Nurses assume leadership roles in managing human, fiscal and healthcare resources to improve nursing practice, nursing education and/or nursing administration. In addition, nurses demonstrate scholarly inquiry and reflection as well as maintain professional identity through leadership, mentorship, collaboration and/or participation in professional organizations.

These beliefs are fundamental to the development and arrangement of the curriculum. Course content and practicum experiences are guided by the understanding that nursing is the art and science of human caring in health. The faculty also believe that within the educational process, the teacher facilitates movement of the learner towards scholarly inquiry, self-discovery, intellectual rigor, and a commitment to lifelong learning. A climate that promotes human dignity and mutual support with an appreciation for diversity and the importance of life-long scholarship is necessary for excellence in nursing education. Nurse educators recognize their responsibilities for helping students develop as nurses and assimilating those values and behaviors necessary for those filling those roles. Students value and respect the diversity and uniqueness of others, the increased complexity and ambiguity of the healthcare environment, and the importance of technology and healthcare resources in meeting the care needs of others.

Graduate education is rooted in a strong tradition of research and scholarly endeavor which includes systematic inquiry, leadership, service to the profession, respect and concern for the dignity and uniqueness of others, and ethical-decision making. Graduate education in nursing fosters scholarly inquiry, understanding of the broad scope of health care within sociopolitical contexts and ethical-legal implications of health care delivery. Graduates are prepared to apply and take certification examinations within their specialty concentrations.

Based upon the beliefs articulated in the philosophy, the faculty developed four major student learning outcomes at the program level and four dynamic integrating core concepts which are reflected in the program's disciplinary matrix. The selection of nursing content and sequencing of meaningful learning experiences is developed from this model.

MSN Student Learning Outcomes (Program Level)

Dynamic Integrating Core Concepts

The MSN program four student learning outcomes (program level):

- ❖ **MSN STUDENT LEARNING Outcome I: Human Thriving:** Exemplifies humanism through valuing and facilitating full human development via partnerships with individuals, families, communities, and populations. Demonstrates respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, self-determination and the capacity for grace and empowerment. Functions as leader and change agent in one's specialty area of practice; creates systems that promote human thriving.
- ❖ **MSN STUDENT LEARNING Outcome II: Scholarly Inquiry:** Demonstrates scholarly inquiry and reflection that exemplifies critical, creative thinking with the skills necessary to transform knowledge into evidence-based practice; communicates this information effectively to others. Contributes to the science of nursing in one's specialty area of practice by analyzing underlying disparities in knowledge or evidence; formulating research questions; and systematically evaluating the impact on quality when evidence-based solutions to nursing problems are implemented.
- ❖ **MSN STUDENT LEARNING Outcome III: Professional Identity:** Demonstrates continued professional behavior through leadership, education, mentorship, collaboration, or participation in professional organizations. Implements one's advanced practice role in ways that foster best practices, promotes the personal and professional growth of oneself and others, demonstrates leadership, promotes positive change in people and systems, and advances the profession.
- ❖ **MSN STUDENT LEARNING Outcome IV: Nursing Role:** Assumes a leadership role in the management of human, fiscal, and health care resources to improve nursing practice, nursing education, and/or nursing administration; functions effectively during conflict and change. Makes judgments in one's specialty area of practice that reflect a scholarly critique of current evidence from nursing and other disciplines and the capacity to identify gaps in the literature and formulate research questions.

MSN Dynamic Integrating Core Concepts:

- **MSN Core Concept I: Context/Connections:** Awareness and sensitivity to diversity and global health issues; applies ethical/legal/regulatory considerations in caring for persons of diverse population; and dedicated to facilitating a health work environment for all.
- **MSN Core Concept II: Commitment to Nursing Science:** Professional courage to improve the care of individuals, families, and communities as well as assuming a leadership role in knowledge development that supports evidence-based practice.
- **MSN Core Concept III: Caring:** Promoting health, healing, and hope in people in response to human conditions.
- **MSN Core Concept IV: Quality/Safety:** Striving to minimize the risk of harm to others; assuming a leadership role in managing healthcare resources; and providing for a culture of safety.

Consistent with the work of Benner et al., (2010) a disciplinary matrix, with examples of necessary traineeships (apprenticeships) for learning a professional practice has been identified. Specifically, Benner, et al., (2010) found that students preparing for a practice discipline need to be educated across three high-end apprenticeships; these include intellectual training in the discipline (*Knowledge*), skill-based apprenticeships of practice (*Practice*); and ethical standards, social roles and responsibilities of the profession (*Ethical Comportment*). Benner distinguished this work from historical apprenticeships or Bloom's Taxonomy of Learning by noting these apprenticeships were complex, situated and embodied experiential learning necessary to practice disciplines (Benner et al., 2010).

The MSN program's disciplinary matrix supports the mission of the college to graduate broadly educated men and women who:

- Think critically and creatively
- Communicate effectively
- Act responsibly
- Demonstrate local and world citizenship through service

Congruent with the College mission, the faculty developed four student learning outcomes to prepare nurses who:

- ❖ Demonstrates scholarly inquiry and reflection that exemplifies critical, creative thinking with the skills necessary to transform knowledge into evidence-based practice; communicates this information effectively to others.
- ❖ Assumes a leadership role in the management of human, fiscal, and health care resources to improve nursing practice, nursing education, and/or nursing administration; functions effectively during conflict and change.
- ❖ Demonstrate continued professional behavior through leadership, education, mentorship, collaboration, or participation in professional organizations.
- ❖ Exemplifies humanism through valuing and facilitating full human development via partnerships with individuals, families, communities, and populations. Demonstrates respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, self-determination and the capacity for grace and empowerment.

**Disciplinary Matrix – Traineeships for Professional Practice
Student Learning Outcome (Program Level) I and II: Professional Identify and Nursing Role**

DYNAMIC, INTEGRATING CORE CONCEPTS (4)	NECESSARY TRAINEESHIPS FOR PROFESSIONAL PRACTICE: Student Learning Outcome(Program Level) I: Human Thriving Student Learning Outcome(Program Level) II: Scholarly Inquiry		
	KNOWLEDGE Intellectual training in academic knowledge and capacity to think for the profession	PRACTICE Skill-based training including clinical judgment	ETHICAL COMPORMENT Training in ethical standards, social roles and responsibilities of the profession – Introduced through integrated practice
Context/Connections (ICC-1)	<p><i>SLO I: Human Thriving: Identify the impact of cost, health beliefs, and cultural diversity on health-seeking behavior</i></p> <p><i>SLO II: Scholarly Inquiry: Synthesize knowledge and research on health promotion and disease prevention in the care of persons from culturally diverse, medically underserved, rural or urban settings.</i></p>	<p><i>SLO I: Human Thriving: Develop therapeutic relationships with patients and families that acknowledge their lived experiences, and demonstrate a caring and supportive attitude.</i></p> <p><i>SLO II: Scholarly Inquiry: Demonstrate advanced knowledge of health promotion/anticipatory guidance in the care of patients and families.</i></p>	<p><i>SLO I: Human Thriving: Value the lived experience of patients and begin to develop a framework for advanced nursing practice</i></p> <p><i>SLO II: Scholarly Inquiry: Develop personal values and meanings, as well as those of the client, associated with comprehensive health promotion of individuals in specialized and diverse populations.</i></p>
Commitment to Nursing Science (ICC– 2)	<p><i>SLO I: Human Thriving: Conduct a comprehensive literature review related to a topic of research significance to persons from underserved populations.</i></p> <p><i>SLO II: Scholarly Inquiry: Effectively integrate theory from arts, sciences, humanities, nursing and medicine in the development of relevant research of significance to advance nursing practice.</i></p>	<p><i>SLO I: Human Thriving: Synthesize data from a variety of sources to develop a comprehensive problem list for patients and families of specialized populations.</i></p> <p><i>SLOII: Scholarly Inquiry: Demonstrate qualities of a scholar: integrity, courage, perseverance, vitality, creativity.</i></p>	<p><i>SLO I: Human Thriving: Assume accountability for one’s own practice by applying ethical decision making processes from an advanced theoretical base</i></p> <p><i>SLO II: Scholarly Inquiry: Identify unique meanings associated with knowledge, language, behaviors, and symbols of advanced practice nursing.</i></p>
Caring (ICC-3)	<p><i>SLO I: Human Thriving: Identify the unique meanings associated with knowledge, language, and behavior in the care of persons from diverse cultures.</i></p>	<p><i>SLO I: Human Thriving: Apply strategies and intervention towards health promotion and anticipatory guidance in the care of patients and families</i></p>	<p><i>SLO I: Human Thriving : Demonstrate ongoing commitment to health promotion/illness prevention for persons of all ages</i></p>

DYNAMIC, INTEGRATING CORE CONCEPTS (4)	NECESSARY TRAINEESHIPS FOR PROFESSIONAL PRACTICE: Student Learning Outcome(Program Level) I: Human Thriving Student Learning Outcome(Program Level) II: Scholarly Inquiry		
	KNOWLEDGE Intellectual training in academic knowledge and capacity to think for the profession	PRACTICE Skill-based training including clinical judgment	ETHICAL COMPORMENT Training in ethical standards, social roles and responsibilities of the profession – Introduced through integrated practice
	<i>SLO II: Scholarly Inquiry: Analyze and conduct scholarly critiques of research related to legal, financial, and ethical issues in the care of persons from diverse cultures.</i>	<i>SLO II: Scholarly Inquiry: Analyze the results of research policy relevant to health care delivery for vulnerable populations to influence policymaking bodies to improve client care.</i>	<i>SLO II: Scholarly Inquiry: Identify ongoing self-evaluation of learning needs related to caring practice of individuals from diverse cultures</i>
Quality/Safety (ICC-4)	<i>SLO I: Human Thriving: Explore ways to provide a culture of safety to maximize optimal health outcomes</i> <i>SLO II: Scholarly Inquiry: Explore multi-dimensional frameworks and care constructs in the provision of culturally competent, evidence-based health care.</i>	<i>SLO I: Human Thriving: Operationalizes safe, quality health care services and seeks new information to improve practice.</i> <i>SLO II: Scholarly Inquiry: Evaluate local, state, and national socio-economic health policy and trends.</i>	<i>SLO I: Human Thriving: Values optimal health outcomes, with special concern for persons with health disparities.</i> <i>SLO II: Scholarly Inquiry: Demonstrates an ongoing commitment to providing evidence-based, safe and cost-effective health-care to persons of all ages.</i>

Addresses NLN Core Competencies for Nurse Educators (1) Facilitates Learning; (2) Facilitates Learner Development and Socialization; (3) Use Assessment and Evaluation Strategies; (6) Pursue Continuous Quality Improvement; and (7) Engage in Scholarship;

Core Competencies for Nurse Administrators: (1) Facilitates Learning; (2) Facilitates Learner Development and Socialization; (3) Use of Assessment and Evaluation Strategies; (7) Engage in Scholarship

Addresses NONPF Nurse Practitioner Core Competencies: (1) Scientific Foundation; (3) Quality Competence; (4) Practice Inquiry Competence; (8) Ethics Competencies

**Disciplinary Matrix – Traineeships for Professional Practice
Student Learning Outcomes (Program Level) III and IV: Professional Identify and Nursing Role**

DYNAMIC, INTEGRATING CORE CONCEPTS (4)	NECESSARY TRAINEESHIPS FOR PROFESSIONAL PRACTICE: Student Learning Outcome(Program Level) III: Professional Identity Student Learning Outcome(Program Level) IV: Nursing Role		
	KNOWLEDGE Intellectual training in academic knowledge and capacity to think for the profession	PRACTICE Skill-based training including clinical judgment	ETHICAL COMPORNTMENT Training in ethical standards, social roles and responsibilities of the profession – Introduced through integrated practice
Context/Connections (ICC- 1)	<p><i>SLO I II: Professional Identity: Identify key health care policy issues that have the greatest sensitivity to public opinion.</i></p> <p><i>SLO IV: Nursing Role: Analyze current critical and urgent problems of health care quality and patient safety and the implications these issues have for the cost and delivery of health services.</i></p>	<p><i>SLO III: Professional Identity: Formulates strategies for the professional nurse to provide leadership in the health care system .</i></p> <p><i>SLO IV: Nursing Role: .Apply creative and innovative leadership strategies that maximize empowerment, facilitate interdisciplinary team-oriented processes, and foster professional growth.</i></p>	<p><i>SLO III: Professional Identity: Values mutual respect, open communication, and shared decision-making among members of the health care team.</i></p> <p><i>SLO IV: Nursing Role: Values professional relationships with members of the health care team a</i></p>
Commitment to Nursing Science (ICC– 2)	<p><i>SLO III: Professional Identity: Analyze and conduct scholarly critiques of research related to advanced nursing practice, such as ethical, legal, financial, and public policy issues influencing patient care</i></p> <p><i>SLO IV: Nursing Role. Utilize the research process to identify, relate, understand, explain, and predict factors that influence phenomena in advanced nursing practice.</i></p>	<p><i>SLO I I: Professional Identity: Synthesize the impact of theoretically based literature on advanced practice.</i></p> <p><i>SLO IV: Nursing Role: Functions as an effective group leader or member based on an in-depth understanding of team dynamics and group processes</i></p>	<p><i>SLO III: Professional Identity: Values importance of professional certification for advanced nursing practice.</i></p> <p><i>SLO IV: Nursing Role: Identify ongoing self-evaluation of learning needs related to course objectives and develop a plan to meet these needs</i></p>
Caring (ICC-3)	<p><i>SLO III: Professional Identity: Demonstrate use scientific inquiry to explore problems and needs in nursing.</i></p> <p><i>SLO IV: Nursing Role: Integrate clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies and interventions.</i></p>	<p><i>SLO III: Professional Identity: Mentor and coach new and experienced nurses and other members of the health care team</i></p> <p><i>SLO IV: Nursing Role: Design patient-centered, culturally responsive strategies in the delivery of clinical prevention and health promotion interventions.</i></p>	<p><i>SLO III: Professional Identity: Identify personal health beliefs and attitudes and analyze their impact on professional identity.</i></p> <p><i>SLO IV: Nursing Role: Develop personal values associated with health promotion and disease prevention that incorporate the lived experience of individuals from specialized and diverse populations</i></p>

DYNAMIC, INTEGRATING CORE CONCEPTS (4)	NECESSARY TRAINEESHIPS FOR PROFESSIONAL PRACTICE: Student Learning Outcome(Program Level) III: Professional Identity Student Learning Outcome(Program Level) IV: Nursing Role		
	KNOWLEDGE Intellectual training in academic knowledge and capacity to think for the profession	PRACTICE Skill-based training including clinical judgment	ETHICAL COMPORNTMENT Training in ethical standards, social roles and responsibilities of the profession – Introduced through integrated practice
Quality/Safety (ICC-4)	<p><i>SLO II I: Professional Identity: Analyze care delivery to patients and families from an individual, unit and system perspective and seek new information to improve practice</i></p> <p><i>SLO IV: Nursing Role: Use information and communication technologies to advance patient education, enhance accessibility to care, analyze practice patterns, improve health care outcomes, including nurse sensitive outcomes</i></p>	<p><i>SLO III: Professional Identity: Employ collaborative strategies in the design, coordination and evaluation of patient-centered care.</i></p> <p><i>SLO IV: Nursing Role: Use effective communication strategies to design, coordinate, and evaluate patient centered care.</i></p>	<p><i>SLO III: Professional Identity: Demonstrate a personal commitment to lifelong learning while integrating values and behaviors consistent with profession's history, goals, and code of ethics.</i></p> <p><i>SLO IV: Nursing Role. Advocate for the value and role of the professional nurse as member and leader of inter-professional health care teams.</i></p>

Addresses NLN Core Competencies for Nurse Educators: (4) Participate in Curriculum Design and Evaluation of Program Outcomes; (5) Function as a Change Agent and Leader; (6) Pursue Continuous Quality Improvement; (8) Function within Educational Environment

Addresses Core Competencies for Nurse Administrators: (4) Participate in Developing Standards for the Healthcare Environment; (5) Functions as a Change Agent and Leader; (6) Pursue Continuous Quality Improvement; (8) Functions within the Administrative Environment

Addresses NONPF Nurse Practitioner Core Competencies: (2) Leadership Competencies; (5) Technology and Information Literacy Competencies; (6) Policy Competencies; (7) Health Delivery System Competencies; (9) Independent Practice Competencies

Title: **Standards of Care: ANA**
 Responsibility of: *Curriculum Committee*
 Date of Adoption 09/09; Reviewed: 10/10, 4/11
 Date for Next Review: 4/12

The Wesleyan nursing faculty have accepted the Standards of Care and the Standards of Professional Performance from the American Nurses Association (2004) and found in the Standards of Clinical Nursing Practice, as basis for professional nursing practice. These standards are congruent with the WV Nursing Code and Legislative Rules

STANDARDS OF CARE

STANDARD I. ASSESSMENT

The Nurse Collects Client Health Data.

STANDARD II. DIAGNOSIS

The Nurse Analyzes the Assessment Data in Determining Diagnoses.

STANDARD III. OUTCOME IDENTIFICATION

The Nurse Identifies Expected Outcomes Individualized to the Client.

STANDARD IV. PLANNING

The Nurse Develops a Plan of Care That Prescribes Interventions to Attain Expected Outcomes.

STANDARD V. IMPLEMENTATION

The Nurse Implements the Interventions Identified in the Plan of Care.

STANDARD VI. EVALUATION

The Nurse Evaluates the Client's Progress toward Attainment of Outcomes.

STANDARDS OF PROFESSIONAL PERFORMANCE

STANDARD I. QUALITY OF CARE

The Nurse Systematically Evaluates the Quality and Effectiveness of Nursing Practice.

STANDARD II. PERFORMANCE APPRAISAL

The Nurse Evaluates One's Own Nursing Practice in Relation to Professional Practice Standards and Relevant Statutes and Regulations.

STANDARD III. EDUCATION

The Nurse Acquires and Maintains Current Knowledge in Nursing Practice

STANDARD IV. COLLEGIALITY

The Nurse Contributes to the Professional Development of Peers and Other Health Care Providers as Colleagues.

STANDARD V. ETHICS

The Nurse's Decisions and Actions on Behalf of Clients are Determined in an Ethical Manner.

STANDARD VI. COLLABORATION

The Nurse Collaborates with the Patient, Family, and Other Health Care Providers in Providing Client Care.

STANDARD VII. RESEARCH

The Nurse Uses Research Findings in Practice.

STANDARD VIII. RESOURCE UTILIZATION

The Nurse Considers Factors Related to Safety, Effectiveness, and Cost in Planning and Delivering Client Care.

References: ANA - Code of Ethics for Nurses with Interpretive Statements, c 2001 Nurses book. Org., Silver Spring, MD.

Title: **Program Congruence with Professional Standards: IOM/QSEN**
Responsibility of: *Curriculum Committee*
Date of Adoption: 9/09, Reviewed 4/11
Date for Next Review: 4/12

The MSN faculty affirm the congruence of Institute of Medicine Core Competencies (2003) and Quality and Safety Education for Nurses (QSEN) Competencies (2011) with student learning outcomes and program outcomes.

1. Employ evidence-based practice.
2. Work in inter-disciplinary teams.
3. Provide patient-centered care.
4. Apply quality improvement
5. Utilize informatics.
6. Safety

Title: **Program Congruence with Professional Standards:
AACN Essentials of Master’s Education in Nursing**

Responsibility of: *Curriculum Committee*

Date of Adoption 09/09; Reviewed: 10/10, 4/11

Date for Next Review: 4/12

The MSN faculty affirm the congruence of AACN Essentials of Master’s Education in Nursing with student learning outcomes and program outcomes.

**American Association of Colleges of Nursing (AACN, 2011)
Essentials of Master’s Education in Nursing**

- I. Background for practice from Science and Humanities
- II. Organizational and Systems Leadership
- III. Quality improvement/Safety
- IV. Translating/Integrating Scholarship into Practice
- V. Informatics and Healthcare Technologies
- VI. Health Policy and Advocacy
- VII. Inter-Professional Collaboration for improving Patient and Population Health Outcomes
- VIII. Clinical Prevention and Population Health for Improving Health
- IX. Master’s Level Nursing Practice

Title: **MSN Admission Policy**
Responsibility of: *Academic Standards and Review Committee*
Date of Adoption: 9/09; Reviewed 10/10, 4/11
Date for Next Review: 4/12

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

Title:	Academic Admission Policy
Responsibility of:	<i>Academic Standards and Review Committee</i>
Date of Adoption:	9/09; Reviewed 10/10, 4/11
Date for Next Review:	4/12

Each applicant to the Master of Science in Nursing program will be considered individually by the Graduate Nursing Admissions Committee. Individuals who have earned an undergraduate degree in nursing wishing to enter the master's program may apply for admission at any time and must be enrolled for six credits or more to be considered for full-time study. Students may also enroll for part-time study in the MSN program.

For full consideration, each applicant must:

- Complete the Application for Admission and submit the \$50 non-refundable application fee to the Dean of Graduate Studies;
- Submit official transcripts for all coursework completed at the collegiate level to the Dean of Graduate Studies;
- Declare intention to enter the 5 year program during the second semester of the sophomore year, if a current student;
- Have an undergraduate GPA of 3.0 or higher in all previous college work;
- Provide two recommendations, using the Graduate Recommendation Form, one of which must be completed by the advisor of record or professional supervisor;
- Submit a personal statement of goals and objectives
- Demonstrate proficiency in English if a non-native English speaker by submitting scores from the Test of English as a Foreign Language (TOEFL);
- Submit validation of an unencumbered license to practice

Once a candidate is admitted to the MSN program:

- The student must maintain a GPA of 3.0 on all graduate work;
- The student must maintain an unencumbered WV RN license
- If the student fails to enroll for 2 semesters, a new application for admission and application fee must be completed before resuming the program
- Candidates must complete the program within 5 years
- A minimum of 36 credit hours is required for the MSN degree. If a student has not completed an undergraduate Health Assessment and Statistics course, these courses must be taken as pre-requisites for two of the nursing core courses.

Title:	Academic Admission Policy: Provisional Acceptance
Responsibility of:	<i>Academic Standards and Review Committee</i>
Date of Adoption:	4/11
Date for Next Review:	4/12

Each applicant to the Master of Science in Nursing program will be considered individually by the Graduate Nursing Admissions Committee. Individuals who do not meet GPA requirements or persons who have graduated from Bachelor of Science in Nursing programs that are not nationally accredited at the time of their graduation, may be granted provisional acceptance by the Graduate Nursing Admissions Committee. The decision to admit students provisionally is under the sole discretion of the Graduate Nursing Admissions Committee; students admitted provisionally must have documented evidence in their admission materials suggestive of a significant degree of likelihood of success in the MSN program. Provisional acceptance requires the students to:

- Complete (and meet) all other admission requirements as noted in the Academic Admission Policy
- Enroll in at least, but no more than 2 - 6 credit hours of course work upon admission, and each successive term until 12 credit hours are completed.
- Complete 12 credit hours with a grade of B or higher
- If a student successfully completes 12 credit hours with a grade of B or higher, Provisional Status will be removed.
- If a student with Provisional Status fails to obtain a grade of B or higher in 12 credit hours, they will be unsuccessful in meeting Provisional Status requirements and will be withdrawn from the program.

Title:	Academic Admission Policy: Early Assurance Program
Responsibility of:	<i>Academic Standards and Review Committee</i>
Date of Adoption:	9/09; Reviewed 10/10, 4/11
Date for Next Review:	4/12

Early Assurance Program (EAP): Academically excellent high school students may be eligible for the MSN Early Assurance Program, an accelerated pathway to the MSN. This program permits students entering the Wesleyan BSN program to apply for admission to the MSN program and have their place reserved in the highly competitive master's of science in nursing program. Accepted students may take 7 hours of core MSN classes during their junior/senior years. Inclusion in this program is contingent upon maintaining a GPA of 3.0, passage of the NCLEX, and professional behavior throughout the nursing program.

Current students enrolled in the BSN program at Wesleyan may apply for admission to the master's program during the second semester of their sophomore year. Up to seven credits may be taken during their junior/senior year. Students enrolled for six graduate credits or more are considered full-time in the master's program. Bachelor degrees will be conferred upon completion of the BSN program and the MSN will be conferred upon successful completion of the MSN program.

Title: **Academic Policies**

Responsibility of: *Academic Standards and Review Committee*

Date of Revision: 9/09; 10/0, 4/11

Date for Next Review: 4/12

The policies and information contained in this handbook are for the nursing students of West Virginia Wesleyan College. The Master of Science in Nursing (MSN) 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: (see West Virginia Wesleyan College Graduate Catalog - Academic Policies for additional clarification)

Grades, Academic Standing and Quality Points: All graduate students must maintain a quality point average of at least 3.00 to graduate and to remain in good standing. Students whose GPA falls below 2.75 after attempting twelve or more semester hours of course work will be on academic probation and will be given nine additional hours in which to raise the GPA to 3.0. Students who fail to attain the 3.0 GPA during this probationary period are subject to dismissal from their program. Students who earn two Fs will be dismissed from their program. The following letter grades, explanations and quality points are used to evaluate a graduate student's performance at Wesleyan.

Grade	Explanation	Quality points (per hour)
A	Excellent	4.0
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C	Satisfactory	2.00
C-		1.67
F	Failure	0
I	Incomplete	0
W	Withdrawal	0
P	Pass	0
WF	Withdrawal Failing	0
AU	Audit	0

Grades of I, W, P, and Au are not included in grade point average calculation. Graduate students must repeat a course in which they receive an F or WF; graduate students may also repeat courses in which they earn a B- or lower. While the original F, C-, C, C+, or B- will remain on the transcript, when the course is repeated satisfactorily, the original grade will not be counted further in the grade point average.

Grade Point Average

A graduate student's grade point average (GPA) is computed by dividing the total number of quality points earned by the total number of graded semester hours for which the student has registered. Courses from which the student has withdrawn officially, courses in process, audited coursework, and courses in which a grade of Pass was earned are not included in this computation.

Incomplete Grade (I)

This grade may be given to a graduate student who is passing a graduate course but cannot complete course work due to illness or a cause that is beyond reasonable control. An Incomplete Course Grade form must be completed by the course instructor and should be signed by the student, if at all possible. For online courses, an Incomplete Grade form, available online, must be completed by the course instructor and emailed to registrar@wvwc.edu. Email acknowledgment is required by the graduate student. The course, unless a thesis or action research project course, must be completed within the first six weeks of the next regular semester, except when an extension of time is granted by the Admission and Academic Standing Council. If an extension of time is granted, a new completion deadline will be specified. Otherwise, the (I) automatically becomes either an (F) or whatever grade the instructor assigns.

Thesis and action research project courses with incomplete grade assignments must be completed one year from the end of the term that the student originally enrolled in the graduate course. The Incomplete will remain on the record until the work is completed and a final grade is assigned. To receive consideration for this extended Incomplete, the student must submit a written request with the approval of the course instructor, the faculty advisor of record, and the Dean of Graduate Studies to the Registrar for approval. This request must be submitted prior to the Final Exam period of the term in which the course is due for completion (see Wesleyan's academic calendar for due dates). It is the student's responsibility to contact the course faculty to arrange for completion of the work and it is the faculty's responsibility to submit the final grade. When no grade is received, a grade of F will be assigned.

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.

Advising

All graduate students are assigned a faculty advisor within their program. Prior to the first semester of graduate study, or during the first semester of graduate study, the student will make a plan of study with their advisor. Education is ultimately the responsibility of the learner, but the advisor's input to the student's plan of study and semester schedules enhances student awareness of how each semester and course contributes to overall progress towards graduation.

Graduate Transfer Credit

A maximum of nine semester hours of graduate credit from another regionally accredited U. S. college or university may be applied toward a graduate degree program, if the course is applicable, provided the grade for each course is at least a B* (3.0) and has been earned within the last seven years. Individual graduate programs may elect to grant fewer graduate transfer

hours. If graduate transfer hours are approved, the credits and quality points will be computed into the student's WVWC graduate grade point average.

*B- or Pass grades are not acceptable

Requests for transfer graduate credit must be approved by the specific graduate program director, the Dean of Graduate Studies and the Registrar. Any individual requesting graduate transfer credit must complete the **Graduate Transfer Credit Evaluation Form** in full and attach all related college transcripts and syllabi that include course descriptions.

Title: **Academic Credit Hour Allocation Policy**
Responsibility of: *Academic Standards and Review Committee*
Date of Adoption: 09/09; Reviewed 10/10, 4/11
Date for Next Review: 4/12

Theory, clinical practicum meet according to the class schedule. Class and clinical practicum meeting time and credit hour allocations are:

West Virginia Wesleyan:

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

Clinical: Each 3 clock hours of clinical practicum earns one (1) credit hour.

Shenandoah University:

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

Clinical: Each 4 clock hours of clinical practicum earns one (1) credit hour

Title:	Retention Policy
Responsibility of:	Curriculum Committee and Academic Affairs Committee
Date of Adoption:	9/09; Reviewed 10/10, 4/11
Date of Next Review:	4/12

Retention of nursing students is a high priority for the WWWC 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, a student conference is initiated and recommended actions are shared with the student using the advising documentation forms. Graduate nursing students are required to maintain a 3.0 GPA to remain in good standing. Students whose GPA falls below 2.75 after 12 or more semester hours of course work will be on academic probation and will be given 9 more semester hours to attain the 3.0 GPA. Students who fail to attain the 3.0 GPA during this probationary period are subject to dismissal from their program. Students who earn two Fs will be dismissed from the program

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

- a. Utilize all available resources including recommended texts and reference material computerized resources, lab and faculty office hours.
- b. Join a study group.
- c. Limit outside commitments while enrolled in nursing classes.

In an effort to assure student success, nursing faculty will discuss remediation with students when it is necessary.

Title: **Affirmative Action/Nondiscrimination Policy**
 Responsibility of: *Academic Standards and Review Committee*
 Date of Adoption: 9/09; Reviewed 10/10, 4/11
 Date for Next Review: 4/12

West Virginia Wesleyan College, a private educational institution, is committed to the principle of equal opportunity for all qualified persons, welcomes students of all backgrounds and takes pride in the diversity of its faculty and staff. It assures students of 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, 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.

College Student Handbook Policy 2008-2009

IV. PROCEDURES FOR SERVING STUDENTS WITH DISABILITIES ON CAMPUS

A. West Virginia Wesleyan College ensures that no qualified person shall, by reason of a disability, be denied access to, excluded from participation in or denied the benefits of any program or activity operated by the College or be subjected to discrimination under any of its programs or activities. The College shall make reasonable accommodations to the known limitations of an otherwise qualified student with a disability to enable the qualified student with the disability to have equal access to educational opportunities, programs and activities. Section 504 of the Rehabilitation Act of 1973 [29 U.S.C. § 794(a)] and Americans with Disabilities Act of 1990 (ADA) [42 U.S.C. § 12101, et seq.].

B. To be eligible for services, students with disabilities must identify themselves and provide documentation to the Director of the Learning Center in the following manner:

1. It is necessary to provide current documentation of the disability and professional materials from a physician/psychologist/psychiatrist on the evaluator's letterhead stationery demonstrating that the disability currently and substantially limits a major life activity of the student. The medical documentation must include:

- a) A diagnostic statement identifying the disability and describing the current level of functioning;
- b) A description of the diagnostic tests, methods/criteria used, employing the DSV IV when appropriate;
- c) A description of the current functional impact of the disability including a statement of any substantial limitations as they relate to the ability of the student to meet the various demands of college life, and which also includes specific test results and the examiner's narrative interpretation;
- d) Treatments, medications, or assistive devices/services currently prescribed or in use;

- e) Recommendations to assist the college in designing reasonable accommodations for the condition;
- f) The credentials of the diagnosing professional when not indicated on letterhead stationery.

2. The College may request additional documentation. IEPs and 504 plans are not considered to be sufficient documentation.

C. Identifying oneself as having a disability to an individual professor is not considered an official notification to the college. The student must follow the above procedures in order to access accommodations. However, it is the student's responsibility to notify a professor, or others as necessary, of a need for accommodations.

D. Coordination of accommodations and services may involve any number of College offices and personnel, including faculty, staff, and administrators, depending on the nature of the accommodations and services needed. The Director of the Learning Center will work in consultation with the student, and others as deemed proper, to determine the appropriate academic accommodations. The Director of the Learning Center will make the final decision with respect to a particular accommodation.

E. If the student has been diagnosed with a Learning Disability or Attention Deficit Disorder, please refer to the "Requirements for Documentation" section of the Learning Center Handbook or the campus website www.wvwc.edu/stu/SASS for specific educational testing requirements.

F. If the student is requesting Residence Hall Accommodations, please contact the Office of Housing and Residence Life for specific guidelines and information at (304) 473-8441.

G. If an individual believes that the services or accommodations provided or recommended do not meet his or her needs, the student should promptly discuss the matter with the Director of the Learning Center who will seek to resolve the situation in a timely manner. If the student is not satisfied with this response, the student may file a grievance using the investigation and reviews procedures set forth in the Student Handbook.

NOTE: Students with disabilities are required to maintain the same level of responsibility for their education as other students attending Wesleyan. These responsibilities include maintaining levels of academic performance expected of all students, meeting attendance requirements, maintaining appropriate behavior, and following the College's policies and procedures. In addition, the College establishes appropriate standards for its courses, programs, services and facilities and is not required to grant accommodations that impose a fundamental alteration of a program or activity. The College encourages students to request accommodations before the semester begins or as early in the semester as possible. If the student chooses to delay providing documentation and/or making a request for accommodations, the College will not provide retroactive accommodations, but will upon the student's request begin the procedure for approving and implementing future accommodations. A reasonable time will be necessary to implement accommodations. The Confidentiality of all documentation will be maintained in accordance with the applicable law. Documentation may be shared with others on a need to know basis.

H. Standards of Performance : see previous section

Title:	Performance Standards for Admission and Retention in the Master of Science in Nursing Program
Responsibility of:	<i>Curriculum Committee</i>
Date of Adoption:	3/09; Reviewed 10/10, 4/11
Date for Next Review:	4/12

A candidate for the MSN 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.

STANDARD

INCLUSIVE)

Critical Thinking: Critical thinking ability sufficient for critical judgments.

Communication: Communication abilities sufficient for effective interaction in verbal and written form with other members of the health care team and the public.

Mobility: Physical abilities (including standing, walking, bending, range of motion of extremities) to move from room to room and maneuver in small spaces.

Motor: Gross and fine motor function sufficient to provide safe and effective nursing care.
equipment.

Hearing: Auditory ability sufficient to monitor and assess health needs.

Visual: Visual ability sufficient for observation and assessment necessary in nursing care.

Tactile: Tactile ability sufficient for physical assessment.

Behavioral: Emotional health sufficient to utilize his or her intellectual abilities. Able to function effectively during stressful situations.

SOME EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL

Identify cause-effect relationships in clinical situations, develop nursing care plans, calculate medications.

Able to obtain information, explain treatment procedures, initiate health teaching, describe patient situations, perceive nonverbal communications.

Able to administer cardiopulmonary resuscitation, move around in patient room work spaces, and treatment areas.

Able to ambulate patient, administer intravenous, intramuscular, subcutaneous and oral medications, calibrate and use

Able to hear monitor alarm and emergency signals, able to listen to breath and heart signs.

Able to observe patients, visualize appearance of a surgical wound.

Able to perform palpation of a pulse, perceive temperature or other functions of a physical examination.

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.

Title:	Student Leave of Absence
Responsibility of:	<i>Academic Standards and Review Committee</i>
Dates of Adoption	3/09; Reviewed 10/10, 4/11
Date for Next Review:	4/12

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 Graduate Program 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 MSN program (see current WWWC graduate catalog).

Title:	Student Grade Review Process
Responsibility of:	<i>Academic Standards and Review Committee</i>
Date of Adoption:	9/09; Reviewed 10/10, 4/11
Date for Next Review:	4/12

In cases of alleged arbitrary, inconsistent, or discriminatory grading, the following review process will be followed:

1. In on-campus courses, the student requests a meeting with the instructor to review the basis for the grade. In online courses, the student requests an online conference with the instructor to review the basis for the grade.
2. If after this meeting or conference the student is not satisfied that the grade was fairly determined, they may review to the appropriate graduate program director. The graduate program director will seek to mediate the issue between the student and the instructor.
3. If the student remains unsatisfied, they may appeal to the Dean of Graduate Studies who will hear the student on the matter, confer with both the instructor and the graduate program director, and then make the final decision. The student must provide a written description of concerns prior to the on-campus or online meeting with the Dean of Graduate Studies
4. Reviews to have a grade changed must be submitted no later than the end of the subsequent semester.

Title:	Policy on Student Complaints
Responsibility of:	<i>Academic Standards and Review Committee</i>
Dates of Adoption:	3/09; Reviewed: 10/10, 4/11
Date for Next Review:	4/12

A student complaint is defined as a written allegation of injury caused by one of the following:

1. The decision concluding a review process
2. The allegation that the review was unfair
3. The absence of a review process

Students who continue to be dissatisfied after a final decision has been rendered by the College shall be told of their right to file a written complaint. Such complaints shall be submitted to the President, the Vice President for Academic Affairs, and the Dean of Graduate Studies, or the Vice President for Student Development and Enrollment Management, depending on the nature of the complaint. Student complaint files shall be maintained by each of these offices for review by representatives of accrediting agencies.

Title: **Dismissal from the Program** ↓
Responsibility of: *Academic Standards and Review Committee*
Date of Adoption: 3/09; Reviewed 10/10, 4/11
Date for Next Review: 4/12

Dismissal from the nursing program shall be determined on a case by case basis. Behaviors such as academic dishonesty, drug use, criminal behavior or violation of the ethical code of nursing can be reasons for dismissal.

Dismissal from the program can be a result of poor academic performance and the inability to meet requirements set forth for:

- students admitted provisionally or for
- progression in the nursing program

Title: **Professionalism: Academic and Professional Integrity Policy**
 Responsibility of: *Academic Standards and Review Committee*
 Date of Adoption: 09/09; Reviewed 10/10, 4/11
 Date for Next Review: 4/12

The School of Nursing and MSN program will not tolerate academic dishonesty of any kind. The faculty of the School of Nursing expects all nursing students to adhere to the policies included in the Statement on Academic Integrity (see the West Virginia Wesleyan College Student Handbook). WVWC faculty 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
- 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

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

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.

Title: **Professionalism: Behavior, Safe Practice and Suitability Policy**
 Responsibility of: *Academic Standards and Review Committee*
 Date of Adoption 3/09; Reviewed 10/10, 4/11
 Date for Next Review: 4/12

The faculty of the School of Nursing, MSN program, have an academic, legal, and ethical responsibility to prepare graduates who are competent as well as 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 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
7. Behavior or conduct adversely reflecting upon the nursing profession or the School 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.
This 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 (EXPAND)
 - 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.

Title: **Professionalism: Suitability Policy**
Responsibility of: *Academic Standards and Review Committee*
Date of Adoption: 9/09; Reviewed 10/10, 4/11
Date for Next Review: 4/12

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, e.g.:

The West Virginia Code and Legislative Rules; Section 30-7 and Title 19

The American Nurses Association Standards of Practice

The American Nurses Association Code for Professional Nurses

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.

DISMISSAL STATEMENT

Failure to meet suitability requirements shall constitute reason for a student to be dismissed from the program.

Title: **Professional Conduct: Drug and Alcohol Testing Policy**

Responsibility of: *Academic Standards and Review Committee*

Date of Adoption: 9/09; Reviewed 10/10, 4/11

Date for Next Review: 4/12

The School of Nursing, MSN program, 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. Within 3 months of the start of a clinical practicum rotation
 - 2. 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.
 - 3. 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 chairperson of the School of Nursing.
 - 4. 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 School.
- 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 chairperson for 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 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.

West Virginia Wesleyan College
School of Nursing

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:

_____ *Student* _____ *Date*

_____ *Witness* _____ *Date*

*REASON(S) FOR
REFUSAL:* _____

Title: **Professional Conduct: Background Check**
Responsible: *Academic Standards and Review Committee*
Date of Adoption: 9/09; Reviewed 10/10, 4/11
Date for Next Review: 4/12

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 MSN program (clinical rotations) 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 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 the Federal Bureau of Investigations (FBI) or online by certifiedbackgrounds.com.

Applicants (in-state and out-of-state residents) will go to the www.fbi.gov website. On the bottom left of the home page under “*Our Resources*” click on “*More Services*”. From there go to the “*Most requested forms & services*” section, and click on “*Criminal background checks*”. This section has all the detailed information you will need to process your background check (the cover letter and fingerprint forms can be printed on regular computer paper; this has been verified). *The results need to be mailed to you, and then YOU are responsible for mailing the results to the nursing office* at: West Virginia Wesleyan College, Attn: Nursing School, 59 College Ave., Buckhannon, WV 26201. Please allow 3-4 weeks for processing.

Alternatively, students may elect to use an online vendor to complete the criminal background check. Go to certifiedbackgrounds.com

Prior convictions do not affect the applicant’s eligibility to enroll in the nursing program at WVWC. 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.

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

Title:	Professionalism: Required Health Records Policy
Responsibility of:	<i>Student Development Committee</i>
Dates of Adoption:	9/09; Reviewed 10/10, 4/11
Date for Next Review:	4/12

The School of Nursing, MSN program requires documentation of current health status, current PPD status, CPR Certification and Criminal Background check. In addition, a drug screen must be done within 3 months of the start of the clinical practicum rotation.

Health Forms:

Health forms are files at the WWWC Health Center and updated annually. Students without current complete Health Forms will not be permitted to begin their clinical practicum rotations.

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.

Annual PPD's:

All students must document PPD testing . 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 not be able to begin their clinical practicum rotations.

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.

Criminal Background Check - Detailed instructions are provided in the “*Professional Conduct: Criminal Background Check*” policy of this student handbook. Please read the material carefully, and ***contact the office staff @ 304-473-8224 should you have any questions.***

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 chair 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

(20010-2011)

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

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

Student Name _____ **Date** _____

School Address _____ **School Phone#/Cell #** _____

Home Address _____ **Home Phone** _____

Parent, Guardian, or Spouse _____

_____ I have **NOT** encountered any major illnesses within the last year that would affect my ability to function in any clinical settings or adversely affect the health of others.

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

_____ I have encountered a major illness within the last year that would affect my ability.

CPR CERTIFICATION: (*Enclose copy of Current Card*) Expiration date: _____

CRIMINAL BACKGROUND CHECK: (*See Nursing Students Handbook for instructions*)

Completed _____ Not Completed _____

TESTS:

Annual PPD results: (Enclose copy of PPD report): Date: _____ + _____ - _____

Chest X-ray if Positive: Date: _____

List Immunization updates since last year: _____

Flu Vaccine Date: _____

List any blood-borne disease exposures since last year: (*Provide copy of exposure report*)

Drug Screen within 3 months of beginning clinical practicum rotation _____

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

Student Signature: _____

Title: **Professional Conduct: Tobacco Use and Smoking Policy**
Responsibility of: *Student Development Committee*
Date of Adoption: 9/09; Reviewed 10/10, 4/11
Date for Next Review: 4/12

Students in the School of Nursing, MSN program, 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.

Title: **Professionalism: Health Information Portability and Accountability Act (HIPAA)**
Responsibility of: *Academic Standards and Review Committee*
Date of Adoption: 09/09; Reviewed 10/10, 4/11
Date for Next Review: 4/12

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 School confidentiality procedures may result in:

1. Failure in the clinical experience
2. Failure in the course
3. Dismissal from the nursing program

COLLEGE COMPUTING GUIDELINES

West Virginia Wesleyan College makes available computing and network resources which may be used by College undergraduates, graduate students, faculty and staff. These resources administered by Computing Services are intended to be used for educational purposes and to carry out the legitimate business of the College. These guidelines shall be considered a supplement to the Student Handbook and violations of the guidelines shall be handled in accordance with the procedures set forth in the handbook. Users of Computing Services should keep in mind the limited nature of the resources it provides and act accordingly. This includes such things as not wasting paper. The Computer Center should be notified about violations of computer laws and policies, as well as about potential loopholes in the security of its operation of computer systems and networks. The user community is expected to cooperate with the Computer Center in its operation of computer systems and networks as well as in the investigation of misuse or abuse.

A. Computer Use Policy

1. Students shall use only the account(s) specifically assigned to them regardless of intent. Students are responsible for the safeguarding of the account through a secret password and correct login/logout procedures. The Computer Center must be contacted immediately if it is believed that the account has been tampered with.

2. Use of College computing and network systems/equipment is for academic and administrative purposes only. Accounts may be used for personal electronic mail provided it does not violate any other implied or stated WVWC and/or Internet policies. This includes, but is not limited to, using electronic mail to harass or threaten others. Users do not own their accounts, but are granted the privilege of exclusive use. Misuse may result in the loss of computing and/or network access.

3. Attempting to monitor, tamper with another user's electronic communications, or reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner is a violation of policy. In accordance with the Electronic Communications Privacy Act (1986), the college will not intercept nor disclose electronic communications except as specified in the ECPA. Computing Services will provide reasonable security for accounts, however, it is also understood that this security is not a guarantee of privacy.

4. Deliberately wasting and/or overloading computing resources, such as printing too many copies of a document, is not allowed. Inappropriate mass mailings to newsgroups, mailing lists, or individuals are similarly prohibited. You may not initiate or propagate electronic chain letters.

5. You may not forge the identity of a user or machine in an electronic communication. This includes using an anonymous sender service.

6. You may not knowingly or carelessly perform an act that will interfere with the normal operation of computers, terminals, peripherals, or networks. This includes running or installing on any computer system or network, or giving to another user, a program intended to damage or to place excessive load on a computer system or network. This also includes, but is not limited to, programs known as computer viruses, Trojan Horses, and worms.

7. You may not violate copyright laws and their fair use provisions through inappropriate reproduction or dissemination. Utilizing college resources for any commercial activity is expressly prohibited.

8. Public posting and/or distribution of private e-mail messages are prohibited unless expressly authorized by the original sender.

College Student Handbook, 2008-2009, p.14

Title: **Student Role in Governance**

Responsibility of: *Student Development Committee*

Date of Adoption: 09/09; Reviewed 10/10, 4/11

Date for Next Review: 4/12

The nursing faculty believes student involvement is important to the work of the School. The role of the student representatives at the MSN Faculty meetings, and on Nursing School 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 from those students whose schedules are not in conflict with regular meeting times. There is student representation to the MSN faculty who attends MSN faculty meetings.

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 School, 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 graduate nursing students are encouraged to apply for membership if they meet the criteria.

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

Students in Graduate Programs:

- a. Definition: Graduate Program is defined as an accredited program of graduate study in nursing including master, post-master, doctoral and post-doctoral
- b. Academic Achievement – students in graduate programs shall be eligible for membership if they have achieved excellence according to the standards approved by the Society (rank not lower than the highest 35% of their class in scholarship)
- c. Curriculum – Students shall have completed a minimum of one-quarter of the required graduate curriculum
- d. Exceptions may be made at the discretion of the chapter's governance

Sigma Theta Tau International
Honor Society of Nursing
550 West North Street
Indianapolis, IN 46202 USA

1.888.634.7575 (USA/Canada)

+1.317.634.8171

Fax: 1.317.634.8188

Website: www.nursingsociety.org

Email: memserv@stti.iupui.edu

i **The Preparation of Nurse Educators, National League for Nursing Position Statement**, Approved May 18, 2002

ii ii **19-1-11. Faculty of the Nursing Education Unit.** 1.1. Nursing faculty members, both full and part-time shall be academically and professionally qualified and shall: 11.1.a. Have a graduate degree with a major in nursing;
11.1.a.1.A. Have a bachelor degree with a major in nursing and are admitted and enrolled in a graduate degree program with a major in nursing within one (1) year of employment in the faculty position

