



REYNOLDS MEMORIAL  
HOSPITAL

# BM Spurr

School of Practical Nursing

[WVUMedicine.org/reynolds-memorial/](http://WVUMedicine.org/reynolds-memorial/)



**1800's**

Began in a Parish House of Trinity Episcopal Church

**1962**

Reynolds Memorial Began Construction of New Hospital

**1966**

Isabella Stewart Wing Added

**1895**

Burley Farmhouse was Purchased and Converted to Hospital

**1963**

New 159-Bed Hospital Opened

**1973**

Reynolds Memorial Established as a Community Hospital

**1975**

Expanding Special Services and Offices

**1981**

New Addition of Two Floors

**1991**

Opened 20-Bed Skilled Nursing Unit and Cardiac Rehabilitation Unit

**1979**

New Emergency Department

**1983**

Special Care and Step Down Unit Added

**1997**

Pulmonary Rehabilitation Unit Added

**2000**

Obstetrical Unit Was Renovated to New Generations Birth Center

**2016**

Reynolds Memorial Officially Joined WVU Medicine

**2013**

New Generations Birth Center Became Specialty Physicians

# History

The National Association of Licensed Practical Nurses defines practical/ vocational nursing as the “performance for compensation of authorized acts of nursing which utilize specialized knowledge and skills, and which meet the health needs of people in a variety of settings under the direction of qualified health professionals.” The practical/vocational nurse uses a clinical problem-solving process (the nursing process) to collect and organize relevant health care data and assist in the identification of the health needs/problems of clients throughout the clients’ life span and in a variety of settings. The entry level practical/vocational nurse, under the appropriate supervision, provides competent care for clients with commonly occurring health problems having predictable outcomes. “Competency implies knowledge, understanding, and skills that transcend specific tasks and are guided by commitment to ethical/legal principles.” Practical nursing is a career which offers a sense of responsibility, security, and self-satisfaction through service to others. The practical nurse is recognized nationally as a valuable member of the community health team. The need for licensed practical nurses’ projects beyond hospitals to long-term care and rehab centers, clinics/offices, home care and hospice agencies, corrections, armed services, and private industry.

The B.M. Spurr School of Practical Nursing has been conducted by Reynolds Memorial Hospital, Inc., since 1951. At that time, a statewide study of nursing showed the need for well-educated practical nurses and an advisory council was formed to aid the hospital in establishing the school. The early graduates took state board exams through the cooperation of the Virginia State Board as West Virginia had no licensing law until 1958. From the beginning, the school has continually focused on achieving standards of excellence. The school is accredited by the Accreditation Commission for Education in Nursing.

## Philosophy of the School

Man is born with an innate potential for learning which is developed within a supportive environment. The individual has the freedom to choose a course of action and therefore must assume final responsibility for learning. The outcome of nursing education is a change in behavior, and the process of education is the provision of experiences within a positive learning atmosphere.

The nursing education curriculum is constructed on the foundation of basic principles which are developed through guided clinical experience. The teaching/learning process proceeds from known to unknown, simple to complex, and normal to abnormal. Nursing is an art and a science that integrates concepts from the liberal arts, and the biological, behavioral, and social sciences. The nature of nursing is dynamic and evolving. The goal of nursing in any setting is to promote health and assist individuals throughout the life span to attain an optimal level of functioning by responding to the needs, conditions or events that result from actual or potential health problems. The domain of nursing and the relevant knowledge, skills and abilities exist along a continuum, and are organized and defined by professional and legal parameters.

The following concepts and processes fundamental to the practice of nursing are integrated throughout the program curriculum.

**CLINICAL PROBLEM-SOLVING PROCESS (NURSING PROCESS):** A scientific approach to client care that includes data collection, planning, implementation, and evaluation.

**CARING:** Interaction of the practical / vocational nurse and clients, families, and significant others in an atmosphere of mutual respect and trust. In this collaborative environment, the practical / vocational nurse provides support and compassion to help achieve desired therapeutic outcomes.

**COMMUNICATION AND DOCUMENTATION:** Verbal and nonverbal interactions between the practical / vocational nurse and clients, families, significant others, and members of the health care team. Events and activities associated with client care as validated in written and / or electronic records that reflect standards of practice and accountability in the provision of care.

**TEACHING/LEARNING:** Facilitation of the acquisition of knowledge, skills, and attitudes to assist in promoting positive changes in behavior.

Graduates of this program are eligible to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN) and may apply for endorsement to practice in other states. Each unique NCLEX-PN examination reflects the knowledge, skills, and abilities essential for the practical/vocational nurse to master in order to meet the needs of clients requiring the promotion, maintenance and restoration of health. Such licensure enables the LPN. to practice nursing in any setting under the direction of the appropriate professional healthcare provider.

Beliefs about people and nursing underlie the B. M. Spurr School of Practical Nursing curriculum. Each unique individual defines their own approach to daily living which reflects values, cultures, beliefs, and lifestyles. Additionally, they are viewed as having the right to make decisions regarding their health care needs and participate in meeting those needs. The profession of nursing makes a unique contribution in helping clients (individuals or families/significant others) to achieve an optimal level of health in a variety of settings.

Learning is a lifelong process. The graduate realizes continuing education is essential in order to maintain competence and to adapt to the changing patterns of health care.

## Student Learning Outcomes

Maintain a safe, effective care environment.

- a. Collaborate with other team members to facilitate the delivery of effective client care.
- b. Follow safety and infection control policies to protect clients from environmental hazards.

Provide holistic nursing care which promotes the well-being of the client and significant others by utilizing evidence-based practices.

- a. Assist clients and significant others during the normal expected stages of growth and development from conception through advanced age.
- b. Provide client care related to prevention and early detection of health problems.
- c. Maintain cultural competence/sensitivity while providing care.

Provide nursing care that promotes and supports the well-being of the client and significant others through the following actions

- a. Promote the ability of the client and/or significant others to cope, adapt, and/or problem-solve situations related to illness, disability, and stress.
- b. Participate in recognizing and providing care for clients with maladaptive behavior, acute or chronic mental illness, and/or cognitive dysfunction.
- c. Promote and provide for client education regarding their health, illness, and/or treatment.

Promote physical health and well-being of the client by providing comfort and care, reducing risk potential, and assisting in the management of client health status.

- a. Promote comfort and assistance in the performance of activities of daily living.
- b. Provide care related to the administration of medications while monitoring client response.
- c. Reduce the client's potential for developing complications of health problems related to treatments, procedures, or existing conditions.
- d. Participate in providing care to clients with acute, chronic, or life-threatening health conditions.

Function as a member of the discipline of practical nursing.

- a. Comply with the scope of practice as outlined in the nurse practice of the state in which licensed.
- b. Adhere to a code of nursing ethics.
- c. Utilize educational opportunities for continued personal and professional growth.
- d. Describe the role of the licensed practical nurse in the health care delivery system.
- e. Assumes responsibility for managing their own actions when providing care for individuals and groups of clients.
- f. Be accountable for nursing care provided to clients.
- g. Be aware that the practical nurse, through political and societal activities, can affect the practice of nursing and health care.

## Scholarships

During the school year, there are typically several scholarships which become available that students may choose to apply for. Scholarship funds are donated by previous hospital employees as well as interested parties within the community.

Currently enrolled students are encouraged to apply for these scholarships to assist them with school related expenses. Any student who meets the criteria for a scholarship will be asked to submit a scholarship essay for consideration.

## Computers

The School of Nursing provides computer instruction utilizing modern computer equipment with internet access. Students also learn computer documentation of patient care.

## General Information

The B.M. Spurr School of Practical Nursing offers a twelve-month course. With an annual maximum enrollment of twenty students, the program begins in September of each year and includes both theoretical classes and experience in the clinical units of the conducting hospital, Reynolds Memorial Hospital, Inc. Other nursing experiences are obtained at various community agencies with program affiliation. The program is a full-time course of study and additional time is necessary for adequate preparation and successful completion of courses. Students must maintain a "C" (80%) average (or better) in each course.

<b>THE GRADING SYSTEM IS AS FOLLOWS:</b>	<b>A</b>	<b>B</b>	<b>C</b>
	100 – 94	93 – 87	86 – 80

During the year students are granted four weeks' vacation and six legal holidays.

## Admission Requirements

1. Applicant must have a recognized high school diploma. A high school transcript or results of the General Education Development Test showing satisfactory performance are required. Science oriented background is helpful.
2. Applicant must be in good physical and mental health.
3. Applicant must obtain a satisfactory score on the entrance test.
4. Applicant must submit transcripts from all other post-secondary schools attended.
5. Applicant must have a negative result on a drug/alcohol screening.
6. Applicant must have an acceptable criminal background check.

### Acceptance is determined on an individual basis.

*The B.M. Spurr School exists to educate students who meet the admission criteria, without discrimination in regard to age, religion, creed, ethnic origin, marital status, race, gender/sex, veteran status or disability **which does not interfere with attainment of program objectives.***

## Advanced Standing

Students who have left the nursing program or other nursing programs in good standing within the last two years may be evaluated for admission with advanced standing.

Placement will be determined by testing and by evaluation of nursing skills in the clinical area. The student must possess all the skills and knowledge prerequisite to a quarter for placement into that quarter. All students must be actively enrolled for at least one quarter to be eligible for graduation from the program.

## Enrollment Procedure

1. Submission of the required application forms/transcripts.
2. Satisfactory score on entrance exam.
3. Three personal references.
4. Personal interview with a faculty member of the school.
5. Medical/Dental clearance.
6. Negative Drug/Alcohol Screen.
7. Acceptable criminal background check.
8. Pre-entrance physical exam and immunizations as required by clinical facilities.

*NOTE: Acceptance rests with the Committee on Admissions. Filing an application holds no commitment for either the applicant or the school.*

## Financial Assistance

Applicants in need of financial assistance are asked to talk with the Director of the School of Nursing. This program is approved for Pell Grants, as well as local workforce investment programs.

## Withdrawal

A student may withdraw from the program at any time. The procedure for withdrawal requires that the student confer with the Director of the School to discuss the reasons for leaving and submit a letter of resignation. The faculty reserves the right to request the withdrawal at any time, of any student whose health, conduct, quality of work, or lack of proper attitude toward nursing makes it inadvisable for the student to remain in the school.

## Graduation

After successfully completing the program, the student will be awarded a diploma and pin signifying graduation from the school. Graduation from this school makes the nurse eligible for membership in national, state, and local practical nurse organizations. Job placement as an LPN is not guaranteed by graduation from the program.

## State Board Examination

After graduation, the student nurse will be eligible to take the licensing examination, the NCLEX-PN. Upon successful completion of this examination the individual may receive licensure and will be permitted to use the credentials LPN. All state-specific guidelines must be followed for the chosen state(s) of licensure.

*NOTE: Chapter 30, Article 7A, Section 10, Code of West Virginia. Disciplinary proceedings: grounds for discipline states:*

The board shall have the right, in accordance with rules and regulations... to refuse to admit an applicant for licensure examination... and also to revoke or suspend any license to practice practical nursing, or to otherwise discipline a licensee upon satisfactory proof that the person: (1) is guilty of fraud or deceit in procuring or attempting to procure a license to practice practical nursing; or (2) was convicted of a felony or misdemeanor with substantial relationship to the practice of practical nursing in a court of competent jurisdiction; or (3) is habitually intemperate or is addicted to the use of habit-forming drugs; or (4) is mentally incompetent; or (5) is guilty of professional misconduct as defined by the board; or (6) who practices or attempts to practice without a license or who willfully or repeatedly violates any of the provisions of this article.

## Curriculum

The curriculum consists of twelve months of theory and clinical practice which is divided into four quarters. Successful completion of each quarter's work is necessary before the student can proceed.

**FIRST QUARTER:** The content includes study of body structure and function as it grows and develops. The student is assisted in examination of physiological and psychological needs. Clinical experience focuses on meeting such basic needs as safety, hygiene, and environmental controls. Orientation to the role of the practical nurse is presented.

**SECOND QUARTER:** The emphasis in this quarter is on meeting the needs of individuals with various acute and chronic conditions. Patient care oriented toward returning the patient to optimal health is practiced. Clinical experience in caring for the surgical, medical, and obstetrical patient will begin this quarter.

**THIRD QUARTER:** The content explains problems faced by patient, family, and community during acute or chronic illness. Clinical experience will focus on meeting these needs across the lifespan and will include experience in pediatrics, geriatrics, pharmacology, and observations in related community agencies.

**FOURTH QUARTER:** This term emphasizes integration of knowledge and application to the care of clients. Responsibilities as a graduate are examined in light of current needs and trends including integration of management skills and develop of clinical reasoning capabilities. Clinical experience includes the psychiatric nursing rotation.

# Description of the Courses

**ANATOMY AND PHYSIOLOGY:** First and Second quarters – Theory.

This is a basic introductory study of the human body structure and function. It begins with an overall view of the human body, proceeds to study the basic make-up and functioning of the cell and then progresses through each system of the body.

**GROWTH AND DEVELOPMENT:** Second quarter – Theory.

This course is designed to aid the student in obtaining a basic understanding of the normal process of growth and development. The study of growth and development from birth throughout adolescence is combined with effective parenting techniques. Physical and emotional changes, developmental tasks, nutritional needs and requirements, and nursing care throughout the growth cycle are discussed. Successful parenting techniques, which foster a sense of self-worth in the child, are presented as essential to proper emotional adjustment. The developmental tasks of young and middle adulthood are also discussed.

**PRINCIPLES AND FUNDAMENTALS:** First and Second quarters – Theory and Clinical.

This course is designed to progress from simple to the complex, and to enable the student to apply knowledge of nursing procedures and related principles in the care of assigned patients. The course focuses on safety and reduction of risk factors through the delivery of effective and appropriate care.

**NUTRITION AND DIET THERAPY:** First, Second, Third and Fourth quarters – Theory and Clinical.

This course is the study of the science of food and essential nutritional components, in relation to health and disease. Additional instruction includes the process by which the human body ingests, digests, absorbs, transports, utilizes, and excretes food/nutritional substances. Emphasis is placed on dietary practices that may help prevent health problems. The dietary modifications necessitated by disease processes are also examined.

**MEDICAL SURGICAL NURSING:** First, Second, Third and Fourth quarters – Theory and Clinical.

The Medical Surgical Nursing Course is designed to give students a basic background in the pathophysical and psychosocial aspects of nursing care using the nursing process. Emphasis is placed on prevention and early detection of health problems. The teaching/learning process proceeds from known to unknown, simple to complex and normal to abnormal. The clinical experiences are selected to meet the course objectives and correlate classroom learning to the clinical situation. Using the systematic organized method of the nursing process, nursing theory is translated into nursing practice.

**SOCIAL SCIENCE:** First, Second, and Fourth quarters – Theory and Clinical.

This course begins with instruction in study skills in order to enhance students' learning and success. The organization, curriculum, and program structure are discussed. The needs of the student nurse as an individual are identified. Information is presented regarding the history and trends in nursing, the health care team, health care delivery systems, nursing theory and the nursing process. Practical nursing education, ethical and legal responsibilities, nursing organizations and graduate responsibilities are discussed. The importance of effective leadership qualities and management skills is stressed along with the delivery of safe effective health care within the scope of the Licensed Practical Nurse's Laws. Continuing education is emphasized as being essential in order to maintain competence and to adapt to the changing patterns of health care. Criteria for determining scope of practice for licensed nurses and guidelines for determining acts that may be delegated or assigned by licensed nurses is covered in depth prior to completion of the course.



**PHARMACOLOGY:** Second and Third quarters – Theory and Clinical.

The Pharmacology Course is designed to give the practical nursing student a basic understanding of drug administration. Discussion includes classifications, sources, purposes, routes, effects, side effects, and contraindication of selected drugs. The steps of the nursing process are utilized to provide individualized patient care. The student nurse learns dosage calculations, and to prepare and administer drugs accurately according to facility procedure. Pharmacology laboratories provide opportunities for practicing the preparation and administration of medications prior to the clinical experience. The course also stresses the importance of the legal and the ethical responsibilities associated with drug administration.

**OBSTETRICS:** Second and Third quarters – Theory and Clinical.

This is a basic childbirth course designed to provide the practical nursing student with a theoretical background in pregnancy, labor, delivery, postpartum, and the newborn. The family unit is stressed with the importance of prepared childbirth classes, rooming-in and bonding being recognized.

**PEDIATRICS:** Third quarter – Theory and Clinical.

Stressing the need for each child to be treated as an individual and focusing on the child as part of the family unit, this course includes the study of a comprehensive group of childhood illnesses and injuries. It includes methods of diagnosis, treatment, and nursing interventions, with special emphasis on preventive measures.

**GERIATRICS:** Third quarter – Theory and Clinical.

Geriatric nursing is designed to give the practical nursing student a basic introduction to the aging process. The course begins with an overview of the aging population and age-related disorders. It discusses the adjustment of the individual to expected changes. Concepts relevant to pathophysiology, nutrition, pharmacology, and psychosocial development, ethical and legal responsibilities are emphasized. This course is designed to correlate theory and clinical practice in providing care to the older individual. Rehabilitation facilities and community agencies available are included for discussion. In addition, the student practical nurse is taught to use the nursing process to respond to biological, psychological, and sociological needs of the aging individual in health and illness.

**PSYCHIATRIC NURSING:** Fourth quarter – Theory and Clinical. The initial portion of the course emphasizes mental health concepts and principles of human behavior. The course examines the use of defense mechanisms and healthy and maladaptive behaviors. Various mental health conditions and their treatments are reviewed.

WVU Medicine Reynolds Memorial Hospital is accredited by the Joint Commission on Accreditation of Health Care Organizations. The institution is also a member of the American Hospital Association, Premier Inc., and the West Virginia Hospital Association and is licensed by the WV. Department of Health.

**WVU Medicine Reynold Memorial Hospital  
800 Wheeling Avenue  
Glen Dale, WV**

**School applications are available on-line at  
<https://wvumedicine.org/reynolds-memorial/programs/b-m-spurr-school-of-practical-nursing/>**

**MISSION:**

**The mission of the B.M. Spurr School of Practical Nursing is to prepare graduates for the practice of practical nursing in a variety of health care settings and to provide a foundation for life-long learning and collaboration.**

**ACCREDITATIONS AND APPROVALS**

**The B.M. Spurr School of Practical nursing conducted by Reynolds Memorial Hospital, Inc. is approved by:**

**WV State Board of Examiners for Licensed Practical Nurses  
101 Dee Drive  
Charleston, WV 25311-1688  
(304) 558-3572  
(877) 558-5767  
[www.lpnboard.state.wv.us](http://www.lpnboard.state.wv.us)**

**The school is also nationally accredited by the following organization:**

**Accreditation Commission for Education in Nursing (ACEN)  
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Atlanta, GA 30326  
(404) 975-5000  
[www.acenursing.org](http://www.acenursing.org)  
2021**

