School of Nursing

Degrees Offered

- Bachelor of Science in Nursing
- Master of Science in Nursing Advanced Practice
- Master of Science in Nursing Executive Focus/MBA
- Doctor of Nursing Practice
- Doctor of Nursing Practice in Nurse Anesthesia
- Doctor of Philosophy in Nursing

Introduction

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

The School of Nursing offers undergraduate and graduate degrees and post-graduate certificates of study. The baccalaureate program (BSN) is available for high school graduates who aspire to a career in nursing (basic or traditional BSN program) and to registered nurses (RNs) who are licensed graduates of associate degree or diploma nursing programs seeking to continue their career development (RN to BSN program). In addition, a BS/BA to BSN (fast track) program is available for the college graduate seeking a BSN.

The MSN programs at WVU offer baccalaureate-prepared nurses the opportunity to earn a master's degree and prepare graduates to sit for national advanced practice certification (family nurse practitioner). The SON also offers a post-graduate certificate program in that area for nurses who already have a graduate degree. The School of Nursing has expanded its post-master's certificate program options. In addition to the FNP certificate program, the SON offers psychiatric mental health nurse practitioner and nurse executive leadership options.

The WVU School of Nursing and the John Chambers College of Business & Economics offer a dual master's degree program to provide the skills and knowledge necessary to serve as a nurse leader. This blended degree program is done predominately online, and includes four 3-4 day residencies. Students take courses from both the MSN and MBA program concurrently. Graduates of the MSN (Executive Focus) and MBA program can work in a variety of settings, including hospitals, private practice, nonprofit organizations, and public sectors.

The Doctor of Nursing Practice (DNP) program prepares nurses with graduate degrees to practice at the highest level of professional nursing. Graduates of the DNP program advance the application of nursing knowledge through the translation and implementation of evidence for practice to improve health outcomes for diverse populations. This expert-level practice builds on past advanced practice education, experience, and certification.

The DNP Nurse Anesthetist program prepares registered nurses to become Certified Registered Nurse Anesthetists (CRNAs) through a rigorous, challenging curriculum, heavily based in sciences, including anatomy, physiology, pathophysiology, chemistry, and physics.

The Doctor of Philosophy in Nursing (PhD) prepares nurse scholars/scientists for roles in research, teaching, and service. The program prepares graduates who will contribute to the body of nursing knowledge, educate the next generation, and lead, ultimately impacting health policy, improving health, and reducing disparity.

Accreditation

The baccalaureate degree program in nursing/master's degree program in nursing Doctor of Nursing Practice program at West Virginia University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The WVU School of Nursing DNP Nurse Anesthetist Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) until 2024. Contact the COA by phone at 847-655-1160, on the web at www.coacrna.org, or at 222 S. Prospect Ave., Suite 304, Park Ridge, IL 60068-4001.

Fees, Expenses, Housing, Transportation, and Immunization

Students enrolling at the Morgantown campus pay fees which are detailed at http://admissions.wvu.edu/pay. Special fees and deposits are also required. Students enrolling at other sites pay the fees shown in the catalog for that site. Fees are subject to change without notice. Students’ expenses vary according to the course of study and individual needs. Information concerning financial assistance, application forms, and the Free Application for Federal Student Aid (FAFSA) form may be obtained from the financial aid website at https://financialaid.wvu.edu/students/
professional-hsc (https://financialaid.wvu.edu/students/professional-hsc/) or by contacting the HSC Financial Aid Office, PO Box 9810, Morgantown, WV 26506-9810; telephone (304) 293-3706 (toll free) or 1-800-344-WVU1.

The University Housing and Residence Life Office, telephone (304) 293-4491, provides information concerning university-owned housing. The Student Life Office in E. Moore Hall, telephone (304) 293-5611, provides information concerning privately owned, off-campus housing.

Students are expected to provide their own transportation, equipment, and instruments for the clinical courses. Some clinical experiences require travel in a multi-county area.

Proof of specific immunizations is required for all health sciences students. Students in the BSN, BA/BS to BSN, RN-BSN, MSN Advanced Practice, DNP, and Post graduate certificate programs must undergo a criminal background check prior to clinical courses. Felony convictions, serious misdemeanors, illicit drug use, or positive drug screens may preclude participation in the clinical courses. This could, in turn, prevent the completion of course requirements and completion of the nursing program.

Scholarships

The School of Nursing offers several scholarships. These scholarships are administered by the Health Science Center Financial Aid Office and require completion of the Free Application for Federal Student Aid (FAFSA) form in order to be considered for financial aid. Most School of Nursing scholarships are available only to students already admitted to the School of Nursing and are awarded each April for the following academic year. However, there are a limited number of scholarships for which students may apply before admission. Further information is provided on the School of Nursing website: https://nursing.hsc.wvu.edu/students/current-students/.

Additional Information

Visit the School of Nursing website at https://nursing.hsc.wvu.edu/ (http://nursing.hsc.wvu.edu/). Call the WVU School of Nursing Office of Student and Alumni Services at 1-866-WVUNURS or (304) 293-1386. Write to WVU School of Nursing at PO Box 9600, Morgantown, WV 26506-9600

ADMINISTRATION

DEAN
• Tara F. Hulsey - PhD (University of South Carolina)
  Professor

ASSOCIATE DEAN OF CURRICULUM
• Stacy Huber - EdD (West Virginia University)
  Clinical Education Associate Professor

ASSOCIATE DEAN OF UNDERGRADUATE PROGRAMS
• Brad Phillips - PhD (West Virginia University)
  Assistant Professor

ASSOCIATE DEAN FOR RESEARCH
• Ubolrat Piamjariyakul - PhD (University of Kansas)
  Professor

ASSISTANT DEAN FOR STUDENT AND ALUMNI SERVICES
• Gregory T. Cave - BA (West Virginia University)

ASSISTANT DEAN FOR FACULTY PRACTICE AND COMMUNITY ENGAGEMENT
• Emily Barnes - DNP (West Virginia University)
  Clinical Professor

DIRECTOR AND ASSISTANT DEAN OF BUSINESS & FINANCE
• Karis P. Wolfe - MBA (West Virginia University)

CHAIR, DEPARTMENT OF ADULT HEALTH
• Heather Carter-Templeton - PhD (The University of Tennessee Health Science Center)
  Associate Professor
CHAIR, DEPARTMENT OF FAMILY/COMMUNITY HEALTH
- Billie Vance - PhD (West Virginia University)
  Clinical Associate Professor

CHAIR, BECKLEY DIVISION
- Hillary Parcell - MSN (West Virginia University)
  Clinical Education Assistant Professor

CHAIR, BRIDGEPORT DIVISION
- Veronica Gallo - PhD (West Virginia University)
  Clinical Education Assistant Professor

CHAIR, CHARLESTON DIVISION
- Theresa Cowan - DHeD (A.T. Still University of Osteopathic Medicine and Health Professions)
  Teaching Associate Professor

CHAIR, KEYSER DIVISION
- April L. Shapiro - PhD (West Virginia University)
  Assistant Professor

DIRECTOR OF EVALUATION
- Ashley Tasker - EdD (West Virginia University)
  Clinical Education Assistant Professor

DIRECTOR, PHD PROGRAM
- Roger Carpenter - PhD (West Virginia University)
  Associate Professor

DIRECTOR, MSN/DNP PROGRAMS
- Kendra Baker - DNP (West Virginia University)
  Clinical Associate Professor

DIRECTOR, CRNA PROGRAM
- Aaron Ostrowski - DNP (University of Pittsburgh)
  Clinical Assistant Professor

DIRECTOR, UNDERGRADUATE PROGRAMS
- Tina Antill-Keener - PhD (West Virginia University)
  Assistant Professor

DIRECTOR OF NURSING SIMULATION
- Andrea Bailey - MSN (West Virginia University)
  Clinical Associate Professor

DIRECTOR, CONTINUING EDUCATION
- Rebecca Smeltzer - DNP (Case Western Reserve University)
  Teaching Assistant Professor

FACULTY

PROFESSORS
- Jennifer Mallow - PhD (West Virginia University)
- Mary Jane Smith - PhD (University of New York)
ASSOCIATE PROFESSORS
• Susan Newfield - PhD (Texas Tech University)
• Suzy Walter - PhD (West Virginia University)
• Kesheng Wang - PhD (Augusta University)

CLINICAL ASSOCIATE PROFESSOR
• Angel Smothers - DNP (West Virginia University)

CLINICAL ASSISTANT PROFESSORS
• Amy Ankrom - MSN (University of Pittsburgh)
• Dana Friend - MSN (West Virginia University)
• Susan McKenrick - DNP (West Virginia University)
• Elizabeth Minchau - DNP (West Virginia University)
• Kellon Smith - DNAP (Saint Vincent College)
• Kayla Watson - DNP (West Virginia University)
• Stephanie Young - MSN (Gonzaga University)

CLINICAL EDUCATION ASSOCIATE PROFESSORS
• Christy Barnhart - DHSc (California University of Pennsylvania)
• Patricia J. Maramba - DNP (West Virginia University)
• Tonya Thompson - MSN (Waynesburg University)
• Joanne Watson - MSN (West Virginia University)

CLINICAL EDUCATION ASSISTANT PROFESSOR
• Kimberly Adams - MSN (Waynesburg University)
• Amanda Edwards - MSN (West Virginia University)
• Ann Hendrickson - DNP (University of South Alabama)
• Alexis Hicks - EdD (Grand Canyon University)
• Donna Leonard - MSN (Walden University)
• Jessica Matthews - MSN (West Virginia University)
• Danielle McGinnis - MSN (Waynesburg University)
• Amy Miner - MSN (Waynesburg University)
• Marian Reven - MSN (Walden University)
• Laura Vollmer - MSN (Chamberlain University)
• Amber Walker Ziese - MSN (Marshall University)

CLINICAL EDUCATION INSTRUCTORS
• Colleen Kroll - MSN (West Virginia University)
• Kelly Lemon - MSN (Georgetown University)
• Amanda Nicola - MSN (West Virginia University)
• Joanne Rose - MSN (West Virginia University)
• Arden Townsend - MSN (West Virginia University)

TEACHING ASSISTANT PROFESSOR
• Diana L. McCarty - MSN (West Virginia University)

SENIOR LECTURER
• Ashley Barber - PhD (West Virginia University)

LECTURERS
• Debbie Bellisario - MSN (University of Phoenix)
• Michael Bellisario - BSN (West Virginia University)
• Gina Greathouse - MSN (University of North Carolina)
• Angela Jeffries - DNAP (Missouri State University)
• David Keefover - MSN (Liberty University)
• Julia Linton - MSN (York College of Pennsylvania)
• Marian Longstreth - DNP (Waynesburg University)
• S. Beth Stiles - MSN (West Virginia University)
• R. Elaine Taylor - MSN (West Virginia University)

INSTRUCTORS
• Derrick Conner - BSN (Waynesburg University)

DEAN EMERITUS
• E. Jane Martin - PhD (University of Pittsburgh)

PROFESSOR EMERITUS
• Laurie Badzek - MSN,JD (DePaul University)
• Sandra "Sam" Cotton - DNP (West Virginia University)
• Susan Coyle - PhD (West Virginia University)
• June Larrabee - PhD (University of Tennessee)
• Nan Leslie - PhD (University of Utah)
• Susan McCrone - PhD (University of Utah)
• Gaynelle McKinney - MSN,ED (Indiana University)
• Georgia Narsavage - PhD (University of Pennsylvania)
• Alvita Nathaniel - PhD (West Virginia University)
• Barbara Nunley - PhD (University of Kentucky)
• Aletha Rowlands - PhD (University of Virginia)

ASSOCIATE PROFESSOR EMERITUS
• Peggy Burkhardt - PhD (University of Miami)
  Charleston Division
• Pamela Deiriggi - PhD (University of Texas)
• Imogene P. Foster - EdD (West Virginia University)
• Debra Harr - EdD (West Virginia University)
• Nancy A. Koontz - MSN (University of Maryland)
• Barbara Kupchak - PhD (University of Texas)
• Lois O’Kelley - MSN (Wayne State University)
• C. Lynne Ostrow - EdD (West Virginia University)
• Kari Sand-Jecklin - EdD (West Virginia University)
• Elisabeth Shelton - PhD (Widener University)
• Patricia Simoni - EdD (West Virginia University)

ASSISTANT PROFESSOR EMERITUS
• Ann Cleveland - EdD (West Virginia University)
• Daniel DeFeo - MSN (West Virginia University)
• Suzanne Gross - PhD (University of Texas)
• Dorothy Johnson - EdD (West Virginia University)
• Susan Pinto - MSN (West Virginia University)

BECKLEY DIVISION - CLINICAL EDUCATION ASSOCIATE PROFESSOR
• Robin Spencer - MSN (Marshall University)

BECKLEY DIVISION - CLINICAL EDUCATION ASSISTANT PROFESSORS
• Mindy Harris - MSN (Marshall University)
• Kelly Morton - MSN (Capella University)
BECKLEY DIVISION - CLINICAL EDUCATION LECTURERS
- Kelley Coleman - BSN (West Virginia University)
- Debra Crowder - MSN (Philadelphia University)
- Kathy Talley - MA (Marshall University)

BECKLEY DIVISION - CLINICAL EDUCATION INSTRUCTOR
- Linda Angus - MSN (West Virginia University)
- Cynthia Clark - MSN (Chamberlain University)
- Engleish Flynn - MSN (Walden University)
- Heather Wood - BSN (Liberty University)

BRIDGEPORT DIVISION CLINICAL EDUCATION PROFESSOR
- Tanya Rogers - EdD (West Virginia University)

BRIDGEPORT DIVISION - CLINICAL EDUCATION ASSISTANT PROFESSOR
- Kimberly Derico - MSN (Marshall University)

BRIDGEPORT DIVISION - CLINICAL EDUCATION INSTRUCTOR
- Linda Griffith - BSN (West Virginia University)
- Kelly Hazuka - MSN (West Virginia University)

CHARLESTON DIVISION - CLINICAL EDUCATION ASSISTANT PROFESSOR
- Katherine Atassi - PhD (Medical University of South Carolina)
- Jarena Kelly - DNP (West Virginia University)

CHARLESTON DIVISION - TEACHING ASSOCIATE PROFESSOR
- Evelyn Martin - DNP (West Virginia University)
- Teresa Ritchie - DNP (West Virginia University)
- Crystal Sheaves - PhD (West Virginia University)
  Director of Clinical Placements

CHARLESTON DIVISION-TEACHING ASSISTANT PROFESSOR
- Melanie Whelan - PhD (West Virginia University)

KEYSER DIVISION - CLINICAL EDUCATION INSTRUCTORS
- Krystal Abucevicz-Swick - MSN (West Virginia University)
- Kasey Beckman-Sirk - DNP (Chamberlain College of Nursing)
- Heather Coddington - MSN (Capella University)
- Matthew Hotte - MSN (Walden University)
- Diana Niland - PhD (West Virginia University)

KEYSER DIVISION - LECTURER
- Mary Beth McCloud - PhD (Medical University of South Carolina)

Degree Designation Learning Outcomes

MASTER OF SCIENCE IN NURSING EXECUTIVE FOCUS/MBA

Upon completion of the Master of Science in Nursing Executive Focus/MBA, the graduate will be prepared to:

- Synthesize theories, research findings, and broad-based perspectives for application in the advanced practice of nursing or nursing leadership:
  1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
  2. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.
  3. Utilize nursing and related science evidence to analyze, design, implement and evaluate nursing care delivery systems.
- Utilize systematic inquiry and refined analytical skills in the provision of health care services and leadership:
1. Integrate organizational science and informatics to make changes in the care environment to improve health outcomes.
2. Assume a leadership role in the management of human, fiscal, and physical healthcare resources.
3. Critically appraise existing literature to identify best practices, apply knowledge to improve and facilitate systems of care in order to improve patient outcomes.
4. Disseminate results through translational scholarship.

- Demonstrate safe, effective assessment, planning, implementation and evaluation skills in managing the care of individuals and groups while working in interprofessional collaborative relationships.
  1. Create a relationship with clients and healthcare organizations that builds and maintains a supportive and caring partnership.
  2. Analyze best practice evidence to implement effective quality improvement initiatives with measurable results.
  3. Advocates for patients, families, caregivers, communities and members of the healthcare team.

- Articulate viewpoints and positions in order to improve the quality of health care delivery and outcomes of successful care.
  1. Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the interprofessional team using effective communication skills.
  2. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.
  3. Use ethical decision making to promote the well-being of individuals, families, and health care professionals in local, national & international communities.

- Consults and collaborates in interdisciplinary and interagency endeavors to advance culturally sensitive health care to clients, families, groups, and communities:
  1. Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies.

- Integrate prior and current learning as a basis for growth and accountability in enacting the role of advanced practice nurse or nurse leader:
  1. Advocate for patients, families, caregivers, communities, and members of the healthcare team.
  2. Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.
  3. Value life-long learning and continued professional development.

- Assume a leadership role in advocacy, ethical issues, and health care policy development:
  1. Apply leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery and outcomes.
  2. Function as a leader and change agent in nursing and in health care delivery systems particularly to insure quality care for vulnerable and underserved populations.
  3. Demonstrates organizational and systems leadership that continually improves health outcomes and ensures patient safety.

- Integrates all the functional areas of business into management decisions in a global environment.
  1. Evaluate factors that influence the competitive behavior of the firm.
  2. Predict and anticipate company and market responses to external factors.
  3. Identify the risks and opportunities in global markets.

- Identify problems, collect appropriate data and analyze the data to make informed management decisions.
  1. Evaluate business reports to make meaningful decisions for the organization.
  3. Take real world problems and express them in quantitative terms.

- Make management decisions in an ethically sensitive and socially responsible manner.
  1. Negotiate and control information ethically to meet organizational needs.
  2. Understand how to use and acquire information in an ethically sensitive manner.
  3. Synthesize various ethical theories and design a corporate code of ethics.

- Be effective team members in a virtual environment.
1. Demonstrate the ability to work together in a supportive and effective manner.

   • Be an effective leader who influences people towards the attainment of organizational goals.

   1. Recommend actions for leader effectiveness in a scenario case and apply a theory or framework to propose and defend their recommendations.
   2. Identify various leadership styles and their relative effectiveness, along with real-life examples.
   3. Evaluate, in a case setting, the processes through which goals are set and accomplished in organizations.

**MASTER OF SCIENCE IN NURSING ADVANCED PRACTICE (MSN)**

Upon completion of the Master of Science in Nursing Advanced Practice program, the graduate will be prepared to:

1. Use disciplined reasoning from sciences and the humanities to:
   • Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
   • Design nursing care for a clinical or community focused population based on biopsychosocial, public health, nursing and organizational sciences.
   • Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.
   • Analyze nursing history to expand thinking and provide a sense of professional heritage and identity.

2. Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment through:
   • Synthesizing broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence based, culturally relevant clinical prevention interventions and strategies.
   • Designing patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.
   • Integrating clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions.

3. Support quality improvement and patient safety by:
   • Promoting a professional environment that includes accountability, peer review, advocacy for patients and families, reporting of errors, and professional writing.
   • Contributing to the integration of healthcare services to affect safety and quality of care to improve patient outcomes and reduce fragmentation of care.
   • Participating in, and leading when appropriate, in quality initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services.

4. Demonstrate organizational and systems leaderships that:
   • Emphasizes clinical practice.
   • Continually improves health outcomes.
   • Ensures patient safety.

5. Analyze and evaluate evidence to integrate scholarship into practice through:
   • Integrating theory, evidence, clinical judgment, and interprofessional perspectives to improve practice and health outcomes for patient aggregates.
   • Articulating to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem.
   • Applying practice guidelines to improve practice.
   • Participating, and leading when appropriate, in collaborative teams to improve care outcomes and support policy changes through knowledge generation, dissemination, and implementation.

6. Demonstrate proficiency in the analysis and use of information systems and technology to sustain improvements and promote transparency using high reliability and just culture principles through:
   • Analyzing current emerging technologies to support safe practice environments, and to optimize patient safety, cost-effectiveness, and health outcomes.
   • Using information and communication technologies, resources, and principles of learning to teach patients and others.
   • The use of current and emerging technologies in the care environment to support lifelong learning for self and others.

7. Assume an advocacy role in healthcare policy by:
   • The analysis of the influence of policy on the structure and financing of health care practice and health outcomes.
   • Participation in the development and implementation of institutional, local, state, and federal policy.
   • The examination of the effect of legal and regulatory processes on nursing practice, health care delivery, and outcomes.
   • Interpreting research and bringing the nursing perspective for policy makers and stakeholders.
   • Advocating for policies that improve the health of the public and the nursing profession.
8. Collaborate with other professions to improve patient and population health outcomes by:
   - Advocating for the value of the professional nurse as members, and leaders when indicated, of interprofessional healthcare teams.
   - Using collaboration in the design, coordination, and evaluation of patient-centered care.
   - Mentoring and coaching new and experienced nurses and other members of the healthcare team.
   - Understanding other health professions scopes of practice to maximize contributions within the healthcare team.

9. Plan, manage, and evaluate evidence-based clinical prevention and population care by:
   - Evaluating the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes.
   - Delivering patient-centered and culturally responsive strategies in prevention and health promotion to individuals, families, communities, and aggregates/clinical populations.

10. Ensure accountability for advanced practice based on refined assessment skills; advanced communication skills; and biophysical, genetic, genomic, psychosocial, sociopolitical, economic, ethical, and cultural principles through:
   - Delivering safe, quality care to diverse populations in a variety of settings and roles.
   - Conducting a comprehensive and systematic assessment as a foundation for decision making.
   - Applying the best available evidence from nursing and other sciences as the foundation for practice.
   - Using knowledge of illness and disease management to provide evidence-based care to populations, perform risk assessments, and design plans or programs of care.
   - Incorporating core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, in assisting patients and other healthcare providers to address such issues.

**DOCTOR OF NURSING PRACTICE**

Upon completion of the Doctor of Nursing Practice program, the graduate will be prepared to:

1. Use disciplined reasoning, science-based theories, and concepts from sciences and humanities to:
   - Determine the nature and significance of health and health care delivery phenomena.
   - Describe actions and advance strategies to improve healthcare delivery, to diverse populations.
   - Develop, deliver, and evaluate theory-based health care.
   - Analyze nursing history to expand thinking and provide a sense of professional heritage and identity.

2. Demonstrate organizational and systems leadership that:
   - Emphasizes clinical practice.
   - Continually improves health outcomes.
   - Ensures patient safety.

3. Use analytical methods, evidence, and nursing science to:
   - Critically appraise existing literature to identify and evaluate best practices and practice guidelines.
   - Facilitate the evaluation of systems of care in order to improve patient outcomes.
   - Serve as a practice specialist/consultant in collaborative knowledge generating research.
   - Disseminate results through translational scholarship.

4. Demonstrate proficiency and provide leadership for the integration of information systems/technology to:
   - Support, monitor, and improve patient care, healthcare systems, clinical decision-making, nurse-sensitive outcomes, and academic settings.
   - Support quality improvement and patient safety.

5. Assume a leadership role in advocacy and health care policy development.

6. Establish, participate, and lead interprofessional collaborations for improving patient, population, and systems outcomes.

7. Develop, implement, and evaluate practice and healthcare delivery models for the purpose of quality improvement and improved patient outcomes considering
   - Safety and quality.
   - Epidemiological, bio-statistical, environmental, and other appropriate scientific data.
   - Culturally appropriate care.
   - Values based professional practice and behaviors.
   - Economies of care, business principles and health policy related to individual, aggregate, and population health.

8. Ensure accountability for advanced practice based on refined assessment skills, advanced communication skills, biophysical, genetic, genomic, psychosocial, sociopolitical, economic, ethical, and cultural principles.

9. Practice and provide services for populations with in the area of advanced nursing specialization.

**DOCTOR OF NURSING PRACTICE NURSE ANESTHETIST**

Upon completion of the nurse anesthetist program, the graduate will be prepared to:
1. Implement advanced knowledge in nurse anesthesia science, theory, and practice.
2. Evaluate, develop, implement, and lead organizational change to improve care delivery and quality.
3. Develop evidence-based interventions and implement solutions to address clinical problems.
4. Examine and evaluate technology and the utility of information systems and data to improve patient care.
5. Influence and participate in health policy development in the institution and region of practice.
6. Collaborate with the healthcare community, working with nursing, medical, surgical and anesthesia team members to promote patient advocacy and safety.
7. Demonstrate technical, professional, and cultural competence in nurse anesthesia practice by safely caring for patients across the lifespan and at all levels of acuity.
9. Participate in the clinical, administrative, and educational advancement of fellow CRNAs and other advanced practice practitioners.

DOCTOR OF PHILOSOPHY (PHD)

Upon completion of the PhD program, the graduate will be prepared to:

1. Rigorously test, generate, and extend knowledge to inform nursing science, practice, and policy.
2. Contribute to the development of knowledge and interventions to address health disparity and promote or improve health.
3. Assume collaborative leadership roles in academia, health organizations, research teams, and scholarly networks.
4. Demonstrate expertise within an area of study that incorporates nursing and trans disciplinary perspectives.

School of Nursing Academic Progression Standards

MSN AND MSN/MBA PROGRESSION POLICY

1. Grade Point Average (GPA) requirements:
   
   Graduate program students are required to maintain a 3.0 in all work attempted in the program. A student who falls below 3.0 after nine or more credit hours are completed in the program will be placed on academic probation and has only one semester to bring up the GPA to the 3.0 requirement. Failure to raise the cumulative GPA to 3.0 in one semester will result in dismissal from the program. Post-graduate certificate students are required to take fewer than those in degree programs. Therefore, a GPA lower than 3.0 will not be grounds for probation or dismissal.
   
2. Earn a letter grade (A, B, C) on all required courses. A grade of F in any course results in dismissal from the program.
3. Carry forward only one C grade in a nursing course. A second C in any nursing course will result in dismissal from the program.
4. Students can withdraw from only one course (resulting in a "W" on the academic transcript), and only one time.

If a student needs to withdraw from all courses in a semester, the student must meet with their faculty advisor. (see Leave of Absence and Withdrawal policies below).

Note: Any student who has been dismissed from the WVU School of Nursing will not be readmitted to the program.

DNP PROGRESSION POLICY

1. Grade Point Average (GPA) requirements:
   
   Graduate program students are required to maintain a 3.0 in all work attempted in the program. A student who falls below 3.0 after nine or more credit hours are completed in the program will be placed on academic probation and has only one semester to bring up the GPA to the 3.0 requirement. Failure to raise the cumulative GPA to 3.0 in one semester will result in dismissal from the program.
   
2. Earn a letter grade (A, B, C) on all required courses. A grade of F in any course results in dismissal from the program.
3. Carry forward only one C grade in a nursing course. A second C in any nursing course will result in dismissal from the program.
4. Students can withdraw from only one course (resulting in a "W" on the academic transcript), and only one time.

If a student needs to withdraw from all courses in a semester, the student must meet with their faculty advisor. (see Leave of Absence and Withdrawal policies below).

Note: Any student who has been dismissed from the WVU School of Nursing will not be readmitted to the program.
DNP NURSE ANESTHETIST PROGRESSION POLICY

To progress in the graduate curriculum, a Nurse Anesthetist Program student must meet the following performance standards. Failure to meet the criteria below will result in dismissal from the program.

1. Maintain an overall academic Grade Point Average of at least 3.0 in all work attempted in the DNP Nurse Anesthetist Program. A student who falls below 3.0 after nine or more credit hours are completed in the program will be placed on academic probation and has only one semester to bring up the GPA to the 3.0 requirement. Failure to raise the cumulative GPA to 3.0 in one semester will result in dismissal from the program.

2. Earn a letter grade (A, B, C, or Pass) on all required courses. A grade of F or Fail in any course results in dismissal from the program.

3. Carry forward only one C grade in a core DNP nursing course. A second C in a core DNP nursing course will result in dismissal from the program. A student earning below a B- grade in any anesthesia specialty course must repeat the course. This means the student will fall out of progression with the current cohort and must wait until the course is offered in the next academic year.

4. Repeat only one course in the DNP Nurse Anesthetist progression plan and only one time.

If a student needs to withdraw from all courses in a semester, the student must meet with their faculty and academic advisors to request a Leave of Absence if they plan to return to course work. Students at all times are expected to demonstrate professionalism and respect for faculty, staff, preceptors, and student colleagues. If a student is dismissed from their clinical placement site for lack of professionalism, or if the student’s behavior compromises the school’s relationship with the agency, the student is subject to failure in the course and dismissal from the program. Any student who has been dismissed from the West Virginia University School of Nursing will not be readmitted to the program.

PHD PROGRESSION POLICY

To progress in the PhD curriculum, a student must meet the following performance standards:

Grade Criteria for Progression

1. Achieve an overall academic GPA of 3.0 in all course work.

2. Grades of C. Students may carry forward one C grade in any course. However, a second C will result in dismissal from the program.

3. Grades of F. Students with a grade of F in any course will be dismissed from the program.

4. Withdrawals. Students can only have one “W” (class withdraw) while in the PhD program.

5. Unsatisfactory Grade. If students earn an unsatisfactory or “U” in NSG 797 Research, the chair and student must devise a plan to rectify deficiencies in the next semester. If the student receives another “U”, they will be dismissed from the program.

The grading scale for WVU graduate programs is:

A = 93 – 100
B = 85 – 92
C = 77 – 84
F = 0-76

Certificate Programs

The certificate programs at WVU offer masters-prepared nurses the opportunity to earn a certificate in family nurse practitioner (FNP), psychiatric mental health nurse practitioner (PMHNP), and nurse executive leadership (NEL) specialties.

ADMISSION CRITERIA

Eligible applicants are required to have:

- Master's degree in Nursing (or higher) from a nationally accredited nursing program and regionally accredited institution.
- Minimum nursing GPA of 3.0 on a 4.0 scale
- Minimum cumulative GPA of at least 3.0 on a 4.0 scale on all graduate work attempted. (Provisional admission may be considered if the overall GPA is 2.75-2.99 depending upon space available and other qualifications.)
- Active, unrestricted RN license in the state where the student plans to complete clinical hours.
- Letters of good standing (required for transfer students or those that have taken courses in another graduate program but did not complete the degree).

Students must satisfactorily complete background checks and drug screens upon admission.

In addition, applicants:

- for the PMHNP Certificate Programs: must provide evidence of completion of stand-alone graduate level courses in advanced pathophysiology, advanced pharmacotherapeutics, and advanced physical assessment
School of Nursing

- **for the PMHNP Certificate Program**: must hold national certification and licensure as an APRN; admission preference is given to applicants with at least one year of experience in an advanced practice role in an approved psychiatric mental health setting and/or at least two years of experiences as an APRN.

Notes: To be considered, applicants must meet all WVU admission requirements ([https://graduateadmissions.wvu.edu/how-to-apply/apply-for-2023-2024/](https://graduateadmissions.wvu.edu/how-to-apply/apply-for-2023-2024/)), in addition to program specific admission criteria. Admission criteria are subject to change. Please see the School of Nursing website for the most up-to-date criteria at [https://nursing.hsc.wvu.edu](https://nursing.hsc.wvu.edu). Any student who has been dismissed from the West Virginia University School of Nursing or any other nursing program will not be eligible for admission or readmission to the program. Exceptions may be considered if the dismissal was academic and was followed by successful completion of an additional degree or credential.

- Post-MSN Certificate FNP ([http://catalog.wvu.edu/graduate/graduatecertificates/postmsncertificatelfnp/](http://catalog.wvu.edu/graduate/graduatecertificates/postmsncertificatelfnp/))
- Post-MSN Certificate NEL ([http://catalog.wvu.edu/graduate/graduatecertificates/postmsncertificatenel/](http://catalog.wvu.edu/graduate/graduatecertificates/postmsncertificatenel/))
- Post-MSN Certificate PMHNP ([http://catalog.wvu.edu/graduate/graduatecertificates/postmsncertificatempmhnp/](http://catalog.wvu.edu/graduate/graduatecertificates/postmsncertificatempmhnp/))

PROGRESSION STANDARDS

To progress in the graduate curriculum, a student must meet the following performance standards. Failure to meet the criteria below will result in dismissal from the program.

1. Grade Point Average (GPA) requirements:
   a. Graduate program students are required to maintain a 3.0 in all work attempted in the program. A student who falls below 3.0 after nine or more credit hours are completed in the program will be placed on academic probation and has only one semester to bring up the GPA to the 3.0 requirement. Failure to raise the cumulative GPA to 3.0 in one semester will result in dismissal from the program.
   b. Post-Graduate Certificate students are required to take fewer credits than those in the degree programs. Therefore, a GPA lower than 3.0 will not be grounds for probation or dismissal. However, students earning two C grades or one F will be dismissed from the Post-Graduate Certificate Program.

2. Earn a letter grade (A, B, C) on all required courses. A grade of F in any course results in dismissal from the program.
3. Carry forward only one C grade in a nursing course. A second C in any nursing course will result in dismissal from the program.
4. Students can withdraw from only one course (resulting in a “W” on the academic transcript), and only one time.

If a student needs to withdraw from all courses in a semester, the student must meet with their advisor to request a Leave of Absence if they plan to return to course work. See Leave of Absence policy in the MSN Student Handbook.

The grading scale for nursing as posted in each course syllabus is:

- A = 93 – 100
- B = 85 – 92
- C = 77 – 84
- F = 0-76

Accreditation

The School of Nursing has specialized accreditation through the Commission on Collegiate Nursing Education.

The baccalaureate degree program in nursing, the master's degree program in nursing, and the Doctor of Nursing Practice program at West Virginia University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The WVU School of Nursing DNP Nurse Anesthetist Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) until 2024. Contact the COA by phone at 847-655-1160, on the web at [www.coacrna.org](http://www.coacrna.org), or at 222 S. Prospect Ave., Suite 304, Park Ridge, IL 60068-4001.