Students will be issued a copy of the School of Nursing Student Handbook and are required to be familiar with the rules and regulations contained therein

West Virginia Junior College

STUDENTS’ RIGHTS

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Faculty members have identified the following rights that all students have within West Virginia Junior College and School of Nursing by virtue of their citizenship in a democratic society:

1. To learn without discrimination
2. To exercise the liberty to discuss, inquire, and express opinions
3. To be evaluated fairly
4. To confidentiality
5. To have access to channels for grievance or clarification

Right to Exercise Liberty to Discuss, Inquire and Express Opinions:
The faculty encourages free discussion, inquiry and expression in the classroom, and/or clinical areas. Discussion should occur in an atmosphere of civility and collegiality. The student’s nursing performance must be evaluated on an academic basis and not on personal opinions or conduct unrelated to nursing. Students who have specific concerns about a faculty member should discuss these perceptions with the Nursing Program Director, after discussion with the faculty member.

Right to be Evaluated Fairly:
Criteria for evaluation, in the form of course outcomes, in the classroom and clinical areas are provided to each student in writing at the beginning of each course. Student-teacher discussion based on written outcomes of the course should occur several times during the term of the course. Academic Warnings will be provided at midterm so that students have the opportunity to improve their performance prior to final grades. Students are expected and encouraged to identify behavior that supports their self-evaluation. Formal evaluation of progress in a clinical course is completed at midterm and again at the end of the term. If students disagree with their midterm evaluation, feedback appointments should be made with the faculty member prior to the fourth week, faculty may schedule a discussion at any time. Students who perceive that an academic grievance has occurred may file an appeal as specified in the Student Grievance Policy.

Right to Confidentiality:
Knowledge of the many facets of a student’s experience, i.e. social, political, values, etc., gained through frequent interactions, is considered confidential. References are written and records are available for employers or other interested persons only if written permission is provided by the student. Permanent records are locked. Students may examine the contents of their records by making an appointment to do so. A member of the staff will remain with the individual while the records are reviewed, a note will be made in the file indicating that the student has reviewed the record.
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General Information

Students in the WVJC School of Nursing are bound by this SON Student Handbook, in addition to their enrollment agreement and the college catalog. All nursing students are issued a copy of the School of Nursing Student Handbook and are expected to read and be familiar with its contents. The information contained in this Handbook is current at the time of printing; however, it is subject to change from time to time. Unless otherwise indicated, all changes are effective immediately and apply to the students in school at that time. Any questions regarding any information contained in this handbook should be directed to the nursing program Director.

SECTION I --- MISSION, PHILOSOPHY, AND POLICIES

Nursing Mission, Philosophy, Curriculum Framework and Program Outcomes

The mission and philosophy of the School of Nursing are in agreement with the mission and philosophy of the West Virginia Junior College. The philosophy of the School of Nursing addresses the conceptual basis of the registered nurse curriculum as indicated in West Virginia Legislative Rule 19CSR10.

Mission
The mission of the School of Nursing is to transform lives by providing access to a quality education that will enable the student to obtain employment as a professional, caring nurse. To achieve this mission, the School of Nursing prepares graduates who will competently practice nursing, understanding the significance of evolving healthcare technology, and apply both professional and ethical principles with sensitivity to the diverse needs of individuals, groups and communities.
Philosophy
The faculty, staff, and administration of the West Virginia Junior College School of Nursing believe that all individuals are endowed with basic rights. They further believe that each student has the potential to learn and that, with encouragement and quality instruction, they will grow both personally and professionally.

The faculty of West Virginia Junior College Associate Degree Nursing Program believes that nursing is both a science and an art. We consider the provision of nursing care, and henceforth nursing education, to greatly impact the community. We believe that ethical and moral provisions of nursing care are of utmost importance. The “patient” is defined as any person, family or community that is experiencing an event that impacts their physical, emotional or spiritual well-being. Our faculty shares a holistic understanding of health as “peace within”. We believe our nursing students are uniquely educated and expertly skilled to positively influence clients toward the promotion of health.

The nursing students at West Virginia Junior College practice competent care that is learned and expanded upon through both didactic and clinical instruction. Education received at West Virginia Junior College prepares the graduate nurse to make complex judgments and to further develop into the competent nurse of the future. The nursing process helps guide the nursing student and to ensure maximum functional achievement for the patient, family and community. We, at West Virginia Junior College, believe that successful nurses must display certain core characteristics. These core characteristics are: empathy, clinical judgment, interpreter and provider of learning to clients, families and communities, acceptance of diversity, and a commitment to lifelong learning. It is through mastery of these core characteristics that students demonstrate the ability to take part in a client’s achievement of health.

The curriculum at West Virginia Junior College is based on Jean Watson’s Theory of Caring. The ten carative factors are used to contrast with conventional medicine’s curative factors in an attempt to lessen the effects of illness, promote comfort and healing and to assist clients to an optimum state of health or a death with dignity.

1. The formation of a humanistic-altruistic system of values
2. The instillation of faith-hope
3. The cultivation of sensitivity to one’s self and to others
4. The development of a helping-trusting relationship
5. The promotion and acceptance of the expression of positive and negative feelings
6. The systematic use of the scientific problem-solving method for decision making
7. The promotion of interpersonal teaching-learning
8. The provision for a supportive, protective, and (or) corrective mental, physical, sociocultural, and spiritual environment.
9. Assistance with the gratification of human needs
10. The allowance for existential-phenomenological forces

(Watson, 1985)

The teaching learning process occurs in a supportive environment of mutual respect and honesty. Students are encouraged to take responsibility for their own learning and act as advocates for themselves as learners as well as their clients. Learners at West Virginia Junior College School of Nursing often take the role of “student as teacher” in order for further comprehension to occur. West Virginia Junior College faculty provides competent guidance to their students in a positive and supportive manner. Our curriculum is reflective of the changing
needs of our clients. Furthermore, we believe that faculty act as role models to our students and each other. At our core, is our pursuit of excellence in practice and striving for brilliance in nursing care. The educational aim of the West Virginia Junior College School of Nursing is the development of competent individuals prepared for the NCLEX-RN and subsequent responsibilities as registered nurse. The curriculum concepts are congruent with this goal and these beliefs. The conceptual framework at West Virginia Junior College is Caring. Caring is essential to healing (or wellbeing) and should be the focus of nursing decisions and actions. Central to the Conceptual Framework are the metaparadigm concepts of nursing, person, health, and environment. While the metaparadigm concepts of nursing, person, health and environment form the foundation of the Conceptual Framework, the following integrating concepts shape the curriculum: client environment, critical thinking, quality and safety, nursing process, communication, role development, relationship-centered care and collaboration and teamwork. Educating reflective nurse professionals requires a curriculum that incorporates, core characteristics core knowledge, and role development.

**Metaparadigm Concepts**

**Person:** The concept of person is introduced in the very first courses of the nursing program and is applied throughout the curriculum through the application of the concept of person in relation to nursing theory and skills and through the application of nursing care of the individual in the clinical arena in relation to the biological-psycho-social-spiritual dimensions of care. The person or client is the direct recipient of all nursing care and basic to the concept of client needs.

**Health:** Health, and the promotion of health, is the ultimate goal of nursing and are intertwined throughout the nursing curriculum. The nurse both promotes the health of the client and maintains the health of the client through provision of nursing care based on the art and science of nursing and the physiological and technological sciences. When the client’s prognosis is toward an impending death, the nursing care is toward providing for the client’s needs for comfort and promotion of the client’s right to a dignified death.

**Environment:** Environment, both the internal and external environments, has a direct effect on the person, family, or society. Environment is addressed throughout the curriculum beginning with the sciences and included in all nursing classes. The internal environment of physiological and psychosocial integrity and the effect of the environment in the promotion of client health are initially addressed in the general education courses of Anatomy and Physiology, Chemistry, and Microbiology, and the nursing courses beginning with Fundamentals of Nursing I and II. Through evidence-based practice the nurse provides for the client’s needs for a safe and effective care environment.

**Nursing:** The art and science of nursing is taught throughout the nursing curriculum. The science of nursing has its foundation in the physical, biological, technological, and psychosocial sciences, and builds from simple to complex throughout the nursing courses. The art and science of nursing begins providing the foundation for the care of persons with multiple health problems as taught throughout the rest of the nursing curriculum. Nursing, as a profession, provides a safe and effective care environment, provides for psychosocial and physiological integrity of the client, and promotes and maintains health, as its mission and purpose.

**Integrating Concepts:**

**Client Environment:** constitutes the internal and external influences that affect or are affected by the person. These influences include, but are not limited to, biological, psychological, and spiritual factors, population density, socioeconomic status, cultural diversity, social values and beliefs, and scientific and technological development.

**Critical thinking:** an active process of analysis exploring relevant phenomena and making judgments to intervene in a therapeutic manner. This reflexive, transferable process involves the ongoing integration and application of a complex set of abilities.

**Quality and safety:** uses data to monitor the outcomes of care processes and uses improvement methods to design changes to continuously improve the quality and safety of health care systems. Quality care is safe, effective, patient centered, timely, efficient, and equitable. Safety minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
Nursing Process: is a problem solving approach to the identification and treatment of patient problems whether actual or potential. Effective use of the nursing process requires nursing judgment, which is with Fundamentals of Nursing I, promoting an understanding of the principles of safe nursing care and based on clinical judgment, critical thinking, and integration of best evidence into nursing practice. The nursing process includes assessment, diagnosis, planning, implementation, and evaluation of real or potential patient problems.

Communication: within the context of nursing, is a dynamic and interpersonal process that requires at least one messenger and one receiver. The process, which includes interprofessional collaboration, can be either verbal (oral or written) or nonverbal and is influenced by a person’s culture, setting, values, beliefs, and perceptions.

Role development: includes delivering safe care and coordinating care as a member of the interprofessional team. The professional nurse evaluates one’s own practice as well as contributes to the support and advancement of the profession. The professional nurse focuses on continuous self-evaluation and lifelong learning. The nurse who upholds professional roles and responsibilities advocates for quality health care.

Relationship-centered care: is to support people to actively participate in their healthcare decision-making to improve health care outcomes. It can be defined as care in which all participants appreciate the importance of their relationships with one another. In relationship-centered care the relationships between patients and clinicians remain central, although the relationships of clinicians with themselves, with each other and with community are also emphasized

Collaboration and teamwork: is the process of making and carrying out decisions with other people regarding health care and research in a caring context. Knowledge of health-care systems includes an understanding of the organization and environment in which nursing and health care is provided.
CARING

LIFELONG LEARNING
INTERPRETER AND PROVIDER OF LEARNING
ACCEPTANCE OF DIVERSITY
THERAPEUTIC COMMUNICATION
CLINICAL JUDGMENT
EMPATHY

NURSE        PATIENT
Watson’s model of caring supports the huge paradigm shift in the field of nursing. The conceptual model of the Associate Degree Nursing Program at West Virginia Junior College is a graphic representation of a paradigm that provides a broad frame of reference for a systematic approach to the phenomena with which the discipline is concerned. The purpose of the model is to explicitly recognize WVJC’s vision of nursing that serves as the core of the curriculum. At the base of the model is the nurse-patient synergistic relationship. At WVJC the nurse-patient relationship is seen as essential to excellence in health care and practice. The nurse-patient relationship is the foundation for a caring practice. The nurse, with the patient, creates a health promoting and healing environment. The practice of nursing is viewed as a delicate balance of promoting patients’ independence and supporting their dependence. The hands depict the environment and conditions where nursing care is provided and student learning evolves. In this environment, nursing care is provided to individuals, families, groups and communities across the lifespan within the health-illness continuum. In Jean Watson’s theory she discusses environment in more abstract terms. She believes, as do the faculty of WVJC that environments should be transformative in nature and caring and healing must be able take place in an environment that the nurse helps create. The nurse helps regulate the environment, making sure all factors for healing are present, such as support, protection and spirituality. The environment encompasses the core values of empathy, clinical judgment, interpreter and provider of learning, therapeutic communication, acceptance of diversity and a commitment to lifelong learning represented by the books that are held tightly by the hands and the ten fingers which represent the ten carative factors. Caring is the central focus and is viewed as the essence of nursing. Caring is seen as essential to the relationship and enables the nurse and patient to work together to help the patient obtain the optimal level of wellness and surrounds all core competencies. The Core Characteristic of caring/empathy is characterized by genuine, warm, and sensitive providers of nursing care who demonstrate respect for self and colleagues, and healthy self-esteem. These providers use positive communication skills that are growth producing for clients and colleagues.

Core Characteristics

Clinical Judgment: is characterized by having a clear opinion following a period of reflection whereas the term clinical indicates that which is related to the client. In particular, it requires the ability to assess, to reason and to summarize in order to achieve logical deduction. Clinical judgment in itself encompasses a cycle of sensory activities which begins with perceptions and which is followed by cognitive functions associated with the intellectual processing of information through the mental operation of reasoning and judgment.

Interpreter and Provider of learning: is characterized by individuals whom take initiative and responsibility for learning; diagnosing own learning needs, formulating learning goals, identifying resources for learning, choosing and implementing learning strategies and evaluating learning outcomes. Teachers provide scaffolding, mentoring, and advising while peers provide collaboration. Through the process learners transfer learning, in terms of both knowledge and skill, from one situation to another thus becomes the provider of learning while applying the nursing processes in the clinical setting to educate both formally and informally.

Therapeutic Communication: is characterized by the use of specific strategies that encourage an individual to express feelings and ideas and that convey acceptance and
respect. Whether working with clients, colleges or peers, the nurse engages in purposeful, nonjudgmental communication directed toward a specific outcome.

**Acceptance of Diversity:** is characterized by understanding and respecting differences, acknowledging similarities, and embracing and enhancing cultural literacy. One that has acceptance of diversity believes that each individual is unique and moves beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

**Life-Long Learning:** is characterized by the provision or use of both formal and informal learning opportunities undertaken throughout life, with the aim of improving knowledge, skills/competences and/or qualifications for personal, social and professional development and improvement. Lifelong learning involves seeking and appreciating new worlds or ideas in order to gain a new perspective as well as questioning one's environment, knowledge, skills and interactions. The most essential characteristics of a lifelong learner are reflection, questioning, enjoying learning, understanding the dynamic nature of knowledge, and engaging in learning by actively seeking learning opportunities.

**Caring/Empathy:** is characterized by genuine, warm, and sensitive providers of nursing care who demonstrate respect for self and colleagues, and healthy self-esteem. These providers use positive communication skills that are growth producing for clients and colleagues.

The curriculum integrates professional standards and competencies from the NLN Outcomes and Competencies for Graduates of Associate Degree Programs in Nursing, the American Nurses Association (ANA) Scope and Standards of Practice, QSEN, and the West Virginia Board of Examiners of Registered Nurses Guidelines. All the previous, along with the ADN Mission and Philosophy have been utilized to develop the nine (9) Level One Outcomes, nine (9) Level Two Outcomes and the nine (9) End of Program Outcomes. The ultimate goal of the nursing program at WVJC is to graduate mature learners that exhibit the above core characteristics and apply the eight (8) integrating concepts that emerge from those core characteristics.

The program has condensed the six (6) core characteristics and eight (8) integrating concepts into nine (9) end of program outcomes, nine (9) level one outcomes and nine (9) level two outcomes for ease of evaluating the identified behaviors sets across the curriculum in course organization, content, and evaluation strategies. They are as follows:

1. **Respect the dignity, worth, and uniqueness of self and others as biological, psychological, social, economic, culturally diverse, spiritual beings**
Level I Outcome:
Identify the person, family or community as a biological, psychological, social, economic, culturally diverse spiritual being.

Level II Outcome:
Incorporate beliefs, interests and needs of clients to provide holistic nursing care across the life span to culturally diverse persons, families and communities

Integrating Concept: Relationship-Centered Care
Client Environment
Core Characteristic: Caring/Empathy
Acceptance of Diversity

2. Provide safe, competent, evidenced based nursing care to individuals, families and communities through promotion, maintenance and restoration of health; prevention of illness while maintaining physical, emotional and spiritual support throughout the life span.

Level I Outcome:
Examine caring and the use of Nursing process to implement safe nursing care to culturally diverse persons, families and communities with varied lived experiences.

Level II Outcome:
Apply the principles of safe nursing care to the care of culturally diverse persons, families and communities in a variety of health care environments

Integrating Concept: Quality and safety
Core Characteristic: Clinical Judgement

3. Integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan

Level I Outcome:
Identify the need for research findings in nursing practice decisions

Level II Outcome:
Begin to integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan

Integrating Concept: Nursing Process
Core Characteristic: Lifelong Learning

4. Accept responsibility and accountability for the effectiveness of one’s own nursing practice and professional growth as a learner, clinician, and leader.

Level I Outcome:
Identify the accountability for personal and professional conduct within the role of the registered nurse in caring for culturally diverse persons, families and communities

**Level II Outcome:**
Demonstrate accountability for personal and professional conduct within the role of the student nurse in caring for culturally diverse persons, families and communities

- Integrating Concept: Role Development
- Core Characteristic: Interpreter and provider of learning

5. **Practice professional nursing competently in diverse settings, utilizing caring and critical thinking and therapeutic nursing interventions with culturally diverse individuals, families, and communities at any developmental stage**

**Level I Outcome:**
Identify the principles of safe nursing care for culturally diverse persons, families and communities in a variety of health care environments

**Level II Outcome:**
Establish a caring, therapeutic relationship, within a culturally diverse population while applying knowledge related to wellness, health promotion, acute and chronic illnesses, disease management, end-of-life care management.

- Integrating Concept: Critical thinking
- Nursing Process
- Core Characteristic: Caring/Empathy
- Interpreter and provider of learning

6. **Utilize the nursing process in the assessment, nursing diagnosis, planning, implementation, ,and evaluation of care of culturally diverse persons, families and communities**

**Level I Outcome:**
Recognize the role of the registered nurse in the application of the nursing process through assessment, nursing diagnosis, planning, implementation, and evaluation of patient care

**Level II Outcome:**
Investigate the role of the registered nurse in the application of the nursing process through assessment, nursing diagnosis, planning, implementation and evaluation of patient care

- Integrating Concept: Critical thinking
- Nursing Process
- Core Characteristic: Interpreter and provider of learning

7. **Apply concepts of leadership, autonomy and management to the practice of professional nursing.**

**Level I Outcome:**
Examine as a learner the concepts of autonomy and advocacy as they relate to other providers of nursing care.
Level II Outcome:
Apply, as a student, the concepts of autonomy and advocacy in relationships with other health care providers in the advancement of care of culturally diverse persons, families and communities

**Integrating Concept:** Collaboration and Teamwork
Communication

**Core Characteristic:** Therapeutic Communication
Lifelong Learning

8. **Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.**

Level I Outcome:
Identify caring as an ethical and moral aspect of nursing.

Level II Outcome:
Utilize caring in the clinician role as it relates to nursing care of culturally diverse persons, families and communities

**Integrating Concept:** Quality and safety
Relationship-centered Care

**Core Characteristic:** Empathy/Caring

9. **Communicate effectively in interactions with culturally diverse persons, families and communities and other health care providers.**

Level I Outcome:
Recognize the principles of caring interpersonal relationships and communication patterns in providing care for culturally diverse persons, families and communities with experiences of wellness and illness

Level II Outcome:
Apply selected principles of caring interpersonal relationships and communication patterns in providing care for culturally diverse persons, families and communities with experiences of wellness and illness.

**Integrating Concept:** Communication
Teamwork-Collaboration

**Core Characteristic:** Therapeutic Communication
Academic Code of Conduct

West Virginia Junior College Associate Degree of Nursing Program is committed to developing and maintaining an environment of honest intellectual inquiry, characterized by the highest standards of ethical and professional conduct. To this end, WVJC ADN program has identified six core values which should permeate and support all activities of the school and its members. These core values include respect, integrity, diversity, excellence, professionalism and caring.

The Academic Code of Conduct establishes an environment of integrity and professionalism that helps to assure each individual of receiving appropriate recognition for his/her work. The ethical decisions that students face in an academic environment are similar to those they will encounter routinely in the professional world they will enter upon graduation. The Code allows faculty to conduct a fair and accurate evaluation of student performance and to maintain a supportive learning environment. In order to introduce and affirm the values of the WVJC ADN program, the nursing students must sign the Student Honor Statement, thereby agreeing to incorporate the core values in their conduct. In this way, the core values will be integrated into each course, into all activities involving the school, and into the personal lives of the student members. A thorough understanding of and adherence to this Student Honor Statement is an essential part of each and every student’s matriculation. This type of honor system demands a commitment from everyone. Students who violate this spirit of trust weaken the academic community. Therefore, it is the responsibility of all to identify and address misconduct. It is the intent of the faculty/student community to require high ethical and professional values and conduct of all its members.

All students entering West Virginia Junior College Associate Degree Nursing Program are expected to maintain high standards of academic honesty and integrity. It is the responsibility of every student to be aware of the Academic Conduct Code’s contents and to abide by its provisions. Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty. In all charges of academic misconduct against a student, the student is entitled to full procedural fairness in any disciplinary proceedings.

Faculty members have a responsibility to inform their students at the beginning of each term of the criteria for academic honesty that pertains to a class or course.

I. Academic Misconduct

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments, or impedes other students’ opportunities of being judged fairly for their academic work. Knowingly allowing others to represent your work as their own is as serious an offense as submitting another’s work as your own.

II. Violations of This Code

Violations of this code comprise attempts to be dishonest or deceptive in the performance of academic work in or out of the classroom, alterations of academic records, alterations of official data or unauthorized collaboration with another student or students. Violations include, but are not limited to:

A. Cheating on examination
B. Plagiarism. Representing the work of another as one’s own
C. Misrepresentation or falsification of data
D. Theft of an examination. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
E. Unauthorized communication during examinations. Any unauthorized communication may be considered evidence of cheating.

F. Knowingly allowing another student to represent your work as his or her own.

G. Failure to sit in a specifically assigned seat during examinations.

III. Action on Suspected Violations
As a general rule, faculty who has reason to believe that a student has violated this Code shall meet with the student, personally, inform the student of the suspected violation, and document the student’s response. Faculty members will then report suspected violations of the Code to the Nursing Program Director.

IV. Procedures for Academic Code Hearings
Alleged violations of the Academic Code of Conduct shall be investigated in a prompt and reasonable manner. The investigation shall gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses. A student who is charged with a violation of the Code of Conduct shall be notified of the specific charge(s) and shall be given ten (10) days to submit a written response to the nursing program director.

If the student admits a violation, the instructor may assign a grade of "0" or "F" to the examination or assignment on which cheating, plagiarism or other academic dishonesty occurred. Any contested accusation of cheating, plagiarism or other academic misconduct on an examination or assignment submitted by a student to satisfy course requirements will be adjudicated by a faculty-student committee appointed by the Nursing Program Director. A support person may accompany a student to any meeting concerning disciplinary matters. The instructor should withhold the student's grade until after adjudication. If, after adjudication, the student is found in violation, the grade should be assigned as a “0” or “F”. If there is no violation, the instructor shall assign a grade based on the quality of the work completed. If a student has a prior violation of code of conduct and is found guilty of a second offense, that student will be dismissed from the nursing program. Students shall be afforded the opportunity to address the Committee to make a statement in their defense.

V. Appeals
A student who is dissatisfied with the decision in his or her hearing may appeal to the President of the College.

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Students are first accepted at West Virginia Junior College in pre-nursing education courses. You will begin pre-nursing classes during Quarters 1 & 2. Consideration for admission into pre-nursing courses is based on the following:

- TEAS-V entrance test results
- Submission of Nursing Program Application and registration fee
· High School diploma or a GED equivalent
· Cumulative college GPA of 2.5 or higher (if applicable)
· Interview with the Nursing Program Director and/or delegate

Nursing courses begin during Quarter 3. In order to maintain your status on the program’s roster for Quarter 3, you will need to satisfactorily complete all of the following Nursing Program Requirements. If any of these requirements are considered unsatisfactory initially or at any time during your enrollment, you will be dismissed from the program. These requirements are as follows:

· Physical Exam – All areas of the “History & Physical Exam Form” must be completed and signed by your healthcare provider with a recommendation for admission.
· Immunizations/Titers & 2-Step PPD Testing – All areas of the “Immunization Record” and the “Tuberculosis Screening Form” must be completed by your healthcare provider. All appropriate documentation must be submitted with this form.
· State and Federal Criminal Background Checks – Complete both state and federal criminal background checks with an acceptable status: no felonies, habitual misdemeanors (greater than one in 12 months), drug offences, or violent offences.
· Urine Drug Screening – Results of urine drug screening must be “negative” for non-prescription and/or illegal drugs. Verification via current and valid prescription for any medications you may be taking that result in a false positive will be required.
· Proofs of current CPR training – Complete the American Heart Association’s Basic Life Support for Health Care Provider course and submit a copy of your certification to the Nursing Department.
· Professional Liability Insurance – Remit payment to Nursing Department annually.
· Student Nursing Tote – Remit payment to Nursing Department.
· Uniforms – Purchase appropriate uniforms
· Completion of prerequisites (in Quarters 1 & 2) with a 2.5 GPA or higher

All graduates are required a criminal background check as part of the application for licensure to the Board of Nursing. If you have ever been convicted of a felony or misdemeanor, some State/National Testing Boards reserve the right to determine eligibility for licensing/credentialing, even if you have completed all academic requirements. If you have ever been convicted of a misdemeanor or felony, please send a confidential letter of explanation to the Nursing Program Director.

The above requirements are essential for your protection and to protect the people to whom you will provide care. In addition, The Joint Commission has required hospitals to have completed Criminal Background Checks and Urine Drug Screens on all employees, students, and volunteers working in the clinical setting. These are the current requirements; additional requirements may be added as needed by future changes to health, institutional, and/or other relevant regulations/policies.

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<tr>
<th>Title: Attendance Policy</th>
<th>Date Adopted: 6/2011</th>
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<td>Date Revised: 9/2012</td>
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Due to the nature of the program, it is of utmost importance that students attend 100% of the program. However, due to mitigating circumstances including illness, the following policy applies:

· **Classroom/Lab Attendance Policy (per class):**
  0 - 1 absences will have no specific penalty
  2 - 3 absences will lower the final grade average by 5 points
  > 3 absences will result in a final grade of F
Clinical Attendance Policy:
Absence from clinical does not permit the student to accomplish course objectives. Absence from clinical will result in the following:

Tardiness/Early Dismissal:
Any student not physically present at the start of the scheduled clinical period will be considered tardy. Being prompt is an indicator of a person’s dependability and is an expected entry level competency for the professional. If a student is running late, he/she must notify the clinical instructor as soon as possible. If the student is more than 30 minutes late of the start time, they will be considered absent, sent home from the clinical site, and required to complete a full make-up day at the student’s expense. Students who report to clinical within the 30 minute time frame are required to sign in on the tardy sheet noting the time of arrival and the reason for being late. In addition, an early dismissal from a clinical experience of more than 30 minutes will be considered an absence and require a full make-up day at the student’s expense.

Clinical Absence:
The maximum number of clinical absence hours allowed per course is equal to the number of hours scheduled for clinical per week in that course. Each absence will require the student to make up the absence(s) on a day(s) specified by the course coordinator and at the school's convenience. The student will be required to pay in advance a $100.00 make up fee. Make up days are not guaranteed and are dependent on availability of clinical sites and clinical instructors. Clinical absences beyond the maximum allowed hours will constitute a failing clinical grade for the course.

The maximum number of **cumulative absences through the duration of the program’s a clinical course is five absences.** More than five absences or the inability to make up the five missed clinical experiences during the completion of all clinical courses, with the exception of preceptorship, will result in dismissal from the program.
This service activity helps foster civic responsibility and may enhance the academic curriculum of the students.

Requirements:

The class as a whole will complete two community projects. The first project will be completed in Quarter 3B and the second in Quarter 5B. The students, as a group, will:

- Assess the community to identify a vulnerable or at risk population
- Identify a need
- Focus on a specific objective or goal that is appropriate for the community.
- Involve members of the community in planning.
- Implement a service
- Tap into available community resources.
- Decide how you will evaluate your plan or project. What worked and what did not?
- Develop partnerships with other organizations in your community.

Student advisors will be available to help guide the class in completing their community service requirement. Each student is required to participate in both community service projects and submit to his/her advisor a list of duties they performed and a short paragraph about what they learned during the project. Failure to participate in community service will result in the student not meeting his/her requirements to graduate from the program.

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One of the most important responsibilities of the nursing student is to maintain confidentiality of all client information and/or records. In addition to each facility’s confidentiality policy, the federal Health Insurance Portability and Accountability Act (HIPAA) requires patient health information to be kept confidential.

I understand that as part of my clinical experiences, I will be exposed to a variety of client information (medical, financial, etc.). To protect such information, I agree to the following:

- I will refrain from releasing information (verbally, copies, faxes, downloads, or the original record) to individuals who are not authorized to receive this information.
- Documents, including copies of documents, will not leave the premises where they are stored.
Any log-ons and/or passwords which are utilized for access to patient records are strictly confidential and will not be shared with other users. I will limit my access to only the information pertinent to the care of the patient for which I’m assigned.

I will not use patient identifiers (name, address, etc.) when making notes for assignments or projects for academic purposes.

I will treat all patient and organization information gained or exposed to through class activities or course requirements as confidential information.

I understand that violating this policy will result in disciplinary action and/or dismissal from the program.
Appropriate dress is required on campus and when in the clinical settings. It is expected that clothing will be neat, clean, properly fitting, and well-maintained. Also, students should also be mindful of their grooming habits.

A. Personal Dress (on campus) – See the College catalog

B. Nursing Professional Dress (clinical and/or lab settings) - It is important that all nursing students reflect a positive image of our profession. The basics of a positive image are good hygiene, neatness, and social acceptability. Acceptable dress code requirements for lab and/or clinical are as follows:

1. Uniform – Official school uniforms with school monogram must be worn. No substitutions are permitted. Students inappropriately dressed may be dismissed from the clinical unit and will receive an absence for the clinical day which requires a make-up day. Females white socks (with pants only) or hose (with skirts). Undergarments are to be appropriate and undetectable through your professional attire. Uniforms must be clean, pressed, and in good repair.

2. Shoes - All white shoes (nursing or gym shoes). No clogs, slides, open toes/heels. Canvas shoes are not acceptable.

3. Warm-up jacket – Hunter green jacket with school monogram to be worn over business attire and street clothes when representing the school in public or clinical agencies.

4. ID badge - Official WVJC photo ID badge is to be worn at all times on the clinical units.

5. Hair – Hair must be clean, neat, above the uniform collar, worn in a conservative style, and away from the face. Unnatural hair colors are not acceptable. Hair clips the same color as the hair may be used to hold the hair in place. No bows, bands, or scrunchies will be permitted. Male students must be neatly shaved. Artificial eyelashes are prohibited. Beards/moustaches should be short and clean.

6. Jewelry – The student must wear or have on their person a watch, without jewels or stones. It must have a second hand and may not be a digital watch. One smooth band is acceptable. Stud earrings that do not hang below the earlobe are acceptable. Students are not permitted to have visible facial, oral, or skin piercings of any kind.

7. Nails – Since infections can easily be spread by inappropriate hand hygiene, nail care is crucial to patient care. Nails must be natural, clean, and short. Nails must not be visible from the palm side of the hand. No artificial nails, overlays, tips, or ornamentation is allowed. Nail polish should be clear or natural appearing. Students may be asked to remove nail polish in the clinical setting and should respect this request from any clinical agency or its representatives.

8. Makeup – Cosmetics may be worn in moderation and in a professional manner.

9. Tattoos – Visible tattoos must be covered.

10. Odors – Detectable odors are not permitted. Unscented items must be used. Overpowering odors such as perfumes, cologne, aftershave, hand lotions, powders, deodorants, smoke/tobacco, and body odor can affect a patient’s care and clinical outcomes.

11. Clinical items – It is expected that students will arrive at clinical prepared for the clinical shift. Items needed include bandage scissors, stethoscope, black ink pens, 3x5 note cards or pad, drug reference textbook (when administering medication).

12. When going to the clinical site the night before for pre-planning, students are to wear business casual dress and their lab jacket with their name badge visible. Absolutely no jeans, shorts or t-shirts will be tolerated.

Instructors will determine the appropriateness of attire and grooming habits (on campus and in the clinical setting) based on the above guidelines. Students that do not meet dress code requirements will be asked to leave class/lab/clinical and will be marked absent (see Attendance Guidelines). Failure to comply with the Dress Code can be cause for dismissal.
All students will take a computer-based, nationally standardized assessment test. Not only does this assessment test allow students to practice taking computerized tests in preparation for the NCLEX-RN, it also provides important information such as how their performance compares to a national mean and to a mean of students in ADN programs. Students can use this information to strengthen areas of deficiency and enhance their potential for success on the NCLEX-RN.

Assessment Technologies Institute’s (ATI) Comprehensive Predictor Proctored Examination will be given in the Graduate Nurse Preparation course: GNP 201. The score on the exam is a component of the student’s final grade in GNP 201. (See the GNP 201 syllabus for further details). Students are required to take the assigned practice test one week prior to administration of the proctored comprehensive ATI. Failure to take either the proctored or practice exam will result in failure of the GNP 201 course and dismissal from the nursing program. Students are expected to achieve an adjusted individual score equivalent to a 90% predicted probability of passing the NCLEX. A formal remediation plan must be completed for anyone not achieving the 90% probability.

NLN Comprehensive Predictor Assessment exam will be administered in NUR 208 as further evaluation of a student's ability to be successful on the NCLEX-RN exam after graduation. The score on this exam is a component of the student's final course grade in NUR 208 and remediation is required if a benchmark score is not achieved. (See the NUR 208 Syllabus for further details). The minimum score required is the score that represents a 90% chance of successfully completing the licensing exam, NCLEX-RN. Students are encouraged to prepare for the assessment test in advance throughout the program. The best preparation includes reviewing class notes and texts and completing the ATI modules. NCLEX-RN preparation books may also be used to supplement preparation.

In addition to the NLN, Assessment Technologies Institute's (ATI) Virtual ATI NCLEX Review course will be incorporated into NUR 208. Participation in the Virtual ATI NCLEX Review course is a component of the student’s final course grade in this course. The review directly aligns with the current NCLEX test plan. Through collaboration with a virtual coach, students are engaged in a personalized, assessment-driven NCLEX review in an online classroom that provides students access to a variety of on-demand resources.

Students must achieve a 90% probability of passing the NCLEX Exam on the ATI Comprehensive Predictor and the NLN Predictor within two attempts to continue in the program and fulfill the graduation requirements.
Functional abilities are non-domain specific abilities, i.e., those physical and mental activities and attributes needed by a nurse to practice safely in terms of essential nursing functions, with or without accommodations. Functional abilities include psychomotor, sensory, cognitive, and affective functions. A student requiring special accommodations should notify, in writing, the Nursing Program Director of the necessary accommodations. For successful completion of this nursing program, students should be able to meet the following functional requirements:

- Psychomotor abilities include gross and fine motor, endurance, strength, and mobility
- Sensory abilities include visual, tactile, olfactory, and hearing
- Cognitive abilities include reading, arithmetic, analytical, and critical thinking
- Affective abilities include communication and interpersonal skills

Examples of the above functional standards include, but are not limited to:

- Psychomotor – bend, crouch, walk, climb steps; hand/eye coordination; stand for extended periods (i.e., 8-12 hour shifts); lift, carry, push, and pull a minimum of 50 pounds; administer rescue procedures; calibrate equipment
- Sensory – discriminate sights, sounds, colors, odors, touch
- Cognitive – follow written and oral instructions; read/write effectively; work independently; organize assignments; identify cause/effect relationships; develop plans of care; evaluate effectiveness of nursing interventions
- Affective – interact with peers, patients, families, and others professionally and effectively; maintain composure during stressful situations; successful conflict resolution

Students seeking a disability related accommodation must notify the college in writing. The request must include a medical doctor or other appropriate medical professional evaluation listing the nature and extent of the disability and need of accommodations. The college may require and independent second evaluation. Appropriate documentation of the disability is required. If a student cannot meet one or more of the Functional Requirements of the nursing program without accommodation, the program will determine whether accommodations can reasonably be made. Students are cautioned that the college’s decision is not binding on the Board of Nursing which can make its own independent evaluation and refuse to make accommodations.
WVJC seeks to develop individuals through its general education component with the professional and personal qualities that will enable the graduate to succeed in their career. Upon graduation from WVJC’s Associate Degree Nursing program, you will need either a temporary permit or license issued to legally practice the profession of nursing.

In order to become licensed as a registered nurse, graduates must sit for the National Council of State Boards of Nursing’s National Certification Licensure Exam for Registered Nursing (NCLEX-RN).

It is the goal of WVJC School of Nursing to prepare the graduate for successful completion of the NCLEX-RN. The Nursing Program Director certifies to the West Virginia Board of Nursing that the graduate has completed the program and had met graduation requirements.

Nursing licensure is required in each state and is governed by each state's legislature. The graduate may obtain copies of their transcripts for submission to other state boards of nursing. Successful completion of the NCLEX-RN and application for licensure as a registered nurse in the state of their choosing is the responsibility of the graduate.
To qualify for graduation from the nursing program, a student must:

A. Pass all required Core Nursing Courses with a “B” grade or better.
B. Have an overall cumulative 2.0 GPA (“C” grade) on a 4.0 scale.
C. Satisfactorily complete all laboratory skill competencies in the nursing curriculum.
D. Satisfactorily complete all clinical requirements in the nursing curriculum.
E. Have completed all ATI testing with a proficiency level 2 or 3
F. Completed two community service projects
G. Obtain at least a 90% probability of passing the NCLEX exam on the ATI Comprehensive Predictor and the NLN Predictor within two attempts

An Associate Degree in Nursing, ADN, will be issued to each student that has successfully completed all the requirements of the nursing program.
DEFINITIONS

1. GRIEVANCE
   a.) A grievance is defined as: A complaint by a student regarding the meaning, interpretation, or application of any provision in this handbook.

2. AGGRIEVED PERSON
   a.) An aggrieved person is the person or persons making the claim.

3. PARTY IN INTEREST
   a.) A party in interest is the person or persons making the claim and any person who might be required to take action or against whom action might be taken in order to resolve the claim.

A. PURPOSE

The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems which may from time to time arise affecting students. It is agreed that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

B. PROCEDURE

1. TIME LIMITS

   Since it is important that the grievance be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement. No grievance shall be valid unless filed within ten (10) days from the date of its occurrence, or within ten (10) days of the time when the aggrieved person should reasonably have known of the occurrence.

2. LEVEL ONE—COURSE COORDINATOR

   A student with a grievance shall first discuss it with the course-coordinator, either directly or with a representative, with the objective of resolving the grievance informally. If at the conclusion of the informal meeting, no consensus has been reached or no satisfactory resolution has been arrived at, the grievance shall be presented in writing to the course coordinator before leaving the meeting. The course coordinator shall answer the grievance in writing within ten (10) school days of its presentation.

3. LEVEL TWO—STUDENT ADVISER
If the aggrieved person is not satisfied with the disposition of the grievance at level one, or if no decision has been rendered within ten (10) school days after the presentation of the grievance, he/she may file the grievance in writing with the student’s adviser within ten (10) days after the decision at level one or ten (10) days after the grievance was presented, whichever is sooner.

4. LEVEL THREE—NURSING PROGRAM DIRECTOR

If the aggrieved person is not satisfied with the disposition of the grievance at level two, or if no decision has been rendered within ten (10) school days after the presentation of the grievance, he/she may file a grievance in writing with the Nursing Program Director

5. LEVEL FOUR—College President

If the aggrieved person is not satisfied with the disposition of the grievance at level three, or if no decision has been rendered within ten (10) school days after the presentation of the grievance, he/she may file a grievance in writing with the school board of directors

6. LEVEL FIVE—ARBITRATION

a.) If the aggrieved person is not satisfied with the disposition of the grievance at level three or if no decision has been rendered within ten (10) school days after the grievance was heard by the school board of directors, he/she may request that he grievance be submitted to arbitration.

b.) Within ten (10) school days after such written notice of submission to arbitration, the parties shall attempt to agree upon a mutually acceptable arbitrator and shall obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain such a commitment within the specified period, a request list of arbitrators may be made to the West Virginia Bureau of Medication by either party.

c.) The cost for the services of the arbitrator, including per diem expenses, if any and necessary travel, subsistence expenses, and the cost of hearing site, if any, shall be shared equally by the parties.

7. RIGHTS OF STUDENT’S REPRESENTATION

a.) Any aggrieved person may be represented at all stages of the grievance procedure by himself, or at his option, by a representative.

b.) No reprisals of any kind shall be taken against any party of interest or any other participant in the grievance policy

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<tr>
<th>Title: IMPAIRED STUDENT NURSE</th>
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I POLICY

The purpose of this policy is to offer assistance to those who are in need, while sending a clear message that all students enrolled in the WVJC School of Nursing (SON) are strictly prohibited from possessing or being under the influence of alcohol or illegal drugs while engaged in any classroom or clinical activities.

II STATEMENT OF PURPOSE AND INTENTION

A Students enrolled in the SON participate in classroom lectures and labs, and clinical rotations at various health care facilities, long-term care facilities, clinics, schools and community agencies.

B Drug and alcohol use may adversely affect the educational process and the quality of care provided by students in the clinical setting. Drug and alcohol use may also pose serious safety and health risks to the student, patients, and others.

C The WVJC SON requires all nursing students to be free from the influence of alcohol and illegal drugs during class time and all clinical activities.

D This policy is enacted in accordance with a position statement on the subject of substance abuse in nursing education published by the American Association of Colleges of Nursing, and also with the standards set forth in West Virginia’s Professional Nursing Law.

III DEFINITIONS

A. “Alcohol” means beer, wine and all forms of distilled liquor containing ethyl alcohol.

B “Clinical activities” shall refer to those duties or activities required of SON students, whether on the campus of WVJC or at an outside host facility, which would involve direct patient care or interaction with a patient or research subject for the purpose of medical care, treatment, or testing, and/or as part of the clinical program.

C “Clinical program” shall refer to the assignment of SON students to health care facilities for the purpose of gaining practical experience and/or engaging in patient care to fulfill course and degree requirements.

D “Drug” means any substance that has known mind or function-altering effects on a human subject (i.e. psychoactive substances), including, but not limited to, substances controlled by state or federal law.

E “Drug paraphernalia” means all equipment, products, and materials of any kind, which are used for injecting, ingesting, inhaling or otherwise introducing a drug into the human body. This includes but is not limited to, all equipment, products and materials prohibited or controlled by state and federal laws.

F “Host facility” means any place other than the WVJC campus where a student is involved in clinical activities to fulfill course or degree requirements, including but not limited to healthcare facilities, hospitals, physician offices, long-term care facilities, clinics, schools and community agencies.

H. “Supervisor” is the person assigned to oversee a student while involved in performance of clinical activities. This person may be an instructor in the SON, or an employee of the facility at which the clinical program takes place.
IV. DRUG AND ALCOHOL POSSESSION AND USE

A. Prohibitions. Except as provided in paragraph B below.

1. No student engaged in clinical activities shall use, consume, transport, promote, or sell alcohol, drugs, or drug paraphernalia while on the site of a clinical program, or while engaging in clinical activities.

2. No student may report to the premises of a clinical program or remain on duty, or engage in any clinical activities while under the influence of or impaired by alcohol or drugs. This is a zero tolerance policy.

3. All students of WVJC are prohibited from being under the influence of alcohol or drugs while taking part in on-campus activities and violations of this nature may be subject to sanctions under the Student Code of Conduct and/or other WVJC or SON rules and regulations.

B. Exceptions. The following circumstance may constitute exceptions to this policy:

1. Prescribed and over-the-counter drugs. The use or possession of prescribed or over-the-counter drugs and/or drug paraphernalia is not prohibited by this policy, if legally obtained, used for the purpose for which it was prescribed or manufactured, and if taken at the prescribed or authorized dosage; provided that use and/or drug paraphernalia does not interfere with the safe and efficient performance of the student’s clinical activities.

C. Students who participate in clinical programs at outside facilities are subject to the rules and regulations of the host facility. This may include drug and/or alcohol testing. Testing for illegal drugs or alcohol may be required by the host facility prior to beginning a clinical program, on a random basis, following an accident, or upon observation of conduct which may be indicative of drug or alcohol use. The WVJC SON has no control over the manner in which testing is carried out by a host facility. If a test indicates the presence of illegal drugs or alcohol, and if the test results are provided to the SON, this information will be used in the manner described.

V. PROCEDURES

A. Failure to cooperate with the following procedures may result in termination of the student’s clinical program, which will carry with it serious consequences for the student’s ability to complete his/her course of study in the SON.

A. In order to assure compliance with this policy and as a condition of continuing to participate in clinical activities and/or clinical program, students are required to cooperate with the procedures outlined
here, including drug and alcohol testing. Such tests may be administered upon finding of reasonable suspicion that a student has used drugs or alcohol while participating in clinical activities. Reasonable suspicions shall be determined by the supervisor, based on various factors, including but not limited to signs and symptoms commonly associated with intoxication, such as impaired mental ability, inability to maintain balance, odor of alcohol, boisterous or slurred speech, drowsiness, dilated pupils, staggering, awkward movements or erratic behavior. In making a determination of reasonable suspicion, the supervisor may take into account observations of lay persons, other staff or faculty of the SON and/or health care professionals.

B. When finding of reasonable suspicion is made, the following steps will be implemented by the SON:

1. The supervisor shall instruct the student to leave the clinical area and will address the student in private to discuss the behavior(s) observed. The supervisor will specifically inquire about whether the student has used drugs or alcohol and if so, the details of the use. The supervisor shall consult with SON Program Director to make a determination as to whether to refer the student for drug and alcohol testing.

2. If the supervisor and/or SON Program Director decide to send the student for testing, the student shall be notified; he/she will be tested for the presence of drugs and/or alcohol. A student who refuses to undergo testing shall be presumed to have violated this policy. Transportation to the location for testing and to the student’s home afterward will be arranged by the SON. The student will be accompanied by a SON representative at all times throughout the testing process.

3. Tests shall be accomplished by urine sample or other reliable method. The testing process will be carried out according to the protocol of the testing site.

4. Testing results will be interpreted by the testing site, which shall verify documentation of appropriate chain of custody and shall make the determination of whether a test is positive for the presence of drugs or alcohol. A negative result will not necessitate further testing and no further action shall be taken. In the case of a positive test, the student shall be contacted by the SON Program director, who shall determine if there is a legitimate explanation for the positive result.

5. The SON will make reasonable efforts to maintain confidentiality in the administrative handling of matters relating to student drug and alcohol testing.

6. The supervisor will prepare a written report documenting the observed student behaviors and submit the report to the SON Program Director.

C. A student who has been sent for a drug or alcohol test will be suspended from participating in clinical activity until the results are returned to the SON Program Director. If the results are negative, the
student will be permitted to return to clinical activities. If the results are positive, or the student refuses the testing, the following step will be followed:

1. A student who has a positive drug test without written proof that the student has been prescribed the drug if it is a legal prescription drug, or refuses to submit to a drug test will be dismissed from the program.

We cannot stress firmly enough that the safety of our students and college employees always comes first and their safety is our utmost priority when making an inclement weather closing/opening decision. As long as conditions are safe on college property and on the major roads leading to college facilities, the college will be open - either on a regular or delayed schedule.
As inclement weather creates situations when the college finds it necessary to make adjustments in its class schedules and normal operating hours, the School of Nursing at West Virginia Junior College follows West Virginia University’s class cancellation schedule. If WVU is on a delay or is cancelled due to inclement weather than West Virginia Junior college is also on a delay or cancelled due to the weather. However, many clinical experiences are outside of normal operating hours or begin before University decisions regarding class cancellation are made. Students should check with his/her clinical instructor about clinical experiences.

It is each student’s responsibility to ensure that an up-to-date number is available to his clinical instructor. A phone tree will be created at the start of every new clinical rotation. It is the responsibility of each student to ensure his/her name is on the phone tree and an accurate number is available for the clinical instructor.

**PROCEDURE:**
Cancellation/Delay of Start Time for a Clinical Rotation:
1. The decision to cancel or delay the start time of a clinical rotation will be made by the Nursing Program Director.
2. The Nursing Program Director will notify the clinical instructor at least two hours prior to the start of clinical of the delay or cancellation.
3. Clinical Faculty will communicate with students the status of the clinical by way of the phone chain.
   - The instructor will call the first two students on the list.
   - Each of the students notified by the instructor of the cancellation or delay will call another student.
   - When at the end of the phone chain, the last two students on the list will call the instructor to notify her that the message had progressed down the phone chain.

*Canceled classes/clinicals will be rescheduled by the Nursing Program Director*

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**Title:** LPN to ADN Program  
**Date Adopted:** 1/2012  
**Date Revised:** 01/2013

A licensed practical nurse may be considered for admission to the LPN to ADN transition course, upon must meet the following criteria:
- Review of official transcript from a State Board of Nursing accredited LPN program
- Current practical nursing licensure in good standing
- Complete TRN 101: Transitions to Nursing course at WVJC
Applicants’ previous educational experiences will be evaluated for content, laboratory experiences, and clinical experiences before advanced standing will be awarded. The student will need to submit a transcript for each course in which the student is requesting advanced standing. The student may also be required to submit course syllabi or additional of the completed course(s). The course content will be evaluated by the Nursing Program Director or designee for completion of the program content. The amount of credit granted to an advanced standing applicant shall be determined by the Nursing Program Director utilizing the following established written policy. All program content must have been included in the previous courses 100% for advance standing award to occur.

To receive credit for the courses listed below, the student must present evidence of successful completion of the course materials with a “B” or better and meet the specific criteria listed within the WVJC School of Nursing course. For courses with a laboratory and/or clinical components, the syllabus or other course materials submitted for review must include a list of the skills and the clinical experiences for which the student is asking that credit be given. A student may receive up to 50% of the total program credits as advance standing.

The following courses are available for transfer of credit:

- General Education Courses per College Catalog
- Nursing courses as follows:
  - NUR 101: Fundamentals of Nursing
  - NUR 102: Fundamentals of Nursing II
  - NUR 103: Nursing Care of the Client I (Gerontology)

* Students may not repeat the Transitions to Nursing course at WVJC. Enrollment in the Advanced Placement Challenge Class is based on available space in the Nursing Program.
* LPN Transition students who are unsuccessful in TRN 101 will be permitted to enroll in the ADN program at WVJC without advanced standing, if space is available, and continue in the Nursing Program.

All course exams must be taken at their scheduled times. Exceptions may be made at the discretion of the faculty when extenuating circumstances occur. Permission must be first granted by faculty prior to the scheduled exam time.

If an exam is missed, it is the responsibility of the student to contact the faculty and make arrangements to have the exam made-up within one week. Make-up exams may be in an alternate format, including essay. After one week, if the exam is not made up, a score of zero will be recorded for that exam.

**Make-up exams**
If a student is unable to take an exam as scheduled, the student may make arrangements with the instructor to make up the exam.

- The makeup exam must be taken within one week of the originally scheduled exam time in order to receive credit for that exam.
- Students are limited to a maximum of two makeup exams a course.
- Make-up exams are different from the original and may not necessarily be given in the same format as the original examination. Make-up exams may be essay or multiple choice or short answer.
- All make-up final exams will result in a 5% reduction in total points.
learning as a guide or coach and builds students' confidence as they integrate effective learning and study strategies.

**Peer to Peer Tutoring can include:**
- Clarification of challenging course specific concepts and content
- Study strategies
- Test taking proficiency
- Organization and time-management skills
- 1:1 or small group tutoring

**Tutoring is provided by:**
- Second year nursing students

**Tutoring is offered for:**
- Anatomy & Physiology
- Chemistry
- Fundamentals I and II
- Math for Healthcare providers
- Pharmacology I and II
- Nursing Care of the client I and II
- Nutrition

To request a tutor, please complete the [Request a Peer Tutor Form](#). You must then make an appointment with your Nursing Program Director, who will discuss the specific difficulties you are encountering and all the support resources available to you.

To apply to become a peer tutor, please complete the [Tutor Registration Form](#). Your Nursing Program Director will review and confirm your appointment as a peer tutor.

This is a voluntary program. Students are not required to participate either as a tutor or as a student receiving tutoring. The opportunity for peer to peer tutoring will be based on the number of students available as tutors and it is not guaranteed.

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**Title:** Post-Surgical Return to Clinical  
**Date Adopted:** 9/2012  
**Date Revised:** n/a

Students enrolled in the nursing program and performing clinical rotations that require surgery must provide verification from a physician that return to clinical activities without restrictions will not impact recovery. In addition, any student who has a cast or must use an assistive device (i.e. crutches or wheelchairs), will be required to follow the clinical institution’s policy.
Any student who is pregnant or becomes pregnant during the nursing program must submit a statement from her physician stating she is able to remain in the program. After delivery and before returning to clinicals, a written release from her physician must be presented. Students are advised that some clinical settings may have additional restrictions for pregnancy. The student will be expected to consult with her physician regarding the advisability of continuing in the program.

For the safety of the pregnant student, she should be aware of potential risks related to some learning experiences, such as, but not limited to communicable disease(s), strenuous activity, toxic substances including radiation, and the potential for bodily harm. The student should consult with the faculty prior to the clinical experience to be made aware of any clinical agency policies related to pregnant individuals such as not entering...
where radiation therapy is being administered. Neither the West Virginia Junior College nor its affiliate clinical agencies assume responsibility for any harm that may occur to a fetus or a pregnant student.

If the student withdraws from the nursing program due to pregnancy, she will be permitted to re-enroll in the program if she was in good academic standing before withdrawing.

The following describes the use of Assessment Technologies Inc.’s (ATI’s) Comprehensive Assessment and Review Program (CARP) as a component of progression and graduation in the nursing program. This policy has been developed to facilitate the assessment of at-risk students and establish a review and remediation process to enhance their success in the program and on NCLEX-RN after graduation.

A. ATI’s Content Mastery Series (CMS)

ATI’s Content Mastery Series (CMS) is designed to provide assessment data regarding a student’s mastery of concepts in specific areas linked to the NCLEX® test plan. Subjects addressed include the following:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TEST TAKEN AT END OF:</th>
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<tbody>
<tr>
<td>Fundamentals</td>
<td>NUR 102</td>
</tr>
<tr>
<td>Maternal-Newborn</td>
<td>NUR 202</td>
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<tr>
<td>Nursing Care of Children</td>
<td>NUR 203</td>
</tr>
<tr>
<td>Nutrition</td>
<td>NUT 201</td>
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</tbody>
</table>
1. Preparing for a CMS Exam.
   a. Students are to take the assigned practice test one week prior to administration of the proctored ATI. Please refer to your syllabus as to specific dates and times of both proctored and unproctored ATI exams. Practice exam score printout should show that the student spent at least one (1) minute per question on the practice test and received a minimum score of 85% on the practice exam for admission into the proctored exam. Any score below an 85% requires completion of a remediation plan. Remediation plan must be completed prior to admission into the proctored exam. The goal of a remediation plan is to direct students to the content areas that were not mastered by the student and have students focus study on that specific content.
   b. Remediation plan will consist of the following:
      · Students will meet with ATI coordinator within 48 hours of receiving a score on the practice ATI exam of less than 85%
      · Students will study the “Topics to Review” and create a “Focused Review” to study on each topic not mastered
      · Students will create a concept map for each of the topics not mastered
      · Students, along with the ATI coordinator, will create a plan for remediation completion.
      · Students will meet with ATI coordinator twice a week at scheduled times to review plan progress
      · Upon completion of remediation plan, the ATI coordinator will review the remediation to ensure completion and will schedule the student to take the second unproctored ATI.
      · Students must receive an 85% or above to complete the proctored ATI exam
      · Students not achieving an 85% on the second unproctored ATI exam must then meet with the Program Director for further remediation prior to being admitted into the proctored ATI exam.

2. Taking the CMS Proctored Exam.
   a. Students will take the proctored exam (content specific per the schedule listed above) and are expected to achieve a Proficiency Level 2 or Level 3 on the CMS Proctored Exam. Failure to achieve a Level 2 or Level 3 on the proctored exam will require the student to retake the proctored exam after they have completed remediation activities.

   A students scoring a Level 1 or Below on a proctored ATI exam will be required to complete a content specific remediation plan. The formal remediation plan for students earning a Level 1 or Below on the first attempt of a proctored ATI will consist of the following:
      · Print out an Individual Performance Profile to identify items that were missed on the proctored assessment.
· Students will meet with ATI coordinator within 48 hours of receiving a proficiency level of 1 or below on the proctored ATI exam

· The student will create a focused review of the proctored course assessment.
  - Open My Results and Remediation tab.
  - Select the Focused-Review icon that corresponds to the examination to review.
  - Utilize links provided to video clips and relevant pages in the respective Content Review Modules for review of specific content.

· The student will create a focused review of the proctored course assessment.

· Students will create a concept map for each of the topics not mastered

· Students will also complete 10 NCLEX questions including a detailed rationale for each on all topics not mastered. Questions will be provided by the ATI coordinator/instructor.

· Students, along with the ATI coordinator/instructor, will create a plan for remediation completion.

· Students will meet with ATI coordinator/instructor twice a week at scheduled times to review plan progress

· Upon completion of remediation plan, the ATI coordinator/instructor will review the remediation to ensure completion and will schedule the student to take the second proctored ATI.

· Students not achieving Level 2 or Level 3 proficiency on the second proctored ATI must schedule a meeting with the Nursing Program Director in order to create a comprehensive remediation plan prior to progression in the Nursing Program.

· Any student failing to take the unproctored or proctored ATI exam or failing to complete the remediation plan will receive a 0 for the course and will not be permitted to proceed in the program.

B. Course Credit

Scores on the Proctored ATI Exam in selected courses comprise a component of the course grade (10%) of the credit in these courses will be based on achievement of Proficiency Levels as indicated by ATI. (10%) Grading will be based on the achievement of levels of proficiency as indicated by ATI. Students scoring at Level III proficiency will receive a grade of 100%. Students scoring at Level II proficiency will receive a grade of 90%. Students scoring at a Level I proficiency will receive a grade of 75%. Students scoring less than Level 1 proficiency will receive a grade of 60%.

C. ATI’s RN Comprehensive Predictor Exam

ATI’s RN Comprehensive Predictor Exam does not generate a proficiency level like the CMS Exams; however, it provides a “predicted probability of passing NCLEX” value.

1. Preparing for the RN Comprehensive Predictor Exam.
a. Students are to take the assigned practice test during the fourth week of GNP 201: Graduate Nurse Preparation. Practice exam score printout should show that the student spent at least one (1) minute per question on the practice test and received a minimum score of 85% on the practice exam for admission into the proctored exam.

b. Any score below an 85% requires completion of a remediation plan. Remediation plan must be completed prior to admission into the RN Comprehensive Predictor Exam. The goal of a remediation plan is to direct students to the content areas that were not mastered by the student and have students focus study on that specific content in order to prepare for the NCLEX board exam.

c. Remediation plan will consist of the following:
   · Students will meet with ATI coordinator/instructor within 48 hours of receiving a score on the practice ATI exam of less than 85%
   · Students will study the “Topics to Review” and create a “Focused Review” to study on each topic not mastered
   · Students will complete 50 NCLEX questions including a detailed rationale for each on all topics not mastered. Questions will be provided by the ATI coordinator.

d. Students, along with the ATI coordinator/instructor, will create a plan for remediation completion.

e. Students will meet with ATI coordinator twice a week at scheduled times to review plan progress.

f. Upon completion of remediation plan, the ATI coordinator/instructor will review the remediation to ensure completion and will schedule the student to retake the Comprehensive Predictor Practice Exam.

g. Students not achieving an 85% on the second Comprehensive Predictor Practice Exam must then meet with the Program Director for further remediation prior to being admitted into the RN Comprehensive Predictor Exam.

h. Students can only take the assigned practice exam once in a 72 hour period.

2. Taking the RN Comprehensive Predictor Exam.

a. Students will take the proctored exam (during Week 5 of GNP 201) and are expected to achieve an adjusted individual score equivalent to a 90% predicted probability of passing NCLEX. Failure to achieve this benchmark will require the student to complete remediation activities.

3. Remediation for the RN Comprehensive Predictor Exam.

a. Students who fail to achieve an adjusted individual score equivalent to a 90% predicted probability of passing NCLEX will meet with the ATI coordinator/instructor within 48 hours of taking the exam to review their RN Comprehensive Predictor Exam Individual Performance Profile, create a remediation plan, and provide advice on preparing for the NCLEX as well as a detailed timeline to ensure adequate progress.

b. Formal Remediation Plan for the RN Comprehensive Predictor Exam includes the following:
   · Print out an Individual Performance Profile to identify items that were missed on the proctored assessment.
Students will meet with ATI coordinator/instructor within 48 hours of receiving below a 90% predicted probability of passing NCLEX

- The student will create a focused review of all questions missed
- Students will complete 200 NCLEX questions including a detailed rationale on material covering all topics not mastered. Questions will be provided by the ATI coordinator/instructor.
- Students, along with the ATI coordinator/instructor, will create a plan for remediation completion.
- Students will meet with ATI coordinator/instructor twice a week at scheduled times to review plan progress
- Any student failing to complete the remediation plan will receive a 0 for the course and will not be permitted to proceed in the program.
- Retake must be completed prior to starting NUR 208 or a zero (0) will be recorded as the ATI component of the final exam grade.
- Any student receiving less than 90% Probability of passing NCLEX on his/her second attempt must meet with the program director for further remediation prior to progressing in the nursing program

4. RN Comprehensive Predictor Exam Grading:

\[
\begin{align*}
>90\% \text{ Probability of passing NCLEX} & : 100\% \quad \text{(Equal to 100 points)} \\
>85\% \text{ Probability of passing NCLEX} & : 90\% \quad \text{(Equal to 90 points)} \\
>80\% \text{ Probability of passing NCLEX} & : 75\% \quad \text{(Equal to 75 points)} \\
<80\% \text{ Probability of passing NCLEX} & : 60\% \quad \text{(Equal to 60 points)}
\end{align*}
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*This will be incorporated into the course grade for GNP 201: Graduate Nurse Preparedness. Please refer to syllabus for specific grading scale.

Students must achieve a 90% probability of passing the NCLEX Exam on the ATI Comprehensive Predictor within two attempts to continue in the program and fulfill the graduation requirements.

Students will not be permitted to take the NLN Predictor unless they have successfully completed the ATI Comprehensive Predictor.

5. ATI’s Virtual ATI NCLEX Preparation Course

Virtual-ATI NCLEX Review is an innovative, online partnership which prepares nursing graduates for NCLEX success. The review directly aligns with the current NCLEX test plan. Through collaboration with a virtual coach, students are engaged in a personalized, assessment-driven NCLEX review in an online classroom that provides students access to a variety of on-demand resources. Students receive feedback and encouragement from their own personal online coach. A calendar is provided to guide students’ daily review. The review is individualized as the student progresses, so special focus is given to topic areas that need more attention. It works. NCLEX pass rates are nearly 100% when students follow their coach’s recommendations.
Week 1 of NUR 208

1. Students need to create a Gmail email account and update existing ATI account with this information.

2. After account is updated, complete the Virtual ATI Survey.

Week 2 of NUR 208

1. Once enrollment process is complete, students will receive an orientation to Virtual ATI and become enrolled in the virtual classroom at the beginning of Week 2.

Weeks 2-6 of NUR 208

1. Students will work with their personal online coach to complete their individualized review (assignments and remediation). The online coach will submit weekly progress reports to the NUR 208 instructor every Thursday for evaluation of participation.

2. Students will earn weekly class participation points (5% of final grade in NUR 208) based on their participation in the Virtual ATI program. Points will be earned as follows:

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<tr>
<th>Week</th>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Enrollment &amp; Survey completed</td>
<td>5 points</td>
</tr>
<tr>
<td>Week 2</td>
<td>Orientation Attended</td>
<td>5 points</td>
</tr>
<tr>
<td>Week 3-6</td>
<td>Progress Report Reviewed</td>
<td>10 points/week</td>
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<td>Weekly points as follows:</td>
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<td>10 points: completion of assigned assessments</td>
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<td>and assigned individualized remediation</td>
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<td>assignment</td>
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<td>5 points: completion of assigned assessments</td>
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<td>only</td>
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<tr>
<td></td>
<td>0 points: no activity</td>
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**TOTAL POSSIBLE POINTS** 50 POINTS

The ATI Progressive Testing Policy will be reviewed with students at orientation to the nursing program. Students will sign a copy of this policy which will be placed in their permanent record and a copy will also be given to the student. Students will be notified in advance of ATI testing dates from individual course instructors.
Title: Readmissions Requirements (School of Nursing)

Date Adopted: 6/2013

Date Revised: n/a

Students may apply for readmission to the nursing program following:

- Non-progression due to unsatisfactory academic progress
- Withdrawal from the WVJC School of Nursing

Any student who seeks readmission to the Nursing Program must be deemed eligible and must follow and complete all of the readmission procedures and requirements. A student may be readmitted and repeat a Nursing course only once. Nursing Courses are composed of theory, skills, and clinical components. All components must be passed in order to achieve a passing grade in a Nursing course. A student that has failed any component of a course is required to repeat the entire course upon readmission, including repeating previously completed coursework. If the student has been out of the program for more than one year or was unsuccessful in their first nursing course, the student will be required to reapply to the program and follow the admission process as a new student. A student that has been out of the program for less than one year will be required to complete an application which must include an Academic Action Plan. The Academic Action Plan state the student plans to be successful if readmitted to the nursing program. The student must schedule a time to attend the nursing faculty meeting and present their Academic Action Plan. This plan must be signed and becomes a contract that the student will follow throughout the remainder of the nursing program. If at any time the student fails to follow their Academic Action Plan, they may be dismissed from the nursing program. Readmission request WILL NOT be considered if student doesn’t submit a detailed Academic Action Plan. Each request for readmission will be evaluated on an individual basis by the nursing faculty and will be based upon the selective admission criteria along with evaluation of the Academic Action Plan. The Nursing Department DOES NOT GUARANTEE re-admission to the nursing program. Students will not be eligible for readmission when curriculum changes have been made. Students who exit the nursing curriculum in good academic standing and seek readmission will be given admission priority over students who were academically unsuccessful.

In addition, the student must fulfill All of the following requirements:

a. Pass a Proctored ATI examination for the course (s) prior to the one to which the student is requesting readmission with a proficiency level of two or three. This must be completed within two attempts.

b. Demonstrate competency of skills required in nursing courses prior to the one to which the student is requesting readmission.

c. Students will be requested to audit several of the nursing courses in the sequence prior to the one to which they are requesting readmission.
When a faculty member of the West Virginia Junior College has identified a nursing student that requires additional assistance to maximize their success, this student will be issued a remediation plan. This plan will be utilized in recognizing deficiencies/areas of weakness in the student’s learning progress in the classroom, laboratory, and/or clinical setting.

The faculty member will work with the student to develop the remediation plan and set appropriate goals (and consequences of not meeting set goals), working toward elimination of the deficiency/area of weakness.

The remediation plan will include the following:

- Identification of the course, including designation of the appropriate setting.
- Description of the deficiency/area of weakness, including any events that prompted the remediation plan.
- Description of the expected outcome of the plan, including:
  - the expected completion date of the identified outcome
  - the consequences of not meeting the identified outcome
- Area for student comments after the counseling session with the faculty member.

Failure to complete any remediation plans by the end of the course in which it occurred will result in a course failure.

A copy of each remediation plan will be kept in the student’s permanent clinical file.
The Student Resource Center is located on the second floor. The resource center is there to assist students in accessing many resources, information, and research materials. Several computers and a printer for student use are located in the Center. Most resources are available for check-out purposes. Students are encouraged to utilize the resources center.

Below are the standard hours of operation.

Monday-Thursday 9:00 a.m. - 5:00 p.m.

Evidence-based nursing database provides nurses with a wealth of resources right at their fingertips. Nurses can quickly access SIRS or EBSCO HOST to review information to strengthen their nursing skills and access nursing literature.

WVJC has access to two online Data Bases: SIRS and EBSCO HOST

SIRS has social issues, magazines, newspapers etc.

To get to SIRS: Utilize the Icon on the desktop or log into URL:

http://sks.sirs.com

To access EBSCO HOST: Utilize the Icon on the desktop or log into the URL:

www.wvinfodepot.org

Click on Magazine and Periodical Databases

User ID: west
Password: virginia

(LIRN) The Library Information & Resource Network:

The (LIRN) The Library Information & Resource Network is designed to aid students in accessing online database resources. This database provides information such as:

- Info Trac
- Pro Quest
- E Library
- Bowker
The database gives different references to an array of subjects, stated above pertaining to accessible information such as: Business, computer science, criminal justice, general academic, health and wellness, law, literature, newsletters, newspapers, opposing viewpoints, and reference with student resource center, Gale Virtual Reference Library and the InfoTrac OneFile. Health, Medical, Nursing, Allied Health, and Psychology Journals. Selected periodicals, reference books, maps, pictures, and newspapers from around the world, along with transcripts of news and public affairs broadcasts and a searchable, subject-categorized directory of authoritative websites; links to online texts, newspapers, and magazines; and the Ask an ipl2 Librarian online reference service.

Title: Satisfactory Academic Progress
Date Adopted: 6/2011
All students attending WVJC shall be bound by the Standard of Satisfactory Academic Progress found in the College’s Catalog.

The grading scale of the School of Nursing is in agreement with the grading scale utilized by the WVJC per the College Catalog.

Your final grade in each course will be comprised of performance evaluations of classroom, laboratory, and clinical components.

Laboratory competency skills will be tested as satisfactory or unsatisfactory. Students will have two attempts to perform at a satisfactory level. Unsatisfactory performance after two attempts will result in failure of the course.

Clinical experiences will be evaluated as satisfactory or unsatisfactory twice a quarter. Performance evaluation as unsatisfactory by then end of the quarter in the clinical setting will result in failure of the course.

In addition, the School of Nursing requires that each student meets the School of Nursing Graduation Requirements as listed in the School of Nursing Student Handbook.
Students must follow the suggested term outline for the nursing program in order to graduate in eight quarters. Classroom, laboratory, and clinical sessions are scheduled per the availability of the school, instructors, and/or clinical agencies.

As part of the educational experience with the Nursing Program at WVJC, students are required to participate in clinical experiences at a variety of agencies, which could include but is not limited to skilled nursing/long term care centers, hospitals, physician offices, day care centers, and/or home health agencies.

Students are required to acknowledge the following clinical experience standards:

- Clinical agencies utilized for clinical experiences by the WVJC School of Nursing are located in the geographic vicinity of the College, which could include but is not limited to Morgantown, WV (Monongalia County), Fairmont, WV (Marion County), Kingwood, WV (Preston County), and Greene & Fayette Counties of PA. Additional clinical agencies may be utilized in the futures which are outside of the above stated geographic areas.

- Clinical sessions are scheduled per the availability of the school, instructors, and/or clinical agencies. These may be scheduled on any day of the week and at various times/shifts, including weekends and/or night shifts.

Students are expected to attend and participate in their scheduled clinical experiences as scheduled by the College. It is the student’s responsibility to make arrangements (childcare, transportation, employment, etc.) accordingly prior to their scheduled clinical experience.
Social media are wonderful tools for current and future students, faculty, staff, and alumni of the West Virginia Junior College (WVJC) and the West Virginia Junior College School of Nursing (WVJC SoN) to stay connected; however, social media are also powerful communication tools that have a significant impact on organizational and professional reputations. Because the lines are blurred between personal voice and institutional voice, WJVC and WVJC SoN have created a policy to help clarify how to enhance and protect personal and professional reputations when participating in social media.

Social media are defined as media designed to be disseminated through social interaction, created highly accessible and scalable publishing techniques. Examples include but are not limited to LinkedIn, Twitter, Facebook, YouTube, and My Space.

Both in professional and institutional roles, employees, staff and students need to follow the same behavioral standards online as they would in real life. The same laws, professional expectations, and guidelines for interacting apply online as in the real world. Employees, staff, and students are liable for anything they post to social media sites.

Policies for all social media sites, including personal sites, are as follows:

- Protect confidential and proprietary information: Do not post ANY confidential, disrespectful, or unprofessional information about WVJC SON, clinical affiliates, clients/patients, faculty, staff, or students. You must still follow the applicable federal requirements such as FERPA, HIPAA, NCAA, etc. Adhere to all applicable privacy and confidentiality policies. Any confidentiality violation is at the risk of disciplinary action or dismissal from your respective program. Also subject to discipline from respective licensure Boards. You can be held liable for any postings and may be subject to litigation.
- Do not disseminate official WVJC information: Designated officials of WVJC and the WVJC SON are responsible for posting and publishing official information on behalf of the College.
- Do not post any content that might put WVJC, the WVJC SON, or clinical agencies in a bad light or incite discontent. This can damage the WVJC SON and its students.
- Respect copyright and fair use.
- Do not use WVJC or WVJC SON logos for endorsement.
- Respect College property.
- Do not utilize or access social media platforms during clinical hours. Do not utilize cell phones during clinical hours.

Best practices for social media use:

- Think twice before posting.
- Once you post, you relinquish control of its proliferation forever.
- Be relevant and respectful.
- Consider who the audience is when posting.
Academic advising is an ongoing process of communication and information exchanges between the advisor and student designed to contribute to the student's development, and achievement of personal and educational goals. The philosophy of the West Virginia Junior College places emphasis on the individual student's development as a person as well as a nurse. Each student is assigned an academic advisor upon entering into the nursing program. Students are encouraged to seek out their advisor any time they have questions or need assistance. West Virginia Junior College values quality academic advising. Academic advisors provide information and direct students to resources that enable sound career and personal choices. Academic advisors serve as models of professional development. Each entering student will be assigned a faculty advisor to assist in obtaining information and help in making decisions related to progress through their program. Faculty advisors are assigned by program directors.
Student conduct is an important issue for nursing. Students are placed in a position of providing care to a vulnerable individual. It is very important that the student and the faculty understand the limitations and standards of nursing care and the required student’s conduct, in the classroom, lab, and/or clinical setting. Therefore, the following nursing policies address student conduct:

A. National Council of State Boards of Nursing (NCSBN) requirements related to competence conduct:
   1. Self-report regarding all felony convictions (including expunged convictions) and all plea agreements and misdemeanor conviction of lesser-included offenses arising from felony arrests. *Local/state and federal background checks using current technology (i.e., fingerprinting) will be used to validate self-reports.*
   2. Self-report regarding any drug-related behavior that affects the candidate's ability to provide safe and effective nursing care.
   3. Self-report regarding any functional ability deficit that would require accommodation to perform essential nursing functions (see Functional Requirements Policy in this handbook).

B. Academic Conduct Policy- Students of WVJC are expected to be responsible individuals who maintain high levels of academic integrity. The following are considered acts of academic misconduct which may result in disciplinary action:
   1. Cheating - Any attempt to give or obtain assistance in a formal academic exercise (like an examination) without due acknowledgment.
   2. Fabrication - The falsification of data, information, or citations in any formal academic exercise.
   3. Plagiarism - The adoption or reproduction of original creations of another author (person, collective, organization, community or other type of author, including anonymous authors) without due acknowledgment.
   4. Deception - Providing false information to an instructor concerning a formal academic exercise - e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
   5. Bribery - or paid services – e.g. giving certain test answers for money.
   6. Sabotage - Acting to prevent others from completing their work – e.g. cutting pages out of library books or willfully disrupting the experiments of others.
   7. Facilitation of Academic Misconduct – Intentionally helping or attempting to help others violate the Academic Conduct policy.

C. Behavioral Conduct Policy– WVJC is committed to providing a safe and secure environment for its students, faculty, and staff. Situations involving dangerous, threatening, or disruptive behaviors, on campus or in the clinical setting, will not be tolerated and may lead to disciplinary action including the College’s legal obligation to notify appropriate law enforcement officers. Additionally, the College does have the right to seek restitution/reimbursement for damages to its property or equipment. Such behaviors include:
   1. Disruptive physical and/or verbal behaviors including disruptive or unauthorized use of electronic equipment such as cell phones, cameras, etc.
   2. Threats (physical, verbal, terroristic, etc.) including obscenity, harassment (see Harassment Policy), intimidation or any other act that threatens the safety of others.
   3. Theft, defacement/destruction of property.
4. Unauthorized use of electronic equipment, especially use of computers with (1) the intent to compromise the College’s computer systems or network security and/or (2) to transmit/display illegal content (see Computer Use Policy).
5. Unauthorized entry or use of college facilities or resources.
6. Alteration or unauthorized use of college documents.
7. Falsification of information to the College or its representatives.
8. Possession, sale, use, or being under the influence of alcohol or any illegal substances.
9. Possession of firearms, weapons, or explosive devices.
11. Failure to respond to reasonable instructions/requests from the College or its representatives.

D. Nursing Care Policy—Students are expected to provide quality patient care without affecting the safety of patients, one’s self, or others. Inappropriate behaviors in the clinical setting are subject to disciplinary actions. At all times when a student is providing direct nursing care to a client, the nursing student shall:
1. Practice within the appropriate scope of practice as set forth in Legal Standards of Practice for the Registered Professional Nurse (19 CSR 10).
2. Treat each client with courtesy, respect, and with full recognition of dignity and individuality.
3. Provide privacy during examination, treatment and in the care of personal or bodily needs of each client.
4. In a complete, accurate, and timely manner, document nursing assessments or observations, the care provided by the student for the client, the client’s response to that care, and report findings to the appropriate practitioner.
5. Not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
6. Implement measures to promote a safe environment for each client.
7. Delineate, establish, and maintain professional boundaries with each client.
8. Respect the applicable institutional guidelines when in a clinical setting.

The nursing student may not:
1. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client or engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
2. Misappropriate a client's property or engage in behavior to seek or obtain personal gain at the client's expense or engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense.
3. Engage in behavior that constitutes inappropriate involvement in the client's personal relationships or engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personal relationships.
4. *Engage in sexual conduct with a client, in conduct that may reasonably be interpreted as sexual, in any verbal behaviors that is seductive or sexually demeaning to a client or verbal behaviors that may be reasonably be interpreted as seductive or sexually demeaning to a client.
5. Self-administer or otherwise take into the body any dangerous drug in any way not in accordance with a legal, valid prescription issued for the student.
6. Have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice. (The college may require random drug testing of individual students or all students at any time at its discretion. Students are advised that clinical sites may also require such testing).
7. Assault or cause harm to a patient or deprive a patient of the means to summon assistance.
8. Obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice from a patient, patient’s family, or hospital staff.
9. Have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
10. Aid and abet a person to violate or circumvent a law, especially a person attempting to practice nursing without a license.
11. Leave a nursing unit/assignment without reporting/notifying the proper authorities
12. Be present at a clinical site without written permission unless under the direct supervision or delegation of a faculty member.

*For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

Additionally, if a nursing faculty member or staff member of the clinical agency suspect the presence of odors and/or actions that suggest the student is under the influence of alcohol and/or drugs, the instructor will escort the student to the Emergency Department of the clinical agency with the student incurring the cost of the visit. If the clinical agency has no Emergency Department, the student will be required to have a responsible escort to assist them home. Refusal or retaliation by the student will result in involvement of the Security Department of the clinical agency or local law enforcement officers and result in dismissal from the program with no opportunity for readmission.

In addition to these standards, nursing students are enrolled in the college and, as such, are bound by the rules of conduct as described in the college catalog that is provided on the WVJC website.
Faculty members will perform periodic evaluations of each nursing student’s progress in each course. The student will not only receive a final course grade*, but also at midterm, (week three of the six week course schedule) if the student’s grade is 79% or less, the student will be informed by the course coordinator of his/her cumulative grade in the theory course and a PIP (personal improvement performance) plan will be constructed by the instructor and student in order to improve performance in the course. It is the student’s responsibility to maintain a record of the course grades and to discuss with the instructor any discrepancy between the student’s grades and the grades the faculty member has documented. The WVJC policy for Standards of Satisfactory Academic Progress requires that a student be placed on probation if they have not maintained satisfactory academic progress.

* The policy of the WVJC School of Nursing is that final course grades will not be rounded up in any Core Nursing course. To qualify for graduation from the nursing program, a student must pass all required Core Nursing courses with a “B” grade or better.

Example: If a student earns a 79.6% in NUR 104, the final course grade will be recorded as a C on the student’s transcript and progression in the nursing program would not be granted.

Clinical performance shall be evaluated by the clinical instructor at three weeks and six weeks. Students receiving an evaluation that reflects a needs improvement or unsatisfactory must schedule a meeting with the nursing program director to discuss remediation opportunities to improve clinical practice. A PIP plan will be constructed by the student and the Nursing Program Director in order to improve clinical performance. An unsatisfactory in a clinical rotation at the end of the six weeks will result in a failure of that course and the student will not be permitted to progress in the nursing program.
Membership in the Student Nurse Assembly (SNA) shall include all students of the WVJC School of Nursing. Election of officers will occur at the beginning of Quarter 3 for each class. General meetings of the class will occur once a month and as needed for emergency situations. SNA Bylaws will be provided to the students at orientation.

 Forums between the SNA and faculty will be held annually. All students are encouraged to attend such forums. This will allow for students to professionally voice any issues related to the nursing program.

 Student representative will be invited to weekly nurse faculty meetings. The representative will be allotted the first 20 minutes of the meeting to present any student issues or concerns that the student body wishes for faculty to address.

 A student representative will be chosen from each cohort to sit on the Curriculum committee. This will enable students to have input into the curriculum of the program.
Specific policies are in place to ensure the students' health status will not have a negative effect on their patients or others in close association with the student during their tenure with the program.

The following are health requirements for acceptance/continuation* in the nursing program:

1. **Physical Exam** – All areas of the “History & Physical Exam Form” must be completed and signed by your healthcare provider with recommendation for admission.
2. **Immunizations** – All areas of the “Immunization Record” must be completed by your healthcare provider. All appropriate documentation must be submitted with this form.
3. **Tuberculosis Screening** – All areas of the “Tuberculosis Screening Form” must be completed by your healthcare provider. All appropriate documentation must be submitted with this form.
   * Initial 2-step TB skin test (or proof of 2-step TB test within past six months)
   * Annual TB skin testing is required.
   * For any positive TB skin test results, chest x-ray follow up will be required.
4. **Urine Drug Screen** (positive results may prevent admission/continuation into the nursing program)

*A student may be asked to have a repeat physical examination, tuberculosis skin test, and/or urine drug screen at any point during their academic progress in the nursing program. Refusal to comply with such a request will suspend the student’s progress in the program. Repeat testing is at the expense of the student.

Students are required to report changes in their health status due to injury and/or illness that could pose a risk to the safety of themselves or others and/or potentially affect their functional abilities. Restrictions placed on the student’s activity by a health care provider should be submitted to the Nursing Program Director in writing from the health care provider and should include what accommodations (reasonable for the practice of nursing) are necessary.

Students are required to immediately report any accidents or injuries sustained while in the classroom, laboratory, and/or at clinical agencies (including but not limited to needle sticks and blood/body fluid exposure) to the course instructor. The student will be required to complete both College and/or clinical facility incident reports as soon as possible following the occurrence of the accident/injury. **Students are responsible for all costs related to emergency and/or follow-up care associated with any accident/injury that is not covered by their health insurance.**

The clinical instructor may remove any student from a clinical agency if the safety of the student or others is at risk and/or if there is a restriction of the student’s functional abilities.

If a student has restrictions placed on their clinical performance by their health care provider or if the student is temporarily unable to meet expected performance standards as per the Functional Abilities Policy, a Return to
Clinical Duties Form signed by the student’s health care provider may be required prior to returning to the clinical agency.

Any student or clinical instructor exposed to blood and body fluids or other potentially dangerous elements: Immediately report the incident to the instructor or nursing program director. Complete the required forms per facility protocol. Obtain emergency first aid care form faculty per protocol. Contact your personal care provider for follow-up. The individual student or staff member is responsible for drug therapy costs and subsequent follow-up testing.
General education textbooks are the property of West Virginia Junior College. Students who terminate attendance must return all books in good and usable condition on or before their last day of attendance. Students failing to return their books on or before their last day of attendance will be charged the replacement cost of textbooks in their possession. However, the charge will be removed for students who return their books in good and usable condition within twenty (20) days. Nursing students will keep textbooks issued for nursing courses only as they will be needed as reference materials throughout the nursing program.
Credit may be given for previous training upon receipt of an official transcript from an accredited college. Transferable credits are limited to a maximum of 50% of the selected program. The College's officials reserve the right to call for additional testing for the granting of transfer credits. Only those courses in which the student has earned a grade of “B” or better will be considered for transfer. Only courses applicable to the program for which the student is enrolled will be accepted. Proficiency testing may be required.

For transferring credits to WVJC from courses other than nursing, see the College Catalog.
Safety is a critical concern in all areas of nursing practice. Each student is required to practice without violating the physiological, psychological, or cognitive safety of those entrusted to his/her care. Any student activity or lack of activity that threatens the safety of self or others will be subject to disciplinary action, and will be directed to leave the clinical unit or lab setting where it occurred.

The Nursing Program Director retains the right to withdraw a student from the course based on the gravity of the student behavior even when the student is achieving a satisfactory grade. This withdrawal may be permanent constituting a failing grade, with no opportunity for re-entry.

PROCEDURE FOR UNSAFE PERFORMANCE

First Unsafe Performance

- The student and faculty member will meet to discuss the specific incident within 8 (eight) working days of the incident.
- The faculty member must complete an Unsafe Performance Form.
- Both parties will sign the form and the completed form will be attached to the student's clinical evaluation tool.
- The faculty member will send a copy of the form to the course facilitator, who will determine an appropriate remediation.
- Failure to complete the remediation for the Unsafe Performance will lead to a clinical failure.

Second Unsafe performance

- The faculty member will notify the student that a second Unsafe Performance has occurred and must complete a second Unsafe Performance form.
- The faculty member, course facilitator, and student will meet within 8 (eight) working days of the incident.
- The facilitator will write a summary of the meeting to include: description of the incident, student comments, outcome behavior, remediation plan, and the declarative statement "any further unsafe performances will result in clinical failure." These comments will be sent to the nursing program director and a copy placed in the student's file.
- The student has the right to make comments concerning the incident. These comments are to be attached to the facilitator's summary.
West Virginia Junior College Cohort 0917 Quarters 1A – 1B

2015

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- Quarter 1A
- Quarter 1B

# West Virginia Junior College Cohort 0917 Quarters 2A – 5A

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2016

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Quarter 2A  Quarter 3A  Quarter 4A  Quarter 5A
Quarter 2B  Quarter 3B  Quarter 4B

West Virginia Junior College Cohort 0917 Quarters 5B – 6A

2017
SECTION II—SCHOOL OF NURSING CURRICULUM

Nursing Program Course Outline

Term 1A (6 weeks) SSN 101 Student Success Strategies for Nursing
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>APN 101</td>
<td>Anatomy &amp; Physiology I with lab</td>
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<tr>
<td>CMP 101</td>
<td>English Composition</td>
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<tr>
<td>Term 1B (6 weeks)</td>
<td>APN 102 Anatomy and Physiology II with lab</td>
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<td>NUR 101 Fundamentals of Nursing I (with lab)</td>
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<td>MHP 101 Math for Health Professionals</td>
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<tr>
<td>Term 2A (6 weeks)</td>
<td>APN 103 Anatomy and Physiology III with lab</td>
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<td>NUR 102 Fundamentals of Nursing II (with lab and clinical)</td>
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<tr>
<td>Term 2B (6 weeks)</td>
<td>NUR 103 Nursing Care of the Client I (with clinical) Geri focus</td>
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<td>PHN 101 Pharmacology I (with lab)</td>
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<td>NUT 201 Nutrition and Diet Therapy</td>
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<td>Term 3A (6 weeks)</td>
<td>PHN 102 Pharmacology II</td>
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<td>HGD 201 Human Growth and Development</td>
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<td>NUR 104 Nursing Care of the client II (with clinical)</td>
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<td>Term 3B (6 weeks)</td>
<td>BIO 101 Introduction to Microbiology (with lab)</td>
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<td>NUR 201 Nursing Care of the Client III (with clinical)</td>
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<td>Term 4A (6 weeks)</td>
<td>NUR 202 Women’s Health Nursing (with lab and clinical)</td>
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<td>NUR 203 Child Health Nursing with lab and clinical</td>
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<td>Term 4B (6 weeks)</td>
<td>PSY 201 Psychology</td>
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<td>NUR 204 Nursing Care of the Client IV (with clinical)</td>
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<td>Term 5A (6 weeks)</td>
<td>NUR 205 Nursing Care of the Clients V (with clinical)</td>
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<td>NUR 207 Community Nursing (with lab/project)</td>
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<tr>
<td>Term 5B (6 weeks)</td>
<td>NUR 206 Critical Care Nursing (with lab and clinical)</td>
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<td>GNP 201 Graduate Nursing Preparation</td>
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<tr>
<td>Term 6A (6 weeks)</td>
<td>NUR 208 Professional Development &amp; Leadership (with preceptorship)</td>
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**COURSE DESCRIPTIONS**

**APN 101 Anatomy and Physiology I**

This course is the first of a three course sequence. It introduces chemistry, cell tissues and the integument, skeletal and muscular systems. Includes lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer based exercises. This course will begin with an introduction of the levels of organization and general plan of the body. The focus will then turn to individual body systems. Upon completion, students should be able to demonstrate an in-depth...
understanding of principles of anatomy and physiology and their interrelationships.

APN 102  Anatomy and Physiology II ................................. 3.0 quarter credits
Anatomy and Physiology II Lab ................................. 0.6 quarter credits
Building on Anatomy and Physiology I, this course examines major parts of the body and how they work independently as well as together. The course is a continuation of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. The endocrine, lymphatic, cardiovascular, and nervous system along with blood and blood vessels and circulation are included. The laboratory experiences serve to enhance the topics covered in lectures. The student will be able to apply the information provided by this course to analyze and explain new situations involving the human body in future courses.

APN 103  Anatomy and Physiology III ................................. 3.0 quarter credits
Anatomy and Physiology III Lab ................................. 0.6 quarter credits
This course is the last in a three course sequence. The course is a continuation of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. The Respiratory, digestive, urinary, and reproductive systems along with development, heredity and aging are included.

BIO 101  Introduction to Microbiology ................................. 3.6 quarter credits
BIO 101L Introduction to Microbiology Virtual Lab ................................. 0.6 quarter credits
This course provides the student with a basic understanding of microbiology through the study of the microscopic world, organisms and pathogens, specifically bacteria, viruses, fungi, protozoan, and helminthes. In addition, this course provides the student with a basic understanding of the effects of the pathogen on normal human tissue including the most common diseases caused by the specific pathogen and the usual signs and symptoms produced in the host. The characteristics of the microorganisms and the etiology and control of infections are also presented.

CMP 101  English Composition ................................. 4.0 quarter credits
This course is designed to expand the student’s abilities in written communications. Principles of composition are developed through writing and revising various types of communications. Emphasis is placed on construction and composition, including word usage, grammar, and sentence analysis.

GNP 201  Graduate Nursing Preparation ................................. Pass/Fail (no credit course)
This course was developed to help candidates prepare to take the NCLEX-RN examination. The course provides both comprehensive content review and NCLEX questions for practice. This course reviews the standard curriculum for the nursing programs including universal principles of nursing care management, maternal child and pediatric nursing, psychiatric and mental health nursing, as well as pharmacology, adult health and critical care. It includes a review of the structure and scoring of the NCLEX-RN, as well as suggestions for preparation and test taking strategies. Students will be provided the opportunity to assess the level of preparedness for the national examination. The current test plan for the NCLEX-Registered Nurse exam will guide the presentation of specific course content. An assessment of individual strength and weaknesses of nursing knowledge through diagnostic tools can be constructed and a plan for areas of needed growth can be formulated.
HGD 201  Human Growth & Development .............................. 2.4 quarter credits
Human growth and development addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development from conception to death. The course explores the different stages of human life - prenatal, infancy, childhood, adolescence, adulthood - and the biological, psychological and social changes occurring in individuals during them. Topics include: human needs across the ages, stages of childhood, the impact of family and societal crisis on the development of the individual, the normal developmental crisis of aging, puberty, career decisions, marriage, parenthood, loss and death as well as others. The course provides the student with a basic understanding of the person as a biological, psychological, and sociological being. It is imperative that professionals in the medical occupations understand the concepts of development throughout the life span. Application of the principles of safe and effective care is guided by the understanding of normal and expected development milestones at different stages throughout the person’s life. There will be an emphasis on understanding people at various ages of development in order to be more patient with them and to interact with them more effectively. The course is especially well suited for individuals interested in pursuing careers in the helping, healthcare, and education professions.

MHP 101  Math for Health Professionals ............................ 2.4 quarter credits
This course is designed to enable students planning careers in health professions to become familiar, confident, and proficient with the arithmetic, mathematical reasoning, and related terminology frequently encountered in health-related fields. This course addresses the practical application of mathematics needed for accurate medication administration and prepares the student with the mathematical skills required for the basic computing functions of various health occupations. It is designed to teach the health care professional student, mathematics needed to calculate medication doses for oral and parenteral medications. An intense focus on safe medication administration across the lifespan is incorporated throughout the course providing instruction in dosage calculation using ratio to proportion as well as other means of calculation related to medication. Topics include: interpretation of drug labels, syringe types, conversions, roman numerals, reconstitution and apothecaries, mixing medications, IV flow rates, drip rates, interpretation of physician orders and transcribing to Medication Administration Records and proper documentation of medications as well as the Six Rights of Medication administration and military time.

NUR 101  Fundamentals of Nursing I ................................. 2.4 quarter credits
NUR 101L  Fundamentals of Nursing I Lab .............................. 0.6 quarter credits
This course, as a companion course to Fundamentals of Nursing II, will provide the beginning nursing student with a basic understanding of the study of nursing through the discussion of the WVJC nursing philosophy and core characteristics of caring empathy, clinical judgment, therapeutic communication, acceptance of diversity, interpreter and provider of learning and
lifelong learning. This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and theories basic to the art and science of nursing. The role of the nurse as a member of the health care team is emphasized. Students are introduced to the concepts of client needs, safety, communication, teaching/learning, critical thinking, ethical-legal, cultural diversity, nursing history, and the program’s philosophy of nursing. Additionally, this course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. At the conclusion of this course, the student should demonstrate competency in performing basic nursing skills for individuals with common health alterations.

NUR 102 Fundamentals of Nursing II ........................................ 2.4 quarter credits
NUR 102L Fundamentals of Nursing II Lab .................................. 0.6 quarter credits
NUR 102C Fundamentals of Nursing II Clinical ............................. 1.6 quarter credits

This course, as a companion course to Fundamentals of Nursing I, will provide the beginning nursing student with a basic understanding of the study of nursing through the continued discussion of the core characteristics of caring empathy, clinical judgment, therapeutic communication, acceptance of diversity, interpreter and provider of learning and lifelong learning. This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. The role of the nurse as a member of the health care team is emphasized. In addition, the course content includes the discussion and application of nursing care through the assessment of systems including cardiovascular, respiratory, gastrointestinal, genitourinary, endocrine, and fluid and electrolytes. The skills are related to the individual systems and include but are not limited to the following: assessment of the specific systems, intravenous therapy, oxygen therapy, nutrition and digestion, feeding, elimination, specimen collection, documentation, and the nursing care planning related to the care. At the conclusion of this course, the student should demonstrate competency in performing basic nursing skills for individuals with common health alterations. This is the first course that includes a clinical experience that offers opportunities to apply the basic principles and skills of nursing practice in a clinical setting.

NUR 202 Women’s Health Nursing ............................................. 2.4 quarter credits
NUR 202L Women’s Health Nursing Lab ................................... 0.3 quarter credits
NUR 202C Women’s Health Nursing Clinical ............................. 1.6 quarter credits

This course in women’s health nursing will provide the nursing student with a basic understanding of the study of nursing through the discussion of the WVJC nursing philosophy and core characteristics of caring empathy, clinical judgment, therapeutic communication, acceptance of diversity, interpreter and provider of learning and lifelong learning as they relate to women’s health nursing care. The course provides a foundation of nursing knowledge in the care of women in all phases of the perinatal period. Course content will incorporate the growth and development of the fetus and the needs of the mother for health teaching and nutritional care during the entire childbearing experience. Emphasis is placed on the nursing aspects of care for the mother and her infant within the family context. Health problems, ethical and contemporary issues related to pregnancy and selected high-risk situations will be addressed. Maternal-infant interaction and family bonding will be emphasized. Continuity of care is stressed as the mother and child return to the home and the community.
NUR 203  Child Health Nursing ................................. 2.4 quarter credits
NUR 203L Child Health Nursing Lab .......................... 0.3 quarter credits
NUR 203C Child Health Nursing Clinical .................... 1.6 quarter credits

This course in pediatric nursing will provide the nursing student with a basic understanding of the study of nursing through the discussion of the WVJC nursing philosophy and core characteristics of caring empathy, clinical judgment, therapeutic communication, acceptance of diversity, interpreter and provider of learning and lifelong learning as they relate to nursing care of the pediatric child and their family. Child health nursing focuses on assessment and management of well, acutely and chronically ill, and special needs children and their families. The effect the child's illness has on the family is emphasized. In addition to health promotion and maintenance and a safe effective care environment, the course content includes the discussion of alterations in health across the lifespan including human growth and development, family dynamics, and psychosocial and physiological aspects of the family. Principles of nutrition, pharmacology, and ethics are reinforced and expanded.

NUR 103  Nursing Care of the Client I .......................... 2.4 quarter credits
NUR 103C Nursing Care of the Client I Clinical ............. 1.6 quarter credits

This course will assist the student in developing an understanding of the study of nursing through the discussion of the WVJC nursing philosophy and core characteristics of caring empathy, clinical judgment, therapeutic communication, acceptance of diversity, interpreter and provider of learning and lifelong learning as they relate to alterations and nursing needs of older adults. This course prepares the student with the knowledge of basic client needs and provides opportunity to apply the knowledge and skills required to administer nursing care to older adults in a variety of environments. The nursing process provides the basic organizational framework for determining the client’s needs and providing the appropriate nursing care. In addition to health promotion and maintenance and provision of a safe effective care environment, the course content includes the discussion of alterations in health, both physical and psychosocial health, of the older adult. Students will care for clients in both medical surgical units in both acute and long term care as available.

NUR 104  Nursing Care of the Client II ........................ 3.0 quarter credits
NUR 104C Nursing Care of the Client II Clinical .......... 1.6 quarter credits

This course is the first course in the serious of three medical-surgical nursing courses. This course utilizes the application of the nursing process to care for adults experiencing medical-surgical conditions in the health care illness continuum. This course will provide the nursing student with a basic understanding of the study of nursing through the discussion of the WVJC nursing philosophy and core characteristics of caring empathy, clinical judgment, therapeutic communication, acceptance of diversity, interpreter and provider of learning and lifelong learning as they relate to alterations in homeostasis and oxygenation. This course covers physiology and basic pathophysiology, causes of illness, care of the surgical client and disorders of the respiratory, cardiovascular and musculoskeletal systems. The role of the Associate Degree Nurse in preventative health measures, health promotion, referral to community health resources, patient/family education, therapeutic and rehabilitative aspects will be presented. Discussion/projects for ethical issues and critical thinking are incorporated in the course. The nursing process provides the basic organizational framework for determining the client's needs and providing the appropriate nursing care. Clinical experiences provide opportunities for students to apply theory in the medical-surgical units of acute care hospitals.
NUR 201  Nursing Care of the Client III ................................. 3.0 quarter credits
NUR 202C  Nursing Care of the Client III Clinical ....................... 3.2 quarter credits
This course, as the second medical/surgical course and the first Level II nursing course, will provide the nursing student with an understanding of the study of nursing through the discussion of the WVJC nursing philosophy and core characteristics of caring empathy, clinical judgment, therapeutic communication, acceptance of diversity, interpreter and provider of learning and lifelong learning as they relate to alterations in homeostasis including but not limited to client needs for ingestion, digestion, absorption, metabolism, elimination, fluid balance, hormonal secretion and renal system impairment. The role of the Associate Degree Nurse in preventative health measures, health promotion, referral to community health resources, patient/family education, therapeutic and rehabilitative aspects will be presented. Discussion/projects for ethical issues and critical thinking are incorporated in the course. The nursing process provides the basic organizational framework for determining the client's needs and providing the appropriate nursing care. Clinical experiences provide opportunities for students to apply theory in the medical-surgical units of acute care hospitals.

NUR 204  Nursing Care of the Client IV ................................. 3.0 quarter credits
NUR 204C  Nursing Care of the Client IV Clinical ....................... 3.2 quarter credits
This course, as the third medical/surgical course, will provide the nursing student with an understanding of the study of nursing through the discussion of the WVJC nursing philosophy and core characteristics of caring empathy, clinical judgment, therapeutic communication, acceptance of diversity, interpreter and provider of learning and lifelong learning as they relate to select sensory alterations, neurological impairments, immune, reproductive and malignant disorders. The role of the nurse in environmental emergencies and disaster preparedness will also be discussed as well as, the role of the nurse in preventative health measures, health promotion, referral to community health resources, patient/family education, therapeutic and rehabilitative aspects. Discussion/projects for ethical issues and critical thinking are incorporated in the course. The nursing process provides the basic organizational framework for determining the client's needs and providing the appropriate nursing care. Clinical experiences provide opportunities for students to apply theory in the medical-surgical units of acute care hospitals.

NUR 205  Nursing Care of the Client V ................................. 3.0 quarter credits
NUR 205C  Nursing Care of the Client V Clinical ....................... 3.2 quarter credits
This course provides the student with knowledge, skills and experiences related to Psychiatric-Mental health nursing, as an opportunity to apply previously learned behavioral and scientific concepts. This course will provide the nursing student an understanding of the study of nursing through the discussion of the WVJC nursing philosophy and core characteristics of caring empathy, clinical judgment, therapeutic communication, acceptance of diversity, interpreter and provider of learning and lifelong learning as they relate to alterations in physiological, psychosocial, and spiritual needs of the person. This course provides students with didactic and clinical learning experiences utilizing the nursing process as a means of providing care to individuals, families and groups experiencing maladaptive alterations in mental health. Psychopathology of mental disorders is reviewed. Application of the nursing process within a multidisciplinary team approach is highlighted. Emphasis is on the therapeutic use of self with individuals, families, and groups in an acute psychiatric care setting. The course prepares students to communicate professionally in the health care environment. It exposes students to maladaptive behaviors as they relate to safe, competent nursing skills. A holistic approach, which combines medical nursing and mental health nursing, will enable students to develop roles as a
communicator in the therapeutic nurse-client relationship, advocate of client’s rights and caregiver.

NUR 206   Critical Care Nursing ............................................ 2.4 quarter credits
NUR 206L  Critical Care Nursing Lab ....................................... 0.6 quarter credits
NUR 206C  Critical Care Nursing Clinical .................................. 1.6 quarter credits

The course introduces complex health problems associated with critical care to the student. The course offers a continuing learning experience designed to further the students’ ability in the application of the nursing process. The emphasis is placed on the assessment and care of clients with complex, life-threatening illnesses. Building on nursing concepts and sciences, students examine the pathophysiological changes involved with but not limited to hemodynamic monitoring, congestive heart failure, cardiac surgery, shock, respiratory failure and increased intracranial pressure and triage in the intensive care unit, emergency department or operating room. The course will also address ethical, moral, and legal issues as well as specific considerations for various procedures and specialty services encountered in the critical environment. The role of the nurse as a caregiver and as a member of the health care team is emphasized. This course will provide the student with basic knowledge and clinical skills necessary to function independently in an entry level critical care nursing position.

NUR 207   Community Nursing .............................................. 1.8 quarter credits
NUR 207L  Community Nursing Lab ......................................... 0.3 quarter credits

This course in community nursing provides the nursing students with an understanding of the study of nursing through the discussion of the WVJC nursing philosophy and core characteristics of caring empathy, clinical judgment, therapeutic communication, acceptance of diversity, interpreter and provider of learning and lifelong learning as they relate to the role of the nurse within the community setting. Emphasis is placed on increasing the students’ self-awareness, communicating effectively, and meeting the community health needs of families and groups. Students conduct in-depth community and family health assessments employing basic epidemiological principles and data collection strategies. The nursing process is utilized by students engaging in health promotion and maintenance strategies in a variety of community health settings. Principles, theories and concepts of community health nursing are utilized to generate an understanding of the roles and functions of community health nurses. This course is designed to encourage the critical thinking and knowledge to perform competently in community health nursing.

NUR 208   Professional Development & Leadership in Nursing ....... 2.4 quarter credits
NUR 208C  Professional Development & Leadership in Nursing
Preceptorship ................................................................. 4.8 quarter credits

This course will provide the nursing student with a basic understanding of the study of nursing through the discussion of the WVJC nursing philosophy and core characteristics of caring empathy, clinical judgment, therapeutic communication, acceptance of diversity, interpreter and provider of learning and lifelong learning as they relate to the role of the nurse as leader and as a
professional team member. An exploration of leadership and management theories and principles and their application to the nursing practice in the provision of health care is presented. Student development in the roles of problem solver, change agent and leader are emphasized. Competencies necessary to succeed in a nursing leadership role in complex organizations are analyzed and applied to clinical scenarios. Students utilize self-reflection to assess their own leadership potential and apply concepts through discussions and class assignments. A preceptorship enables them to observe a nurse in an established leadership role and participate in a performance improvement project. In addition to health promotion and maintenance and provision of a safe effective care environment, the course content includes the discussion of moral, ethical and legal issues surrounding the profession of nursing, the person, family, and community and the transition from student to professional nurse.

NUT 201 Nutrition and Diet Therapy ........................................... 2.4 quarter credits
This course will provide the student with a basic understanding of the study of nutrition from a nursing perspective. This course is an introduction to nutrition that examines the nutrients essential to human life. The metabolic action, requirements, and food sources of the nutrients are studied. Needs and behavior patterns in children and adults are used to illustrate the relationship between diet and health. Principles of normal nutrition at all stages of the life cycle are emphasized. Growth and development needs are incorporated into the maintenance and restoration of nutritional health and in the prevention of nutritional deficit. Exploration is conducted in the social, religious, and cultural factors which affect the family's nutritional health, thus introducing the nursing students to the interrelationships among nutrition, food and the environment as they impact health status.

PHN 101 Pharmacology I ............................................................. 1.8 quarter credits
PHN 101L Pharmacology I Lab .................................................... 0.3 quarter credits
This course is the first in a sequence of two courses that will provide the nursing student with a basic understanding of the study of pharmacology from a nursing perspective. Furthermore, the course is an introduction to pharmacology in the practice of nursing that incorporates the legal, cultural, psychological, professional, and ethical aspects of medication administration to clients across the lifespan. Nursing process guidelines and client education programs will be delineated and integrated throughout the course. Specific content will include, but may not be limited to, drug calculations, classifications, dosages, legal aspects of administration and preparation, uses, actions, and side effects of selected drugs in each classification, and client teaching including self-administration of medications. Specific nursing responsibilities related to drug administration are emphasized.

PHN 102 Pharmacology II ........................................................... 2.4 quarter credits
Continuing from Pharmacology I, this course expands a student’s knowledge of how drugs interact with several major body systems, including the cardiovascular, urinary, respiratory, gastrointestinal, endocrine and reproductive systems. This course continues to provide the theoretical background that enables students to provide safe and effective nursing care related to administration of medications to persons throughout the lifespan. Students will learn to make selected clinical decisions using current, reliable sources of information, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs, intervening to increase therapeutic benefits and reduce potential negative
effects, and communicating appropriately with other health professionals regarding drug therapy.

PSY 201  Psychology ......................................................... 4.0 quarter credits
Students will explore basic psychological principles and will learn terminology and concepts that psychologists use to explain behavior and mental processes. This course applies the study of psychology to real-life situations such as work, school, relationships, and personal well-being.

SSS 101  Student Success Strategies for Pre-Nursing ............... Pass/Fail (non-credit course)
Student Success is a comprehensive course designed to enhance student success and retention as well as help the student have greater success in achieving a career in nursing. In this course, students will learn strategies for creating greater academic, professional and personal success. This course emphasizes basic learning principles with a focus on time management, setting learning goals, learning strategies, test preparation, and use of computers in nursing. This course is designed to assist the student in understanding his/her learning style and putting that information into practical use. This course may include selected topics as career planning, study skills, stress management, tutoring, group guidance and other subjects to facilitate student success.

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<tr>
<th>Level I Outcome</th>
<th>Level II Outcome</th>
<th>Program Outcome</th>
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<tr>
<td>Identify the person, family or community as a biological, psychological, social, economic, culturally diverse spiritual being</td>
<td>Incorporate beliefs, interests and needs of clients to provide holistic nursing care across the life span to culturally diverse persons, families and communities</td>
<td>Respect the dignity, worth, and uniqueness of self and others as biological, psychological, social, economic, culturally diverse, spiritual beings</td>
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<tr>
<td>Examine caring and the use of nursing process to implement safe nursing care to culturally diverse persons, families and communities with varied lived experiences.</td>
<td>Apply the principles of safe nursing care to the care of culturally diverse persons, families and communities in a variety of health care environments.</td>
<td>Provide safe, competent, evidence based nursing care to individuals, families and communities through promotion, maintenance and restoration of health; prevention of illness while maintaining physical, emotional and spiritual support throughout the life span.</td>
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<td>Identify the need for research findings in nursing practice decisions.</td>
<td>Begin to integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across</td>
<td>Integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan</td>
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<tr>
<td>Identify the accountability for personal and professional conduct within the role of the registered nurse in caring for culturally diverse persons, families and communities</td>
<td>Demonstrate accountability for personal and professional conduct within the role of the student nurse in caring for culturally diverse persons, families and communities.</td>
<td>Accept responsibility and accountability for the effectiveness of one’s own nursing practice and professional growth as a learner, clinician, and leader.</td>
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<td>Identify the principles of safe nursing care for culturally diverse persons, families and communities in a variety of health care environments</td>
<td>Establish a caring, therapeutic relationship, within a culturally diverse population while applying knowledge related to wellness, health promotion, acute and chronic illnesses, disease management, end-of-life care management.</td>
<td>Practice professional nursing competently in diverse settings, utilizing caring and critical thinking and therapeutic nursing interventions with culturally diverse individuals, families, and communities at any developmental stage.</td>
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<td>Identify caring as an ethical and moral aspect of nursing.</td>
<td>Utilize caring in the clinician role as it relates to nursing care of culturally diverse persons, families and communities</td>
<td>Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.</td>
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<td>Recognize the role of the registered nurse in the application of the nursing process through assessment, nursing diagnosis, planning, implementation, and evaluation of patient care</td>
<td>Investigate the role of the registered nurse in the application of the nursing process through assessment, nursing diagnosis, planning, implementation and evaluation of patient care</td>
<td>Utilize the nursing process in the assessment, nursing diagnosis, planning, implementation, and evaluation of care of culturally diverse persons, families and communities.</td>
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<td>Examine as a learner the concepts of autonomy and advocacy as they relate to other providers of nursing care.</td>
<td>Apply, as a student, the concepts of autonomy and advocacy in relationships with other health care providers in the advancement of care of culturally diverse persons, families and communities.</td>
<td>Apply concepts of leadership, autonomy and management to the practice of professional nursing.</td>
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<tr>
<td>Recognize the principles of caring interpersonal relationships and communication patterns in providing care for culturally diverse persons, families and communities with experiences of wellness and illness</td>
<td>Apply selected principles of caring interpersonal relationships and communication patterns in providing care for culturally diverse persons, families and communities with experiences of wellness and illness.</td>
<td>Communicate effectively in interactions with culturally diverse persons, families and communities and other health care providers.</td>
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### CERTIFICATION OF RECEIPT OF:

- West Virginia Junior College catalog (available on website)
- School of Nursing Student Handbook
- Enrollment Agreement

I certify that I have received a copy of the above listed documents. *(I have been informed that the college catalog is on the WVJC college website).* I further certify that I have thoroughly reviewed this document and that I will fully comply with the information/directives contained therein. If, at any time, I have questions concerning student polices, I will consult with a Nursing Program Director.
I understand that this handbook is a general guide and does not in any way alter or modify my enrollment agreement. I also understand that West Virginia Junior College has the right to make changes to this handbook at any time, with or without notice. If modifications, additions or deletions are made, the administration will provide me with a copy of the update.

I agree that if, at any time, I become aware of any instances of non-compliance with federal, state, or local laws, rules regulations, or accreditation criteria, I will promptly notify a Nursing Program Director or College President.

I understand that this certification of receipt will be kept in my student record file.

_________________________________________
Student’s Printed Name

_________________________________________
Signature

_________________________________________
Date