

MSN Student Handbook 2011-2012



School of Nursing

UNIVERSITY of 
West Georgia

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WELCOME!

We are delighted to welcome you to the MSN program at the University of West Georgia, School of Nursing. We are pleased that you have selected this university to pursue your education and are confident that you will find the program of study both challenging and rewarding.

This handbook has been developed to provide university and school information concerning various policies and guidelines. Please seek clarification from faculty members as necessary.

One of the strong points of this program is the cadre of committed faculty. We believe that you will find the faculty to be caring, competent, and empathetic individuals willing to assist you in every way possible. Please feel free to call on me at any time. Our doors are always open, and we welcome your input and suggestions concerning the program.

Kathryn Grams, RN, PhD
Dean and Professor, School of Nursing

Laurie Jowers Ware, RN, PhD, CNL
Assistant Dean and Professor, School of Nursing

UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
MSN PROGRAM

PROGRAM MISSION

MISSION

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

Prepares registered nurses for advanced practice roles in diverse health care settings in Georgia and the surrounding region

Provides regional outreach related to graduate nursing education through 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 MSN student progress toward assuming leadership and education roles

STATEMENT OF PHILOSOPHY AND ASSUMPTIONS

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

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

People construct meaning and develop knowledge through being in the world and interacting with it.

Environment is the world around us. Environment includes other persons, families, groups, communities, cultures, things, and the natural world. A concern for the environment is essential for survival and the preservation of the context of our existence.

Health is a dynamic state of being in which there is a balanced integration of relationships, choices, and human potentials: physical, mental, emotional, and spiritual. The individual's perception of this balanced integration, or wholeness, is unique and self-determined. People experiencing illness or disability may perceive themselves as whole or healthy, even though society may view them as unhealthy.

Nursing, an art and a science, is creative and occurs in a variety of settings. Nursing involves the creation of a safe, nurturing, and healing environment emphasizing respect for the opinions, wishes, and goals of those receiving nursing care. The environment in which nursing is practiced is constantly changing, and nurses must

be responsive to consumer and other political demands in health care systems. In an attempt to prepare students to practice in a rapidly changing health care environment, the faculty believe the priorities set forth in Healthy People 2010 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 hesitation 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)

MSN PROGRAM OBJECTIVES

The purpose of the Master of Science in Nursing (MSN) program is to prepare registered nurses for advanced practice in the areas of health systems leadership and nursing education.

Graduates of the program will be able to:

1. Utilize theoretical models, information systems and technology to perform effectively in a variety of nursing practice, leadership, and educational roles. (competence and critical thinking).
2. Critically appraise original research for practice implications in the context of evidence-based practice.
3. Examine influences on nursing practice and education, including social, economic, ethical, legal, and cultural diversity issues (conscience and critical thinking).
4. Implement evidence-based practice competencies to achieve quality outcomes and enhance nursing care delivery, leadership and education (critical thinking).
5. Demonstrate critical thinking skills in implementing changes and making decisions in the delivery of healthcare or in nursing education (change and critical thinking).
6. Develop and implement practice, leadership, management, and teaching strategies for the improvement of healthcare or nursing education (commitment).
7. Communicate effectively using a collaborative approach to improve nursing education, the quality of professional nursing practice and the healthcare system (collaboration and communication).
8. Attain a level of scholarship congruent with preparation for doctoral study (commitment).

9. Practice nursing in leadership and education roles in a manner that reflects caring as the essence of nursing (caring).

10. Engage in advanced nursing practice that reflects a holistic view of self and others and respect for diverse cultures ((holism).

(Approved 9/23/05 by Graduate Faculty)

GENERAL INFORMATION

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

GRADUATE CATALOG

The West Georgia *Graduate Catalog* <http://www.westga.edu/assets/docs/Grad-current.pdf> contains a complete statement of academic policies and procedures, courses required for the MSN program, course descriptions for suggested cognates, retention and graduation requirements, and essential items of information. It is a very important book to study and follow. A free copy can be obtained through the Office of the Vice President for Student Services.

THE UNIVERSITY OF WEST GEORGIA STUDENT HANDBOOK <http://www.westga.edu/~handbook/>

The University of West Georgia Student Handbook, *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. A free copy can be obtained through the Office of the Vice President for Student Services.

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

Students are encouraged to join and participate in the professional nursing organizations such as American Nurses Association (ANA) and Georgia Nurses Association (GNA), Georgia Association of Nursing Education, Inc. (GANE), and the Pi Nu Chapter of Sigma Theta Tau. 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 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 and the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. BSN and MSN students are eligible for membership.

The Pi Nu Eligibility Committee reviews student candidates and inducts new members each spring. 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.

GRADUATION CELEBRATION

The School of Nursing hosts a reception on or near the same day as spring commencement each year to honor all graduating generic BSN, RN/BSN and MSN students and their families.

SCHOOL OF NURSING COMMITTEES

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

Caring for Students Committee

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

Caring for Faculty Committee

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

Sustaining a Caring Curriculum Committee

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

Evaluating the Caring Community Committee

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

EXPENSES FOR THE MSN PROGRAM

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.
Professional liability insurance – Varies by provider, generally \$100.00 per year
3. Clinical/Skills Fees: A Practicum Fee will be charged for all clinical courses and a Lab Fee will be charged for the Health Assessment course. These fees are payable with tuition.

FINANCIAL ASSISTANCE

Financial aid information for nursing students is available on the 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 (FAF). 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.

Service Cancelable State Student Loans – Nursing--Graduate students may apply for one of a limited number of these loans if you are in the profession of Nursing and borrow up to \$4,500 per year. You must be formally accepted into your major program of study to be considered. You can "cancel" your loan by working full-time for one calendar year for each year you receive the loan at an approved site in Georgia. For further information you may review the state's website at <http://www.gsfc.org/> under the service cancelable area. To apply for this program, please print the application at http://www.westga.edu/assetsDept/financialAid/0809_Serv_Canc_App.pdf and submit to the UWG Financial Aid Office for consideration.

Nurse Educator Service Cancelable Loan--Students may apply for one of a limited number of these loans if you are pursuing a Master's Degree in Nursing with the Nurse Educator track with the option of repayment through service by teaching full-time in an approved site within the State of Georgia for one calendar year for each year's loan. Applicants must have a completed financial aid file. A completed financial aid file consists of a student aid report (ISIR) resulting from a filed Free Application for Federal Student Aid (FAFSA) and all paperwork required by the Financial Aid Office. Applications must be submitted each year for approval. For further information and application you may visit the state's website http://www.gsfc.org/main/publishing/PDF/2004/nursing_faculty_app_promnote_disclosure.pdf.

The Faculty Loan Repayment Program-- helps eligible health professions faculty from disadvantaged backgrounds to repay their student loans. The Faculty Loan Repayment Program provides as much as \$20,000 a year to eligible faculty members who apply to and are selected to receive funding from the program in return for a 2-year service commitment. Please visit <http://bhpr.hrsa.gov/dsa/flrp/> or contact the HRSA Call Center at 1-800-221-9393 for information.

Short Term Loans - available through the UWG Bursar's Office to assist currently enrolled students who need temporary financial assistance. Students may borrow up to a maximum of \$450 per semester depending on the amount of funds available. Loans must be repaid by the end of the semester received. A minimal interest rate and/or service fee is charged. Additional information on the Short Term Loan and application process may be found at www.bf.westga.edu/bursar/Stl/Information.asp.

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 and Newnan 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 students in distance education courses (one taught at off campus site or web-based course with more than 50% of class online):

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.
(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/>)

TECHNOLOGY REQUIREMENTS

The School of Nursing values the use of technology for competent professionals. All of the nursing courses are supported by **CourseDen**, the online distance learning program used by University System schools. Some courses may be taught partially or totally on-line. CourseDen may be utilized for posting course materials, receiving and returning assignments, e-mail regarding course matters, and online testing. 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. Student Microsoft campus agreement enables students to obtain free copies of the latest versions of specific Microsoft software. Visit <http://www.westga.edu/~mcastu/> for participation requirements.

1. Students should contact the UWGeek Squad in the Excel Center to ensure computer literacy.
2. Student technology requirements, general computer usage, and information and tutorials about e-mail, BanWeb and WebCT, are available online at the Tech Life homepage: <http://www.westga.edu/~techlife/access.shtml>.
3. Students and faculty should use assigned UWG email addresses in all correspondence.
4. For Technical Issues:

CourseDen & Other Distance Education Help:

- 8 a.m.- 5 p.m. UWG assistance: 678-839-6248
- <http://www.westga.edu/~distance/> and distance@westga.edu
- 24 hour USG assistance: 866-334-9180 and <http://help8.view.usg.edu>

Computer, E-mail, & MyUWG Help:

- 8 a.m.- 5 p.m. UWG assistance: 678-839-6587
- email: servicedesk@westga.edu

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

MASTER OF SCIENCE IN NURSING

The School of Nursing will be accepting applications for admission once per year. Please send the below documents directly to the Admissions Office, at the University of West Georgia, 1601 Maple Street, Carrollton, GA 30118-4160. Proof of the following should be submitted to the Admissions Office by **JUNE 1st**, to be considered for admission for Fall Semester of each academic year:

- ✓ **Completed application for admission to the UWG Graduate School**
- ✓ **Non-refundable \$30.00 application fee (one time only)**
- ✓ **One official transcript from each college or university attended**
- ✓ **Satisfactory certificate of immunization (if you are a new student) (Send to Health Services)**

Please send the following documents directly to the School of Nursing, at the University of West Georgia, 1601 Maple Street, Carrollton, GA 30118-4160:

- ✓ **Evidence of current unrestricted licensure to practice as a registered nurse (RN) in the United States and eligibility for licensure in the state of Georgia (you must have a Georgia license by date of enrollment)**
- ✓ **Earned Bachelor of Science in Nursing (BSN) degree from an NLNAC or CCNE accredited program**
- ✓ **3.0 GPA (4.0 scale) for all upper division nursing courses**
- ✓ **A basic undergraduate statistics course, which must be completed with a grade of C or higher prior to enrollment or during the first semester of the program**
- ✓ **Professional resume**
- ✓ **Three letters of recommendation from individuals knowledgeable of your professional and academic abilities**

Inquiries related to your application should be directed to Alycicia Richards by calling 678-839-5115. Fax number, 678-839-6553.

Your application status may be viewed at www.westga.edu/gradprep.

- ✓ **Upon receipt of all application materials by the UWG Admissions Office and determination by the School of Nursing that all admission criteria are met, applicants will be notified regarding admission to the program. The above criteria represent minimal standards and provide no guarantee of acceptance.**

IMPORTANT PHONE NUMBERS

School of Nursing	678-839-6552
Dr. Laurie Jowers Ware, Associate Dean and Professor	678-839-5631
Ms. Alycicia Richards, Graduate Studies Associate	678-839-5115
Financial Aid	678-839-6421
Registrar	678-839-6438

Visit the School of Nursing online at <http://www.westga.edu/~nurs/>.

MSN ADMISSION REQUIREMENTS

EARLY/SPECIAL ADMISSION

Undergraduate students who complete BSN requirements with a 3.0 or greater GPA in upper division nursing courses taken at the University of West Georgia will be automatically admitted to the Graduate School pending completion of the application. This admission would be active for a period of 5 years after graduation and the Graduate Record Examination or the Miller's Analogy Test would not be required.

Revised/approved SON 10/09

Approved by COGS 11/09

PROVISIONAL ADMISSION

Students with less than the required GPA and students in the RN to MSN program may be considered for provisional admission. **Meeting the criteria for provisional admission status is no guarantee of admission to the School of Nursing.**

IMPORTANT NOTICE

Non-degree and personal enrichment students may be admitted to select nursing courses on a space available basis only. Please be aware that no more than 9 hours taken as a post baccalaureate or non-degree student may subsequently be applied to a degree. In most situations, students will not be allowed to take the full 9 hours; therefore, students attempting to gain admittance to a degree program should make every effort to take the appropriate admissions test as soon as possible.

LETTERS OF RECOMMENDATION

<http://www.westga.edu/~gradsch/forms/printable/LOR.pdf>

The three required letters of recommendation (see form at above web site) must be submitted by the application deadline to the School of Nursing. A faculty member knowledgeable of your performance in your BSN program must write one of the letters.

PROGRAM OF STUDY

The School of Nursing at the University of West Georgia offers a Master of Science in Nursing degree with role options in either education or health systems leadership and a post- masters certificate program in education and health systems leadership.

The program offers two tracks or areas of concentration:

- **Health systems leadership** - a program of study designed to prepare *nurse managers/leaders and clinical nurse leaders (CNL's)*. The CNL is a role designed by the American Association of Colleges of Nursing (AACN, 2003) to prepare a leader who is accountable for management of care and the care environment. Courses focus on patient-centered care, evidence-based practice, pharmacology, case management client-care coordination, holistic health assessment, care of diverse populations, health policy, health systems, business and economics, statistics, leadership and management, quality improvement, risk management, and public/community health.

- **Nursing education** - a program of study to address innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Students will be able to develop expertise in health education and promotion, patient education, professional development, or college/university teaching.

**MSN CURRICULUM
SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING PROGRAM
DEGREE PLAN**

NURSE EDUCATOR ROLE

<i>Full Time Four Semester Plan (36 Hours)</i>					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
<i>Fall Semester I (10 Hours)</i>			<i>Spring Semester II (10 Hours)</i>		
N6010	Perspectives on Caring in Nursing	1-0-1	N6400	Scholarly Inquiry in Nursing	3-0-3
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6404	Advanced Pathophysiology	3-0-3
N6300	Health Care Delivery Systems	3-0-3	N6487	Specialty Nursing Practicum	0-8-2
N6401	Health Promotion and Advanced Health Assessment	2-3-3	N6501	Role of the Nurse as Educator	2-0-2
<i>Fall Semester III (10 Hours)</i>			<i>Spring Semester IV (6 Hours)</i>		
N6403	Advanced Applied Pharmacology	3-0-3	N6503	Outcomes Evaluation in Nursing Education	2-0-2
N6500	Data Analysis in Nursing	2-0-2	N6787	Nurse Educator Role Practicum II	0-8-2
N6502	Assessment and Instruction in Nursing	2-0-2	N6989	Evidence Based Project	2-0-2
N6587	Nurse Educator Role Practicum I	0-8-2			
N6989	Evidence Based Project	1-0-1			

*N6989 Evidence-Based Project is Variable Credit (1-3) *N6999 Thesis Option is Variable Credit (3-6)

<i>Part Time Six Semester Plan (36 Hours)</i>					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
<i>Fall Semester I (7 Hours)</i>			<i>Spring Semester II (5 Hours)</i>		
N6010	Perspectives on Caring in Nursing	1-0-1	N6400	Scholarly Inquiry in Nursing	3-0-3
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6487	Specialty Nursing Practicum	0-8-2
N6403	Advanced Applied Pharmacology	3-0-3			
<i>Fall Semester III (6 Hours)</i>			<i>Spring Semester IV (5 Hours)</i>		
N6300	Health Care Delivery Systems	3-0-3	N6404	Advanced Pathophysiology	3-0-3
N6401	Health Promotion and Advanced Health Assessment	2-3-3	N6501	Role of the Nurse as Educator	2-0-2
<i>Fall Semester V (7 Hours)</i>			<i>Spring Semester VI (6 Hours)</i>		
N6500	Data Analysis in Nursing	2-0-2	N6503	Outcomes Evaluation in Nursing Education	2-0-2
N6502	Assessment and Instruction in Nursing	2-0-2	N6787	Nurse Educator Role Practicum II	0-8-2
N6587	Nurse Educator Role Practicum I	0-8-2	N6989	Evidence Based Project	2-0-2
N6989	Evidence Based Project	1-0-1			

*N6989 Evidence-Based Project is Variable Credit (1-3) *N6999 Thesis Option is Variable Credit (3-6)

A description of each of the above courses can be found in the UWG Graduate Catalog.

**SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING PROGRAM
DEGREE PLAN**

HEALTH SYSTEMS LEADERSHIP LEADER/MANAGER ROLE

<i>Full Time Four Semester Plan (36 Hours)</i>					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
<i>Fall Semester I (10 Hours)</i>			<i>Spring Semester II (10 Hours)</i>		
N6010	Perspectives on Caring in Nursing	1-0-1	N6400	Scholarly Inquiry in Nursing	3-0-3
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6404	Advanced Pathophysiology	3-0-3
N6300	Health Care Delivery Systems	3-0-3	N6487	Specialty Nursing Practicum	0-8-2
N6401	Health Promotion and Advanced Health Assessment	2-3-3	N6601	Role of the Nurse as Leader/Manager	2-0-2
<i>Fall Semester III (10 Hours)</i>			<i>Spring Semester IV (6 Hours)</i>		
N6403	Advanced Applied Pharmacology	3-0-3	N6603	Outcomes Evaluation in Health Systems Leadership	2-0-2
N6500	Data Analysis in Nursing	2-0-2	N6887	Health Systems Leadership Role Practicum II	0-8-2
N6602	Problem Solving in Health Systems Leadership	2-0-2	N6989	Evidence Based Project	2-0-2
N6687	Health Systems Leadership Role Practicum I	0-8-2			
N6989	Evidence Based Project	1-0-1			

*N6989 Evidence-Based Project is Variable Credit (1-3) *N6999 Thesis Option is Variable Credit (3-6)

<i>Part Time Six Semester Plan (36 Hours)</i>					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
<i>Fall Semester I (7 Hours)</i>			<i>Spring Semester II (5 Hours)</i>		
N6010	Perspectives on Caring in Nursing	1-0-1	N6400	Scholarly Inquiry in Nursing	3-0-3
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6487	Specialty Nursing Practicum	0-8-2
N6401	Health Promotion and Advanced Health Assessment	2-3-3			
<i>Fall Semester III (6 Hours)</i>			<i>Spring Semester IV (5 Hours)</i>		
N6300	Health Care Delivery Systems	3-0-3	N6404	Advanced Pathophysiology	3-0-3
N6403	Advanced Applied Pharmacology	3-0-3	N6601	Role of the Nurse as Leader/Manager	2-0-2
<i>Fall Semester V (7 Hours)</i>			<i>Spring Semester VI (6 Hours)</i>		
N6500	Data Analysis in Nursing	2-0-2	N6603	Outcomes Evaluation in Health Systems Leadership	2-0-2
N6602	Problem Solving in Health Systems Leadership	2-0-2	N6887	Health Systems Leadership Role Practicum II	0-8-2
N6687	Health Systems Leadership Role Practicum I	0-8-2	N6989	Evidence Based Project	2-0-2
N6989	Evidence Based Project	1-0-1			

*N6989 Evidence-Based Project is Variable Credit (1-3) *N6999 Thesis Option is Variable Credit (3-6)

A description of each of the above courses can be found in the [UWG Graduate Catalog](#).

**SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING PROGRAM
DEGREE PLAN**

HEALTH SYSTEMS LEADERSHIP - CLINICAL NURSE LEADER

Full Time Four Semester Plan of Study (36 Hours)

Course Number	Course Name	Hours	Course Number	Course Name	Hours
<i>Fall Semester I (10 hours)</i>			<i>Spring Semester II (9 hours)</i>		
N6010	Perspectives on Caring in Nursing	1-0-1	N6187	CNL Practicum I	0-5-1
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6400	Scholarly Inquiry in Nursing	3-0-3
N6300	Health Care Delivery Systems	3-0-3	N6404	Advanced Pathophysiology	3-0-3
N6401	Health Promotion & Advanced Health Assessment	2-3-3	N6601	Role of Nurse as Leader	2-0-2
<i>Fall Semester III (9 hours)</i>			<i>Spring Semester IV (8 hours)</i>		
N6287	CNL Practicum II	0-5-1	N6387	CNL Practicum III	0-20-4
N6403	Advanced Applied Pharmacology	3-0-3	N6603	Outcomes Evaluation in Health Systems Leadership	2-0-2
N6602	Problem Solving in Health Systems Leadership	2-0-2	N6989	Evidence Based Project	2-0-2
N6500	Data Analysis in Nursing	2-0-2			
N6989	Evidence Based Project	1-0-1			

*N6989 Evidence-Based Project is Variable Credit (1-3) *N6999 Thesis Option Variable Credit (3-6)

Part Time Six Semester Plan of Study (36 Hours)

Course Number	Course Name	Hours	Course Number	Course Name	Hours
<i>Fall Semester I (7 Hours)</i>			<i>Spring Semester II (5 Hours)</i>		
N6010	Perspectives on Caring in Nursing	1-0-1	N6400	Scholarly Inquiry in Nursing	3-0-3
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6601	Role of Nurse as Leader	2-0-2
N6401	Health Promotion & Advanced Health Assessment	2-3-3			
<i>Fall Semester III (8 Hours)</i>			<i>Spring Semester IV (6 Hours)</i>		
N6300	Health Care Delivery Systems	3-0-3	N6281	CNL Practicum I	0-5-1
N6403	Advanced Applied Pharmacology	3-0-3	N6404	Advanced Pathophysiology	3-0-3
N6602	Problem Solving in Health Systems Leadership	2-0-2	N6603	Outcomes Evaluation in Health Systems Leadership	2-0-2
<i>Fall Semester V (4 Hours)</i>			<i>Spring Semester VI (6 Hours)</i>		
N6287	CNL Practicum II	0-5-1	N6387	CNL Practicum III	0-20-4
N6500	Data Analysis in Nursing	2-0-2	N6989	Evidence Based Project	2-0-2
N6989	Evidence Based Project	1-0-1			

*N6989 Evidence-Based Project is Variable Credit (1-3) *N6999 Thesis Option is Variable Credit (3-6)

A description of each of the above courses can be found in the [UWG Graduate Catalog](#).

**SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING PROGRAM
SAMPLE DEGREE PLAN**

POST - MASTER'S CERTIFICATE NURSING EDUCATION

Spring Semester I (2 hours)

Course Number	Course Name	Hours
NURS 6501	Role of Nurse as Educator	2-0-2

Fall Semester II (4 hours)

Course Number	Course Name	Hours
NURS 6502	Assessment & Instruction in Education	2-0-2
NURS 6587	Nurse Educator Role Practicum I	0-8-2

Spring Semester III (4 hours)

Course Number	Course Name	Hours
NURS 6503	Outcomes Evaluation in Education	2-0-2
NURS 6787	Nurse Educator Role Practicum II	0-8-2

Rev. 10/07/10

**SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING PROGRAM
SAMPLE DEGREE PLAN**

POST - MASTER'S CERTIFICATE HEALTH SYSTEMS LEADERSHIP/LEADER/MANAGER ROLE

Spring Semester I (2 hours)

Course Number	Course Name	Hours
NURS 6601	Role of Nurse as Leader / Manager	2-0-2

Fall Semester II (4 hours)

Course Number	Course Name	Hours
NURS 6602	Problem Solving in Health Systems Leadership	2-0-2
NURS 6687	Health Systems Leadership Role Practicum I	0-8-2

Spring Semester III (4 hours)

Course Number	Course Name	Hours
NURS 6603	Outcomes Evaluation in Health Systems Leadership	2-0-2
NURS 6887	Health Systems Leadership Role Practicum II	0-8-2

Rev. 10/07/10

**SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING PROGRAM
SAMPLE DEGREE PLAN**

**POST - MASTER'S CERTIFICATE HEALTH SYSTEMS LEADERSHIP/CLINICAL NURSE LEADER
ROLE**

Spring Semester I (6 hours)

Course Number	Course Name	Hours
N6187	CNL Practicum I	0-5-1
N6404	Advanced Pathophysiology	3-0-3
N6601	Role of Nurse as Leader	2-0-2

Fall Semester II (9 hours)

Course Number	Course Name	Hours
N6287	CNL Practicum II	0-5-1
N6401	Health Promotion and Advanced Health Assessment	2-3-3
N6403	Advanced Applied Pharmacology	3-0-3
N6602	Problem Solving in Health Systems Leadership	2-0-2

Semester III (6 hours)

Course Number	Course Name	Hours
N6387	CNL Practicum III	0-20-4
N6603	Outcomes Evaluation in Health Systems Leadership	2-0-2

PRACTICUM PRECEPTOR/PRECEPTOR GUIDELINES

Requirements for Students Enrolled in Practicum Courses:

- Preceptors may be selected by students with approval of course faculty.
- Develop a learning contract with the preceptor(s)
 - The learning contract should include objectives, planned activities, and expected outcomes mutually agreed upon by the preceptor, the student, and the faculty.
- Practicum activities
 - With prior approval of course faculty, MSN students who are currently employed in a professional role that is the same as their practicum focus may apply selected employment activities to fulfill practicum requirements. Faculty approval may be granted for those activities that meet course goals and promote development in the specific role. Students must collaborate with faculty in advance to determine which activities are appropriate.
- Complete clinical hours as stated on the course syllabus with planned practicum activities of which no more than 24 hours are allotted for continuing education.
- Complete a portfolio as defined by the faculty that contains a critical analysis and synthesis of practicum activities, completion of project, and a written self-evaluation of the practicum experience.
- Achieve a satisfactory evaluation from the course instructor and the preceptor.

COMPREHENSIVE EXAMINATION

1. The comprehensive exam provides the opportunity for students to demonstrate a synthesis of knowledge in their area of concentration (education or health systems leadership).
2. Each student must successfully complete this examination in order to graduate from the MSN program.
3. The exam is administered during the last semester the student is enrolled in project or thesis hours.
4. The exam is evaluated on a pass/fail basis.

ADVISORS

A faculty advisor will be assigned to each MSN students upon admission to the program. The student and advisor will meet during the first semester to plan the program of study and complete a Plan of Study form available on the SON website. If students decide to change their plan of study, they must meet with the advisor to make revisions as needed. New Program of Study forms should be completed when changes are made.

GRADING SCALE

The following grading scale will be used for graduate level courses:

Excellent:	A=90-100
Good:	B=80-89
Unsatisfactory:	C=75-79
Failing:	F=Below 75

GRADUATION

<http://www.westga.edu/~gradsch/gradforms.php>

In order to file for candidacy, the student must have completed 15 credit hours of course work. Candidacy forms should be filed at least one semester prior to graduation.

THESIS GUIDELINES

<http://www.westga.edu/~gradsch/gradforms.php>

1. The thesis option involves a research project conducted for the purpose of investigating a problem selected by the student and the major professor. The thesis is individual work completed under the direction of a graduate faculty member. The research proposal requires approval by the UWG IRB committee which is managed by the Graduate School. The student is expected to submit the completed IRB forms with the thesis proposal at the initial meeting. If the thesis option is selected, the student will focus on gathering data one semester and writing the findings during the next semester.
2. The thesis will be bound and placed in the library as stipulated in the guidelines found at the above web site. All committee members receive a bound copy. The following forms are located at the UWG Graduate School graduation web site listed above:
 - Thesis and Research Project Rules of Form
3. The thesis option involves selection of a committee and a chairperson, who serves as the major professor. After consultation with the major professor, the thesis committee is selected by the student. The committee is composed of three members. At least two of the committee members must be from the discipline of nursing. All of the committee members must be University of West Georgia faculty and be a member of the graduate faculty.
4. The role of the chair is to call the meetings to order and conduct all meetings. The chair along with the student will determine when the thesis is ready to be defended. The role of thesis committee members includes attending all meetings, reviewing and critiquing the thesis, providing guidance and specific feedback, and serving as a resource person and content expert.
5. Upon selection of the committee, the student will complete appropriate forms and turn them in to the committee chair in the SON and the graduate school. When the first three chapters of the thesis have been completed, the student along with the chair and committee members will select a date for a defense meeting. The student will provide each committee member with a copy of the proposal at least 10 working days prior to the meeting. The student will present the proposal to the committee members at the meeting. The presentation should take no longer than 20 minutes.
6. The student is instructed to follow information found in the Graduate School Thesis Guidelines (see web site) and information found in these guidelines. The current edition of the *APA Publication Manual* will be used as a guide to writing the thesis. If conflicting information is discovered, the graduate school guidelines take precedence.

7. The following checklist provides an overview of the activities involved in completion of the thesis.
- Complete chapters I, II, and III of thesis (including IRB forms)
 - Schedule thesis proposal meeting with thesis committee.
 - Consult with thesis chairperson regarding changes in proposal after thesis committee meeting.
 - After committee approval of proposal and Human subjects forms, submit copies of the appropriate forms to the IRB Committee for approval.
 - Consult with thesis chairperson regarding the outcome of the review for protection of human rights.
 - Upon receipt of approval from the IRB committee and the thesis committee, student may begin data collection.
 - Collect data and complete Chapters IV and V.
 - Schedule time and room for thesis committee meetings in consultation with thesis chairperson.
 - At the direction of the thesis committee, schedule oral examination (time and room). Contact the graduate school for deadline dates.
 - Post a thesis defense announcement in the DON and the graduate school at least 10 working days prior to defense. Invite appropriate individuals.
 - Submit completed copy of thesis to committee members at least two weeks prior to scheduled oral examination.
 - Complete oral examination (thesis defense). After the presentation and after the candidate has answered the committee members' questions, the candidate and guests are asked to leave the room. At this time, the committee will discuss the candidate's thesis and make one of the following recommendations: accept the thesis as is; accept the thesis with modifications, but without an additional meeting; accept the thesis, but with another meeting required; or reject the thesis with further direction provided. The defense usually lasts no longer than 60 minutes.
 - At the time of the oral examination, obtain thesis committee members' signatures on the appropriate forms.
 - After the meeting, revise thesis according to chairperson and committee members' directions.
 - Submit the original thesis and two copies of the approved thesis to the Graduate School.
8. The organization of the **Quantitative** thesis should be assembled as follows:
- a. Title page
 - b. Approval certificate page
 - c. Abstract
 - d. Preface and acknowledgements
 - e. Table of contents
 - f. Lists of tables, figures and or illustrations
 - g. Chapter 1 Introduction
 1. Introduction (unlabeled introductory paragraph)
 2. Statement of problem
 3. Statement of purpose
 4. Significance to nursing
 5. Hypotheses and or research questions
 6. Operational definitions
 7. Conceptual/theoretical framework
 8. Summary
 - h. Chapter 2 Review of Literature
 1. Introduction (unlabeled introductory paragraph)
 2. Review of Literature

3. Summary
 - i. Chapter 3 Methodology
 1. Introduction (unlabeled introductory paragraph)
 2. Design (including independent and dependent variables)
 3. Sample (selection of subjects)
 4. Instruments (purpose, scoring information, validity and reliability statistical information, and sources)
 5. Procedure (including method of collecting and recording data)
 6. Data analysis (proposed analyses for the study)
 7. Summary
 - j. Chapter 4 Results
 1. Introduction (unlabeled introductory paragraph)
 2. Sample (sample is described using appropriate descriptive statistics)
 3. Results (presentation of findings; data to answer each research question or to support/reject each hypothesis is stated)
 4. Summary
 - k. Chapter 5 Discussion
 1. Introduction (unlabeled introductory paragraph)
 2. Findings are related back to the literature; findings are discussed in relation to the theoretical/conceptual framework and whether or not the data support the framework
 3. Limitations
 4. Implications for nursing practice/administration/leadership/education
 5. Recommendations for future research
 6. Summary
 - l. Appendices
 1. IRB approval
 2. Agency permission letter
 3. Informed consent
 4. Instruments
 5. Instrument copyrights permission letter
 6. Other
 - m. References
 - n. Biographical sketch
9. The organization of the **Qualitative** thesis should be assembled as follows:
- a. Title page
 - b. Approval certificate page
 - c. Abstract
 - d. Preface and acknowledgements
 - e. Table of contents
 - f. Lists of tables, figures and or illustrations
 - g. Chapter 1 Introduction
 1. Introduction (unlabeled introductory paragraph)

2. Focus of the Inquiry
 3. Statement of purpose
 4. Background
 5. Significance to nursing
 6. Summary
- h. Chapter 2 Context of the Study
1. Introduction (unlabeled introductory paragraph)
 2. Assumptions
 3. Theoretical context
 4. Literary context
 5. Summary
- i. Chapter 3 Research Plan
1. Introduction (unlabeled introductory paragraph)
 2. Research Methodology
 3. Participants
 4. Data generation strategies
 5. Data analysis strategies
 6. Methodological rigor
 7. Summary
- j. Chapter 4 Findings/Discussion
1. Introduction (unlabeled introductory paragraph)
 2. Description of participants
 3. Interpretation of data
 4. Summary
- k. Chapter 5 Conclusions and Recommendations
1. Introduction (unlabeled introductory paragraph)
 2. Overview of the study
 3. Conclusions
 4. Implications for nursing practice/administration/leadership/education
 5. Recommendations for future research
 6. Summary
- l. Appendices
1. IRB approval
 2. Agency permission letter
 3. Informed consent
 4. Instruments
 5. Instrument copyrights permission letter
 6. Other
- m. References
- n. Biographical sketch

EVIDENCED-BASED PROJECT GUIDELINES

1. The evidence-based project results in an evidence-based paper. Types of projects include but are not limited to the following:
 - a. Development of an innovative clinical/teaching program
 - b. Evaluation of a clinical/teaching program
 - c. Participation with a faculty member on a research project resulting in a scholarly paper suitable for publication.
 - d. Development of evidence-based systematic review of literature in specific area
 - e. Development of an evidence-based clinical protocol
 - f. Development of a detailed teaching project

2. The final report is located in the SON with appropriate binding.

3. The organization of the project should be assembled as follows:
 - a. Introduction (including overview of goals and significance of the project).
 - b. Theoretical/conceptual Framework
 - c. Review of the literature
 - d. Plan for the Implementation of the project
 - e. Implementation and evaluation of the project
 - f. Appendices
 - g. References
 - h. Biographical sketch

ACADEMIC STANDARDS

<http://www.westga.edu/assets/docs/Grad-current.pdf>

Graduate students must maintain an overall grade point average of 3.0 or higher. Students with a cumulative GPA below 3.0 for 2 consecutive semesters will be placed on academic probation. Students on academic probation may not apply for candidacy, take comprehensive examinations, nor obtain a graduate degree. Students who fail to make a 3.0 semester GPA while on probation are dismissed from the Graduate School.

STUDENT POLICIES

<http://www.westga.edu/assets/docs/Grad-current.pdf>

The following UWG policies can be located in the Graduate School handbook:

Provisional Admission
 Transfer of Nursing Courses
 Progression
 Transfer Hours

ACADEMIC DISHONESTY

Students are admitted to the University of West Georgia and the MSN Program with the expectation that they will have developed acceptable personal standards of conduct and ethics. Academic dishonesty is defined in 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. See course syllabi for specific policies. Procedures for appeals in cases of academic dishonesty can be found in the UWG Student Handbook, *Connection*.

DISMISSAL AND READMISSION

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 (e.g. cheating, plagiarism), general attitude, clinical performance, or scholastic standing make it inadvisable to retain the student in the program. Additionally, students are expected to display professional behaviors at all times.

PROGRESSION

A minimum grade of “B” is required in all nursing courses. Students who earn a grade of C, WF or U in any two courses, or who earn an F in any nursing course, will be dismissed from the program.” Students who receive a “C”, “WF” or “U” in any nursing course may repeat that course one time only. Students may apply for reinstatement after a period of no less than one semester. To appeal for reinstatement, the student must present to the School of Nursing a letter indicating the nature of the appeal and justification for reinstatement.

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. (Approved 11/18/02)

REQUIREMENTS FOR PARTICIPATION IN CLINICAL COURSES

HEALTH REQUIREMENTS

The School of Nursing requires that students meet the following requirements related to health and infectious disease before participating in clinical activities:

1. Completion of an annual physical examination with date of exam not to exceed one year from inclusive dates for the clinical experience. All students who have paid their student activity fees may have the exam form completed in the University Health Center.
2. MMR - as required by University admission policy.
3. TB - evidence of an annual negative TB skin test with date of testing not to exceed one year from inclusive dates for the clinical experience; students with positive TB skin tests must receive follow-up assessment and treatment as recommended by the CDC and affiliating agency before the student will be allowed to participate in clinical activities.
4. Hepatitis B - evidence of completion of the HBV immunization series; students who do not wish to complete the series must meet with nursing faculty and complete a waiver.
5. Varicella - students who have not had varicella (chickenpox) should notify the clinical instructor. After enrollment in a clinical nursing course, students should also report any exposure to chickenpox or shingles.
6. Health insurance – evidence of personal health insurance coverage.

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

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

PROFESSIONAL REQUIREMENTS

The School of Nursing requires that students meet the following professional requirements before participating in clinical activities:

1. Professional liability insurance - evidence of current professional liability insurance in the minimum amount of \$1,000,000/3,000,000. Documentation must include the amount and dates of coverage.
2. CPR - evidence of current certification in Basic Cardiac Life Support (BCLS) CPR by the American Heart Association. Registered nurses certified in Advanced Cardiac Life Support may submit such

evidence in place of the basic CPR certification.

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

CRIMINAL BACKGROUND 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 an 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).

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

July 1 for enrollment in fall semester clinical courses

December 1 for enrollment in spring semester clinical courses

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

1. Students must submit the completed Health and Professional Requirements Checklist and supporting documents by the appropriate deadline.
2. Students without a complete clinical file by the appropriate deadline and who have pre-registered for clinical and co-requisite courses will be administratively dropped from those courses and a clinical hold placed on their registration. The hold will remain in place until drop and add.
3. If the clinical file remains incomplete at the end of drop and add, students will not be allowed to enroll in any clinical and co-requisite courses and, as a result, will not be able to progress in the program.

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

1. Returning students will be notified regarding the status of their clinical documents prior to the beginning of each semester. Students without a complete clinical file on the first day of class will be administratively dropped from their clinical and co-requisite courses and a clinical hold placed on their registration. The hold will be released when the required clinical documents have been received.
2. If the clinical file remains incomplete at the end of drop and add, students will not be allowed to enroll in any clinical and co-requisite courses and, as a result, will not be able to progress in the program.

3. Students are responsible for renewing clinical documents that expire after the semester begins and submitting them to the Department as required. Students with any expired or missing documents will not be allowed to attend clinical.
4. Students reporting for any scheduled clinical experience with an incomplete clinical file will be sent home. If the file remains incomplete by the beginning of the next scheduled clinical experience, the student will be administratively dropped from all clinical and co-requisite courses and will not be reinstated. The student may be readmitted to the clinical sequence in subsequent semesters on a space available basis only.

Students will submit the Checklist and evidence for all required health and professional documents to the School of Nursing in person, via fax (678-839-6553) or via mail (UWG School of Nursing, 1601 Maple Street, Carrollton, GA 30118). (Approved 8/12/06)

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 (See p. 35). A representative from the institution should communicate clearly to the student the post-exposure policy and necessary follow up treatment. Reporting, treatment and follow up procedures should be documented in the student's record by the instructor.

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 one of 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 (2009-10).

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 (2009-10).

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

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 #: _____

Updated: 5/4/11

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:	<input type="checkbox"/>	
PASSED PENDING THE FOLLOWING:	<input type="checkbox"/>	
FAILED DUE TO THE FOLLOWING:	<input type="checkbox"/>	

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: (____) _____

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

HEALTH INSURANCE WAIVER

Student name: _____
(Print name)

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

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

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

Signatures:

Student: _____ Date: _____

Witness: _____ Date: _____

UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING
MSN PROGRAM
CONFIDENTIALITY POLICY

Purpose

Nursing students and faculty are frequently privy 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 and verbal information regarding a patient or institution is to be kept in strict confidence.
2. Verbal or written disclosure of information about patients or agencies to any unauthorized person is prohibited.
3. Any written information about a patient must only contain the patient's initials and should be secured and shared only with students and faculty participating in the care of the patient.
4. The reporting of information specific to agencies may include the department or individual titles; however, it may not include the names of agencies or persons involved. Data must be summarized and reported collectively to ensure confidentiality for the participants.
5. Any written communication (proposal or report) between the student and preceptor/agency must be approved by the faculty before it is presented to the preceptor.
6. Any verbal or written communication whether in the classroom, seminar, lab, or clinical settings is for the sole purpose of learning and is also considered under this confidentiality policy.
7. Students and faculty participating in teaching/learning activities (Caring Groups, counseling, etc) are expected to maintain confidentiality regarding personal information shared.
8. Students and faculty should continue to keep all privileged information obtained during enrollment or employment at the State University of West Georgia confidential, even after graduation or termination.
9. Students in violation of this policy will be reviewed by the faculty and the Department Chairman and may receive a failing course grade. Faculty in violation of the policy will be reviewed by other faculty and the Department Chairman and a plan of action will be decided at that time.
10. Students and faculty will renew and review this contract annually.

Signature

Date

Signature

Date

**UNIVERSITY OF WEST GEORGIA
SCHOOL OF NURSING**

MSN PROGRAM HANDBOOK FORM

I have read the *2011-2012 University of West Georgia School of Nursing MSN Handbook* and understand the information and student policies contained therein. This document will be placed in my student folder.

Signatures:

Student _____ Date _____

Witness _____ Date _____