<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME:...</td>
</tr>
<tr>
<td>THE BSN PROGRAM</td>
</tr>
<tr>
<td>PROGRAM MISSION</td>
</tr>
<tr>
<td>STATEMENT OF PHILOSOPHY AND ASSUMPTIONS</td>
</tr>
<tr>
<td>PROGRAM OBJECTIVES</td>
</tr>
<tr>
<td>GENERAL INFORMATION</td>
</tr>
<tr>
<td>UNDERGRADUATE CATALOG</td>
</tr>
<tr>
<td>UWG STUDENT HANDBOOK and SCOOP</td>
</tr>
<tr>
<td>GANS/NSNA</td>
</tr>
<tr>
<td>GNA/ANA</td>
</tr>
<tr>
<td>PI NU CHAPTER OF SIGMA THETA TAU</td>
</tr>
<tr>
<td>ACADEMIC ADVISING</td>
</tr>
<tr>
<td>GRADUATION CELEBRATION</td>
</tr>
<tr>
<td>DEPARTMENT OF NURSING COMMITTEES</td>
</tr>
<tr>
<td>CLASS PRESIDENT/LIAISON</td>
</tr>
<tr>
<td>STUDENT GOVERNANCE</td>
</tr>
<tr>
<td>NURSING HONORS PROGRAM</td>
</tr>
<tr>
<td>ESTIMATED EXPENSES</td>
</tr>
<tr>
<td>FINANCIAL ASSISTANCE</td>
</tr>
<tr>
<td>LIBRARY RESOURCES</td>
</tr>
<tr>
<td>BSN CURRICULUM</td>
</tr>
<tr>
<td>GENERIC TRACK</td>
</tr>
<tr>
<td>CARING GROUPS</td>
</tr>
<tr>
<td>GENERIC BSN TESTING PROGRAM</td>
</tr>
<tr>
<td>RN-BSN TRACK</td>
</tr>
<tr>
<td>GEORGIA RN-BSN ARTICULATION PLAN</td>
</tr>
<tr>
<td>WRITING ACROSS THE CURRICULUM</td>
</tr>
<tr>
<td>RN-BSN TESTING PROGRAM</td>
</tr>
<tr>
<td>STUDENT POLICIES</td>
</tr>
<tr>
<td>EVALUATION OF CREDIT</td>
</tr>
<tr>
<td>HOLISTIC ENHANCED LEARNING PLAN (HELP)</td>
</tr>
<tr>
<td>STRUCTURED PROBLEM SOLVING POLICY</td>
</tr>
<tr>
<td>PROVISIONAL ADMISSION</td>
</tr>
<tr>
<td>TRANSFER OF NURSING COURSES</td>
</tr>
<tr>
<td>CREDIT BY EXAM</td>
</tr>
<tr>
<td>PROGRESSION</td>
</tr>
<tr>
<td>PROGRESSION AND RETENTION OF STUDENTS WITH DISABILITIES</td>
</tr>
<tr>
<td>STATE LICENSURE TO PRACTICE AS REGISTERED NURSE</td>
</tr>
<tr>
<td>DISMISSAL</td>
</tr>
<tr>
<td>CARING GROUP POLICY FOR RETURNING STUDENTS</td>
</tr>
<tr>
<td>COMMUNICATION POLICY</td>
</tr>
<tr>
<td>TECHNOLOGY REQUIREMENTS</td>
</tr>
<tr>
<td>CLASSROOM EXPECTATIONS</td>
</tr>
<tr>
<td>LEARNING RESOURCE UTILIZATION POLICY</td>
</tr>
<tr>
<td>ACADEMIC DISHONESTY</td>
</tr>
<tr>
<td>GENERIC BSN STUDENT EMPLOYMENT</td>
</tr>
<tr>
<td>SKILLS COURSE POLICIES</td>
</tr>
<tr>
<td>REQUIREMENTS FOR PARTICIPATION IN CLINICAL</td>
</tr>
<tr>
<td>CLINICAL DOCUMENT REQUIREMENTS</td>
</tr>
<tr>
<td>PROFESSIONAL ATTIRE</td>
</tr>
<tr>
<td>RECOMMENDATIONS FOR EXPOSURE TO BLOOD OR BODY FLUIDS</td>
</tr>
<tr>
<td>STUDENT FORMS</td>
</tr>
<tr>
<td>DOCUMENTATION OF GEORGIA RN-BSN ARTICULATION</td>
</tr>
<tr>
<td>REQUEST FOR INDEPENDENT STUDY</td>
</tr>
<tr>
<td>HEALTH AND PROFESSIONAL REQUIREMENTS CHECKLIST</td>
</tr>
<tr>
<td>PHYSICAL ABILITY FORM</td>
</tr>
<tr>
<td>HEPATITIS B VACCINE WAIVER</td>
</tr>
<tr>
<td>HEALTH INSURANCE WAIVER</td>
</tr>
<tr>
<td>STRUCTURED PROBLEM SOLVING CONFERENCE RECORD</td>
</tr>
<tr>
<td>POSTEXPOSURE COUNSELING CHECKLIST</td>
</tr>
<tr>
<td>GENERIC BSN GRADUATION CHECKLIST</td>
</tr>
<tr>
<td>RN-BSN GRADUATION CHECKLIST</td>
</tr>
<tr>
<td>CONFIDENTIALITY POLICY</td>
</tr>
<tr>
<td>UWG STUDENT HANDBOOK SIGNATURE FORM</td>
</tr>
</tbody>
</table>
WELCOME!

Welcome to the BSN Program at the University of West Georgia! As Chair of the Department of Nursing, I am your official travel guide for this journey toward obtaining a baccalaureate degree in nursing. This trip, the BSN Program in Nursing, has been designed especially for you and prepares you for professional practice in the 21st century. The purpose of this Handbook is to provide guidelines for your journey and to assist you in making responsible choices in your program of study.

The destination, or purpose, of the BSN Program is to prepare professional nurses who effectively integrate the roles of professional nursing, recognize self and others as holistic beings, think critically, and demonstrate caring behaviors in providing clinically and culturally competent nursing care. There are two tracks or “maps” within this Program: 1) one for students who are seeking initial licensure as Registered Nurses (the Generic BSN Track); and 2) one for students who are already Registered Nurses with ASN degrees or diplomas and who are seeking to advance their education (the RN-BSN Track). Our travel guides, also known as nursing faculty, are here to help you reach this destination. They will assist you in determining your personal destinations and road maps. Please feel free to let the faculty know if there are changes you think should be made in the Program. Your suggestions will be welcomed and all will be considered. And it also helps if you will tell the faculty what you find to be particularly helpful. Affirmation of positive behavior is always welcome.

As you begin your journey, please take some time to reflect on your personal learning goals. The BSN Program reflects the faculty's belief in providing a liberalizing education for students, therefore, please consider learning goals that include not only nursing, but also those which will make you a more fully educated person.

In this journey, students are our best customers. One of your best allies in this journey toward a BSN degree is the faculty. The faculty is committed to providing a meaningful educational experience for you; don't hesitate to use their expertise. I think you will find the faculty to be caring, competent, and empathetic individuals willing to "go the extra mile" to assist you in this journey.

Please feel free to call on me at any time. My door is always open. Have a nice trip!!

Kathryn Grams, RN, Ph.D
Chair and Professor, Department of Nursing
August 2006
UNIVERSITY OF WEST GEORGIA  
DEPARTMENT OF NURSING  
BSN PROGRAM MISSION

The mission of the BSN program at the University of West Georgia is to offer high quality undergraduate education that:

- Prepares registered nurses for basic practice roles in diverse health care settings in Georgia and the surrounding region.
- Integrates a strong liberal arts curriculum.
- Provides regional outreach through external degree and off-campus programs.
- Provides a caring, supportive, personal environment for learning that:
  - Affirms the holistic nature of individuals
  - Reflects caring as the essence of nursing
  - Expects that nurses use critical thinking in decision making
  - Supports evidence-based practice
  - Utilizes disciplinary rigor to support BSN student progress toward clinical competence.

(Revised 3/28/05)

STATEMENT OF PHILOSOPHY AND ASSUMPTIONS

The faculty of the Department of Nursing believe and support the purpose of the University of West Georgia, which is to provide students with “opportunities for intellectual and personal development through quality teaching, scholarly inquiry, creative endeavor, and service for the public good” and to offer “educational experiences that foster the development of leaders and productive citizens who make a positive impact throughout an increasingly global society.” The faculty is committed to creating a milieu for learning that fosters “educational excellence in a personal environment.” In pursuit of these beliefs, the faculty declares the following statements of our beliefs and assumptions:

People are unique and dynamic as thinking, caring, feeling, and intuitive contributors to society. People are holistic, representing an integration of mind, body, and spirit. They have spiritual-social-ethical beliefs and values that influence the perception of self, others, and the world. Each person has the potential for growth and the right to make choices and take the responsibility for choices made. People value human dignity, freedom, and truth and are altruistic in their capacity to be responsible in the care of self and others. These beliefs about persons refer to patients and other health care recipients, as well as students and faculty.

People construct meaning and develop knowledge through being in the world and interacting with it. Environment is the world around us. Environment includes other persons, families, groups, communities, cultures, things, and the natural world. A concern for the environment is essential for survival and the preservation of the context of our existence.

Health is a dynamic state of being in which there is a balanced integration of relationships, choices, and human potentials: physical, mental, emotional, and spiritual. The individual's perception of this balanced integration, or wholeness, is unique and self-determined. People experiencing illness or disability may perceive themselves as whole or healthy, even though society may view them as unhealthy.
Nursing, an art and a science, is creative and occurs in a variety of settings. Nursing involves the creation of a safe, nurturing, and healing environment emphasizing respect for the opinions, wishes, and goals of those receiving nursing care. The environment in which nursing is practiced is constantly changing, and nurses must be responsive to consumer and other political demands in health care systems. In an attempt to prepare students to practice in a rapidly changing health care environment, the faculty believe the priorities set forth in Healthy People 2020 related to health promotion, maintenance, protection, and disease prevention provide direction for the selection of curricular content. To prepare the profession of nursing for evolving health care, we believe it is critical to provide education at the graduate level designed to foster utilization of theoretical knowledge in the development of health policy, the management of healthcare systems and the development and implementation of educational programs.

The domains of nursing are helping, teaching-coaching, diagnostic and patient monitoring, managing rapidly changing situations, administering and monitoring therapeutic interventions, ensuring quality of health care, and organizational and work-role competencies (Benner, 1984). Benner’s domains provide a framework for problem solving and describe what it is that nurses do. Within the domains of nursing, the nursing process provides a theoretical framework for guiding nursing care. The nursing process includes assessment, diagnosis, planning, intervention, and evaluation in the implementation of nursing practice.

Nursing care may be provided by a variety of practitioners. The professional nurse, a graduate of a baccalaureate nursing program, fulfills three roles: provider of care, manager of care, and member of a profession. In the first role, provider of care, the professional nurse provides competent nursing care to individuals, families, groups, and communities. This competent care assists others to achieve and maintain wholeness and/or to face death with dignity and comfort. The nurse prepared at the Master of Science in Nursing level functions in advanced practice roles related to the management and quality of health systems as well as in the areas of patient education and the education of nurses through the application of theory and participation in research and research utilization.

Within the second role, manager of care, professional nurses manage people and things. Their management style, responsive to change and collaborative in nature, reflects a commitment to caring and includes behaviors that recognize the holistic nature of people. Professional nurses are concerned with issues related to quality of care and may act as change agents in the health care or education setting. The nurse prepared at the graduate level has the knowledge and critical thinking skills needed to collaborate with other health care providers to implement changes that will improve health care delivery and/or educational programs.

In their third role as members of the nursing profession, nurses assume individual accountability and responsibility. They practice within the legal and ethical boundaries of the nursing profession. Professional nurses participate as citizens in political/societal decision making and are involved in issues related to the quality of care. Professional nurses demonstrate commitment by participating in professional organizations, life-long learning, and activities that benefit the global community. At the graduate level, the nurse is expected to assume leadership roles within professional organizations. The graduate level nurse is also expected to attain a level of scholarship congruent with preparation for doctoral study.

Caring, critical thinking, holism, and communication are inherent in all roles of the professional nurse. In addition, the characteristics of competence (clinical and cultural), confidence, commitment, conscience, and collaboration are considered essential to the practice of nursing. The descriptions of these concepts follow:
Caring, a basic way of being, is the essence of nursing and means that people, interpersonal concerns, and things matter (Watson, 1979). Caring for self and others involves self-awareness and belief in personal empowerment. Caring includes maintaining academic and practice standards to ensure the quality of the profession. Caring extends beyond the limits of patients/clients, families, groups, and communities to other nurses, other members of the health care team, and to self. Caring is learned through a variety of life experiences and is enhanced by experiencing caring practices among students, teachers, clients, and members of the health care team.

Critical thinking, a composite of knowledge, skills, and attitudes, is purposeful mental activity that produces and evaluates ideas and is focused on deciding what to believe and do. Critical thinking involves evaluating information for professional decision making. Persons who are critical thinkers seek and evaluate information, think about other's ideas before accepting them, learn from others, reassess their own views with new information, and make their own judgments (Ruggerio, 2000). Critical thinking, for nurses, involves the use of scientific and humanistic concepts, nursing theory, and research in professional decision making.

Holism recognizes the interaction of mind-body-spirit within people. People are not comprised of distinct parts that can be treated separately, but are seen as “Whole.” People are energy systems who are in constant interaction with their environment. They possess the inherent ability to heal and recognize death as natural in the cycle of life. Within a holistic framework many ways of knowing are valued, and self-responsibility is regarded as the foundation of all health care.

Communication involves knowledge, skills, and attitudes integral to all the characteristics of professional practice. Clear, assertive, and honest communication is necessary to establish and maintain caring human relationships that form the basis of professional nursing. Effective written, oral, electronic, and nonverbal communication is required of professional nurses.

Competence is possessing knowledge, judgment, skills, energy, experience, and motivation to meet the demands of clinical practice. Competence includes the technical skills of nursing as well as skills related to problem solving, collaboration, negotiation, technology, and evidence-based practice. Some of the attitudes needed to become competent are inquisitiveness, willingness to seek help, and an appreciation of lifelong learning. Cultural competence (AAN, 1992) is defined as “care that is sensitive to issues related to culture, race, gender, and sexual orientation” and is demonstrated by the ability to implement appropriate nursing care within the context of an individual or community’s values and health beliefs.

Confidence implies a pervading belief or trust in a person. It is a belief in one’s abilities to accomplish tasks. In this case, the trust of individual capabilities of those involved in a caring relationship—students, faculty, patients/clients, health care team members, and others. Confidence is demonstrated by an assertive demeanor, verbalized positive regard, willingness to learn new things, empowerment, and self-awareness. It involves the skills of communication, self-assessment and self-awareness, willingness to perform, speaking without hesitance as well as technical skills.

Commitment is the affective ability needed to keep one’s obligations congruent with one’s desires and to guide choices related to one’s trust, in this case, a nurse’s obligation to the profession of nursing. Commitment includes the attitudes of empowerment, advocacy, assertiveness, courage, self-responsibility and accountability, and a profound desire to “maintain and elevate the standards of the profession.” Commitment to nursing is demonstrated by employment in nursing, membership in professional organizations, participation in lifelong learning activities, pursuit of advanced degrees, and
involvement in activities that benefit one’s community.

**Conscience** involves knowledge, skills, and attitudes constituting an awareness of one’s moral responsibility to self and others. Conscience serves as a guide to one’s personal and professional behaviors and involves right-making actions and inquiry into right and wrong. Professional nurses need knowledge of ethical theory, legal principles, moral development, and decision-making theory. Insight into personal values, as well as, the values of diverse societies supports the characteristics of conscience. Skills include ethical decision-making, value clarification, critical thinking, and conflict resolution. Conscience will be evidenced by such attitudes as open-mindedness, truth seeking, courage, examination of one’s values, and respect for cultural beliefs/values of others. Conscience involves practicing nursing within the legal prescription of the profession.

**Collaboration**, the ability to work with others for a common goal, typifies the move toward interdisciplinary health care. Caring nurses must be responsive to a number of constituents. The skills of collaboration include negotiation, communication, problem solving, and critical thinking. Collaborative attitudes include respect for diversity, a positive response to change, and belief in “power with” rather than “power over.”

The optimum setting of nursing education is an academic environment with critical linkages into the practical environment. This environment provides an opportunity for the acquisition of general and specific knowledge of nursing as well as the biological, physical, medical, and social sciences and the humanities. Application of theory and evidence-based research findings are essential to the acquisition of knowledge.

**Teaching and learning** are reciprocal, lifelong growth processes that nurture and facilitate growth in all participants. Teacher-learners interact with learner-teachers; all teach and all learn. There are many ways to teach, learn, and to know—and all have value. Learning occurs through meaningful interaction and takes place when the whole person is involved and participative. Learning occurs when it is placed in context and involves the examination of accepted truths and cherished assumptions. Learning involves openness and the willingness to confront paradoxes.

Students are responsible for their own learning. Teachers facilitate learning and create an environment that empowers students to take responsibility for learning. Each student is unique with different learning potentials and ways of learning. The process of teaching and learning is as important as the content. (Revised 3/28/05)

### BSN PROGRAM OBJECTIVES

The purpose of the Bachelor of Science (BSN) program is to prepare individuals for basic registered nurse practice roles in diverse health care settings. Graduates of the program will be able to:

1. Utilize the Domains of Nursing to provide clinically competent and culturally sensitive nursing care to diverse patients/clients, families, groups, and communities in a variety of health care systems (Competence).

2. Utilize a variety of strategies to increase self-awareness and self-empowerment (Confidence).

3. Practice nursing in a manner that reflects caring as the essence of nursing (Caring).
4. Practice nursing within established ethical and legal boundaries (Conscience).

5. Engage in nursing practices that reflect a holistic view of self and others and respect for diverse cultures (Holism).

6. Use scientific and humanistic concepts, nursing theory, and research in evidence-based practice to think critically and make nursing decisions (Critical Thinking).

7. Participate in activities of the nursing profession as well as activities that benefit the global community (Commitment).

8. Work collaboratively with patients/clients, families, communities, interdisciplinary health team members, and others in providing nursing care (Collaboration).

9. Communicate effectively orally, in writing, and electronically using appropriate verbal and nonverbal techniques (Communication). (Revised 3/28/05)

GENERAL INFORMATION

In addition to this Handbook there are other resources that will assist you in your successful journey through this program and the University of West Georgia.

UNDERGRADUATE CATALOG

The West Georgia Undergraduate Catalog contains a complete statement of academic policies and procedures, courses required for each program of study, retention and graduation requirements, and many more essential items of information. It is a very important book to have, study, and follow. If you do not already own a current copy of the Catalog, you should obtain one as soon as possible. The Admissions Office provides a free copy to each new student. Students should keep a copy of the Catalog for reference during their entire stay at West Georgia.

THE UNIVERSITY OF WEST GEORGIA STUDENT HANDBOOK

The University of West Georgia Student Handbook, The Connection, contains information concerning academics, student services, organizations and activities, and a campus directory. It also includes very important policies about student rights and responsibilities, conduct and discipline, grievance and appeals procedures, and financial aid requirements. If you do not already own a current copy of The Connection, you can obtain one at no charge from the Office of the Vice President for Student Services.

THE SCOOP

The Registrar’s office no longer publishes a course bulletin. Information about registration and course offerings is available to every student via Banweb at www.banweb.westga.edu. The Scoop is a UWG publication that provides basic information regarding registration each semester.
GEORGIA ASSOCIATION OF NURSING STUDENTS/NATIONAL STUDENT NURSES' ASSOCIATION (GANS/NSNA)

All nursing students at the University of West Georgia are encouraged to participate in the campus chapter of the Georgia Association of Nursing Students (GANS), an organization that meets regularly to promote student interaction and professionalism, to identify specific student needs that may be present, and to meet those needs whenever possible. It is run by and for the student nurses at the University of West Georgia. Participation in the local GANS organization does not require membership in the national organization (National Student Nurses Association/NSNA). Membership in NSNA is also encouraged. The NSNA is the largest independent student health professional organization in the country and the national organization for nursing students. Any student in a state-approved nursing education program or any RN who is enrolled in a baccalaureate nursing program is eligible for membership in NSNA. Membership offers many benefits including scholarship and loans opportunities, reduced malpractice insurance rates, career planning assistance, a national convention, reduced rates and discounts, as well as opportunities to meet and network with nursing students from other institutions. For further information regarding membership and dues, please see a faculty member.

GEORGIA NURSES ASSOCIATION/AMERICAN NURSES ASSOCIATION (GNA/ANA)

RN-BSN students are encouraged to join and participate in the professional nursing organizations of ANA and GNA. Through these organizations nursing professionals deal with issues of concern such as improving standards of health care. ANA and GNA also foster high standards for nursing and promote professional development and economic welfare for nurses. For more information, please contact a faculty member.

PI NU CHAPTER OF SIGMA THETA TAU

The Pi Nu Chapter of Sigma Theta Tau was chartered in 2000 at the University of West Georgia to recognize superior achievement and the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. BSN students are eligible for membership when they meet the following criteria:

1. Have completed at least one-half of the required nursing component of the baccalaureate curriculum.
2. Have a cumulative grade point average of at least 3.0 on a four-point scale and rank in the highest 35% of their class in scholarship.

The Pi Nu Eligibility Committee reviews student candidates and inducts new members each spring. The Department of Nursing encourages students to reach for academic excellence and participate in the advancement of nursing scholarship, leadership, and professionalism through membership in this organization. Please contact nursing faculty members for additional information.

ACADEMIC ADVISING

The Department maintains open advising hours during fall and spring semesters to serve prospective and current nursing students. Advisement during summer semester is by appointment only. Academic advising schedules for Carrollton and Newnan are posted on the Department of Nursing website and in the Department of Nursing each semester.
All BSN students are required to meet with an advisor during their first semester in the program to review their academic profile and complete a graduation checklist. Generic BSN students will schedule an appointment with the Department’s Part-Time Academic Advisor. RN-BSN students will be advised by the Part Time Academic Advisor and/or the faculty member teaching NURS 3122, Professional Concepts. Questions regarding transfer equivalencies and substitutions should be addressed at this time. Students are expected to meet with an advisor periodically throughout the program to stay apprised of their progress. Generic BSN and RN-BSN Graduation Checklists are included in the Handbook.

GRADUATION CELEBRATION

The Department of Nursing hosts a reception on the same day as spring commencement each year to honor all graduating students and their families and present nursing pins.

DEPARTMENT OF NURSING COMMITTEES

The Department of Nursing requests student representation on all its standing committees. Students serve as associate members and enjoy all the privileges of faculty members except that of voting. The student body shall elect student representatives to serve on the standing committees during the fall semester of each academic year. The committees and minimum student membership requirements are as follows:

Caring for Students Committee

1 Generic BSN student*
1 RN-BSN student
1 MSN student

Caring for Faculty Committee

1 Generic BSN student
1 RN-BSN student
1 MSN student

Sustaining a Caring Curriculum Committee

1 Generic BSN student*
1 RN-BSN student
1 MSN student

Evaluating the Caring Community Committee

1 Generic BSN student
1 RN-BSN student
1 MSN student

*A student representative from both the junior and senior Generic BSN classes in Carrollton and in Newnan is recommended for these committees.
CLASS PRESIDENT/LIAISON

At the beginning of each academic year, the Junior and Senior level generic BSN students in Carrollton and Newnan elect a president/liaison to represent the class to the faculty. These representatives meet with the Department Chair on a regular basis, provide advocacy for student concerns and serve as a communication link between students and faculty.

STUDENT GOVERNANCE

BSN students are encouraged to elect officers as needed to provide leadership and conduct/facilitate student business. The Department of Nursing suggests that, at a minimum, the junior and senior classes of the Generic BSN programs in Carrollton and Newnan each elect a president and a faculty advisor each year.

HONORS PROGRAM

Honors College Distinction

Students meeting requirements for admission to the Honors College and wishing to graduate with Honors College distinction must meet the requirement of a minimum of 10 honors courses. Nursing courses with 8-9 hours of credit will be equivalent to 3 honors courses. Nursing courses with 5-7 hours of credit will be equivalent to 2 honors courses. It is the responsibility of the student to meet with faculty and develop a plan for receiving honors credit for nursing courses.

Nursing Honors Program

The Department of Nursing encourages students enrolled in the University Honors College to graduate with Honors College distinction. The goal of the Nursing Honors Program is to stimulate critical thinking and provide students with additional learning opportunities in research, publication, and the practice of nursing. Upon admission to the BSN Program, UWG Honors Program students are encouraged to meet with the Chair of the Department to plan a Nursing Honors Curriculum. Students may enroll in any required nursing course for honors credit upon consultation with and approval by the appropriate faculty members. Such approval must be received before enrolling in the course. Students earning credit for nursing honors courses or completing honors theses or projects will remain in regular nursing classes with other students. The student and the course faculty member will be responsible for identifying challenging activities that will enable the student to meet both the course objectives and the honors program requirements.

ESTIMATED EXPENSES FOR THE BSN PROGRAM

Students frequently make comments regarding unexpected expenses that occur during the program of study. The following list of estimated costs has been devised so that students will be made aware of them and thereby be able to anticipate and plan for them in a timely manner. We hope this information will be helpful to you.

Generic BSN Track

1. Travel to clinical activities – Students are individually responsible for obtaining transportation to and from clinical activities. At times this may require travel to cities
other than Carrollton. Students are reminded that this is an additional expense, and they must arrange their own transportation to these distant facilities. Please keep in mind that carpooling is a cost-effective option.

2. **Books** - The cost of textbooks varies from semester to semester and is difficult to forecast. Because nursing textbooks tend to be fairly expensive, efforts have been made to keep the number of required books at a minimum. In general, the first semester will require the purchase of the greatest number of texts and therefore the greatest cost for a semester (approximately $800). Keep in mind that several texts required for the first semester will be utilized in some, if not all, of the subsequent nursing courses, and may be needed during the time the student studies for the registered nurse licensing exam (NCLEX). It is recommended that students keep nursing textbooks until after graduation.

3. **Syllabi and modules** – Syllabi are available on the Department website at [www.westga.edu/~nurs](http://www.westga.edu/~nurs). In WebCT supported courses, handouts will be posted and students will be expected to print copies for class. Modules will be available for purchase in the University Bookstore for courses not designated as WebCT.

4. **Uniforms, stethoscope, scissors, etc.** - Approximately $200.00

5. **Liability insurance** – Varies by provider, approximately $20- $35.00 per year (due with the Health Professionals Requirements Checklist)

6. **GANS/NSNA membership (optional)** - $30.00/year for new members and $40/year for renewals

7. **Standardized nursing achievement tests** - $304.00, paid upon registration for Nursing 3135, Professional Nursing Practice.

8. **Graduation pictures** (optional) - Varies per individual order

9. **Nursing pin (optional)** - Ranges from $30.00 - $200.00 (due at graduation)

10. **NCLEX review course** (optional) - Varies by provider with a range of $125.00 to $300.00 or more (optional at graduation)

11. **Licensure expenses** - Application fee of $40.00 to Georgia Board of Nursing and NCLEX registration fee of $200.00 (due at graduation)

12. **Clinical/Skills Fees** - A $50.00 Practicum Fee will be charged for all clinical courses and a $19.00 Lab Fee will be charged for all skills courses and the Health Assessment course. These fees are payable with tuition.

**RN-BSN Track**

1. **Travel to clinical activities** - Students are individually responsible for obtaining transportation to and from clinical activities.

2. **Books** - The cost of textbooks varies from semester to semester and is difficult to forecast. In general, the cost of textbooks for the RN-BSN courses is significantly less than for the generic program.

3. **Standardized nursing achievement tests** - $50.00, due upon enrollment in NURS 3122

4. **Professional liability insurance** – Varies by provider, generally <$100.00 per year

5. **Nursing pin (optional)** - Ranges from $30.00 -> $200.00

6. **Clinical/Skills Fees** - A $50.00 Practicum Fee will be charged for all clinical courses and a $19.00 Lab Fee will be charged for the Health Assessment course. These fees are payable with tuition.
FINANCIAL ASSISTANCE

Financial aid information for nursing students is available on the Department website at www.westga.edu/~nurs. Financial assistance is available through the University West Georgia Financial Aid Office. All students needing assistance must complete a Financial Aid Form (FAFSA). These forms are available in the Financial Aid Office in January for the following academic year. Please note deadlines for completed applications to insure full eligibility. The university is notified regarding the students who meet the requirements for federal and state monies in the spring of the year. The Financial Aid Office notifies students eligible for federal/state money. If financial assistance is needed during the current academic year in which the student is enrolled, the student should complete a FAF form and submit it to the Financial Aid Office. Financial assistance can be obtained in this manner during a current academic year if the requirements of the state are met for the allocation of funds. There are also service cancelable loans available from the state of Georgia that require a period of employment in the state in lieu of repayment.

Academic scholarship forms are available in the Financial Aid Office in January for the following academic year’s distribution of funds. The university scholarship committee meets in March/April to allocate the available academic scholarship funds for the following academic year.

Specific funds allocated for nursing scholarships are also available on the basis of need. Students wishing to apply for these scholarships should complete a nursing scholarship application by May 1st of each year to be considered for a nursing scholarship for fall of that year. The application is available on the Nursing Department website at http://www.westga.edu/~nurs. The Departmental Scholarship Committee meets in the summer to allocate funds for the following academic year.

There are limited funds available for special emergency situations. Students needing this type of assistance should send a letter of explanation to the Development Office regarding their circumstances and make an appointment with the Director in that department. Emergency funds may also be available in the Department of Nursing for Fall and Spring semesters.

LIBRARY RESOURCES

http://www.westga.edu/~library/

The University of West Georgia has a wide variety of nursing journals and books available for student use. In addition, the libraries at UWG, Newnan, Georgia Highlands, and Dalton State College has journals and books in education, business, science, art and the humanities. Access to additional nursing, allied health, and academic journals are available on GALILEO, the statewide electronic library, and the World Wide Web. Additional journals are available full-text in databases by Ingram Library and Galileo or on publisher's website.

The following library support services are available to all UWG students:

1. Individualized research consultation by phone, email or in person from the Ingram Library Reference Desk: 678-839-6495 or AskAL@westga.edu.
2. Assistance with connecting to online databases available through Ingram Library or GALILEO, the statewide virtual library.
3. Borrowing of materials from other libraries (at no charge to student) if UWG does not have what is needed, either through GIL Express System (USG libraries) or InterLibrary Loan (all other libraries).
4. Borrowing privileges at other USG Libraries upon presentation of valid UWG ID or other
acceptable photo ID.

In addition, special services are available to off-campus nursing students enrolled at Dalton, Highlands, or Newnan:

1. Direct delivery of articles and books from Ingram Library (for students who cannot reasonably access a library adequate for their needs).
2. Reserve reading materials placed either online or at a library convenient to the off-campus class site.

3. Nursing library resources are also available at the Coweta County Public Library for students in the Newnan Program.

(For more information about options available to off-campus and distance education students, visit the Distance Learning Library Services website: [http://www.westga.edu/~library/depts/offcampus/](http://www.westga.edu/~library/depts/offcampus/))

**WEBCT**

[http://webct.westga.edu/](http://webct.westga.edu/)

BSN courses may be offered through or supported by WebCT, software that delivers course material online. Faculty members will advise students when WebCT is being used for a course. Visit the above website for information about WebCT.

**BSN CURRICULUM**

The BSN Program requires 120 semester credit hours for graduation and combines a rich and liberal foundation in the arts, sciences, and humanities with a unique program emphasizing the art and science of nursing.

The Department of Nursing offers a BSN degree with two tracks. The first track, for generic students, with programs in Carrollton and Newnan, prepares graduates who are eligible to apply to take NCLEX-RN, the national licensing examination to become a registered nurse (RN). The second track, the RN-BSN track, is for individuals who are licensed registered nurses with associate degrees or diplomas. The RN-BSN Program is also offered on two off-campus sites, Dalton State College in Dalton, Georgia, and Georgia Highlands College in Rome, Georgia.

**GENERIC TRACK**

In addition to the Core Curriculum requirements (60 semester hours) as specified in the UWG Undergraduate Catalog, Generic BSN students must complete the following nursing courses (63 semester hours):

**CARROLLTON BSN PROGRAM (Full time)**

Six semesters - 63 credit hours
First Semester (Summer - 3 semester hours)
NURS 2023 – Applied Pharmacology (3-0-3)

Second Semester (Fall - 16 semester hours)
NURS 3122W – Professional Concepts (3-0-3)
NURS 3135 – Professional Nursing Practice (4-8-8)
NURS 3172 – Health Assessment (1-2-2)
NURS 3182 – Nursing Skills I (3-0-3)

Third Semester (Spring - 14 semester hours)
NURS 3222W – Research and Evidence Based Nursing Practice (2-0-2)
NURS 3235 – Mental Health Nursing Practice (3-4-5)
NURS 3245 – Family Health Nursing Practice (3-4-5)
NURS 3272 – Nursing Skills II (2-0-2)

Fourth Semester (Summer - 2 semester hours)
NURS 3355 – Junior Practicum (0-4-2)

Fifth Semester (Fall - 14 semester hours)
NURS 4335 – Adult Health Nursing Practice (3-8-7)
NURS 4345 – Community Health Nursing Practice (2-6-5)
NURS 4382 – Nursing Skills III (2-0-2)

Sixth Semester (Spring - 14 semester hours)
NURS 4422W – Senior Seminar (2-0-2)
NURS 4433 – Nursing Leadership and Management (2-0-2)
NURS 4468 – Senior Practicum (1-16-9)
NCLEX Preparation (1-0-1)

NEWNAN BSN PROGRAM (Part-Time)

8 Semesters – 63 Credit Hours

First Semester (Summer - 6 semester hours)
NURS 3122W - Professional Concepts (3-0-3)
NURS 2023 - Applied Pharmacology (3-0-3)

Second Semester - (Fall - 5 semester hours)
NURS 3182 - Skills I (3-0-3)
NURS 3172 - Health Assessment (1-2-2)

Third Semester (Spring - 8 semester hours)
NURS 3135 - Professional Practice (4-8-8)

Fourth Semester (Summer - 9 semester hours)
NURS 3245 - Family Health Nursing (3-4-5)
NURS 3272 - Skills II (2-0-2)
NURS 3355 - Junior Practicum (0-4-2)
Fifth Semester (Fall - 7 semester hours)
NURS 3222W - Nursing Research & Evidence Based Nursing Practice (2-0-2)  
NURS 3235 - Mental Health Nursing (3-4-5)

Sixth Semester (Spring - 9 semester hours)
NURS 4335 - Adult Health Nursing (3-8-7)  
NURS 4382 - Skills III (2-0-2)

Seventh Semester (Summer - 7 semester hours)
NURS 4345 - Community Health (2-6-5)  
NURS 4433 - Nursing Leadership (2-0-2)

Eighth Semester (Fall - 12 semester hours)
NURS 4468 - Senior Practicum (1-16-9)  
NURS 4422W - Senior Seminar (2-0-2)  
NCLEX Preparation (1-0-1)

A description of each of the above courses can be found in the UWG Undergraduate Catalog. Syllabi are available on the Department of Nursing website at www.westga.edu/~nurs. The Generic BSN Program is offered only on the Carrollton campus on a full-time basis.

CARING GROUPS

Generic BSN students participate in Caring Groups throughout their junior and senior years in the nursing program. Caring Groups, comprised of approximately ten students and facilitated by a nursing faculty member, provide an opportunity to experience caring through faculty and peer support. Participation in Caring Group is an essential component of the curriculum and is incorporated as a component of nursing courses.

GENERIC BSN TESTING PROGRAM

Generic BSN students participate in the Department of Nursing Testing Program. This program is provided by Assessment Technologies Incorporated (ATI) and is designed to assess the development of knowledge and decision making skills required to practice professional nursing. Testing fees are $304.00 for the entire program and include all required assessment and content mastery exams, access to unsecured exams for assessment and remediation, an NCLEX preparation and predictor diagnostic exam, and review modules and compact discs. Testing fees comprise a component of Registration for Nursing 3135, Professional Nursing Practice.

ATI Policy (revised 10/13/06)

The following policy describes the use of the Assessment Technologies Inc. (ATI) Comprehensive Assessment and Review Plan (CARP) as a component of admission, progression and graduation in the generic BSN program at the University of West Georgia. This policy has been developed to facilitate the assessment of at-risk students and establish a review and remediation process to enhance their success in the program and on NCLEX-RN after graduation.
1. **Admission**: The ATI Test of Essential Academic Skills (TEAS) is used as a component of the admission process. Students are required to score at or above the national mean on the TEAS in order to be considered for admission.

   **Rationale**: Based on the results of a pilot study conducted with students at West Georgia, the national mean on the TEAS was adopted as a minimum score for consideration for admission into the program. This study indicated that students who scored below the national mean were highly unlikely to be successful in the program.

2. **Progression**: Students must complete the ATI Critical Thinking Entrance Exam and the Self-Assessment Inventory in NURS 3122, Professional Concepts, and the Critical Thinking Exit Exam in NURS 4422, Senior Seminar, by the assigned dates in order to pass the courses. Students who do not meet these requirements will be given a “D” in the course.

   **Rationale**: While a set passing score has not been mandated for the Critical Thinking Entrance and Exit Examinations, students are required to take the examinations. Data from these examinations and the Self-Assessment Inventory provide information that can be used in counseling students for success in the program. These data also provide information regarding BSN Program Outcomes.

3. **Progression**: The ATI review and remediation Content Mastery Series is used as a component of progression in the program. Students must provide documentation of the completion of assigned non-proctored ATI exams at a score of 90% correct in selected clinical courses by the date set forth in the course calendar in order to pass the course. Students who do not meet this requirement will be given a “D” in the course. The exams may be taken as many times as needed to achieve the 90% score, but may not be repeated within 24 hours. Required generic BSN nursing courses and related RN ATI mastery exams are listed below:

   - NURS 3135  Fundamentals of Nursing Practice
   - NURS 3235  Mental Health
   - NURS 3245  Maternal-Newborn Nursing Care of Children
   - NURS 4335  Medical-Surgical Pharmacology of Nursing Practice
   - NURS 4345  Community Health Nursing Practice
   - NURS 4433  Leadership and Management for Nursing Practice
   - NURS 4485  RN Comprehensive Predictor

   **Rationale**: The 90% proficiency requirement for the non-proctored exams will enhance the potential for achievement of the national mean on the proctored exam and success in the course. Review and remediation activities are included with the ATI exams.

4. **Progression**: The proctored, standardized ATI Content Mastery Exam is used as a component of progression in the program. Students must complete assigned proctored ATI examinations at or above the national mean (two attempts) by the date set forth in the course calendar in the same courses listed in #3 above in order to pass the course. Students who do not meet this requirement will be given a “D” in the course. Students will be given the current national mean at the beginning of the course.
Rationale: Achievement of a score on the proctored examinations at or above the national mean will prepare the student to meet the passing score requirement for the Comprehensive Predictor during the last semester of the senior year.

5. Graduation: The proctored ATI RN Comprehensive Predictor Exam is a component of NURS 4485, Special Topics in Nursing: NCLEX Preparation, a course required for graduation. Students must pass the examination (within three attempts) during this course with a score commensurate with a 98% chance of passing NCLEX-RN on the first attempt. Required scores vary based on the version of the test taken (2.0 or 3.0). Students will be provided with the test score that must be achieved on the first attempt at the beginning of the semester and the scores required for the second and third attempts as needed. The first and second attempts must be completed by the scheduled deadline date (prior to midterm) or students will be administratively withdrawn from the course. If a student fails on two attempts, remediation with a faculty member or nationally recognized NCLEX-RN preparation consultant will be required prior to the third attempt. The faculty member/consultant will determine when the student is ready for re-testing. Students failing on the third attempt will be given a “D” in the course. Students will be allowed to repeat the NCLEX Success course once, regardless of previous failures in nursing courses.

Rationale: A score on the Comprehensive Predictor indicating a 98% chance of passing NCLEX-RN is indicative of a student’s potential for success on NCLEX-RN. Allowing students to repeat the NCLEX-RN Preparation course one time reflects UWG’s commitment to graduating as many students as possible. Students will be cautioned that this score is valid only at the time the examination is taken and does not guarantee a 98% chance of passing NCLEX-RN at the time it is taken. Students will be counseled to continue to review and take sample test questions prior to the exam.

RN-BSN TRACK

In addition to the Core Curriculum requirements (60 semester hours) as specified in the UWG Undergraduate Catalog, RN-BSN students must complete 3 semester hours of upper division electives and the following nursing courses (21 semester hours):
NURS 3122W – Professional Concepts (3-0-3)
NURS 3172 – Health Assessment (1-2-2)
NURS 3222W – Research and Evidence Based Nursing Practice (2-0-2)
NURS 4422W – Senior Seminar (2-0-2)
NURS 4470 – Community Health Nursing for RN Students (3-6-6)
NURS 4475 – Nursing Leadership and Management for RN Students (3-6-6)
Upper Division Elective (3-0-3)

Core Requirements
RN-BSN students must complete the following 36-37 hours of semester core courses before enrolling in any BSN nursing course:

3 ENGL 1101 (Area A)
3 ENGL 1102 (Area A)
3 MATH 1101 OR 1111 (Area A)
3-4 One Area D course (lab science or statistics)
4 BIOL 2021/2021L (Area F)
4 BIOL 2022/2022L (Area F)
4 BIOL 2030/2030L (Area F)
Plus 12 other hours of required core to equal 36 hours

A description of each of the above courses can be found in the UWG Undergraduate Catalog. Syllabi are available on the Department of Nursing website at [www.westga.edu/~nurs](http://www.westga.edu/~nurs). RN-BSN courses are offered at the main campus in Carrollton and at the External Degree campuses at Dalton State College in Dalton, and at Georgia Highlands College in Rome. The professional sequence may be completed in three or more semesters. Students are admitted to the Carrollton and Rome campuses in the fall semester and the Carrollton and Dalton campuses in the spring semester. A variety of plans of study can be developed to meet individual needs. Projected course offerings through 2007 are available in the Department and on the website at [www.westga.edu/~nurs](http://www.westga.edu/~nurs). Students are required to meet with a nursing advisor regularly to review their individual plans of study and course sequencing.

The suggested 3-semester sequence of nursing courses for a student who begins the program in **Carrollton** in the fall semester is as follows:

**First Semester (5 semester hours)**
- NURS 3122W – Professional Concepts (3-0-3)
- NURS 3172 – Health Assessment (1-2-2)

**Second Semester (8 semester hours)**
- NURS 3222W – Research and Evidence Based Nursing Practice (2-0-2)
- NURS 4475 – Nursing Leadership and Management for RN Students (3-6-6)

**Third Semester (11 semester hours)**
- NURS 4422W – Senior Seminar (2-0-2)
- NURS 4470 – Community Health Nursing for RN Students (3-6-6)
- NURS 4481 – Nursing Elective (3-0-3)

A suggested 3-semester sequence of nursing courses in **Dalton or Rome** is as follows:

**First Semester (5 semester hours)**
- NURS 3122W – Professional Concepts (3-0-3)
- NURS 3172 – Health Assessment (1-2-2)

**Second Semester (8 semester hours)**
- NURS 3222W – Research and Evidence Based Nursing Practice (2-0-2)
- NURS 4470 – Community Health Nursing for RN Students (3-6-6)
  or
- NURS 4475 – Nursing Leadership and Management for RN Students (3-6-6)

**Third Semester (11 semester hours)**
- NURS 4422W – Senior Seminar (2-0-2)
- NURS 4481 – Nursing Elective (3-0-3)
- NURS 4470 – Community Health Nursing for RN Students (3-6-6)
  or
- NURS 4475 – Nursing Leadership and Management for RN Students (3-6-6)
A suggested 5-semester sequence of courses in Dalton or Rome is as follows:

**First Semester (3 semester hours)**
NURS 3122W – Professional Concepts (3-0-3)

**Second Semester (2 semester hours)**
NURS 3222W – Research and Evidence Based Nursing Practice (2-0-2)

**Third Semester (5 semester hours)**
NURS 3172 – Health Assessment (1-2-2)
NURS 4481 – Nursing Elective (3-0-3)

**Fourth Semester (6 semester hours)**
NURS 4470 – Community Health Nursing for RN Students (3-6-6)
  or
NURS 4475 – Nursing Leadership and Management for RN Students (3-6-6)

**Fifth Semester (8 semester hours)**
NURS 4470 – Community Health Nursing for RN Students (3-6-6)
  or
NURS 4475 – Nursing Leadership and Management for RN Students (3-6-6)
NURS 4422W – Senior Seminar (2-0-2)

Classes for the RN-BSN program are scheduled to meet the needs of working nurses, however, work schedules should be flexible enough to allow attendance at evening classes in Rome and Dalton that may begin as early as 4:00 pm and end as late as 9:00 pm. Courses on the Carrollton campus are scheduled during the day and will include students enrolled in the traditional BSN program. Classes are usually offered on Tuesdays and Thursdays on the External Degree campuses. Students may enroll in nursing courses on any of the three campuses as long as there is space available.

**GEORGIA RN-BSN ARTICULATION PLAN**

The University of West Georgia participates in the Georgia RN-BSN Articulation Plan. The plan was developed through the collaborative efforts of faculty of the ASN and BSN nursing programs in Georgia and the Georgia Board of Nursing and is designed to facilitate the educational mobility of registered nurses seeking a bachelor’s degree in nursing. To be eligible for the plan a student must meet the following criteria:

A. Graduation from an ASN or Diploma within 0-4 years.
   OR
Graduation from an ASN or Diploma program greater than 4 years ago with documentation of 1000 hours of practice in the previous 3 years.

B. Hold a current and valid license to practice as an RN in Georgia. Graduates of ASN programs who meet the above criteria will be granted credit by transfer for 20 semester hours and “credit by exam” for 16 semester hours. Graduates of Diploma programs who meet the above criteria will be granted “credit by exam” for 36 semester hours. The “credit by exam” hours will be earned by satisfactorily completing either NURS 4470 (Community Health Nursing for RN
The following steps outline the Articulation Plan:

Step 1  Students enrolled in NURS 3122W (Professional Concepts) will be asked to complete and sign the “Documentation for RN-BSN Articulation Agreement Form” to indicate eligibility for transfer by articulation. The completed form will be filed in each student’s folder.

Step 2  After successful completion of either NURS 4470 or 4475, each student will receive the “Credit by Examination Form “ signed by the Department Chair. The student will then take the form to the Business Office where the necessary fees will be paid. The student will then take the form to the Registrar’s Office.

The following students will not be eligible for participation in the Georgia Plan:

Graduates of ASN and Diploma programs greater than 4 years ago with less than 1000 clinical practice hours in the previous 3 years.

The University of West Georgia will award credit by examination to these students in the following manner:

ASN graduates will receive 16 semester hours of credit for the successful completion of the ATI Medical/Surgical Nursing test. Students must pass this test prior to enrollment in a clinical course.

Diploma graduates will receive 36 semester hours of credit for successful completion of the ATI Medical/Surgical, Maternal Newborn Care, Nursing Care of Children, and Mental Health Nursing tests. Students must pass these tests prior to enrollment in a clinical course.

Please note: Falsification of student information related to the Georgia Articulation Plan will result in dismissal from the UWG RN-BSN Program.

WRITING ACROSS THE CURRICULUM REQUIREMENTS

All students majoring in the disciplines in the College of Arts and Sciences are required to satisfy the requirements for Writing Across the Curriculum (WAC) to graduate. This program focuses on participation in writing to learn and writing to communicate activities within designated courses. Upon graduation, BSN students will have earned at least 7 semester hours in WAC courses and will meet the graduation requirements.

The following nursing courses are designated as WAC courses:

- NURS 3122W – Professional Concepts I (3 hours)
- NURS 3222W – Research and Evidence Based Nursing Practice (2 hours)
- NURS 4422W – Senior Seminar (2 hours)

RN-BSN TESTING PROGRAM

All RN-BSN students participate in the Department of Nursing Testing Program. This program is
developed by Assessment Technologies Incorporated (ATI) and is designed to assess the development of knowledge related to critical thinking. Testing fees will be $50 for the program and may be paid by check or cash to the Department of Nursing at the time of enrollment in NURS 3122. The following tests are required:

Critical Thinking (Entrance) – NURS 3122W
Critical Thinking (Exit) – NURS 4422W

STUDENT POLICIES

EVALUATION OF CREDIT

After 75 hours of credit, students must complete an Undergraduate Request for Evaluation of Credit. This is done to ensure that students have completed the required core courses so there will not be a barrier to graduation once the nursing sequence is complete. Students must also complete the Undergraduate Application for Graduation form during the semester preceding expected date of graduation. Information regarding the Evaluation of Credit can be found at the Registrar’s website, www.westga.edu/~registra/.

HOLISTIC ENHANCEMENT LEARNING PLAN (HELP)

Introduction

The nursing program at the University of West Georgia has a philosophical commitment to view students holistically within a caring environment supportive of success. A caring environment is one in which students are encouraged to pursue self-awareness and responsibility for learning. Based on the philosophy of the Department of Nursing (BSN Student Handbook, 2006-2007), caring also “includes maintaining academic and practice standards to ensure the quality of the profession” (p. 6). While it is recognized by the faculty that there are often external factors that interfere with academic success, it is also noted that there are some students that may not be successful, regardless of faculty intervention.

The purpose of this document is to describe a Holistic Enhancement and Learning Plan (HELP) designed to identify students at academic risk and to implement interventions designed to reduce the risk of failure. As the standards for success on the NCLEX-RN are slowly but continuously rising, the faculty recognizes a need for assessment and intervention to promote success for the students. The plan for academic enhancement was instituted for early identification of potential obstacles to academic success in the generic BSN program and for intervention with students that are not reaching their potential.

The Holistic Enhancement Learning Plan (HELP) provides a comprehensive description of policies and procedures in place to promote student success. The plan will serve as a mechanism of communication between students and faculty to provide structure and consistency in evaluation, counseling, and remediation of students experiencing academic difficulty.

The faculty is committed to engaging students in a process that gives them the tools needed to experience academic success.
Description of the Plan

The major components of the HELP are listed below, followed by a detailed explanation.

1. ATI’s Comprehensive Assessment and Review Program
2. Caring Groups
3. Structured Problem Solving Policy
4. Referral to University resources
   a. Excel Center
   b. Student Development Center
5. Mid-term Performance Reports
6. Academic Success skills classes for Juniors and Seniors
7. NCLEX-Success Course for Seniors

1. Assessment Technologies (ATI) is an assessment company that provides services to schools of nursing. After careful consideration, the Department of Nursing chose to participate in the Comprehensive Assessment and Review Program offered by ATI in the Fall of 2001. All applicants to the program are required to take the Test of Essential Academic Skills (TEAS). Students must achieve a score at or above the national mean in order to be considered for admission. In addition, scores on this examination are utilized in calculating the admission score. The addition of the TEAS scores as a component of the admission ranking was initiated after comparing TEAS scores and success in the first semester of the nursing program. A pilot project conducted revealed that scores on the TEAS strongly correlated with success in nursing courses in the Department of Nursing.

After admission to the program, students participate in a total testing program that includes review books, compact discs, unsecured and secured online subject testing and the opportunity to complete a Comprehensive Predictor at the end of the program that is similar to NCLEX-RN. Students take a series of content mastery examinations throughout the program. These are scheduled with the appropriate content courses. (See p. 17 for details)

During the final semester of the senior year, students must pass the Comprehensive Predictor with a score of 68% (within three attempts) in order to pass Nursing 4468, Senior Practicum, and thus graduate from the program. Students who do not score at the 68% level on the first examination must meet with a faculty member and develop a written, formal, structured remediation plan prior to the second attempt on the examination. Students who do not pass the examination on the third attempt will receive a D in the course.

2. Caring Groups provide the opportunity for peer group support during the program. Students meet with a faculty facilitator at regular intervals for the purpose of learning caring for self and each other. Research indicates that the students perceive the Caring Group Experience to be a positive one that may promote success in the nursing program (Grams, K., Kosowski, M., & Wilson, C., 1997).

In addition, faculty facilitators of Caring Groups serve as advisors to the students in their group regarding academic success. Facilitators meet with each student at the beginning of the program to review data and determine any immediate academic enhancement needs, such as referral for study skills, test anxiety, etc. Students can be referred to the EXCEL Center or to the Student Development Center, excellent resources on the UWG campus (See # 4).

Caring Groups may also provide a place for students to disclose personal issues that may be interfering
with academic success. Faculty facilitators frequently discuss personal barriers to academic success with students and provide appropriate referrals on the University campus, such as the Student Development Center, which offers free counseling to students.

3. The Structured Problem Solving Conference Policy (p. 25) was developed and implemented in the fall of 2002 to assist students experiencing academic and or clinical practice difficulty. The faculty in the Department of Nursing believe that “students are responsible for their own learning” (p. 6). Embedded in this belief is a strong commitment to “facilitate learning and create an environment that empowers students to take responsibility for learning” (p. 7). This plan provides documentation and counseling each semester when students are experiencing difficulty in achievement in the nursing program related to grades in courses, clinical performance, or other factors that might interfere with the student’s success in the program.

4. Referral to University resources
   a. Excel Center:
      The Excel Center at the University of West Georgia offers a wide variety of resources to students related to support for academic success. A list of services can be found in the Undergraduate Catalog.
   b. Student Development Center
      The Student Development Center, a part of Student Services, offers a variety of programs and services including personal counseling, career counseling and academic assistance.

5. Mid-term Performance Reports
   Students failing a course at mid-term are reported to the Chair of the Department of Nursing who then sends a midterm report to the student. This report serves as a notice to students and a reminder that academic assistance is available through course instructors, Caring Group leaders and University services. Students are encouraged to seek assistance. Copies of the mid-term reports are sent to Caring Group leaders and faculty teaching the courses.

6. Academic Success classes: At the beginning of the Junior and Senior years, academic success classes are offered for both groups. The purpose of these sessions is to help students identify their learning/testing needs and to provide instructional opportunities for remediation. Instruction is provided in study skills, test taking and stress reduction.

7. NCLEX-Success Course: In the last semester of the program, a comprehensive course is offered to Seniors which includes assessment of learning styles and test taking strategies related to NCLEX. In addition, guidance is provided for an independent and comprehensive review of nursing knowledge needed for success on NCLEX. Intensive practice in taking NCLEX-type questions is provided along with review and critique of test taking ability. (Approved 03/04/04)

STRUCTURED PROBLEM SOLVING CONFERENCE POLICY

The purpose of this policy is to assist students experiencing academic and or clinical practice difficulty. The faculty in the Department of Nursing believe that students are responsible for their own learning. Embedded in this belief is a strong commitment to facilitate learning and create an environment that empowers students to take responsibility for learning. A student’s success, academically and clinically, may be related to many factors. A structured problem-solving conference may assist the student to identify interventions necessary to be successful.
Guidelines:

1. A student or faculty may initiate the Structured Problem Solving Conference at any time during the semester. Indications that students are experiencing difficulty include but are not limited to a failing grade on any test or written assignment, an unsatisfactory rating in clinical practice, multiple absences and consistent tardiness.

2. A student failing the first exam in any course is required to meet with the faculty teaching the course and is offered the opportunity for counseling and assistance in developing remediation interventions. The Structured Problem Solving Conference Policy should be implemented whenever a student fails the first test in a course. Documentation of action and signature by the faculty should occur using the Structured Problem Solving Conference Record. Documentation should also be initiated when students do not take advantage of the offer for counseling and assistance.

3. The Structured Problem Solving Conference may include assisting the student to identify factors interfering with success, suggestions for interventions to solve identified problems, and methods to evaluate effectiveness of the plan. The student may be referred to services available at the University such as financial aid, counseling, student health, etc. When appropriate, the student may request to involve the Caring Group facilitator in the problem-solving activity.

4. A faculty member may offer the Structured Problem Solving Conference to any student experiencing difficulty. However, the student retains the right to decide whether to participate or not. Follow-up conferences may be scheduled based on the student’s decision to continue the process.

5. Assessment of the problem, plan for addressing it, and methods for evaluation should be documented on the Structured Problem Solving Conference Record (p. 46) and placed in the student’s file. The student and faculty should sign the record and a copy should be given to the student.

PROVISIONAL ADMISSION

Students who have not met all core requirements for admission to nursing may be granted provisional admission. Students must meet the requirements specified in the provisional admission letter prior to enrollment in Nursing 3135, Professional Nursing Practice. (Students may take NURS 2023 prior to completion of requirements).

TRANSFER OF NURSING COURSES

Considering the rapidly changing nature of art, science, and technology in the nursing profession, generic students with transfer credit for upper division required nursing courses must have completed these courses within the last five years. Eligible courses are awarded on an individual basis at the discretion of the Department of Nursing. Transfer of lower division nursing credit for RN-BSN students is granted according to the Georgia RN-BSN Articulation Plan. Transfer credit for upper division required nursing courses in the generic and RN-BSN programs is limited to NURS 3172 (Health Assessment) and NURS 3222W (Research and Evidence Based Nursing Care). Other upper division nursing courses may be used to meet the 3 credit hour upper division elective. RN-BSN students must complete all other upper division nursing requirements at UWG.
CREDIT BY EXAMINATION FOR NURSING COURSES

RN-BSN students may earn credit for NURS 3172 Health Assessment by successful completion of a written and performance examination. Generic BSN students are not eligible for this examination. The Physical Assessment test (NLN) is given through the Learning Support and Testing Center (678-839-6435). The performance component is given through the Department of Nursing. The cost is $100 to be paid to the Department of Nursing before the examination. The student will need to recruit an adult “patient” for the performance component. Both the written and performance exams must be satisfactory to receive credit for the course. Students are encouraged to access a syllabus for the course from the departmental website, obtain the textbooks and study guides as reference materials to prepare for the examination.

Credit by examination for ASN and diploma nursing courses is awarded to RN-BSN students according to the Georgia BSN-RN Articulation Plan. Students will receive information regarding forms, processing fees ($6 per credit hour), and administrative procedures after completion of their first clinical course.

PROGRESSION

Students must maintain a semester grade point average of 2.0 (“C”) to progress in the BSN program. A minimum grade of “C” is required in all major courses. Major courses are defined as all required nursing courses plus Anatomy and Physiology I and II and Microbiology. Generic students must complete the nursing sequence within four academic years. Students who receive a “D”, “F”, “W”, “WF” or “U” in any nursing course may repeat that course one time only. Students who receive a “D”, “F”, “WF” or “U” in any two nursing courses may not continue in the program. Students who fail a course in the first semester of the program must compete for readmission with the next applicant pool. Students who fail a course in subsequent semesters may be readmitted the following year on a space available basis.

Students must achieve a passing score on all components of the Regents Exam prior to enrollment in Nursing 4335, Adult Health Nursing.

A student’s continued enrollment in the nursing program is based on physical as well as emotional health. If the student demonstrates evidence of a physical or emotional illness, he/she may be referred to the University Student Development Center and the Student Health Center for additional care as needed. If, in the opinion of the faculty, the student’s illness impairs his/her ability to implement nursing responsibilities safely, the student will be asked to withdraw from the program.

PROGRESSION AND RETENTION OF STUDENTS WITH DISABILITIES

The Rehabilitation Act of 1973 and the Americans With Disabilities (ADA) Act of 1990 are federal statutes that guarantee protection to individuals with disabilities. The University’s Office of Disabilities Services is charged with the responsibility of assisting students with disabilities by providing reasonable accommodations to ensure success in academic endeavors.

The Department of Nursing supports the University’s commitment to supporting students with disabilities, while recognizing the uniqueness of the nursing profession.
Nursing as a profession has a responsibility to assist individuals in achieving the highest level of healthy functioning possible. At the same time, the profession also has a responsibility to educate nurses who are able to provide safe and competent care.

The ADA (1990) defines a *qualified individual with a disability* as “an individual who both has a substantial impairment and meets the skills, experience, and education requirements of the position held or desired and who can perform the essential functions of the job with or without reasonable accommodations…regardless of the disability, the individual must be able to perform the essential functions of the job”.

The goal of the Department of Nursing is to eliminate barriers to nursing for students with disabilities. Students with disabilities who can meet the criteria for standard nursing practice with “reasonable accommodations” (ADA, 1990) will not be excluded on the basis of the disability.

Students admitted to the nursing program must be able to meet the SREB’s Council on Collegiate Education for Nursing’s (1993) core performance standards for admission and progression. A student applying to the nursing program with an identified or perceived disability should contact the Office of Disability Services for evaluation. Official identification of a disability and assessment by the Office of Disability Services provides information to the faculty helpful in providing assistance to the student in meeting educational goals. Applicants must give permission for the Office of Disability Services to share assessment and recommendation information with the Department of Nursing. Accommodations for practice in the clinical setting will be made based on information from the assessment made by the Office of Disability Services for identification of “reasonable accommodations” (ADA, 1990).

**Core performance standards for admission and progression**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Examples of necessary activities (not all-inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Critical-thinking ability sufficient for clinical judgment</td>
<td>Identify cause/effect relationships in clinical situations, develop nursing care plans</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds</td>
<td>Establish rapport with patients/clients and colleagues</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for verbal and written interaction with others</td>
<td>Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and patient/client</td>
</tr>
<tr>
<td></td>
<td></td>
<td>responses</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Mobility</strong></td>
<td>Physical abilities sufficient for movement from room to room and in small spaces</td>
<td>Move around in patient’s room, work spaces and treatment areas; administer cardiopulmonary procedures</td>
</tr>
<tr>
<td><strong>Motor skills</strong></td>
<td>Gross and fine motor abilities sufficient for providing safe, effective nursing care</td>
<td>Calibrate and use equipment; position patients/clients</td>
</tr>
<tr>
<td><strong>Hearing</strong></td>
<td>Auditory ability sufficient for monitoring and assessing health needs</td>
<td>Hear monitor alarm, emergency signals, ausculatory sounds and cries for help</td>
</tr>
<tr>
<td><strong>Visual</strong></td>
<td>Visual ability sufficient for observation and assessment necessary in nursing care</td>
<td>Observe patient/client responses</td>
</tr>
<tr>
<td><strong>Tactile</strong></td>
<td>Tactile ability sufficient for physical assessment</td>
<td>Perform palpation, functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter)</td>
</tr>
</tbody>
</table>

Taking into consideration the University’s policies related to students with disabilities, as well as the SREB’s (2004) current guidelines, the following departmental guidelines regarding students with disabilities are suggested. Students admitted to the nursing program must demonstrate, with “reasonable accommodations” the following functional abilities and performance standards:

1. Ability to see, hear and touch, smell and distinguish colors

   **Vision (with or without corrective lenses):**
   - Visual acuity that enables students to assess changes in patient’s skin tone for cyanosis and alterations in respiratory status
   - Ability to read physicians orders, small print on medication containers, and monitoring equipment

   **Hearing (with or without aids):**
   - Ability to hear normal speaking voice, monitor alarms, assessment equipment and telephone conversations

   **Touch:**
   - Ability to assess skin temperature, pulses, respiratory patterns via sensation in fingertips
Smell:
• Ability to distinguish odors during assessment such as wound odors, abnormal breath odors

Colors:
• Ability to distinguish changes in skin color, wound appearance

2. Oral and writing ability with accuracy, clarity and efficiency
   • Ability to communicate effectively orally through clear verbal speech during communications with patients and members of the healthcare team

3. Manual dexterity, gross and fine movements
   • Use of fine motor movements necessary for performing procedures such as insertion of intravenous catheter and gross motor movements required for physical assessment

4. Ability to learn, think critically, analyze, assess, solve problems, reach judgment
   • Ability to assess patients using five senses, analyze data, identify problems, plan and implement appropriate interventions and evaluate results

5. Emotional stability and ability to accept responsibility and accountability
   • Ability to provide safe and competent patient care and respond to rapidly changing conditions

Students who are not able to demonstrate ability to meet the above functional abilities and performance standards may not be able to meet learning objectives related to the clinical component of nursing courses and may be denied progression in the program. In addition, graduates of the BSN program unable to meet the required functional abilities and performance standards may be denied licensure by a state board of nursing. (Approved 5/2005)

STATE LICENSURE TO PRACTICE AS A REGISTERED NURSE

The Georgia Board of Nursing has the sole authority to grant or deny licensure to practice as a Registered Nurse in Georgia. Licensure may be denied due to prior criminal convictions (either before or during a nursing program) and is at the discretion of the Board. Cases are considered on an individual basis. Completion of a degree program in nursing does not imply approval by the Board or any other board of nursing for licensure. The University and the Department of Nursing assume no responsibility for approval or denial of licensure by any state board of nursing. The opportunity to reveal prior criminal arrests/convictions or actions against other licenses held by applicants is provided on the Departmental application form. Self-reporting of any arrests/criminal convictions/actions against licenses occurring during the BSN program is mandatory. Students with such occurrences must schedule a consultation with the Department Chair. Information shared during the consultation will remain confidential.

DISMISSAL

In accordance with the policies of the University of West Georgia, the faculty of the Department of Nursing reserve the right to dismiss at any time a student whose health, conduct (academic dishonesty, professional conduct), general attitude, clinical performance, or scholastic standing make it inadvisable to retain the student in the program. Students are expected to display qualities that are desirable in professional persons.
CARING GROUP POLICY FOR RETURNING STUDENTS

Generic BSN students enrolled in a clinical course are required to participate in a Caring Group. The returning student will be assigned to a Caring Group by the Caring Group Coordinator after discussion among Caring Group Facilitators. The student may join the Caring Group after members have been consulted.

COMMUNICATION POLICY

Departmental Website:

The Department of Nursing maintains a website at www.westga.edu/~nurs/.

1. Students are expected to access the website on a weekly basis for announcements and any other important program information. The BSN Handbook is located on the website and students are responsible for the information in it.

2. Syllabi and other course materials are available on the website prior to the beginning of classes. Students are expected to retrieve the syllabi and print copies prior to the first day of classes. Students are expected to access other course materials as directed by faculty.

E-Mail:

1. Students are expected to communicate with faculty using e-mail. Faculty e-mail addresses are published in course syllabi and on the Departmental website.

2. All students will be required to have a UWG e-mail address and access to e-mail messages via computer. Student email addresses are available through the University.

3. Communication outside the classroom and clinical setting between faculty and students during a course will be conducted primarily via e-mail. Students are expected to check e-mail messages routinely for information from faculty. Students are expected to check the e-mail within WebCT supported courses on a regular basis for information about specific courses. Email and other computer-based activities may be required in nursing courses.

TECHNOLOGY REQUIREMENTS

The Department of Nursing values the use of technology for competent professionals. Many of the nursing courses are supported by WebCT Vista, the online distance learning program used by University System schools. Some courses use computerized testing and others are taught as online distance classes. Upon admission, students are expected to have minimal computer skills including word processing, computerized literature searches, email, and the use of browser software to search the internet.

1. Students should contact the Excel Center to ensure computer literacy.

2. Student technology requirements, general computer usage, and information and tutorials about e-mail, BanWeb and WebCT, are available online at the Tech Life homepage: http://www.westga.edu/~techlife/access.shtml.

3. Students and faculty should use assigned UWG email addresses in all correspondence.
CLASSROOM EXPECTATIONS

Through class attendance and participation each student has an opportunity to acquire and share knowledge, communicate with faculty and other students, and take the intellectual initiative. Students are expected to display respect for self and others in the classroom environment by turning cell phones and beepers off or to vibrate mode. Children may not be present in the classroom or left unattended in the Department. Lectures may be taped only with permission of the faculty. Students who violate these expectations may be asked to leave the classroom.

LEARNING RESOURCE UTILIZATION POLICY

All learning resources (audio and videotapes, computerized assisted instruction programs, and interactive video programs) are located in a secure area in the Department of Nursing offices in Carrollton and Newnan. Students and faculty may checkout an item after signing a form located at the main desk. Students will have a two-hour time limit for keeping learning resources. All learning resources are to remain on campus in classrooms, conference rooms, or the Nursing Resource Center in Carrollton or Newnan. If a student fails to return an item, a hold will be placed on the student’s registration for the next semester until the item is returned.

ACADEMIC DISHONESTY

Students are admitted to the University of West Georgia and the BSN Program with the expectation that they will have developed acceptable personal standards of conduct and ethics. The Department of Nursing expects students to behave in a manner congruent with the NSNA Code of Academic and Clinical Conduct and the Code of Professional Conduct (available online at www.nsna.org/pubs; Click on Chapter Resources). Academic dishonesty is defined in The Connection as follows:

1. No student shall give or receive, or otherwise furnish or procure, assistance not authorized in the preparation of an essay, report, examination, or other assignment in an academic course or in the fulfillment of program or degree requirements such as standardized examinations.
2. No student shall take, attempt to take, steal, or otherwise obtain, gain access to, or alter in an unauthorized manner any material pertaining to the conduct of a class or to the completion of any program or degree requirement, including but not limited to tests/examinations, laboratory equipment, roll books, academic records, or electronically stored data.
3. Plagiarism is prohibited. Themes, essays, term papers, tests and other similar requirements must be the work of the student submitting them. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.

Academic dishonesty will not be tolerated in the Department of Nursing. Faculty will take appropriate corrective measures to deal with those situations in which these standards have been breached. Students guilty of academic dishonesty may receive failing grades for assignments and/or courses and may be dismissed from the program and/or the University. See course syllabi for specific policies. Procedures for appeals in cases of academic dishonesty can be found in the UWG Connection. Reports of violations of the UWG Honor Code will be reported to the VPAAs office, regardless of departmental sanctions imposed.
GENERIC STUDENT EMPLOYMENT POSITION STATEMENT

The Faculty of the Department of Nursing neither encourages nor discourages generic students from seeking employment in the health care setting. Some students find this beneficial; others do not. The amount of time spent at work is the prerogative of the student. Full-time employment is discouraged. Class and clinical schedules will not be arranged to "fit" student needs because of employment. Students who decide to work do so at their own risk. The faculty assumes NO RESPONSIBILITY for students working as a paid employee of any institution. Students should be certain that the responsibilities they assume are in line with the responsibilities of other unlicensed personnel in that institution. At no time should students assume any responsibility designated for licensed personnel, i.e., LPNs or RNs, unless they hold the appropriate valid license in Georgia. Students should never wear the student uniform or name pin while working as an employee. Likewise, the student should never administer any kind of medications, take physician's orders, be "in charge", or do any other activity usually assumed by a licensed person. The student should chart only if other unlicensed personnel chart or if the job description explicitly states this is expected. When charting, the student should never sign the chart as "SN".

SKILLS COURSE POLICIES

Students are encouraged to practice skills performance in the Nursing Skills Lab before scheduled lab experiences. Supplies should not be taken from clinical facilities for practice. To ensure safety, students are prohibited from practicing invasive techniques on themselves and other people outside of scheduled lab experiences without the direct supervision of faculty.

REQUIREMENTS FOR PARTICIPATION IN CLINICAL COURSES

Health Requirements

The Department of Nursing requires that students meet specific requirements related to health and infectious disease before participating in clinical activities. All requirements outlined in the Health and Professionals Requirements Checklist must be met by the dates described below.

Should an injury or illness occur to a nursing student during a scheduled clinical or class activity, the student is responsible for all expenses incurred for medical care or treatment of the injury or illness. All students who have paid their student activity fees are eligible to be seen and treated in the University Health Center. If an injury should occur in a clinical facility during a clinical activity, the student can be seen in the nearest emergency room. The student is responsible for any expenses incurred for treatment received in a clinical facility.

Students should not participate in any clinical activities if they are experiencing any of the following: elevated temperature, diarrhea, vomiting, open wound drainage, respiratory infections, and active HERPES SIMPLEX on hands or forearms. Clinical instructors should be contacted concerning any of these problems.

Professional Requirements

Licensure – evidence of the following licenses as appropriate: generic students who are licensed practical nurses must provide evidence of a current Georgia license to practice; RN-BSN students must provide evidence of a current Georgia license to practice as a professional
registered nurse. On advice of the Georgia State Board of Nursing, the student’s license to practice as either an LPN or RN must also be shown to nursing faculty or clinical preceptors at the beginning of each semester of clinical course work.

**Criminal Background Check/Drug screens** – individual contracting clinical agencies may impose additional health and professional requirements that the student must meet before participating in clinical activities in that agency. Such additional requirements may include a criminal background check/drug screen at the student’s expense.

**CLINICAL DOCUMENT REQUIREMENTS**

All students participating in clinical learning activities must have the required health and professional documents as described in the Health and Professionals Requirements Checklist on file in the DON. Clinical files are complete when current documents have been received and requirements have been met. Students are responsible for submitting documents to the DON and for seeing that their file is complete and current for each semester of enrollment in clinical coursework. Students will not be allowed to participate in clinical learning activities without the required documentation. Individual contracting agencies may impose additional health and professional requirements, such as criminal background checks and drug screens. Students must meet any additional requirements by the appropriate deadlines and at their expense. The DON will check student clinical files for required and current documents on the following dates each year:

- **April 1** for enrollment in summer clinical courses
- **July 1** for enrollment in fall semester clinical courses
- **December 1** for enrollment in spring semester clinical courses

The following procedures will be followed for **new students** preparing for their first clinical course:

1. Students must submit the completed Health and Professional Requirements Checklist and supporting documents by the appropriate deadline.
2. Students without a complete clinical file by the appropriate deadline and who have pre-registered for clinical and co-requisite courses will be administratively dropped from those courses and a clinical hold placed on their registration. The hold will remain in place until drop and add.
3. If the clinical file remains incomplete at the end of drop and add, students will not be allowed to enroll in any clinical and co-requisite courses and, as a result, will not be able to progress in the program. Generic BSN students who fail to meet the health and professional requirements for their first semester of clinical coursework must apply for readmission to the clinical sequence and compete for space with new applicants.

The following procedures will be followed for **returning students**:

1. Returning students will be notified regarding the status of their clinical documents prior to the beginning of each semester. Students without a complete clinical file on the first day of class will be administratively dropped from their clinical and co-requisite courses and a clinical hold placed on their registration. The hold will be released when the required clinical documents have been received.
2. If the clinical file remains incomplete at the end of drop and add, students will not be allowed to enroll in any clinical and co-requisite courses and, as a result, will not be able to progress in the program.
3. Students are responsible for renewing clinical documents that expire after the semester begins and submitting them to the Department as required. Students with any expired or missing documents will not be allowed to attend clinical.

4. Students reporting for any scheduled clinical experience with an incomplete clinical file will be sent home. If the file remains incomplete by the beginning of the next scheduled clinical experience, the student will be administratively dropped from all clinical and co-requisite courses and will not be reinstated. The student may be readmitted to the clinical sequence in subsequent semesters on a space available basis only.

Students will submit a signed copy of the Health Requirements Checklist, along with all required documentation to Jo Hite, Office Manager in the Department of Nursing either in person, via fax (678-839-6553) or via mail (UWG Department of Nursing, 1601 Maple Street, Carrollton, Georgia 30118). (Approved 8/12/06)

PROFESSIONAL ATTIRE

The nursing student's attire influences the public's image of nursing and the University of West Georgia, Department of Nursing. The public's image of nursing may influence the effectiveness of nursing practice and should be considered as the nurse provides care. Likewise, the student's image of nursing is positively influenced when the student takes pride in her/his appearance. The responsibility for establishing guidelines for the nursing student's professional attire rests with the faculty of the Department of Nursing with suggestions from the clinical agencies. A student name pin should be worn any time a student is participating in a clinical activity. Nursing faculty will provide information regarding the name pin.

I. Guidelines for Generic Students

A. Clinical instructors will provide specific guidelines for professional attire for clinical activities in community settings.

B. The following guidelines apply to professional attire when the student is in the clinical setting to obtain clinical assignments or participating in clinical activities outside the hospital setting.

1. Students must wear either an approved student uniform as discussed below or a white lab coat over appropriate street clothes. The UWG nursing student name pin must be visible.

2. Students must wear street attire that is professional in appearance. Inappropriate attire includes, but is not limited to, jogging suits, sweatshirts, jeans, shorts, or clothing that exposes any portion of the breasts or midriff. Shoes must enclose both the toes and heel. Heels must be no greater than 2” and no platform shoes may be worn. Skirts must be no shorter than 4” above the middle of the knee.

3. Students inappropriately attired will not be allowed access to patients or medical records. Staff members at clinical facilities may ask students to leave the clinical area if, in their judgment, the student is dressed inappropriately.

C. The following guidelines apply to the student uniform that is worn during clinical activities
in the hospital setting:

1. Standardized white dress or pants/shirt style uniform with colored trim as selected by the UWG DON, properly fitted, freshly laundered and ironed. Information regarding ordering uniforms will be provided during the first semester of the program. The UWG nursing student name pin must be visible.

2. White, non-designed hosiery is required for uniforms with skirts; white socks may be worn with a pants style uniform. Support hose is recommended for comfort. Professional shoes are also required. These shoes must enclose the toes and heel and may include all-white athletic shoes. Shoes and laces must be clean.

3. Undergarments must be solid white or skin-toned.

4. A white lab coat may be worn with the uniform in the clinical area

D. General Dress Code:

1. Students should not wear any perfumes, colognes, or fragrances.

2. Long hair must be worn off the neck and collar. Facial hair must be clean and conservatively trimmed. Jewelry may include a watch with a second hand, a wedding ring and/or engagement ring and small conservative stud earrings. Makeup should be conservative. Nails should be trimmed no longer than the ends of the fingers and nail polish other than clear should not be worn. No artificial nails are permitted.

3. No visible body piercing with ornamentation is permitted except one pair of stud earrings

4. Students may be asked to cover visible tattoos

II. Guidelines for RN-BSN Students

A. Clinical instructors will provide specific guidelines for professional attire for clinical activities in the community and management clinical courses.

B. The general dress code as defined for generic students should also serve as a guide for the RN-BSN student.

RECOMMENDATIONS FOR EVALUATION AND TREATMENT FOLLOWING CLINICAL EXPOSURE TO BLOOD OR BODY FLUIDS

Students who sustain exposure to blood and body fluids while participating in university-related clinical activities should immediately notify the staff nurse responsible for the patient and the clinical instructor. The student is expected to follow the policies and procedures for the institution in which the incident occurs regarding reporting and necessary follow-up procedures. The student may choose to
receive treatment in the Emergency Department of the institution or a nearby institution at their own expense. Faculty must initiate a Post-exposure Counseling Checklist for the student (p. 47). A representative from the institution should communicate clearly to the student the post-exposure policy and necessary follow-up treatment. Reporting, treatment and follow-up procedures should be documented in the student’s record by the instructor.
Documentation for Georgia RN-BSN Articulation Plan

Each student in the RN-BSN program must complete either part A or part B of this form in order to be eligible for transfer of credit through the Georgia RN-BSN Articulation Agreement.

Part A – To be completed by RN students who have graduated within 4 years

Student Name ______________________________________________
(Please Print)

I graduated from ____________________________ on ____________ and received
(Name of school)   (Date)

the following degree or diploma ________________________________.

A copy of the transcript indicating this degree is on file in the Department of Nursing.

Signature ____________________________ Date signed ________________

Part B – To be completed by RN student who graduated more than 4 years ago.

Student Name ______________________________________________
(Please Print)

I have practiced as a registered nurse for at least 1000 hours (approximately 6 months) during the past three years at ________________________________
(Name of Institution)

This information can be verified by:

Name and title ____________________________________________

Phone Number ____________________________________________

Signature ____________________________ Date signed ________________
REQUEST FOR INDEPENDENT STUDY – NURS 4481

Students may request permission to enroll in an Independent Study (NURS 4481) under the direction of Department of Nursing faculty. Please complete this form and submit it for approval to the faculty member(s) who will be directing the study. The request must be approved before the student may register for independent study hours. This form will serve as a contract between the student and the faculty.

Student Name:

Number of Hours of Credit (1-3):

Description: Brief description of the topic selected for study

Objectives: List of learning objectives appropriate to the area of study, the learner, and the number of semester hours to be earned

Learning Resources: Identify what resources (textbooks, audio-visual materials, journals, professional nurses, etc.) will be utilized to meet the objectives

Learning Activities: Identify what activities you will engage in to meet the objectives

Methods of Evaluation: Discuss what methods will be used to determine the quality of your work

Signature of Student/Date ________________________________

Signature of Faculty/Date ________________________________
HEALTH & PROFESSIONAL REQUIREMENTS CHECKLIST

Proof of all the health and professional requirements listed must be on file in the UWG Department of Nursing prior to participation in any clinical activity. These records are required by our clinical agencies with which the University of West Georgia has binding contracts. YOU WILL NOT BE ALLOWED INTO THE CLINICAL SITES WITHOUT THIS DOCUMENTATION. Student files will be reviewed each semester for currency of the documents. Failure to provide this documentation by the deadline date will result in the student being dropped from all clinical and co-requisite courses. Also, a registration hold will be placed on the student's record. If completed documents are then received by the first day of classes, the hold will be removed and the student may then register for classes.

1. ☐ ANNUAL PHYSICAL ABILITY FORM – This verifies the student’s physical ability to perform clinical activities. This physical form must be renewed every year while enrolled in clinical courses and must not expire during the clinical experience. A Physical Ability Form can be accessed on the Department of Nursing's website at www.westga.edu/~nurs. This document must be signed by a nurse practitioner, physician assistant, or a medical doctor. All students who have paid their student activity fees may have the physical ability form completed in the University Health Center.

2. ☐ TUBERCULOSIS TEST (PPD) - Proof of a negative TB skin test must be obtained every year and must not expire during the clinical experience. This document must be signed by a nurse practitioner, physician assistant, medical doctor, or health department for the date of testing, date of reading, and results, whether negative or positive. Students with positive TB skin tests must receive follow-up assessment and treatment as recommended by the Centers for Disease Control and Prevention (CDC). Documentation of current and/or past treatment from a nurse practitioner, physician assistant, or medical doctor is required for all students who have a positive PPD before the student will be allowed to participate in clinical activities.

3. ☐ MMR (MEASLES, MUMPS, & RUBELLA) -
   • For students born "before" 1957, proof of a positive Rubella Titer is required, as in #4 below.
   • For all other students born 1957 or "after", proof of two MMR's is required as in number 1 , or provide evidence of measles, mumps and rubella immunity (titer) as in #2, #3 and #4 below.

1. MMR (Measles, Mumps, Rubella) Note: Date must be after 1970
   1. Dose 1 - immunized at 12 months of age or later, and
   2. Dose 2 - immunized at least 30 days after Dose 1

2. MEASLES Note: Date must be after March 4, 1963
   1. Had disease, confirmed by nurse practitioner, physician assistant or a medical doctor diagnosis in office record.
   2. Born before 1957 and therefore considered immune.
3. Has laboratory proof of immune titer (documentation must specify date of titer)
4. Immunized with live measles vaccine at 12 mos. of age or later.
5. Immunized with second dose of live measles vaccine at least 30 days after first dose

3. MUMPS **Note: Date must be after April 22, 1971**
   1. Had disease, confirmed by nurse practitioner, physician assistant or a medical doctor diagnosis in office record.
   2. Born before 1957 and therefore considered immune.
   3. Has laboratory proof of immune titer (documentation must specify date of titer)

4. RUBELLA **Note: Date must be after June 9, 1969**
   1. Has laboratory proof of immune titer (documentation must specify date of titer)
   2. Immunized with vaccine at 12 mos. of age or later.

4. □ **HEPATITIS B** - students must have one of the following:
   A. Hepatitis B (three-shot series) - is required by the University of West Georgia if born on or after January 1, 1987 (As recommended for ALL healthcare providers by the CDC.) The series of three shots should be received in this order: 1st shot prior to beginning nursing course work, 2nd shot should be received one month after 1st shot, and 3rd shot should be received 4 months after 2nd shot. The series must be completed 6 months after the first shot in order to continue in clinical activities. Signed documentation is required from a nurse practitioner, physician assistant, medical doctor, or health department with the date of injections.
   B. Positive titer of Hepatitis B stated as "immune" signed by a nurse practitioner, physician assistant, medical doctor, or health department.
   **NOTE:** If a student is born before January 1, 1987 and does not wish to have the Hepatitis B series, he/she must sign a waiver. This waiver can be found in the Department of Nursing.

5. □ **VARICELLA (CHICKEN POX)** - students must have one of the following:
   A. Varicella Vaccination date - documentation is required from a nurse practitioner, physician assistant, medical doctor, or health department with the date of injection.
   B. Positive titer and date of varicella stated as "immune" signed by a nurse practitioner, physician assistant, medical doctor or health department.
   C. A signed verification and date of varicella disease - documentation is required from a nurse practitioner, physician assistant, medical doctor, or health department with the date of injection.

6. □ **TETANUS (Td)** - Proof of Tetanus immunization received within the past 10 years. If immunization is not within past ten years, one is required by the clinical agencies. (Student should have immunization every ten years and signed verification of tetanus should be by a nurse practitioner, physician assistant, medical doctor, or health department).

7. □ **HEALTH INSURANCE** – proof of personal medical health insurance coverage. A copy (front and back) of a current medical health insurance card is acceptable. If the student cannot provide proof of health insurance, the student must sign a waiver. This waiver can be found on the Department of Nursing's website at [www.westga.edu/~nurs](http://www.westga.edu/~nurs).
8. **PROFESSIONAL LIABILITY INSURANCE** - Proof of current professional liability insurance in the minimum amount of $1,000,000/3,000,000. Documentation must be a certificate of insurance that includes the amount and dates of coverage. One such organization that liability insurance can be purchased from is "Nurses Service Organization" (NSO), but students may purchase from other sources as long as coverage limits are met. You can access this information at www.nso.com, or call them at 1-800-247-1500. The cost is usually around $30.00 a year for generic students, but cost for licensed Registered Nurses may be higher.

9. **CPR (CARDIOPULMONARY RESUSCITATION)** - Proof of current certification in "Basic Life Support (BLS) for healthcare providers" by the American Heart Association. No other CPR course or certification association will be accepted. A copy of your signed CPR card, front and back is required. Check with the Department of Nursing for dates of CPR classes. If the Department of Nursing is not able to offer a CPR class before you enter your first semester of classes, you must attain CPR certification from a certified American Heart Association trainer. One such trainer is CPR Training Academy, Troy Gray, and his access information is office number: 770-218-0411, or web address: www.cprtrainingacademy.com. You can also contact the American Heart Association at: www.americanheart.org to obtain CPR classes in your area.

10. **LICENSURE** – Any student who is currently licensed by any board in the State of Georgia must provide the official name under which he/she is licensed and area of licensure. (For example: LPN, RN, Respiratory Therapy, etc.)

   **NAME:** _____________________________ **Licensure type:** ______________

---

Individual contracting clinical agencies may impose additional health and professional requirements that the student must meet before participating in clinical activities in that clinical agency. These requirements may include a criminal background check and random drug screening. The student's clinical instructor will inform the student if additional requirements are needed and will provide instructions on how to complete requirements. The absence of any required document may prevent the student from progressing in the nursing program and may result in student losing his/her placement in the program.

I have attached completed documentation to this checklist.

______________________________
Signature
PHYSICAL ABILITY FORM

HEALTHCARE PROVIDER: I have performed a complete health examination on

____________________________________________________________________________________
(print student’s name).
I have determined that the above named student is free from any infectious or contagious disease and is physically and medically capable of performing patient care activities (extensive walking, bending, lifting, with exposure to potentially toxic and infectious environments).

I attest that the above named patient/student has the following documentation in my records:

<table>
<thead>
<tr>
<th>TUBERCULOSIS (Check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Tuberculosis Skin Test, Mantoux, Purified Protein Derivative (PPD)</td>
</tr>
</tbody>
</table>

Date of injection __________ Date of reading (48-72 hours of date of injection) ________________ Result __________

☐ Patient has a history of positive PPD or bacilli Calmette-Guerin (BCG) vaccine. My initials signify that this student/patient has no active disease or possibility of infectious process.

Initials: __________

<table>
<thead>
<tr>
<th>TETANUS VACCINATION (Td)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of last Tetanus (Td) injection ________________</td>
</tr>
</tbody>
</table>

If not within the past 10 years, one is recommended by the CDC and required by most clinical agencies.

<table>
<thead>
<tr>
<th>CERTIFICATION FOR VARICELLA VACCINE/IMMUNITY (Chicken Pox) (check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Varicella vaccination</td>
</tr>
<tr>
<td>☐ Proof of immunity by Serological testing for Varicella Zoster Virus (VZV)</td>
</tr>
<tr>
<td>☐ History of varicella infection</td>
</tr>
</tbody>
</table>

Date of Varicella ________________

Comments: ___________________________________________________________________________________

Signature of Nurse Practitioner, Physician Assistant, or Medical Doctor: ____________________________

Date of Physical Examination: ______/_____/______

Facility address: _____________________________________________________________________________

Provider telephone #: (______) __________________________
HEPATITIS B VACCINE WAIVER

I understand that due to my occupational exposure to blood or other potentially infectious materials as a BSN nursing student, I may be at risk for acquiring hepatitis B virus (HBV) infection. I have been informed of the recommendation that all health care workers be vaccinated with hepatitis B vaccine. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I could be at risk for acquiring hepatitis B, a serious disease.

Signatures

Student ________________________________ Date ______________________

Witness ________________________________ Date ______________________

Additional Comments:
HEALTH INSURANCE WAIVER

Student name: ________________________________________________________________
(Print name)

Health insurance – evidence of personal health insurance coverage is optional.

Should an injury or illness occur to a nursing student during a scheduled clinical or class
activity, the student is responsible for all expenses incurred for medical care or treatment of the
injury or illness. All students who have paid their student activity fees are eligible to be seen and
treated in the University Health Center. If an injury should occur in a clinical facility during a
clinical activity, the student can be seen in the nearest emergency room. The student is
responsible for any expenses incurred for treatment received in a clinical facility.

Your signature on this document indicates that you understand the above statement.

Signatures:

Student: ___________________________ Date: ___________________________

Witness: ___________________________ Date: ___________________________
Structured Problem Solving Conference Record

Student: _________________________________

Date:

Assessment:

Plan:

Evaluation:

I have received a copy of this form:

Student: ____________________________  Faculty: ____________________________
UNIVERSITY OF WEST GEORGIA DEPARTMENT OF NURSING
POSTEXPOSURE COUNSELING CHECKLIST

Name _______________________________ Social Security Number _______________________

Date of exposure _________________ Clinical site _______________________________________

I have read and understand the information provided by the clinical facility regarding recommendations for evaluation and treatment following clinical exposure to blood or body fluids. The risks and benefits of HBV, HCV, and HIV testing and prophylaxis have been explained to me.

1. _____ I want my blood tested for HBV.

2. _____ I do not want my blood tested for HBV.

3. _____ I want my blood tested for HCV.

4. _____ I do not want my blood tested for HCV.

5. _____ I want my blood tested for HIV (agency must provide HIV counseling and obtain written consent before blood may be drawn.

6. _____ I do not want my blood tested for HIV.

7. _____ I want to have a sample of my blood drawn and stored for 90 days, but not tested at this time. I understand that I may request HBV, HCV, and/or HIV testing of this blood sample at any time within 90 days.

8. _____ I have been offered and accepted HBV prophylaxis.

9. _____ I have been offered and do not want HBV prophylaxis.

10. _____ I have been offered and accepted HIV prophylaxis (women: To the best of my knowledge, I am not currently pregnant).

11. _____ I have been offered and do not want HIV prophylaxis.

To prevent the possible transmission of HBV, HCV, and HIV, I agree to abstain from sexual relations, or if I choose to have sexual relations, to inform my partner of my possible exposure and use barrier precautions (latex condom with spermicide until I know the results of the 6 month follow-up. I will not donate blood, semen, or organs until completion of the follow-up period (women: I agree to avoid pregnancy for a minimum of 6 months. If currently breast-feeding, I will cease for a minimum of 6 months).

I accept responsibility for all fees associated with postexposure testing and prophylaxis. I understand that extended postexposure testing and prophylaxis may be completed at the UWG Health Center or a personal health care provider of my choice. I understand that I should report any acute illness causing fever, rash, lymphadenopathy, persistent cough or diarrhea within the next 3 months to my health care provider. If participating in the HBV and/or HIV prophylaxis, I agree to adhere to the monitoring requirements.

I understand that the results of my testing will remain confidential. I will not disclose the name and infectious status of the source patient.

__________________________________________  ________________
UWG Student/Faculty Signature    Date
## Semester Core Curriculum – 63 semester hours

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1101</td>
<td>3</td>
<td></td>
<td></td>
<td>Oral Communication</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1102</td>
<td>3</td>
<td></td>
<td></td>
<td>Inst. Elective</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1001 or 1111</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Area C – Humanities – 6 hrs.

| Fine Arts Elective              | 3        |          |          | Lab Science I*                  | 4        |          |          |
| Humanities Elective             | 3        |          |          | Lab Science II*                 | 4        |          |          |

| MATH 2063                      | 3        |          |          |                                 |          |          |          |

### Area D – Math, Science, Technology–11 hrs

| Fine Arts Elective              | 3        |          |          | Lab Science I*                  | 4        |          |          |
| Humanities Elective             | 3        |          |          | Lab Science II*                 | 4        |          |          |

| MATH 2063                      | 3        |          |          |                                 |          |          |          |

### Area E – Social Sciences – 12 hrs.

| Social Science Elective         | 3        |          |          | NURS 2023                       | 3        |          |          |
| Social Science Elective*        | 3        |          |          |                                 | 3        |          |          |

### Area F – BSN Specific Courses – 18 hrs.

*Designated lab science sequences and social science courses are listed in the UWG Undergraduate Catalog.

## BSN Specific Course Requirements – 63 semester hours

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3122W – Professional Concepts</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3135 – Professional Nursing Practice</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3172 – Health Assessment</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3182 – Skills I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3222W – Research and Evidence Based Nursing Care</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3235 – Mental Health Nursing Practice</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3245 – Family Health Nursing Practice</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3272 – Skills II</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 3355 – Junior Practicum</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4335 – Adult Health Nursing Practice</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4345 – Community Health Nursing Practice</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4382 – Skills III</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4422W – Senior Seminar</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4433 – Nursing Leadership</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 4468 – Senior Practicum</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCLEX Preparation</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History</th>
<th>US</th>
<th>GA</th>
<th>Date Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitution</td>
<td>US</td>
<td>GA</td>
<td>Transfer Hrs.</td>
</tr>
<tr>
<td>Regents' Exam</td>
<td>Reading</td>
<td>Writing</td>
<td>Qtr. Hrs. Completed</td>
</tr>
<tr>
<td>WAC</td>
<td>Major</td>
<td>Other</td>
<td>Sem. Hrs. Completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**BACHELOR OF SCIENCE IN NURSING – RN-BSN TRACK**

2006-2007

### Semester Core Curriculum – 60 semester hours

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Area A – Essential Skills – 9 hrs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1101</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1102</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1001 or 1111</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area B – Institutional Priorities – 4 hrs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inst. Elective</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area C – Humanities – 6 hrs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
<td>Lab Science I **</td>
<td>4</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
<td>Lab Science II **</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2063</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area D – Math, Science, Technology – 11 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
<td>Social Science/Nursing courses**</td>
<td>6</td>
</tr>
</tbody>
</table>

*May substitute Social Science course for Dalton ASN graduates

**Designated lab science sequences and social science courses are listed in the UWG Undergraduate Catalog.

### BSN Specific Course Requirements – 60 semester hours

<table>
<thead>
<tr>
<th>RN-BSN Nursing Courses – 24 hrs.</th>
<th>RN-BSN Credit from UWG ASN Courses, Transfer, or Articulation – 36 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3122W – Professional Concepts</td>
<td>NURS 2XXX</td>
</tr>
<tr>
<td>NURS 3172 – Health Assessment</td>
<td>NURS 3XXX</td>
</tr>
<tr>
<td>NURS 3222W – Research and Evidence Based Nursing Care</td>
<td></td>
</tr>
<tr>
<td>NURS 4470 – Community Health for RN’s</td>
<td></td>
</tr>
<tr>
<td>NURS 4475 – Nursing Leadership for RN’s</td>
<td></td>
</tr>
<tr>
<td>NURS 4422W – Senior Seminar</td>
<td></td>
</tr>
<tr>
<td>Upper Div. Elective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History</th>
<th>US</th>
<th>GA</th>
<th>Date Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitution</td>
<td>US</td>
<td>GA</td>
<td>Transfer Hrs.</td>
</tr>
<tr>
<td>Regents’ Exam</td>
<td>Reading</td>
<td>Writing</td>
<td>Qtr. Hrs. Completed</td>
</tr>
<tr>
<td>WAC</td>
<td>Major</td>
<td>Other</td>
<td>Sem. Hrs. Completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sem. Hrs. Remaining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluator</td>
</tr>
</tbody>
</table>
CONFIDENTIALITY POLICY

Purpose

Nursing students and faculty are frequently privileged to confidential information during clinical and classroom experiences. Students and faculty have access to medical records, obtain personal information from patients and families, and participate in formational assessments, personnel issues, continuous quality improvement and financial or strategic planning. Faculty are often privileged to personal information about students during advisement, Caring Groups, and journaling. Because confidentiality is a legal and ethical expectation of students and faculty, the Department of Nursing at the University of West Georgia has developed the following policy to clarify the scope and significance of maintaining confidentiality.

Guidelines

All nursing students and faculty in the Department of Nursing at the University of West Georgia are expected to abide by the following guidelines:

1. All written and verbal information regarding a patient or institution is to be kept in strict confidence.

2. Verbal or written disclosure of information about patients or agencies to any unauthorized person is prohibited.

3. Any written information about a patient must only contain the patient's initials and should be secured and shared only with students and faculty participating in the care of the patient.

4. The reporting of information specific to agencies may include the department or individual titles; however, it may not include the names of agencies or persons involved. Data must be summarized and reported collectively to ensure confidentiality for the participants.

5. Any written communication (proposal or report) between the student and preceptor/agency must be approved by the faculty before it is presented to the preceptor.

6. Any verbal or written communication whether in the classroom, seminar, lab, or clinical settings is for the sole purpose of learning and is also considered under this confidentiality policy.

7. Students and faculty participating in teaching/learning activities (Caring Groups, counseling, etc) are expected to maintain confidentiality regarding personal information shared. Relevant academic information regarding a student may be
shared on an “as needed” basis within the Department of Nursing in order to provide the support and assistance to enhance the student’s potential for success in the program.

8. Students and faculty should continue to keep all privileged information obtained during enrollment or employment at the University of West Georgia confidential, even after graduation or termination.

9. Students in violation of this policy will be reviewed by the faculty and the Department Chairman and may receive a failing course grade. Faculty in violation of the policy will be reviewed by other faculty and the Department Chairman and a plan of action will be decided at that time.

10. Students will renew this contract annually after review of the policy by faculty

__________________________________________________________________________
Student Signature                      Date _________________

__________________________________________________________________________
Student name printed

__________________________________________________________________________
Witness Signature                      Date _________________
I have read the 2006-2007 University of West Georgia, Department of Nursing BSN Handbook and understand the information and student policies contained therein. This document will be placed in my student folder.

Signatures:

Student Signature ___________________________ Date __________________________

Student Name Printed __________________________________________________________

Witness ___________________________ Date __________________________