BSN Student Handbook 2016-2017
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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!!

Jenny B. Schuessler, PhD, RN
Dean, Tanner Health System School of Nursing
August 2009
UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM
SCHOOL OF NURSING
BSN PROGRAM

BSN Program Mission

The University of West Georgia, Tanner Health System School of Nursing exemplifies academic excellence in a caring environment by providing quality undergraduate and graduate education to meet current and evolving health care needs within the global community.

THS SON Vision

The University of West Georgia, Tanner Health System School of Nursing will be a leader in the scholarship of teaching and learning through the empowerment of graduates and colleagues who exhibit the ability and courage to create quality caring in health care and educational systems.

Statement of Philosophy and Assumptions

The faculty of the Tanner Health System School of Nursing believe and support the mission, purpose, and goals of the University of West Georgia. While offering both undergraduate and graduate academic programs, the School of Nursing frames its philosophy within the theoretical structure of caring as the essence of nursing. The faculty are committed to creating a milieu for learning that fosters quality caring and believe that all persons are inherently worthy and deserve respect, justice, and equality regardless of gender, race, culture, sexual orientation, or socio-economic status. In pursuit of these beliefs, the faculty declare the following statements of our beliefs and assumptions:

Persons
Persons, including individuals, families, groups, communities, and populations are unique and dynamic as thinking, caring, feeling contributors to society with the right to make choices and assume responsibility for their choices. Persons are holistic, representing an integration of mind, body, and spirit. They have spiritual-social-cultural-ethical beliefs and values that influence the perception of self, others, and the world.

Environment
People construct meaning and develop knowledge through being in the world and interacting with the world. Environment includes persons, cultures, the health-care system and other aspects of the constructed and natural world. A concern for the environment is essential due to the social, political and economic influences on health and the health-care system.

Health
Health is a dynamic and contextual state of being in which there is a balance of relationships, choices, and human potentials. The person’s perception of health is unique and self-determined within psychological, biophysical, socio-cultural, developmental and spiritual dimensions.
**Nursing**
Nursing is a distinct discipline focused on promoting optimal health through the formation of caring relationships across the lifespan while recognizing and respecting the uniqueness of recipients of care. Quality caring provides the foundation for nurses to deliver safe and person-centered care in a rapidly changing health care environment (Duffy, 2009).

**Teaching-Learning**
Teaching-learning is a dynamic, reciprocal, lifelong process that nurtures and facilitates growth in all participants. Learning occurs through meaningful relationships characterized by connectedness, openness, and creativity. Teachers and learners share the responsibility for creating and maintaining an environment that nurtures these relationships (Duffy, 2009).

**Nursing Education**
The undergraduate program prepares graduates for professional nursing practice, future leadership roles, and advanced education. Education at the graduate level is designed to foster utilization of theoretical and empirical knowledge in advanced nursing practice. (Approved 11/22/2010)

**References**

**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. Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.
2. Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.
3. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.
4. Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.
5. Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.
6. Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.
7. Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.
8. Utilize effective teaching strategies to empower persons to achieve healthcare goals. (Approved 2/28/2011)
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 (UWG).

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 the University of 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. Students receive a copy of this publication at orientation, but if you do not already own a current copy of The Connection, you can obtain one at no charge from the First Year Experience Office 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 University of West Georgia, Tanner Health System School of Nursing, maintains advising hours each semester to serve Pre-Nursing and Nursing majors. Advisement is by appointment except during the add/drop period. Prospective Students must schedule a visit through UWG Admissions “Transfer Tuesday” program. Students may find detailed advising information at nursing.westga.edu by clicking “Students” and then “ Advising.”

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) are responsible for reviewing the student’s academic record in Wolf Watch at the beginning of the first semester for Traditional BSN students and RN-BSN students. 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.

As a courtesy, the Academic Coordinator(s)/Advisor(s) will review senior graduation status at least two semesters prior to graduation and during the final semester in Wolf Watch but it is ultimately the students’ responsibility to apply for graduation and meet graduation requirements. Students will be notified of any deficiencies and emails will be sent to their UWG email account by their Advisor or by the Graduation Team in the Registrar’s Office. Issues and concerns with senior students not meeting graduation requirements must be reported to the Dean. As stated in the 2014-15 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.”

Clinical Placement and Documentation

In addition to the Health and Professional Requirements, clinical agencies also require documentation and orientation materials for student clearance. Completion of these required materials may take place outside of the scheduled class dates for a given semester. Non-compliance may delay start times for students or entire clinical groups.

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, MSN, and EdD students and their families. This event is organized by School of Nursing faculty members.

TANNER HEALTH SYSTEM SCHOOL OF NURSING COMMITTEES

The Tanner Health System 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 THS 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** (updated 9/14/2015)

The University of West Georgia, Tanner Health System 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. Undergraduate students in the THS SON wishing to receive honors credit for courses taken while enrolled in the nursing program must first meet all requirements for the Honors Program as outlined by the UWG Honors College. Students earning credit for nursing honors courses or completing honors theses or projects will remain in regular nursing classes with other students.

To receive honors credit for courses in the undergraduate nursing program, students must be committed to engaging in undergraduate research under the direction of a THS SON faculty. Students will be paired with faculty and, possibly, other students in developing and executing a basic research study. Work on this research study will commence during the junior year of the nursing program and will continue over the course of the student’s time in the program.

Students must follow the policies outlined by the UWG Honors College for converting non-honors sections of courses to honors courses (See the UWG Honors College website for these policies). Students enrolled in the UWG Honors College will be responsible for contacting the THS SON Undergraduate Research Coordinator prior to or during the first week of each semester to establish which courses they plan to convert for honors credit during the ensuing semester. The Undergraduate Research Coordinator will ensure that students are seeking conversion of appropriately designated courses for honors credit. It will be the student’s responsibility to contact course faculty for the designated courses to obtain the approval and signatures required by the UWG Honors College for the transformation of courses to honors courses.

Students can only receive honors credit for courses that are designated as non-clinical courses within the THS SON undergraduate curriculum. These courses include:
NURS 3101 Professional Nursing Concepts I
NURS 3201 Health Care of the Client I
NURS 3102 Professional Nursing Concepts II
NURS 3202 Health Care of the Client II
NURS 3400 Nursing Research and Evidence-Based Practice **
NURS 4101 Professional Nursing Concepts III
NURS 4201 Health Care of the Client III
NURS 4102 Professional Nursing Concepts IV
NURS 4202 Health Care of the Client IV

**Students are required to include NURS 3400 as one of their courses designated for honors credit.

The THS SON Undergraduate Research Coordinator will assist each student in connecting him or her to a faculty member who is willing to work with the student on a research study. It will be the student’s responsibility to follow up with the designated faculty member to develop a plan for the research study and to decide what work will need to be completed by the student each semester to meet requirements for awarding honors credit in the designated courses. Faculty will communicate these requirements to the Undergraduate Research Coordinator who will forward the information to appropriate course faculty.

The transformation of non-honors courses to honors courses does not require the awarding of extra credit or points to student grades by faculty. The transforming of the course to an honors credit course is sufficient to meet the requirements for such credit as outlined by the UWG Honors College.

Upon completion of the semester, the Undergraduate Research Coordinator will forward information to course faculty as to whether or not students have completed the required work on their research projects that semester and have met the designated criteria for awarding of honors credit. A report will be compiled and remitted to the UWG Honors College by the Undergraduate Research Coordinator indicating which students have and have not fulfilled the designated requirements. Honors credit will be awarded or not awarded accordingly.

All students wishing to receive honors credit will be required to participate in the THS SON Research Day, held during the spring semester, as part of the requirements for honors credit. Faculty will assist students in preparing presentations (poster or oral) for this event. This will serve as the project or paper required for the spring semester for all students seeking honors credit in the THS SON.

Upon completion of the undergraduate research study, students will be required to compose an honors thesis which will serve as the thesis requirement for the UWG Honors College for conferral of honors status at graduation. The faculty member working with the student on the research study will be responsible for grading of all work related to the study and the grading of the final thesis. Students are responsible for forwarding a copy of the final thesis to the appropriate individual in the UWG Honors College for approval and acceptance as the culminating criteria for awarding of honors status at graduation.

**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; group carpools are encouraged. 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: Textbooks are purchased as a bundle upon the first semester of the program (e-books) through UWG’s Campus Bookstore. The textbook bundle is an out-of-pocket expense for newly accepted nursing students and can cost approximately $900.00-$1,000.00. This bundle provides e-books and resources for the entire duration of the program.

3. Uniforms, name tag, stethoscope, scissors, etc.: - Approximately $200.00-$500.00

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. ATI Nursing Test Fee: - $515.00 (paid upon registration for Nursing 2102). This fee pays for a set of ATI books and testing program needed to complete the BSN program.

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/Lab Fees: A $75.00 Practicum Fee will be charged for all clinical courses and a $35.00 Lab Fee will be charged for all skills courses and the Health Assessment course. These fees are payable with tuition.

11. Nursing Kaplan Review Fee: A customized NCLEX review is scheduled for students in their final semester of the BSN Program. $350.00 (paid upon registration for NURS 4000).

12. Wireless mobile device: students will be required to purchase a mobile device with internet capability prior to the start of their clinical coursework. The device may have phone capabilities but that is not required. Students are not required to purchase a particular brand, however we recommend Apple® products.

13. Application for Graduation: Students should follow the graduation guidelines for application available on the Registrar’s Office website where the current application fee is posted.

14. I-Clicker 2: Students may be required to purchase the latest version of this device for classroom activities. Cost varies by retailer however, this device can cost around $40-$50 (new).

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; (see the Health & Professionals Requirements Checklist for more information)

4. Nursing pin (optional): Ranges from $40.00 -> $200.00

5. Clinical/Skills Fees: A $75.00 Practicum Fee will be charged for all clinical courses and a $35.00 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 (22-44hrs, varies by student).

7. **Application for Graduation:** Students should follow the graduation guidelines for application available on the Registrar’s Office website where the current application fee is posted.

**FINANCIAL ASSISTANCE**

Scholarship and other financial aid information for nursing students are available on the School website at [www.westga.edu/nursing](http://www.westga.edu/nursing). Financial assistance is available through the University West Georgia Financial Aid Office. All students needing assistance must complete a Financial Aid Form (FAFSA). This form is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) starting in January each year. Please note deadlines posted by Financial Aid Office 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.

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 under Current Students. The School of Nursing Scholarship Committee meets in the summer to allocate funds for the following academic year. Awards are not disbursed until after the add/drop period.

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 Tanner Health System School of Nursing; please call 678-839-6552.

**LIBRARY RESOURCES**

[http://www.westga.edu/~library/](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 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](mailto: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/](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/](http://www.westga.edu/~library/depts/offcampus/)

**CourseDen/D2L**

All BSN courses are offered through or supported by CourseDen/D2L, software that delivers course material online. Faculty members will advise students how CourseDen/D2L will be utilized within a specific course. CourseDen/D2L 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/D2L 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 Tanner Health System 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 offered in Carrollton and at the UWG Newnan Center in Newnan, 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 (66 semester hours):

**CARROLLTON BSN PROGRAM (Full time)**

Six semesters – 66 credit hours

**First Semester (Summer – 6 semester hours for students entering prior to Summer 2014)**
- NURS 2101 – Pathophysiology/Pharmacology I (3-0-3)
- NURS 3101 – Professional Nursing Concepts I (3-0-3)

*First Semester (Summer – 6 semester hours for students entering Summer 2014 and after)*
- NURS 2101 – Pathophysiology/Pharmacology I (3-0-3)
- NURS 3000 – Holistic Health Assessment (2-2-3)

**Second Semester (Fall – 15 semester hours for students entering prior to Summer 2014)**
- NURS 2102 – Pathophysiology/Pharmacology II (3-0-3)
- NURS 3000 – Holistic Health Assessment (2-2-3)
- NURS 3201 – Health Care of the Client Assessment (3-0-3)
- NURS 3301 – Clinical Practice I (0-12-6)

*Second Semester (Fall – 15 semester hours for students entering Summer 2014 and after)*
- NURS 2102 – Pathophysiology/Pharmacology II (3-0-3)
- NURS 3101 – Professional Nursing Concepts I (3-0-3)
- NURS 3201 – Health Care of the Client Assessment (3-0-3)
- NURS 3301 – Clinical Practice I (0-12-6)

**Third Semester (Spring – 16 semester hours)**
- NURS 3102 – Professional Nursing Concepts II (2-0-2)
- NURS 3202 – Health Care of the Client II (4-0-4)
- NURS 3302 – Clinical Practice II (0-12-6)
- NURS 3400 – Nursing Research & EBP (3-0-3)

**Fourth Semester (Summer – 1 semester hour)**
- NURS 3303 – Competency Based Clinical (0-2-1)
Fifth Semester (Fall – 14 semester hours)
   NURS 4101 – Professional Nursing Concepts III (2-0-2)
   NURS 4201 – Health Care of the Client III (4-0-4)
   NURS 4300 – Clinical Specialty Practice (0-6-3)
   NURS 4301 – Clinical Practice III (0-10-5)

Sixth Semester (Spring – 15 semester hours)
   NURS 4102 – Professional Nursing Concepts IV (2-0-2)
   NURS 4204 – Health Care of the Client IV (4-0-4)
   NURS 4302 – Clinical Practice IV (1-16-8)
   NURS 4000 – Preparation for Professional Licensure (1-0-1)

NEWNAN BSN PROGRAM (Part-Time)
Eight semesters – 66 credit hours

First Semester (Summer – 6 semester hours)
   NURS 2101 – Pathophysiology/Pharmacology I (3-0-3)
   NURS 3101 – Professional Nursing Concepts I (3-0-3)

Second Semester (Fall – 8 semester hours)
   NURS 2102 – Pathophysiology/Pharmacology II (3-0-3)
   NURS 3000 – Holistic Health Assessment (2-2-3)
   NURS 3102 – Professional Nursing Concepts II (2-0-2)

Third Semester (Spring – 9 semester hours)
   NURS 3201 – Health Care of the Client Assessment (3-0-3)
   NURS 3301 – Clinical Practice I (0-12-6)

Fourth Semester (Summer – 5 semester hour)
   NURS 3400 – Nursing Research & EBP (3-0-3)
   NURS 4101 – Professional Nursing Concepts III (2-0-2)

Fifth Semester (Fall – 10 semester hours)
   NURS 3202 – Health Care of the Client II (4-0-4)
   NURS 3302 – Clinical Practice II (0-12-6)

Sixth Semester (Spring – 10 semester hours)
   NURS 3303 – Competency Based Clinical (0-2-1)
   NURS 4201 – Health Care of the Client III (4-0-4)
   NURS 4301 – Clinical Practice III (0-10-5)

Seventh Semester (Summer – 10 semester hours)
   NURS 4102 – Professional Nursing Concepts IV (2-0-2)
   NURS 4300 – Clinical Specialty Practice (0-6-3)

Eighth Semester (Fall – 13)
   NURS 4204 – Health Care of the Client IV (4-0-4)
   NURS 4302 – Clinical Practice IV (1-16-8)
   NURS 4000 – Preparation for Professional Licensure (1-0-1)
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.

TRADITIONAL BSN TESTING PROGRAM

Nursing faculty will develop examinations to measure student knowledge and progress toward meeting course learning goals with the assistance of the Test Development Team, a subcommittee of the SCCC. Faculty will provide students with an opportunity to review examinations in a method determined to be appropriate for the course and level of student. The purpose of the review is to provide an opportunity for students to review content, examine their thought processes, and develop critical thinking skills. Exams in the following level courses should include test items at the application/analysis level of difficulty:

- **3000 level courses – a minimum of 50 – 65 %**
- **4000 level courses - a minimum of 75% - 80 %**

The duration of the testing period will be determined by the method of testing (i.e. multiple choice, short answer, alternative format, and essay). Students will be allowed one minute for multiple choice items and up to two minutes for alternative formatted items. Accommodations will be made for students with special needs according to UWG policy. The faculty member and or course coordinator will review all statistical results of exams an comments from the Test Development Team to determine if items need revision. Faculty will provide students with an opportunity to review examinations in a method determined to be appropriate for the course and level of student. The purpose of the review is to provide an opportunity for students to review content, examine their thought process, and develop critical thinking skills.

Medication Calculations

Students will take three medication calculation exams in each Clinical Practice course. Any student who does not receive a 100% grade on any one of the medication calculation exams is expected to remediate him/herself using the ATI testing resources as well as the Elsevier bundle resources between attempts. Failure to obtain at least 100% on one Medication Calculation quiz will result in an average grade for this skills component of 0% (which is 10% of the course grade).

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 $515.00 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 NURS 2102, Pathophysiology/Pharmacology II.

Medication Calculation Guidelines

1. **Round medication calculation answers to the tenth place.** (Five or above in the hundredths place goes to next number. Four or less is dropped.)
   
   Examples: 1.07 = 1.1; 0.97 = 1

2. **Round decimals to the hundredth place if the amount is less than one ml.** (Five or above in the thousandths place goes to next number. Four or less is dropped.)
   
   Examples: 0.683 = 0.68; 0.937 = 0.94
For drops, round to a whole number.
Example: 6.7 = 7 gts

For intravenous fluids without medication additives round to a whole number as a standard IV pump delivers volume in whole numbers.
Examples: 75.5 = 76 ml/hr; 75.4 = 75 ml/hr

High-alert, high-risk medications such as insulin, heparin, antineoplastic, and vasoactive medications (eg. digoxin 0.125 mg, or dopamine 5 mcg/kg/min) require an exact amount as prescribed and any rounding should be in accordance with institutional policies or as directed in the test item.

3. For medication calculation problems with more than one-step, do not round until the final answer has been obtained. Exception: Body Surface Area calculations are rounded to the hundredth place before use as meters squared (m²) in the calculation of individualized dosages.

4. Use the conversion factors as listed in the current required pharmacology course textbook.

5. Avoid trailing zeros (such as 1.020 ml).

6. Add leading zeros when less than one ml (0.25 ml).

COMPUTER TESTING POLICY

Occasionally, technical problems may delay starting, restarting, or continuing examinations. If a delay greater than 30 minutes occurs, then course faculty may choose to continue, restart, or continue testing at a later date. All results from testing delays less than 30 minutes are considered final.

ATI POLICY (updated 4/11/2016)

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 promote student success by assisting students to gain knowledge required to demonstrate entry level competence on NCLEX-RN. A key component of this policy is to identify students, who have a higher probability of being academically unsuccessful and to establish a review and remediation process to promote success.

ATI EXAMS (updated 4/11/2016)

Students must complete all required ungraded ATI exams by the dates set forth in the course calendar at the beginning of each semester. Students who do not meet these requirements by the assigned dates will be given an “F” in the course. Potential ungraded ATI exams may include but are not limited to:

1. The **ATI Critical Thinking Entrance Exam** in NURS 3101, Professional Concepts I
2. The **ATI Self-Assessment Inventory** in NURS 3101, Professional Concepts I
3. The **ATI Critical Thinking Exit Exam** in NURS 4102, Professional Concepts IV
4. Various **ATI content Mastery Series Non-proctored (practice) Exams** may be used throughout the curriculum as a component of designated courses to promote student success.
PROCTORED ATI EXAMS (updated 4/11/2016)

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.

1. The following ATI content Mastery Series Proctored Exams are used as a component of designated courses to promote student success:
   a. The proctored ATI Pharmacology and Parenteral Therapies Assessment will be taken in NURS 2012 Pathophysiology-Pharmacology II and will count 10% of the course grade.
   b. The proctored ATI Fundamentals Assessment will be taken in NURS 3202, Health Care of the Client II and will count 20% of the course grade.
   c. The proctored ATI Medical Surgical Assessment will be taken in NURS 4201, Health Care of the Client III and will count 30% of course grade.

2. Grading for the ATI Pharmacology and Parenteral Therapies Assessment will be based on the achievement of levels of proficiency as indicated by ATI. Students will have two (2) opportunities to take the ATI Pharmacology and Parenteral Therapies Assessment. The highest score earned will count 10% of the student’s course grade.

<table>
<thead>
<tr>
<th>ATI Proficiency Levels for the ATI Pharmacology and Parenteral Therapies Assessment</th>
<th>Earned Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>100%</td>
</tr>
<tr>
<td>Level 2</td>
<td>85%</td>
</tr>
<tr>
<td>Level 1</td>
<td>75%</td>
</tr>
<tr>
<td>&lt;Level 1</td>
<td>60%</td>
</tr>
</tbody>
</table>

3. Grading for ATI content Mastery Series Proctored Exams the ATI Fundamentals and ATI Medical Surgical Assessments 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.

<table>
<thead>
<tr>
<th>ATI Proficiency Levels for the ATI Fundamentals and ATI Medical Surgical Assessments</th>
<th>First Attempt Earned Grade</th>
<th>Second Attempt Earned Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>Level 2</td>
<td>85</td>
<td>75</td>
</tr>
<tr>
<td>Level 1</td>
<td>Zero (0) until second Attempt*</td>
<td>65</td>
</tr>
<tr>
<td>&lt;Level 1</td>
<td>Zero (0) until second Attempt*</td>
<td>0</td>
</tr>
</tbody>
</table>
*Any student who scores less than Level 2 on the first attempt will be required to complete an extensive content specific remediation program based on his or her focused reviewed from ATI. Remediation will be included within the associated course but may extend throughout the curriculum in order to promote student success on successive exams. Students who achieve a Level 2 or higher on the first attempt may choose to repeat the exam on the assigned testing date for the second attempt for practice purposes, however the score in the gradebook will reflect the first attempt grade.

4. The proctored **ATI RN Comprehensive Predictor Exam** will be taken in NURS 4000, Preparation for Professional Licensure. Students must pass the examination (within two attempts) during this course with a score commensurate with a 94-95% chance of passing NCLEX-RN on the first attempt. The score earned on the proctored ATI RN Comprehensive Predictor Exam counts 50 % of course grade. Students who are unable to achieve a predictive probability of passing the NCLEX with a 94% on the second attempt of the Comprehensive Predictor Exam will earn an “F” in the course. (See NURS 4000 course syllabus for assigned points.) Students will be allowed to repeat 4000, NCLEX Preparation once, regardless of previous failures in nursing courses.

**SUCCESS PLAN FOR ATI EXAMS** (updated 4/11/2016)

**Practice ATI**
Students are required to take and submit the score of the assigned practice assessment ATI and will be required to complete ATI’s focused remediation.

**Proctored ATI**
Students scoring less than the assigned benchmark on the first attempt of any ATI Proctored Exam will be required to complete a Structured Plan for Success Form and meet with the Course Coordinator and/or Student Success Specialist to develop a remediation plan. The Course Coordinator and/or Student Success Specialist will determine when the student is ready for re-testing.

**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 (17 semester hours):

Course Numbers Effective Fall, 2013:
NURS 4521 – Holistic Health Assessment for RNs (2-2-3)
NURS 4523 – Nursing Research & Evidence-Based Practice for RN’s (3-0-3)
NURS 4525 – Professional Practice Issues and Concepts (3-0-3)
NURS 4527 – Leadership in the Community (4-8-8)
These courses are offered 100% online.

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

**First Semester – Fall (9 semester hours)**
NURS 4521– Holistic Health Assessment for RNs (2-2-3)
NURS 4523 – Nursing Research & Evidence-Based Practice for RN’s (3-0-3)
NURS 4525– Professional Practice Issues and Concepts (3-0-3)
Second Semester – Spring (8 semester hours)
NURS 4527 –Leadership in the Community (4-8-8)
(Includes 120 hours of clinical with a preceptor)

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 22 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. After spring 2013, hours will be earned by satisfactorily completing NURS 4525 – Professional Practice Issues and Concepts.

The following steps outline the Articulation Plan:

**Step 1**
Students enrolled in NURS 4525 (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 4525 (Professional Practice Issues and Concepts), 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.

CARING GROUPS

“If caring is an idea that nursing practice and nursing education communities consistently use in
describing the nature and function of nursing, then it would seem that caring would be a key area of study in nursing curricula…”

--Schoenhofer (2001)

The Caring Science curriculum model (Hills & Watson, 2011) places caring collaborative relationships at the center of a curriculum designed to create a culture of caring within a nursing education program. The focus of the caring science curriculum model is on the development of caring relationships with students and the use of emancipatory pedagogy (student centered learning). According to Hills and Watson, nurse educators must “nurture this culture of caring if students are to graduate as competent caring nurses” (p. 129). In education, the caring relationships between teachers and learners fosters a sense of caring professionalism and acquisition of the crucial knowledge, skills and attitudes for nursing practice in the health care system. This is congruent with Duffy’s (2009) emphasis on the significance of relationships to quality nursing practice. (UWG/THS SON Philosophy, 2012).

**Purpose of Caring Groups**

The purpose of Caring Groups is to create a culture for experiencing and learning caring for nursing students in the UWG THS SON. According to Hills and Watson (2012), nurse educators must “nurture this culture of caring if students are to graduate as competent caring nurses” (p. 129). In education, the caring relationships between teachers and learners fosters a sense of caring professionalism and acquisition of the crucial knowledge, skills and attitudes for nursing practice in the health care system. This is congruent with Duffy’s (2009) emphasis on the significance of relationships to quality nursing practice. Opportunities are provided for students to participate in Caring Group in classroom and/or clinical settings. In some classroom settings, for both undergraduate and graduate students, students may be randomly assigned to small groups to work together on in-class learning activities and also to experience and learn caring through online activities outside of class. For undergraduate students, the caring group experience is a component of clinical courses.

- Caring has been a central focus of the curriculum in the nursing program at UWG for the past 20 years. The University of West Georgia implemented caring groups in 1994 as an experiential teaching/learning activity, providing the opportunity for students to experience and learn caring. Caring Groups are designed to be small group sessions in which students learn how to care for themselves, colleagues, patients, and the environment.
- Goals of Caring Group include: Learn to care for self and others, Identify caring and non-caring behaviors, Strengthen coping and group problem solving skills and have fun.
- Caring group provides the opportunity for: Sharing personal experiences, Learning about self, Building relationships, and Becoming part of a team. This creates an atmosphere of support for students as they progress through the educational program.

**BSN Undergraduate Caring Groups**

*Introduction to Caring Groups*
During the undergraduate program orientation, there will be an introduction to the caring philosophy and the Caring Group experience in the UWG/THS SON. The history of caring groups will be shared in order to help beginning students understand the value that faculty members place on creating a climate of caring and the rationale for the importance of Caring Groups. This orientation will provide the context for students’ participation in Caring Groups.

For undergraduate students, Caring Groups will be a component of classroom and clinical experiences, providing the opportunity for students to experience Caring Groups each semester of the program.

**General Curriculum Guidelines**

Caring groups will be a component of Professional Nursing Concepts I (3101) and II (3102) and Clinical I, (3301) II, (3302) III (4301) and IV (4302). Students will be introduced to caring groups during 3101, Professional Nursing Concepts. Students will have classroom learning activities related to the concept of caring and the history of caring groups at UWG. Students will be placed into caring groups for classroom experiences and online support.

**Full Time Program – Carrollton**

Full time students in Carrollton will have Caring Groups as a component of 3101 Professional Nursing Concepts I during their first summer and Clinical Practice I, II, III, & IV throughout the program.

**Part Time Program – Newnan**

Part time students in Newnan will have Caring Groups as a component of 3101 Professional Nursing Concepts I during their first summer, 3102 Professional Nursing Concepts II, during the fall semester, then Clinical Practice I, II, III & IV throughout the program.

**Nursing 3101 Professional Nursing Concepts I and 3102 Professional Nursing Concepts II**

Professional Nursing Concepts I (3101) will include an introduction to the concept of caring. The opportunity will be provided 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 concept of caring from theoretical and practice perspectives during the caring group experience in the clinical courses.

**Nursing 3301 Clinical Practice I and Nursing 3302 Clinical Practice II**

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. The primary focus in these two courses 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.

Introduction to Coming to Know Self as a Caring Person: 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

Nursing 4301 Clinical Practice

While students at this point have made it through the first two nursing courses there may still be conversations around the difference between caring and non-caring. Students have made it through the first two clinical courses and no longer need as much help “navigating the system” but may still 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 (Boykin and Schoenhofer) and being able to call forth caring during a “transpersonal caring occasion” (Watson) hopefully will begin to emerge.

Expanding Coming to Know Self as a Caring Person: 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

Nursing 4302 Clinical Practice IV

Transition to Caring in Practice
This course requires demonstration of a synthesis of all they have learned in the program.
Research on Caring Groups (2010) indicates that while caring groups may be less important in this phase, they are still needed. Students need support with getting ready for graduation and facing the fears of NCLEX as well as saying good-by.

Refining Coming to Know Self as a Caring Person: Caring for Self and Others

- Continued support activities

RN/BSN Program

Students in the RN/BSN program will participate in Caring Groups focused on the classroom experience. During Professional Nursing Concepts students will be introduced to the concept of Caring Groups and the history of caring groups at UWG. In one course each semester, Nursing 4525, Professional Nursing Concepts in fall and Nursing 4527 Leadership in Healthcare Communities in spring, students will be assigned to a Caring Group consisting of a small group of their colleagues. These students will sit together in class and communicate with each other online with the purpose of learning caring for colleagues and others. Students will be given guidance in learning self-care and in caring for their colleagues. (Approved 4/20/2012)

STUDENT POLICIES

Course Grading

The following grading scale is standard for all BSN nursing courses:
Grading system through Spring 2013:

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

Grading system as of Summer 2013:

A = 90-100%
B = 80-89%
C = 75-79%
F = Less than 75%

At a minimum, student clinical performance will be evaluated by the clinical instructor bi-weekly except in precepted clinical courses. In some courses student clinical performance may be evaluated weekly. Clinical performance that is less than satisfactory will result in more frequent clinical evaluations at the discretion of the clinical instructor and/or the clinical course coordinator. Please see the clinical course syllabus for further details on clinical performance evaluation. In precepted clinical courses, student clinical performance is evaluated by clinical preceptor and clinical faculty member at a minimum of midterm and final.

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.

All BSN students must have an overall course grade of 75.00% to earn a “C” in any course. Numerical averages below 75.00 may not be rounded up.

The examination average will be calculated based on any examinations given in the course which includes but is not limited to the ATI Proctored Content Mastery Series (CMS). If no ATI Proctored CMS examination is assigned for course credit as part of the ATI Testing Policy, the examination average will be calculated based on course examinations. Cumulative examinations are recommended, but are at the discretion of the instructor.

Grades on non-examination learning activities may be calculated into the final course grade for the courses below only if the student has an examination average of 75.00% or above.

- NURS 2101 Pathopharmacology I
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 Tanner Health System School of Nursing, caring also “includes maintaining academic and practice standards to ensure the quality of the profession.” 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. Counseling Center or Health Services
   b. Center for Academic Success
   c. School of Nursing Student Success Specialist
5. Mid-term Performance Reports
6. NURS 4000 – Preparation for Professional Licensure

1. Assessment Technologies (ATI) is an assessment company that provides services to schools of nursing. After admission to the program, students participate in a total testing program that includes review books, compact discs, unsecured and secured online subject testing 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 Patient Advocate in Health Services or a counselor in the Counseling Center, which both offer 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 Tanner Health System 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 (Structured Plan for Success form) 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. Counseling Center or Health Services – should students require physical or mental health needs
   b. Center for Academic Success – workshops/mentoring
   c. School of Nursing Student Success Specialist – for personalized remediation

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. Preparation for Professional Licensure: In the last semester of the program, a comprehensive course is offered to Senior’s 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 Tanner Health System 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 Plan for Success form 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 Plan for Success form 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 form as well. 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 Plan for Success form 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 the Traditional BSN Program may be granted provisional admission. Students must meet the requirements specified in the provisional admission letter prior to enrollment in Nursing 3301, Clinical Practice I. (Students in Carrollton may take NURS 2101 and NURS 3101 prior to completion of requirements; Students in Newnan may take NURS 2101, 2102, 3000, 3101 and 3102 prior to completion of requirements).

Transfer of Nursing Courses

Considering the rapidly changing nature of art, science, and technology in the nursing profession, undergraduate students with transfer credit for upper division 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 Associate Dean. 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 RN-BSN programs is limited to NURS 4521 (Health Assessment). RN-BSN students must complete all other upper division nursing requirements at UWG.

Credit by Examination for Nursing Courses

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 semester.

Progression

All undergraduate Nursing majors must have an overall course grade of 75.00% to earn a “C” in any course. Numerical averages below 75.00 may not be rounded up. Grades on non-examination learning activities may be calculated into the final course grade for the courses below only if the student has an examination average of 75.00% or above. Students need to review the ATI policy, as well, to understand how the exams from ATI’s Content Mastery Series effect progression.

• NURS 2101 Pathopharmacology I
• NURS 2102 Pathopharmacology II
• NURS 3000 Holistic Health Assessment
• NURS 3201 Healthcare of the Client I
• NURS 3202 Healthcare of the Client II
• NURS 4201 Healthcare of the Client III
• NURS 4202 Healthcare of the Client IV
• NURS 3303 Competency-Based Clinical Performance

Undergraduate Nursing majors should review Holistic Enhancement Learning Plan in the BSN Student Handbook (page 22) as well as schedule an appointment with an instructor if they have concerns about being successful in any coursework (didactic or clinical/lab). 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.
Undergraduate 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.

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 Patient Advocate in Health Services or a counselor in the Counseling Center for additional care as needed. If, in the assessment by faculty, the student's illness impairs his/her ability to implement nursing responsibilities safely, the student will be asked to withdraw from the program.

**Grade Appeal Policy and Process**

Students have the right to appeal a course grade. Before filing an appeal, students need to review the Grade Appeal policy and review/decision process in the UWG Undergraduate Catalog (p 82-84). Students who have filed their appeal, meaning the School of Nursing has their paperwork, are tentatively permitted to enroll in their next semester of NURS coursework until a final decision has been made. If the appeal is granted, it is the faculty member’s responsibility to ensure that the grade is changed by the Registrar’s Office. If the appeal is denied, students must withdraw from the current semester if it is past the add/drop period. Withdrawals that are a result of a denied appeal do not count in the student’s progression. Students need to review the procedures below regarding course failures.

**Procedures for NURS Course Withdrawal or Failure**

**First Semester Failure**

Students who fail a course in the first semester of the program must compete for readmission with the next applicant pool.

**First Withdrawal or Failure** (beyond the first semester in the program)

The School of Nursing will send the student a formal letter and email with their updated plan of study. The student is responsible for changing their schedule for the upcoming semester before the end of the add/drop period. A new plan of study may involve taking one or more semesters off from NURS coursework or changing from one campus to another. In some cases, students may spend one semester taking classes in both Carrollton and Newnan in order to stay on track for a timely graduation. Students should meet with their advisor regarding any questions as to how they should proceed in their new plan of study.

**Second Withdrawal or Failure**

If a student has withdrawn or failed a second NURS course, they may not continue in the BSN program. The School of Nursing will send the student a formal letter and email to confirm the dismissal. The student is responsible for dropping NURS courses from their schedule for the upcoming semester before the end of the add/drop period. Students are encouraged to meet with their advisor to discuss career path options.
Progression and Criminal Background Checks

As part of the Health and Professional Requirements, students must complete a mandatory criminal background check and drug screen each year. Students complete this process through the THS SON’s approved vendor. The student will be required to give access to the results of the background check and/or drug screen to clinical facilities as required 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 Tanner Health System 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 Tanner Health System 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 Tanner Health System 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 Tanner Health System 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 monitoring and assessing health needs | Hear monitor alarm, emergency 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 Tanner Health System 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 Tanner Health System 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

THS SON Website:

The Tanner Health System School of Nursing maintains a website at www.westga.edu/nursing.

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/D2L and print copies prior to the first day of classes. Students are expected to access other course materials as directed by faculty.

3. Students are advised to check MyUWG email accounts weekly (even between semesters) for important announcements and reminders.

E-Mail:

1. Students are expected to communicate with faculty using myUWG and CourseDen/D2L e-mail. Faculty e-mail addresses are published in course syllabi and on the THS SON website. Faculty members are responsible for checking the UWG and CourseDen/D2L e-mail frequently. Emails regarding Academic Advisement and Clinical Documents must come from the MyUWG email account.

2. All students are provided with a UWG e-mail address and access to e-mail messages via student portal (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/D2L 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 Tanner Health System School of Nursing values the use of technology for competent professionals. All nursing courses are supported by CourseDen/D2L, 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. Student technology requirements, general computer usage, and information and tutorials about e-mail, BanWeb are available online at the ITS homepage: [http://www.westga.edu/its/](http://www.westga.edu/its/)
2. Students can get assistance with using CourseDen/D2L here: [http://uwgonline.westga.edu/students.php](http://uwgonline.westga.edu/students.php)
3. Students and faculty must use assigned UWG email addresses in all correspondence. E-mail communication regarding specific courses must be done using CourseDen/D2L.

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.

Professional Competencies

Utilize time efficiently.
- Conduct personal business outside established times for class, labs or clinical experience/training unless authorized
- Demonstrate good organizational skills
- Prioritize responsibilities in carrying out assignments
- Demonstrate ability to multi-task

Demonstrate self-direction in completing assignments.
- Seek assistance from faculty, TA’s, GRA’s, or preceptors to clarify assignments or directions
- Maintain focus in completing assignments
- Demonstrate ability to work independently

Demonstrate accountability for decisions.
- Accept responsibility for personal, academic, and patient-care decisions
- Provide rationale for decisions in a professional manner
- Document actions and outcomes of decisions

Demonstrate characteristics of lifelong learning.
- Keep abreast of changes in nursing practice
- Keep abreast of changes in laws, rules and regulations pertaining to nursing practice
- Take initiative to research questions or problems independently
- Critically evaluate the accuracy and validity of information related to patient care

Modify dress appropriate to classroom, lab, clinical, and professional settings.
- Adhere to established guidelines in BSN Student Handbook
- Recognize and respect authority of faculty and preceptors with regard to determining appropriateness of dress
- Value the importance of the dress code for conducting effective, professional patient interactions

Maintain personal hygiene and grooming appropriate to the academic or professional environment.
- Follow established guidelines regarding personal hygiene and grooming
- Consider health implications of others with regard to personal hygiene (e.g. handwashing, cologne, tobacco products)
- Value the importance of personal hygiene and grooming for effective interpersonal communications

Comply with student health requirements for working with patients in various health care environments.
- Demonstrate awareness of various health requirements regarding personal and patient health and safety
- Comply with requirements for routine medical tests (e.g. drug screening, PPD) needed for working in various health care settings
- Complies with deadlines for fulfilling student health requirements

Maintain Appropriate records (e.g. intern license, CPR certification, immunization, insurance, skills) to demonstrate professional competence.
- Produce records upon request from authorized faculty, staff, preceptors, or health care facilities
- Maintains appropriate renewals of credentials and licenses

Comply with federal, state, University, Tanner Health System School of Nursing and institutional requirements regarding confidentiality of information.
- Complete required training related to confidentiality of information.
- State regulations regarding confidentiality of patient information (HIPAA)
- State requirements for maintaining confidentiality of institutional data

Produce quality work in academic and professional settings.
- Take initiative to have standard of work defined
- Respond to constructive criticism to improve quality of work
- Take initiative to prepare adequately for classes, labs, meetings or experience training
- Demonstrate completeness in carrying out assignments

Demonstrate punctuality in academic and professional environments.
- Arrive prepared and on time for required classes, labs and experiences
- Notify instructor/preceptor in advance or at earliest possible time with regard to absence or tardiness

Adhere to established times for classes, labs, and meetings.
• Acknowledge academic priorities over personal commitments
• Show respect for professors’, preceptors, and staff responsibilities/time commitments outside the established class/meeting times/office hours
• Perform throughout the allotted times for class, labs and experiences
• Ask permission from the professor or preceptor to alter established schedule and accept their final decisions

Comply with established verbal and written deadlines.
• Keep up-to-date on deadlines for the institution and the Tanner Health System School of Nursing
• Show responsibility for maintaining information regarding assignments
• Complete assignments without reminders

Respond to requests (written requests, verbal questions, e-mails, telephone calls) in a timely fashion.
• Demonstrate responsibility to check mail, e-mail (course e-mail and institution e-mail, voicemail, and other forms of communication on a regular basis in order to receive requests/assignments.
• Acknowledge established deadlines or set deadlines appropriate to request
• Complete assignments on time or within an acceptable time frame

Maintain a professional appearance when representing the Tanner Health System School of Nursing.
• Take into account perceptions and values of patients and other health professionals when determining one’s professional appearance
• Follows established guidelines in classroom, lab, and patient care settings regarding appearance
• Take initiative to identify appropriate appearance when guidelines are unclear or not specified.

Demonstrate professional interactions with patients.
• Demonstrate concern, empathy, and respect for patients
• Demonstrate willingness and ability to listen to patients
• Recognize and respect patients’ needs for personal space
• Ask appropriate questions and provide factual information

Describe the covenantal relationship between nurse and patient.
• Maintain nonjudgmental demeanor with patients
• Show respect for patient confidentiality
• Adhere to rules, regulations and laws governing patient confidentiality
• Demonstrate tolerance of diversity

Identify instances when one’s values and motivation are in conflict with those of the patient.
• Consider cost, benefit, risk, and side effects in relation to the patient’s health care needs
• Consider patient’s cultural, religious, socioeconomic status, and lifestyle needs when making recommendations

Relate to patients in a caring and compassionate manner.
• Show concern for patients
• Show respect for patients’ culture, religion, socioeconomic status, and lifestyle
• Formulate empathetic responses to patients
Demonstrate ethical standards related to nursing practice.
- Identify references/sources containing ethical standards related to nursing practice
- Develop an acceptable basis for formulating personal ethical standards

Exhibit fitting behavior when representing the University of West Georgia, Tanner Health System School of Nursing in extracurricular activities and professional meetings outside the School of Nursing.
- Adhere to UWG student conduct regulations
- Dress in an appropriate professional manner
- Demonstrate courtesy and respect to others in meetings and programs

Demonstrate regard for differing values and abilities among peers, other health care professionals, and patients.
- Show respect for others' belief's, opinions, choices, values, and socioeconomic status
- Demonstrate tolerance of others’ physical, mental and social limitations

Act with honesty and integrity in academic matters and professional relationships.
- Demonstrate high moral and ethical standards
- Encourage honesty and integrity from peers
- Show willingness to admit mistakes
- Show willingness to admit deficiencies in knowledge and/or practice skills
- Show willingness to seek corrective action for mistakes

Demonstrate attitude of services by putting other’s needs above one’s own.
- Demonstrate sense of commitment
- Demonstrate commitment to the profession and its special needs
- Show sensitivity to others’ requests/needs
- Demonstrate willingness to accommodate others’ needs or seek alternative solutions
- Show empathy toward others

Demonstrate desire to exceed expectations.
- Demonstrate pride in accomplishments
- Demonstrate professional involvement
- Demonstrate initiative to take on additional tasks without expectation of compensation
- Show willingness to follow up after completing a task or assignment

Display positive attitude when receiving constructive criticism and refrain from abusive criticism to peers, faculty and staff.
- Acknowledge criticism and determine validity
- Formulate a plan for corrective action

Formulate written communications with professional content and tone.
- Use clear, concise, professional, and appropriate language
- Differentiate the appropriate use and legality of various types of written communication (e.g., e-mail, letter, memo, chart)
Demonstrate confidence in actions and communications.
- Take initiative when appropriate
- Identify situations where assistance is needed
- Defend ideas/positions when appropriate
- Demonstrate poise/demeanor appropriate to one’s experience level
- Respond quickly, accurately, and decisively under pressure

Show regard for persons in authority in the classroom, lab, and clinical settings.
- Challenge authority in an appropriate time, place, and manner
- Demonstrate regard for other person’s position, responsibilities, time commitments, knowledge, and accomplishments
- Accepts decisions of persons in authority
- Differentiates decisions for which the other person has final authority

Demonstrate dependability to carry out responsibilities.
- Complete assigned tasks in a timely manner
- Complete tasks/assignments independently without supervision
- Complete tasks/assignments without reminders or interventions
- Acknowledge, clarify, and carry out assignments and responsibilities

Differentiate appropriate interpersonal interactions with respect to culture, race, religion, ethnic origin, and gender.
- Demonstrate sensitivity toward others with choice of language, tone, and inflection
- Demonstrate sensitivity in tone of written and verbal communications
- Demonstrate appropriate physical interactions, including body language
- Demonstrate tolerance of diversity
Honor Code

As a student of the University of West Georgia in the Tanner Health System School of Nursing, I am a person of integrity, veracity, and honesty. I will uphold the moral and ethical principles of the University of West Georgia’s Tanner Health System School of Nursing, habitually engage in truthful speech, statements and actions, and be honorable in intentions and actions. I am a person of respect. I respect human dignity, worth, and the uniqueness of every individual. I will respect persons of all backgrounds without prejudice. I will strive to promote, advocate for, and protect the health, safety, and rights of those under my care. I am accountable for my own judgment and action, and responsible for my role as a student of the University of West Georgia’s Tanner Health System School of Nursing. I lead by example and I will never settle for achieving merely what is expected, but will strive for a standard of excellence that reflects dedication to the profession of nursing.

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 Tanner Health System 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.nsna.org/pubs; Click on Chapter Resources). Academic dishonesty is defined in the UWG Connections book 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 Tanner Health System 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 Connections book. Reports of violations of the UWG Honor Code will be reported to the Vice President for Academic Affairs (VPAA) office, regardless of THS SON sanctions imposed.

The following provides additional information regarding the THS 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. 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).
7. 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.
8. Altering a graded exam and resubmitting it for a better grade.
9. Working together on a take-home exam, unless specifically authorized by the teacher.
10. 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:
   i. Using the services of a commercial term paper company.
   ii. Using the services of another student.
   iii. 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:

Traditional Student Employment Position Statement

The Faculty of the Tanner Health System 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".

Traditional Student Employment Position Statement”: Students contracted to work as “nurse externs” (the work contract HAS to specify externship), in a precepted clinical course, may request of their Clinical Course Coordinator to use no greater than 12 hours of externship time as "clinical" time. Student “nurse externs” should provide, in writing, 1) their work contract designating "externship", and 2) a signature, phone number, and email address of the work externship supervisor. Approval of externship as clinical hours is at the discretion of the Clinical Course Coordinator. After approval, the student must provide written documentation of the hours worked with the signature of the externship supervisor.
Participation in Clinical Courses

- Clinical placement is determined by the THS SON and will be finalized as soon as possible after the start of the semester.
- Proof of all health and professional requirements must be on file, in the UWG, THS School of Nursing, prior to participation in any clinical/practicum activity.
- It is the student’s responsibility to provide the required THS SON’s clinical documents by the stated deadlines.
- It is the student’s responsibility to meet any additional credentialing requirements for participation at an assigned facility. Please note that in some instances there may be associated costs (i.e. badges, additional screenings, liability upgrades) for which the student is responsible.
- Clinical may be scheduled on any day of the week during any shift and therefore require student flexibility. The THS SON cannot be responsible for accommodating child care, work schedules or any other personal responsibility.
- Transportation to and from clinical sites is the responsibility of the student (see Health and Professional Requirements Checklist).

Initial documentation for students entering the BSN program is due as a completed packet on August 1st for Traditional CARROLLTON BSN students and October 1st for Traditional NEWNAN BSN students and ALL RN-BSN students. Thereafter, student clinical files will be checked each month for upcoming expiring documents and students will be notified one month in advance via their MyUwg emails by the THS School of Nursing (SON).

Any document that is set to expire during a given month must be updated with the THS School of Nursing no later than the first day of the month that the documents are set to expire in. Example: Expiring document July 22nd (document will be due by July 1st). At no time should these documents be allowed to expire. These documents must stay active during your program of study with Nursing, even if you are not in a clinical course. Students are responsible for submitting documents to the THS School of Nursing and for seeing that their file is complete and current for each semester of enrollment in clinical coursework.

Professional Attire

The nursing student's attire influences the public's image of nursing and the University of West Georgia, Tanner Health System 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 Tanner Health System 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 or the order form can be located online at nursing.westga.edu under “Student,” then “Forms and Handbooks.”
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. For skills lab and simulation activities on campus, students will be required to wear (effective Summer 2015) royal blue scrubs with all-white shoes as specified in item 3 below, as well as student name pin.

3. 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.

4. 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.

5. The following guidelines apply to the student uniform that is worn during on campus clinical activities:

Students are required to wear Cherokee Unisex Workwear Scrubs in royal blue, item numbers CK4100 and CK4876; or Cherokee Unisex Workwear Core Stretch Scrubs in royal blue, item numbers CK4043 and CK4725 while attending on-campus skills or simulation labs. Consideration may be given for students needing maternity uniforms, and equivalent uniforms can be purchased. Standards of appearance would remain the same for on-campus uniforms as are currently stated in the Undergraduate BSN Handbook, and students would be required to wear the UWG nursing student name pin. Professional white shoes that enclose the heel and toes must be worn, which may include solid white athletic shoes (THHSON BSN Handbook, I.C.2, 2015). The blue uniform is not to be worn in the community or hospital setting.
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 THS 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 skin-toned and without logos.
   a. 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. For management/leadership clinicals, unless specific guidelines are provided by supervising faculty or the clinical facility, the student should wear professional attire with UWG name tag and/or school ID.

B. For additional guidelines, see the “General Dress Code” section under “Guidelines for TRADITIONAL Students”.
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.

Tanner Health System School of Nursing Grievance Policy

The faculty in the Tanner Health System 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 Tanner Health System 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 Director 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 BSN Program Director. The BSN Program Director will arrange a meeting with the student and the involved faculty member. Within one week of the date the grievance is filed, the BSN Program Director will provide a written summary of the meeting, including the outcome, to the Dean of the Tanner Health System 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. Associate Dean of the Tanner Health System School of Nursing Meeting with the Student
If the student does not feel the issue has been resolved satisfactorily after meeting with the BSN Program Director, the student may present a formal request for a meeting with the Associate Dean of the Tanner Health System 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 Associate 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.

Clinical Attendance Policy
Students must satisfactorily complete all assigned clinical laboratory experiences and associated written assignments in order to pass 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

Social Media Policy
I. Purpose
The UWG Tanner Health System School of Nursing values, supports, and recognizes that social media sites have become an important and influential means for positive communication and professional development. Social networking sites are, in essence, broad communities with a public audience. Therefore, the intent of this policy is to clearly communicate the expectations of all UWG Tanner Health System School of Nursing faculty, staff, and students regarding the appropriate use of social media.
II. Scope
This policy provides “best practice guidelines” and applies to all UWG Tanner Health System School of Nursing faculty, staff, and students regarding their social media use, while affiliated with the Tanner Health System School of Nursing.

III. Policy
This social media policy applies to all UWG Tanner Health System School of Nursing faculty, staff, and students who engage in social networking and self-identify as affiliated with the UWG Tanner Health System School of Nursing. This policy also applies to UWG Tanner Health System School of Nursing faculty, staff, and students who participate in social media sites for school related purposes, such as didactic and clinical interactions. This social media policy does not apply to social networking in which the faculty, staff, or student does not identify a relationship to UWG Tanner Health System School of Nursing. This policy can be modified as information and social media tools emerge, however, the spirit of this policy will remain for the protection of sensitive and confidential information.

IV. Definitions
a. Social media-For the purposes of this policy social media is an on-line social structure made up of individuals or organizations that are tied by one or more specific types of interdependency, such as values, visions, ideas, financial exchange, friendship, business operations, professional exchange, etc. Social media sites operate on many levels, from families up to the level of nations, and play a critical role in determining how information is exchanged, problems are solved, organizations are run, and the degree to which individuals succeed in achieving their personal and professional goals.
b. Internet - A vast network connecting smaller networks worldwide.

V. Official UWG Tanner Health System School of Nursing Communication
UWG official Tanner Health System School of Nursing communication, including correspondence between faculty, staff, and students, regarding classes, schedules, and events, are to be conducted within school of nursing sanctioned communication channels such as the following:

- MyUWG e-mail for official university communication between the university and the student
- Course management system for academic and clinical coursework between the professor and the student

Any official correspondence or activity conducted outside these channels is not endorsed by UWG Tanner Health System School of Nursing.

VI. Guidelines for Social Media

Professionalism:
a. Be aware of your association with UWG Tanner Health System School of Nursing in social media sites as personal and professional lines are blurred. Postings on social media sites are NEVER private and will be treated as if you verbally made the statement in a public place.
b. Ensure your profile and posted content is consistent with how you wish to present UWG Tanner Health System School of Nursing and yourself to colleagues, patients, and potential future employers. It may be useful and necessary to block individuals who post unprofessional content.

c. Refrain from stating personal opinions as being endorsed by UWG Tanner Health System School of Nursing.

d. Copyrighted or trademarked material should not be used without written consent from its owner before using these items on any social media site.

e. Use of UWG Tanner Health System School of Nursing logos on social media sites for sanctioned events must be approved by Tanner Health System School of Nursing administration.

f. Understand the legal ramifications and liability for what you post on social media sites as you can be sued for libel or slander. You are legally liable and responsible for what you post on your own social media site and the social media sites of others.

g. Understand that taking pictures, audiotaping, and videotaping of professors, staff, students, or patients for social media use without written permission of the individual is prohibited, and may even be protected from disclosure by federal or state laws.

h. Do not develop a social media site that appears to represent the UWG Tanner Health System School of Nursing without administration approval from the Tanner Health System School of Nursing.

i. Unprofessional or abusive language may also result in disciplinary action if it is so severe, pervasive, and objectively offensive that it denies or limits an individual’s ability to work, or to participate in or benefit from an educational program or activity at UWG.

Privacy & Safety:

a. Understand that postings on social media sites are NEVER private.

b. Do set your privacy settings as high as possible; do not settle with just the standard settings. Due to continuous changes within social media sites it is advisable to closely monitor your privacy settings to optimize your privacy and safety.

c. Be aware that confidential, sensitive, and proprietary information must be protected at all times. Avoid sharing any identification numbers on your social media sites (ex. address, telephone numbers, date of birth, etc.)

d. Never post confidential, sensitive, or proprietary information about UWG Tanner Health System School of Nursing faculty, staff, students, or anyone with whom one has contact with in their role as a UWG Tanner Health System School of Nursing faculty, staff or student.

e. Do be cognizant of the Health Insurance Portability and Accountability Act (HIPAA) on social media sites as violators are subject to prosecution as with any other HIPAA violation.

Social Media in Clinical Settings/Patient Contact:

a. Understand that at NO time shall patients be photographed, audiotaped, or videotaped for ANY reason.

b. Avoid the use of patient identifiers (names, initials, facility name, etc.), specific patient situations (emergency codes, births, surgeries, etc.), and patient health information on social media sites.

c. Be aware that interactions with patients within social media sites are strongly discouraged. Maintain professional boundaries with patients and their families at all times while associated with the UWG Tanner Health System School of Nursing.
ALL nursing faculty, staff, and students are responsible for regularly reviewing the terms of this Social Media policy.

VII. Violation of Social Media Policy

a. Violation of this Social Media Policy may result in disciplinary action. Administration of the Tanner Health System School of Nursing will provide guidelines for the resolution of problems, conflicts, and consequences regarding violation of this policy.

VIII. Examples of Social Media

Examples of social media include but are not limited to the following:

- Allnurses.com- Open nursing/nursing student networking site
- Blog- Blogs produce content by individual bloggers as social relationships are built with other bloggers
- Facebook- Social media site
- Flickr- An image hosting and video hosting website, web services suite, and online community
- LinkedIn- Business-related social media site
- My space- Social media site
- Podcasts- Horizontal media in which producers of such media engage in conversations with others
- RSS feeds- Web feed formats used to publish frequently updated works—such as blog entries, news headlines, audio, and video
- Second Life- An online virtual world where residents meet, socialize and participate in individual and group activities
- Twitter- Social media site which allows users to send/read posts of up to 140 characters known as “tweets”
- YouTube- Video-sharing website in which users can upload, view, and share videos

Impaired Student Nurse Policy and Procedure

The purpose of this policy is to assist in the identification of and offer assistance to the chemically impaired student, while sending a strong message that all students enrolled in the Tanner Health System School of Nursing at The University of West Georgia are strictly prohibited from possessing or being under the influence of chemically impairing drugs while engaged in any THS SON, classroom, and clinical activity.

I. STATEMENT OF PURPOSE

a) Students enrolled in the THS SON at the undergraduate and graduate levels engage in THS SON, classroom, as well as clinical activities that involve training on campus in the Skills and Simulation Labs and off campus at various types of health care facilities, including, but not limited to, hospitals, private practice offices, clinics, long-term care facilities, schools, conferences, other university and college settings, and community agencies.

b) Chemical impairment can adversely affect the learning process and the quality of care provided by the student in the above listed activities. It may also pose legal ramifications to the THS SON, as well as safety and health risks to the student, his/her patient(s), classmates, clinical instructors, and others.
c) This policy has been adapted in accordance with the American Association of Colleges of Nursing (1998) position statement on the subject of substance abuse in nursing education.

II. DEFINITIONS

The THS SON faculty defines the chemically impaired student as a person who, while participating in a THS SON, classroom or clinical activity, is under the influence of, separately or in combination, mind or function-altering substances, including alcohol, illegal street or prescription drugs, inhalants or synthetic designer drugs (see Appendix A & B for Drug List and Symptoms/Indicators of Chemical Impairment). *Exceptions include legally prescribed drugs taken, as ordered by a Health Care Provider, to the student and over-the-counter drugs, provided that the use of these drugs do not interfere with safe and competent performance of the student during THS SON, class, and clinical activities.*

Prevention and Education

Faculty members will distribute and review the Impaired Student Nurse Policy along with information on services and programs offered by the University of West Georgia Counseling Center (counseling) and Health Services.

Protocol for Faculty Intervention with the Impaired Student Nurse

1. All student nurses will be required, upon admission to the Tanner Health System School of Nursing, to sign a consent form allowing random drug and alcohol panel testing. The consent will be filed in the Tanner Health System School of Nursing (Appendix C).

2. If signs and symptoms, as listed in Appendix B, are suspected by or reported to the faculty member during any THS SON, classroom, or clinical activity, the faculty member will be responsible to meet with the student, with a neutral party present (i.e., physician, clinical manager, charge nurse, or another UWG THS SON faculty) in private to discuss the behavior(s) and signs observed and allow the student provide a brief verbal explanation. The faculty member will specifically inquire whether the student has used drugs or alcohol and if so, the details of what, when, how much, and by what route consumed.

3. The faculty member is advised to keep detailed notes using the THS SON Structured Plan for Success to describes the incident and the behaviors (Appendix B) involving the student.

4. If the faculty member believes the student nurse to be impaired based on altered behaviors, the faculty member will inform the student that she/he is suspected to be in violation of the THS SON Impaired Student Nurse Policy. When possible, suspicion needs to be validated by another faculty member, charge nurse, manager, or physician. The student will be suspended from all THS SON, classroom, and clinical activity until further notice pending results of an alcohol and drug panel. It is the student’s responsibility to arrange safe transportation from the clinical activity site and/or classroom to LabCorp for drug testing. **For THS SON, classroom, and clinical activity occurring during the evening, the student is responsible for arranging safe transportation home and will be required to submit to screening within 12 hours.** The faculty member will stay with the student until safe transportation arrives to pick up student and document when the student actually left the activity location.

5. Cost of transportation and the drug and alcohol panel will be at the student’s expense.

6. If the student refuses drug and alcohol panel testing, he/she will be subject to dismissal from the nursing program.
7. A urine drug and alcohol panel will be deemed positive if any of the drugs listed in Appendix A are identified. A second test will be conducted for verification on the original urine specimen. Results from the testing laboratory will be reported to the appropriate Associate Dean at the Tanner Health System School of Nursing. The THS SON will ensure confidentiality of the results only to the student, appropriate THS SON administrators, and faculty.

8. **A positive drug and/or alcohol screen will result in dismissal from the nursing program. The student may request for reinstatement the next semester if applicable (see 10 c).**

9. A negative panel will not necessitate further testing and no further action will be taken. The student will be notified that he/she can return to THS SON, classroom, and clinical activities, and will be allowed to make up any missed opportunities during said activities.

10. If the panel is positive for the presence of drugs or alcohol, or if the student nurse refused to submit to screening, the following steps will be initiated:
   
   a. A conference will be held, within five business days, with the student, involved faculty member(s), THS SON Associate Dean, and a counselor from the Counseling and Career Development at UWG to discuss the incident in a caring environment. Concerns about the student and his/her well-being, behavior and performance, and academic consequences will be discussed.

   b. A written agreement (Appendix D) will be executed by the student to seek an initial substance abuse evaluation and counseling with a UWG Patient Advocate or Counselor, or with a certified or licensed professional capable of providing this service. The student must sign an informed consent form from the consulting agency/provider to allow release of the evaluation results to be provided to the appropriate Associate Dean of the THS SON. The student is required to follow any treatment plan which may be recommended as a result of the substance abuse screening and evaluation. Refusal of the student to sign the agreement or failure to comply with any recommended treatment following substance abuse evaluation and counseling, will result in dismissal from the nursing program.

   c. Reinstatement of the student to the Tanner Health System School of Nursing will be contingent upon:
      
      - Accordance with current THS SON Progression Policy
      - Written documentation of successful completion of all substance abuse services recommended or any other services recommended by UWG Counseling & Career Development Center or Licensed Professional Provider
      - Negative drug and alcohol panel at an approved laboratory prior to reinstatement
      - Agreement to voluntarily participate in random drug or alcohol screening, at the expense of the student
      - Agreement to voluntarily participate in on-going support qualified program as recommended by Counseling & Career Development or Licensed Professional Provider

Other

1. In accordance with the UWG Students and Drugs statement in the University of West Georgia Student Handbook, students may be subject to a formal judicial review by the Judicial Affairs Office.

2. Students must be aware that a state examining board has the right to refuse to grant authorization to test for NCLEX and/or RN licensure to any individual regardless of educational qualifications based on reportable offenses found on a background check, falsification of application for licensure, felony convictions, and other moral and legal violations specified by that state board of nursing.
APPENDIX A

LIST OF DRUGS INCLUDED IN URINE DRUG PANEL

1. ALCOHOL
2. AMPHETAMINES
3. BARBITUATES
4. BENZODIAZEPINES
5. CANNABINOIDS
6. COCAINE
7. METHADONE
8. METHAMPHETAMINES
9. OPIATES
10. PCP
11. TCA

Other drugs: ketamine, buprenorphine, ecstasy, propoxyphene, and phencyclidine

APPENDIX B

COMMON SIGNS AND SYMPTOMS OF CHEMICAL IMPAIRMENT

Physiological:

- Slurred or rapid speech
- Fine motor tremors
- Pupil Dilation or Constriction
- Glassy or Bloodshot Eyes
- Odor of Alcohol
- Unsteady Gait
- Changes in Mental Status and/or Cognition
- N/V or Sweating Without Known Cause

Behavioral:

- Repetitive Tardiness and/or Absenteeism
- Difficulty in Turning in Assignments on Time
- Frequent Disappearance From Clinical/Classroom Without Explanation
- Isolates Self from Groups
- Avoids Eye Contact
- Inconsistent Performance in Clinical and/or Classroom Setting, Sudden Changes in Usual Behavior
- Lapses In Memory, Incongruent Responses, Difficulty in Recalling Instruction
- Sleepiness or Dozes Off in Clinical/Classroom
- Elaborate Excuses and Apologies for Behaviors
- Blaming Others for Problems/Issues
- Complaints from Fellow Students, Nursing Staff, Preceptors, Patients, Family Members
- Self-disclosure of Drug or Alcohol Abuse
- Other Behaviors or Symptoms of Impairment Not Listed
APPENDIX C

UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM
SCHOOL OF NURSING
CONSENT FOR RANDOM DRUG SCREENING

I understand that I will be subject to random drug screens, at my expense, while enrolled in the Tanner Health System School of Nursing as indicated in the Impaired Student Nurse Policy and Procedures. A positive drug and alcohol panel will result in clinical failure and subsequent withdrawal from the program.

Refusal to submit to drug and alcohol screening will result in dismissal from the Tanner Health System School of Nursing program.

BY SIGNING THIS DOCUMENT, I INDICATE THAT I HAVE READ, I UNDERSTAND, AND I AGREE TO THE TANNER HEALTH SYSTEM SCHOOL OF NURSING IMPAIRED STUDENT NURSE POLICY AND PROCEDURES. IT ALSO CONSTITUTES CONSENT FOR THE DESIGNATED LABORATORY TO RELEASE RESULTS OF THE DRUG SCREEN TO THE APPROPRIATE ASSISTANT/ASSOCIATE DEAN AT THE THS SON.

____________________________________
Student’s Printed Name

____________________________________
Student’s Signature

______________________________
Date
APPENDIX D

UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM
SCHOOL OF NURSING

AGREEMENT FOR THE CHEMICALLY IMPAIRED STUDENT NURSE

I, _____________________________________________________, consent to obtain to a comprehensive substance abuse evaluation and counseling for the purpose of professional evaluation of chemical impairment/abuse status and determination of an appropriate treatment plan.

I understand and acknowledge that the admission of chemical impairment at this point may have academic consequences.

I understand that I am responsible for the cost, if indicated, of the substance abuse evaluation and counseling and any prescribed treatment, and additional drug and alcohol panel screening.

I understand that failure to abide by the stipulations of my recommended treatment plan and monitoring of my progress will result in my dismissal from the program.

Signature of Student __________________________________________________________

Signature of Witness __________________________________________________________

Date ______________________________
Student Forms

UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM
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 the following
(Name of school) (Date)

degree or diploma ____________________________________________

A copy of the transcript indicating this degree is on file in the Tanner Health System 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 __________________________
Request for Independent Study – NURS 4481

Students may request permission to enroll in an Independent Study (NURS 4481) under the direction of Tanner Health System 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 ________________________________
Student Name: __________________________

Tanner Health System School of Nursing

Health & Professional Requirements Checklist
Proof of all health and professional requirements listed must be on file, in the UWG, Tanner Health System (THS) School of Nursing, prior to participation in any clinical/practicum activity. These records are required by clinical agencies that the University of West Georgia has binding contracts. **YOU WILL NOT BE ALLOWED INTO THE CLINICAL SITES WITHOUT A COMPLETE CLINICAL FILE IN THE THS SCHOOL OF NURSING.** The THS School of Nursing will not make copies of any record for students. Each student should keep their own copy of their documents for future use.

INITIAL documentation for students entering the BSN pre-licensure program and the RN-BSN program are due as a completed packet by the deadline date as follows:

- August 1\textsuperscript{st} for Traditional Carrollton BSN Students
- October 1\textsuperscript{st} for Traditional Newnan BSN Students
- October 1\textsuperscript{st} for ALL RN-BSN students

Thereafter, student clinical files will be checked each month for upcoming expiring documents and students will be notified one month in advance via their MyUwg emails by the THS School of Nursing (SON). Any document that is set to expire during a given month must be updated with the THS School of Nursing no later than the first day of the month that the documents are set to expire in. Example: Expiring document July 22\textsuperscript{nd} (document will be due by July 1\textsuperscript{st}). At no time should these documents be allowed to expire. These documents must stay active during your program of study with Nursing, even if you are not in a clinical course. Students are responsible for submitting documents to the THS School of Nursing and for seeing that their file is complete and current for each semester of enrollment in clinical coursework.

All students are responsible for checking their MyUWG emails periodically for notifications from the THS School of Nursing about clinical documents. Failure to check or respond to your UWG emails does not constitute an excuse for not having an updated clinical file at all times. Students will not be allowed in a clinical setting if their clinical documents are not up to date. Also, a clinical hold will be placed on the student’s record. The clinical hold will be removed when the clinical file is complete.

- **1. SIGNED COPY OF THIS CHECKLIST**
  Read this document thoroughly. Sign and date the last page and turn in this document with your complete clinical document packet.

- **2. ANNUAL PHYSICAL ABILITY FORM:**
  This verifies the student’s physical ability to perform clinical activities. This physical form must be renewed EVERY YEAR while enrolled in clinical courses and must not expire during the clinical experience. A Physical Ability Form can be printed from the THS School of Nursing’s website at www.westga.edu/~nurs under the Current Students page. This document must be signed by a nurse practitioner, physician assistant, or a medical doctor. All students who have **paid** their health service fees may have the physical ability form completed in the University Health Center for no charge.
3. TUBERCULOSIS TEST (PPD):
A Two Step Skin Test must be obtained by all students for their initial documentation*. Each year after, a traditional TB test is all that is required. Proof of a negative TB skin test must be obtained EVERY YEAR and must not expire while in the nursing program. Students with positive TB skin tests must receive follow-up assessment and treatment as recommended by the Centers for Disease Control and Prevention (CDC). 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. Documentation 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. THIS DOCUMENTATION MUST BE OBTAINED YEARLY FOR STUDENTS WITH A POSITIVE PPD RECORD.

All students who have paid their health service fees may have the TB skin test completed in the University Health Center for no charge. However, if other tests are done, such as blood tests, there will be a charge. TB tests will only be given on Monday, Tuesdays and Wednesdays due to the reading within 48-72 hours from the date of injection.

*The 2-Step Skin Test Process and Timeline Explained
2 TB Tests required: timeline of how your physicians’ visits will go:
1. First Visit: 1st TB test performed
2. Second Visit: In 2 to 3 days (48 to 72 hours) after visit #1 you must return to get the TB Test read and receive results – which will determine whether the 1st test is positive or negative. This should be written in millimeters (mm) on the TB Test Form.
3. Third Visit: 7 to 14 days after 1st TB test, you must return to receive your 2nd TB test.
4. Fourth (Final) Visit: In 2 to 3 days (48 to 72 hours) after visit #3 you must return to get the 2nd TB test read and receive results – which will determine whether the 2nd TB test is positive or negative. This reading should also be written in millimeters on the same form as TB test #1.

Note of Caution: A normal TB Test has 2 components - TB test and TB Reading in millimeters (mm), and this does NOT fulfill the 2-step TB Test requirement. You must actually have 2 separate TB Tests and have them read and documented in millimeters on the TB test form.

4. MMR (MEASLES, MUMPS, & RUBELLA):
MUST PROVIDE DOCUMENTATION FROM ONE OF THE FOLLOWING - EITHER “A”, “B” or “C”:

A. MMR Immunizations – 2 doses (date must be after 1970);

B. Measles Immunization – 2 doses (date must be after March 4, 1962); and Mumps Immunization – 2 doses (date must be after April 22, 1971); and Rubella Immunization – 2 doses (date must be after June 9, 1969);

C. MMR (MEASLES, MUMPS & RUBELLA) Titer showing immunity, which MUST include lab results and date lab was performed.
5. HEPATITIS B IMMUNIZATION:
The Tanner Health System School of Nursing’s contracted clinical agencies require all students to provide documentation of Hepatitis B Immunization.

SCENARIO “A”: If you have received the 3-step vaccination and your Hepatitis B Titer is POSITIVE: You must provide supporting documentation from a nurse practitioner, physician assistant, medical doctor, or health department that includes:
1. The date of the titer;
2. The actual lab results of the titer; and
3. Clear indication of immunity

SCENARIO “B”: If you’ve never received the 3-step vaccination, you will need to begin the process in the following order and provide documentation of each step:
1. 1st shot prior to beginning nursing course work;
2. 2nd shot should be received one month after the 1st shot;
3. 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).
4. Titer 1 – 2 months after dose #3 (If POSITIVE, see SCENARIO “A”; if NEGATIVE, see SCENARIO “C”)

SCENARIO “C”: If you have received the 3-step vaccination and your Hepatitis B Titer is NEGATIVE:
1. Get a Hepatitis B booster;
2. Then Obtain a Hep B Titer 4-6 weeks later (If POSITIVE, see SCENARIO “A”; If NEGATIVE, continue to next step)
3. Get a 2nd Hepatitis B booster;
4. In 5 months, get a 3rd Hepatitis B booster;
5. 1-2 months after the 3rd booster, obtain a Hepatitis B Titer (If POSTIVE, see SCENARIO “A”; If NEGATIVE, see SCENARIO “D”)

SCENARIO “D”: Per CDC guidelines, if your titer remains negative after repeating the 3-step series, you may be a “NON-responder”. In this case, provide documentation from your healthcare provider identifying you as a non-responder and include all supporting documentation.

6. VARICELLA (CHICKEN POX):
STUDENTS MUST 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 (including lab results and date performed) stating “immune,” signed by a nurse practitioner, physician assistant, medical doctor or health department.

7. TETANUS (Tdap): Student MUST provide proof of a onetime immunization for Tetanus, Diphtheria and Pertussis (Tdap). In addition to the initial immunizations, students are required to have a tetanus booster if their last one is more than 10 years old. Verification of tetanus should be provided by a nurse practitioner, physician assistant, medical doctor, or health department.

8. FLU SHOT: A mandatory flu shot is due annually as soon as available at the beginning of flu season. This is required by all clinical facilities. **This is a mandate by our contracted clinical facilities.**
9. HEALTH INSURANCE WAIVER: BOTH documents below are required

A. Student must provide documentation of current health insurance coverage to remain active and on file throughout program; **AND**

B. Student must sign a health insurance waiver in the event that a lapse occurs with insurance coverage.

10. 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. **All licensures (Examples: CNA, LPN, RN, etc.) must be made known to the insurance company at the time of policy application and be listed on the Certificate of Insurance, along with registered nurse student.** Also, the certificate of insurance must indicate **“full-time status”** in order to be covered at school and clinical sites. One such organization that liability insurance can be purchased from is “Nurses Service Organization” (NSO). The cost is usually around $30.00 a year for generic students, but cost for licensed Registered Nurses may by higher and additional licensure may incur additional costs. You can access this information at **www.nso.com**, or call them at 1-800-247-1500. Students may purchase from other sources as long as coverage limits are met. Policies purchased from insurance carriers other than NSO, **MUST be occurrence based coverage policies** (which means you are protected by your policy for any event that occurs during your time of policy coverage). **If you do not use NSO for your liability policy, you will have to include on your CERTIFICATE of INSURANCE proof/information that states policy is an occurrence based policy.**

11. CPR (CARDIOPULMONARY RESUSCITATION): Proof of current certification in “Basic Life Support (BLS) for healthcare providers” by the **American Heart Association.** No other CPR course or certification association will be accepted. **A copy of your signed CPR card, front and back, is required.** Check with the School of Nursing for dates of CPR classes. If the Tanner Health System School of Nursing is not able to offer a CPR class before you enter your first semester of classes, you **MUST attain CPR certification from a certified American heart Association trainer.** [www.americanheart.org](http://www.americanheart.org)

12. COLOR BLIND TEST: You must go this website to take a “FREE” color blind test [http://colorblindselftest.com/test.php](http://colorblindselftest.com/test.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. Students who are not able to pass the color blind test 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, graduate of the BSN program unable to meet the required functional abilities and performance standards may be denied licensure by a state board of nursing.

13. CRIMINAL BACKGROUND CHECK & DRUG SCREENS: **A Criminal Background Check/Drug screen is required of all students prior to enrollment in the first nursing course and yearly until the student successfully graduates from the nursing program.** This requirement is based on: 1) recommendations from the Georgia Hospital Association, 2) concern by the clinical agencies regarding the safety of patients and the liability risk if a student harms a patient in a clinical setting, and 3) nursing students being denied initial licensure or delayed licensure by the Board of Nursing because of offenses that have occurred during nursing school.

**Ordering an Updated Background Check and Drug Screen through Infomart Advantage Student**

All students are responsible for ordering and payment of the criminal background check and drug screen through Advantage Students at [www.advantagestudents.com](http://www.advantagestudents.com). Please turn in confirmation receipt from Advantage Students for proof of purchase to THS School of Nursing.
**If you have not moved out of state since your last background check, only list your current address on the application. If you list previous addresses on the application, you will be charged additional fees and we cannot have those waived for you.**

Package Pricing - **$78.50**

Background Check
1. Log into www.advantagestudents.com
2. Click on Students, and then select “University of West Georgia - Nursing Students”
3. Select the Student Package
4. Select method of payment
5. Enter all required information
   a. You will need to enter the **exact same email address and password** you entered on your initial order. This is the only way your account will show multiple checks. If you do not remember what email address and password you used for your first order, call Natalie at 770-984-2727 ext 1376. She can quickly look up this information on your behalf.

**Drug Screen**
1. Once the order has been processed and payment has been received an email will be sent to you with a link that will direct you to a site to schedule your drug test. Once you are directed to the site, choose a collection facility convenient to you. This will be where you must go for your drug test. If asked for an address, complete the appropriate fields, the search results will identify clinics in close proximity to the address you provide. From the clinics list, select the one you want to use. Then confirm your selection. Finally, print the “ePassport”. Take this with you to the clinic along with a photo ID. It is imperative that you report to the clinic as soon as possible. This link will also be made available on the confirmation page and your Advantage Students account profile.

Students who cannot meet the clinical requirement components of a nursing course due to issues in the background check or drug screen will receive a failing grade for the course. The THS 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 and staff are not allowed to view student criminal background checks or drug screen information, except to be informed of its completion.

- **14. 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: CNA, LPN, RN, Respiratory Therapy, etc.). **Please provide a printed copy of your licensure.**

- **15. 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.

- **16. 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.**
17. MOU (Memorandum of Understanding) FORMS: Please print, sign, and date the MOU forms located in the back of the BSN handbook. Also have someone witness your signature as required. These forms are required by all THS School of Nursing clinical contracted agencies per Board of Regents requirements.

Individual contracting clinical agencies may impose additional health and professional requirements that the student must meet before participating in clinical activities in that clinical agency. The student’s clinical instructor will inform the student if additional requirements are needed and will provide instructions on how to complete requirements. Students must meet any additional requirements by the appropriate deadlines and at their own expense. 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. Students will submit evidence for all required health and professional documents to the THS School of Nursing in person, via fax (678-839-2462), or via mail to the appropriate THS SON staff. (UWG THS School of Nursing, 1601 Maple Street, Carrollton, GA 30118). If you have questions, please feel free to call 678-839-6552.

All forms needed on this checklist can be found in the back of your BSN Handbook.

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

Revised 4/29/2014jh
Physical Ability Form

HEALTHCARE PROVIDER: I have performed a complete health examination on
_____________________________________________________________________________________
(Print Student’s Name)

**General Medical:**

<table>
<thead>
<tr>
<th></th>
<th>Normal</th>
<th>Abnormal</th>
<th>Normal</th>
<th>Abnormal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood Pressure:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulse:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head</td>
<td>Respiratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyes</td>
<td>Heart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ear, Nose, Throat</td>
<td>Abdomen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neck</td>
<td>G/U</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td>Other</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Physicians Comments: _______________________________________________________________________

OVERALL PHYSICAL EXAMINATION RESULTS:

<table>
<thead>
<tr>
<th>Results</th>
<th>Check One</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASSED WITHOUT LIMITATIONS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PASSED PENDING THE FOLLOWING:</td>
<td></td>
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<tr>
<td>FAILED DUE TO THE FOLLOWING:</td>
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</tbody>
</table>

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: ____/____/____

Provider’s Signature

Facility Address: _______________________________________________________________________

Provider Telephone Number: (____)___________________
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. *(Front & Back)*

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

### Single Step Skin Test

<table>
<thead>
<tr>
<th>Date of Injection</th>
<th>Date of Reading (48-72 hours later)</th>
<th>Reading (mm)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>Date of Injection</th>
<th>Date of Reading (48-72 hours later)</th>
<th>Reading (mm)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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. **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. THIS LETTER MUST BE OBTAINED EVERY 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:**

Signature: ____________________________________________________________

Provider’s Signature: ________________________________________________

Date: ________________________________________________________________

Facility Address: ______________________________________________________

Provider Telephone #: ________________________________________________

Updated: 4/29/2014jh
University of West Georgia  
Tanner Health System School of Nursing  
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: ____________________________
TANNER HEALTH SYSTEM 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 members 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 Tanner Health System 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 Tanner Health System 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 school 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 School Dean and may receive a failing course grade. Faculty in violation of the policy will be reviewed by other faculty and the School Dean and a plan of action will be decided at that time.

10. Students will sign this upon admission to the BSN Program and are expected to review it annually.

Student Signature

Date

Student Name (Print)

Witness Signature

Date

Witness Name (Print)
I have read the University of West Georgia, Tanner Health System School of Nursing BSN Handbook and understand that it is my responsibility to follow the policy and procedures while in the Nursing Program.

The current BSN Student Handbook can be accessed at the Tanner Health System School of Nursing website, www.westga.edu/nursing. This document will be placed in my student folder.

I understand that it is my responsibility to read the BSN handbook at the beginning of each academic year (Summer) and to be aware of any changes or revisions to policies therein.

Signatures

Student Signature ___________________________ Date ___________________________

Student Name Printed _______________________________________________________

Witness ___________________________ Date ___________________________
AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION
for Generic Facilities

Student Name: ______________________________________________________

TO: The Board of Regents of the University System of Georgia or any of its member Institutions (hereinafter referred to as the "Institution"), and any Facility where I participate in or request to participate in an applied learning experience (hereinafter referred to as the "Facility").

As a condition of my participation in an applied learning experience and with respect thereto, I grant my permission and authorize The Board of Regents of the University System of Georgia or any of its member institutions to release my educational records and information in its possession, as deemed appropriate and necessary by the Institution, including but not limited to academic record and health information to any Facility where I participate in or request to participate in an applied learning experience, including but not limited to the Facility (hereinafter referred to as the "Facility"). I further authorize the release of any information relative to my health to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the applied learning experience. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and about my performance in an applied learning experience.

I further understand that I may revoke this authorization at any time by providing written notice to the above stated person(s)/entities, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Confidential Records and Information".

I further agree that this authorization will be valid throughout my participation in the applied learning experience. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law. I understand that this authorization shall continue in force until revoked by me by providing written notice to the Institution and the Facility, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Records and Information".

In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this "Authorization for Release of Records and Information" may be accepted in lieu of the original.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this "Authorization for Release of Records and Information"; and that I, or my parent and/or guardian, have read carefully and understand the above "Authorization for Release of Records and Information"; and that I have freely and voluntarily signed this "Authorization for Release of Records and Information".

This the ____________________ day of ____________________.

__________________________________________  __________________________
Student Signature                           Witness Signature

__________________________________________  __________________________
Print Name                                  Print Name

(Board of Regents Generic Facilities Memorandum of Understanding)
STUDENT APPLIED LEARNING EXPERIENCE AGREEMENT
for Generic Facilities

Student Name: _______________________________________________________

In consideration for participating in an applied learning experience (hereinafter referred to as the "A.L.E.") at any Facility where I may participate in such an A.L.E. (hereinafter referred to as the "Facility"), I hereby agree to the following:

1. To follow the administrative policies, standards and practices of the Facility when in the Facility.
2. To report to the Facility on time and to follow all established regulations of the Facility.
3. To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients or patients.
4. To not publish any material related to my A.L.E. that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the Institution, the Board of Regents of the University System of Georgia, and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc. that identify or uses the name of the Facility or its members, staff, directly or indirectly.
5. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.
7. To arrange for and be solely responsible for my living accommodations while at the Facility.
8. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.
9. To wear a name tag that clearly identifies me as a student.

Further, I understand and agree, unless otherwise agreed to in writing, that I will not receive any monetary compensation from the Board of Regents of the University System of Georgia, the Institution or the Facility for any services I provide to the Facility or its clients, students, faculty or staff as a part of my A.L.E. Unless otherwise agreed upon in writing, I also understand and agree that I shall not be deemed to be employed by or an agent or a servant of the Institution, the Regents or the Facility; that the Institution, Regents and Facility assumes no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance; that I am not entitled to any benefits available to employees; and, therefore, I agree not to in any way to hold myself out as an employee of the Institution, the Regents or the Facility.

I understand and agree that I may be immediately withdrawn from the A.L.E. based upon a lack of competency on my part, my failure to comply with the rules and policies of the Institution or Facility, if I pose a direct threat to the health or safety of others or, for any other reason the Institution or the Facility reasonably believes that it is not in the best interest of the Institution, the Facility or the Facility's patients or clients for me to continue. Such party shall provide the other party and the student with immediate notice of the withdrawal and written reasons for the withdrawal.

I understand and agree to show proof of professional liability insurance in amounts satisfactory to the Facility and the Institution, and covering my activities at the Facility, and to provide evidence of such insurance upon request of the Facility. I further understand that all medical or health care (emergency or otherwise) that I receive at the Facility will be my sole responsibility and expense.

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this Applied Learning Agreement; and that I, or my parent and/or guardian, have read carefully and understand the above Applied Learning Experience Agreement; and that I have freely and voluntarily signed this "Applied Learning Experience Agreement".

This the ____________________ day of ____________________.

Signature _________________________________________  Witness Signature _________________________________________

Print Name _________________________________________  Print Name _________________________________________

(Board of Regents Generic Facilities Memorandum of Understanding)
Authorization for Release of Records and Information
for Georgia Hospital Association facilities

TO: The Board of Regents of the University System of Georgia or any of its member Institutions (hereinafter referred to as the "Institution"), and any Facility where I may participate in an educational training program, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the "Facility")

RE:

(Print Name of Student)

As a condition of my participation in an educational training program and with respect thereto, I hereby waive my privacy rights, including but not limited to any rights pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g(b)(2)(B), and grant my permission and authorize The Board of Regents of the University System of Georgia or any of its member institutions to release any and all of my records and information in its possession, including but not limited to academic record and health information to any Facility where I may participate in an educational training program, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the "Facility"). I further authorize the release of any information relative to my medical history, physical and mental condition to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the educational training program. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and about my performance in an educational training program.

I further agree that this authorization will be valid throughout my educational training program. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law. I understand that this authorization shall continue in force until revoked by me by providing written notice to the Institution and the Facility, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Records and Information".

In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this "Authorization for Release of Records and Information" may be accepted in lieu of the original.

By signing this "Authorization for Release of Records and Information", I hereby indemnify and hold harmless The Board of Regents of the University System of Georgia, its members, agents, servants and employees, The Board of Regents of the University System of Georgia member institutions and their respective members, agents, servants and employees, and the Facility and its members, agents, servants and employees (each of the foregoing being hereinafter referred to individually as the "Indemnified Party") against all claims, demands, causes of action, actions, judgments, or other liability including attorney's fees (other than liability solely the fault of the Indemnified Party) arising out of or in connection with this "Authorization for Release of Records and Information".

I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, suffer under no legal disabilities, and that I have freely and voluntarily signed this "Authorization for Release of Records and Information".

This the _____________ day of _____________ , ____________ .

__________________________________________________________
Student Signature

__________________________________________________________
Witness Signature

Name: __________________________________________________
(Please print)

Name: __________________________________________________
(Please print)
Educational Training Program Agreement for Georgia Hospital Association facilities

Student Name: _________________________________

In consideration for participating in an educational training Program at any Georgia Hospital Association member Facility or any other Facility where I may participate in such a program (hereinafter referred to as the "Facility"), I hereby agree to the following:

1. To follow the administrative policies, standards and practices of the Facility when in the Facility.

2. To report to the Facility on time and to follow all established regulations of the Facility.

3. To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients or patients.

4. To not publish any material related to my educational training program that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association and the Facility.

5. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.


7. To arrange for and be solely responsible for my living accommodations while at the Facility.

8. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.

9. To wear a name tag that clearly identifies me as a student or faculty member.

Further, I understand and agree that I will not receive any monetary compensation from the Board of Regents of the University System of Georgia, the Institution or the Facility for any services I provide to the Facility or its clients, students, faculty or staff as a part of my educational training program.

I also understand and agree that I shall not be deemed to be employed by or an agent or a servant of the Institution, the Regents or the Facility; that the Institution, Regents and Facility assumes no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance; and that I am not entitled to any benefits available to employees. Therefore, I agree not to in any way to hold myself out as an employee of the Institution, the Regents or the Facility.

I understand and agree that I may be immediately withdrawn from the Facility's educational training program based upon a perceived lack of competency on my part, my failure to comply with the rules and policies of the Institution or Facility, if I pose a direct threat to the health or safety of others or, for any other reason the Institution or the Facility reasonably believes that it is not in the best interest of the Institution, the Facility or the Facility's patients or clients for me to continue.

I understand and agree to show proof of liability insurance in amounts satisfactory to the Facility, and covering my activities at the Facility, and to provide evidence of such insurance upon request of the Facility.

I further understand that all medical or health care (emergency or otherwise) that I receive at the Facility will be my sole responsibility and expense. I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, suffer under no legal disabilities, and that I have freely and voluntarily signed this "Educational Training Program Agreement".

This the ______ day of ______, ______.

Signature

Witness Signature

Name: _________________________________ (Please print)

Name: _________________________________ (Please print)
Structured Plan for Success Form

Student: ________________________________

Date: ________________________________

Assessment: ________________________________

Plan: ________________________________

Evaluation: ________________________________

I have received a copy of this form:

__________________________________________  ________________________________
Student signature  Faculty Signature
UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM
SCHOOL OF NURSING
Post-exposure 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

__________________________________________
UWG Faculty Signature

Date

Date
UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM
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_____________________________   Signature_____________________________
   Instructor                      Student

2. Course Coordinator Meeting with Student and Faculty Member
   Scheduled Meeting Date:  
   Actual Meeting Date:  
   Outcome:

   Signature_____________________________   Signature_____________________________
   Course Coordinator                  Student

3. BSN Program Director Meeting with Student and Faculty Member
   Scheduled Meeting Date:
4. Associate Dean, Tanner Health System School of Nursing Meeting with the Student

Scheduled Meeting Date:
Actual Meeting Date:
Outcome:

Signature____________________________  Signature____________________________
Associate Dean  Student

Signature____________________________  Signature____________________________
Dean, Tanner Health System School of Nursing  Student