

WVU Parkersburg

RN-BSN Program

Handbook

2020-2021

This baccalaureate nursing program at West Virginia University at Parkersburg is accredited by the: Accreditation Commission for Education in Nursing (ACEN),
3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia, 30326.
Phone 404-975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is Initial Accreditation.

View the public information disclosed by the ACEN regarding this program at
<http://www.acenursing.us/accreditedprograms/programSearch.htm>

The information in this Nursing Department Undergraduate Student Handbook is subject to change, without notice, in order that it might reflect the decisions made by the Federal and State Governments, and by the Board of Trustees, Administration, and Faculty of West Virginia University at Parkersburg.

West Virginia University at Parkersburg complies with all federal regulations prohibiting discrimination on the basis of race, religion, national origin, gender, age, or disability in matters pertaining to admission, employment, and access to programs.

January 4, 2021

Dear Students,

On behalf of the faculty and staff of the Nursing and Health Sciences Division, I would like to extend a sincere welcome to you. The faculty and I congratulate you and are delighted that you have selected the RN-BSN program at West Virginia University at Parkersburg (WVU at Parkersburg).

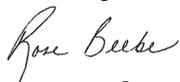
We pride ourselves on the quality of education we have to offer as well as the success our graduates in the Nursing and Health Sciences Division enjoy. The Learning Management Resources, library, and faculty will support your educational experience as you continue to expand your career opportunities in nursing.

This handbook has been designed to assist in your orientation to the RN-BSN program and to ease your transition as you progress thru the program. It provides you with all of the procedures of the program, as well as answers to many questions you may have. Become familiar with it and utilize it as a resource for your success. Please note that faculty reserves the right to update and modify procedures contained within the handbook as needed. Updates that are added throughout the academic year will be provided to you in writing and can be viewed on-line at www.wvup.edu.

The faculty and staff of the nursing program at WVU at Parkersburg are dedicated and committed to assist and guide you through your educational experience. Faculty post and maintain in -house and online office hours each week. Appointments can be made through Amy Richards or Becky Ash by calling 304-424-8300. If there is anything we can do for you, please do not hesitate to let us know.

Congratulations on your accomplishments thus far. I extend my best wishes to you for a successful and rewarding completion of the RN-BSN program.

Sincerely,



*Rose Beebe, EdD, MS, RN
Director RN-BSN Program*

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INTRODUCTION

This Handbook has been prepared for individuals who have been admitted to the RN-BSN program. The program has been designed to provide registered nurses with a degree completion program that will build on their existing knowledge, skills, and abilities in nursing and clinical application. This handbook provides information about the program and the policies that are important for its functioning.

Integral to the program's success is the concept of the Career Ladder approach that is supported by West Virginia University at Parkersburg. A central belief held by the Department of Nursing is that *ALL* levels of nursing are significant contributors to the delivery of health care in a multitude of meaningful activities. The RN-BSN program will provide graduates the foundation for continuing education in nursing.

The RN-BSN curriculum is based on current theory and best practices in nursing education. Professional nursing education integrates liberal and nursing education to foster critical, creative, and reflective thinking skills. In today's changing healthcare landscape, it is necessary to prepare professional nurses that can practice effectively within the global society in diverse settings. Nursing education at the baccalaureate level is an active learning process. The RN-BSN program is evaluated and revised biennially, with updates on a continuous basis, to keep pace with changing employer demands, student needs, accreditation standards, and technology.

It is the responsibility of each student to review this handbook regularly and understand its contents. Students may want to consult nursing course syllabi for further guidance with program procedures. This handbook is not a contract expressed or implied and the contents herein are subject to change, revision, cancellation, or withdrawal without published notice and without liability. The faculty reserves the right to modify, change, or delete any or all of these procedures, in whole or part-as such; students will be notified in writing in a timely fashion. This handbook is intended to supplement, not replace, the policy and procedure publications to which all students of WVU Parkersburg are subject, such as the current WVU Parkersburg Catalog, WVU Parkersburg Student Handbook, and the current WVU Parkersburg Semester Schedule of Classes.

HISTORICAL OVERVIEW

The Parkersburg Branch of West Virginia University (later to become Parkersburg Community College), housed in a condemned and abandoned public school building, began operations in the Fall of 1961 with 104 students and 6 faculty members. Student enrollment at the "Branch" experienced steady growth with enthusiastic community support. In 1964, the "Branch" initiated a two-year Associate in Arts Degree Program.

In 1965, the citizens of Wood County passed a bond issue, which together with federal funds, supported construction of a new \$3.6 million facility on land donated by the Wood County Court. The building was completed in 1969. In March, 1971, the West Virginia Legislature enabled the then West Virginia University - Parkersburg Center to become the state's first community college in a planned statewide community college system. The name of the

college was changed to Parkersburg Community College.

On July 1, 1989 the college became a part of the University System of West Virginia and was renamed West Virginia University at Parkersburg. In 2008, the WV Legislature changed WVU Parkersburg's governance structure and relationship to WVU in creating a state network of independently accredited community and technical colleges. Local governance is now provided by the WVU Parkersburg Board of Governors under the jurisdiction of the WV Council for Community and Technical College Education.

WVU Parkersburg is one of 27 public institutions in the United States classified as a baccalaureate/ Associate's College by the Carnegie Foundation for the Advancement of Teaching. It is the fourth largest public institution of higher education in West Virginia. The Parkersburg campus is the only public community college in West Virginia accredited to offer baccalaureate degrees.

Associate Degree Nursing

The program in nursing was developed at the request of the administration and nursing leadership of Camden-Clark Memorial Hospital and St. Joseph's Hospital of Parkersburg. Both of these hospitals provided nursing educational programs and had been key suppliers of nurses for the region; however, they recognized the growing value of relocating these educational opportunities and responsibilities within an institution of higher learning.

Through the leadership and hard work of hospital and college personnel, a smoother transition from diploma nursing education to associate degree nursing education was carried out. This new program was greatly strengthened and supported by the experience, knowledge, and resources made available to it by the hospital programs. This Associate Degree Nursing Program had its beginning in August 1967. The first class of graduate nurses numbered 19 in 1969. Since its beginning, over 2500 persons have received the Associate in Applied Science degree in Nursing.

A New Era in Nursing Education

In the summer of 2011, the Chancellor for the Community and Technical College System of West Virginia (CTCSWV) convened a meeting of the deans and directors of nursing education programs in the CTCSWV institutions, along with council members and presidents. The charge of the gathering was to discuss the recent changes in health care related to higher education. Specifically, the chancellor wanted to explore collaboration, as well as consistency, among associate degree nursing programs within the CTCSWV. The intent was to transform nursing education in West Virginia.

The following institutions recognized the need for change in nursing education and chose to move forward with the development of a common, concept based curriculum: Eastern, BridgeValley, Northern, Southern, and WVU at Parkersburg. The vision of the WVCTCS Consortium of Associate Degree Nursing Programs was to respond to the nursing needs of the people of West Virginia by delivering a high-quality nursing educational program to students through innovative curricular design and instruction.

The nursing program is structured to provide a foundation for career paths for future leaders in nursing practice and to prepare lifelong learners who demonstrate knowledge, skill, critical thinking, and flexibility. The program values caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness and is committed to providing accessible, high-quality nursing education to meet the diverse and changing health-care needs of the community and beyond. This curriculum was implemented in the Fall 2014 at the consortium members' institutions.

RN-BSN Completion

WVU at Parkersburg currently provides students with initial entry level into registered nurse practice with the Associate in Applied Science degree.

Planning to offer the RN-BSN program at WVU at Parkersburg was initiated the fall 2008. This was necessary due to the restructuring of the higher education system. Effective fall 2009, students applying to West Virginia University's (WVU) RN-BSN program no longer had the option to choose the Parkersburg campus as their choice for education. Student advisement and course offerings had been managed by the faculty at WVU's Charleston campus. Given the need for career advancement of nursing professionals within the region served by WVU at Parkersburg, it was deemed imperative to proceed with a request for a RN-BSN program.

A team of nursing faculty and college administrators have worked diligently since 2009 on this project. The Nursing Advisory Board, which is composed of nursing administrators from a variety of health care providers in the service area, was also consulted. This group has been very enthusiastic and supportive of the endeavor to reinstate a RN-BSN program in the area. The topic of RN-BSN education is a regular agenda item at the fall and spring Advisory Board meetings. Input from this group has been considered as the program was developed and as it continues to evolve.

In the spring of 2012, the program structure and curriculum were approved by the WVU at Parkersburg Curriculum Committee and subsequently the WVU at Parkersburg Board of Governors. Subsequently, the RN-BSN program has received approval from the West Virginia Higher Education Learning Commission (HEPC), Community and Technical College System of West Virginia (WVCTCS), and Higher Learning Commission (HLC). The RN-BSN program admitted its first cohort summer 2014 and gained initial accreditation by the Accreditation Commission for Education in Nursing (ACEN) summer 2016.

The RN-BSN completion program has been duly aligned with the Community and Technical College System of West Virginia (WVCTCS) Consortium of Associate Degree Nursing Programs adoption of the National League for Nursing *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate Master's, Practice Doctorate, and Research Doctorate Programs in Nursing* (2010).

THE MISSION

The mission of the RN-BSN program is to increase the number of baccalaureate prepared nurses to positively impact patient outcomes and to provide opportunities for career mobility and graduate education. The program is committed to providing accessible, high-quality nursing education to meet the diverse and changing health-care needs of the community and beyond.

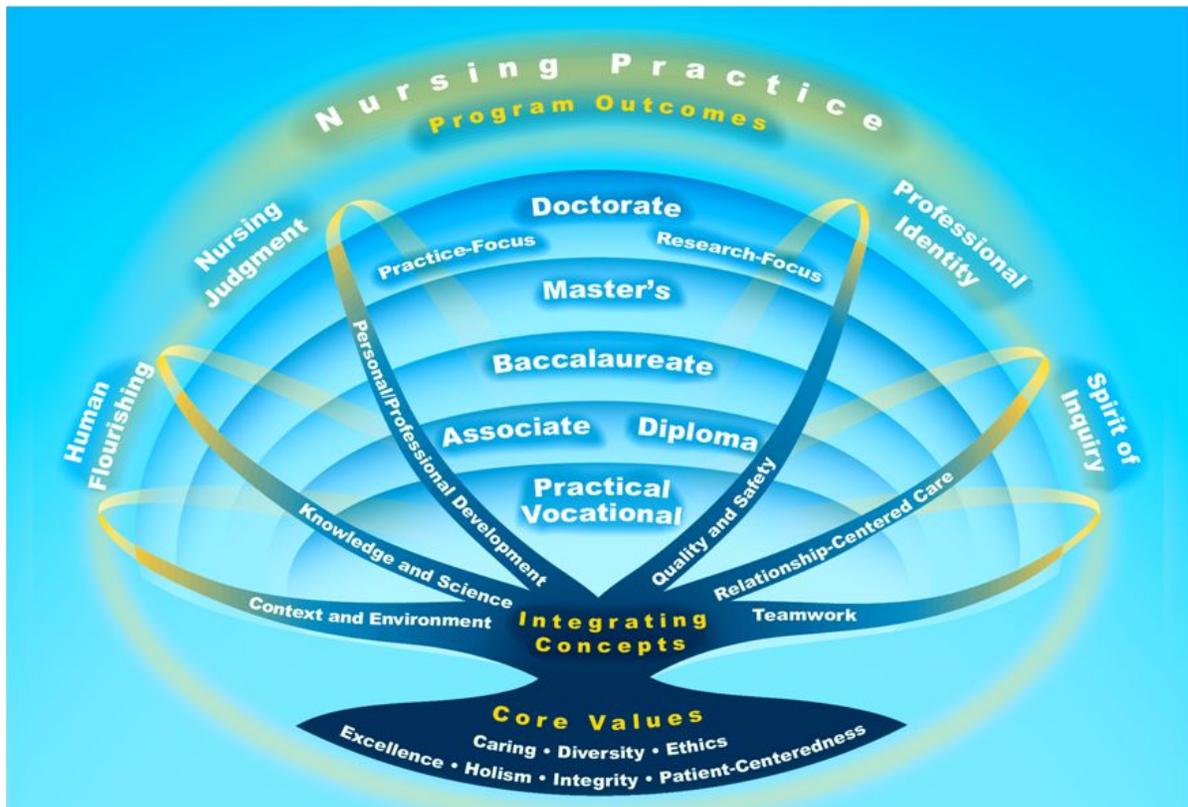
THE PHILOSOPHY

The WVU at Parkersburg RN-BSN Program is committed to a quality educational environment.

The educational philosophy of WVU at Parkersburg RN-BSN program incorporates the seven core values of the National League for Nursing Competencies Framework which includes caring, diversity, ethics, excellence, holism, integrity, and patient centeredness (NLN, 2010). We believe that “all nurses should display integrity, respect diversity in all forms, uphold given legal and ethical responsibilities and strive for excellence while promoting caring, holistic, patient centered care” (NLN, 2010).

WVU at Parkersburg RN-BSN Program supports education as a life-long process incorporating a spirit of inquiry, supported by evidence-based research. The faculty believes that students need to develop nursing judgment in their practice, develop a professional identity as a nurse, and learn to support patients and families in development of their ongoing growth as human beings. Life-long learning consists of acquiring knowledge, demonstrating proficient skills, and developing ethical attitudes and values.

CONCEPTUAL FRAMEWORK



(National League for Nursing, 2010, p.8.)

The conceptual framework for the WVU at Parkersburg RN-BSN program is based on the National League for Nursing (NLN) Educational Competencies Model and the components within it. The model consists of the following components (National League for Nursing, 2010):

Core Values: Seven core values, implicit in nursing's historic paradigm, are foundational for all nursing practice. These values are **caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness**. They are shown at the root of the model, to indicate that each type of nursing program and each type of competency must be grounded in these fundamental values (p. 8).

Integrating Concepts: Emerging from the seven core values are six integrating concepts: **context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork**. These concepts are shown as bands around the program types, illustrating their progressive and multidimensional development in students during their learning experiences. The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as new graduates return new learning, gleaned from multiple sources, to nursing

practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing (National League for Nursing, 2010, p.8.).

Program Student Learner Outcomes: The goals of nursing education for the RN-BSN program can be summarized in four broad program outcomes. Nurses must use their skills and knowledge to enhance **human flourishing** for their patients, their communities, and themselves. They should show sound **nursing judgment**, and should continually develop their **professional identity**. Finally, nurses must approach all issues and problems in a **spirit of inquiry**. All essential program-specific core nursing practice competencies and course outcomes are assumed within these four general aims (NLN, 2010, p. 9).

END-OF-PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the West Virginia University at Parkersburg Bachelor of Science in Nursing degree the graduate is prepared to:

1. **Human Flourishing:** Incorporate the knowledge and skills learned to help patients, families, and communities continually progress toward fulfillment of human capacities.
2. **Nursing Judgment:** Make judgments in practice, substantiated with evidence, which synthesizes nursing science and knowledge from other disciplines in the provision of safe, quality care and the promotion of the health of patients and the community.
3. **Professional Identity:** Express one's identity as a nurse through actions that reflect integrity, a commitment to evidence-based practice, caring, advocacy, and safe quality care for diverse patients and their communities, and willingness to provide leadership in improving care.
4. **Spirit of Inquiry:** Act as a scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, analyzing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.

Source: Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Program in Nursing. Developed by the National League for Nursing, 2010.

End-of-Program Student Learning Outcomes, Competencies and Professional Standards

End-of-Program Student Learning Outcomes		RN-BSN	
		Competencies	Professional Standards
Human Flourishing	Incorporate the knowledge and skills learned to help patients, families, and communities continually progress toward fulfillment of human capacities (NLN, 2010, p. 33).	Core Values <ul style="list-style-type: none"> • Caring • Diversity • Excellence • Integrity Integrated Concepts <ul style="list-style-type: none"> • Context & Environment • Knowledge & Science • Personal & Professional Development • Quality & Safety • Relationship-Centered Care • Teamwork 	<ul style="list-style-type: none"> • American Nurses Association (ANA) <ul style="list-style-type: none"> • Scope and Standards of Practice (ANA, 2010) • Nursing’s Social Policy Statement (ANA, 2010) • Guide to the Code of Ethics for Nurses (ANA 2010 [Reissue]) • Quality and Safety Education for Nurses (QSEN) Competencies (QSEN, 2009) • Institute of Medicine (IOM)/ Robert Wood Johnson Foundation Collaboration <ul style="list-style-type: none"> • Initiative on the Future of Nursing (IOM, 2010).
Nursing Judgment	Make judgments in practice, substantiated with evidence, which synthesizes nursing science and knowledge from other disciplines in the provision of safe, quality care and the promotion of the health of clients and the community (NLN, 2010, p. 34).		
Professional Identity	Express one’s identity as a nurse through actions that reflect integrity, a commitment to evidence-based practice, caring, advocacy, and safe quality care for diverse clients and their communities, and willingness to provide leadership in improving care (NLN, 2010, p. 35).		
Spirit of Inquiry	Act as a scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, analyzing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems (NLN, 2010, p. 36).		

The WVU at Parkersburg RN-BSN graduates will achieve outcomes by meeting the intended goals of each course in the nursing curriculum. The student learning objectives for each course provide all students the activities for meeting the required core *competencies* to cultivate the fundamentals and apprenticeships of nursing practice.

DEFINITION OF TERMS

(NLN, 2010 taken from Appendix D p.65-69)

Caring means "promoting health, healing, and hope in response to the human condition." (NLN, 2010b). "A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders" (NLN, 2007).

Context and Environment, in relation to organizations, refer to the conditions or social system within which the organization's members act to achieve specific goals. Context and environment are a product of the organization's human resources, and also the policies, procedures, rewards, leadership, supervision, and other attributes that influence interpersonal interactions. In health care, context and environment encompass organizational structure, leadership styles, patient characteristics, safety climate, ethical climate, teamwork, continuous quality improvement, and effectiveness.

Core Competencies are the discrete and measurable skills, essential for the practice of nursing, that are developed by faculty in schools of nursing to meet established program outcomes. These competencies increase in complexity both in content and practice during the program of study. The core competencies are applicable in varying degrees across all didactic and clinical courses and within all programs of study, role performance, and practice settings. They structure and clarify course expectations, content, and strategies, and guide the development of course outcomes. They are the foundation for clinical performance examinations and the validation of practice competence essential for patient safety and quality care.

Course Outcomes are expected culmination of all learning experiences for a particular course within the nursing program, including the mastery of essential core competencies relevant to that course. Courses should be designed to promote synergy and consistency across the curriculum and lead to the attainment of program outcomes.

Diversity means recognizing differences among "persons, ideas, values and ethnicities," while affirming the uniqueness of each," within the context of nursing care (NLN, 2010b). "A culture of diversity embraces acceptance and respect. We understand that each individual is unique and recognize individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding ourselves and each other and moving beyond simple tolerance to embracing and celebrating the richness of each individual. While diversity can be about individual differences, it also encompasses institutional and system-wide behavior patterns" (NLN, 2007).

Excellence means “creating and implementing transformative strategies with daring ingenuity.” “A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated” (NLN, 2010b).

Ethics “involves reflective consideration of personal, societal, and professional values, principles and codes that shape nursing practice. Ethical decision making requires applying an inclusive, holistic, systematic process for identifying and synthesizing moral issues in health care and nursing practice, and for acting as moral agents in caring for patients, families, communities, societies, populations, and organizations. Ethics in nursing integrates knowledge with human caring and compassion, while respecting the dignity, self-determination, and worth of all persons,” (NLN, 2010a).

Holism “is the culture of human caring in nursing and health care that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs within the context of a wellness-illness continuum,” (NLN, 2010a).

Human Flourishing can be loosely expressed as an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. The process of achieving human flourishing is a lifelong existential journey of hope, regret, loss, illness, suffering, and achievement. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing.

Integrity means “respecting the dignity and moral wholeness of every person without conditions or limitation,” (NLN 2010b). “A culture of integrity is evident when organizational principles of open communication, ethical decision making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always were ourselves from the perspective of others in a larger community” (NLN, 2007).

Knowledge and Science refer to the foundations that serve as a basis for nursing practice, which, in turn, deepen, extend, and help generate new knowledge and new theories that continue to build the science and further the practice. Those foundations include (a) understanding and integrating knowledge from a variety of disciplines outside nursing that provide insight into the physical, psychological, social, spiritual, and cultural functioning of human beings; (b) understanding and integrating knowledge from nursing science to design and implement plans of patient-centered care for individuals, families, and communities; (c)

understanding how knowledge and science develop; (d) understanding how all members of a discipline have responsibility for contributing to the development of that disciplines' evolving science; and (e) understanding the nature of evidence- based practice.

Nursing Judgment encompasses three processes; namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation.

Critical thinking means identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning. Clinical judgment refers to a process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse's knowledge and perspective (Tanner, 2006). Integration of best evidence ensures that clinical decisions are informed to the extent possible by current research (Craig & Smith, 2007).

Patient-Centeredness “is an orientation to care that incorporates and reflects the uniqueness of an individual patient’s background, personal preferences, culture, values, traditions, and family. A patient centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care,” (NLN, 2010).

Personal and Professional Development is a lifelong process of learning, refining, and integrating values and behaviors that (a) are consistent with the profession’s history, goals, and codes of ethics; (b) serve to distinguish the practice of nurses from that of other health care providers; and (c) give nurses the courage needed to continually improve the care of patients, families, and communities and to ensure the profession’s ongoing viability.

Professional Identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of “being”, “knowing,” and “doing.”

Quality and Safety is the degree to which health care services 1) are provided in a way consistent with current professional knowledge; 2) minimize the risk of harm to individuals, populations and providers; 3) increase the likelihood of desired health outcomes; and 4) are operationalized from an individual, unit, and systems perspective.

Relationship Centered Care positions (a) caring; (b) therapeutic relationships with patients, families, and communities; and (c) professional relationships with members of the health care team as the core of nursing practice. integrates and reflects respect for the dignity and uniqueness of others, valuing diversity, integrity, humility, mutual trust, self-determination, empathy, civility, the capacity for grace, and empowerment.

Spirit of Inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. The spirit of inquiry suggests, to some degree, a childlike sense of wonder. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations.

Teamwork means to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.

(National League for Nursing, 2010)

ADMISSION TO THE PROGRAM

The Nursing and Health Sciences programs have limited enrollment and a selective review process. Applicants requesting admission to the RN-BSN program must first meet the requirements for general admission and be admitted to the college.

Application to the Nursing Program

Applications will be accepted year around. Application forms are available in the Nursing and Health Sciences Division Office and online at: <https://www.wvup.edu/wp-content/uploads/2020/12/RN-BSN-Nursing-Application-Form-updated-11.30.20.pdf>.

For an application to be complete, each applicant must:

- Submit a completed application to the college (new and returning students)
- Submit a completed Nursing and Health Sciences application
- Submit transcripts of any college work from another college

It is important to note that completion of the application process does not imply that the applicant will be admitted to the nursing program.

Acceptance and placement in the program are dependent upon the individual's academic record and number of spaces available.

General Requirements for admission:

To be considered for admission to the program, applicants must submit a completed Nursing and Health Sciences application and:

1. Have an associate degree or diploma in nursing from an accredited school.
2. Possess an active unencumbered license to practice as a Registered Nurse in the United States. Admission with conditions may be granted to an applicant to enroll in NURS 311 and NURS 320 in the semester immediately following graduation from an associate degree or diploma nursing program. Full admission is contingent upon obtaining an active license prior to the completion of NURS 311 and NURS 320.
3. Have a valid RN license in the state in which you will be completing assignments.
4. NOT been dismissed from another baccalaureate nursing program for any reason, including (but not limited to) academic dishonesty, disruptive behavior, or course failure (If student attended another nursing program they must submit a letter from the school's Director or Dean of Nursing indicating their eligibility to return).
5. Have a minimum cumulative grade point average of 2.0 based on a 4.0 scale on all college/university courses completed prior to admission.
6. Meet requirements for general admission to the college and be admitted to the college.
7. Submit completed Nursing and Health Sciences application and submit transcripts of all prior college work.
8. Have no history of felony convictions.

Students who are currently enrolled in the second year of the Associate Degree Nursing (ADN) program and who plan to continue their education through the RN-BSN track are eligible to enroll in NURS 320, Health Assessment and Promotion across the Lifespan, with the consent of the Program Director. ADN

students are still held responsible to meet all of the requirements to graduate with the Associate of Applied Science Degree Nursing at the end of their second year of nursing. To continue in the Bachelors

of Science Nursing program, students must successfully complete the NCLEX and have an unencumbered license to practice nursing. Upon graduation from the ADN program, students who wish to pursue the RN-BSN must submit an application to the program and see their academic advisor for current information regarding program requirements. Admission with conditions may be granted to an applicant the semester immediately following graduation to permit time for successful completion of the NCLEX.

Admission Limitations

Applications will be accepted year round. Selection of applicants is a continuous process so early application is highly recommended. The RN-BSN program has limited enrollment. Qualified applicants will be admitted as applications are received. Qualified applicants who are not admitted, due to space, will be offered admission in the next cohort. Because of the competition for space, it is possible qualified applicants may not be selected for admission.

West Virginia University at Parkersburg is an Equal Opportunity/Affirmative Action institution. WVU at Parkersburg does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin in the administration of any of its educational programs, activities, or with respect to admission or employment. Further, faculty, staff, students, and applicants are protected from retaliation for filing complaints or assisting in an investigation under the WVU at Parkersburg Equal Opportunity/Affirmative Action Plan. Inquiries regarding Equal Opportunity/ Affirmative Action, Section 504, or Title IX may be directed to Debbie Richards, Special Assistant to the President for Policy and Social Justice, 304-424-8201, WVU Parkersburg, 300 Campus Drive, Parkersburg, WV 26104.

CLINICAL PRACTICE REQUIREMENTS

Each student admitted into the RN-BSN Program must complete the following:

Immunization Verification and CPR Certification

All students accepted to the program are required to provide proof of immunizations or titers including: Hepatitis B (or waiver), MMR (measles, mumps and rubella), Varicella, and Tdap.

Each student admitted into the nursing program is required to maintain current CPR certification, the American Heart Association, Health Care Provider (with the use of an AED), as well as, any in-service education that may be determined by the faculty and affiliate health care agencies. If the CPR certification lapses at any time during the program, the student will be prohibited from registering for the next course.

Documentation of these items must be received in the Nursing and Health Sciences Division prior to enrollment in NURS 324/NURS 330. Failure to do so will result in the student being ineligible to enroll in NURS 324/NURS 330.

Background Check

Criminal background checks are required for all students entering the Nursing and Health Sciences programs. Costs associated with the state and federal criminal history checks will be the responsibility of the student. A clinical facility has the right to refuse a student access to complete prescribed course assignments based on results of the criminal background check, which may prevent progression in the program. The Nursing and Health Sciences Division reserves the right to nullify a student's admission based on the results of his or her background check.

Providing false information and/or failure to disclose background information on the application to the program is grounds for immediate dismissal.

Confidentiality Statements and HIPAA Training

Students in the Nursing and Health Sciences programs are subject to institutional, state, and federal regulations. Completion of required documentation is necessary for participation in any and all assigned experiences. Students will electronically sign a HIPAA confidentiality statement at the start of each course.

Students must demonstrate behavior consistent with the Department's *Professional Standards and Safe Clinical Practice Standards*. Failure to adhere to the Standards may result in dismissal from the program. Students will electronically sign a verification of acceptance of Professional Standards at the start of each course.

Technical Standards for Admission, Progression, and Graduation*

Personal Attributes and Capabilities Essential for Admission, Progression and Graduation of WVU Parkersburg Nursing Students:

The curricula leading to a degree in Nursing from WVU at Parkersburg requires students to engage in diverse and complex experiences directed at the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to perform these functions satisfactorily. In addition to being essential to the successful completion of the requirements of a nursing degree, these skills and functions are necessary to ensure the health and safety of patients, fellow students, faculty, and other health care providers.

The following technical standards describe the non-academic qualifications required in addition to academic qualifications that the college considers essential for entrance to, continuation in, and graduation from its RN-BSN degree program. Candidates for a nursing degree must be able to meet these minimum standards with or without reasonable accommodation for successful completion of degree requirements.

Standards:

A. Visual, Auditory and Tactile Abilities

- Sufficient abilities to allow him/her to gather data from written reference materials, oral presentations, demonstrations, and observations of a patient and his/her environment.
- Sufficient ability to perform health assessments and interventions; conduct screening exams; and obtain information from digital, analog and waveform representations of physiologic phenomena to determine a client's condition.

Examples of relevant activities:

- Visual acuity sufficient to detect changes in skin color or condition.
- Auditory ability sufficient to detect sounds related to bodily functions using a stethoscope.
- Tactile abilities sufficient to detect unsafe temperature levels in heat-producing devices used in patient care or detect anatomical abnormalities, such as edema or small nodules.

B. Communication Abilities

- Ability to communicate with accuracy, clarity, and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communications, such as interpretation of facial expressions, affect and body language).
- Required communication abilities, including speech, hearing, reading, writing, language skills, and computer literacy.

Examples of relevant activities:

- Abilities sufficient to give verbal directions to or follow verbal directions from other members of the health care team and to participate in health care team discussions of patient care.
- Ability sufficient to elicit and record information about health history, current health state, or responses to treatment from patients or family members.

- Ability sufficient to convey information to clients and others as necessary to teach, direct, and counsel individuals.

C. Motor Abilities

- Sufficient motor function to execute movements required to provide general care and treatment to patients in all health care settings.
- Required motor functions include gross and fine motor skills, physical endurance, physical strength, and mobility to carry out nursing procedures, perform basic laboratory tests and provide routine and emergency care and treatment to patients.

Examples of relevant activities:

- Fine motor skills sufficient to obtain assessment information by palpation, auscultation, percussion, and other diagnostic maneuvers.
- Physical endurance sufficient to complete assigned periods of clinical practice.

D. Behavioral, Interpersonal and Emotional Abilities

- Ability to relate to colleagues, staff, and patients with honesty, integrity and non-discrimination.
- Capacity for the development of a mature, sensitive, and effective therapeutic relationship with patients.
- Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.
- Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.

Examples of relevant activities:

- Emotional skills sufficient to remain calm in all situations.
- Interpersonal skills sufficient to communicate effectively with patients and families of diverse religious, cultural, or social backgrounds.
- Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of patients.

E. Cognitive, Conceptual and Quantitative Abilities

- Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.
- Ability to gather data, develop a plan of action, establish priorities, and monitor treatment plans and modalities.
- Ability to comprehend three-dimensional and spatial relationships.

Examples of relevant activities:

- Conceptual ability sufficient to analyze and synthesize data and develop an appropriate plan of care.
- Quantitative ability sufficient to collect data, prioritize needs, and anticipate reactions.

*Adapted from the Technical Standards for Admission, Progression, and Graduation from The University of North Carolina at Chapel Hill with permission. Reviewed 12/2013

On-Line Learning Environment Considerations

The WVU Parkersburg RN-BSN program can be completed entirely online via distance learning. Blackboard will be actively utilized in the program as the learning management system. The college does provide guidance to the student to enhance success in this learning environment and help can be found on the college website at <http://it.wvup.edu/Bb.aspx>, which provides the student with a series of videos and self-assessment tools to measure student's readiness to participate in online distance education.

The Blackboard Learn Accessibility Statement can be found here:
<http://www.blackboard.com/accessibility.aspx>

Technical support is available 24/7 and directions for seeking technical assistance are available at <http://it.wvup.edu/>. Technical support assistance is available during the following times.

- **For Blackboard assistance during normal work hours (Monday-Friday, 8am-10pm), please contact: WVU at PARKERSBURG HELP DESK.**
Create a ticket at helpdesk.wvup.edu.
Phone: 304.424.8215
Be ready to provide:
 - your name
 - the name of the course
 - the instructor's name
 - description of the problem

- **For Blackboard assistance during all other times, please contact: WVNET HELP DESK**
Phone: 304.293.5192
Be ready to provide:
 - your name
 - the name of the course
 - the instructor's name
 - description of the problem

Tutoring Services

The Tutoring Center is located in room 1123 and services are offered to students free of charge, Monday through Friday. All students are eligible for free tutoring each week. For availability of tutors, please visit the Center's website: <http://www.wvup.edu/current-students/services/tutoring-center/>. There is a wealth of free resources available for students to support their academic success and to enhance their overall confidence as they navigate through their college experience.

Nursing Laboratory Use

The nursing skills lab located on campus is available to RN-BSN students with prior arrangements. Those students requesting practice time in the lab, with an instructor, are asked to make arrangements in advance to ensure availability of faculty and lab space. Arrangements can be made by contacting the Nursing Lab Program Coordinator at 304-424-8252 or by contacting your course instructor.

Academic Coaching

Academic coaching includes personalized, one-on-one meetings with your instructor to help you improve your skills and performance. Academic coaching fosters building connections, assessing of personal strengths and needs, and devising a personalized plan of action. This partnership helps to promote learning, growth, and development of both the learner and the instructor. You will be required to participate in a minimum of one (1) coaching session during each course, which should occur within the first four weeks of the start of the course. If it is determined that a second coaching session is needed, the second meeting will occur in the last four weeks. The meeting(s) will take place using Zoom. Detailed instructions are posted in each course on the Start Here page in Blackboard.

Bachelors in Science Nursing Degree (RN-BSN) Program of Study

The West Virginia University at Parkersburg Bachelor in Science Nursing Degree Program is approved by the West Virginia Higher Education Learning Commission (HEPC), Community and Technical College System of West Virginia (WVCTCS), and Higher Learning Commission (HLC) and accredited by the Accreditation Commission for Education in Nursing.

The National League for Nursing (NLN) and the Accreditation Commission for Education in Nursing (ACEN) have noted the unprecedented changes in healthcare over the past years. Consistent with the organization's commitment to excellence in nursing education, the NLN examined the program outcomes for all levels of nursing education. In the process of program reconstruction, the NLN considered the work of the Institute of Medicine (IOM), the Carnegie Foundation, as well as the established values of the American Nurses Association (ANA). As a result of this study, the group revamped the outcome criteria and competencies for each level of nursing education to meet the contemporary needs of an increasingly diverse population. The NLN document lays the foundation for nursing programs to guide the quest to develop the highest standards of quality and excellence in nursing education. It is the first ever comprehensive national model for nursing education formulated by the NLN, available at (<https://www.nln.org/facultyprograms/competencies/index.htm>).

The RN-BSN program at WVU at Parkersburg utilizes the Student Learning Outcomes (SLO) and Competencies for graduates of baccalaureate programs constructed by the NLN (2010). These objectives were found to be congruent and reflective of state requirements, national standards, and comparability to other accredited nursing programs as well. The Conceptual Framework and Core Competencies identified by the Nursing Department were integrated into the program design.

The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments. It is designed to achieve the established SLO and program outcomes. The SLO are derived from the WVU at Parkersburg Nursing Philosophy and Conceptual Framework and incorporates the NLN "Educational Competencies for Graduates of Baccalaureate Degree Nursing Programs" (2008), the AACN Essentials of Baccalaureate Nursing Education, and the West Virginia Board of Registered Nurses Standards of Practice.

In addition, the IOM Aims for Improvement and the Quality and Safety in Nursing Education (QSEN) Competencies were considered in the development of course outcomes, content objectives, and instructional evaluation strategies throughout the curriculum.

The curriculum for the RN-BSN program has been designed to prepare registered nurses to assume leadership roles as an integral nurse at the bedside, within an organization, in the community, and in the profession. Current concepts in health care and the changing roles of nurses at all levels have been taken into account in developing and evaluating the curriculum. Special emphasis has been placed on specifying measurable, objective, behavioral student learning outcomes. The general education courses will assist students in acquiring the skills and knowledge to be informed citizens; citizens who are equipped to act thoughtfully in society and to make critical judgments.

ACADEMIC MAP

NURSING RN-BSN: Part-Time Fall Admission



REQUIRED PRE-REQUISITES FOR PROGRAM

COURSE	CR
RN LICENSURE	40
ENGL 101 ~COMPOSITION 1	3
ENGL 102 ~COMPOSITION 2	3
BIOL 107 ~ANATOMY AND PHYSIOLOGY 1	4
BIOL 108 ~ANATOMY AND PHYSIOLOGY 2	4
PSYC ELECTIVE	3
SOC ELECTIVE	3
TOTAL:	60

ADDITIONAL GENERAL EDUCATION COURSES

COURSE	CR
MATH 211 STATISTICS	3
PHIL 150 INTRODUCTION TO ETHICS	3
COMM ELECTIVE	3
ARTS AND CREATIVITY ELECTIVE	3
SOCIETY, DIVERSITY & CONNECTIONS ELECTIVE	3
HUMAN INQUIRY & THE PAST ELECTIVE	3
SCIENCE AND TECHNOLOGY ELECTIVE	3
FREE ELECTIVE	10
TOTAL:	31



The **RN-BSN** program prepares students for advancement in professional nursing practice and provides a knowledge base for career mobility and graduate study. The program is designed to be an online degree-completion program for licensed registered nurses (RNs)



Semester 1 FALL

COURSE	CR	COMMENTS
NURS 311 FRAMEWORK FOR PROFESSIONAL PRACTICE	4	ENGL 102 (PRE-REQ)
NURS 320 HLTH ASSESS/PROMTN LIFE SPAN	3	
TOTAL:	7	



CAPSTONE COURSE:

This capstone course is designed to evaluate the program's Student Learning Outcomes through completion of a real-world healthcare project.

Semester 2 SPRING

COURSE	CR	COMMENTS
NURS 324 TRENDS AND ISSUES OF HEALTHCARE	3	
NURS 330 INFORMATICS: CONCEPTS, APPLICATION AND ISSUES	3	
TOTAL:	6	



PRACTICUM and SEMINAR

This course has a project based clinical component that requires a background check on admission, active CPR card and current immunization.

Semester 3 SUMMER

COURSE	CR	COMMENTS
NURS 431 LEGAL AND ETHICAL ISSUES	3	PHIL 150 (PRE-REQ)
TOTAL:	3	



EXPERIENTIAL LEARNING:

This course has a learning component from a direct experience designed to enhance the intellectual domain of professional competence.

Semester 4 FALL

COURSE	CR	COMMENTS
NURS 440 RESEARCH IN PROFESSIONAL NURSING	3	MATH 211 (PRE REQ)
NURS 450 EVIDENCE-BASED PRACT PROF NSG	3	
TOTAL:	6	

2nd year ADN students may take with permission from Director.

TOTAL DEGREE CREDITS:

120

2020-2021

Semester 5 SPRING

COURSE	CR	COMMENTS
NURS 451 LEADERSHIP & MANAGEMENT IN PROFESSIONAL NURSING	3	
NURS 452 COMMUNITY AND POPULATION BASED HEALTHCARE	4	
TOTAL:	7	

General Education Courses



Composition & Rhetoric (6 CR.)	Science & Technology (11 CR.)	Math & Quantitative Skill (3 CR.)	Society, Diversity & Connections (12 CR.)	Human Inquiry & the Past (6 CR.)	The Arts and Creativity (3 CR.)
ENGL 101	BIOL 107	MATH 211	PSYC Elective	PHIL 150	Elective 3 cr.
ENGL 102	BIOL 108		SOC Elective	Elective 3 cr.	
	Elective: 3 cr.		COMM Elective 3 CR.		
			Elective: 3 cr.		
FREE ELECTIVES:	10 CREDIT HRS.				

Admission to Program

- Have an associate degree or diploma in nursing from an accredited school.
- Possess an active unencumbered license to practice as a Registered Nurse in the United States. Admission with Conditions may be granted to an applicant to enroll in NURS 311 and NURS 320 the semester immediately following graduation from an associate degree or diploma nursing program. Full admission is contingent upon obtaining an active license prior to completion of NURS 311 and NURS 320.
- Have a valid RN License in the state in which you will be completing assignments.
- Not been dismissed from another baccalaureate program for any reason, including, but not limited to, academic dishonesty, disruptive behavior or course failure.
- Have a minimum cumulative grade point average of 2.0 based on a 4.0 scale on all college/university coursework completed prior to admission.
- Meet requirements for general admission to college and be admitted to college.
- Submit completed Nursing and Health sciences application and submit transcripts of all prior college work.
- No history of felony convictions.

Applications are accepted year round. In the event of space limitation, qualified applications will be offered admission for the following semester

GRADUATION REQUIREMENTS:

- Complete a minimum of 120 credit hours equivalent with 60 credit hours as outlined in Course of Study.
- Complete a minimum of 30 credit hours at WVU Parkersburg.
- Maintain an overall cumulative GPA of 2.0.
- Complete all coursework in the program of study with a minimum grade of "C".
- Complete all course work within five years after enrollment in the first nursing course of the RN-BSN program.

ACADEMIC MAP

NURSING RN-BSN: Part-Time Spring Admission



REQUIRED PRE-REQUISITES FOR PROGRAM

COURSE	CR
RN LICENSURE	40
ENGL 101 ~COMPOSITION 1	3
ENGL 102 ~COMPOSITION 2	3
BIOL 107 ~ANATOMY AND PHYSIOLOGY 1	4
BIOL 108 ~ANATOMY AND PHYSIOLOGY 2	4
PSYC ELECTIVE	3
SOC ELECTIVE	3
TOTAL:	60

ADDITIONAL GENERAL EDUCATION COURSES

COURSE	CR
MATH 211 STATISTICS	3
PHIL 150 INTRODUCTION TO ETHICS	3
COMM ELECTIVE	3
ARTS AND CREATIVITY ELECTIVE	3
SOCIETY, DIVERSITY & CONNECTIONS ELECTIVE	3
HUMAN INQUIRY & THE PAST ELECTIVE	3
SCIENCE AND TECHNOLOGY ELECTIVE	3
FREE ELECTIVE	10
TOTAL:	31



The **RN-BSN** program prepares students for advancement in professional nursing practice and provides a knowledge base for career mobility and graduate study. The program is designed to be an online degree-completion program for licensed registered nurses (RNs)



Semester 1 SPRING

COURSE	CR	COMMENTS
NURS 311 FRAMEWORK FOR PROFESSIONAL PRACTICE	4	ENGL 102 (PRE-REQ)
NURS 320 HLTH ASSESS/PROMTN LIFE SPAN	3	2nd year ADN students may take with permission from Director.
TOTAL:	7	



CAPSTONE COURSE: This capstone course is designed to evaluate the program's Student Learning Outcomes through completion of a real-world healthcare project.

Semester 2 SUMMER

COURSE	CR	COMMENTS
NURS 324 TRENDS AND ISSUES OF HEALTHCARE	3	
NURS 330 INFORMATICS: CONCEPTS, APPLICATION AND ISSUES	3	
TOTAL:	6	



PRACTICUM and SEMINAR This course has a project based clinical component that requires a background check on admission, active CPR card and current immunization.

Semester 3 FALL

COURSE	CR	COMMENTS
NURS 431 LEGAL AND ETHICAL ISSUES	3	PHIL 150 (PRE-REQ)
NURS 440 RESEARCH IN PROFESSIONAL NURSING	3	MATH 211 (PRE-REQ)
TOTAL:	6	



EXPERIENTIAL LEARNING: This course has a learning component from a direct experience designed to enhance the intellectual domain of professional competence.

Semester 4 SPRING

COURSE	CR	COMMENTS
NURS 450 EVIDENCE-BASED PRACT PROF NSG	3	
NURS 451 LEADERSHIP & MANAGEMENT IN PROFESSIONAL NURSING	3	
TOTAL:	6	

Semester 5 SUMMER

COURSE	CR	COMMENTS
NURS 452 COMMUNITY AND POPULATION BASED HEALTHCARE	4	
TOTAL:	4	

TOTAL DEGREE CREDITS:

120

2020-2021

General Education Courses



Composition & Rhetoric (6 CR.)	Science & Technology (11 CR.)	Math & Quantitative Skill (3 CR.)	Society, Diversity & Connections (12 CR.)	Human Inquiry & the Past (6 CR.)	The Arts and Creativity (3 CR.)
ENGL 101	BIOL 107	MATH 211	PSYC Elective	PHIL 150	Elective 3 cr.
ENGL 102	BIOL 108		SOC Elective	Elective 3 cr.	
	Elective: 3 cr.		COMM Elective 3 CR.		
			Elective: 3 cr.		
FREE ELECTIVES:	10 CREDIT HRS.				

Admission to Program

- Have an associate degree or diploma in nursing from an accredited school.
- Possess an active unencumbered license to practice as a Registered Nurse in the United States. Admission with Conditions may be granted to an applicant to enroll in NURS 311 and NURS 320 the semester immediately following graduation from an associate degree or diploma nursing program. Full admission is contingent upon obtaining an active license prior to completion of NURS 311 and NURS 320.
- Have a valid RN License in the state in which you will be completing assignments.
- Not been dismissed from another baccalaureate program for any reason, including, but not limited to, academic dishonesty, disruptive behavior or course failure.
- Have a minimum cumulative grade point average of 2.0 based on a 4.0 scale on all college/university coursework completed prior to admission.
- Meet requirements for general admission to college and be admitted to college.
- Submit completed Nursing and Health sciences application and submit transcripts of all prior college work.
- No history of felony convictions.

Applications are accepted year round. In the event of space limitation, qualified applications will be offered admission for the following semester

GRADUATION REQUIREMENTS:

- Complete a minimum of 120 credit hours equivalent with 60 credit hours as outlined in Course of Study.
- Complete a minimum of 30 credit hours at WVU Parkersburg.
- Maintain an overall cumulative GPA of 2.0.
- Complete all coursework in the program of study with a minimum grade of "C".
- Complete all course work within five years after enrollment in the first nursing course of the RN-BSN program.

ACADEMIC MAP

NURSING RN-BSN: Full-Time Fall Admission

REQUIRED PRE-REQUISITES FOR PROGRAM

COURSE	CR
RN LICENSURE	40
ENGL 101 ~COMPOSITION 1	3
ENGL 102 ~COMPOSITION 2	3
BIOL 107 ~ANATOMY AND PHYSIOLOGY 1	4
BIOL 108 ~ANATOMY AND PHYSIOLOGY 2	4
PSYC ELECTIVE	3
SOC ELECTIVE	3
TOTAL:	60

ADDITIONAL GENERAL EDUCATION COURSES

COURSE	CR
MATH 211 STATISTICS	3
PHIL 150 INTRODUCTION TO ETHICS	3
COMM ELECTIVE	3
ARTS AND CREATIVITY ELECTIVE	3
SOCIETY, DIVERSITY & CONNECTIONS ELECTIVE	3
HUMAN INQUIRY & THE PAST ELECTIVE	3
SCIENCE AND TECHNOLOGY ELECTIVE	3
FREE ELECTIVE	10
TOTAL:	31



The **RN-BSN** program prepares students for advancement in professional nursing practice and provides a knowledge base for career mobility and graduate study. The program is designed to be an online degree-completion program for licensed registered nurses (RNs)



Semester 1 FALL

COURSE	CR	COMMENTS
NURS 311 FRAMEWORK FOR PROFESSIONAL PRACTICE	4	ENGL 102 (PRE-REQ)
NURS 320 HLTH ASSESS/PROMTN LIFE SPAN	3	 2nd year ADN students may take with permission from Director.
NURS 431 LEGAL AND ETHICAL ISSUES	3	 PHIL 150 (PRE-REQ)
NURS 440 RESEARCH IN PROFESSIONAL NURSING	3	MATH 211 (PRE-REQ)
TOTAL:	13	



CAPSTONE COURSE: This capstone course is designed to evaluate the program's Student Learning Outcomes through completion of a real-world healthcare project.

Semester 2 SPRING

COURSE	CR	COMMENTS
NURS 324 TRENDS AND ISSUES OF HEALTHCARE	3	
NURS 330 INFORMATICS: CONCEPTS, APPLICATION AND ISSUES	3	
NURS 450 EVIDENCE-BASED PRACT PROF NSG	3	
NURS 451 LEADERSHIP & MANAGEMENT IN PROFESSIONAL NURSING	3	
TOTAL:	12	



PRACTICUM and SEMINAR This course has a project-based clinical component that requires a background check on admission, active CPR card and current immunization.



EXPERIENTIAL LEARNING: This course has a learning component from a direct experience designed to enhance the intellectual domain of professional competence.

Semester 3 SUMMER

COURSE	CR	COMMENTS
NURS 452 COMMUNITY AND POPULATION BASED HEALTHCARE	4	 
TOTAL:	4	

TOTAL DEGREE CREDITS:

120

2020-2021

General Education Courses



Composition & Rhetoric (6 CR.)	Science & Technology (11 CR.)	Math & Quantitative Skill (3 CR.)	Society, Diversity & Connections (12 CR.)	Human Inquiry & the Past (6 CR.)	The Arts and Creativity (3 CR.)
ENGL 101	BIOL 107	MATH 211	PSYC Elective	PHIL 150	Elective 3 cr.
ENGL 102	BIOL 108		SOC Elective	Elective 3 cr.	
	Elective: 3 cr.		COMM Elective 3 CR.		
			Elective: 3 cr.		
FREE ELECTIVES:	10 CREDIT HRS.				

Admission to Program

- Have an associate degree or diploma in nursing from an accredited school.
- Possess an active unencumbered license to practice as a Registered Nurse in the United States. Admission with Conditions may be granted to an applicant to enroll in NURS 311 and NURS 320 the semester immediately following graduation from an associate degree or diploma nursing program. Full admission is contingent upon obtaining an active license prior to completion of NURS 311 and NURS 320.
- Have a valid RN License in the state in which you will be completing assignments.
- Not been dismissed from another baccalaureate program for any reason, including, but not limited to, academic dishonesty, disruptive behavior or course failure.
- Have a minimum cumulative grade point average of 2.0 based on a 4.0 scale on all college/university coursework completed prior to admission.
- Meet requirements for general admission to college and be admitted to college.
- Submit completed Nursing and Health sciences application and submit transcripts of all prior college work.
- No history of felony convictions.

Applications are accepted year round. In the event of space limitation, qualified applications will be offered admission for the following semester

GRADUATION REQUIREMENTS:

- Complete a minimum of 120 credit hours equivalent with 60 credit hours as outlined in Course of Study.
- Complete a minimum of 30 credit hours at WVU Parkersburg.
- Maintain an overall cumulative GPA of 2.0.
- Complete all coursework in the program of study with a minimum grade of "C".
- Complete all course work within five years after enrollment in the first nursing course of the RN-BSN program.

PROGRESS AND PERFORMANCE IN THE RN-BSN PROGRAM

Students have the option of full time or part time curriculum plans, which is identified upon admission to the program. Once a student is admitted to the RN-BSN Program at West Virginia University at Parkersburg, it is expected that **all** specified course work in the program be completed according to the prescribed curriculum plan initiated at the start of the first nursing course. The maximum length of time to complete the program can be no longer **than five (5)** calendar years from the date of enrollment in the initial nursing course. Failure to complete the program in **five (5)** calendar years will result in dismissal from the program.

A grade of “C” or higher is required in all nursing, general education, and support courses in the program of study. A student who earns a “D” or “F” in a second nursing course will be dismissed from the RN-BSN program at WVU Parkersburg.

Students who withdraw from a course, do not earn the minimum grade of “C” in a nursing course, or do not progress into the next semester will be required to submit, in writing, their intentions for continuing in the program. Students will meet with their assigned academic advisor or Program Director to develop a plan and complete the *Failure to Progress* form. Reinstatement to the program will be dependent upon seat availability in the courses needed. Please refer to the Failure to Progress procedure on page 50 of this Handbook.

Grading Policy

The required assessments and grading policy for each course will be clearly stated in the course’s syllabus.

The grading scale for nursing courses is as follows:

Percentage	Grade
92–100	A
85-91.99	B
78-84.99	C
70-77.99	D
0-69.99	F

Assessment

“All assessments begin with a purpose” (McDonald, 2007). Faculty members use a variety of tools to evaluate student performance as it relates to program and course objective mastery. The 9 Principles of Good Practices for Assessing Student Learning (AAHE Assessment Forum, n.d.) are utilized in the design and adoption of assessment strategies. The ability to objectively evaluate critical, creative, and reflective student thinking is paramount to student and program success. Primary methods of instruction include online discussions with classmates and various written assignments. A clinical component is required in the final semester to allow the student to plan and propose a change to practice. All assessment strategies are course specific with deadlines determined likewise.

Course Examinations

Periodic pre-scheduled examinations, as well as a comprehensive final exam, will be given throughout the semester in each course. Students are expected to take the examinations when scheduled. In case of emergency, the student shall personally notify the instructor of the course prior to the scheduled time of the exam and make arrangements to promptly take the exam. The opportunity to make-up an exam will be determined by the course instructor. Failure to notify the nursing instructor in advance of the scheduled exam will result in a grade of zero.

Academic Portfolio

Upon entering WVU at Parkersburg RN-BSN Program, students will begin to develop an electronic portfolio, which will reflect their academic and professional accomplishments. The portfolio will include a section for each course completed.

The purpose of the portfolio is to showcase students' credentials that are not included in a typical resume. The portfolio is a chronological account of the student's career while at WVU at Parkersburg— the goals, the objectives met, improvements in writing and nursing skills, and so forth. This portfolio should contain a collection of papers, presentations, and case studies, which will also include course activities demonstrating the student's best ideas, work, and accomplishments throughout the program. The student's progress through the program will be reflected in the portfolio, which may be helpful during employment interviews.

Furthermore, once the nursing program is completed, the portfolio can continue to be used as a continuous record of professional and academic accomplishments. The portfolio will become an excellent place to keep all certificates of completion (e.g., CPR, conferences, in-services) and health records. Students may ask faculty for references to include in their portfolio. **Students need to give faculty at least two weeks' notice when requesting a letter of reference-recommendation.** This notice will allow faculty ample time to create a quality letter.

Progression and Graduation

- A student admitted to the RN-BSN Program at WVU at Parkersburg must complete all specified course work within **five (5) years** of the first nursing course. Students must complete all required support and general education courses prior to, or concurrently with, the final nursing course.
- The student must maintain a cumulative GPA of **2.0** to be eligible for graduation.
- The student must maintain an active, unencumbered registered nursing license throughout the program. If at any time the license becomes sanctioned, revoked, probated, or suspended, the student will notify the Director and will be dismissed from the program.
- The student must earn a grade of "C" or better in all course work in the program of study.
- Dismissal from the nursing program renders the student ineligible for readmission or return to the program. A student who is dismissed from the program has the right to appeal.

Professional Standards and Safe Clinical Practice Standards

Students in the Nursing Program at West Virginia University Parkersburg are held accountable to uphold the **Professional Standards** and **Safe Clinical Practice Standards**.

Referral to the APG Committee may occur at any time, at the discretion of the faculty, for any action on the part of the student that is unethical, illegal, dishonest, or poses imminent danger to the safety of a patient, health care member, or a visitor. The APG committee may recommend to the Program Director disciplinary action, including but not limited to, course failure, and/or dismissal from the Nursing Program.

PROFESSIONAL STANDARDS

1. Interact with others with respect.
2. Provide nursing care with respect for human dignity and the uniqueness of the individual without discrimination.
3. Ensure the patient's right to privacy and confidentiality.
4. Report immediately to instructor incompetent, unethical, or illegal behaviors.
5. Accept responsibility for yourself:
 - a. Complete written assignments and submit on time.
 - b. Submit only original work or work properly cited of others.
 - c. Refrain from activities that are disruptive and interfere with the learning of others.
 - d. Utilize learning enhancement opportunities as they arise.
6. Adhere to the dress code when representing the college as stated in the WVUP Student Handbook.
7. Adhere to the College and Division's Academic Standards of Honesty.
8. Adhere to the Policies and Procedures of the Nursing and Health Sciences Division as outlined in the college catalog and The Student Nurse Handbook.

SAFE CLINICAL PRACTICE STANDARDS

1. Practice safely within the legal limits of the state Nurse Practice Act.
2. Practice within the framework of the ANA's Code of Ethics.
3. Accept responsibility and accountability for own decisions and actions.
 - a. Accept responsibility for maintaining and applying knowledge previously learned.
 - b. Acknowledge limitations and seek instructor assistance when having difficulty or unsure of a task assigned.
 - c. Accept and use constructive criticism to improve clinical practice.
4. Communicate truthfully verbally and in writing at all times.
5. Adhere to the policies and procedures of the nursing program.

Reviewed 7/19

West Virginia University at Parkersburg

Nursing and Health Sciences
Division
Department of Nursing

Student Procedures

To ensure the integrity of the program and safety of the students, college, and community at large, the Nursing Program reserves the right to change, amend, or delete policies/procedures contained within this handbook, and with notice, modify the information contained within.

West Virginia University at Parkersburg
Nursing and Health Sciences Division

Procedure: Chain of Command	
Department: Nursing	Section: Student Procedures
Approved by: Nursing Faculty Organization	Date last reviewed/revised: May 19, 2010; June 2, 2011; May 13, 2019

Definition: Students may have concerns during their educational experiences within the nursing program. Any student enrolled in the nursing program who believes he/she has been treated unfairly or has encountered an injustice has the right to address the situation. Dealing with issues and concerns is a vital component of the nursing profession and is an important part of a student’s professional development. Any nursing student currently enrolled in a nursing course that develops any issues or concern is encouraged to resolve their issue/concerns in a timely manner following their chain of command.

Students who perceive discrimination on the basis of race, sex (including sexual harassment), age, disability, veteran status, religion, sexual orientation, color, or national origin, are *not* required to follow the chain of command as described here, but are encouraged to report such concerns directly to the Title IX Specialist.

Procedure: Steps to follow within the Chain of Command for unresolved issues:

Step 1: Unresolved issues should first be discussed with the person with whom you have the issue. Concerns and issues need to be presented with objective data in a constructive manner.

Step 2: If the issue remains unresolved, the student will request a meeting with the course teaching team involved.

Step 3: If the issue remains unresolved, the teaching team will facilitate a meeting between the Health Science Division Chair, teaching team, and student.

Step 4: If the issue remains unresolved, the student may consult the West Virginia University at Parkersburg Answer Book #VI-3, Student Concerns, or Board of Governors Policy D-47, Student Academic Rights and Responsibilities.

Only the student involved in the unresolved issue will be permitted to be present during Steps 1-3 above.

When students seek assistance from someone outside the procedure as outlined, the individual contacted should listen to the student(s) concerns, inform them of the appropriate mechanism for dealing with the concern, and identify with the student the appropriate person(s) to contact and process to follow.

Under no circumstance should an issue be shared with students or faculty not involved in the situation.

West Virginia University at Parkersburg
Nursing and Health Sciences Division

Procedure: Online Course Participation and Student Conduct	
Department: Nursing	Section: Student Procedures
Approved by: Nursing Faculty Organization	Date last reviewed/revised: 4/2014, May 12, 2020

Definition: Courses will be taught online to give nurses the flexibility to fit their academic work into their professional and personal calendars.

Procedure: All courses will be accessed and completed by utilizing the Learning Management System (LMS) utilized by West Virginia University at Parkersburg.

1. Check the compatibility of your computer browser with the LMS to make sure you have all the browser add-ons and other software you will need to use.
2. Complete the student tutorial for the LMS.

Skills for Online Learning

The online RN-BSN program offers you a flexible and convenient way to learn. The online nursing courses will help you attain the same competencies as traditional courses within a different learning format. However, one important aspect of online learning is that it **shifts the majority of the responsibility in the student-teacher relationship to you. As an online student, you are more responsible for your success. It also places accountability for utilizing course materials on the student.**

Online learning requires specific personal skills, computer skills, and available resources to be successful. These include the following:

Motivation and Self-Discipline

- You must be mentally prepared to learn.
- You must balance personal obligations such as family and work with your coursework to succeed.
- You must take the initiative to review the online course material, keep up with the reading and assignments, and participate in the on-line discussions.

Organizational Skills

- Taking more than one course requires you to work efficiently to manage all the course work.
- Working in groups with your classmates to complete some assignments and projects will require collaboration.
- Work schedules and events must be considered when organizing time for completion of online assignments.

Time Management Skills

- Online classes are **not** self-paced, and you must meet weekly due dates and deadlines.

- Budget your time, and **expect to spend 6-9 hours per week on work for a 3 credit course** and **8-12 hours per week for a 4 credit course**. Nursing courses, which are typically offered over eight weeks, will require up to twice as many hours per week.

Communication Skills

- Read the directions to the assignments critically and address each point or criteria.
- Ask questions when needed and do not allow yourself to fall behind.
- Participation in weekly discussion forums with faculty and classmates in the online environment is paramount to your successful completion of the course.
- Writing skills are needed to communicate at a professional level in all course assignments and discussion forums.
- Respect, tolerance, and courtesy are required for participation in all online discussions, emails, and other interactions with classmates and faculty.

Netiquette and Participation in Discussion Forums

What is Netiquette? Simply stated, it's network etiquette -- that is, the etiquette of cyberspace. And "etiquette" means "the forms required by good breeding or prescribed by authority to be required in social or official life." In other words, Netiquette is a set of rules for behaving properly online.

There are a number of different etiquette rules out there. The following have been identified as most important for course communication.

The Importance of Being Polite

When communicating online (posting, email etc.), the reader does not receive any verbal or visual clues. This makes it hard to transmit subtle emotions, satire, or humor. This can lead people into misinterpreting the text, or inserting their own emotions into your words.

Suggestions to Avoid Problems When Emailing or Posting:

- Identify yourself by your real name. Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses in discussion forms.
- Write in first person (this is your opinion).
- Simple phrases such as "please" and "thank you" can go a long way.
- It is **required** in your postings to **Open with a salutation** (e.g., Dear Dolores) and **end with a closing signature**. If you leave these off, the email or posting can seem short, angry or aggressive, and not counted in the scoring rubric for point value.
- Always be sure to re-read your email before sending to make sure it does not contain anything that may come across as strong (tone, making demands) or emotionally charged.
- Don't assume someone is being aggressive or insulting in their text. It could simply be a poor choice of words. Ask for clarification.
- What you write is public – respect your audience and be mindful of proper netiquette. Netiquette, includes using language free of profanity, proper tone, and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior", subject to discipline as outlined in the WVU at Parkersburg Student Handbook.

Remember that “the recorder is on”. Once something is sent, it cannot be taken back.

Be Professional

- While the faculty strive to create an informal, safe environment, it is important to remember that there still exists a student/faculty relationship. Everyone needs to remember to be professional and courteous in their communications.
- Use humor, joking, or sarcasm with caution. We often rely on non-verbal cues, such as facial expressions, to communicate joking or sarcasm; but these cues are not always clear in an online environment.

Using Email

- Include Subject headings.
- BE VERY judicious in using listserves...if they wouldn't want you to call them about it, they probably wouldn't want you to spam them about it either.
- Do not confuse one-way email and texting with two-way communication.
- Check who is being emailed before clicking on “Reply All”.
- Use proper spelling, grammar, etc.
- Use the “Important” flag sparingly. If all of your emails are flagged “Important” none of your emails will appear important.
- Do not assume someone received your email. If you do not receive a response, follow up.

Additional Information for Online Courses and Posting in Discussion Forums

- **Test For Clarity**
Jot down notes as you read; and before you post, think about the focus question in the context of the readings. Address the focus questions as much as possible (don't let the discussion stray).
- Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
- Distribute contributions evenly during the discussion period (not concentrated all on one day or at the beginning and/or end of time frame).
- Avoid cursory, non-contributory posts, such as “I agree” or “great idea”. If you agree (or disagree) with a post, then say why – support your statement with concepts from the online material or assigned readings.
- Avoid using texting abbreviations in your posts.
- Review your comments carefully for grammar and punctuation before you post. Well-formulated, grammatically correct, clear posts attract more attention (from both instructor and colleagues). Consider developing your initial posts in a word processing program that allows you to edit for spelling and grammar – then copy it into the discussion forum. This not only will improve the quality of your posts, but also has the added benefit of preserving your insights and observations in word documents you can access after the online course has been completed. Another advantage to composing “offline” is avoiding a timeout from the online discussion forum while you compose your thoughts – resulting in a loss of your careful composition.

- Cite or reference any part of your posts that aren't your own original thoughts (Do not plagiarize). Citing your sources is especially important in courses where your instructor offers full credit only when citations support the ideas in your post. When you refer to online resources, include a hyperlink directly to the source to add context to your comments.
- Respond to a colleague who either supports your own thoughts or lacks supporting evidence or seems to fall short on an important point. Avoid responses that offer only right or wrong perspectives while ignoring other possible answers; pose open-ended questions that invite dialogue.

Netspeak

Although electronic communication is still young, many conventions have already been established.

DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but not appropriate in professional or classroom communication.

A Course is a Course

You may be familiar with many of the previous points if you have participated in other forms of electronic communication in the past. But, Web-based courses have some added constraints not present in other arenas. Keep in mind these additional four points:

- **Remember Your Place**
A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
- **Brevity Is Best with Evidence-based support.**
Be as concise as possible when contributing to a discussion. Include evidence-based professional resources to support your post. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.
- **Stick To The Point.**
Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.
- **Read First, Write Later.**
Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

Computer Hardware:

In order to participate in any WVU at Parkersburg online or hybrid course, students must have regular access to a computer that is compatible with the LMS and a high-speed internet connection. Speakers and camera will also be required.

Students are expected to be proficient in installing and using basic computer applications and have the ability to send and receive email attachments.

Citations and Other Etiquette Sources

Many of the points made here were taken from *The Core Rules of Netiquette*, excerpted from the book *Netiquette*, by Virginia Shea. The Core Rules of Netiquette can be accessed at <http://www.albion.com/netiquette/corerules.html>.

Additional information was taken from Arlene H. Rinaldi's *The Net: User Guidelines and Netiquette*.

**West Virginia University at Parkersburg
Nursing and Health Sciences Division**

Procedure: Social Media and Social Networking	
Department: Nursing	Section: Student/Faculty Procedures
Approved by: Nursing Faculty Organization	Adopted: May 31, 2011 Reviewed/revise: June 10, 2014; May 13, 2019

Scope/Coverage:

This policy applies to all currently enrolled nursing students and full-time and adjunct nursing faculty members of WVU at Parkersburg. This policy is inclusive of all types of social media; the absence, or lack of explicit reference to a specific social media site, does not limit the extent of the application of this policy. Where no policy or guideline exists, all currently enrolled nursing students and full-time and adjunct nursing faculty members of WVU at Parkersburg should use their professional judgment and take the most prudent action possible. All questions will be directed to the Chairperson of the Nursing and Health Sciences Division.

Definitions:

Social media: includes, but are not limited to, blogs, discussion forums, on-line collaborative information that are accessible to internal and external audiences i.e., Wikis (unless created for specific course requirements), RSS or syndication feeds, electronic media, video sharing, photo and audio sharing, and social networks like Facebook, Twitter, SnapChat, and Instagram.

Blog: short for “web log”, a site that allows an individual or group of individuals to share a running log of events and personal insights with online audiences.

Electronic media: Non-computing devices, e.g. floppy diskettes, flash memory drives, CDs, DVDs, tapes, hard disks, internal memory, and any other electronic storage media.

RSS (Really Simple Syndication) feeds or Syndication feeds: A family of different formats used to publish updated content such as blog entries, news headlines or podcasts and “feed” this information to subscribers via email or by an RSS reader. This enables users to keep up with their favorite web sites in an automated manner that’s easier than checking them manually.

Wiki: allows users to create, edit, and link web pages easily; often used to create collaborative web sites called “wikis” and to power community web sites.

Procedure:

Nursing students may not participate in any form of social media with full-time and adjunct nursing faculty of WVU at Parkersburg during the time in which they are currently enrolled in the Nursing program.

Currently enrolled nursing students and full-time faculty and adjunct nursing faculty of WVU at Parkersburg may not use or disclose any confidential or proprietary information of or about WVU at Parkersburg or any clinical agency used by the nursing program.

Students or faculty may not use or disclose any patient identifiable information of any kind on any social media. Even though an individual is not identified by name within the posted statement on the social media network, if there is a reasonable basis to believe that the patient can be identified based on the statement, then the disclosure may constitute a violation of the Health Insurance Portability and Accountability Act (HIPAA) and appropriate action will be taken.

Currently enrolled nursing students and/or faculty may not say or suggest that the view and opinions they express related to WVU at Parkersburg, or any clinical agency, are communicated on behalf of or as a representative of WVU at Parkersburg or the clinical agency.

If a student and/or faculty publishes content to any social media that has anything to do with WVU at Parkersburg or a clinical agency, including but not limited to activities while in the role of student nurse or faculty, policies and procedures, performance or financial information, photos or videos taken on the premises, patients, management, employees, physicians, or other members of the health care team, the student and/or faculty must adhere to the guidelines below:

- a. Do not disclose any proprietary or confidential information.
- b. Do not make statements on behalf of or as a representative of WVU at Parkersburg or a clinical agency.
- c. Do not use WVU at Parkersburg logos or trademarks without written consent.
- d. Be respectful to the college, employees of all clinical agencies, customers, patients, and members of the health care team.
- e. Do not post derogatory/negative statements about WVU at Parkersburg, its faculty or any clinical agency, customers, patients, or any members of the health care team.
- f. Use a personal email address on social media for your contact information and not your WVU at Parkersburg email address.
- g. Remember that “online” conversations are never private.
- h. Remember that what is published may be public for a long time.

Consequences for noncompliance:

Any student found to be non-compliant with this procedure shall be referred to the Admission, Progression, and Graduation committee. Disciplinary action will be taken up to and including dismissal from the nursing program.

Any faculty member found to be non-compliant with this procedure shall be referred to the Chairperson of the Nursing and Health Sciences Division.

**West Virginia University at Parkersburg
Nursing and Health Sciences Division**

Procedure: Dress Code	
Department: Nursing	Section: Student Procedures
Approved by: Nursing Faculty Organization	Date last reviewed/revised: August, 2010; October 22, 2012, 5/12/2020

Definition: The West Virginia University at Parkersburg School of Nursing expects students to reflect professionalism and maintain high standards of appearance and grooming when representing the College. While in a setting completing assignments / activities, the student must be clean, neat, pleasant, and reflect good health.

Professional appearance plays a fundamental role in establishing a relationship with individuals, families, communities, and other health professionals. Students are expected to dress and conduct themselves in a manner that is culturally sensitive and makes those around them feel comfortable. Students are expected to dress according to the dress code of any agency where they may be identified as a WVU at Parkersburg RN-BSN student. The following professional dress guidelines apply no matter what the agency dress code:

- No jeans, sweat pants, shorts, or flip flops
- No bare midriffs, low cut shirts, or camisoles without over shirts
- No form fitting clothing, including leggings, spandex. No see-thru clothing
- Minimal jewelry – one pair of earrings (no hoops or dangles), wedding band
- No piercing jewelry except for earrings
- Tattoos should be covered as much as possible

**West Virginia University at Parkersburg
Nursing and Health Sciences Division**

Procedure: Drug and Alcohol	
Department: Nursing	Section: Student Procedures
Approved by: Nursing Faculty Organization	Date last reviewed/revised: August 2010; June 2013; June 10, 2014; May 13, 2019

Definition: “WVU at Parkersburg is a drug free community.” Therefore, all students admitted to and enrolled in any program within the Nursing & Health Sciences Division are subject to the Nursing & Health Sciences Division’s Drug and Alcohol Testing Policy, which is found on the Nursing & Health Sciences Division’s website.

Procedure:

1. The West Virginia University at Parkersburg Nursing and Health Sciences Division (WVUPHSD) has a responsibility to maintain a safe environment for its students as well as maintaining safe conditions for patients. Any Student under the influence of drugs or alcohol may pose serious safety and health risks, not only to themselves, but to all who work with them and to patients for whom they provide care. Students are strictly prohibited from the use, abuse, presence in the body or reporting to school or clinical experiences under the influence of illegal drugs and/or reporting to the same under the influence of alcohol. Also prohibited is the manufacture, distribution, possession, transfer, storage, concealment, transportation, promotion or sale of controlled substances, or drug related paraphernalia and/or the consumption or use of alcoholic beverages, and/or the use of prescription or over-the-counter medications in a manner inconsistent with the recognized medical procedure at any time while performing work related duties on or off the school’s premises and/or traveling to and from school or clinical setting. Students who engage in criminal conduct by using, distributing, selling, or possessing controlled substances on their own time away from school will be subject to disciplinary action, including but not limited to dismissal from the program.
2. To that end, students in all health science programs (RN-BSN) could be requested to submit to randomized, mandatory drug screening without notice. Failure to cooperate will result in administrative dismissal from the program. Students who test positive for alcohol equal to or greater than 0.02 BAC, illegal usage of a controlled substance, or illicit drugs will be immediately dismissed from the program and will not be eligible for readmission to any health science program.
3. Any registered nurse who is aware that another person has violated the WV Nursing Code and Legislative Rules 19-3-14, 14.1 b, is obligated to report the person to the WV Board of Examiners for Registered Professional Nurses for consideration of disciplinary action. Therefore, WVUPHSD faculty is required to report any positive drug screen to the licensing body.
4. Noncompliance with requests for drug and alcohol testing will be viewed as a violation of the WVUPHSD Drug and Alcohol Testing Policy. The student will be subject to immediate dismissal from the Nursing and Health Sciences program.
5. If it has been determined that a student has adulterated or substituted, or attempted to adulterate or substitute their sample in an effort to alter the test results, the student shall be determined to have a positive result for the purposes of this policy.

6. Drug testing may be required for any student who demonstrates behaviors of reasonable suspicion (6a 1-17) in the scheduled course experiences.
 - a. Reasonable suspicion is considered when any student demonstrates unusual, unexplained behavior during scheduled course experiences. Observable signs might include, but are not limited to:
 1. Slurred speech
 2. Odor of alcohol on breath of person
 3. Unsteady gait
 4. Disoriented or confused behavior
 5. Significant changes in work habits
 6. Observed behaviors indicative of hallucinations
 7. Unexplained accident or injury
 8. Sloppy, inappropriate clothing and/or appearance
 9. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
 10. Excessive sick days, excessive tardiness when reporting for clinical or class
 11. Missed deadlines, careless mistakes, taking longer than customary to complete work
 12. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
 13. Performance (unsafe practices, unsatisfactory work)
 14. Alertness (change in alertness, sleepy, confused)
 15. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
 16. Eyes (bloodshot, dilated)
 17. Other clinical observations consistent with impairment
 - b. In addition, drug testing may be required for any student who has access and/or direct responsibility for controlled substances if known drugs of abuse are missing or otherwise unaccounted for while in the clinical agency. The agency manager or administrator and the Chairperson of the Nursing and Health Sciences Division will make this determination on a case-by-case basis, or the Chairperson's representative.
 1. Informed consent will be obtained prior to testing. Fees associated with testing will be the responsibility of the student.
 2. The collection site will be in a standard collection area laboratory or emergency department as per the agency protocol. Collection procedures will adhere to the required "chain of custody" protocol as indicated by the assigned clinical agency.
 3. The student will be escorted to the collection site with the appropriate faculty member or designated individual. All will remain at the collection site until the required specimens are obtained. Agency policy will be followed as required.
 4. Following a positive drug or alcohol testing, the student will be sent home by cab or responsible individual. **Under no circumstances will the student be allowed to drive home.**
7. The student's confidentiality will be strictly maintained with all drug testing. The test results will be communicated only to the student, Chairperson, Administrative Assistant, WVUP Vice

President of Student and Academic Affairs, the physician reviewing the result with the student, and the West Virginia Board of Examiners for Registered Professional Nurses.

8. All students who have tested positive may have the option to challenge the test results within 24 hours of notification of the initial test results. All challenges shall be at the expense of the student. If challenged, the original sample will be sent to a different lab and reanalyzed. In the event an initial positive result is overturned, the school will reinstate the student into the program. At no time will an additional or “fresh” sample be collected in an effort to challenge the original findings.
9. For situations in which a student does not provide a sufficient amount of urine to permit a drug test (i.e., 45 mL of urine), the insufficient specimen will be discarded. The student will be permitted to drink up to 40 ounces of fluid, distributed reasonably through a period of up to three hours, or until the individual has provided a sufficient urine specimen, whichever occurs first. If the student refuses to make the attempt to provide a new urine specimen or leaves the collection site before the collection process is complete, it will be considered a refusal to test and will be viewed as a violation of the WVUPHSD Drug and Alcohol Testing Policy. The student will be subject to immediate dismissal from the Nursing and Health Sciences program.
10. If the student has not provided a sufficient specimen within three hours of the first unsuccessful attempt to provide the specimen, the collection process will be discontinued. The student will be required to obtain, within five days, an evaluation from a licensed physician, acceptable to the Medical Review Officer (MRO), who has expertise in the medical issues raised by the student's failure to provide a sufficient specimen. If it has been determined that the student has a medical condition, or with a high degree of probability could have, that precluded the student from providing a sufficient amount of urine; the test will be recorded as cancelled. If there is not an adequate basis for determining that a medical condition has, or with a high degree of probability could have, precluded the student from providing a sufficient amount of urine, a refusal to test will be recorded. For the purposes of this paragraph, a medical condition includes an ascertainable physiological condition (e.g., a urinary system dysfunction) or a medically documented pre-existing psychological disorder, but does not include unsupported assertions of “situational anxiety” or dehydration.
11. Records will be maintained in a secure file in the Nursing and Health Sciences Office. Requests for information will require a court order or may be released by the student’s signed written consent and liability waiver.

**West Virginia University at Parkersburg
Nursing and Health Sciences Division**

Procedure: Major changes in Health Status	
Department: Nursing	Section: Student Procedures
Approved by: Nursing Faculty Organization	Date last reviewed/revised: November 2008; May 2014; May 13, 2019, April 12, 2020

Definition: Maintenance of personal health is the responsibility of each student for the protection of the student, the patients, and WVU at Parkersburg.

Procedure:

1. All students are expected to submit proof of vaccination and/or immunity for all required immunizations as outlined in the clinical practice requirements.
2. Students who have not completed the Hepatitis B Series prior to the first day of clinical will be required to sign the Hepatitis B Vaccination Waiver form. Failure to sign the form will prevent the student from attending clinical (see attendance policy).
3. In the event that a student has a change in their health status, the Program Director or the Nursing and Health Sciences Chairperson must be notified as soon as possible.
4. In the event of a major change of health status, the student will not be permitted to participate in field experiences/capstone clinical hours until they submit a Nursing and Health Sciences Division Medical Release Form from their health care provider. This form must state that the student is able to participate without restrictions in assigned field experiences/capstone clinical hours as a WVU at Parkersburg nursing student.
5. Failure to have the form submitted to Nursing and Health Sciences Division by 4 pm the day before the field experience/capstone clinical will prevent the student from attending clinical.
6. WVU at Parkersburg does not provide individual health and accident insurance. The student is responsible for any expense incurred as a result of illnesses or accidents including those that might occur in the clinical area.

**West Virginia University at Parkersburg
Nursing and Health Sciences Division
Department of Nursing**

Hepatitis B Vaccination Waiver

I, _____, understand that as a student in the Nursing and Health Sciences Division at West Virginia University Parkersburg I will be required to care for patients in a variety of healthcare settings and may be exposed to blood or body fluids that potentially transmit infectious diseases, including Hepatitis B.

I am currently in the process of obtaining the Hepatitis B vaccination series. However, I would prefer to begin clinical before the vaccination series is complete. I understand that until the vaccination series is complete I am not fully protected, and I am still at risk of acquiring Hepatitis B. I do agree to complete the recommended immunization series and titer to demonstrate immunity and provide a copy to the Nursing and Health Sciences Division as I progress and after I complete the titer. The titer must be submitted within 90 days of 3rd injection.

I have completed the Hepatitis B series and titer, at this time the titer shows that I have not developed immunity to Hepatitis B. I understand that I am still at risk of acquiring Hepatitis B.

I decline the Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease.

I also agree to inform my course instructor and the Director of the RN-BSN program should any exposure to blood or body fluids occur, so that appropriate testing and treatment can be initiated.

Signature

Date

Received in Nursing and Health Sciences Office _____

Date

Signature

**West Virginia University at Parkersburg
Nursing and Health Sciences Division
Medical Release Form**

Date: _____

_____ has been under my care and is able to
(name of student nurse)

participate without restrictions and can participate in assigned field
experiences/capstone clinical hours as a West Virginia University at Parkersburg
nursing student.

Health Care Provider's Printed Name

Health Care Provider's Signature

****You must submit this form to the Nursing and Health Sciences Division Office no later than
4:00 pm the day prior to your scheduled assigned activity. It may be submitted in person or
faxed to 304-424-8211**

**West Virginia University at Parkersburg
Nursing and Health Sciences Division**

Procedure: Academic Honesty	
Department: Nursing	Section: Student Procedures
Approved by: Nursing Faculty Organization	Date last reviewed/revised: 6/12/14; 5/13/2019

Definition:

The public continues to rate nurses as one of the most trusted profession(s). Nurses consistently capture patient and public trust by performing in accordance with the *Code of Ethics for Nurses*. The code requires nurses to be open and honest, act with integrity and uphold the reputation of the profession. The people receiving health care must be able to trust the nurse with their health and wellbeing. Dishonesty is never justified. Being dishonest violates the trust placed in the nurse and undermines the nursing profession.

Procedure:

1. The student will maintain academic honesty when completing all learning activities.
2. The student is expected to demonstrate honesty and integrity in all aspects of interaction with patients and their families; nurses, physicians, and other members of the health care team; instructors and college personnel; and colleagues.
3. The student will admit to all errors involving patient care immediately to the course faculty.
4. Violations of academic honesty include:

Plagiarism:

- Representing the work of others as their personal work,
- Failure to use quotation marks when directly quoting from the work of others,
- Failure to document the ideas of others if paraphrasing a citation,
- Inventing or providing false documentation of sources,
- Use of a paper/assignment completed in one course as a paper/assignment in another course without disclosing to the faculty,
- Purchasing a paper online or from another student and submitting as your own.

Cheating:

- Use of any unauthorized assistance in taking quizzes or examinations,
- Use of any unauthorized sources in written assignments or carrying out assignments,
- Sharing test content with other students who are to take the test,

- Unauthorized possession of a test or portion of a test prior to, during, or after completion of an examination or quiz,
- Falsifying or altering attendance records, grades, and/or other official documents,
- Falsifying all or part of any clinical record,
- Giving assistance to others who are participating in dishonest behaviors,
- Failure to report known or suspected academic dishonesty.

Other:

- Stealing, modifying or destroying materials which other students may need access to such as computer discs or library material,
 - Failure to report patient-care errors to the instructor in the clinical setting,
 - Copying and removing patient records from the clinical setting,
 - Failure to maintain confidentiality, and
 - Stealing drugs or clinical agency supplies.
5. This list of offenses is not intended to be fully exhaustive of all potential instances of academic dishonesty. Faculty and administrators may identify cases of academic dishonesty not herein contemplated.
 6. WVU Parkersburg has zero tolerance regarding academic dishonesty. Students in violation of this policy will be dismissed from the WVU Parkersburg's Nursing Program and receive the grade of an "F" for the course.
 7. Students dismissed from the nursing program are not eligible to reapply for readmission.

**West Virginia University at Parkersburg
Nursing and Health Sciences Division**

Procedure: Failure to Progress	
Department: Nursing	Section: Student Procedures
Approved by: Nursing Faculty Organization	Date last reviewed/revised: May 2014; July 2017; May 13, 2019

Definition:

Once a student is admitted to the Nursing Program at WVU at Parkersburg, it is expected that the program be completed in the prescribed three (3) semesters full time or five (5) semesters part-time. The maximum length of time to complete the program can be no longer than five (5) calendar years from the date of enrollment in the initial nursing course.

Procedure:

The student contemplating withdrawal from a nursing or a non-nursing course required to progress in the program, earns a D or F in a nursing course or a non-nursing course required to progress in the program, or who plans not to progress to the next semester of their progression plan must meet with the assigned academic advisor and/or the Director of the RN-BSN program. At that time, a Withdrawal Form will be completed, indicating the intended date of return, and a conference note will be entered into the student's file.

If a student withdraws from a nursing or a non-nursing course required to progress in the program, earns a D or F in a nursing course or a non-nursing course required to progress in the program, or does not progress to the next semester of their progression plan, the student may request reinstatement to the program. The request for reinstatement must be submitted in writing at least two weeks prior to the start of the semester that the student wishes to reenter. The request should be addressed to the Director of the RN-BSN program, Nursing and Health Sciences Division, WVU Parkersburg, 300 Campus Drive, Parkersburg, WV, 26104. Email notification of requests for reinstatement will be accepted.

Reinstatement to the RN-BSN Program is based on availability of space, a review of past records, including usage of student resources, and verification that the student can complete the program of study in the five calendar years. Students requesting reinstatement to the program, who are eligible to return, will be ranked according to their current GPA and documentation that the previous difficulty has been resolved. After final grades are posted, if seats are available in the course, reinstatement to the program will be granted to the highest ranked students until all seats are filled.

A student who is reinstated to the nursing program will be held to the current college catalog and RN-BSN Student Nurse Handbook in effect at the time of reinstatement.

A student granted re-instatement to the program must be able to complete all course work within five calendar years of initial admission to the program. If time does not permit completion of the program in the five calendar years, the student will be denied reinstatement.

A student who does not complete the program in five calendar years, or earns a second nursing course failure, will be dismissed from the nursing program. Dismissal from the nursing program renders the student ineligible for readmission or return to the program. A student who is dismissed from the program has the right of appeal.

**WEST VIRGINIA UNIVERSITY AT PARKERSBURG
NURSING AND HEALTH SCIENCES DIVISION
RN-BSN Program
Failure to Progress Plan**

STUDENT NAME _____ STUDENT ID NUMBER _____

PERMANENT ADDRESS _____

PHONE NUMBER _____

REASON FOR WITHDRAWAL:

PERSONAL REASONS:

HEALTH

FAMILY

STRESS

FINANCIAL

JOB

OTHER _____

ACADEMIC REASONS:

THEORY FAILURE

CLASS LACK OF PARTICIPATION

TRANSFER

Failure to progress from Course (s): (*Circle*) NURS 311 NURS 320 NURS 324 NURS 330 NURS 431
NURS 440 NURS 450 NURS 451 NURS 452

Date _____

Eligible to Return? YES NO

Do you plan on returning to the program? YES NO

Action plan for return to program:

Please note you must notify the program in writing two weeks prior to intended date of return.

Date of notification of intent to re-enter program _____

I understand that I must apply for reinstatement to the program by the required date and that reinstatement to the nursing program is based on availability of space and a review of my records.

Signatures:

Student _____

Director _____

Date _____

DISMISSAL FROM RN-BSN PROGRAM

Reasons for dismissal from the RN-to BSN Nursing Program include, but are not limited to, the following:

1. Academic or clinical dishonesty (e.g. plagiarism, cheating, falsifying records, etc.)
2. Infractions of academic standards, rules, and regulations (e.g. behavioral expectations, required grade point average, etc., as stated in Student Handbook and school catalog.)
3. Failure to meet course objectives by conducting oneself in a manner considered harmful and/or unsafe in regard to patient safety.
4. Failure to uphold the standards for professional nursing practice as identified in Series 9 and 10 of the Legislative Rules for the West Virginia Board of Examiners for Registered Professional Nurses.
5. Violation of the **Professional Standards and Safe Clinical Practice Standards**.

Procedures

Recommendation to dismiss a student from the Nursing Program may be made by a faculty member or members. This recommendation will be forwarded to the Admission, Progression, and Graduation Committee for review. The Admission, Progression, and Graduation Committee shall then forward a recommendation in writing to the Chairperson of the Nursing Department, with a copy to the student. Final decision for program dismissal shall be made by the Director of the RN-BSN program in consultation with the Chairperson. Written notice shall be sent to the student, to the faculty making the initial recommendation, and to the Senior Vice President, Academic Affairs. Dismissal from the RN-BSN program renders the student ineligible for readmission to the program.

When the decision to dismiss a student from the RN-BSN Program has been made, the student may choose to institute an academic appeal. The appeal is begun in the office of Academic Affairs. The procedure for an academic appeal is outlined in the West Virginia University at Parkersburg Board of Governors Policy D-47, "Student Academic Rights and Responsibilities," which may be found on the Board of Governors web page at https://www.wvup.edu/wp-content/uploads/2018/03/D-47_Student_Academic_Rights_Responsibilities_1.pdf.

Revised 5/2020

**GRADUATION REQUIREMENTS FOR RN-BSN
WEST VIRGINIA UNIVERSITY AT PARKERSBURG**

1. Complete a minimum of 120 credit hour equivalents, with 60 credit hours as outlined in the Program of Study.
2. Complete a minimum of 30 credit hours at WVU Parkersburg.
3. Maintain an overall 2.0 cumulative grade-point average.
4. Complete all courses in the program of study with a grade of “C” or better.
5. Complete all course work within five years after enrollment in the first nursing course of the RN-BSN program.
6. Complete and file the graduation application, in OLSIS, within the stated deadlines.

GRADUATION CHECKLIST

When you reach your final semester of coursework, there are a number of important tasks you will need to be responsible to complete. ***It is your responsibility to insure you complete each step.***

1. **APPLY FOR GRADUATION**

Pay Graduation Fee (non-refundable, subject to change)

The application forms for graduation are available in the Record's office. See Records Office for deadline dates for May, August, or December graduation. ***Failure to apply for graduation by the deadline date will result in a delay of graduation by one semester or more.***

2. **SCHOOL PIN (price varies)**

Graduate nurses traditionally wear a pin on their uniform to signify graduation from the school program. Students desiring to purchase a pin can order the pin from The Pin People. To ensure the pin arrives by graduation, pins must be ordered two months prior to graduation.

3. **PINNING CEREMONY**

Students have the option of attending the WVU Parkersburg’s Nursing Program Pinning Ceremony. Pinning ceremonies to celebrate the success of nursing graduates are held in December and May. August graduates are invited to participate in the December pinning. If you would like to participate in the pinning ceremony, you must contact the Program Director two (2) months prior to the date of the ceremony.

4. **COMMENCEMENT**

Commencement ceremony is held at the completion of finals week in December and May. You may participate in commencement after completion of the course of study. August graduates are invited to attend the December commencement ceremony. The total college family participates, so seating is typically limited to a small number of guests for each graduate.

Graduation regalia is available through the bookstore. You must place your order by the posted deadline prior to graduation.

5. **CELEBRATE!!**

Revised 5/2020

Professional Conduct of Nursing Students

The State of West Virginia has Code and Legislative Rules governing Registered Professional Nurses. Title 19 Series one is Policies and Criteria for the Evaluation and Accreditation of Colleges, Department or Schools of Nursing. This series states that “Students shall adhere to the standards for professional conduct as stated in the board’s rule, Standards for Professional Nursing Practice, 19CSR10, and are subject to disciplinary action by the board as stated in the board’s rule, Disciplinary Action, 19CSR9.”

**TITLE 19
PROCEDURAL RULE
WEST VIRGINIA BOARD OF EXAMINERS FOR
REGISTERED PROFESSIONAL NURSES**

**SERIES 9
DISCIPLINARY ACTION**

§19-9-1. General.

1.1. Scope. -- This rule defines the role and authority of the board in investigation and resolution of disciplinary matters.

1.2. Authority. -- W. Va. Code §§30-1-4 and 30-7-4.

1.3. Filing Date. -- August 17, 2004.

1.4. Effective Date.- September 18, 2004.

§19-9-2. Definitions.

2.1. The following words and phrases as used in this rule have the following meanings, unless the context otherwise requires:

2.1.a. "Board" means the West Virginia Board of Examiners for Registered Professional Nurses.

2.1.b. "Complaint" means any written, verbal, or other communication with the board or its representatives which indicates or tends to indicate that a licensee is acting or has acted in violation of W. Va. Code §§30-7-1 et seq. or 30-15-1 et seq., or rules governing the practice of registered professional nursing.

2.1.c. "Proof" means all types of evidence except testimony, including but not limited to records, documents, exhibits, concrete objects, laboratory or other tests, and the reports of results of examinations or laboratory or other tests.

2.1.d. "Testimony" means evidence given by a witness under oath or affirmation, including but not limited to oral statements, affidavits, or depositions.

§19-9-3. Complaint Procedures.

3.1. The Board will accept a complaint from any individual against one or more licensees.

3.2. The complaint may be written or verbal. The Board may accept anonymous complaints if the complaint provides enough information to begin an investigation. The Board may provide a form for the purpose of completing a complaint. Complaints shall include the following:

3.2.a. name and address of the licensee against whom the complaint is being filed;

- 3.2.b. the alleged violation which prompted the complaint;
 - 3.2.c. the date or dates of the incident prompting the complaint;
 - 3.2.d. any supporting documents related to the alleged violation; and
 - 3.2.e. the name, address and telephone numbers of any and all witnesses to the incident.
- 3.3. The Board shall maintain a log of all complaints, indicating date of receipt, license number of nurse against whom the complaint is filed and the name of the individual filing the complaint.
- 3.4. A registered professional nurse required to file a complaint with the Board in accordance with this rule or any other applicable state law or rule shall do so within thirty (30) days after their knowledge of the alleged violation.
- 3.5. Complainants are immune from liability for the allegations contained in their complaints filed with the Board unless the complaint is filed in bad faith or for a malicious purpose.
- 3.6. The Board or its representatives shall gather information necessary to determine the validity of the complaint. All necessary investigative techniques, including but not limited to, subpoenas and interviewing potential witnesses, may be utilized.
- 3.7. The complainant shall be sent an acknowledgment stating one or more of the following:
- 3.7.a. The allegations are being reviewed by the Board; or
 - 3.7.b. The allegations are beyond the jurisdiction of the Board; or
 - 3.7.c. More information is required in order to fully investigate the complaint.
- 3.8. The licensee shall be sent a Notice of Complaint containing the allegations. The licensee has fourteen (14) days to respond to the allegations. The licensee shall also be sent a copy of the complaint filed against his/her license and any supporting documents filed with the complaint.
- 3.9. Board staff shall review all information received, including subpoenaed information, and determine if further investigation is necessary, if disciplinary action is warranted or if the case needs to be referred to the Disciplinary Review Committee (DRC) for review and/or dismissal.
- 3.9.a. The DRC may dismiss a case, direct staff to further investigate the allegations or determine the disciplinary action that should be taken against the license.
- 3.10. Board staff may negotiate terms of consent agreements if probable cause for disciplinary action is warranted.

3.10.a. The DRC shall review all consent agreements for approval and signature; it can reject the consent agreement or request modifications to the consent agreement.

3.11. If the DRC rejects the consent agreement and the licensee rejects the DRC's modifications, if any, staff shall set the case for hearing.

3.12. If the licensee contests the allegations and refuses to enter into a consent agreement, Board staff shall set the case for hearing.

3.13. A licensee may request complaints that are dismissed by the DRC to be expunged from the licensee's file after three (3) years if no other complaint is received against the same licensee within the three (3) year period.

§19-9-4. Investigation.

4.1. Upon complaint or on its own initiative, the Board or its employees or designees may investigate conduct which is occurring or has occurred which would violate W. Va. Code §§30-7-1 et seq., 30-15-1 et seq., or rules governing the practice of registered professional nursing.

4.2. For the purposes of an investigation by the Board:

4.2.a. The executive secretary or assistant executive secretary may subpoena witnesses and documents and administer oaths;

4.2.b. The Board or its authorized agents may depose witnesses, take sworn statements and collect other evidence;

4.2.c. The Board may institute proceedings in the courts of this state to enforce its subpoenas for the production of witnesses and documents and its orders and to restrain and enjoin violations of W. Va. Code §§30-7-1 et seq., 30-15-1 et seq., or rules governing the practice of registered professional nursing;

4.2.d. The Board may review pertinent medical records during the course of its investigation, and shall remove patient identifying information from records which are introduced as evidence at any disciplinary hearing;

4.2.e. The Board, or its employees or designees within the limits of authority granted by the Board, may employ investigators, consultants and other employees as may be necessary to assist in an investigation;

4.2.f. All powers of the Board and its employees or designees may be exercised to investigate a matter, even if a hearing or disciplinary action does not result from the investigative findings.

§19-9-5. Disciplinary Action.

5.1. The Board has the authority to deny, revoke, suspend, or otherwise discipline a licensee or

applicant for licensure upon proof that the licensee or applicant for licensure has violated the provisions of W. Va. Code §§30-7-1 et seq.

5.1.a. The Board shall afford every person subject to disciplinary proceedings an opportunity for a hearing, as set forth in the Board's rule regarding Contested Case Hearing Procedure, 19 CSR 5;

5.1.b. If an applicant for licensure or a licensee fails to appear at a scheduled hearing or fails to reply to the notification of hearing, the charges specified may be taken as true and the Board may proceed with the disciplinary action;

5.1.c. Following a hearing before the Board or its hearing examiner, the Board will issue its decision on any disciplinary matter;

5.1.d. The Board may establish a committee that has the authority to resolve disciplinary matters through a formal consent agreement with a licensee, permitting the licensee to voluntarily agree to disciplinary action in lieu of a formal evidentiary hearing.

5.1.e. The Board or its authorized committee may take disciplinary action which includes, but is not limited to, the denial, suspension, or revocation of a license to practice as a registered professional nurse, or probation of a registered professional nursing license with terms to be met for continued practice, or the assessment of additional renewal, reinstatement, or administrative costs or fines against a licensee, or a combination of these or other actions. A licensee who fails to pay a fine or administrative cost assessed as part of disciplinary action or non-disciplinary action within the time period agreed upon between the parties, may be disciplined or may remain under the disciplinary terms until the fine and administrative costs are paid in full.

<http://www.wvrnboard.com/>

**TITLE 19
LEGISLATIVE RULE
BOARD OF EXAMINERS FOR REGISTERED
PROFESSIONAL NURSES**

**SERIES 10
STANDARDS FOR PROFESSIONAL NURSING PRACTICE**

'19-10-1. General.

1.1. Scope. -- This rule establishes standards of safe practice for the registered professional nurse, and serves as a guide for the board in evaluating nursing care to determine if it is safe and effective.

1.2. Authority. -- W. Va. Code '30-7-4

1.3. Filing Date. -- March 31, 1994

1.4. Effective Date. -- April 1, 1994

'19-10-2. Standards Related to the Registered Professional Nurse's Responsibility to Implement the Nursing Process.

2.1. The registered professional nurse shall conduct and document nursing assessments of the health status of individuals and groups by:

2.1.1. Collecting objective and subjective data from observations, examinations, interviews, and written records in an accurate and timely manner. The data includes but is not limited to:

2.1.1.a. The client's knowledge and perception about health status and potential, or maintaining health status;

2.1.1.b. Consideration of the client's health goals;

2.1.1.c. The client's biophysical and emotional status;

2.1.1.d. The client's growth and development;

2.1.1.e. The client's cultural, religious and socio-economic background;

2.1.1.f. The client's ability to perform activities of daily living;

2.1.1.g. The client's patterns of coping and interacting;

2.1.1.h. Environmental factors (e.g. physical, social, emotional and ecological);

2.1.1.i. Available and accessible human and material resources;

2.1.1.j. The client's family health history; and

- 2.1.1.k. Information collected by other health team members;
- 2.1.2. Sorting, selecting, reporting and recording the data; and
- 2.1.3. Continuously validating, refining and modifying the data by utilizing all available resources, including interaction with the client, the client's family and significant others, and health team members.
- 2.2. The registered professional nurse shall establish and document nursing diagnoses and/or client care needs which serve as the basis for the plan of care.
- 2.3. The registered professional nurse shall identify expected outcomes individualized to the client and set realistic and measurable goals to implement the plan of care.
- 2.4. The registered professional nurse shall develop and modify the plan of care based on assessment and nursing diagnosis and/or patient care needs. This includes:
 - 2.4.1. Identifying priorities in the plan of care;
 - 2.4.2. Prescribing nursing intervention(s) based upon the nursing diagnosis and/or patient care needs;
 - 2.4.3. Identifying measures to maintain comfort, to support human functions and responses, to maintain an environment conducive to well being, and to provide health teaching and counseling.
- 2.5. The registered professional nurse shall implement the plan of care by:
 - 2.5.1. Initiating nursing interventions through:
 - 2.5.1.a. Writing nursing orders and/or directives;
 - 2.5.1.b. Providing direct care;
 - 2.5.1.c. Assisting with care; and
 - 2.5.1.d. Delegating and supervising nursing care activities;
 - 2.5.2. Providing an environment conducive to safety and health;
 - 2.5.3. Documenting nursing interventions and responses to care; and
 - 2.5.4. Communicating nursing interventions and responses to care to other members of the health care team.

2.6. The registered professional nurse shall evaluate patient outcomes and the responses of individuals or groups to nursing interventions. Evaluation shall involve the client, the client's family and significant others, and health team members.

2.6.1. Evaluation data shall be documented and communicated to other members of the health care team.

2.6.2. Evaluation data shall be used as a basis for reassessing the client's health status, modifying nursing diagnoses and/or patient care needs, revising plans of care, and prescribing changes in nursing interventions.

'19-10-3. Standards Related to the Registered Professional Nurse's Responsibility as a Member of the Nursing Profession.

3.1. The registered professional nurse shall know the statutes and rules governing nursing and function within the legal boundaries of nursing practice.

3.2. The registered professional nurse shall accept responsibility for his or her individual nursing actions and competence.

3.3. The registered professional nurse shall obtain instruction and supervision as necessary when implementing nursing techniques or practices.

3.4. The registered professional nurse shall function as a member of the health team.

3.5. The registered professional nurse shall collaborate with other members of the health team to provide optimum patient care.

3.6. The registered professional nurse shall consult with nurses and other health team members and make referrals as necessary.

3.7. The registered professional nurse shall contribute to the formulation, interpretation, implementation and evaluation of the objectives and policies related to nursing practice within the employment setting.

3.8. The registered professional nurse shall participate in the systematic evaluation of the quality and effectiveness of nursing practice.

3.9. The registered professional nurse shall report unsafe nursing practice to the Board and unsafe practice conditions to recognized legal authorities.

3.10. The registered professional nurse shall delegate to another only those nursing measures which that person is prepared or qualified to perform.

3.11. The registered professional nurse shall supervise others to whom nursing interventions are delegated.

3.12. The registered professional nurse shall retain professional accountability for nursing care when delegating nursing interventions.

3.13. The registered professional nurse shall conduct practice without discrimination on the basis of age, race, religion, gender, sexual preference, socio-economic status, national origin, handicap, or disease.

3.14. The registered professional nurse shall respect the dignity and rights of clients regardless of social or economic status, personal attributes, or nature of the client's health problems.

3.15. The registered professional nurse shall respect the client's right to privacy by protecting confidential information unless obligated by law to disclose the information.

3.16. The registered professional nurse shall respect the property of clients, family, significant others, and the employer.

3.17. The registered professional nurse assuming advanced practice shall be qualified to do so through education and experience as set forth in W.Va. Code '30-7-1 et seq. and the rule governing Announcement of Advanced Practice, 19 WV CSR 7.

<http://www.wvrnboard.com/>

Nursing and Health Sciences Division

Confidentiality Statement, Professional Conduct, and WV Code and Standard of Professional Nursing Practice Statement

Electronic acceptance of each statement is required for each nursing course.

Confidentiality Statement

_____ It is the obligation of WVU at Parkersburg's Nursing and Health Sciences Division to maintain the confidentiality of all patients' medical record information and to protect the patient's right to privacy. As a student of the Nursing and Health Sciences Division, I understand that I am never to discuss or review, for personal purposes, any information from a patient's medical record or information relating to the care and treatment of any and all patients in the clinical setting.

_____ I understand that any violation of any portion of the policies and procedures of the Nursing and Health Sciences Division or the state and federal regulation governing the patient's right to privacy will result in cause for immediate termination as a student in the Nursing and Health Sciences Division.

WV Code and Standard of Professional Nursing Practice Statement

_____ I have read and received a copy of the West Virginia Legislative Code for Registered Professional Nurses Disciplinary Action, (19CSR9) and Standards of Professional Nursing Practice, (19CSR10). I have had an opportunity to discuss and ask questions. I understand the Code and will abide by the rules.

Professional Conduct

_____ WVU at Parkersburg's Nursing and Health Sciences Division strongly supports the standards of the healthcare profession regarding the need for healthcare students to be persons of good moral character who demonstrate responsible behaviors.

Applicants are advised that their conduct before and after submitting their application to a Nursing and Health Sciences Program will be considered in the admission process. Conduct derogatory to the morals or standing of the Nursing and Health Sciences Division may be reason for denial of admission or dismissal from the program. Irresponsible behavior or conduct denoting questionable moral character will include, but not necessarily be limited to the following:

- Criminal activities – e.g. DUI, misdemeanors, or felonies
- Cheating/dishonesty

-
- Domestic violence
 - Breach of confidentiality
 - Substance abuse – e.g. manufacture, use, distribution, or positive drug screen
 - Harassment
 - Discrimination
 - Social Networking

Students are advised that their conduct while students both on campus and off campus could result in dismissal from the program.

NOTE: Disclosure of a criminal record does not automatically disqualify you from admission consideration.

IMPORTANT NOTICE: The State licensing/certification boards may deny eligibility to take licensing/certification examination to individuals who have been convicted of a felony/misdemeanor and persons with drug/chemical dependency.