FAIRMONT STATE UNIVERSITY

School of Nursing
Associate Degree Program

STUDENT HANDBOOK
2017-2018
Dear Students:

Welcome or welcome back to Fairmont State University and to the School of Nursing! You have made two excellent career choices with choosing FSU and nursing!

I am looking forward to seeing our returning students and meeting our new first year students. As your schedule permits, please stop by my office, ED 245, and let me know how you are doing. I am also interested in your thoughts and ideas about the programs. I have an open door policy, so if my door is open, you are most welcome. If you wish to talk for a period, please schedule an appointment so that our time will be uninterrupted.

Now, a few words about this handbook, and why it is essential that you know the policies it contains. The faculty and students of the School of Nursing have prepared this handbook. The purpose of producing such a manual is to ensure that the policies of the School are public and accessible.

The School of Nursing policies are nondiscriminatory and are congruent with the mission and goals of the University. The task of educating practitioners, who are prepared to safely practice professional nursing at the generalist level, mandates that certain nursing academic and clinical conduct requirements be more stringently delineated than general University requirements. In the event that a School of Nursing policy differs from the general University policy, communication of that difference occurs via this handbook.

The School of Nursing Handbook is accessible to students on our Web page. This handbook is intended to supply accurate information to the reader. However, this handbook is NOT to be regarded as an irrevocable contract between the student and the School of Nursing. The School reserves the right to make and designate the effective date of curricula policies and other regulations, at any time such changes are considered desirable or necessary.

Policies affecting nursing students are developed and revised through the action of various nursing committees and are finalized by the faculty. Any changes throughout the year will be announced to students with discussion and an appropriate timeline for implementation.

If you have questions or concerns about any of the policies in the handbook, please direct them to a faculty member, your academic advisor, a member of the Student Advocacy Committee, or me.

Have a wonderful year!

Sincerely,

Mary Sharon Boni

Mary Sharon Boni. PhD, RN
Dean and Professor School of Nursing
Contents

Program Description .................................................................................................................. 5
Mission Statement ...................................................................................................................... 6
Philosophy .................................................................................................................................. 6
  Human Flourishing .................................................................................................................... 6
  Nursing Judgment ..................................................................................................................... 8
  Professional Identity ................................................................................................................ 9
  Spirit of Inquiry ....................................................................................................................... 10
ASN Conceptual Model ............................................................................................................. 11
Conceptual Framework Outline ............................................................................................... 12
Program Outcomes and Assessments ..................................................................................... 13
Graduate Outcomes and Assessments .................................................................................... 14
Progression and Graduation ..................................................................................................... 15
  Graduation and Licensure Procedures ................................................................................... 15
  WV Legal Licensure Requirements ....................................................................................... 16
Student with Disabilities ......................................................................................................... 19
Core Performance Standards .................................................................................................. 19
ANA Code of Ethics .................................................................................................................. 21
Scope of Practice and Delegation ............................................................................................ 23
Accepting and Rejecting an Assignment .................................................................................. 23
Model Schedule—Full-Time ASN Program ......................................................................... 24
Model Schedule—Part-Time & Weekend ASN Program .......................................................... 25
  ASN Program Credit Hour Distribution .............................................................................. 26
Course Descriptions and Outcomes ....................................................................................... 27
Policies ...................................................................................................................................... 34
  Academic Honesty ................................................................................................................ 34
  Appeal Policy ........................................................................................................................ 34
  Attendance Policy .................................................................................................................. 35
  Classroom Policies ............................................................................................................... 35
  Clinical Agency Policies ....................................................................................................... 35
  Confidentiality ...................................................................................................................... 36
  Dismissal from the Program ................................................................................................. 36
  Dress Code, Uniform, and Professional Attire ..................................................................... 36
  Extenuating Circumstances .................................................................................................. 38
  Grading Policy ...................................................................................................................... 38
  Health Requirements Policy ................................................................................................. 39
  Health Status Change .......................................................................................................... 40
  Incident Reporting ............................................................................................................... 40
  Invasive Procedures ............................................................................................................. 40
  Legal Documents and Consent ............................................................................................ 40
  Late Written Assignments .................................................................................................... 40
  Leave of Absence Policy ....................................................................................................... 40
  Name Change ...................................................................................................................... 40
  Policy Changes ...................................................................................................................... 41
  Professionalism .................................................................................................................... 41
  Progression ........................................................................................................................... 41
Readmission Policy ................................................................. 41
Skills Lab Access Codes .......................................................... 41
Standards of Safe Clinical Practice ........................................ 42
Testing Policies ....................................................................... 42
Textbooks ............................................................................. 44
Tobacco Policy ....................................................................... 44
Transfer Credit Policy ............................................................. 44
Withdrawal and Change in Progression Policy ......................... 45
Student Information ............................................................... 45
Accreditation .......................................................................... 45
Advisory System ..................................................................... 45
Assessment of Student Academic Achievement ....................... 46
Clinical Agencies Selection and Transportation ....................... 46
Costs and Fees (Approximate) .................................................. 46
Course Evaluation .................................................................. 47
Health Insurance .................................................................... 47
Liability Insurance .................................................................. 47
Lockers .................................................................................... 47
NCSBN’s NCLEX® Examinations Go “Green” .............................. 47
Scholarships .......................................................................... 48
Textbooks and Resources ........................................................ 50
Student Services ..................................................................... 51
Counseling Services ................................................................ 51
Disability Services .................................................................. 51
Non-Traditional Students ....................................................... 51
Student Health Service Center ............................................... 51
Technology Services .............................................................. 52
Tutoring Services ................................................................... 52
Student Responsibility Statement ............................................ 544
Safe Clinical Practice Acknowledgement ................................. 56
Transition into the RN-BSN Program ........................................ 57
Appendix A: Student Incident Report ....................................... 58
Appendix B: Student Illness/Injury Form ................................. 60
Appendix C: BSN Program Requirements Form ......................... 62
Appendix D: Preceptorship Documents .................................... 64
Program Description

The Associate Degree Nursing Program at Fairmont State is designed to prepare graduates for a challenging and satisfying career as a registered nurse. The curriculum includes a balance of nursing and non-nursing courses. Students have the opportunity to apply nursing theory and skills in the campus laboratories, simulation labs, and a variety of health care agencies. Clinical settings may include hospitals in Morgantown, Clarksburg, Fairmont, and Weston as well as nursing homes, rehabilitation centers, schools, clinics, and physicians’ offices. Students are required to provide their own transportation to all clinical experiences.

Associate degree nurses are qualified to work in hospitals, nursing homes, physicians’ offices, and clinics. Graduates of our program have been employed in most states and several foreign countries. Graduates also have continued in higher education and have received their baccalaureate, master's and doctoral degrees in nursing and other related fields. Graduates of the Associate Degree Nursing Program are eligible to be considered for admission to the Fairmont State Bachelor of Science in Nursing Program once they are licensed.

The FSU Associate Degree Nursing Program is accredited by the West Virginia Board of Examiners for Registered Professional Nurses (WVBOERPN) and the Accreditation Commission for Education in Nursing (ACEN). Graduates of the program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to become licensed as a registered nurse.

West Virginia Board of Examiners for Registered Professional Nurses
90 MacCorkle Ave, SW, Suite 203
South Charleston, WV 25303
304-744-0900
http://www.wvrnboard.wv.gov
email: RNboard@state.WV.US

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404-975-5000
http://www.acenursing.org

Approved 08/2015
Mission Statement

The mission of the Fairmont State Associate Degree Nursing Program is to provide quality nursing education to students in West Virginia and beyond.

Approved: 8/2015

Philosophy

The faculty of Fairmont State’s ASN Program believes that a quality education should be based on current professional standards and sound educational theory. The following documents and standards serve as a guide for the curriculum:

- National League for Nursing (NLN) Competencies for Nursing Education
- Quality and Safety Education for Nurses (QSEN) Competencies
- ANA (American Nurses Association) Code of Ethics
- WV Board of Examiners of Registered Professional Nurses (WVBOERPN) Standards and Scope of Practice
- Accreditation Commission for Education in Nursing (ACEN) Standards

To guide the approach to teaching and learning, the faculty adopted Malcolm Knowles’s Theory of Andragogy for theory application and David Kolb’s Theory of Experiential Learning for clinical application. The faculty believes that adult nursing students should be active in their own learning at all stages of teaching/learning process, build on personal experiences, focus on solving patient and healthcare problems, and exhibit characteristics of professionalism. Students learn best through experience and reflection. The process of teaching and learning is as important as the content delivered.

The following definitions reflect the faculty’s belief about the concepts that guide the curriculum.

Major Concept:

**Human Flourishing** – The realization of maximum health potential in patients, families, & communities promoted by nursing care.

- **Core Values** – As sub-concepts for human flourishing, the focus is on patient care and maximizing potential.

- **Patient-Centered Care** – The nurse provides holistic care that reflects the patient as the source of control and a full partner and that is based on respect for the patient’s preferences, values, and needs. Individualized, therapeutic interventions create an effective care environment.
● **Teamwork and Collaboration** – The nurse provides quality, comprehensive and patient-centered care in coordination with the patient, family, and members of the inter-professional healthcare team within a mutually respectful environment.

● **Evidence-based Practice** – The nurse provides care that is based upon research, professional standards, clinical expertise, and patient and family preferences.

● **Quality Improvement** – The nurse provides care based on the continuous and deliberate evaluation of data and patient outcomes.

● **Safety** – Safety is essential to maximizing a patient’s health potential. The nurse, as a care provider reduces risk to the patient and provides protection from adverse events or exposures that can affect well-being.

► **Sub-concepts**

● **Holistic Care** – The integration of biologic, psychosocial, social, and spiritual dimensions in caring for the whole patient to facilitate psychosocial and physiologic integrity.

● **Health Promotion & Education** – Nursing care directed toward expected growth and development principles, protection, and illness prevention through a variety of strategies including education, risk assessment, physical assessment, screenings, and lifestyle choice and changes.

● **Growth & Development** - The progression of a patient’s function and skill, involving physical, mental, spiritual, emotional, cultural, and environmental influences.

● **Age-appropriate care** – Application of care with awareness, knowledge, sensitivity, and respect of diverse populations and associated ethnic, racial, social, socio-economic, and spiritual influences.

● **Culturally competent care** – Application of care with awareness, knowledge, sensitivity, and respect of diverse populations and associated ethnic, racial, social, socio-economic, and spiritual influences.

● **Therapeutic Communication** – The use of verbal and nonverbal messages to promote the physical and emotional well-being of a patient and to advance the healing process.

● **Informatics** – The integration of nursing and computer science to manage and communicate data, information, knowledge, and wisdom in promoting the quality and safety of patient care.

● **Content Mastery, including Pharmacology** – The advancement toward content expertise for the basis of safe and effective nursing practice and sound clinical reasoning.
Major Concept:

**Nursing Judgment** – The integration of evidenced-based practice, critical thinking, and clinical judgment to manage and provide quality care.

► **Core Values** – As sub-concepts for nursing judgment, the focus is on clinical reasoning and decision-making.

- **Patient-Centered Care** – The nurse bases clinical judgments and planning on respect for the patient’s preferences, values, and needs. Decisions are made with the recognition that the patient is the source of control and a full partner in care planning.

- **Teamwork and Collaboration** – The nurse, working in partnership with the patient, family, and members of the inter-professional healthcare team, uses a knowledge base of accumulated evidence to plan and make decisions for providing respectful quality patient care.

- **Evidence-based Practice** – The nurse is responsible for diligent, deliberate, and conscientious use of a knowledge base of current “best evidence” and clinical expertise, incorporating patient and family preferences, to maximize the quality of healthcare.

- **Quality Improvement** – The nurse evaluates and revises current methods and uses data to continuously improve the quality and safety of health care.

- **Safety** – The nurse uses knowledge and experiences to reduce risk to patients and provide protection from adverse events or exposures that can affect well-being.

► **Sub-concepts**

- **Nursing Process** – A systemic, cyclical, problem-solving process that follows a logical progression, guides nursing practice, and includes assessment, diagnosis (problem identification), planning, implementation, and evaluation.

- **Ethics & Legal Implications** – The consideration of the laws, regulations, and standards of practice in conjunction with moral, spiritual, and ethical principles to assist in decision-making, patient advocacy, and conflict resolution.

- **Prioritization** – The act of utilizing mastery of content, situational data, theoretical principles, the nursing process and past experiences to organize and manage care in order of importance.

- **Delegation** – The nursing process of transferring authority or responsibility through a collaborative and cooperative relationship with another person to
perform a provision of nursing care in accordance with legal and ethical principles while retaining accountability for the outcome.

- **Knowledge Synthesis** (from nursing and non-nursing courses) – The integration of knowledge, skills, attitudes, and ideas acquired through experience and education from nursing and non-nursing origins in order to make informed decisions.

**Major Concept:**

**Professional Identity** – The demonstration of the core values of the nursing profession.

- **Core Values** – As sub-concepts for professional identity, the focus is on the nurse’s ability to operationalize core nursing values, and the basis is the ANA Code of Ethics.

- **Patient-Centered Care** – The nurse’s primary commitment is to the patient, whether an individual, family, group, or community. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

- **Teamwork and Collaboration** – The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

- **Evidence-based Practice** – The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

- **Quality Improvement** – The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

- **Safety** – The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

**Sub-concepts**

- **Self-Care & Awareness** – The awareness and care of oneself related to cognitive, affective, and physical needs; ethical and spiritual values, beliefs, and biases; and strengths and weakness in providing holistic patient care.

- **Professionalism** – The ability of the nurse to exhibit accountability, responsibility, confidentiality, lifelong learning, collaboration, safe behaviors, and veracity in accordance with professional standards to provide patient-centered care and advance the nursing profession.
Nursing Roles – The ability of the nurse to make decisions and function in the roles of care provider, care manager, team leader, team member, educator, advocate, and professional.

Major Concept:

Spirit of Inquiry – seeking truth, evidence, and innovation to improved quality patient care.

- Core Values – As sub-concepts for spirit of inquiry, the focus is on the nurse’s ability to exhibit characteristics of a spirit of inquiry through action.

- Patient-Centered Care – The nurse seeks information about a patient’s preferences, values, and needs and pulls that information together to improve the quality of care.

- Teamwork and Collaboration – The nurse seeks and analyzes knowledge, expertise, and strategies from all disciplines and team members to improve patient care and healthcare in general.

- Evidence-based Practice – The nurse is responsible for the diligent, deliberate, and conscientious pursuit of current “best evidence” and clinical expertise to maximize the quality of healthcare.

- Quality Improvement – the nurse continuously seeks data regarding patient care outcomes and processes and explores methods for improving them.

- Safety – The nurse identifies risk factors and implements methods to reduce a patient’s risk of adverse events or exposures that can affect well-being through the utilization of acquired knowledge and experiences.

Sub-concepts

- Critical Thinking – a commitment to reason at the highest level of quality in a fair-minded way through self-improvement, consideration of outside perspectives, and recognition of the complexity of thought.

- Informatics – the use of data, information, technology, knowledge, and wisdom to support patients, nurses, and other health care providers in communicating, managing knowledge, mitigating error, and making decisions.
ASN Conceptual Model

Human Flourishing

Spirit of Inquiry

Nursing Judgment

Professional Identity

- Patient-Centered Care
- Teamwork & Collaboration
- Evidence-Based Practice
- Quality Improvement
- Safety
Conceptual Framework Outline

Human Flourishing
- Core Values
  - Patient-Centered Care
  - Teamwork and Collaboration
  - Evidence-based Practice
  - Quality Improvement
  - Safety
- Holistic Care
- Health Promotion & Education
- Growth & Development
- Age-appropriate Care
- Culturally Competent Care
- Therapeutic Communication
- Informatics
- Content Mastery

Nursing Judgment
- Core Values
  - Patient-centered Care
  - Teamwork and Collaboration
  - Evidence-based Practice
  - Quality Improvement
  - Safety
- Nursing Process
- Ethics & Legal Implications
- Prioritization
- Delegation
- Knowledge Synthesis (from nursing and non-nursing courses)

Professional Identity
- Core Values
  - Patient-centered Care
  - Teamwork and Collaboration
  - Evidence-based Practice
  - Quality Improvement
  - Safety
- Self-Care & Awareness
- Professionalism
- Nursing Roles

Spirit of Inquiry
- Core Values
  - Patient-centered Care
  - Teamwork and Collaboration
  - Evidence-Based Practice
  - Quality Improvement
  - Safety
- Critical Thinking
- Informatics
Program Outcomes and Assessments

Associate Degree Program Outcomes

1. At least 80% of entering students will graduate within three years of enrolling in the ASN Program.
2. The pass rate for NCLEX-RN first time test takers will be at or above 80%.
3. At least 85% of the graduates will rate the program as satisfactory or above overall.
4. At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.
5. At least 85% of employers will rate graduate performance as satisfactory or above overall.

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. At least 80% of entering students will graduate within three years of enrolling in the ASN Program.</td>
<td>Graduation Rates&lt;br&gt;Review students that were admitted 3 years prior&lt;br&gt;Divide number of those students that graduated by total number admitted</td>
</tr>
<tr>
<td>2. The pass rate for NCLEX-RN first time test takers will be at or above 80%.</td>
<td>Annual NCLEX-RN Exam Reports&lt;br&gt;First-time pass rates</td>
</tr>
<tr>
<td>3. At least 85% of the graduates will rate the program as satisfactory of above.</td>
<td>ASN Exit Survey completed in last semester&lt;br&gt;Overall program satisfaction item from Graduate Survey&lt;br&gt;Satisfaction rates for all program-related items on Exit and Graduate Surveys</td>
</tr>
<tr>
<td>4. At least 90% of the graduates will gain employment as a nurse within 6 months of graduation.</td>
<td>ASN Exit Survey&lt;br&gt;ASN Graduate Survey&lt;br&gt;BSN advising list</td>
</tr>
<tr>
<td>5. At least 85% of employers will rate graduate performance as satisfactory or above.</td>
<td>Employer surveys&lt;br&gt;Overall performance satisfaction item on Graduate surveys&lt;br&gt;Satisfaction rates for all items on Exit and Graduate Surveys</td>
</tr>
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Graduate Outcomes and Assessments

Associate Degree Graduate Outcomes

Graduates of the program will be able to:

1. Promote human flourishing for patients of all ages.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

Approved 8/2015

<table>
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<tr>
<th>Graduate Outcomes</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Promote human flourishing for patients of all ages.</td>
<td>Mapped Course Outcomes in TaskStream</td>
</tr>
<tr>
<td></td>
<td>HESI Exit Exam – Human Flourishing category</td>
</tr>
<tr>
<td></td>
<td>Nursing Capstone Clinical Evaluations</td>
</tr>
<tr>
<td></td>
<td>NCLEX – Client Needs (all), Human Functioning (all), Health Alterations (all), Wellness/Illness Continuum (all), Stages of Maturity (all), Stress, Adaptation, Coping (all)</td>
</tr>
<tr>
<td>2. Utilize nursing judgment to provide quality nursing care.</td>
<td>Mapped Course Outcomes in TaskStream</td>
</tr>
<tr>
<td></td>
<td>HESI Exit Exam – Nursing Judgment category</td>
</tr>
<tr>
<td></td>
<td>Nursing Capstone Clinical Evaluations</td>
</tr>
<tr>
<td></td>
<td>NCLEX – Client Needs (Management of Care), Nursing Process (all)</td>
</tr>
<tr>
<td>3. Demonstrate attributes of a professional identity consistent with core nursing values.</td>
<td>Mapped Course Outcomes in TaskStream</td>
</tr>
<tr>
<td></td>
<td>HESI Exit Exam – Professional Identity category</td>
</tr>
<tr>
<td></td>
<td>Nursing Capstone Clinical Evaluations</td>
</tr>
<tr>
<td>4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.</td>
<td>Mapped Course Outcomes in TaskStream</td>
</tr>
<tr>
<td></td>
<td>HESI Exit Exam – Spirit of Inquiry category</td>
</tr>
<tr>
<td></td>
<td>Nursing Capstone Clinical Evaluations</td>
</tr>
</tbody>
</table>
Progression and Graduation

To remain in the nursing program, a student must receive a grade of “C” or above in every nursing course and in every required support course. Failure to meet these requirements will result in dismissal from the program. All courses must be completed by the semester displayed in the model schedule(s). Please review the Withdrawal and Change in Progression and Readmission Policies. Students may be readmitted to the program only one time.

To graduate from the nursing program, a student must have a grade of “C” or above in every nursing and required support course and a cumulative 2.0 or higher grade point average. The college requires a grade of “C” or above in English 1101 and 1102 to graduate.

Graduates of the program are eligible to take the National Council Licensing Examination for licensure as a Registered Nurse.

Graduation and Licensure Procedures

At the beginning of the 4th semester students should initiate the process for applying for licensure. Students must complete the following.

- Obtain the necessary information and forms for applying to take the NCLEX-RN licensing examination for licensure by accessing the Board of Nursing website in the state where the student plans to practice after graduation.
- Apply for a degree and pay the graduation fee in the Office of the Registrar no later than 45 days prior to the planned graduation date.
- Apply for transcripts to be sent from the Registrar’s Offices to the respective Board of Nursing. The West Virginia RN Board website address is: [http://www.wvrnboard.com](http://www.wvrnboard.com).
- Download applications for licensure, applications to take the NCLEX-RN through Pearson VUE, and information about the required Criminal Background Check from the WVBOERPN website. The cost is approximately $300 for testing, licensing and the criminal background check. It may take the Registrar 4-6 weeks to prepare the final transcripts and send them to the nursing boards AND it may take 1-4 weeks for criminal background checks to be completed. Students should plan their work schedules accordingly.
- Take a comprehensive exit exam, in the final semester in NURS 2212. The cost of the comprehensive review course and test are included in the cost of the student’s testing package.
WV Legal Licensure Requirements


These requirements are:


2. Has completed an approved four-year high school course of study or the equivalent thereof.

3. Has completed an accredited program of registered professional nursing education and holds a diploma of a school accredited by the board.

4. Has an unremarkable criminal background check.

5. Has not been convicted of a felony or violated any standards listed in 30-7-11 of the WV Code for Registered Professional Nurses [http://www.legis.state.wv.us/WVcode/ChapterEntire.cfm?chap=30&art=7&section=11](http://www.legis.state.wv.us/WVcode/ChapterEntire.cfm?chap=30&art=7&section=11)

6. Records of misdemeanors or felonies must be submitted to the WV Board of Examiners before graduation.

***Occurrences of misdemeanors or felonies must be discussed with the dean for the School of Nursing upon admission to the program.

WVBOERPN Instructions for Application for Licensure

Date: June 27, 2017

To Prospective Nursing Applicant:

Individuals who are considering entering the nursing profession and who may have a criminal history often ask about potential barriers to licensure following successful completion of an approved nursing program. While it would be nice to know this prior to making a decision to enter the program, obtaining that information is not possible under current West Virginia law.

The West Virginia Board of Examiners for Registered Professional Nurses (Board) makes decisions about licensure based upon a number of questions on the application and on an individual basis. The application (or the background screening) that indicates a criminal history is considered a non-routine application and must be reviewed by the Board staff and possibly referred to the Board’s Disciplinary Review Committee (DRC).

Each application is reviewed on its own merits. The Board of Nursing has created guidelines for specific offenses to be approved in the Board office; however, the staff cannot make determinations in advance as laws and rules do change over time. Felony convictions, violent crimes, other more serious misdemeanors and repeat offenders are required to go before the DRC. Simple misdemeanors, such as some traffic violations, loitering and disturbing the peace can be approved by the disciplinary section of the Board. Any evidence of rehabilitation is important to the Board members when making a licensure decision.

Board applications require the applicant to provide the Board with an original certified copy of all court documents relative to a conviction. This means the applicant must go to the county or other appropriate authority where the conviction occurred and have the clerk of the court certify with a raised seal that the documents are a complete copy of the record. Applicants cannot pick and choose what documents are provided to the Board. A complete copy of the criminal record must be provided. The Board’s applications require the applicant to provide a letter of explanation as to the events surrounding the conviction. This means the applicant must write in his/her own words what happened to cause the conviction.

Board applications also require an applicant who has a drug or alcohol problem to provide to the Board a copy of all treatment records. The applicant must sign a release with the treatment provider and have the documents sent directly from the provider to the Board office. A letter of explanation from the

applicant must also be provided with this information. This letter should explain the applicant’s history of use/abuse of drugs and/or alcohol and his/her progress since treatment.

The Board may issue a license under probationary conditions, which could include direct supervision, random drug screens, employer reporting, counselor reporting and other necessary monitoring requirements. Further, the Board may deny licensure until certain requirements are met. The law allows the Board to require applicants to submit to a physical or psychological examination and to have the results of the examination provided directly to the Board. Refusal to submit to an examination when required will result in the application being denied. Applicants who qualify may be referred to the Board’s monitoring and recovery program West Virginia Restore.

Each school of nursing makes independent decisions about admissions into their program and may require criminal background screening as part of that process. It is important for schools of nursing to know the admissions policies that exist on their campuses relative to criminal convictions and drug and alcohol use/abuse. Administrators should know the policy and actively enforce it. For those nursing programs without crucial admissions policies, administrators need to lobby the campus leaders to create realistic policies that can guide the individual programs as they make admission decisions. The School’s general counsel should be contacted for assistance.

Clinical facilities may limit or prohibit students with criminal histories from participating in clinical experiences. Other options may not exist for the student to complete required clinical hours in order to obtain a nursing degree; thus, such a student may not be eligible for licensure in West Virginia.

As stated above, the license application requires disclosure of any criminal history and the disposition of all cases prior to Board review. Acceptance into a nursing education program is the decision of the school. Entering and staying in the nursing education program is the prospective student’s decision based upon the knowledge that he/she may, or may not, be granted a nursing license by West Virginia. However, every state has its own requirements, so an applicant may be licensed in another state even if West Virginia denies licensure. All of the above factors should be taken into consideration prior to making a decision about a nursing career.

For more information, obtain the West Virginia Nursing Code and Legislative Rules, by visiting www.wvnbrown.wv.gov.
Student with Disabilities

The FSU School of Nursing complies with the University's admission policy in response to the Americans with Disabilities Act. Students admitted to the associate degree of nursing program are expected to be able to complete curriculum requirements which include physical, cognitive, and behavioral skills that are essential to the function of the entry level professional nurse. Reasonable accommodations will be made in order that nursing students with disabilities can successfully complete the nursing program; however, the successful candidate for graduation is expected to perform in a reasonably independent manner as outlined in the Core Performance Standards. Any student or applicant for admission who believes he/she cannot meet the Core Performance Standards should seek assistance by contacting Andrea Pammer, Director of Disability Services on the 3rd Floor of Turley Student Services Center.

Core Performance Standards

Core Performance Standards as adapted from the Southern Council on Collegiate Education for Nursing and from the Validation Study, “Functional Abilities Essential for Nursing Practice” by the National Council of State Boards of Nursing.

The core performance standards set forth cognitive, sensory, affective and psychomotor performance requirements for nurses. Under the ADA, the FSU nursing programs do not base admission, acceptance or continued enrollment on the core performance standards. Instead, the standards are used to assist applicants and students in the determination of need for ADA related accommodations and medications. The core performance standards are intended to constitute an objective measure of:

1. A qualified applicant’s ability with or without accommodations to meet the program performance requirements.
2. Accommodations required by a matriculated student who seeks accommodations under the ADA.

Applicants and students with disabilities seeking accommodations under the ADA, must contact Andrea Pammer in the Disability Services & Psychological Services at 304-367-4072, Turley Student Services Center.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Standards</th>
<th>Examples</th>
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| Critical thinking     | Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation. | Identification of cause/effect relationships in clinical situations  
Use of the scientific method in the development of patient care plans  
Evaluation of the effectiveness of nursing intervention |
| Professional Relationships | Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups | Establishment of rapport with patients and colleagues  
Capacity to engage in successful conflict resolution  
Peer accountability |
| Communication         | Communication adeptness sufficient for verbal and written professional interactions | Explanation of treatment procedures, initiation of health teaching,  
Documentation and interpretation of nursing actions and patient/client responses |
| Mobility              | Physical abilities sufficient for movement from room to room and in small spaces | Movement about patient’s room, work spaces and treatment areas  
Administration of rescue procedures—cardiopulmonary resuscitation |
| Motor skills          | Gross and fine motor abilities sufficient for providing safe, effective nursing care | Calibration and use of equipment  
Therapeutic positioning of patients |
| Hearing               | Auditory ability sufficient for monitoring and assessing health needs | Ability to hear monitoring device alarm and other emergency signals  
Ability to discern auscultatory sounds and cries for help |
| Visual                | Visual ability sufficient for observation and assessment necessary in patient care | Ability to observe patient’s condition and responses to treatments |
| Tactile Sense         | Tactile ability sufficient for physical assessment | Ability to palpate in physical examinations and various therapeutic interventions |
ANA Code of Ethics


1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
   1. Respect for human dignity
   2. Relationships with patients
   3. The nature of health
   4. The right to self-determination
   5. Relationships with colleagues and others

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.
   1. Primacy of the patient’s interests
   2. Conflict of interest for nurses
   3. Collaboration
   4. Professional Boundaries

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
   1. Protection of the rights of privacy and confidentiality
   2. Protection of human participants in research
   3. Performance standards and review mechanisms
   4. Professional responsibility in promoting a culture of safety
   5. Protection of patient health and safety by acting on questionable practice
   6. Patient protection and impaired practice

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
   1. Authority, accountability, and responsibility
   2. Accountability for nursing judgments, decisions, and actions
   3. Responsibility for nursing judgments, decisions, and actions
   4. Assignment and delegation of nursing activities or tasks

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
   1. Duties to self and others
   2. Promotion of personal health, safety, and well-being
   3. Preservation of wholeness of character
   4. Preservation of integrity
   5. Maintenance of competence and continuation of professional growth
   6. Continuation of personal growth
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
   1. The environment and moral virtue
   2. The environment and ethical obligation
   3. Responsibility for the healthcare environment

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
   1. Contributions through research and scholarly inquiry
   2. Contributions through developing, maintaining, and implementing professional practice standards
   3. Contributions through nursing and health policy development

8. The nurse collaborates with other health professional and to the public to protect human rights, promote health diplomacy, and reduce health disparities.
   1. Health is a universal right
   2. Collaboration for health, human rights, and health diplomacy
   3. Obligation to advance health and human rights and reduce disparities
   4. Collaboration for human rights in complex, extreme, or extraordinary practice settings

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.
   1. Articulation and assertion of values
   2. Integrity of the profession
   3. Integrating social justice
   4. Social justice in nursing and health policy
Scope of Practice and Delegation

Criteria for Determining Scope of Practice for Licensed Nurses And
Guidelines for Determining Acts That May Be Delegated or Assigned By Licensed Nurses

Revised by:
The West Virginia Board of Examiners for Registered Professional Nurses And
The West Virginia Board of Examiners for Licensed Practical Nurses
March 2015

Accepting and Rejecting an Assignment
Accepting and Rejecting an Assignment: Guidelines for the Nurse

Revised by:
The West Virginia Board of Examiners for Registered Professional Nurses And
The West Virginia Board of Examiners for Licensed Practical Nurses
October 2010

Access the document at:
# Model Schedule—Full-Time ASN Program

<table>
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<th>2&lt;sup&gt;nd&lt;/sup&gt; Semester</th>
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## Model Schedule—Part-Time & Weekend ASN Program

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**Total: 60**
## ASN Program Credit Hour Distribution

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The nursing curriculum complies with University and HEPC requirements for general education in an associate degree program. The ASN Model Schedule indicate that 19 of the 60 credit hours are outside of the major and expose students to biological, physical, and behavioral sciences. These courses are outlined below:

- ENGL 1104 Written English I 3 credits
- ENGL 1108 Written English II 3 credits
- FOSM 1110 Introduction to Nutrition 3 credits
- BIOL 1180/1181 Anatomy & Physiology 4 credits
- BIOL 2205 Technical Microbiology 3 credits
- PSYC 1101 Introduction to Psychology 3 credits
Course Descriptions and Outcomes

NURS 1101 Fundamentals of Nursing (7 credits)

Course Description:

This course is designed to introduce the beginning student to nursing, concepts essential to the practice of nursing, and the role of the nurse as care provider. The clinical, laboratory, and simulation experiences involve the implementation of the nursing process and utilization of assessment and communication skills related to basic needs & life processes of individual patients. Factors, such as developmental levels, sociocultural differences, and mental & emotional status are included. (5 hours theory, 6 hours lab per week). PR: Admission to the ASN Nursing Program, FOSM 1100, BIOL 1180 and 1181. FOSM and BIOL may be taken concurrently.

Course Outcomes:

Upon completion of the course, the novice learner will be able to:

1. Promote human flourishing for patients of all ages.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
5. Practice therapeutic communication techniques.

NURS 1108 Nursing Care of Adults I (6 credits)

Course Description:

Nursing Care of Adults I is designed to assist students to use the nursing process to address common health problems of adults. The nursing roles of care provider, communicator, and teacher are explored to assist individuals to promote and attain health. Clinical, laboratory, and simulation experiences enable the student to implement patient-centered care. The student is expected to integrate and use knowledge and skills acquired in prerequisite courses (4 hours class, 5 hours lab per week). PR: Admission to the ASN Program. PR: Admission to the ASN Program, NURS 1101, NURS 1120, BIOL 2205. NURS 1120 and BIOL 2205 may be taken concurrently.

Course Outcomes:

Upon completion of the course, the advanced beginner learner will be able to:

1. Promote human flourishing for adult patients.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
NURS 1120 Nursing Pharmacology I (1 credit)

Course Description:

The first pharmacology course is designed to introduce basic concepts of pharmacokinetics, classification, indications, contraindications, actions, adverse effects, interactions, and nursing considerations related to common medications and their administrations. Content is organized to correspond with concurrent nursing courses in a systems approach. (1 hour class per week). PR: Admission to the ASN program, NURS 1101.

Course Outcomes:

Upon completion of the course, the novice learner will be able to:

1. Describe factors that influence pharmacokinetics.
2. Define common pharmacological terms.
3. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
4. Discuss nursing considerations for each medication or drug classification.
5. Discuss age-related variations related to drug therapy.

NURS 1115 Maternal-Child Nursing I (4 credits)

Course Description:

Maternal Child Nursing I focuses on care of the mother in all stages of pregnancy and care of the healthy newborn, infant, child, and adolescent. Clinical, laboratory, and simulation experiences will give students the opportunity to implement patient-centered care for the selected population. (3 hours class, 3 hours lab per week) PR: Admission to the ASN Program, NURS 1120, PSYC 1101, NURS 1120 and PSYC 1101 may be taken concurrently.

Course Outcomes:

Upon completion of the course, the advanced beginner learner will be able to:

1. Promote human flourishing in the maternal-child healthcare setting.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
5. Apply growth and development principles to nursing care.
NURS 2110 Nursing Pharmacology II (1 credit)

Course Description:

The second pharmacology course is designed to introduce basic concepts of pharmacokinetics, classification, indications, contraindications, actions, adverse effects, interactions, and nursing consideration related to common medications and their administration. Content is organized to correspond with concurrent nursing courses in a systems approach (1 hour class per week). PR: Admission to the ASN program, NURS 1120.

Course Outcomes:

Upon completion of the course, the novice learner will be able to:

1. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
2. Discuss nursing considerations for each medication or drug classification.
3. Discuss age-related variations related to drug therapy.

NURS 2115 Maternal-Child Nursing II (2 credits)

Course Description:

Maternal child nursing II focuses on nursing care during the stages of labor and delivery. Students will also examine health problems, disorders and illnesses common in pregnancy and children in each stage of development, from infancy through adolescence. The student will participate in clinical experiences to enhance his/her knowledge in maternal child nursing (1.5 hours class, 1.5 hours lab per week). PR: Admission to the ASN Program, NURS 1115 and NURS 2110. NURS 2110 may be taken concurrently.

Course Outcomes:

Upon completion of the course, the advanced beginner learner will be able to:

1. Promote human flourishing in the maternal-child healthcare setting.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrated attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
5. Provide age-appropriate care in the maternal-child healthcare setting.
NURS 2203 Mental Health Nursing (4 credits)

Course Description:
This course is a study of mental health and common mental illnesses as they affect adults, children, and families. Selected clinical experiences provide the student with the opportunity to develop the knowledge, empathy, and skills to provide patient-centered care in the psychiatric setting. The student may also participate in interdisciplinary team meetings. This course stresses the importance of developing self-awareness, improving communication skills, and establishing interpersonal relationships (3 hours class, 3 hours lab per week). PR: Admission to the ASN Program, PSYC 1101, NURS 2110, and NURS 1108. NURS 2110 may be taken concurrently.

Course Outcomes:
Upon completion of the course, the advanced beginner learner will be able to:

1. Promote human flourishing throughout the lifespan as it relates to mental health & illness in individuals and families.
2. Utilize nursing judgment to provide quality nursing care for patients with mental illness.
3. Demonstrate attributes of a professional identity and self-awareness consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve quality patient care.
5. Implement inter-professional and therapeutic communication skills in the psychiatric healthcare setting.
6. Promote the safety of the patient with mental illness.

NURS 2208 Nursing Care of Adults II (6 credits)

Course Description:
Nursing Care of Adults II is designed to assist students to use the nursing process to address common health problems. The nursing roles of care provider, communicator, and teacher are explored to assist individuals to promote and attain health. Clinical, laboratory, and simulation experiences enable the student to implement patient-centered care. The student is expected to integrate and use knowledge and skills acquired in prerequisite courses (4 hours class, 6 hours lab per week). PR: Admission to the ASN program, NURS 1108, and NURS 2110. NURS 2110 may be taken concurrently.

Course Outcomes:
Upon completion of the course, the advanced beginner learner will be able to:

1. Promote human flourishing for adult patients.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
NURS 2210 Nursing Pharmacology III (1 credit)

Course Description:

The third pharmacology course is designed to introduce the concepts of pharmacokinetics, classification, indications, contraindications, actions, adverse effects, interactions, and nursing considerations related to medications commonly administered in complex or emergent situations. Content is organized to correspond with concurrent nursing courses in a systems approach (1 hour class per week). PR: Admission to the ASN program, NURS 2210.

Course Outcomes:

Upon completion of the course, the novice learner will be able to:

1. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
2. Discuss nursing considerations for each medication or drug classification.
3. Discuss age-related variations related to drug therapy.

NURS 2211 Professional Role Transition (2 credits)

Course Description:

This course is designed to facilitate the nursing student’s transition to the role of registered professional nurse. This course addresses current nursing trends, issues, and the delivery and management of healthcare. The course stresses the importance of developing a professional goals with an emphasis on socialization into the nursing profession, management of multiple patients, and application of clinical judgment skills (2 hours class per week). PR: Admission to the ASN Program, NURS 2208, NURS 2215. NURS 2208 and 2215 may be taken concurrently.

Course Outcomes:

Upon completion of the course, the competent learner will be able to:

1. Promote human flourishing for patients of all ages.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
NURS 2212 Adult Health Nursing III (3 credits)

Course Description:

Nursing Care of Adults III is designed to assist students to use the nursing process to address complex health problems of adults. Emergency care is also discussed. Students learn how to perform in multiple nursing roles within a complex healthcare environment. The student is expected to integrate and use knowledge and skills acquired in prerequisite courses (3 hours class per week). PR: Admission to the ASN Program, NURS 2208, NURS 2210, and NURS 2211. NURS 2210 and NURS 2211 may be taken concurrently.

Course Outcomes:

Upon completion of the course, the competent learner will be able to:

1. Promote human flourishing in adult patients.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity in nursing, consistent with core values.
4. Demonstrate characteristics of a spirit of inquiry to improve quality patient care.
5. Provide patient-centered care for individuals with complex health problems.

NURS 2215 Maternal-Child Nursing III (2 credits)

Course Description:

Maternal child nursing III focuses on nursing care of the mother and newborn experiencing complications during prenatal, labor, deliver, and postpartum periods. Students will also focus on the infant, child, and adolescent with more complex health problems. Clinical, laboratory, and simulation experiences will give students the opportunity to implement patient-centered care for the selected population (1.5 hours lab per week). PR: Admission to the ASN Program, NURS 2115 and NURS 2210. NURS 2210 may be taken concurrently.

Course Outcomes:

Upon completion of the course, the competent learner will be able to:

1. Promote human flourishing in the maternal-child healthcare setting.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a spirit of inquiry to improve healthcare quality.
4. Provide age-appropriate care in the maternal-child healthcare setting.
NURS 2220 Nursing Capstone Clinical (2 credits)

Course Description:

This capstone clinical course allows students to synthesize knowledge from nursing and non-nursing courses to provide patient-centered care to adult patients. Students are assigned to preceptors in the clinical setting and participate in faculty-guided seminars and simulation experiences throughout the semester. Students integrate all program concepts and content as they prepare for the roles of the registered nurse (6 hours lab per week). PR: Admission to the ASN Program, NURS 2211, NURS 2215. CR: NURS 2212. NURS 2211 and NURS 2215 may be taken concurrently.

Course Outcomes:

Upon completion of the course, the competent learner will be able to:

1. Promote human flourishing for adult patients.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
Policies

Academic Honesty
Fairmont State University values the academic honesty of students. A student must always submit work that represents original words or ideas. If any submitted content is used that does not represent the student's original words or ideas, the student must make clear the extent to which such sources were used through the use of appropriate citation in accordance with the current edition of the *Publication Manual of the American Psychological Association* (APA manual). Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications of cited material, whether copyrighted or not.

Academic dishonesty reflected by cheating, plagiarism, and/or falsifying records may be grounds for dismissal from the FSU nursing program. The School of Nursing accepts and supports the Fairmont State policy on academic dishonesty. Additionally, any violation of academic honesty must be reported to the WV Board of Examiners for Registered Professional Nurses.

Appeal Policy
Students who have a grievance should consult the Fairmont State Student Handbook for the appropriate procedure to be followed. Concerns should be handled professionally and follow the appropriate chain of appeal as outlined below. Grievances that are not resolved satisfactorily within the School of Nursing should be addressed according to the appropriate University’s Appeal or Grievance Policies.

Regarding grades, only a final course grade may be appealed. Students have only two bases for appeal: miscalculation of the final course grade by the instructor, or failure by the instructor to credit work or items on evaluative instruments. The student must submit his/her written appeal to the appropriate party within two days of the beginning of the next semester. The written appeal must include all information that supports the appeal. The grade originally assigned will stand unless and until it is changed following appeal.

The Chain of Appeal is as follows:
1. The individual instructor.
2. The team coordinator.
3. The team coordinator and course faculty.
4. Student Advocacy Committee
5. Dean for the School of Nursing

If appeals are not satisfactorily resolved at the above levels, the student may pursue the University’s Grade Appeal Policy as found in the FSU Student Handbook, [http://www.fairmontstate.edu/publications/campushandbooks/studenthandbook/studenthandbook.pdf](http://www.fairmontstate.edu/publications/campushandbooks/studenthandbook/studenthandbook.pdf)
Attendance Policy

Classroom:
To ensure success throughout the nursing program students are required to attend all lecture, exams, and course presentations. Students are accountable for all readings, assignments, and participation in class activities. If a class or is missed, the student is responsible for obtaining assignments and notes from classmates. Missed in-class activities cannot be made up. If a student misses more than 10% of the total course class hours (including exams), the student will meet with the course coordinator, and one additional faculty member, and receive/acknowledge written notification of the absence policy. Thereafter, for each missed class, 3 points will be subtracted from the student's total course points for the semester (also review procedures for missing an exam in the testing section of the handbook).

Clinical:
A clinical experience is defined as a campus lab, skills check-off session, simulation experience, hospital experience, or any other experience identified as clinical in nature. Attendance is required for all clinical experiences. A missed clinical (which includes arriving late) will result in an unsatisfactory final clinical grade for the course. Students may submit a written appeal in accordance with the appeal or grievance policy for extenuating circumstances but must notify clinical faculty ahead of time (unless emergent in nature) in order to be considered for an exemption. Students that receive approval for extenuating circumstances may be required to complete assignments or activities that address the clinical outcomes. Even in the case of extenuating circumstances, faculty will evaluate the student's ability to achieve clinical outcomes, and those absences can still result in an unsatisfactory clinical grade.

Classroom Policies

- Visitors are not permitted in the classroom without prior permission of the instructor.
- All phones and beepers are to be on silent or turned off while class is in session as well as during testing periods.
- All phones are to be put away during class and testing periods.
- Laptops in the classroom are to be used only for accessing class material.
- Laptops are required for testing.
- Respect should be given to instructors and peers; unnecessary conversation or disturbances will not be tolerated and will result in expulsion from class.
- Students are expected to be on time for class and to be present for the entire class period.
- Video-taping of lecture is not permitted.
- Audio-taping of class is permitted. However, no recording devices are allowed to be placed on the instructor's podium and posting of audio-recordings on the blackboard discussion boards is not permitted.

Clinical Agency Policies

Students and faculty are required to adhere to the policies of each clinical agency. This includes completing all clinical agency required competencies, immunizations, and paperwork. Also, students and faculty must adhere to all practice and professionalism policies, such as tobacco and cell phone use.
Confidentiality

Confidentiality and Privacy mean that patients have the right to control who will see or know their protected health information. With the enactment of the Health Insurance Portability and Accountability Act of 1996 (HIPAA), a patient’s right to have his/her health information kept private, secure, and confidential became more than just an ethical obligation of healthcare providers; it became a federal law. Confidentiality includes spoken and written words including all social media (phones, answering machines, texting, Facebook, twittering, etc.). Photos may not be taken in a clinical agency without permission of the agency. Photos may not be taken of patients or their families. Protected Health Information includes patient identity, address, age, social security number, and any other personal information the person has provided. In addition, protected health information includes why a person is sick or in the hospital, what treatments or medications he/she may receive, and other observations about his/her condition or past health conditions. Violations of confidentiality can result in dismissal from the nursing program and civil or criminal penalties.

One of the most important professional practice standards of nursing is to uphold the confidentiality of health record information and to protect the individual’s right to privacy in the collection and disclosure of personally identifiable medical and social information. Medical and social information documented in the medical record, or told to the student directly, is highly personal and sensitive. Because it is the patient’s information, it may be disclosed only as the patient authorizes or as required by the “Office for Civil Rights” (to view the entire Rule, and for other additional helpful information about how it applies, see the OCR website: http://www.hhs.gov/ocr/hipaa). It is a violation of the FSU SON Standards of Safe Clinical Practice for any student to reveal or discuss (in any forum as noted under confidentiality), information about any client outside the clinical setting. Any student violations will be referred to the Dean of Nursing for possible disciplinary action.

Dismissal from the Program

Dismissal from the nursing program will be determined on an individual basis. Problem behaviors such as academic dishonesty, drug use, and violation of the ethical code, which are mentioned in the Nursing Student Handbook, can be reasons for dismissal; however, there may be other situations, which could be cause for dismissal.

If the possibility for dismissal arises, the student will meet with the Dean of Nursing and at least two designated faculty members. These individuals will determine if a dismissal is warranted or a consent agreement can be reached.

Dress Code, Uniform, and Professional Attire

When you enter the Fairmont State Nursing Program, you represent the Nursing profession and the University. Respect your chosen career and dress accordingly. These requirements are to be observed for all clinical experiences: skills, simulation, and agency labs.

There is a required FSU nursing student uniform. White leather shoes, a stethoscope, scissors, name pin, and watch with a second hand are required. White socks may be worn with pant uniforms and hosiery with dress uniforms. Students will wear a uniform jacket with the FSU emblem, and a name pin. Safety precautions and professional appearance require that beards and mustaches be closely trimmed.
The following policies are to be observed when wearing your uniform:

1. The only jewelry to be worn with the uniform is:
   - a plain wedding band (no stones)
   - one pair of small (no dangling) stud earrings worn in the ears only
   - a watch with a second hand
   - no jewelry may be worn or any piercings (tongue, brow, nose, etc.)
2. Hair must be neat and secured back, up, and off the shoulders
3. Hair must be natural-appearing without vibrant colors, such as pink, purple, blue, etc.
4. Fingernails must be kept short. No nail polish, gel or artificial nails are to be worn
5. Make-up should be used in moderation
6. Sweaters are not to be worn when caring for patients. FSU white lab coats and ID tag may be worn over the uniform while caring for patients
7. All students must wear a FSU student nurse uniform
8. Please be aware that strong odors such as hair spray, perfume, smoke, and body odor may be offensive or hazardous to patients and co-workers and thus may warrant the student being asked to leave the hospital or agency. It is best to use only unscented products when in uniform.
9. Tattoos must be in compliance with agency requirements and must be covered unless the covering interferes with infection control such as hand washing. Students with visible, offensive tattoos may be asked to leave the clinical agency, which jeopardizes the student's ability to achieve clinical objectives.
10. A clean uniform should be worn for each clinical experience
11. It should not be obvious that undergarments are worn or not worn
12. Clinical agency requirements supersede FSU's dress policy where the clinical agency requires additional or a more extensive dress code policy.

Uniforms are only to be worn in skills and simulation labs and on clinical units. Lab coat must be worn over uniforms when traveling to and from instructional settings.

The above regulations are based on policies of the clinical agencies and the FSU School of Nursing. For the protection of you, your patient, and others, student uniforms are not to be worn outside the clinical agencies. In addition, students are required to adhere to clinical agency uniform requirements.

The uniform for pinning and graduation is the **standard white** nursing uniform. The uniform can be a nursing knee length dress uniform, pants uniform, or new scrubs and white nursing shoes (no high heels or clogs). If a dress is worn, white hosiery is to be worn with it. White socks may be worn with the pants uniform. No colored uniforms are permitted.

You must present with a professional appearance and adhere to the nursing uniform policy with respect to jewelry and hair. Thus, jewelry includes only 1 pair of small earrings, a wedding band, and a watch. Hair must be neat and secured back, up, and off the shoulders.
Extenuating Circumstances

Students may submit an appeal or a request for a policy exemption based on extenuating circumstances (for example, a terminal illness, a death in the family, an extended hospitalization, etc.). If an extenuating circumstance arises, the circumstance must be immediately communicated to the course coordinator, and an appointment must be scheduled with the advisor. Policy exemptions for extenuating circumstances are reviewed on a case-by-case basis. Extenuating circumstances are not retroactive. For example, a circumstance that occurs at the beginning of the semester cannot be used for a policy exemption at the end of the semester.

Details regarding extenuating circumstances should be submitted to the Student Advocacy Committee Chair, who may request verification or additional information.

Grading Policy

Each Nursing course is based on specific outcomes, which are listed in the course syllabus. Some of the ways in which learning may be evaluated include written assignments, class participation, nursing assessments and care plans, quizzes, examinations, computer assisted instruction, article critiques, and presentations. Bonus points will not be awarded in any nursing class.

Clinical performance will be graded as satisfactory/unsatisfactory. Each student must receive a clinical satisfactory grade to pass a clinical nursing course. In a nursing course with clinical experience, the student must perform at the satisfactory level in clinical experience in order to pass the course. The instructors for each course will determine what constitutes satisfactory performance. Evaluation of student clinical performance will be based on the degree of attainment of stated outcomes. The instructors will determine if the student has attained the outcomes necessary to be a safe practitioner. Students will be given ongoing feedback related to their clinical performance throughout the semester. A student is to be given a verbal and written warning of unsatisfactory clinical performance as soon as it becomes evident. The Dean of Nursing must be consulted promptly regarding issues violating legal, ethical, or moral standards of practice. A conference will be held between the student, instructor, and dean as a first priority. Reports to the Dean of Nursing will be made on the following instances: a student’s unsatisfactory performance, conflict between student and instructor, and other special problems.

Students will learn new technical skills throughout the program. Clinical skills will be evaluated via demonstration to determine proficiency. Each student must receive a satisfactory grade on skill demonstration examination(s). In the event that the initial skill demonstration is determined to be unsatisfactory, the student will be required to re-test, with a different instructor, after one week of remediation. During the remediation week, faculty will be available for assistance by student request. Following the one week remediation, the student will be required to demonstrate proficiency of the skill that received an unsatisfactory grade and will also be required to demonstrate proficiency of a second skill taught in the semester. An unsatisfactory on either skill will be considered a failure of the class clinical component and the student will have to withdraw from the class.

For grading purposes, nursing courses will be broken down into three components: (1) Testing component, (2) Assignment component, and (3) Clinical component. In order to pass the course, a student must pass all three of the components. A student with a final score of less than 75% in either the testing component or the assignment component, or with an unsatisfactory in the clinical component, will not be allowed to progress in the nursing program. If a student has a final
grade for one component of less than 75% or unsatisfactory, the grade given for the course will be “D.” If a student has a final grade for two components of less than 75% or unsatisfactory, the grade given for the course will be “F.” Grades will not be rounded up.

Grades are awarded on the following percentage scale but are based on course points:
- A = 92%-100%
- B = 84%-91%
- C = 75%-83%
- D = 66%-74%
- F = 1-65%

**Health Requirements Policy**

All students must submit and verify approval of vaccination, immunity, compliance with clinical facility orientation and training requirements, and other required information. Students are required to purchase a Verified Credentials account at [http://scholar.verifiedcredentials.com/fairmontstate](http://scholar.verifiedcredentials.com/fairmontstate). The cost is approximately $80 upon admission with a $25 annual renewal fee. Students must ensure submission and approval of all required documents prior to August 1 for fall admissions and January 1 for spring admissions. Clinical facility paperwork will be submitted to the appropriate faculty member as identified in each course. If at any time the student does not maintain compliance with the requirements, that student will be given a 2-week grace period (from the first day of classes if at the beginning of the semester and from the expiration/due date if during the semester). If requirements are not met by the end of the grace period, the student will be required to withdraw from the nursing program. This includes items that must be maintained continuously or that expire as outlined below. Students are responsible for checking all relevant email accounts to verify that the submission to Verified Credentials was approved. Any problems encountered during the process should be directed to Mrs. Deborah Hawkins (304-367-4003, dhawkins@fairmontstate.edu) or Mrs. Janice Porto (304-367-4133, Janice.porto@fairmontstate.edu). If there are unresolved issues or extenuating circumstances, it is the student’s responsibility to contact them prior to the deadline.

The following documents are required for admission and progression in the ASN and LPN-ASN Programs:

- Completed Health Physical Form
- Criminal Background Check
- Current American Heart Association Healthcare Provider level CPR Certification*
- 10-panel urine drug screen* (annual, random upon request)
- PPD* (annual, 2-step if it has been longer than 12 months since the last PPD) or negative TB QuantiFERON, or negative chest x-ray
- Tdap immunization (within last 10 years)
- Positive MMR titer (or booster, if titer is negative or equivocal, evidence of 2 vaccinations is required, declination required if titer negative after booster)
- Positive varicella titer (or booster, if titer is negative, titer must be repeated, students may sign declination form if repeat titer is negative)
- Influenza vaccination* (annual, administered between Oct 1 and Oct 31 of the same year)
- Positive Hepatitis B titer (or booster, if titer is negative; titer must be repeated; students may sign a declination form if the repeat titer is negative)
*must be maintained and will be verified at certain points in the program

**Health Status Change**
Any major changes in health status or a pregnancy must be reported to your advisor and clinical instructor and may require having another physical examination or written consent from a healthcare provider to continue in the program. Following a medical condition, a surgery or pregnancy, a physician written “May Return to Clinical” slip must be turned into the course coordinator before a student will be permitted to attend any clinical labs.

**Incident Reporting**
Any student/patient/instructor incident occurring in a clinical or academic setting must be documented (Student Incident Report: Appendix A) and reported to the course coordinator and the dean of the SON. An incident is any unplanned event, which may cause actual or potential risk of harm, jeopardize safety of health and welfare, or cause injury to a student, instructor or patient. A completed incident report provides a timely, accurate summary of the unusual event for risk management purposes, for se in follow-up interventions, and for problem solving to prevent similar incidents.

**Invasive Procedures**
Performing invasive procedures puts people at risk for injury and students are **not** to practice any invasive procedures on themselves or anyone else in an unsupervised setting. When in the clinical area, the only time a student should perform an invasive procedure is as part of client care and with instructor supervision.

**Legal Documents and Consent**
Students are not to witness legal documents, such as consent forms, in the clinical setting. Students are not legally covered for this responsibility.

**Late Written Assignments**
If an assignment is not submitted to the appropriate instructor by the specified deadline, 5% of the total points for that assignment will be deducted for each calendar day that an assignment is late. Students may submit a written appeal per the appeal or grievance policy for extenuating circumstances. Upon approval of the extenuating circumstances, the instructor will establish a new deadline. If the new deadline is missed, the student will receive a zero for the assignment.

**Leave of Absence Policy**
The Leave of Absence Policy was deleted, effective Fall 2016. Extenuating circumstances surrounding withdrawal and readmission will be handled through the Appeal and Readmission Policies.

**Name Change**
A change in name and/or address must be reported promptly to the Dean of Nursing and to the Registrar’s Office.
Policy Changes
Changes, revisions or drafting of new policies in the SON are accomplished through committee action and documentation is recorded in committee minutes. The appropriate committee then makes recommendations to the ASN Faculty Committee. Draft policies will be posted in Blackboard for student comments prior to the final Nursing Faculty Committee vote. If approved, the new or revised policies are communicated to the students in class and posted on Blackboard and on the School of Nursing's website.

Professionalism
Nursing students will exhibit behavior which reflects professional nursing standards of conduct, the ANA Code for Nurses and the Nurse Practice Act of West Virginia. Nursing faculty will serve as role models in demonstrating professional nursing standards of conduct.

Progression
Students will develop a progression plan with the advisor upon admission to the nursing program. Any change in that plan must be communicated with the advisor and the coordinators of nursing courses in which the student is enrolled (as applicable). Students receiving financial aid should also contact the Financial Aid Office to determine how a change would affect the student's financial aid status. Students changing plans must schedule courses in collaboration with the advisor and consistent with the standardized Traditional ASN or Part-time ASN Model Schedules. Students in the Part-time Weekend ASN or LPN-ASN Program are not permitted to move into any other track/program, and students who move to the Traditional ASN Part-time Track cannot move to the Traditional Full-time Track.

Readmission Policy
Students who wish to continue in a nursing program following withdrawal or failure must submit a letter of intent to return (by mail, email, or fax) to the Dean within 2 weeks of the first day of classes of the semester term during which they wish to return. Students must maintain the 2.0 cumulative GPA to be eligible for readmission. Students must complete the program within 5 years of the original admission date before courses will have to be repeated. Students are limited to 2 attempts to successfully complete the program (1 readmission). Students who fail one or more classes or who drop one or more classes in any given semester are considered withdrawn from the ASN nursing program, even if the student continues in and successfully completes other nursing courses during the same semester. Upon return, even if in the following semester, the readmission is counted as the second admission to the program. If a student is academically unsuccessful in one of the required nursing courses, then that student must enroll in that course the next time that it is offered.

Skills Lab Access Codes
Security access codes are assigned to each student to serve as entry codes to the skills labs. Individual codes are not to be shared with any other persons. Students may access the labs whenever the Education Building is open and the lab is not being used for a SON’s class or function.
Standards of Safe Clinical Practice

In order to assure safe clinical practice, students must abide by the Standards of Safe Clinical Practice. Should a student fail to meet one of the Standards, the following will occur.

A. First failure – A verbal reprimand will be given to the student. In addition, the Safe Clinical Practice Violation form will be completed, shared with the student, and placed in the student’s folder. Based upon the seriousness of the infraction, dismissal from the program is possible.

B. Second failure – The Safe Clinical Practice Violation form will be completed and shared with the student. The form will be copied and sent to the Fairmont State Dean of Nursing. The original form will go into the student’s folder. The Dean will review the form and make a recommendation regarding further action.

C. If the student has not been dismissed and remains in the Nursing Program following the above disciplinary action, any additional violation will be documented and referred as above to the Dean of Nursing.

Testing Policies

In order to maintain a positive and effective testing environment, students must adhere to the following testing procedures.

Prior to the exam:

- Students must be seated and logged in to BlackBoard 10 minutes before the testing time, and students will be permitted to enter the testing room no later than 5 minutes prior to the testing time.
- After entering the classroom, the room must be quiet. Students are not to discuss the material to be tested.
- All belongings must be placed in lockers prior to testing, which include electronic devices, cell phones, smart watches, etc. The only items permitted in the testing room are the student’s laptop, mouse, ear plugs, and eyeglasses.
- Each student must have their own laptop computer to be used for testing.
- Directions regarding computer maintenance will be posted on BlackBoard throughout the semester.
- Each student is personally responsible to maintain his or her computer according to posted directions.
- Any computer with testing issues must be diagnosed by IT prior to the next schedule exam. Written confirmation from IT will be required in order to sit for the next exam.
- Students must remove hats, drinks, and all items from their desk.
- Some nursing courses offer online testing and students will be required to download and install Respondus Lock Down Browser™. This is a custom browser that locks down the testing environment.
During the exam:

- When a student completes the exam, the student will close their computer and leave the room quietly after they are finished.
- There will be a minimum of two proctors present for every examination.
- Any and all computer problems must be reported to a proctor before the student leaves the room.
- Students may only ask questions in the event of technical difficulties. Any questions about the test itself will be addressed through the test question appeal procedures. Students may write questions regarding the exam on the scrap paper provided by the instructor to turn in at the end of the exam period.
- Students who have repeated or unresolved technical issues will have to exit the exam and take the scheduled make up exam.
- Students must use pencils, scrap paper, and calculators provided by the instructors.
- When students use Respondus Lock Down Browsers™ and/or Examsoft, they are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit the test for grading.
- Exams are timed and password-protected.

Following the exam:

- At the discretion of the instructor, immediately following the exam, students will have one attempt to review the test through Respondus lockdown browser or Examsoft, and all test environment policies apply to the review.
- Faculty will analyze statistics regarding the exam and test questions and will consider question appeals submitted by students.

Procedure for Appeal of a Test Question:

- Students will have 4 calendar days following the test review (defined by course faculty) to submit the Question Review Form to appeal a test question. After this four-day period, no changes will be considered.
- This form is to be submitted via email to all classroom faculty members. The faculty members will collectively determine if a grade adjustment should be offered.

Procedure for a Missed Exam:

- A missed exam is considered a classroom absence.
- Failure to take an exam when scheduled will result in a 10% point reduction from total of the exam.
• Students must notify the instructor prior to the scheduled exam time if he or she will miss the exam. The student is also responsible for contacting the instructor within 24 hours to schedule a makeup exam.
• A written appeal must be given to the classroom faculty stating the reason for missing the exam and the basis for the appeal. Extenuating circumstances as identified in the Extenuating Circumstances Policy, in addition to personal illness, would be considered for appeal.

Textbooks
Do not sell any required or recommended nursing textbooks. They will be used throughout the program. Bundling of textbooks is recommended. Educational software and access codes may also be required. ISBN numbers will be different for bundles. New editions will be adopted when available for incoming students and will stay the same during the student’s original program of study.

Tobacco Policy
FSU is a smoke, tobacco & vapor free environment.

Transfer Credit Policy
All transfer students must follow the FSU and SON admission policies and meet admission requirements. All transfer students would have to go through the same admission process as other applicants. Upon admission, transfer students will be required to provide a transcript from their previous school of nursing and submit, in writing, a request for transfer credit for specific nursing courses. Students must submit with the request course descriptions, course outcomes, or any other materials requested. Requests will be considered using the following guidelines.

▪ Students must provide an explanation of the grading policies from the previous program, and the grades will be evaluated based on the grading policies from the program in which the course was taken. For example, if school X required a 78% to pass, and the student received a 76%. This would be considered a failing grade at school X and at FSU, even though the percentage is above a 75%, which is considered passing at FSU.
▪ If it is determined by program faculty that the course is equivalent to a FSU SON course, the student must demonstrate competency regarding the course content by scoring an 800 or above on the corresponding HESI exam. Only one HESI exam attempt will be allowed, and there is a fee for the exam.
▪ Courses that do not have a HESI exam available or are more than 5 years old will not be considered.
▪ Students will not receive credit for partial courses. For example, in order to receive transfer credit for maternal-child nursing, the student must have completed a course or courses that cover all of maternity and pediatric nursing and score an 800 or above on maternity and pediatric HESI exams.
▪ The student must complete nursing credits at FSU in the final semester to be considered for the FSU ASN degree.
LPNs with an active, unencumbered license will still receive credit for NURS 1101 Fundamentals of Nursing.

Withdrawal and Change in Progression Policy
Students who withdraw from or fail a nursing program or required course must follow-up with the nursing faculty advisor, who will gather information about the reason for leaving and plans for returning, if applicable. Students who fail one or more classes or who drop one or more classes in any given semester are considered withdrawn from the ASN nursing program, even if the student continues in and successfully completes other nursing courses during the same semester. In addition, the student’s progression plan will be revised with any scheduling changes. Students should note that any change in the plan may result in a delayed graduation date.

Student Information

Accreditation
The Fairmont State Associate Degree Nursing Program is accredited by the
- West Virginia Board of Examiners For Registered Professional Nurses, 90 MacCorkle Ave, SW, Suite 203, South Charleston, WV 25303, telephone number 304-744-0900; and
- Accreditation Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, telephone number 404-975-5000.

Advisory System
Each nursing student is assigned an academic advisor who is a member of the nursing faculty. The faculty advisor is responsible for advising the student related to academic registration and planning and problem resolution toward successful program completion. The faculty advisor serves as consultant, mentor, coordinator, and advocate related to scheduling, registration, academic performance and program completion. The advisor will have access to a computer folder that includes a copy of the student transcript of courses taken and credits earned. The advisor will assist the student in selecting courses to meet the requirements of the program, but the student is responsible for knowing and completing these requirements and for taking the initiative to make and keep appointments for conferences with the advisor prior to pre-registration. Students are also required to register for classes after receiving a pin number from their advisor. All nursing faculty are available to address student difficulties. Faculty will post scheduled office hours by their office door as to when they will be available for pre-registering advisees and other issues.

Each student who has a grade below a “C” in nursing and/or support courses at mid-term is to make an appointment for a conference with his/her advisor. Students may not progress to the next nursing course with a D or F in required nursing or support courses. Students are also responsible for completing all required prerequisite courses for program progression and for attending any additional advisor-advisee meetings as scheduled and announced. Any changes in schedules for nursing students must be cleared through the student’s nursing advisor or through
the Dean of Nursing. Advice from anyone other than these persons may be in error and could cause problems relating to eligibility for the next nursing course or for graduation.

Assessment of Student Academic Achievement
The FSU SON is committed to providing quality educational opportunities and experiences for every student. While grades are one measure of student performance, grades alone do not provide the school with the necessary data to ascertain areas of the curriculum that are strong as well as areas that need improvement. Therefore, nursing students must participate in periodic assessment activities as directed by the SON. At the conclusion of each semester, students are required to take standardized tests after the completion of specified nursing courses as designated in the course syllabi). Students are also required to take a comprehensive standardized exam in the last semester of the nursing program. Assessment data may also be collected at additional times at the discretion of the SON. The purpose of gathering assessment data is to monitor the quality of the nursing courses and to improve the educational experience of students.

Clinical Agencies Selection and Transportation
Clinical experiences are arranged in various agencies in local counties. Transportation is the student’s responsibility. Clinical times and sites will vary. Students will be required to travel to distant clinical agencies. Due to the large number of students in each class and the limited agency availability, faculty will make clinical site assignments.

Costs and Fees (Approximate)
A $250 program fee is assessed to every nursing major per semester. The fee is prorated by credit hours for part-time student status.

Admission & First Year
$200 Uniforms, stethoscope, scissors, lift belt
$200-$500 Physical exam, immunizations, titers, drug screen, criminal background check
$1,400 Textbooks and lab supplies
$310 Standardized Testing Fee ($165 per semester)
$75 Verified Credentials Account
Transportation to and from surrounding clinical agencies and a laptop computer.

First Semester Second Year
$500 Textbooks
$50 Hepatitis B Titer
$20-$50 Drug Screen
$25 Verified Credentials renewal
$165 Standardized Testing Fee
Transportation to and from surrounding clinical agencies and a laptop computer.

Second Semester Second Year
$500 Textbooks
$350 NCLEX fees, passport photo, criminal background check
$50 Criminal Background Check
$165 Standardized Testing Fee
$50-$175 FSU Nursing Pin
$35-$45 Graduation pictures and composite of class (optional)
$50 Graduation fee (includes cost of cap and gown)
Transportation to and from clinical agencies
Course Evaluation
Students are given the opportunity to evaluate the course, the clinical experiences, and the faculty at the end of each nursing course in an anonymous manner. These evaluations are to be completed in a constructive and professional manner. The information from the evaluation is to be used by the instructor as a guide for improvement of the course.

Health Insurance
Fairmont State does not provide individual health and accident insurance. The student is responsible for expenses incurred as a result of illnesses or accidents including those that might occur in the clinical area.

Liability Insurance
Fairmont State carries liability insurance for students in clinical practice. Coverage includes $1,000,000 for each claim. The University covers the complete cost of the insurance for the student. This insurance does not apply when students are engaged in activities other than those sponsored by the School of Nursing.

Lockers
Lockers will be assigned through the SON’s Administrative Assistants. At the end of each semester, lockers are to be emptied. At the end of each year, locks are to be removed.

NCSBN's NCLEX® Examinations Go “Green”
In an effort to improve both effectiveness and efficiency the National Council of State Boards of Nursing’s (NCSBN) NCLEX® program will go “green” and transition to a completely paperless program. Internet access has largely replaced print-based materials for information gathering and transactions; because of this NCSBN can now deliver the same information more expeditiously and reliably through electronic means.

The list of current paper-based materials that have been identified as going paperless include:
- Authorization to Test (ATT) letter
- NCLEX ® Examination Candidate Bulletin At-A-Glance
- “Eight Steps of the NCLEX®” handout
- Scan form registrations
- Money order, certified check and cashier check payments
- “You’ve Completed the NCLEX® but Still Have Questions” brochure

To begin the process of transitioning to paperless, an email address for all candidates that register on the phone or online will be required immediately. Candidates who do not have an email address will be instructed to obtain a free email account through providers such as Gmail or Yahoo. Once the email account has been created the candidate may register for the NCLEX online at www.pearsonvue.com/nclave or by phone.
Implementation for the paperless initiative will take place in the first quarter of 2014. NCSBN ensures a smooth transition and that the same information will be delivered through electronic means. Visit www.nclex.org for more detailed information or join the NCLEX electronic mailing list.

The National Council of State Boards of Nursing (NCSBN) is a not-for-profit organization whose members include the boards of nursing in the 50 states, the District of Columbia and four U.S. territories—American Samoa, Guam, Northern Mariana Islands and the Virgin Islands. There are also 16 associate members.

Mission: NCSBN provides education, service and research through collaborative leadership to promote evidence-based regulatory excellence for patient safety and public protection. The statements and opinions expressed are those of NCSBN and not the individual member, state or territorial boards of nursing.

Scholarships

*The SON gratefully acknowledges and appreciates the support and generosity of our donors who make nursing education possible for our students.*

**Andee Pollastrini Scholarship**
Non-traditional student in ASN or BSN
Renewable
Family requests that the recipient be informed of the origin of the scholarship

**Cooper Joseph Towns Memorial Scholarship in Nursing**
Applicant must submit an essay that relays the student’s interest in Pediatric Nursing
2.5 GPA or higher
Second year ASN
Renewable

**Dr. Deborah M. Kisner Endowed Nursing Scholarship**
Non-traditional ASN or BSN student
Completed 24 hours of course work and admitted to FSU Nursing Program
GPA 3.0 for initial award & is renewable
Yearly progress report required
Selected by SON Scholarship Committee

**Elder Family Memorial Nursing Scholarship**
Resident of WV
ASN or BSN
Demonstrated financial need
Renewable
**Emma Jo Church**
Awarded annually for tuition and books
Second year nursing student
Need based
2.0 minimal GPA
Preference if “VolunTEEN” or Volunteer of FGH
Selected by the Executive Committee of the Volunteer Association of Fairmont General Hospital
Deadline for application is March 31

**Harry and Margaret Lamb Endowed Nursing Scholarship**
Full-time nursing student
Financial need or scores in top 25% for nursing admission scores
GPA 3.0 for renewal
Preference to Marion County students then WV students
Non-traditional or second-degree nursing students

**Jo S. Mallamo Memorial Scholarship**
Second year ASN student
Full-time student
GPA 3.0
Renewable

**Juanita “Fletch” Pearson Memorial Scholarship**
Non-traditional ASN student from WV
GPA 3.0
Selection determined by the SON Scholarship Committee

**Madge Rogers Memorial Endowed Scholarship**
Awarded annually
Nursing major
ASN or BSN with one year of completed study
3.5 GPA
No other aid from the Foundation
Selected by the department scholarship committee

**Mary Reitz Leeming Memorial Scholarship**
Awarded annually
Nursing major – ASN or BSN
Need based
Selected by the department scholarship committee

**Nola A. Matthew Nursing and AHA Endowed Scholarship**
Selection determined by the SON Scholarship Committee

**Rural Health/Claude and Stazie Morris Rader Scholarship**
Awarded annually
Nursing major
ASN or BSN with one year of completed study
3.5 GPA preferred (3.0 GPA minimum)
Rural health/community service emphasis
Selected by the department scholarship committee
William and Linda Ullom Nursing Scholarship
Actively pursuing a BSN
Preference to WV resident who demonstrate need and making academic progress
Renewable up to 4 years, but not guaranteed
Selected by the department scholarship committee

The Scholarship Committee will distribute applications for all scholarships.

***If you receive a scholarship, it is appreciated and expected that you send a thank you note to the donor via the Fairmont State Foundation.

Textbooks and Resources
Required Resources Across the Curriculum
- All students have option of hard copy or e-books
- Elsevier textbook-based Adaptive Quizzing (all courses)
- Elsevier NCLEX-based Adaptive Quizzing (last semester)
- Internally-developed Documentation Package
- Mosby’s Skills Video Series (e-version only)
- Skills tote

NURS 1101 Fundamentals

NURS 1108, 2208, and 2212 Nursing Care of Adults

NURS 1115, 2115, and 2215 Maternal-Child Nursing
Required

NURS 2203 Mental Health Nursing

NURS 2211 Professional Role Transition
- No required text
NURS 1110, 2110 and 2210 Pharmacology

Student Services

Counseling Services
Professional counselors whose offices are located in the Counseling Center, Suite 316 Turley Student Services Center. Counselors provide assistance with personal problems, problems of social relationships, test taking anxiety, and the understanding of oneself and others. The professional counselors are trained in clinical practice and counseling to deal with issues common to the college population. Contacts with the Counseling Center are held in strict confidence. Appointments can be made by calling (304) 333-3661 or in person at Turley Student Services Center.

Disability Services
Services are available to any student, full or part time, who has a need because of a documented disability. It is the student’s responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify the need for accommodations. Information regarding disability services and contact information can be found in the FSU Student Handbook.

Non-Traditional Students
Over the past two decades, enrollment of adult learners at Fairmont State University has grown in both absolute numbers and in proportion to total enrollment. With this increase, the University recognizes the need for a pro-active approach to meeting the non-traditional student’s individualistic and special needs. The unique circumstances of the non-traditional student requires that the University offer special support services in order for these students to achieve academic success and to enhance the students’ capacities to become self-directed, lifelong learners. Students needing assistance should contact the advisor for non-traditional student in Turley Student Services Center.

Student Health Service Center
The Student Health Service Center provides a variety of outpatient services for all enrolled students. Services provided include acute illness care, health counseling and guidance, physical assessments, influenza vaccinations, PPD testing, limited lab testing, and health issues information groups. Based on availability, educational materials on various health concerns can be obtained from the nurse. The Student Health Service Center is located in the Falcon Center and is staffed by a nurse practitioner and support staff. Hours of operation are variable, but are always posted on the door. Students are responsible for all costs incurred for any medical referrals made off campus. Students who are injured in the clinical agency should abide by clinical agency guidelines. Any fees incurred are to be paid for by the student.
Technology Services
Students can contact the Teaching & Learning Commons at 304-367-4810, option 3 or help@fairmontstate.edu. The Teaching & Learning Commons is located in the Library in room 126 and is open 7 days a week throughout the semester. If you are unsure about your computer or you have any questions, you should contact the Teaching & Learning Commons. For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192.

Tutoring Services
Fairmont State provides an accredited tutoring program, which has been certified by the College Reading & Learning Association (CRLA) International Tutor Certification program. Tutoring is provided for most basic skills courses and a variety of other courses each semester. All students are entitled to free tutoring each semester. Students registered with documented academic accommodations through Disability Services can receive additional services as needed and available. Peer and professional tutors are available through Tutorial Services at 2nd Level Library on a drop-in basis and by appointment. The office houses study carrels and support materials for one-on-one or small group tutoring sessions. For further information, contact the Director of Tutorial Services at 2nd Level Library or at (304) 367-4294. The Writing Center is located 308 Jaynes Hall to assist all students in improving their writing abilities and critical thinking skills.

The following services are available to our students. You may find that the new Writing Center is a valuable resource for our students, since the BSN Program is writing intensive. You can 'Ctrl+click' directly on the name, and it will take you to the office’s website. If you have trouble with the link, you should be able to see the website address when you hover over the name.
<table>
<thead>
<tr>
<th>Student Service Office/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Testing</td>
</tr>
<tr>
<td>Advising Center</td>
</tr>
<tr>
<td>Book Store</td>
</tr>
<tr>
<td>Career Services</td>
</tr>
<tr>
<td>Counseling Services/ Crisis Intervention</td>
</tr>
<tr>
<td>Disability Services</td>
</tr>
<tr>
<td>Financial Aid Services</td>
</tr>
<tr>
<td>Honors Program</td>
</tr>
<tr>
<td>International Student Affairs</td>
</tr>
<tr>
<td>Library Services</td>
</tr>
<tr>
<td>Multi-Cultural Affairs</td>
</tr>
<tr>
<td>Printing Center</td>
</tr>
<tr>
<td>Public Safety</td>
</tr>
<tr>
<td>Recreational Facilities (Falcon Center)</td>
</tr>
<tr>
<td>Registration (Enrollment) Services</td>
</tr>
<tr>
<td>Residence Life</td>
</tr>
<tr>
<td>Student Activities</td>
</tr>
<tr>
<td>Student Health Services</td>
</tr>
<tr>
<td>Tutoring Services</td>
</tr>
<tr>
<td>Writing Center</td>
</tr>
</tbody>
</table>
Student Responsibility Statement

Instructions: Please read carefully and decide if you can commit to these requirements. Your signature of this document indicates that you have received and read the Fairmont State University ASN Student Handbook and accept the conditions of the agreement.

1. I am aware that the following characteristics are necessary to complete the nursing program and be employed as a nurse. I must be able to:
   a) perform medium to heavy work
   b) walk and stand on hard surfaces for prolonged periods of time
   c) climb stairs, stoop, kneel, and crouch
   d) reach, stretch, feel, lift, push, and pull.
   e) hear acutely for auscultation of vital sign measurement or have appropriate corrective device
   f) see acutely close-up and at a distance, have depth perception, discriminate colors, or have appropriate correction.
   g) communicate both verbally and in writing – grammar, punctuation, and spelling are critical functions in stressful situations
   h) demonstrate integrity, honesty, and reliability.

2. Once admitted to the nursing program, I understand it is my responsibility to read and adhere to all policies and procedures of Fairmont State as defined in the FSU Catalog, FSU Student Handbook, and the ASN Student Handbook.

3. It is my responsibility once admitted to the program to see that a completed physical exam form, appropriate laboratory studies, AHA Health Care Provider CPR certification, and immunization records are scanned into my Verified Credentials Account for the SON in accordance with the Program Health Requirements Policy. I realize that this information may be released to the clinical agencies affiliated with this program.

4. It is my responsibility once admitted to the program to see that a completed criminal background check is submitted to the Nursing Office. I realize that this information may be released to the clinical agencies affiliated with the program. I also understand that an affiliating clinical agency, and the School of Nursing based on information obtained in the criminal background check may refuse to allow me to practice in an agency and may require me to withdraw from the nursing program.

6. It is my responsibility to have a personal laptop available for all testing and to adhere to the Testing Procedures Policy.

7. It is my responsibility to exhibit behavior which reflects professional nursing standards of conduct, the ANA Code for Nurses and the Nurse Practice Act of West Virginia and to treat others with respect and dignity.

8. I am aware that any major change in health status, including pregnancy, or name must be reported to the Dean, my advisor, and clinical instructor. An additional evaluation and release of information by an appropriate health care provider may be required.

9. I realize that I may be subject to random drug screening or psychiatric evaluation at my expense if my behavior puts patients, faculty, peers, or myself in jeopardy. Unauthorized use of controlled substances or demonstration of intemperate behavior will be cause for dismissal from the nursing program.

10. I realize that I may be exposed to blood and body fluids.

11. I realize that I am required to attend and to be on time for all nursing classes and clinical experiences.

12. I understand that the FSU campus is a smoke, tobacco, and vapor free environment.
13. I will be responsible for payment of the testing fee and program fee at the beginning of each semester.

14. I understand that, while doing clinicals in any healthcare agency, I must adhere to the policies of the agency with respect to the responsibilities of a nursing student.

15. I understand that travel is required while enrolled in the nursing program and that it is my responsibility. I may be assigned to more than one of the hospitals used for clinical experience in Morgantown, Fairmont, Weston, or Clarksburg while enrolled in the nursing program. I acknowledge that the faculty reserves the right to make final clinical placement decisions.

16. If I have not demonstrated competency with information from nursing or support courses, I may be required to complete a remediation plan.

17. I have been informed that Fairmont State does not provide individual health and accident insurance. I will be responsible for any expense incurred as a result of illness or accident while in the nursing program.

18. I understand that if I leave the nursing program for any reason (academic failure or withdrawal) I must adhere to the Readmission Policy. I know that reentry is not automatic, and only one readmission opportunity is allowed.

20. I am aware that I may or may not be allowed to take the licensure exam for Registered Nurses if I have been convicted of a felony or have violated any of the WV Code and Legislative Rules for Registered Professional Nurses in Sections 30-7-11, 19-3-2, and 19-3-14. I further understand that I must submit any information regarding a conviction for felony or misdemeanor to the Dean of Nursing upon admission to or during the program.

21. I further understand that failure to provide the above information or any falsification of records will result in immediate dismissal from the nursing program.

22. Reasonable accommodations that will not alter the scope of the program for any of the above requirements may be requested in writing to the Dean of Nursing and the Office of Student Disability Services. Requests will be evaluated on an individual basis. Reasonable disability accommodations must be made and approved by the Coordinator for Services for Students with Disabilities. Documentation of the disability that is to be accommodated for is required.

If any of the above statements are not fully understood, it is my responsibility to request clarification from the Dean of Nursing.

With a clear understanding of what is required of me to be admitted to and remain in FSU's Associate Degree Nursing program, I will date, sign, and retain a copy of this statement for future reference.

Date _____/_____/_____
Print Name _________________________________

Revised 8/2016
Approved 8/2015
Signature _________________________________
Safe Clinical Practice Acknowledgement

There are certain professional characteristics involving responsibility and accountability, which are expected in all clinical courses. In order to provide safe care to patients, these behaviors must be met consistently. These behaviors include but are not limited to:

- Preparing appropriately for clinical practice as described in course syllabus.
- Completing all Program Health Requirements prior to the established deadline.
- Arriving promptly to clinical.
- Complying with designated dress code.
- Assuming the role of client advocate by maintaining client confidentiality and protecting client’s legal rights at all times.
- Abiding by Section 30-7-11, 19-3-2, and 19-3-14 of the West Virginia Code and Legislative Rules for Registered Professional Nurses.
- Practicing within the boundaries of the nursing student role.
- Demonstrating the application of previously learned skills and principles in providing nursing care.
- Administering medications, treatments, and care responsibly according to guidelines provided by the School of Nursing and agency.
- Complying with the Standards of Professional Performance found in the FSU School of Nursing Student Handbook.

Acknowledgment

I have read the Fairmont State School of Nursing Standards for Safe Clinical Practice. I understand that these requirements are expectations, which guide my clinical practice, and will be incorporated into the evaluation of my clinical performance in all clinical courses. Failure to meet these requirements may result in my removal from the clinical area, which may result in clinical failure.

Signature: __________________________ Date: __________________________
Transition into the RN-BSN Program

ASN students in good standing who have taken and/or are taking classes toward the BSN Program may apply for that major/degree and enroll in both courses concurrently. Students with an overall cumulative GPA of 3.0 or higher and an overall ACT of 22 or higher are eligible for direct admission into the BSN Program concurrently with admission to the ASN Program but would have to apply for both degree programs.

ASN students in good standing who have completed the 1000-level ASN courses are eligible to enroll in Nursing 3320, Health Assessment, and in Nursing 3340, Nursing Care of the Older Adult. Since it is important for students to progress from the physiologic normal to the abnormal, it is strongly recommended that Nursing 3320, Health Assessment, be the first class taken. An active, unencumbered nursing license is required for NURS 3350 and above.

ASN students are still held responsible to meet all of the requirements to graduate with the Associate Degree at the end of their second year of nursing, and the decision to take BSN-level classes should be discussed with the advisor.

Students may choose from an accelerated track, intermediate track, or traditional track to complete their BSN, depending on the number of general studies and support courses the student has left to take (Refer to Appendix C: BSN Program Requirements Form).

After graduation from the ASN Program, students who wish to pursue the BSN, who have not already declared that degree program, must apply online or in the Registrar's Office. See a BSN faculty member for current information regarding program requirements.
# Appendix A: Student Incident Report

**Student Incident Report**

To be completed by student

| STUDENT NAME |  |
| STUDENT ID |  |
| PROGRAM (ASN/LPN-ASN/BSN) |  |
| INSTRUCTOR |  |
| SEMESTER |  |

Date of Incident: _____/____/____  Time: _____/____ AM PM

Location/Facility Name: ___________________________ Dept/Unit: ___________________________

Site Preceptor: ___________________________ Work/Cell Number: ___________________________

Site contact for follow-up: ___________________________ Title: _________ Phone: ____________

**Type of Event:**_____________________(student illness/injury, needle stick, medication error, fall event, etc.)

**DETAILED DESCRIPTION OF EVENT:** (per privacy laws, do not include patient name or identifiers)

<table>
<thead>
<tr>
<th>How did the incident happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the incident witnessed by anyone? If so, please provide their name and contact information.</td>
</tr>
</tbody>
</table>

If additional space is needed, please attach to back of this form.

Were the appropriate facility reporting procedures followed? __________

Were you treated for the incident? _______ Facility name: ___________________________

Please attach a copy of the facility treatment report if applicable.

Follow-up planned with who and where? ___________________________

Please submit original to your instructor, and a copy to the Dean of the School of Nursing.

Student Signature: ___________________________ Date: ________________
Fairmont State University School of Nursing  
Faculty Report of Student Incident

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT ID</td>
<td></td>
</tr>
<tr>
<td>PROGRAM (ASN/LPN-ASN/BSN)</td>
<td></td>
</tr>
</tbody>
</table>

Date and time you were notified of event: _______________________________________________________

Faculty Report:
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

Grade of Event:  ☐ Student illness/injury  ☐ Human error  ☐ At-risk  ☐ Reckless

Actions and/or improvement plan:
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

Faculty Signature: ___________________________ Date: _________________

Dean Signature: _____________________________ Date: _________________

☐ Human error: lapse or slip in judgment or action.

☐ At-risk: error not recognized or was felt as justified.
### Appendix B: Student Illness/Injury Form

#### Illness/Injury Form

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT ID</td>
<td></td>
</tr>
<tr>
<td>PROGRAM (ASN/LPN-ASN/BSN)</td>
<td></td>
</tr>
<tr>
<td>INSTRUCTOR</td>
<td></td>
</tr>
<tr>
<td>SEMESTER</td>
<td></td>
</tr>
</tbody>
</table>

Date of Incident: _____/_____/____ Time: _____/_____ AM PM

Location/Facility Name: _________________________ Department/Unit: _________________

Site Preceptor: ________________________________ Work Phone & Cell #________________

Site contact for follow-up: ________________ Title: ___________________________

Phone: ________________

Type of Incident
- Sharps injury ______ Type of needle __________________ was the needle/syringe equipped with a safety device? __________________________
- Other sharp object ____________________________
- TB exposure ___________________________________

Type of Exposure
- Body fluid splash Blood Urine Saliva Wound drainage
- Mucous membrane Eye Mouth Nose
- Broken skin Location________
- Intact skin
- Inhalant
- Animal/human scratch
- Animal/human bite
- Other _______________________________________

Other Incident (syncopal episodes, allergic reactions,) ____________________________

Who witnessed the incident? _________________________________

When was FSU faculty notified? _________________________________
Where you were treated for the exposure? Facility name: _______________________________

Please attach a copy of the facility treatment report ________________________________

Follow-up planned with who and where? __________________________________________

FULLY describe the incident/injury/exposure and explain in detail what you were doing when the incident/injury/exposure occurred, including the use of tools, equipment or materials. Please use additional sheets if necessary.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Student Signature ________________________________ Date __________________________

To be completed by FSU Nursing Clinical Faculty:

Date & Time you were notified of event: ________________________________

Faculty Report:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Faculty Signature ________________________________ Date __________________________
Appendix C: BSN Program Requirements Form

Student Name:  
FSU ID:  
Year admitted to NURS 3350:  

Desired Track:  ☐ Traditional (4+ semesters)  ☐ Intermediate (3-semester)  ☐ Accelerated (2-semester)  

☐ Plan of progression completed  ☐ Orientation Completed  

Previous 4-year Degree:  ☐ No ☐ Yes (review transcript for Math, English 1101, 1102, statistics, and management)  

Required General Studies Outcomes, Courses, and Credit Hours

<table>
<thead>
<tr>
<th>Outcome (credit hours)</th>
<th>Accepted Courses</th>
<th>Completed</th>
<th>Course(s) Used (*=memo in file)</th>
<th>*Unique Credit Hours Applied</th>
<th>Grade Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA. Critical Analysis (3)</td>
<td>NURS 3360, NURS 4440, any other choice</td>
<td>☒</td>
<td>NURS</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IB. Quantitative Analysis (3)</td>
<td>MATH 1507 or higher</td>
<td>☐</td>
<td>MATH</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IC. Written Communication (6)</td>
<td>ENGL 1101 AND ENGL 1102</td>
<td>☐</td>
<td>ENGL 1101 AND ENGL 1102</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>ID. Teamwork (3)</td>
<td>NURS 4400, NURS 4440, any other choice</td>
<td>☒</td>
<td>NURS</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IE. Information Literacy (3)</td>
<td>NURS 4400, any other choice</td>
<td>☒</td>
<td>NURS</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IF. Technology Literacy (3)</td>
<td>NURS 4430, any other choice</td>
<td>☒</td>
<td>NURS</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IG. Oral Communication (3)</td>
<td>COMM 2200, 2201, or 2202</td>
<td>☐</td>
<td>COMM</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>III. Citizenship (3)</td>
<td>Any choice</td>
<td>☐</td>
<td>Click here to enter text.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IV. Ethics (3)</td>
<td>NURS 3360, any other choice</td>
<td>☒</td>
<td>NURS</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>V. Health (3)</td>
<td>NURS 4410, any nursing course, any other choice</td>
<td>☒</td>
<td>NURS</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>VI. Interdisciplinary (3)</td>
<td>NURS 4440, any other choice</td>
<td>☒</td>
<td>NURS</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>VIIA. Fine Arts (3)</td>
<td>Any choice(s)</td>
<td>☐</td>
<td>Click here to enter text.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>VIIB. Humanities (3)</td>
<td>Any choice</td>
<td>☐</td>
<td>Click here to enter text.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>VIIIC. Social Sciences (3)</td>
<td>Any choice</td>
<td>☐</td>
<td>Click here to enter text.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>VIIID. Natural Sciences (3-4)</td>
<td>Any choice</td>
<td>☐</td>
<td>Click here to enter text.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>VIII. Cultural Awareness (3)</td>
<td>Any choice</td>
<td>☐</td>
<td>Click here to enter text.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Total Unique General Studies Credit Hours (30 required)

Total Unique General Studies Credit Hours (30 required)

Required Support Courses

Statistics
PSYC 2240, BSBA 3310, MATH 1113, or SOCY 2240 | ☐ | Click here to enter text. |

Management
BSBA 2209 or MGMT 3308 | ☐ | Click here to enter text. |

Nursing Credits Over 35
Any nursing credits over the 35 credits given for licensure | ☐ | Total hours: Click here to enter text. |

Free Electives
Credits needed to get 120 or more total credit hours. | ☐ | Click here to enter text. |

* In order to count as unique general studies credit hours, courses cannot be in the Major (NURS) or duplicated (used in more than one category). Courses can only be used twice.

Totals

Total Unique General Studies Credit Hours (30 required)
## Total Required Support Course Credits (6-7 required)

### Nursing Credits for Licensure
35

### Total Required BSN Nursing Course Credits
28

### Nursing Credits over the 35 Credits for Licensure

### Total Free Elective Credits

### TOTAL CREDITS (120 required)

<table>
<thead>
<tr>
<th>Nursing Course (credit hours)</th>
<th>Semester Offered</th>
<th>Completed</th>
<th>Grades (*=memo in file)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3320 Health Assessment (4) w/lab hours</td>
<td>Fall or spring – ASN 2nd year, BSN 1st semester</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>NURS 3340 Nursing Care of the Older Adult (3) w/lab hours</td>
<td>Fall or Spring – ASN 2nd year, BSN 1st semester</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>NURS 3350 Professional Concepts in Nursing (3)</td>
<td>Fall or Spring – BSN 1st year (point of admission)</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>NURS 3360 Nursing Ethics (3)</td>
<td>Fall or Spring – BSN 1st year</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>NURS 4400 Research in Nursing (3) (prerequisite or concurrent enrollment - statistics)</td>
<td>Fall or Spring – BSN 2nd year</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>NURS 4410 Community Health Nursing (5) w/clinical</td>
<td>Fall or Spring – BSN 2nd year</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>NURS 4430 Nursing Leadership and Management (3) (prerequisite or concurrent enrollment - management)</td>
<td>Fall or Spring – BSN 2nd year</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>NURS 4440 Nursing Practicum (4) w/clinical (must complete all coursework prior to or concurrently)</td>
<td>Fall or Spring – BSN 2nd year, capstone course, last semester</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

### Required BSN Nursing Courses

<table>
<thead>
<tr>
<th>School Nurse Certification Courses</th>
<th>Semester Offered</th>
<th>Completed</th>
<th>Grades (*=memo in file)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2200 Introduction to Education (3)</td>
<td>Any semester</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>NURS 4441 School Nurse Practicum (4)</td>
<td>Last semester or after graduation</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Preceptorship Documents

NURS 2220 and NURS 2403

General Preceptorship Guidelines

This preceptorship experience is designed to provide each student with the opportunity to work with an experienced registered nurse in an acute care facility in order to prepare for transition into nursing practice.

1. The student may not do the preceptor experience on a unit where they are employed.
2. The student may not do the preceptor experience during compensated work time.
3. The faculty will make every attempt to assign a student to a facility in which the student has had previous clinical experience so that all general orientation and immunization requirements are currently met. The orientation and immunization requirements will need to be met regardless and do not count toward the preceptorship hours.
4. All clinical hours must be completed in the state of WV.
5. Only students with an 80% test average or above in NURS 2208 or NURS 2301 at the time of preceptor requests can complete the hours in an intensive care unit, emergency room, pediatric unit, maternity unit, and other high acuity or specialty areas.
6. The experience will be at a facility where FSU SON already has an established contract unless the facility is requested the semester prior to the experience.
7. All preceptor experiences must be completed by the 13th week of the semester.
8. Students will complete a minimum of 90 clinical hours for the course.
9. The experience will address achievement of the course learning outcomes.
10. Students must be present at the beginning of the preceptor’s scheduled shift and must complete at least 6 consecutive hours for each experience.

Faculty Coordinator Responsibilities

The faculty member serves as the liaison and resource person to the student and the clinical preceptor. The faculty member assumes the following responsibilities:

1. Collaborate with the clinical agencies to determine a list of potential preceptors for student selection.
2. Collaborate with the student in determining clinical placement and preceptor selection.

3. Assist the student in writing the learning contract and additional learning objectives as needed.

4. Ensure that a current agency contract or working agreement with Fairmont State University is completed and on file for the clinical site.

5. Provide the preceptor with a packet of information delineating expectations and responsibilities of the preceptor role.

6. Provide consultation and support for the student, clinical preceptor, and facility administration during the experience.

7. Collaborate with the student and preceptor in evaluating the experience.

8. Evaluate student performance and give regular feedback regarding associated assignments and comments from preceptors.

9. Conduct regularly schedule seminars that assist students with pulling together important clinical concepts.

10. Write appropriate “Thank You” letters and recognitions.

Preceptor Responsibilities

The clinical preceptor serves as a resource person in a given agency. The preceptor's role with a given student will be determined by the student's learning contract. The preceptor assumes the following responsibilities:

1. Collaborate with the student and the faculty coordinator in the development and achievement of specific individualized learning objectives and goals which reflect the student’s needs, interests, and expectations of the clinical setting.

2. Review objectives of the preceptorship as provided by the student.

3. Provide adequate and appropriate education & direct supervision of the student while in the clinical setting.

4. Plan with the student experiences that provide for a progression from participant observer to responsible professional practice.

5. Assist the student in selecting experiences and utilizing resources that facilitate learning.
6. Orient the student to the agency or department including physical facilities, policies, and procedures consistent with the role the student will assume.

7. Serve as a role model for the student especially in the focus areas of leadership, management, and professional demeanor.

8. Focus experiences on decisions related to managing and prioritizing patient care; acting as leader/manager of ancillary staff; interacting with other members of the patient’s health care delivery team; and conflict management.

9. Delegate nursing tasks to the student, within the student’s scope of practice and when both the student and the preceptor are confident of the appropriateness of such delegation. The preceptor is responsible for patient care, and these legal and ethical obligations must be considered before delegation of patient care occurs.

10. Facilitate student learning and provide regular feedback to the student.

11. Communicate with designated faculty and concerned and/or problems regarding the student and/or the learning experience.

12. Complete the clinical evaluation forms (Preceptor Evaluation of Student Performance and Evaluation of Preceptorship Experience) during the last student clinical experience. Discuss the evaluation with the student. Forward the evaluation to the faculty coordinator as soon as the experience is completed (may give to student to turn into the coordinator).

13. Notify the student of work schedule changes.

**Student Responsibilities**

Each student is expected to adhere to the policies/guidelines of the clinical agency offering this experience and to the policies/guidelines of the Fairmont State University School of Nursing. Students are expected to:

1. Students must contact the preceptors and finalize experience details within a week of receiving their preceptor information.

2. Focus on decisions relating to managing and prioritizing client care; acting as leader/manager of ancillary staff; interacting with other members of the client’s health care delivery team; conflict management.

3. Collaborate with the preceptor and faculty coordinator in the development and achievement of an individualized learning contract which reflects the student’s needs, interests, and outcomes of the clinical experience.

4. Demonstrate responsibility and accountability, including preparation for the clinical experience, reading relevant materials, and practicing skills as needed.
5. Complete nursing tasks only within the student’s scope of practice, WV Nurse Practice Act, training, and confidence level, obtaining assistance as needed.

6. Comply with FSU and agency orientation, safety, health, and policy requirements.

7. Maintain patient confidentiality and HIPAA standards.

8. Communicate frequently with the preceptor and faculty regarding patient care, performance feedback, and outcome achievement.

9. Keep a daily journal discussing how outcomes were met; positive and negative aspects of the experience; and personal reflection.

10. Submit journal entries through BB and within 24 hours of the experience.

11. Complete and submit the “Student Evaluation of Preceptorship” and “Student Evaluation of Preceptor.”

12. Send a “Thank You” letter to the preceptor for allowing the student to participate in the preceptorship experience within 1 week of last clinical experience.
Preceptor Letter & Agreement

Date_________________

Dear Clinical Preceptor,

You are receiving this letter because you have agreed to be a clinical preceptor for a student in the Fairmont State Nursing Program in the final semester, capstone clinical course. This letter serves as verification that ___________________________ is an ASN student. The student is able to participate in any activity with which both parties feel comfortable.

This letter also outlines the responsibilities of the students and the preceptor. The student will be responsible for providing course and activity outcomes to the preceptor, including the required number of hours, the designated time frame, and all clinical requirements. The list of responsibilities and clinical policies are included for your convenience.

The preceptor is responsible for orienting the student to the facility and procedures, serving as a professional role model, and collaborating with the student to facilitate the achievement of outcomes. The preceptor should provide regular, objective feedback to the student, and if concerns regarding the student’s performance should arise, the preceptor should immediately notify the faculty member. The preceptor will complete an evaluation form for each student. This evaluation will provide information for the faculty and student to use in determining how well the student has met the course outcomes. The student will be responsible for distributing and collecting the form and submitting the appropriate forms to the faculty coordinator. The faculty member will be responsible for administering formal clinical grades.

In accepting the preceptor duties, you are agreeing to fulfill the responsibilities, credentials, and expertise requirements in the area in which the student is participating. Please complete the attached form and return the form to the student.

We thank you for serving our students and our institution. Please contact us if you have any questions.
Our contact information is provided.

Sincerely,

Instructor and Contact Information
Student Name _________________________ Preceptor Name _________________________________

Health Care Facility ______________________________________________

Course ________________________________ Term __________________________

I. Preceptor Contact Information:
   a. Preferred telephone number __________________________________________
   b. Preferred email address ___________________________ _____________________

II. Preceptor Qualifications
   a. Highest Nursing Degree(s) Completed ______________________________________
   b. List all other degrees obtained______________________________________________
   c. WV Nursing License # ______________
   d. Certifications _____________________________________________________________
   e. Clinical expertise/years of experience _________________________________________

III. Preceptor Responsibilities

Please initial each item below indicating that you understand and agree to fulfill the responsibilities of a preceptor.

_____ Collaborate with the student and the faculty coordinator in the development and achievement of specific individualized learning objectives and goals which reflect the student’s needs, interests, and expectations of the clinical setting.

_____ Review objectives of the preceptorship as provided by student.

_____ Provide adequate and appropriate education & direct supervision of the student while in the clinical setting.

_____ Plan experiences with the student that provide for a progression from participant observer to responsible professional practice.

_____ Assist the student in selecting experiences and utilizing resources that facilitate learning.

_____ Orient the student to the agency or department including physical facilities, policies, and procedures consistent with the role the student will assume.

_____ Serve as a role model for the student especially in the focus areas of leadership, management, and professional demeanor.

_____ Focus experience on decisions related to managing and prioritizing patient care; acting as leader/manager of ancillary staff; interacting with other members of the patient’s health care delivery team; and conflict management.
Delegate nursing tasks to the student, within the student’s scope of practice and when both the student and the preceptor are confident of the appropriateness of such delegation. The preceptor is responsible for patient care, and these legal and ethical obligations must be considered before delegation of patient care occurs.

Facilitate student learning and provide regular feedback to the student.

Communicate with designated faculty and concerns and/or problems regarding the student and/or the learning experience.

Complete the clinical evaluation forms (Preceptor Evaluation of Student Performance and Evaluation of Preceptorship Experience) during the last student clinical experience. Discuss the evaluation with the student.

Forward the evaluation to the faculty coordinator as soon as the experience is completed (may give to student to turn into the coordinator).

Notify the student of work schedule changes.

IV. Signature

Please sign and date below.

Signature __________________________ Date __________________________