Graduate Student Handbook
2016-2017

Tanner Health System
School of Nursing
# Table of Contents

## WELCOME ........................................................................................................... 4

## Tanner Health System School of Nursing Program Mission Statement ........... 5

- Statement of Philosophy .................................................................................. 5
- Quality Caring Framework ............................................................................. 6
- Caring Groups ................................................................................................. 10

## Program Goals .................................................................................................. 11

- MSN ............................................................................................................... 10
- EdD ................................................................................................................. 11

## General Information and Resources ................................................................. 12

- Graduate Catalog ............................................................................................ 12
- Student Handbook .......................................................................................... 12
- The Scoop ........................................................................................................ 12
- Professional Nursing Associations ................................................................. 12
- Pi Nu Chapter of Sigma Theta Tau ................................................................. 12
- Advisor .......................................................................................................... 12
- Library Resources ......................................................................................... 13
- Graduation Application Gowns and Celebration .......................................... 13
- Annual Notice of Directory Information Contents ....................................... 13
- Tanner Health System School of Nursing Committees .............................. 13
- Financial Assistance ...................................................................................... 14
- Scholarship Information ............................................................................... 14
- Nursing Faculty Loan Program .................................................................... 14
- Technology Requirements and Assistance .................................................. 14

## UWG Academic Policies .................................................................................... 15

- Academic Standards ....................................................................................... 15
- Academic Probation ....................................................................................... 15
- Hardship Withdrawal ...................................................................................... 16
- Grading System for Graduate Students in THS SON .................................... 18
- Grade Purpose ............................................................................................... 19
- Grading Requirement Policy ......................................................................... 19
- Thesis/Dissertation Grading ......................................................................... 10

## Tanner Health System School of Nursing Policies ........................................... 20

- Missed and Late Assignment Policy .............................................................. 20
- Reinstatement Policy ..................................................................................... 20
- Dismissal and readmission Policy ................................................................. 21
- Communication Policy .................................................................................. 21
- Email ............................................................................................................. 22
- Social Media Policy ....................................................................................... 22
- Honor Code .................................................................................................. 25
- Standards of Procedure for Breaches of Academic Integrity ...................... 25
- Plagiarism in Assignments and Papers ....................................................... 28
- Turn It In Policy and Procedure ................................................................. 28
- Turn It In Student Information ................................................................... 29
- Professional Attire ....................................................................................... 31
SC01

M.S. IN NURSING PROGRAMS ................................................................. 35

ADMISSION REQUIREMENTS ............................................................... 35
MSN TRACKS OF STUDY ................................................................. 37
PRACTICUM PRECEPTOR GUIDELINES ........................................... 38
MASTER OF SCIENCE IN NURSING PLANS OF STUDY ...................... 40

EdD IN NURSING EDUCATION PROGRAM ........................................ 46

ADMISSION REQUIREMENTS ............................................................... 46
EdD PLAN OF STUDY ................................................................. 47
DISSERTATION INFORMATION ......................................................... 49
DISSERTATION GUIDELINES ............................................................ 52

REQUIREMENTS FOR PARTICIPATION IN CLINICAL COURSES ............ 60

HEALTH REQUIREMENTS ................................................................. 60
PROFESSIONAL REQUIREMENTS .................................................... 61
CRIMINAL BACKGROUND CHECKS AND DRUG SCREEN ....................... 61
CLINICAL DOCUMENT REQUIREMENTS ........................................... 61
RECOMMENDATIONS FOLLOWING EXPOSURE TO BLOOD OR BODILY FLUIDS ........ 62
HEALTH AND PROFESSIONAL REQUIREMENTS CHECKLIST ................. 64
TB/PPD TEST RESULTS ................................................................. 71
PHYSICAL ABILITY FORM ............................................................. 72
HEALTH INSURANCE WAIVER ......................................................... 73
POST-EXPOSURE COUNSELING CHECKLIST ...................................... 74
CONFIDENTIALITY POLICY ............................................................. 75
GRADUATE PROGRAM HANDBOOK ACKNOWLEDGEMENT FORM .......... 76


WELCOME!

We are delighted to welcome you to the Graduate programs at the University of West Georgia, Tanner Health System School of Nursing. You have selected this university and School of Nursing to pursue your education and we are confident that you will find the programs of study both challenging and rewarding.

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

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

Jenny Schuessler, RN, PhD
Dean and Professor, Tanner Health System School of Nursing
jschuess@westga.edu
678-839-5624

Laurie Jowers Ware, RN, PhD, CNL
Associate Dean and Professor, Tanner Health System School of Nursing
lware@westga.edu
678-839-5631

Susan Welch, EdD, RN, CNE
Director of EdD Program and Associate Professor, Tanner Health System School of Nursing
swelch@westga.edu
678-839-5634

Sally Richter, Ed.D, RN
Director of Masters Program and Assistant Professor, Tanner Health System School of Nursing
srichter@westga.edu
678-839-2431

Embry Ice, BBA
Graduate Studies Associate
eice@westga.edu
678-839-5115

Rights clause of the SON Graduate handbook:
The Tanner Health System School of Nursing reserves the right to amend, modify, add to, or delete our rules, policies, and procedures.
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 (approved 4/5/2010 by SONF).

VISION

The 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 (approved 5/7/12 by SONF).

STATEMENT OF PHILOSOPHY AND ASSUMPTIONS (Revised 4/23/12)

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 Tanner Health System 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:


QUALITY CARING FRAMEWORK

The philosophy of the Tanner Health System School of Nursing (THS SON) is based on the belief that caring collaborative relationships are the center of creating a culture of quality caring in nursing education and practice. Caring collaborative relationships occur among teachers and learners, clients and nurses, and inter-professional healthcare team members. Within the structure of a conceptually based curriculum
The philosophy of the THS SON is based on an integration of Duffy’s (2009) Quality Caring Model and Hills and Watson’s (2011) Caring Science Curriculum Model. Both of these models place caring collaborative relationships at the center of the process of nursing education and practice and provide the framework for implementation of a curriculum based on caring.

The Quality Caring model explicates the relationship-centered and multi-dimensional aspects associated with providing quality health care (Duffy, 2009). Within this model, “relationships are at the heart of the health care process” (Duffy, p. 33) in order to promote positive outcomes for persons who are recipients of healthcare, for providers, and within the health care system. Adapted for the curriculum in the THS SON (see Appendix A), Duffy’s model provides a framework for caring as the center of a Process in which students are taught concepts relevant to nursing practice (Structure) resulting in achievement of the Program Goals (Outcomes). The construct of structure includes the key concepts within the curriculum related to Person, Nurse, Systems, and Profession. The construct process of care describes caring collaborative relationships, the primary focus of the model. Relationship centered professional encounters occur between/among clients and nurses; between/among nurses and other members of the health care team; and in education, between/among teachers and learners. Caring relationships promote the intermediate outcome of feeling cared for. The construct of program goals demonstrates the achievement of positive outcomes for the BSN, MSN, and Ed.D educational programs, the person (student), and the nursing profession and healthcare system.

The Caring Science curriculum model, integrated into the THS SON curriculum frameworks, (Hills & Watson, 2012) 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.

References:
MSN Quality Caring Framework: A Caring Science Curriculum

Creating a Culture of Quality Caring

Teacher-Learner Relationships

Creating Caring Collaborative Relationships

Client-Nurse Relationships

Inter-Professional Healthcare Relationships

Essence of Nursing Practice and Education

Intermediate Outcomes
Feel "cared for"

Program Goals

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize leadership skills to promote ethical and critical decision making and effective working relationships.
3. Apply quality improvement and safety principles within an organization to improve educational and practice outcomes.
4. Translate scholarship into practice by applying research outcomes within educational and practice settings.
5. Employ client care and communication technologies to deliver quality care.
7. Serve as a member and leader of interprofessional teams to create caring and collaborative relationships.
8. Apply organizational, client-centered, and culturally appropriate concepts to enhance population based care for individuals, families, and aggregates.

PG: Program Goals
AONE: American Organization of Nurse Educators
CNL: Clinical Nurse Leader
MSN: Masters' Essentials
NLN: National League of Nursing
QSEN: Quality and Safety Education for Nurses
1/23/13
3/15/13 Revised
10/14/13 Revised
Ed.D Quality Caring Framework: A Caring Science Curriculum

**Structure**

**Person Concepts**
- Mentor (SREB) (1)
- Personal abilities (intuitive, creative, analytical reasoning, and caring) (SREB) (1 & 3)

**Environment**
- Informatics (QSEN) (2, 3, 4, and 5)
- Interdisciplinary/inter-Professional (SREB) (2, 3, 4, and 5)

**Health Concepts**
- Quality improvement (QSEN and NLN competency 6) (1, 3, 4, and 5)
- Cultural influences (SREB) (1, 3, and 5)
- Policy development (SREB) (1, 3, and 4)

**Nursing Concepts**
- Change agent and leader (NLN competency 5) (1, 3, and 4)
- Evidence-based practice (QSEN)
- Safety (QSEN) (1, 2, 3, 4, and 5)
- Patient/client-centered care (QSEN) (2 & 3)
- Quality Caring (Theory) (1, 2, 3, 4, and 5)

**Teaching/Learning Concepts**
- Assessment/Evaluation Measures/Strategies (NLN competency 3 & SREB) (1, 2, 3, 4, and 5)
- Curriculum Development/Evaluation of Programs (NLN competency 4 & SREB) (1, 2, 3, 4, and 5)
- Team work/communication/collaboration (QSEN) (1 & 3)
- Instructional strategies (SREB) (1, 2, 3, 4, and 5)

**Nursing Education Concepts**
- Learner development and socialization (NLN competencies 1 & 2 & 8) (1, 2, 3, and 4)
- Professional development/scholarship (NLN competency 7 & SREB) (1 & 3)
- Theoretical knowledge (SREB) (1, 2, 3, 4, and 5)
- Legal standards (SREB) (1 & 3)
- Nursing education trends (SREB) (1, 2, 3, 4, and 5)

**Program Goals**

1. Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.
2. Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.
3. Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.
4. Advance the scholarship of nursing education.
5. Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.

Creating a Culture of Quality Caring

**Process**

**Creating Caring Collaborative Relationships**

**Essence of Nursing Practice and Education**

Intermediate Outcomes
Feel “cared for”
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 (2008) 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 (2008) emphasis on the significance of relationships to quality nursing practice. Opportunities are provided for students to participate in Caring Group in online and/or clinical settings. Students may be randomly assigned to small groups to work together to experience and learn caring through online activities outside of class.

• 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 groups 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.

MSN PROGRAM GOALS

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

Graduates of the program will be able to:

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize leadership skills to promote ethical and critical decision making and effective working relationships.
3. Apply quality improvement and safety principles within an organization to improve educational and practice outcomes.
4. Translate scholarship into practice by applying research outcomes within educational and practice settings.
5. Employ client care and communication technologies to deliver quality care.
7. Serve as a member and leader of inter-professional teams to create caring and collaborative relationships.
8. Apply organizational, client-centered, and culturally appropriate concepts to enhance population based care for individuals, families, and aggregates.

(Approved 03/15/2013 by Graduate Program Committee, Tanner Health System School of Nursing)

**EdD PROGRAM GOALS**

The purpose of the EdD in Nursing Education (EdD) program is to prepare nurse educators for the 21st century.

The outcomes of the doctoral program are the following:

1. Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.
2. Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.
3. Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.
4. Advance the scholarship of nursing education.
5. Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.

(Approved 02/24/2011 by Graduate Program Committee, Tanner Health System School of Nursing)
GENERAL INFORMATION AND RESOURCES

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

GRADUATE CATALOG

http://www.westga.edu/catalog_grad.

THE UNIVERSITY OF WEST GEORGIA STUDENT HANDBOOK

http://www.westga.edu/handbook/.

THE SCOOP


PROFESSIONAL NURSING ASSOCIATIONS

Georgia Association for Nursing Education. (GANE) http://georgiaassociationformursingeducation.com/
Georgia Nurses Association. (GNA) http://www.georgianurses.org/
American Nurses Association (ANA) http://www.nursingworld.org/
American Association of Colleges of Nursing (AACN) http://www.aacn.nche.edu/
Georgia Nursing Leadership Coalition (GNLC) http://www.georgianursingleadershipcoalition.com/
National League for Nursing (NLN) http://www.nln.org/
PI NU CHAPTER OF SIGMA THETA TAU International Honor Society of Nursing http://www.nursingsociety.org/Pages/default.aspx.

ADVISOR

The Graduate Studies Associate is the advisor for all graduate students. If students decide to change their plan of study, they must contact the advisor to make revisions as needed. New Program of Study forms should be completed when changes are made. The School of Nursing Graduate Studies Associate is Embry Ice. She can be reached at 678-839-5115 or eice@westga.edu
LIBRARY RESOURCES

The home page for the library can be accessed via this link http://www.westga.edu/library/

Contact information for the THS School of Nursing Library Liaison can be found here: http://libguides.westga.edu/nursing

GRADUATION APPLICATION, GOWNS, AND CELEBRATION

http://www.westga.edu/registrar/460.php

Each year the Tanner Health System School of Nursing hosts a reception on or near the day of Spring commencement. The ceremony is held to honor all graduating nursing students and their families. This event is organized by Tanner Health System School of Nursing faculty members. Information regarding time, location, and tickets is sent out to students by the School of Nursing staff several months prior to the reception.

ANNUAL NOTICE OF DIRECTORY INFORMATION CONTENTS

“Directory Information” is information not generally considered to be harmful or an invasion of privacy if disclosed. It will be available for release unless a student specifically requests that the information not be released. The request must be submitted in writing to the registrar’s Office by September 15 annually.

TANNER HEALTH SYSTEM SCHOOL OF NURSING COMMITTEES

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

Bylaws of THS SON Committees can be found on page 22 of the Faculty Handbook: http://nursing.westga.edu/assetsNursing/Documents/2015-16_THS_SON_Faculty_Handbook_FINAL_(1).pdf

The committees and minimum student membership requirements are as follows:

Graduate Program Committee (GPC)
1 MSN student
1 EdD student
Financial assistance is available through the University of West Georgia Office of Financial Aid at 678-839-6421 or via the following link http://www.westga.edu/finaid/.

SCHOLARSHIP INFORMATION

School of Nursing Scholarships: http://nursing.westga.edu/scholarships
FAFSA: www.fafsa.ed.gov

NURSING FACULTY LOAN PROGRAM

School of Nursing NFLP information: http://nursing.westga.edu/NFLP


TECHNOLOGY REQUIREMENTS AND ASSISTANCE

The Tanner Health System School of Nursing values the use of technology. All of the nursing courses are supported by Brightspace by D2L, the learning management system (LMS) used by University System schools. Brightspace is called Course Den here at UWG. Brightspace will be utilized for posting course materials, receiving and returning assignments, e-mail regarding course matters, and online testing. Upon admission, students are expected to have minimal computer skills including word processing, computerized literature searches, email, and the use of browser software.
to search the internet. Student Microsoft campus agreement enables students to obtain free copies of the latest versions of specific Microsoft software.

1. Students should contact UWG Online for assistance with Brightspace and other Online learning specific questions. The link for more information is [http://uwgonline.westga.edu/students.php](http://uwgonline.westga.edu/students.php).

2. Student technology requirements, general computer usage, and information and tutorials about e-mail and BanWeb are available online at the ITS homepage: [http://www.westga.edu/its/index.php](http://www.westga.edu/its/index.php).

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

**For Technical Issues, please refer to this list:**

1. Desire to Learn (D2L) & Other Distance Education Help:
   8:00 a.m. – 5:00 p.m.: call 678-839-6248 or 1-855-933 UWGO (8946) or [http://www.westga.edu/~distance/](http://www.westga.edu/~distance/) and online @ westga.edu

2. 24-Hour Help – 1-855-772-0423 or [https://d2lhelp.view.usg.edu/](https://d2lhelp.view.usg.edu/)

3. My UWG Help: 8:00 a.m. – 5:00 p.m.: 678-839-9587. For assistance with email: Call: 678-839-6248 or email servicedesk@westga.edu.

Online learning may be a new experience for you. Please review the information on how to be a successful online student at the following link: [http://www.westga.edu/assetsNursing/msn/how-to-be-a-successful-online-student.pdf](http://www.westga.edu/assetsNursing/msn/how-to-be-a-successful-online-student.pdf)

**UWG ACADEMIC POLICIES**

UWG academic policies regarding transfer credit, academic honor, general academic standards, grading, academic suspension, academic dismissal, program specific standards, course requirements, Family Educational Rights and Privacy Act, and applicant records can be located at the following link [http://www.westga.edu/gradstudies/101.php](http://www.westga.edu/gradstudies/101.php).

**ACADEMIC STANDING**

Graduate students are expected to maintain Good Academic Standing as they progress toward completing their programs. Students will be evaluated each term on the basis of the cumulative GPA. The academic standing of graduate students is classified as follows:

1. Good Academic Standing
2. Academic Probation
3. Academic Suspension
4. Academic Dismissal
Good Academic Standing is defined for graduate students as a cumulative GPA of 3.0 or higher.

**ACADEMIC PROBATION**

A student whose cumulative GPA drops below 3.0 will begin the next term on Academic Probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation. One of three possible actions will be implemented for a student on Academic Probation at the end of each term of enrollment:

1. A student who earns a term GPA of 3.0 or higher and raises his or her cumulative GPA to 3.0 or higher will return to Good Academic Standing.
2. If a student’s term GPA is 3.0 or higher, but the cumulative GPA remains below 3.0, he or she will remain on Academic Probation.
3. If a student earns a term GPA below 3.0 while on Academic Probation, regardless of the cumulative GPA, he or she will be suspended for one term.

**HARDSHIP WITHDRAWAL**

A Hardship Withdrawal is an exception that permits a student to withdraw from all courses after the published “W” date during the semester. It is intended for the student who has experienced an acute, traumatic event that prevents him/her from completing the semester. That same event also makes it impossible for the student to take an Incomplete and finish the work the next semester. Thus, the Hardship Withdrawal is based on unusual or emergency circumstances beyond the student’s control. Such circumstances are categorized as follows:

- **Physical** – Examples include bodily injury or invasive surgery resulting in prolonged absences from class, or unexpected physical disability preventing completion of course work. Necessary documentation to support such claims would include a physician’s report, including name, address, phone, nature of illness or accidents, dates of treatment, prognosis, and recommendation.
- **Psychological** – Examples include extreme mental duress suffered from traumatic experiences, of the severity and frequency to prevent completion of course work. Necessary documentation to support such claims would include a memo from a Counseling and Career Development Center counselor that includes dates of treatment and a clear recommendation of whether a Hardship Withdrawal be given.
- **Personal** – Examples include significant change in financial status or personal tragedy such as the death of a loved one or domestic disruptions, to the degree to prevent completion of course work. Necessary documentation to support such claims might include copies of divorce papers, financial statements, police reports, obituaries, or other pertinent documents.
The following list is illustrative of invalid reasons for a hardship withdrawal. A request using reasons like these will not be approved.

- Poor performance in one or more courses
- Registration for the wrong course
- Preference for a different professor or class section
- Failure to drop course during the drop/add period
- Failure to withdraw by the published deadline using normal procedures

Under what conditions may a student request for Hardship Withdrawal be approved?

A Hardship Withdrawal is intended as relief for extreme circumstances and is granted only in special instances. The following conditions apply:

- Students may request a hardship withdrawal after the official withdrawal (“W” date) deadline published in the semester term calendar until the Friday immediately prior to the final week of the term. Hardship Withdrawals requested after the Friday immediately prior to the final week of the term will be treated as a Retroactive Hardship Withdrawal.
- Retroactive Hardship Withdrawals will not be approved if the student has completed all course requirements such as a final examination and/or a final project.
- Retroactive Hardship Withdrawals will not be approved for terms occurring more than six months prior to the time the request is made.
- The student must withdraw from all classes during the current term, and may not select only certain classes from which to withdraw.
- Under unusual circumstances, a student may be granted a hardship withdrawal from only one class, while being allowed to remain in others.
- An example of unusual circumstances would be a student who is passing an applied piano course and injures a finger, thus being unable to play the piano the rest of the semester. A student would be allowed to complete other courses being taken concurrently.
- The student should follow Steps 1-6 below, with emphasis on providing documented evidence in support of the claims warranting the request.

**STEPS FOR REQUESTING A HARDSHIP WITHDRAWAL**

In steps 1-6 below, the Dean may designate an Associate Dean to act on his/her authority. The Provost and Vice President for Academic Affairs may designate the Associate Vice President for Academic Affairs to act on his/her authority.

1. The student completes the “Request for Hardship Withdrawal” form found online at [http://www.westga.edu/assetsDept/vpaa/Hardship_Withdrawal_Form__RevApr2014_Fillable.pdf](http://www.westga.edu/assetsDept/vpaa/Hardship_Withdrawal_Form__RevApr2014_Fillable.pdf). The student should be prepared to provide documented evidence to substantiate
the hardship being claimed.

2. The student submits the completed Request for Hardship Withdrawal form and documented evidence to Health Services (HS) or the Counseling and Career Development Center (CCDC).

3. The HS or CCDC professional staff will interview the student, review the documented evidence, and recommend to support or not support the request for Hardship Withdrawal. HS or CCDC professional staff will send the request form and letter, which explains the recommendation, as a confidential document to the appropriate unit within Academic Affairs. HS or CCDC professional staff will retain the documented evidence in their confidential files.

4. For students with a declared major, the form and letter will be sent to the Dean of the College where the major department is housed.

5. For undeclared students, the form and letter will be delivered to the Dean of the Honors College.

6. The Dean has the final authority to approve the Request for Hardship Withdrawal.

7. If the Dean approves the request, the student will receive a W for each course.

8. The Dean’s Office will notify the Registrar of the grade change/changes to W.

9. The Dean’s Office will notify the student that the request was approved.

10. If the Dean does not approve the request, the Dean’s Office will notify the student of the denial. The student may appeal to the Provost and Vice President for Academic Affairs.

11. The Dean will forward the form and letter to the Provost upon receiving notification from the student that she/he intends to appeal. It is the student’s responsibility to notify the Dean that she/he intends to appeal to the Provost.

12. The Provost and Vice President for Academic Affairs have the final authority to grant the appeal for the Request for Hardship Withdrawal. The Provost will grant or deny the appeal and notify the student of the decision. If granted, the Provost’s Office will notify the Registrar of the grade change/changes to W.

**GRADING SYSTEM FOR GRADUATE STUDENTS IN THS SON**

Student proficiency in graduate coursework is recorded by the following letter grades.

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F.

- **A** – Superior Scholarship (4.00) (90-100)
- **B** – Average Performance (3.00) (80-89)
- **C** – Below Average or Unsatisfactory (2.00) (75-79)
- **F** – Failure (0.00) (below 75)
GRADE PURPOSE

1. **I** This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. An “I” must be removed by the completion of work within one calendar year or the “I” will be changed to the grade “F”. The F grade will be calculated into the grade point average.

2. **IP** The use of this symbol is approved for dissertation hours, thesis hours, and project courses. This symbol indicates that credit has not been given in courses that require a continuation of work beyond the term for which the student signed up for the course. This symbol cannot be substituted for an “I”.

3. **K** This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective institution’s faculty (CLEP, AP, Proficiency, etc.). “K” credit may be provided for a course the student has previously audited if the institutional procedures for credit by examination are followed.

4. **S** This symbol indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved from dissertation hours, thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

5. **U** This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved or dissertation hours, thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

6. **V** This symbol indicates that a student was permitted to audit this course. Students may not transfer from audit to credit status or vice versa. Students may register, however, on a credit basis for a course that has previously been audited.

7. **W** This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period, including final examinations, except in cases of hardship as determined by the appropriate official of the respective institution.

8. **WM** This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds, as noted in Section 7.3.5.3 of this Policy Manual. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

GRADE REQUIREMENT POLICY

A minimum grade of B is required in all courses in the Master of Science in Nursing (MSN) and Doctorate in Nursing Education (EdD) program. Students who earn a grade of C, WF, or U in any two courses, or who earn an F in any one course, will be dismissed from the program. Students who earn a C, WF, or U may repeat that course one time only.
THESIS/DISSERTATION GRADING

Thesis and dissertation hours are graded with an S (satisfactory) or U (unsatisfactory). Some programs award a letter grade during the last semester when the thesis or dissertation is successfully defended.

A minimum grade of B is required in all courses in the Master of Science in Nursing (MSN) and Doctorate in Nursing Education (EdD) program. Students who earn a grade of C, WF, or U in any two courses, or who earn an F in any one course, will be dismissed from the program. Students who earn a C, WF, or U may repeat that course one time only.

The institution grade point average is calculated by dividing the number of hours scheduled in courses attempted in which a grade of A, B, C, F, or WF was received into the number of grade points earned on those hours scheduled. The following symbols are approved by the Georgia Board of Regents for use in the cases indicated, but will not be included in the determination of the grade point average.

TANNER HEALTH SYSTEM SCHOOL OF NURSING POLICIES

MISSED AND LATE ASSIGNMENT POLICY

Students are expected to submit assignments by the due date. Assignments will receive a deduction of 10% of the total assignment points possible for each day the assignment is late. Assignments will be accepted up to a maximum of three days late, after which point a zero will be recorded for the assignment. In the event of an emergency that prevents timely submission of an assignment, students should notify the professor who will determine if the late policy can be waived. Consideration of the student’s total course performance to date will be a contributing factor in the determination.

REINSTATTEMNET POLICY

The student should submit a letter to the THS SON Associate Dean of Graduate Studies indicating justification for reinstatement.

The THS SON Associate Dean of Graduate Studies and the graduate faculty will review the submitted letter. Upon positive recommendation from the Associate Dean and Graduate Faculty Committee, the student will be reinstated and allowed to continue his or her coursework, with any established THS SON provisions.
DISMISSAL AND READMISSION POLICY

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

A student’s continued enrollment in the nursing program is based on physical as well as emotional health. If the student demonstrates evidence of a physical or emotional illness, he/she may be referred to the University Student Development Center and the Student Health Center for additional care as needed. If, in the opinion of the faculty, the student’s illness impairs his/her ability to implement nursing responsibilities safely, the student will be asked to withdraw from the program. (Approved 11/18/02)

A student who wishes to withdraw from the University must submit a request in writing to the Registrar’s Office. When the Registrar approves the request, the student will be given instructions for completing the official withdrawal process. The student is not withdrawn until clearance has been obtained from the Registrar’s Office. Failure to officially withdraw may result in grades of F for all courses that semester.

A student may be administratively withdrawn from the University under certain conditions. This may occur when the Vice President for Student Affairs, in consultation, when appropriate, with the student’s parents or spouse, the Director of the Counseling and Career Development Center, and/or the University Physician, determines that the student suffers from a physical, mental, emotional, or psychological health condition which: poses a significant danger or threat of physical harm to the student or to the person or property of others; causes the student to interfere with the rights of other members of the university community or with the exercise of any proper activities or functions of the University or its personnel; or causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the Student Conduct Code and other publications of the University. Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to a final decision concerning continued enrollment at the University. Notify the Registrar of the grade change/changes to W.

COMMUNICATION POLICIES

The Tanner Health System School of Nursing maintains a website at [http://nursing.westga.edu/](http://nursing.westga.edu/)

1. The Graduate Handbook is located on the website and students are responsible for reading the information.
2. Students are expected to retrieve individual syllabi from Course Den (D2L), and to access other course materials as directed by faculty.

E-MAIL

1. Students are expected to communicate with faculty using MyUWG and Course Den (D2L) email. Faculty email addresses are published in the course syllabi and on the THS SON website. Faculty are responsible for checking the UWG and Course Den (D2L) email frequently. Emails regarding Academic Advisement and Clinical Documents must come from the MyUWG email account.

2. All students are required to have a UWG email address and access to email messages electronically. Student email addresses are available through MyUWG. 
   https://myuwg.westga.edu/cp/home/login

3. Communication outside the classroom and clinical setting between faculty and students during a course will be conducted primarily via email. Students are expected to check the email within Course Den supported courses on a regular basis for information about specific courses. Email and other computer-based activities will be required in all nursing courses. Students are advised to check MyUWG email accounts weekly (even between semesters) for important announcements and reminders.

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 Tanner Health System 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

   • Tanner Health System School of Nursing Grapevine for groups, organizations or committees within the Tanner Health System School of Nursing

   • 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

1. Examples of social media include but are not limited to the following:
2. Allnurses.com- Open nursing/nursing student networking site
3. Blog- Blogs produce content by individual bloggers as social relationships are built with other bloggers
4. Facebook- Social media site
5. Flickr- An image hosting and video hosting website, web services suite, and online community
6. LinkedIn- Business-related social media site
7. My space- Social media site
8. Podcasts- Horizontal media in which producers of such media engage in conversations with Others
9. RSS feeds- Web feed formats used to publish frequently updated works—such as blog entries, news headlines, audio, and video
10. Second Life- An online virtual world where residents meet, socialize and participate in individual and group activities
11. Twitter- Social media site which allows users to send/read posts of up to 140 characters known as “tweets”
12. You Tube- Video-sharing website in which users can upload, view, and share videos

HONOR CODE

An honor code is essential to the University of West Georgia as an agreement between students and the University to promote commitment to academic integrity. It is expected that graduate nursing students will follow this honor code. Academic and personal integrity is based upon values such as honesty, trust, fairness, respect, and responsibility.

Please refer to the University of West Georgia Student Code of Conduct which is a section of the University of West Georgia Student Handbook. The link to the handbook is:
http://www.westga.edu/handbook/
UNIVERSITY OF WEST GEORGIA TANNER HEALTH SYSTEMS SCHOOL OF NURSING STANDARDS OF PROCEDURES FOR BREACHES OF ACADEMIC INTEGRITY GRADUATE PROGRAM

I. POLICY
The University of West Georgia Honor Code policy is located within the University of West Georgia Student Handbook. This policy does contain Penalties for Breach of Academic Integrity.

II. CONTEXT/SCOPE
This procedure applies to all UWG THS SON graduate faculty regarding the Standards of Procedure for Breaches of Academic Integrity.

III. PURPOSE
The UWG THS SON values academic integrity and the purpose of this Standards of Procedure is to provide a systematic approach regarding the penalties for breaches of academic integrity. The University of West Georgia Student Handbook Penalties for Breach of Academic Integrity states:

Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to failing the assignment and/or failing the course. The instructor will notify the Assistant or Associate Dean of the College/School or Library in which the alleged incident took place. The instructor is strongly encouraged to refer the alleged student to the Office of Student Conduct for review and possible student conduct sanctions per the process of adjudicating student conduct cases. Student Conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG. Academic penalties imposed by instructors may be appealed through a Grade Appeal. Sanction(s) imposed by the Office of Student Conduct may be appealed through the Student Conduct Appeals process (UWG Student Handbook, 2015, p. 4).

IV. PROCEDURES
All UWG THS SON graduate faculty will use the Standards of Procedure for Breaches of Academic Integrity in all graduate courses. Forms of Academic Dishonesty as identified by section 2.00 under Conduct Regulations of the University of West Georgia Student Handbook include cheating, fabrication, plagiarism, and excessive collaboration. All UWG THS SON graduate faculty will complete a written Breach of Academic Integrity report for any student breach of academic integrity. The previously mentioned forms of misconduct are subject to the following sanctions:

<table>
<thead>
<tr>
<th>Forms of Misconduct</th>
<th>Examples</th>
<th>Identification</th>
<th>Recommendations</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating</td>
<td>-Unauthorized access</td>
<td>-Course faculty sends documentation to program director</td>
<td>-Verbal warning -Lower grade or failing paper, project, test grade</td>
<td>-Written Academic Integrity Violation Investigation report by course faculty</td>
</tr>
<tr>
<td>Violation</td>
<td>Response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of another student’s work</strong></td>
<td>-Review student file for past Breach of Academic Integrity reports -Student is notified via course email</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Taking an exam for another student OR having another student take an exam for a student</strong></td>
<td>-Lower overall course grade -Failure of the course -Suspension or expulsion from the program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Using, attempting to use or aiding others in using unauthorized materials</td>
<td>-Report sent to student -Consider referral of student to UWG Office of Student Conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fabrication</strong></td>
<td>-Course faculty sends documentation to program director and graduate dean -Review student file for past Breach of Academic Integrity reports -Student is notified via course email</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Padding reference list</td>
<td>-Verbal warning -Lower grade or failing paper, project, test grade -Lower overall course grade -Failure of the course -Suspension or expulsion from the program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Direct quotation without citation</td>
<td>-Written Academic Integrity Violation Investigation report by course faculty -Report sent to student -Consider referral of student to UWG Office of Student Conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Use of thesaurus to change author’s words, with or without citation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Falsification of records</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Fabrication of research or other results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plagiarism</strong></td>
<td>-Course faculty sends documentation to program director and graduate dean -Review student file for past Breach of Academic Integrity reports -Student is notified via course email</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Direct quotation without quotation marks</td>
<td>-Verbal warning -Lower grade or failing paper, project, test grade -Lower overall course grade -Failure of the course -Suspension or expulsion from the program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Paraphrasing without citation</td>
<td>-Written Academic Integrity Violation Investigation report by course faculty -Report sent to student -Consider referral of student to UWG Office of Student Conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Self-plagiarism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Representing the words or ideas of another as one’s own</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Excessive Collaboration</strong></td>
<td>-Course faculty sends documentation to program director and graduate dean -Review student file for past Breach of Academic Integrity reports -Student is notified via course email</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Sharing student work</td>
<td>-Verbal warning -Lower grade or failing paper, project, test grade -Lower overall course grade -Failure of the course -Suspension or expulsion from the program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Solicitation of others to complete an individual assignment</td>
<td>-Written Academic Integrity Violation Investigation report by course faculty -Report sent to student -Consider referral of student to UWG Office of Student Conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PLAGIARISM IN ASSIGNMENTS AND PAPERS

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

Sources:

I. POLICY
The UWG THS SON values academic integrity and therefore all graduate faculty will use Turnitin for all assignments in all graduate courses. Additionally, a Turnitin Syllabus Statement will be placed within each individual course syllabi.

II. CONTEXT/SCOPE
This policy applies to all UWG THS SON graduate faculty regarding the use of the originality tool, Turnitin.

III. PURPOSE
The UWG THS SON values academic integrity and the purpose of this policy is to provide guidelines for graduate faculty regarding the use of Turnitin, an originality tool that can be used to detect and prevent plagiarism in student assignments.

IV. DEFINITION
Turnitin- For the purposes of this policy Turnitin is an originality tool that recognizes text that has been identified as closely matching other online resources, including student-submitted work and published articles; displays possible sources where that text is located; and indicates the percentage of a paper that is attributable to other sources. The tool will reduce accidental plagiarism by helping students understand quotation attribution and citations.

V. PROCEDURES
All graduate faculty will use Turnitin for all major assignments in all graduate courses. Use of Turnitin for minor assignments are up to the discretion of the individual graduate faculty member. In addition, the following statement must appear on all graduate course syllabi within the THS SON Graduate programs:

TURNITIN SYLLABUS STATEMENT

In an effort to ensure academic integrity, the Tanner Health System School of Nursing vigorously affirms the importance of an Honor Code as defined by the THS SON Graduate Student Handbook. Therefore, in an effort to detect and prevent plagiarism, graduate faculty members at THS SON now use an originality tool called Turnitin to compare a student’s work with multiple online sources. Turnitin reports a percentage of similarity with multiple online sources and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, the individual faculty member must make that judgment.

Selected assignments in this course will be checked for originality using Turnitin.com. A Turnitin Draft Dropbox will be available for the submission of all assignments in this course so you may practice your scholarly writing over the course of the semester. Also, you may submit to the Turnitin Draft Dropbox as many times as possible and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in a 24 hour period; reports “for second or subsequent submissions will require a 24 hour delay before the Originality Report begins processing.” Lastly, once you submit your final assignment to the assigned Dropbox (not the Draft Dropbox), your paper
will be reviewed through Turnitin and an Originality Report will be generated with no resubmission/revisions allowed.

UNIVERSITY OF WEST GEORGIA TANNER HEALTH SYSTEM SCHOOL OF NURSING
TURNITIN STUDENT INFORMATION FOR GRADUATE STUDENT HANDBOOK

Turnitin is an originality tool that recognizes text that has been identified as closely matching other online resources, including student-submitted work and published articles; displays possible sources where that text is located; and indicates the percentage of a paper that is attributable to other sources. The tool will reduce accidental plagiarism by helping students understand quotation attribution and citations.

Course professors will set up Turnitin assignments in their CourseDen courses to let students submit assignments. The instructions below are intended to help students use this resource within CourseDen.

Each graduate course will inform students of the use of Turnitin via a statement included in the course syllabus. Students are encouraged to submit to Turnitin prior to the assignment due date in order to receive the Originality Report as these reports can take up to 24 hours and an additional 24 hours for subsequent reports.

SUBMITTING TURNITIN ASSIGNMENTS

To submit a Turnitin assignment.

1. Complete the assignment and save the file.
2. Navigate to the section of the CourseDen course where the Turnitin assignment has been created by the instructor (i.e. Assignments, Course Materials, etc.)
3. Click the >>View/Complete link.
4. Once the Turnitin page opens, read the user agreement, acknowledge you are at least 13 years of age, and click on the I agree--continue button. (1st time only)
5. Choose the "submission method," enter a "submission title," click the Browse button in the "browse for the file to upload" area to select the file on the local or external drive, and then click the upload button. An acknowledgement that the paper has been successfully uploaded will be generated. A new screen will open showing a preview of the paper. Click on the submit button on the "Step 2 of 2" screen to complete the submission process.
6. A confirmation screen will appear including a unique paper ID.

Course professors will set up a Turnitin Draft Dropbox allowing students to submit their papers multiple times prior to their final paper submission. This process offers students the opportunity to improve their scholarly writing before the final paper submission. According to the Turnitin site, when multiple submissions are permitted, only one Originality Report will be processed in a 24 hour period; reports "for second or subsequent submissions will require a 24 hour delay before the Originality Report begins processing." Once the final assignment is submitted, it will be stored in
Turnitin global student paper repository.

**VIEWING A TURNITIN ORIGINALITY REPORT**

The course professor will make the Originality Report accessible to students and they will be able to view it through the same link used to submit the Turnitin assignment. Be aware that it might take some time for a report to be generated; it is not instantly available for review as soon as a paper is submitted. If a student's paper has matching text in the Originality Report, it does not necessarily indicate plagiarism. Turnitin will flag quotes that the student has correctly referenced. Students need to review the report carefully and if the report was based on a draft, make the corrections before submitting the final assignment. Please consult this tutorial for additional information on how to view a Turnitin Originality Report: [Turnitin HelpDirect Center Video: Viewing an Originality Report](Turnitin HelpDirect Center Video: Viewing an Originality Report)

**TRAINING MATERIALS FOR STUDENTS**

- **UWG Online Turnitin Training resources.** These UWG Online resources will cover reviewing the originality report and Grademark feedback through CourseDen and Turnitin.

- **Turnitin Blackboard Integration Student User Manual.** Detailed instructions and screenshots on how to submit a paper, view an originality report, and more.

**UNIVERSITY OF WEST GEORGIA TANNER HEALTH SYSTEM SCHOOL OF NURSING PROFESSIONAL ATTIRE POLICY**

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.

**UNIVERSITY OF WEST GEORGIA 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 – FACULTY 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. ASSOCIATE MEETING WITH STUDENT AND FACULTY MEMBER

If the issue is not resolved to the student’s satisfaction after the meeting with the course coordinator, or if there is not a designated course coordinator, the student may request a meeting with the Associate Dean for Graduate Programs or the Dean of the Tanner Health System School of Nursing. The Associate Dean will arrange a meeting with the student and the involved faculty member. Within one week of the date the grievance is filed, the Associate Dean 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.

3. 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 Associate Dean, the student may present a formal request for a meeting with the 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 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
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 during the THS SON orientation day, the Impaired Student Nurse Policy will be distributed and reviewed, along with information on services and programs offered by the University of West Georgia Student Development 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 Problem Solving Tool 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 UWG Student Development Center 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
   - 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.

**MASTER OF SCIENCE IN NURSING PROGRAMS**

**Admissions Requirements**

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

1. Completed application for admission to the UWG Graduate School
2. Non-refundable application fee (one time only)
3. One official transcript from each college or university attended

Please send the following documents directly to the Office of Graduate Admissions, University of West Georgia, 1600 Maple Street, Carrollton, GA 30118-4160 or faxed to 678-839-6553 Attn: Graduate Studies Associate:

1. Evidence of current unrestricted licensure to practice as a registered nurse (RN) in the United States and eligibility for licensure in the state of Georgia (you must have a Georgia license by date of enrollment)
2. Professional resume
3. Two letters of recommendation from individuals knowledgeable of your professional and academic abilities.

Inquiries related to your application should be directed to Embry Ice, Graduate Studies Associate at eice@westga.edu or by calling 678-839-5115.

Please send the following documents directly to Health Services, University of West Georgia, 1601 Maple Street, Carrollton, GA 30118-4160.

Satisfactory certificate of immunization (if you area UWG new student) your application status may be viewed at www.westga.edu/gradprep.

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

**Provisional Admission**

Students who do not meet all of the criteria for admission may be considered for provisional admission pending space available.

**Non Degree Seeking Students**

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

Letters of Recommendation

The required two letters of recommendation must be submitted by the application deadline to the Tanner Health System School of Nursing. A faculty member knowledgeable of your performance in your BSN program must write one of the letters for the MSN program.

MSN TRACKS OF STUDY

The Tanner Health System School of Nursing at the University of West Georgia offers a Master of Science in Nursing degree with two tracks of study in either education or health systems leadership and a post-master’s certificate available in these areas completely online. More information about these 100% online programs is available at http://uwgonline.westga.edu/online-student-guide.php

The Master’s program offers two tracks or areas of concentration:

1. Health Systems Leadership – a program of study designed to prepare nurse managers/leaders and clinical nurse leaders (CNLs).
   
a. The Nurse Leader/Manager track integrates the caring philosophy into organizational management. Its core and cognate courses provide study central to advanced nursing management and financial practice; the nursing concentration courses offer content and practice in nursing and healthcare administration and finance, relevant to primary, secondary and/or tertiary settings in rapidly changing times. The curriculum can be taken completely online and the needs of students in other geographic areas can be accommodated for the practicum. The track required 36 credit hours for completion. Full and part-time program of study options are available. The curriculum contains a minimum of 240 hours of required practical related to administrative and financial management in healthcare organizations. Students will find a preceptor who will mentor them throughout this portion of the curriculum. Decisions about preceptors will be made with the advisement of faculty.

b. The Clinical Nurse Leader is a role designed by the American Association of Colleges of Nursing (AACN, 2003) to prepare a leader who is accountable for management of care and the care environment. Courses focus on patient-centered care, evidence-based practice, pharmacology, case management client-care coordination, holistic health assessment, care of diverse populations, health policy, health systems, business and economics, statistics, leadership and management, quality improvement, risk management, and public/community health. The curriculum can be taken completely
online and the needs of students in other geographic areas can be accommodated for the practicum. The track requires 36 credit hours for completion. Full and part time program of study options are available. The curriculum contains a minimum of 420 hours of required practical related to administrative and financial management in healthcare organization(s). Students will find a preceptor who will mentor them throughout this portion of the curriculum. Decisions about preceptors will be made with the advisement of faculty.

2. **Nursing Education** - a program of study to address innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Students will be able to develop expertise in health education and promotion, patient education, professional development, or college/university teaching. The curriculum can be taken completely online and the needs of students in other geographic areas can be accommodated for the practicum. The track requires 36 credit hours for completion. Full and part time program of study options are available. The curriculum contains a minimum of 240 hours of required practicum related to curriculum and evaluation/testing in nursing education. Students will find a preceptor who will mentor them through this portion of the curriculum. Decisions about preceptors will be made with the advisement of faculty.

**MSN ONLINE ORIENTATION**

A MSN online orientation is offered to new students before the start of the Fall Semester. It is expected that every student new to the program will participate in and complete the orientation. Information on how to access the online orientation will be sent via email during the first week of August.

**MSN CAPSTONE PROJECT**

Students completing a Master’s of Science in Nursing (MSN) Degree from the Tanner Health System School of Nursing will engage in a scholarly capstone experience. The student, under the guidance of a faculty member, will plan, implement, and evaluate a capstone project directed toward the student’s chosen program of study (area of concentration).

The capstone experience allows the student to demonstrate synthesis of knowledge gained throughout the MSN program. The capstone experience is rooted in collegial collaboration between the student, the faculty member and an experienced professional in the area of the student’s concentration.

The capstone project
- Is action-oriented and addresses an issue or problem focused in the student’s area of concentration (i.e., nursing education or leadership [health systems leadership; clinical nurse leader]).
- Aligns with the strategic priorities of the organization within which the project occurs.

**PRACTICUM PRECEPTOR GUIDELINES**
The student is responsible to find a practicum site and a preceptor. A contract must be executed between the Tanner Health System School of Nursing and the practicum site before the student can begin their practicum.

Requirements for Students Enrolled in Practicum Courses:

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

## Full Time Four Semester Plan (36 Hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Fall Semester I (9 Hours)</strong></td>
<td></td>
<td></td>
<td><strong>Spring Semester II (9 Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>N6101</td>
<td>Theoretical Foundations of Nursing Practice</td>
<td>3-0-3</td>
<td>N6104</td>
<td>Scholarly Inquiry and Data Analysis in Nursing</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6102</td>
<td>Role of the Caring Healthcare Professional</td>
<td>2-0-2</td>
<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6103</td>
<td>Health Promotion and Advanced Health Assessment</td>
<td>3-0-3</td>
<td>N6106</td>
<td>Pathophysiology and Pharmacology I</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6900</td>
<td>Scholarly Writing</td>
<td>1-0-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fall Semester III (10 Hours)</strong></td>
<td></td>
<td></td>
<td><strong>Spring Semester IV (8 Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>N6107</td>
<td>Pathophysiology and Pharmacology II</td>
<td>3-0-3</td>
<td>N6108</td>
<td>Epidemiology for Nursing Education and Practice</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6110</td>
<td>Curriculum Development in Nursing Education</td>
<td>3-0-3</td>
<td>N6112</td>
<td>Nurse Educator Role Practicum II</td>
<td>0-8-2</td>
</tr>
<tr>
<td>N6111</td>
<td>Nurse Educator Role Practicum I</td>
<td>0-8-2</td>
<td>N6113</td>
<td>Evaluation and Testing in Nursing Education</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6109</td>
<td>Informatics, Technology and Healthcare Outcomes</td>
<td>2-0-2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*N6999 Thesis Option is Variable Credit (3-6)*

## Part Time Six Semester Plan (36 Hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Fall Semester I (6 Hours)</strong></td>
<td></td>
<td></td>
<td><strong>Spring Semester II (6 Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>N6101</td>
<td>Theoretical Foundations of Nursing Practice</td>
<td>3-0-3</td>
<td>N6104</td>
<td>Scholarly Inquiry and Data Analysis in Nursing</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6102</td>
<td>Role of the Caring Healthcare Professional</td>
<td>2-0-2</td>
<td>N6106</td>
<td>Pathophysiology and Pharmacology I</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6900</td>
<td>Scholarly Writing</td>
<td>1-0-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fall Semester III (6 Hours)</strong></td>
<td></td>
<td></td>
<td><strong>Spring Semester IV (6 Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>N6103</td>
<td>Health Promotion and Advanced Health Assessment</td>
<td>3-0-3</td>
<td>N6108</td>
<td>Epidemiology for Nursing Education and Practice</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6107</td>
<td>Pathophysiology and Pharmacology II</td>
<td>3-0-3</td>
<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
<td>3-0-3</td>
</tr>
<tr>
<td></td>
<td><strong>Fall Semester V (7 Hours)</strong></td>
<td></td>
<td></td>
<td><strong>Spring Semester VI (5 Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>N6110</td>
<td>Curriculum Development in Nursing Education</td>
<td>3-0-3</td>
<td>N6112</td>
<td>Nurse Educator Role Practicum II</td>
<td>0-8-2</td>
</tr>
<tr>
<td>N6111</td>
<td>Nurse Educator Role Practicum I</td>
<td>0-8-2</td>
<td>N6113</td>
<td>Evaluation and Testing in Nursing Education</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6109</td>
<td>Informatics, Technology and Healthcare Outcomes</td>
<td>2-0-2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*N6999 Thesis Option is Variable Credit (3-6)*

A description of each of the above courses can be found in the UWG Graduate Catalog. Rev.04.19.13  Rev. 02.12.15
### Health Systems Leadership: Leader/Manager Role

#### Full Time Four Semester Plan (36 Hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester I (9 Hours)</strong></td>
<td></td>
<td><strong>Spring Semester II (9 Hours)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6101</td>
<td>Theoretical Foundations of Nursing Practice</td>
<td>3-0-3</td>
<td>N6104</td>
<td>Scholarly Inquiry and Data Analysis in Nursing</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6102</td>
<td>Role of the Caring Healthcare Professional</td>
<td>2-0-2</td>
<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6900</td>
<td>Scholarly Writing</td>
<td>1-0-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester III (10 Hours)</strong></td>
<td></td>
<td><strong>Spring Semester IV (8 Hours)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6116</td>
<td>Leading Human Resource Systems</td>
<td>3-0-3</td>
<td>N6108</td>
<td>Epidemiology for Nursing Education and Practice</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6117</td>
<td>Health Systems Leadership Role of the Leader/Manager I</td>
<td>3-0-3</td>
<td>N6118</td>
<td>Health Systems Leadership Role of the Leader/Manager II</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6119</td>
<td>Health Systems Leadership Leader/Manager Practicum I</td>
<td>0-8-2</td>
<td>N6120</td>
<td>Health Systems Leadership Leader/Manager Practicum II</td>
<td>0-8-2</td>
</tr>
<tr>
<td>N6109</td>
<td>Informatics, Technology and Healthcare Outcomes</td>
<td>2-0-2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*N6999 Thesis Option is Variable Credit (3-6)*

#### Part Time Six Semester Plan (36 Hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester I (6 Hours)</strong></td>
<td></td>
<td><strong>Spring Semester II (6 Hours)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6101</td>
<td>Theoretical Foundations of Nursing Practice</td>
<td>3-0-3</td>
<td>N6104</td>
<td>Scholarly Inquiry and Data Analysis in Nursing</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6900</td>
<td>Scholarly Writing</td>
<td>1-0-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester III (6 Hours)</strong></td>
<td></td>
<td><strong>Spring Semester IV (6 Hours)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6114</td>
<td>Introduction to Health Systems Leadership</td>
<td>3-0-3</td>
<td>N6108</td>
<td>Epidemiology for Nursing Education and Practice</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6116</td>
<td>Leading Human Resource Systems</td>
<td>3-0-3</td>
<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
<td>3-0-3</td>
</tr>
<tr>
<td><strong>Fall Semester V (7 Hours)</strong></td>
<td></td>
<td><strong>Spring Semester VI (5 Hours)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6117</td>
<td>Health Systems Leadership Role of the Leader/Manager I</td>
<td>3-0-3</td>
<td>N6118</td>
<td>Health Systems Leadership Role of the Leader/Manager II</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6119</td>
<td>Health Systems Leadership Leader/Manager Practicum I</td>
<td>0-8-2</td>
<td>N6120</td>
<td>Health Systems Leadership Leader/Manager Practicum II</td>
<td>0-8-2</td>
</tr>
<tr>
<td>N6109</td>
<td>Informatics, Technology and Healthcare Outcomes</td>
<td>2-0-2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*N6999 Thesis Option is Variable Credit (3-6)*

A description of each of the above courses can be found in the UWG Graduate Catalog. Rev. 04.19.13. Rev 02.12.15
## Full Time: Four Semester Plan of Study (36 Hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester I (9 hours)</strong></td>
<td></td>
<td></td>
<td><strong>Spring Semester II (9 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6101</td>
<td>Theoretical Foundations of Nursing Practice</td>
<td>3-0-3</td>
<td>N6104</td>
<td>Scholarly Inquiry and Data Analysis in Nursing</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6102</td>
<td>Role of the Caring Healthcare Professional</td>
<td>2-0-2</td>
<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6103</td>
<td>Health Promotion and Advanced Health Assessment</td>
<td>3-0-3</td>
<td>N6106</td>
<td>Pathophysiology and Pharmacology I</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6900</td>
<td>Scholarly Writing</td>
<td>1-0-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester III (10 hours)</strong></td>
<td></td>
<td></td>
<td><strong>Spring Semester IV (8 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6107</td>
<td>Pathophysiology and Pharmacology II</td>
<td>3-0-3</td>
<td>N6108</td>
<td>Epidemiology for Nursing Education and Practice</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6122</td>
<td>Health Systems Leadership CNL Practicum I</td>
<td>0-8-2</td>
<td>N6123</td>
<td>Health Systems Leadership CNL Practicum II</td>
<td>0-20-4</td>
</tr>
<tr>
<td>N6124</td>
<td>Health Systems Leadership Role of the CNL</td>
<td>3-0-3</td>
<td>N6125</td>
<td>Health Systems Leadership CNL Seminar</td>
<td>1-0-1</td>
</tr>
<tr>
<td>N6109</td>
<td>Informatics, Technology and Healthcare Outcomes</td>
<td>2-0-2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*N6999 Thesis Option is Variable Credit (3-6)

A description of each of the above courses can be found in the UWG Graduate Catalog. rev.04.09.13 rev.02.12.15

## Part Time: Six Semester Plan of Study (36 Hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester I (6 hours)</strong></td>
<td></td>
<td></td>
<td><strong>Spring Semester II (6 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6101</td>
<td>Theoretical Foundations of Nursing Practice</td>
<td>3-0-3</td>
<td>N6104</td>
<td>Scholarly Inquiry and Data Analysis in Nursing</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6102</td>
<td>Role of the Caring Healthcare Professional</td>
<td>2-0-2</td>
<td>N6106</td>
<td>Pathophysiology and Pharmacology I</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6900</td>
<td>Scholarly Writing</td>
<td>1-0-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester III (6 hours)</strong></td>
<td></td>
<td></td>
<td><strong>Spring Semester IV (6 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6103</td>
<td>Health Promotion and Advanced Health Assessment</td>
<td>3-0-3</td>
<td>N6108</td>
<td>Epidemiology for Nursing Education and Practice</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6107</td>
<td>Pathophysiology and Pharmacology II</td>
<td>3-0-3</td>
<td>N6105</td>
<td>Leadership for Quality, Safety and Health Policy</td>
<td>3-0-3</td>
</tr>
<tr>
<td><strong>Fall Semester V (7 hours)</strong></td>
<td></td>
<td></td>
<td><strong>Spring Semester VI (5 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N6122</td>
<td>Health Systems Leadership CNL Practicum I</td>
<td>0-8-2</td>
<td>N6123</td>
<td>Health Systems Leadership CNL Practicum II</td>
<td>0-20-4</td>
</tr>
<tr>
<td>N6124</td>
<td>Health Systems Leadership Role of the CNL</td>
<td>3-0-3</td>
<td>N6125</td>
<td>Health Systems Leadership CNL Seminar</td>
<td>1-0-1</td>
</tr>
<tr>
<td>N6109</td>
<td>Informatics, Technology and Healthcare Outcomes</td>
<td>2-0-2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*N6999 Thesis Option is Variable Credit (3-6)
The Post-Master's Certificate for Health Systems Leadership is designed for a registered nurse who has earned a master's degree in another nursing specialization. To be granted the post-master's certificate, students must complete a minimum of 13 credit hours at University of West Georgia Tanner Health System School of Nursing including 240 practicum hours.

Post-Master's Certificate for Health Systems Leadership students must successfully complete graduate didactic and clinical requirements of the Master's Health Systems Leadership program. A GAP analysis of the applicant’s transcript will be completed to determine if additional courses are required to meet the program guidelines.

### Fall Semester I (5 hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>N6117</td>
<td>Health Systems Leadership Role of the Leader/Manager I</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6119</td>
<td>Health Systems Leadership Leader/Manager Practicum I</td>
<td>0-8-2</td>
</tr>
</tbody>
</table>

### Spring Semester II (8 hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>N6118</td>
<td>Health Systems Leadership Role of the Leader/Manager II</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6120</td>
<td>Health Systems Leadership Leader/Manager Practicum II</td>
<td>0-8-2</td>
</tr>
<tr>
<td>N6115</td>
<td>The Business of Healthcare: Financial and Economic Evidence.</td>
<td>3-0-3</td>
</tr>
</tbody>
</table>
The Post-Master's Certificate for Clinical Nurse Leader is designed for a registered nurse who has earned a master's degree in another nursing specialization and wishes to be eligible to take the CNL certification exam. To be granted the post-master's certificate, students must complete a minimum of 10 credit hours at the University of West Georgia Tanner Health System, School of Nursing including 425 clinical practicum hours.

Post-Master's Certificate for Clinical Nurse Leader students must successfully complete graduate didactic and clinical requirements of the MSN CNL program. A GAP analysis of the applicant’s transcript will be completed to determine if additional courses are required to meet the certificate program guidelines. These additional courses include but are not limited to N6103: Health Promotion and Advanced Health Assessment: N6107: Pathophysiology and Pharmacology I and N6108 Pathophysiology and Pharmacology II.

### Fall Semester I (5 hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>N6122</td>
<td>Health Systems Leadership CNL Practicum I</td>
<td>0-8-2</td>
</tr>
<tr>
<td>N6124</td>
<td>Health Systems Leadership Role of the CNL</td>
<td>3-0-3</td>
</tr>
</tbody>
</table>

### Spring Semester II (5 hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>N6123</td>
<td>Health Systems Leadership CNL Practicum II</td>
<td>0-20-4</td>
</tr>
<tr>
<td>N6125</td>
<td>Health Systems Leadership CNL Seminar</td>
<td>1-0-1</td>
</tr>
</tbody>
</table>
The Post-Master's Certificate for Nursing Education is designed for a registered nurse who has earned a master's degree in another nursing specialization. To be granted the post-master's certificate, students must complete a minimum of 10 credit hours at University of West Georgia Tanner Health System School of Nursing including 240 practicum hours.

Post-Master's Certificate for Nursing Education students must successfully complete graduate didactic and clinical requirements of the Master's Educators program. A GAP analysis of the applicant’s transcript will be completed to determine if additional courses are required to meet the certificate program guidelines. These additional courses include but are not limited to N6103: Health Promotion and Advanced Health Assessment; N6107: Pathophysiology and Pharmacology I and N6108 Pathophysiology and Pharmacology II.

### Fall Semester I (5 hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>N6110</td>
<td>Curriculum Development in Nursing Education</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6111</td>
<td>Nurse Educator Role Practicum I</td>
<td>0-8-2</td>
</tr>
</tbody>
</table>

### Spring Semester II (5 hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>N6113</td>
<td>Evaluation and Testing in Nursing Education</td>
<td>3-0-3</td>
</tr>
<tr>
<td>N6112</td>
<td>Nurse Educator Role Practicum II</td>
<td>0-8-2</td>
</tr>
</tbody>
</table>
EdD IN NURSING EDUCATION PROGRAM

Admissions Requirements

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

1. Completed application for admission to the THS UWG Graduate School
2. Non-refundable $40.00 application fee (one time only)
3. One official transcript from each college or university attended

Please send the following documents directly to the Tanner Health System School of Nursing, University of West Georgia, 1600 Maple Street, Carrollton, GA 30118-4160 or faxed to 678-839-6553 (Attn: Graduate Studies Associate: Embry Ice)

1. Professional curriculum vitae
2. Three letters of recommendation from individuals knowledgeable of your professional and academic abilities.
3. Sample of academic writing limited to 5 pages (An academic paper presented in a previous graduate course that demonstrates knowledge of an area, powers of organization, command of language, and communication skills.)
4. GRE scores
   i. Submitted GRE Scores cannot be more than 5 years old (from the application deadline date).
   Note: International students are also required to submit TOEFL scores.

Inquiries related to your application should be directed to Embry Ice, Graduate Studies Associate at eice@westga.edu or by calling 678-839-5115.

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

Satisfactory certificate of immunization (if you area UWG new student) your application status may be viewed at www.westga.edu/gradprep.

Upon receipt of all application materials by the UWG Admissions Office and determination by the Tanner Health System School of Nursing that all admission criteria is met, applicants will be notified regarding admission to the program. The above criteria represent minimal standards and provide no guarantee of acceptance.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course/Title/ Semester Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall #1</td>
<td>NURS 9001/Current Trends and Issues/3 hours</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>NURS 9004/Teaching the Adult Learner/3 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 9005/Nursing Theory in Nursing Education/3 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 6900/Scholarly Writing/1 hour</td>
<td></td>
</tr>
<tr>
<td>Spring #1</td>
<td>NURS 9002/Quantitative Research Methods/3 hours</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 9003/Qualitative Research Methods/3 hours</td>
<td></td>
</tr>
<tr>
<td>Summer #1</td>
<td>NURS 9006/Policy Analysis/2 hours</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NURS 9007/Applied Statistical Methods/3 hours</td>
<td></td>
</tr>
<tr>
<td>Fall #2</td>
<td>NURS 9008/Philosophical Foundations of Education/3 hours</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>NURS 9009/Curriculum: Theory and Practice/3 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 9018/Advanced Research Methods/3 hours</td>
<td></td>
</tr>
<tr>
<td>Spring #2</td>
<td>NURS 9011/Ethics in Leadership/3 hours</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>NURS 9012/Nursing Education Synthesis/3 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 9016/Distance Education in Nursing</td>
<td></td>
</tr>
<tr>
<td>Summer #2</td>
<td>NURS 9013/Leadership for Diversity for the 21st century/3 hours</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 9014/Directed Reading/3 hours</td>
<td></td>
</tr>
<tr>
<td>Fall #3</td>
<td>NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Spring #3</td>
<td>NURS 9015/Dissertation/ 3 hours</td>
<td>3</td>
</tr>
<tr>
<td>Summer #3</td>
<td>NURS 9015/Dissertation/ 3 hours</td>
<td>3</td>
</tr>
<tr>
<td>Fall #4</td>
<td>NURS 9015/Dissertation/ 3 hours</td>
<td>3</td>
</tr>
<tr>
<td>Spring #4</td>
<td>NURS 9015/Dissertation/ 3 hours</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>
### Tanner Health System
#### School of Nursing
##### EdD Nursing Program
#### Part Time Degree Plan

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course/Title/ Semester Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
| Fall #1  | NURS 9001/Current Trends and Issues in Nursing Education/3 hours  
NURS 9005/Nursing Theory in Nursing Education/3 hours  
NURS 6900/Scholarly Writing/1 hour | 7 |
| Spring #1| NURS 9002/Quantitative Research in Nursing/3 hours  
NURS 9003/Principles of Qualitative Inquiry: Design and Methods/3 hours | 6 |
| Summer #1| NURS 9006/Educational and Health Care Policy Analysis/2 hours  
NURS 9007/Applied Statistical Methods in Nursing/3 hours | 5 |
| Fall #2  | NURS 9004/Teaching the Adult Learner/3 hours  
NURS 9008 Theoretical and Philosophical Foundations of Education/3 hours | 6 |
| Spring #2| NURS 9011/Ethics in Nursing Education/3 hours  
NURS 9016/Distance Education in Nursing/3 hours | 6 |
| Summer #2| NURS 9013/Nursing Education Leadership for Diversity for the 21st century/3 hours | 3 |
| Fall #3  | NURS 9009/Curriculum: Theory and Practice/3 hours  
NURS 9018/Advanced Research Methods/3 hours | 6 |
| Spring #3| NURS 9012/Nursing Education Synthesis/3 hours | 3 |
| Summer #3| NURS 9014/Directed Readings/3 hours | 3 |
| Fall #4  | NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours) | 3 |
| Spring #4| NURS 9015/Dissertation/ 3 hours | 3 |
| Summer #4| NURS 9015/Dissertation/ 3 hours | 3 |
| Fall #5  | NURS 9015/Dissertation/ 3 hours | 3 |
| Spring #5| NURS 9015/Dissertation/ 3 hours | 3 |

Total Hours 60

---

SW1/27/2016
ad hoc GPC committee (SON)2/8/2016
GPC committee (SON)
GPC committee
DISSERTATION INFORMATION

I. ADMISSION TO CANDIDACY
When the student has successfully passed the comprehensive examination and successfully defended a dissertation proposal, the student will be recommended by the School of Nursing for admission to candidacy for a degree.

II. CONTINUOUS REGISTRATION
Once a student has met the requirements for admission to candidacy for a doctoral degree, the student is expected to pursue completion of the dissertation without interruption by enrolling every remaining semester for at least three hours of dissertation research until completion of the dissertation. The amount of dissertation research for which a student enrolls in any given semester should be commensurate with the progress a student is expected to make on the dissertation. All requirements of the degree must be completed within seven years.

III. DISSERTATION
A dissertation showing ability to conduct independent research and skill in organization and presentation must be prepared by each student on a nursing education topic. The dissertation must also constitute a definite contribution to knowledge. The dissertation title must be approved by the student’s dissertation chair and committee members. A dissertation committee, with the dissertation chair, will supervise the preparation of the dissertation. The dissertation committee shall not have fewer than three members. The following committee forms, Dissertation Chair Approval and Dissertation Committee Member Approval, are available on the Ed.D. in Nursing Education website. All members of a dissertation committee must be members of the Graduate Faculty. An additional Outside Committee Member may also serve on the dissertation committee with evidence of a terminal degree. Lastly, see the Graduate Programs site for required university editorial guidelines, and Thesis & Dissertation.

IV. WORKING WITH A CHAIR AND COMMITTEE
Building Student-Chair Relationship
a. Introduction
Finding a match between student interests and faculty member’s availability represents both challenges and opportunities. Once a chair selection is made and approved, building a relationship with your chair is critical for success in completing your dissertation. Here are three suggestions:

1. Check with your chair regarding the preferred method of communication,
2. Be ready to type notes and/or tape the session when you schedule conversations, and;
3. It works best if all communication is channeled through the chair, even if you are working with other members of the dissertation committee on specific issues. This helps to avoid any contradictory information which may slow down progress.

The conceptualization of your study should develop and emerge during dialogue with your chair. It may also help your completion success by anticipating areas that are potentially going to slow down your progress. It is best to consider the following:

1. Plan to allow chair and committee members a minimum of two weeks to read various drafts of your work, and;
2. The IRB approval process will take some time. Plan on at least three weeks before your IRB approval. You cannot collect any data until the IRB has approved your
study, and;
3. Build in extra dissertation preparation time, perhaps twice as much as you anticipate needing, as often unforeseen issues delay some aspect of the dissertation process.

b. How Does a Dissertation Committee Function?
Each member of the committee brings certain strengths and perspective to the student. These strengths may lie in methodological or content-area expertise. Another great strength may be an interest and enthusiasm in assisting your development as a scholar. UWG believes that the student is served best when direction and support are consensual and collaborative. To this end, at times the committee will discuss differences in the presence of the student; whereas other times the committee will choose to resolve differences without the student’s presence. At all stages of dissertation development, it works best if the feedback and communication is received by all members of the dissertation committee.

c. General Dissertation Expectations
UWG has established at least four general expectations regarding quality in dissertation work.
First, students writing their dissertation must demonstrate familiarity with the literature in their field. Students must also interpret the literature while offering applications, analysis, and extension of practice.
Second, students will come to the dissertation with some background in research methods. The committee will help students select the most precise method that is appropriate for their study. This may mean pushing students past their previous level of understanding and use of research methods.
Third, committee members guide students through the conclusions of the study section. It is important that the full value of the study be realized and learning how to share their findings is a key outcome for students.
Finally, the committee is expected to provide enough feedback to students to identify areas that are problematic regarding form and style. While the committee will not act as an editor or grammarian, students should receive enough direction to identify necessary resources to assist them. Committees are expected to provide feedback to students so they might know areas in need of correction.

d. What does the committee chair do? The chair:
1. Supports the student with project conceptualization and early drafts,
2. Assumes a primary responsibility for assuring that work fulfills the expectations and requirements of the committee, UWG, and the academic discipline,
3. Leads, monitors, coordinates, and assesses the progress of the dissertation from start to finish,
4. Provides timely and regular feedback,
5. Assists the student with submission of the IRB; and;
6. Helps the student develop their own scholarly agenda.

e. What do committee members do? Committee members:
1. Assume a shared responsibility for assuring that the work fulfills the expectations and requirements of the committee, UWG, and the academic discipline,
2. Engage, monitor, refine, and assess the progress of the dissertation from start to finish,
3. Provide timely and regular feedback to the student via the chair’s direction, and;
4. Offer direct support to students by complementing academic content and or methodological support.

f. What does the student do? The student:
1. Complies with all rules, procedures, ethical guidelines, and IRB requirements,
2. Communicates in a regular and consistent manner with the chair. Always provides more than adequate time to read drafts and exchange ideas,
3. Accommodates the chair’s schedule,
4. Corrects grammatical or APA errors,
5. Learns to accept feedback and constructive criticism, and;
6. Follows through and meets obligations in a timely manner.

Frequently asked questions:

1. Who is responsible to select the dissertation committee chair? This is a joint decision between the student and the Graduate Faculty, however, the student is primarily responsible and the Graduate Faculty provides advice. Students are encouraged to explore possible chairs amongst Graduate faculty members. Once a tentative decision is made, the Dissertation Chair Approval form is completed and submitted by the student to the program director.
2. When do I select my committee chair? During the first summer of the program, students are welcome to formalize the selection of a dissertation chair. Students should keep an open mind about methodological procedures and varying expertise offered by potential chairs.
3. Who selects the members of the dissertation committee? The Graduate faculty and student have an interest in the selection of committee members. Students are encouraged to explore possible committee members amongst Graduate faculty members. The Dissertation Committee Member Approval Form is completed when the committee is selected. The chair is responsible to complete the form and submit to the program director.
4. What should I strive for as far as committee membership? The most important criterion is a committee member who is willing and committed to helping you develop as a scholar. Ideally, the committee membership should strive to represent both content area and methodological expertise.
5. How many members serve on a dissertation committee? Committees will consist of three or potentially four members. If the chair also provides methodological expertise, committees may include only three members.
6. Where can I find a directory of faculty members? Faculty Directory
8. What if I want to change my chair or a committee member? Changing the composition of the dissertation committee should not be taken lightly. Any changes must be discussed and approved by the committee chair, Director, and the Associate Dean. A strong rationale is required to make a change.
9. How many hours of dissertation credit must be taken? 15 hours
10. Do I have to enroll for dissertation hours if I want to take a semester off? Unless the student has been granted an extraordinary “leave of absence,” the student must enroll in at least one hour of dissertation credit every semester (including summer). Failure to do so will remove the student from good standing in the program.
11. What happens when I am ready to defend my dissertation proposal? The student works with the dissertation chair to determine when the student is ready to defend the dissertation proposal. Please review the Oral Defense Notification document.
12. What happens when I am ready to defend my dissertation? The student works with the dissertation chair to determine when the student is ready to defend the dissertation. Please review the Oral Defense Notification document for the Final Defense.
13. What forms are required regarding the dissertation and where are they located?
There are numerous forms and procedures that have been developed to ensure an orderly and systematic progression through the dissertation process. Please review the Dissertation Forms on the THS SON EdD Google Site.

14. **Who is eligible to serve as a dissertation committee chair or member?**

Any UWG graduate level faculty member with a terminal degree is eligible for consideration to serve on dissertation committees.

15. **When do I achieve candidacy?**

Once a student has successfully passed the comprehensive examination and defended their dissertation proposal, they have achieved candidacy.

16. **How long will the dissertation take?**

This depends on the complexity of your study and the challenges you encounter gathering and analyzing data. The student’s personal situation and the amount of time devoted to the dissertation process are also factors. It is possible for you to complete the entire program, including the dissertation, in a little over three years. However, due to the design complexity of some studies, it is not expected that all students will complete in this timeframe.

17. **How long do I have to complete my degree?**

To maintain the integrity of the degree and to ensure current status, students must complete their degree, including dissertation, within seven years of admission. After the seven year expiration, students will be forced to reapply to the program and re-take courses if re-admitted.

**Rights clause of the SON Graduate handbook:**

The Tanner Health System School of Nursing reserves the right to amend, modify, add to, or delete our rules, policies, and procedures.

UNIVERSITY OF WEST GEORGIA
TANNER HEALTH SYSTEM SCHOOL OF NURSING
DISSERTATION GUIDELINES

The dissertation will be prepared using a three-manuscript format, with each manuscript presenting different aspects of the student’s scholarly work. The dissertation will be supplemented with introductory, theoretical, methodological, and discussion/conclusion materials as necessary to create a cohesive body of work that supports the research question/hypothesis.

**THREE-MANUSCRIPT DISSERTATION FORMAT**

<table>
<thead>
<tr>
<th>Format:</th>
<th>Three-Manuscript Format</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Body:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 1</strong> Introduction</td>
</tr>
<tr>
<td><strong>Chapter 2</strong> (Manuscript #1-Knowledge Synthesis Method) and Traditional Chapter Two (and Conceptual or Theoretical Framework for qualitative dissertations)</td>
</tr>
<tr>
<td><strong>Chapter 3</strong> (Manuscript #2-Theoretical Framework or Methodology or Concept Analysis or Systematic Review of Theoretical Frameworks or topic as selected by dissertation chair) and Traditional Chapter Three</td>
</tr>
</tbody>
</table>
Chapter 4 (Manuscript #3-Results/Conclusions/Recommendations)

Requirements:
Dissertation Committee (3 members or more)
Hours of dissertation credit per plan of study

Defense of Dissertation Proposal:
Oral Presentation

Advancement to Candidacy:
Completion of Proposal
Defense of Proposal
Committee approval to conduct research (IRB)

Dissertation Defense:
Oral Presentation

***The dissertation proposal will consist of Chapter 1, Chapter 2 (which includes Manuscript #1-Knowledge Synthesis Method), and Traditional Methodology of Chapter 3.

The candidate must be the first author of the three manuscripts; the first manuscript can be submitted to a peer-reviewed journal prior to the dissertation defense. To allow students to incorporate committee member’s feedback and research findings, the second and third manuscript will be submitted to peer-reviewed journals after the dissertation defense.

The peer-reviewed journals may be nursing or another discipline (Example: Education). Interdisciplinary journals will be evaluated on the basis of Social Science Citation Index (SSCI) or the Science Citation Index (SCI), when available. Also, if the interdisciplinary journal is listed in SSCI or SCI that will be sufficient to qualify the journal on the basis of likely impact. Lastly, the relevance of any peer-reviewed journal (nursing or another discipline) must be decided upon by the dissertation committee chair and committee members.

Acceptance of the first manuscript for publication is not a requirement for the dissertation defense. Students are advised to carefully consider journal selection prior to submitting their manuscripts for publication. Should the first manuscript be published, the student must be able to obtain permission to include copyrighted material in the dissertation as failure to do so would break U.S. copyright laws. All copyright permissions must be secured before final formatting of the dissertation.

OVERALL GUIDELINES

The final dissertation will conform to the specifications outlined in the Graduate Studies Thesis & Dissertation Formatting Guidelines Handbook. The main body of text of the dissertation will consist of four chapters:
1. **Chapter 1 (Introduction)** The introduction should include a clear statement of the study’s purpose and research hypothesis/question to be tested with background information to justify the study.

2. **Chapter 2** (Manuscript #1-Knowledge Synthesis Method) and Traditional Chapter Two (and Conceptual or Theoretical Framework for qualitative dissertations)

3. **Chapter 3** (Manuscript #2-Theoretical Framework or Methodology or Systematic Review of Theoretical Frameworks or topic as selected by dissertation chair) and Traditional Chapter Three

4. **Chapter 4** (Manuscript #3-Results/Conclusions/Recommendations) The results will summarize and synthesize the findings of the three manuscripts into a synopsis that relates the work to the extant literature, advances nursing education research, and discusses the study’s strengths and limitations. The manuscript will also offer implications for further research in nursing education.

Chapters 1 through 4 will be written in APA format. Final submission of the dissertation for graduation will require the student to see the Graduate Programs site for required university editorial guidelines, *Thesis & Dissertation, UWG General Guidelines for Formatting and Processing*, as the final dissertation will conform to the specifications outlined by Graduate Studies.

1. **Chapter 1 (Introduction)** the outline of chapter one will include the following:

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Introduction</td>
<td>Chapter Introduction</td>
</tr>
<tr>
<td>Background (State of the current literature)</td>
<td>Background (State of the current literature)</td>
</tr>
<tr>
<td>Problem Statement</td>
<td>Problem Statement</td>
</tr>
<tr>
<td>Purpose Statement</td>
<td>Purpose Statement</td>
</tr>
<tr>
<td>Significance of the Study to Nursing Education</td>
<td>Significance of the Study to Nursing Education</td>
</tr>
<tr>
<td>Research Questions/Research Hypothesis(es)</td>
<td>Research Questions</td>
</tr>
<tr>
<td>Conceptual or Theoretical Framework</td>
<td>Definition of Terms</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>Research Plan (Specific Design)</td>
</tr>
<tr>
<td>Research Plan (Specific Design)</td>
<td>Limitations of the Study</td>
</tr>
<tr>
<td>Assumptions of the Study</td>
<td>Chapter Summary</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td></td>
</tr>
<tr>
<td>Chapter Summary</td>
<td></td>
</tr>
</tbody>
</table>
2. **Chapter 2** will include the following:

**Quantitative outline:**
1) Chapter Introduction (chapter organization of how the chapter will consist of a traditional review of literature and a knowledge synthesis method manuscript, which is manuscript #1).
2) Traditional Review of the Literature
3) Manuscript #1 of the EdD in Nursing Education dissertation may contain any one of the following types of knowledge synthesis methods (Systematic review, Meta-analysis of RCT, Meta-analysis of observational study, Qualitative synthesis, Mixed studies review, Integrative review, Scoping review, RE-AIM review, and Umbrella review) based upon the mutual decision of the dissertation chair and doctoral student.
4) Chapter Summary

**Qualitative Outline:**
1) Chapter Introduction (chapter organization of how the chapter will consist of a traditional review of literature, conceptual or theoretical framework, and a knowledge synthesis method manuscript, which is manuscript #1).
2) Conceptual or Theoretical Framework
3) Traditional Review of the Literature
4) Manuscript #1 of the EdD in Nursing Education dissertation may contain any one of the following types of knowledge synthesis methods (Systematic review, Meta-analysis of RCT, Meta-analysis of observational study, Qualitative synthesis, Mixed studies review, Integrative review, Scoping review, RE-AIM review, and Umbrella review) based upon the mutual decision of the dissertation chair and doctoral student.
5) Chapter Summary

**Other considerations:**
-The student will not be able to make an argument for the study without a traditional review of literature included in chapter two therefore the gap in literature has to be addressed as well. The traditional review of literature will be highly synthesized as the student must demonstrate command of the literature which addresses all variables.
-Journal guidelines should be reviewed with the dissertation chair 1st prior to development of any manuscript to ensure essential criteria are met by the student according to journal guidelines.

*In summary, the outline of chapter two will include the following:

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Introduction</td>
<td>Chapter Introduction</td>
</tr>
<tr>
<td>Traditional Review of the Literature</td>
<td>Conceptual or Theoretical Framework</td>
</tr>
</tbody>
</table>
3. **Chapter 3** (Manuscript #2) will include the following for both Quantitative and Qualitative dissertations:
   1) Chapter Introduction (chapter organization of how the chapter will consist of a traditional methodology chapter three and manuscript two)
   2) Traditional Methodology chapter three
   3) Potential topics of manuscript #2: Theoretical Framework or Methodology or Systematic Review of Theoretical Frameworks or topic as selected by dissertation chair (manuscript may include the scholarly critique/exploration of selected topic based upon research results)
   4) Chapter Summary

   *A traditional methodology chapter three is necessary for the dissertation and will include the following outline:

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduction</td>
</tr>
<tr>
<td>Research Design</td>
<td>Research Design</td>
</tr>
<tr>
<td>Setting</td>
<td>Setting</td>
</tr>
<tr>
<td>Participants</td>
<td>Participants</td>
</tr>
<tr>
<td>Sampling Procedures</td>
<td>Researcher’s Role</td>
</tr>
<tr>
<td>Sample Size</td>
<td>Data Collection</td>
</tr>
<tr>
<td>Recruitment</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>Data Collection (Instrumentation)</td>
<td>Trustworthiness</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Ethical Issues</td>
</tr>
<tr>
<td>Summary</td>
<td>Summary</td>
</tr>
</tbody>
</table>

   *In summary, the outline of chapter three will include the following:
4. **Chapter 4** (Manuscript #3) will include the following for both Quantitative and Qualitative dissertations:
   1) Chapter Introduction (chapter organization of how the chapter will consist of a manuscript three)
   2) Manuscript Three (research results)
   3) Summary

   Manuscript #3 is necessary for the dissertation and will include the following outline:

<table>
<thead>
<tr>
<th><strong>Quantitative</strong></th>
<th><strong>Qualitative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Introduction</td>
</tr>
<tr>
<td>Major findings</td>
<td>Major findings</td>
</tr>
<tr>
<td>Limitations</td>
<td>Limitations</td>
</tr>
<tr>
<td>Discussion of the Findings</td>
<td>Discussion of the Findings</td>
</tr>
<tr>
<td>Implications for Nursing Education</td>
<td>Implications for Nursing Education</td>
</tr>
<tr>
<td>Conclusions</td>
<td>Conclusions</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Recommendations</td>
</tr>
</tbody>
</table>

   *In summary, the outline of chapter four will include the following:

<table>
<thead>
<tr>
<th><strong>Quantitative</strong></th>
<th><strong>Qualitative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Introduction</td>
<td>Chapter Introduction</td>
</tr>
<tr>
<td>Manuscript Three</td>
<td>Manuscript Three</td>
</tr>
<tr>
<td>Chapter Summary</td>
<td>Chapter Summary</td>
</tr>
</tbody>
</table>

   All three manuscripts must represent work undertaken while the student is enrolled in the EdD program and each manuscript must be approved by the student’s dissertation committee. If a manuscript is rejected by a journal during the dissertation process, the dissertation committee will
decide whether or not to accept the changes requested by the journal. The student may submit the manuscript to another journal under the direction of their dissertation committee. Again, in the case of a revise and resubmit during the dissertation process, any changes to the manuscript must be approved by the dissertation committee. If an article is rejected by a journal after the successful completion and defense of the dissertation then changes/submission to a new journal will be at the sole discretion of the EdD graduate.

Dissertation Proposal

The proposal of the dissertation will consist of chapters 1 through 3 with traditional methodology of chapter three only. Please see the following details:

1. **Chapter 1** (Introduction) The introduction should include a clear statement of the study’s purpose and research hypothesis/question to be tested with background information to justify the study.

2. **Chapter 2** (Manuscript #1-Knowledge Synthesis Method) and Traditional Chapter Two (and Conceptual or Theoretical Framework for qualitative dissertations)

3. **Chapter 3** Traditional Methodology of Chapter Three

The proposal defense will be a closed meeting and will consist of only the student, dissertation chair, and committee members. During the proposal defense the student will offer a short presentation of their proposal within a timeframe of no longer than 10-15 minutes.

Dissertation Committee

A dissertation showing ability to conduct independent research and skill in organization and presentation must be prepared by each student on a nursing education topic. It must constitute a definite contribution to knowledge.

A. **Dissertation Committee Composition**

The dissertation title must be approved by the student’s dissertation chair and committee members. A dissertation committee with chair will supervise the preparation of the dissertation. The dissertation committee shall not have fewer than three committee members. The following committee forms, **Dissertation Chair Approval** and **Dissertation Committee Member Approval** are available on the Ed.D. in Nursing Education website. All members of a dissertation committee must be regular Graduate Faculty or limited-term Graduate Faculty. An additional Outside Committee Member may also serve on the dissertation committee with evidence of a terminal degree. The dissertation chair must give permission for an Outside Committee Member to be present on the committee and the Outside Committee Member must apply for limited-term Graduate Faculty status. Lastly, see the Graduate Programs site for required university editorial guidelines, **Thesis & Dissertation, UWG General Guidelines for Formatting and Processing**.

B. **Defense of the Dissertation Proposal with the committee**

At the inaugural meeting of the committee, all members must be present (physically or virtually) and:
1. The student will present their dissertation proposal via a short presentation within a time frame of no longer than 10-15 minutes.

2. The committee will decide to accept or call for modifications to the dissertation proposal. Should the committee decide that substantial revisions are needed; the committee may opt to hold a second meeting. If editing to the dissertation proposal is required, the student must make those changes within 14 days and submit those changes back to the committee.

3. A unanimous is required by all committee members to accept the proposal and the committee may sign at this time the Dissertation Proposal Approval form.

After approval of the proposal, the student must keep the committee apprised of the dissertation progress as each manuscript must be approved by the student’s committee prior to any submission. Prior to the student’s public defense (Report of Oral Defense), it is assumed that a complete draft of the dissertation has been distributed and read by all members of the committee.

C. Public Final Defense of the Dissertation

Following approval from the chair/committee to proceed to public defense, the committee chair will inform the program director and Associate Dean of the intent to defend. The student and dissertation chair/committee will identify the date for the defense. This date must be at least 30 days prior to the end of the semester in order for the student to officially graduate within that semester.

The School of Nursing will publicly advertise the dissertation defense (Oral Defense Notification) at least one week prior to the scheduled final defense date. The final defense will be open to the public and will be chaired by the committee chairperson. The student will present their presentation orally (in-person or virtually). At the conclusion of the oral presentation, the student will be required to field questions from the audience.

D. Dissertation Approval

Following public defense, the dissertation committee will meet in executive session. All members of the committee must be present at this meeting (physically or virtually). At this meeting, the committee may opt to ask additional questions pertaining to the student’s chosen field and/or ask for further clarifications on the student’s data. The committee may call for additional editing of the written dissertation at this time. The committee chairperson will then call for a vote to approve and the document Report of Results of Defense of Dissertation can be signed by all dissertation committee members at this time. If editing to the dissertation document is required, the student must make those changes within 14 days and submit those changes back to the committee.

Additional Guidelines:

University of West Georgia School of Nursing does not assume responsibility for any travel-related expenses incurred by external committee member(s).

Rights clause of the SON Graduate handbook:

The Tanner Health System School of Nursing reserves the right to amend, modify, add to, or delete our rules, policies, and procedures.

2/26/2016_SW
Rights clause of the SON Graduate handbook:
The Tanner Health System School of Nursing reserves the right to amend, modify, add to, or delete our rules, policies, and procedures.

REQUIREMENTS FOR PARTICIPATION IN CLINICAL COURSES

HEALTH REQUIREMENTS

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

1. Completion of an annual physical examination with date of exam not to exceed one year from inclusive dates for the clinical experience. All students who have paid their student activity fees may have the exam form completed in the University Health Center.
2. MMR – as required by University admission policy.
3. TB – evidence of an annual negative TB skin test with date of testing not to exceed one year from inclusive dates for the clinical experience; students with positive TB skin tests must receive follow-up assessment and treatment as recommended by the CDC and affiliating agency before the student will be allowed to participate in clinical activities.
4. Hepatitis B – evidence of completion of the HBV immunization series and positive Hepatitis B titer; students who do not wish to complete the series must meet with nursing faculty and complete a waiver.
5. Varicella – students who have not had varicella (chickenpox) should notify the clinical instructor. After enrollment in clinical nursing course, students should also report any exposure to chickenpox or shingles.
6. Health insurance – evidence of personal health insurance coverage. Should an injury or illness occur to a nursing student during a scheduled clinical or class activity, the student is responsible for all expenses incurred for medical care or treatment of the injury or illness. All local students who have paid their student activity fees are eligible to be seen and treated in the University Health Center. If any injury should occur in a clinical facility during a clinical activity, the student can be seen in the nearest emergency room. The student is responsible for any expenses incurred for treatment received in a clinical facility. Students should not participate in any clinical activities if they are experiencing any of the following: elevated temperature, diarrhea, vomiting, open wound drainage, respiratory infections, and active HERPES SIMPLEX on hands or forearms. Clinical instructors should be contacted concerning any of these problems.
PROFESSIONAL REQUIREMENTS

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

1. Professional liability insurance – evidence of current professional liability insurance in the minimum amount of $1,000,000/3,000,000. Documentation must include the amount and dates of coverage.
2. CPR – evidence of current certification in Basic Cardiac Life Support (BCLS) CPR by the American Heart Association. Registered nurses certified in Advance Cardiac Life Support may submit such evidence in place of the basic CPR certification.
3. Licensure – evidence of the following licenses as appropriate: generic students who are licensed practical nurses must provide evidence of a current Georgia license to practice; RN-BSN and MSN students must provide evidence of a current Georgia license to practice as a professional registered nurse. On advice of the Georgia State Board of Nursing, the student’s license to practice as either an LPN or RN must also be shown to nursing faculty or clinical preceptors at the beginning of each semester of clinical course work.

CRIMINAL BACKGROUND CHECKS AND DRUG SCREEN

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

CLINICAL DOCUMENT REQUIREMENTS

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

- **June 30** for enrollment in fall semester clinical courses
- **December 1** for enrollment in spring semester clinical courses

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

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

The following procedures will be followed for returning students:

1. Returning students will be notified regarding the status of their clinical documents prior to the beginning of each semester. Students without a complete clinical file on the first day of class will be administratively dropped from their clinical and co-requisite courses and a clinical hold placed on their registration. The hold will be released when the required clinical documents have been received.
2. If the clinical file remains incomplete at the end of drop and add, students will not be allowed to enroll in any clinical and co-requisite courses and, as a result, will not be able to progress in the program.
3. Students are responsible for renewing clinical documents that expire after the semester begins and submitting them to the Department as required. Students with any expired or missing documents will not be allowed to attend clinical.
4. Students reporting for any scheduled clinical experience with an incomplete clinical file will be sent home. If the file remains incomplete by the beginning of the next scheduled clinical experience, the student will be administratively dropped from all clinical and co-requisite courses and will not be reinstated. The student may be readmitted to the clinical sequence in subsequent semesters on a space available basis only. Students will submit the Checklist and evidence for all required health and professional documents to the Tanner Health System School of Nursing in person, via fax (678-839-6553) or via mail (UWG School of Nursing, 1601 Maple Street, Carrollton, GA 30118). (Approved 8/12/06)

**Recommendations for evaluation and treatment following clinical exposure to blood or body fluids**

Students who sustain exposure to blood and body fluids while participating in university-related clinical activities should immediately notify the staff nurse responsible for the patient and the clinical instructor. The student is expected to follow the policies and procedures for the patient
and the clinical instructor. The student is expected to follow the policies and procedures for the institution in which the incident occurs regarding reporting and necessary follow up procedures. The student may choose to receive treatment in the Emergency Department of the institution or a nearby institution at their own expense. Faculty must initiate a Post exposure Counseling Checklist for the student (See p. 35). A representative from the institution should communicate clearly to the student the post-exposure policy and necessary follow up treatment. Reporting, treatment and follow up procedures should be documented in the student’s record by the instructor.
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 School of Nursing, prior to participation in any clinical/practicum activity. These records are required by clinical agencies with which 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 Tanner Health System 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 MSN or Post Masters Certificate programs are due as a completed packet by the deadline date as follows:

- June 30th, 2016

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.

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 and must not expire during the clinical experience. A Physical Ability Form can be printed from the Tanner Health System 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 Services Center.

☐ 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.

*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);
   OR
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);
   OR
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, DIPHTHERIA & PERTUSSIS (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**: **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 (If Grady Hospital is your clinical site please contact Embry Ice before purchasing your liability insurance as they require a different minimum amount). 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](http://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. 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. 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

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 sent out by the Graduate Studies Associate. 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 Graduate 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 5/14/15kg
Student Name: ____________________________

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

**TUBERCULOSIS**

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

**Single Step Skin Test**

<table>
<thead>
<tr>
<th>Date of Injection</th>
<th>Date of Reading (48-72 hours later)</th>
<th>Reading</th>
<th>mm</th>
</tr>
</thead>
</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</th>
<th>mm</th>
</tr>
</thead>
</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, as well as a letter from a nurse practitioner, physician assistant, or medical doctor stating that the student is free and clear of all signs and symptoms of TB to participate in clinical activities. A doctor’s note must be obtained each year for students with a positive PPD record.

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

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

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

________________________________________  Date: ________________________

Facility Address: ________________________________________________________________

________________________________________  Provider Telephone #: ____________________

Updated: 5.4.11
PHYSICAL ABILITY FORM

HEALTHCARE PROVIDER: I have performed a complete health examination on

(Print Student’s Name)

<table>
<thead>
<tr>
<th>General Medical:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood Pressure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulse:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Normal</th>
<th>Abnormal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td>Respiratory</td>
</tr>
<tr>
<td>Eyes</td>
<td>Heart</td>
</tr>
<tr>
<td>Ear, Nose, Throat</td>
<td>Abdomen</td>
</tr>
<tr>
<td>Neck</td>
<td>G/U</td>
</tr>
<tr>
<td>Skin</td>
<td>Other</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>
<td></td>
</tr>
<tr>
<td>FAILED DUE TO THE FOLLOWING:</td>
<td></td>
<td></td>
</tr>
</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: ___/___/___

Facility Address:

Provider Telephone Number: (____)__________________________

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
GRADUATE PROGRAM

POST-EXPOSURE COUNSELING CHECKLIST

Name: ________________________________ Social Security Number: ________________________________

Date of Exposure: ________________________ Clinical Site: ________________________________

I have read and understand the information contained within the UWG Tanner Health System School of Nursing Recommendations for Evaluation and Treatment Following Clinical Exposure to Blood or Bodily Fluids. The risk 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 post-exposure testing and prophylaxis. I understand that extended post-exposure testing and prophylaxis may be completed at the UWG Health Center or a personal health care provider of my choice. I understand that I should report any acute illness causing fever, rash, lymphadenopathy, persistent cough or diarrhea within the next 3 months to my health care provider. If participating in the HBV and/or HIV prophylaxis, I agree to adhere to the monitoring requirements.

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

______________________________  ____________________________
UWG Student/Faculty Signature      Date

______________________________  ____________________________
Witness Signature                  Date
PURPOSE

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

__________________________________________  __________________________
Signature                        Date

__________________________________________  __________________________
Signature                        Date
I have read the 2016-2017 University of West Georgia Tanner Health System School of Nursing Graduate Handbook and understand the information and student policies contained therein. This document will be placed in my student folder.

Student Signature: __________________________________________

(electronic signature acceptable)

Date: __________________________