

**MSN HANDBOOK**

**2009-2010**

**WEST VIRGINIA UNIVERSITY  
SCHOOL OF NURSING**

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## **Mission Statement & Goals**

The mission of the West Virginia University School of Nursing is to serve the people of West Virginia and larger society through education, research and service, including faculty practice. This mission is responsive to changing health care needs and emerging national and state changes in technology and health care delivery and is enhanced by a supportive and open environment. The faculty's educational effort is directed to providing high quality student-centered programs of instruction at all levels which prepare superb professional nurses to meet basic health care needs; advanced practice nurses to address complex health needs; and doctorally educated nurses to advance nursing knowledge through research, to assist in the formulation of policies to improve health care, and to serve as faculty in higher degree programs. Unique characteristics of the state mandate that the health care needs of rural populations and vulnerable groups be a major focus of education, research and service, including faculty practice.

### **Education Goal**

West Virginia University School of Nursing seeks to provide excellent, student-centered educational programs which address core competencies/elements in all programs and meet the changing needs of the communities of interest served.

### **Scholarship Goal**

West Virginia University School of Nursing seeks to increase scholarship, including funded research and peer-reviewed publications in order to benefit those we serve.

### **Service Goal**

West Virginia University School of Nursing seeks to increase the School's service activity in professional organizations, academe, practice, and continuing education in order to benefit those we serve.

## Graduate Faculty

Laurie Badzek, MS, RN, JD, LLM, Professor (Regular Membership)

Joy Buck, PhD, RN, Associate Professor (Regular Membership)

Margaret Burkhardt, PhD, RN, Associate Professor (Regular Membership)

Roger Carpenter, PhD, RN, Associate Professor (Associate Membership)

Ilana Chertok, PhD, RN, IBCLC, Associate Professor (Regular Membership)

June Larrabee, PhD, RN, Professor (Regular Membership)

Nan Leslie, PhD, RN, Professor (Regular Membership)

Gina Maiocco, PhD, RN, Assistant Professor (Associate Membership)

Susan McCrone, PhD, RN, Professor (Regular Membership)

Georgia Narsavage, PhD, RN, FAAN, Professor and Dean (Regular Membership)

Alvita Nathaniel, PhD, RN, Assistant Professor (Regular Membership)

Barbara Nunley, PhD, RN, Associate Professor (Associate Membership)

Cynthia Persily, PhD, RN, FAAN, Professor and Associate Dean (Regular Membership)

Heidi Putman, RN, DNSc, Assistant Professor (Associate Membership)

Kari Sand-Jecklin, EdD, RN, Associate Professor (Regular Membership)

Elisabeth Shelton, DSNc, RN, Associate Professor (Associate Membership)

Marilyn Smith, PhD, RN, Clinical Associate Professor (Regular Membership)

Mary Jane Smith, PhD, RN, Professor and Associate Dean (Regular Membership)

Irene Tessaro, DrPH, RN, Research Professor, (Regular Membership)

## MSN Program

### Program Description

The School of Nursing offers programs of study leading to the Master of Science in Nursing (MSN) degree. The areas of emphasis for study in advanced practice nursing are: Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner (PNP), Neonatal Nurse Practitioner (NNP), Woman's Health Nurse Practitioner (WHNP), Geriatric Nurse Practitioner (GNP), and Nursing Leadership. The school also offers post-master's certification programs in these areas for those who already hold a MSN. The programs are offered by faculty at the University main campus in Morgantown and at the Charleston Division. Courses are offered via web-based modalities and are scheduled in the late afternoon at times convenient for working students. Students may be required to attend special sessions in Morgantown or Charleston 2-4 times each semester. During semesters involving nursing practice hours, monthly meetings are held in Morgantown and Charleston. Dates of the special sessions are made available by faculty in charge of the course in advance so students can plan their schedules in order to attend. Special sessions for PNP and NNP students are held in Morgantown. Special sessions for GNP students may be held in Charleston.

The MSN program offers a curriculum that allows students to enroll on a part-time or full-time basis. Graduate students are strongly recommended to limit their credit load if they are also involved in full-time work. **It is University Policy that students employed in full-time work should enroll for no more than six hours of master's level course work in any one term.**

At the end of the MSN Program the student:

1. Synthesizes theories, research findings, and broad-based perspectives for application in the advanced practice of nursing or nursing leadership.
2. Utilizes systematic inquiry and refined analytical skills in the provision of health care services and leadership.
3. Creates a relationship with clients and healthcare organizations that builds and maintains a supportive and caring partnership.
4. Articulates viewpoints and positions in order to improve the quality of health care delivery and outcomes of successful care.
5. Consults and collaborates in interdisciplinary and interagency endeavors to advance culturally sensitive health care to clients, families, groups, and communities.
6. Integrates prior and current learning as a basis for growth and accountability in enacting the role of advanced practice nurse or nurse leader.

### Family Nurse Practitioner

Graduates of the Family Nurse Practitioner program meet all requirements to take the national certification examination in their major area. They are prepared to offer care at the advanced practice level to select populations in rural settings and are able to carry out all activities encompassed in the scope of practice of Family Nurse Practitioner.

**Pediatric Nurse Practitioner**

Graduates of the Pediatric Nurse Practitioner program meet all requirements take for the national certifying examination in their major area. They are prepared to be providers of primary care at an advanced level to children from birth to young adult.

**Neonatal Nurse Practitioner**

Graduates of the Neonatal Nurse Practitioner program meet all requirements to take the national certification examination offered by the National Certification Corporation. They are prepared to provide care at an advanced level to neonates.

**Women's Health Nurse Practitioner**

Graduates of the Women's Health Nurse Practitioner program meet all requirements to take the national certification examination offered by the National Certification Corporation. They are prepared to provide care at an advanced level to women and girls.

**Geriatric Nurse Practitioner**

Post master students in the Geriatric Nurse Practitioner program meet all requirements to take the national certification examination offered by the National Certification Corporation. They are prepared to provide care at an advanced level to older adults.

**Nursing Leadership**

Graduates of the Nursing Leadership program meet the educational requirements for certification in Nursing Administration and Nursing Administration, Advanced and need to meet the experiential requirements of 24 months serving in a nursing management or nursing executive role. Graduates are prepared to serve as leaders/administrators in a variety of healthcare settings.

**Accreditation**

The School of Nursing's graduate and undergraduate programs are accredited by the Commission on Collegiate Nursing Education. In Fall of 2008, the School of Nursing was visited by the Commission on Collegiate Nursing Education (CCNE), and in the Spring of 2009, the School received full accreditation. The accreditation will be effective until 2019 for the BSN and MSN programs and until 2014 for the DNP program.. CCNE accreditation applies to all WVU School of Nursing programs regardless of the campus on which the programs are offered.

## MSN Curriculum

### Nursing Core Courses for all Master Degree Nursing Students

		Credits
Nursing 622	Theory and Disciplined Reasoning	3
Nursing 623	Concepts of Advanced Nursing	2
Nursing 624	Advanced Pathophysiology	4
Nursing 626	Lifespan Health Promotion	2
Nursing 627	Research and Systematic Analysis	5
Nursing 629	Advanced Practice/Families	2
Nursing 628	Health Policy, Finance, and Ethics	3
Nursing 685	Clinical Scholarship	1

### FNP Track Core and Practica Courses

Nursing 632	Advanced Assessment	2
Nursing 633	Primary Care Rural Families 1	3
Nursing 631	Advanced Pharmacotherapeutics	3
Nursing 634	Primary Care Rural Families 2	4
Nursing 635	Rural Family Practicum 1	4-5
Nursing 636	Rural Family Practicum 2	4-5

### PNP Track Core and Practica Courses

Nursing 647	Pediatric Assessment/Care 1	5
Nursing 631	Advanced Pharmacotherapeutics	3
Nursing 644	Pediatric Primary Care 2	4
Nursing 645	Pediatric Practicum 1	5
Nursing 646	Pediatric Practicum 2	5

### NNP Track Core and Practica Courses

Nursing 631	Advanced Pharmacotherapeutics	3
Nursing 654	Neonatal Pathophysiology	4
Nursing 655	Neonatal Health Promotion	2
Nursing 663	Neonatal Assessment/Care 1	5
Nursing 664	Neonatal Care 2	4
Nursing 665	Neonatal Practicum 1	5
Nursing 666	Neonatal Practicum 2	5

## MSN Curriculum (continued)

### WHNP Track Core and Practica Courses

Nursing 683	Primary Care Women & Girls 1	3
Nursing 684	Primary Care Women & Girls 2	4
Nursing 686	Women's Health Practicum 1	5
Nursing 687	Women's Health Practicum 2	5

### GNP Track Core and Practica Courses

Nursing 671	Current Issues in Aging	3
Nursing 672	Advanced Assessment/Older Adults	2
Nursing 673	Geriatric Primary Care 1	2
Nursing 674	Geriatric Primary Care 2	3
Nursing 675	Geriatric Practicum 1	3
Nursing 676	Geriatric Practicum 2	5

### Leadership Track Core and Practica Courses

Nursing 610	Leadership in Health Care	3
Nursing 611	System Based Decision Making	2
Nursing 612	Leading Health System Change	4
Nursing 613	Managing Health Care Resources	3
Nursing 614	Health Care Informatics	3
Nursing 615	Program Planning/Evaluation	3
Nursing 617	Leadership Practicum 1	2-5
Nursing 618	Leadership Practicum 2	2-5

## FNP Progression Plans

Full-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Health Promotion	2	629 Adv Practice/Families	2
	623 Concepts	2	631 Pharmacology (FNP only)	3	633 Primary Care I	3
	624 Pathophysiology	4	627 Research	5	635 Practicum 1	2
			632 Adv. Assess.	2		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>7</b>
<b>Year 2</b>	634 Primary Care 2	4	636 Practicum 2	4-5		
	635 Practicum 1	4-5	628 Health Policy	3		
			685 Clinical Scholarship	1		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>9</b>	<b>PROGRAM TOTAL</b>	<b>44</b>

Option 1: Accelerated Part-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Health Promotion	2	629 Adv Practice/Families	2
	623 Concepts	2	627 Research	5		
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>2</b>
<b>Year 2</b>	624 Pathophysiology	4	631 Pharmacology (FNP only)	3	633 Primary Care 1	3
			632 Adv. Assess.	2	635 Practicum 1	2
			628 Health Policy	3		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>5</b>
<b>Year 3</b>	634 Primary Care 2	4	636 Practicum 2	4-5		
	635 Practicum 1	4-5	685 Clinical Scholarship	1		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>6</b>	<b>PROGRAM TOTAL</b>	<b>44</b>

Option 2: Regular Part-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Health Promotion	2	629 Adv Practice/Families	2
	623 Concepts	2	627 Research	5		
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>2</b>
<b>Year 2</b>	624 Pathophysiology	4	631 Pharmacology (FNP only)	3	633 Primary Care 1	3
			632 Adv. Assess.	2		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>3</b>
<b>Year 3</b>	634 Primary Care 2	4	628 Health Policy	3	635 Practicum 1	2
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>2</b>
<b>Year 4</b>	635 Practicum 1	4-5	636 Practicum 2	4-5		
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>6</b>	<b>PROGRAM TOTAL</b>	<b>44</b>

\* Students choosing Option 2 will need to take additional continuing education pharmacology credits before applying for prescriptive authority

## PNP Progression Plans

Full-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Health Promotion	2	629 Adv Practice/Families 631 Pharmacology (PNP and NNP track students only)	2 3
	623 Concepts	2	627 Research	5		
	624 Pathophysiology	4	647 Pediatric Assess/Care 1	5		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>5</b>
<b>Year 2</b>	644 Pediatric Care 2	4	646 Pediatric Practicum 2	5		
	645 Pediatric Practicum 1	5	628 Health Policy	3		
			685 Clinical Scholarship	1		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>9</b>	<b>PROGRAM TOTAL</b>	<b>44</b>

Option 1: Accelerated Part-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Health Promotion	2	629 Adv Practice/Families	2
	623 Concepts	2	627 Research	5		
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>2</b>
<b>Year 2</b>	624 Pathophysiology	4	647 Pediatric Assess/Care 1	5	631 Pharmacology (PNP and NNP track students only)	3
			628 Health Policy	3		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>3</b>
<b>Year 3</b>	644 Pediatric Care 2	4	646 Pediatric Practicum 2	5		
	645 Practicum 1	5	685 Clinical Scholarship	1		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>6</b>	<b>PROGRAM TOTAL</b>	<b>44</b>

Option 2: Regular Part-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Health Promotion	2	629 Adv Practice/Families	2
	623 Concepts	2	627 Research	5		
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>2</b>
<b>Year 2</b>	624 Pathophysiology	4	647 Pediatric Assess/Care 1	5	631 Pharmacology (PNP and NNP track students only)	3
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>3</b>
<b>Year 3</b>	644 Pediatric Care 2	4	628 Health Policy	3		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>3</b>		
<b>Year 4</b>	645 Practicum 1	5	646 Pediatric Practicum 2	5		
			685 Clinical Scholarship	1		
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>6</b>	<b>PROGRAM TOTAL</b>	<b>44</b>

\* Students choosing Option 2 will need to take additional continuing education pharmacology credits before applying for prescriptive authority

## NNP Progression Plans

Full-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	655 Neonatal Health Promo	2	629 Adv Practice/Families 631 Pharmacology (PNP and NNP track students only)	2 3
	623 Concepts	2	627 Research	5		
	654 Neonatal Patho	4	663 Neonatal Assess/Care 1	5		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>5</b>
<b>Year 2</b>	664 Neonatal Care 2	4	666 Neonatal Practicum 2	5		
	665 Neonatal Practicum 1	5	628 Health Policy	3		
			685 Clinical Scholarship	1		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>9</b>	<b>PROGRAM TOTAL</b>	<b>44</b>

Option 1: Accelerated Part-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	655 Neonatal Health Promo	2	629 Adv Practice/Families	2
	623 Concepts	2	627 Research	5		
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>7</b>		
<b>Year 2</b>	654 Neonatal Patho	4	663 Neonatal Assess/Care 1	5	631 Pharmacology (PNP and NNP track students only)	3
			628 Health Policy	3		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>8</b>		
<b>Year 3</b>	664 Neonatal Care 2	4	666 Neonatal Practicum 2	5		
	665 Neonatal Practicum 1	5	685 Clinical Scholarship	1		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>6</b>		

Option 2: Regular Part-Time								
	Fall		Spring		Summer 1			
<b>Year 1</b>	622 Theory	3	655 Neonatal Health Promo	2	629 Adv Practice/Families	2		
	623 Concepts	2	627 Research	5				
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>7</b>			<b>Total</b>	<b>2</b>
<b>Year 2</b>	654 Neonatal Patho	4	663 Neonatal Assess/Care 1	5	631 Pharmacology (PNP and NNP track students only)	3		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>5</b>			<b>Total</b>	<b>3</b>
	<b>Year 3</b>	664 Neonatal Care 2	4	628 Health Policy			3	
<b>Total</b>		<b>4</b>	<b>Total</b>	<b>3</b>				
<b>Year 4</b>		665 Neonatal Practicum 1	5	666 Neonatal Practicum 2	5			
			685 Clinical Scholarship	1				
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>6</b>	<b>PROGRAM TOTAL</b>			<b>44</b>

\* Students choosing Option 2 will need to take additional continuing education pharmacology credits before applying for prescriptive authority

## WHNP Progression Plans

Full-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Health Promotion	2	629 Adv Practice/Families	2
	623 Concepts	2	631 Pharmacology (WHNP only)	3	683 Primary Care of Women & Girls 1	3
	624 Pathophysiology	4	627 Research	5		
			632 Adv. Assess.	2		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>5</b>
<b>Year 2</b>	684 Primary Care of Women and Girls 2	4	687 Women's Health Practicum 2	5		
	686 Women's Health Practicum 1	5	628 Health Policy	3		
			685 Clinical Scholarship	1		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>9</b>	<b>PROGRAM TOTAL</b>	<b>44</b>

Option 1: Accelerated Part-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Health Promotion	2	629 Adv Practice/Families	2
	623 Concepts	2	627 Research	5		
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>2</b>
<b>Year 2</b>	624 Pathophysiology	4	631 Pharmacology (FNP only)	3	683 Primary Care of Women and Girls 1	3
			632 Adv. Assess.	2		
			628 Health Policy	3		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>3</b>
<b>Year 3</b>	684 Primary Care of Women and Girls 2	4	687 Women's Health Practicum 2	5		
	686 Women's Health Practicum 1	5	685 Clinical Scholarship	1		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>6</b>	<b>PROGRAM TOTAL</b>	<b>44</b>

Option 2: Regular Part-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Health Promotion	2	629 Adv Practice/Families	2
	623 Concepts	2	627 Research	5		
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>2</b>
<b>Year 2</b>	624 Pathophysiology	4	631 Pharmacology (FNP only)	3	683 Primary Care of Women and Girls 1	3
			632 Adv. Assess.	2		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>3</b>
<b>Year 3</b>	684 Primary Care of Women and Girls 2	4	628 Health Policy	3		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>3</b>		
<b>Year 4</b>	686 Women's Health Practicum 1	5	687 Women's Health Practicum 2	5		
			685 Clinical Scholarship	1		
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>6</b>	<b>PROGRAM TOTAL</b>	<b>44</b>

\* Students choosing Option 2 will need to take additional continuing education pharmacology credits before applying for prescriptive authority

## GNP Progression Plans

Full-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Health Promotion	2	629 Adv Practice/Families	2
	623 Concepts	2	631 Pharmacology (Gero only)	3	673 Gero Primary Care 1	3
	624 Pathophysiology	4	627 Research	5	671 Current Issues in Aging (Elective, Summer II)	3
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>5-8</b>
<b>Year 2</b>	674 Gero Primary Care 2	4	628 Health Policy	3		
	675 Geriatric Practicum 1	5	685 Clinical Scholarship	1		
			676 Geriatric Practicum 2	5		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>9</b>	<b>PROGRAM TOTAL</b>	<b>44</b>

Option 1: Accelerated Part-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Health Promotion	2	629 Adv Practice/Families	2
	623 Concepts	2	627 Research	5	671 Current Issues in Aging (Elective, Summer II)	3
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>2-5</b>
<b>Year 2</b>	624 Pathophysiology	4	631 Pharmacology (Gero only)	3	673 Gero Primary Care 1	3
			672 Adv. Assess/Older Adults	2		
			628 Health Policy	3		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>3</b>
<b>Year 3</b>	674 Gero Primary Care 2	4	676 Geriatric Practicum 2	5		
	675 Geriatric Practicum 1	5	685 Clinical Scholarship	1		
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>6</b>	<b>PROGRAM TOTAL</b>	<b>44</b>

Option 2: Regular Part-Time						
	Fall		Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Health Promotion	2	629 Adv Practice/Families	2
	623 Concepts	2	627 Research	5		
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>2</b>
<b>Year 2</b>	624 Pathophysiology	4	631 Pharmacology (Gero only)	3	671 Current Issues in Aging (Elective, Summer II)	3
			672 Adv. Assess/Older Adults	2	673 Gero Primary Care 1	3
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>3-6</b>
<b>Year 3</b>	674 Gero Primary Care 2	4	628 Health Policy	3		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>3</b>		
<b>Year 4</b>	675 Geriatric Practicum 1	5	676 Geriatric Practicum 2	5		
			685 Clinical Scholarship	1		
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>6</b>	<b>PROGRAM TOTAL</b>	<b>44</b>

\* Students choosing Option 2 will need to take additional continuing education pharmacology credits before applying for prescriptive authority

## Leadership Progression Plans

Full-Time						
Fall			Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Lifespan Health	2	613 Managing Health	3
	623 Concepts	2	Promotion		Care Resources	
	610 Leadership in Health	3	627 Research	5	614 Health Care	3
	Care		612 Leading Change	4	Informatics	
	611 System-Based	2				
	Decision-Making					
	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>6</b>
<b>Year 2</b>	615 Program Planning/ Evaluation	3	628 Health Policy	3		
	617 Practicum 1	5	685 Clinical Scholarship	1		
			618 Practicum 2	5		
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>9</b>	<b>Program Total</b>	<b>44</b>

Option 1: Accelerated Part-Time						
Fall			Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	626 Lifespan Health	2	613 Managing Health	3
	623 Concepts	2	Promotion		Care Resources	
	<b>Total</b>	<b>5</b>	627 Research	5	<b>Total</b>	<b>3</b>
<b>Year 2</b>	610 Leadership in Health	3	628 Health Policy	3	614 Health Care	3
	Care		612 Leading Change	4	Informatics	
	611 System-Based	2				
	Decision-Making		<b>Total</b>	<b>7</b>	<b>Total</b>	<b>3</b>
	<b>Total</b>	<b>5</b>				
<b>Year 3</b>	615 Program Planning/ Evaluation	3	685 Clinical Scholarship	1		
	617 Practicum 1	5	618 Practicum 2	5		
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>6</b>	<b>Program Total</b>	<b>44</b>

Option 2: Regular Part-Time						
Fall			Spring		Summer 1	
<b>Year 1</b>	622 Theory	3	627 Research	5	613 Managing Health	3
	623 Concepts	2			Care Resources	
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>3</b>
<b>Year 2</b>	610 Leadership in Health	3	626 Lifespan Health	2	614 Health Care	3
	Care		Promotion		Informatics	
	611 Systems Based	2	612 Leading Change	4		
	Decision-Making		<b>Total</b>	<b>6</b>	<b>Total</b>	<b>3</b>
	<b>Total</b>	<b>5</b>				
<b>Year 3</b>	615 Program Planning/ Evaluation	3	628 Health Policy	3		
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>3</b>		
<b>Year 4</b>	617 Practicum 1	5	685 Clinical Scholarship	1		
	<b>Total</b>	<b>5</b>	618 Practicum 2	5		
			<b>Total</b>	<b>6</b>	<b>Program Total</b>	<b>44</b>

## Description of Courses

N 622: Theory & Disciplined Reasoning. Prerequisite – None. Introduction to the theoretical foundations of the discipline of nursing as a basis for applying disciplined reasoning to advanced practice nursing.

N 623: Concepts of Advanced Nursing. Prerequisite – N622. Exploration, analysis, and evaluation of concepts, theories and research guiding the advanced practice of nursing. Learning activities emphasize advanced practice role.

N 624: Advanced Pathophysiology. Prerequisite – None. Theoretical basis of pathophysiological changes in acute and chronic illness confronted in primary care across the lifespan. This course lays the foundation for subsequent courses in diagnosis, management, and therapeutic interventions.

N 626: Lifespan Health Promotion. Prerequisites – N622, N623. An in-depth study of the theoretical foundations, epidemiological principles, and advanced practice strategies for the promotion of health and prevention of disease across the life-span.

N 627: Research & Systematic Analysis. Prerequisite – N622. An overview of research methods, evidence and epidemiological and statistical measures used in advanced practice nursing.

N 628: Health Policy, Finance, Ethics. Prerequisite – N622. Study of how health policy, the organization and financing of health care, and how ethical principles shape professional practice.

N 629: Advanced Practice/Families. Prerequisites – N622, N623, N626, N627. Exploration and analysis of family theories, assessment and interventions applicable to the advanced practice of nursing.

N 631: Advanced Pharmacotherapeutics. Prerequisite – N624. Examination of the relationship between pharmacologic principles and the selection of pharmacologic agents in altered health states across the lifespan. This course lays the foundation for subsequent courses in diagnosis, management, and therapeutic interventions.

N 632: Advanced Assessment. Prerequisites – N622, N623, N624. Preparation for the conduct of advanced health assessment of patients. Diagnostic reasoning is emphasized as the student collects and analyzes data obtained from the patient history, physical examination, and diagnostic procedures.

N 633: Primary Care Rural Families 1. Prerequisites – N622, N623, N624, N626, N631, N632. Introduction to the domains and competencies of the advanced practice nursing role that are fundamental to primary health care of the rural family unit.

## Description of Courses (continued)

N 634: Primary Care Rural Families 2. Prerequisites – N633. Further development of the domains and competencies of the advanced practice nursing role introduced in N 633 that are fundamental to primary health care of the rural family unit.

N 635: Rural Family Practicum 1. Prerequisite – N634. Supervised practicum designed to apply theory- and evidence-based advanced practice nursing. Students develop the advanced practice role as they manage health care and participate in service learning. Students are required to attend on-site sessions as determined by the course instructor.

N 636: Rural Family Practicum 2. Prerequisite – N635. Supervised practicum that builds upon N 635 and focuses on the application of theory- and evidence-based advanced nursing practice. With supervision, students manage health care and participate on interdisciplinary teams. Students are required to attend on-site sessions as determined by the course instructor.

N 644: Pediatric Primary Care 2. Prerequisite – N643. Further acquisition of knowledge and skills central to the assessment of health status, diagnosis, treatment and evaluation of children in the primary care setting.

N 645: Pediatric Practicum 1. Prerequisite – N644. Supervised practicum designed to facilitate the student's competency in the delivery of primary health care to children. Students are required to attend on-site sessions as determined by the course instructor.

N 646: Pediatric Practicum 2. Prerequisite – N645. Supervised practicum designed to advance the student's competency in the delivery of primary health care to children. Students are required to attend on-site sessions as determined by the course instructor.

N 647: Pediatric Assessment/Care 1. Prerequisites – N622, N623, N624, N626, N631. Knowledge and skills basic to the assessment of health status, diagnosis, treatment, and evaluation of children in the primary care setting.

N 654 Neonatal Pathophysiology. Prerequisite – None. An introduction to the scientific foundations underlying processes contributing to health / illness states in neonates. Principles from genetics, embryology, and developmental physiology lay the foundation for subsequent courses in assessment, diagnosis and management.

N 655 Neonatal Health Promotion. Prerequisite – NSG 622. Review of practices and services that contribute to healthy outcomes for sick and well neonates with focus on health promotion, disease prevention and maintenance of function in the context of critical care and primary care.

N 663 Neonatal Assessment/Care 1. Prerequisites – NSG 622, NSG 623, NSG 654, NSG 655. Preparation for conducting advanced assessment of neonates/young infants. Diagnostic reasoning is emphasized through collecting and analyzing data obtained from patient history, physical examination, and diagnostic procedures

## Description of Courses (continued)

N 664 Neonatal Care 2. Prerequisites – NSG 663, NSG 631. This course focuses on the general assessment and management of common problems and condition in neonates

N 665 Neonatal Practicum 1. Prerequisites – NSG 664, NSG 631. This supervised practicum is designed to facilitate the student's competency in the delivery of care to infant populations.

N 666 Neonatal Practicum 2. Prerequisite – NSG 665. This supervised practicum is designed to facilitate the student's competency in the delivery of care to infant populations.

N 671 Current Issues in Aging – Prerequisite – None. An overview of contemporary gerontology that offers a multidisciplinary approach to providing services to older people in the United States.

N 672 Advanced Assessment of Older Adult – Prerequisite – None. Preparation for the conduct of advanced health assessment of older adults. Diagnostic reasoning is emphasized as the student collects and analyzes data obtained from the patient history, physical examination, and diagnostic procedures.

N 673 Geriatric Primary Care 1 – Prerequisite – None. Study of constellation of symptoms in the older adult that may be manifestations of other health problems.

N 674 Geriatric Primary Care 2 – Prerequisite NSG 671, NSG 672, NSG 673. Study of common diseases and disorders seen in the older adult.

N 675 Geriatric Practicum 1 – Prerequisite NSG 671, NSG 672, NSG 673. Supervised practicum designed to apply essential skills and knowledge to develop the role of geriatric nurse practitioner. Students will engage in evidence-based advanced practice in the primary care setting.

N 676 Geriatric Practicum 2 – Prerequisite NSG 671, NSG 672, NSG 673. Supervised practicum that builds upon NSG665: Geriatric Practicum 1 and focuses on the application of theory and evidence-based advanced practice in a variety of settings. The students with supervision will manage health care of geriatric clients and their families and participate on interdisciplinary teams.

N 683 Primary Care Women & Girls 1 – Prerequisite – NSG 622, NSG 623, NSG 624, NSG 626, NSG 631, NSG 632. Introduction to the domains and competencies of the advanced practice nursing role that are fundamental to primary health care of women and girls.

## Description of Courses (continued)

N 684 Primary Care of Women and Girls 2 – Prerequisite – None. Further development of the domains and competencies of the advanced practice nursing role introduced in N 683 that are fundamental to primary health care of the rural family unit.

N 685: Clinical Scholarship. Co- Requisite – either N635, N645 or 666. Knowledge dissemination within the advanced practice role using disciplined reasoning and systematic inquiry to examine and incorporate evidence-based strategies in the caring/healing process.

N 686 Women’s Health Practicum 1 – Prerequisite or Concurrent – NSG 684. Supervised practicum designed to apply theory- and evidence-based advanced practice nursing. Students develop the advanced practice role as they manage health care and participate in service learning.

N 687 Women’s Health Practicum 2 – Prerequisite – None. Supervised practicum that builds upon N 685 and focuses on the application of theory- and evidence-based advanced practice nursing. With supervision, students manage health care and participate on interdisciplinary teams.

N 610 Leadership in Health Care – Prerequisite/Co-requisite – NSG 622, NSG 623. Critical analysis of leadership frameworks, values and beliefs, and application of skills in the practice setting.

N 611 System Based Decision Making – Prerequisite/Co-requisite – NSG 622, NSG 623. Decision making grounded in an understanding of the organization as an open living system.

N 612 Leading Health System Change – Prerequisite – NSG 610, NSG 611. Developing system-based change management critical to advanced nursing in various settings, including selection, training, and support of effective teams and workgroups.

N 613 Managing Health Care Resources – Prerequisite – NSG 622, NSG 623. Management of financial and human resources to promote professional practice and organizational growth within organizational financial constraints.

N 614 Health Care Informatics – Prerequisite – NSG 627. Explore technologies to improve health care practices and learn to utilize technology for outcomes management.

N 615 Program Planning/Evaluation – Prerequisite – NSG 613. Health care program planning, strategies for program implementation, and program evaluation techniques.

N 617 Leadership Practicum 1 – Prerequisite/Co-requisite – NSG 615 – Supervised practicum designed to apply healthcare leadership principles to practice. Students participate in nursing leadership and administrative activities in a selected healthcare setting.

## **Description of Courses (continued)**

N 618 Leadership Practicum 2 – Prerequisite – NSG 618 – Supervised practicum designed to build on initial application of healthcare leadership principles. Students participate in nursing leadership and administrative activities in a selected healthcare setting.

N 691 Advanced Study. 1-3 hrs. Graduate Standing: Consent. In depth study of topics related to current issues in nursing and primary health care. Study may be independent or through specially scheduled seminars.

N 695 Independent Study. 1-6 hrs.

## Premises Underlying Progression Through Graduate Courses

1. There are eight core nursing courses required for all master's students and these are: Nursing 622-Theory and Disciplined Reasoning; Nursing 623-Concepts of Advanced Nursing; Nursing 624-Advanced Pathophysiology; Nursing 626-Lifespan Health Promotion; Nursing 627-Research and Systematic Analysis; Nursing 629-Advanced Practice/Families; Nursing 628-Health Policy, Finance, Ethics; and Nursing 685-Clinical Scholarship.
2. Nursing 622-Theory and Disciplined Reasoning is a pre- or co- requisite to all the core courses
3. Nursing 623-Concepts of Advanced Nursing is a pre-or co- requisite to Nursing 628-Health Policy, Finance and Ethics, Nursing 629-Advanced Practice/Families, Nursing 633-Primary Care Rural Families 1, Nursing 647 Pediatric Assessment/Care 1, Nursing 673 Geriatric Primary Care 1, Nursing 684 Primary Care of Women and Girls 2 and Nursing 613: Managing Healthcare Resources.
4. The core courses must be completed prior to the practice courses with the exception of Nursing 628-Health Policy, Finance, Ethics and Nursing 685-Clinical Scholarship Experience. This means that all core courses, with the exception of Nursing 628 and Nursing 685 are pre- or co- requisite to all of the practice courses.
5. Nursing 634-Primary Care Rural Families 2, Nursing 644-Pediatric Care 2, Nursing 664-Neonatal Care 2, Nursing 684-Primary Care Women and Girls 2, Nursing 674-Geriatric Primary Care 2, and Nursing 615 Program Planning/Evaluation are pre- or co-requisite to the first practicum course.
6. There are no pre-requisites to Nursing 624-Advanced Pathophysiology or Nursing 631 Advanced Pharmacotherapeutics.
7. Nursing 624-Advanced Pathophysiology is a prerequisite for Nursing 631-Advanced Pharmacology
8. Nursing 631- Advanced Pharmacotherapeutics must be completed prior to enrollment in the first practica courses for all track specialties except Nursing Leadership.
9. Nursing 624-Advanced Pathophysiology must be completed prior to taking Nursing 633-Primary Care Rural Families 1, Nursing 647 Pediatric Assessment/Care 1, Nursing 663-Neonatal Assessment/Care 1, Nursing 673-Geriatric Primary Care 1, and Nursing 683-Primary Care Women and Girls.
10. The pre-requisite undergraduate statistics course must be completed prior to taking Nursing 627-Research and Systematic Analysis.
11. The 600 supervised hours in Nursing 635 and Nursing 636 (family nurse practitioner) are to be divided as follows: 25% pediatrics, 17% women's health, 17% adult/elder, 8% men's health and on integrated experience of approximately 33% in a FNP setting.
12. There is a 1 to 4 ratio of credit hours to clock hours in FNP Practica courses. Each practicum includes a minimum number of hours in direct patient care. Other requirements include on-campus clinical conferences, service learning projects, and interdisciplinary experiences. In total, students must complete a minimum of 500 practica hours in direct patient contact and a minimum of 100 practica hours in other required activities.

13. There is a 1 to 5 ratio of credit hours to clock hours for Nursing 645, 646, 665, and 666. A total of 600 hours of direct patient contact in (645 and 646) (665 and 666) is required.
14. Students must demonstrate competence in health assessment before beginning practica courses.

## Post-Masters Program and Progression Plan

### Post Masters Family Nurse Practitioner (FNP) Program

The post-masters nurse practitioner certificate program requires a minimum of 19 credit hours. The program prepares master's level nurses to sit for the national certification examination as a family nurse practitioner. To be considered for admission, the applicant must have a master's degree in nursing from a nationally accredited program with a minimum cumulative GPA of 3.0 or better and an unrestricted R.N. license in at least one state. Students in the post-master's program must maintain a 3.0 GPA and receive satisfactory clinical ratings to progress. Each student's program will be individualized based on educational and experiential background. Prerequisites to registration for the five required courses in the program are evidence of competence in the following two areas: advanced pathophysiology and advanced pharmacotherapeutics.

The four required courses for post-master's certification as a family nurse practitioner are:

NSG 632	Advanced Assessment (Competency exam for exemption)	2 Credit Hours
NSG 633	Rural Primary 1	3 Credit Hours
NSG 634	Rural Primary 2	4 Credit Hours
NSG 635	Rural Family Practicum 1	5 Credit Hours
NSG 636	Rural Family Practicum 2	5 Credit Hours
		<b>Total 19 Credit Hours</b>

All students in this program will complete a minimum of 600 supervised clinical hours.

### Post Masters Pediatric Nurse Practitioner (PNP) Certificate Program

This program prepares nurses who have already earned a masters degree in nursing to sit for the national certification examination offered by the American Nurses Credentialing Center (ANCC). The post-masters PNP certificate program requires a minimum of 19 credits that are earned in 5 courses. Two courses are clinical, affording the student the opportunity to complete the 600 hours of supervised clinical practice with child populations required to sit for the national certification examination. Two courses are didactic and offered via webcast and internet technology, affording the student the opportunity to take these courses distant from campus. To be considered for admission, the applicant must have a master's degree in nursing from a nationally accredited master program with a minimum cumulative GPA of 3.0 or better and an unrestricted RN license in at least one state. Students in the post-graduate certificate program must maintain a 3.0 GPA and earn satisfactory clinical rating to progress. Prerequisites to registration for the 5 required pediatric nurse practitioner courses are evidence of knowledge in the following two areas: advanced pathophysiology and advanced pharmacology.

NSG 643	Pediatric Assessment/Care 1	5 Credit Hours
NSG 644	Pediatric Primary Care 2	4 Credit Hours
NSG 645	Pediatric Practicum 1	5 Credit Hours
NSG 646	Pediatric Practicum 2	5 Credit Hours
		<b>Total 19 Credit Hours</b>

### **Post Masters Neonatal Nurse Practitioner (NNP) Certificate Program**

This program prepares nurses who have already earned a masters degree in nursing to sit for the national certification examination offered by the National Certification Corporation (NCC). The post-masters NNP certificate program requires a minimum of 25 credits that are earned in 7 courses. Two courses are clinical, affording the student the opportunity to complete the 600 hours of supervised clinical practice. Four courses are didactic and offered via webcast and internet technology, affording the student the opportunity to take these courses distant from campus. To be considered for admission, the applicant must have a master's degree in nursing from a nationally accredited masters program with a minimum cumulative GPA of 3.0 or better and an unrestricted RN license in at least one state. Students in the post-graduate certificate program must maintain a 3.0 GPA and earn satisfactory clinical ratings to progress. Another requirement of the program is evidence of a recent course in advanced pharmacology.

NSG 654	Neonatal Pathophysiology	4 Credit Hours
NSG 655	Neonatal Health Promotion	2 Credit Hours
NSG 663	Neonatal Assessment/Care 1	5 Credit Hours
NSG 664	Neonatal Care 2	4 Credit Hours
NSG 665	Neonatal Practicum 1	5 Credit Hours
NSG 666	Neonatal Practicum 2	5 Credit Hours
		<b>Total 25 Credit Hours</b>

### **Post Masters Nursing Leadership Program Certificate Program**

This program prepares nurses who have already earned a masters' degree in nursing for a leadership or administrative role in healthcare, and for ANCC certification in Nursing Administration. The post-masters Nursing Leadership certificate requires a minimum of 28 hours that are earned in 8 courses. To be considered for admission the applicant must have a master's degree in nursing from a nationally accredited program with a minimum cumulative GPA of 3.0 or higher and an unrestricted R.N. license in at least one state.

NSG 610	Leadership in Healthcare	3 Credit Hours
NSG 611	System-based decision-making	2 Credit Hours
NSG 612	Leading Health System Change	4 Credit Hours
NSG 613	Managing Health Care Resources	3 Credit Hours
NSG 614	Health Care Informatics	3 Credit Hours
NSG 615	Program Planning/Evaluation	3 Credit Hours
NSG 617	Leadership Practicum 1	5 Credit Hours
NSG 618	Leadership Practicum 2	5 Credit Hours
		<b>Total 28 Credit Hours</b>

## **Post-Graduate Geriatric Nurse Practitioner Program (GNP) Certificate Program**

The post-master's geriatric nurse practitioner program (GNP) is designed to provide the master's prepared nurse with the essential skills and knowledge to begin the role of geriatric nurse practitioner upon conclusion of the program. The graduate of this program will be prepared to engage in evidence-based advanced practice that includes the identification, screening, and triage of acute episodic illnesses; case management; collaboration and consultation with interdisciplinary teams to manage both chronic and acute health care needs of older adults; advancement of a knowledge base of community needs and resources offered for health promotion, health teaching, culturally sensitive guidance and counseling of geriatric clients and their families about illness and its prevention; and health promotion, maintenance, and management. The areas of study in this program will include the national, consensus-based competencies as described in the document *Nurse Practitioner and Clinical Nurse Specialist Competencies for Older Adult Care* (American Association of Colleges of Nursing, 2004). These national competencies describe the minimum set of competencies for new practitioner graduates caring for the older adult.

Students will be expected to have graduated with an MSN degree and previously completed advanced pathophysiology and pharmacology or if these courses have not been taken to complete before entering the program. The curriculum will consist of online course work that includes a total of 18 credit hours and 500 hours of supervised clinical practice. Clinical experiences will be focused on private practice, ambulatory clinics, assistive living facilities, long-term care facilities, retirement centers, and the patient's home. Graduates of this program meet the eligibility requirements to sit for the national certification examination as a Gerontological Nurse Practitioner.

NSG 671	Current Issues in Aging	3 credit hours
NSG 672	Advanced Assessment of Older Adult	2 credit hours
NSG 673	Geriatric Primary Care 1	2 credit hours
NSG 674	Geriatric Primary Care 2	3 credit hours
NSG 675	Geriatric Practicum 1	3 credit hours
NSG 676	Geriatric Practicum 2	5 credit hours
		<b>Total 18 credit hours</b>

## **Post Master's Women's Health Nurse Practitioner Program (WHNP) Certificate Program**

The Post Master's Women's Health Nurse Practitioner Program is designed to provide the master's degree prepared nurse with the essential skills and knowledge to carry out the role of a women's health care NP upon completion of the program. The program prepares those who complete the requirements to sit for the national certification examination as a Women's Health Care Nurse Practitioner. Areas of study in the program will be based on the national consensus-based competencies as described in the document entitled, "*Nurse Practitioner Primary Care Competencies in specialty Areas: Adult, Family, Gerontological, Pediatric, and Women's Health*" (HRSA, 2002).

To be considered for admission the applicant must have a master's degree in nursing from a nationally accredited program with a minimum cumulative GPA of 3.0 or better, and an unrestricted R.N. license in at least one state. Students in the program must maintain a 3.0 GPA and receive satisfactory clinical ratings to progress. Each student's program will be individualized based on educational and experiential background. Prerequisites to registration for the required courses in the program are evidence of competence in advanced pathophysiology, advanced pharmacotherapeutics, and advanced physical assessment.

NSG 683	Primary Care of Women and Girls 1	3 credit hours
NSG 684	Primary Care of Women and Girls 2	4 credit hours
NSG 686	Women's Health Practicum 1	5 credit hours
NSG 687	Women's health Practicum 2	5 credit hours
		<b>Total 17 credit hours</b>

All students in this program will complete a minimum of 600 supervised clinical hours.

### **Post Master's Certificate**

The Coordinators of the specific track will create and sign the certificate. The certificate is mailed to the student upon completion of all required course work.

## Academic Advising

### Admission Status

A student admitted as provisional must meet the provisions stated in the letter of admission. Non-degree seeking students may only enroll in N624 Advanced Pathophysiology and N631 Advanced Pharmacotherapeutics. This does not apply to Post-Master's Students.

### Academic Advisor

On admission, students are assigned an Academic Advisor who is a member of the Graduate Faculty. The Academic Advisor identifies a plan of progression for the program to ensure that students will successfully complete all requirements for graduation. At the new student orientation, students meet with the **Advisor to complete the Progression Plan. Any changes in the Progression Plan must be processed with the Academic Advisor and sent to the Associate Dean for Academic Affairs. Students are expected to contact their academic advisor each semester before registering for courses.** It is expected that students will phone or e-mail the 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 Advisor and the Office of Student Services. If such information changes, notify the Advisor, Student Services, and the University Office of Admissions and Records immediately.

### Plan of Study

A Plan of study is completed by the student and academic advisor in the Fall term for May graduates, and in the Spring term for December graduates. The form must be signed by the student and his/her Academic Advisor and submitted to the Associate Dean (Charleston-Associate Dean Southern Region or Morgantown-Associate Dean Graduate Academic Affairs) who signs the form and sends it to the Associate Dean for Graduate Academic Affairs. (See Appendix A)

The Associate Dean for Graduate Academic Affairs makes a copy for the student's file and submits the original to the Health Sciences Graduate Program Office for final approval.

When approved by the Health Sciences Graduate Programs Office, the Plan becomes a binding agreement for the student, Academic Advisor and the Health Sciences Graduate Program Office of WVU.

### Request for a change in the Plan of Study should be submitted in writing

For a small change in approved Program, a letter of request should be submitted to the Health Sciences Programs Office after written concurrence has been obtained by the Advisor and the Student. Major changes in Program will require that a revised Plan of Study Form be submitted for approval to the Health Sciences Graduate Programs Office. The original approved Plan of Study Form will be returned to the Associate Dean for Graduate Academic Affairs.

### **Incomplete Grades**

The grade of I is given when the instructor believes that the course work is unavoidably incomplete or that a supplementary examination is justifiable. A contract to remove the grade I (see Appendix B for copy of form) should be completed by the student and instructor before a grade of I is given, or during the first two weeks following the term during which the I was given. The contract should clearly explicate the work necessary to remove the grade of I, the date for completion, and the grade to be given if the work is not complete. The student, the Associate Dean, the student's advisor and the faculty should receive a copy of the contract.

### **Graduation**

A checklist of requirements for graduation can be found in Appendix C. It is essential that students meet with their Academic Advisor each semester throughout the Program to discuss progression and graduation requirements so that at the time of graduation all requirements will have been met.

### **Credit Loads**

Graduate students are strongly recommended to limit their course credit load if they are also working. **Persons who are employed full-time (40 hours) are strongly advised to enroll for no more than six credits in any one term. Those in half-time work (20 hours) are advised to enroll for no more than 12 credit hours.**

### **WVU Student ID Card**

Students who wish to obtain a WVU Student Identification 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 Mountainlair 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 photo ID when picking up the card.

### **HIPAA Requirements**

All students are required to provide verification of HIPAA training from place of employment. If you have not had HIPAA training, you must complete the training prior to the first week of nursing classes. All students enrolled in the West Virginia University School of Nursing Graduate Program are required to provide verification or complete training on the Federal Law – Health Insurance Portability and Accountability Act (HIPAA).

### **Registering for Courses**

Registration for courses MUST be done only after consulting with the 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 Admissions and Records page: (<http://www.arc.wvu.edu>) Keep in mind that the most current information about course offerings and times is available on the WVU Admissions and Records Web-site.

Be advised that there may be days on which students are expected to come to campus for group activities related to enrolled course. Students are notified of these dates and times on or before the first day of class by the course instructor. The on-campus sessions are offered in Charleston for students in the southern half of the state and in Morgantown for students in the northern area.

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.

Remember that students must maintain a 3.0 GPA to remain in good standing as a graduate student. See your advisor immediately if the GPA falls below this standard or if a grade of C or lower is received in a nursing course.

## Progression and Graduation Standards

In order to progress in the Master of Science in Nursing curriculum, a student must meet the following performance standards:

1. Achieve an overall academic Grade Point Average of at least 3.0 in all work attempted in the Master's Program.
2. Carry forward only one C grade in a nursing course. A second C in a nursing course will result in dismissal from the program.
3. Maintain a 3.0 GPA. A student who falls below 3.0 on 9 or more credit hours has one semester to bring up the GPA to the 3.0 requirement.
4. Repeat only one nursing course and only one time.
5. Earn a letter grade (A, B, C) on all required courses. A grade of D or F in any course results in dismissal from the program.

Appeal processes for the MSN program follow the West Virginia University guidelines and can be found in the WVU Health Sciences Catalog. To access the Catalog please go to <http://coursecatalog.wvu.edu>. Go to “Select a Major” and choose “Nursing”. Students considering an appeal should contact their academic advisor.

### Transfer of Course Work

- Twelve semester credits of course work with a grade of B or better may be transferred from institutions accredited at the graduate level with permission of the Associate Dean for Graduate Academic Affairs.
- A student wishing to transfer credit from another institution must confer with their academic advisor and obtain a transfer of graduate credit form from the Office of Student Services. (See Appendix D for a copy of this form.) This form requires the signature of the appropriate Associate Dean.
- The student should provide information about the course for transfer including the name of the institution with address and zip code, the course number and name, and the course descriptions as published by that institution. The WVU course it replaces or the requirement it meets must be identified. Courses for transfer will be evaluated for equivalency by the Associate Deans and appropriate graduate faculty. Final approval of coursework for transfer is granted by the Associate Dean.
- The student must have an official transcript from the other institution sent to the Office of Admission and Records.

### Transfer of Program Site

Students requesting a change from Morgantown to Charleston or Charleston to Morgantown need to:

- Request the transfer in writing. Morgantown students should write to Associate Dean for Graduate Academic Affairs and Charleston students should write to the Associate Dean Academic Affairs, Southern Region.
- The Associate Dean approves the request and notifies Student Services.

## **Degree Requirements**

The following requirements must be met:

- Complete 44 semester credit hours.
- Remove all conditions, deficiencies, and incomplete grades. Credit hours for courses in which the grade is lower than C will not count toward satisfying graduate degree requirements.
- Register for course work, in the semester graduating. This does not include completion of request to remove a grade of incomplete.

## Computer Requirements for Delivering Master's Program Courses

Technological advances have now directly changed the way education is delivered to all MSN nursing students at WVU. The West Virginia University School of Nursing has adopted Live Classroom and webcast technology to deliver nursing courses.

### Live Classroom

Live Classroom delivers synchronous real-time online classes via Horizon Wimba Live Classroom. You will be able to access each course you are enrolled in via WVU's E-Campus. When you log into E-Campus, on the home page of each course you will see links to the live class sessions delivered via Horizon Wimba Live Classroom. As a student you need to be sure your computer meets the following requirements to participate in Live Classroom:

- Windows 2000 or later as the operating system with at least 256 MB of RAM
- Internet Explorer 6.0 as your web browser and your browser needs to support Java and JAVASCRIPT. Download JAVA version 1.5 from [www.java.com](http://www.java.com)
- Soundcard and speakers.
- The microphone that you choose needs to be an over the ears headset. It is essential that the headset offers volume control on the cord, a mute button, and a cord that is adequate in length. When in Live Classroom, you will unplug your computer speakers and plug the headset into your computer. You need to purchase the Logitech Premium Stereo Headset with a microphone. You can get this at Wal-Mart or Office Depot for about \$30. You will be using this headset for many of your classes and so it is best that you have one that will work for you. Wireless headsets will not work.
- It is required that you complete the Set-up Wizard as soon as you are accepted into the program to be sure that your computer supports Horizon Wimba. To do so, go to the Horizon WIMBA support page at <http://www.hsc.wvu.edu/son/academicPrograms/msn/horizonWimba.htm> and click on Wizard, then follow the steps as you are prompted. The set-up wizard will recommend what additional downloads you will have to install and run on your computer. There is no cost associated with these downloads. You will need to have high speed internet access through a cable modem, DSL, or satellite. Please be advised that when you purchase your high speed internet access there is usually an additional cost for the fastest connectivity. Consult your internet service providers regarding your connection speed for your membership. It is in your best interest to purchase the fastest speed your internet service provider offers. We understand that DSL and high-speed cable may not be available in some rural areas and students must resort to high-speed satellite internet service. Dial-up connections do not work with this technology. If dial-up is the only access you have from home, we recommend looking for alternate sites to attend class where you can get high-speed connection. Dr. Lynne Ostrow has prepared a webcast titled "Introduction to Live Classroom". The link is: <http://webclasses.hsc.wvu.edu/mediasite/viewer/?peid=81fe2d80-c59e-4c32-ad01-1ce3a55238b3>. All students must view the webcast to be ready for Fall 2008 classes.

## **Webcast**

A webcast class delivers synchronous and asynchronous web-broadcasting to students in their home, place of employment (when off-duty), or local library via the computer by utilizing live 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 courses. Students are required to be present for the webcast course at the time it is scheduled. Students are active participants in this type of instructional technology by answering live poll questions and by submitting electronic comments to the instructor during the live webcast class. To see a live webcast of this modality go to:

<http://msl.hsc.wvu.edu/mediasite/Viewer/Viewers/Viewer240TL3Banner.aspx?mode=Default&peid=e799e884-d6d1-4c47-9682-5c5fd315bd90&pid=3509e979-ca6c-454f-ac21-da0215dff7c2&playerType=WM7>

At least one month prior to the beginning of course work, you should visit the website <http://webclasses.hsc.wvu.edu/> and click on the links under “Everyone” to test your system to receive the webcast and to learn what it is all about. Use the recommendations on this website for troubleshooting your system. It is essential that you can access webcast for all of your courses on the first day of class. The phone number for the Help Desk is 304-293-3631 if you encounter problems any time during webcasting. It is not recommended that you call the instructor for help with technical problems. Before you call the help desk please determine what version of Internet Explorer and Microsoft media player you are running and check the statistics of the webcast to determine your internet speed at the time of the problem.

## **Computer Requirements**

If you already have a computer, the minimum computer requirements for participating in coursework at WVU School of Nursing are:

- Windows XP environment (or Vista)
- Screen resolution of 1024 X 768
- Microsoft internet explorer 6\* web browser
- Windows Media Video Player 10 or above
- 56K dialup or broadband connection (broadband is highly recommended)

\*Active scripts must be enabled within browser

\*Run ActiveX controls and plug-ins must be enabled within browser

\*For best performance, newer versions of Internet Explorer and Media Player should be used. Broadband connection is highly recommended.

\*MS Office (includes Word, Excel, Power Point, and Outlook) is required for all School of Nursing coursework.

If you are buying a new computer be sure to have the following minimum configuration:

- Intel processor, 2GHz or better
- 2GB Ram
- 256 MB Video graphics card for desktop computer
- Windows compatible sound card / Speakers for desktop, use integrated sound/speakers for laptop
- 120 GB hard drive
- USB ports (version 2.0 preferred) (Desktop should have 4 ports, laptop should have 2 ports minimum)
- Standard keyboard / mouse
- 10/100 Ethernet card (for DSL, Cable modem, or LAN connection)
- 15" XGA color display (1024 X 768) for desktop, laptop should have minimum of 12.1" color TFT display
- CD-RW ( consider DVD/CD-RW combo for laptop)

May 2009

### **Morgantown Computer Lab**

The Health Sciences Center Computer Based Learning Center (CBLC) offers a computer lab on the 2nd floor of Health Sciences Center South. The lab contains both PC and Macintosh computers. The computers are supported by a local area network that provides Internet access. Printing services are available for a fee. Lab hours are posted at the CBLC.

### **Charleston Computer Lab**

The Charleston Division offers computer access for students in the HSC Library (1st Floor) and the Computer Services Lab (2nd Floor). Library computers have access to Microsoft Office, Internet Explorer, Netscape, GroupWise, Cochrane Library, and Nursing Primary care programs. Computer Services Lab computers have access to Microsoft Office, Internet Explorer, Netscape and GroupWise. Lab and hours are posted. Printing services are available for a fee.

## **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 engage in patient care in the workplace while attending an online class session. 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 unless arrangements have been made with the course faculty member ahead of time.

## **Academic Integrity**

In accordance with the WVU Graduate Catalog, academic integrity is expected of all members of the WVU community. Academic dishonesty is condemned at all levels of life, indicating an inability to meet and face issues and creating an atmosphere of mistrust, disrespect, and insecurity. Academic dishonesty, includes, but is not limited to, plagiarism, cheating and dishonest practices, forgery, misrepresentation or fraud. Academic integrity is expected in all activities, including those that occur online. Academic dishonesty can result in exclusion from the course, a lower grade and/or an unforgivable F in the course. The Dean may also impose additional penalties. Academic dishonesty will also be reported by faculty to the WV Board of Examiners for Registered Professional Nurses for their consideration relative to disciplinary action against the student's RN license.

## **West Virginia Rural Health Education Partnerships**

As a part of the University System's commitment to the West Virginia Rural Health Education Partnerships (WVRHEP) and health care for all West Virginians, all health science students in state-supported schools are required by the legislature to complete a rural rotation of at least three months prior to completion of degree requirements. WVU School of Nursing students complete this rotation at a designated WVRHEP site during their practica courses. Every effort will be made to accommodate requests for placement in specific sites, especially sites near a student's home. One of the purposes of this experience is to familiarize students with the opportunities and challenges of health care in rural areas.

The purpose of this policy is to clarify the required indirect hours and the nature of the service-learning project for Master's students in the WVU School of Nursing.

### **Indirect hour allocation for the rural rotation**

Graduate students must complete 300 hours of clinical practice in their rural rotation. Twenty percent (60 hours) are allocated as indirect clinical time, a portion of which is dedicated to IDS and community service. These indirect hours include approximately 20 hours of clinical conferences with School of Nursing faculty. The remaining 40 hours are allocated as follows: 4 hours of IDS and 36 hours of community service per semester. Every attempt will be made to have nursing representation at each IDS session in each consortium. This will not always be possible, especially in smaller consortia where only one or two students from the SON are placed each semester. Additionally, when IDS sessions conflict with a scheduled nursing course, the graduate student will not attend the session.

### **Service learning projects to be carried out in the rural rotation**

The purpose of the service-learning project is to encourage student involvement in community-based activities that provide opportunities for students to implement their leadership role in the community. Consistent with the WVRHEP Position Statement on Community Service, ideal community service activities for graduate nursing students are those where:

- Students learn about the community context within which they treat individuals and families
- Students are exposed to community values in operation
- Students implement programs to impact problems within the community
- Students are provided opportunities to act as a change agent to improve health outcomes and the health care delivery system.

Students provide leadership in population-based service activities including wellness and prevention programs.

Students participating in these Service-learning activities are not only expected to provide direct community service but also to understand the connection between the service and their academic course work.

## **School of Nursing Financial Aid**

The School of Nursing offers a limited number of tuition waivers and traineeships. Students will be notified of dates to apply for these programs when they are available to MSN students.

## **School of Nursing Financial Aid (continued)**

### **Professional Nurse Traineeship**

- This award covers tuition, fees, and a stipend for full-time master's and doctoral students.
- Enrolled students are eligible for an award if they are admitted as a regular student in the Master's Program in Nursing, have an overall GPA of 3.5 and demonstrate financial need.
- The award will be given to students who work 20 hours a week or less while carrying a full time graduate course load of 9 credit hours.
- Priority for this award will be students in the last year of their program, carrying a full time load, maintaining academic performance, needing financial assistance, and working less than 20 hours a week.

### **Other Forms of Financial Aid**

Information concerning other forms of financial assistance available to students, and application forms should contact:

HSC Financial Aid Office  
Health Sciences North  
PO Box 9810  
Morgantown, WV 26506-9810  
Telephone 304/293-3706

## **Tuition and Transportation**

Students pay tuition and fees shown in the WVU Health Sciences Center 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 clinical courses. Specific immunizations, including hepatitis B, are required. Some clinical experiences require the student to travel in a multi-county area. Students are responsible for providing their own transportation to all clinical experiences.

## **Faculty Supervision of Graduate Student Precepted Clinical Placement Guidelines**

An essential component of any master's degree 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 objectives. This document will outline assumptions about the role of each of these participants and guidelines for program implementation.

### **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 lies with the course faculty.
3. Evaluation of graduate student learning in the clinical areas includes, but is not limited to:
  - a. Meaningful, periodic contact with students.
  - b. Regular contact with clinical preceptors.
  - c. On-site observation of clinical skills in students' clinical setting.
  - d. Periodic on-site faculty, preceptor, and student discussion of student progress, accomplishments, identified areas for improvement, and ability to meet needs in the clinical site.

### **Preceptor Role**

1. The major roles of the preceptor are that of health care provider, role model and clinical teacher.
2. In order to fulfill this role, preceptors must:
  - a. Have an understanding of students' learning needs.
  - b. Have information regarding students' previous experiences and knowledge base.
  - c. Have clarity regarding evaluation criteria.
3. Preceptors participate actively in the evaluation process with faculty and students.

### **Student Role**

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

## **Expectations**

1. Students meet with the course faculty to identify appropriate, individualized learning experiences for the clinical courses. 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 preceptor and agency.
3. Faculty initiate contact with preceptors on a periodic basis, not less than two times per semester. This will serve as an opportunity to proactively problem solve, identify learning needs, and negotiate additional experiences.
4. Faculty initiate contact with students on a regular periodic basis, not less than two times per semester. This will serve as an opportunity to proactively problem solve, identify learning needs, and negotiate additional experiences. This can occur during clinical conference time.
5. Faculty visit students at their clinical site at times prearranged with the student and preceptor at least one time per semester. This visit will serve to evaluate clinical practice as well as role transition. The faculty member may also use this as an opportunity for student or preceptor 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 self-evaluation. No final grade will be recorded until preceptor, student, and faculty evaluations are completed.
8. After the semester is completed, faculty extends letters of appreciation to preceptors. In addition, preceptor feedback regarding the experience over the semester is sought.

## Community Service Guidelines

### Definition of Community Service:

A method under which students actively participate in organized service that is conducted in and meets the needs of a community. It is monitored by the program/school at the Health Sciences Center and the community/agency representative. This service activity helps foster civic responsibility and may be integrated into and enhance the academic curriculum of the students.

### Requirements:

Community service is required of **ALL** Health Science students, including part-time and full-time undergraduate and graduate (**MSN**) students. Graduate students must complete **50** hours of community service. It is expected that a minimum of 25 hours will be completed during a student's rural health experience, but only the community service, not the clinical or research activities, will count toward meeting requirements.

### Learning Objectives:

- To foster civic responsibility.
- To enhance the hands-on learning experience of the student.
- To assist the student to identify and meet health needs of the community.

### Examples of Acceptable Community Service:

(Note: These examples are **not** an all-inclusive list of agencies and activities that are acceptable for community service).

#### Activities:

- Read-a-loud program at a school
- Health education session in a school or community
- Visiting the elderly (i.e., nursing homes, hospitals, etc.)
- Activities through churches, sororities, fraternities, etc. (i.e. Adopt-A-Highway)
- Working with youth soccer, baseball, basketball, etc.

#### Agencies:

- Habitat for Humanity (building homes for people without shelter)
- Hospice
- Health Right
- Soup Kitchen, Bartlett House, Meals on Wheels, etc.
- Child Life Program in a Children's Hospital
- Ronald McDonald House
- Big Brothers/Big Sisters
- American Red Cross and Blood Donation Centers
- Salvation Army
- Christian Help
- Health Fair
- Asthma & Diabetic Camps
- Youth Development Campus (i.e. 4-H)

**Procedures:**

1. The student seeks pre-approval of the activity from the academic Advisor.
2. The student completes the approved community service under appropriate supervision.
3. A person in the community must sign-off indicating that the service was performed satisfactorily.
4. The student turns in documentation of the service to Student Services for recording in his/her advising file. (See Appendix E for Community Service Activity Report Form).

Approved 8/15/97

## Credit by Advanced Standing Guidelines for MSN Students

West Virginia University honors credit by examination from external tests such as CLEP and Advanced Placement and from internal, departmental or school examinations. The form of these examinations may include, but is not limited to, "pencil and paper" test, computer administered tests, or "practical" demonstrations of skills and knowledge. Establishment of credit by examination indicates that there is evidence to demonstrate the student has the knowledge necessary to fulfill the course objectives. No student will be required to complete additional assignments after the agreed upon examination to fulfill the course objectives (i.e. modules, auditing classes, etc). If, in the judgment of the faculty member, the student needs these additional activities to fulfill course objectives, the student should enroll in the course.

### Eligibility

1. The student and the advisor believe that the student has the knowledge and skills contained in a course and the student wishes to establish credit by examination.
2. The opportunity to establish credit by examination is available to all students admitted to the School of Nursing. Registered nurse students (RN-BSN, RN-MSN, MSN, Post-MSN) may complete advanced standing examinations after admission, but prior to initial enrollment in WVU or nursing courses. All other students must abide by the policy stated in the WVU Catalog, which requires that the student be "currently enrolled" to establish credit by examination.
3. The student's official record does not show credit for the course (i.e., any grade of S, P, A, B, C, D, I).
4. The student is not officially enrolled in the course. A student who withdraws from a course after the end of the official registration period for a semester is not eligible to challenge the course in that semester.
5. A student may challenge the same course by examination only two times.

### Procedure

1. The student and advisor discuss the feasibility of establishing credit by examination.
2. The student obtains the Application for Advanced Standing Examination from the School of Nursing Office of Student Services in Morgantown or Charleston Division Nursing Office and completes it with the assistance of the Advisor. (A copy of the form is in Appendix F).
3. The student makes an appointment with the instructor of the course to be challenged. At that meeting, the student will obtain the instructor's signature and should discuss the availability of study materials and the timing and format for the examination. The provision of study materials and the timing and format for the examination are the prerogative of the instructor.
4. The instructor sends the completed Application for Advanced Standing Examination to the HSC Office of Admissions & Records or Charleston Division Office of Student Affairs. The student will be assessed the fee through his/her student account. The student will go to <http://www.mix.wvu.edu> to pay electronically. Admissions & Records will send the appropriate form to document the outcomes of the examination to the instructor.

5. It is the student's responsibility to arrange with the instructor for the actual examination.
6. It is the course instructor's responsibility to document the outcomes of the examination to Admissions and Records and the student.
7. It is the advisor's responsibility to make certain that the course credit appears on the student's transcript, if the student is successful.

## **Credit by Advanced Standing for MSN Students Already Nationally Certified as Nurse Practitioners**

West Virginia University honors credit by examination from external tests such as CLEP and Advanced Placement and from internal, departmental or school examinations. The form of these examinations may include, but is not limited to, "pencil and paper" test, computer administered tests, or "practical" demonstrations of skills and knowledge.

### **Eligibility**

1. The opportunity to establish credit by examination is available to all students admitted to the School of Nursing. Registered nurse students may complete advanced standing examinations after admission, but prior to initial enrollment in WVU or nursing courses.
2. The student and the advisor evaluate evidence that the student has the knowledge and skills contained in a course in which the student wishes to establish credit by examination.
3. The student's official record does not show credit for the course (i.e., any grade of S, P, A, B, C, D, I). If the student has an official transcript documenting equivalent course work for credit, the student will work with the advisor to transfer coursework, rather than establish advanced standing.
4. The student cannot be officially enrolled in the course. A student who withdraws from a course after the end of the official registration period for a semester is not eligible to challenge the course in that semester.
5. A student may challenge the same course by examination only two times.
6. Since University policy, only allows 12 credits hours of coursework to be transferred from another university, no more than 12 credits can be requested for credit by advanced standing examination.
7. If more than 12 credits are requested for Advanced Standing Examination, then a request is sent to the Dean of the School of Nursing to increase the number of credits to be challenged. The Dean of the School of Nursing will then decide how many hours of credit by advanced standing can be accepted in a program of study on an individual basis.

### **Procedure for Approval for Total Number of credits to be Recognized by Advanced Standing Examination**

1. The student and advisor discuss the feasibility of establishing credit by examination. After ascertaining which courses may be appropriate for establishment of credit by advanced standing examination based on the student's past experience, the student presents a plan to the Associate Dean for Graduate Academic Affairs.
2. The Associate Dean for Graduate Academic Affairs will discuss the plan with the Coordinator of the appropriate program track, and with the Dean of the School of Nursing, and determine the number of credits that the student will be permitted to establish via advanced standing.

3. In general, students who have certificate preparation as a nurse practitioner will not be granted credit by advanced standing for the core courses of N622: Theory and Disciplined Reasoning, N627: Research and Systematic Analysis, N629 Advanced Practice/Families, N628 Health Policy, Finance and Ethics, and N685 Clinical Scholarship. Students who believe they have the skills or requisite knowledge to establish credit for these courses must petition the Associate Dean for Graduate Academic Affairs for permission.
4. All students must establish credit by advanced standing, transfer of credits, or enrollment for all core and practica courses.

### **Procedure for Establishing Credit by Advanced Standing Examination for Individual Courses**

1. Once the total number of credits the student will be permitted to request by advanced standing examination has been established, the student obtains an **Application for Advanced Standing Examination** for each course. The form can be obtained from the **School of Nursing Office of Student Services** in Morgantown or **Charleston Division Nursing Office**. The student completes the form with the assistance of the Advisor. (A copy of the form is in **Appendix F** of the **MSN Student Handbook**).
2. The student makes an appointment with the instructor of the course to be challenged. At that meeting, the student obtains the instructor's signature on the **Application for Advanced Standing Examination** and discusses the availability of study materials and the timing and format for the examination. The provision of study materials and the timing and format for the examination are the prerogative of the instructor. The student will be provided a copy of the current course syllabi. The examination can take the form of a paper and pencil or computer based examination, a scholarly paper, a portfolio, an observation of the student's clinical skills, or any other format that the instructor deems appropriate to establish the student's competency.
3. If the instructor agrees that the student can proceed to examination, the instructor sends the completed **Application for Advanced Standing Examination** to the **HSC Office of Admissions & Records or Charleston Division Office of Student Affairs**. The student will be assessed a fee through his/her student account. The student will go to <http://www.mix.wvu.edu> to pay electronically. Admissions & Records will send the appropriate form to document the outcomes of the examination to the instructor.
4. Once the fee is paid, it is the student's responsibility to arrange with the instructor for the actual examination. The fee must be paid prior to the examination.
5. It is the course instructor's responsibility to document the outcomes of the examination to Admissions and Records and the student. All advanced standing examinations must be completed with a grade that is equivalent to a B or better on the current School of Nursing grading scale.
6. It is the advisor's responsibility to make certain that the course credit appears on the student's transcript, if the student is successful.

Approved by MSN Curriculum Committee 4-23-07

Approved by Graduate Faculty Committee 5-14-07

## WVU School of Nursing Drug and Alcohol Testing Policy

1. The WVUSON has a responsibility to maintain a safe environment for its students as well as maintaining safe conditions for patients. Any student under the influence of drugs or alcohol during a clinical experience may pose serious safety and health risks, not only to themselves, but to all those who work with them and to patients for whom they provide care. The unlawful possession, use, or sale of illegal drugs, prescription drugs, over the counter drugs, and/or alcohol in the clinical agency, poses an unacceptable risk for unsafe patient care.
2. Any registered nurse who is aware that another person has violated the WV Nursing Code and Legislative Rules 19-3-14, 14.1.b, is obligated to report the person to the WV Board of Examiners for Registered Professional Nurses for consideration of disciplinary action. Therefore, WVUSON faculty, students, and agency RNs are required to report any suspicious behavior and arrange drug and alcohol testing.
3. Reasonable suspicion of substance abuse is considered when any student demonstrates unusual, unexplained behavior in the agency environment or during clinical experiences. Observable signs might include, but are not limited to:
  - a. Slurred speech
  - b. Odor of alcohol on breath or person
  - c. Unsteady gait
  - d. Disoriented or confused behavior
  - e. Significant changes in work habits
  - f. Observed behaviors indicative of hallucinations
  - g. Unexplained accident or injury
  - h. Sloppy, inappropriate clothing and/or appearance
  - i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
  - j. Excessive sick days, excessive tardiness when reporting for clinical or class
  - k. Missed deadlines, careless mistakes, taking longer than customary to complete work
  - l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
  - m. Performance (unsafe practices, unsatisfactory work)
  - n. Alertness (change in alertness, sleepy, confused)
  - o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
  - p. Eyes (bloodshot, dilated)
  - q. Other clinical observations consistent with impairment
4. Drug testing may be required for any student who demonstrates behaviors of reasonable suspicion (3a-q) in the clinical environment.
5. Drug testing may be required for any student who demonstrates suspicion of substance abuse impairment and who has access and/or direct responsibility for controlled substances if known drugs of abuse are missing or otherwise unaccounted for while in the clinical agency. This determination will be made on a case-by-case basis by the agency manager or administrator and the Dean of WVUSON, or the Dean's representative.
6. Informed consent will be obtained prior to testing. Fees associated with testing will be the responsibility of the student.

7. Noncompliance with requests for drug and alcohol screening from a student who demonstrates suspicion of substance abuse impairment will be viewed as a violation of the WVUSON Drug and Alcohol Testing Policy. The student may be subject to dismissal from the nursing program.
8. The collection site will be in a standard collection area laboratory or emergency department as per the agency protocol. Non-acceptable and Acceptable values for lab results will be determined according to the agency policies. Collection procedures will adhere to the required “chain of custody” protocol as indicated by the assigned clinical agency.
9. The student who is suspected of substance abuse impairment will be escorted to the collection site with the appropriate faculty member or assigned preceptor and an agency staff member. All will remain at the collection site until the required specimens are obtained. Agency policy will be followed as required.
10. Following an incident that requires drug or alcohol testing, the student will be sent home by cab or responsible individual. **Under no circumstances will the student be allowed to drive home. Arrangements will be made so that the student will be at home after the incident with another individual.**
11. The student’s confidentiality will be strictly maintained. The test results will be communicated only to the student, the appropriate Associate Dean, the physician reviewing the results with the student, and the WVUSON Dean.
12. Records will be maintained in a separate file by the WVUSON in a secured area. Requests for information will require a court order or may be released by the student’s signed written consent and liability waiver.
13. Any violation of this policy by a student will result in disciplinary action including dismissal from the nursing program.
14. WVUSON 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.

11/29/04

## Directions for Faculty

Reasonable suspicion of substance abuse impairment is considered when any student demonstrates unusual, unexplained behavior in the agency environment or during clinical experiences. Observable signs might include, but are not limited to:

1. The faculty member or assigned preceptor will have another faculty member or agency staff member to confirm that the suspicious behavior is a result of substance abuse impairment.
  - a. Slurred speech
  - b. Odor of alcohol on breath or person
  - c. Unsteady gait
  - d. Disoriented or confused behavior
  - e. Significant changes in work habits
  - f. Observed behaviors indicative of hallucinations
  - g. Unexplained accident or injury
  - h. Sloppy, inappropriate clothing and/or appearance
  - i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
  - j. Excessive sick days, excessive tardiness when reporting for clinical or class
  - k. Missed deadlines, careless mistakes, taking longer than customary to complete work
  - l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
  - m. Performance (unsafe practices, unsatisfactory work)
  - n. Alertness (change in alertness, sleepy, confused)
  - o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
  - p. Eyes (bloodshot, dilated)
  - q. Other clinical observations consistent with impairment
2. The student who is suspected of substance abuse impairment will be asked to leave the area and go with a faculty member/assigned preceptor, and a witness (agency staff member) to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision to drug test will be made.
3. Faculty will contact WVUSON Student Services office, if possible, to assist with accompaniment of student to lab and during testing. The student will be accompanied to testing site by WVUSON faculty/assigned preceptor and agency staff. Agency policy will be followed as required.
4. The student who is suspected of substance abuse impairment will submit appropriate laboratory specimens in accordance with the Drug & Alcohol Testing Policy and related clinical agency policies.
5. Informed consent will be obtained by the faculty prior to testing. Fees associated with testing will be the responsibility of the student.
6. The student who is suspected of substance abuse impairment will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel or committees, as designated by the WVUSON.
7. If the laboratory test is negative, the student will be allowed to return to clinical activities without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (which ever comes first).

8. If any one laboratory test is positive for substances, the decision may be any of the following: warning, referral for medical evaluation, or immediate dismissal from the program.
9. Student confidentiality will be maintained at all times.

11/29/04

### **Requirements for Faculty Reporting “Reasonable Suspicion” of Drug/Alcohol Use**

1. State date and time you contacted Student Services office (include name of contact), if possible.
2. Write Violation of Safe Standards of Clinical Practice Incident Report and include student name, date, and time of observations.
3. Include any behavioral, visual, olfactory or auditory observations that constitute reasonable suspicion. Observable signs might include, but are not limited to:
  - a. Slurred speech
  - b. Odor of alcohol on breath or person
  - c. Unsteady gait
  - d. Disoriented or confused behavior
  - e. Significant changes in work habits
  - f. Observed behaviors indicative of hallucinations
  - g. Unexplained accident or injury
  - h. Sloppy, inappropriate clothing and/or appearance
  - i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
  - j. Excessive sick days, excessive tardiness when reporting for clinical or class
  - k. Missed deadlines, careless mistakes, taking longer than customary to complete work
  - l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
  - m. Performance (unsafe practices, unsatisfactory work)
  - n. Alertness (change in alertness, sleepy, confused)
  - o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
  - p. Eyes (bloodshot, dilated)
  - q. Other clinical observations consistent with impairment
4. List unexplained absences or tardiness.
5. Include if student admitted to use of drugs/alcohol.
6. Describe if drugs/alcohol were discovered on student and provide detailed listing.
7. List reports of complaints of student behavior from nursing personnel, patients/family, or other students.
8. List witnesses to behavior and witness that accompanied faculty and student to private location. (See #2 under Directions to Faculty.)
9. Describe specific incident in detail.
10. Sign and date report.
11. Send copy of report to Associate Dean for Graduate Academic Affairs office within 24 hours of incident.
12. Forward any recommendations of discipline to Student Services office.

11/29/04

**West Virginia University  
School of Nursing**

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 WVUSON 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.

**Consent Form for Alcohol, Drug, and Substance Testing**

AGREED TO:

\_\_\_\_\_ Student \_\_\_\_\_ Date

\_\_\_\_\_ Witness \_\_\_\_\_ Date

REFUSED:

\_\_\_\_\_ Student \_\_\_\_\_ Date

\_\_\_\_\_ Witness \_\_\_\_\_ Date

Reason for refusal: \_\_\_\_\_

**Copies of completed form to:**

- Student
- Faculty/Preceptor
- Agency
- WVUSON Student Services

11/29/04

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## Appendix B: 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: \_\_\_\_\_  
(F, S, SI, SII)

Student Rank: \_\_\_\_\_ Major: \_\_\_\_\_

Advisor: \_\_\_\_\_

Instructor: \_\_\_\_\_ Course grade at this time: \_\_\_\_\_

Name(s) of textbook(s) \_\_\_\_\_

If the student will not be enrolled as a full-time student when the course is completed, give mailing address:

\_\_\_\_\_  
(Street) (Apartment) (City) (State) (Zip)

Reason for grade of I: \_\_\_\_\_ Work was unavoidably incomplete  
\_\_\_\_\_ An additional examination is justified

Work necessary to remove the I:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date by which course must be completed: \_\_\_\_\_

Grade to be assigned if the incomplete work is not completed: \_\_\_\_\_

I understand that the course work must be completed by the date indicated above; otherwise the grade for the course will be as specified above.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

copy: Student  
Department (Office where course offered)  
Student's Advisor  
Instructor

## **Appendix C: Graduate Checklist**

- \_\_\_\_\_ Submitted Plan of Study Form to Academic Advisor
- \_\_\_\_\_ Submitted Community Service Report Form
- \_\_\_\_\_ Registered for credit in the semester of graduation
- \_\_\_\_\_ Submitted Application for Graduate and Diploma and paid \$30.00 fee
- \_\_\_\_\_ Submitted Transient Application for all transfer credits
- \_\_\_\_\_ Original transcripts for all transfer credits on file in Admissions & Records
- \_\_\_\_\_ Submitted completed Alumni Data Request Sheet to Student & Alumni Affairs Office
- \_\_\_\_\_ Final RHEP Evaluation completed online

### ***ADVISOR HAS:***

- \_\_\_\_\_ Submitted Plan of Study to associate dean
- \_\_\_\_\_ Submitted Shuttle Sheet Request Form
- \_\_\_\_\_ Verify graduation course requirements

## Appendix D: Application for Transfer of Graduate Credit to West Virginia University

### INSTRUCTIONS: FORM TO BE APPROVED PRIOR TO TAKING COURSE(S) FOR TRANSFER

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 in master's degree programs requiring 30 to 41 semester hours. Eighteen (18) semester hours can be accepted for degree programs requiring 42 or more semester hours. Transfer credit hours is not restricted for doctoral students as doctoral degrees are not credit hour accumulation degrees. The student is responsible for having an official transcript sent to Admissions and Records.

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

Name: \_\_\_\_\_ Student # \_\_\_\_\_

Address: \_\_\_\_\_

Date of Last Enrollment at WVU: \_\_\_\_\_

Degree Program [  ] MS [  ] PhD

Name of Institution TO BE attended: \_\_\_\_\_

Address of Institution: \_\_\_\_\_

#### CORUSE(S) TO BE COMPLETED

Department and No	Course Title	Semester Hours	Equivalent WVU Courses	Semester & Year to be Completed

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

TO BE COMPLETED BY SCHOOL/DEPT:

TO BE COMPLETED BY HSCGP OFFICE:

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Approved Rejected Date

\_\_\_\_\_  
Type or Print Name

\_\_\_\_\_  
Students Records Assistant  
HSC Graduate Program

\_\_\_\_\_  
School/Department

**Appendix E: School of Nursing Community Service Activity Report Form**

Name of Student: \_\_\_\_\_ Student #: \_\_\_\_\_

Activity: (One activity per form)

Name of Agency/Organization: \_\_\_\_\_

Brief description of activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total Hours of Service for this activity: \_\_\_\_\_

Verification: Name, signature, title, agency, and phone number of person at the agency who supervised or was responsible for the service activity.

\_\_\_\_\_

Agency Name (Please print)

Agency Telephone Number

\_\_\_\_\_

Name of Supervisor (Please print)

Signature

\_\_\_\_\_

Title (Please print)

Date

## Appendix F: Application for Advanced Standing Examination

Admissions and Records  
1170 Health Science Center North  
Morgantown, WV 26506-9815

Dear Madam:

I hereby request permission to take an examination:

Course & Number	Course Title	Hours
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Statement of past educational experience in this field which would justify this request:

---

---

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
700-  
Student Number

\_\_\_\_\_  
Mailing Address

### Approved:

\_\_\_\_\_  
Academic Advisor

\_\_\_\_\_  
Instructor of Course

\_\_\_\_\_  
Dean of Student's College or Designee

\_\_\_\_\_  
Director of Admissions and Records

Amount Assessed: \_\_\_\_\_

Date Assessed: \_\_\_\_\_

