

SECTION I – GENERAL INFORMATION AND STUDENTS’ RIGHTS

GENERAL INFORMATION

Students in the WVJC Nursing Program are bound by this Nursing Program Student Handbook, in addition to their enrollment agreement and the college catalog. All nursing student are issued a copy of the Nursing Program 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.

STUDENTS’ RIGHTS

Faculty members have identified the following rights that all students have within West Virginia Junior College and Nursing Program 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.

SECTION II – MISSION AND PHILOSOPHY, GOALS AND OUTCOMES

MISSION AND PHILOSOPHY OF THE NURSING PROGRAM

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

Mission

The mission of the Nursing Program 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 Nursing Program 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 Associates Degree Nursing Program 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 curative 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 Nursing Program 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 Nursing Program 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.

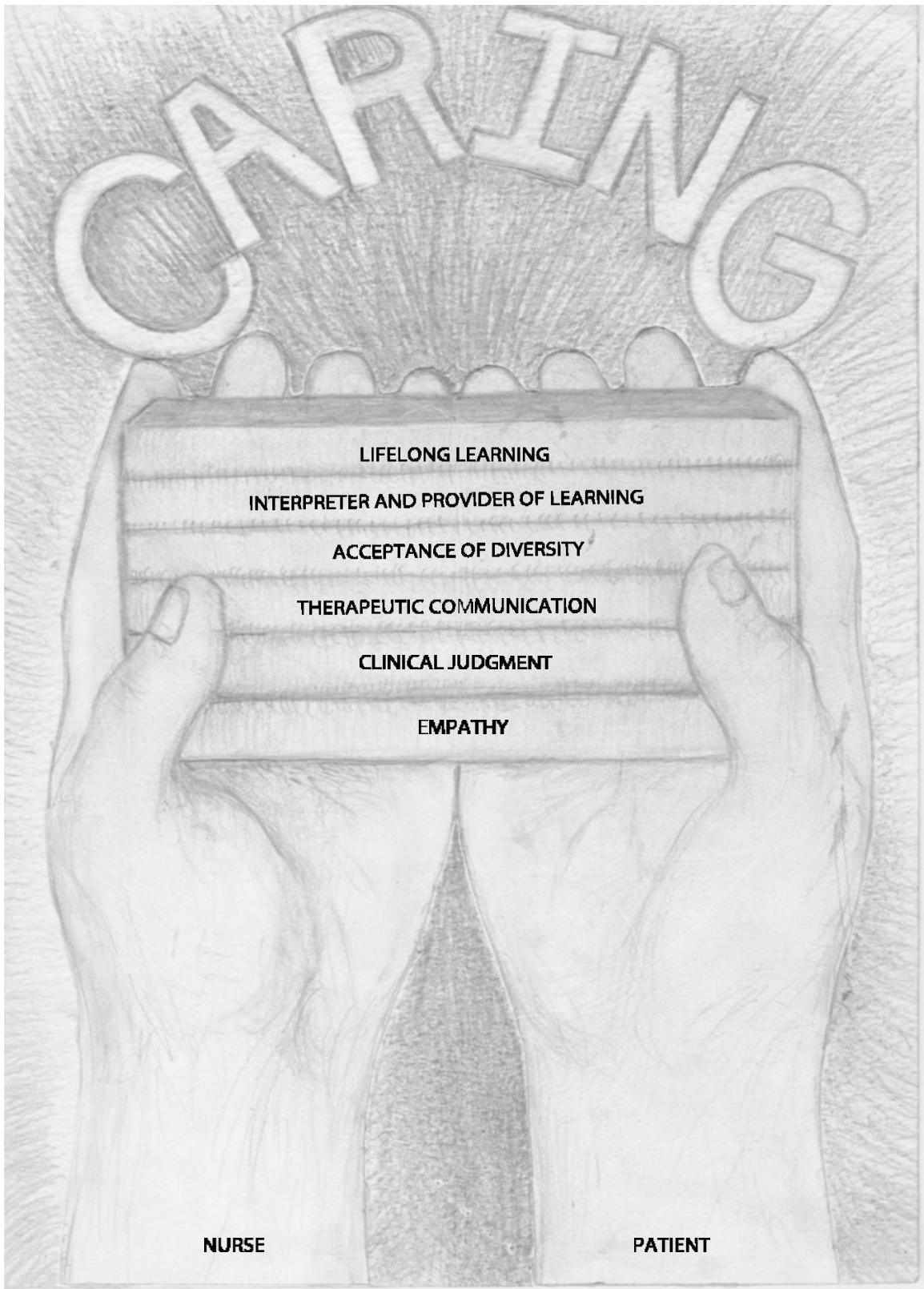
Nursing Process: is a problem solving approach to the identification and treatment of patient problems whether actual or potential. Effective use of the nursing process requires nursing judgment, which is with Fundamentals of Nursing I, promoting an understanding of the principles of safe nursing care 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.



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.

GOALS AND OUTCOMES

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

- 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

SECTION III – POLICIES



Title: Academic Code of Conduct	Date Adopted: 12/2013
	Date Revised: 9/2017

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, and presenting their own previous work as new scholarship (**Self-Plagiarism**)
- 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.**
- H. **Cheating on an ATI examination**

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 Due Process

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 may file a grievance and appeal the decision.



Title: Admissions Requirements	Date Adopted: 6/2011
	Date Revised: 8/2016

Please see the College Catalog at www.wvjc.edu



Title: Attendance Policy	Date Adopted: 6/2011
	Date Revised: 9/2017

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 absence 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 allow 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. Students who are tardy, but 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 schools 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 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.

Clinical make-up must be arranged by the student and approved with their clinical instructor.



Title: Clinical Experience Requirements	Date Adopted: 03/2013
	Date Revised: 9/2017

As part of the educational experience with the Registered 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 future which are outside of the above states 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. (Review: Nursing Program Attendance Policy, School of Nursing Student Handbook)



Title: Community Service	Date Adopted: 03/2013
	Date Revised: 9/2017

Nursing's roots are firmly planted in service to others - individuals, groups, and communities. Since the time of Florence Nightingale, nurses have worked to help people and have served the health needs of society. The West Virginia Junior College Nursing Program continues that commitment to community service. As part of the learning experience at WVJC, students are required to complete community service hours before graduating. The Community Service requirement is the application of one's skills and time to meet identified community needs of vulnerable and at-risk populations in accord with the College's *Mission*. This will lead to learning and development through active participation in thoughtfully organized service that:

- is conducted in and meets the needs of the community;
- involves reflection and analysis of the experience;
- promotes the development of leadership skills, citizen skills, and social responsibility.

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 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



Title: Confidentiality	Date Adopted: 6/2011
	Date Revised: 9/2017

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.



Title: Dress Code	Date Adopted: 6/2011
	Date Revised: 9/2017

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. Male students must be neatly shaven. 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. 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.



Title: Email Policy	Date Adopted: 09/2017
	Date Revised: n/a

A student's assigned WVJC email account is the official means of electronic communication between the school and students. Therefore, **ALL** email communication between faculty, administrators, and students must be initiated from and sent to a WVJC email address. Furthermore, WVJC email should not be forwarded to outside accounts. Any email received by WVJC faculty from non WVJC email addresses will be considered suspicious, and failure to communicate to faculty through a WVJC email may result in a delayed reply or possible deletion of the email without reply.

WVJC SON faculty and students are expected to check their respective WVJC email accounts daily. Faculty and administration response to electronic communication from students shall be within 24 hours of receipt of the original communication on weekdays (9am Monday – 5 pm Friday). Weekend and Holiday communication will not be counted in the initial 24 hour period. To clarify, emails received on Holidays will be responded to on the next business day, and email received on the weekends will be addressed the following Monday.

Cell phone communication between students and WVJC faculty will only be permissible if individual faculty members make their cell phone number available and give permission for students to contact them on the instructor's personal cell phone. The only appropriate time for cell phone communication is in the event of an emergency or illness which will prohibit a student from attending clinicals duties on short notice, and the student has no other efficient ways to notify the instructor. Students shall not text or call an instructor on his or her personal cell phone for any other reason or at any other times.

As well, all electronic and telephone communication with WVJC faculty and administration, no matter the subject, is expected to be respectful. Failure to comply with this expected level of respectful communication could result in disciplinary action and/or possible expulsion.



Title: End of Program Testing	Date Adopted: 6/2011
	Date Revised: 8/2016

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 after a mandatory 3 day Live Hurst Review. The live review and exam are components of the course requirements. (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.

HESI Comprehensive 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 minimum score to be achieved 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.

If the student fails to achieve a 90% probability of passing the NCLEX Exam on the second attempt of the Assessment Technologies Institute's (ATI) Comprehensive Predictor Proctored Examination the student will receive an Incomplete for GNP 201 and must purchase the Virtual-ATI NCLEX Review (at the students expense) and achieve the "Green Light" to receive credit for GNP 201. The Virtual-ATI NCLEX Review course will be incorporated into NUR 208. 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. Completion of the Virtual-ATI NCLEX Review course is achieving the "Green Light" and release of the student's GNP 201 final grade.

***Any student receiving less than 90% Probability of passing NCLEX on his/her second attempt will receive an Incomplete for GNP 201 and must purchase the Virtual-ATI NCLEX Review (at the students expense) and achieve the "Green Light" to receive credit for GNP 201.**



Title: Functional Requirements	Date Adopted: 6/2011
	Date Revised: 9/2017

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 an 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.



Title: Graduate Certification to the State Board of Nursing	Date Adopted: 6/2011
	Date Revised: 9/2017

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 Nursing Program 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 has 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.



Title: Graduation Requirements (Nursing Program)	Date Adopted: 6/2011
	Date Revised: 8/2016

Please see the College Catalog at www.wvjc.edu



Title: Grievance Policy	Date Adopted: 9/2017
	Date Revised: N/A

A. PURPOSE Of Grievance Procedure

The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems which may arise affecting students. It is agreed that these proceedings will be kept as informal and confidential. For purposes of the policy a “day” is defined as a school day, Monday- Friday, excluding Saturdays, Sundays, or any school recognized holiday or break.

B. PROCEDURE OF GRIEVANCE 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 INSTRUCTOR

A student with a grievance shall first discuss it with the course-Instructor, 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 the grievance shall be presented in writing to the course coordinator before leaving the meeting. The course Instructor shall answer the grievance in writing within ten (10) 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) 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) days after the presentation of the grievance, he/she may file a grievance in writing with the College President. At this point, the college-level Grievance Policy/Procedures are initiated. Students should refer to their enrollment agreement or the college catalog for the college level grievance procedures (Titled “ Dispute Resolution Procedures”).



Title: IMPAIRED STUDENT NURSE	Date Adopted: 9/2012
	Date Revised: 9/2017

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 Nursing Program are strictly prohibited from possessing or being under the influence of alcohol or any drugs while engaged in any classroom or clinical activities.

II STATEMENT OF PURPOSE AND INTENTION

A Students enrolled in the Nursing Program 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 Nursing Program 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 Nursing Program 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 Nursing Program 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.
- G. "Supervisor" is the person assigned to oversee a student while involved in performance of clinical activities. This person may be an instructor in the Nursing Program, 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 Nursing Program 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 Nursing Program 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 Nursing Program, 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 Nursing Program.

B. 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 Nursing Program and/or health care professionals.

C. When finding of reasonable suspicion is made, the following steps will be implemented by the Nursing Program:

1. The instructor 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 Nursing Program Director to make a determination as to whether to refer the student for drug and alcohol testing.
 2. If the instructor and/or Nursing 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 Nursing Program. The student will be accompanied by a Nursing Program 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 Nursing Program director, who shall determine if there is a legitimate explanation for the positive result.
 5. The Nursing Program will make reasonable efforts to maintain confidentiality in the administrative handling of matters relating to student drug and alcohol testing.
 6. The instructor will prepare a written report documenting the observed student behaviors and submit the report to the Nursing Program Director.
- D. 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 Nursing 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.



Title: Inclement Weather Policy	Date Adopted: 01/2013
	Date Revised: 9/2017

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 Nursing Program 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 then 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



Title: Make-Up Exams	Date Adopted: 6/2011
	Date Revised: 9/2017

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. After one week, if the exam is not made up, a score of zero will be recorded for that exam. If a student is not present for an exam, they will not be permitted to attend class until that exam is made up.

Make- up exams

- If a student is unable to take an exam as scheduled, the student must make arrangements with the instructor to make up the exam
- The makeup exam must be taken before the next scheduled class 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 will not be given in the same format as the original examination. Makeup exams may be essay, multiple choice or short answer.
- All makeup exams will result in a 10% reduction in total points, with a limit of 2 test per course.

*The student may appeal the 10% reduction within 1 week after the makeup exam is completed by submitting a formal written appeal to the course coordinator.



Title: Medication Administration Policy	Date Adopted: 6/2016
	Date Revised: 9/2017

All medication administration will be supervised by the instructor or with nursing staff if the clinical site allows it. Each term students will be evaluated by clinical faculty for medication administration safety.

A. Student are expected to:

1. Students must comply with relevant National medication administration legislation and standards.
2. Students must comply with agency policy when administering medications.
3. Students must assume professional responsibility for safe and accurate administration of medication.
4. Medications must only be administered when they are prescribed and signed by a medical practitioner using the approved format, and when this complies with legislation.
5. Practice the “Seven Rights” of medication administration (see below).
6. Students are responsible to know classifications, actions potential side effects, doses, contraindications, and nursing implications of each drug their assigned patient receives.
7. Students are responsible for assessing their patients regarding the individual’s response to medications and implementing appropriate nursing actions for administered medications.
8. The student must observe the client taking the medication and monitor the client for adverse reactions. Any untoward reactions are to be reported immediately.
9. No student may accept telephone or verbal orders for medication administration.
10. Make ongoing assessments of client pertinent to medication before, during, and after administration (client observations, pain scale, vital signs, and lab reports.).
11. Document all administered medications on appropriate client records (MAR, Flow Sheets, narcotic record, etc.) according to clinical facility policy.
12. Use filter needles for all medications drawn from ampules.
13. Use “Z” track technique of medications administration for irritating parental meds (such as: IM iron).
14. Waste controlled substances only with instructor and RN witness who co-signs narcotic record and/or records in electronic accu dose dispensing machine.
15. Give Heparin and insulin only when prepared medication has been checked by two licensed nurses (one of whom may be the instructor).
16. Adhere to clinical facility policies when administering insulin, heparin, or other specially designated medications.
17. Students are responsible for their own actions and must questions any order they consider incorrect or unclear. When medication error occurs, this must be the reported immediately to the nurse in charge and the WVJC clinical teacher. The nursing program director must be notified as soon as possible of the incident.

B. Students may NOT:

1. Give Bolus or “Push” IVP meds to pediatric, newborn, and/or laboring clients
2. Administer IV cancer chemotherapeutic agents.
3. Change or add medication to PCA pumps.
4. Prepare and/or administer emergency medications, such as: Lidocaine,

- Nipride, Dopamine, etc.
5. Administer blood products.

Specific Policies for Intravenous Administration

- a. All IV medications must be prepared and administered under the DIRECT supervision of the clinical instructor.**

Student May:

1. Flush IV lines with saline according to agency policy.
2. Change dressing on peripheral lines.
3. Change dressings and discontinue central lines as permitted by the facility
4. After successfully completing the Pharmacology I piggyback (IVPB) competencies, and with the clinical instructor may administer any routine IVPB medications that the client has previously received beginning in Nursing Care of the Client II
5. May, after successfully completing the Pharmacology I IV (IVP) competencies, and with the clinical instructor only administer the following IV push medications, such as: Morphine, Heparin, Solu-medrol, etc.
 - a. Any routine IVP pain management medication that the client has previously received.
 - b. Any other routine IVP medication that the client has previously received such as IVP Lasix
6. Observe administration of blood products by the staff RN per facility policy.
7. Perform Venipuncture following these guidelines:
 - a. Students will be directly supervised by the clinical instructor
 - b. Students have discussed the procedure with their clinical instructor prior to initiating the procedure.
 - c. Students have received instruction on Venipuncture in Pharmacology I
 - d. Students have successfully passed a Venipuncture Skills Performance Evaluation on training manikins.
8. May administer TPN with the clinical instructor
9. Monitor and document PCA epidural client response.

Specialty Areas

1. Pediatrics:
 - a. No medication administration may occur in the pediatric area
 - b. Students may observe staff nurse as she is administering medications
2. **Obstetrics**
 - a. No medication administration in the labor and deliver or nursery area
 - b. Students may give medication to the post-partum client with direct supervision of the clinical instructor and at the discretion of the clinical instructor.
 - c. **Nursing students will not administer medications of any kind in Labor and Delivery or NICU.** If vitamins or other medications have been added to formula by an RN, students may not feed newborns the formula or breast milk.

Medication Administration Principles

All medications are expected to be administered safely through use of the SEVEN RIGHTS. Medications are to be administered in a timely manner and documented accurately

Confirm the following seven (7) "Rights" *each time a medication is administered*. Compare the medication label with the Medication Administration Record (MAR).

1. **Right Patient:** Verify a patient's identity by checking the ID bracelet while asking them to state their name and birth date; this would prevent the *Right Drug from being administered to the Wrong Patient*. Two patient identifiers must be used and compared to the MAR.
2. **Right Medication:** Read the medication and check for spelling or "sound alike" medications.
3. **Right Dose:** Re-check any dosage calculations, and verify with the physician if the order is illegible or incomplete. **Administering the wrong dose can have fatal consequences.** Verify with the physician if the dose seems out of the ordinary. A nurse can be held liable even if the physician's order was wrong.
4. **Right Route:** For example, administering Insulin intravenously *instead of* subcutaneously could send a diabetic patient into shock or a coma due to excessively fast absorption. Also, if the patient isn't supposed to have anything to eat or drink but the drug route states PO (*by mouth*), the nurse should consult the physician.
5. **Right Time:** Some medications have blood serum levels that must be maintained in a therapeutic range. Delayed administration could compromise the effectiveness of some medications.
6. **Right Documentation:** Accurate documentation of the medication administration time, patient response to the drug, and any refusal is essential for continuity of care between providers and for maintaining legal records. Co-signature by a staff RN or clinical faculty is required with the documentation of each medication given by a student.
7. **Right of Patient to Refuse:** A patient may refuse any medication. The accurate documentation and physician notification impacts the plan of care.



Title: Nursing Course Grade Rounding	Date Adopted: 06/2013
	Date Revised: 9/2017

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.

The WVJC Grading system is as follows:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Below 60%

Example: If a student earns a 79.6% in NUR 184, 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.



Title: Peer to Peer Tutoring	Date Adopted: 06/2013
	Date Revised: 9/2017

The Peer to Peer tutoring program was developed to promote and encourage active learning among nursing students as well as to promote independent learning. The expectation of the program is that it will have a positive impact on the improvement of nursing students' academic achievements. The overall goal of the program is to increase retention and graduation rates of nursing students WVJC. Learning is defined as acquisition of knowledge. The goal of WVJC is to assist learners to reach their fullest potential. The Nursing Program reinforces this goal through implementation of learning strategies via the Peer Tutoring Program. We believe that peer tutors can provide a distinctive service to students struggling with their academic studies. Peers can provide students a unique perspective on learning and strategies for academic success. A peer tutor facilitates 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.



Title: Post-Surgical Return to Clinical	Date Adopted: 9/2012
	Date Revised: 9/2017

Students enrolled in the nursing program and performing clinical rotations who require surgery must provide verification from a physician that he or she can return to clinical activities without restrictions and this 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.



Title: Pregnancy	Date Adopted: 9/2012
	Date Revised: 9/2017

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.



Title: Progressive Testing	Date Adopted: 6/2011
	Date Revised: 9/2017

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:

SUBJECT	TEST TAKEN AT END OF:
Fundamentals	NUR 102
Maternal-Newborn	NUR 202
Nursing Care of Children	NUR 203
Pharmacology	NUR 204
Mental Health	NUR 205
Adult Medical-Surgical	NUR 207
Community Health	NUR 206
Leadership	NUR 208

1. Preparing for a CMS Exam.

a. Students are to take the assigned practice test as follows:

- Practice Exam A will be enabled to be taken starting at 1200 (noon) on Sunday of Week 4 with rationales closed until 1200 (noon) Wednesday.
 - First attempt of Practice Exam A must be completed by 1159am on Wednesday of Week 4.
 - Repeat attempts can be made to Practice Exam A until a score of 90% is achieved. Practice Exam A showing a score of 90% must be completed by midnight (0000) Friday Night/Saturday Morning of Week 4.
 - Practice exam A 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 90% on the practice exam for admission into the proctored practice exam B.
- Practice Exam B will be proctored and taken during Week 5 of the course (one week prior to the administration of the proctored ATI).

** Please refer to your syllabus as to specific dates and times of both proctored and unproctored ATI exams. **

Any score below a 90% on the Practice Exam B 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 for Practice Exam B will consist of the following:

- Students will study the “Topics to Review” and create a “Focused Review” to study on each topic not mastered available through their “My ATI” page.
- Students will complete a hand-written Active Learning Template for each of the topics not mastered.
- Students, will have one week from taking the proctored Practice Exam B to complete remediation.
- Upon completion of remediation plan, the ATI coordinator will review the remediation to ensure completion and this will be the requirement to enter to take the proctored ATI exam. Failure to complete/hand in the hand-written remediation will prohibit the student from being permitted to take 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.

3. Formal Remediation Plan for the CMS Proctored Exam.

A students scoring a Level 1 or Below Level 1 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 Level 1 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 schedule a meeting with/email the ATI coordinator within 48 hours of receiving a proficiency level of 1 or below Level 1 on the proctored ATI exam to discuss the plan for success.
- The student will create a focused review of the proctored course assessment.
 - o Log into the ATI website at <http://www.atitesting.com>.
 - o Open My Results and Remediation tab.
 - o Select the Focused-Review icon that corresponds to the examination to review.
 - o Utilize links provided to video clips and relevant pages in the respective Content Review Modules for review of specific content.

- 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.
- Upon completion of remediation plan, the ATI coordinator/instructor will review the remediation to ensure completion and this will be the requirement to enter to take the second proctored ATI. Failure to complete/hand in the hand-written remediation will prohibit the student from being permitted to take the second proctored ATI exam.
- 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. **All ATI proctored exam attempts following the second attempt will be at the expense of the student.**
- Any student failing to take the unproctored or proctored ATI exam at the time frames specified above and in the syllabus or failing to complete the remediation plan in the time frames specified 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 fifth 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 90% on the practice exam for admission into the proctored exam.
 - b. Any score below a 90% 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 schedule a meeting with/email the ATI coordinator/instructor within 48 hours of receiving a score on the practice ATI exam of less than 90%
 - Students will study the “Topics to Review” and create a “Focused Review” along with completing hand-written Active Learning Templates 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. 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
- e. Students not achieving an 90% 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
2. Taking the RN Comprehensive Predictor Exam.
- a. Students will take the proctored exam (during Week 6 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 schedule a meeting with/email 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.
 - The student will create a focused review of all topics not mastered along with completion of Active Learning Templates based on topics not mastered on the Individual Performance Profile.
 - 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.
 - 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.

- o Any student receiving less than 90% Probability of passing NCLEX on his/her second attempt will receive an Incomplete for GNP 201 and must purchase the Virtual-ATI NCLEX Review and achieve the “Green Light” to receive credit for GNP 201.

4. RN Comprehensive Predictor Exam Grading:

≥ 90% Probability of passing NCLEX	100% * (Equal to 100 points)
≥ 85% Probability of passing NCLEX	90% * (Equal to 90 points)
≥ 80% Probability of passing NCLEX	75% * (Equal to 75 points)
< 80% Probability of passing NCLEX	60% * (Equal to 60 points)

*This will be incorporated into the course grade for GNP 201: Graduate Nurse Preparedness. Please refer to syllabus for specific grading scale.

***Any student receiving less than 90% Probability of passing NCLEX on his/her second attempt will receive an Incomplete for GNP 201 and must purchase the Virtual-ATI NCLEX Review (at the students expense) and achieve the “Green Light” to receive credit for GNP 201.**

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 2 of NUR 208

1. Students need to create a Gmail email account and update existing ATI account with this information.
2. After account is updates, complete the Virtual ATI Survey.

Week 3 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 3.

Weeks 3-6 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.

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 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 (Nursing Program)	Date Adopted: 6/2013
	Date Revised: n/a

Please see the College Catalog at www.wvjc.edu



Title: Recording Policy	Date Adopted: 09/2017
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	Date Revised:
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	n/a
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In Classroom Recording

The use of technology in any fashion, including cellular phones, for audio and video recording of lectures and other classroom activities is prohibited unless the student has gained written permission of the instructor to do so. In cases where recordings are allowed, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and by other classroom participants, including other students. **Personal use is defined as use by an individual student for the purpose of studying or completing course assignments.** When students have permission for personal use of recordings, they must still obtain written permission from the instructor to share recordings with others.

Undisclosed Recording

Mutual dialogue and respectful communication are honored in the WVJC academic environment. To maintain this atmosphere this requires open dialogue, free of undisclosed recordings, to foster a healthy learning environment and continued communication. **Therefore, WVJC policy prohibits audio and/or video recordings in any fashion of private business conversations on campus by any individual, employee, or student.** Exceptions may be granted if all parties consent prior to being recorded, and the recording is not intended for malicious use.

*** All rules concerning video/audio recording should be explicitly stated in class syllabi.



Title: Remediation	Date Adopted: 6/2011
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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:
 - o the expected completion date of the identified outcome
 - o the consequences of not meeting the identified outcome
- Area for student comments after the counseling session with the faculty member.

Failure to complete Laboratory or Clinical remedial plans by the date designated will result in course failure.

Failure to complete Exam remediation prior to the next scheduled Exam, will result in a zero on the exam.

A copy of each remediation plan will be kept in the student's permanent clinical file.



Title: Resource Center	Date Adopted: 08/2013
	Date Revised: 9/2017

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 8:00 a.m. - 8:00 p.m.
Friday 8:00 a.m.- 4:00 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
- Bowker books in print
- RCL Web
- Internet public library

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
	Date Revised: 9/2017

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 Nursing Program 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 the end of the quarter in the clinical setting will result in failure of the course.

In addition, the Nursing Program requires that each student meets the Nursing Program Graduation Requirements as listed in the Nursing Program Student Handbook.

All students in the WVJC Nursing Program must achieve a "B" letter grade or above in all core nursing courses and a "C" letter grade or above in all general education courses in order to successfully progress in the program.



Title: Scheduling	Date Adopted: 6/2011
	Date Revised: 9/2017

Students must follow the suggested term outline for the nursing program in order to graduate in five and a half quarters. Classroom, laboratory, and clinical sessions are scheduled per the availability of the school, instructors, and/or clinical agencies.



Title: Social Media	Date Adopted: 1/5/12
	Date Revised: 9/2017

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 Associate Degree Nursing Program 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 ADN Program 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 ADN Program 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 Nursing Program are responsible for posting and publishing official information on behalf of the College.
- Do not post any content that might put WVJC, the Nursing Program or clinical agencies in a bad light or incite discontent. This can damage the Nursing Program and its students.
- Respect copyright and fair use.
- Do not use WVJC or Nursing Program 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.



Title: Student Advisor	Date Adopted: 02/13
	Date Revised: 9/2017

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.

Nursing students must become familiar with their advisors schedule and make every effort to arrange mutually agreeable meeting times. If the student's schedule does not confirm to an advisor's schedule students can email the advisor. The nursing faculty member will contact the student to arrange a meeting. In instances where students have problems which require immediate attention, and the faculty advisor is not available, the students should contact the Department Administrative Assistant for assistance.



Title: Student Conduct	Date Adopted: 6/2011
	Date Revised: 9/2017

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 will 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, this includes self-plagiarism.
 - 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 will 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.
 10. Gambling, in any form.
 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, and follow HIPPA guidelines per attendancy policy.
 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.
 9. Follow the departmental medication administration policy.

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 Clinical instructor/Preceptor.
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.



Title: Student Evaluation	Date Adopted: 6/2011
	Date Revised: 9/2017

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 and the advisor 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 advisor 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 Nursing Program 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, and clinical nursing faculty, or course coordinator 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 time frame designated will result in a failure of that course and the student will not be permitted to progress in the nursing program.



Title: Student Governance	Date Adopted: 6/2011
	Date Revised: 9/2017

Membership in the Student Nurse Assembly (SNA) shall include all students of the WVJC Nursing Program. 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 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.



Title: Student Health Status	Date Adopted: 6/2011
	Date Revised: 9/2012

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.

Procedure for 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 to 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.



Title: Textbooks	Date Adopted: 6/2011
	Date Revised: n/a

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.



Title: Transfer of Nursing Credit	Date Adopted: 6/2011
	Date Revised: n/a

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 75% 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.



Title: Unsafe Performance	Date Adopted: 9/2012
	Date Revised: 9/2017

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 the unsafe activity occurred.

The Nursing Program Director retains the right to withdraw a student from the course based on the gravity of the student behavior. 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.

Academic Quarter/Term	Course Code	Course Name
Fall Quarter – 1A (6 weeks)	SSN 101	Student Success Strategies for Nursing
	APN 101	Anatomy & Physiology I (with lab)
	CMP 101	English Composition
Fall Quarter – 1B (6 weeks)	APN 102	Anatomy and Physiology II (with lab)
	NUR 101	Fundamentals of Nursing I (with lab)
	MHP 101	Math for Health Professionals
Winter Quarter – 2A (6 weeks)	APN 103	Anatomy and Physiology III (with lab)
	NUR 102	Fundamentals of Nursing II (with lab and clinical)
Winter Quarter – 2B (6 weeks)	NUR 103	Nursing Care of the Client I (with clinical)
	PHN 101	Pharmacology I (with lab)
	NUT 201	Nutrition and Diet Therapy
Spring Quarter – 3A (6 weeks)	PHN 102	Pharmacology II
	HGD 201	Human Growth and Development
	NUR 104	Nursing Care of the client II (with clinical)
Spring Quarter – 3B (6 weeks)	BIO 101	Introduction to Microbiology (with lab)
	NUR 201	Nursing Care of the Client III (with clinical)
Fall Quarter – 4A (6 weeks)	NUR 202	Women’s Health Nursing (with lab and clinical)
	NUR 203	Child Health Nursing (with lab and clinical)
Fall Quarter – 4B (6 weeks)	PSY 201	Psychology
	NUR 204	Nursing Care of the Client IV (with clinical)
Winter Quarter – 5A (6 weeks)	NUR 205	Nursing Care of the Clients V (with clinical)
	NUR 206	Community Nursing (with lab)
Winter Quarter – 5B (6 weeks)	NUR 207	Critical Care Nursing (with lab and clinical)
	GNP 201	Graduate Nursing Preparation
Spring Quarter – 6A (6 weeks)	NUR 208	Professional Development & Leadership (with preceptorship)

Student Services

Academic Advising-You can count on our academic team to provide the resources you need to be a successful student. Because our campuses are small and personalized, the campus director, academic dean and instructors are all available to provide academic advising.

The academic team helps students to:

- Learn about the campus services, programs, and procedures
- Clarify their academic goals and develop an academic plan
- Plan course schedules to meet personal needs and program requirements
- Understand information about degree and certification options and requirements
- Identify ways to do well in class and feel satisfied about school
- Achieve academic success through tutoring

Your academic team cares about your success and about you as a person. We want to see you succeed and we take pride in your success.

Career Advising-Choosing a career is an important life decision and —one that will influence your feelings of fulfillment and happiness. We encourage you to take this decision seriously by exploring your personal interests, abilities, personality, and work values when evaluating appropriate career choices. Prior to enrolling you will sit down with an admissions representative for a career planning session where you explore your goals and opportunities. Upon graduation, our **Career Management Director** will help you obtain a position in the career field you enjoy. Career advising, job search assistance, and all of our other career management services are available to our alumni as well. Career advising can be useful for individuals who:

Do not know what career field they would like to enter
Are having trouble deciding on a field of study
Want to confirm a career choice that they have already made

Personal Advising- We understand that life sometimes presents challenges in our personal lives that can affect our ability to achieve educational and career goals. The small, personalized atmosphere on our campus allows for individual advising so that you can make the most of your time at West Virginia Junior College. We take the time to understand your personal situation and help you sharpen your problem-solving skills to overcome life's roadblocks. Personal Advising is available to assist students with a variety of concerns, including:

Transportation
Finding Child Care
Personal Finances and Budgeting
Managing Daily Schedules

If a student requires other types of assistance not provided by WVJC, such as drug and alcohol abuse, family crisis, etc., we have information and references for community based services that can more appropriately assist them.

PROGRAM LEVEL OUTCOMES CHART

Program Outcomes Summary Table for Past 3 Years						
	EXPECTED LEVEL OF ACHIEVMENT	Actual Level of Achievement				
Performance on NCLEX	The program's 3 year mean pass rate will be > or equal to the national mean for the same three-year period	2013:	Program 71.7%	National 83.04	LPN/ADN n/a	WV 81.64%
		2014:	Program 85.7%	National 81.78	LPN/ADN 100%	WV 83.51%
		2015:	Program 90%	National 84.53%	LPN/ADN n/a	WV 84.51%
Completion Rate	75% of students enrolled in the West Virginia Junior College Associate Degree Nursing Program will successfully complete the nursing program within 150% of the program time of 5 semesters	2013: Completion Rate Standard ADN 45% of the students successfully complete the nursing program within 150% of the program time NO LPN to ADN program at this time				
		2014: Completion Rate Standard ADN 35% of the students successfully complete the nursing program within 150% of the program time LPN to ADN 50% of the students successfully complete the nursing program within 150% of the program time				
		2015: Completion Rate Standard ADN 31% of the students successfully complete the nursing program within 150% of the program time LPN to ADN 0% of the students successfully complete the nursing program within 150% of the program time				
Job Placement Rate	90% of graduates who seek employment within 6 to 12 months of graduating will be employed as a graduate or registered nurse	2013: Standard ADN: 71% placement rate within 6 months of graduation 81% placement rate within one year of graduation				
		2014 Standard ADN: 82% placement rate within 6 months of graduation 91% placement rate within one year of graduation LPN to ADN: 100% job placement within 6 months of graduation				
		2015: Standard ADN: 78% placement rate within 6 months of graduation				
Satisfaction Survey (Graduate)	95% of graduate students at 6 to 12 months post-graduation will state satisfaction with the education received while attending West Virginia Junior College Associate Degree Nursing Program as evidenced by alumni survey results	Cohort 0913 (Administered 04/14) 6 month alumni survey: 100% Overall, I'm satisfied with the education I received at WVJC. Cohort 2014:(Administered 03/15) 6 month alumni survey: 100% Overall, I'm satisfied with the education I received at WVJC.				
Satisfaction Survey (Employer)	95% of employers of graduates who respond to employer surveys at 6 months and again at one year will agree the WVJC graduate is a competent provider of health care	Cohort 0913: (Administered 04/14) 100% of Employers surveyed at 1-year state overall satisfaction with the WVJC graduate				
	90% of employers of graduates who respond to employer surveys at 6 months and again at one year will agree that overall they are satisfied with the WVJC Nursing Program graduate.	Cohort 0914: (Administered 03/15) 1-year employer surveys (Administered 09/15) 100% of Employers surveyed at 1-year post graduation state the WVJC graduate is a competent provider of health care 100% of Employers surveyed at 1-year state overall satisfaction with the WVJC graduate				

Program Outcomes Summary Table for Past 3 Years

	EXPECTED LEVEL OF ACHIEVEMENT	Actual Level of Achievement	Actions	Timeframe
Performance on NCLEX	The program's 3 year mean pass rate will be > or equal to the national mean for the same three-year period	2013: Program 72.7% National 83.04 LPN/ADN n/a WV 81.64%	NCLEX Action Plan Initiated	Initiated Dec. 2013
		2014: Program 85.7% National 81.78 LPN/ADN 100% WV 83.51%	Continue to review for trends in program deficit areas comparing to 2013 NCLEX test plan, ATI proctored exam results and program exam data	Ongoing
		2015: Program 90% National 84.53% LPN/ADN n/a WV	Continue to review for trends in program deficit areas comparing to 2016 NCLEX test plan, ATI proctored exam results and program exam data	Ongoing
Completion Rate	75% of students enrolled in the West Virginia Junior College Associate Degree Nursing Program will successfully complete the nursing program within 150% of the program time of 7 semesters	2013: Completion Rate Standard ADN 44% of the students successfully complete the nursing program within 150% of the program time NO LPN to ADN program at this time	<ul style="list-style-type: none"> ➤ Identify ways to reduce attrition. ➤ Look at factors involving withdrawals 	Initiated September 2013
		2014: Completion Rate Standard ADN 35% of the students successfully complete the nursing program within 150% of the program time LPN to ADN 50% of the students successfully complete the nursing program within 150% of the program time	Retention Action Plan created	Initiated June 2015
		2015: Completion Rate Standard ADN 38% of the students successfully complete the nursing program within 150% of the program time LPN to ADN 0% of the students successfully complete the nursing program within 150% of the program time	PIP introduced due to retention action plan Faculty	Initiated and utilized since Retention Action plan created
Job Placement Rate	90% of graduates who seek employment within 6 months of graduating will be employed as a graduate or registered nurse	2013: Standard ADN: ADN: 75% placement rate within 6 months of graduation	Keep correspondence with alumni to track employment and reasons not employed Have college career services reach out to those not yet employed	
		2014 Standard ADN: 82% placement rate within 6 months of graduation LPN to ADN: 100% job placement within 6 months of graduation	Action plan to achieve ELA of 90% of graduates who seek employment within 6 months of graduating will be employed as a graduate or registered nurse	Initiated July 2015

		2015: Standard ADN: 100% placement rate within 6 months of graduation		
Satisfaction Survey (Graduate)	95% of graduate students at 6 post-graduation will agree with the preparation for nursing practice provided by the West Virginia Junior College Associate Degree Nursing Program as evidenced by the graduate and alumni survey results	Cohort 0913 (Administered 03/14) 6 month alumni survey: 70% Overall, I'm satisfied with the education I received at WVJC.	Ensure all surveys are administered and data is trended	
		Cohort 2014:(Administered 03/15) 6 month alumni survey: 100% Overall, I'm satisfied with the education I received at WVJC.	Action plan to increase survey return	Initiated June 2015
		Cohort 20145:(Administered 03/16) 6 month alumni survey: 100% Overall, I'm satisfied with the education I received at WVJC.	Action plan to increase survey return	
Satisfaction Survey (Employer)	90% of employers of graduates who respond to employer surveys at 6 months will agree that overall they are satisfied with the WVJC Nursing Program graduate.	Cohort 0913: (Administered 04/14) 6-month employer surveys 100% of employers of graduates who respond to employer surveys at 6 months agree that overall they are satisfied with the WVJC nursing program graduate.	Follow up with employers for suggestions on program improvements or identified weaknesses	Ongoing and discuss holding an annual clinical luncheon to increase relations with employers and identify employers needs
		Cohort 0914: (Administered 04/15) 6-month employer surveys 100% of employers of graduates who respond to employer surveys at 6 months agree that overall they are satisfied with the WVJC nursing program graduate.	Survey return action plan in place to increase survey return	May 2015

STUDENT COMMUNICATION POLICY

Policy on Communicating Nursing Department Changes in Policy and Other Communication that Affects Students

Student communication is crucial to students' success. West Virginia Junior College Associate Degree of Nursing policies can be accessed at <http://www.wvjc.edu/nursing-program-information/>. Any Nursing Program policy changes and other communication that affects students will be communicated within seven (7) days of the change or notice, whenever possible. The official mode of communication between the nursing department and students will be via the WVJC email address assigned at the time of orientation to the program. Students will also be presented a hard copy of the policy and a disclosure statement to sign that states that the policy was received and the student understands the policy.

West Virginia Junior College is accredited by the Accrediting Council for Independent Colleges and Schools (ABHES)

Accrediting Bureau of Health Education Schools
7777 Leesburg Pike, Suite 314 N.
Falls Church, VA 22043
Phone: (703) 917-9503

West Virginia Junior College Associate Degree of Nursing Program is fully accredited and the LPN to RN Program is provisionally accredited by the West Virginia Board of Examiners for Registered Professional Nurses

West Virginia Board of Examiners for Registered Professional Nurses
101 Dee Drive, Suite 102
Charleston, WV 25311-1620
Phone: (304) 558-3596 or 1-877-743-NURS (6877)
Fax: (304) 558-3666
Web Address: www.wvrnboard.wv.gov
Email: rnboard@wv.gov

CERTIFICATION OF RECEIPT

- West Virginia Junior College Catalog (also available on website)
- Nursing Program Student Handbook (also available on website)
- 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