

BSN Student Handbook 2011-2012



School of Nursing

UNIVERSITY of 
West Georgia

**UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING - BSN STUDENT HANDBOOK
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WELCOME!

Welcome to the BSN Program at the University of West Georgia! As Dean of the School 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) two for students who are seeking initial licensure as Registered Nurses (the TRADITIONAL 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
Dean and Professor, School of Nursing
August 2009

**UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
BSN PROGRAM**

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 School 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 believes 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 University of 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 other 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 can visit www.westga.edu and click on Current Students, Undergraduate Catalog. Students should keep a copy of the Catalog on file or saved as a link 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 or access the Current Students link from the UWG Homepage, www.westga.edu.

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. *The Scoop* can be located by visiting www.westga.edu and clicking on Current Students.

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 Student Nurses' Association (SNA), 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 SNA 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 loan 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 academic achievement, academic integrity and professional leadership potential. Eligible students should also 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 components of the baccalaureate curriculum.
2. Have a cumulative grade point average of at least 3.5 on a 4.0 scale.

The Pi Nu Eligibility Committee reviews student candidates and inducts new members each Spring by invitation. The School 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 School of Nursing maintains advising hours each semester to serve prospective and current nursing students. Advisement is by appointment except during advanced registration periods, drop/add and on Wednesday's during Fall and Spring semesters. Advisement is by appointment only during the Summer semester. The School of Nursing provides detailed advising information at www.westga.edu/~nurs by clicking Advising and this page will direct students accordingly.

Academic Advising for students enrolled in the BSN and RN-BSN programs will be conducted by the Academic Coordinator(s)/Advisor(s) and/or Associate Dean. The Academic Coordinator(s)/Advisor(s) is responsible for reviewing the student's academic record and completing a graduation checklist at the beginning of the first semester for Traditional BSN students and RN-BSN students. The Academic Coordinator(s) will attend a meeting with each cohort to provide copies of the checklists and answer individual advisement questions. This review clarifies graduation requirements and the student's progress toward meeting them. Any questions regarding the Georgia RN-BSN Articulation Plan, transfer equivalencies, credit by exam, and substitutions should be addressed at this time. Students may also request additional evaluations during their progression in the BSN or RN-BSN program.

The Academic Coordinator(s)/Advisor(s) will review senior graduation status two semesters prior to graduation and during the final semester in Wolf Watch or on paper for quarter core students. Students will be notified of any deficiencies and emails will be sent to their UWG email account. Issues and concerns with senior students not meeting graduation requirements must be reported to the Dean. As stated in the 2011-12 Undergraduate Catalog, "Academic Advising is considered an important element in a student's program of study, and West Georgia makes every effort to provide the service; however, students must ultimately be responsible for their own choices, their own course and program selections, and their own deadlines."

GRADUATION CELEBRATION

Each year the School of Nursing hosts a reception on or near the day of Spring and Fall commencement. The ceremony is held to honor and present nursing pins to all graduating TRADITIONAL BSN, RN/BSN and MSN

students and their families.

SCHOOL OF NURSING COMMITTEES

The School of Nursing requests student representation on all 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 TRADITIONAL BSN student*
- 1 RN-BSN student
- 1 MSN student

Caring for Faculty Committee

- 1 TRADITIONAL BSN student*
- 1 RN-BSN student
- 1 MSN student

Sustaining a Caring Curriculum Committee

- 1 TRADITIONAL BSN student*
- 1 RN-BSN student
- 1 MSN student

Evaluating the Caring Community Committee

- 1 TRADITIONAL BSN student*
- 1 RN-BSN student
- 1 MSN student

Technology Committee

- 1 TRADITIONAL BSN student*
- 1 RN-BSN student
- 1 MSN student

*A student representative from both the junior and senior TRADITIONAL BSN classes in Carrollton and in Newnan are recommended for these committees.

CLASS PRESIDENT/LIAISON

At the beginning of each Fall semester, the Junior and Senior level TRADITIONAL BSN students in Carrollton and Newnan elect a president/liaison to represent the class to the faculty. These representatives meet with the Dean of the SON as needed, 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 School of Nursing suggests that the senior class of the TRADITIONAL BSN programs in Carrollton and Newnan each elect a president and a faculty advisor to assist in planning the Graduation Celebration.

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 School 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 Associate Dean of the School 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

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.

TRADITIONAL 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 or Newnan. 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. Some publishing companies offer eBooks that work with smart phones like iPhone and students are encouraged to access these materials. In general, the first clinical 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 clinical 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. Uniforms, name tag, stethoscope, scissors, etc. - Approximately \$200.00
4. Liability insurance – Varies by provider, approximately \$30-\$100 per year (certificate due with the Health & Professionals Requirements Checklist)

5. NSNA membership (optional) - \$30.00/year for new members and \$40/year for renewals
6. Standardized nursing achievement tests - \$388.00, paid upon registration for Nursing 3135, Professional Nursing Practice.
7. Graduation pictures (optional) - Varies per individual order
8. Nursing pin (optional) - Ranges from \$40.00 - >\$200.00 (due at graduation)
9. Licensure expenses - Application fee to Georgia Board of Nursing and NCLEX registration fee (due at graduation)
10. Clinical/Skills Fees: Skills modules must be obtained prior to the start of NURS 3192, this cost is usually a minimum of \$155 and is considered an out of pocket expense-not included in UWG bill. Information is included when students are admitted to the BSN program each year. 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 TRADITIONAL program.
3. Professional liability insurance – Varies by provider, generally <\$100.00 per year; students may also contact the provider to see if they would allow RN's to receive a student policy.
4. Nursing pin (optional) - Ranges from \$40.00 -> \$200.00
5. 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.
6. Credit by Examination Fees: Fees are assessed at a rate of \$6 per hour for upper division credit awarded for previous ASN coursework (24-44hrs, varies by student).

FINANCIAL ASSISTANCE

Scholarship and other financial aid information for nursing students is available on the School 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 requires a period of employment in the state in lieu of repayment.

Academic scholarship forms are also 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 form available through the School of Nursing website and the Financial Aid Office. The School of Nursing 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 School of Nursing. Please contact the SON clerical staff for information regarding these funds.

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 and Georgia Highlands have 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.
5. "Resources for Nursing" webpage, prepared by the Library's Liaison to the School of Nursing: <http://www.westga.edu/~library/depts/liaison/nursing/>

In addition, special services are available to off-campus nursing students enrolled in Rome 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/>)

CourseDen

All BSN courses are offered through or supported by CourseDen, software that delivers course material online. Faculty members will advise students how CourseDen will be utilized within a specific course. CourseDen may be utilized for posting course materials, receiving and returning assignments, e-mail regarding course matters, and online testing. Information regarding orientation to the use of CourseDen will occur at the beginning of the nursing program.

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 School of Nursing offers a BSN degree with two tracks. The first track, for TRADITIONAL 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 in Carrollton and on two off-campus sites, UWG Newnan Center in Newnan, GA and Georgia Highlands College in Rome, GA.

TRADITIONAL BSN TRACK

In addition to the Core Curriculum requirements (57 semester hours) as specified in the UWG Undergraduate Catalog, TRADITIONAL BSN students must complete the following nursing courses (63 semester hours):

CARROLLTON BSN PROGRAM (Full time)

Six semesters – 63 credit hours

First Semester (Summer – 5 semester hours)

NURS 3122– Professional Concepts (3-0-3)
NURS 3192 – Clinical Skills I (1-2-2)

Second Semester (Fall – 13 semester hours)

NURS 2023 – Applied Pharmacology (3-0-3)
NURS 3135 – Professional Nursing Practice (4-8-8)
NURS 3172 – Health Assessment (1-2-2)

Third Semester (Spring – 15 semester hours)

NURS 3222 – Research and Evidence Based Nursing Practice (2-0-2)
NURS 3235 – Mental Health Nursing Practice (3-4-5)
NURS 3245 – Family Health Nursing Practice (4-8-8)

Fourth Semester (Summer – 4 semester hours)

NURS 3355 – Junior Practicum (0-4-2)
NURS 4192 – Clinical Skills II (1-2-2)

Fifth Semester (Fall – 12 semester hours)

NURS 4335 – Adult Health Nursing Practice (4-8-8)
NURS 4345 – Community Health Nursing Practice (2-4-4)

Sixth Semester (Spring – 14 semester hours)

NURS 4422 – Senior Seminar (2-0-2)
NURS 4433 – Nursing Leadership and Management (2-0-2)
NURS 4468 – Senior Practicum (1-16-9)
NURS 4444 – Preparation for Professional Licensure (1-0-1)

NEWNAN BSN PROGRAM (Part-Time)

8 Semesters – 63 Credit Hours

First Semester (Summer – 3 semester hours)

NURS 3122 – Professional Concepts (3-0-3)

Second Semester - (Fall - 7 semester hours)

- NURS 2023 – Applied Pharmacology (3-0-3)
- NURS 3172 – Health Assessment (1-2-2)
- NURS 3192 – Clinical Skills I (1-2-2)

Third Semester (Spring - 8 semester hours)

- NURS 3135 – Professional Practice (4-8-8)

Fourth Semester (Summer - 7 semester hours)

- NURS 3235 – Mental Health Nursing (3-4-5)
- NURS 3355 – Junior Practicum (0-4-2)

Fifth Semester (Fall - 10 semester hours)

- NURS 3222 – Nursing Research & Evidence Based Nursing Practice (2-0-2)
- NURS 3245 – Family Health Nursing (4-8-8)

Sixth Semester (Spring - 10 semester hours)

- NURS 4335 – Adult Health Nursing (4-8-8)
- NURS 4192 – Clinical Skills II (1-2-2)

Seventh Semester (Summer – 6 semester hours)

- NURS 4345 – Community Health (2-4-4)
- NURS 4433 – Nursing Leadership (2-0-2)

Eighth Semester (Fall - 12 semester hours)

- NURS 4422 – Senior Seminar (2-0-2)
- NURS 4444 – Preparation for Professional Licensure (1-0-1)
- NURS 4468 – Senior Practicum (1-16-9)

The TRADITIONAL BSN Program is offered on the Carrollton campus on a full-time basis only. The program is offered on the Newnan campus on a part-time basis only.

CARING GROUPS

TRADITIONAL BSN students participate in Caring Groups as a component of all clinical courses. Caring Groups comprised of the students in a clinical group and facilitated by the nursing faculty instructor, provide an opportunity to experience caring through faculty and peer support. Participation in Caring Group is an essential component of the curriculum and includes activities designed to promote caring for self, colleagues and the profession of nursing.

TRADITIONAL BSN TESTING PROGRAM

Exams in the following clinical courses will include the designated percentage of nursing decision-making test items at the application or higher level:

- a. At least 50% in NURS 3135, Professional Nursing Practice
- b. At least 65% in NURS 3235, Mental Health Nursing Practice, and NURS 3245, Family Health Nursing Practice

- c. At least 75% in NURS 4335, Adult Health Nursing, and NURS 4345, Community Health Nursing, and NURS 4468, Senior Practicum

Medication Calculations

To assist students with maintaining proficiency in medication calculations, each clinical course must include medication calculations on each course exam including the final. Students who are identified as having difficulty with medication calculations in clinical will be remediated at the discretion of the faculty.

Students must complete the Medication Calculation Test with 100% accuracy within the specified time prior to midterm in order to progress through the clinical skills course and the BSN program. (See calendar for deadline). Student will have three opportunities to pass this exam. The first exam is scheduled during regularly scheduled class time. The two additional tests will be scheduled outside of regular class time with the instructor. Students who do not earn 100% on the third attempt will be required to withdraw from the course and will receive a grade of “W” for the course.

Traditional BSN students participate in the School 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 \$376.00 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

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 TRADITIONAL 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 achieve an Individual Score at or above the Individual National Mean on the most current version of 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 all required ATI testing by the dates set forth in the course calendar at the beginning of each semester.
 - a. 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.
 - b. ATI review and remediation Content Mastery Series is used as a component of progression of a course. Students who do not meet this requirement will be given a “D” in the course.

NURS 2023
NURS 3135

Pharmacology
Fundamentals of Nursing Practice

NURS 3235	Mental Health
NURS 3245	Maternal-Newborn Nursing Care of Children
NURS 4335	Medical-Surgical
NURS 4345	Community Health
NURS 4433	Leadership & Management
NURS 4485	RN Comprehensive Predictor

3. **Course Credit:** Scores on the Secured (Proctored) ATI Examinations in selected courses comprise a component of the course grade. 10% of the credit in these courses will be based on achievement of Proficiency Levels as indicated by ATI for selected courses. In those courses where there are 2 examinations, each exam will count 5% of the course grade, for a total of 10%.

- a. NURS 2023 Pharmacology (10%)
Grading will be based on the achievement of levels of proficiency as indicated by ATI. The required scores will be indicated on the relevant course syllabi.

Students scoring at a Level III will receive a grade of 100%
Students scoring at a Level II will receive a grade of 90%
Students scoring at a Level I will receive a grade of 75%
Students scoring less than Level I will receive a grade of 60%

- b. NURS 2023 Pharmacology (10%)
NURS 3135 Fundamentals of Nursing Practice (10%)
NURS 3235 Mental Health (10%)
NURS 3245 Maternal-Newborn (5%)
 Nursing Care of Children (5%)
NURS 4335 Medical-Surgical (10%)
NURS 4345 Community Health (10%)
NURS 4433 Leadership & Management (10%)

Grading will be based on the achievement of levels of proficiency as indicated by ATI. The required scores will be indicated on the relevant course syllabi.

Students scoring at a Level II or higher on first attempt will receive a grade of 100%
Students scoring below Level II on first attempt must take a 2nd version of ATI.
Students scoring at a Level II on second version will receive a grade of 75 %.
Students scoring below Level II on second version will be given a “D” in the course.

Any student who scores less than Level II on the first attempt will be required to complete a content specific remediation program.

4. **Remediation:** Students are required to take and submit the score of an unproctored ATI 4 weeks prior to administration of the proctored ATI. Scores obtained in sub-category areas 65% or below, require completion of ATI’s focused remediation.
Students scoring less than a Level II on the first proctored ATI exam will be required to complete ATI’s focused remediation and Learning Systems testing that pertains to their needs. Once remediation is complete, the student will receive a second unproctored test code. The first and second attempts must be completed by the scheduled dates available on the course calendar at the beginning of the semester.

5. **Graduation:** The proctored ATI RN Comprehensive Predictor Exam is a component of NURS 4444, Preparation for Professional Licensure, a course required for graduation. Students must pass the examination (within two attempts) during this course with a score commensurate with a 95% chance of passing NCLEX-RN on the first attempt. Required scores vary based on the version of the test taken (Form A or B). Students will be provided with the test score that must be achieved on the first attempt at the beginning of the semester and the score required for the second attempt as needed. The first and second attempts must be completed by the scheduled dates available on the course calendar at the beginning of the semester. If a student fails to achieve the required passing score on the first attempt, remediation will be required prior to second attempt. The faculty member/consultant will determine when the student is ready for re-testing. Students failing on the second attempt will be given a “D” in the course. Students will be allowed to repeat NURS 4444, Preparation for Professional Licensure once, regardless of previous failures in nursing courses.

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 the following nursing courses (16 semester hours):

NURS 3172 – Health Assessment (1-2-2)*

NURS 4522 – Professional Practice Issues and Concepts (3-0-3)*

NURS 4523 – EBP: Translating Research to Practice (3-0-3)*

NURS 4545 – Leadership in the Community (4-8-8)**

(*These will be offered as a “D” course meaning partially online.)

(** Offered as a “D” course and requires 120 hours of clinical with a preceptor)

Core Requirements

Potential RN-BSN students may be considered on a provisional basis upon completion of an application, proof of completion of a diploma or associate of science degree, and proof of licensure as a Registered Nurse in Georgia. Students must complete the following 36-37 hours of semester core courses before enrolling in additional BSN nursing courses:

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 for a total 36 hours (there are a total of 60 hours in core)

A description of each of the above courses can be found in the UWG Undergraduate Catalog. The Catalog can be accessed online at www.westga.edu. RN-BSN courses are offered at the main UWG campuses in Carrollton and Newnan, and at an External Degree campus at Georgia Highlands College in Rome. The professional sequence may be completed in two or more semesters. Students are admitted to all campuses in the Fall semester. Students are encouraged to meet with a nursing advisor regularly to review their individual plans of study and course sequencing.

The suggested 2-semester sequence (does not include summer) of nursing courses-is as follows:

First Semester – Fall (8 semester hours)

NURS 3172 – Health Assessment (1-2-2)

NURS 4522 – Professional Practice Issues and Concepts (3-0-3)

NURS 4523 – EBP: Translating Research to Practice (3-0-3)

Second Semester – Spring (8 semester hours)

NURS 4545 –Leadership in the Community (4-8-8)

(includes 120 hours of clinical with a preceptor)

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 that may begin as early as 3:00 pm and end as late as 9:00 pm. Clinical experiences may be scheduled during daytime and evening hours and/or on weekends.

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 21 semester hours and “credit by exam” for 23 semester hours. Graduates of Diploma programs who meet the above criteria will be granted “credit by exam” for 43 semester hours. The “credit by exam” hours will be earned by satisfactorily completing NURS 4522– Professional Practice Issues and Concepts.

The following steps outline the Articulation Plan:

- Step 1 Students enrolled in NURS 4522 (Professional Practice Issues and 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 NURS 4522, each student will receive the “Credit by Examination Form “signed by the School of Nursing Dean. The student will then take the form to the Cashiers 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.

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

STUDENT POLICIES

COURSE GRADING

The following grading scale is standard for all BSN nursing courses:

Grading system:	A = 90-100%
	B = 80-89%
	C = 75-79%
	D = 60-74%
	F = Less than 60%

TRADITIONAL BSN Clinical Course Grading Policies

Students must satisfactorily complete all clinical learning activities and associated written assignments to pass the course. Students with unsatisfactory clinical performance will receive an “F” or “U” in the course (as appropriate for the particular course), regardless of grades earned on exams. Students are required to “make up” clinical absences that compromise their ability to meet learning goals. (See Clinical Attendance Policy)

Grades on written assignments may be calculated into the final course grade for TRADITIONAL BSN clinical courses only if the student has an examination average of 75.00% or above. The examination average will be calculated based on the ATI Proctored Content Mastery Series examination designated for course credit, course examinations and the final examination.

TRADITIONAL BSN students must have a course average of 75.00% to earn a “C” in clinical courses. Numerical averages below 75.00 may not be rounded up.

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 first month of the semester preceding expected semester 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 School of Nursing (*BSN Student Handbook 2011-2012*), 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 TRADITIONAL 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. NURS 4444 – Preparation for Professional Licensure

1. Assessment Technologies (ATI) is an assessment company that provides services to schools of nursing. 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.

After admission to the program, students participate in a total testing program that includes review books, compact discs, unsecured and secured online subject testing with focused review for remediation and 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 ATI policy for details).

2. Caring Groups provide the opportunity for peer group support. Students engage in Caring Group activities as a component of each of the clinical courses in the program. Learning experiences are designed to promote 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).

During Caring Groups activities, students may 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 was developed and implemented in the Fall of 2002 to assist students experiencing academic and or clinical practice difficulty. The faculty in the School of Nursing believes 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 regarding counseling 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: www.westga.edu/~excelcenter
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 :www.westga.edu/~sdev
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 Associate Dean of the School of Nursing who 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, and University services. Students are encouraged to seek assistance. Copies of the mid-term reports are sent to faculty teaching the courses.
6. Academic Success classes: At the beginning of the Junior year, and as needed throughout the program, academic success classes are offered. 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. Preparation for Professional Licensure: 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; Revised 5/1/07)

STRUCTURED PROBLEM SOLVING CONFERENCE POLICY

The Structured Problem Solving Conference Policy was developed and implemented in the Fall of 2002 to assist students experiencing academic and or clinical practice difficulty. The faculty in the School of Nursing believes that “students are responsible for their own learning” (p. 7). 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 regarding counseling 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.

Guidelines:

- a. 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.

- b. A student failing the first exam in any course is asked 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.
- c. 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.
- d. 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.
- e. Assessment of the problem, plan for addressing it, and methods for evaluation should be documented on the Structured Problem Solving Conference Record 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 in Carrollton may take NURS 3122 and NURS 3192 prior to completion of requirements; Students in Newnan may take NURS 2023, 3122, 3172 and 3192 prior to completion of requirements).

TRANSFER OF NURSING COURSES

Considering the rapidly changing nature of art, science, and technology in the nursing profession, TRADITIONAL 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 School 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 TRADITIONAL 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. TRADITIONAL 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 School of Nursing. The cost is \$100 to be paid to the School 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 SON 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. TRADITIONAL 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 any two of the following in nursing courses, “D”, “F”, “W”, “WF” or “U” 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 allowed the option of a transfer to the program on the alternate campus (Carrollton or Newnan) on an individual, space available basis. The student will then follow the curriculum as outlined for the alternate campus until completion of the BSN degree. Students must meet with an adviser to develop a curriculum plan when a transfer is made to ensure appropriate progression in the program.

Students must achieve a passing score on all components of the Regents Exam.

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 CRIMINAL BACKGROUND CHECKS

As part of the clinical document requirements, students must complete a mandatory criminal background check and drug screen through an approved vendor as designated by the School of Nursing. The student will be required to give access to the results of the background check and drug screen to clinical facilities in order to gain clinical placement. In the event that a student is denied clinical placement for any reason relating to the facility's review of the background check and drug screen, the School of Nursing faculty member will make one attempt to place the student in another facility. If the student is denied placement by the second facility, the student cannot progress in the nursing program. (See Health and Professional Requirements Checklist).

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 School 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 School 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 Southern Regional Education Board’s (SREB) Council on Collegiate Education for Nursing’s (2004) 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 School 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:

Issue	Standard	Examples of necessary activities (not all-inclusive)
Critical thinking	Critical-thinking ability sufficient for clinical judgment	Identify cause/effect relationships in clinical situations, develop nursing care plans
Interpersonal	Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds	Establish rapport with patients/clients and colleagues
Communication	Communication abilities sufficient for verbal and written interaction with others	Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and patient/client responses
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	Move around in patient’s room, work spaces and treatment areas; administer cardiopulmonary procedures
Motor skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	Calibrate and use equipment; position patients/clients
Hearing	Auditory ability sufficient for	Hear monitor alarm, emergency

	monitoring and assessing health needs	signals, auscultatory sounds and cries for help
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observe patient/client responses
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter)

Taking into consideration the University's policies related to students with disabilities, as well as the SREB's (2004) current guidelines, the following 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, monitors 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 School 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 School of Nursing 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 Associate Dean. Information shared during the consultation will remain confidential.

DISMISSAL

In accordance with the policies of the University of West Georgia, the faculty of the School 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 as described in 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).

COMMUNICATION POLICY

SON Website:

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

1. The BSN Handbook is located on the website under Current Students and students are responsible for the reading the information.
2. Students are expected to retrieve the syllabi from CourseDen and print copies prior to the first day of classes. Students are expected to access other course materials as directed by faculty.

Grapevine: The Grapevine, located within CourseDen, is the communication tool used to disseminate general information regarding the nursing programs. Students are expected to access the Grapevine frequently for announcements and any other important program information.

E-Mail:

1. Students are expected to communicate with faculty using myUWG and CourseDen e-mail. Faculty

e-mail addresses are published in course syllabi and on the SON website. Grapevine is not the most appropriate method for communicating with individual faculty. Faculty are responsible for checking the UWG and CourseDen e-mail frequently, but may not check the Grapevine e-mail on a daily basis. **Emails regarding Academic Advisement and Clinical Documents must come from the MyUWG email account.**

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 MyUWG.
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 CourseDen supported courses on a regular basis for information about specific courses. Email and other computer-based activities will be required in all nursing courses.

TECHNOLOGY REQUIREMENTS

The School of Nursing values the use of technology for competent professionals. All nursing courses are supported by CourseDen, the online distance learning program used by University System of Georgia. 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. They are also expected to have access to computers compatible with UWG. Computer laboratories are available on both Carrollton and Newnan campuses.

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 must use assigned UWG email addresses in all correspondence. E-mail communication regarding specific courses must be done using CourseDen.

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 School. Lectures may be taped only with permission of the faculty. Students who violate these expectations may be asked to leave the classroom.

ACADEMIC DISHONESTY

Students are admitted to the University of West Georgia and the BSN Program with the expectation of acceptable personal standards of conduct and ethics. The School 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.nсна.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 School 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 Vice President for Academic Affairs (VPAA) office, regardless of SON sanctions imposed.

The following provides additional information regarding the SON's philosophy related to academic dishonesty:

What Is Academic Dishonesty?

As you know, we value academic integrity very highly and do not permit any forms of dishonesty or deception that unfairly, improperly or illegally enhance a grade on an individual assignment or a course grade. The following is a list of behaviors that constitute academic dishonesty. We are aware, however, that new forms of cheating, plagiarism and other forms of dishonesty may arise and therefore, we expect every student to interpret the requirement of academic honesty and integrity broadly and in good faith. If you have any doubt as to whether a particular act constitutes academic dishonesty, ask a teacher before you do it!

Academic dishonesty includes, but is not limited to:

Cheating on Exams

1. Copying from others.
2. Having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
3. Having or using a communication device such as a cell phone, pager, PDA or electronic translator to send or obtain unauthorized information.
4. Taking an exam for another student, or permitting someone else to take a test for you.
5. Asking another to give you improper assistance, including offering money or other benefits.
6. Asking for or accepting money or any other benefit in return for giving another improper assistance.
7. Providing or receiving information about all or part of an exam, including answers (e.g., telling someone in a subsequent period what was on your exam, or being told this information).
8. Having or using a "cheat sheet" (a piece of paper with answers, formulas, information, or notes of any kind) that is not specifically authorized by the teacher.
9. Altering a graded exam and resubmitting it for a better grade.
10. Working together on a take-home exam, unless specifically authorized by the teacher.
11. Gaining or providing unauthorized access to examination materials.

Note: Simply having possession during an exam of any prohibited or unauthorized information or device, whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such.

Plagiarism in Papers and Assignments

1. Giving or getting improper assistance on an assignment meant to be individual work. (When in doubt, ask.)
2. Including in any assignment turned in for credit any materials not based on your own research and writing. This includes:
 - a. Using the services of a commercial term paper company.
 - b. Using the services of another student.
 - c. Copying part or all of another person's paper and submitting it as your own for an assignment.
3. Acting as a provider of paper(s) for a student or students.
4. Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism).
5. Failing to use quotation marks where appropriate.
6. Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes and/or a bibliography.
7. Making up data for an experiment ("fudging data").
8. Citing nonexistent sources (articles, books, etc.).

Other

1. Misrepresenting your academic accomplishments, such as by tampering with computer records.
2. Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or an extension for an exam or paper.

3. Failing to promptly stop work on an exam when the time allocated has elapsed.
4. Forging a signature.
5. Hoarding or damaging library materials.

Note: Attempted academic dishonesty, even if unsuccessful, will be treated as academic dishonesty.

Sources:

1. *Goldey-Beacom College Academic Honor Code*, <http://goldey.gbc.edu/advisement/honorcode.html>
2. *University of Pennsylvania Code of Academic Integrity*, <http://www.vpul.upenn.edu/osl/acadint.html>
3. *Cornell University Code of Academic Integrity*, <http://cuinfo.cornell.edu/Academic/AIC.html>

TRADITIONAL STUDENT EMPLOYMENT POSITION STATEMENT

The Faculty of the School of Nursing neither encourages nor discourages TRADITIONAL students from seeking employment either in the health care setting or elsewhere. Some students find this beneficial; others do not. The amount of time spent at work is the prerogative of the student. Class and clinical schedules will not be arranged to "fit" student needs because of employment. 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 Resource Center 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.

REQUIREMENTS FOR PARTICIPATION IN CLINICAL COURSES

Health Requirements

The School 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 listed under CLINICAL DOCUMENT REQUIREMENTS (see 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 health 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, or active and visible HERPES SIMPLEX. Clinical instructors should be contacted concerning any of these problems.

Professional Requirements

Licensure – evidence of the following licenses as appropriate: TRADITIONAL 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.

The School of Nursing requires that students meet specific requirements related to professional practice before participating in clinical activities. All requirements outlined in the Health and Professionals Requirements Checklist must be met by the dates listed under CLINICAL DOCUMENT REQUIREMENTS.

A Color Blindness test can be completed by going online for a free color blind test. . (See Health and Professional Requirements Checklist, #10)

Criminal Background Check/Drug screens – A Criminal Background Check/Drug screen is required of all students prior to beginning the first clinical course in the program, NURS 3135, Professional Nursing Practice for pre-licensure students. This requirement is based on recommendations from the Georgia Hospital Association and a concern by the clinical agencies regarding the safety of patients and the liability risk if a student harms a patient in a clinical setting. All students are responsible for ordering and payment of the criminal background check and drug screen. (See Health and Professional Requirements Checklist, #11). Students who cannot meet the clinical requirement component of a nursing course due to issues in the background check or drug screen will receive a failing grade for the course. The School of Nursing cannot be responsible for any information in a student's criminal background check or drug screen due to legal constraints by the University System of Georgia and the limitations of involvement with obtaining and evaluating the background checks. Faculty members are not allowed to view student criminal background checks or drug screen information, except to be informed of its completion.

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 SON. Students are responsible for submitting documents to the SON before the listed document deadlines. Students will not be allowed to participate in clinical learning activities without the required documentation as it violates the contract with all clinical agencies.

The following document deadlines apply to newly admitted students to the School of Nursing:

Document Deadlines: **July 1st** for students starting first clinical/practicum in **Fall** semester
Nov 1st for students starting first clinical/practicum in **Spring** semester

If any clinical documentation (ie Physical Ability Form, TB, CPR, or personal Liability Insurance) are due to expire during a semester (regardless if done within the year), you are required to update it before the first day of classes for that semester. It is the student's responsibility to ensure their file is complete and current for each semester of enrollment in a clinical course.

After initial clinical file is verified for all documents, files will be checked each semester for upcoming expiring documents and students will only be notified by UWG email. Students must check their UWG email regularly for notifications. Failure to provide this documentation by the expiration/deadline dates 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. This may cause the student to incur a late registration fee and it cannot be waived if a student failed to meet the deadline.

The following procedures will be followed:

1. Students preparing for their first clinical course must submit the completed Health and Professional Requirements Checklist and supporting documents by the appropriate deadline. Continuing students must submit any additional documents needed to meet annual requirements by the first day of classes in the semester the documents expire. Clinical files are complete when health and professional documents have been received and requirements have been met.
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.
3. Students without a complete clinical file by the appropriate deadline and who have not registered will have a hold placed on their registration. The registration hold will be removed when the file is complete.
4. If the clinical file remains incomplete on the first day of the semester, students will not be allowed to enroll in any clinical and co-requisite courses and, as a result, may not be able to progress in the program. TRADITIONAL 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. Continuing students may be readmitted to the clinical sequence on a space available basis.
5. Individual contracting agencies may impose additional health and professional requirements. Students must meet any additional requirements by the appropriate deadlines and at their expense.

Students will submit the Checklist and evidence for all required health and professional documents to the School of Nursing in person or via mail (UWG School of Nursing, 1601 Maple Street, Carrollton, GA 30118) or they can scan/email PDFs. It is the student's responsibility to make sure their documents are received by the School of Nursing.

PROFESSIONAL ATTIRE

The nursing student's attire influences the public's image of nursing and the University of West Georgia, School 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 School 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 TRADITIONAL 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 or other 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 clothing that is neat, clean and 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. Clinical faculty or 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 SON, **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 (without logo) may be worn with a pants style uniform. Support hose is recommended for comfort. Professional white shoes must enclose the toes and heel and may include all-white athletic shoes. Shoes and laces must be clean.
3. **Undergarments, including bra, panties, briefs or shorts must be solid white or skintoned and without logos.**
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 should not be worn. No artificial nails are permitted. No chewing gum or oral tobacco permitted while in the clinical setting.
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 TRADITIONAL 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. A representative from the healthcare facility 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.

CARING GROUP GUIDELINES - General Curriculum Guidelines

NURS 3135 – Professional Practice

Carrollton/Fall; Newnan/Spring

Research indicates that Caring Group is most helpful in the first year of the program. Students are all in the same boat (trying to survive the first clinical semester of nursing) and bond together out of that common need. Students need a lot of guidance regarding how to relax and the importance of self-care to success as well as assistance with learning to study and manage time.

Groups generally begin with an introduction to the Caring Group philosophy and practice at UWG. A history of how caring groups got started and why the faculty members value this activity is important in setting the tone for the emphasis on Caring Groups.

The primary focus in this semester should be on learning self-care strategies and team building. Activities that promote group bonding are essential. Students also typically need academic and emotional support.

There can also be conversations around learning the difference between caring and non-caring. Students have an introduction to caring theory in Nursing 3122, Professional Concepts. They participate in an exercise that requires them to interview nurses and patients about views of caring from nurse-to-patient, and nurse-to-nurse perspectives. This conceptual/theoretical framework for caring will hopefully provide an opportunity to learn and explore the whole notion of caring from a different perspective.

Learning to Care for Self and Others

- Team building exercises
- Check-in
- Relaxation techniques
- Study skills
- Survival Strategies
- Time Management
- Identifying Caring versus Non Caring

NURS 3235, Mental Health OR NURS 3245, Family Health,

Carrollton/Spring, both NURS 3235 AND 3245;
Newnan/Summer (3235) & Newnan/Fall (3245).

Caring Group is still seen as important in this semester of the program. Students have made it through the first clinical course and no longer need as much help “navigating the system” but still may need academic and personal assistance.

At this point students may be open to learning more about caring and the importance to nursing practice. The whole notion of learning to know oneself as a caring person and being able to call forth caring during a “transpersonal caring occasion” (Watson) hopefully will begin to emerge.

Caring for Self and Others

Making a commitment to Caring

Continue with self-care and group support activities

Emphasis on learning to care for patients and work colleagues

NURS 4335, Adult Health

Carrollton/Fall; Newnan/Spring

Students at this point have made it through the first level of nursing courses and face the next level (NURS 4335, Adult Health) with some anxiety. At this point, they may have formed study/support groups with other class members. They need less academic assistance, and the group may become one of providing emotional support.

Refining Caring for Self and Others

Continued support activities

NURS 4468, Senior Practicum

Carrollton/Spring; Newnan/Fall

Transition to Caring in Practice

Research on Caring Groups indicates the group becomes less important in this phase. Students need support with getting ready for graduation and facing the fears of NCLEX as well as saying good-bye.

Approved 11/10/08

SCHOOL OF NURSING GRIEVANCE POLICY

The faculty in the School of Nursing at the University of West Georgia recognizes that there are a variety of situations not related to grades that may occur during the educational process. Misunderstandings and disagreements may arise regarding issues such as academic matters, policies, conditions, teaching-learning activities, course content, and faculty decisions. The grievance policy is an orderly process that provides effective and timely resolution of issues.

Students are encouraged to meet informally with the faculty member to discuss their concerns directly in an attempt to resolve the issue without further action. Often, with open and honest communication, problems can be clarified and resolved. If a resolution satisfactory to the student does not result from this direct discussion, and if the student perceives that an unfair, unreasonable, arbitrary, or capricious action has occurred, a formal grievance may be initiated.

The following steps outline the procedure to be followed in filing a formal grievance within the School of Nursing. Once the process is started (student-instructor discussion), the student has 2 business days to initiate a

meeting within each step of the grievance policy. The time limits are intended to ensure that the matter is resolved as quickly as possible. The time limits may be altered by mutual consent of the parties at any step of the procedure.

1. Student – Instructor Discussion

If the initial informal meeting with the faculty member results in an outcome that is unsatisfactory from the student's perspective, the student may then initiate a formal grievance by submitting in writing documentation regarding the issue to the faculty member and requesting a meeting. The student or the faculty member may request another faculty member to be present during this meeting. The outcome of the meeting must be documented. Copies of the grievance letter by the student and the faculty member's response must be provided to the student and placed in the student's academic file.

2. Course Coordinator Meeting with Student and Faculty Member

If a student – instructor discussion does not resolve the issue, the student may contact the course coordinator (in courses with designated coordinators) to seek a resolution. This meeting and its outcome are to be shared with the involved faculty member. Copies of the documentation related to the outcome of this meeting must also be provided to the student and placed in the student's academic file. If a satisfactory resolution is achieved, no further action is needed.

3. Program Coordinator Meeting with Student and Faculty Member

If the issue is not resolved to the student's satisfaction after the meeting with the course coordinator, or if there is not a designated course coordinator, the student may request a meeting with the Associate Dean for Undergraduate Programs or the Assistant Dean for Graduate Programs. The Associate or Assistant Dean will arrange a meeting with the student and the involved faculty member. Within one week of the date the grievance is filed, the Associate or Assistant Dean will provide a written summary of the meeting, including the outcome, to the Dean of the School of Nursing. The student and the faculty member must receive a copy and a copy must be placed in the student's academic file.

4. Dean of the School of Nursing Meeting with the Student

If the student does not feel the issue has been resolved satisfactorily after meeting with the Associate or Assistant Dean, the student may present a formal request for a meeting with the Dean of the School of Nursing. The request must include copies of the original grievance letter, copies of documentation of meetings with the course coordinator and/or program coordinator, along with a detailed letter describing the student's perception of why previous efforts did not result in satisfactory resolution of the problem.

The Dean is responsible to review the written materials regarding the student's grievance and make a decision. If the solution is unacceptable to the student, or if the student wishes to further appeal the concern, the procedure for appeal should be followed as outlined in the UWG connection and student handbook.

Approved 1/28/08

Revised 3/5/09/CW

CLINICAL ATTENDANCE POLICY

Students must satisfactorily complete all assigned clinical laboratory experiences and associated written assignments in order to pass the clinical portion of each clinical course. Failure to satisfactorily meet the objectives of the clinical rotation listed on the Clinical Evaluation Tool will result in failure of the course regardless of the course grade.

Specific criteria necessary to obtain a satisfactory rating in clinical are explained on the Clinical Evaluation Tool Guidelines. Attendance and punctuality are required for clinical and post-clinical conferences. Any

unexcused absence will result in clinical failure for the course. A pattern of tardiness will also result in clinical failure. All clinical absences are to be made up at the discretion of the clinical faculty. Excused absences greater than 10% of the total clinical hours for the course will be evaluated by the clinical instructor for the possibility of meeting course objectives and/or making up the clinical activities with alternate assignments.

All students must provide appropriate documentation for any clinical absence. This would include, but is not limited to: healthcare provider excuse, legal documents, or professional documents. Determination of an excused absence is at the discretion of the faculty.

Approved 4/27/ 09

Student Forms

**UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
RN-BSN PROGRAM**

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 School 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 _____

**UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
BSN PROGRAM**

REQUEST FOR INDEPENDENT STUDY – NURS 4481

Students may request permission to enroll in an Independent Study (NURS 4481) under the direction of School 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 _____

Had disease, confirmed by nurse practitioner, physician assistant or a medical doctor diagnosis in office record.

Born before 1957 and therefore considered immune.

Has laboratory proof of immune titer (documentation must specify date of titer)

4. **RUBELLA** *Note: Date must be June 9, 1969*

Has laboratory proof of immune titer (documentation must specify date of titer)

Immunized with vaccine at 12 months of age or later.

4. HEPATITIS B: Students must have the following:

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.) **However**, the School of Nursing's contracted clinical agencies are requiring all students receive the Hepatitis B (three shot) series **and** show immunity from a positive titer (blood test) which must be signed by a nurse practitioner, physician assistant, medical doctor, or health department.

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 the 1st shot, and the 3rd shot should be received 5 months after the 2nd shot. The series must be completed 6 months after the first shot in order to continue in clinical activities. You must also obtain a titer 1 – 2 months after dose #3 to show immunity to Hepatitis B. Signed documentation is required from a nurse practitioner, physician assistant, medical doctor, or health department with the date of injections.

If you have completed the series prior to receiving your clinical requirements checklist, and you have not had a titer for Hepatitis B...**you must have a titer drawn for Hepatitis B surface antibody and it must show the status of immunity of non-immunity. No Exceptions.** If you test negative for immunity, it is the decision of your physician to proceed accordingly. Please turn in all supporting documentation to the School of Nursing regarding this immunization.

5. VARICELLA (CHICKEN POX): If you have a history of Varicella, your physician may not choose to vaccinate, therefore you must have titer drawn showing immunity to the disease. Students may provide **ONE** of the following:

1. Documentation of two doses of Varicella vaccine, four (4) weeks apart.

Dose 1 – Need date of immunization

Dose 2 – Need date of immunization

2. Date of positive titer (blood test) and results stating “immune,” signed by a nurse practitioner, physician assistant, medical doctor or health department.

6. TETANUS (Td): Proof of Tetanus immunization received within the past 10 years, and also a onetime dose of Tdap to all with direct patient contact. If immunization is not within the 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 School of Nursing's website at 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 COR course or certification association will be accepted. A copy of your signed COR card, front and back, is required. Check with the School of Nursing for dates of CPR classes. If the School of Nursing is not able to offer a COR class before you enter your first semester of classes, you **MUST** attain COR certification from a certified American heart Association trainer. www.americanheart.org

10. COLOR BLIND TEST: You must go this website to take a “FREE” color blind test <http://tjshome.com/selftest.php>. Please print a copy of your results. IT DOES NOT HAVE TO BE A COLOR COPY. Your results will show the summary for each question, so please print all pages, and turn in with your other required documentation.

11. CRIMINAL BACKGROUND CHECK & DRUG SCREENS: Healthcare facilities are requiring nursing students to have a certified criminal background check and drug screen. Students enrolled in all levels at the School of Nursing must complete the background check and drug screen through Advantage Student. The instructions for this process can be found on the School of Nursing website on each program page, listed as “Background Check & Drug Screen Instructions.” PLEASE DO NOT TURN IN ANY DOCUMENTATION REGARDING YOUR BACKGROUND CHECK OR DRUG SCREEN RESULTS. The School of Nursing cannot see your report only verify that you have completed both parts through our online account with *Infomart – Advantage Student*. Students will be instructed to ‘share’ their report with health care facilities on an as needed basis.

12. 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: _____

13. CONFIDENTIALITY POLICY FORM: This form can be found in your BSN/MSN Student Handbook. Please read the confidentiality policy in its entirety, then sign and turn it in along with other forms listed on this checklist. Please be aware that your signature indicates that you understand all confidentiality rules and policies and procedures contained in your BSN/MSN Student Handbook. Please make sure you print the version that is designated for the year you start the program (2011-12).

14. HANDBOOK STATEMENT FORM: This form can be found in your BSN/MSN student handbook. Please read this form, sign and turn it in along with other forms listed on this checklist. Please be aware that your signature indicates that you understand the policies and procedures contained in your BSN/MSN Student Handbook. Please make sure that you print the version that is designated for the year you start the program (2011-12).

Individual contacting clinical agencies may impose additional health and professional requirements that the student must meet before participating in clinical activities in that clinical agency. 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 the student losing his/her placement in the program.

BY SIGNING YOUR NAME, YOU ARE STATING THAT YOU HAVE ALL OF THE DOCUMENTATION THAT IS LISTED ON THIS CHECKLIST ATTACHED, IN ITS ENTIRETY.

Student’s Signature

Date

**University of West Georgia
 School of Nursing
 1601 Maple Street
 Carrollton, GA 30118
 Telephone: 678-839-6552
 Fax: 678-839-6553**

Physical Ability Form

HEALTHCARE PROVIDER: I have performed a complete health examination on

_____ (Print Student's Name)

General Medical:

Blood Pressure: _____ Pulse: _____

	Normal	Abnormal		Normal	Abnormal
Head			Respiratory		
Eyes			Heart		
Ear, Nose, Throat			Abdomen		
Neck			G/U		
Skin			Other		

Physicians Comments: _____

OVERALL PHYSICAL EXAMINATION RESULTS:

Results	Check One	Comments
PASSED WITHOUT LIMITATIONS:		
PASSED PENDING THE FOLLOWING:		
FAILED DUE TO THE FOLLOWING:		


As of this date, I can find no physical or medical abnormality that would deter this student from fully participating and/or performing patient care activities in the clinical setting (extensive walking, bending, and lifting).

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

_____ Date of Physical Examination: ____/____/____

Facility Address: _____

_____ Provider Telephone Number: (____) _____


School of Nursing
 1601 Maple Street
 Carrollton, Georgia 30118
TB/PPD Test Results

Student Name: _____

Proof of a negative TB skin test must be obtained **EVERY YEAR** and must not expire during the clinical experience. **A Two Step Skin Test is only required of students that have just been admitted to the BSN pre-licensure program. Returning students should receive the traditional single step skin test.**

All fields must be completed for this form to be valid.

TUBERCULOSIS

Tuberculosis Skin Test, Mantoux, Purified Protein Derivative (PPD)

Single Step Skin Test

Date of Injection	Date of Reading (48-72 hours later)	Reading
		mm

Two Step Skin Test (ONLY required for newly admitted BSN pre-licensure students)

Date of Injection	Date of Reading (48-72 hours later)	Reading
		mm

If student has a history of a positive PPD or Bacilli Calmette-Guerin (BCG) vaccine then the following should apply:
Initial documentation for students with a positive PPD must include: Most recent positive PPD, most recent chest x-ray summary, current and/or past treatment record, as well as a letter from a nurse practitioner, physician assistant, or medical doctor stating that the student is free and clear of all signs and symptoms of TB to participate in clinical activities. A doctor's note must be obtained each year for students with a positive PPD record.

** Students with positive TB skin tests must receive follow-up assessment and treatment as recommended by the Centers for Disease Control and Prevention (CDC).

All students who take 5 or more credit hours per semester on the main Carrollton campus who have paid health fees at UWG may have the TB Skin test completed at University Health Services for no charge. However, there will be a charge if other tests are ordered. TB tests at UWG Health Services can only be done on Mondays, Tuesdays, and Wednesdays due to they have to be read within 48 to 72 hours.

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

_____ Date: _____

Facility Address: _____

_____ Provider Telephone #: _____



**UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
BACHELOR OF SCIENCE IN NURSING PROGRAM
Structured Problem Solving Conference Record**

Student: _____

Date:

Assessment:

Plan:

Evaluation:

I have received a copy of this form:

Student signature

Faculty Signature

**UNIVERSITY OF WEST GEORGIA
SCHOOL 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 Signature

Date

UWG Faculty Signature

Date

**TRADITIONAL BACHELOR OF SCIENCE IN NURSING CHECKLIST
2011-12**

Semester Core Curriculum – 60 semester hours								
	Hrs. Req.	Hrs. Com.	Hrs. Rem.		Hrs. Req.	Hrs. Com.	Hrs. Rem.	
Area A – Essential Skills - 9 hrs.				Area B – Institutional Priorities – 4 hrs.				
ENGL 1101	3			Oral Communication	3			
ENGL 1102	3			Inst. Elective	1			
MATH 1001 or 1111	3							
Area C – Humanities – 6 hrs.				Area D – Science, Math, 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.				Area F – BSN Specific Courses – 18 hrs.				
HIST 1111 or 1112	3			BIOL 2021/2021L	4			
HIST 2111 or 2112	3			BIOL 2022/2022L	4			
POLS 1101	3			BIOL 2030/2030L	4			
Social Science Elective	3			NURS 2023	3			
				Social Science Elective*	3			

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

BSN Specific Course Requirements – 60 semester hours								
TRADITIONAL BSN Courses – 60 hrs.								
NURS 3122W – Professional Concepts	3			NURS 3355 – Junior Practicum	2			
NURS 3135 – Professional Nursing Practice	8			NURS 4335 – Adult Health Nursing Practice	8			
NURS 3172 – Health Assessment	2			NURS 4345 – Community Health Nursing Practice	4			
NURS 3192 – Clinical Skills I	2							
NURS 3222W – Research and Evidence-Based Nursing Practice	2			NURS 4422W – Senior Seminar	2			
NURS 3235 – Mental Health Nursing Practice	5			NURS 4433 – Nursing Leadership	2			
NURS 3245 – Family Health Nursing Practice	8			NURS 4468 – Senior Practicum	9			
NURS 4192 – Clinical Skills II	2			NCLEX Preparation (NURS 4485)	1			

				Date Evaluated		
History	US		GA	Transfer Hrs.		
Constitution	US		GA	Qtr. Hrs. Completed		
				Sem. Hrs. Completed		
				Sem. Hrs. Remaining		
				Evaluator		

BACHELOR OF SCIENCE IN NURSING – RN-BSN CHECKLIST
2011-12

Semester Core Curriculum – 60 semester hours							
	Hrs. Req.	Hrs. Comp.	Hrs. Rem.		Hrs. Req.	Hrs. Comp.	Hrs. Rem.
Area A – Essential Skills - 9 hrs.				Area B – Institutional Priorities – 4 hrs.			
ENGL 1101	3			Oral Communication	3		
ENGL 1102	3			Inst. Elective	1		
MATH 1001 or 1111	3						
Area C – Humanities – 6 hrs.				Area D – Science, Math & 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.				Area F – BSN Specific Courses – 18 hrs.			
HIST 1111 or 1112*	3			BIOL 2021/2021L	4		
HIST 2111 or 2112	3			BIOL 2022/2022L	4		
POLS 1101	3			BIOL 2030/2020L	4		
Social Science Elective	3			Social Science/Nursing courses**	6		

*May substitute Social Science course for Dalton ASN graduates

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

BSN Specific Course Requirements – 60 semester hours							
RN-BSN Nursing Courses – 16 hrs.				RN-BSN Credit from UWG ASN courses, Transfer or Articulation – 36 hrs.			
NURS 3172 – Health Assessment	2						
NURS 4522–Prof Pract Issues & Concepts	3						
NURS 4523-EBP: Translating Research to Practice	3			NURS 3XXX	23		
NURS 4545 – Leadership in the Community (120 Clinical Hours)	8						

					Date Evaluated		
History	US		GA		Transfer Hrs.		
Constitution	US		GA		Qtr. Hrs. Completed		
					Sem. Hrs. Completed		
					Sem. Hrs. Remaining		
					Evaluator		

**UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
BSN PROGRAM
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 School 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 School of Nursing at the University of West Georgia are expected to abide by the following guidelines:

1. All written, verbal electronic 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 School 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 Dean and may receive a failing course grade. Faculty in violation of the policy will be reviewed by other faculty and the School Deanman 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

**UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
BSN PROGRAM HANDBOOK ACKNOWLEDGEMENT FORM**

I have read the 2010-2011 University of West Georgia, School of Nursing BSN Handbook and understand the information and student policies contained therein. This document will be placed in my student folder. I understand that it is my responsibility to read the revised handbook at the beginning of each academic year and to be aware of any changes in policy. The policies in the current academic year handbook are those which I will be expected to follow. The current *BSN Student Handbook* can be accessed at the School of Nursing website, www.westga.edu/~nurs.

Signatures

Student Signature _____ Date _____

Student Name Printed _____

Witness _____ Date _____

**University of West Georgia
School of Nursing
(Approved August 25, 2008)**

Simulation Lab Guidelines/PHEN (Practicing, Helping, Educating Nurses)

Care of the high fidelity mannequins:

- No food or drink is permitted around the mannequins.
- No felt tipped markers, ink pens, acetone, iodine, or other staining medications, no newsprint or inked lines of any kind are allowed on or near the mannequins
- Fluids are to be introduced only into designated areas of the mannequins.
- No mouth to mouth respirations are to be performed on the mannequins.

In order to simulate a virtual clinical setting when students and faculty are participating in case scenarios:

- The high fidelity mannequins are to be treated respectfully as actual patients at all times.
- Students are to wear student uniforms/lab coats and dress according to the policy as stated in the BSN handbook.
- Students are required to sign a consent form, which is to be placed in the students' clinical file.

Consent for Participation and Videotaping in Clinical Simulation Lab

I understand that participation in the Clinical Simulation Lab is for the purpose of learning and/or evaluation. I agree to comply with the guidelines as stated in the BSN Student Handbook. My signature signifies:

(1) I will not share the specifics of any scenarios with other students because sharing of information can impact the experience of other students. I understand that sharing information is a violation of the Academic Dishonesty Policy and that violations will be subject to disciplinary action.

(2) I have granted permission for videotaping for the purpose of learning, evaluation and data collection.

Student Printed Name

Student Signature

Date

**UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
GRIEVANCE DOCUMENT**

Student Name _____ ID Number _____

Students are encouraged to meet informally with the faculty member to discuss concerns directly in an attempt to resolve the issue without further action. Has this meeting occurred between student and faculty member? NO YES DATE _____

If a resolution satisfactory to the student does not result from this direct discussion, and if the student perceives that an unfair, unreasonable, or arbitrary action has occurred, a formal grievance may be initiated. Completion and submission of this document indicates that the student wishes to begin the formal grievance policy. Once the process is started, the student has 48 hours to initiate a meeting within each step of the grievance policy.

Student Description of Issue

1. Student – Instructor Discussion

Scheduled Meeting Date:

Actual Meeting Date:

Outcome:

Signature _____
Instructor

Signature _____
Student

2. Course Coordinator Meeting with Student and Faculty Member

Scheduled Meeting Date:

Actual Meeting Date:

Outcome:

Signature _____
Course Coordinator

Signature _____
Student

3. Associate Dean Meeting with Student and Faculty Member

Scheduled Meeting Date:

Actual Meeting Date:

Outcome:

Signature_____

Signature_____

Associate Dean

Student

4. Dean, School of Nursing Meeting with the Student

Scheduled Meeting Date:

Actual Meeting Date:

Outcome:

Signature_____

Signature_____

Dean, School of Nursing

Student