

**Master of Science in Nursing
&
Postgraduate Nursing Certificate Programs
Handbook**

2025-2026



**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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Table of Contents

Welcome from the Dean	6
West Virginia University School of Nursing	6
WVU SON Mission, Vision, and Values	6
Accreditation	6
Program Contacts	7
Master of Science in Nursing (MSN) Programs	8
Family Nurse Practitioner (FNP) Track	9
MSN/MBA Dual Degree Track.....	10
Postgraduate Certificate Programs	11
Family Nurse Practitioner (FNP) Certificate Program	11
Nurse Executive Leadership (NEL) Certificate Program.....	12
Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate Program	12
Relevant Professional Standards and Guidelines	14
MSN FNP Program, Postgraduate FNP & PMHNP Certificate Programs	14
Program Outcomes	15
MSN FNP and Postgraduate FNP Certificate Programs	15
MSN/MBA Program	15
Postgraduate NEL Certificate Program	17
Postgraduate PMHNP Certificate Program	17
Alignment of Program Outcomes with the AACN Essentials, Domains, & Concepts and Relevant Professional Standards	18
MSN FNP and Postgraduate FNP Certificate Programs	18
Postgraduate Nurse Executive Leader Certificate Program	21
Postgraduate PMHNP Certificate Program	24
Program Outcome Measures	28
MSN FNP Program and Postgraduate FNP Certificate Program	28
Postgraduate PMHNP Certificate Program	28
Progression Plans & Course Descriptions.....	29
Progression Plans	29
MSN Programs	29
Postgraduate Certificate Programs.....	32
NEL certificate full-time.....	33
Four semesters: mix of didactic and clinical throughout progression	33
PMHNP Certificate Full-Time.....	34
Course Descriptions	35
Clinical Practicum.....	38

Clinical Practicum Hours	38
Clinical Practicum Role Expectations	38
Practicum Experience Expectations	39
Clinical Log	39
Affiliation Agreements (Contracts) for Clinical Sites	40
Clinical Placements	40
State Authorization Reciprocity Agreements (SARA) for Clinical Placements	40
General Program Information	41
Mandatory Fall Orientation	41
Maintenance of Nursing Licensure and Certifications	41
Technical/Functional Standards	41
Academic Expectations	43
Technology Requirements	43
WVU Login	44
WVU Student Email System	45
Distance Course Delivery	45
WVU Student Identification Card	47
Tuition, Transportation, and Other Costs	47
Student Resources	48
Academic Advising	48
Registering for Courses	48
Credit Loads	48
Financial Aid	48
Information Technology Services (ITS)	49
Graduate Peer Student Tutor	49
Graduate Student Policies and Procedures	51
Professional Standards Policy	51
Policy on Incivility, Bullying, and Workplace Violence	52
Academic Integrity Policy	52
Student Participation in Online Courses	53
HIPAA Training Requirement Policy	53
Auxiliary Admission Policies	53
Non-degree Seeking Admission	53
Provisional Admission-Graduate Students	53
Readmission Policy	54
Appeal and Formal Complaint Procedures	54
Appeal of a Final Grade	54

Appeal of an Academic Penalty	54
Appeal of a Charge and/or Penalty Based on Academic Dishonesty	55
Appeal of an Admission Decision	55
Formal Complaint Process	55
Health Information and Credential Documentation Policy (Admission)	56
Health Information and Credential Documentation Policy Compliance	57
Vaccine Exemption Policy	58
Background Check Policy	59
WVU School of Nursing Drug and Alcohol Screening Policy	59
Graduate Peer Student Tutor Policy and Procedure	61
Student Injury or Blood and Bodily Fluids Exposure Policy	62
Social Media Policy	62
Electronic Device Policy	63
Student Health Insurance and Responsibility for Medical Expenses Policy	63
Graduate Progression Policies	64
Academic Standards for Progression Policy	64
Health Information and Credential Documentation Policy (Progression)	65
Grading Scale Policy	66
Extra Credit and Bonus Point Policy	66
Incomplete Grade Policy	66
LOA Policy	66
Withdrawal Policy	67
References	68
Appendix 1: Application for Transfer of Graduate Credit to WVU	69
Appendix 2: Verification Form for Qualifying MSN Clinical Hours	70
Appendix 3: Gap Analysis for Postgraduate Certificate Students	71
Appendix 4: WVU SON Writing Rubric	72
Appendix 5: Responsible Conduct of Research Graduate Student Guide	76
Appendix 6: WVU Health Sciences Center Student Vaccine Religious Exemption Request Form	77
Appendix 7: Statement of Criminal Record	81
Appendix 8: Consent Form for Alcohol, Drug, and Substance Testing	82
Appendix 9: Contract to Remove Grade of Incomplete	83
Appendix 10: Leave of Absence (LOA) form	84
Appendix 11: MSN Program Handbook Signature Page	85

Handbook and Policy Changes Disclaimer

Revisions of existing policy may be made at any time to correct misspellings, or for simple clarification of wording or expression. Changes that are substantive will go through an approval process. The Handbook will be published online once a year, prior to the start of fall semester, incorporating any policies or language changed in the preceding 12 months.

Welcome from the Dean

At the West Virginia University School of Nursing, our faculty, staff, and students take to heart our mission as part of a land-grant university. Specifically, we aim to improve the health of West Virginians, as well as regional and global communities. We will achieve this mission through the delivery of excellent student-centered programs and evidence-based teaching, scholarship, and service. As a School of Nursing, we envision improving the quality of life across all populations. To do this, we will address the social determinants of health through nurse-led policy, education, research, service, and practice initiatives. Throughout our campus locations, on campus and online, we will remain guided by our values — Integrity, Excellence, Compassion, Respect, Engagement, and Inclusivity — in all that we do. Collectively, we are committed to addressing the unique needs of our students and the populations we serve. We aim to create an environment where individuality is encouraged, ethics are prioritized, and learning, discovery, and innovation can flourish.

Dean Hulsey

West Virginia University School of Nursing

The [West Virginia University School of Nursing \(WVU SON\)](#) offers innovative curricula for baccalaureate through doctoral nursing educational programs. Students are prepared at the WVU School of Nursing for the roles of skilled practitioner, educator, and researcher in a rich scholarly environment. These roles are aimed at facilitating learning, providing health services, and generating new knowledge to directly benefit the residents of West Virginia and advance the discipline of nursing.

WVU SON Mission, Vision, and Values

Mission

The mission of the WVU School of Nursing is to improve the health of West Virginians, as well as our regional and global communities, through the delivery of excellent student-centered programs and evidence-based teaching, scholarship, and service.

Vision

The WVU School of Nursing envisions improving the quality of life across all populations by addressing the social determinants of health through nurse-led policy, education, research, service, and practice initiatives.

Values

The WVU School of Nursing is an organization that values integrity, excellence, compassion, respect, engagement, and inclusivity. We commit to addressing the unique needs of the students and populations we serve and to creating an environment where individuality is encouraged, ethics are prioritized, and learning, discovery, and innovation can flourish.

Accreditation

The Baccalaureate Degree Program in Nursing, Master's Degree Program in Nursing, Post-master's APRN Certificate Programs, 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

Program Contacts

Dr. Kendra Barker, FNP Track Coordinator & DNP Program Director

kLbarker@hsc.wvu.edu

(304) 293-0938

PMHNP Director

Ms. Amy Ankrom MSN, APRN, PMHNP

Amy.ankrom1@hsc.wvu.edu

Dr. Becky Smeltzer, MSN/MBA & Nurse Executive Leadership Track Coordinator

Rebecca.smeltzer@hsc.wvu.edu

304 296-6513

Brandy Toothman, Graduate Academic Advisor

btoothman@hsc.wvu.edu

(304) 293-4298

Jeff Wilson, Graduate Academic Advisor

jfwilson@hsc.wvu.edu

(304) 3471398

Dr. Stacy W. Huber, Associate Dean of Curriculum and Graduate Programs

swhuber@hsc.wvu.edu

(304) 293 -6544

Master of Science in Nursing (MSN) Programs

Master of Science in Nursing (MSN) Program Description

The WVU SON offers baccalaureate-prepared nurses the opportunity to earn the Master of Science in Nursing (MSN) degree. The MSN programs at WVU SON offer a flexible, high-quality pathway for registered nurses ready to advance their careers. Designed for working professionals, the program blends academic rigor with practical relevance, promoting advanced clinical nursing practice with an emphasis on quality and safety. Individuals enrolled in the program will develop competence in interprofessional interactions, clinical leadership, and the application of healthcare informatics and technologies. This expert-level practice builds on prior education and clinical experience, empowering nurses to lead with confidence and compassion. Graduates of the MSN programs are equipped to advance the application of nursing knowledge and scholarship to improve health outcomes for diverse populations. Throughout the curriculum, students are guided in the process of self-development, with a strong emphasis on scholarly, clinical, and professional excellence.

Application for Admission and Admission Information:

Available on the SON website: <https://nursing.wvu.edu/students/graduate-programs/master-of-science-in-nursing/application-information/>. 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.

Transfer of Course Work

Students at the graduate and professional level may request to have graduate course credit earned from other institutions articulated to their record in accordance with the WVU Graduate Transfer Credit Policy (may be viewed at <https://registrar.wvu.edu/transfer/graduate-transfer-credit>). Graduate Programs Credit earned at other institutions of higher education can only be credited toward graduate degrees at WVU if the institution is accredited at the graduate level. The maximum transfer credit permitted is 12 semester hours with a grade of B- or better for Master's programs degree seeking students. Certificate seeking students, with approval from the certificate program, may transfer up to 6 of the required credits with a grade of B- or better for a graduate certificate from a different institution or applied from another previous or concurrent WVU degree or certificate. Individual course credits may be applied to no more than two degrees, majors, or certificates. Courses applied to a certificate must have been completed no more than 7 years prior to certificate conferral. Nursing courses that will be 7 years old or older at the time of projected graduation will not be accepted. Students may request an exemption from the 7-year time limit for core advanced practice pharmacology, pathophysiology, and assessment courses as long as the student has a current advanced practice certification and current work experience as an advanced practice nurse. Some professional certificates, including the FNP certificate, with approval from the associate provost for graduate academic affairs and graduate council, are permitted additional transfer or shared credits as described in their individual curriculum requirements. These programs may also exceed the typical credit limit for a graduate certificate as required by their accrediting body. The University's [time limit requirements](#) must also be met.

Transfer credits must be verified as follows:

- completion of a Transfer of Course Credit Form (See Appendix 1)
- an official transcript sent to the Registrar's office
- provision of catalog course descriptions and syllabi as published by that institution to the Track Coordinator to be reviewed and evaluated for equivalency

- if courses were taken but the program was not completed, a letter of good standing from the program in which previously enrolled is required.
- approval by the Track Coordinator and the Associate Dean of Curriculum

Students will work with the Academic Advisor to complete all transfer credit requests. The student and the Academic Advisor will be notified by email from the Registrar's office if transfer credits are approved.

The MSN programs at WVU currently offer full or part-time curriculum options in the following Tracks:

MSN Family Nurse Practitioner (FNP) Track
MSN/MBA Dual Degree Track

Courses are delivered through a robust online learning platform that supports a balanced approach to education and career development. Courses for all MSN tracks are offered via a variety of blended online modalities both in asynchronous and synchronous web-based formats. Students in the FNP track will have two brief mandatory on-campus experiences during their educational training. The blended format is designed to give students the opportunity to combine the convenience of online coursework with real-time, individualized attention that meets a variety of learning styles. Dates of synchronous sessions are made available by faculty in charge of the course in advance so students can plan their schedules in order to attend.

Family Nurse Practitioner (FNP) Track

The FNP Track of the MSN program offers a comprehensive curriculum that integrates advanced clinical nursing knowledge, ethical, evidence-based practice, and competency in diagnosing, managing, and coordinating healthcare for diverse individuals across the lifespan. Applicants build upon their registered nursing background experience to develop the Advanced Practice Registered Nurse (APRN) role as an FNP. Didactic coursework is offered for advanced pathophysiology, advanced pharmacology, and advanced physical health assessment, along with population-specific family practice content. Clinical practicum experiences provide opportunities to apply diagnostic reasoning, develop treatment plans, and engage in health promotion and disease prevention. The program supports clinical competencies, interprofessional collaboration, ethical decision-making, reflective practice, and professional growth in preparation for national certification.

FNP Track graduates meet all requirements to take the Family Nurse Practitioner national certification examination, from either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Board (AANPCB). Graduates are prepared to deliver entry-level advanced practice clinical nursing care to individuals and families across the life span and perform all activities encompassed in the Advanced Practice Registered Nurse (APRN) FNP scope of practice. The 47-credit-hour program can be completed in 5 semesters of full-time study, including summer sessions. See Progression Plan and Course Descriptions for more details.

National certification requires a minimum 500 clock hours of direct patient care in the FNP advanced role and population. If a student has accrued appropriate hours prior to admission from a prior graduate program and wishes to have any previously supervised hours considered for transfer, verification of previously accrued hours must be confirmed by completion of the Verification form by the former program director (see Appendix 2). Any hours accrued prior to admission must have been academically supervised and completed in an appropriate setting.

MSN/MBA Dual Degree Track

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. Throughout the curriculum, students are guided in the process of self-development aimed at pursuing excellence in scholarly and professional endeavors.

The combined MSN/MBA curriculum meets the Essentials of Master's Education in Nursing (2011), the American Organization of Nurse Executive Competencies, and the expectations of the Association to Advance Collegiate Schools of Business. The 52-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.

Due to the nature of the dual degree program, it is important that students understand the requirement of meeting the expectations of both programs. It is the expectation that students 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 faculty advisor, Dr. Rebecca Smeltzer with any questions.

Postgraduate Certificate Programs

The postgraduate certificate programs at WVU offer master's-prepared nurses the opportunity to earn a postgraduate (i.e., a post-master's certificate). Current postgraduate programs include:

Family Nurse Practitioner (FNP)
Nurse Executive Leadership (NEL)
Post-APRN Psychiatric Mental Health Nurse Practitioner (PMHNP)

Courses for all postgraduate programs are offered via a mix of blended online modalities both in asynchronous and synchronous web-based modalities. The blended format is designed to give students the opportunity to combine the convenience of online coursework with real-time, individualized attention that meets a variety of learning styles. Dates of synchronous sessions are made available by faculty in charge of the course in advance so students can plan their schedules in order to attend.

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.

Family Nurse Practitioner (FNP) Certificate Program

The FNP Certificate 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 Credentialing Board (AANPCB). This is a 32 credit hour program, consisting of eight didactic and two clinical practicum courses. Students will have two brief mandatory on-campus experiences during their educational training as noted on the WVU SON website. The clinical courses afford the student the opportunity to complete the minimal program requirements for 570 hours of supervised clinical practice.

As part of the FNP certificate program, students must complete or provide evidence of completion of stand-alone graduate level courses in [APRN Core Courses](#) of Advanced Pathophysiology, Advanced Pharmacotherapeutics, and Advanced Physical Assessment (3Ps). If students have previously completed coursework in these areas and wish to apply to transfer credit, the Track Coordinator will review *primary source documents* (i.e. transcript as well as syllabi and course descriptions from the time of student completion) in order to complete a the Transfer Credit Process per the WVU Graduate Transfer Credit Policy (may be viewed at <https://registrar.wvu.edu/transfer/graduate-transfer-credit>), see Appendix 1 for form to be completed by student. Track Coordinator will confirm there is evidence of completion three separate comprehensive graduate-level courses in APRN Core Courses (3Ps) as part of a **Gap Analysis required for all program entrants** (see Appendix 3). This is necessary to ensure that the 3P requirements for the national certification examinations for FNP are met as offered by the [American Nurses Credentialing Center \(ANCC\)](#) or [American Academy of Nurse Practitioners Credentialing Board \(AANPCB\)](#). Certification exam 3P requirements may be reviewed at their respective websites. In general, successful completion of the of the 3 P's is required that include the following criteria: 1) Advanced physiology/pathophysiology, including general principles that apply across the lifespan; lifespan is defined as prenatal through old age and death. 2) Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts, and approaches. 3) Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics and pharmacotherapeutics of all broad categories of agents.

National certification requires a minimum 500 clock hours of direct patient care in the FNP advanced role and population. If a student has accrued appropriate hours prior to admission from a prior graduate program and wishes to have any previously supervised hours considered for transfer, verification of previously accrued hours must be confirmed by completion of the Verification form by the former program director (see Appendix 2). Any hours accrued prior to admission must have been academically supervised and completed in an appropriate setting.

Nurse Executive Leadership (NEL) Certificate Program

The Nurse Executive Leadership (NEL) Certificate Program 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. Applicants must have two years of practice experience at the RN level or higher.

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. 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.

Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate Program

The post-APRN certification program in psychiatric mental health nursing is available for currently licensed and certified advanced practice nurses. Students must provide evidence of national certification and licensure as an APRN. 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.

For program admission, students must provide evidence of completion of stand-alone graduate level courses in [APRN Core Courses](#) of Advanced Pathophysiology, Advanced Pharmacotherapeutics, and Advanced Physical Assessment (3Ps). As part of the admission process, the Track Coordinator will review *primary source documents* (i.e., transcript as well as syllabi and course descriptions from the time of student completion) in order to complete a Gap Analysis Form (Appendix 3) to ensure there is evidence of completion three separate comprehensive graduate-level courses in APRN Core Courses (3Ps). This is necessary to ensure that the 3P requirements for the national certification examinations for PMHNP are met as offered by the [American Nurses Credentialing Center \(ANCC\)](#) or [American Academy of Nurse Practitioners Credentialing Board \(AANPCB\)](#). Certification exam 3P requirements may be reviewed at their respective websites. In general, successful completion of the of the 3 P's is required that include the following criteria: 1) Advanced physiology/pathophysiology, including general principles that

apply across the lifespan; lifespan is defined as prenatal through old age and death. 2) Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts, and approaches. 3) Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics and pharmacotherapeutics of all broad categories of agents.

This is a 21-23 credit hour program, consisting of five didactic and one variable credit clinical course. 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 2) 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. Students who graduate from this program may sit for either the national certification examination offered by the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners Credentialing Board (AANPCB).

Relevant Professional Standards and Guidelines

MSN FNP Program, Postgraduate FNP & PMHNP Certificate Programs

- [American Association of Colleges of Nursing \(AACN\) Level 2 Essentials, Domains, Competencies & Subcompetencies \(2021\)](#)
- [American Nurses Association \(ANA\) Code of Ethics \(2025\)](#)
- [Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education \(2008\)](#)
- [International Nursing Association for Clinical Simulation and Learning INACSL Healthcare Simulation Standards of Best Practice ®](#)
- [National Organization of Nurse Practitioner Faculty \(NONPF\) Nurse Practitioner Core Competencies \(2022\)](#)
- [National Task Force \(NTF\) Standards \(2022\)](#), or components thereof, ***excluding***:
 - Criterion I.E
 - Criterion I.I
 - Criterion I.J
 - Criterion III F
 - Criterion III H
 - Criterion III J
 - Criterion III M
 - Criterion III N exclude this sentence:
 - At a minimum, a total of 750 direct patient care clinical hours as defined in Criterion III. H. are to be included in the past APRN graduate education program and postgraduate certificate program specifically to meet the same end-of-program outcomes for the new NP role and/or new population
 - Criterion IV C

Program Outcomes

MSN FNP and Postgraduate FNP Certificate Programs

Graduates of the MSN FNP and Postgraduate FNP certificate program will be able to:

- Integrate theories and evidence-based on the art and science of nursing knowledge as well as other disciplines to make clinical decisions in the delivery of advanced practice nursing care.
- Formulate and communicate individualized compassionate, ethical, evidenced-based plans of care, considering the SDOH for individuals.
- Collaborate with interprofessional teams and other stakeholders to formulate initiatives, influence health policies, and improve advanced practice nursing health care delivery and health outcomes for individuals and populations.
- Disseminate evidence-based recommendations to improve advanced practice nursing health care delivery and patient outcomes for diverse patients.
- Evaluate advanced nursing practice healthcare delivery for the purpose of quality improvement, improved patient outcomes, reduction of risks to patients and providers, and reduced fragmentation of care.
- Coordinate healthcare system resources to provide safe, quality, inclusive, equitable advanced practice nursing care.
- Utilize technologies to provide evidence-based advanced practice nursing care, gather data to drive clinical decision making, and deliver healthcare services in accordance with ethical and professional standards.
- Model behaviors that reflect nursing values, accountability, collaborative leadership, and ethical principles in advanced nursing practice.
- Participate in activities and self-reflection that foster compassionate self-care, resilience, well-being, lifelong learning, and leadership development as an advanced practice nurse.

MSN/MBA Program

Number	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: <ol style="list-style-type: none"> a. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. b. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations. c. 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: <ol style="list-style-type: none"> 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 the care of individuals and groups while working in interprofessional collaborative relationships. <ol style="list-style-type: none"> 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. 	III. 1-8 VII.4, VII.6 III.3, III.4 IX.1-IX.2 VII.1 IX.3

4	<p>Articulate viewpoints and positions in order to improve the quality of health care delivery and outcomes of successful care.</p> <ul style="list-style-type: none"> 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. b. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes. c. 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	<p>Consult and collaborate in interdisciplinary and interagency endeavors to advance culturally sensitive health care to clients, families, groups, and communities:</p> <ul style="list-style-type: none"> 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	<p>Integrate prior and current learning as a basis for growth and accountability in enacting the role of nurse leader:</p> <ul style="list-style-type: none"> 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	<p>Assume a leadership role in advocacy, ethical issues, and health care policy development:</p> <ul style="list-style-type: none"> 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	<p>Integrate all the functional areas of business into management decisions in a global environment.</p> <ul style="list-style-type: none"> 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	<p>Identify problems, collect appropriate data and analyze the data to make informed management decisions.</p> <ul style="list-style-type: none"> 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	<p>Make management decisions in an ethically sensitive and socially responsible manner.</p> <ul style="list-style-type: none"> 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	<p>Be effective team members in a virtual environment.</p> <ul style="list-style-type: none"> a. Demonstrate the ability to work together in a supportive and effective manner. 	VII.1-6
12	<p>Be an effective leader who influences people towards the attainment of organizational goals.</p> <ul style="list-style-type: none"> 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. 	II, 1, II.2 VII.4 VII.2

	c. Evaluate, in a case setting, the processes through which goals are set and accomplished in organizations.	
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Postgraduate NEL Certificate Program

Graduates of the NEL certificate program will be able to:

- Design innovative changes in the structure, delivery, and evaluation of healthcare for diverse Individuals, families and communities by applying scholarly inquiry, clinical judgement, financial analysis, and leadership theories from nursing and other disciplines.
- Evaluate leadership strategies in the delivery of clinical prevention and health promotion interventions and/or services to that are inclusive, equitable, ethical, compassionate and encompass the SDOH to individuals, families, communities, and aggregates/clinical populations.
- Critique health policy and leadership initiatives from communities, public health, industry, academia, health care, and local government entities to improve population health outcomes.
- Develop evidenced-based leadership strategies to reduce risks and improve health outcomes in accordance with best practice and professional and regulatory standards by evaluating outcome data using current communication technologies, information systems, and statistical principles.
- Collaborate with interprofessional teams to support the acquisition of new knowledge, nursing expertise, and leadership talents.
- Utilize complexity science and systems theory in the design, delivery, and evaluation of system-wide strategies that improve cost- effectiveness considering organizational leadership, and workforce needs.
- Model accountability, leadership qualities, compassion, ethical practice and values of the Nurse Leader
- Participate in activities and self-reflection that foster personal health, resilience, well-being, and promote professional growth, lifelong learning and development in the role of the Nurse Leader.

Postgraduate PMHNP Certificate Program

Graduates of the Postgraduate PMHNP certificate program will be able to:

- Integrate theories and evidence based on the art and science of nursing knowledge as well as other disciplines to make clinical decisions in the delivery of advanced psychiatric nursing care to patients across the lifespan.
- Formulate and communicate ethical and compassionate evidence-based individualized plans of care that promote a holistic well-being, resiliency, and mental health recovery, and provide treatments for psychiatric disorders that meet the needs of the individual, family, and community while acknowledging the importance of inclusivity, equity, and the SDOH.
- Collaborate with interprofessional teams and other stakeholders to formulate quality ideas or initiatives informed by policy and guidelines that advance safe patient care, improve patient outcomes, promote equity, and reduce risks to individuals, families, providers, and communities.
- Disseminate recommendations from clinical practice guidelines, evidence-based interventions, and knowledge from nursing and other sciences to improve psychiatric mental healthcare delivery and patient outcomes for diverse patients across the lifespan.
- Coordinate resources to provide safe, quality psychiatric and behavioral health care.
- Utilize information and technologies to provide psychiatric mental health care, gather data to drive clinical decision making, and support advanced-practice professionals in managing and improving the delivery of safe, high-quality, transparent healthcare services in accordance with best practice and professional regulatory standards
- Model behaviors that reflect accountability, leadership qualities, a collaborative nature, ethical practice standards, and the values of the advanced practice psychiatric mental health nurse.
- Participate in activities and self-reflection that foster compassionate self-care, resilience, well-being, lifelong learning, and leadership development as advanced practice psychiatric mental health nurse.

Alignment of Program Outcomes with the AACN Essentials, Domains, & Concepts and Relevant Professional Standards

MSN FNP and Postgraduate FNP Certificate Programs

MSN FNP & Postgraduate FNP Certificate Program Outcomes	2021 Essential	AACN Concept	NONPF Core Competency
Integrate theories and evidence-based on the art and science of nursing knowledge as well as other disciplines to make clinical decisions in the delivery of advanced practice nursing care.	Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 1: Knowledge of Practice The nurse practitioner integrates, translates, and applies established and evolving scientific knowledge from diverse sources as the basis for ethical clinical judgement, innovation, and diagnostic reasoning
Formulate and communicate individualized compassionate, ethical, evidenced-based plans of care, considering the SDOH for individuals.	Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 2: Person-Centered Care The nurse practitioner uses evidence-based and best practices to design, manage, and evaluate comprehensive person-centered care that is within the regulatory and educational scope of practice. Fundamental to person-centered care is respect for diversity, differences, preferences, values, needs, resources and determinates of health unique to the individual.
Collaborate with interprofessional teams and other stakeholders to	Domain 3: Population Health Descriptor: AND 6 Population health spans	Clinical Judgment Communication	NP Domain 3: Population Health

formulate initiatives, influence health policies, and improve advanced practice nursing health care delivery and health outcomes for individuals and populations.	<p>the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.</p> <p>Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes</p>	Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	The nurse practitioner partners, across the care continuum, with public health, healthcare systems, community, academic community, governmental, and other entities to integrate foundational NP knowledge into culturally competent practices to increase health promotion and disease prevention strategies in effect the care of populations.
Disseminate evidence-based recommendations to improve advanced practice nursing health care delivery and patient outcomes for diverse patients.	Domain 4: Scholarship for Nursing Discipline Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 4: Practice Scholarship and Translational Science The nurse practitioner generates, appraises, synthesizes, translates, integrates, and disseminates knowledge to improve person-centered health and systems of care.
Evaluate advanced nursing practice healthcare delivery for the purpose of quality improvement, improved patient outcomes, reduction of risks to patients and providers, and reduced fragmentation of care.	Domain 5: Quality and Safety Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 5: Quality and Safety The nurse practitioner utilizes knowledge and principles of translational and improvement science methodologies to improve quality and safety for providers, patients, populations, and systems of care.

	effectiveness and individual performance		
Collaborate with interprofessional teams and other stakeholders to formulate initiatives, influence health policies, and improve advanced practice nursing health care delivery and health outcomes for individuals and populations.	Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 6: Interprofessional Collaboration in Practice The nurse practitioner collaborates with the interprofessional team to provide care through meaningful communication and active participation in person-centered and population-centered care
Coordinate healthcare system resources to provide safe, quality, inclusive, equitable advanced practice nursing care.	Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 7: Health Systems The nurse practitioner demonstrates organizational and systems leadership to improve healthcare outcome
Utilize technologies to provide evidence-based advanced practice nursing care, gather data to drive clinical decision making, and deliver healthcare services in accordance with ethical and professional standards	Domain 8: Informatics and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 8: Technology and Information Literacy The nurse practitioner envisions, appraises, and utilizes informatics and healthcare technologies to deliver care

Model behaviors that reflect nursing values, accountability, collaborative leadership, and ethical principles in advanced nursing practice	Domain 9: Professionalism Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 9: Professional Acumen The nurse practitioner demonstrates the attributes and perspectives of the nursing profession and adherence to ethical principles while functioning as a committed equal partner of the interprofessional health care team.
Participate in activities and self-reflection that foster compassionate self-care, resilience, well-being, lifelong learning and leadership development as an advanced practice nurse.	Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 10: Personal and Professional Leadership The nurse practitioner participates in professional and personal growth activities to develop a sustainable progression toward professional and interpersonal maturity, improved resilience, and robust leadership capacity

Postgraduate Nurse Executive Leader Certificate Program

NEL Program Outcomes	2021 Essential	AACN Core Competency	AONL Competency
Design innovative changes in the structure, delivery, and evaluation of healthcare for diverse Individuals, families and communities by applying scholarly inquiry, clinical judgement, financial analysis, and leadership theories from nursing and other disciplines.	Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	
Evaluate leadership strategies in the delivery of clinical prevention and health promotion interventions and/or	Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion	

services to that are inclusive, equitable, ethical, compassionate and encompass the SDOH to individuals, families, communities, and aggregates/clinical populations	complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.	Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	
Critique health policy and leadership initiatives from communities, public health, industry, academia, health care, and local government entities to improve population health outcomes	Domain 3: Population Health Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	
Develop evidenced-based leadership strategies to reduce risks and improve health outcomes in accordance with best practice and professional and regulatory standards by evaluating outcome data using current communication technologies, information systems, and statistical principles.	Domain 4: Scholarship for Nursing Discipline Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care. Domain 5: Quality and Safety Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice,	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	Knowledge of Health Care Environment- Evidence Based Practice Environment-Patient Safety and Quality

	<p>enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.</p> <p>Domain 8: Informatics and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards</p>		
Collaborate with interprofessional teams to support the acquisition of new knowledge, nursing expertise, and leadership talents.	<p>Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes</p>	<p>Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health</p>	Business skills and principles
Utilize complexity science and systems theory in the design, delivery, and evaluation of system-wide strategies that improve cost- effectiveness considering organizational leadership, and workforce needs.	<p>Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations</p>	<p>Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health</p>	<p>Communication and relationship management Knowledge of Health Care Environment- Nursing Practice and Application; Economics and policy; Regulation</p>

Model accountability, leadership qualities, compassion, ethical practice and values of the Nurse Leader	Domain 9: Professionalism Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	Professionalism (all) Leadership Leader within
Participate in activities and self-reflection that foster personal health, resilience, well-being, and promote professional growth, lifelong learning and development in the role of the Nurse Leader.	Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	

Postgraduate PMHNP Certificate Program

PMHNP Certificate Program Outcomes	2021 Essential	AACN Concept	NONPF Core Competency
Integrate theories and evidence based on the art and science of nursing knowledge as well as other disciplines to make clinical decisions in the delivery of advanced psychiatric nursing care to patients across the lifespan.	Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 1: Knowledge of Practice The nurse practitioner integrates, translates, and applies established and evolving scientific knowledge from diverse sources as the basis for ethical clinical judgement, innovation, and diagnostic reasoning.
Formulate and communicate ethical and compassionate evidence-based individualized plans of care that promote a holistic well-being,	Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts,	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion	NP Domain 2: Person-Centered Care The nurse practitioner uses evidence-based and best practices to design, manage, and evaluate

resiliency, and mental health recovery, and provide treatments for psychiatric disorders that meet the needs of the individual, family, and community while acknowledging the importance of inclusivity, equity, and the SDOH.	including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.	Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	comprehensive person-centered care that is within the regulatory and educational scope of practice. Fundamental to person-centered care is respect for diversity, differences, preferences, values, needs, resources and determinates of health unique to the individual.
Collaborate with interprofessional teams and other stakeholders to formulate quality ideas or initiatives informed by policy and guidelines that advance safe patient care, improve patient outcomes, promote equity, and reduce risks to individuals, families, providers, and communities.	<p>Domain 3: Population Health Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.</p> <p>Domain 5: Quality and Safety Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance</p> <p>Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration</p>	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	<p>NP Domain 3: Population Health The nurse practitioner partners, across the care continuum, with public health, healthcare systems, community, academic community, governmental, and other entities to integrate foundational NP knowledge into culturally competent practices to increase health promotion and disease prevention strategies in effect the care of populations.</p> <p>NP Domain 5: Quality and Safety The nurse practitioner utilizes knowledge and principles of translational and improvement science methodologies to improve quality and safety for providers, patients, populations, and systems of care.</p> <p>NP Domain 6: Interprofessional Collaboration in Practice The nurse practitioner collaborates with the interprofessional team</p>

	across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes		to provide care through meaningful communication and active participation in person-centered and population-centered care
Disseminate recommendations from clinical practice guidelines, evidence-based interventions, and knowledge from nursing and other sciences to improve psychiatric mental healthcare delivery and patient outcomes for diverse patients across the lifespan.	Domain 4: Scholarship for Nursing Discipline Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 4: Practice Scholarship and Translational Science The nurse practitioner generates, appraises, synthesizes, translates, integrates, and disseminates knowledge to improve person-centered health and systems of care
Coordinate resources to provide safe, quality psychiatric and behavioral health care.	Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 7: Health Systems The nurse practitioner demonstrates organizational and systems leadership to improve healthcare outcome
Utilize information and technologies to provide psychiatric mental health care, gather data to drive clinical decision making, and support advanced-practice professionals in managing and improving the delivery of safe, high-quality, transparent healthcare services in accordance with best practice and professional regulatory standards	Domain 8: Informatics and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 8: Technology and Information Literacy The nurse practitioner envisions, appraises, and utilizes informatics and healthcare technologies to deliver care

	healthcare services in accordance with best practice and professional and regulatory standards		
Model behaviors that reflect accountability, leadership qualities, a collaborative nature, ethical practice standards, and the values of the advanced practice psychiatric mental health nurse.	Domain 9: Professionalism Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 9: Professional Acumen The nurse practitioner demonstrates the attributes and perspectives of the nursing profession and adherence to ethical principles while functioning as a committed equal partner of the interprofessional health care team
Participate in activities and self-reflection that foster compassionate self-care, resilience, well-being, lifelong learning, and leadership development as advanced practice psychiatric mental health nurse.	Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.	Clinical Judgment Communication Compassionate Care Diversity, Equity, and Inclusion Ethics Evidenced-Based Practice Health Policy Social Determinants of Health	NP Domain 10: Personal and Professional Leadership The nurse practitioner participates in professional and personal growth activities to develop a sustainable progression toward professional and interpersonal maturity, improved resilience, and robust leadership capacity

Program Outcome Measures

The WVU SON Program Outcome Measures are specific, measurable results that demonstrate the impact or benefit of the program. These measures track changes in individuals or systems resulting from the program's activities, with foci on knowledge, skills, behaviors, and conditions. These measures help assess the program's effectiveness, inform improvements, and demonstrate value.

MSN FNP Program and Postgraduate FNP Certificate Program

Program Outcome	Expected Level of Achievement
Postgraduate APRN students will pass ROSH Review Exams with an 80% or higher.	100% of students must achieve an 80% on each exam
Postgraduate APRN students will exceed minimal clinical hours for certification in their specialty area.	100% of students must exceed minimal clinical hours for certification in their specialty area.
All Postgraduate APRN students will pass their final practicum competency evaluation.	100% of students must pass their final practicum competency evaluation.

Postgraduate PMHNP Certificate Program

Program Outcome	Expected Level of Achievement
Postgraduate PMHNP students will pass ROSH Review Exams with an 80% or higher.	100% of students must achieve an 80% on each exam
Postgraduate PMHNP students will exceed minimal clinical hours for certification in their specialty area.	100% of students must exceed minimal clinical hours for certification in their specialty area.
All Postgraduate PMHNP students will pass their final practicum competency evaluation.	100% of students must pass their final practicum competency evaluation.

Progression Plans & Course Descriptions

Progression Plans

MSN Programs

MSN FNP Full-Time Progression

	Fall		Spring		Summer	
Year 1	NSG 622 Theoretical Foundations and Disciplined Reasoning for Advanced Nursing Practice	3	NSG 625 Statistics for Advanced Nursing Practice	3	NSG 626 Advanced Practice Nursing Health Promotion and Disease Prevention Across the Lifespan	3
	NSG 623 Foundations of the Nurse Practitioner Role and Interprofessional Practice	3	NSG 627 Evidence Based Practice Quality Improvement	3	NSG 712 Primary Care I	3
	NSG 706 Adv. Patho.	3	NSG 701 Adv. Pharmacology	3	NSG 715 NP Experiential Learning	1
	Total Credits	9	Total Credits	12	Total Credits	7
Year 2	NSG 709 Informatics & Healthcare Technologies	3	NSG 628 Leadership/ Policy/Ethics	3		
	NSG 714 Primary Care 2	3	NSG 721 FNP Primary Care Practicum 2	5		
	NSG 720 FNP Primary Care Practicum 1	5				
	Total Credits	11	Total Credits	8		
A minimum of 10 credits of Family Practicum (including Practicum 1 and 2) is required for graduation. This equates to a total of 600 hours of supervised clinical experience.					Total Program Credits	47

MSN FNP Part-Time Progression

	Fall		Spring		Summer	
Year 1	NSG 622 Theoretical Foundations and Disciplined Reasoning for Advanced Nursing Practice Reasoning	3	NSG 625 Statistics for Advanced Nursing Practice	3	NSG 626 Advanced Practice Nursing Health Promotion and Disease Prevention Across the Lifespan	3
	NSG 623 Foundations of the Nurse Practitioner Role and Interprofessional Practice	3	NSG 627 Evidence Based Practice Quality Improvement	3		
	Total Credits	6	Total Credits	6	Total Credits	3
Year 2	NSG 709 Informatics & Healthcare Technologies	3	NSG 701 Advanced Pharmacology	3	NSG 712 Primary Care I	3
	NSG 706 Advanced. Patho	3	NSG 705 Advanced Lifespan Health Assessment	3	NSG 715 NP Experiential Learning	1
	Total Credits	6	Total Credits	6	Total Credits	4
Year 3	NSG 714 Primary Care 2	3	NSG 628 Leadership/Policy/Ethics	3		
	NSG 720 FNP Primary Care Practicum 1	5	NSG 721 FNP Primary Care Practicum 2	5		
	Total Credits	8	Total Credits	8		
A minimum of 10 credits of Family Practicum (including Practicum 1 and 2) is required for graduation. This equates to a total of 600 hours of supervised clinical experience.					Total Program Credits	47

MSN/MBA Full-Time Progression-Fall Start

	Fall		Spring		Summer	
Year 1	NSG 622 Theoretical Foundations and Disciplined Reasoning for Advanced Nursing Practice	3	NSG 625 Statistics for Advanced Nursing Practice	3	NSG 626 Advanced Practice Nursing Health Promotion and Disease Prevention Across the Lifespan	3
		3	NSG 627 Evidence Based Practice Quality Improvement	3		
	BADM 612 Managerial and Team Skills (2nd 8 weeks)	2	BADM 641 Decision Analysis (1 st 8 weeks)	3	BADM 618 Macroeconomics and Managerial Economics (12 weeks)	3
	NSG 616 Role Seminar in Leadership				Total Credits	
	Total Credits	8	Total Credits	9		6
Year 2	BADM 652 Marketing Strategy (1 st 8 weeks)	3	NSG 628 Leadership/Policy/Ethics	3	BADM 622 Financial Statement Analysis (12 weeks)	3
		3	BADM 630 Corporate Leadership (2 nd 8 weeks)	3		
	BADM 644 Legal Environments and Ethics (2 nd 8 weeks)		NSG 611 Systems Based Decision Making	2		
			Total Credits	8	Total Credits	3
	Total Credits	6				
Year 3	NSG 617 Leadership Practicum I	3	BADM 650 Global Trade and Supply Chain (2 nd 8 weeks)	3		
		3	NSG 618 Leadership Practicum II	3		
	NSG 709 Informatics & Healthcare Technologies		Total Credits	6		
	Total Credits	6				

MSN = 28 credit hours

MBA = 24 credit hours

TOTAL= 52 credit hours

Postgraduate Certificate Programs

FNP Certificate Full-Time

	Fall		Spring		Summer	
Year 1	NSG 706 Adv. Patho.	3	NSG 701 Adv. Pharmacology	3	NSG 712 Primary Care I*	3
	NSG 623- Foundations of the Nurse Practitioner Role and Interprofessional Practice	3	NSG 705 Advanced Lifespan Health Assessment	3	NSG 626 Advanced Practice Nursing Health Promotion and Disease Prevention Across the Lifespan	3
					NSG 715 NP Experiential Learning	1
	Total Credits	6	Total Credits	6	Total Credits	7
Year 2	NSG 714 Primary Care 2*	3	NSG 721 FNP Primary Care Practicum 2*	5		
	NSG 720 FNP Primary Care Practicum 1*	5				
	Total Credits	8	Total Credits	5		
A minimum of 10 credits of Family Practicum (including Practicum 1 and 2) is required for graduation. This provides a minimum of 570 hours of supervised clinical experience.					Total Program Credits	32

*Prerequisites to registration for the four specialty courses (NSG 712, 714, 720, & 721) in the program are evidence of completion of graduate level courses in the following three areas: advanced pathophysiology, advanced pharmacotherapeutics, and advanced assessment.

NEL certificate full-time

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 Foundations of Leadership for the Advanced Practice Nurse	3	NSG 611 Systems Based Decision Making	2
		5		5
	Total Credits		Total Credits	
Year 2	NSG 617 Leadership Practicum I	3	NSG 754 Advanced Informatics & Healthcare Technologies	3
	NSG 724 Health Research Stats I	3	NSG 618 Leadership Practicum II	3
		6		6
	Total Credits		Total Credits	
Total Program Credits				22

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 Foundations of Leadership for the Advanced Practice Nurse	3	NSG 611 Systems Based Decision Making	2
		3		3
	NSG 724 Health Research Stats	8	NSG 754 Advanced Informatics & Healthcare Technologies	8
	Total Credits		Total Credits	
Year 2	NSG 617 Leadership Practicum I	3	NSG 618 Leadership Practicum II	3
	Total Credits	3	Total Credits	3
Total Program Credits				22

PMHNP Certificate Full-Time

	Fall		Spring		Summer	
Year 1	NSG 774 Neuro-Psychopharmacology	3	NSG 777 PMHNP Diagnosis and Management of Adults	3	NSG 779 PMHNP Diagnosis and Management of Child/Adolescent	3
	NSG 775 PMHNP Role and Foundations	3	NSG 776 Psychotherapy Modalities	3	NSG 782 PMHNP Clinical Practicum*	2-3
			NSG 782 PMHNP Clinical Practicum*	1-3		
	Total Credits	6	Total Credits	7-9	Total Credits	5-6
Year 2	NSG 782 PMHNP Clinical Practicum*	2-6				
					Total Program Credits: 21-23	

*Throughout the program, students will be required to complete a minimum of 21 - 23 credit hours, of which 6-8 will be practicum credits. The program includes 540 total clinical hours (30 in NSG 776 and 510 hours in NSG 782). The program will be personalized via gap analyses to determine the number of clinical practicum hours required of each student (minimum 360 hours).

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: Theoretical Foundations and Disciplined Reasoning for Advanced Nursing Practice 3 credits (Didactic, Fall only). An in-depth study of theoretical frameworks as the foundation of advanced nursing practice and research. Students will incorporate middle range nursing theories and theories borrowed from other disciplines to inform and guide holistic care of patients, families, and communities.

NSG 623: Foundations of the Nurse Practitioner Role and Interprofessional Practice: 3 credits (Didactic, Fall only). This course introduces students to the various roles of the nurse practitioner including clinician, scholar, advocate, collaborator, leader, and lifelong learner.

NSG 625: Statistics for Advanced Nursing Practice :3 credits (Didactic, Spring only). Course Description: This course provides guidance for the collection and analysis of nursing and health sciences data with the appropriate technology to perform and present analyses. Concepts of descriptive and inferential statistics are reviewed as applicable for advanced nursing practice.

NSG 626: Advanced Practice Nursing Health Promotion and Disease Prevention Across the Lifespan: 3 credits (Didactic, Summer only). Prerequisite – NSG 622, NSG 623. Prerequisites may be taken concurrently. An in-depth study of theoretical foundations and advanced practice nursing interventions for the promotion of health and prevention of disease for diverse individuals, families, and communities across the lifespan.

NSG 627: Evidence Based Practice Quality Improvement: 3 credits (Didactic, Spring only). Prerequisite or concurrent - NSG 625. Application of EBP and QI frameworks to improve health outcomes, quality, and safety related to a practice or leadership issue.

NSG 628: Leadership/Policy/Ethics: 3 credits (Didactic, Spring only). Prerequisite – NSG 627. An examination of the concept of leadership in the advanced practice role and exploration of leadership

behaviors that support professional development, systems-based thinking, health care policy, and ethical decision making.

NSG 701: Advanced Pharmacology 3 credits (Didactic, Spring only). Prerequisite – NSG 706. Examination of the relationship between pharmacologic principles and the APRN's selection of pharmacologic agents in altered health states across the lifespan.

NSG 705: Advanced Lifespan Assessment. 3 credits (2 credits didactic, 1 credit lab, Spring only). Prerequisite – NSG 706. The focus of this course is the advanced health assessment of individuals across the lifespan. Skilled interviewing and advanced assessment skills are emphasized+ This course will require an on-campus experience during the semester.

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

NSG 709: Informatics & Healthcare Technologies: 3 credits (Didactic, Fall only). Utilize technologies to gather data to drive clinical decision making, and support advanced nursing professionals in the delivery of healthcare services in accordance with best practice, and ethical and professional standards.

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 715: NP Experiential Learning (Didactic, Summer only.) Prerequisite- NSG 701, 705. This course provides nurse practitioner students an experiential learning environment for skills competency assessment prior to entering the clinical practice environment in the practicum course. Competencies include communication, promotion of caring relationships, employment of diagnostic reasoning and patient management. This course will require an on-campus experience during the semester.

NSG 720: Family Practicum 1: 5 credits (Clinical, Fall only). Prerequisite – NSG 712, NSG 714. NSG 714 may be taken concurrently. 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. Prerequisite – 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 754: Advanced Informatics & Healthcare Technologies: 3 credits. (Didactic, Spring only)

Prerequisite – None. Evaluation and utilization of information systems and technology to improve quality, safety, and system outcomes to improve health care.

NSG 774: Neuro-Psychopharmacology: 3 credits (Didactic, Fall only). A focus on principles of neurobiology including neurodevelopment, neuroanatomy, neurophysiology, neurochemistry, and advanced theories in the neuroscience of psychiatric illnesses across the lifespan. Psychopharmacologic agents including the pharmacodynamics, pharmacokinetics, and pharmacogenomics, and clinical uses in psychiatric illness will be reviewed in depth.

NSG 775: PMHNP Role and Foundations: 3 credits (Didactic, Fall only). An investigation of foundational theories and the scope and standards of practice in order to provide care in the role of 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.

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 and skills required to make psychiatric and differential diagnoses and manage mental health disorders in the adult population. Students will learn to apply the principles of psychopharmacology and psychotherapies to the care of adults.

NSG 779: PMHNP Management of Child/Adolescent: 3 credits (Didactic, Summer only). Prerequisite- NSG 777. This course focuses on the knowledge and skills required to make psychiatric and differential diagnoses and manage mental health disorders in the child and adolescent population. Students will learn to apply the principles of psychopharmacology and psychotherapies to the care of children and adolescents.

NSG 782: PMHNP Clinical Practicum: 1-5 credit hours (Clinical, Fall, Spring, and Summer).

Prerequisites NSG 777 and NSG 779. Students will demonstrate competency in the in the delivery of psychiatric care across the lifespan through application of knowledge and skills attained from foundational PMHNP courses, utilizing the diagnostic criteria of the DSM-5.

Clinical Practicum

The clinical practicum courses provide students with supervised, hands-on experience in delivering advanced nursing care across diverse patient populations. The practicum fosters interprofessional collaboration and emphasizes ethical, evidence-based practice. Evaluation is based on clinical competencies, reflective practice, and professional growth. 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.

Clinical Practicum Hours

According to the AACN, based on the [2021 Essentials 'Clinical Hours'](#), all advanced-level programs will need to include a minimum of 500 practice hours focused on attaining the Level 2 sub-competencies. The 500 practice hours includes both direct and indirect practice experiences. To be eligible for national certification, students in the MSN FNP, FNP and PMHNP certificate program 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 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. The student's program of study will be personalized via a gap analysis (evaluation of previously supervised clinical hours) to determine the number of clinical practicum hours to be attained in the WVUSON program required of each student. Any hours accrued prior to admission must have been academically supervised and completed in a setting and population appropriate to the certificate program in which the student is enrolled. In order for any previous program hours to be counted, students must complete the Verification of Qualifying MSN Clinical Hours (Appendix 2) and obtain signatory confirmation from the director of their previous program and submit the form to the WVUSON as directed within the first semester of enrollment. Track Coordinator will complete the Gap Analysis form (Appendix 3),

Clinical Practicum Role Expectations

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.

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.

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.

Practicum Experience 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. At least one virtual site visit will occur 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.
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.

Clinical Placements

We ask that students actively collaborate with faculty in identifying preceptors for clinical practicum courses. Over the course of the final fall and spring semesters, students will need at least 570 direct clinical practice hours supervised by an advanced practice provider or physician who meets criteria and is approved by faculty.

Students will provide care for individuals and families across the lifespan experiencing acute and chronic health issues. The preponderance of clinical hours will be spent in a primary care clinic setting. Clinical experiences will incorporate healthcare considerations of social determinants of health as well as inclusion of health promotion and preventative care guidance. Students will utilize evidence-based practice and collaboration with other health professionals to optimize patient health outcomes.

Due to potential preceptor limitations, students may have to travel out of their local areas to their clinical sites and are required to provide their own reliable transportation.

State Authorization Reciprocity Agreements (SARA) for Clinical Placements

Universities offering distance education must abide by the laws of each state in which students are placed for their practicum experience. A State Authorization Reciprocity Agreement (SARA) must be in place to allow a WVU nursing student to participate in clinicals. There are several states at this time that may **not** allow WVU nursing students to participate in a practicum experience, and therefore a site placement cannot be guaranteed. Visit [WVU Online State Authorization](#) to determine if your state has been approved for clinical placements.

Note: Because of SARA limitations, students must inform the program director, advisors, and WVU SON Student Services, one year in advance of moving to another state for clinical practicum assignments. Some states have very prohibitive regulations about students in clinical rotations. State board of nursing requirements vary for students and faculty participating in a clinical rotation in another state. In some instances, alternate plans for a clinical site must be made. WVU SON will work to accommodate all students, but some states may have regulations that prohibit participation in a clinical rotation.

General Program Information

Mandatory Fall Orientation

All new students enrolled in the graduate programs are required to attend an online fall orientation. The date of the orientation will be sent to students in a letter from the program director prior to the beginning of the semester.

Maintenance of Nursing Licensure and Certifications

Registered Nurse (RN) Licensure and Advanced Practice Registered Nurse (APRN) Certification(s)

All graduate nursing students are required to maintain continuous RN licensure during enrollment in the program. If a student's RN license is renewed during the program, the student should provide documentation of this renewal to the academic 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.

Technical/Functional Standards

Students will be required to meet program outcomes, clinical facility requirements, WV state code for nursing programs, and the following technical standards independently with or without reasonable accommodations. It is recommended that students report any potential issues regarding meeting these outcomes at the time of admission to avoid problems with clinical placement and progression in nursing courses. Students cannot attend clinical if there are limitations in the ability to safely provide care to assigned patients.

The WVU SON is committed to [Campus Engagement and Compliance](#) in the educational preparation of healthcare professionals. WVU SON personnel strive to provide quality opportunities to students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

WVU Office of Student Accommodations (OSA), WVU SON personnel, and clinical agencies collaborate with students with disabilities regarding options available for academic and nonacademic accommodations. Students are not required to disclose their disability; however, registration with WVU OSA is required to seek reasonable accommodations. Students seeking academic or nonacademic accommodations should contact the WVU Office of Accessibility Services. More information regarding OAS services can be found at <https://osa.wvu.edu/>.

Students will be required to meet program outcomes, clinical facility requirements, WV state code for nursing programs, and the following technical standards independently with or without reasonable accommodations. It is recommended that students report any potential issues regarding meeting these outcomes at the time of admission to avoid problems with clinical placement and progression in nursing courses. Students cannot attend clinical if there are limitations in the ability to safely provide care to assigned patients. Students are encouraged to reach out to OSA or program administrators if they are unsure whether or not they have a qualified disability or are able to meet the technical standards. Reasonable accommodations cannot be implemented retroactively. If any change occurs in the student's ability to perform these skills, whether temporary or permanent, the Program Director must be notified. The student may be required to provide documentation from a health care provider, noting any restrictions or necessary accommodations.

Technical/Functional Outcomes and Standards:

Patient-centered Care

- Provide direct patient care in a variety of settings, including, but not limited to, long-term care facilities, community agencies, hospitals, and primary care clinics
- Conduct comprehensive and focused patient assessments (including, but not limited to, skills in interviewing, observation, auscultation, palpation, and percussion)
- Create a safe care environment that results in high-quality patient outcomes
- Implement evidence-based interventions for managing acute and chronic care
- Apply psychomotor skills to accurate, effective skill demonstrations and safe, efficient patient care
- Provide emergency care, including, but not limited to, assisting patients during a fall, a fire, or cardiac arrest
- Manage the interaction of multiple patient functional problems
- Move, transfer, and position patients or equipment safely under a variety of circumstances
- Participate in emergency preparedness and disaster response
- Manage care for individuals that approximates a workload appropriate for student level

Communication

- Communicate effectively and sensitively with the healthcare team, patient, and patient support network (in electronic, oral, and written form)
- Provide appropriate and individualized education
- Demonstrate effective delegation and supervision

Affect and Professionalism

- Develop awareness of patient and peer spiritual beliefs and values
- Demonstrate tolerance for ambiguity and unpredictability in the healthcare system
- Deliver compassionate and holistic care
- Implement patient and family care around end-of-life and palliative care issues
- Engage in caring, healing, and therapeutic relationships
- Demonstrate emotional stability to function under stress and adapt to changing environments inherent to the classroom and practice settings

Cognition, Critical Thinking, and Clinical Judgment

- Synthesize and analyze data to provide quality care and solve patient care and healthcare system problems
- Complete mathematical calculations related to medication administration and patient data
- Successfully complete course and program examinations
- Demonstrate sound judgment.

Academic Expectations

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.

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 4).
- Faculty will not allow re-writes of final submitted papers.
 - 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 proofreader, 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/adad/tutorial.htm>. This is a clearinghouse of writing resources that can be used as needed.

Responsible Conduct of Research Training

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 5 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.

Technology Requirements

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.

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://it.wvu.edu/services/student-resources>.

- 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://it.wvu.edu/services/student-resources>. Click on “Student Technology Guide.”

High-speed internet connectivity is essential. Please be advised when purchasing 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 internet service providers regarding connection speed or check 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 students are proficient with these computer skills. Please visit <https://support.microsoft.com/en-us/education> for online tutorials to help with Microsoft Office product use.

If an update of general computer skills is needed, please refer to the following book: Joos, I., Wolf, D., & Nelson, R., (2020) Introduction to Computers for Health Care Professionals 7th Edition. MA: Jones and Bartlett Learning.

WVU Login

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

Find your WVU Login

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

Claim Your Account

1. Go to <https://login.wvu.edu> and click the Claim Account button
2. Enter name and date of birth
3. In the ID Type drop-down field, select WVUID and enter the 9-digit WVU ID number found on the admission letter

4. Answer the validation question
5. Read and accept the Annual Security Responsibility Statement
6. Select three different security questions
7. Create a password
8. Write down and memorize the username and password. This will be used 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. Students 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. MIX can be accessed from any computer or mobile phone with internet access at portal.wvu.edu. The username and password will be the WVU login noted above.

Students should access MIX as soon as possible. The WVU SON and faculty will send important information through this account, and request that students check the account daily. Students will be accountable for any information found in MIX email. The MIX homepage has a great tutorial that should be completed before classes begin.

Duo-Token/Okta Policy

The use of two-factor authentication for access to secure, targeted websites from all HSC campuses, including HSC offices, labs, offsite locations and WVU Medicine hospitals/clinics is required. This is to ensure uniformity across all WVU campuses. WVU's academic administrators determined that for this critical security initiative to succeed, no group of people and no physical location should be exempt. All HSC classrooms require the use of two-factor authentication. To ensure a secure testing area, students will not be permitted to use their smartphones or smart watches in the classroom to access the two-factor authentication app. Duo Token and generation of bypass code options are available for use through the WVU and HSC Bookstores. Additional information regarding dual authentication can be found through [WVU IT](#).

Distance Course Delivery

The courses 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 the WVU Login username and password. Students are expected to check SOLE courses and mix e-mail on at least a daily basis. If assistance is needed 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. 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 logged into SOLE, from the home page of each course there are links to the Collaborate sessions. Students are an active participant in the Collaborate sessions, discussing issues using the microphone or answering live poll questions. Because exchange of ideas is an important function of University education, students are required to be present for these real-time Collaborate sessions, unless otherwise instructed by faculty. Prior to the first live class in Collaborate, please be sure computer meets the following requirements:

Audio Wizard

Run the Audio Wizard as soon as possible to be sure that any computer being used supports Collaborate. This Audio Wizard should be completed on every computer used to access coursework. The audio wizard may need to run each time to access Collaborate. High speed internet access through a cable modem, DSL, or satellite is needed.

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 vvucard@mail.wvu.edu.

Tuition, Transportation, and Other Costs

Students pay [tuition](#) and fees shown in the WVU Graduate Catalog, plus special fees and deposits as required. 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 immersion courses. Some clinical experiences require the student to travel in a multi-county area. Students are responsible for providing their own transportation to all immersion/clinical experiences.

Cost estimates are provided based on historical and current expenses by item as noted and these prices may change at any time based on change in costs to perform services, changes in fees, or change in vendors. Specific immunizations are required (cost dependent on type of immunization and administering organization). Criminal background checks are required and conducted by Precheck/Sentry. Students are responsible for fees (subject to change without notice) associated with acquiring and tracking immunizations, criminal background check, and urine drug screening (UDS). UDS via Precheck/Sentry MD is approximately \$143 at admission; \$39 per additional occurrences (such as for annual updates or reasonable suspicion for screening). Additional fees (subject to change without notice) may be incurred associated with academic testing (e.g., proctoring), required course materials (such as textbooks), equipment necessary for online classrooms (e.g., microphone, speaker, webcam, internet services; cost varies), registration/clinical scheduling (e.g., myClinicalExchange—if required by the clinical facility where a student is completing immersion hours; historically approximately \$38), Typhon group clinical log (approximately \$70-125), and fees associated with graduation (regalia).

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, and an academic advisor. A faculty advisor is an experienced faculty member who will be available to help with issues encountered. The Director of the MSN/DNP programs will serve as the faculty advisor until a student is paired with a Faculty of Record (FOR) at the time of project development). If questions arise about which courses are needed, transfer credits, a change in track or progression plan, students should contact the faculty advisor. 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 from the program director.

Registering for Courses

Prior to registering for courses, students must consult with their 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 are 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:

WVU Financial Aid Office
Evansdale Crossing (2nd Floor)
62 Morrill Way
Morgantown, WV 26506
Telephone 304-293-1988

Campus Library and Computer Labs

Morgantown

The [Health Sciences Library](#) in Morgantown supports the schools of Medicine, Nursing, Pharmacy, Dentistry and Public Health at the WVU Robert C. Byrd HSC (2nd floor HSC, see link for hours). The library makes available extensive information resources, access services, and instruction to support the teaching, research, and service functions of WVU. The library has knowledgeable staff which link students and others with relevant information in digital and traditional formats. The library offers many resources to students including, computer workstations, computer equipped study rooms, study tables and carrels with laptop compatible power and data ports, and wireless internet. Virtual resources are available at <https://lib.wvu.edu/healthsciences/services>.

Charleston

The [Health Sciences Library Charleston](#) offers computer access for students in the HSC Library (1st Floor, see link for hours). Library computers have access to Microsoft Office, Internet Explorer, Cochrane Library, and Nursing Primary care programs. Virtual resources are available at <https://library.wvu.edu/libraries/charleston>.

Information Technology Services (ITS)

Morgantown Health Sciences Center (HSC) Information Technology Services (ITS)

Room: 2356 HSS

Phone: 304-293-3631; Email: hsc_helpdesk@hsc.wvu.edu

Hours: Spring & Fall Semesters: Mon-Thurs: 7:30 a.m. - 6:00 p.m.; Fri: 7:30 a.m. - 5:00 p.m.

Semester Breaks & Summer: Mon-Fri: 8:00 a.m. – 5:00 p.m.

WVU ITS

Phone: 304-293-4444; Email: ITSHelp@mail.wvu.edu

Hours: Mon-Fri: 7:30 a.m. to 8:00 p.m.; Sat-Sun: – 12:00 p.m. to 8:00 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.

Graduate Peer Student Tutor

Peer Student tutoring provides an opportunity for students who may be struggling with nursing courses or content to be tutored by a nursing student who has excelled in the course the student tutee is having difficulty with. Tutors may facilitate tutee learning through assisting tutees in summarizing/applying content of notes or instructor power points, explaining content that is not understood by the tutee, suggesting review activities, posing questions for tutees to answer, or assisting with test-taking strategies. See Graduate Peer Student Tutor Policy and Procedure section for more information.

Graduate Student Policies and Procedures

Professional Standards Policy

All students of the University and, to the extent applicable, all student organizations are expected and required to obey federal, state, and local laws, to comply with the policies of the West Virginia University Board of Governors (WVU BOG), with institutional or campus rules and regulations, with directives issued by any University official, and to observe standards of conduct appropriate for an academic institution. Any alleged violation to the Campus Student Code will be reported to the [Office of Student Rights and Responsibilities](#).

Students are expected to adhere to academic requirements and standards in all academic settings, such as classrooms, laboratories, and clinics, and during any activities that are part of academic requirements such as clinical and observational experiences. In addition, all students in the WVU SON are expected to uphold and demonstrate professional and personal moral standards as defined and described in the following documents:

- West Virginia Code and Legislative Rules; Section 30-7 and Title 19
- American Nurses Association Standards of Practice
- American Nurses Association Code for Professional Nurses
- American Nurses Association Code of Ethics

The WVU SON graduate student is expected to practice with responsibility and accountability as a professional nurse and professional nursing student. The ultimate goal of nursing practice is to promote health while preventing harm to others. The WVU SON believes that this goal will be attained if the student's daily nursing practice is guided by the Standards of Professional Practice. These standards reflect minimum acceptable professional conduct.

- The role of the professional nurse involves demonstrating attitudes, values, and behaviors consistent with professional nursing practice. Behavior in conflict with professional nursing practice is inconsistent with professionalism and will not be tolerated.
- Unprofessional behaviors consist of actions that do not demonstrate the minimum behaviors described as acceptable nursing practice. Incidents may be a single event or a pattern of behaviors.
- Professional Standards include, but are not limited to:
 - i. Maintain professional integrity,
 - ii. Practice within boundaries of the nursing student role,
 - iii. Comply with the policies and procedures of the WVU SON, course syllabi, the clinical agency, and the West Virginia RN Board (WVBON),
 - iv. Demonstrate behaviors consistent with expectations outlined by program outcomes and competencies.
 - v. Maintain patient privacy and confidentiality at all times.

The WVBON requires that the program report misdemeanors or felonies and that applicants for licensure undergo a criminal background check and provide an explanation of any criminal incident. Depending on the Board's action, applicants for licensure may be barred from taking the NCLEX-RN, disciplinary action may be applied, and/or the nursing license may be restricted. An active, unencumbered nursing license is required to remain in some WVU SON programs.

Students are expected to demonstrate knowledge, attitudes, professional values, personal qualities, and behaviors consistent with the nursing role. Therefore, there is tangible link between professional role and academic achievement. Students who violate WVU SON professional standards and/or policies outside

the purview of the [Campus Student Code](#) may receive a penalty for failing to meet academic or professional requirements or standards, including but not limited to a final grade reduction or other penalties. See [Graduate Academic Penalties](#). Violations of WVU SON professional standards and/or policies unrelated to clinical experiences will be reviewed on an individual basis. Any violation that could potentially alter progression through immediate course failure, program dismissal, delay in graduation, or university suspension/expulsion will be referred to the [Office of Student Rights and Responsibilities](#) and the [WVU Student Conduct process](#)

A faculty member witnessing a violation that interferes with the ability to meet immediate classroom, clinical, or safety has the discretion to dismiss the student from the experience. In this instance, the program director must be notified that the student was dismissed and if SON personnel believe it is necessary to suspend student participation of certain activities until resolution has been completed and documented.

Policy on Incivility, Bullying, and Workplace Violence

The WVU SON Policy on Incivility, Bullying and Workplace Violence is based on the [ANA Position on Incivility, Bullying, and Workplace Violence](#). 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, 2025). Thus, the nursing profession will not 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.

Academic Integrity Policy

It is the desire of the WVU SON faculty to create and foster a positive learning environment that promotes professionalism, integrity, and mutual trust. 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 WVU SON places as high an expectation on academic integrity for assignments, 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](#) (2025) and the [ANA Scope and Standards of Practice, 4th ed.](#) (2025). All forms of academic dishonesty are prohibited. The WVU SON follows the [WVU Policy on Student Academic Integrity](#).

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. 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. Any

questions about professional standards or policies may be directed to the instructor, program director, or Associate Dean of Curriculum and Graduate Programs.

Formal complaints of academic dishonesty shall be filed with the Director of Academic Integrity by any Authorized Reporter (typically the Instructor of Record). Complaints should be submitted to the Director of Academic Integrity within ten (10) academic days following the discovery of the alleged incident of academic dishonesty. Academic dishonesty sanctions may range from remedial/educational sanctions to university expulsion. The comprehensive Academic Integrity policy, process, and list of sanctions can be found in the [WVU Policy on Student Academic Integrity](#).

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.

HIPAA Training Requirement Policy

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/SentryMD.

Auxiliary Admission Policies

[Non-degree Seeking Admission](#)

Non-degree seeking students may only enroll in NSG 706 Advanced Pathophysiology, NSG 705 Advanced Lifespan Health Assessment, and NSG 701 Advanced Pharmacology

[Provisional Admission-Graduate Students](#)

Provisional graduate admission may be offered to students when they have earned a baccalaureate, graduate, or professional degree from a regionally accredited college or university but do not meet the criteria for regular admission. Provisionally admitted graduate students may have *program-defined deficiencies* or an undergraduate or graduate scholastic record that shows promise but is below the required 3.0 overall and/or nursing GPA required for admission to the nursing program. Students will be considered for provisional admission on a case-by case basis depending upon space available and other qualifications.

If provisionally admitted, all graduate students are required to maintain a 3.0 in all work attempted in the nursing program. International students may not be admitted provisionally because such students are not eligible to receive a student visa. WVU will only submit visa paperwork for regularly admitted graduate students. Provisional graduate students who fail to meet the provisions of admission or who fail to achieve the required grade point average will be dismissed from the program and reclassified as non-degree.

[Reclassification of Graduate Students](#)

Provisional graduate students may be reclassified as regular graduate student's if/when they meet the program requirements specified in the offer of admission and the WVU minimum grade point average of

2.75. Students who have been provisionally admitted to a certificate program must be reclassified as regular admitted students no later than the semester in which they complete 50 percent of the total credits required for the certificate.

Academic records of full-time degree seeking students who are admitted provisionally will be reviewed no later than the end of the term in which the students complete 18 credit hours.

Readmission Policy

Any student who has been dismissed from the West Virginia University School of Nursing or any other nursing program may be considered for readmission if the dismissal was academic and was followed by successful completion of an additional degree. Any student who has withdrawn from the WVU School of Nursing program may be considered for readmission. Students may apply for readmission in accordance with the following guidelines and criteria but must follow the standard admission procedures. Students must meet all original admission requirements.

- Students previously enrolled in a WVU nursing program must complete all exit procedures and forms during the semester of withdrawal to be eligible for readmission.
- Readmission to a WVU graduate nursing program will be considered one time only.
- Students unable to complete the program within 7 years of the original admission date (all graduate programs) and within 5 years of entry into candidacy (PhD program) will be required to restart the program if readmitted.
- Readmission is not guaranteed and is dependent upon space available, applicant qualifications, and academic discretion.
- Students may be required to repeat courses, revise the original progression plan, and/or validate clinical skills/knowledge obtained from previous courses.

Appeal and Formal Complaint Procedures

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, academic penalty, or charge of academic dishonesty that they believe reflects a capricious, arbitrary, or prejudiced academic evaluation or reflects discrimination based on race, gender, age, disability, veteran status, religion or creed, sexual orientation, color, or national origin. Additional grounds for appeal may include unreasonable severity 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.

Appeal of a Final Grade

For WVU SON, the Level 1 appeal should be submitted through WVU email to the Associate Dean of Curriculum, and Level 2 appeals are submitted to the Dean. Please refer to the [WVU Policy for Appeal of a Final Grade](#) for more information.

Appeal of an Academic Penalty

Students may also appeal academic penalties other than a final grade, such as admissions decisions, program dismissals, academic notice, 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. Level 3 appeals are submitted through WVU email to the graduate associate provost.

In the WVU SON, the Academic and Professional Standards Committee presides over the Level 1 appeal. The letter of appeal should be submitted through WVU email to the Associate Dean of Curriculum and Graduate Programs, who will forward the appeal to the committee chairperson. Level 2 appeals are submitted through WVU email to the Dean.

[Appeal of a Charge and/or Penalty Based on Academic Dishonesty](#)

A student who has been found responsible for violating the WVU Policy on Student Academic Integrity may initiate an appeal by submitting a written appeal following the instructions provided in the notice of outcome. The student must file an appeal within 10 academic days from the date the outcome letter is sent. If no appeal is submitted within that time frame, the sanction(s) will be applied, no appeal will be considered, and the matter will be concluded. The student's appeal must include the documentation and evidence forming the basis of their appeal and must be based on one or more of the recognized grounds for appeal listed in the WVU Policy on Student Academic Integrity. The student may appeal the finding of responsibility, the sanction(s), or both. The Office of Academic Integrity must provide all relevant documentation to the Provost upon their request. The Provost assesses the available evidence and makes a decision about the appeal based on that evidence. The sanction(s) under review may be upheld, lessened, or dismissed entirely, but not aggravated, by the Provost. The Provost communicates the decision in writing via WVU e-mail to the student and other individuals or committees that have been involved in the charge or appeal to that point. The Office of Academic Integrity retains all documentation related to the appeal for 5 years. Once the Provost has issued a decision, the matter is final and binding upon all involved.

[Appeal of an Admission Decision](#)

If an application for admission into a graduate program is denied, the applicant may request the reasons for refusal of admission by writing to the specific graduate program coordinator (see [Academics](#) page). Note that meeting the minimum requirements for admission into a graduate program does not ensure admission. An applicant may appeal to the graduate program coordinator for reconsideration if the applicant can document either factual errors in processing the application or that the decision was arbitrary, capricious, or discriminatory in nature. Appeals must be submitted within 30 calendar days of the date of the admission denial. If the matter is not resolved satisfactorily within 30 calendar days of the receipt of the appeal by the graduate program coordinator, the applicant may appeal to the dean of the college or school. The decision of the dean, as the provost's designee, shall be rendered within 20 calendar days of the receipt of the appeal and is final. Please see [Graduate Admission Denial](#).

[Formal Complaint Process](#)

The WVU SON has formal processes in place for student appeals and complaints. The institution and program utilize the formal appeals process to facilitate student appeals related to a final grade, academic penalty, academic dishonesty charge, and admission decision. Formal student complaints are submitted to the Associate Deans via [survey](#)-distributed weekly in the pulse and via email communication from the Associate Deans. Student can choose to identify themselves or submit anonymously. The Associate Dean for the program identified in the complaint keeps a file with formal complaints and follows up with appropriate actions on a case-by-case basis based on the nature of the complaint. Students may also file a complaint through the WVU complaint [form](#).

Health Information and Credential Documentation Policy (Admission)

All West Virginia University School of Nursing (WVU SON) students in clinical-based programs 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/SentryMD account.
- Students are **responsible for maintaining the current information in the Precheck/SentryMD account, including items that must be maintained continuously or that expire as outlined below**. A packet of instructions will be distributed to students upon admission.
- Students are responsible for checking all relevant email accounts (required to use MIX email account) to verify that submissions were approved. If there are any unresolved issues or extenuating circumstances, it is the student's responsibility to contact Precheck/SentryMD and/or the program director prior to the deadline.
- 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 in all WVU SON graduate programs (excluding the PhD Program). Official documentation must come from a physician, health clinic, etc., and parental written documentation of immunization records is not considered adequate. Please note that students will need to meet all clinical facility requirements prior to clinical experiences, even if they are not listed in this policy.

Documentation required as a condition for admission

- Proof of RN licensure and APRN certification (if a requirement of the program)
- Criminal Background Check (See Background Check Policy) Please note that students rotating to Pennsylvania clinical sites will have additional background check requirements that may take up to 3 months to process.
- Current American Heart Association BLS
- Urine drug screen (See Drug and Alcohol Screening Policy)(within six weeks of first day of classes) Students are required to repeat the drug screen if the negative result is dilute. Drug screens are completed through PreCheck and uploaded to SentryMD.
- Signed handbook signature page
- Signed academic integrity policy page
- HIPAA training completion certificate (found in SOLE)
- Official documentation of tetanus and pertussis immunization within the last 10 years (and prior to expiration)
- Official documentation of Varicella (Chicken Pox): must have 2 dose vaccine series OR positive surface antibody titer date. If antibody titers are required, quantitative lab report including values and reference range required. *If Non-Immune titer results, repeat two-dose series. 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 is required.

- Official documentation of initial immunization and booster for Measles, Mumps and Rubella (MMR), must have a 2-dose series on file, Dose #1 given at age 12-15 months and Dose #2 given approx. 1 month after first dose OR positive surface antibody titers are required. If antibody titers are required, a quantitative lab report including values and reference range is required. *If Non-Immune titer result, a booster is required
- Hepatitis B: Submit a HepB Surface Antibody Quantitative (numerical result) Titer proving immunity AND proof of a completed HepB Vaccine Series. *If you receive a Non-Immune Titer result, a single challenge dose of hepatitis B vaccine should be administered, and then repeat the antibody Titer 4-6 weeks after the last vaccine dose. If the titer continues to indicate non-immunity, the full vaccine series would need to be completed with a repeat antibody Titer 4-6 weeks after the last vaccine dose. **If the test is still negative after a second vaccine series, the person should be referred for follow up testing and clearance by a health care provider. Submit all documentation to Sentry MD during the process.
- Official documentation of a negative current (within 6 months) two-step PPD OR a Quantiferon-TB Gold serum screening test. . (A two-step PPD requires 2 PPD's to be placed, 1-3 weeks apart, with each of those tests read 48-72 hours after placement. Documentation of an older two-step PPD followed by annual PPDs will also be accepted as long as there are no missing doses.) If the PPD is positive, a chest x-ray is required.
- Documentation of full Covid-19 Vaccination (if required by a clinical facility)(recommended that all students that are vaccinated upload the documentation). The COVID-19 vaccine is highly recommended. Some clinical agencies outside the WVUH system may require the COVID-19 vaccine. Upload documentation of vaccination and any booster received.
- OSHA-Required Training Compliance Certificate
- Proof of health insurance

Health Information and Credential Documentation Policy Compliance

Non-compliance with the Health Information and Credential Documentation policy is considered a violation of WVU SON Professional Standards.

- **Per the WVU SON Professional Standards policy, students are to:**
Comply with the policies and procedures of the WVU SON, course syllabi, the clinical agency, and the West Virginia RN Board (WVBON). See [Graduate Academic Penalties](#).
- Compliance requirements include any items that are due at the beginning of the semester and items that will become due prior to the end of the semester. Students must exhibit compliance prior to the beginning of each semester. It is **HIGHLY RECOMMENDED** that students complete all requirements for admission and ANNUAL requirements by August 1 for fall, Jan. 1 for spring, May 1 for summer) to avoid course point reduction. Students noncompliant on the first day of classes each semester will only have the add/drop week to remedy documentation errors. AFTER THE FIRST WEEK OF CLASS, PENALTIES WILL BE APPLIED.
- An evaluation method for **documentation compliance** will be placed in every course syllabus. Faculty will receive reports regarding compliance from program administrators. Students receiving a series of immunizations are required to document each step of the series as it is received. **Students will not be penalized as long as they are following the recommended timeline for each step in the series.**
 - **No student will be permitted to engage in clinical hours until all requirements have been met.** Students who are not permitted to attend clinical due to non-compliance are still

required to complete all clinical objectives/ required practice hours. No additional hours will be permitted. Students do not meet all clinical behaviors will fail the clinical component of the course.

- Students who are enrolled in non-clinical courses and who are non-compliant with these requirements will receive a grade deduction in the lowest numeric course taken in the semester for each week that they are non-compliant.
- Students non-compliant by the end of the second week of classes in the semester- 2% reduction in the final course grade.
- Students non-compliant by the end of the third week of classes in the semester- 5% reduction in the final course grade.
- Students non-compliant by the end of the fourth week of classes in the semester- 7% reduction in the final course grade.
- Students non-compliant by the end of the fifth week of classes in the semester- 24% reduction in the final course grade.
- **Student who are non-compliant with flu vaccines will receive a 2% deduction in the final course grade if students are non-compliant.**
- **Please note: It may take up to 5 days for Sentry to process documents. Please submit accordingly.**

Vaccine Exemption Policy

Students may request medical or religious vaccine exemptions.

- **Medical vaccine exemption** requests should be directed to the [Office of Accessibility Services](#).
- **Religious vaccine exemption** from a vaccine mandate of a WVU Health Sciences Educational Program requires submission of a form (Appendix 6) for review to the Chancellor's Office at vaxreligiousexemption@hsc.wvu.edu. Following this review, the student will be notified if the exemption is approved. This form is for a **Religious** exemption ONLY.

Students who are granted medical or religious exemptions for vaccination requirements must upload written confirmation to Sentry prior to the beginning of the semester. Students requesting vaccine exemptions are to follow the Health Information and Credential Documentation Policy and Compliance Requirements as denoted above. Students who fail to submit required documentation for exemptions by August 1 for fall, Jan. 1 for spring, May 1 for summer are subject to course point deduction or removal from clinical, as stated above.

Additionally:

- Receiving an exemption may delay or prohibit the timely completion of the academic program at WVU.
- Students will be required to wear a mask and take any other reasonable precautions that may be requested by the clinical site to which the student is assigned to protect against the spread of contagions.
- All rotation and experiential sites may not be available, and this delay may prohibit timely completion of the academic program at WVU.
- This exemption may not be recognized or accepted at sites that are not owned or operated by WVUHS, and those sites may require me to go through their religious exemption request process.
- In addition, some sites that are not owned or operated by WVUHS may refuse to grant an exemption, and students may not be able to participate in those rotations or experiences, which may delay or prohibit the timely completion of my program at WVU.
- Students are responsible for securing the clinical site that honors their vaccine exception.

Background Check Policy

Students are required by clinical agencies to undergo federal and state criminal background checks and a urine drug screen 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 or result in admission ineligibility or program dismissal.

In addition, the WVBON 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 pled 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 WVBON 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 documented through PreCheck (See PreCheck/SentryMD 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 (Appendix 7) each semester they are enrolled in nursing courses to indicate any changes that have occurred related to the criminal record.
5. Students who are charged with or convicted of a crime may be subject to admission ineligibility, 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 Services within 72 hours of the citation or arrest Statement of Criminal Record.**

WVU School of Nursing Drug and Alcohol Screening Policy

The WVU SON has an obligation to protect the public and its students while also respecting students' privacy rights. Drug screening policies at the academic program level must balance safety and privacy rights. This drug and alcohol screening policy applies to all WVU SON programs that incorporate a clinical component, direct patient care provision, and/or handling prescription medications. In addition, the SON and its students must follow clinical facility policies and requirements regarding drug and alcohol screening.

- New program applicants with a positive drug screen will be ineligible for admission to the program and will forfeit their admission "seat."
- Students who refuse a blood alcohol, urine alcohol, or urine drug screen will be treated as a positive drug screen result, will be ineligible for admission to the program and will forfeit their admission "seat."
- Repeat specimen collection for a positive result is prohibited.

Prohibited Substances

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 also 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 poses an unacceptable risk for unsafe patient care. On-campus and off-campus incidents involving alcohol or prohibited substances will be referred to the [Office of Student Rights and Responsibilities](#) and may result in a violation pursuant to this policy.

Prohibited substances may include cannabinoids, anesthesia/anesthetics, phencyclidine (PCP), cocaine, amphetamines, benzodiazepines, barbiturates, propoxyphene, methadone, methaqualone, methamphetamine, buprenorphine, opiates, and opioids. Students may not be under the influence of alcohol while performing patient care duties or handling prescription medication, and possession or consumption of alcoholic beverages by individuals under the age of 21 is a violation of state liquor laws. Likewise, it is illegal for anyone to provide alcoholic beverages to persons under the age of 21.

Students who are prescribed any 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 and prior to clinical experiences, medication administration, or patient care. Students are permitted to take prescribed medications that may affect urine drug screen results as long as the student is able to safely provide care.

Nurses are not prohibited from receiving a cannabis certification from a healthcare practitioner and possession of a valid identification card issued by the Bureau for Public Health within the West Virginia Department of Health and Human Resources under 16A-1-1 simply by virtue of their profession; however, a cannabis certification is not considered a prescription, and consumption is not permitted while enrolled in the nursing program. Positive drug screens, regardless of certification status, will be sanctioned as outlined in this policy.

Routine Urine Drug Screening Requirements

Students enrolled in programs with clinical components are required to submit a urine drug screen within six weeks of first day of classes through PreCheck/Sentry MD (see the PreCheck/Sentry MD Documentation Policy). Students are required to comply with clinical facility policies, which may include random drug screening.

Urine Drug Screening Procedures

Students are responsible for the cost of all drug screening. Routine drug screens are purchased and documented through PreCheck/Sentry MD. Random and “for cause” drug screening can be documented through PreCheck/Sentry MD or a participating LabCorp facility. More information regarding drug screen locations can be obtained through the Office of Student Services.

Students may not be permitted to begin or return to the clinical rotation until drug screen results are available. It is the student’s responsibility to ensure that drug testing is completed in a timely manner.

Reasonable Suspicion (“For Cause”) Screening

Students enrolled in courses with clinical components may be subject to additional blood alcohol testing or urine alcohol and drug screening if reasonable suspicion for screening is found (see Appendix 8). Reasonable suspicion requires some level of objective information to believe that drugs or alcohol are involved. Reasonable suspicion of substance use may be considered in the presence of the following factors:

1. Direct observation of the student engaging in drug or alcohol related activity
2. Direct observation of the student demonstrating symptoms of being under the influence, including, but not limited to:

- a. Slurred speech
 - b. Odor of alcohol on breath or person
 - c. Unsteady gait
 - d. Dilated pupils or bloodshot/glassy eyes
 - e. Disoriented or confused behavior
 - f. Observed behaviors indicative of hallucinations
 - g. Unexplained accident or injury
3. Documented pattern of erratic behavior or sudden change in demeanor
4. Conviction of an alcohol or drug related offense
5. Documented sudden change in performance, including, but not limited to:
 - a. Excessive absenteeism or tardiness
 - b. Decline in academic performance, including missed deadlines
 - c. Work habits in the clinical environment, including increased errors
6. Specific and reliable information from a credible source

Following an incident that requires drug or alcohol testing, the student will be sent home via cab or rideshare (at the student's expense) or a responsible individual. Under no circumstances will the student be allowed to drive home or return to class or clinical.

Positive Alcohol and Drug Screens

Any positive alcohol or drug screen may result in a violation of academic program policies and professionalism standards. Refusal of a blood alcohol, urine alcohol, or urine drug screen will be treated as a positive drug screen result and repeat specimen collection for a positive result is prohibited. Students are required to repeat urine screenings with a 'negative dilute' result within 48-72 hours.

On-campus and off-campus incidents involving alcohol or prohibited substances will be referred to the [Office of Student Rights and Responsibilities](#) and may result in a violation pursuant to this policy. Interim suspension measures or an immediate leave of absence may be necessary during the investigation and/or during follow-up treatment and support. Required documentation will be outlined in a formal outcome letter and will be maintained with the student's academic program record.

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](#), and any sanction regarding a violation of this policy will result in a WV Restore referral. If, through disciplinary proceedings and the resulting sanctions, the student is permitted to return to the academic program, full compliance with the recommendations of the counseling/support program will be required.

Under the University's [Campus Student Code](#) and WV law, bystanders and those affected by drug or alcohol overdose may be safe from prosecution and may not face charges if they seek medical assistance in an emergency.

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Peer Student tutoring provides an opportunity for students who may be struggling with nursing courses or content to be tutored by a nursing student who has excelled in the course the student tutee is having difficulty with. Tutors may facilitate tutee learning through assisting tutees in summarizing/applying content of notes or instructor power points, explaining content that is not understood by the tutee, suggesting review activities, posing questions for tutees to answer, or assisting with test-taking strategies.

- **Policy:** Tutors may facilitate tutee learning through assisting tutees in summarizing/applying content of notes or instructor power points, explaining content that is not understood by the tutee,

suggesting review activities, posing questions for tutees to answer, or assisting with test-taking strategies. The peer tutor may share his/her notes with students, but may not share any completed assignments, testing materials, or test banks that the tutee student does not already have access to.

- **Procedure:**

- Potential peer student tutors will be identified by nursing faculty for the courses having tutorship opportunities and will be contacted by the tutor program coordinator to determine interest.
- Students can access the peer tutor resource based on recommendation of a course coordinator, program director, or an advisor. Students who have struggled with a prior nursing course or who have been placed on probation for GPA of <3.0 should be referred. Alternatively, students can self-identify for the program, if they have received a grade of (80%) or lower on a test in a current course or an overall final grade of C in a prior nursing course.
- The tutor will meet with the tutee at least three times per semester, but no more than weekly (unless approved by the Tutor Coordinator), for a period of time between one and two hours. Tutors will be paid by the School of Nursing. Tutors will log tutoring time via “clocking in and out” of the tutor sessions (if the tutor is on WVU campus), or by emailing the Tutor Coordinator at the end of the week. Tutoring may be conducted face-to-face or remotely in 1:1 tutor to student sessions.
- Student tutors will be employed on an hourly basis by the School of Nursing and will be required to clock their tutor time (or email the Tutor Coordinator with tutoring hours) for payment. Tutors will be required to sign the peer tutor contract and complete a brief virtual orientation.
- At the conclusion of the semester, both the tutee and the tutor will evaluate the tutoring arrangement via an anonymous survey.

Student Injury or Blood and Bodily Fluids Exposure Policy

An exposure incident is defined as follows:

- Injury with a contaminated sharp object (e.g., needle-stick, scalpel-cut)
- Spills or splashes of blood or other potentially infectious material onto non-intact skin (e.g., cuts, hangnails, dermatitis, abrasions, chapped skin) or onto a mucous membrane (e.g., mouth, nose, eye)
- If a student has an exposure to blood/bodily fluids as described above, the student must first wash the injury site with soap and water, and immediately notify the faculty or preceptor.

Students experiencing an exposure or injury must notify the agency preceptor and WVU SON faculty of the exposure or injury and be treated according to the agency protocol. Students must immediately report any health incident to the preceptor with whom they are working. They are required to complete the treatment and documentation required by the facility and the SON Incident Report Form. When treatment is not available in the clinical agency, the student should be referred to Student Health Service. Follow-up care is the responsibility of the student through his/her primary health providers. *All costs related to testing and treatment are the responsibility of the student.*

Students that incur injuries that do not involve exposure to blood or body fluids must contact their own personal physician for care. Students with allergies to specific personal protective equipment that is provided by the clinical site are responsible for obtaining whatever special products they require. The cost of these supplies is the responsibility of the student. Assistance will be provided in directing the student to suppliers.

Social Media Policy

WVU is committed to free and open expression and supports its faculty, staff, and students in the use of social media to connect with each other and to accelerate teaching and learning ([WVU Social Media Guidelines](#)). Social media is a powerful tool that carries with it many rewards, but with those rewards come personal and institutional risks. The University has developed these guidelines to assist the University community in the safe, legal, and effective use of blogs, Facebook, Twitter, YouTube, LinkedIn, Foursquare, and other social media outlets, and to protect users' personal and professional reputations and the institutional reputation of the University. Because technology evolves constantly, these Guidelines will be monitored and revised as deemed necessary.

General Guidelines:

1. Use of social media must comply with all applicable University policies, guidelines, and regulations, including but not limited to: Board of Governors policies, Division of Human Resources policies, Administration and Finance policies, and University Relations and Information Technology Services standards and procedures.
2. All use of technology resources must comply with the Information Technology Services [Acceptable Use of Data and Technology Resources Policy](#)
3. Users must not post confidential information about West Virginia University, its faculty, staff, or students.
4. Faculty, employees, and students at the West Virginia University Robert C. Byrd HSC also must abide by the HSC Standards, policies, procedures and Interim HIPAA Privacy and security policies reviewed upon admission and during annual required HSC IT Security Awareness Training which contain vital information relating to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Violation/ Breach of HIPAA may result in immediate dismissal from the School of Nursing.
5. Content managers must follow all WCAG 2.0 and 508 Compliance recommendations including captioning of all videos with correct spelling and grammar as well as other accessibility guidelines including alt tags for graphics. If a video is not transcribed by another group, it should not be shared.

HSC ITS Social Networking Sites, Blogs, & Instant Messaging Policy may be found here: [Social Media Guidelines](#)

Electronic Device Policy

Cell phones, laptops, and any devices with ringtones or other audible notifications must be silenced when in the classroom, workshop, or clinical area. Students may not accept or access personal cell phone calls or text messaging in the direct patient care or simulation area. Students must adhere and will be subject to WVU SON and clinical institution policies regarding cell phone use and social media activity.

Student Health Insurance and Responsibility for Medical Expenses Policy

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/>.

Graduate Progression Policies

Student success and program completion are among the highest priorities. The following policies outline standards and procedures related to progression and graduation and describe options available when students determine that a change in intended progression is desired. The goal of these policies is to encourage progression, persistence, and completion while creating mechanisms for flexibility required to achieve that same goal.

Students must be continuously enrolled in School of Nursing programs in order to maintain active status. Failure to continue in established progression plan will result in program dismissal. Summer term enrollment is only required if the student's program of study/progression plan is dependent on summer for an on-time graduation. If a student experiences extenuating circumstances and needs to interrupt enrollment in any way, the following policies should be reviewed carefully. If a student needs to withdraw from any courses or decides not to enroll for the next semester, the student must meet with the academic and faculty advisors.

Academic Standards for Progression Policy

To progress in the graduate programs, a student must meet these academic standards. Failure to meet the criteria will result in dismissal from the program.

1. Grade Point Average (GPA) requirements:

Degree seeking graduate students are required to maintain a 3.0 program GPA. A student who falls below a 3.0 in program courses after nine or more credit hours are completed in the program will be placed on academic notice.

- Full-time degree-seeking graduate students will have only one semester to bring up the GPA to the 3.0 requirement. Failure to raise the program GPA to 3.0 by the next enrolled semester will result in program dismissal.
- Part-time graduate students will have two semesters to bring up the GPA to the 3.0 requirement. Failure to raise the program GPA to 3.0 by the next enrolled semester will result in program dismissal.

2. Course grade requirements:

- a. Students must earn A, B, C, Pass, or Satisfactory in all required courses.
- b. A grade of F, Fail, or Unsatisfactory in any course results in program dismissal.
- c. Students can only carry forward one C grade in a nursing course. A second C in any nursing course will result in program dismissal.
- d. Students can only carry forward two course withdrawals (resulting in a "W" on the academic transcript). The withdrawals cannot occur in the same course more than one time.

3. Course age requirements:

Students are permitted to continue in a graduate nursing program for a maximum of 7 years following their term of admission to the programs. A course completed more than 7 years prior to the term of degree or certificate completion will be reviewed by program administrators and the Associate Dean of Curriculum and Graduate Programs. The student may be required to validate current knowledge in the subject area, repeat the course(s), or complete competency evaluation. The University's [time limit requirements](#) must also be met.

Health Information and Credential Documentation Policy (Progression)

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 progression in all WVU SON graduate programs (excluding the PhD Program). Official documentation must come from a physician, health clinic, etc., and parental written documentation of immunization records is not considered adequate. Please note that students will need to meet all clinical facility requirements prior to clinical experiences, even if they are not listed in this policy.

Documentation required every semester

- Completed Statement of Criminal Record Form

Documentation required every year

- Proof of RN licensure and APRN certification (if a requirement of the program)(prior to expiration)
- Current American Heart Association BLS CPR certification for adult, child, and infant (prior to certification expiration)
- HIPAA training completion certificate (found in SOLE)
- Completed TB questionnaire (If students miss the annual TB questionnaire, the TB screening required upon admission will need to be repeated)
- Official documentation of an influenza vaccine (November 15 deadline)
- Signed handbook signature page

Health Information and Credential Documentation Policy Compliance

Non-compliance with the Health Information and Credential Documentation policy is considered a violation of WVU SON Professional Standards.

- **Per the WVU SON Professional Standards policy, students are to:**
Comply with the policies and procedures of the WVU SON, course syllabi, the clinical agency, and the West Virginia RN Board (WVBON). See [Graduate Academic Penalties](#).
- Compliance requirements include any items that are due at the beginning of the semester and items that will become due prior to the end of the semester. Students must exhibit compliance prior to the beginning of each semester. It is **HIGHLY RECOMMENDED** that students complete all requirements for admission and ANNUAL requirements by August 1 for fall, Jan. 1 for spring, May 1 for summer) to avoid course point reduction. Students noncompliant on the first day of classes each semester will only have the add/drop week to remedy documentation errors. **AFTER THE FIRST WEEK OF CLASS, PENALTIES WILL BE APPLIED.**
- An evaluation method for **documentation compliance** will be placed in every course syllabus. Faculty will receive reports regarding compliance from program administrators. Students receiving a series of immunizations are required to document each step of the series as it is received. **Students will not be penalized as long as they are following the recommended timeline for each step in the series.**
 - **No student will be permitted to engage in clinical hours until all requirements have been met.** Students who are not permitted to attend clinical due to non-compliance are still required to complete all clinical objectives/ required practice hours. No additional hours

will be permitted. Students do not meet all clinical behaviors will fail the clinical component of the course.

- Students who are enrolled in non-clinical courses and who are non-compliant with these requirements will receive a grade deduction in the lowest numeric course taken in the semester for each week that they are non-compliant.
- Students non-compliant by the end of the second week of classes in the semester- 2% reduction in the final course grade.
- Students non-compliant by the end of the third week of classes in the semester- 5% reduction in the final course grade.
- Students non-compliant by the end of the fourth week of classes in the semester- 7% reduction in the final course grade.
- Students non-compliant by the end of the fifth week of classes in the semester- 24% reduction in the final course grade.
- **Student who are non-compliant with flu vaccines will receive a 2% deduction in the final course grade if students are non-compliant.**
- **Please note: It may take up to 5 days for Sentry to process documents. Please submit accordingly.**

Grading Scale Policy

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.

Grades are calculated to two decimal places (hundredths) and are rounded at the 0.5 level. Rounding will occur on final grades only and not on individual assignments or in grading categories. The following grading scale illustrates incorporation of rounding procedures. Percentage ranges are strictly enforced, and no additional rounding will occur.

A= 92.50-100, B=84.50-92.49, C=76.50-84.49, F= 76.49 and below.

Extra Credit and Bonus Point Policy

No bonus points or extra credit will be offered in nursing courses (courses with the prefix NSG). Bonus points are defined as any points (or percentages) added to the student's score that do not also add the same number of points (or percentages) to the total possible for the course. No academic points will be awarded for survey completion, research participation, or other non-academic, non-clinical activities.

Incomplete Grade Policy

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). Sample Incomplete Form in Appendix 9. Students must remedy the Incomplete prior to the end of the add/drop period of the next semester to enroll in a course for which the Incomplete serves as a prerequisite, course in sequence, or repeatable course.

LOA Policy

Students may request a leave of absence (LOA) or a partial LOA for extenuating circumstances, such as family and parental leave, military duty, jury duty, or significant changes in health or financial status. The student is required to submit an LOA and Withdrawal Form with the rationale, requested time period, and revised progression plan to the Associate Dean of Curriculum and Graduate Programs (who consults with program administrators). Requests that include partial semesters and/or individual courses will be

reviewed on a case-by-case basis for timeframe implications. Additional documentation may be required to clarify the circumstances for the request. Students are encouraged to evaluate the [WVU Withdrawal Policies](#), the financial implications of the decision, the effects of the LOA on program progression and the 7-year time limit, and [International Student Policies](#) as applicable. While students may be permitted to request a partial LOA and withdrawal from individual courses, WVU policies regarding course refunds should be carefully considered.

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, which is only granted in extreme circumstances. Transcript W's that are part of an approved LOA do not count against the student and are not subject to the Academic Standards for Progression policy.

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 will require readmission to continue in the program (See LOA & Withdrawal Policy, LOA Form Appendix 10). 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. Students planning to return from an LOA are highly encouraged to maintain their Sentry/Pre-check account. This account must be up to date by the end of the first week of the semester the student is returning.

[Withdrawal Policy](#)

A withdrawal is defined as withdrawing from the program or failing to enroll in any given semester of the progression plan (see summer exception above). Students who withdraw must submit the LOA and Withdrawal Form, meet with the program administrator, and complete the Exit Interview Survey. Students must follow this process to leave in good standing and to be eligible for readmission at a later date (See LOA & Withdrawal Policy, LOA Form Appendix 10). Withdrawals resulting in Ws on the transcript will be subject to the Academic Standards for Progression Policy.

References

- American Association of Colleges of Nursing (AACN). (2011). The Essentials of Master's Education in Nursing. Accessible online at <https://www.aacnnursing.org/portals/42/publications/mastersessentials11.pdf>
- American Association of Colleges of Nursing (AACN). (2021). The essentials: core competencies for professional nursing education. Accessible online at <https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>
- American Academy of Nurse Practitioners Credentialing Board (AANPCB) Certifications (2025). Accessible online at <https://www.aanpcert.org/resource/documents/AGNP%20FNP%20Candidate%20Handbook.pdf>
- American Nurses Association (ANA) Code of Ethics for Nurses. (2025) Accessible online at: <https://codeofethics.ana.org/home>
- American Nurses Association (ANA) Position on Incivility, Bullying, and Workplace Violence. (2025) Accessible at <https://www.nursingworld.org/globalassets/practiceandpolicy/nursing-excellence/incivility-bullying-and-workplace-violence--ana-position-statement.pdf>
- American Nurses Association (ANA) Scope and Standards of Practice, 4th ed (2025) Accessible online at <https://www.nursingworld.org/nurses-books/nursing-scope-and-standards-of-practice-4th-edit/>
- American Nurses Credentialing Center (ANCC) Certifications (2025). Accessible online at <https://www.nursingworld.org/our-certifications/>
- Clarifying the APRN Core Courses (3 Ps) (2011, 2023). Accessible online at [APRN Lacey Network](#).
- Commission on Collegiate Nursing Education (CCNE). (2024) Standards for accreditation of baccalaureate and graduate nursing programs. Accessible online at <https://www.aacnnursing.org/Portals/0/PDFs/CCNE/CCNE-Education-Standards-2024.pdf>
- Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education. (2008). National Council of State Boards of Nursing (NCSBN). Accessible online at https://www.ncsbn.org/public-files/Consensus_Model_Report.pdf
- International Nursing Association for Clinical Simulation and Learning INACSL Healthcare Simulation Standards of Best Practice. ® (2021). Accessible online at <https://www.inacsl.org/healthcare-simulation-standards-ql>
- National Organization of Nurse Practitioner Faculty (NONPF) Nurse Practitioner Core Competencies (2022). Accessible online at http://www.nonpf.org/resource/resmgr/np_competencies_&_ntf_standards/nonpf_np_role_core_competenc.pdf
- National Task Force. (2022). Standards for quality nurse practitioner education (6th ed.). AACN. Accessible online at <https://www.nonpf.org/page/NTFStandards>
- West Virginia Code and Legislative Rules; Section 30-7. Accessible online at <https://code.wvlegislature.gov/30-7/>.

Students at the graduate and professional level may request to have credit earned from other institutions articulated to their record in accordance with the WVU Graduate Transfer Credit Policy (may be viewed at <https://registrar.wvu.edu/transfer/graduate-transfer-credit>). Credit earned at other institutions of higher education can only be credited toward graduate degrees at WVU if the institution is accredited at the graduate level. The maximum transfer credit permitted is 12 semester hours for Master's programs.



West Virginia University

[illegible]

Appendix 2: Verification Form for Qualifying MSN Clinical Hours

To be eligible for national certification, students in the FNP and PMHNP certificate program 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 PHMNP certificate 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 Postgraduate 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 believe 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

Appendix 3: Gap Analysis for Postgraduate Certificate Students

To be completed by PMHNP/FNP 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 4: WVU SON Writing Rubric

Criteria	Evaluation Standard/Comments				
	Unacceptable	Poor	Satisfactory	Good	Excellent
Paragraph structure (logic): <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 include 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

<ul style="list-style-type: none"> • Avoidance of jargon • Avoidance of anthropomorphism • Avoidance of gender bias • Avoidance of errors with referents • Avoidance of pretentious words 	<p>topic, audience and verb tense. There are many errors in jargon, anthropomorphism, gender bias, referent error, and use of</p>	<p>verb tense. There are many errors in jargon, anthropomorphism, gender bias, referent error, and use of pretentious words.</p>	<p>tense. There are more than a few errors in jargon, anthropomorphism, gender bias, referent error, and use of pretentious words.</p>	<p>audience and verb tense. There are few errors in jargon, anthropomorphism, gender bias, referent error, and use of pretentious words.</p>	<p>in jargon, anthropomorphism, gender bias, referent error, and use of pretentious words.</p>
<p>Mechanics:</p> <ul style="list-style-type: none"> • Spelling • Punctuation <ul style="list-style-type: none"> • APA (<i>Faculty should delete this from the rubric if APA style is not appropriate for a given assignment.</i>) 	<p>Errors in spelling and punctuation are very frequent.</p> <p>There is little to no evidence of an understanding of the APA style for citation in text, reference list headings, or paragraph length.</p>	<p>Writing is adversely affected by errors in spelling and punctuation.</p> <p>There is little evidence of an understanding of the APA style for citation in text, reference list headings, or paragraph length.</p>	<p>Writing is weakened by occurrence of errors in spelling and punctuation.</p> <p>There are more than a few violations in APA style for citation in text, reference list, headings, and paragraph length.</p>	<p>Writing demonstrates meeting the criteria except for minor errors in spelling and punctuation.</p> <p>There are few violations in APA style for citations in text, reference list, headings, and paragraph length.</p>	<p>Writing demonstrates correct use of spelling and punctuation.</p> <p>APA style for citations in text, reference list, headings, and paragraph length are followed.</p>

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**

- Definition: Dramatic, flamboyant words that do not necessarily convey the desired meaning.
- Resource: <http://www.uhv.edu/ac/newsletters/writing/grammartip2005.11.15.htm>

- **Punctuation**

- Definition: Proper use of symbols to indicate structure and organization of thought, including commas, quotation marks, apostrophes, and hyphens.
- Resource: <http://owl.english.purdue.edu/owl/section/1/6/>

- **Spelling:**

- Definition: The forming of words with letters in the correct sequence.

Appendix 5: Responsible Conduct of Research Graduate Student Guide

Students must adhere to all policies set forth by the [WVU Office of Research Integrity & Compliance](#). 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). Failure to do so may affect your ability to participate in quality improvement, evidence-based practice change, and/or research projects.

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, choose the course: Social and Behavioral Responsible Conduct of Research 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 6: WVU Health Sciences Center Student Vaccine Religious Exemption Request Form

West Virginia University (“WVU”) students seeking a religious exemption from a vaccine mandate of a WVU Health Sciences Educational Program must submit this form for review to the Chancellor’s Office at vaxreligiousexemption@hsc.wvu.edu. Following this review, the student will be notified if the exemption is approved. This form is for a **Religious** exemption ONLY. **Medical vaccine exemption** requests should be directed to the [Office of Accessibility Services](#). Residents and fellows should submit vaccine exemption requests to Employee Health at WVUH.

By submitting and signing this form you agree to the following terms and conditions:

- I understand and agree that receiving an exemption may delay or prohibit my timely completion of my program at WVU.
- I understand and agree that I will be required to wear a mask and take any other reasonable precautions that may be requested of me by the clinical site to which I am assigned to protect against the spread of contagions.
- I understand and agree that all rotation and experiential sites may not be available to me and that this delay may prohibit my timely completion of my program at WVU.
- I understand and agree that this exemption may not be recognized or accepted at sites that are not owned or operated by WVUHS, and that those sites may require me to go through their religious exemption request process. In addition, I understand and agree that some sites that are not owned or operated by WVUHS may refuse to grant an exemption, and I may not be able to participate in those rotations or experiences, which may delay or prohibit my timely completion of my program at WVU.

Section 1: Basic Information

Print Name: _____ Date of Request ____/____/____

WVU Student ID#: _____

School: _____ Program: _____

E-mail: _____ Phone: _____

Does your position/activity involve direct patient care? Yes No ☐ ☐

Section 2: Previous Religious Exemption

Have you previously received an exemption from a vaccination from WVU or WVUHS?

Yes ☐ No ☐

If Yes, state:

Name of entity granting exemption: _____

Date(s) of previous exemptions: _____

Section 3: Required Information

Please list below the vaccination(s) from which you are seeking an exemption.

Please describe below the nature of your objection to the vaccination requirements including a description of the specific religious beliefs, practices, or observances at issue.

Would complying with the vaccination requirements substantially burden your religious exercise or conflict with your sincerely held religious beliefs, practices, or observances? If so, please explain how below.

Please provide any additional information that you think may be helpful in reviewing your request. For example:

- Whether your religious objection is to the use of all vaccines, a specific type of vaccine, or some other subset of vaccines.
- Whether you have received vaccines as an adult against any diseases (such as measles, chicken pox, or a tetanus vaccine).

You are strongly encouraged to attach any documentation that may support or assist in the review of your request. Examples: a letter from your priest, pastor, or religious leader.

Please indicate below whether you have provided supporting documentation.

Yes ☐ No ☐

[Signature Page Follows on Page 4]

Section 4: Affirmation and Acknowledgement

By signing below, I am representing that I understand the terms and conditions outlined above and the potential risk inherent in not receiving vaccinations. I declare to the best of my knowledge and ability that the foregoing is true and correct.

Printed Name: _____

WVU Student ID#: _____

Date: ____/____/____

Signature: _____

PLEASE EMAIL THIS FORM AND ANY ATTACHMENTS TO:

vaxreligiousexemption@hsc.wvu.edu

FOR OFFICE USE ONLY

Date received: _____ Documentation attached: _____

Date reviewed: _____

Reviewed by: _____

Approved: Yes _____ No _____

Comments: _____

Appendix 7: 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.

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

Student signature: _____ Date: _____

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: 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 :	<input type="checkbox"/> Work was unavoidably incomplete <input type="checkbox"/> 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

Appendix 10: Leave of Absence (LOA) form

WVU SCHOOL OF NURSING APPLICATION FOR LEAVE OF ABSENCE or PROGRAM WITHDRAWAL For the BSN, MSN, Post-MSN, DNP, and PhD Programs

Name (Print): _____ Student ID#: _____

Date: _____ WVU MIX Email Address: _____

Present Program & Track (if applicable): _____

Students should contact their program director and academic advisor regarding their intent to take a leave of absence or withdraw from the program. Please review the LOA and withdrawal policies located in the program handbook.

It is my desire to:

☐ Take a Leave of Absence (Please include rationale below and any relevant documentation)

LOA Start Semester & Date: _____

LOA Intended Semester & Date of Return: _____

**Please note: It is the student's responsibility to contact the Advisor, Track Coordinator, and Program Director by the following date prior to the term in which you plan to return:*

July 1 to return in January; November 1 to return in May; February 1 to return in August

There is no guarantee that there will be a clinical placement available for you when you return. Decisions will be made based on space availability and availability of course or track offering.

Rationale for LOA Request:

☐ Withdraw from the Program & University**

Effective Date: _____

***Please note: If you withdraw from the program and would like to reapply in the future, you are required to follow the LOA policy to be eligible for continuation or readmission.*

SCHOOL OF NURSING USE ONLY

Program Director Signature: _____ Date: _____

Associate Dean Signature: _____ Date: _____ Accepted ☐ Denied ☐

Notifications Made To:

Course Professors ☐
Academic Advisor ☐

Track Coordinator ☐
Associate Dean ☐

Comments: _____

Appendix 11: 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 2025-2026 WVU Master of Science in Nursing Program Handbook.

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

Print Name: _____

Signature: _____

Date: _____