Dear R.N. Student:

Your enrollment in the nursing program at Wheeling Jesuit University Department of Nursing affirms your choice to participate in the program and privileges it offers. The policies contained herein are specific to you, the R.N. nursing student. They are an addition to the policies specified in the Wheeling Jesuit University Catalog and Student Handbook. Every nursing student is held responsible for knowing the regulations, expectations and information contained in this handbook.


Revised August 2015 DDL
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MISSION

The Department of Nursing, an integral part of Wheeling Jesuit University, seeks to fulfill the Jesuit tradition of educational excellence and service to others. The mission of the Department of Nursing is to provide baccalaureate and graduate nursing education and service to the community. Through an integrated program of classroom and clinical practice, the graduate is prepared as a professional nurse to promote health/wellness in a variety of settings.

GOALS

The goals of the Department of Nursing are:

1. To provide the following educational programs based on professional nursing standards and guidelines.*
   
   A. A baccalaureate program that prepares graduates to enter professional nursing and function competently at the entry level.
   
   B. A baccalaureate program that is accessible to registered nurses in the community and builds upon their knowledge.
   
   C. A graduate program that prepares registered nurses for professional leadership and advanced practice roles and to contribute to the development of nursing and health care knowledge.

2. To fulfill the Jesuit ideals of contributing to the campus community, the local community, and the nursing community.

*The baccalaureate program reflects the AACN Essentials of Baccalaureate Education and the standards of the West Virginia Nurse Practice Act. These standards were developed from those of the American Nurses Association. The graduate programs reflect the AACN Essentials of Master’s Education. The Family Nurse Practitioner Program also follows the National Organization of Nurse Practitioner guidelines and the American Academy of Nurse Practitioner’s Standards of Practice.

THE PHILOSOPHY OF THE DEPARTMENT OF NURSING

The philosophy of the Department of Nursing is consistent with the Wheeling Jesuit University mission statement and guides the implementation of the department’s goals.

The faculty believe that:
Each person is a uniquely created living system with inherent worth and dignity. Each individual is an integral member of many systems, including the family and community. Each
of these systems interfaces with other complex, changing systems creating the unique fabric of each individual’s environment.

The environment includes all those persons, objects, and phenomena that can potentially permeate the boundary of the individual. A variety of stimuli interact with the individual and arise from the environment’s components, such as its physical and social dimensions. Cultural values, norms and beliefs arise within the environment and give meaning to the human life experience. Communities reflect their cultural diversity and serve members’ needs including their entry and progression through the health care system.

Health/wellness is a dynamic state involving balance among each person’s integrated dimensions—body, mind, and spirit. The person always possesses health/wellness in some form, from the time of conception through the experience of death. Health/wellness is fostered through the collaboration of the person with health care professionals.

Nursing is a part of a health care system influenced by political, cultural, economic, legal, historical, ethical, and other environmental variables. The professional nurse influences healthcare by incorporating research, theory, and technology into practice, by being politically active, and by utilizing leadership attributes. The nurse is accountable for professional development and practice consistent with professional standards and ethical codes.

Education is a dynamic life-long process which takes place in a variety of settings. Organized and planned experiences are directed toward assisting the learner. Learning is nurtured in an environment which fosters critical thinking, creativity, accountability, and compassion. Both teacher and learner should be involved in the planning, implementation, and evaluation of the educational program. This relationship fosters the capacity to learn and to develop both personally and professionally throughout life.

THE ORGANIZING FRAMEWORK OF THE BACCALAUREATE CURRICULUM

The faculty accepts a general system framework within which concepts from selected theories are utilized to organize the baccalaureate curriculum.

CURRICULAR THREADS

The faculty identifies four threads which form the basis of the organizing framework and run through each level of the program. The four threads are person as a living system, state of health/wellness, nursing process, and professional role development.

Person as a Living System (Client)

People may become clients of nursing care when they need assistance in achieving balance
(health/wellness). Clients may include individuals, families, groups, and communities throughout the life span.

State of Health/Wellness

The person always possesses health/wellness in some dimension. Health/wellness is a dynamic state involving balance among each person’s integrated dimensions-body, mind, and spirit. The health state is affected by one’s ability to adapt to environments. Change in health state results from internal or external factors which exceed the system’s ability to maintain balance.

Nursing Process

The nursing process is the framework for facilitating health/wellness. This process requires critical thinking and is a systematic method of assessment, analysis, planning, intervention, and evaluation. Assessment identifies client behaviors reflecting strengths and limitations in relation to system balance. Analysis culminates in the formulation of nursing diagnoses. Assessment and analysis are utilized to formulate expected outcomes. A plan is developed in collaboration with clients and other health care providers for the achievement of health/wellness. Implementation of the plan may involve the client, nurse, and interdisciplinary team to achieve the expected outcomes. Evaluation involves measurement of client outcomes and may indicate the need for further care.

Professional Role Development

The professional nurse brings knowledge, skills, beliefs, and values to the relationship with clients. The nurse functions in many roles, including practitioner, manager, advocate, health educator, leader, researcher, resource person, and facilitator of change in various environments. Roles are dynamic in nature. Socialization to roles develops in response to expectations of self and others.

CONCEPT EMPHASIS WITHIN THE CURRICULUM

Systems Interaction

Different aspects of systems interaction are developed at each level within the curriculum. The curriculum works to advance the registered nurses ability to work with the client to:

- Promote health and wellness
- Interact in physical or emotional crisis
- Early identification of health deviations and prompt interventions to restore health and wellness
- Interact and modify multiple complex systems and long term dysfunction
- Limit deficits and promote balance within the client and the client’s environment
• Promote evidence-based practice

**TERMINAL AND LEVEL OBJECTIVES OF THE BACCALAUREATE CURRICULUM**

The graduates of the BSN nursing program will be expected to:

1. Synthesize knowledge from the sciences and the humanities as a basis for theory and practice in nursing within a systems framework.

2. Synthesize evidenced-based practice knowledge and skills in applying the nursing process in patient-centered care with patients in various stages of health-wellness.

3. Assume accountability for evidence-based nursing practice consistent with professional standards and ethical codes.

4. Communicate effectively with patients and with members of the interprofessional team in the promotion of health/wellness.

5. Provide leadership for decision making related to safe, quality care.

6. Integrate knowledge of multidimensional care into evidence-based practice.

7. Integrate information management and patient care technologies into the delivery of safe, quality care.

8. Assume responsibility for personal and professional development.


**GRADING SCALE POLICY**

The nursing faculty members agree to adhere to the following scale for grading. Minimum acceptable grade for the BSN program is 82%** for a nursing course and the science challenges.

- A = 93-100%
- A- = 91-92%
- B+ = 89-90%
- B = 87-88%
- B- = 85-86%
C+ = 82-84%
C  = 79-81%
C- = 77-78%
D+ = 74-76%
D  = 70-73%
F  = Below 70%

** for students in the RN to MSN program a C+ (82%) is the minimal acceptable grade in only one MSN course.

** RN LICENSE **

The RN student must have a valid, unencumbered RN license. The student must have an active unencumbered RN license in any state in which clinical is performed.

** Catalog Requirements **

Each Registered Nurse student seeking the Bachelor of Science in Nursing Degree follows the curricular plan outlined in the Wheeling Jesuit University catalog for the initial year in which the RN student is admitted to the University.

** TIME REQUIREMENTS **

Any R.N. student who has not enrolled in either a course for university credit or challenge credits over the period of three consecutive semesters and has not completed a leave of absence request will have the course of studies reevaluated. At this time, the student may be

1. Dismissed from the program,
2. Placed on academic probation with a new course plan determined by the Chair of the Nursing Department in conjunction with Professional and Graduate Studies
3. Placed under the new university curriculum and additional courses may be required.

** STUDENT LIABILITY INSURANCE **

Students will be billed for proper liability insurance coverage acquired by the University for any Clinical Course.

** PROFESSIONAL REQUIREMENTS/IMMUNIZATION POLICIES **

All students in a practicum or clinical course must comply with the following requirements and
present proof prior to registering for the clinical course. If validation of all professional and health requirements has not been submitted, registration for NUR 440/450 will be blocked.

**Communicable Disease Statement**

When in the clinical setting the student is responsible for being free of communicable diseases. If the student has been exposed to a communicable disease (e.g. chicken pox, etc.) the student must inform the nursing faculty immediately and before going into any clinical area.

**Professional Requirements:**

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<th>Beginning the Program</th>
<th>Annually</th>
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<tbody>
<tr>
<td>CPR/BLS</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Current RN License (verification from BON website)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HIPAA*</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>OSHA*</td>
<td>X</td>
<td>X</td>
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*Students who do not have access to yearly education should access online modules at [http://www.ehipaatraining.com/courses_hipaa-training.htm](http://www.ehipaatraining.com/courses_hipaa-training.htm) to acquire the necessary documentation. Students may submit documentation form their place of employment.

**Health Requirements:**

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<tr>
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<th>Beginning of Program</th>
<th>Annually</th>
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<tbody>
<tr>
<td>Health Insurance</td>
<td>X</td>
<td>X</td>
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<tr>
<td>PPD Tuberculosis Mantoux Test (initial 2 step TB test)</td>
<td>X</td>
<td>X PPD One step or chest x-ray every 2 years</td>
</tr>
<tr>
<td>Pre-Entrance Health Forms</td>
<td>One semester prior to beginning clinical experiences</td>
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The student will be denied clinical rotations if the health or professional requirements are unmet.

**COURSE OFFERINGS**

Students are expected to follow the sequence for nursing courses. For example, students may not take N450 before N445. A program plan will be determined upon entry into the program.

**INJURY DURING CLINICAL EXPERIENCES**

If a student is injured in any way during a clinical/practicum experience, the student must report the injury to the preceptor and faculty responsible for clinical oversight and then follow the procedure required by the clinical agency. If such procedures involve emergency room
services or other treatment, the student is responsible for any expenses incurred. The student must also notify the Chair of the nursing department as soon as possible after the incident.

**POLICIES RELATED TO BLOODBORNE PATHOGENS**

A. Universal Precautions: Because the control of infection is an integral part of every action the nurse performs, all students will be required to consistently apply learned principles of Infection Control. Students are to observe universal blood and body fluid precautions for all patients/clients as identified in institutional policies.

B. Safety precautions: Students are responsible for utilizing safety precautions to minimize exposure to bloodborne pathogens. These precautions include the proper use and disposal of personal protective equipment, decontamination of areas and disposal of sharps according to agency policies, and compliance with policies in the agency’s exposure control plan.

C. Exposure Incidents: Students must report any exposure incident that occurs during a clinical experience to their preceptor and then follow the exposure procedure of the clinical agency. The student must also notify the Chair of the nursing department as soon as possible after these exposures.

**STUDENT CONCERNS**

Students who have a concern/complaint should first attempt to discuss it with the individual most closely involved (student, faculty, administrator). If resolution is not reached, the concern/complaint should be documented in writing and submitted to the faculty overseeing the course. If resolution is not reached then the issue is discussed with the Nursing Department Chair, then to the Vice President of Academic Affairs.

**THE APPEAL PROCESS**

Students who feel that there has been an inaccurate assessment of their academic performance in a course or deserve an adjustment in academic status may appeal their situations, provided they follow proper procedure. After consulting with the faculty advisor, a student’s first step in the appeal process is to confer with the person most immediately responsible, usually the instructor. If further steps are necessary, the student should make the appeal in this order: to the Nursing Department Chair, and the Vice President for Academic Affairs. Final appeals - after all other steps have been taken - are the concern of the President first, and then the Board of Directors.

A student who intends to appeal a grade must initiate the appeal process within 10 days of
receiving the grade

**CHALLENGE COURSES**

All R.N. students must either transfer appropriate college credits or complete challenge courses for science prerequisites. All R.N. students must complete N361 Concepts of Nursing Practice, 3 credits, prior to beginning nursing courses. Science requirements must be completed prior to beginning clinical courses.

Challenge courses are available for:

1. Anatomy and physiology
2. Chemistry
3. Microbiology

**TRANSFER POLICY FOR R.N. STUDENTS**

All nursing students, regardless of the number of transfer credits, must meet the requirements of the nursing curriculum, including all core and cognate courses. Students may apply appropriate courses taken at other institutions of higher education toward these required courses or may meet some requirements by challenge exams as stated in university policy. Acceptance of transfer credits is determined by Professional and Graduate studies and the Nursing Department.

**ESCROW CREDITS**

When a student successfully completes 12 credits with a “C” or better grade, in the nursing major, the 46 credits come out of escrow and are credited to the student’s official transcript. This applies to both associate degree and diploma RNs.

**FAILURE OF NURSING COURSES**

If a student obtains a grade lower than a “C” in a nursing course, it must be repeated whenever the course is offered. A second failure of the same nursing course will make the student ineligible to continue in the nursing major.

**AUDITING COURSES**

Clinical courses may not be audited.

**STUDENT REPRESENTATION ON NURSING DEPARTMENT COMMITTEES**
R.N. students may volunteer to attend nursing faculty meetings and are responsible for disseminating information to their classmates. The representative may bring concerns and questions to discuss with the faculty.

**ONLINE COURSES**

All nursing and core courses will be offered online. To be successful in this program, students must have basic computer skills: use e-mail, attach a file to e-mail, use the Internet, and use software programs. Students should have a Microsoft Office package that includes MS Word, PowerPoint and Excel. All students are required to follow the Acceptable Use Policies for Computing Resources available at [http://www.wju.edu/its/policies/aup.asp](http://www.wju.edu/its/policies/aup.asp).

**STANDARDS FOR FORMAL PAPERS**

1. Paper should be submitted as Word document.
2. Text of paper is to be **double spaced**.
3. Right and left hand margins must be at least 1 inch wide.
4. **Proof read** before submission.
5. The most current edition of the *Publication Manual of the American Psychological Association* (APA Style) must be used as writing and format guide.
6. Deadlines will be strictly enforced. Points may be deducted for each day beyond date due according to course syllabi.
7. The use of Turnitin will be required for all scholarly papers.

**ACADEMIC RESOURCE CENTER**

The Academic Resource Center is a free opportunity for all WJU students to test ideas, improve academic skills, and learn how to excel in the classroom. A branch of the Academic Resource Center is specifically focused on distance learners. RN students who have been out of the classroom for years may find help writing papers at [http://www.wju.edu/arc/dist_write.asp](http://www.wju.edu/arc/dist_write.asp).

**PLAGIARISM**

Please consult any writing guide or the University catalog for a complete definition of plagiarism.

Academic integrity means giving credit where credit is due in an academic setting. It is an ethical obligation of all people who perform intellectual work including students, faculty members, and administrators to preserve the importance of academic integrity. If the source of intellectual work is not correctly cited, then the person who uses that source has stolen the property of someone else and has engaged in theft of intellectual property. Using Turnitin will assist in avoiding plagiarism.

**Consequences:**
Among the sanctions that may be imposed upon finding that an offense related to academic integrity has been committed include:

- Dismissal from the University without expectation of re-admission.
- Suspension from the University for a specific period of time.
- Dismissal from the department in which the offense occurred, and/or exclusion from courses offered in that department, permanently, or for a stated period of time.
- Dismissal from the course in which the offense occurred with or without the opportunity to re-enroll at a future date.
- Reduction in grade, or assignment of failing grade, in the course in which the offending paper or examination was submitted.
- Reduction in grade, or assignment or a failing grade on the paper or examination in which the offense occurred.

The program Turnitin is used by many courses for originality checking and plagiarism prevention. Turnitin encourages best practices for using and citing other people’s written material in various types of papers and assignments Turnitin.com is an educational website and database that promotes the appropriate use of intellectual property. The content of students’ papers submitted to Turnitin receives thorough comparison to the program’s database of previously submitted papers, Internet sites, and published material. Wheeling Jesuit University is sponsoring this program for our faculty and students to foster academic integrity.
## Sample Program Plan

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<th>RN- MSN</th>
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<td><strong>Fall Year One</strong></td>
<td>NUR 361 – Concepts of Nursing Practice</td>
<td>NUR 361 – Concepts of Nursing</td>
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<tr>
<td></td>
<td>Liberal Arts core course</td>
<td>Liberal Arts core course</td>
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<tr>
<td><strong>Spring Year One</strong></td>
<td>NUR 460 – Comprehensive Health Assessment</td>
<td>NUR 460 – Comprehensive Health Assessment</td>
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<td>MAT 105 – Introduction to Statistics</td>
<td>MAT 105 – Introduction to Statistics</td>
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<td><strong>Summer Year One</strong></td>
<td>SPA 106 – Medical Spanish</td>
<td>SPA 106 – Medical Spanish</td>
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<td>Liberal Arts core course</td>
<td>MSN 533 – Health Promotion</td>
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<td><strong>Fall Year Two</strong></td>
<td>NUR 327 – Nursing Research</td>
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<td>Liberal Arts core course</td>
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<td><strong>Spring Year Two</strong></td>
<td>NUR 445 – Complex Nursing Care I</td>
<td>NUR 445 – Complex Nursing Care I</td>
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<td>NUR 455 – Complex Nursing Care II</td>
<td>MSN 525 – Health Care Delivery Systems</td>
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<tr>
<td><strong>Summer Year Two</strong></td>
<td>NUR 440 – Clinical Practicum I</td>
<td>MSN 503 – Health Care Policy</td>
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<td><strong>Fall Year Two</strong></td>
<td>NUR 450 – Clinical Practicum II</td>
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<td>NUR 426 – Nursing Trends &amp; Issues</td>
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<td>NUR 435 – Multisystem Nursing Care</td>
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<td>Liberal Arts core course</td>
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<tr>
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<td>Any remaining Liberal Arts Core</td>
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