Master of Science in Nursing
Program Handbook

2021-2022

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

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

The website is catalog.wvu.edu/graduate/

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Welcome from the Dean

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

Dean Hulsey

Mission

The mission of the West Virginia University (WVU) School of Nursing (SON) is to lead in improving health in West Virginia and the broader society through excellence in student-centered educational programs, research and scholarship, the compassionate practice of nursing, and service to the public and the profession.

Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at West Virginia University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Master of Science in Nursing Programs

MSN Program Overview

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

FNP and PNP Program Description

Students are admitted to a specific track (PNP, FNP) and progression plan. Admission to some tracks is dependent on an adequate cohort. Changes to the track or progression plan are only allowed based on space available. If for any reason a student must leave the program, his or her ability to return to the program will be based on space available at the time of request and is not guaranteed.

The program tracks are offered primarily online by faculty at the WVU Health Sciences Center (HSC) at our Morgantown and Charleston campuses. Courses are offered via a variety of blended web-based modalities both in asynchronous and synchronous distance education formats. The blended format is designed to give students the opportunity to combine the convenience of online coursework with more real-time, individualized attention that meets a variety of learning styles. FNP students will be required to attend special sessions, on campus, in Morgantown or Charleston approximately five times through the Advanced Assessment course and two days in the Practicum course. Special sessions for PNP students are held at the Morgantown campus for approximately one week during the assessment course. During semesters involving nursing practice hours, monthly meetings are held online.

Family Nurse Practitioner

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

Pediatric Nurse Practitioner

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

MSN/MBA Dual Degree Program Description

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

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

Students are admitted to a specific progression plan. Changes to the progression plan are only allowed based on space available. If for any reason a student must leave the program, his or her

ability to return to the program will be based on space available at the time of request and is not guaranteed.

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

The 57-credit-hour program can be completed in 8 semesters of full-time study, including summer sessions. Graduates of the program will be eligible to sit for Nurse Executive, Advanced certification (ANCC) or the Certification in Executive Nursing Practice (AONE) exams after having held a nursing administration position for at least 2 years.

The program is offered by faculty located at the University main campus in Morgantown. Courses are offered via web-based modalities. Students will be required to attend specific residencies several times through the progression as indicated in certain courses. During semesters involving nursing practice hours, monthly meetings are held on-line. Dates of the special sessions are made available by faculty in charge of the course in advance so students can plan their schedules in order to attend.

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

Post-Master's Certificate Programs

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

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

The post-graduate PNP and FNP certificate programs require a minimum of 16 credits that are earned in 4 courses. Two courses are clinical, affording the student the opportunity to complete the 600 hours of supervised clinical practice as required in order to sit for the national certification examination. Two courses are didactic and offered via webcast and the internet, affording the student the opportunity to take these courses off-campus. Each student's program will be individualized based on educational and experiential background. Prerequisites to registration for the four required courses in the program are evidence of competence in the following three areas: advanced pathophysiology, advanced pharmacotherapeutics, and advanced assessment.

Adult Gerontology Acute Care Program Description
The post-APRN certification program in adult-gerontology acute care is available for currently licensed and certified family, adult, or gerontology primary care nurse practitioners. Admission preference is given to applicants with at least one year of experience in direct patient care in an advanced practice role in an approved acute care setting. Acute care settings include inpatient (hospital) or observation units, critical care units, emergency departments, and some specialty outpatient clinics that manage chronically complex patients.

This is a 16-21 credit hour program, consisting of three didactic and one variable credit clinical course. All didactic courses are offered via asynchronous, web-based modalities. Two didactic courses focus on implementation of disciplined reasoning in the application of therapeutics and evidence-based acute care advanced nursing practice in the adult and geriatric population. An additional didactic course is designed to reinforce the difference in role delineation between primary care and acute care certified nurse practitioners and explore common practice issues specific to the acute care certified nurse practitioner.

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

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

This is a 21-25 credit hour program, consisting of five didactic and two variable credit clinical courses. All didactic courses are offered via online modalities. Four didactic courses focus on implementation of disciplined reasoning in the application of therapeutic and evidence-based psychiatric mental health advanced nursing practice across the lifespan. An additional didactic course is designed to reinforce role delineation between the primary care and psychiatric mental health APRN and explore common practice issues specific to the psychiatric mental health APRN. This course will explore the foundations of the role along with an overall introduction to psychiatric mental health nursing across the lifespan.

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

scheduling clinical hours each semester with guidance from the track coordinator, taking into consideration his or her home and work commitments.

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

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

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

Program Outcomes

MSN (Advanced Practice NP) Program Outcomes
All students will be awarded a Master's Degree in Nursing after successfully completing the required 48 hours of course work.

At the completion of the program, the graduate will be able to:

1. Use disciplined reasoning from sciences and the humanities to:
   a. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
   b. Design nursing care for a clinical or community focused population based on biopsychosocial, public health, nursing, and organizational sciences.
   c. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.
   d. Analyze nursing history to expand thinking and provide a sense of professional heritage and identity.

2. Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment through:
   a. Synthesizing broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence based, culturally relevant clinical prevention interventions and strategies.
   b. Designing patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.
   c. Integrating clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions.

3. Support quality improvement and patient safety by:
   a. Promoting a professional environment that includes accountability, peer review, advocacy for patients and families, reporting of errors, and professional writing.
   b. Contributing to the integration of healthcare services to affect safety and quality of care to improve patient outcomes and reduce fragmentation of care.
   c. Participating in, and leading when appropriate, in quality initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services.

4. Demonstrate organizational and systems leadership that:
   a. Emphasizes clinical practice.
   b. Continually improves health outcomes.
   c. Ensures patient safety.

5. Analyze and evaluate evidence to integrate scholarship into practice through:
   a. Integrating theory, evidence, clinical judgment, and interprofessional perspectives to improve practice and health outcomes for patient aggregates.
   b. Articulating to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem.
   c. Applying practice guidelines to improve practice.
   d. Participating, and leading when appropriate, in collaborative teams to improve care outcomes and support policy changes through knowledge generation, dissemination, and implementation.

6. Demonstrate proficiency in the analysis and use of information systems and technology to sustain improvements and promote transparency using high reliability and just culture principles through:
   a. Analyzing current emerging technologies to support safe practice environments, and to optimize patient safety, cost-effectiveness, and health outcomes.
   b. Using information and communication technologies, resources, and principles of learning to teach patients and others.
   c. The use of current and emerging technologies in the care environment to support lifelong learning for self and others.

At the completion of the program, the graduate will be able to:

7. Assume an advocacy role in healthcare policy by:
   a. The analysis of the influence of policy on the structure and financing of health care practice and health outcomes.
   b. Participation in the development and implementation of institutional, local, state, and federal policy.
   c. The examination of the effect of legal and regulatory processes on nursing practice, health care delivery, and outcomes.
   d. Interpreting research and bringing the nursing perspective for policy makers and stakeholders.
   e. Advocating for policies that improve the health of the public and the nursing profession.

8. Collaborate with other professions to improve patient and population health outcomes by:
   a. Advocating for the value of the professional nurse as members, and leaders when indicated, of interprofessional healthcare teams.
   b. Using collaboration in the design, coordination, and evaluation of patient- centered care.
   c. Mentoring and coaching new and experienced nurses and other members of the healthcare team.
   d. Understanding other health professions scopes of practice to maximize contributions within the healthcare team.

9. Plan, manage, and evaluate evidence-based clinical prevention and population care by:
   a. Evaluating the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes.
   b. Delivering patient-centered and culturally responsive strategies in prevention and health promotion to individuals, families, communities, and aggregates/clinical populations.

10. Ensure accountability for advanced practice based on refined assessment skills; advanced communication skills; and biophysical, genetic, genomic, psychosocial, sociopolitical, economic, ethical, and cultural principles through:
   a. Delivering safe, quality care to diverse populations in a variety of settings and roles.
   b. Conducting a comprehensive and systematic assessment as a foundation for decision making.
   c. Applying the best available evidence from nursing and other sciences as the foundation for practice.
   d. Using knowledge of illness and disease management to provide evidence- based care to populations, perform risk assessments, and design plans or programs of care.
   e. Incorporating core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, in assisting patients and other healthcare providers to address such issues.

MSN/MBA Program Outcomes

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

2	Utilize systematic inquiry and refined analytical skills in the provision of health care services and leadership:
	   a. •Integrate organizational science and informatics to make changes in the care environment to improve health outcomes.
	   b. •Assume a leadership role in the management of human, fiscal, and physical healthcare resources.
	   c. •Critically appraise existing literature to identify best practices, apply knowledge to improve and facilitate systems of care in order to improve patient outcomes.
	   d. •Disseminate results through translational scholarship.
		II
		V.1-V.2
		II.2
		IV.1, IV.3, IV.4
		IV.6

3	Demonstrate safe, effective assessment, planning, implementation and evaluation skills in managing	III. 1-8

	the care of individuals and groups while working in interprofessional collaborative relationships.
	  a. •Create a relationship with clients and healthcare organizations that builds and maintains supportive and caring relationships.
	  b. •Analyze best practice evidence to implement effective quality improvement initiatives with measurable results.
	  c. •Advocates for patients, families, caregivers, communities and members of the healthcare team.
		VII.4, VII.6
		III.3, III.4
		IX.1-IX.2
		VII.1
		IX.3

4	Articulate viewpoints and positions in order to improve the quality of health care delivery and outcomes of successful care.
	  a. •Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the interprofessional team using effective communication skills.
	    •Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.
	  b. •Use ethical decision making to promote the well-being of individuals, families, and health care professionals in local, national & international communities.
		VI
		VII.6
		III.1
		IX.8

5	Consult and collaborate in interdisciplinary and interagency endeavors to advance culturally sensitive health care to clients, families, groups, and communities: a. •Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical preventions interventions and strategies.	VIII VIII.1

6	Integrate prior and current learning as a basis for growth and accountability in enacting the role of nurse leader:
	  a. •Advocate for patients, families, caregivers, communities, and members of the healthcare team.
	  b. •Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.
	  c. •Value life-long learning and continued professional development.
		VII.1
		V.1-6
		IX.4
		IX, 5.6

7	Assume a leadership role in advocacy, ethical issues, and health care policy development:
	  a. •Apply leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery and outcomes.
	  b. •Function as a leader and change agent in nursing and in health care delivery systems particularly to insure quality care for vulnerable and underserved populations.
	  c. •Demonstrate organizational and systems leadership that continually improves health outcomes and ensures patient safety.
		VI.1-5
		III.1-7
		IX.1-IX.2
		IX.5, IX.6

8	Integrate all the functional areas of business into management decisions in a global environment.
	  a. •Evaluate factors that influence the competitive behavior of the firm.
	  b. •Predict and anticipate company and market responses to external factors.
	  c. •Identify the risks and opportunities in global markets.
		II

9	Identify problems, collect appropriate data and analyze the data to make informed management decisions.
	  a. •Evaluate business reports to make meaningful decisions for the organization.
	  b. •Make data-driven, fact-based decisions using statistical techniques and principles.
	  c. •Take real world problems and express them in quantitative terms.
		II
		II.3, V.1, V.2
		II.5, V.4
		II.6, II.7, V.6

10	Make management decisions in an ethically sensitive and socially responsible manner.
	  a. •Negotiate and control information ethically to meet organizational needs.
	  b. •Understand how to use and acquire information in an ethically sensitive manner.
	  c. •Synthesize various ethical theories and design a corporate code of ethics.
		III.1, III.6
		V.3
		V.1

11	•Be effective team members in a virtual environment. a. •Demonstrate the ability to work together in a supportive and effective manner.	VII.1-6

12	•Be an effective leader who influences people towards the attainment of organizational goals.
	  a. •Recommend actions for leader effectiveness in a scenario case and apply a theory or framework to propose and defend their recommendations.
	  b. •Identify various leadership styles and their relative effectiveness, along with real-life examples.
	  c. •Evaluate, in a case setting, the processes through which goals are set and accomplished in organizations.
		II. 1, II.2
		VII.4
		VII.2

Post-Master's Certificate Program Outcomes

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

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

Graduates of the NEL certificate program will be able to:

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

Progression Plans

FNP Progression Plans

MSN FNP Full-Time Progression

	Fall		Spring		Summer	
Year 1	NSG 622 Theory and Disciplined Reasoning	3	NSG 625 Statistics	3	NSG 626 Lifespan Health Promotion	3
	NSG 623 Adv. Practice Role/ Interprofessional Collaboration	3	NSG 627 Evidence Based Practice	3	NSG 712 Primary Care I	3
			NSG 701 Adv. Pharm.	3		
	NSG 706 Adv. Patho.	3	NSG 705 Adv. Assessment	3		
	Total Credits	**9**	**Total Credits**	**12**	**Total Credits**	**6**
Year 2	NSG 709 Health Care Informatics	3	NSG 628 Leadership/ Policy/Ethics	3		
	NSG 714 Primary Care 2	3	NSG 721 Practicum 2	5		
	NSG 720 Practicum 1	5				
	Total Credits	**11**	**Total Credits**	**8**		
					Total Program Credits	**46**

MSN FNP Part-Time Progression

	Fall		Spring		Summer	
Year 1	NSG 622 Theory and Disciplined Reasoning	3	NSG 625 Statistics	3	NSG 626 Lifespan Health Promotion	3
	NSG 623 Adv. Practice Role/ Interprofessional Collaboration	3	NSG 627 Evidence Based Practice	3		
	Total Credits	**6**	**Total Credits**	**6**	**Total Credits**	**3**
Year 2	NSG 709 Health Care Informatics	3	NSG 701 Adv. Pharm.	3	NSG 712 Primary Care I	3
	NSG 706 Adv. Patho	3	NSG 705 Adv. Assessment	3		
	Total Credits	**6**	**Total Credits**	**6**	**Total Credits**	**3**
Year 3	NSG 714 Primary Care 2	3	NSG 628 Leadership/ Policy/Ethics			
	NSG 720 Practicum 1	5	NSG 721 Practicum 2			
	Total Credits	**8**	**Total Credits**			
					Total Program Credits	**46**

PNP Progression Plans

MSN PNP Full-Time Progression

	Fall		Spring		Summer	
Year 1	NSG 622 Theory and Disciplined Reasoning	3	NSG 625 Statistics	3	NSG 626 Lifespan Health Promotion	3
	NSG 623 Adv. Practice Role/ Interprofessional Collaboration	3	NSG 627 Evidence Based Practice	3	NSG 700 Adv. Pharm. Pediatric Focus	3
	NSG 706 Adv. Patho.	3	NSG 767 Adv. Assessment PNP Focus	3		
			NSG 770 PNP Primary Care I	3		
	Total Credits	**9**	**Total Credits**	**12**	**Total Credits**	**6**
Year 2	NSG 709 Health Care Informatics	3	NSG 628 Leadership/ Policy/Ethics	3		
	NSG 771 PNP Primary Care 2	3	NSG 773 Pediatric Practicum 2	5		
	NSG 772 Pediatric Practicum 1	5				
	Total Credits	**11**	**Total Credits**	**8**		
					Total Program Credits	**46**

MSN PNP Part-Time Progression

	Fall		Spring		Summer	
Year 1	NSG 622 Theory and Disciplined Reasoning	3	NSG 625 Statistics	3	NSG 626 Lifespan Health Promotion	3
	NSG 623 Adv. Practice Role/ Interprofessional Collaboration	3	NSG 627 Evidence Based Practice	3		
	Total Credits	**6**	**Total Credits**	**6**	**Total Credits**	**3**
Year 2	NSG 709 Health Care Informatics	3	NSG 767 Adv. Assessment PNP Focus	3	NSG 700 Adv. Pharm. Pediatric Focus	3
	NSG 706 Adv. Patho	3	NSG 770 PNP Primary Care I	3		
	Total Credits	**6**	**Total Credits**	**6**	**Total Credits**	**3**
Year 3	NSG 771 PNP Primary Care 2	3	NSG 628 Leadership/ Policy/Ethics	3		
	NSG 772 Pediatric Practicum 1	5	NSG 773 Pediatric Practicum 2	5		
	Total Credits	**8**	**Total Credits**	**8**		
					Total Program Credits	**46**

MSN/MBA Dual Degree Progression Plans

MSN/MBA Full-Time Progression (Spring Start)

Fall		Spring		Summer	
Year 1		BADM 622 Financial Statement Analysis	3	BADM 613/631 Macroeconomics/Managerial Economics	4
		BADM 612 Managerial and Team Skills (residency)	2		
		Total Credits	**5**	**Total Credits**	**4**
Year 2		NSG 611 Systems Based Decision Making	2	BADM 644 Legal Environments and Ethics	3
	BADM 652 Marketing Strategy	2	NSG 625 Statistics	3	NSG 626 Lifespan Health Promotion	3
	NSG 616 Role Seminar in Leadership	2	NSG 627 Evidence Based Practice	3		
	NSG 622 Theory and Disciplined Reasoning	3				
	Total Credits	**7**	**Total Credits**	**8**	**Total Credits**	**6**
Year 3	BADM 641 Decision Analysis	3	NSG 628 Leadership/Policy/Ethics	3	BADM Elective	3
	BADM 623 Strategy	3	BADM 632 Corporate Finance	3		
	Total Credits	**6**	**Total Credits**	**6**	**Total Credits**	**3**
Year 4	NSG 617 Leadership Practicum I	3	BADM 653 Integrated Global Business (Residency)	3		
	NSG 621 Informatics/QI/Safety	3	NSG 618 Leadership Practicum II	3		
	Total Credits	**6**	**Total Credits**	**6**		

MSN/MBA Full-Time Progression (Fall Start)

Fall		Spring		Summer	
Year 1	NSG 622 Theory and Disciplined Reasoning	3	NSG 625 Statistics	3	NSG 626 Lifespan Health Promotion	3
			NSG 627 Evidence Based Practice	3	BADM 613/631 Macroeconomics/Managerial Economics	4
	BADM 612 Managerial and Team Skills (residency)	2	BADM 622 Financial Statement Analysis	3		
	NSG 616 Role Seminar in Leadership	2				
	Total Credits	**7**	**Total Credits**	**9**	**Total Credits**	**7**
Year 2	BADM 652 Marketing Strategy	2	NSG 628 Leadership/Policy/Ethics	3	BADM Elective	3
	BADM 641 Decision Analysis	3	BADM 632 Corporate Finance	3	BADM 644 Legal Environments and Ethics	3
	BADM 623 Strategy	3	NSG 611 Systems Based Decision Making	2		
	Total Credits	**8**	**Total Credits**	**8**	**Total Credits**	**6**
Year 3	NSG 617 Leadership Practicum I	3	BADM 653 Integrated Global Business (Residency)	3		
	NSG 709 Healthcare Informatics	3	NSG 618 Leadership Practicum II	3		
	Total Credits	**6**	**Total Credits**	**6**		

MSN/MBA Part-Time Progression (Spring Start)

	Fall		Spring		Summer	
Year 1			BADM 622 Financial Statement Analysis	3	BADM 613/631 Macroeconomics/Managerial Economics	4
			BADM 612 Managerial and Team Skills (residency)	2		
			Total Credits	5	**Total Credits**	4
Year 2	NSG 616 Role Seminar in Leadership	2	NSG 625 Statistics	3	BADM 644 Legal Environments and Ethics	3
	NSG 622 Theory and Disciplined Reasoning	3	NSG 627 Evidence Based Practice	3		
	Total Credits	5	**Total Credits**	6	**Total Credits**	3
Year 3	BADM 641 Decision Analysis	3	NSG 628 Leadership/Policy/Ethics	3	BADM Elective	3
	BADM 652 Marketing Strategy	2	NSG 611 Systems Based Decision Making	2	NSG 626 Lifespan Health Promotion	3
	Total Credits	5	**Total Credits**	5	**Total Credits**	6
Year 4	BADM 632 Corporate Finance	3	BADM 653 Integrated Global Business (Residency)	3	NSG 617 Leadership Practicum	3
	NSG 621 Informatics/QI/Safety	3	BADM 623 Strategy	3		
	Total Credits	6	**Total Credits**	6	Total Credits	3
Year 5	NSG 618 Leadership Practicum II	3				
	Total Credit	3				

MSN/MBA Part-Time Progression (Fall Start)

	Fall		Spring		Summer	
Year 1	NSG 622 Theory and Disciplined Reasoning	3	NSG 625 Statistics	3	BADM 613/631 Macroeconomics/Managerial Economics	4
	BADM 612 Managerial and Team Skills (residency)	2	BADM 622 Financial Statement Analysis	3		
	NSG 616 Role Seminar in Leadership	2				
	Total Credits	7	**Total Credits**	6	**Total Credits**	4
Year 2	BADM 632 Corporate Finance	3	NSG 628 Leadership/Policy/Ethics	3	NSG 626 Lifespan Health Promotion	3
	BADM 623 Business Strategy	3	NSG 611 Systems Based Decision Making	2	BADM 644 Business Law and Ethics	3
	Total Credits	6	**Total Credits**	5	**Total Credits**	6
Year 3	BADM 652 Marketing Strategy	2	NSG 627 Evidence Based Practice	3	BADM Elective	3
	BADM 641 Decision Analysis	3				
	Total Credits	5	**Total Credits**	3	**Total Credits**	3
Year 4	NSG 709 Healthcare Informatics	3	BADM 653 Global Planning and Strategy (Residency)	3		
	NSG 617 Leadership Practicum I	3	NSG 618 Leadership Practicum II	3		
	Total Credits	6	**Total Credits**	6		

Post-Master's FNP Progression

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

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

All students in the program will complete a minimum of 600 supervised clinical hours. **Total Program Credits: 16-25**

Post-Master's PNP Progression

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

	Fall		Spring		Summer	
Year 1	NSG 706 Adv. Patho.*	3	NSG 767 Adv. Assessment PNP Focus* NSG 770 PNP Primary Care I	3 3	NSG 700 Adv. Pharm. Pediatric Focus*	3
	Total Credits	**3**	**Total Credits**	**6**	**Total Credits**	**3**
Year 2	NSG 771 PNP Primary Care 2 NSG 772 Pediatric Practicum 1	3 5	NSG 773 Pediatric Practicum 2	5		
	Total Credits	**8**	**Total Credits**	**5**		

All students in the program will complete a minimum of 600 supervised clinical hours. **Total Program Credits: 16-25**

Post-Master's Adult Gerontology Acute Care NP Progression

	Fall		**Spring**		**Summer**	
Year 1	Adult-Gerontology Acute Care I Adult-Gerontology Acute Care Role Development	5 1	Adult-Gerontology Acute Care II Adult-Gerontology Acute Care Practicum*	5 0-10	Adult-Gerontology Acute Care Practicum*	1-10
	Total Credits	**6**	**Total Credits**	**5-16**	**Total Credits**	**1-10**
Year 2	Adult-Gerontology Acute Care Practicum*	2-10				
	Total Credits	**2-10**				
					Total Program Credits: 16-25	

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

Post-Master's Psychiatric Mental Health NP Progression

	Fall		Spring		Summer	
Year 1	**NSG 774** Neuro-Psychopharmacology	3	**NSG 777** PMHNP Management of Adults	3	**NSG 779** PMHNP Management of Child/Adolescent	3
	NSG 775 PMHNP Role and Foundations	3	**NSG 778** PMHNP Clinical Practicum I* *(180-300 clinical hours based on GAP analysis)*	3-5	**NSG 780** PMHNP Clinical Practicum II* *(180-300 clinical hours based on GAP analysis)*	3-5
	NSG 776 Psychotherapy Modalities - *30 clinical hours*	3				
	Total	9		6-8		6 - 8

*Throughout the program, students will be required to complete a minimum of 21 - 25 credit hours, of which 6 - 10 will be practicum credits. The program includes 540 total clinical hours (30 in NSG 776 and 510 hours in the practicum courses). The program will be personalized via gap analyses to determine the number of clinical practicum hours required of each student (minimum 360 hours).

Post-Master's Nurse Executive Leadership Progression

Four Semesters: mix of didactic and clinical throughout progression

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

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

	Fall		Spring	
Year 1	NSG 616 Role Seminar in Leadership	2	NSG 600 Financial Management in Healthcare Organizations	3
	NSG 704 Health Care Leadership	3	NSG 611 Systems Based Decision Making	2
	NSG 724 Health Research Stats	3	NSG 754 Transforming Health Care Through Information Technology	3
	Total Credits	9	**Total Credits**	8
Year 2	NSG 617 Leadership Practicum I	3	NSG 618 Leadership Practicum II	3
	Total Credits	3	**Total Credits**	3

Course Descriptions

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

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

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

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

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

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

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

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

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

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

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

NSG 700*: Advanced Pharmacology Pediatric Focus: 3 credits (Didactic, Summer only). Prerequisite – NSG 706. Examination of the relationship between pharmacologic principles and the selection of pharmacologic agents in altered health states across the lifespan. This course lays the foundation for subsequent courses in diagnosis, management, and therapeutic interventions.

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

NSG 705*: Advanced Lifespan Assessment: FNP Focus. 3 credits (Didactic, Spring only). Prerequisite – NSG 706. The focus of this course is the advanced health assessment of individuals across the lifespan. Skilled interviewing and clinical reasoning are emphasized as students collect and analyze data from the patient history, physical examination, and diagnostic procedures.

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

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

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

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

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

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

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

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

adult gerontology acutely ill patients.

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

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

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

NSG 767*: Advanced Lifespan Assessment: PNP Focus. 3 credits (Didactic, Spring only). Prerequisite – NSG 706. Advanced health assessment of individuals across the lifespan with focus on pediatric populations. Skilled interviewing and clinical reasoning are emphasized as students collect and analyze data from the patient history, physical examination and diagnostic procedures.

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

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

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

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

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

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

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

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

NSG 778: PMHNP Clinical Practicum I: 3-5 credits (Clinical, Spring only). Prerequisites- NSG 774, NSG 775, NSG 776, NSG 777. Prerequisites NSG 777 may be taken concurrently. This clinical course allows students to practice the knowledge, skills, and attitudes attained in foundational PMHNP courses. It focuses on the application of neuro-psychopharmacology, assessment, and psychotherapeutic treatment. Students perform advanced clinical differential diagnoses and management of adults with mental health disorders utilizing the diagnostic criteria of the DSM-5.

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

NSG 780: PMHNP Clinical Practicum II: 3-5 credit hours (Clinical, Summer only). Prerequisites- NSG 777, NSG 778, NSG 779. Prerequisites NSG 779 may be taken concurrently. This clinical course allows students to practice the knowledge, skills, and attitudes attained in foundational PMHNP courses. It focuses on the application of neuro-psychopharmacologic, assessment, and psychotherapeutic treatments. Students perform advanced clinical differential diagnoses and management of patients across the lifespan with mental health disorders utilizing the diagnostic criteria of the DSM-5. Students will develop treatment plans that incorporate evidence-based interventions.

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

Admissions

Acceptance is dependent upon space available in the programs, and the most qualified applicants are accepted. To be considered, applicants will be required to meet all WVU admission requirements in addition to program-specific admission criteria.

Note: Any student who has been dismissed from the WVU School of Nursing will not be readmitted to the program.

Applications open October 1ˢᵗ, and the priority deadline for review is January 1ˢᵗ for fall admission. If space is available, complete applications will be considered up to July 1ˢᵗ for MSN and post-master's certificate programs. Applicants can apply via the WVU Graduate Admissions website and complete the main graduate student application. Applicants should select the fall term, desired campus, admission type, intended program, and track. Applicants will then be asked to select a full-time or part-time progression plan. Please note that full-time and part-time placements are based on space availability for both the Morgantown and Charleston division. The most qualified applicants will receive priority for full-time placements. Class size and progression plans may be limited based on available faculty resources and space.

Applicants are required to submit the application, application fee, official transcripts for all institutions ever attended, current curriculum vita or resume, and a professional goals statement. Please visit the School of Nursing website for the guidelines for the professional goal statement (https://nursing.hsc.wvu.edu/students/graduate-programs/master-of-science-in-nursing/application-information/).

The Graduate Admissions Committee will meet to review all qualified applicants. Decisions will be emailed to students. Students will be evaluated based on the following:
- Nursing GPA
- Work Experience
- Professional Goals Statement Score
- Overall GPA

All newly admitted students will receive a letter of acceptance with details about registration, computer requirements, progression plans, advising and other important matters. Non-degree seeking students may only enroll in NSG 706 Advanced Pathophysiology and NSG 701 Advanced Pharmacotherapeutics.

MSN Program Admission Criteria (FNP/PNP)
Applicants for the FNP/PNP programs must have:
- A Bachelor of Science in Nursing degree from a nationally accredited nursing program and regionally accredited institution,
- An overall GPA on all college work attempted of at least 3.0 on a 4.0 scale,
- A minimum overall nursing GPA of a 3.0 on a 4.0 scale,
- Completion of 3 credits of undergraduate applied statistics (ie. STAT 211) with a minimum grade of a C or better,
- 3 credits of health assessment with a grade of C or better, and

- An active, unrestricted RN license in at least one state at the time of application.

NOTE: West Virginia law requires a Bachelor of Science in Nursing (BSN) in order for a nurse practitioner to qualify for limited prescriptive authority. If you previously earned an MSN, without first earning a BSN (such as in an RN-MSN program that does not award a BSN), you should speak with an advisor before applying to the post-MSN certificate program.

Transfer of Program Site (FNP, PNP)
Transfer from the Morgantown to Charleston or Charleston to Morgantown campuses are not permitted. The student's residential location will be taken into consideration when negotiating clinical placement; however, students will not be able to complete clinicals at a facility designated for the other campus. Generally, clinical sites in the northern half of the state are considered Morgantown locations, and facilities in the southern portion of the state are designated as Charleston sites.

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

Classes in the MSN/MBA program start bi-annually in January and August. Applications are accepted on a rolling admissions schedule, allowing the opportunity to apply prior to the application deadline and receive a decision shortly thereafter. The application deadline is December 1st for January start and July 1st for August start with a transcript deadline of December/July 15th.

Eligible applicants are required to have:
- Two or more years of professional, full-time work experience,
- A Bachelor of Science in nursing degree from a nationally accredited nursing program and regionally accredited college or university,
- A minimum nursing GPA of 3.0 on a 4.0 scale,
- A cumulative GPA of at least 3.0 on a 4.0 scale on all college work attempted,
- An active, unrestricted RN license in at least one state at the time of application, and
- Completion of 3 credits of undergraduate applied statistics (ie. STAT 211) with a minimum grade of a C or better.

There are no prerequisite courses; however, online, not-for-credit classes in financial accounting, economics, and statistical concepts through Ivy Software are recommended for those who do not have a strong background in these disciplines.

Post-Master's Certificate Program Admission Criteria
Eligible applicants are those who:
- Hold a degree of Master of Science in Nursing (or higher) from a nationally accredited nursing program and regionally accredited institution.
- Minimum cumulative GPA of at least 3.0 on a 4.0 scale on graduate degree work.
- Hold an active, unrestricted RN license in the state where the student plans to complete clinical hours.

In addition, applicants:
- *for the FNP/PNP Certificate Programs:* must provide evidence of completion of stand-alone graduate level courses in advanced pathophysiology, advanced pharmacotherapeutics, and

advanced physical assessment
- *for the PMHNP Certificate Program:* must hold national certification and licensure as an APRN; admission preference is given to applicants with at least one year of experience in an advanced practice role in an approved psychiatric mental health setting and/or at least two years of experiences as an APRN.
- *for the AGACNP Certificate Program:* must hold current national nurse practitioner certification and licensure for advanced practice in family, gerontology, CRNA, or adult primary care; admission preference is given to applicants with at least one year of experience in direct patient care in an advanced practice role in an approved acute care setting.
- *for the NEL Certificate Program:* must have two years of practice experience at the RN level or higher.

Mandatory orientation

All students enrolled in the MSN program are required to attend an online orientation. The date will be sent to them in a letter from the program director mailed prior to the beginning of the semester.

Progression and Graduation Standards

Graduate Programs Progression Policy

To progress in the MSN and post-master's curricula, a student must meet the following performance standards. Failure to meet the criteria below and to progress will result in dismissal from the program.

1. Grade Point Average (GPA) requirements:
   a. Graduate program students are required to maintain a 3.0 in all work attempted in the program. A student who falls below 3.0 after nine or more credit hours are completed in the program will be placed on academic probation and has only one semester to bring up the GPA to the 3.0 requirement. Failure to raise the cumulative GPA to 3.0 in one semester will result in dismissal from the program.
   b. Post-graduate certificate students are required to take fewer credits than those in the degree programs. Therefore, a GPA lower than 3.0 will not be grounds for probation or dismissal.
2. Earn a letter grade (A, B, C) on all required courses. A grade of F in any course results in dismissal from the program.
3. Carry forward only one C grade in a nursing course. A second C in any nursing course will result in dismissal from the program.
4. Students can withdraw from only one course (resulting in a "W" on the academic transcript) and only one time.
5. If a student needs to withdraw from all courses in a semester, the student must meet with his or her faculty advisor. (see Leave of Absence and Withdrawal policies below).

Note: Any student who has been dismissed from the WVU SON will not be readmitted to the program.

Grading Scale
The grading scale for nursing as posted in each course syllabus is:
    A = 93-100, B = 85-92, C = 77-84, F = 76 and below.

*New grading policies will be implemented Fall 2022 regarding bonus points and rounding. No bonus points will be given in nursing courses, and rounding will occur at the 0.5 level on final grades only. Specific policy details will be published in the Fall 2022 Student Handbook.

Writing Expectations
Graduate education requires high level writing skills. WVU SON adopted a writing plan for all graduate programs below:
* All faculty will refuse to accept poor writing and will actively promote good writing.
* Students' writing skills will be reinforced from course to course over the curriculum.
* One writing assignment will be required in every course.
* A standard rubric to evaluate writing will be used in all courses (see Appendix 2).
* Faculty will not allow re-writes of final submitted papers.
    o If a teacher decides to accept drafts, he or she must incorporate in the syllabus expectations for the drafts and the final submissions.
* All students are encouraged to have a non-peer proof reader, who is willing to critically analyze writing.

Two books will be the standard writing resources for every course.
1. American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). Washington, DC: Author.
2. Venolia, J. (2001). Write right: A desktop digest of punctuation, grammar, and style. (4th ed.). Berkley, CA: Ten Speed Press.

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

Transfer of Course Work
Twelve semester credits of course work with a grade of B or better may be transferred from institutions accredited at the graduate level with permission of the Associate Dean of Academics.

* A student wishing to transfer credit from another institution must confer with his or her academic advisor and obtain a transfer of graduate credit form from the WVU Office of Student Services (see Appendix 3 for a sample copy of this form.) This form requires the signature of the program director.
* The student should provide information about the course for transfer including the name of the institution with address and zip code, the course number and the name, and the course descriptions and syllabi as published by that institution, including the WVU course it replaces or the requirement it meets. Courses for transfer will be evaluated for equivalency by the program director and Associate Dean of Academics.
* The student must have an official transcript from the other institution sent to the Office of the University Registrar. Failure to submit an original transcript will result in nullification of the transfer of credit.

Incomplete Grades

The grade of Incomplete (I) is a temporary grade assignment used when unforeseen, non-academic circumstances arise that prohibit students from completing the last course assignments or examinations at the end of the semester (for more detailed information and the formal policy, see http://catalog.wvu.edu/graduate/advisingcoursesdegrees/advising_and_evaluation/#Incompletes). The contract used to request an incomplete is in Appendix 4.

Leave of Absence and Withdrawal Policies

Withdrawal Policy

Students must be continuously enrolled in School of Nursing programs in order to maintain active status. Summer term enrollment is only required if the student's program of study/progression plan is dependent on it for an on-time graduation. A withdrawal is defined as withdrawing from the program, withdrawing from all required courses in a semester, or failing to enroll in any given semester of the progression plan (see summer exception above).

Students who withdraw must follow up with the advisor, who will gather information about the reason for leaving and discuss associated policies. Students who wish to return must follow the LOA policy in order to be eligible for continuation in the program. Students who do not follow this process will not be eligible for continuation or readmission at a later date.

LOA Policy

Students may request a leave of absence (LOA) for extenuating circumstances, such as family emergencies, military duty, parental leave, or significant changes in health status. The student is required to submit the rationale and the time period for the LOA request in writing to the program director. Additional documentation may be required to clarify the circumstances for the request. If approved by the program director and Associate Dean of Academics, the student and advisor will complete the LOA form found at: WVU Registrar LOA Form (undergraduate level) or HSC Graduate LOA Form (graduate level). The student will then be required to withdraw from all nursing courses in the current semester, if applicable.

Students are encouraged to evaluate the WVU Withdrawal Policies, the financial implications of the decision, the effects of the LOA on program progression, and International Student Policies as applicable.

An LOA is not equivalent to a withdrawal or a dismissal, and there are specific limitations. Students are not permitted to have more than one LOA, and each LOA is limited to one semester. If unforeseen circumstances prevent the student's return to a program following a one-semester LOA, the student may request a one-semester extension. Additional LOAs and extensions are only granted in extreme circumstances.

If a student is on an approved LOA, it is the student's responsibility to notify the advisor to schedule classes for the semester following the LOA and to seek a review of the revised progression plan. If the LOA was due to a significant change in health status, the student may be required to provide documentation from a healthcare provider that he or she is able to return to the nursing program and perform all aspects of the student role.

If a student does not return to the program during the contracted semester, it will be considered a withdrawal, and the student will not be eligible for readmission. Exceptions will be granted if required courses are not offered the semester in which the student is expected to return. Retrospective LOA requests will not be accepted.

Graduation Requirements

It is essential that students meet with his or her academic advisor each semester throughout the program to discuss progression and graduation requirements so that at the time of graduation all requirements will have been met (see Appendix 5 for Graduation Checklist). Students must apply for graduation during the term they intend to graduate; for deadlines and more detailed directions see: https://registrar.wvu.edu/graduation-diploma.

The following requirements must be met:
- Remove all provisions.
- Complete all required semester credit hours.
- Remove all conditions, deficiencies, and incomplete grades.
- Register for course work during the semester graduating. This does not include completion of request to remove a grade of incomplete.
- Complete and document all clinical hours in the MSN clinical log.

Advising and Student Resources

Academic Advising

Students in the program will have two advisors in the WVU SON: a faculty advisor, whose name will be found in the letter of admission (the faculty advisor role is held by the track coordinator for each program), and an academic advisor. The faculty advisor is an experienced faculty member who will be available to help with issues encountered. If questions arise about which courses are needed, transfer credits, a change in track or progression plan, contact the faculty advisor or program director. Academic advising is shared by Jeffrey Wilson jfwilson@hsc.wvu.edu and Brandy Toothman btoothman@hsc.wvu.edu, who will assist with many of the technical details encountered, such as course registration, dropping courses, filing forms, and so forth. If there are problems with registration, contact Mr. Wilson or Mrs. Toothman. Contact should be initiated with your faculty and academic advisors each semester prior to registration, and at any time there is need of advice regarding academic plans.

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

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

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

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

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

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

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

For information concerning forms of financial assistance available to students, and application forms contact:
HSC Financial Aid Office
Health Sciences North
PO Box 9810
Morgantown, WV 26506-9810 Telephone 304/293-3706

Additional Student Resources

Health Sciences Center (HSC) Information Technology Services (ITS)
Room: 2356 HSS
Phone: 304-293-3631
Email: hsc_helpdesk@hsc.wvu.edu
Hours: 7:30 am - 6:00 pm Mon-Thurs
        7:30 am - 5:00 pm Fri
WVU ITS
 Phone: 304-293-4444
 Email: ITSHelp@mail.wvu.edu
 Hours: Monday through Thursday - 7:30 a.m. to 10 p.m.
         Friday - 7:30 a.m. to 8 p.m.
         Saturday - 10 a.m. to 5 p.m.
         Sunday - 10 a.m. to 10 p.m.

Student Resources: https://it.wvu.edu/services/students

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

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

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

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

Graduate Student Policies and Procedures

Academic Integrity Statement

It is the desire of the SON faculty to create and foster a positive learning environment that promotes professionalism, integrity, and mutual trust. The WVU SON follows the WVU Policy on Student Academic Integrity. In addition, students can find detailed information about the SON procedures for academic dishonesty charges, outcomes, sanctions, and appeals in the appeal policy in the program's student handbook.

It is important that instructors and students adhere to rigorous standards of academic integrity in all aspects and on all assignments and coursework to maintain the integrity of the education provided and ensure the validity of student assessment. In addition, RN licensure and safe nursing practice require that students exhibit characteristics of good moral character, including honesty and integrity. Studies have suggested that students who are dishonest in the academic setting are more likely to engage in those behaviors in the work environment (LaDuke, 2013) and the clinical setting (Kreuger, 2014).

All forms of academic dishonesty are prohibited. Nursing students are expected to act with integrity and honesty in all didactic and clinical settings, regardless of the nature of the assignment or activity or percentage weight toward course grade. For example, the SON places as high an expectation on academic integrity for quizzes and short discussion board writing submissions as it does for exams or end-of-semester papers.

WVU defines academic dishonesty in its policy referenced above and includes any dishonest act during didactic or clinical activities that violates professional nursing standards. Such standards can be found in the American Nurses Association (ANA) Code of Ethics (2015) and the ANA Scope and Standards of Practice (2015). Specific examples of academic dishonesty in nursing programs include, but are not limited to:

- Engaging in any act which may give an unearned advantage in a student's evaluation or performance
- Manipulating, altering, or destroying another student's academic work or faculty material
- Using the ideas, language, or work of another without permission and acknowledgement
- Allowing someone to or paying someone to complete an assignment or portion of an assignment to be submitted as your own
- Facilitating academic dishonesty
- Asking someone to commit dishonest acts
- Altering or misrepresenting data
- Lying or committing fraud or forgery
- Adjusting or falsifying clinical or service hours
- Entering assessment data not observed or falsifying medical records or clinical documents
- Using unauthorized resources to complete assigned work
- Engaging in unauthorized collaboration
- Accessing potential test questions by any means or discussing tested or evaluated materials with other students
- Committing plagiarism (copying and pasting someone else's words, omitting sources or quotation marks, reusing your own work for multiple assignments or courses without authorization, and replacing another person's key words with synonyms while maintaining the original structure)

Students are strongly encouraged to ask a faculty member or administrator if they are unsure if a practice would be considered academic dishonesty prior to engaging in that practice. Students and faculty are expected to model the highest professional standards and to report possible instances of academic dishonesty.

Academic dishonesty in a nursing program may result in course failure and/or program dismissal. A list of possible sanctions can be found in the WVU Policy on Student Academic Integrity, and sanctions range from a change in course grade to university expulsion.

Any questions about professional standards or policies may be directed to the instructor, program director, or associate dean of academics.

Kreuger, L. (2014). Academic dishonesty among nursing students. *Journal of Nursing Education, 53*(2), 77-87.
LaDuke, RD. 2013. Academic dishonesty today; unethical practices tomorrow? *Journal of Professional Nursing, 29,* 402-6.

ANA Position on Incivility, Bullying, and Workplace Violence
Statement of ANA Position

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

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

Responsible Conduct of Research
All graduate students are responsible for completing the Responsible Conduct of Research course at WVU within 30 days of matriculation into graduate coursework (see Appendix 6 for directions). Students will receive a letter with instructions from the Program Director related to recording their completion of the course, and other pre-program requirements.

Appeals

General Information about the Student Appeals Process
The primary purpose of the appeal procedure is to allow review of a penalty or sanction in cases in which a student believes that due process was not followed or that the penalty or sanction was imposed unfairly or inconsistently with regard to course requirements and policies or with program and university standards and regulations. Students have the right to appeal a final grade, charge of academic

dishonesty, or academic penalty that they believe reflects a capricious, arbitrary, or prejudiced academic evaluation or reflects discrimination based on race, gender, age, handicap, veteran status, religion or creed, sexual orientation, color, or national origin. Additional grounds for appeal may include: unreasonable severity of the penalty, demonstrable prejudice in the decision-making process, a belief that the evidence does not support the finding of responsibility (in the case of academic dishonesty) or the choice of penalty, or additional evidence or new information that was not considered in determining the penalty.

If a student does not appeal an academic penalty or fails to follow the appeal procedures described below, the academic penalty will be upheld. The complete policy and general procedures concerning academic standards and appeals is available in both the Undergraduate Catalog and Graduate/Professional Catalog.

Student Appeals Procedure

Provided below are separate descriptions of the procedures for appeals of a final grade, appeals involving a charge of academic dishonesty, and appeals of other academic penalties (such as program suspension or dismissal).

Appeal of a Final Grade
For the School of Nursing, the Level 1 appeal should be submitted thorough WVU email to the associate dean of academics, and Level 2 appeals are submitted to the dean. Please refer to the WVU Policy for Appealing a Final Grade for more information.

Appeal of an Academic Penalty (Other Than a Final Grade and Not Based on Academic Dishonesty) *(includes appeal of admission decisions)*
Students may also appeal academic penalties other than a final grade, such as program dismissals, probation, or progression policy penalties. This type of appeal is not used for academic dishonesty cases. Please refer to the WVU Policy for Appeal of an Academic Penalty for additional information.

In the School of Nursing, the Academic and Professional Standards Committee presides over the first level of this type of appeal. The letter of appeal should be submitted through WVU email to the associate dean of academics, who will forward the appeal to the committee chairperson. Level 2 appeals of this type are submitted through WVU email to the dean, and Level 3 appeals are submitted through WVU email to the appropriate associate provost.

Appeal of a Charge and/or Penalty Based on Academic Dishonesty
There is one appeal level for academic dishonesty cases. If the case is reviewed through the course-level process, the student will submit the appeal through WVU email to the School of Nursing dean. If the case is managed by the Office of Academic Integrity through the university-level academic dishonesty conduct process, appeals should be submitted to the Office of the Provost. Please refer to the WVU Policy on Appeal of a Charge of and/or Penalty Based on Academic Dishonesty for additional information.

Students should consult the complete WVU Policy on Student Academic Integrity, additional student resources, and SON academic integrity statement in the appropriate student handbook.

Precheck Documentation Policy

All West Virginia University School of Nursing (WVU SON) students must submit and verify approval of immunizations, immunity, compliance with clinical requirements, and other important documentation in order to safeguard students and protect patients in the clinical setting.

Students are required to purchase a Precheck account, and the student is responsible for maintaining the current information in the Precheck account, including items that must be maintained continuously or that expire as outlined below. Students are responsible for checking all relevant email accounts (required to use mix email account) to verify that the submission was approved. If there are any unresolved issues or extenuating circumstances, it is the student's responsibility to contact Precheck and/or the program director prior to the deadline. **Students must exhibit compliance prior to the beginning of each semester (Jan. 1 for spring, May 1 for summer, and Aug. 1 for fall). Students noncompliant on the first day of classes each semester will be dropped from nursing courses and will only have add/drop week to remedy documentation errors and re-register for the course.**

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

The following documents are required for admission and progression in the MSN/DNP or CRNA programs. Official documentation is from a physician, health clinic, etc., and parental written documentation of immunization records is not considered adequate.

- Signed student handbook signature page
- Proof of RN licensure and APRN certification (if a requirement of the program) (upon admission and annually prior to license expiration)
- Criminal background check (See Background Check Policy) (upon admission only)
- Completed Statement of Criminal Record Form (each semester)

- Current American Heart Association BLS CPR certification for adult, child, and infant (upon admission and before subsequent certification expiration)
- Current ACLS and PALS certification (CRNA only) (upon admission and before subsequent certification expiration)
- Urine drug screen (See Drug and Alcohol Screening Policy) (within one month prior to matriculation and annually)
- HIPAA training completion certificate (found in SOLE) (upon admission and annually)

- Official documentation of tetanus and pertussis immunization within the last 10 years
- Official documentation of varicella vaccine (2 doses)
  If there is only documentation of "history of disease", a varicella titer is required. If that titer is negative, documentation of 2 doses of varicella vaccine are required.
- Official documentation of initial immunization and booster for MMR (2 doses)
- Official documentation of a complete Hepatitis B series (3 doses) **and** positive Hep. B titer
  A negative Hepatitis B antibody titer indicates lack of immunity, and a repeat series is required, followed by a repeat titer. If after 2 full series of Hep B vaccines, the titer is still negative, the student will be considered a non-responder, and immunity will be presumed.
- Official documentation of the PPD within the past year or a current two-step PPD

If there is documentation of BCG vaccine or a previous positive PPD, then a serum Quantiferon Gold test will be accepted. (upon admission only)

- Official documentation of an influenza vaccine (annual, November 1 deadline)

Waivers

Any student who declines immunizations for religious or other reasons is required to sign a waiver. Even if a waiver is signed, lack of immunization/immunity to the above communicable diseases will likely prevent a student from participating in required clinical experiences, and, therefore, may prevent a student from being admitted to the nursing. The immunization waiver request form can be found in Appendix 7.

WVU School of Nursing Drug and Alcohol Screening Policy

The WVU SON 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 during a clinical experience may pose serious safety and health risks, not only to themselves, but to all those who work with them and to patients for whom they provide care. The unlawful possession, use, or sale of illegal drugs, prescription drugs, over the counter drugs, and/or alcohol in the clinical agency, poses an unacceptable risk for unsafe patient care. The WVU SON recognizes that chemical dependency is an illness that can be treated. Assistance for students who are dependent on a chemical substance is available through WVU and WV Restore.

Students who are prescribed any controlled substance that may impair their alertness or cognition while enrolled in a nursing course with a clinical component must notify their instructor as soon as possible.

1. Students are required to submit a urine drug screen during the month prior to matriculation and annually through Precheck (See the Precheck Documentation Policy). The SON reserves the right to request random drug screens, which would be conducted through the SON Office of Student Services.

2. Re-tests for positive drug screens are prohibited. New program applicants with a positive drug screen will be ineligible for admission to the program and will forfeit their admission "seat." Current nursing students with positive drug screens will be dismissed from the nursing program and referred to WV Restore. The applicant/student may submit documentation regarding prescriptions and healthcare professional recommendations for review.

3. Reasonable suspicion of substance use is considered when any student demonstrates unusual, unexplained behavior. Observable signs might include, but are not limited to:
   a. Slurred speech
   b. Odor of alcohol on breath or person
   c. Unsteady gait
   d. Disoriented or confused behavior
   e. Significant changes in work habits
   f. Observed behaviors indicative of hallucinations
   g. Unexplained accident or injury
   h. Sloppy, inappropriate clothing and/or appearance
   i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
   j. Excessive sick days, excessive tardiness when reporting for clinical or class
   k. Missed deadlines, careless mistakes, taking longer than customary to complete work
   l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
   m. Performance (unsafe practices, unsatisfactory work)
   n. Alertness (change in alertness, sleepy, confused)
   o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
   p. Eyes (bloodshot, dilated)

q. Other clinical observations consistent with impairment

4. Drug testing may be required for any student who demonstrates behaviors of reasonable suspicion (3a-q) or who demonstrates suspicion of substance use impairment and 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. This determination will be made on a case-by-case basis by the agency manager or administrator, the Dean of WVU SON, or the Dean's representative. Informed consent will be obtained prior to testing, and fees associated with testing will be the responsibility of the student.

5. Noncompliance with requests for drug and alcohol screening from a student who demonstrates suspicion of substance use impairment will be viewed as a violation of the WVU SON Drug and Alcohol Testing Policy. The student will be subject to dismissal from the nursing program.

6. The student who is suspected of substance use impairment may be escorted to the collection site with the appropriate faculty member, assigned preceptor, or approved WVU SON representative, who may remain at the collection site until the required specimens are obtained. Agency policy will be followed as required. When possible, the nurse/faculty member will obtain an instant-read sample onsite. If the instant results are positive, the sample will be sent to a certified lab for further analysis. The student is responsible for any incurred expenses.

7. Following an incident that requires drug or alcohol testing, the student will be sent home by cab (at student's expense) or responsible individual. Under no circumstances will the student be allowed to drive home or return to class/clinical. Arrangements will be made so that the student will be at home after the incident with another individual.

8. The student who is suspected of substance use impairment will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel of committees designated by the WVU SON.

9. The student's confidentiality will be strictly maintained. The test results will be communicated only to the student, the physician reviewing the results with the student, the program director, The Associate Dean of Academics, The Assistant Dean for Student Affairs, and the Dean. Records will be maintained in a separate file by the WVU SON in a secured area. Requests for information will require a court order or may be released by the student's signed written consent and liability waiver.

Any violation of this policy by a student will result in disciplinary action and will include dismissal from the nursing program, pending a disciplinary hearing.

Under the University's Code of Conduct and the laws of WV, bystanders and those affected by drug or alcohol overdose may be safe from prosecution and may not face charges under the campus Student Code of Conduct if they seek medical assistance in an emergency.
https://studentconduct.wvu.edu/campus-student-code

Background Checks

Students are required by the clinical agencies to undergo a criminal background check prior to clinical experiences. Felony convictions, some serious misdemeanors, and positive drug screens may preclude participation in clinical rotations. This could, in turn, prevent the completion of clinical course requirements and completion of the nursing program. It could also result in admission ineligibility or program dismissal.

In addition, the State of West Virginia Board of Examiners for Registered Professional Nurses requires that applicants for licensure undergo a criminal background check and answer the following question: *Have you EVER been convicted of* a *felony or* a *misdemeanor or pied nolo contendere to any crime, had record expunged*

or been pardoned? An application that indicates a criminal history is considered a non-routine application and must be reviewed by the WVBOERPN staff and possibly referred to the Board's Disciplinary Review Committee.

Procedure for Criminal Background Checks

1. Students will have a criminal background check at admission (before beginning clinical courses) documented through PreCheck (See PreCheck Documentation Policy).

2. If the background check indicates a criminal history, the clinical agency will be notified and will determine whether or not to allow the student to participate in clinical experiences at that agency.

3. If the student is unable to participate in clinical experiences, the student will not be able to complete clinical course requirements, and, therefore, will not be able to meet requirements to complete the nursing program.

4. Students will be required to complete a Statement of Criminal Record form each semester they are enrolled in nursing courses to indicate any changes that have occurred related to the criminal record (Appendix 9). The Statement of Criminal Record form can be found in the student's Precheck account and is to be downloaded for completion and uploaded to the PreCheck account. In addition, students may be required to repeat the criminal background check for cause.

5. Students who are charged with or convicted of a crime may be subject to dismissal, suspension, or lesser disciplinary sanctions.

6. **Students who experience a "Citation" or "Arrest" while enrolled in the nursing program must notify the SON Office of Student Affairs within 24 hours of the citation or arrest.**

HIPAA Requirements

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

Student Health Insurance and Responsibility for Medical Expenses

Students must have health insurance while they are enrolled in the WVU SON. Health insurance is available through the Student Health for students who are enrolled in 6 or more credits. Students who have private health insurance can apply for a waiver of insurance coverage through WVU. The waiver application to show proof of insurance and opt-out of the WVU sponsored health insurance plan is available at http://studentinsurance.wvu.edu/.

Social Media Policy

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. Failure to maintain these responsibilities may result in dismissal from the program and infringements may be reportable to the State Board of Nursing, and may result in disciplinary action from the WVU SON.

Remember that all content contributed on all platforms becomes immediately searchable and can be

immediately shared. This content immediately leaves the contributing individual's control forever and may be traced back to the individual after long periods of time.

Students enrolled in the WVU SON are required to follow the guidelines of the University, HSC, and the National Council of State Boards of Nursing (NCSBN) regarding social media and online social networking throughout their entire program of study until graduating or leaving the program and must:

1. Be cognizant of the potential impact of each post made, with the understanding that patients, classmates, instructors, employers, and other personal or professional contacts may view an individual's online activity as a reflection of the individual's career as well as the nursing profession in general.
2. Stay informed about the privacy settings of the social media sites they utilize, as privacy settings often change.
3. Utilize social networking sites by actively maintaining an awareness of how their professionalism may be affected by friends' and peers' usage of the same sites.
4. If elected/appointed to an office within the student government or School of Nursing students should restrict their personal activity to family and friends, and maintain a second option for their "public face" for colleagues, classmates and peers while in office. This is also recommended for graduate nurses who want to maintain a separation of their personal lives from their professional lives.
5. Not share, post, or otherwise disseminate any information, that can identify a patient, or in any way violate a patient's rights or privacy. Limiting access through privacy setting is not sufficient to ensure privacy of patients.
6. Never refer to anyone in a disparaging manner, even if the person cannot be identified with the information stated.
7. Never make threatening, harassing, sexually explicit, or derogatory statements regarding any person's race, ethnicity, gender, age, citizenship, national origin, sexual orientation, disability, religious beliefs, political views, or educational choices.
8. Never make disparaging remarks about any college, university, or school of nursing, including the students, faculty members and staff within the WVU School of Nursing or University in general.
9. Not post content or otherwise speak on behalf of any college, university, school of nursing, or other student nurses association unless authorized to do so.
10. Remember that standards of professionalism are the same online as in any other circumstance.
11. Not share or post information or photos gained through the nurse-patient relationship.
12. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
13. Never take, or post from others, any photos or videos of patients on personal devices, including cell phones.
14. Promptly report a breach of confidentiality or privacy to faculty as soon as discovered.

WVU Social Media Guidelines
https://universityrelations.wvu.edu/digital-services/policies-and-guidelines/social-media-guidelines

HSC ITS Social Networking Sites, Blogs, & Instant Messaging Policy
https://www.hsc.wvu.edu/hub/morgantown-campus/social-media-accounts/social-media-guidelines/

NCSBN
https://www.ncsbn.org/NCSBN_SocialMedia.pdf
https://www.ncsbn.org/347.htm

Student Participation in Online Courses
Students in online courses have the professional responsibility to devote their full attention to the class while it is in session, just as they would in a traditional classroom setting. Students may not attend an online class session while responsible for patient care in the workplace. If a student is permitted by an employer to participate in an online course during working hours, he or she must do so away from the clinical setting and only after being completely relieved of patient responsibilities. Students will not be permitted to make up course work or testing that is missed if called back to the workplace.

Technical Standards

Students admitted to the WVU SON are expected to be able to complete curriculum requirements which include physical, cognitive and behavioral skills that are essential to the functions of the advanced practice professional nurse. Any candidate who thinks he/she does not possess one or more of the following skills should seek assistance from an academic counselor or faculty advisor and the WVU Office of Disability Services concerning any flexibility in program requirements, and possible accommodation through technical aids and assistance.

Candidates in the graduate program must have somatic sensation and the functional use of the senses of vision and hearing. Candidates' assessment skills will be lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities listed in the sections that follow.

Candidates for the DNP degree must have abilities and skills of five varieties including observation; communication; motor; conceptual, including integrative and quantitative; and behavioral and social. Technological compensation can be made for some disabilities in certain of these areas, but a candidate should be able to perform in a reasonably independent manner.

- **Observation:**
  The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a client accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

- **Communication:**
  A candidate should be able to speak, to hear, and to observe clients in order to elicit information, describe changes in mode, activity and posture, and perceive non-verbal communications. A candidate must be able to communicate effectively and sensitively with clients. Communication includes not only speech, but reading and writing. The candidate needs to be able to communicate effectively and efficiently in oral and written form with clients, families, peers, and other members of the health care team.

- **Motor:**
  Candidates should have sufficient motor function to elicit information from clients by palpation, auscultation, percussion, and other assessment maneuvers. A candidate should be able to execute motor movements reasonably required to perform general care and emergency treatment of clients. Examples of emergency treatment reasonably required are cardiopulmonary resuscitation, the administration of certain medications, and the manipulation of life support devices. Such actions require coordination of both gross and fine muscular movements, equilibrium, functional use of the senses of touch and vision, and the ability to think critically.

- **Intellectual-Conceptual, Integrative and Quantitative Abilities:**
  These abilities include measurement, calculation, reasoning, analysis and synthesis. Critical thinking and problem solving skills demanded of nurses require all of these intellectual abilities.

- **Behavioral and Social Attributes:**
  A candidate must possess the emotional health required for full utilization of his/her prompt completion of all responsibilities attendant to the care of patients; and the development of mature, sensitive, and effective relationships with patients.

If any change occurs in the student's ability to perform these skills, <u>the program director and Associate Dean for Academics must be notified</u>. The student will be required to provide documentation from a health care provider noting any restrictions or necessary accommodations.

Technology Requirements for the MSN Program

The graduate programs at WVU make use of the latest in technological advances. You will need to have access to appropriate hardware, software, and systems to be successful. The following is a guide and recommendations for technology.

WVU Login
All students are assigned a WVUID number, username, and account. You must obtain your WVUID prior to claiming your account. If you previously attended WVU, your WVUID and username will be the same, but you will still need to reclaim your account if it has not recently been active. Please follow the steps below to find your WVUID and claim your username and account:

Find your WVU Login
1. Go to https://login.wvu.edu/self-service
2. Under Alternate WVUID Lookup, enter your date of birth, then select "Social Security Number" from the ID Type drop down box and enter your SS#.
3. Click Look Up.
4. Write down your WVUID number and memorize it! (Or at least keep it where you will be able to easily find it again.)

Claim Your Account
1. Go to https://login.wvu.edu and click the Claim Account button
2. Enter your name and date of birth
3. In the ID Type drop-down field, select WVUID and enter your 9-digit WVU ID number found on your admission letter
4. Answer the validation question
5. Read and accept the Annual Security Responsibility Statement
6. Choose if you would like to extend your password from 90 to 180 days and complete the instructions listed
7. Select three different security questions
8. Create a password
9. Write down and memorize your username and password. You will use this for all WVU logins unless otherwise instructed.

WVU Student Email System
All students in the University have access to email through the Mountaineer Information Express (MIX) system. You must use this email system for all graduate program coursework and any related communication. No other email addresses will be used by faculty or administrators to contact you or to notify you of course related or program related information. You can access MIX from any computer or mobile phone with internet access at portal.wvu.edu. You will need a user name and password.

You should access MIX as soon as possible. The WVU SoN and faculty will send you important information through this account, and request that you check your account daily. You will be

accountable for any information found in your MIX email. The MIX homepage has a great tutorial that you should complete before your classes begin. Use MIX to your best advantage during your program!

Distance Course Delivery

The courses you will take in the graduate program will be delivered via distance education technologies using the SOLE (Study, Observe, Learn, Engage) platform for course deliveries. Technologies used within SOLE include Collaborate and Panopto webcast.

SOLE (Study, Observe, Learn, Engage)

SOLE is the WVU Health Sciences Center's (HSC) portal for online education and information. It is a web-based tool for students to access courses and for instructors to build and maintain those courses. SOLE was developed by HSC Information Technology Services as an open-ended system for online course development and management with a single-login and user-friendly environment. Login to SOLE at https://sole.hsc.wvu.edu/ using your WVU Login username and password. You are expected to check your SOLE courses and mix e-mail on at least a daily basis. If you need assistance with SOLE, please go to the SOLE information page at https://its.hsc.wvu.edu/sole-support/

Panopto Webcast

Webcast technology is used for many of the asynchronous lectures that you will be watching in your home, place of employment (when off-duty), or local library. Webcast uses web-based streaming video and synchronized multimedia presentation. The West Virginia University School of Nursing has adopted webcast technology to deliver some core graduate nursing content.

Collaborate

Collaborate delivers synchronous real-time online classes. When you log into SOLE, on the home page of each course you will see links to the Collaborate sessions. You will be an active participant in the Collaborate sessions, discussing issues using your microphone or answering live poll questions. Because exchange of ideas is an important function of University education, you are required to be present for these real-time Collaborate sessions, unless otherwise instructed by faculty. Prior to your first live class in Collaborate, you need to be sure your computer meets the following requirements:

Audio Wizard

You must complete the Audio Wizard as soon as possible to be sure that your computer supports Collaborate. You should complete the wizard on every computer that you will use to access coursework. You may need to repeat the audio wizard each time you access Collaborate. You will need to have high speed internet access through a cable modem, DSL, or satellite.

Computer Specifications
- Microsoft Office (includes Word, Excel, Power Point, and Outlook) is required for all WVU SON coursework and may be obtained free at
  https://wvu.teamdynamix.com/TDClient/KB/ArticleDet?ID=6382
- Microphone and speakers; headsets are preferable.
- Webcam, if your PC or MAC is not video enabled.
- Supported browsers and operating system for SOLE and Collaborate are available at
  http://soleportal.com/documentation/general-help-info/help-center/supported-browsers/
- OIT has recommended computer specifications which may be located at
  https://wvu.teamdynamix.com/TDClient/KB/ArticleDet?ID=4230. Click on "Student Technology Guide".

High speed internet connectivity is essential. Please be advised that when you purchase your high speed internet access there is usually an additional cost for the fastest connectivity. The recommended minimum speed for online coursework is 10 mbps. Consult your internet service providers regarding your connection speed for your membership. Or, students may check his/her speed by an Internet Speed Test (search in Google). DSL and high-speed cable are not available in some rural areas and students must resort to high-speed satellite internet service. Dial-up connections do not work with online classroom technology. If dial-up is the only access available, looking for alternate sites to attend class where high speed connection is available, is recommended.

A wireless internet connection is not recommended. The platforms for live classes work best with a wired internet connection.

Computer skills
It is an expectation that students be familiar with operating and using electronic technology. The skills of word processing on Microsoft Word, database utilization, internet competence, and email use, including the use of attachments, are essential to course work in the graduate program. It is an expectation that you are proficient with these computer skills. We recommend you visit http://office.microsoft.com/en-us/support/training-FX101782702.aspx?redir=0 for online tutorials to help with Microsoft Office product use. If you need to update your general computer skills, you may want to obtain the following book: Joos, I., Nelson, R., and Smith, M., (2010) Introduction to Computers for Health Care Professionals 5th Edition. MA: Jones and Bartlett Learning.

General Program Information

WVU Student Identification Card
Students who wish to obtain a WVU Student Identification (ID) Card must have paid the special fees included in their tuition and fees invoice. To get the ID card, take a copy of the paid invoice to the Student ID Office in the Mountainair or to the Student Services Office in Charleston. The personnel there will validate the invoice and take a picture. The cards are usually ready in five to seven working days. Students must have a valid photo ID when picking up the card. For information on obtaining a photo ID call 304-293-2273. For a non-photo student ID email wvucard@mail.wvu.edu.

Maintenance of RN Licensure
All MSN students are required to maintain continuous RN licensure. If a student's RN license is renewed during the program, the student should provide documentation of this renewal to the advisor. If the student's RN license lapses or becomes encumbered due to a disciplinary action, the student will be dismissed from the program. In order to participate in clinical practicum courses, students must maintain an unencumbered RN license in the state in which he or she plans to engage in clinical practicum.

Tuition, Transportation, and Other Costs

Students pay tuition and fees shown in the WVU Graduate Catalog, plus special fees and deposits as required (https://revenueservices.wvu.edu/files/d/423d674d-2296-4703-911b-7ee984878f29/website-2019-2020-online-graduate.pdf). Fees are subject to change without notice. Students' expenses vary widely according to their individual course of study. Students are expected to provide their own

transportation, equipment, and instruments for the clinical courses. Some clinical experiences require the student to travel in a multi-county area. Students are responsible for providing their own transportation to all clinical experiences.

Specific immunizations are required. Criminal background checks are required. Students are responsible for fees (subject to change without notice) associated with acquiring and tracking immunizations and criminal background check (via PreCheck; approximately $90). Other costs students expect in the MSN program may include fees (subject to change without notice) associated with test proctoring (ProctorU; approximately $6/test), equipment necessary for online classrooms (eg. microphone, speaker, webcam, internet services; cost varies), physical exam equipment, approximately $180; the clinical log (Typhon Group; approximately $90), required course materials (such as textbooks), registration/clinical scheduling (eg. myClinicalExchange—if required by the clinical facility where a student is completing practicum hours; approximately $38), and fees associated with graduation (regalia).

Clinical Practicum

Precepted Clinical Practicum

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

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

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

Preceptor Role
1. The major roles of the preceptor are that of health care provider, role model, and clinical teacher.

2.   In order to fulfill this role, preceptors must:
   a. Have an understanding of students' learning needs.
   b. Have information regarding students' previous experiences and knowledge base.
   c. Have clarity regarding evaluation criteria.
3.   Preceptors participate actively in the evaluation process with faculty and students.

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

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

Clinical Log

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

Affiliation Agreements (Contracts) for Clinical Sites

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

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

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

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

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

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

Student Name:_____   Date: _____

MSN Program Name: _____

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

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

Return completed form to Student Services:
Attn: Jeffrey Wilson
Fax: 304-347-1346
West Virginia University School of Nursing – Charleston Division 3110
MacCorkle Avenue, SE, Room 2025
Charleston, WV 25304-1299
jfwilson@hsc.wvu.edu

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

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

Signature of Track Coordinator: _____Date: _____

Signature of Academic Dean or Program Director: _____Date:_____

Appendix 2: WVU SON Writing Rubric

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

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

Writing Rubric Definitions and Resources

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

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

Appendix 3: Application for Transfer of Graduate Credit to WVU

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

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

APPLICATION FOR TRANSFER OF GRADUATE CREDIT TO WEST VIRGINIA UNIVERSITY

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

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

Student Name: _____ WVUID#: _____

Name of Transfer Institution: _____

Address of Institution: _____

COURSE(S) TO BE TRANSFERRED

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

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

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

❑ Approved   ❑ Rejected

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

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

_____
(School/Department)

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

Office Use Only		
Date received _____ ; Initials _____	Entered in database ☐ ; Date _____	Uploaded to SOLE ☐ ; Date _____

Appendix 4: Contract to Remove Grade of Incomplete

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

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

Appendix 5: Graduation Checklist

_____ Discussed graduation with faculty advisor

_____ Registered for credit in the semester of graduation

_____ Submitted Application for Graduation and Diploma

_____ Submitted completed Alumni Data Request Sheet to Student & Alumni Services Office

_____ Final clinical practicum evaluations completed online if applicable

Appendix 6: Responsible Conduct of Research Graduate Student Guide

As a graduate student at West Virginia University, you are required to meet particular federal and University-wide standards regarding the responsible conduct of research (RCR). To meet these standards, you must complete an online RCR course offered by the Collaborative Institutional Training Initiative (CITI). You can take the course any time after receipt of your acceptance but it must be completed *within 30 days of the beginning of your initial semester*. Failure to do so may affect your status within the College and the University in general.

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

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

Appendix 7: Immunization Waiver

Immunization Waiver Form

STUDENT'S RELEASE UPON REFUSAL OF TREATMENT

For the reason stated below, I, _____ refuse treatment of receiving the immunization against _____

The reason for my refusal to consent to such procedure is:

_____

_____

I understand that it is the considered opinion of the qualified professionals that the possible/probable consequence of my refusal is:

    1. Risk of infection with

_____

_____

    2. Transmission of this contagious disease to other patients or colleagues.
    3. Probable inability to participate in required clinical activities which is a requirement for the nursing program.

Despite the chance that my health may be negatively affected, I request that my refusal be honored, and I hereby release the West Virginia University School of Nursing, *the* West Virginia University Health Services, *and* all health personnel *directly or indirectly involved in my case from all liability that might otherwise be asserted as a result of not providing the above described care.*

I attest that I am of full age _ _ _ (years) and am mentally competent to make such a determination.

STUDENT'S NAME:

STUDENT'S SOCIAL SECURITY NUMBER: _____

DATE: _____

WITNESS: _____

Appendix 8: Consent Form for Alcohol, Drug, and Substance Testing

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

AGREED TO:

_____Student_____Date

_____Witness_____Date

REFUSED:

_____Student_____Date

_____Witness_____Date

Reason for Refusal: _____

Copies of completed form to:

Student
Faculty/Preceptor
Agency
WVU SON Student Services

11/29/04

Appendix 9: Statement of Criminal Record

STATEMENT OF CRIMINAL RECORD

My signature verifies that:

(True or False)

_____ a) I have not been cited, arrested or convicted of any felony or misdemeanor in the past 12 months.

_____ b) I will notify the West Virginia University School of Nursing Student Services Department within 24 hours of any citations, arrests or convictions.

_____ c) I do not have knowledge of any citations, arrests or convictions of any fellow nursing students in the past 12 months.

_____ d) I will notify the West Virginia University School of Nursing Student Services Department within 24 hours if I have knowledge of any citations, arrests or convictions of any fellow nursing student.

If any of the above statements are answered False, you must explain below.

Student signature: _____ Date: _____

Appendix 10: MSN Program Handbook Signature Page

West Virginia University School of Nursing
MSN Program Handbook Signature Page

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

I have received and read the 2021-2022 WVU Master of Science in Nursing Program Handbook.

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

Print Name: _____

Signature: _____

Date: _____